

**ASSESSMENT OF THE EFFECTIVENESS OF MANAGEMENT OF UNIVERSAL
BASIC EDUCATION IN SELECTED LOCAL GOVERNMENT AREAS OF KADUNA
AND NIGER STATES.**

BY

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NIGERIA**

JANUARY, 2016

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Ph.D/LG/ADMIN/01930/2006-07**

**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
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FACULTY OF ADMINISTRATION, AHMADU BELLO UNIVERSITY ZARIA,
NIGERIA**

JANUARY, 2016

DECLARATION

I declare that the work in the thesis entitled: *Assessment of the Management of Universal Basic Education in Selected Local Government Areas of Kaduna and Niger States* has been undertaken by me in the Department of Local Government and Development Studies. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution.

Sanusi Gambo ADAMU
Name of Student

Signature

Date

CERTIFICATION

This thesis entitled: ASSESSMENT OF THE MANAGEMENT OF UNIVERSAL BASIC EDUCATION IN SELECTED LOCAL GOVERNMENT AREAS OF KADUNA AND NIGER STATES by Sanusi Gambo ADAMU, meets the regulations governing the award of the Degree of Doctor of Philosophy in Local Government of the Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

Prof. H.I. Abubakar
Chairman, Supervisory Committee

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Date

DEDICATION

I hereby dedicate this work to the memory of my late father, Alhaji Adamu Gambo, whose effort in bringing me up and making sure that I attend school can never be forgotten.

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All praises be to Allah (SWT) who spared my life and gave me good health to be able to accomplish this work. My appreciation is hereby expressed to my supervisors; Prof. H.I. Abubakar, Dr. Massoud Omar and Dr. Hamza Yusuf for their thorough supervision of the thesis. Their useful suggestions have greatly contributed to the quality of the work.

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ABSTRACT

Education has over the years become an instrument for enhancing national development the world over. Accordingly, countries have tried to provide this social service in order to accelerate rapid socio-economic development. In Nigeria, the Universal Basic Education was launched in September 1999 as a strategy to meet the millennium development goals of spurring national development. All the tiers of government have a responsibility in ensuring the success of the programme. The local government being the third tier of government is saddled with the responsibility of ensuring the success of the programme through its supervisory role. However, it has been observed that management of Basic Education in Kaduna and Niger States has not been very effective. Poor supervision and monitoring efforts, inadequate funding and inadequate qualified teachers have been some of the major problems that impede on the capacity of local government to manage the Universal Basic Education Programme effectively in the States. The main objective of this study is to undertake an assessment of management of Universal Basic Education in some selected local government areas of Kaduna and Niger States, Nigeria. Specifically, the study intends to determine the relationship between monitoring and supervision of schools, adequacy of funding and adequacy of qualified teachers and effective management of UBE in some selected local government areas in Kaduna and Niger States, Nigeria. Both primary and secondary sources of data were explored. These were presented and analysed using both descriptive and inferential statistical methods. The study revealed that monitoring and supervision efforts have not been effective in ensuring better management of primary schools. Similarly, the problems of inadequate funding as well as inadequate qualified teachers remained the major issues affecting management of Universal Basic Education in the states under study. The study found a strong correlation between adequacy of funding, adequacy of qualified staff, effective monitoring and supervision of schools and effective management of Basic Education. The study recommended that monitoring and supervision efforts needs to be emphasized and adopted as a strategy of enhancing effective management of schools and teachers. More supervisors need to be trained by the Local Government and the frequency of visit needs to be raised. Similarly, the level of funding of Basic Education by all the tiers of government needs to be improved, so as to meet the beach mark as stated by the UNDP of 26% budgeting allocation to the education sector. In addition, more qualified teachers should be employed by the states in order to cope with increasing enrolment of pupils as both Kaduna and Niger states do not meet the minimum requirement of 80% qualified teachers as stipulated by the UBE Act of 2004.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

It is a general belief that education plays a vital role in achieving development in all ramifications. In many countries, education has provided one dependable leverage for national development. In this regard, education and training have continued to receive a very high priority in countries' national development plans in order to educate and prepare enough people to fill middle and high level positions in the private and public sectors of the national economy. It should be noted that primary education serves as a foundation to other levels of education.

Raji (2004) described education as both a social and private good. It is an investment that is capable of yielding benefits that have some externalities. The importance of education in societal development can therefore, not be overemphasized. Similarly, according to Fabunmi, 2004 Education and training are the main instruments available to government and the community to prepare individuals for a rapidly changing, increasingly demanding world of work, and to improve their employability. This is why scholars of economics, education and educational planning continue to link investment in education to national development. It was this belief that led to the global declaration of education for all (EFA) in 1990 in Jomtien Thailand (Fabunmi 2004). This culminated in Nigeria's emphasis in the provision of compulsory basic education for all.

Education has remained a social instrument in capacity building and sustainability of society for centuries. It is a weapon for acquiring skills, relevant knowledge and habits for surviving in a changing world. In all societies, the right of every child to survival, protection, development and participation depends on sound education. This means that the focus is on learning which strengthens the capacities of children to respond appropriately and progressively through the acquisition of relevant knowledge, useful skills and appropriate attitudes, and which creates for children, and help them create for themselves and others, places of safety, security and healthy interaction, (Bernard, 1999).

Education, needless to say, is a priority sector in every well meaning society thus, Burch (2006) referred to it as a major force in economic, intellectual, social and cultural empowerment. Its value in bringing about character and attitudinal change ranks as important as its ability to reshape human potentials for desired socio-economic development. The system or type of education given by the colonialists in Nigeria was tailored towards white-collar jobs and this according to critics did not contribute meaningfully to Nigeria's national development. Education has remained a social responsibility and hence all tiers of government, i.e. Federal, state and local governments have a role to play in its provision.

However, while all these developments were taking place in the western and eastern regions of Nigeria, the Northern region lagged behind. After the attainment of independence in 1960, the Nigerian government came up with various educational policies in order to move away from the colonial system of education which did not adequately cater for the nations developmental needs. In this regards, successive governments came up with various strategies in order to ensure that the education sector is given the much needed attention.

In Nigeria, educational activities of the 1950s laid the foundation stone for later educational development in the 1960s and beyond. Educational activities of the 1950s were themselves determined by the history of educational growth from the fourth decade of the 19th century. It should be recalled briefly that the 1951 MacPherson constitution created regional assemblies that were responsible to the central government in Lagos. The constitution also empowered regional houses to make laws on education. The effect of this was that regions grew differently in educational provisions (Aluede 1992, Kosemani and Okorosaye- Oruibite, 1995). In the western region, Chief Obafemi Awolowo gained the opportunity of putting his concept of education into practice. Thus, as the leader of the Action Group Party, he placed priority on education by drawing up a comprehensive educational development plan and adhering strictly to this plan because he believed that to educate the children and enlighten the illiterate adults, is to lay a solid foundation not only for the future social and economic progress, but also, for the political stability of the region in particular and the country in general. He therefore, introduced a free, universal and compulsory primary education, (U.P.E) in 1955.

The Eastern Regional House of Assembly that introduced the UPE scheme under the leadership of Dr Azikiwe in January, 1957 followed the Western Region's example. The Lagos area that was cut off from the educational programmes of the Western Region in 1954 when it was declared a federal territory, equally introduced the UPE scheme in January 1957.

The Federal Government of Nigeria became conscious of the dangers of the disparity in educational development in the nation and consequently introduced the UPE scheme throughout the federation in

1976. Thereafter, there was the regularization of primary education system throughout Nigeria. All tiers of government had a stake in its management and accordingly, various agencies were established both at the federal, state, and local government in order to ensure the effectiveness in the provision of the scheme. The National Primary Education Commission (NPEC) was established at the federal level in order to set national standard for the programme and ensure quality control among others. At the state level, a similar body was set up i.e. the State Primary Education Board (SPEB) in order to manage the primary schools within the state and at the local government level. Local Government Education Authorities (LEA) were inaugurated in order to ensure effective supervision and the provision of facilities for the programme. The local government being the lowest level of government where these primary schools are situated has a lot of role to play in the effective provision and management of primary schools.

However, in spite of all efforts put in place in order to ensure the successive implementation of the UPE, the scheme failed. The failure of UPE was attributed to so many factors amongst which include enrolment explosion, inadequacy of qualified teachers, inadequate infrastructural facilities and many others. The failure of the UPE led the government of Olusegun Obasanjo to make education one of its priorities by introducing the Universal Basic Education. The UBE scheme was put in place in order to improve on the limitations of UPE of the 1970's. The scheme was flagged off on 30 September 1999 in Sokoto state. Basic education is the foundation for sustainable life long learning. It provides reading, writing and numeracy skills (FME 1999). Basic education refers to early childhood and pre-primary education, primary education, the first three years of secondary education and basic functional literacy for out of school children, youths and adults. It comprises a wide variety of formal and non-formal activities and programmes designed to enable learners to acquire functional literacy.

The specific objectives of the UBE scheme as stated by the Federal Ministry of Education (1999) 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 education for every Nigerian child of school age.
- (iii) Reducing drastically the incidence of drop-out from the formal school system (through relevance, quality and efficiency).
- (iv) Catering for the learning needs of young persons who for one reason or another have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education, and
- (v) Ensuring the acquisition of the appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as ethical, moral and civic values needed for laying a solid foundation of life long learning.

The states and local governments has a lot of responsibility in ensuring that the programme succeeds. Specifically, the states have been saddled with the responsibility of provision of basic infrastructure as well as the employment of adequate qualified teachers. The local governments on their part are to ensure effective management of the programme through supervision and monitoring of schools and teachers, provision of teaching aids as well as the general maintenance of schools. This study is an attempt to assess the management of the Universal Basic Education in some selected Local Government Areas of Kaduna and Niger States, Nigeria.

1.2 Statement of the Problem

Universal access to education for all citizens has been a prime target for Nigeria in the last four decades .In fact, Nigeria is a signatory of world declaration on education for all. Igwe (2006) reported that the United Nations Organization (UNO), article 26 on the universal declaration on human rights states in part that everyone has the right to education , and this shall be free in elementary and primary stages. Hence, both at National and international levels, Nigeria has committed itself to the provision of Basic education to all citizens. Over the years, many attempts have been made in this direction but no appreciable positive results have been achieved. In the year 2000, Nigeria’s literacy rate was 52%, (Babalola 2000). In 1998, only 40% of all head of households in Nigeria had any education at all, 21% had only primary education, 14% had up to secondary education, while only 5% post secondary education. (UNDP, 1998). Statistical data from Federal Ministry of Education, (1996) showed that only 14.1 million out of 21 million school age children are enrolled in primary schools in Nigeria. These statistics are only a pointer to the failure of previous educational policies in Nigeria and hence the inauguration of the Universal Basic Education scheme in 1999.

However, sixteen years after the introduction of UBE, there were still some fundamental problems in the states under study. Monitoring, coordination and supervision of schools by the local government is still not effective evidenced by the fact that teachers in the two states still do not possess the requisite skills to enhance effective delivery of service. In addition to that, the pattern of distribution of teachers in Kaduna and Niger states is heavily tilted towards urban rather than rural schools. Similarly, adequate staffing is still a fundamental problem in the two states under study. For example, more recent statistics in Kaduna state shows that the teacher pupil ratio is 86:1 as against the 40:1 which is far below the accepted standard. (UBEC, Report, 2013) similarly, as at 2012, out of 22, 641 teachers only 11, 094 were

qualified which represents only 49.5%. The number of qualified teachers increased slightly to 12,409 from the previous total in 2013 which represents a marginal increase to 51%.

The situation is also similar in Niger state. Statistics in 2012/2013 reveals that out of a total number of 30,623 teachers teaching in public primary schools, only 9,462 possessed the minimum teaching qualification of NCE, see Appendix XI. Though there were also 971 graduate teachers, the number of qualified teachers is grossly inadequate compared to a total enrolment figure of about 701,882 pupils. All the statistics above indicate a far less benchmark of 80% as provided for in the U.B.E. guidelines. In addition to the above problems, inadequate funding still constitutes a fundamental problem in the effective management of schools by the local governments in Kaduna and Niger states. This is evidenced by inadequate supply of human and material resources, over crowded classrooms in urban areas, poor maintenance, poor supervision and poor learning environment all of which have far reaching effects on the effective management of primary education. Certainly these inadequacies have very serious implication for the effectiveness of management of Basic education in the two states. These inadequacies or shortcomings form the basis for this research. Thus our primary focus is to unearth the factors responsible for poor management of Basic Education by the Local Government Education authorities in the Kaduna and Niger states.

1.3 Research Questions

In order to guide our assessment of the management of Universal Basic Education in Some Selected Local Governments of Kaduna and Niger states, the following questions have been raised.

- i. How effective has been the monitoring and supervision of schools and how has that affected the effective management of Universal Basic Education in Kaduna and Niger States?
- ii. What is the level of funding of Universal Basic Education and how has that affected the management of the programme in Kaduna and Niger States?
- iii. How adequate are qualified teachers in primary schools in Kaduna and Niger States and how has that affected the effective management of Universal Basic Education in the states under study?

1.4 Objectives of the Study

The major objective of the study is to undertake an assessment of the management of Universal Basic Education in some selected local government areas of Kaduna and Niger States. Other specific objectives are to:

- i. Determine the relationship between monitoring and supervision of schools and effective management of Universal Basic Education in Kaduna and Niger States;
- ii. Examine the relationship between adequacy of funding and effective management of Universal Basic Education in Kaduna and Niger States
- iii. Ascertain the relationship between adequacy of qualified teachers and effective management of Universal Basic Education in Kaduna and Niger states.
- iv. To offer recommendations on how to improve the management of Universal Basic Education in Kaduna and Niger States.

1.5 Research Hypothesis

Three hypotheses are postulated for this study. They are presented all in the null form thus:

- a) There is no significant relationship between monitoring and supervision of schools and teachers and effective management of Universal Basic Education in Kaduna and Niger states
- b) There is no significant relationship between funding and effective management of Universal Basic Education in Kaduna and Niger States.
- c) There is no significant relationship between adequacy of qualified teachers and effective management of Universal Basic Education in Kaduna and Niger States.

1.6 Justification of the Study

Like most other important government programmes, poor implementation has been one of the impediments to the attainment of educational objectives especially as it relates to primary education. Several studies that have been conducted in the past in relation to basic education have not significantly improved the quality of delivery of service in Nigeria. For example, Dalhatu (2008) wrote extensively on the critical areas for the sustainable management of Basic Education by the local governments. In that study, he suggested the need to sensitize the local governments on the imperatives of managerial areas that suggests a way out to making them functional on the UBE programme. Accordingly, he emphasized on appropriate human resource, harnessing, management of the learners, financial resource management, facilities management and community relations management.

Similarly, Amanze (2008) wrote on implementing Universal Basic Education through strategic provision of school library services. Amanze argued that the ideal school premises are an integrated space of classrooms, laboratories, play fields and the library. He emphasized that the curricula for primary and secondary schools must include library use education modules and failing to provide this essential facility will work against the objectives of UBE in Nigeria. Habibu, (2010) wrote on the implementation of UBE in Kaduna, Katsina and Zamfara States. However, he did not so much emphasize on the relevance of adequate funding, staffing and the role of monitoring and supervision towards the effective implementation of the programme. In all the studies cited above, little or no attempt has been made to analyze the relevance of adequate funding, adequate staffing arrangement or even the relevance of monitoring and supervision of schools and teachers in enhancing effective management. Surely, without these inputs, management of basic education cannot be effective. It is this knowledge gap that the study intends to cover.

1.7 Scope of the Study

The time scope of the study is a ten year period (2004-2014) The choice of this period is to see whether or not ten years after the inauguration of the Universal Basic Education there has been improvement in the management of basic education by the local governments and other stakeholders.

A total of six local governments were studied across the two states under study the local governments are Chanchaga, Lapai and Wushishi in Niger State and Igabi, Kuru and Zaria Local Government in Kaduna State.

Accordingly, three local governments were studied in each of the states under study i.e. one local government each from the northern, central and southern senatorial zones of the states. Similarly, the local governments were selected to cover the urban, semi urban and rural nature of the states. This is to ensure that every corner of the state is given adequate representation.

This study is on the management of Basic Education with reference to some selected local government areas in Kaduna and Niger states, Nigeria. Because issues on education are vast, emphasis is placed on primary education delivery.

1.8 Limitations of the Study

In the course of this research, a lot of difficulties were encountered especially in trying to access relevant financial data from the authorities responsible especially from the local governments. Similarly, in some local governments in Niger state, supervision reports were not available. However, after several efforts, some of the needed data were obtained from UNDO office, ESSPIN and Ministry of Education in the two states. However, the difficulties encountered had little effect on the attainment of the objectives of the study.

1.9 Operational Definition of Concepts

In this subsection, terms used in the study are defined operationally

19.1 Primary Education

This entails the transmission of the accumulated norms and values of a given society into the child. It is a process through which a given society exposes an individual into its ways of life for him to be able function effectively. It also encompasses the training/development of the mind and enhancement of the behaviour and skill of a person, in most cases pupils of school age, (6 to 12 years).

1.9.2 Basic Education

Basic education is the foundation for sustainable lifelong learning. It provides reading, writing and numeracy skills (FME 1999). Basic education refers to early childhood and pre-primary education, primary education, the first three years of secondary education and basic functional literacy for out of school children, youths and adults. It comprises a wide variety of formal and non-formal activities and programmes designed to enable learners to acquire functional literacy.

The Universal Basic Education Programme is an educational programme aimed at eradicating illiteracy, ignorance and poverty. It encompasses early childhood education, six years of Primary Education, three years of Junior Secondary Education and Nomadic Education

1.9.3 Management

For the purpose of this study, management entails setting objectives, planning including decision making, and setting up formal organization. It also consist of motivation, communication, control including measurement, and the development of people.

1.9.4 Supervision

For the purpose of our analysis, the term supervision should be understood as covering all those services whose main function is to inspect, control, evaluate, advise, assist and support school heads and teachers. Accordingly, the main characteristics of a supervisor include control and support through regular visits of schools.

1.9.5 Monitoring

Monitoring in this regard, can be defined as an internal management process of continuous control of inputs, processes and output in order to identify strengths and weaknesses, formulate practical proposals for action to be taken and take the necessary steps to reach the expected results.

Important aspects of this definition are:

- i. Monitoring is part of management and not something added from outside
- ii. It is a continuous process
- iii. It deals with identifying strengths and weaknesses and making proposals for action
- iv. It is result oriented- it implies a clear, measurable definition of expected results
- v. It also involves taking action in order to solve problems and to reach objectives.

1.9.6 Funding

Funding as used in this study refers to the financial resources that are made available for the delivery of services.

1.9.7 Quality of Teachers

In Nigeria, qualified teachers are those who possess the Nigerian Certificate in Education (NCE). However, in this study, quality teachers also include those most capable of helping their students learn, have deep mastery of both their subject matters and pedagogy.

1.9.8 Adequacy of Teachers

In Nigeria, the ideal pupil-teacher ratio is 1:40. This is the ratio that can enhance better monitoring and supervision. Any number that exceeds the ratio is considered inadequate.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter examines and reviews basic conceptual issues in education management. Issues such as planning and management, funding, supervision and monitoring of schools are discussed. Similarly the chapter reviews the works of scholars on Primary Education Management. The chapter also discusses the theoretical framework upon which the work is anchored and its application to the study.

2.2 Literature Review

2.2.1 Primary Education

Akinpelu (1981), argues that primary education refers to the process whereby an individual gets his total transformation. In other words, it can be viewed as a method of leading people out of ignorance, means of socializing human beings or the bringing up of children in the community and constantly training them to adjust to the changing world around them. Peters (1990) could not agree less when he

maintained that every society has in mind its ideals and values which it would want to transmit to younger generation. Primary education according to him serve as a deliberate process of initiating the young ones into the values of society for continuity.

Dewey, (1996), in his popular philosophy of pragmatism view primary education as a process which starts from birth is geared towards enhancing the social consciousness of the individual. According to him, education is a continuous process which starts to shape the individual from birth by helping him to form his habits, train his ideas and arouse his feelings and emotions.

Former Tanzanian president Julius Nyerere is always remembered for his popular “Ujaama” and education for self reliance. He maintained that the purpose of primary education is essentially to transmit from one generation to the other the accumulated wisdom and knowledge of the society and to prepare the young pupil for his future membership in the society and his active participation in its maintenance and development. His educational philosophy is traceable to his background and the socio-political structure of his environment.

Tanzania (former Tangayika) was a victim of double colonization by Germany and Britain. This led to among other things, racial discrimination in the provision of education. Nyerere argued that the socio-political system of his colonial masters has no pragmatic effect as to solve the problems of the African society. He went ahead to introduce an educational system that is capable of transforming the traditional African society in Tanzania.

Fafunwa (1974) is of the opinion that primary education is the aggregate of all the processes by which a child or young adult develops his abilities, attitudes and other norms of the society.

Arising from these definitions above, primary education entails the transmission of the accumulated norms and values of a given society into the child. It is a process through which a given society exposes an individual into its ways of life in order for him to be able to function effectively.

2.2.2 Supervision and Monitoring of Schools

School supervision system has many roles to play in ensuring quality control. One of such roles is to monitor the quality of education, i.e of schools and teachers. Accordingly, supervision forms part of an overall quality monitoring and improvement system, which includes other devices like examinations, self-assessment practices by school and teachers and so on.

According to UNESCO (2007) supervision has been a neglected area of education management for a long time. During the 1970's the word 'inspector' or even 'supervisor' had a negative connotation and even became a taboo term in some countries. Inspection was seen as an old fashioned non-democratic institution and a few countries got rid not only of the terminology, but also the supervision service itself.

Even today, it is symptomatic that most countries do not publish any data or statistics on supervision and support services. Not only do they not publish them, they are often simply not available. UNESCO went further to assert that even a more serious problem is the fact that most ministries are not able to answer apparently simple question such as: How much is being spent on the provision of supervision and support

services? This is an important question if countries are interested in spotting critical investments that could have a proportionally important impact on school efficiency.

However, since the beginning of the 1990s, there has been renewed interest in issues of quality and therefore, in quality monitoring in most countries. Many reasons do account for this but some of the most important ones according to UNESCO (2007) include the following:

First, in most countries, there is a feeling that the rapid expansion, if not mass production of education has led to the deterioration of quality. Consequently, quality improvement has become a top priority of policy makers which has in turn reinforced their preoccupation with quality control. This policy interest in quality improvement was endorsed and amplified by the EFA world conferences of 1990 and 2000.

Secondly, and more recently, the value for money syndrome that permeates all sectors of society has also hit the education system. This is linked to a stronger demand for accountability in the public service, in this way, the traditional concern for quality and effectiveness has become a concern for efficiency, thereby still increasing the claim for strong control mechanisms.

Thirdly, various studies have shown that one important determinant of the deterioration of quality of schools precisely relates to the weakening of quality monitoring services, including the professional supervision and support services.

Finally, the interest in supervision and quality control finds an additional justification in the present trend towards school autonomy. Teachers themselves once in classrooms, have always had a significant level of

autonomy. But recently, in many countries around the world, schools have been receiving more freedom in making decisions in fields as crucial as the curriculum, staff management and budget. This great degree of freedom left to schools has provoked an equally greater demand for accountability at school level and for monitoring procedures that should allow central governments guarantee standards of quality and equity across the system.

