

**IMPACT OF UNIVERSAL BASIC EDUCATION (UBE)  
PROGRAMME ON THE LEARNING OF BASIC SCIENCE IN  
JUNIOUR SECONDARY SCHOOLS IN BOSSO LOCAL  
GOVERNMENT AREA NIGER STATE**

**BY**

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## Table of Content

<b>Contents</b>	<b>Page</b>
Title page	i
Declaration	ii
Certification	iii
Dedication	iv
Acknowledgement	v
Abstract	vi
Table of Content	vii
List of Table	xi
List of Appendix	xii
<b>CHAPTER ONE</b>	
<b>1.0 INTRODUCTION</b>	<b>1</b>
1.1 Background to the Study	1
1.2 Statement of the Problem	3
1.3 Aim and Objectives of the Study	4
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Scope of the Study	6
1.7 Operational definition of terms	6
<b>CHAPTER TWO</b>	
<b>2.0 LITERATURE REVIEW</b>	<b>8</b>
2.1. Conceptual Frame Work	8
2.1.1 Concept of Universal Basic Education in Nigeria	9
2.1.2 Historical Background to Universal Basic Education (UBE) Programme	11
2.1.3 Plan and Universal Basic Education Programme	12
2.1.4 Universal Basic Education Enrolment and Expansion Programme	13
2.1.5 Overview of Policy Implementation in Nigeria	22
2.1.6 Funding Universal Basic Education (UBE) Programme in Nigeria	8

2.1.7 Governance, Institutions and Universal Basic Education (UBE) programme	9
2.1.8 Policy Issues Considered in Relation to Universal Basic Education Programme	11
2.1.9 The Curriculum in Relation to the Universal Basic Education Programme	12
2.1.10 Universal Basic Education Programme Facilities and Infrastructure	13
2.1.11 Management of the Universal Basic Education Programme	22
2.1.12 Those That Will Benefit from Universal Basic Education Programme	23
2.2 Theoretical frame work	23
2.3 Empirical of the Study	25
<b>CHAPTER THREE</b>	
<b>3.0 RESEARCH METHODOLOGY</b>	<b>29</b>
3.1 Introduction	29
3.2 Research Design	29
3.3 Population of the Study	29
3.4 Sample and Sampling Techniques	30
3.5 Research Instrument	30
3.5.1 Questionnaire	31
3.6 Validity of Research Instrument	30
3.7 Reliability of Research Instrument	31
3.8 Method of Data Collection	31
3.9 Method of Data Analysis	31
<b>CHAPTER FOUR</b>	
<b>4.0 ANALYSIS, RESULTS AND DISCUSSIONS</b>	<b>32</b>
4.1 Introduction	32
4.2 Research Question	33
4.3 Discussion of Result	34
<b>CHAPTER FIVE</b>	
<b>5.0 SUMMARY, CONCLUSION AND RECOMMENDATION</b>	<b>38</b>
5.1 Summary	38
5.2 Conclusion	39

5.3 Recommendations	39
5.4 Recommendations	40
5.4 Limitations of the Study	41
5.5 Suggestion for Further Study	42
References	43
Appendix	46

## List of Table

<b>Tables</b>	<b>Page</b>
3.3.1 Population distribution in class	32
4.2.1 Mean score on Impact of Universal Basic Education Programme on learning of Basic Science in junior secondary school in Bosso Local Government Area Niger State	33
4.2.2 Mean score on extent to which Universal Basic Education achieved It goal in Bosso Local Governmnet Area of Niger State	34
4.2.3 Mean score on extent at which Universal Basic Education (UBE) Programme has influenced student Enrolment in Bosso Local Government Area Niger State	35

## LIST OF APPENDIX

- A- VALIDATION FORM.
- B- DATA COLLECTED FROM MINISTRY OF EDUCATION PLANNING,  
RESEARCH AND STATISTICS (PRS UNIT).
- C- LETTER OF INTRODUCTION.
- D- DATA ANALYSIS.
- E- QUESTIONNAIRE

## ABSTRACT

*The research work investigates the Impact of Universal Basic Education (UBE) Programme on the Learning of Basic Science in Junior Secondary Schools in Bosso Local Government Area Niger State. Three research questions were raised to guide the study and the population of the study was five thousand hundred and ninety four JSS3 students from all the junior secondary school in Bosso Local Government area of Niger State. The sample of the study was one hundred and twenty Basic science Students and four Schools were randomly selected to administer thirty questionnaires to thirty students from each school, the questionnaire were collected, the data collected was analyzed using statistical package for social science (SPSS) for imputing the data for descriptive statistics frequency table and means standard deviation., The finding reveals that Universal Basic Education (UBE) Programme has not influenced student enrollment in Bosso Local Government Area Niger State due to some Secondary Schools in Bosso Local Government Area Niger State has more than fifty students per class and both trainee and practicing teachers do not receive the support they need to build adequate competencies to ensure children learning. The finding reveals that, the Universal Basic Education goal in Bosso Local Government Area Niger State is not achieved due to few qualified teachers and poor infrastructure facilities in most schools in Bosso Local Government Area Niger State. These led to poor achievement of Students in Secondary Education. Based on the results, is recommended that adequate provision of infrastructural facilities, instructional material, electricity and other necessary resources should be given serious attention to achieve the objective of education policies.*

## **CHAPTER ONE**

### **1.0**

## **INTRODUCTION**

### **1.1 Background of the Study**

Education is agreed to be the bedrock of any country's development. It is considered as the cornerstone for meaningful and sustainable growth development and achievement in art, science, and technology. Education is affirmed worldwide as catalyst for achieving socio-economic, scientific, and technological development (Abiogu, 2014). Okoro (2010) described Universal Basic Education (UBE) programme as an expression of the strong desire of the government to eliminate illiteracy by raising the level of awareness and general education opportunities of the entire citizenry in Nigeria. The Universal Basic Education (UBE) is an ambitious educational programmed, which was initiated and launched by the government and the people Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integrations. President Olusegun Obasanjo flagged-off the Universal Basic Education (UBE) Programme on the 29<sup>th</sup> of September 1999 in the historic city of Sokoto in Sokoto State. Universal Basic Education (UBE) is a Programme initiated by the Federal Government to rectify the existing distortions in the Basic Education sub-sector of the Educational system.

The major goals of Universal Basic Education (UBE) is to bring about positive changes by making the Programme responsive to the needs of the people and ensuring that the individuals and communities become actively involved in the provision of Basic Education just like the slogan "Education For All is the responsibility of all".

Globally, the Universal Basic Education (UBE) is conceived to embrace formal education up to age of 15 years as well as adult and Non-Formal Education including



education of the marginalized groups within the society. The organization of African unity (OAU), now African union (AU) Decade of Education for Africa (1997 – 2006), which required African state to generalize access to quality basic education as a foundation stone for sustainable socio-economic development. (Nigerian Federal Ministry of Education 2000).The specific objectives of the universal basic education programme, as outlined in the guidelines of the federal ministry of education, (2000), are as follows:-

- i. Developing in the entire citizenry a strong consciousness and a strong commitment to its vigorous promotion.
- ii. The provision of free Universal Basic Education for every Nigerian child of school age.
- iii. Reducing drastically the incidence of drop outs from the formal school system through improved relevance, equality and efficiency.
- iv. Caring for the learning needs of the young persons who for one reason or another have had to interrupt their schooling through appropriate form of complementary approaches to the provision and promotion of basic education.
- v. Ensuring the acquisition of the appropriate levels of literacy, education and ethical, moral and civic values needed for laying solid foundation for life –long learning.

A Universal Basic Education (UBE) commission was established by Act of the national assembly as a way of ensuring the proper of the objectives of the Universal Basic Education (UBE) programme. It is the responsibility of this commission to coordinate the activities of the programme throughout its first nine years ‘gestation period’. It is expected that the compulsory nature of the Universal Basic Education (UBE) programme will ensure that more children’s are enrolled in the primary and junior secondary schools being the stages that lay the foundation for the educational attainment of the children. The Universal Basic Education (UBE) guidelines also aim to correct the gender disparity in education by ensuring

that all children of school age including girls are to enroll in school. The Universal Basic Education (UBE) programme is intended to be universal, free and compulsory, thereby emphasizing that the parents have obligations to send their children to school. This harsh posture of the federal government in ensuring compliance with the Universal Basic Education (UBE) programme by all citizens is very laudable. It gives hope attainment of children in Nigeria in the near future.

## **1.2 Statement of the Problem**

Education has been a tool for development in all nations of the world including Nigeria. Therefore, Nigerian Government under the leadership of President Olusegun Obasanjo decided to introduce the Universal Basic Education (UBE) programme to rectify the existing distortions in the basic education sub-sector of the Educational system. The level of illiteracy is increasing among the populations that are supposed to be target of Universal Basic Education (UBE). The rate of school dropout is increasing daily, inadequate personnel, problem of record- keeping, inadequate fund, lack of amenities, poor monitoring and supervision of schools as part of the problems in implementing the educational polices The Federal Government has been budgeting and spending huge sums of money for the enhancement of educational policies. But so far not much have been accomplished in terms of successful implementation of the educational policies. This is worrisome when the amount of human and material resources committed to the policies is not considered. This is why the researcher is motivated to investigate the impact of Universal Basic Education (UBE) Programme on learning of chemistry in Secondary School in Minna Niger State.

## **1.3 Aim and Objectives of the Study**

The aim of the study is to determine:

- i. Impact of Universal Basic Education (UBE) Programme on the Learning of Basic Science in junior Secondary Schools in Bosso Local Government Area Niger State.
- ii. Extent to which Universal Basic Education (UBE) achieved its goal in Bosso Local Government Area Niger State.
- iii. Extent to which Universal Basic Education (UBE) programme influenced Student Enrolment in Junior Secondary School in Bosso Local Government Area Niger State.

#### **1.4 Research Questions**

The following research questions were raised to guide the researcher into the investigation of the problems thus:

- i. What is the Impact of Universal Basic Education (UBE) Programme on the Learning of Basic Science in Junior Secondary Schools in Bosso Local Government Area Niger State?
- ii. What is the Extent to which Universal Basic Education (UBE) achieved its goal in Bosso Local Government Area Niger State.?
- iii. What is the Extent to which Universal Basic Education (UBE) programme influenced Student Enrolment in Junior Secondary School in Bosso Local Government Area Niger State?

#### **1.6 Significance of the Study**

The significance of the study lies in its concern to examine the Universal Basic Education (UBE) programme and suggests ways of tackling constraint if any. It is hoped that if constraints are identified and solutions proffer, a lot of progress and improvement will be made in the programme in Niger State and Nigeria as country. The study can also provide the Universal Basic Education (UBE) planners, administrations, the government associations and

organizations interested in the Universal Basic Education with vital information on how best to implement the programme in Niger State.

### **1.5 Scope of the Study**

The study focused attention on the impact of Universal Basic Education (UBE) Programme on the learning of Basic Science in Junior Secondary Schools in Bosso Local Government Area Niger State with a view to identifying a condition that a solution to an optimization problem must satisfy in Niger State.

### **1.7 Definition of Terms**

**Education:** is a system of formal teaching and learning as conducted through schools and other institution. Levels of education in modern societies can go from preschools to colleges and university.

**Universal basic education (UBE):** is a nine (9) years basic educational programme, which was launched and executed by the Government and the people of the Federal Republic of Nigeria to eradicate illiteracy, ignorant and poverty as well as stimulate and accelerate National Development, political consciousness and National integration.

**Impact:** implies changes in people's lives which include changes in behavior, skills, knowledge, health or living conditions for children, adults, families or communities.

**Programme:** is a plan of action to a related measures or activities with a particular long time aim.

**Learning:** is the process of acquiring new understanding, knowledge, behavior, skills, values, attitudes and preferences.