Essential Components of Monitoring and Supervision

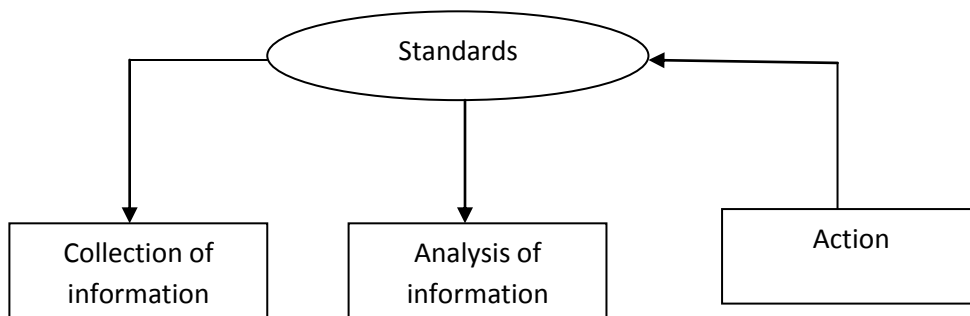
Monitoring and supervision involve three basic activities which are;

- Collection of information;
- Information analysis; and
- Action

The above activities are guided by a set of standards on what is considered ‘quality’

Figure 2.1

Monitoring process



i. Collection of Information

Monitoring the quality of education can only be done on the basis of solid information, such information can come from different sources, among which the most common are:

- Regular school census;
- Examination and test results;
- Inspectors reports; and
- Research/evaluation reports

The collection of information can be without limits and monitoring can get lost in too much data. Accordingly, only data that will enter into the analysis should be gathered.

ii. Information Analysis

The data that is being gathered should be analysed in order to detect achievements and problems and to propose appropriate action to be taken, the selection and construction of reliable indicators that should allow the manager to detect achievements and problems relating to inputs, processes and outputs in an objective and consistent way. It also implies the definition and use of clear reference points or standards for making judgments. Indicators and standards are therefore, intimately linked. While indicators are the results of empirical observation; they are indications/measurements of what happens in reality. Standards on the other hand are used as reference points which consist of pre-established norms, such as norms about class size or teacher qualifications, average levels of attainment, such as the national enrolment rate or national achievement scores.

iii. Action

Action can be preventive, corrective or re-enforcement oriented. Data collection and analysis can be a sterile exercise from a management point of view if they are not followed by action.

Action can take the form of structural measures, for example a change in the recruitment procedures of a school principal or the setting up of a committee that includes supervisors and teacher trainers to ensure stronger collaboration between these two groups. It can also take the form of personnel related measures which can be either sanctions or support. Sanctions too, can be positive (incentives), such as promotions, more school resources or negative (punishment) which entails official reprimands or dismissal.

Typology of Monitoring Systems

Richards (1998) identified and classified monitoring systems according to the dimension of the quality concept on which each of them is mainly focusing i.e inputs, processes or results.

Compliance Monitoring

This type of monitoring places premium on school inputs, i.e number of required textbooks per pupil, teacher qualifications, number of pupils per class etc. it is called compliance monitoring because its major goal is to make sure that schools comply with predetermined norms fixed by law and administrative rules and regulations. Compliance monitoring is the oldest, bureaucratic form of monitoring, i.e. checking that rules and regulations are respected. The classic inspectorate system combined with several forms of administrative self reporting by schools is the main device on which this type of monitoring relies.

Diagnostic Monitoring

The goal of this type of monitoring is to ensure that pupils learn what they are supposed to learn. Here the focus is on instructional processes, i.e what happens in the classroom. The techniques used at classroom level are those of mastery learning which entails setting clear learning objectives, regular diagnostic monitoring is in the first instance, the responsibility of the individual teacher. External supervision services imply a radical shift in emphasis from administrative control to pedagogical support and advice. The main devices of this type of monitoring are the continuous self-assessment at school level combined with intensive external support services.

Performance Monitoring

In this type of monitoring, emphasis is placed on school results. The main goal is to stimulate competition between schools in order to promote academic achievement. The most common monitoring devices used are the regular measurement of learner achievement by standardized tests and examinations, combined with the publication of league tables and systematic auditing of schools.

Functions of the Supervisor

There are three major functions which supervision staff are expected to play. These functions are different but complementary and are quite evident in the job descriptions.

- To control and evaluate;
- To give support and advice; and
- To act as a liaison agent.

Each of these roles/functions has two fields that are not always easy to disentangle, namely, the pedagogical and administrative. Supervisors can focus either on the individual teacher or on the school as a whole.

Control

The control function covers pedagogical as well as administrative inputs and processes. Traditionally, control of the teaching staff, the human resource input receive top priority. This is not only because the teacher is the most important input, but also because the evaluation by the inspector is an integral part of the teacher promotion system. Hopes (1991) wrote that in Spain, the first function of the inspectorate service is to 'ensure that laws, regulations and any other legal dispositions of the educational administration are fulfilled in schools and services.

Support

Control without support will not easily translate to quality improvement. In most instances, support takes the form of advice given to teachers and head teachers during supervision visits, which cover both administrative and pedagogical issues, other modalities of support should also be considered, such as: individual tutoring, demonstration lessons; in-service training programmes, and organization of peer-learning.

Liaison

Supervisors are also the main liaison agents between the top of the education system, where norms and rules are set, and the schools, where education really takes place. As expected of go-between agents, they have a double task to inform schools of decisions taken by the centre and to inform the centre of the realities at school level.

Their liaison role is, however, not only vertical, but increasingly, supervisors are entrusted with horizontal relations and have a privileged role to play in identifying and spreading new ideas and good practices between schools. Particularly, when ambitious reform programmes are being launched, their role in disseminating the reform and in ensuring smooth implementation at the school level becomes important.

2.3 Trends in Educational Planning and Management

Educational planning is said to be an attempt to forecast the future of educational requirements with the intention of making them available. It tries to predict the impact of future events thereby helping the organization to remove or reduce the difficulties of the present so as to meet the future with appreciable confidence and success. In an attempt to do this, Aghenta, (1993) noted that many factors are taken into consideration. For instance, policies are formulated, goals set, feasibility studies carried out and forecasts made. Planning in education involves governments, individuals and educational institutions in preparing a set of decisions for action. It is on this premise that Dror, cited in Aghenta (1993) regards educational planning as the process of preparing a set of decisions for future action in respect of education. Aghenta went further to state that the definition of educational planning by Combs (1970) appears more explicit thus;

Educational planning is the planning of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the students and society.

Combs definition according to Aghenta (1993), emphasizes three major elements

1. The method of educational planning, that is the application of a rational and systematic analysis,
2. Objective of educational planning-to make education more efficient and effective in responding to needs
3. The beneficiaries, that is, the students and society.

Agreeing with Combs, Adesina, cited in Agabi, (2004) perceives educational planning as the process of applying scientific or rational procedures to the process of educational growth and development so as to ensure the efficiency and effectiveness of the educational system.

Similarly, Beeby, cited in Aghenta (1993:8) defined educational planning as:

The exercise of foresight in determining the policy, the priorities and cost of an educational system, having due regard to economic and political realities, for the systems potential for growth and for the needs of the country and of the pupils served by the system.

The above definition is more comprehensive as it covers the micro and macro aspects of educational planning with emphasis on priorities, costs, economic and political realities and stresses the needs of the country as well as the interest of the students.

Arising from the above definitions, we can deduce that educational planning is a rational and scientific process by which a country deliberately and consciously channels its future actions in the education sector with the aim of maximizing available human and material resources in pursuit of desirable educational goals.

In educational planning, the collection of educational and related data is of great importance for effective planning. It is these data that assist the policy makers in predicting future development taking into consideration the available human and material resources. It is difficult to predict the future in planning without these data. It is through the analysis of these data that policy makers will be able to

know how well the educational system is realizing its goals, the cost effectiveness of educational programmes and how to enhance improvement in other areas of deficiency.

Hochleitner cited by Olubor (2004. 178-179) discussed in detail the concept of educational planning in the following ways:

- Educational planning is the frame of references and point of departure of the interdisciplinary approach in education, it is also the logical response to the universal trend towards planning overall development, planning is an instrument not a goal or an end in itself. It is an attitude reflecting the desire for orderly change and the strategy by which this change can be brought about.
- Educational planning is a cohesive force that co-ordinates and directs the many different components of an education system and ensures that widely accepted long term goals are approached more objectively. This implies a realistic appraisal of the country's financial means, its human resources and institutional structures and other factors bearing upon the success of an educational plan.
- Educational planning is an instrument to channel all knowledge about education and related disciplines into the preparation and implementation of long-term and short-term educational development plans.
- Educational planning has the difficult task of ensuring that education fits harmoniously into the pattern of change, that is sufficiently progressive to produce the kind of social and technical leadership and qualified manpower required while at the same time preserving the continuity and development of a society's cultural identity.

i. Purpose of Educational Planning

Different authors writing in various contexts have advanced various reasons why educational planning is necessary. For instance, Ukeje, Akobogu, and Ndu (1992:168) identified the following as being the purpose of educational planning.

- i. In view of limited time and resources, available to man, planning becomes imperative for optimum utilization of scarce resources to realize desired goals within a given period.
- ii. Education deals with human beings, who cannot be manipulated like inanimate objects. In order to enlist their cooperation in the system, there is need for careful planning.
- iii. Rapid societal change calls for careful planning. Changes in the educational environment can be political, sociological, economic or technological and for education to maintain an equilibrium in an ever-changing society, educational leaders must anticipate the future and plan for it.
- iv. Lack of planning leads to loss of energy, time and resources and bring about inefficiency. To optimize the effectiveness of the school system, educational leaders should plan adequately.
- v. Education is a very complex function with diffuse goals and numerous means

On the other hand, Olubor (2004:180) is of the view that the purpose of educational planning is to;

- Achieve universal basic education in developing countries like Nigeria where it has not yet been fully achieved and ensuring both entry to school and completion
- Achieve equality for groups deprived of the opportunity to enter and complete schooling
- Achieve quality education that is cost-efficient and cost effective

ii. **Funding of Basic Education**

Education has become an instrument that is essential for human development. This is in view of the fact, that it enables the individual to acquire acceptable societal behaviours that permeate productivity which also lead to overall development. Agreeing with the relevance of education to national development, Blaug in Jumare, (2014) summarized the economic value of education to include the statement that:

1. Education imparts vocationally useful skills which are in scarce supply;
2. It disseminates defined social values, in effect recruiting children into the ruling elites of society and.
3. It acts as a screening device to select the most able people for the best jobs, (Blaug, in Jumare, (2014:4).

It is in realization of the relevance of education to overall national development that Government at all levels have the primary responsibility for education but the funding levels are relatively low. Most of the financing in education comes from the public sector (74%) and about 56% of the financing is from the state governments. The capacity for local government in this direction is low. In some instances, local government's internal revenue generation capacity is as low as 10% of the required funding. Households contribute 18.7% through school fees, making it the third largest source of financing (after the state and local government), (USAID, 2012). Generally, and as noted by Jumare, (2014), there has been apathy over the allocation made by the government in the education sector and in particular, public primary education. Cost of primary education in Nigeria has been to a greater extent the responsibility of parents. For example, costs rose to ₦891.00 in 1995 to ₦1030.40 in 1996 but the allocation from Federal government remains at ₦50.00 per pupil. Expenditure by parents ranges between ₦1000:00 and ₦2,400.00 per pupil per year for various costs such as LGA levies, registration costs, stationary etc. (Hard lessons, 1999).

Recently, a research was conducted by the national population commission in conjunction with the Federal Ministry of Education and the Universal Basic Education Commission on “2010 Nigeria Education Data Survey” (NEEDS 2010) and attested to the high cost of education at all levels. Average expenditure per pupil was as high as ₦28,227.65 at pre-primary school level, ₦19,273.66 at primary level, ₦64,196.30 at secondary school level and ₦438,904.76 at tertiary level. The same report showed that school fees constitute a lion share of households expenditure about (48%) of total household earnings. This was followed by school uniforms (12%), food (10%), books (9%), PTA (6%), extra class (3%) and others (4%) respectively.

Public spending on primary education was also another area of contention. The total resources devoted to primary education is important in determining how effective the system can be. Although the Nigerian economy has grown markedly between 5%-7% in 2007-2011 fiscal years, the amount allocated to the entire education sector has been less than 10%. For instance, in the 2012 fiscal year, ₦400.15 billion representing 8.43% of total budget was allocated to education and in 2013 budget ₦426.5 billion, out of a total budget of ₦4.9 trillion representing a slight increase to 10.6%. This is far from UNESCO’s recommended 26%. The amount allocated in respect of primary education also fluctuated. For example in 1999, it was 12.2% but dropped to 8.9% and 7.5% in 2000 and 2002 respectively. It is also worth noting that the bulk of the revenue allocated to public primary education was expended on personal and overhead cost, items of recurrent expenditure. Personnel cost on teachers’ salaries and other allowances took more than 57% of the public expenditure on primary education. The effect of this underfunding and poor allocation system has been the inadequate supply of human and material resource, overcrowded classrooms in urban areas, poor maintenance, poor supervision and poor learning environment. All these have far-reaching effects on the management of primary education. In

consonance with the above, Olaniyan and Olabanji (2008) lamented on the poor state of public primary schools in Nigeria, when they asserted that:

“Presently, it seems as if the primary school level is floating, not sure of where they belong, its teachers do not know their employer between the Federal, state, and local government, though its administration is being controlled by the State Universal Basic Education Board (SUBEB) in which the schools exist, the funding is the responsibility of the Federal, State and Local governments. This without any doubt will affect the inputs and outputs of the system adversely, (Olaniyan and Olabanjo 2008:115)

The importance of adequate funding of education cannot be overstressed. This view is echoed by Kose and Govan (2007) who in a cross-country analysis of factors, determining public expenditure, found out that countries with high per capita income levels and higher economic growth rates allocated greater resources to their education expenditure, pointing out the fact that government income or resources is a major factor determining public expenditure allocation. Their views also support the views expressed by Adenuga (2002) who discovered that public expenditure on education is determined by political will of the leading forces in the state.

Ozigi (1977) maintained that no organization can function effectively without adequate finance. Financing of education is necessary not only for the provision of basic infrastructure but for human and capital development. Many African countries have devoted a greater percentage of their Gross National Product to the education sector. Angola for instance has spent 4.9% of its GNP on education, Cote' de' ivoire spent 5%, Kenya and South Africa spent 6.5% and 7.9% of their GNP respectively on education. However, Nigeria being the most populated African country spent only 0.76% of its GNP on education,

(Jubilee, 2000). The effect of that is as captured by UNICEF in its state of the world's children report where it reported that four million Nigerian children have no access to basic education, and that the majority of those that are 'lucky' to enter schools are given sub-standard education, (Akhaine, 1999).

iii. Access to Basic Education in Nigeria

The Universal Basic Education programme is all about widening access. The UBE programme was introduced in 1975 to improve access in the provision of primary education. Similarly, the jomtien declaration of 1990 is all about increased access and gender parity in the distribution and delivery of basic education services. The education for all summit (EFA) of 1993, the introduction of UBE in 1999 and the subsequent enactment of the UBE act in 2004 are all geared towards widening and improving access to basic education. Increased access is virtually the main thrust of all intervention policy programs in the area of education. However, many factors come to play in determining access to basic education. These factors includes; increased enrolment to match corresponding number and size of the existing schools; classrooms, toilets and other classroom facilities, facilitate attendance and retention of pupils through out the schooling years ensure smooth transition to and subsequent completion of the nine years basic education circle. The United Nations (2011) posited that, the existing education laws and policies are a function of access in any country be it developed or developing.

Agreeing with watts (2001), community supports for basic education is also a function of access, because it facilitates enrolment, attendance, retention and completion of the basic education circle in

most sub – Saharan African schools particularly, public schools. He maintained that, no matter how well equipped a school may be, if community lack the readiness and willingness to send their children, it will be like an abandoned warehouse.

In relation to basic education in Nigeria, there are some challenges in its provision. Challenges such as the procurement of school facilities, enrolment, retention, transition and completion are still prevalent. The challenges necessitated governments through the respective ministries of education to launch an aggressive national campaign on “access” so as to intensify the mobilization in support of pupils’ enrolment, retention and completion of school. Also the federal government made efforts to review and update the UBE act to enforce the provisions of day meal to pupils and free school uniforms as incentives to both parents and children. Despite all these, there are still some unresolved challenges like inadequate qualified teachers still constitute a threat to the quality of learning outcomes in basic education.

2.4 Quality Issues in Basic Education

Today, many definitions exist on what quality education entails, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and equality have often been used synonymously, (Adams, 1993). Considerable consensus exist however, around the basic dimensions of quality education. They include:

- a). Learners who are healthy, well nourished and ready to participate and learn, and supported by their families and communities,

- b). Environments, that are healthy, safe, protective and gender sensitive, and provide adequate resources and facilities,
- c). Content that is reflected in relevant curricular and materials for the acquisition of basic skills, especially in the area of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace;
- d). Processes through which trained teachers use child-centered teaching approaches in well- managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities;
- e). Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. These features/dimensions above allow for an understanding of education as a complex system embedded in political, cultural and economic context. However, the above dimensions are interdependent, influencing each/other in ways that are sometimes unforeseeable. It also takes into account the global and international influences that propel the discussion of educational quality (Motala, 2000; Piphoo, 2000), while ensuring that national and local educational contexts contribute to the definition of quality in varying countries (Adams, 1993). Establishing a contextualized understanding of quality means including relevant stakeholders, because key stakeholders often hold different views and meanings of educational quality, (Motala, 2000, Benolid, O'Gara and Miske, 1999). .For instance, each of us judge the school system in terms of the final goals we set for our children, our-community, our country and ourselves, (Beeby, 1966).

Definition of quality must be open to change and evolution based on information, changing contexts and new understanding of the nature of education's challenges. Hence research-ranging from multinational research to action research at the classroom level contribute to this redefinition.

Systems that embrace change through data generation, use and self assessment are more likely to offer quality education to students, (Glasser, 1990). Continuous assessment and improvement can focus on any or all the dimensions of system quality: learners, learning environments, contents, process and outcomes. These will be discussed below;

i. Quality Learners

School systems work with the children who come unto them. The quality of children's lives before beginning formal education greatly influences the kind of learners they can be. Many elements go into making a quality learner, including health, early childhood experiences and home support.

Good Health and Nutrition

Physically and psychologically, healthy children learn well. Healthy development in early childhood, especially during the first three years of life, plays an important role in providing the basis for a healthy life and a successful formal school experience, (McCain and Mustard, 1999). Adequate nutrition is critical for normal brain development in early years and early detection and intervention for disabilities can give children the best chances for healthy development. Prevention of infections, diseases and injury prior to school enrolment are also critical to the early development of a quality learner.

Early Childhood Psychological Development Experiences

Positive early experiences and interactions are also vital to preparing a quality learner. A large study in twelve Latin American countries found that attendance at day care coupled with higher levels of parental involvement that include parents reading to young children is associated with higher test scores and lower rates of grade repetition in primary school, (Willms, 2000). Evidence from the Philippines, Sri Lanka and Turkey, has shown that children who participate in early intervention programmes do better in primary school than those who do not benefit from formal early child programmes and studies from India, Morocco and Latin America demonstrate that disadvantaged children benefit the most from such programme, (UNICEF, 1988).

Regular Attendance for Learning

When they reach school-age, research has demonstrated that to achieve academically, children must attend school consistently. A child's exposure to curriculum- his or her "opportunity to learn"- significantly influences achievement, and exposure to curriculum comes from being in school, (Fuller et al, 1999). A study of village based schools in Malawi found that students with higher rates of attendance had greater learning gains and lower rates of repetition, a finding consistent with many other studies, (Miske, Dowd et al; 1998).

ii. Quality Learning Environment?

Though learning can occur any where, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychological and service delivery elements present in the school.

Physical Elements

These include quality of school facilities, interaction between school infrastructure and other quality dimensions and class size. Physical learning environments or the places in which formal learning occurs, range from relatively modern and well equipped buildings to open air gathering places. The quality of school facilities seem to have an indirect effect on learning; an effect that is hard to measure though.

The quality of school buildings may be related to other school quality issues, such as the presence of adequate infrastructure! materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Such factors as on-site availability of lavatories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time and task. When pupils have to leave school and walk significant distances for clean drinking water, for example, they may not always return to class, (Miske and Dowd, 1998). Even when schools do have adequate infrastructure, parents may be reluctant to allow children-especially girls- to attend if they are located too far away from children homes. In general, parents often consider the location and condition of learning environment when assessing school quality.

Class size is another significant element that may determine the quality of the learner. Many countries significantly expanded access to primary education during the 1990s, but the building of new schools has often not kept pace with the increase in students population. In these cases, schools have often have to expand class sizes, as well as, the ratio of students to teachers, to accommodate large number of new students.

Psychosocial elements such as peaceful and safe environments, especially for girls are very critical in determining the quality of learning. Within the school and classrooms, a welcoming and non-discriminatory climate is critical to creating a quality learning environment. In many countries, attitudes discouraging girls' participation in education have been significant barriers to providing quality education to all students. Once girls gain access to schools, however, they may experience both direct and physical threats and more subtle assaults on their confidence, self esteem and identity, (Pigozzi, 2000). The journey to school may be unsafe, since many girls experience harassment and physical attacks either on public transportation in cities or remote paths in rural areas. At school, teachers often require girls to do maintenance work, while boys study or play and allow boys to bully girls. In some cases, extreme physical assault, including rape, may be perpetrated against girls at school. The threats that come in form of unequal treatment, harassment bullying and undervaluing girls harm them in profound and long lasting ways.

iii. **Quality Content**

Quality content relates to the intended and taught curriculum of schools. National goals for education and outcome statements that translate goals into measurable objectives, provides the starting point for the development and implementation of curriculum, (UNICEF, 2000).

The curriculum of any educational system should emphasize deep rather than broad coverage of important areas of knowledge, authentic and contextualized problems of study, and problem solving that stresses skills development as well as knowledge acquisition. Curriculum should also provide for

individual differences, closely coordinate and selectively integrated subject matter, and focus on results or standards and targets for student learning, (Glatthorn and Jailall, 2000). Curriculum structure should also be gender sensitive and inclusive of children with diverse abilities and background. Karaft (1998) is of the view that in all content areas, curriculum should be based on clearly defined learning outcomes and these outcomes should be grade-level, appropriately and properly sequenced.

iv. **Quality Processes**

In the past, much discussion of educational quality centered on systems inputs, such as infrastructure and pupil- teacher ratios and on curricular content. In more recent years, however, more attention is now paid on educational processes, i.e. how teachers and administrators use inputs to frame meaningful learning experiences for students. Their work represents a key factor in ensuring quality school processes. For example, Darling-Hammond (1977) argues that the highest quality teachers, those most capable of helping their students learn, have deep mastery of both their subject matter and pedagogy. The preparation that teachers receive before beginning their work in the classroom is very important in determining what they present to their students. This is even more important because educational quality and students achievement, especially beyond basic skills depends largely on teachers' command of the subject matter, and their ability to use that knowledge to help students learn. Mullens, Murnance and Willet (1996).

V. **Quality outcomes**

The environment, content and processes that learners encounter in school leads to diverse results, some intended and others unintended. Quality learner out\comes are intentional expected effects of

the educational system. They include what children know and can do, as well as the attitudes and expectations, they have for themselves and their societies. Ultimately, the outcomes inform on the extent of the contribution of the learners in National Development. A lot of them are hence expected to be very productive in their respective employments. This consequently, translates into national development.

2.5 Empirical Analysis of Related Studies

Several studies that have been conducted in the past in relation to basic education has not significantly improved the quality of delivery of service in Nigeria. For example, an extensive work that has been done in relation to improving the standard of primary education in Nigeria is the work by Sofowora (2010). In that work, Sofowora discusses government effort at ensuring quality education at the primary school level in South Western Nigeria. Sofoworo found out that on the extent of the implementation of the quality model in terms of teacher – pupils ratio as stipulated in the national policy on education, most classrooms are overcrowded. Only 4% of the teachers have 20 students in their classrooms, 30% had between 21 and 30 pupils, 51.4% between 31 and 40 pupils while 3.7% had 41 and above. The implication of this findings suggest that the schools are yet to adhere strictly to the small class enrolment as stipulated in the UBE and NPE guidelines. Sofowora therefore, recommended the need to decongest the overcrowded classrooms to a smaller class size, the need to make school inspection more thorough and the employment of more qualified teachers as a way of enhancing quality primary education.

However, the work of Sofowora as extensive as it is, does not lay emphasis on the need for government to make adequate funds available as a way of enhancing quality delivery of primary education.

Another work that has been done in relation to quality delivery of basic education is the work carried out by Otive (2006). The author wrote on financing quality basic education in Nigeria and suggested the need for more funding from the government at all levels. Similarly, the author recommended for better utilization of funds and tracking of resources. This according to him, can be done through better budgeting process with participation of stakeholders and tracking of the use of resources for education. The author also recommended for the need to have more and better trained teachers because according to him, how well a teacher is trained and the resultant mastery of the curriculum and the level of the teacher's verbal skills all contribute to quality.

The work of Otive is an extensive presentation on the need for adequate financing of basic education, but the author did very little on the need to have adequate supervision and monitoring of schools as a way of enhancing effective management of schools and resources.

Agharuwhe (2006) wrote on a reflection of localism in the administration of primary education in Abraka, Delta State. In that study, the author examined the structural pattern of school administration where he emphasized that the structural pattern of administration should emerge where both human and material resources are available. The writer observed that though Nigeria today is a democratic environment and is operating a presidential system of government, yet, the administrative methods do not reflect enough nearness to the people. Instead, according to him, she continues to finance schools

through subventions thereby making decisions for the local governments that ought to finance and run the schools through elected councils and boards of governors. School administration can be better when localism can reflect broader base with each community likely to do these; encouraging finances, from the community, active in participation and employment of experts to run schools through a common state guidelines.

David (2008) undertook a critical review of management of primary education in Nigeria. In that review, he traced the historical background of management of primary education where he asserted that the management of primary education in Nigeria passed through different stages and different authorities exercised its control from time to time. In that work also, David viewed the instability in government's commitment to the financing of primary education. Accordingly, the funding of primary education suffered seriously. Even the 1979 constitution in its provision was not explicit as regards primary education financing. The author concluded that to successfully implement the universal basic education scheme, there is need to develop sound implementation plans. This according to him would have to be preceded by a survey of the existing resources, and capacity of the national and local planning structures to implement the plans and monitor progress made in order to detect problem areas and address them at an early stage. The work by David, provides a comprehensive direction on the way forward for better management of Basic Education. However, the work does not provide in detail the role of adequate qualified teachers and the need for enhanced resources as a way for boosting management capacity in handling basic education.

Dalhatu, (2008) wrote extensively on the critical areas for the sustainable management of Basic Education by the local governments. In that study, he suggested the need to sensitize the local

governments on the imperatives of managerial areas that suggests a way out to making them functional on the UBE programme. Accordingly, he emphasized on appropriate human resource, harnessing, management of the learners, financial resource management, facilities management and community relations management. Similarly, Amanze, (2008) wrote on implementing Universal Basic Education through strategic provision of school library services. Amanze argued that the ideal school premises are an integrated space of classrooms, laboratories, play fields and the library. He emphasized that the curricula for primary and secondary schools must include library use education modules and failing to provide this essential facility will work against the objectives of UBE in Nigeria. Habibu, (2010) wrote on the implementation of UBE in Kaduna, Katsina and Zamfara States. However, he did not so much emphasize on the relevance of adequate funding, staffing and the role of monitoring and supervision towards the effective implementation of the programme. In all the studies cited above, little or no attempt has been made to analyze the relevance of adequate funding, adequate staffing arrangement or even the relevance of monitoring and supervision of schools and teachers in enhancing effective management.

2.6 Theoretical Framework

Systems Theory in Educational Management

The Systems Theory is an aspect of organization analysis which is devoted to discovering organizational universals. Luivig Von Bertalanffy, (1952: 13-15) asserted that the aim of general systems theory is the creation of a science of organizational universal or a universal science using the element and processes common to all systems as a starting point.

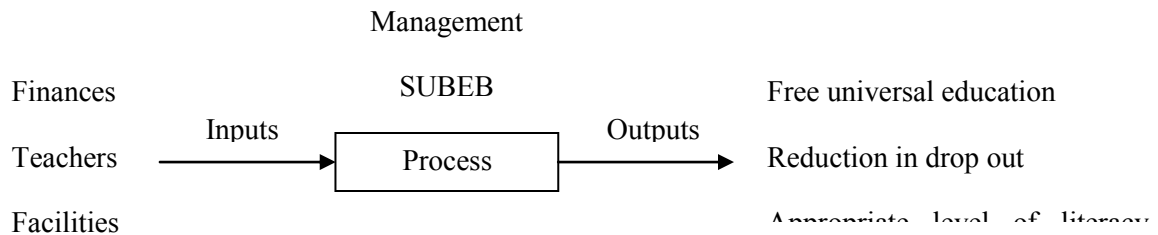
Lucey (1997:29) is of the view that the systems approach is a method or framework, which helps us to analyse and explore the operation and interactions which exist in the system around us.

Features of the System Approach

The Systems approach has some facts according to Ogunbamero (2004) that systems are composed of interrelated parts or subsystems and the system can be explained as a whole. This is also known as Holism or synergy. Holism states that any whole is more than the sum of its individual parts. Systems are hierarchical, in that the parts of subsystems are made up of other smaller parts.

The parts of the system cannot be altered without affecting other parts. Many organizational problems stem from ignoring this principle. The sub systems should work towards the goal of their higher system and not pursue their own objectives independently. Organizational system contains both hard and soft properties. Hard properties are those that can be assessed in some objective ways. The soft aspects are a matter of individual values or tastes. They cannot be assessed by any objective standard or measuring process.

Every system is composed of three key elements which are inputs, processes and outputs.



A simple open system requires that some form of input be provided. The input may be money, energy, raw materials, information or almost anything else that is used to fulfill the systems purpose. These inputs are transformed or used in making an output. In this study, inputs comprise quality teachers, adequate funding etc. These are transformed in the transformation box by management in terms of policies like those relating to supervision and monitoring, recruitment of more qualified teachers etc. output has to do

with percentage of enrolment. i.e whether it has improved, attendance and retention of pupils in schools, percentage of qualified teachers etc.

i. Relevance of the Systems Approach to Educational Management

Application of the systems approach to educational management will assist in that it will provide a framework for planning, decision making, control and problem solving. Similarly, it throws light on the dynamic nature of management.

Again it helps the manager to identify the critical sub-systems and their interaction with each other. The practicing manager learns to see the phenomena not in isolation but in its relation to other phenomena and elements because of constant interaction. Finally, it helps in bringing efficiency in school administration and management, and improves quality of education

ii. Application of the Systems Theory to Educational Management

The citizens make demand for the provision of education as it has become an instrument that can be used to measure human and national development. The citizen's demand for education is then converted through the conversion process to produce government policies, decisions and actions like the provision of basic education. The model according to Easton postulates that all political systems function within the context of political cultures, which consist of traditions, values, and common knowledge. Furthermore, it holds that citizens invariably have expectations and place demands on the political system. But they also support the system in various ways. They may participate in government,

vote, or simply obey the laws of the state. Citizens demand and support, influenced by the political culture comprising their beliefs about what is and should be happening in society, influence the political system's decision-making capacity. From this ongoing process, governmental decisions and actions emerge, usually in such forms as edicts, laws and orders. In this regard, citizen's demand for education led to the inauguration of the Universal Basic Education programme which was launched in 1999. However, the poor implementation of the programme led to new demand by citizens for a qualitative provision of service. The new demand is also expected to pass through the transformation box for better government policies or institutional reforms in order to ensure quality provision of Basic Education in Nigeria.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, an attempt has been made to highlight the various techniques and methods for the collection of data. The chapter describes the population of the study, the sample frame and sample size. Discussions are also made on the data collection instrument as well as the procedure for the administration of the instrument and the process of analyzing the data.

3.2 Research Design

This provides the framework for the collection and analysis of data. It is for the purposes of obtaining data to enable us test the hypotheses and answer the research questions. The research design used for this study is mainly survey research. The essence is to enable the researcher generalize from a sample to a population so that inferences can be drawn.

3.3 The Population and Sample Size

3.3.1 Sample Size Techniques

From the above, sample was drawn from the entire population. Yamane (1967) provides a simplified formula to calculate sample size.

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

The choice of sample size, that is, the number of units from the population that are selected for observation is determined by several factors namely:

- i. The population size which is denoted as N (6199)
- ii. The sample size is denoted as n
- iii. The risk of selecting a bad sample, that is, type 1 error denoted as α , usually $\alpha = 5\%$ is chosen.
- iv. The allowable sampling error is denoted as e; which is sometimes called level of precision. In most cases, it is expected that the precision rate of $\pm 5\%$ is used.

Therefore, the expression for sample size for this study is stated as:

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

Where: n = Yamane Sample size

N = Population size of category

n = Sample size of category

N = Population size of other categories

In determining the sample size of the population for the study, Yamane's (1967) formula as expressed by Israel (1992) was used thus:

Computation of the Sample Size

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

$$n = \frac{6199}{1 + 6199(0.05)^2}$$

$$n = \frac{6199}{61.4975}$$

$$n = 375.75$$

...

The population for the study is 6,199. This consists of officials from the Universal Basic Education Boards of the two states under study. It also includes education secretaries, Heads of Departments and Units. Others are Parent-Teachers Association Officials as well as Headmasters and Teachers of schools in the two states. These diverse population is expected to be conversant with and can report adequately on issues of funding, staffing, infrastructure as well as coordination and supervision. The details of the population and sample size is explicated in Table 3.1 below:

Table 3.1 Staff Population and Sample Size of the study

Category of staff	Population	Sample
SUBEB Officials/Staff (KD) State	120	$\frac{120}{6199} \times 376 = 7$
SUBEB Officials/Staff (NG) State	119	$\frac{119}{6199} \times 376 = 7$
Education Secretaries (KD) L.G.	23	$\frac{23}{6199} \times 376 = 2$
Education Secretaries (NG) L.G.	25	$\frac{25}{6199} \times 376 = 2$
Headmasters, Teachers and PTA Officials, Kaduna	3313	$\frac{3313}{6199} \times 376 = 200$
Headmasters, Teachers and PTA Officials, Niger	2599	$\frac{2599}{6199} \times 376 = 158$

		6199
Total	6199	376

Source: Researcher's Computation from organizations Managing the UBE; 2012.

3.4 Sources of Data

Data were drawn from both secondary and primary sources.

3.4.1 Primary Source

Data for this study were derived principally from primary sources through the use of questionnaire, interview and observation. We constructed two sets of questionnaire: questionnaire for officials i.e. politico-administrative functionaries like state UBE Directors, Education secretaries etc. containing questions on managerial issues. Questionnaire II for teachers, PTA Officials and local people or beneficiaries of Primary Education Services.

The questionnaires were divided into sections in order to gather the required data. Items included in the questionnaire are:

- i. Personal data for respondents such as sex, age, level of education, occupation etc.
- ii. Activities of State Ministries of Education, SUBEB in the states under study.
- iii. Strategies employed to achieve the goals of primary/basic education

- iv. Problems encountered in the implementation stages.
- v. Successes/ failures recorded.
- vi. Suggestions on how to improve the provision of effective primary/ Basic Education.

3.4.2 Interviews

Interviews were also conducted in order to compliment information received through secondary sources and also through questionnaire. Accordingly, interviews were conducted with staff of State Universal Basic Education Board SUBEB especially those in the inspectorate, finance and school services departments. Similarly, local government education secretaries, headmasters and principals of schools, teachers as well as parents were also interviewed.

3.4.3 Observation

We embarked on series of observations in the states under study. Specifically, the issues observed include the following:

- a. Existing schools and classrooms
- b. New schools under construction
- c. Teachers and pupils at work
- d. Teaching facilities

3.4.4 Secondary Sources

Secondary sources of data for our purpose constitute an important element. Information as contained in diverse sources, were referred to. Specifically, the following were of immense guide.

- i. Federal Ministry of Education, Implementation Guidelines on the UBE programme.
- ii. UNICEF Reports
- iii. Draft reports on education and public expenditure review series of Kaduna State.
- iv. Reports from Federal Office of Statistics/National Bureau of Statistics.
- v. National Population Census Figures.
- vi. State and MDGs Indicators.

3.5 Administration of Instruments

A total of 376 questionnaires were administered on the respondents as in table 3.1 with the aid of three research assistants. The questions on the questionnaire were expected to obtain responses from the respondents on issues relating to management of Universal Basic Education in some selected local government areas in Kaduna and Niger States. Other issues that were raised in the questionnaire are issues relating to funding of Basic Education as well as teacher adequacy. Secondly, oral face-to-face interviews were also conducted with some staff of the state Universal Basic Education Boards of the two states, as well as the Education secretaries of the six local governments studied. The interview is centred on issues relating to management of Basic Education like supervision and monitoring of schools, funding and recruitment of teachers. See interview guide as appendix.

3.6 Method of Data Analysis

In this study, both the qualitative and quantitative methods of data analysis were employed. Two types of analyses were carried out in the data collected. These include: descriptive statistics analysis using frequency tables, simple percentages, and highest mean score, as well as bar chart in analyzing and interpreting the data collected. Inferential statistical tools of analysis were also used, prominent of such tools in the chi-square test.

Chi-square (X^2) Distribution

The chi-square (X^2) belongs to the non-parametric test audit and is used to measure discrepancies between the observed and the expected frequencies. The following formula is adopted for the calculation.

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

Where O = The observed frequency of any value

E = The expected frequency of any value

Source: (Obasohan et al, 2004:153)

The X^2 value obtained from the formula is compared with the value of X^2 table for a given significance level (α) and number of degree of freedom (V).

To get the value of (V) i.e. degree of freedom

$$V = (\text{rows} - 1) (\text{columns} - 1)$$

Where rows and columns are form the original table of actual or observed frequency.

Source: (Obasohan et al, 2004:155)

In order to calculate the expected frequencies the following formula was be used.

$$E = \frac{\sum R \times \sum C}{\sum G}$$

Where E = expected frequencies

$\sum R$ = Rows total

$\sum C$ = columns total

$\sum G$ = Grand Total

Source: (Obasohan et al, 2004:156)

The decision rule in using the X^2 distillation for testing hypothesis is as follows:

Accept the null hypothesis (H_0) if X^2 calculated value is less than X^2 tabulated value and reject the alternative hypothesis (H_1). However, if X^2 calculated value is greater than X^2 tabulated value, then reject the null hypothesis (H_0) and accept the alternate hypothesis (H_1).

In order to test the three hypotheses, we identified each of the responses on each of the variables in the hypotheses and made use of their responses to cross tabulate and test the hypotheses. Each of the hypotheses relies on response data on it to be tested adequately.

In addition, the study also made use of factor analysis to study the items more closely and specifically.

CHAPTER FOUR

AN OVERVIEW OF THE MANAGEMENT OF THE UNIVERSAL BASIC EDUCATION PROGRAMME

4.1 Introduction

This chapter discusses the historical exploration of primary education management in Nigeria. The chapter also discusses the institutions that manage the Universal Basic Education in Nigeria; specifically, the Universal Basic Education Commission (UBEC), the State Universal Basic Education Boards (SUBEB) and the Local Government Education Authorities. The powers functions and organizational structure of these institutions were highlighted. Also discussal in the chapter experiences of other countries in the

management of primary education and lessons to be learnt from their experiences. The chapter finally discusses in brief the UBE profile of the local governments under study.

4.2 Historical Exploration of Primary Education in Nigeria

At the end of Second World War in 1945, a new constitution was imposed on Nigeria. This constitution was known as the Richards Constitution of 1945. The constitution was named after the author who was Sir Arthur Richards, the then Governor of Nigeria. This constitution divided Nigeria into three regions - East, West and North. These regions corresponded with the three largest ethnic groups in the country the Ibos in the East, the Yorubas in the West and the Hausa-Fulani in the North.

The Richards Constitution became effective in Nigeria in 1946. In 1948 Governor Richards was succeeded by Sir John Macpherson as Governor of Nigeria, at the time when Nigerian nationalists had intensified their efforts for self-governance; as already, political parties had been formed. The political parties were the National Council of Nigeria and the Cameroons (N.C.N.C.) led by Herbert Macaulay and Nnamdi Azikiwe, the Action Group (A.G.) led by Obafemi Awolowo of the West and the Northern People's Congress (N.P.C.) led by Ahmadu Bello, the Sardauna of Sokoto. These three political parties contributed enormously to the emergence and growth of primary education in Nigeria between 1950 and 1964. Each of these political parties won election in its ethnic region - the N.C.N.C. won in the East, the A.G. in the West and the N.P.C. in the North.

In 1951 the Macpherson constitution was introduced to replace the ineffective Richards constitution. Fafunwa (1974) noted that this constitution provided for democratic election into the regional houses of assembly, empowered each region to raise and appropriate funds, and more importantly, had power to pass laws on education, health, agriculture and local government. With the regionalization of education in 1951, both the Eastern and Western regional governments led by N.C.N.C. and A.G. respectively made education their priority.

i. Post-Independence Primary Education in Nigeria

The Ashby Commission's recommendation was a major catalyst in the development of primary education in Nigeria. In 1959, the federal government appointed a Commission to conduct an investigation into Nigeria's needs in the field of post-secondary School Certificate and Higher Education over the next twenty years (1960-1980). The Commission is usually referred to as the Ashby Commission in honour of its Chairman, Sir Eric Ashby. According to Fafunwa (1974), the Commission noted that Nigeria had made tremendous progress in the field of education.

Specifically, the commission noted that in 1958 there were two and a half million children in primary schools and 25,000 teachers in training. It noted a lack of balance between primary and secondary levels, and between secondary and post-secondary education. The report observed that most of the 80,000 teachers in service were pitifully unprepared for their task, some three-quarters of them were uncertificated; and from among those who were trained, two-thirds had no more than primary school education. Thus, 90 percent of the teachers in the primary schools were not well trained for their

work. The Commission which started work on May 3, 1959, submitted its findings to the Federal Ministry of Education on September 2, 1960, just a month before Nigeria's independence.

With the release of Ashby recommendations, the North started working towards the attainment of Ashby Report target of 25 percent children of the school age-group attending school by 1970. Taiwo (1982:130) reported that the development programme was designed to advance the primary school system towards the ultimate aim of providing universal primary education as soon as possible, while at the same time providing for an increase of post-primary facilities in order to ensure a balanced system of education.

In both Eastern and Western regions, efforts were made to achieve quantity through their respective universal primary education programmes but were becoming apprehensive of the obvious problems of unqualified staff, automatic promotion, wastage on children who dropped out, falling standards, and the high cost of the programme (Taiwo, 1982). In the Eastern-region, the major focus of the development programme in primary education was on teacher training with particular reference to quality of work in the schools. In the Western region, emphasis was also on quality.

The Banjo Commission

In December 1960, the Government of Western Region appointed a Commission whose Chairman was S.A. Banjo to review the educational system of the region. The Commission's terms of reference according to Taiwo (1982:131) were (i) to review:

1. The existing structure and working of the primary and secondary (grammar and modern) school systems in the region, in particular, the future of modern secondary schools;
2. The adequacy or otherwise of the teacher training programme having regard to the present and future needs of the region;
3. The interrelationship between primary education and the various types of secondary education, with a view to making the pre-university education in the Western region dovetail into an organic whole; and

(ii) to make recommendations and report.

This Commission was launched by Chief Obafemi Awolowo, the Premier of the region who reiterated the high premium his government placed on education as a vital instrument for creating an educated and forward-looking democratic society and for providing the trained manpower needed to implement the development plan of the region. Taiwo (1982:131) observed that the commission gained the general impression of a falling standard in primary education and examined critically the various causes suggested by witnesses:

1. Preponderance of untrained teachers on the staff of the schools;
2. School headships being held by Grade II or uncertificated teachers;
3. Untrained teachers teaching Primary I;
4. Lack of continuity in staffing;
5. Teachers' private duties;

6. Unprofessional behaviour of some primary school teachers;
7. The length of the course;
8. Too large classes;
9. Automatic promotion;
10. The presence of under-age children;
11. The backward child;
12. The sketchy nature of the syllabus;
13. Cessation or restriction of corporal punishment;
14. Lack of cooperation from parents and guardians; and,
15. Inadequate supervision of schools either by the inspectorate or the voluntary agency supervisors.

The Commission accepted the impression, but we consider it in part an evil inherent in the rapid expansion of primary education not preceded nor accompanied by a corresponding increase in facilities for teacher training (Taiwo 1982:132). The Commission, however, rejected the suggestion that there should be increase in the length of the course or the restriction on corporal punishment be lifted. It accepted the syllabus but criticized the sketchiness owing to the inadequacy of many of the teachers who were untrained and needed detailed guidance. The Commission noted that the standard of English was poor.

The recommendations focused on the need for more trained and better qualified teachers, strengthening the Local Education Authorities to perform their duties efficiently, enlarging the inspectorate to match the increasing number of schools, continuing efforts to improve the conditions of service of teachers and an appreciation by the public of their contribution. The recommendations were accepted by the government and efforts were made to implement the recommendations.

The Oldman Commission

In the same vein, the Government of the Northern Region appointed a Commission chaired by Mr. H. Oldman to advise on:

- a. the form which the local contribution to the cost of primary education should take;
- b. whether there would be advantages in delegating control of primary education to Local Education Authorities and on whether or not such Local Education Authorities should have powers of precept;
- c. whether the English system of aided and controlled schools, or the Scottish system of transferred schools, or some modification of either would have relevance to Northern Nigerian conditions;
- d. any amendment to the education law and to the grants-in-aid regulations that might be desirable; and,
- e. the future development of the Primary Schools' Inspectorate and on, the administrative machinery required by Universal Primary Education (Taiwo 1982:132).

The Oldman's Commission in recommended that a public system of primary education be developed to establish a working partnership between the Government on the one hand and the native authorities and the voluntary agencies on the other. The commission according to Taiwo (1982:132) recommended:

1. The establishment of Local Education Authorities and Local Education Committees;
2. The transfer of voluntary agency primary schools to the Local Education Authorities in the respective native authority areas, with the voluntary agencies retaining the right to inspect religious teaching and approve the names of teachers proposed for appointment to their schools;
3. A training course for education officers for service in the Local Education Authorities, the Ministry's headquarters and the principal education offices;
4. Amendments to the Education Law to give effect to the major recommendations;
5. An inspectorate organization for primary schools run by the government and not by the native or local authorities or by the voluntary agencies; and
6. The appointment to each Province, a Provincial Education Secretary trained on the course mentioned above, who would be responsible for the administrative work of the Ministry of Education in the province in which he worked.

The Government of Northern region accepted all the recommendations; consequently, the Education Law of 1956 was revised and enacted as the Education Law, 1964. The one-year course recommended in the Oldman's report and run at the Institute of Administration, now at the Institute of Education,

Ahmadu Bello University, Zaria; was commenced in October, 1962. The foundation for the development of primary education in Northern Nigeria was thus firmly laid by the establishment of Local Education Authorities and the reorganization of the ministry's headquarters to administer education under the new relationship. Voluntary agency primary schools were transferred, under the law, to the Local Education Authorities on the conditions that every appointment to the teaching staff of a transferred school would be made from the list of teachers approved annually by the voluntary agency which transferred such a primary school, that religious instruction continued to be given in the schools in accordance with the custom of the school; and that the voluntary agency might at any time inspect the school for the purpose of examining religious instruction at the school. Primary schools which were not so transferred became private schools and obtained no grants from the government fund.

The Ikoku Committee

The Government of the Eastern region equally appointed a committee in 1962 to review the progress of education in the region. The Committee had Mr. Alvan Ikoku as its chairman and is commonly referred to as Ikoku Committee. With reference to primary education in the region, Taiwo(1982) observed that the Committee recommended:

1. Consolidation of primary schools and discontinuation of non-viable schools;
2. Complete government control of all primary schools;
3. Setting up of local education boards and the involvement of local government councils in primary education.
4. Reduction of duration of primary school education from seven to six years.

5. Improvement of teachers' conditions of service and the provision of in-service courses for teachers.

The Committee was concerned with ensuring the quality of primary education. The Government accepted and implemented the Ikoku report. There was an overhauling and reorientation of primary school curriculum to include science, agriculture, woodwork and metalwork. The length of primary school programme was reduced from seven to six years.

It is pertinent to mention here that by the Republican Constitution which became operational on October 1, 1963, the Mid-Western Region comprising Benin and the Delta Provinces was created out of the Western region. Thus, Nigeria became a Federal Republic made up of four regions. The Mid-Western region operated the policy and practices of education as it had done when it was under the Western Region.

The coup d'etat of January 15, 1966 resulted in a change of government from the civilian to the military. There was another coup d'etat on July 29, 1966 that led to a new military administration. This new military administration by a decree on May 1967 divided Nigeria into twelve states. On July 6, 1967, a civil war broke out in Nigeria. The war lasted for three years. Not until the end of the war on January 12, 1970, education generally was badly affected.

The first major basic educational policy embarked upon by the Nigerian Government after the end of the civil war in 1970 was the Universal Primary Education (UPE) Scheme. This was sequel to the assembly of Heads of States of the then Organization of African Unity (OAU) and now African Union (AU) that met in Addis Ababa in 1961 (Avosch in Nwangwu 2003:43). The Heads of State, realizing the importance of education in the development of Africa, formulated explicit and specific educational goals. The basic framework of educational development in Africa in respect of UPE as outlined by this assembly could be summarized thus:

- a. equal educational opportunity could only be realized through UPE;
- b. economically, skill constraint tends to perpetuate African dependency on foreign technical and managerial personnel. UPE will accelerate the pace of indigenization of high level manpower in Africa (Avosch in Nwangwu 2003:44).