**Secondary School:** This defines post primary schools but does not include senior secondary schools. These schools could also be termed as junior secondary schools (Federal Ministry of Education Nigeria, 2000).

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Conceptual Framework**

Education reform is an example of a policy change value process, and a proper description of the reform process is key to fully understanding how efficiently the implementation was carried out and what implications or ramifications its impact might likely have on the general societal countenance (Roy, 2015). The purpose of this study was to

understand the Impact of the Universal Basic Education (UBE) Programme on learning Chemistry in Secondary School in Minna Niger State. In this chapter, it will focus on analyzing literature that described or provided me with a better understanding of educational reform processes. Recent discourse in the education sector has centered on maximizing the impact of education reforms through a proper understanding of reform strategies and Implementations. With this study, I sought to evaluate the Universal Basic Education (UBE) program and its impact in addressing secondary school, by trying to understand the whole reform process.

This chapter sets out to review some relevant literature materials and studies generally on Universal Basic Education (UBE). In this study, related literature was received on concepts of planning, Student's enrolment, inadequate funding, the problem of continuity in government Policies, Inadequate classrooms and Infrastructure and the Universal Basic Education (UBE) Programme.

### **2.1.1 Concept of Universal Basic Education in Nigeria**

The Universal Basic Education (UBE) Programme is an education policy formulated to represent Nigeria Government strategy for achieving Education for All (EFA) accord. Okoro (2010) described Universal Basic Education (UBE) Programme as an expression of the strong desire of the Government to eliminate illiteracy by raising the level of awareness and general education opportunities of the entire citizenry in Nigeria. The objectives of Universal Basic Education (UBE) as contained in the UBE Act 2004 are to:

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

- ii. Provide free, universal basic education for every Nigerian child of school going age.
- iii. Reduce drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency).
- iv. Cater for the learning needs of young persons, who for one reason or another; have had to interrupt their schooling, through appropriate forms of complementary approaches to the provision and promotion of basic education.
- v. Ensure the acquisition of appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying solid foundation for life-long learning.

The aforementioned Act also provided the legal framework for the implementation of the Universal Basic Education (UBE) Programme but despite all these arrangements, the Programme is yet to be fully implemented after nineteen years of its launching in 1999. The question in everybody's mouth is what was actually wrong? Although education is generally supposed to be separated from politics but it is impossible to separate politics from education because it is the political agenda of the government in power as presented to the State and National Assemblies that shapes the policies government adopt to achieve educational objectives of State and Federal Governments. Policies are made by people's Representatives in the Government for the career civil servants to implement under their supervision. It is this background that politics has been conceived as a struggle for that gets what? It is because politics has to do with lobbying processes for resources control and or allocation in any given time and place. Adie et al. (2015) saw politics of education as a complex inter-relationship among interest groups across the education structure who wants to serve particular goals or needs to suit the interest of the Government in place.

The story is the same at all levels of education, and junior secondary school is not an exception. Junior secondary schools are institutions controlled and managed by the

government through the Universal Basic Education Board (UBEB) to provide education to those who have completed primary education, and prepare them for higher education and or useful living. Although education is in the concurrent list in the constitution of the Federal Republic Nigeria, all public junior secondary schools except unity schools are within the purview of the state government that notwithstanding, it is the National policy on Education that gives direction to all levels of education. Every public junior secondary school is headed by a principal usually referred to as school administrator because he/she is charged with the responsibility to ensure the realization of the educational objectives at that level.

People are supposed to be appointed by the State Universal Basic Education Board (SUBEB) to the position of a principal based on experience and sometimes through quota system. This basically accounts for the differences in the managerial ability of the principal vis-à-vis the school performance. It is the responsibility of the state government through the appropriate Agencies, Boards and Ministry of Education to initiate policies and programmes that will enable her achieve the objective of Universal Basic Education (UBE) in junior secondary education in their respective of states. This accounts for the differences that are observed in the area across states and even within a state.

### **2.1.2 Historical Background to Universal Basic Education (UBE) Programme**

Hauwa (2012) identified problems that included inequality of access, rural-urban disparities, the educational gap between ethnic groups and differences in the curriculum of mission and non-mission based education which led to the national conference of 1969. In 1976, due to a substantially improved revenue position brought about by the oil boom, the Federal Government of Nigeria, embarked on the very ambitious Universal Free Primary Education (UPE) programme which was geared towards giving all children between age six to twelve years of age, Free Primary Education, which was to bridge the educational gap and



reduce the rising levels of illiteracy in the country. The programme which took off with much promise, failed to achieve its goals of eradicating illiteracy largely due to inadequate planning, which is a consequence of lack of adequate data. The most significant changes of the period were the takeover of schools from the missionaries by the government resulting in a unified educational system based on the 7-5-2-3 educational policy: 7 years of primary education, 5 years of secondary school, 2 years Higher School Certificate Levels, and 3 years of university education.

In 1982, the Federal Government introduced the 6-3-3-4 educational system as a result of the failure of the earlier introduced Universal Primary Education (UPE) Programme. Education is the systematic development and cultivation of the mind and other natural powers by inculcation. It begins in the nursery, continues through school and also through life. At the moment, completion of primary school does not equip a child with the necessary life skills to become self-reliant. Thus for any Nigerian child to be considered functionally literate and numerate, he or she must successfully complete nine (9) years of schooling. According to the guideline for the Universal Basic Education Programme (2000), attention will be given to public enlightenment and social mobilization. The document also states that teachers will always be an integral part of process of conceptualization, planning and executing. The study therefore, assessed the event of primary school teacher's awareness of universal basic education six years after its launching.

Findings show that, the extent of primary school teacher's awareness and involvement is still very low. This is regrettable especially as the Universal Basic Education (UBE) programme has taken off with the registration of pupils for the programme, the introduction of Western Education in 1842 region; States and federal government of Nigeria have shown keen interest in education.

Evidence of government's interest in education can be seen in her:

- i. Introduction of Universal Primary Education (UPE) in the western region on the 17<sup>th</sup> January 1995.
- ii. Introduction of Universal Primary Education (UPE) in Lagos then Federal Territory in January 1995.
- iii. Introduction of Universal Primary Education (UPE) in the Eastern Region in February 1957.
- iv. Launching of Universal Free Education on 6<sup>th</sup> September 1976.
- v. The publication of the National Policy on Education in 1977 which is unequivocal in its insistence of functional Universal and Qualitative Education. The Policy declares Government intention to use a variety of strategies for the provision of Universal Basic Education (UBE) for all citizens.
- vi. The launching of Universal Basic Education (UBE) on the 30<sup>th</sup> September 1999. The Universal Basic Education (UBE) is where we are today. There are other educational Programme like the Distance Learning System (DLS), Nomadic Education, National Open University and the Universal Basic Education in Nigeria.

In line with this definitions Lawanson and Gede (2011) defined Universal Basic Education (UBE) as a foundational education that is available to everyone within the stipulated age limits and also not restricted to any gender, place and time and upon which all other education levels rest.

The Federal Government in 1999 launched the Universal Basic Education (UBE) Programme in consonance with the requirements of sections 18 of 1999 constitution of the Federal Republic of Nigeria which stipulated that the Government shall eradicate illiteracy and to this end provide: Free compulsory Primary Education, Free Secondary Education and Free Adult Literacy Programme which is in line with the objectives of Universal Basic Education (UBE) as stated by the Federal Government of Nigeria in Fibainmine and Tuemi

(2008) which aims at universalizing access to Basic Education, engendering a conducive learning environment and eradicating illiteracy in Nigeria and specifically:

Developing in the citizenry a strong consciousness for education and strong commitment to its vigorous promotion, Provision of free compulsory universal basic education for every Nigerian child of school going age, Reducing drastically the incidence of dropout rate from the formal school system through improved relevance and efficiency, Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and like skills as well as the ethnical, moral and civic rules needed for laying a solid foundation for life-long learning and Catering for the learning needs of the 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 (FRN, 2000; p3). Universal access to education has been the prime target for Nigeria, since the middle of the 1970's when the Universal Primary Education (UPE) scheme was introduced. Predictably, the pupil's enrolment burgeoned rapidly from 6.2 million in the 1975-1976 sessions to 14.8 million in 1992. As usual, this burst of educational activity brought its wake a plethora of changes, some positive, others problematic. The over whelming unanticipated results of this sudden educational expansion evidence a profound shortage of learning facilities including space, a severe dearth of teachers and funds to implement the system. Loud grumbling started to be heard from parents and the general public because of the cost imposed on them from a programme that was purported to educate the children free of charge.

The educationally conscious Nigerians began to lose faith in the Universal Basic Education (UBE) scheme disparaging the government's effort to finance the system which many concluded with a nightmare. The teachers morale suffered some battering various kinds of levies were re-imposed on parents by some state governments in a bid to salvage the

collapsing scheme. All these happened despite the excellent objectives and philosophy of the programme which were enunciated optimistically in the National Policy on Education published in 1977. The Universal declaration of education triggered efforts from all countries of the world to universalize basic education. In Africa, at the addis abada conference of 1961 African Ministers of Education set 1980 as the target for all African countries to achieve Universal Primary Education (UPE). Many African nations, Nigeria inclusive made efforts to meet this target. Though many countries spent between 25 and 40 percent of their annual budgets on education alone, none was able to achieve the target. In fact many nation began to lose their grounds which they had gained because of economic depression faced rapid population growth and general poverty. The mid-eighties witnessed a renewed effort and a determination to achieve the Basic Education for All. Greater attention started to be paid the underserved groups such as illiterate men and women, nomadic as well as the handicapped. The most important activity for basic education was the world conference in jomtien, Thailand from 5<sup>th</sup> to 9<sup>th</sup> march 1990; this conference was organized by the World Bank, UNDP, UNESCO and UNICEF and they came up with a document entitled “world Declaration on Education for all and frame work for action to meet basic learning needs”. Since this document became a sort of blue print for all countries of the world, Nigeria was encouraged to step up educational activities to achieve education for all. One of such activities was the situation and policy analysis of basic education in Nigeria, basic education therefore, means the type of education in quality and content that is given in the first level of education. This concept changes from country to country.

In Nigeria for instance, basic education was equated with six (6) years of primary schooling but now, the concept is expected to cover or take care of the three years of junior secondary school into basic education with the new universal basic education (UBE) programme. The UBE was designed to address a social problem and this study would seek to

understand if the way the reform was formulated has had any effect on its impact on the social problem. Reforms are backed by policies which can be translated into enabling laws. Studies have sought to establish if any relationship exists between policy capture and the impact of reforms (Atkinson, 2012; De Segovia and Hardison, 2009). In this study, policy capture is defined as the ability to provide a clear, concise, and easily understandable policy framework. Atkinson (2012) believed that the difficulty in describing reforms through clear policies, made implementation very difficult. Atkinson stated that this was due to the failure of reformists to capture the real essence of the reform in practical terms and outline them through policies. Furthermore, De Segovia and Hardison (2009) believed some reform policies take up very vague and unrealistic approaches. This was typified by the reform developed for Thailand, whose unrealistic policies affected the success of the programme implementation (Panhoon & Wongwanich, 2012). Ejere (2011) believed some public policies are not adaptable at the point of their implementation. Asmolov (2013) described policy as the basis for creating the enabling laws and strategy, governing the process. Asmolov stated that a weak policy framework would result in impacting the whole reform process. It was further found that this non preparedness has been seen in reforms not factoring reform agents' organizational structure or social environmental needs (Asmolov, 2013).