The 1961 Addis Ababa Conference set 1980 as a target year for all African countries to attain UPE. In response to this conference, the then Head of State, Lt. General Olusegun Obasanjo, launched the Universal Primary Education on September 6, 1976. Okpala cited by Nwangwu (2003:44) revealed that when the third national development plan which contained the UPE scheme was released, the Nigerian government outlined some educational objectives aimed at uplifting Nigeria's educational system. These included;

- a. to expand facilities for education aimed at equalizing individual access to education throughout the country.
- b. to reform the content of general education to make it more responsive to socio-economic needs of the country.

- c. to consolidate and develop the nation's system of higher education in response to the economy's manpower needs.
- d. to streamline and strengthen the machinery for educational development in the country.
- e. to rationalize the financing of education with a view to making the educational system more adequate and frequent.
- f. to make an impact in the area of technological education so as to meet the growing needs of the country.

The launching of UPE in 1976 was very significant in the history of the country. By 1970, Taiwo (1982) revealed, the overall primary enrollment was put at 35 percent of school age children. In the northern states, the percentage enrolment ranged from 7 percent in the far north to 26.2 percent in the riverine states. In the southern states, it ranged from 61.8 percent to almost 95 percent in Lagos. The federal government came to the conclusion that only the introduction of universal primary education in the country could solve the educational imbalance and provide the needed numbers for full utilization of human resources in the country. The then Federal Commissioner for Education, Colonel Ahmadu Ali, referred to the UPE as "the greatest social Scheme ever embarked upon by any African government".

ii. Emergence of Universal Primary Education (UPE)

Universal Primary Education in Western Region

At the inception of his administration in 1952 in the Western region, Chief Obafemi Awolowo made it clear to the public that he would give priority attention to health and education. Consequent upon this, the then Minister of Education, Chief S.O. Awokoya presented a comprehensive proposal for the introduction of a free, universal and compulsory education also referred to as Universal Primary Education (UPE) for the western region by January 1955. According to Fafunwa (1974), the proposal included a massive teacher-training programme, the expansion of teacher-training facilities and secondary schools, the introduction of secondary technical education and secondary modern schools.

As proposed, by January 1955, universal free primary education was launched in the west for all the children in the region within school age of 6-12 years. This was an exciting occasion and was celebrated throughout the region with parades, sports and feast to mark the achievement of free universal primary education. According to Taiwo (1982:116), the Minister's message summarized the mood of the region;

I am happy that in our life-time primary education for all has begun. We must not forget that debt we owe to those voluntary workers, educational agencies, missionary bodies, district planning committees, building contractors, officials great and small, who have laboured so hard to bring about this historic event.

Fafunwa (1974) noted that in 1954, some 457,000 pupils were attending fee-paying primary schools in the West, but when the scheme was launched in January 1955, some 811,000 children enrolled. These figures represented a jump from 35 percent to 61 percent of the 5-14 year olds. By 1958, more than one million children were enrolled in primary schools. The government, however, underestimated the figures expected at the initial stages; it was originally estimated that some 492,000 would be enrolled in 1955 rising by 100,000 annually, but more than 800,000 were registered. The number of primary

school teachers rose from 17,000 in 1954 to 27,000 in 1955. The West government's budget for education increased from £2.2 million in 1954 to £5.4 million in 1955 and nearly 90 percent of the budget was spent on primary education alone. The capital expenditure for the construction of primary school buildings was £2.4 million for 1955, while a total of £5 million was committed to primary school buildings between 1954 and 1958. By 1960, five years after the introduction of free primary education, over 1,100,000 children were enrolled. This represented more than 90% of the children of school age in the Western region.

iii. Universal Primary Education in Eastern Region

The introduction of universal free primary education by the Action Group - led government in Western region was a big challenge and threat to the N.C.N.C. - led government in Eastern region. Consequently, the Eastern region hastily embarked on Universal Primary Education Scheme in 1957. The provision of the scheme abolished fees in both junior and senior primary schools for all pupils in school and for all those eligible but outside the school. As a result of inadequate planning, most of the new schools were staffed with untrained teachers. Inadequate buildings, equipment, poor funding and poor management militated against the scheme in the Eastern region. After one year of existence, the scheme collapsed due to population explosion without a corresponding increase in budget allocation to education, qualified teachers and school facilities,

iv. Primary Education in Northern Nigeria

The development of education in Northern Nigeria was very slow. As the governments in the East and West aspired to provide universal free primary education to its citizens, the government in the

North showed little or no interest in education. Fafunwa (1974) noted that this was due to some reasons. First, the resources were not there. Second, the population of children of school age resident in the region was very high as half of Nigeria's children of school age resided in the North. Third, some Northern political and religious leaders were not eager to expose their children to western form of education. Fourth, Islamic education was preferred to Western education. As a result of all these, the idea of universal free primary education never bothered most Northern leaders. However, Fafunwa observed, in the Northern region, the number of children enrolled in primary schools rose from 66,000 in 1947 to 205,769 in 1957; in the West, from 240,000 in 1947 to 982,755 in 1957; and in the East from 320,000 to 1,209,167 during the same period. It was also observed that while the East and West had large numerical increases, the rate of increase in pupil population percentage-wise between 1947 and 1957 was slightly higher in the North than in the other two regions.

v. The Inauguration of Universal Basic Education (UBE)

The Universal Basic Education (UBE) programme is an educational programme aimed at eradicating illiteracy, ignorance and poverty in compliance with the declaration of the World Conference on Education for all (WCEFA) which was made in Jomtien, Thailand in 1990. During the conference it was stated clearly that every person, child, youth and adult should be made to benefit from educational opportunities designed to meet their basic needs. The declaration was affirmed at the world summit for children also held in 1990, which stated that all children should have access to basic education by the year 2000.

In Nigeria, the Universal Basic Education programme was introduced in September, 1991, to serve as a catalyst to the entire educational system, most especially the basic education sub-sector. The programme was seen as a radical intervention strategy for ensuring access to basic education. The Federal Government resorted to the UBE initiative because of the realisation and concern that states and local governments whose have the constitutional responsibility was to deliver Basic Education delivery were unable to effectively drive and ensure unhindered access to quality basic education. As such the Federal Government enacted the UBE Act of 2004, which requires all state governments to provide access to free and compulsory uninterrupted nine years of Basic Education for all children between the ages of 6 and 15 years. The system was designed to allow for exit point after nine years of schooling to continue career through apprenticeship or other vocational training programmes. The objectives of the UBE programme are:

- i. To widen access to basic education
- ii. To eliminate permanent inequalities in enrolment and other forms of school programmes between urban and rural as well as between boys and girls
- iii. To ensure greater retention
- iv. To ensure the acquisition of appropriate level of literacy, numeracy, manipulative, communicative and life skills.
- v. To ensure the acquisition of moral, ethical and civil values needed for laying a solid foundation for life-long learning (UBE 2007).

Accordingly, the UBE Act has provided a practical avenue for widening access to and gender parity in basic education through the abolition of tuition and other forms of fees, imposition of sanction for failure to enroll or withdraw a child from school, the provision of mid-day meal in

schools, the delineation of roles and sharing of responsibilities in basic education delivery. The essence is to allow each stakeholder to be aware of its functions and what is expected of it by law and more importantly the provision of financial and other forms of assistance to states and local governments by the Federal Government to support them in implementing the Basic Education programme.

The UBE programme is partly financed through the 2% Consolidated Revenue Funds (CRF) of the Federal Government on matching grant basis to states and local government in fulfilling their responsibility for basic education delivery. This amount translated to N24 billion in 2005 and N44.34 billion in 2010 (UBEC, 2011). In order to improve the consolidated revenue, the federal government beefed up its budgetary allocation in this respect from 8.8% in 2006 to 10.2% in 2008. However, the percentage of budgetary allocation to the education sector fell in 2010 to 7.4% only to increase slightly in 2013 to 8.7% amounting to N426 billion. In order to compliment these sources, the MDGs Conditional Grant Scheme (CGS) from the Debt Relief Gain allocated the sum of N229 billion to the promotion of UBE activities in 2011 (MDG Report, 2012). When the UBE Act was enacted in 2004, a number of mid term targets were set to be achieved from 2007-2009 some of which have a direct bearing on widening of access as well as quality in the delivery of Basic Education. They include:

- 100% enrolment of eligible pupils into primary schools;
- 100% attendance and retention;
- 100% transition and completion of the nine years basic education circle;
- 80% of teachers to possess the NCE qualification;

- 80% of UBE schools to have a conducive teaching and learning environment, including classrooms and toilet facilities;
- 60% of head and assistant head teachers to undergo training in school management;
- The establishment of an effective framework for monitoring learning and teaching at all levels;
- The establishment of libraries and information resource centres; and
- The production of quality and right quantity of educational materials (FRN, 2004).

It can be observed that the above targets are very far from being achieved. This view is confirmed by ESA, (2008) who maintained that most of these targets are yet to be achieved, partly due to low government commitment, inadequate resources, weak management capacity and competencies and partly due to absence of intersectoral collaboration, poor community involvement and support in the management of basic education.

4.3 The Universal Basic Education Commission (UBEC)

The Universal Basic Education Programme (U.B.E) is an off-shoot of the former universal programme on education (i.e. U.P.E.). The UBE is an ambitious programme on education which was launched in Sokoto on the 30th of September 1999. The aims of the programme as stated in its objectives are:

- i. to develop in the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion;
- ii. the promotion of free, universal basic education for every Nigerian child of school age;

- iii. ensuring the acquisition of appropriate levels of literacy, numeric, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for lifelong learning right from early childhood.

In order to achieve the above, institutions were established in order to handle the programme. At the national level, the Universal Basic Education Commission was established in 2004 by an act of the National Assembly called '*The Compulsory, Free, Universal Basic Education Commission Act 2004*'.

4.3.1 Functions of the Universal Basic Education Commission (UBEC)

The Universal Basic Education Commission was set up in order to coordinate the implementation of the Basic Education Programme in the country. Its mandate as stated in the act that established it include:

- (a) To formulate policy guidelines for the UBE programme as well as to receive block grant from the Federal Government and allocate same to the states and local governments;
- (b) To prescribe minimum standards for Basic Education throughout the Nation in line with the National Policy on Education (NPE) and ensure effective monitoring of standards for the programme;
- (c) To assist and advise the Federal Government on guiding as well as the orderly development of Basic Education;
- (d) To prepare and collate after consultation with states, local governments and other relevant stakeholders periodic master plans for a balanced and coordinated development of Basic Education in Nigeria including areas of possible intervention in the provision of adequate Basic Education facilities;

- (e) To present periodic progress reports on the implementation of the programme to the president through the Honourable Minister of Education;
- (f) To disseminate curricular and instructional materials for Basic Education, as well as to establish a basic education data base and conduct research on basic education in Nigeria;
- (g) To carry out mass mobilisation and sensitization of the general public and enter into partnership with communities and all stakeholders in the Basic Education with the aim of achieving the overall objectives of compulsory free Universal Basic Education in Nigeria.

The UBE bill as passed by the Nigerian Senate in 2004, covers the following areas:

- i. Early Childhood Care Development and Education (ECCDE)
- ii. Six years of Primary Education
- iii. Three years of Junior Secondary Education
- iv. Compulsory Education for Children between the ages of six and sixteen years (6-16)
- v. To grant lunch for children in all primary and junior secondary schools, and
- vi. Criminalizing failure of parents and guardians to send their children to school.

4.3.2 Legal Framework for the UBE

The 1999 constitution of the Federal Republic of Nigeria, Section 18(1) and (3) has urged the Government to provide free and compulsory Basic Education in addition to some other educational objectives. This section of the constitution also emphasizes the following:

- a) Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.
- b) Government shall strive to eradicate illiteracy and, to this end, government shall when practicable provide:-
 - i) Free Compulsory and Universal Primary Education
 - ii) Free Secondary Education
 - iii) Free University Education and
 - iv) Free Adult Literacy Programme

It should be noted that items 60(e) of Part (1) of the second schedule of the constitution which is under the exclusive – legislative list confers powers on the National Assembly to make laws with respect to setting minimum standards of education at all levels.

The second provision of the UBE bill officially designated twenty four states including the FCT as educationally disadvantaged states. These were Adamawa, Akwa Ibom, Bauchi, Bayelsa, Katsina, Kebbi, Jigawa, Kwara, Kogi, Nasarawa, Niger, Sokoto, Rivers, Plateau, Zamfara, Taraba, Yobe and the FCT. Accordingly, in view of their disadvantaged position, additional 20% of funds is to be made available to these states.

Similarly, the bill stipulated that the Federal Government is to intervene by providing assistance to the state, and local governments in Nigeria for the purpose of uniformity and qualitative basic education

throughout Nigeria: the governments at all levels are expected to provide free, compulsory and Universal Basic Education for every child of primary and junior secondary school age.

The UBE Bill also states that transition from primary to Junior Secondary School (JSS) should be automatic, as basic education terminates at the JSS level.

The bill also makes provision for the restructuring of the secondary school system by disarticulating the J.S.S from the Secondary School system, so that the two streams are run separately by different administrations as stipulated in the National Policy on Education.

Finally, the UBE bill also emphasized that the services provided in public secondary schools shall be free of charge. These include tuition, books, instructional materials, furniture and mid-day meal.

4.3.3 Organizational Structure of UBEC

The Universal Basic Education Commission (UBEC) as a parastatal of the Federal Ministry of Education, reports to the Honourable Minister of Education. The governing board of UBEC has twenty two members. It is the policy making body with specific reference to issues relating to finance and public affairs. It is headed by an Executive Secretary, who is also called the National Coordinator. He is the chief administrative and financial officer. He is assisted by two Deputy Executive Secretaries.

The commission has six operational departments each headed by a Director. These directors are drawn from each of the six geo-political zones of the country. The departments include:-

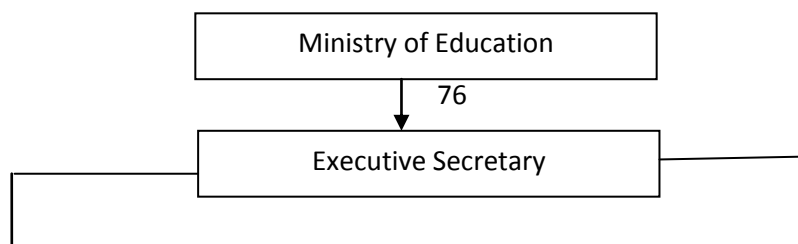
- a) Department of Monitoring and Evaluation
- b) Department of Planning, Research and Statistics (PRS)
- c) Department of Social Mobilisation
- d) Department of Administration and Supplies
- e) Department of Academic Services, Teacher Training and Curriculum Development and
- f) Department of Final Accounts.

Each of these departments is divided into units headed by either Deputy Directors or Assistant Directors.

Decision making in the commission is based on a committee system. The Governing Board has three standing committees in this regard. These are:-

- Finance and General Purpose Committee (F&G PC)
- Management Committee (Covering Services and Technical Committees)
- Programme and Establishment Committee.

Figure 4.1 Organogram of UBEC, Abuja



4.4 State Universal Basic Education Boards (SUBEB)

The State Universal Basic Education Boards are set up at the state level in order to enhance effective management of education in their respective states. The law that established them, outlined many functions to be performed by them, which include the following:-

- i) Management of primary and nomadic schools;
- ii) Recruitment, appointment, promotion and disciplinary control of teaching and non-teaching staff on grades level 07 and above;
- iii) Posting, transfer and deployment of staff;
- iv) Disbursement of funds received from federal and state governments;
- v) Retirement and re-absorption of teaching and non-teaching staff;
- vi) Executing capital projects;
- vii) Training and re-training of teaching and non-teaching staff;
- viii) Assessment and funding of salaries and allowances of teaching and non-teaching staff;
- ix) Preparing testimonials and certificates of service for teaching staff when necessary;
- x) Maintenance and rehabilitation of dilapidated classrooms, schools and infrastructures;
- xi) Physical and environmental development in line with-child friendly school initiative;
- xii) Promoting relationship with coordinating agencies and cooperating with agencies such as United Nations Children Emergency Fund (UNICEF) World Bank and their agencies;
- xiii) Carrying out citizens' Mass Mobilisation and Sensitization activities in the state and entering into partnership with committee and stakeholders in Basic Education;
- xiv) Purchase and distribution of instructional materials;
- xv) Disbursement of funds for all expenses relating to the Management of Primary Education, Nomadic education, junior secondary schools and non-formal education of the states; and

- xvi) Performing any other functions as may be assigned from time to time by the government etc.

4.4.1 Structure of SUBEB

In 1993, Decree No. 96 was promulgated which saw the establishment of the National Primary Education Commission (NPEC). Accordingly, Kaduna and Niger States established at their respective states, the primary Education Boards. However, with the enactment of the UBE law in 2004, Modifications were made in order to reflect the new realities. In this respect, the state Universal Basic Education Boards were established in the states. The Board consists of:-

- Board members
- Management Members
- Zonal offices

In order to discharge their functions effectively, the State Universal Basic Education Boards (SUBEB) are managed by an executive chairman, two full-time board members, a secretary and five directors who each heads a department. Together, they ensure the day-to-day administration of the Board. The five departments that make up the Board include:-

- Department of Personnel Management
- Department of Planning Research and Statistics
- Department of School Services
- Department of Monitoring and Evaluation
- Department of Finance and Supplies

4.5 The Local Government Education Authority (LGEA) and its Organizational Structure

As management of basic education has become a concurrent responsibility, each tier of government i.e. federal, state and local government has a responsibility in its management. Agencies like UBEC and SUBEB were established at the federal and state levels in order to ensure effective management of the UBE-programme. At the local government level, the Local Government Education Authorities (LGEA's) were saddled with the responsibility of ensuring effective management of the programme.

The Local Government Education Authority is headed by an Education Secretary who is the Chief Executive and Accounting Officer of the Unit. The responsibility of implementation of policies relating to basic education is saddled on him. He is also to ensure that planning, organisation, supervision and coordination as well as effective budgeting is carried out in order to achieve the much needed objective of the programme. There shall be an Internal Auditor whose duty is to ensure continuous auditing of all the financial and other records of the Authority.

The structure of the LGEA comprise a part – time chairman and full time members. The authority is assisted in its work by some departments each created to handle specific issues. The departments include the following:-

a) Personnel Management Department

As the name implies, the major responsibility of this department is to appoint, promote and ensure salary adjustment to both teaching and non-teaching staff of the programme. It is also the responsibility of the Personnel Management Department of the LGEA to ensure that all staff that are due to leave either annually or for maternity are adequately taken care of. Finally, the department makes the necessary arrangement of retiring staff to secure their retirement entitlements.

b) Planning, Research and Statistics Department (PRS).

This department of the LGEA serves as a research and data bank. It is charged with the responsibility of collecting relevant statistical data on the UBE programmes. It has a data bank from where periodically all information gathered especially those relating to access, efficiency and equity are deposited.

c) School Services Department.

It is the responsibility of this department to ensure that all activities relating to teaching and learning are adequately taken care of. It also has the responsibility of supplying the necessary instructional materials to various schools under the jurisdiction of the local government. The department also ensures supervision and monitoring of schools as well as ensures adequate inspection of both the teaching and learning atmosphere. Headed by a Head of Department, the department also organizes workshops, seminars and other educational activities necessary for the effective implementation of the UBEC programme.

d) Department of Finance and supplies.

This important department ensures that proper documents of all financial transactions in the local government Education Authority are maintained. It also has the responsibility of

preparation of annual estimates and expenditures, regular release of funds for monthly salaries and other allowances, etc. Other records that are kept by the Finance and supplies department include stores regulations, payment vouchers (PV's) cashbooks, Financial instruction etc.

Judging from the above mandate as well as the structure and various responsibilities saddled on the LGEA's it is noteworthy to assert that the Authority has a lot of responsibilities on its shoulder and to a greater extent, the success or failure of the programme can also be attributed to how well this important authority - handle the enormous responsibilities bestowed on it.

4.6 British and Welsh Experiences in the Management of Elementary Education

Education provision in England and Wales is based on the principle that all children between the ages of 5 and 16 must receive efficient full-time education suitable to their age, ability and aptitude, and to any special educational needs they may have, either by regular attendance at school or otherwise.

All children between the ages of 5 and 16 are entitled to free education. Any subsequent education provided in schools or at further education institutions is normally free for students up to the age of nineteen (19) (subject to residency conditions) but adults undertaking course at further education institutions may be charged fees. Higher education students have to pay a contribution towards tuition fees depending on personal or family income.

The education agenda of the current Labour Government includes raising educational standards, reducing the effects of social exclusion and opening up opportunities for life long learning. Four major pieces of education legislation have recently been introduced in England and Wales. The School Standards and Framework Act 1998 introduced measures to raise standards of school education, and created a new framework of community schools, foundation schools and voluntary schools. The Teaching and Higher Education Act 1998 made new provisions with respect to teacher training, and to students fees, grants and loans. The Learning and Skills Act 2000 reformed the organizations responsible for managing the further education sector (see sections 4, 5 and 7). The Education Act 2002 included measures to increase schools' flexibility with respect to the curriculum, staffing and governance.

The administration of the education system is effected at national and local level. At Institutional level, governing bodies have a high degree of autonomy for the management of their Institutions.

i. Local Administration and the Management of Primary Education in England

The provision and organization of school education services is largely the responsibility of the democratically elected local councils in England and Wales which have designated responsibility as Local Education Authorities (LEAs).

The Local Government Act 2000 required each local council in England and Wales to submit plans for modernisation to the then secretary of State for Environment, Transport and the Regions in England

(Local government is now the responsibility of the office of the Deputy Prime Minister) and to the Welsh Assembly Government in Wales.

Local authorities have a statutory duty to designate a Chief Education Officer' and, in most authorities, the management of the education service is designated to this officer (sometimes known as the Director of Education), who is assisted by professional and administrative staff. The principal duties of LEAs are to:

- i) secure the provision of a sufficient number of school places for pupils of compulsory school age and ensure there is sufficient pre-school provision in their area;
- ii) provide funding for maintained schools in accordance with the locally agreed scheme;
- iii) monitor and improve standards of education;
- iv) acts as the admission authority in certain categories of school;
- v) assess and make provision for pupils' special educational needs, provide educational psychology and education welfare services, and secure regular school attendance;
- vi) set term and holiday dates for certain categories of school;
- vii) employ staff in certain categories of school (but not appoint, dismiss or manage staff, which is the responsibility of the school governing body);
- viii) provide school needs (unless this function has been delegated to schools);
- ix) provide transport free of charge for pupils who do not live within walking distance of the nearest suitable school.

The control of education in England lies with the national government and central Department for Children, Schools and Families (DCSF). However, education in England is largely decentralized and many

responsibilities lie with the Local Authorities (LAs), churches, voluntary bodies, governing bodies of schools and head-teachers (O'Donnell et al. 2007).

The one hundred and fifty (150) English LAs take responsibility for area-wide aspects of educational provision. There are different types of local government structures: single-tier configurations: single-tier local government exist where a locality – usually a town, city or other urban area, is served by a single authority, which is responsible for all local service provision and two-tier local government exists where, rather than all local services being provided by the local council, there is a division of responsibilities between a district (local) council, and a county council, which will cover a number of districts.

In 2010, 37.5% of the population of England was aged between 0 and 29. In January 2011, 6.6 million pupils between five and sixteen were in compulsory education in England. (DFE, 2011).

Figures published in January, 2011 showed that 91% of pupils attended publicly funded schools (not including special schools), and that 6% of pupils at publicly funded schools attended academies. 1.2% attended special schools and 7% attended non-grant-aided Independent schools (DFS, 2011).

Responsibility for the education service lies with the Department for Education and the Department for Business, Innovation and Skills (BIS). DFE responsibilities include planning and monitoring the education service schools, ensuring the provision of Integrated services for children, and bringing together policy relating to children and young people.

At the local level, the responsibility for organising publicly-funded school education lies with 152 top-tier or single-tier local authorities. It is the duty of these authorities to secure sufficient suitable education and training opportunities to meet the reasonable needs of all young people in their area.

Local authorities distribute government funding to maintain schools in their area, and apply a local funding formula. They do not fund academies or education and training for 16-19-year olds (although the funding for 16-19-year-olds in maintained schools flows through local authorities). They also fund places for three-and-four-year-olds in different early years settings, including private and voluntary providers as well as maintained schools and nursery schools.