This study will focus on understanding how well the very essence of the policy was captured at the point of implementation. This would be to ascertain if any relationship exists between the level of the policy capture and the impact of implementation. Right after the need for the reform has been identified and the enabling policies promoted, discourse has centered on how to develop the reform to maximize impact. In conclusion therefore, the brief historical background has been given to clarify the world's position on basic education, and how Nigeria and Niger State in particular is working in partnership with other world development agencies to attain an educational boom.

### 2.1.3 Plan and Universal Basic Education Programme

The success of the Universal Basic Education (UBE) Programme can only be achieved if there is gradually and sequentially carried out. Detailed and strategic planning is needed to ensure the success of the universal basic education Programme. One sure way of ensuring this is by sequential that will start by focusing on the primary one cohort of 2000/2001 and progressively ensuring qualitative education for them over a nine-year basic (Formal) education cycle (i.e. 2000/2001 to 2008/2009). The progressive and cumulative nature of this approach will be as follow:-

UBE Year	1	-	primary 1 class of 2000/2001
UBE Year	2	-	primary 1-2 class of 2001/2002
UBE Year	3	-	primary 1-3 class of 2002/2003
UBE Year	4	-	primary 1-4 class of 2003/2004
UBE Year	5	-	primary 1-5 class of 2004/2005
UBE Year	6	-	primary 1-6 class of 2005/2006
UBE Year	7	-	primary 1-6/ JSS1 class of 2006/2007
UBE Year	8	-	primary 1-6/ JSS1-2 class of 2007/2008
UBE Year	9	-	primary 1-6/ JSS1-3 class of 2008/2009

During this 9 years gestation period of this Programme, state and local government progressively will improve the condition of teaching and learning in school through:-

- i. Teacher quality improvement
- ii. Updating the infrastructure facilities
- iii. Enhanced availability of instructional materials

The first devoted to revitalizing junior secondary education through improved access, relevance and efficiency. The universalization of basic education for all is a major constraint facing Africa. The inability of African states to implement the action plan on education for all is caused by a number of constraints including political instability, low economic growth, poverty, civil wars, and high illiteracy rates. Nigeria has made appreciable effort to implement the 1950 universal declaration human right by entrenching this concept in her constitution. Essential aspects of this declaration are that:

- i. Everyone has the right to education been it male or female
- ii. Elementary education shall be compulsory while technical and professional education shall be made generally available.
- iii. Higher education shall be equally accessible to all on the basis of merit and
- iv. Parent have a right to choose the kind of education that shall be given to their children

The Universal Free Primary Education was launch with good intention and purpose in 1976. It was to be the main corner stone in Nigeria's determination to produce a literate society. Nigeria has made appreciable efforts to implement the 1950 universal declaration human right by entrenching the concept in her constitution. Essential aspects of this declaration are that:

- i. Everyone has right to education
- ii. Elementary education shall be compulsory while technical and professional education shall be made generally available.
- iii. Higher education shall be equally accessible to all on the basis of merit, and

- iv. Parents have a right to choose the kind of education that shall be given to their children

The Universal Free Primary Education of 1976 was launched with good intention and purpose. It was to be the main corner stone in Nigeria's determination to produce a literate society. Unfortunately the programme suffered major setback from the country. The plan and planning component is essentially the first step in any management process. The other activities and functions depend to a large extent on the efficiency of the planning process. Another major issue facing Universal Basic Education and National development is improper Planning on the part of the government (UNESCO, 2010). One of the factors responsible for the improper Planning is faulty census exercises. Almost all the census exercises carried out so far in Nigeria, either before Independence or after, have been marred with massive irregularities. The national population census exercise has always raised political hysteria leading to hyperinflation of census figures, which makes it impossible to know the exact figures for school age population.

Another issue of Universal Basic Education (UBE) scheme is the drop-out rate in primary schools considering the aims and objectives of the scheme, which is education for all school age children. The Demographic and Health Survey (DHS) conducted in 2003 revealed that only 60.1% of all the children of primary school age were attending primary school at the time of the survey. From the foregoing, it can be seen that the drop-out rate depicts the level of access to education by the Nigerian children, which by implication betrays the universal policy of education in Nigeria. Many reasons have been put up for inadequate access to education, which among others includes cost of schooling (cost of books, equipment and uniform, tuition, and examination fees), illness, poverty, and economic benefits of education. This therefore explains why in general terms, anytime tuition and all other fees are abolished; there is increase in enrolment rate in schools. Political will determines the effectiveness of



planning in how government goes about its daily activities. Planning relates effectively with how government organizes its businesses with a view to achieving positive results in governance. Here the question of resource management, accountability and transparency is embedded. Ifideli and Alutu (2011) define planning as “a process of spelling out what to be done, how it is going to be done, with what resources and how the result is going to be evaluated” (p. 93). Planning, therefore, rests on focus, determination and will to succeed. Business organizations usually thrive when planning is combined with strategy (procedure) to effect a change in their structure, vision and the way businesses are conducted. With government, strategic planning is desirable in order to determine the fundamental principles that shape the business of governance

#### **2.1.4 Universal Basic Education Enrolment and Expansion Programme**

The Federal Government of Nigeria (2004) in the national policy of education aimed at achieving education for all before the end of 2015. The policy strategy for achieving this aim is to make education free and compulsory, which is basic education for nine-year education, comprising six years of primary education and three years of junior secondary education. This strategy is assumed to help address the problem of out-of-school children by making education free and accessible to all the citizens of the country who should be going to school at the current age. The policy is also aimed to improve the efficiency, quality, and relevance of education in the country to reduce the possibility of students to discontinue from their formal schooling and ensure that the right skills and values are embedded on the students to help them in their life-long education endeavors. However, this aim appears unrealistic as it is yet to be achieved. Challenges, such as low level of budgetary allocation, have an effect on achieving the “EFA”. EFA calls for so many needs, like buildings, school structures, school facilities, teachers to teach, etc. With these challenges, meeting the aim will be very low. World Bank (2014), dates from student enrollment in Universal Basic Education (UBE),

shows that about 30% of children of official primary school ages are out of school. The data also considered the proportion of children out of school by different characteristics. For example, approximately 29% of boys of primary school age are out of school compared to 35% of girls of the same age. For children of primary school age in Nigeria, the biggest disparity can be seen between the poorest and the richest children. Nearly 28% of female youth of secondary school age are out of school compared to 24% of male youth of the same age. For youth of secondary school age, the biggest disparity can be seen between the poorest the richest youth. For many of these reasons, the government should spend more to be sure that the aim of making EFA achievable.

World Bank (2014) also provided information that shows the indicators of learning, which lends insight into the quality of educational provision. Their data demonstrate where Nigeria stands in comparison to other low and middle income countries in access to education, measured as the primary school net enrollment rate and youth literacy. Compared to other countries, Nigeria ranks at the six percentile in access and at the 14 percentile in learning. In Nigeria, the literacy rate is 66% among the youth population. This is lower than the average youth literacy rate in other lower middle income countries. Source from summarized provisional data provided by the National Education Management Information System (NEMIS) in 2015 shows an official study which summarized the key challenges in education quality in Nigeria. These include non-compliance with adopted benchmark qualifications for primary-school teachers, teacher absenteeism, and large class sizes in many primary schools, vulnerability of children as victims of conflict, disability, HIV/AIDS, and the need for children to earn household income. They also sported the April 2015 Joint Donor Policy Note on education that the majority of children in school are learning very little. Even when children are in school a large proportion are not learning. Nearly half of all children who have completed primary school cannot read a complete sentence and more than two thirds of children in the north

remain illiterate by the end of primary school. Every year, students perform poorly in the secondary school leaving exams. (Department of International Development [DFID], 2011, p. 9) The Joint Donor Note cites the large number of pupils in classrooms and teacher problems as contributing to the poor quality of basic education. Moreover, it was also cited by the NEMIS 2015 that some schools in Nigeria already has more than 300 pupils per class and both trainee and practicing teachers do not receive the support they need to build adequate competencies to ensure children learning.

The Nigeria Vanguard newspaper on the 5th of May, 2018 reported that a primary school in a state in Nigeria has over 400 pupils crammed into a 14 feet by 16 classrooms where pupils sprawled on the bare floor concentrated doing something else at the front of the teacher. The successful operation of Primary Education Programme, like any other Programme, depends on useful data collected within the area of operations. Since statistics are backbone of any serious planning process, data collection is a vital aspect of the function of State Primary Education Boards and Local Government Education areas. Some important information that will be required in data collection include:-

i. Pupils enrolment:

- Number of male and female pupils
- Number of pupils per class
- Number of streams
- Number of class

ii. Pupils enrolment ratios: these include

- Attendance
- Growth
- Progression

iii. Information on teachers: this involves

- Teachers (males and females)
  - Teachers by qualification
- iv. Information on physical facilities: this includes
- Number of classrooms
  - Availability of toilet, store, library, laboratory, staff room, play fields among many other facilities
- v. Information on non-teaching staff members based on their function: security (watchmen), store keeper or store officers, cleaner, messengers and many others. For the success of universal basic education, data must be adequately gathered to enhance the programme.

Inadequacy of policy resources tends to undermine the successful implementation of the Universal Basic Education (UBE) Programme. Many researchers such as Opoh (2011) and Mezieobi, Fubara and Mezieobi (2013) revealed that overcrowding and shortage of classrooms (a situation where students learn under trees shade), poor sanitation facilities and teaching equipment are militating against effective teaching and learning in the schools. According to Isangedighi (2007), the teacher is a significant factor in the quality and standard of education at all levels. But the basic education level in Nigeria according to Ejere, (2011) is plagued by acute shortage of professionally qualified teachers. Sadly, Oloruntoyin (2011) stressed that many of the buildings were erected in the late 1950s and early 1960s with mud blocks. Today they are not only a health hazard but also potential death traps. In fact, in many areas, classes are being held in the open during the dry season and when the raining season sets in children are crowded into the few available ramshackle buildings.

### **2.1.5 Overview of Policy Implementation in Nigeria**

It is understandable that every government that comes to power has its own political agenda which shapes social programmes, governance structure and public institutions. These are accompanied with changes invariably seen as policy change which sometimes are changes made in order to alter the political balance of power or even exercise political coercion to maneuver opponent. It is worthy to note every level of education in Nigeria has its own fair share of these political intrigues; it is on this note that Ugwoke (2011) defined Educational Administration as the planning and formulation of educational policies or programmes with a view to achieving educational goals. It therefore means that the success or failure of any educational programme depends largely on how effective management strategies are employed for proper implementation, since the expectation of the Universal Basic Education (UBE) programme is hinged on making its beneficiary self-reliant and useful members of the society. The gap that often exists between policy formulation and implementation calls for inquiry to identify factors that constrain the effective implementation of educational polices especially at the junior secondary school level.

The Department for International Development (DFID) report according to Yakwan and Alagi (2015) noted that secondary schools in Nigeria operate in a very challenging environment; with two few qualified teachers, poor infrastructure and unpredictable state of funding all contributing to poor learning outcomes for students in secondary education. Similarly, Yakwan and Alagi (2015) identified poor communication process, capability problem and dispositional conflicts as general explanations for unsuccessful implementation of educational policies and programmes. It is on this back-drop that Yakwan and Alagi (2015) averred that politics of the nation Nigeria over the period of democratic rule has hindered a holistic policy implementation model for the collective interest of Nigerians, and observed that major education Stakeholders are not involved in the formulation of education policies but are left to implement the policies without the needed resources. They also noted

that saddling politicians who have little or no knowledge in educational management with the responsibility of education policy formulation and corruption at all levels have taken their toll on the challenges to the implementation of educational policies and programmes in Nigeria. Lending voice on the challenges to effective planning and implementation of educational policies and programmes, in the same vein,

Yawe (2015) gave the following reasons for planning in education they are:

- i. To clearly identify and define the desired end results of educational operations
- ii. To ensure that limited educational resources are rationally allocated among the various competing educational demands and programme
- iii. To ensure that educational interests, needs and demands of various interest groups like students, staff parents and members of the school community are harmonized with those of the society
- iv. To achieve the national objectives of education, and
- v. To avoid wastages by providing just the type and quantity of educational service needed in the society (p.13).

He noted that policy implementation in Nigeria is a problem due to different conflicting factors resulting from poor policy planning; although planning comes first before policy formulation but proceeds implementation. Unfortunately, educational policy plans and goal attainment have been irrevocable due to implementation constraints. She noted that good planning that can facilitate effective Implementation ought to consider such factors as the planning environment, social, political, financial and statistical problems. Adzongo and Agbe in Yawe (2015) observed the following factors as constraints to educational policy implementation in Nigeria and they include:

- i. The nature of the economy

- ii. The non-economic factors (culture and tradition, attitudes etc.)
- iii. Tiers of government
- iv. Availability of resources
- v. Public pressure
- vi. Ambiguity or lack of specificity in policy directives and frequent changes in policy as a result of change in government.

Furthermore, Louis et al. cited in Ekechukwu (2016) pointed out that extensive bureaucratization and fostering hierarchical reporting relationship characteristic of bureaucracy most of the time stifle timely dispensation of duties which invariably delay actions on government policies and programmes in education. Bureaucracy is a system of administration characterized by specialization of functions, adherence to fixed rules and hierarchy of authority usually represented by civil service not elected representatives (Merriam, 2018).

In Nigeria today, the political influence in the education policy issues has negatively impacted on the civil service system that is regarded as a contemporary institution with the purpose of creating an efficient way of organizing public organizations. In numerous instances, many policies have been marred by poor implementation strategies emanating from bureaucratic procedures due to overbearing political influences. The bureaucrats (civil servants) in the civil service sometimes out of frustration and in defense of their office, device a way of placing obstacles on the policies that are formulated by political officials especially for policies they have contrary views or those that are not of direct benefit to them. Similarly, Bolaji (2014) contended that the relationships between the bodies of UBE policy implementation in Nigeria are not consistent with the realization of education outcome as it relate to the implementation of basic education policy because of the issue of control. He noted that there is no clear unambiguous and explicitly stated bureaucratic roles defining the

agencies of implementation (SUBEBs and MOEs) in the states with regard to Universal Basic Education (UBE) implementation.

The Nigeria's EFA Development index is less than 0.8 that is why Nigeria is ranked 132 out of 133 countries of the world on the level of implementation of basic education and this scenario has been attributed to government rhetoric without will power (Bolaji, 2014). Generally, corruption and unethical behavior among Public and civil service officials have been eluded as a serious impediment to implementation of education policies in Nigeria (Ezekwesili, 2013). Having reviewed the opinions of scholars on the implementation of educational policies in Nigeria especially the Universal Basic Education (UBE), it is the desire of this study to critically look into the challenges to the implementation of Universal Basic Education (UBE) policy in Nigeria and its implications to educational planners. Nigerian government at all levels is characterized by fanciful policy formulation but with ineptitude in setting into motion the necessary machinery for its implementation.

Ejere (2011), a general policy problem in Nigeria is that of inadequate and poor data which poses planning difficulties and invariably implementation challenges of projects and programmes. The source reiterated with respect to the Universal Basic Education (UBE) programme that unreliable data makes it difficult to make adequate projections in terms of expected enrolment, required teachers, infrastructural needs and equipment. These without reasonable doubt are needed for evidence based planning and budgeting for basic education. An action plan, which is one of the conditions that the UBEC requires each state government to fulfill prior to accessing available Universal Basic Education (UBE) intervention funds (UBE-IF), is most at times neglected by state governments. Failure of many states to meet up with the condition of coming up with an action plan as when due impede the effective implementation of the Universal Basic Education (UBE) programme

### **2.1.6 Funding Universal Basic Education (UBE) Programme in Nigeria**



There are four main sources of public funding for the public (Non-Federal) education sector: state governments, local governments, direct allocations from the Federal Government (through the Universal Basic Education (UBE) Intervention Fund and the Education Trust Fund), and private individuals and organizations, including Non-governmental organizations and international donors in some states. There is a huge lack of information on State and Local expenditures for education which makes accurate estimates of total spending difficult. Overall, available data point to a lack of education funding in the sector, in particular at state level. Excluding direct federal spending through Universal Basic Education Commission (UBEC) and the Education Trust Fund, total state education expenditures in all but one of the nine states declined significantly between 2001 and 2005. Records from UBEC (2014) shows the budgetary allocations account for an average of 82% per annum of FG education spending and are mainly to the Federal Ministry of Education (FMOE) and its agencies. Extra-budgetary funds (EBF) represent the remaining 18% and often accrue for education through certain dedicated funds outside FMOE's control (such as the Debt Relief Fund [DRF]/MDG and legislators' constituency projects). The two most prominent extra budgetary funds in education are the UBE Fund and the Tertiary Education Trust Fund (TET Fund), with UBE being larger. The UBEC receipts averaged \$350 USD million between 2010 and 2014, but annual figures oscillated with FG earnings. Twenty-seven percent of TETFund is a dedicated fund for public (federal and state) tertiary institutions, financed by 2% prior tax on the profits of non-oil companies with over 100 personnel. Its share in total federal education funding is relatively small, averaging 0.3% in the period. Although budgetary spending appears prominent at 82%, it falls short of international good practice standards, which recommend minimal use of EBF to reduce associated fiscal risks. The 18% EBF level suggests lack of capacity in the FMOE to deliver results or a desire to confer political patronage, both of which are symptoms of weak governance.

Again, Lawanson and Gede (2011) added that the basic facilities needed to implement/manage the universal basic education (UBE) programme are still not fully provided by the government thereby making some students to learn under mango- trees while many of the students sit on the floor to write even where there are classrooms. In most other schools there are dilapidated buildings, with blown off roofs, leaking roofs, broken down chairs, tables and no office spaces for teachers. Research question two sought to find out the adequacy of human resource available for the effective management of Universal Basic Education (UBE) programme. Philosophy stands the risk of decay whereas a nation that sees to the development of its education is bound to achieve great success. It is a statement of fact that people all over the world are day by day becoming aware of and sensitive to the benefits of formal education. Even though the process of formal education is usually long, it is not without immediate and long-term profits (Akangbou (1987), Akpa (2002), Blaug (2008) and Eze (2013). This awareness can be seen as one of the reasons for the annual increase in students' enrolment at all levels of education in many countries of the world. Consequently, most nations of the world strive to devote a sizeable proportion of their Gross Domestic Product (GDP) to develop the education sector. However, it should be noted that Nigerian education sector has consistently received less allocation than advocated for by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

According to the United Nations Educational, Scientific and Cultural Organization, (UNESCO 2002), every nation of the world should allocate at least 26% of its annual budget to education sector but Nigeria has not met this recommendation. Between 2010- 2015 only 8.2% and 8.7% of our annual budget was allocated to education (FGN, Annual Budget, (2010-2015). World Bank, (2003) stated that the federal government expenditure on education seem to be below 10% of its overall expenditure. This current pattern of investment

within the education sector is such that the tertiary level gets the lion share while the primary level gets the least, (Alabi, 2010).

The Federal Republic of Nigeria in the National Policy on Education (2013: 14) describes primary education as the education given in an educational institution for children aged between 6-11 years plus. The policy states that since the rest of the educational system is built upon it primary education is the key or failure of the whole educational system. Despite the preeminence accorded this level of education in Nigeria, the sector is poorly funded Funding is the amount of money needed to fund an on-going project or programme for future development. According to Ogbonnaya, (2012), funding refers to a sum of money saved or made available for a particular purpose. Investment in basic education has become internationally recognized as instrument per excellence for national development. Funding is one of the major factors of the management of education in any country. No educational institution or programme can be managed effectively without adequate funding. Researches on the funding of UBE revealed that the scheme was not effective because of lack of funds as enough funds were not available to pay teachers' salaries and allowances, procurement of textbooks, provision of instructional materials, construction of classroom blocks, provision of school equipment, insufficient funds for effective supervision among others The assessment found out that some of the major challenges facing Universal primary education initiative were increased student numbers; shortage of teachers; lack of clear guidelines on admission; lack of consultation with teachers and parents; delay in disbursement of funds by the government; and expanded roles for head teachers.

The recent assessment of basic education in Nigeria by UNESCO (2012) and Oke (2014) similarly documented that despite milestones achieved towards attaining UBE by 2020, Nigeria still faces a number of finance related challenges that are negatively impacting on quality and equity of educational provision in the country. The foregoing notwithstanding,

the strategies to generously finance education system in Nigeria is hinged on the philosophy, vision/mission and target goals pursued through clearly stated objectives (Federal Republic of Nigeria, 2013).

Furthermore, the Ministry of Education in Nigeria is guided by the National Philosophy, which places education at the center-stage of the country's human and economic development strategies (Federal Republic of Nigeria, 2013). Thus, the education system focuses on the acquisition of knowledge and skills as well as provision of lifelong learning (Federal Republic of Nigeria, 2013; United Nations, 2013). In line with the current United Nations (2013) and other educationally relevant international conventions and protocols which Nigeria is a signatory to, the education in the country emphasizes provision of a holistic, quality education and training that promotes the cognitive, psychomotor and affective domains of learners, instilling values such as patriotism, equality of all human beings, peace, security, honesty, humility, mutual respect, tolerance, co-operation and democracy, through education (Omoregie, 2006; Federal Republic of Nigeria, 2013; United Nations, 2013). Ultimately the overall vision of education service provision in the country is to have a globally competitive quality education, training and research for Nigerian's sustainable development. To achieve this, the Ministry of education has endorsed Vision 2020 and shall focus education and training towards achieving the goals of the Vision (Federal Republic of Nigeria, 2013).

According to Department for International Development (DFID) report as cited in Yakwan and Alagi (2015), there are few qualified teachers and poor infrastructure facilities in most schools in Nigeria and these lead to poor achievement of students in secondary education. Nanighe (2015) found that inadequate teachers, infrastructural facilities, funds and lack of political will were perceived as challenges to effective UBE implementation for development. These findings have implications for the implementation of the UBE program.

At the face of inadequate instructional materials in the UBE schools, the objectives of the UBE programme cannot be fully achieved. These findings implicate curriculum implementation in the sense that there will not be effective curriculum implementation without adequate instructional materials for UBE programme. A major challenge facing the UBE and implementation of the curriculum at this level is funding in the mist of rising demands and cost of education. To address this worsening problem, governments at the local, state and national levels must shoulder higher responsibility for boosting basic education by allocating more funds to the sector. Adedeji, Okemakinde, and Ssempebwa, (2008) affirm that finance is one of the problem confronting the education sector owing to a drastic reduction in both the actual and proportion of government fund allocated to the education sector, despite the UNESCO's recommendations of allocation of 26% of a nation's national income to the sector. Contrary to this recommendation, Nigeria in the past five years allotted just 6.4%, 7.5%, 8.4% , 8.7% and 10.69% of her annual budgets to education in 2010, 2011, 2012 , 2013 and 2014 in that order. Ladan (2012) reported that the low level of fiscal allocation to the sector which is below the UNESCO's threshold of 26% of the total budget certainly affects the implementation of government policy on education in the country and in particular the Universal Basic Education since its inception. Finance is also regarded as the financial activities of public authorities in terms of taxing, spending, borrowing and lending and it involves the means of providing for the expenditure involved in the staffing, equipment and maintenance of educational institutions.