Recent years have seen changes to the way in which the responsibility for the education services is organized within the Local Authorities. From 2005, following the introduction of the policy set out in 'every child matters' and the children Act 2004, Local authorities have been required to appoint a Director of children's services (DCS) with overarching responsibility across both education and social services, where this function pertains to children. The role of the DCS is to ensure effective working across local authority services and improve outcomes for all children. There is also a requirement for an elected councilor to be designated Lead Member for children's and young people's services.

ii. Management of Primary Education in the United States of America

Primary education in the United States is mainly provided by the public sector, with control and funding coming from three levels: federal, state, and local. Child education is compulsory.

Public education is universally available. School curricula, funding, teaching, employment and other policies are set through locally elected school boards with jurisdiction over school districts with many directives from state legislatures. School districts are usually separate from other local jurisdictions, with independent officials and budgets. Educational standards and standardized testing decisions are usually made by state governments.

The ages for compulsory education vary by state. It begins by ages five to eight and ends from age fourteen to eighteen. "State compulsory school attendance laws" (2007) maintained that compulsory education requirements can generally be satisfied by educating children in public schools, state certified private schools, or an approved home school programme. In most public and private schools, education is divided into three levels: elementary school, middle school (sometimes called junior high school), and high school (sometimes referred to as secondary education).

Historically, in the United States, local public control (and private alternatives) have allowed for some variation in the organization of schools. Elementary school includes kindergarten through fifth grade (or sometimes, to fourth grade, sixth grade or eighth grade). In elementary school, basic subjects are taught and students often remain in their classrooms throughout the school days with the exception of physical education ("P.E" or "gym"), library, music, and art classes: there are (as at 2001) about 3.6 million children in each grade in the United States.

Typically, the curriculum in public elementary education is determined by individual school districts. The school district selects curriculum guides and textbooks that are reflective of a state learning standard and benchmarks for a given grade level. Learning standards are the goals by which states and schools district must meet Adequate Yearly Progress (AYP) as mandated by No Child Left Behind (NCLB). This description of school governance is simplistic at best, however, and schools systems vary widely not only in the way curricular decisions are made but also in how teaching and learning take place. Some states and/or school districts impose more top- down mandates than others. In others, teachers play a significant role in curriculum design and there are a few top- down mandates.

Public elementary school teachers typically instruct between twenty and thirty students of diverse learning needs. A typical classroom will include children with a range of learning needs or abilities, from those identified as having special needs of the kinds listed in the Individuals with Disabilities Act IDEA to those that are cognitively, athletically or artistically gifted. At times, an individual school district identifies areas of needs within the curriculum. Teachers and advisory administrators form committees to develop supplemental materials to support learning for diverse learners and to identify enrichment for textbooks. Many school districts post information about the curriculum and supplemental materials on websites for public access.

Elementary school teachers are trained with emphases on human cognitive and psychological development and the principles of curriculum development and instruction.

Teachers typically earn either a bachelor or master degree in early childhood and elementary education; certification standards for teachers are determined by individual's state, with individual colleges and universities determining the rigor of the college education provided for future teachers.

iii. Lessons Learnt from the Experiences of Other Countries

- Though controls of education in England lies with the national government, to a great extent it is decentralized and many responsibilities lie with the local authorities and organizations.
- Local authorities in England and Wales distribute government funding to maintained schools in their area, and apply a local funding formula.
- Public elementary school teachers especially in the United States instruct between twenty and thirty students of diverse learning needs. A typical classroom includes children with a range of learning needs or abilities, i.e. from those identified as having special needs to those with some giftedness.
- Generally, elementary school teachers are trained with emphases on human cognitive and psychological development and the principles of curriculum development instruction.
- Teachers typically earn either a bachelor or masters degree in early childhood and elementary education; certification standards for teachers are determined by individual state, with individual colleges and universities determining the vigor of the college education provided for future teachers.

4.7 A Brief UBE Profile of the Local Governments Under Study

Zaria Local Government Area, Kaduna State

Zaria local government is one of the 23 local government areas in Kaduna State. The headquarter of the local government is Zaria itself.

The Local Government Education Authority is situated near the headquarters of the local government. It is the unit that handles all issues relating to the day-to-day running of the primary schools. Headed by an Education Secretary and Heads of Departments, the Local Government Education Authority had a total number of 117 public primary schools, a total of 1,208, 791 enrolment figure and a total of 2,223 teachers as at 2011/2012 statistics. Similarly the local government has a total of 798 classrooms (Zaria Local Government Education Authority

Kauru Local Government Area, Kaduna State

Kauru Local Government is one of the twenty three local governments that make up Kaduna state. It is a rural Local Government situated off Jos Road after Pambegua. It is located in the Southern geo-political zone of Kaduna state. The unit of the local government that manages primary education is the Local Government Education Authority. As at the 2011-2012 academic session, the Local Government had a total enrolment figure of pupils as 58,690. It also had 796 qualified teachers, 641 unqualified teachers, 401 classrooms and a total furniture of pupils standing at 3,716. (Kauru Local Government Education Authority)

Igabi Local Government Area, Kaduna State

Igabi is also one of the 23 Local Government Areas of Kaduna State. It is located at the central zone of the state. The local government is a semi-urban local government. The Local Government Education Authority handles all issues relating to the management of primary Education. As at the 2012/2013 Academic session, the Local Government had a total enrolment figure of 96,638 pupils, 1,260 classrooms, 1,648 qualified teachers, 449 unqualified teachers. The Local Government also had a total of 280 schools. (Igabi Local Government Education Authority)

Chanchaga Local Government Area, Niger State

Chanchaga is one of the 25 Local Government Areas in Niger state. It is situated in the central political zone of the state. Chanchaga is an urban Local Government situated in Minna, the headquarter of the state capital. As at the 2012/2013 academic session, there were a total of 31 primary schools, 1,753 qualified teachers, 526 unqualified teachers with the Chanchaga Local Government Education Authority.

Lapai Local Government Area, Niger State

Lapai Local is a semi-urban local government in Niger state. It is situated in the Northern zone of the state. It is one of the 25 Local Government Areas that make up the state. It has a local government Education Authority that handles issues relating to the management of primary education. As at the 2012/2013 Academic session the local government had a total of 161 primary schools, 540 qualified teachers, 450 unqualified teachers, and an enrolment figure of 36,009 students. (Lapai Local Government Education Authority)

Wushishi Local Government Area, Niger State

Wushishi Local Government is situated in the Southern senatorial zone of Niger State. The Local Government is a rural Local Government. As at 2012 statistics obtained from the local government, it had a total of 67 primary schools, a total of 211 qualified teachers, 161 unqualified teachers, a total of 298 classrooms available and an enrolment figure of 24, 944 pupils. Most of the schools in the local government were in a deplorable condition i.e without pupils furniture. (Wushishi Local Government Education Authority)

CHAPTER FIVE

PRESENTATION AND ANALYSIS OF DATA

5.1 Introduction

This chapter presents and analyses the data obtained from both primary and secondary sources. The primary sources were obtained through the administration of questionnaire, interview and observation; while the secondary source was derived mainly from publications, journals, etc.

5.1.1 Responses to questionnaire, Oral Interviews and Observations

Introduction

Copies of questionnaire were administered to the various stakeholders in relation to educational management in Kaduna and Niger states. In addition, interviews were conducted with educational managers, SUBEB officials and other officials directly connected with the Management of Basic Education. Similarly observations were carried out in respect of schools and facilities, teaching and

learning environment as well as the behaviour of teachers and pupils. All the responses were analyzed and presented below.

5.2 Responses to Questionnaire Administered

The questionnaire administered to staff of State Universal Basic Education Boards of the two states such as Directors, Deputy Directors and Heads of Departments contain items relating to the dependent and independent variables of the study. Similarly, another questionnaire was administered to Education Secretaries, Headmasters, teachers and PTA officials. The responses are presented in Frequency tables and percentages. From the responses, the three hypotheses stated in Chapter One were tested using the Spearman’s Rank Correlation in order to draw inferences and establish relationship between the Independent and dependent variables.

5.2.1 Return of Questionnaire

A total of 376 copies of the questionnaire which is equivalent to the sample size for the study were administered into two sets i.e. set one was administered on SUBEB and LGEA officials, as well as some directors. The second set of the questionnaire was administered on Headmasters, teachers, parents and the general public. Out of the 376 copies of the questionnaire distributed, a total of 324 were responded to and returned. This represents 86.2% which is representative enough. The rate of return of the questionnaire on set one by each of the state and local government is presented on Table 5.

Table 5.1 State*Local Government Cross-tabulation

	Local Government						Total
	Zaria	Kauru	Igabi	Chanchaga	Lapai	Wushishi	

State	Kaduna	Count % within State	16 39.0%	14 34.1%	11 26.8%				41 100.0%
	Niger	Count % within State				25 39.1%	22 34.4%	17 26.6%	64 100.0%
Total		Count % within State	16 15.2%	14 13.3%	11 10.5%	25 23.8%	22 21.0%	17 16.2%	105 100.0%

Source: Researcher's Survey, December 2012.

As indicated in table 5.1 above, out of the 324 copies of the questionnaire that were returned, a total of 105 were filled by the officials of the Local Government Education Authorities, SUBEB officials and some directors. According to the distribution, forty one (41) out of the 105 questionnaires were returned by Kaduna State officials, while a total of sixty-four (64) were returned by officials of Niger State. The distribution in respect of the local government of the respective states is also presented in the table. Accordingly, the highest rate of return from Kaduna state is from Zaria Local Government Area with 39% rate of return; while in Niger State, the highest rate of return is from Chanchaga Local Government Area also with 39% rate of return.

Respondents were asked to each indicate their last educational qualification. This is because the level of educational qualification of the respondents is an important factor in making opinion on issues relating to effective management of basic education. The Educational qualifications of the sample respondents are presented in table 5.2 below.

Table 5.2 State*state Educational Qualification Crosstabulation

				Local Government						
				O Level Certificate	NCE	B.Ed	M.Ed	PhD	Others	Total
State	Kaduna	Count within State	%	1	17	13	0	1	9	41
				2.4%	41.5%	31.7%	0.0%	2.4%	22.0%	100.0%
	Niger	Count within State	%	1	30	24	5	0	4	64
				1.6%	46.9%	37.5%	7.8%	0.0%	6.2%	100.0%
Total		Count within State	%	2	47	37	5	1	13	105
				1.9%	44.8%	35.2%	4.8%	1.0%	12.4%	100.0%

Source: Researcher's, Survey, December, 2012.

The data in table 5.2 above indicates that (one) 1 of the sampled respondents in Kaduna state had 'O' level certificate, 17 had NCE, 13 had B.Ed, none had M.Ed, one (1) respondent had a Ph.D and 9 others had other qualifications apart from the ones listed above. Similarly, out of the sampled respondents from Niger state, one (1) had O'level certificate, 30 had NCE, 24 had B.Ed, 5 respondents had M.Ed, non had Ph.D and 4 others had other qualifications apart from the ones listed above. Overall, the qualifications of the respondents from the two states indicate that out of the 105 respondents, 2 representing 1.9% had 'O' level certificate, 47 representing 44.8% had NCE, 37 representing 35.2% had B.Ed., 5 respondents representing 4.8% had M.Ed, one (1) respondent representing 1.0% had a Ph.D while 13 others representing 12.4% had qualifications other than the ones listed above. The analyses suggest that majority of the respondents, representing 44.8% had NCE.

5.3 Age Bracket of Sample Respondents

The respondents were asked to indicate their age bracket. Age is an important factor in determining the nature of responses expected from each respondent. This is particularly so because there is wisdom in age. The age bracket of respondents is presented in table 5.3 below.

Table 5.3 Age Bracket of Sample Respondents

State * Respondents Age Crosstabulation

			Respondents Age				
			18-25 Years	26-35 Years	36-45 years	46 and above Years	Total
State	Kaduna	Count % within State	2 4.9%	5 12.2%	20 48.8%	14 34.1%	41 100.0%
	Niger	Count % within State	0 0.0%	11 17.2%	26 40.6%	27 42.2%	64 100.0%
Total		Count % within State	2 1.9%	16 15.2%	46 43.8%	41 39.0%	105 100.0%

Source: Researcher's Survey, December, 2012.

The Data in table 5.3 above indicates that two (2) of the respondents representing 4.95% from Kaduna State fell within the age bracket of 18-25 years, 5 respondents representing 12.2% were within the ages of 26-35 years, 20 of the respondents representing 48.8% within the age bracket of 36-45 years, while 14 of the respondents representing 34.1% fell within the age bracket of 46 years and above.

Similarly, the age distribution from Niger state indicates that none of the respondents fell within the age bracket of 18-25 years, 11 respondents representing 17.2% fell within the age bracket of 26-35 years, 26 respondents representing 40.6% fell within the age bracket of 36-45 years while the remaining 25 respondents representing 42.2% were within the ages of 46 and above.

The overall age distribution in respect of the two states suggest that the majority of respondents, 46- representing 43.8% were within the age bracket of 34-45 years, closely followed by another 41 respondents representing 39% who were within the age bracket of 46 years and above. The above findings suggest that most of those who attained the rank of Directors, Education, Secretaries and other heads of departments fell within the highest age bracket and had acquired high experience in the management of basic education and hence their opinions are more likely to be valid.

5.4 Sex of Sample Respondents

The respondents were asked to indicate their gender. Their responses are as indicated in table 5.4 below

Table 5.4 Sex of Respondents

			Respondents Sex		
			Male	female	Total
State	Kaduna	Count % within State	36 87.8%	5 12.2%	41 100.0%
	Niger	Count % within State	55 85.9%	9 14.1%	64 100.0%
Total		Count % within State	2 86.7%	14 13.3%	105 100.0%

Source: Researcher's Survey, December, 2012.

The findings from table 5.4 above indicates that out of a total of the 105 respondents across the two states under study, 91 representing 86.7% were males while only 14 representing 13.3% were females. This indicates a heavy disparity between the male and

female population who responded to the questionnaire. The reason being that in the two states under study, there were a few women occupying high positions in the education sector.

5.5 Distribution of Respondents by Rank

Respondents were asked to indicate their rank. This is particularly important because rank and position are important in determining the kind of responses expected especially in relation to the management of basic education in the states under study. Accordingly, the various ranks of the respondents are hereby presented in table 5.5 below.

Table 5.5 Distribution of Respondents by Rank

State * Rank of the respondents Crosstabulation

		Rank of the respondents					Total
		Deputy Directors	Asst. Directors	Education Secretaries	Heads of Departments	Higher Executive Officer	
State	Count	2	5	3	12	7	41
	Kaduna						
	% within State						
	% within Rank of the respondents						
	Count	3	6	3	14	9	64
	Niger						
Total	% within State						
	% within Rank of the respondents						
	Count	5	11	6	26	16	105
	% within State						

% within Rank of the respondents	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
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Source: Researcher's Survey, December 2002

According to the distribution of respondents by rank as indicated in table 5.5 above, 5 of the respondents across the two states were Deputy Directors represent 4.76% eleven (11) respondents were Assistant Directors, representing 10.5%, 6 were Education Secretaries, 5.7%, 26 Heads of Department representing 24.8%, 16 of the respondents representing 15.2% were Higher Executive Officers, while 41 others representing 39% were officers outside the ranks listed above. The above analysis indicates that apart from Directors, Deputy Directors, Education Secretaries etc., other officials were equally important in determining issues of management of basic education.

5.6 Performance of LGEA on Supervision and Monitoring of Schools

The Respondents were asked to rate the performance of the LGEA's on Monitoring and Supervision of schools. In rating the performance, each respondent was asked to indicate Very High, High, Average, Low or very Low accordingly. Table 5.6 below indicates the responses accordingly.

Table 5.6: Performance of LGEA on Supervision and Monitoring of Schools

State * How would you rate the performance of L.G.E.A. on supervision and monitoring of schools? Crosstabulation

			How would you rate the performance of L.G.E.A. on supervision and monitoring of schools?					
			Very High	High	Average	Low	Very Low	Total
State	Kaduna	Count	1	2	9	26	3	41

	% within State	2.4%	4.9%	22.0%	63.4%	7.3%	100.0%
	% within How would you rate the performance of L.G.E.A. on supervision and monitoring of schools?						
	Count	5	9	20	30	0	64
	% within State	7.8%	14.1%	31.2%	46.9%	0.0%	100.0%
Niger	% within How would you rate the performance of L.G.E.A. on supervision and monitoring of schools?						
	Count	6	11	29	56	3	105
	% within State	5.7%	10.5%	27.6%	53.3%	2.9%	100.0%
Total	% within How would you rate the performance of L.G.E.A. on supervision and monitoring of schools?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Researcher's Survey, December, 2012.

From the data in table 5.6 above, 6 respondents representing 5.7% across the two states rated the LGEA's performance on supervision and monitoring of schools very high, 11 respondents representing 10.5% rated the LGEA's on supervision and monitoring of schools high. However, 29 respondents across the two states representing 27.6% rated the performance of the LGEA'S on supervision and monitoring of schools as Average. 56 respondents, representing 53.3% of the LGEA's low on the issue of monitoring and supervision of schools. Only 3 of the respondents rated the LGEA's performance very low in respect of Monitoring and supervision of schools under their jurisdiction.

According to the data above, the performance of the LGEA's in respect of monitoring and supervision of schools was low. Certainly, without proper monitoring and supervision of schools, the necessary result needed may not be achieved. Majority of the respondents, 53.3% are of the view that low monitoring and supervision of schools is a factor hindering the effective management of schools. When interviews were conducted with some of the schools inspectors, they complained of lack of transportation allowance and poor incentives as factors militating against their operations. They also complained that reaching out to schools located in rural areas always posed a challenge to them especially during rainy season. The supervisors urged the local government education authorities to provide more motorcycles and pay them feeding allowance so as to enhance their job more effective.

5.7 Frequency of Supervisors and Inspectors in Monitoring of Schools

Respondents were asked to state the frequency at which supervisors and inspectors inspected the various schools under their jurisdiction. The essence was to establish whether or not irregularity in monitoring was a factor responsible for poor outcome both on the part of the teachers and pupils. The responses obtained are presented in table 5.7 below.

Table 5.7: Frequency of Supervision and Inspection of Schools

State How frequent do inspectors Supervise and monitor schools under the Jurisdiction of your L.G.E.A.? Crosstabulation

			How frequent do inspectors Supervise and monitor schools under the Jurisdiction of your L.G.E.A.?				
			Monthly	Quarterly	Bi-Annually	Annually	Total
State	Kaduna	Count	26	15	0	0	41

	% within State	63.4%	36.6%	0.0%	0.0%	100.0%
	% within How frequent do inspectors Supervise and monitor schools under the Jurisdiction of your L.G.E.A.?					
	Count	44	15	1	4	64
	% within State	68.8%	23.4%	1.6%	6.2%	100.0%
Niger	% within How frequent do inspectors Supervise and monitor schools under the Jurisdiction of your L.G.E.A.?					
	Count	70	30	1	4	105
	% within State	66.7%	28.6%	1.0%	3.8%	100.0%
Total	% within How frequent do inspectors Supervise and monitor schools under the Jurisdiction of your L.G.E.A.?	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Researcher's, Survey, December 2012

The responses obtained in table 5.7 above indicates that majority of the respondents across the two states opined that supervision and monitoring of schools was carried out on a monthly basis. Accordingly, 70 out of the total 105 respondents representing 66.7% percent shared that view. 30 respondents representing 28.6% across the two states under study were of the view that supervision and monitoring was carried out on a quarterly basis. Only 1 respondent representing 1.0% across the states was of the view that supervision and monitoring was carried out on bi-annual basis, and 4 respondents representing 3.8% across the states indicates that supervision and monitoring of school

was carried out on annual basis. From the responses obtained in table 5.7 above, it is clear that supervision and monitoring of schools was carried out regularly on a monthly basis. It suggests therefore that the problem may not necessarily be the frequency of supervision and monitoring of schools by inspectors. There might be other factors which this study could uncover later.

5.8 General Maintenance of Schools

With reference to general maintenance of schools, respondents were asked to state how often maintenance of schools was carried out in their areas of jurisdiction. This is very important because the environment in which learning takes place is a very important factor in influencing both teaching and learning. Series of studies conducted on this factor suggest that managers of schools who pay adequate attention to the provisions of facilities, achieve better result in the long run. The various responses obtained in relation to the maintenance of schools is presented on table 5.8 below.

Table 5.8 General Maintenance of Schools under the Jurisdiction of the LGEA

State How often does the L.G.E.As in your area undertake general maintenance of schools? Crosstabulation

		How often does the L.G.E.As in your area undertake general maintenance of schools?				
		Very Often	Often	Less often	When the need arises	Total
State	Count	1	17	7	16	41
	% within State	2.4%	41.5%	17.1%	39.0%	100.0%
	Kaduna % within How often does the L.G.E.As in your area undertake general maintenance of schools?					
	Count	5	14	8	37	64
	% within State	7.8%	21.9%	12.5%	57.8%	100.0%
	Niger % within How often does the L.G.E.As in your area undertake general maintenance of schools?					
Total	Count	6	31	15	53	105
	% within State	5.7%	29.5%	14.3%	50.5%	100.0%
	% within How often does the L.G.E.As in your area undertake general maintenance of schools?	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Researcher's Survey, December, 2012.

The responses obtained from the above table are related to the frequency of general maintenance of schools as well as the provision of basic school facilities. From the responses obtained, a total of 6

respondents representing 5.7% across the two states under study suggest that general maintenance of school facilities was carried out very often. 31 respondents representing 29.5% asserted that general maintenance of schools was carried out often, while a total of 15 respondents expressed general maintenance of school facilities was carried out less often. However, majority of the respondents 53, representing 50.5% asserted that general maintenance of school facilities was undertaken only when the need arose.

5.9 Sources of Funds for the Management of Schools

Finance is a very important tool for the effective management of any organisation. Accordingly, respondents were asked to state the sources of finance available to the LGEA's for the management of schools. The responses obtained are presented in table 5.9 below.

Table 5.9: Sources of Funds for the Management of Schools

State * Where does your L.G.E.A. receive funds from for the running of schools in your area?
Crosstabulation

		Where does your L.G.E.A. receive funds from for the running of schools in your area?			
		SUBEB	State Govt.	Others	Total
Kaduna State	Count	35	5	1	41
	% within State	85.4%	12.2%	2.4%	100.0%
	% within Where does your L.G.E.A. receive funds from for the running of schools in your area?				
Niger	Count	61	3	0	64

	% within State	95.3%	4.7%	0.0%	100.0%
	% within Where does your L.G.E.A. receive funds from for the running of schools in your area?				
	Count	96	8	1	105
	% within State	91.4%	7.6%	1.0%	100.0%
Total	% within Where does your L.G.E.A. receive funds from for the running of schools in your area?	100.0%	100.0%	100.0%	100.0%

Source: Researcher's Survey, December, 2012.

From the responses obtained in the above table, it is clear that majority of the respondents 96 out of 105, representing 91.4% across the two states stated that funds for the management of schools were obtained from the State Universal Basic Education Boards. However, 8 respondents representing 7.6% from the two states expressed that the state government was responsible for funding the schools. From the responses obtained, only 2 respondents representing 1.00% indicated that they receive funds from other bodies. The responses obtained shows clearly the minimal role played by other agencies especially the donor agencies and other private individuals in the funding of schools. The response above indicates that the bulk of the funds used in managing basic education came from higher levels of government i.e. state and federal government.

5.10 Adequacy of Funding for the Management of Schools

In view of the relevance of adequate funding in the effective management of schools, respondents were asked to state how adequate or inadequate the finances they receive from the government are. The responses obtained in relation to the above factor are hereby presented in table 5.10 below.

Table 5.10 Adequacy/Inadequacy of Funds for the Management of Schools

					How do you assess the funding for the running of primary schools?					
					Very Adequate	Adequate	Not Adequate	Very Inadequate	I don't know	Total
State	Kaduna	Count	% within		0	15	21	5	0	41
		State			0.0%	36.6%	51.2%	12.2%	0.0%	100.0%
	Niger	Count	% within		4	18	30	9	3	64
		State			6.2%	28.1%	46.9%	14.1%	4.7%	100%
Total		Count	% within		4	33	51	14	3	105
		State			3.8%	31.4%	48.6%	13.3%	2.9%	100.0%

Source: Researcher's survey December 2012.