Vaizey (1961) in Adeyemi (2011) argued that education can be financed using school fees, repayable loans, local government taxes, direct tax, indirect tax, property tax for decentralized educational system. Omoike (2013) listed sources of funds for education to include: budgeting allocation, tuition fees, industrial organizations, philanthropists, communities, old students association/ alumni associations, parents-teachers associations

(PTA), religious organization, revenue yielding ventures, education tax fund (ETF), school development levies etc. With all these sources of income for Education, it behooves one to wonder why funding is still inadequate? And why education is still very poor. These could be as an Eyiche (2012) blames the failure of the Universal Primary Education (UPE) to crisis of funding and further confirms that poor funding from the mid-1970s into 2000s have caused cases of unpaid teachers' salaries, dilapidated school infrastructures and inadequate facilities. This has invariably affected the actualization of goals and has made management of education a difficult one in Nigeria. There appears to be a perennial crisis of funding and lack of definite structures and strategies in funding of education (Nwanchukwu, 2014).

The condition of the sector remains worrisome. Conditions of facilities are still a far cry from acceptable; basically, this is due to underfunding and systemic corruption result of corruption, and politics. Expenditure in education on the other hand deals with how the allocated amount to education is spent; this is used as an instrument for analyzing financial aspect of education, as a parameter for projecting the trends of an educational system, (Adeyemi, 2011). Therefore, one of the methods of determining the flow of educational finance is to study the time trend of educational expenditure, A budget contains recurrent and capital expenditures education in Nigeria with a high population growth rate. It should not be surprising therefore, that education has been poorly funded over the period.

Government depends heavily on oil for an average of about 80% of its total revenue, while non-oil (agriculture, solid minerals and other resources) revenue contributes much less with an average of about 20% (Debie 2012). The problem with this revenue structure is that oil revenue on which the government depends heavily is highly exposed to the volatiles of the price of oil in the international market, like right now oil prices have dropped and income is affected. Such derived fluctuations in the major revenue item of government means that without careful planning and rationalization of expenditure of the revenue, the

implementation of government projects and programmes would be subject to frequent disruptions and distortions. An examination of the records shows that the Nigerian government has tended to embark on ambitious education programmes in spontaneous response to oil booms, for example In 1973 to 1979 Nigeria experienced the first oil boom as a result of the Arab oil embargo against the U.S.A., (Nwachukwu, 2014). In 1990, there was a second oil boom because of the Gulf war and the United Nations trade embargo on Iraq and Kuwait. A third oil boom started from 2003 fuelled mainly by galloping economic growth and attendant high energy demand in several emerging economies, spectacularly, China. It was in response to the windfall revenues resulting from the 1973-1979 oil booms that the Nigerian government in 1976 introduced the universal primary basic education (Nwachukwu, 2014). This laudable programme caused a dramatic expansion in the demand for educational services at the primary level. But the financial resources became inadequate, particularly following the collapse of oil prices (Nwachukwu, 2014). Inadequate funding of education has been a major challenge facing the sector. Researchers such as Aina (2002), Durosaro (2006), Amadi (2007) and Balogun (2010) lamented over the inadequacy of fund in the education sector. It is not an understatement to note that the Nigerian government, over the years has not been meeting the UNESCO advice of 26% of the total budgetary allocation to the education sector, (Akindutire, 2012).

### **2.1.7 Governance, Institutions and Universal Basic Education (UBE) programme**

Much of the failure to progress toward UBE goals can be attributed to institutional issues. The extensive set of institutional and intergovernmental relations for the provision of basic education for all makes the provision of this system of education in Nigeria more complex. Roles and responsibilities between the three tiers of Government are largely undefined, leaving no Government or agency with clear accountable results. Moreover, these relations have become even more complicated in recent years due to the creation of new

agencies and organizations (e.g., UBEC and State Universal Basic Education Board [SUBEB]). The complexity of the institutional structure is associated with the creation of the (UBEC) and the (SUBEB) has resulted in confusion over roles and jurisdictions across institutions and institutional rivalry at the federal and, even more important, at the State parastatal level. In general, protocols are unnecessarily complicated and unclear, and processes are often unknown and unaccountable, which has given room for corruption in the educational system. In addition, there are no standards for the provision of key inputs, such as class size, educational facilities, teaching and learning materials, health and safety, and teacher provision and qualifications. These are the key factors that directly affect the teaching and learning process.

In contrast to the 1999 Constitution assigning responsibility for primary education to state and local governments, Universal Basic Education (UBE) was designed as a Federal Government Policy and Program. Under the UBE law, Local Government Agencies (LGAs) continue to be responsible for delivering basic education but without budgetary power, which is largely determined at the federal level. Because of this complex issues, sometimes the salaries of the teachers which make up about 80% to 90% of the budget have to be delayed or not even paid until after four/five months, which has resulted to strike actions over the years. Similarly, schools have little autonomy in teacher recruitment, have inadequate systems to assess and monitor schools and students, and have low accountability to parents and society. In some cases, schools have no funds to manage at all. In operational budgets, including for those for materials and supplies, are managed by the LGA, leaving schools with no funds to manage. School inspection and monitoring are inadequate, in part due to unclear and overlapping roles and responsibilities and a lack of accountability.

Arong and Ogabadu (2010) attested that the UBEC was given responsibility for quality assurance, a role that overlaps the previously established work of the Federal



Inspectorate Service. Neither of these institutions is entirely independent, and school inspections are sometimes duplicated or missed altogether, or the results are not properly reported. This confusion is compounded by the low capacity in both institutions. Similarly, World Bank (2008) uncovered lack of clarity about responsibilities can also be observed across the four agencies tasked with data collection. As a result, data collection is not standardized and data are unreliable. The intention as declared in the policy of the universal basic education (UBE) like its predecessor, Universal Primary Education (UPE) should be free. It is however true that, financial burden on Government often forces parent to get involved in funding this basic level of education since most parents are poor, the children remain poorly equipped to learn. It is hoped that the Federal Government will provide the bills of funding with the state Government assisting sufficiently to ensure that the poverty-stricken parents contribute minimal funds for this level of education in the new dispensation.

Funding for universal basic education implies all the following in Nigeria.

- i. Mobilization of sufficient funds (from different sources) for the magnitude of activities needed for the realization of the objectives of the programme.
- ii. Prioritizing the use of available funds to cover areas that will really make a difference (e.g. teachers, girl's education, infrastructure, equipment and textbooks etc.)
- iii. Ensuring equitable distribution of funds among various levels, types and sub-sector of education
- iv. Eliminating wasteful spending, as much as possible.

In Nigeria, as in all other Countries of Africa, the financing of education is a major issue. Funds are needed for other areas competing for Government attention. The funds are not really available due to fluctuating commodity prices, while the debt overhand makes the funding of social development almost impossible. In view of the importance of Universal Basic Education (UBE), the government of the Federation will consider financial resources

mobilization for its execution. The already high budgetary provisions of the federal, state and local governments will be further reinforced with part of the revenue from the education tax fund (ETF), as well as by contributions from a variety of source: non-governmental organization bilateral partners, multilateral agencies, the private sectors and the civil society, while the Nigerian Government recognizes its role as the major provider of funds for universal basic education, it is also acknowledged that universal basic education shall also be funded by various states and local Government with support from the federal Government through its intervention fund. Hence, the following are ways of funding the programme: such as fund from the State Government, local Government and Federal Government Intervention Fund.

The World Bank is among the group of institutions that the Federal Government has entered into partnership with in the of this Universal Basic Education (UBE) scheme. The World Bank supports capacity building projects that will enable states and local councils to manage and implement the scheme efficiently. It also provides technical expertise and assistance in planning and budgetary for the Universal Basic Education (UBE) at State and Local council levels. It has already extended a credit sum \$55 million for the scheme, while the Federal Government is expected to contribute \$6.11 million as counterpart funding.

According to Abdulrahman Yusuf Maigida, (2017) This paper traced the antecedent to the current Universal Basic Education in Nigeria, reviewing the very beginning of universalizing education as a human right, declared in 1948 and from other global protocols, particularly the 1990 Jomtien's declaration in Thailand; down to the regional and national efforts of the various Nigerian Governments on Universal Primary Education (UPE) - colonial to post-colonial. The paper focuses on the variously emerging attributions and developments about Universal Basic Education (UBE) which call for concern. From the provisions of the Universal Basic Education (UBE) Act (legal backing) and the basic

education component of the National policy, necessitating a discernible analysis. Examination of UBE's concepts and operations as a phenomenon and problem of study even in higher educational research, forms part of the thrust of the paper; thereafter, various highlights associated with Universal Basic Education (UBE) are appraised, considering the extent of mystification in the provisions of the Act. The various misconceptions by the public and the private Universal Basic Education (UBE) providers, branding it what it is not; to attract numbers in selling their products are identified. Higher institutions' academic researchers and educational consultants have also displayed some clear distortion in the presentation of facts about Universal Basic Education (UBE), resulting in the popularization of incorrect research results and misleading discussions published and erroneously referenced by other researchers. Critically, this paper justifies with critical assessment, analysis and corroborates its arguments with some of Frequently Asked Questions by the Universal Basic Education Commission (UBEC); in her 40-Frequently Asked Questions (FAQs).

The paper concludes, urging the government to play her statutory roles with seriousness. The UBE service providers are also admonished to play by the rules and not being cosmetics. Importantly, academic researchers in our higher institutions are as well enjoined to be factual, evaluate sources of their data before drawing conclusions. The Universal Basic Education (UBE) Fund, established through the act of the National Assembly, will be a major source of financing the Universal Basic Education (UBE) programme. This represents fund deducted directly from the Federation. Account from, which shall be defrayed all the expenditure incurred by the Federal Government in pursuance of the provisions of the act establishing the fund. The Federal Executive Council (FEC) on 27<sup>th</sup> April approved the use of two percent of the consolidated National Revenue fund for the execution of Universal Basic Education (UBE) programme in 2005. Funding is the key to development of any programme and the most important pre-requisite for quality.

Universal Basic Education (UBE) Programme is capital intensive that requires continuous financial support, if the Programme is to succeed, the various levels of Government must make permanent arrangements to ensure uninterrupted financial contribution support to the programme. Base on the Universal Basic Education Commission Standard Action Plan, various government agencies at the three levels of Governance in Nigeria –Federal, State and Local Government are involved in the implementation of the Universal Basic Education (UBE) programme. However, it has been observed that many agencies / parastatals involved in the Universal Basic Education (UBE) implementation have brought fragmentation and conflict of roles / responsibilities (Ejere, 2011). Though the federal government takes the lead in setting policy and financing basic education through transfers to states, financial responsibility for basic education is split largely between the states and local governments. Local Governments, for instance, are charged with paying the salaries and allowances of Primary school teachers. Despite the shared responsibility for Universal Basic Education (UBE) financing by the three tiers of government, funding has remained an issue. Another case in point is the lukewarm attitude of many state governments to the Federal Teachers Scheme (FTS) that is meant to assist them with needed manpower. Despite the importance of the FTS to quality UBE delivery, numerous teachers under the scheme have suffered untold hardship in their states of deployment particularly with regard to accommodation which the states are to provide. To make matter worst, in some states (Cross River inclusive) when UBE teachers finish their mandatory 2 years’ service, do not absorb them into their teaching service automatically as envisaged

### **2.1.8 Policy Issues Considered in Relation to Universal Basic Education Programme**

Policy is an official statement of government intentions on different sectors of government. It is the activities involved in getting and using power in public life and being able to influence decision that affects a country or a society (Asamonye et al., 2015). This implies that policies take long processes to be formulated, decided upon, adopted, implemented, violated, evaluated, revised and rescinded. For instance, the national policy on education which provides the principles, guideline, programmes, persons, contents, methods, supervision and evaluation of in-put/output process to achieve educational goals in Nigeria did not spring up overnight. It came into being as a result of many conferences and high powered committees that brainstormed to put together what we know today as a National Policy on Education (NPE) which has been revised in 1981, 2004, 2008 and 2013. It is in this regard that Okunamiri (2010) defined educational policies as course of action recommended and adopted by the leaders (government agents, political power? as expedient or essential to the issues and problems of education which may take the form of ordinance, code, edict, decree or law dependent on the type of government in place.

In the same vein, Osokoya (2011) stated that educational policy is the statement of intentions of the government and the envisaged means of achieving those aspects of its national objectives that have to rely on the use of education as a tool. The concept of educational policy therefore denotes the determination of major educational objectives, the selection of methods of achieving and the continuous adaptation of existing programmes to the problems that face a government. Education policy in the context of this study can therefore be described as the collection of laws and rules that govern the operation of an education system. It encapsulates a government's expressed intentions and official enactments, as well as its consistent patterns of activity or inactivity.

Bolaji et al. (2015) opine that education policy intends to bring to life the perspectives, realities and tools for negotiating the political order of education in order to effect the desired

improvement in the education system in line with the changing society. It is the ambiance of politics that develops policies which means that politics shape the policies in education. Every government desires to make basic education accessible to all citizens that is why the Universal Basic Education (UBE) programme was introduced in Nigeria. It is an incontestable fact that education is an important investment that no nation can afford to miss. This is because education plays a central role in the overall development of the individual and society. In line with this view, Nigeria like other modern Nation-states, has expressed the belief in the power of education as a pivot in National development process through the various Government policies and committed massive investments in the education sector. Policy is said to be a course or general plan of an action, the National Policy on Education (NPE 2004) apparently depicts the Government recognition and adoption of education as an instrument per excellent for enhancing National development.

Therefore, the introduction of the Universal Basic Education (UBE) programme by the Federal Government in 1991 did not come as a surprise and is just one of such programme that government has introduced to promote education for National development. However, in an attempt to implement the basic education programme, policy issues in relation to the Universal Basic Education (UBE) programme were outlined as follows:-

- i. Special attention will be given to special groups, implying that the special needs of all sectors of the population will be taken into consideration.
- ii. Encouragement for the provision of facilities for early childhood education and development, with due attention given to the needs of specific social groups and geographical zones of the country, bearing in mind, the need to lay a solid foundation for life-long learning right from early childhood. Nigeria's efforts to uphold and renew its commitment to the provision and promotion of basic education for all as required by a number of covenants and protocols to which is a signatory.

The management structure of universal basic education (UBE) programme is a model in co-operative and consultative Federation, involving all the three tiers of Government and even extending to the community level. The Federal Government initiated and launched the programme to:-

- i. Provide minimum standards and guidelines for its operation
- ii. Provide general oversight and monitoring
- iii. Mobilize domestic and international support for the programme
- iv. Initiate and intervenes in critical areas of need for the success of universal basic education
- v. Provide support for care National institutions for implementing key aspects of the programme, such as National teachers institute (NTI) for the pivotal teacher-training programme (PTTP)
- vi. Nigerian educational Research and development centre (NERDC) for curriculum development.
- vii. Federal inspectorate service (FIS) for quality control
- viii. The National institute for Nigerian language (NINLAN) for training and retraining of teachers in Nigerian languages.
- ix. The National commission for Nomadic education (NCNE) for the education of nomads and migrant fisher folks.
- x. The National mass education commission (NMEC) for the adult and non-formal education component of the universal basic education (UBE) programme. At the State level, State Governments formulated policies too for the universal basic education in their various states.
- xi. To see to the day-day running of the programme in their states.
- xii. Recruit, discipline and promote teachers on grades level seven and above.

- xiii. Pay the salaries of junior secondary school teachers.
- xiv. Establish and maintain state primary education boards.

The Federal Government proposed the establishment of the universal basic education, commission (UBEC) through appropriate channels. The universal basic education commission is hoped to take charge of these functions:

- i. Prescribe minimum standards for basic education throughout the country.
- ii. Co-ordinate, supervise and monitor the universal basic education programme.
- iii. Initiate and monitor the execution of specific programme for the attainment of universal basic education objectives after consultation with all state Governments and stakeholders.
- iv. Sensitize and mobilize stakeholders for their effective involvement and participation in the universal basic education programme.
- v. Collate, analyze and publish information relating to basic education in Nigeria.
- vi. Carryout regular personnel audit in each State of the Federation.

### **2.1.9 The Curriculum in Relation to the Universal Basic Education Programme**

According to Stotsky (2012) defined curriculum is a plan of action that is aimed at achieving desired goals and objectives. It is a set of learning activities meant to make the learner attain goals as prescribed by the educational system. Generally, it includes the subjects and activities that a given school system is responsible for. Moreover, it defines the environment where certain learning activities take place. Pursuing the objectives of universal basic education calls for enriched curricular in several dimensions:

- i. Laying the foundation for lifelong learning.
- ii. The inculcation of appropriate, levels of literacy and numeracy.



- iii. Developing an aptitude for practical work and the acquisition of socially desirable life skills, these have implications for what should be taught in schools, the way and manner in which they are to be taught, school organization and the classroom work.

The equally apply to all forms and conditions of out of school learning, which are part and parcel of the education, a committee has been set up to review and enrich basic Universal Basic Education Programme officials are also working with the National Education Research and Development Council (NERDC) to review primary and secondary school circular. The aims are to remove aspect so the country's school curricular that are obsolete and irrelevant, and to accommodate new ideas that would enable students to function optimally in a fast changing world. The new curricula are also expected to accommodate the non-formal sector, which includes mass literacy programme and education for out of school children as well as the children of nomads, migrant farmers and fishermen. More support for this curricula review has been received from the National Commission for Colleges of Education (NCCE) and the research and development component of the World Bank assisted primary project.

Curriculum initiatives in the country will be drastically reviewed, in the light of the above to make them more responsive to the demands of Universal Basic Education (UBE) and needs of the 20<sup>st</sup> century generation through a stronger emphasis on:

- i. Genetic skills such as communication, the spirit of enquiry, team work and literacy.
- ii. A deeper understanding of core subject disciplines
- iii. The integration of key social and skill into formal and non-formal educational activities
- iv. Reducing curriculum overload. This will involve the full participation of all agencies working on curriculum development in the country. It will as a matter of course, involves teacher and other stakeholders.

Enriched curricular also implies a complete re-conceptualization of examinations to press hard the point that education does not mean examination. Action in the area of textbooks and other instructional materials will be closely linked to the work to be done on enriching school curricular. Thus, teaching materials will be dependent on the demands of the curricular and not simply on pressure from commercial publishers and donor agencies on the dictate of the old habit. The education system of Nigeria has gone through several policy reforms such as curriculum, institutional expenditure, financing etc. this is because having adopted education as an excellent tool to bring about the advancement of the nation, reforms are therefore inevitable, to bring about the actualization of set goals, unfortunately, despite many reforms and huge investments by regimes of government, Education has continued to be the headache of all stakeholders

#### **2.1.10 Universal Basic Education Programme Facilities and Infrastructure**

Infrastructure and facilities refer to those physical and spatial enablers of teaching and learning. They include classrooms, libraries, laboratories, workshops, play grounds, school farms and gardens, as well as provisions for water and sanitation. Infrastructure and facilities have to be of appropriate quality to the minimum standard for promoting any meaningful teaching and learning under the Universal Basic Education (UBE) Programme. An essential task in the planning process of Universal Basic Education (UBE) programme was a census of existing infrastructure and facilities. These facilities and infrastructure were assessed for their quality appropriateness and adequacy, and the findings are that the task of refurbishing dilapidated schools and building new ones is indeed enormous. In facing this challenge, the Federal Government will support the efforts of States and Local Government in a big way, while the populace will be taken along the entire process, to ensure complete interface between school, and other forms of teaching-learning environments and their immediate communities long before the start of the ill-fated Universal Primary Education scheme,

government realized the need to invest heavily in the states for the purposes of education. Government has embarked upon mass rehabilitation of schools for the successful take off of the Universal Basic Education (UBE) programme, which is a welcome development. But the problem lies more with the maintenance of these facilities since it has direct effect on the continuity of the Universal Basic Education (UBE) programme, the above listed infrastructures and facilities have to be in appropriate quantity, size and quality to meet the demand of the programme. To enhance the learning environment, massive investment in school infrastructure improvements is needed. There is need for a complete overhaul of primary education infrastructural facilities, monitoring of its leadership, teachers and use of resources for education by multi-stakeholder's forum.

Every Primary and Junior Secondary School according to Ejere (2011) should be provided with adequate infrastructure and other physical facilities like classrooms, laboratories, libraries, computer centers, potable water, electricity, toilets and furniture

#### **2.1.11 Management of the Universal Basic Education Programme**

The body to take charge of the universal basic education programme was established by an act of the National assembly for the overall co-ordination of the programme. This body is known as the universal basic education commission (UBEC), this came to be on the 7<sup>th</sup> of October, 2004. The commission has the following responsibility:

- i. The commission shall prescribe the minimum standards of primary, junior secondary and adult literacy education throughout Nigeria.
- ii. The universal basic education commission shall inquire into and advise the Federal government on the funding of basic education in Nigeria.
- iii. The commission shall collate, after consultation with all the state governments, periodic master plans for a balanced and co-ordinate development of basic education in Nigeria.

- iv. Make proposals to the Federal Government for equal and adequate basic education opportunities in Nigeria.
- v. The commission shall ensure that the basic National curriculum and syllabus and other necessary instructional materials are in use in all the primary, junior secondary and adult literacy institutions in the country.
- vi. The commission shall take charge of collation, analyses, and publications of information relating to primary, junior secondary and adult literacy education in Nigeria.

The universal basic education commission (UBEC) shall carryout other activities that are relevant and conducive to the discharge of its functions under the enabling act and such other functions as the commission may from time to time determine. The universal basic education commission shall work in close collaboration with relevant Federal agencies and more closely with all the state and local education boards.

#### **2.1.12 Those That Will Benefit from Universal Basic Education Programme**

- i. The programme, universal basic education is designed for children aged 3-5 years for ECCDE, children aged 6-11 years for primary education and children aged 12-14 years for secondary school education.
- ii. To bring programme and initiatives for the acquisition of functional literacy, numerically and life skills, especially for adults between age of 15 and above.
- iii. To give special programme for the nomadic populations and migrant fisher folks.
- iv. Cut-of-school children, non-formal programme for updating the knowledge and skills of persons who left before acquiring the basics needed for lifelong learning.
- v. Non-formal skills apprenticeship training for adolescents and youth who have not had the benefit of formal education.

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

The universal basic education programme is intended to be universal, free and compulsory. These terms imply that appropriate types of opportunities will be provided for the basic education of every Nigerian child of school-going age, that parents have an obligation to ensure that children in their care avail themselves of such opportunities and that sanctions will be imposed on persons.

## **2.2 Theoretical Framework**

### **Dewey's theory**

Dewey's theory of the necessity of life was propounded in 1916 by John Dewey. The basic tenet of the theory is that; Education brings about revolutionary changes in society through the reshaping of the old system. Dewey (1916) believed that the essence of schools is not only to take care of the specific needs of learners but to cause new needs in their family. This new school system helped to meet the current or prevailing needs of both the young learner and society. This theory paid attention to the child's right (including the right to education) and bridges the gap between an old education system and the demands of the new era.