Table 5.10 above is an assessment of the funding of schools by the funding agencies in respect of the two states under study. From the responses obtained, only 4 respondents from the two states representing 3.8% were of the view that funding of schools was very adequate. 33 respondents across the two states representing 31.4% assessed the funding of schools as adequate. However, a total of 51 respondents representing 48.6% saw the funding of schools by the relevant agencies as not adequate. 14 respondents representing 13.6% of total responses saw the funding of schools by the relevant agencies as very inadequate while only 3 of the total respondents representing 2.9% had no knowledge of the nature of funding.

From the responses obtained above, it is clear that the funding of schools by the relevant agencies in respect of the two states was not adequate, as majority of the respondents, 48.6% of total responses indicated. Surely, inadequate funding can be a fundamental factor in preventing the effective management of schools in the two states under study. In consonance with this finding, most of the respondents interviewed also suggest that a lot of underfunding exist in their respective states. For example, the Education Secretary of Wushishi Local Government in Niger state stated that if they are to maintain some level of repairs in all the 67 primary schools in the local government, they needed about ₦500 million. As at the time of this research, nothing was provided for the general maintenance of schools. What the local government usually did was to pay salaries. The local government received an imprest of ₦100,000 monthly only from the state government for the general maintenance of schools. A similar view was expressed by the Education Secretaries of Chanchaga and Lapai Local Government Areas. In the same vain, the Education Secretaries of Zaria, Kauru and Igabi Local government areas in Kaduna State also expressed their dissatisfaction with the little amount they have to contend with when it comes to management of schools under the jurisdiction. The local governments in Kaduna state receives an imprest of ₦250,000.00 from the state government which is grossly inadequate for effective maintenance of schools.

Table 5.11 Niger state enrolment in public primary schools and budgetary allocation on UBE between 2006-2012

Year	Enrolment	Budgetary allocation ₦	Amount budgeted per child ₦
2006	378,956	1,153,297,297.28	3,043.35
2007	607,942	1,300,202,700.30	2,138.69
2008	642,738	1,692,602,151.27	2,633.42
2009	643,250	1,171,855,243.26	1,821.77
2010	682,201	1,356,474,015.28	1,988.37
2011	701,882	1,824,618,596.13	2,599.60
2012	749,798	1,705,873,427.84	2,275.11

Source: Niger State Bureau of Statistics, Minna, 2011 Edition

The table above indicates that between the years 2006 and 2009, there was no stability in the budgetary allocation to basic education in Niger State as the amount earmarked kept on fluctuating despite the fact that enrolment of pupils in primary schools in the state was rising. The table above suggests that despite the fact that enrolment of pupils into primary schools in the state almost doubled between 2006-2012, the budgetary allocation did not match the corresponding increase in enrolment. It can also be seen from the table above that if the budgetary allocation was to be shared by the total number of enrolment, it suggest for example that in 2006, only three thousand and forty three naira, thirty five kobo would be spent on a child to cover cost of books, feeding, repairs of basic Infrastructure and other necessary facilities. In some other years like 2009 and 2010, the amount expended on each child was less than two thousand naira per year. If the amount earmarked each year was to cater for salary bills, then the budgetary allocation was grossly inadequate.

A similar pattern of allocation of funds in respect of management of basic education can be found in Kaduna state. The table below present the budget and expenditure profile in respect of management of Universal Basic Education in Kaduna State between 2012 and 2015.

Table 5.12 Kaduna state enrolment in public primary schools and recurrent expenditure on UBE per pupil between 2010-2013

YEAR	PUPIL'S ENROLMENT	RECURRENT EXPENDITURE	TOTAL EXPENDITURE PER PUPIL
2010	1,075,121	6,997,232,486	₦773.51
2011	1,067,275	15,456,214,842.48	₦1,174.25
2012	1,181.632	56,000,000	₦47.40
2013	1,153,460	No breakdown of expenditure by sector	-

Source: Computation from Kaduna State Annual Education Sector Performance Report, 2010-2013

The table above is an analysis of primary school enrolment and total recurrent expenditure on pre-primary and primary education, as well as the amount expended per child in Kaduna state between 2010 and 2013. From the table, only seven hundred and seventy three naira, fifty one kobo was expended on primary pupils in Kaduna state in the year 2010. The amount improved to one thousand, one hundred and seventy four naira, twenty five kobo in 2011 and only to drop drastically to forty seven naira, forty kobo in 2012. However, there has not been sector by sector analysis of what was expended on each level of education in 2013. However, it can be seen that even by the above information, the state incurred a very low expenditure on primary education.

Data from the synthesis of Education Public Expenditure reviews in Nine States (Nigeria: A Review of Costs and Financing of Public Education, June 2007) gives estimates of unit expenditures in state funded institutions per level of education. According to that review, expenditure per primary school student is roughly equal to one thirteenth of the GDP per capita. In the 2005/2006 Academic session, unit expenditure per primary school stands at ₦5,319.00 which represents only 7.6% of the GDP. This is far lower than the 12% of GDP as the average statistics for African countries in 2003/04. According to the review series, this narrow base of educational finance has had severe consequences especially on the learning and teaching conditions, including infrastructure, furniture and especially textbooks. From the above, it can be seen that expenditure on primary schools in Kaduna and Niger states are much lower than the required average especially in African Countries.

In Kaduna State, though budgetary allocation to pre-primary and primary education has improved a little between 2012 and 2015, the bulk of the finances on pre-primary and primary education is expended on recurrent and overhead cost. In the table above, it shows that in 2012, 93% of the entire budgetary

allocation to primary education was expended on recurrent cost leaving only a meager 7% to capital expenditure. In 2014, and 2015, 93% and 89% of the entire budget on primary education were earmarked for recurrent costs.

The total Kaduna state expenditure on education sector decreased from 30.28% (₦25b) in 2010 to 18.7% (₦15b) in 2011 and increased to 20.6% (₦17b) in 2012. In 2012, the actual expenditure of Ministry of Education in Kaduna State was personnel cost (₦8b) and overhead (₦0.4b). In 2011, (65%), (22%), and (13%) of the actual expenditure on education goes to personnel, capital and overhead costs.

Total state capital expenditure on education declined significantly from ₦21.2bn in 2010 to ₦11.1bn in 2011 and increased marginally to ₦11.5bn in 2012. The decline is attributed to the inability of the state to access the UBEC intervention funds, and the withdrawal of Education Tax Fund (ETF) support to basic and Secondary Education. It is no wonder therefore that most of the schools in the state are in a state of disrepair.

Budget is an important tool for effective planning and management. It gives direction to an organization to know its basic priorities, set its targets and achieve them within a particular financial year. Against this background, respondents were asked to state whether or not the LGEAs prepared annual budget. The responses obtained are presented in the table 5.13 below:

5.13 Does the LGEA prepare annual Budget?

			Does the LGEA prepare Annual Budget?		
			Yes	No	Total
State	Kaduna	Count % within State	34 82.9%	7 17.1%	41 100.0%
	Niger	Count % within State	13 20.3%	51 79.7%	64 100.0%
Total		Count % within State	47 44.8%	58 55.2%	105 100.0%

Source: Researcher's Survey, December, 2012.

From the table above, the data shows that there were differences between the two states. In Kaduna state, 34 out of the 41 respondents were of the view that the LGEA's prepare annual budget. This view represents 82.9% of total responses. However, the situation is different in Niger state where only 13 respondents out of 64 that were sampled showed that the LGEAs in Niger state prepared annual budget. That represents only 20.30%, while 51 respondents representing 79.7% indicated that the LGEA's did not prepare annual budget in respect of their schools. On average 44.8% of all the respondents in the two states admitted that they prepared budget, while more than 52% of the total respondents stated that LGEA in both the states never prepared budget. Whatever the case might be, it is important for the

LGEAs to prepare annual budget as a way of enabling them to set their targets in order to effectively manage the schools under their jurisdiction.

5.11 Adequacy of Qualified Teachers

One of the important issues relating to effective management of schools is the recruitment of adequate and qualified teachers. This is even more important because the number of qualified teachers that are recruited will determine teacher-student ratio, which is also important in enhancing quality and efficiency in management. Against this background, respondents, were asked to assess the adequacy of teachers in their schools. The responses obtained are presented in table 5.14 below.

Table 5.14: An Assessment of adequacy of qualified teachers

State * How would you assess the adequacy of teachers in your primary school?. Cross-tabulation

		Adequacy of qualified teachers.				
		Very Adequate	Adequate	Not Adequate	Very Inadequate	Total
State	Count	1	8	31	1	41
	Kaduna					
	% within State	2.4%	19.5%	75.6%	2.4%	100.0%
	% within Adequacy of qualified teachers.					
	Count	3	21	34	6	64
	Niger					
% within State	4.7%	32.8%	53.1%	9.4%	100.0%	
% within Adequacy of qualified teachers.						

	Count	4	29	65	7	105
Total	% within State	3.8%	27.6%	61.9%	6.7%	100.0%
	% within Adequacy of qualified teachers.	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Researcher's Survey, December, 2012.

The data presented in table 5.14 above indicates that only 4 respondents representing 3.8% of total respondents from the two states were of the view that teachers in primary schools were very adequate. 29 respondents representing 27.6% felt that there were adequate teachers in the schools. However, majority of respondents, i.e 65, representing 61.9% opined that teachers in primary school across the two states were not adequate. 7 respondents representing 6.7% were of the view that teachers in schools across the two states under study were very inadequate. The above responses suggest clearly that inadequacy of teachers was a fundamental factor that continued to impede on the attainment of efficiency in the management of schools in Kaduna and Niger States. In conformity with this finding, most of the Education Secretaries especially in Niger state complained about inadequacy of qualified teachers. For instance in Wushishi Local Government, out of the 442 teachers teaching in 67 primary schools, only 161 are qualified, which suggested that most of the schools were without adequate qualified teachers. Again in Kwata Primary School, Wushishi, as at December 2012, only 9 teachers are available to teach 291 students. Out of the Nine teachers, 3 were on course. However, it had been observed that in Urban schools across Niger state, there was over concentration of teachers. For instance, in Chanchaga local government area of Niger state, there were more teacher than necessary to a class, thereby leaving some redundant.

Table 5.15 Number of staff teaching in public primary schools by qualification in Niger State between 2007-2011

Year	Graduates	%	NCE	%	Others	%	Total	%
2007	890	9.62	3567	38.54	4899	52.93	9256	100
2008	985	8.67	4412	38.83	5966	52.50	11,363	100
2009	944	4.02	9268	39.51	13,248	56.47	23,460	100
2010	1095	4.82	9111	40.07	12,630	55.56	22,736	100
2011	944	3.99	9462	40.00	13,249	56.01	23,655	100

Source: Niger State Bureau of Statistics, 2011 Edition

Looking at the above statistics, one sees that from 2007 to 2011, most of the teachers teaching in public primary schools in Niger state did not possess the relevant teaching qualification. The percentage of those who possessed the minimum teaching qualification of NCE had been between 38-40 percent of the total teachers. In addition, even among the graduate teachers, many of them did not possess teaching qualification. They were just graduates who could not secure jobs in their relevant fields; thus, they resorted to teaching as the last option available. This certainly is not good for effective management of Basic Education in the state.

Similar situation was the case in Kaduna state. The study observed that in all urban schools, there was concentration of teachers leaving the rural schools unstaffed. Some schools in Kauru local government had few teachers. The same picture was presented in some schools in Igabi local government, but almost all schools in Zaria local government area had more than the required teachers. It suggests therefore, that apart from inadequacy of qualified teachers, there was also the problem of uneven spread of teachers between urban schools and rural schools

5.12 Factors responsible for Inadequacy of teachers

In order to ascertain the factors responsible for the inadequacy of teachers in primary schools, respondents were asked to state what factors they think are responsible for inadequacies teachers in their various schools. The various responses they gave are presented in table 5.16 below.

Table 5.16: Factors responsible for inadequacy of teachers in primary schools

			If your answer to G8 above is c or d, what do you think are some of the reasons for this?				
			Lack of Qualified Staff	Poor Remuneration to Teachers	Lack of Incentives	Lack of Interest in the Teaching Profession	Total
State	Kaduna	Count % within State	13 31.7%	17 41.5%	7 17.1%	3 7.7%	41 100.0%
	Niger	Count % within State	19 29.7%	21 32.8%	19 29.7%	5 7.8%	64 100.0%
Total		Count % within State	32 30.5%	38 36.2%	26 24.8%	8 7.6%	105 100.0%

Source: Researcher's Survey, December, 2012.

From the responses obtained in the table above, a total of 32 respondents from the two states under study, representing 30.5% were of the view that qualified teachers in schools were not readily available. 38 respondents representing 36.2% said teachers were not available due to poor remuneration. 26 respondents representing 24.8% opined that inadequacy of qualified teachers is as a result of lack of incentives on the teaching job while 8 respondents or 7.5% of total respondents showed that inadequacy of teachers in schools was as a result of the general lack of interest in the teaching profession. Accordingly, majority of the respondents that responded to the above question asserted that inadequacy of teachers in schools is attributed to poor remuneration. However, from the responses obtained, other factors responsible for inadequate qualified teachers were general lack of interest in the teaching profession, lack of incentives as well as lack of qualified staff.

5.13 Staff Discipline in Schools

Staff discipline is an important element of effective management of an program or organisation. Without good staff discipline, the goals and objectives of the organisation cannot be achieved. Accordingly, respondents were asked to rate the general staff discipline in the various schools in the states under study. The responses obtained are presented in table 5.1.7 below.

Table 5.17 Rating of Staff Discipline in Primary schools

**State * How would you rate the general staff discipline in your schools?
Crosstabulation**

		How would you rate the general staff discipline in your schools?					
		Very High	High	Average	Low	Very Low	Total
State	Kaduna						
	Count	4	2	10	21	4	41
	% within State	9.8%	4.9%	24.4%	51.2%	9.8%	100.0%
	% within How would you rate the general staff discipline in your schools?						
Niger	Count	3	5	19	37	0	64
	% within State	4.7%	7.8%	29.7%	57.8%	0.0%	100.0%
	% within How would you rate the general staff discipline in your schools?						
Total	Count	7	7	29	58	4	105
	% within State	6.7%	6.7%	27.6%	55.2%	3.8%	100.0%
	% within How would you rate the general staff discipline in your schools?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Researcher's Survey, December, 2012.

From the responses obtained in table 5.17 above, in relation to staff discipline in primary schools, it shows that a total of seven (7) respondents from the two states were of the views that staff discipline was very high. This represent 6.7% of total responses. Seven (7) respondents rated staff discipline high in the schools under study, representing 6.7% of total responses. However, 29 respondents, representing 27.6% of total responses from the two states indicated that staff discipline was average. 58 respondents representing 55.2% of total responses from the two states were of the view that staff

discipline was low, and only 4 respondents representing 3.8% of total responses said that staff discipline was very low. A summary of responses suggest that staff discipline in the schools under survey was low. This is based on the fact that majority of the respondents who responded to this item shared that view. 55.2% represents the largest percentage of responses in this direction. Accordingly, staff discipline in schools need to be addressed if effective management is to be achieved.

5.14 Payment of Teacher's Salaries (Regularity)

Payment of salaries is an important element of job satisfaction. A good manager who wants to achieve efficiency in his organisation would pay the salaries of his staff as at when due. Delay in payment of salaries and entitlements of workers breeds truancy and absenteeism. Accordingly, respondents were asked to indicate how regular are salaries paid to teachers in the states under survey; the responses obtained are presented in table 5.18 below.

Table 5.18 Regularity in payment of teacher’s salaries

State How regular are salaries of school teachers paid? Crosstabulation

		How regular are salaries of school teachers paid?			
		Very Regular	Regular	Irregular	Very Irregular
State	Count	3	12	22	4
	% within State	7.3%	29.3%	53.7%	9.8%
	% within How regular are salaries of school teachers paid?				
	Kaduna				
Niger	Count	4	20	38	2
	% within State	6.2%	31.2%	59.4%	3.1%
	% within How regular are salaries of school teachers paid?				
	Niger				
Total	Count	7	32	60	6
	% within State	6.7%	30.5%	57.1%	5.7%
	% within How regular are salaries of school teachers paid?				
	Total	100.0%	100.0%	100.0%	100.0%

Source: Researcher’s Survey, December, 2012.

The responses obtained from table 5.18 above shows that a total of 7 respondents across the two states under survey were of the view that teacher salaries were paid very regularly. The view represent only 6.7% of total responses. Another 32 respondents representing 30.5% of total responses from the two

states felt that payment of salaries was regular. However, a whopping 60 respondents which represent 57.1% of total responses indicates that payment of salaries was irregular, and 6 respondents, representing 5.7% of total responses said payment of salaries was very irregular. From the responses obtained in relation to the above, it suggest that certainly there was no regularity in payment of salaries across the two states. Effective management depends to a large extent on the ability of managers to settle their workers entitlements – regularly. It is only when this is done, with other factors that efficiency can be attained.

5.15 Payment of Other Allowances to Teachers

Payment of salaries is not the only issue that motivates workers to give in their best in an organisation. Apart from salaries, other allowances are equally important if the necessary results are to be achieved. A good manager should always want to motivate his workers to give in their best in order to achieve the objectives of the organisation. Accordingly, respondents were asked to state whether or not they enjoy other allowances apart from salaries. Their responses are as presented in table 5.19 below.

Table 5.19 Payment of other allowances to teachers

State * Apart from salaries, what other Allowances are paid to school teachers in your Local Government? Crosstabulation

		Apart from salaries, what other Allowances are paid to school teachers in your Local Government?				
		Leave grant	Science Allowance	Responsibility Allowance	Others	Total
State	Count	40	0	0	1	41
	% within State	97.6%	0.0%	0.0%	2.4%	100.0%
	Kaduna % within Apart from salaries, what other Allowances are paid to school teachers in your Local Government?					
	Count	50	11	2	1	64
	% within State	78.1%	17.2%	3.1%	1.6%	100.0%
Total	Niger % within Apart from salaries, what other Allowances are paid to school teachers in your Local Government?					
	Count	90	11	2	2	105
	% within State	85.7%	10.5%	1.9%	1.9%	100.0%
	% within Apart from salaries, what other Allowances are paid to school teachers in your Local Government?	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Researcher's Survey, December 2012

The responses obtained from table 5.19 above indicates that apart from salaries, teachers in Kaduna and Niger States enjoyed certain allowances, although the nature of allowances they enjoyed varied across the states. From the above responses as presented in the above table, a total of 90 respondents out of 105 from the two state, indicated that they enjoyed annual paid Leave Grant apart from their monthly salaries. Their responses represents 85.7% of total – responses. Another 11 respondents, all from Niger state said that they were paid science allowance. Similarly, 2 respondents all from Niger State expressed that teachers enjoyed responsibility allowances, while only 2 respondents, 1 each from the two states indicated that they were paid other allowances not indicated. It suggests from the responses above that apart from salaries, Leave Grants were also paid to teachers in both Kaduna and Niger States. However, apart from salaries and leave grant paid to teachers in Kaduna state, other allowances like science and responsibility allowances were not paid. This certainly is not good enough if the desired result is to be achieved. It suggest therefore that, both states needs to do more in respect of payment of other allowances such as:

5.16 Provision of Facilities to Teachers to Enhance Performance

One of the important aspects that enhances effectiveness in an organisation is the ability of the organisation to provide the necessary infrastructures and facilities to its workers in order to perform their functions. Accordingly, facilities like wants, e.g. vehicle and furniture loans are very important tools that's could motivate the teachers to put in their best. This in turn will assist the organisation to attain its set objectives. In view of the above, respondents were asked to state whether they enjoy some facilities in the discharge of their jobs so as to enhance their effectiveness. The responses are presented in table 5.20 below.

Table 5.20 Provision of Facilities to enhance job performance

State * Do teachers in your Local Government enjoy certain facilities to enhance their performance like vehicle loans? Crosstabulation

		Do teachers in your Local Government enjoy certain facilities to enhance their performance like vehicle loans?		Total
		Yes	No	
State	Count	37	4	41
	% within State	90.2%	9.8%	100.0%
	Kaduna	% within Do teachers in your Local Government enjoy certain facilities to enhance their performance like vehicle loans?		
	Count	48	16	64
	% within State	75.0%	25.0%	100.0%
	Niger	% within Do teachers in your Local Government enjoy certain facilities to enhance their performance like vehicle loans?		
Total	Count	85	20	105
	% within State	81.0%	19.0%	100.0%

% within Do teachers in your Local Government enjoy certain facilities to enhance their performance like vehicle loans?	100.0%	100.0%	100.0%
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Source: Researcher’s Survey, December, 2012.

From the data obtained in table 5.20 above, it suggests that majority of the respondents across the two states confirmed that they enjoyed credit facilities like vehicle loans in order to discharge their assignments. Accordingly, 85 out of the total 105 respondents-representing 81% of total respondents were of such view, and 20 respondents representing 19% stated that they did not enjoy facility in the discharge of their assignment.

With regards to regularity in the disbursement of such facilities, almost all the respondents stated that disbursement of such facilities was regular. Table 5.21 below indicates that view.

Table 5.21 How regular in the disbursement of facilities

State if the answer to the above question is yes, how regular are these facilities provided? Crosstabulation

		If the answer to the above question is yes, how regular are these facilities provided?		Total
		Very Regular	Regular	
State	Count	23	18	41
	Kaduna % within State	56.1%	43.9%	100.0%

	% within If the1 answer to the above question is yes, how regular are these facilities provided?	44.2%	34.0%	39.0%
	Count	29	35	64
	% within State	45.3%	54.7%	100.0%
Niger	% within If the1 answer to the above question is yes, how regular are these facilities provided?	55.8%	66.0%	61.0%
	Count	52	53	105
	% within State	49.5%	50.5%	100.0%
Total	% within If the1 answer to the above question is yes, how regular are these facilities provided?	100.0%	100.0%	100.0%

Source: Researcher's Survey, December 202.

From the responses obtained in table 5.21 above, a total of 52 out of the 105 respondents that were sampled representing 49.5% stated that the disbursement of credit facilities to enhance their performance on the job was very regular. 53 out of the 105 respondent stated that provision of facilities was regular, represents 50.5% of total respondent. The above responses show clearly that teachers in the two states under study obtained on regular bases credit facilities to enhance their job performance.

5.17 Quality of Teachers as a factor in enhancing greater academic performance by pupils

One of the most important elements that determine the success or failure of an organisation or system is the quality of personnel that run the system or organisation. In this case, the ability of education

agencies to recruit quality teachers is an important element that will determine effectiveness in the management of schools. Accordingly, respondents were asked to rate the quality of teachers as a factor in enhancing greater academic performance by pupils in Kaduna and State States. The responses obtained have been collated and presented in table 5.22 below.

Table 5.22: Quality of teachers as a factor in enhancing performance by pupils.

State * How would you rate the quality of teachers as a factor in enhancing greater academic performance by pupils ? Crosstabulation

		How would you rate the quality of teachers as a factor in enhancing greater academic performance by pupils?				
		Very High	High	Average	Low	Total
State	Count	15	23	3	0	41
	% within State	36.6%	56.1%	7.3%	0.0%	100.0%
	Kaduna	% within How would you rate the quality of teachers as a factor in enhancing greater academic performance by pupils ?				
	Count	7	31	24	2	64
	% within State	10.9%	48.4%	37.5%	3.1%	100.0%
	Niger	% within How would you rate the quality of teachers as a factor in enhancing greater academic performance by pupils ?				
Total	Count	22	54	27	2	105
	% within State	21.0%	51.4%	25.7%	1.9%	100.0%
	% within How would you rate the quality of teachers as a factor in enhancing greater academic performance by pupils ?	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Researcher's survey, December, 2012.

The above table presents responses from respondents in relation to the quality of teachers. Respondents rated the quality of teachers as a factor in enhancing greater academic achievement as follows – 22 respondents across the two states were of the view that quality of teachers is an important factor in enhancing greater academic achievement. In fact 21% of total respondents shared the same view. 54 out of the 105 respondents rated as high the quality of teachers as a factor in enhancing greater academic achievement. That represents 51.4% of total responses. However, 27 respondents, representing 25.7% of total responses in that respect rated as “average” the quality of teachers as a factor in enhancing greater academic achievement, while only 2 respondents, representing 1.9% rated as “low” the quality of teachers as a factor in enhancing academic by pupils.

The responses above suggest that there is correlation between the quality of teachers and greater academic performance by pupils in schools. This therefore makes it imperative by education agencies to recruit not only adequate teachers in schools but also qualified teachers. Statistics from the federal office of statistics and even the State Universal Basic Education Boards shows that the number of qualified teachers in the two states fall far below the expected and surely this may not pave way for the attainment of the set objectives in relation to management of Basic education.

5.18 Quality of Instructional materials as a factor in enhancing greater Academic performance by pupils

The quality of teachers in schools has a lot to do with the quality of instruction that is presented to the pupils. Certainly, a good qualified teacher is more likely to prepare and present a good lesson makes better than a bad teacher. In this respect, one of the objectives of education agencies like SUBEB and LGEA is to ensure that the quality of instructional materials given to pupils in schools is within standard. The essence of good management is to ensure that not only education is given to a large number of children but to also ensure that what is presented is of standard. Accordingly, respondents were asked to rate the quality of instructional material as a factor in determining greater academic achievement by pupils in schools in Kaduna and Niger states. The responses obtained are presented in table 5.23 below.

Table 5.23: Quality of Instructional materials for teaching

State * Please rate the quality of instructional materials as a factor in determining greater achievement by pupils in schools. Crosstabulation

		Please rate the quality of instruction as a factor in determining greater achievement by pupils in schools.					
		Very High	High	Average	Low	Very Low	Total
State	Kaduna						
	Count	26	11	1	2	0	41
	% within State	63.4%	26.8%	2.4%	4.9%	0.0%	100.0%
	% within Please rate the quality of instruction as a factor in determining greater achievement by pupils in schools.						
	Niger						
	Count	21	18	20	4	1	64
% within State	32.8%	28.1%	31.2%	6.2%	1.6%	100.0%	

Total	% within Please rate the quality of instruction as a factor in determining greater achievement by pupils in schools.						
	Count	47	29	21	6	1	105
	% within State	44.8%	27.6%	20.0%	5.7%	1.0%	100.0%
	% within Please rate the quality of instruction as a factor in determining greater achievement by pupils in schools.	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Researcher's Survey, December, 2012.

The data in table 5.23 above shows responses obtained from respondents in response of the quality of instructional materials given in schools. The highest response received, 47 representing 45% of total responses indicated that there was a strong relationship between the quality of instructional materials given to pupils and their academic performance. Another 29 respondents, representing 27.6% of total responses rated as high the degree of relationship between quality of instructional materials and public/students performance. Only 6 respondents, representing 5.7% of total responses rated as low the degree of relationship between quality of instructional materials and pupils/students performance.

Second set of Questionnaire

This set of questionnaire was administered to Headmasters, teachers, PTA officials and the general public. A total of 219 out of 250 respondents responded to the questionnaire. The items on the questionnaire were designed to test the hypotheses stated in Chapter Three of this work. The items centered on issues relating to supervision and monitoring of schools by the LGEA, Recruitment of

adequate qualified teachers as well as issues relating to funding of the LGEA in respect of management of Basic Education.

Table 5.24 The distribution of respondents in the two states is as follows:

RESPONDENTS	KADUNA	NIGER
Headmasters	9	9
Teachers	45	63
PTA officials	20	30
General public	22	21
Total	96	123

5.19 Monitoring and Supervision

Monitoring and supervision of teachers is an important element of effective management. For management to achieve the desired result, sometimes it needs to monitor how teachers perform their job in order to ensure that the right thing is done at the right time. Accordingly, respondents were asked to rate monitoring and supervision of teachers. The responses obtained are presented in table 5.25 below.

Table 5.25: Rating on Monitoring and Supervision

State * Monitoring and supervision of teachers. Crosstabulation

	Please rate the quality of instruction as a factor in determining greater achievement by pupils in schools.
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		Very High	High	Average	Low	Very Low	Total
State	Count	36	41	19	0	0	96
	Kaduna						
	% within State	37.5%	42.7%	19.8%	0.0%	0.0%	100.0%
	% within Monitoring and supervision of teachers.						43.8%
	Count	2	0	0	52	69	123
	Niger						
% within State	1.6%	0.0%	0.0%	42.3%	56.1%	100.0%	
% within Monitoring and supervision of teachers.						56.2%	
Total	Count						219
	% within State	38	41	19	52	69	100.0%
	% within Monitoring and supervision of teachers.	17.4%	18.7%	8.7%	23.7%	31.5%	100.0%

Source: Researcher's Survey, December, 2012

The data obtained in table 5.25 above indicates that only 17.45 of total respondents rated monitoring and supervision of teachers as 'very high'. 18.7% respondents rated monitoring and supervision of teachers by the supervising agency as 'high'. Similarly, 8.7% of total respondents rated monitoring and supervision as 'Average'. However, a total of 23.7% of total respondents said monitoring and supervision is low, while another 31.5% of total respondents rate as "very low" the issue of monitoring and supervision of teachers. Accordingly, it seems that majority of those who responded to this question

rated the issue of monitoring and supervision of teachers either low or very low. Surely, without effective monitoring and supervision, the desired result cannot be attained by any organisation.

5.20 Staff Discipline

Staff discipline is an important aspect of effective management. Staff discipline entails the behaviour of workers in respect of their assigned duties and responsibilities. It involves punctuality, doing the right thing at the right time and ensuring that general ethics of behaviour are adhered to. Accordingly, respondents were asked to rate teachers discipline in the discharge of their responsibilities. The responses obtained are presented in the table below.

Table 5.26 Rating on Staff Discipline

State Staff Discipline. Crosstabulation

		Staff Discipline.				Total
		Very High	High	Average	Low	
State	Count	1	19	24	52	96
	Kaduna % within State	1.0%	19.8%	25.0%	54.2%	100.0%
	% within Staff Discipline.					
	Niger Count	6	16	44	57	123
	% within State	4.9%	13.0%	35.8%	46.3%	100.0%
	% within Staff Discipline.					
Total	Count	7	35	68	109	219
	% within State	3.2%	16.0%	31.1%	49.8%	100.0%
	% within Staff Discipline.	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Researcher's Survey, December, 2012.

The data obtained in table 5.26 above is in respect of staff discipline in schools across the two states under study. From the table, 7 respondents representing 3.2% of total respondents rated staff discipline in schools as 'very high'. Another 35 respondents, representing 16% of total respondents rated teachers discipline as 'high'. Similarly, a total of 68 respondents across the two states under study rated staff discipline as 'average'. This view represents 31.1% of total responses. However, a total of 109 respondents out of the 219 that responded to that question expressed that staff discipline was low. This view represents 49.8% of total responses across the two states. The responses above indicate that there was a problem of staff indiscipline in schools in Kaduna and Niger States. During interview sessions with

some of the headmasters of schools, it was discovered that lateness to duty, absenteeism, truancy and lack of commitment to work by teachers constituted the general behaviour of most teachers. When interviewed some of the teachers attributed issues relating to lateness and absenteeism to irregular payment of their salaries. They expressed that they had to engage in other activities in order to make ends meet. Management of schools needs to focus more seriously on issues relating to staff discipline.

5.21 Rating on Provision of Funds to Schools

Funding is the backbone for the effective operation of any organisation. Finance is an important element that could determine the success or failure of an organisation. Where adequate finance is provided and effectively managed, then the tendency is that goals are likely to be achieved. But where finance is inadequate or poorly managed, then it will be difficult for an organisation to achieve its desired objectives. Accordingly, respondents were asked to rate the adequacy of funds provided for the management of UBE in Kaduna and Niger states. The responses obtained are presented in table 5.27 below.

Table 5.27: Adequacy of funds provided for the Management of UBE

State * Provision of funds by the LGEA. Crosstabulation

		Provision of funds by the LGEA.					
		Very High	High	Low	Average	Very Low	Total
State	Count	4	19	51	21	1	96
	Kaduna						
	% within State	4.2%	19.8%	53.1%	21.9%	1.0%	100.0%
	% within Provision of funds by the LGEA.						
	Count	13	19	57	33	1	123
	Niger						
% within State	10.6%	15.4%	46.3%	26.8%	0.8%	100.0%	
% within Provision of funds by the LGEA.							
Total	Count	17	38	108	54	2	219
	% within State	7.8%	17.4%	49.3%	24.7%	0.9%	100.0%
	% within Provision of funds by the LGEA.	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Researcher's Survey, December, 2012.

The data provided in the table above indicates that out of a total of 219 respondents that responded to the issue of provision of funds to schools, 17 or 7.8% said provision of funds for management of primary schools was very high. Another 38 respondents or 17.4% of total respondents said provision of funds

was high. 54 respondents or 24.7% of total respondents rated as “Average” the provision of funds for the Management of Basic Education. However, from the responses obtained in the table above, it is clear that majority of respondents in the table above, rated “Low” the provision of funds for the management of Basic Education in Kaduna and Niger States. 49.3% of total responses were of this view and this represent the highest percentage of responses in this direction. This means that Management of Basic Education is hampered by inadequate funds in the two states. Surely without adequate funds, there is no way effective management can be achieved.

5.22 How Regular is the Payment of Salaries and Allowances

Salaries are rewards that are given to workers for the performance of their duties. Depending on the nature of the organisation, salaries are in most cases paid at the end of the month. The normal period within which a worker is expected to receive his emolument is 30 days. Any extension beyond the normal 30 days is irregular. Similarly, apart from salaries, workers are entitled to receive allowances for extra job they perform in the course of their job. Such allowances include overtime allowance, science allowance, responsibility allowance for those who are saddled with extra responsibility in the course of their job. Delay or non payment of such allowance can have a negative effect on the performance of teachers. In line with the above argument, respondents were asked to rate how regular is the payment of salaries and allowances, as this is an important determinant in measuring efficiency on the job. The responses obtained are presented in table 5.28 below.

Table 5.28: Regularity in Payment of Salaries and Allowances

State * Regularity in payment of salaries and allowances Crosstabulation

		Regularity in payment of salaries and allowances					Total
		Very High	High	Average	Low	Very Low	
State	Count	0	1	23	58	14	96
	% within State	0.0%	1.0%	24.0%	60.4%	14.6%	100.0%
	% within Regularity in payment of salaries and allowances						
	Count	1	0	11	78	33	123
	% within State	0.8%	0.0%	8.9%	63.4%	26.8%	100.0%
	% within Regularity in payment of salaries and allowances						
Total	Count	1	1	34	136	47	219
	% within State	0.5%	0.5%	15.5%	62.1%	21.5%	100.0%
	% within Regularity in payment of salaries and allowances	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Researcher’s Survey, December, 2012.

From the responses obtained in the table above, one (1) respondent from the states under study rated regular payment of salaries and allowances as being “very high”. This represents 0.5% of total responses. Similarly, only one (1) respondent across the two states rated as “high” regular payment of salaries and allowances. 34 respondents or 15.5% of total response suggest that regular payment of

salaries and allowance is on the average. However, 136 out of the total of 219 respondents regular payment of salaries and allowances as low. This view represents 62.1% of total responses. Another 47 respondents or 21.5% rated as 'very low' – regularity in payment of salaries and allowances. It is clear that from the responses obtained from the table above, there was gross irregularity in the payment of salaries and allowances of teachers in the state under study. Perhaps this explains why some teachers find the excuse of absenting themselves from their schools or even not putting in their best even when they showed up in school. For effective management to be achieved, salaries and allowances of teachers must be paid regularly.

5.23 Accountability in Management of Funds

Though adequacy of funds is an important element in ensuring success in an organisation, sometimes mismanagement and outright corruption could be the problem. The ability of managers to utilize effectively the little resources at their disposal could go a long way in ensuring success. In line with the above argument, respondents were asked to rate the level of accountability of disbursed funds. The responses obtained are presented in table 5.29 below.

Table 5.29: Accountability in the Management of Disbursed funds

State * Accountability in the management of disbursed funds. Crosstabulation

		Accountability in the management of disbursed funds.					
		Very High	High	Low	Very Low	Average	Total
State	Count	1	11	54	7	23	96
	% within State	1.0%	11.5%	56.2%	7.3%	24.0%	100.0%
	Kaduna						
	% within Accountability in the management of disbursed funds.						
	Count	0	6	77	8	32	123
	% within State	0.0%	4.9%	62.6%	6.5%	26.0%	100.0%
Total	Niger						
	% within Accountability in the management of disbursed funds.						
	Count	1	17	131	15	55	219
% within State	0.5%	7.8%	59.8%	6.8%	25.1%	100.0%	
% within Accountability in the management of disbursed funds.	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Source: Researcher's Survey, December, 2012

From the responses obtained in the table above, 1 respondent from the two states rated very high on the issue of accountability in the management of disbursed funds. They represent 0.5% of total

responses. 17 respondents or 7.8% of total responses felt that accountability in the management of disbursed funds was high. 55 out of 219 respondents or 25.1% of total responses in this item from the two states rate accountability in the management of disbursed funds was relatively low. That view represents 59.8% of total responses. Another 15 respondents or 6.8% rated accountability in the management of disbursed funds as being very low. The responses above show that although there was inadequacy of funds for the running of basic education, there was also lack of accountability in the management of the resources irrespective of the amount disbursed. Certainly, without accountability and probity in the management of resources, results that are needed may not be achieved.

5.24 Procurement of Teaching Equipments and Facilities

For any organisation to achieve results, necessary equipment and facilities are needed. No matter the adequacy and quality of staff, without the necessary tools and equipment, the worker may not perform maximally. The ability of the organisation to provide the necessary facilities ensures to a greater the attainment of the objectives of such an organisation. In view of the above, respondents were asked to rate the procurement and distribution of materials and equipment that are needed for the smooth operation of schools. The responses obtained are presented in table 5.30 below.

Table 5.30: Provision of Teaching Equipment in Schools

State * Procurement of teaching equipments and other facilities Crosstabulation

		Procurement of teaching equipments and other facilities					
		Very High	High	Average	Low	Very Low	Total
State	Count	1	5	45	41	4	96
	% within State	1.0%	5.2%	46.9%	42.7%	4.2%	100.0%
	Kaduna % within Procurement of teaching equipments and other facilities						
	Count	0	6	56	56	5	123
Niger	% within State	0.0%	4.9%	45.5%	45.5%	4.1%	100.0%
	% within Procurement of teaching equipments and other facilities						
Total	Count	1	11	101	97	9	219
	% within State	0.5%	5.0%	46.1%	44.3%	4.1%	100.0%
	% within Procurement of teaching equipments and other facilities	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Researcher's Survey, December 2012.

The data in the table above is in respect of responses relating to the procurement of teaching equipment and other facilities in schools. From the responses obtained, one (1) respondent across the

two states under study rated procurement and distribution of facilities in schools as 'very high'. This view represents 0.5% of total response. Eleven (11) respondents or 5.0% rated as 'high' the procurement and distribution of equipment's to schools. 101 respondents out of the total of 219 respondents rated procurement and distribution of materials and equipment in schools as "Average". This view represents 46.1% of total responses. However, 97 respondents or 44.3% of total responses rated as 'low' the procurement of teaching equipment in schools and 9 respondents or 4.1% of total responses rated the above item as 'very low. From the responses obtained above, it becomes clear that the provision of equipment and facilities in schools in Kaduna and Niger State are either Average or low. No wonder in some of the schools visited in the two states, pupils were seen sitting on the floor without basic furniture and other necessary facilities that will ensure effective learning. Surely proper and effective management has to ensure that the necessary facilities and equipment are provided in order to achieve the desired objectives.

5.25 General Maintenance of School Buildings

General maintenance of school buildings is an important aspect of effective school management. School buildings include classrooms, staff rooms, toilets, stores and other buildings that are necessary to ensure good education delivery. It is the responsibility of the Local Government Education Authorities to ensure General Maintenance of school buildings is carried out on regular basis. In view of the above, respondents were asked to rate maintenance of school buildings. Their responses are presented in table 5.31 below.

Table 5.31: General Maintenance of School Buildings

State * General maintenance of school buildings. Crosstabulation

		General maintenance of school buildings.					
		Very High	High	Average	Low	Very Low	Total
State	Count	1	4	33	49	9	96
	Kaduna						
	% within State	1.0%	4.2%	34.4%	51.0%	9.4%	100.0%
	% within General maintenance of school buildings.						
	Niger						
	Count	0	6	18	84	15	123
Total	% within State	0.0%	4.9%	14.6%	68.3%	12.2%	100.0%
	% within General maintenance of school buildings.						
	Count	1	10	51	133	24	219
Total	% within State	0.5%	4.6%	23.3%	60.7%	11.0%	100.0%
	% within General maintenance of school buildings.	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Researcher's Survey, December, 2012

The data presented in the table above is in respect of responses relating to the general maintenance of school buildings. From the responses obtained, it is clear that one (1) respondent or 0.5% of total respondents rated as 'very high' the maintenance of school buildings. 10 respondents or 4.6% of total respondents rated as 'high' the general maintenance of school buildings in Kaduna and Niger States.

However, 51 respondents out of the 219 across the two states rated as 'Average' the issue of general maintenance of school buildings. This view represents 23.35 of total responses. 133 respondents or 60.7% of total responses rated as 'low' the general maintenance of school buildings and other 24 respondents or 115 of total responses rated general maintenance of school buildings as 'very low'. From the above responses, it becomes clear that general maintenance of school buildings across the two states was low. This is evident by the majority of responses (60.7%) were of the view. Surely, for effective management of schools, general school buildings ought to be maintained adequately in order to ensure effective delivery of service.

5.26 Availability of Classrooms

Provision of adequate classrooms is also very important in ensuring efficiency and effectiveness in education delivery. Without adequate classrooms, the necessary – conducive environment that is needed for effective delivery of service cannot be achieved. Accordingly, respondents were asked to rate the availability of classrooms in schools in the two states under study. The responses obtained are presented in the table below.

Table 5.32: Availability of classrooms

State Availability of classroom. Crosstabulation

		Availability of classroom.					
		Very High	High	Average	Low	Very Low	Total
State Kaduna	Count	1	7	32	32	24	96
	% within State	1.0%	7.3%	33.3%	33.3%	25.0%	100.0%

	% within Availability of classroom.						
	Count	3	14	23	40	43	123
Niger	% within State	2.4%	11.4%	18.7%	32.5%	35.0%	100.0%
	% within Availability of classroom.						
	Count	4	21	55	72	67	219
Total	% within State	1.8%	9.6%	25.1%	32.9%	30.6%	100.0%
	% within Availability of classroom.	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Researcher's Survey, December, 2012.

The data in the above table represent responses in respect of availability of classrooms in schools across Kaduna and Niger State. The data presented indicates that 4 respondents or 1.8% of total respondents rated availability of classrooms as 'very high'. 21 respondents, representing 9.6% of total responses availability of classrooms rated as high. Another 55 or 25.1% of the respondents out of 219 respondents said the availability of classrooms in the two states was 'Average'. 72 respondents or 32.9% of total respondents saw availability of classrooms as 'low' while 67 respondents or 30.6% of total respondents saw availability of classrooms as 'very low'. From the above, it becomes clear that the provision of classrooms in the two states is not adequate enough to cater for the teeming student's enrolment over 60% of those who responded to this item rated 'low' or 'very low' the availability of classrooms in schools across Kaduna and Niger States. No wonder in some of the schools visited, some classrooms housed over 100 students instead of the normal 40-50 students.

5.27 Number of Qualified Teachers

One of the important elements of ensuring efficiency and effective management of school is the employment or recruitment of adequate qualified teachers. Where teachers are not adequate, it means the necessary teacher/pupil ratio cannot be achieved. The danger of large classrooms is that the teacher may not be able to pay attention to all the pupils. Hence, there is the need for the recruitment of adequate qualified teachers in order to ensure that the necessary efficiency and effectiveness are attained. In view of the above, respondents were asked to rate the adequacy of teachers in the schools. The responses obtained are hereby presented in table 5.33 below.

Table 5.33: Adequacy of Teachers

State * Adequacy of qualified teachers. Crosstabulation

		Adequacy of qualified teachers.					Total
		Very High	High	Average	Low	Very Low	
State	Count	1	9	29	30	27	96
	Kaduna						
	% within State	1.0%	9.4%	30.2%	31.2%	28.1%	100.0%
	% within Adequacy of qualified teachers.						
	Niger						
	Count	4	20	23	38	38	123
Total	% within State	3.3%	16.3%	18.7%	30.9%	30.9%	100.0%
	% within Adequacy of qualified teachers.						
Total	Count	5	29	52	68	65	219
	% within State	2.3%	13.2%	23.7%	31.1%	29.7%	100.0%

% within Adequacy of qualified teachers.	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
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Source: Researcher’s Survey December, 2012.

The data presented above shows responses in respect of number of qualified teachers in schools. The responses indicate that 5 out of the total respondents of 219 rated the adequacy of qualified teachers as very high. 29 respondents rated number of qualified teachers high, and that represents 13.2% of total responses. 52 respondents or 23.7% rated number of qualified teachers as average. 68 respondents or 31.1% of total responses rated number of qualified teachers low and 65 respondents or 29.7% of total responses rated number of qualified teachers as very low. It becomes clear that majority of respondents, i.e. over 6% of total responses viewed number of qualified teacher in schools in Kaduna and Niger States as either low or very low. It is evident from the responses obtained above that one of the fundamental problems that needs to be addressed in the management of basic education in Kaduna and Niger States is the recruitment and retention of adequate and qualified teachers if the desired objectives are to be attained.

5.28 Capacity Building for Teachers

One of the critical management issues that can assist management in achieving its desired objective is building the capacity of its personnel. In this respect, the teacher in the primary school needs to obtain regular training in order to enhance his capacity. The Nigerian Certificate in Education (NCE) is the approved Minimum qualification for those teaching in the primary and Junior Secondary Schools. Apart from the NCE, teachers needs regular training through seminars, workshops and other educational programmes in order to boost their capacity. Accordingly, respondents were asked to rate the

availability of staff training and development programmes. The essence is to see the extent to which this has assisted or prevented effective education delivery. The responses obtained are presented in table 5.34 below.

Table 5.34: Availability of Staff Development Programmes

State * Availability of staff development programmes (capacity-building)

Crosstabulation

		Availability of staff development programmes (capacity-building)					
		Very High	High	Average	Low	Very Low	Total
State	Count	2	11	62	19	2	96
	% within State	2.1%	11.5%	64.6%	19.8%	2.1%	100.0%
	Kaduna	% within Availability of staff development programmes (capacity-building)					
	Count	5	18	69	29	2	123
	% within State	4.1%	14.6%	56.1%	23.6%	1.6%	100.0%
	Niger	% within Availability of staff development programmes (capacity-building)					
Total	Count	7	29	131	48	4	219
	% within State	3.2%	13.2%	59.8%	21.9%	1.8%	100.0%
	% within Availability of staff development programmes (capacity-building)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Researcher's Survey, December, 2012

The responses obtained in the above table was in respect of availability of staff development programmes for teachers in Kaduna and Niger States. From the responses, 7 respondents or 3.2% of total responses rated availability of staff development programmes as very high. 29 respondents, or 13.25 of total responses rated-availability of staff development programmes high. 131 respondents representing 59.8% of total responses rated availability of staff development programmes as average. Another 48 respondents or 21.9% of total responses rated the above issue as low and 4 respondents or 1.8% of total responses rated availability of staff development programmes for teachers in Kaduna and Niger State, as very low. From the responses, it becomes clear that the issue of staff development programmes is still far from being satisfactory. The majority of those that responded to this item either rated it as 'average' or "low" i.e 59.8% and 21.9% respectively. Perhaps this explains why statistics released from Federal Office of Statistics shows that in the states under study, more than half of teachers teaching in primary schools are not qualified. This is an important challenge that needs to be addressed.

5.29 Quality of Teachers

One of the fundamental roles of the Local Government Education Authority (LGEA) is not only ensuring enrolment of pupils that are of school age but also ensuring that the minimum standard set by the Universal Basic Education Board is attained. To achieve the Minimum standard adequate qualified teachers are needed. In line with this, respondents were asked to rate the quality of teachers in Kaduna and Niger States and the responses obtained are as presented in table 5.35 below.

Table 5.35: Quality of Teachers

State Quality of Teachers Crosstabulation

		Quality of teachers				Total
		Very High	High	Low	Average	
State	Count	5	16	30	45	96
	Kaduna					
	% within State	5.2%	16.7%	31.2%	46.9%	100.0%
	% within Quality of teachers					
	Niger					
	% within State	1.6%	12.2%	69.9%	16.3%	100.0%
Total	Count	7	31	116	65	219
	% within State	3.2%	14.2%	53.0%	29.7%	100.0%
	% within Quality of teachers	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Researcher’s Survey, December 2012.