This is important as the past agrarian and village/small-town life of the past was giving way to the new industrial/urban life in America where he did his work. Dewey (1916) believed that formal education makes children develop good experience through books and mastering of symbols of knowledge which cannot be achieved in an informal setting. This points to the fact that to live a successful life, the young ones need to be formally educated on the prevailing realities of their lives and environment and to be made to master the survival strategies of the hostile and changing environment in which they find themselves and as well prepare a room for accommodating changes that may occur in the future. This theory is

relevant to this study as UBE is geared towards providing basic education which is a right of the Nigerian children of school-going age. In recent times, this theory has been successfully used by Miovska-Spaseva (2016), Elena and Suzana (2016) and Neil (2018). Miovska-Spaseva (2016) analyzed the theoretical foundations of the international projects that brought methodological innovation in education. Miovska-Spaseva (2016) found that many of Dewey's concepts were infused into the modern reform attempts for teaching improvement in Macedonia. Elena and Suzana (2016) used Dewey's theory to explore three key elements of intersection: curriculum, methods of teaching and learning, and teachers' role. Elena and Suzana (2016) found that a teacher's role is to link students' personal experiences and characteristics to the material being studied and to the school life in general. Neil (2018) used Dewey's theory of necessity to explore whether issues such as school governance and pupil's voice facilitate Dewey's notion of democratic education.

### **Human Relations Theory**

The people that pioneered studies in human relations theories were Mary Packer Folloeft and Dickson (1939) Lewin, Lippit and White (1938) and Yauch (1949). Folleft, who was the first proponent of human relations theory and a social philosopher was concerned with the human problems encountered in organization, and therefore concluded that such problems can only be minimized when there is cooperation among the workers. The central argument among the human relations theories is that it is only when individuals are treated humanely that they can have the motivation to participate actively in the achievement of organizational goal Enyi in Mgbodile (2004). Human relations theory is related to this study because it emphasized the need to motivate workers and achieve greater results if their personal welfare is put into consideration

### **Behavioral Science Theory**

Chapter Barnard in the year 1938 formulated Behavioral science theory with the assumption that the best approach to facilitate work and productivity in an organization is through an understanding of the worker, his job content and the work environment Ukeje (1992). The theory believed that it was no longer desirable to concentrate on the work alone, as in the classical management era, or on the worker, as in the human relations movement. An integration of the two was considerable more helpful in the realization of organization and personal goal Enyi in Mgbodile (2004). Macgregor (1957), Halpin (1958) and Blau and Scott (1963). Tri- Dimensional concept of administration, in cooperating three main element (the man the job, science theorists in 1950s. they believe that when there is a balance and proper integration of these three elements then increased productivity in any organization can be advised.

### **Behavioral theory**

Behavioral theory is related to this study for school administrators to achieve their workers, their job and job environment. Also administrative constraint could be solved by looking at their economic, political and social dimensions. Finally, the behavioural science theories provide the basis for viewing administration from a wider perspective

### **2.3 Empirical of the Study**

This researcher reviewed a similar research work conducted by Adunola (2010) “The Challenges affecting the implementation of Universal Basic Education in Nigeria” using Ijebu-Ode Local Government of Ogun state as a case study. The researcher used descriptive survey design. The target population consisted of supervisor and inspectors from State Primary Education Board, primary and secondary school administrators, teachers and guidance counselors. The study identifies the major challenges that stand as a bottleneck towards the implementation of universal basic education. The researcher used simple random sampling technique to select some primary and secondary schools in Ijebu-Ode Local

Government Area of Ogun State for the study. Questionnaire was the instrument used; it was administered to collect relevant data which were analyzed, using the simple percentages method. Ten research questions were used and the study revealed that poor monitoring and supervision of schools, inadequate infrastructural facilities, lack of fund, and lack of qualified personnel among others were responsible for poor implementation of government educational policies. The researcher recommended the provision of adequate fund for the maintenance of infrastructures, supervision of schools, and payment of salaries. This is to facilitate the implementation of educational policies. Another research work was again reviewed by the researcher; the work was conducted by Ujah (2008) "Constraints to effective implementation of the Universal Basic Education in Obollo-Afor Education Zone". The survey design used was descriptive survey design. The target population was the principals, teachers and parents.

The researcher used simple random sampling technique to select some public junior secondary schools in the zone. A thirty item questionnaire was developed and administered to six hundred and twenty respondents. The study found out that poor planning of the UBE programme, poor funding of UBE scheme, inaccurate statistical record of population, poor awareness and mobilization campaign, insufficient number of qualified teacher in schools, embezzlement of the funds by administrators, poor school infrastructural facilities, poor provision of instructional materials, lack of adequate motivation of teachers, and politicization of the UBE scheme were the constraints to effective implementation of UBE in Obollo – Afor education zone.

In the light of all these findings, the researcher recommended provision of adequate fund by government, conducting of fresh census by government to acquire accurate population statistics, the UBE commission should ensure proper accountability and efficient administration and that government should ensure professional management of the human and material resources in the UBE programme in Obollo Afor Education Zone Nonyelum



(2003) carried out a study on the ‘role of primary school head teachers’ administrative style towards successful implementation of the UBE. The study involved 120 teachers and 200 children from 10 schools from whom the researcher required information about the leadership role of their head teachers. The study was carried out in Nnewi North Local Government Area of Anambra State.

The design of the study was survey. The method of data analysis was mean and standard deviation. From the analysis of the data collected, it was found out through the instruments used (questionnaires for teachers, oral interview for pupils) that:

- i. Head teachers collect money from children in place of crafts which could have introduced the children to local technology.
- ii. Most of the schools showed no innovation. Poor instructional materials affect teaching and learning negatively.
- iii. Illegal collection of levy ruins education and there should be a halt, or termination of appointment can be used to check the behavior.

Adepoju . (2007) carried out a research on Universal Basic education in Nigeria: challenges and prospects. A case study of Surulere Local government Education District, The purpose of the study was to assess the on the field performance of UBE policy, examine the unique features of UBE and the extent the Nigeria school age population can benefit from the policy The researcher formulated four research questions to guide the study. A total Of 270 principals, vice principals and teachers were used for the study. A 42 item structured questionnaire was the major instrument used to elicit information for the respondents. Mean scores and percentages were used in analyzing the data. The researcher found, among others things that Principals assessment on the level of involvement of the government in the provision of infrastructure was quite low.

- i. Almost all sampled teachers are poorly motivated coupled with lack of community interest and participation in the management of the schools.
- ii. Three demographic studies on the existing national situation in the education sector revealed that 38% of classroom have no ceiling, 87% classrooms are overcrowded while 77% lack textbooks.
- iii. Principals acknowledged that implementation of UBE were being politicized.

The researcher recommended calling on the private establishments, communities and individual parents to help fund UBE, an enabling law to compel parents to leave no child behind should be enforced and finally, giving national recognition to individual private organizations and local communities who have contributed by way of commitment and financial backing to the ideals of the programme. Chukwu (2003) carried out a study on “Motivational factors needed by primary school teachers for a result- oriented UBE”. In the study two hundred (200) primary school teachers selected through multiphase sample technique from primary schools in Aninri and Awgu local Government Area of Enugu state were used. The major instrument was a questionnaire. Mean score was adopted for data analysis. The study found out that for a good result-oriented UBE, the primary school teachers need the following motivational factors: *School* related factor which include:, The application of Democratic Leadership style by lead teachers, Adequate qualified teachers; and Adequate teaching materials among others.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

For any research project to be accurately carried out, its concept and over view must also exist in the mind of the researcher. The research to be carried out in accordance to laid down procedures of research writing. This chapter therefore took into cognizance those laid down procedures such as: research design, population, sample and sampling procedures. Others include Research instruments for data collection, validation, and reliability of instrument, administration of instruments, pilot study, data analysis technique and the summary.

#### **3.2 Research design**

The design adopted for this study was Descriptive survey research design. Descriptive survey research design is taking a general view or examining the general condition of a particular thing. Documentary sources on the other hand mean written or printed materials to be used as a record or evidence. It also provides number of facts. Hence this work was based on documentary source and sample survey, as survey research is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be a representative of the entire groups.

#### **3.3 Population of the study**

The research is limited to the population which can posed different students from different School in Junior Secondary School in Bosso Local Government Area of Niger State. The target population was only JSS3 Basic Science students drawn from all Junior Senior Secondary Schools in Bosso Local Government Area Niger State is approximately five

thousand and ninety four (5094) students. The subject has average age of 14 years and predominantly come from farming, trading, and civil service.

**Table 3.3.1 Population Distribution in Class**

CLASS	MALE	FEMALE	TOTAL
JSS3	2542	2552	5094

**Source Niger State Ministry of Education Minna 2019 – 2020 ASC Report**

### **3.4 Sampling and sampling technique**

A total number of One Hundred and Twenty (120) Basic Science student where selected across Bosso Local Government Area Niger State. Since the researcher adopt a random sampling technique so as to obtain the relevant information as a minimum cost. This study randomly selected the four (4) schools which are:

S/N	NAMES OF SCHOOL
1.	Bosso Secondary school Minna Niger State.
2.	Day Secondary School Maikunkele.
3.	Government Science College Chanchaga.
4.	Government Army Day Secondary School Chanchaga.

### **3.5 Research Instrument**

In order to collect data for the study, the research used the following instruments:

- i. Questionnaire
- ii. Documentary sources

These above instruments were employed on issues such as infrastructure, personnel, facilities, enrolment and instructional materials. A total of one hundred and twenty questionnaires were distributed to seek the people's opinion on the impact of Universal Basic Education (UBE) Programme on the learning of Basic Science in junior secondary schools in Bosso Local Government Area Niger State.

### **3.5.1 Questionnaire**

Questionnaires were given out for the purpose of this research work, so as to facilitate the effectiveness of facts findings on the impact of Universal Basic Education (UBE) Programme on the learning of Basic Science in junior secondary schools in the study area. The questionnaire contains section A and B, the section 'A' deals mostly with school name of the respondents while section 'B' contains the following items such as the four point likert scale questionnaire was used to elucidate information from the sample. I.e. strongly agree (SA), Agree (A), strongly disagree (SD), Disagree (D).

### **3.6 Validity of Research instrument**

The instruments (draft questionnaire) for data collections were at first given to lecturers and planners for their comments. Through their advice, some questions were deleted and some re-modified. The approved instruments were given to some experienced, test measurement and evaluation expertise. The content and face validity of the questionnaires were obtained through a test rates method that led to the production of a set of questionnaire numbering 1-27 items which was divided into sections covering the areas of investigation of the study.

### **3.7 Reliability of Research instrument**

The trial test of the questionnaire instruments were carried out by administering 30 of the instruments on the students of the Model science college Tudun fulani, Niger State. But

which were not used for the main study. The reliability coefficient was determined using the Crombach Alpha technique, which showed a reliability index of 0.84. Based on this result, the instrument was declared reliable. This was a confirmation of test reliability which according to Alasoluyi (2015) and Imam (2017) that an instrument is considered reliable if its reliability co-efficient lies between 0 and 1, and that the closer the calculated reliability co-efficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument.

### **3.8 Method of Data Collection**

After the validation of the instrument, the researcher administered a total number of one hundred and twenty research questionnaire to four schools in Bosso Local Government Area of Niger State and collected the data from students. A period of two weeks was use in the administering of the questionnaire and the administration was done for three days at different schools and the researcher retrieved back the questionnaire and was further used for analysis.

### **3.9 Method of Data Analysis**

The data collected from the sampled students were analyzed using mean and standard deviation, using the statistical package for the social sciences (SPSS VERSION 23).

## CHAPTER FOUR

### 4.0 RESULTS AND DISCUSSIONS

#### 4.1 Introduction

This chapter deals with presentation and analysis of data. The data's were analyzed using a Likert scale of mean 2.5 for accepting or rejecting each of the questionnaire item and research questions.

#### 4.2 Analysis of Research Questions

The data collected in order to answer the three research questions were analyzed and presented in tables 4.1 to table 4.3.

##### 4.2.1 Research Question One

What is the Impact of Universal Basic Education (UBE) Programme on the Learning of Basic Science in Junior Secondary Schools in Bosso Local Government Area Niger State?