The data obtained from the above table presents the responses obtained from respondents in respect of the quality of teachers in Kaduna and Niger States. From the responses obtained, 7 out of the total of 219 respondents rated quality of teachers as very high. 31 respondents or 14.2% of total responses indicated that the quality of teachers in Kaduna and Niger States were High. However, a total of 116

respondents or 53% of total responses viewed the quality of teachers as low. 65 respondents, representing 29.7% of total responses rated quality of teachers in the two states as Average. From the responses obtained, it becomes quite clear that majority of those who responded to this item either rated the quality of teachers as low or Average i.e. 53% and 29.7% respectively. Surely, this is a fundamental problem that needs to be addressed in the Management of Basic Education in Kaduna and Niger States.

5.30 Regular Attendance by both Teachers and Pupils

Regular inspection of schools by school helicopters serves to ensure that both staff and students attend school regularly. It is the responsibility of the State Universal Basic Education Board and the Local Government Education Authority to ensure that the issue of regular attendance by both teachers and students is taken seriously. Where facilities are provided in schools but teachers and students do not attend regularly, the objectives of ensuring the provision of basic education cannot be attained. In this respect, respondents were asked to rate the regularity of attendance by both teachers and students in schools in Kaduna and Niger States. The responses obtained are presented in table 5.36 below.

Table 5.36: Regular Attendance by Staff and Students

State * Regular attendance by both teachers and students Crosstabulation

		Regular attendance by both teachers and students				
		Very High	High	Average	Low	
State	Count	0	29	59	8	96
	% within State	0.0%	30.2%	61.5%	8.3%	100.0%
	% within Regular attendance by both teachers and students					
	Count	6	28	80	9	123
	% within State	4.9%	22.8%	65.0%	7.3%	100.0%
	% within Regular attendance by both teachers and students					
Total	Count	6	57	139	17	219
	% within State	2.7%	26.0%	63.5%	7.8%	100.0%
	% within Regular attendance by both teachers and students	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Researcher's Survey, December, 2012

The table above presents responses in respect of regularity in attendance by both staff and students and schools in Kaduna and Niger States. According to the responses obtained, a total of 6 respondents or 2.7% of total responses rated regularity on the part of teachers and students in Kaduna and Niger states

very high. 57 respondents out of a total of 219 rated regular attendance on the part of teachers and students in Kaduna and Niger States at high. This view represents 26% of total responses. 139 respondents or 63.5% of total responses rated regularity in attendance both on the part of teachers and students in Kaduna and Niger State as 'Average' and 17 respondents or 7.8% of total responses rated the above item as 'low'. From the above responses, it is evident that there was the problem of irregularity in attendance at school activities in the two states. Majority of those who responded to this item showed that regularity in attendance was Average', which suggests that a lot has to be done in order to ensure that both teachers and students attend classes regularly.

5.31 Punctuality by Teachers and Students

Regularity in attendance at classes by both teachers and students is an important aspect of school management, but equally important punctuality. School managers need to ensure that both teachers and student arrive at school at the right time, so that lessons can commence within the stipulated time. In line with this, respondents were asked to rate teachers and students punctuality in schools. The responses given are presented in the table below.

Table 5.37: Punctuality on the part of teachers and students

State * Punctuality on the part of teachers and students Crosstabulation

		Punctuality on the part of teachers and students					
		Very High	High	Average	Low	Very Low	Total
State	Count	1	21	58	16	0	96
	% within State	1.0%	21.9%	60.4%	16.7%	0.0%	100.0%
	% within Punctuality on the part of teachers and students						
	Count	4	17	82	19	1	123
	% within State	3.3%	13.8%	66.7%	15.4%	0.8%	100.0%
	% within Punctuality on the part of teachers and students						
Total	Count	5	38	140	35	1	219
	% within State	2.3%	17.4%	63.9%	16.0%	0.5%	100.0%
	% within Punctuality on the part of teachers and students	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Researcher's Survey, December 2012.

The responses obtained above are in respect of punctuality to lessons on the part of teachers and students. From the responses, it shows that 5 respondents out of 219 rated punctuality by both teachers and students as very high. That view represents 2.3% of total responses. Another 38 respondents representing 17.4% of total responses rated teachers and students' punctuality as 'High'. However, a

total of 140 respondents representing 63.9% of total responses rated punctuality as 'Average', while 35 out of 219 respondents responded that punctuality by both teachers and students was low. From the above responses, it is clear that the issue of lateness to school by both teachers and students is a fundamental problem that the Local Government Education Authority and schools headmasters need to address.

5.32 Adequate Provision of Teaching Materials

One of the responsibilities of the Local Government Education Authorities is to ensure the provision of adequate teaching and learning materials in primary and junior secondary schools. This is an important aspect of management, as inadequate teaching/learning materials constitute grave hindrance to effective teaching and learning cannot take place. In line with the above, respondents were asked to rate the adequacy of teaching materials in schools in Kaduna and Niger States. The responses obtained are presented in table 5.38 below.

Table 5.38: Adequacy of Teaching/Learning Materials

State Adequate provision of teaching materials Crosstabulation

		Adequate provision of teaching materials					
		Very High	High	Average	Low	Very Low	Total
State Kaduna	Count	2	10	20	42	22	96
	% within State	2.1%	10.4%	20.8%	43.8%	22.9%	100.0%

Niger	% within Adequate provision of teaching materials						
	Count	1	7	16	58	41	123
	% within State	0.8%	5.7%	13.0%	47.2%	33.3%	100.0%
Total	% within Adequate provision of teaching materials						
	Count	3	17	36	100	63	219
	% within State	1.4%	7.8%	16.4%	45.7%	28.8%	100.0%
	% within Adequate provision of teaching materials	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Researcher's Survey, December, 2012.

The responses obtained, with reference to the item above show that only 3 out of 219 respondents...

% across the two states rated adequacy of both teaching and learning materials as "very high". 17

respondents or 7.8% of total responses rated adequacy of teaching and learning materials in schools as

High. 36 respondents or 16.4% of total responses said provision of adequate teaching and learning

materials is 'Average', while 100 respondents, representing 45.7% of total responses said provision of

adequate teaching and learning materials is low. Similarly, 63 respondents or 28.8% of total responses

rated adequacy of teaching and learning materials in schools in Kaduna and Niger States as 'very low'.

The responses obtained from the above table indicate that three was a fundamental problem in respect

of provision of teaching and learning materials in schools in the two states, as the majority of the

respondents either rated it as 'low' or 'very low' i.e. 45.7% and 28.8% respectively.

This show clearly, that Local Government Education Authorities in the two states under study were not doing enough to ensure adequate provision of teaching and learning materials to their schools. Effective management in this respect can also be measured by the ability of the authorities to ensure adequate provision of both teaching and learning materials.

5.33 Test of Hypotheses

At the beginning of this work (in chapter one) three hypotheses were stated relating to supervision and monitoring of schools, adequacy of funding and adequacy of qualified staff all of which are important elements in ensuring effective management of Basic Education. Questionnaire relating to the three hypothesis stated above was designed and administered to various respondents. The responses were tabulated and analyzed, and each of the three hypotheses was analyzed as follows:

Hypothesis 1

This hypothesis states that “there is no significant relationship between supervision and monitoring of schools and effective management of UBE in Kaduna and Niger states”. In order to test this hypothesis, chi-square was employed. Here variables relating to supervision and monitoring as found in question 1 in set 1 and question 7 in set 2 were cross tabulated with responses on pupils academic performance as found in the last four questions of set 1 and last 2 questions of set 2 were, which were summed up and an average of 50.22 was obtained using chi-square. Comparing this with critical value of chi-square at 5% level of significance and 20 degree of freedom as presented in table 5.39 below was 31.41. It implies that there is no significant evidence to accept the null hypothesis because 50.22 is greater than 31.41. Therefore the null hypothesis is hereby rejected. The implication of this is that a significant relationship has been found to exist between monitoring and effective management of the schools. Even though the

responses from the questionnaire indicate that poor monitoring and supervision of schools and teachers under the study areas have seriously affected effective management of schools, monitoring and supervision still played very critical role in enhancing effective management of schools.

Testing of Hypothesis I

Table 5.39 Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)	95% Confidence Interval		
				Sig.	Lower Bound	
					Upper Bound	
Pearson Chi-Square	50.222	20	.000	.000	.000	.000
Likelihood Ratio	77.550	20	.000	.000	.000	.000
Fisher's Exact Test	74.891			.000	.000	.000
Linear-by-Linear Association	.981	1	.322	.322	.312	.331
N of Valid Cases	324					

It also indicates that the more supervision and monitoring efforts, the higher pupils' Academic performance which is the main goal of effective management.

This hypothesis states “that there’s no significant relationship between adequacy of funding and effective performance of the LGEA’s in Basic Education Management.” This hypothesis has been tested using chi-square as can be seen in the questionnaire. Various responses on funding as found in questions 7 and 11 as well as responses on academic performance as found in the last four questions of set 1 and last two questions of set 2 were also carefully cross-tabulated to arrive at computed values of the chi-square. Taken the average of the 4 computed chi-square values, an average chi-square of 103.35 was obtained. However, at 20 degree of freedom and 5% level of significance, the critical value of the chi-square remains 31.41. Here too the computed value i.e 103.35 is greater than critical value 31.41. Therefore, the null hypothesis is hereby rejected. This implies that from all the parameters studied in this hypothesis, funding has been found to have a lot of significant relationship with the efficient management of schools and also the performance of the pupils in the states under study. Therefore, the higher the funding, the higher the level of performance by the local government Education Authorities and vice versa. Table 5.40 below gives the calculated analysis

Testing of Hypothesis II

Table 5.40 Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)	95% Confidence Interval		
				Sig.	Lower	Upper Bound
					Bound	
Pearson Chi-Square	103.350	20	.000	.000	.000	.000
Likelihood Ratio	127.382	20	.000	.000	.000	.000
Fisher's Exact Test	126.068			.000	.000	.000
Linear-by-Linear	21.987	1	.000	.000	.000	.000

Association						
N of Valid Cases	324					

This hypothesis states that there's no significant relationship between adequacy of qualified teachers and higher performance by the LGEAs in educational management. In the same vein this hypothesis was tested using the responses on the variables pertaining to achievement and those pertaining to adequacy of qualified teachers. Specifically, the last four questions of set 1 and the last but one question of set 2 jointly addressed achievement of pupils. On the other hand, question 13 and 14 of set 1 and 2 respectively addressed responses on the adequacy of qualified teachers in both Kaduna and Niger states.

An average chi-square of 101.92 was obtained as a result of computing the appropriate chi-square value for these. Comparing this with critical chi-square at 20 degrees of freedom and 5% level of significance, the table value of 31.41 was obtained, which indicates that the computed chi-sq value is greater than the critical chi-square.

Testing of Hypothesis III

Table 5.41: Chi-Square Tests

	Value	df	Asymp. Sig.	95% Confidence Interval	
				Sig.	Interval

			(2-sided)		Lower Bound	Upper Bound
Pearson Chi-Square	101.920	20	.000	.000	.000	.000
Likelihood Ratio	153.638	20	.000	.000	.000	.000
Fisher's Exact Test	149.148			.000	.000	.000
Linear-by-Linear Association	23.838	1	.000	.000	.000	.000
N of Valid Cases	324					

Therefore, the null hypothesis is rejected. The implication of this is that in the two states, under study, pupils' achievement has a significant relationship with adequacy of qualified teachers. The essence of effective management is to ensure that children are given the right quality of instruction at schools. Where this is not achieved, then management has failed.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter discusses the summary of findings from the data analyzed in Chapter Five. Conclusions are made on the bases of the hypotheses tested and recommendations made in view of the findings.

6.2 Summary of Findings and Conclusion

From the presentation and analysis of data in relation to both the dependent and independent variables, the study reveals that the performance of the LGEA's in relation to supervision and monitoring of schools under their jurisdiction is not adequate to ensure effective management of schools. This is as indicated by data in table 5.8 where the majority of respondents (53.3%) rated the LGEA's low. The respondents view was further emphasized by some of the Education Secretaries who complained of serious logistic problems in their attempts to monitor the schools in their areas, especially those schools located in the rural areas. Though the responses obtained in table 5.7 suggest that the frequency of visits to the schools is good, that has not translated into ensuring that the right results are obtained. In one of the supervision reports obtained from Sarki Ja'afaru LGEA, Zaria, the supervisor's comments read thus:-

“Teaching and learning in the school is fair as lessons are not motivating and challenging enough for learners to make progress in almost all subjects. Teachers do not use varying teaching methods so as to accommodate learners' different abilities. Some teachers give homework without marking them and those that mark do not correct them for effective feedback. In some subjects and lessons, teachers do not use relevant instructional materials that can enhance learning”.

Certainly, the report above suggests that better monitoring strategies needs to be adopted in order to ensure effective management of schools and teachers.

In Kaduna State, interview responses suggest that monitoring and supervision of schools and teachers was carried out at least once quarterly and that the monitoring had assisted the Local Government Education Authority to identify areas of problems in the schools. For example, through inspection, poor teacher capacity has been identified. Other problems identified by supervisors include inadequate classrooms, poor teaching facilities and other similar problems. In Niger State, it was discovered that the problems of logistics like transportation had hampered the efforts of supervisors to frequently visit schools. However, through the supervision efforts, decay in school facilities was generally observed but more pronounced in rural schools. It was also discovered that supervision and monitoring of schools had assisted the Local Government Education Authorities in identifying poor teaching skills in some teachers.

In line with the responses obtained through interviews, observation of schools was carried out by the present researcher, where it was discovered that in almost all schools visited in Niger state, teaching and learning facilities had been grossly inadequate. For example, in all the three schools visited in Wushishi Local Government Area of Niger State there were no chairs or tables for pupils to sit and write on. In Chanchaga Local Government Area of the State, lessons were carried out in congested classrooms in most of the schools visited in addition to the absence of basic furniture and other facilities to enhance teaching and learning. Similarly, in some schools located in Minna, there were up to eight teachers to a class, which suggests that there was over concentration of teachers in urban schools as against rural schools. Similar situation was found in Lapai Local Government Area where all the three schools visited were without basic teaching and learning facilities.

In Kaduna state, an observation carried out on schools show that there was general decay in both school and teaching/learning facilities. For example, in Zaria Local Government Area, an urban local government, although schools were renovated especially those located around Zaria metropolis, there is absence of furniture and other necessary facilities needed to enhance teaching and learning. For example, in Baba Ahmed LGEA, Tudun Wada Zaria, classrooms were renovated with new roofings and paintings but pupils were receiving lessons on the floor. The same observation was made in Sarki Ja'afaru LGEA, Kofan Kuyambana. In Kauru Local Government Area, almost all the schools visited were in a serious state of disrepair with broken windows and doors in some cases blown off roofing. Similarly, there is general absence of basic facilities needed for effective teaching and learning. A similar situation obtains in Igabi Local Government Area, a semi-urban local government. There is general absence of basic teaching and learning facilities as well as very poor learning environment.

This study reveals that there was the problem of underfunding of basic education by the relevant agencies. This is confirmed by findings from table 5.10 of majority of those who responded on the issue (48.6%) related the problem of poor management of schools to underfunding. This view is further reiterated by interview responses on funding in Kaduna State, which suggest that although budgets are prepared by the LGEA's and presented to respective councils annually, there had been delay in the implementation of the budgets. Responses also suggest that the delay in the implementation of budgets and heavy burden of recurrent costs in terms of payment of salaries and allowances was responsible for the poor provision of basic infrastructure in schools. Some Education Secretaries complained that they usually received meager amount of money from the State Universal Basic Education Board and their respective local governments to run all the schools under their jurisdiction.

In Niger State, interview responses suggest that the LGEA's and the SUBEB because prepared budgets and presented to the state government. However, financial releases to boards and parastatals in the state were generally delayed. It has also been discovered that the State Universal Basic Education Board handles all financial issues relating to basic education in the state. Similarly, all projects as well as the provision of facilities and materials are handled by the State Universal Basic Education Board. In fact, the LGEA's in Niger State asserted that they received only one hundred thousand naira only monthly for the running of all schools under their jurisdiction.

It is discovered through interviews that there had been the general problem of funding in both Kaduna and Niger states. In Kaduna, apart from the heavy burden of recurrent cost over capital expenditure, general funding of schools had been grossly inadequate. In Niger state, there had been over centralization of management of basic education by the SUBEB, and the local governments had little finance at their disposal to run the schools.

The study further reveals that the issue of inadequacy of funding has affected so many other issues that are directly related to effective management of schools, for example poor maintenance of schools, poor staff development programmes such as seminars and workshops for teachers and even the provision of facilities.

Similarly, on the issue of underfunding, Abubakar (2007) found out that though total public expenditure (recurrent and capital) on education increased by 57 percent between 2001 and 2005, from ₦3.6billion

to ₦ 5.6, in real terms, total expenditure on education in Kaduna state fell by 12.8 percent during the period (based on the national consumer price index) state government expenditure on education as a share of total state expenditure decreased from 16 percent in 2001 to 12 percent in 2003 and 2004, then increased to nearly 16 percent in 2005. Furthermore, total expenditure on primary education in Kaduna state fell by 62.3 percent during this period. This problem of underfunding of education generally, and Basic Education in particular, has serious impact on issues that are directly related. Such issues include poor infrastructures, inadequate supervision and monitoring, shortage of qualified teachers, shortage of textbooks and instructional materials etc.

Inadequacy of qualified teachers is still a fundamental problem that affects effective management of basic education. This view is expressed by respondents, as can be found in table 5.12 where (61.9%) of total respondents from the two states were of the view that there was the problem of inadequacy of teachers. Interview responses on the adequacy of qualified teachers suggest that in Kaduna state, teacher adequacy was average. Though secondary data confirmed that pupil-teacher ratio was 80:1 teacher adequacy was better when compared to Niger state. Respondents also suggested that although there had been an enormous increase in student enrolment over the years, that had not corresponded with teacher recruitment. In consonance with responses of interview, it was observed that teacher capacity and skills to deliver lessons effectively was poor. This is evidenced by poor lesson plans and poor preparation of scheme of work. We also observed that there is over concentration of teachers in urban schools rather than the rural schools.

In Niger State, interview responses suggest that teacher adequacy and quality were very low. Some teachers in the state considered teaching as the last resort. It has also been discovered that staff

development programme especially training and re-training of teachers by the State Universal Basic Education Board was not regular. This according to respondents especially the Director of training and Director, School Services was due to inadequacy of finance allocated for the purpose.

On a general note and especially on the three variables i.e funding, supervision and monitoring as well as teacher adequacy and quality, a fundamental problems have been discusses which has affected the quality of service delivery by the local governments in the two states under study.

This is further confirmed by secondary data obtained by the two states. For example, in Niger state as at 2011 education statistics, out of the total of 30,623 teachers teaching in primary schools, only 9,462 possessed the minimum teaching qualification of NCE. Although there were 944 graduate teachers in addition to the ones with NCE, the number of qualified teachers was too inadequate to ensure effective management of basic education in the state. **Please see table 5.15.**

In Kaduna state, although the adequacy of staff was relatively better, there were still many teachers without the requisite qualification to teach. UBEC, Report, 2013 in respect of Kaduna State indicates that pupil-teacher ratio was 86:1 (as against the 40:1), which is far below the accepted standard. In 2012, out of 22, 641 teachers only 11,094 possessed the requisite qualification to teach. This represents only 49.5% (UBEC Report 2013).

The study further reveals that payment of teachers salaries in the two states was not regular. This view can be found in table 5.16 where 57.1% of total respondents across the two states expressed that their salaries and other allowances were often delayed. The Education Secretaries of Lapai and Wushishi local Government Areas of Niger state lamented that up to the 7th of December 2012, their November salaries were yet to be paid. In Kaduna state, payment of teachers' salaries and allowances were delayed in some months. This has had negative impact on teachers moral and output.

Related to the above problem is the problem of lack of accountability in the management of disbursed funds. The issue of poor accountability on disbursed funds is reaffirmed by responses on table 5.27 on Set Two of the questionnaire where 59.8% of respondents suggested that there was no accountability even on the meagre funds provided.

The study also found out that General maintenance of school buildings, furniture and other necessary facilities were still far below expectations. This finding can be viewed from the responses obtained in table 5.28 where 46.1% and 44.3% to total responses from the two states viewed provision of materials to schools as either average or low respectively. This view is also confirmed by statistics of facilities provided by Kaduna state SUBEB where out of the 19,142 classrooms available, only 3,666 were usable. Similarly, out of the 186,635 furniture required, only 100,496 were made available creating a wide gap. Certainly, this is not appropriate enough for the effective management of basic education. Issues of maintenance of school buildings and facilities are associated with inadequacy of funds.

Finally, the study reveals that inadequate classroom facilities are still a fundamental problem that affects the effective delivery of basic education in Kaduna and Niger states. Over 60% of respondents were of the opinion that classrooms were not adequate as can be found in table 5.30. certainly, without adequate classroom facilities, there cannot be effective delivery of service in respect Basic Education.

6.3 Conclusion

From the hypotheses tested in Chapter Five and in view of the findings above, it can be concluded that management of basic education in the two states under study is bedeviled with some fundamental problems. These problems are poor monitoring and supervision by the authorities concerned. From the hypotheses tested, it can be concluded that poor monitoring and supervision have humbled the skills of the teachers to deliver effective service.

In addition, problems of underfunding of education generally and basic education in particular has affected the capacity of the local government to deliver effective service. The problem of underfunding has directly affected the general maintenance of school buildings and the provision of adequate facilities in schools. Thus, there is a significant relationship between the level of funding and the capacity of institutions managing the UBE to deliver effective service.

As regards staff adequacy, it has been found that there is significant relationship between staffing and effective service delivery by the institutions managing the provision of basic education. Broad based efforts to improve funding and supervisory efforts as well as employing more qualified teachers are

likely to enhance the capacity of the Local Government Education Authorities to improve on their service delivery.

The Local Government Education Authorities have not been able to manage basic education effectively due to problems associated with inadequate funding, inadequate qualified teachers, and inadequacy of classrooms and facilities, as well as some other problems associated with personnel management especially delay in payment of teachers' salaries and allowances, poor capacity building for teachers specifically those related to seminars and workshops that are necessary to enhance teacher's capacity to deliver effectively.

6.4 Recommendations

In view of the findings above, the study recommends that more financial resources should be made available to the LGEAs of the two states by the states and local governments in order to enhance the capacity of the LGEA's to manage basic education effectively. This can be done through an increase in the statutory allocation to education generally and basic education in particular. Nigeria's budgetary allocation to education generally has been dismal over the years. It has always been below the UNDP recommended 26%. Allocation to education can be increased when the cost of governance especially on government official is reduced and more funds are allocated to key sectors of the Nigerian economy like education.

In addition to the above, Local Government Education Authorities of the two states should be more prudent in the management of the resources available to them. The Audit Department should be empowered to check cases of financial irresponsibility by officials.

The state government should improve on the retraining of teachers so that they can face the challenges of Basic Education delivery more effectively. Apart from recruiting adequate qualified teachers, the LGEA's should liaise with the SUBEB's of their various states to organize retraining such as workshops and seminars in order to upgrade the capacity of teachers to come to terms with modern techniques of teaching.

Side by side with the above is the need to enhance staff welfare through prompt payment of teachers' salaries and allowances as well as other necessary incentives in order to make teachers to put in their best.

One of the mandates of the LGEA's as provided in the implementation guidelines of the UBE is the general maintenance of school buildings and other necessary facilities that are needed in order to ensure effective delivery of service. In view of the poor state of facilities in most of the basic education centres in the two states, a state of emergency should be declared on education in the two states, so that urgent attention is paid on the rehabilitation of school buildings, provision of adequate furniture and other necessary tools that are important in ensuring effective delivery of service by the LGEAs. Once more, in view of the relevance of monitoring and supervision in enhancing effective management of UBE, the local governments should adopt better strategies of monitoring and supervision of schools

and teachers. For example, monitors should be given training from time to time on better monitoring skills as a way of upgrading their competence in monitoring efforts. This will assist them to direct the schools and teachers better.

Further research is suggested on the strategies that can be used by the LGEA's in order to enhance better service delivery in respect of basic education. This is in view of the fact that this study is limited to only a few areas of management like supervision, staffing, funding e.t.c. Other areas of problems can still be examined by other interested researchers.

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