**Table 4.1: Mean and Standard Deviation Score on Impact of Universal Basic Education (UBE) Programme on the Learning of Basic Science in Junior Secondary Schools in Bosso Local Government Area Niger State?**

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S/N	STATEMENTS	RATINGS	MEAN( $\bar{X}$ )	S.D	REMARK
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		SA	A	D	SD			
1	Admission into Junior Secondary school has not been enhanced by Universal Basic Education Programme.	0	0	88	32	1.73	0.444	Disagree
2	Universal Basic Education programme does not have good intention of improving educational standard in Bosso Local Government Area Niger state.	4	24	48	40	2.00	0.898	Disagree
3	There are not adequate funds for the universal basic Education programme.	44	56	12	8	3.13	0.849	Agree
4	Desired goals and objectives of the universal basic education programme are able to be seen in term of learning Basic Science.	20	48	40	12	2.63	0.879	Agree
5	Desired goals and objectives of the universal basic education programme are able to be seen in term of learning Basic Science.	48	40	32	0	3.13	0.809	Agree
6	The universal basic education is not generally accepted by other agencies of education.	0	0	64	56	1.53	0.501	Disagree
7	Government carries out proper school monitoring through its monitoring team for effective implementation of the UBE programme in Junior secondary school.	40	44	28	8	2.97	0.916	Agree
8	Government has challenges in providing fund for student who graduate after acquiring universal basic education for the establishment of business enterprise.	48	44	16	12	3.07	0.968	Agree



Item one of table 4.1 shows a mean rating of 1.73 which disagree that Admission into Junior Secondary school has not been enhanced by Universal Basic Education Programme.; item two of table 4.1 shows a mean score of 2.00 which disagree that Universal Basic Education programme does not have good intention of improving educational standard in Bosso Local government Area Niger state. Item three of table 4.1 shows a mean score of 3.13 which agrees that There are not adequate funds for the universal basic Education programme, item four of table 4.1 shows a mean score of 2.63 agree that Desired goals and objectives of the universal basic education programme are able to be seen in term of learning Basic Science. Item five of table 4.1 shows a mean score of 3.13 and it agrees that Desired goals and objectives of the universal basic education programme are able to be seen in term of learning Basic Science; item six of table 4.1 shows a mean score of 1.53 which disagrees that The universal basic education is not generally accepted by other agencies of education. Item seven of table 4.1 shows a mean score of 2.97 which agrees that Government carries out proper school monitoring through its monitoring team for effective implementation of the UBE programme in secondary school; item eight of table 4.1 shows a mean score of 3.07 which is in agreement that Government has challenges in providing fund for student who graduate after acquiring universal basic education for the establishment of business enterprise.

The grand mean of table 4.1 shows a mean value of 2.52 which perceive that there is “Impact” of Universal Basic Education (UBE) Programme on the Learning of Basic Science in Junior Secondary Schools in Bosso Local Government Area Niger State?

#### **.4.2.2 Research Question Two**

What is the Extent to which Universal Basic Education (UBE) achieved its goal in Bosso Local Government Area Niger State.?

**Table 4.2: Mean and Standard Deviation Score on extent to which Universal Basic Education achieved its goal in Bosso Local Government Area Niger State**

S/N	STATEMENTS	RATINGS				MEAN( $\bar{X}$ )	S.D	REMARK
		SA	A	D	SD			
1	There are not adequate chairs and table for universal basic education Programme.	24	72	24	0	3.00	0.492	Agree
2	There are adequate classrooms for the universal basic education programme.	12	28	48	32	2.17	1.122	Disagree
3	There are sufficient of infrastructure at universal basic education schools.	28	28	32	32	2.40	1.21	Disagree
4	There is not adequate learning material like textbook at universal basic education schools.	48	52	16	4	3.10	0.795	Agree
5	Some facilities in universal basic education schools are up to date, modern, and current.	40	48	20	12	2.97	1.053	Agree
6	Government does not involve principals in planning of the curriculum for secondary schools leading to poor implementation.	20	44	32	24	2.50	0.996	Agree
7	There is enough laboratory equipment for students to use for practical in the school.	12	40	24	44	2.17	1.040	Disagree

8	Instructional materials for the acquisition of skills in universal basic education are available	36	36	32	16	2.70	1.152	Agree
9	The government does not organize capacity building programme like workshops and seminars for principals for effective management of Junior secondary school.	4	24	28	64	1.73	0.896	Disagree
10	Effective utilization of human and material resources of universal basic education has not help in learning of Basic Science in Minna.	20	36	24	40	2.30	1.105	Disagree
11	There are qualified teachers to carry out the universal basic education programme.	24	28	32	36	2.30	1.110	Disagree
<b>GRAND MEAN</b>						<b>2.48</b>		

Item one of table 4.2 shows a mean rating of 3.00 which agrees that there are not adequate chairs and table for Universal Basic Education Programme; Item two of table 4.2 shows a mean score of 2.17 which disagree that there are adequate classrooms for the universal basic education programme. Item three of table 4.2 shows a mean score of 2.40 which disagrees that there are sufficient infrastructure at universal basic education schools, Item four of table 4.2 shows a mean score of 3.10 agrees that there is not adequate learning material like textbook at universal basic education schools. Item five of table 4.2 shows a mean score of 2.97 and it agrees that Some facilities in universal basic education schools are up to date, modern, and current; item six of table 4.2 shows a mean score of 2.50 which agrees that the Government does not involve principals in planning of the curriculum for secondary schools leading to poor implementation. Item seven of table 4.2 shows a mean score of 2.17 which disagrees there is enough laboratory equipment for students to use for practical in the school; item eight of table 4.2 shows a mean score of 2.70 which is in agreement that Instructional materials for the acquisition of skills in universal basic education are available. Item nine of

table 4.2 shows a mean score of 1.73 which is in disagreement that Government does not organize capacity building programme like workshops and seminars for principals for effective management of junior secondary school. Item ten of table 4.2 shows a mean score of 2.30 which is in disagreement Effective utilization of human and material resources of universal basic education has not help in learning of Basic Science in Bosso Local Government Area Niger State. Item eleven of table 4.2 shows a mean score of 2.30 which is in disagreement there are qualified teachers to carry out the universal basic education programme.

The grand mean of table 4.2 shows a mean value of 2.48 which shows that there an ‘extent’ to which Universal Basic Education achieved its goal in Bosso Local Government Area Niger State.

### 4.2.3 Research Question Three

What is the Extent to which Universal Basic Education (UBE) programme influenced Student Enrolment in Junior Secondary School in Bosso Local Government Area Niger State?

**Table 4.3: Mean and Standard Deviation Score on Extent to which Universal Basic Education (UBE) programme influenced Student Enrolment in Junior Secondary School in Bosso Local Government Area Niger State?**

S/N	STATEMENTS	RATINGS				MEAN( $\bar{X}$ )	S.D	REMARK
		SA	A	D	SD			
1	Universal Basic Education has influenced student enrolment.	16	32	44	28	2.30	0.975	Disagree
2	Universal Basic Education has not motivated parent to ensure that their	0	0	64	56	1.53	0.501	Disagree

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	children attend school.								
3	Universal basic education has enabled the less privilege children to enroll.	4	24	72	20	2.10	0.703	Disagree	
4	The rate of students graduating from one class to another in the UBE programme is enhanced.	12	24	56	28	2.17	0.901	Disagree	
5	There are centers created for the purpose of universal basic education programme.	28	56	24	12	2.83	0.901	Agree	
6	Parents and guardians contribute positively in the enrolment of students into UBE programme.	12	28	56	24	2.23	0.886	Disagree	
7	There are not enough schools to accommodate the enrolled student in universal basic education programme.	36	44	16	24	2.77	1.090	Agree	
8	Universal basic education has encouraged drop outs to enroll into school.	0	24	52	44	1.83	0.737	Disagree	
	<b>Grand Mean</b>					<b>2.22</b>			

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Item one of table of 4.3 shows a mean score of 2.30 which disagrees that Universal Basic Education has influenced student enrolment, item two of table 4.3 shows a mean score of 1.53 which disagree that Universal Basic Education has not motivated parent to ensure that their children attend school. Item three of table 4.3 shows a mean score of 2.10 which disagree that Universal basic education has enabled the less privilege children to enroll; item four of table 4.3 has a mean score of 2.17 which disagree that the rate of students graduating from one class to another in the UBE programme is enhanced. Item five of table 4.3 shows a mean score of 2.83 which is in agreement that there are centers created for the purpose of universal basic education programme, item six of table 4.3 shows a mean score of 2.23 which

disagree that Parents and guardians contribute positively in the enrolment of students into UBE programme. Item seven of table 4.3 with a mean score of 2.77 which agrees that there are not enough schools to accommodate the enrolled student in universal basic education programme, item eight of table 4.3 shows a mean score of 1.83 disagrees that Universal basic education has encouraged drop outs to enroll into school.

The grand mean of table 4.3 shows a mean score of 2.22 which Rejects the extent at which Universal Basic Education (UBE) Programme has influenced student enrolment in Bosso Local Government Area Niger State.

### **4.3 Discussion of Results**

The purpose of this study is to investigate the Impact of Universal Basic Education (UBE) Programme on learning of Basic Science in Junior Secondary School in Bosso Local Government Area Niger State.

The finding based on research question one, the study reveals that there ‘Impact’ of Universal Basic Education Programme on learning Basic Science in Bosso Local Government Area Niger State. This study therefore confirms the view of Records from UBEC (2014) shows the budgetary allocations account for an average of 82% per annul of FG education spending and are mainly to the Federal Ministry of Education (FMOE) and its agencies. Extra-budgetary funds (EBF) represent the remaining 18% and often accrue for education through certain dedicated funds outside FMOE’s control (such as the Debt Relief Fund [DRF]/MDG and legislators’ constituency projects).

The finding based on research question two, the study reveals that rejects the extent to which Universal Basic Education achieved its goal in Bosso Local Government Area Niger State.

This study confirms the view of According to Department for International Development (DFID) report as cited in Yakwan and Alagi (2015), there are few qualified teachers and poor infrastructure facilities in most schools in Nigeria and these lead to poor achievement of students in secondary education. Nanighe (2015) found that inadequate teachers, infrastructural facilities, funds and lack of political will were perceived as challenges to effective UBE implementation for development.

The finding based on research question three reveals that rejects the extent at which Universal Basic Education (UBE) Programme has influenced student enrolment in Bosso Local Government Area Niger State. This study therefore confirms the view of NEMIS (2015) that some schools in Nigeria already has more than 300 pupils per class and both trainee and practicing teachers do not receive the support they need to build adequate competencies to ensure children learning.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary of the Study**

This study researched on the Impact of universal basic education (UBE) programme in learning of Basic Science in junior secondary schools in Bosso Local Government Area Niger State. A total number of One hundred and twenty JSS3 Basic Science students were drawn from four schools in Bosso local government area council, who participated in the study of research subjects. the study tries to observe the impact of Universal Basic Education (UBE)

on learning of Basic Science in Bosso Local Government Area Niger state, extent to which Universal Basic Education has achieved its goal and extend at which Universal Basic Education has influenced student enrolment in Bosso Local Government Area Niger State. From the various literature reviewed, it was discovered that there is an influence in term of school facilities, quality and quantity of teachers, funding of Universal Basic Education (UBE) and enrolment of Students into Secondary Schools.

## **5.2 Conclusion**

As revealed from various literatures, the following conclusions were made:

1. There were fund available fund for Universal Basic Education (UBE) implementation but not sufficiently provided to meet up with the high task of the number of student enrolment, school facilities, salary of teachers, teaching aids.
2. Funds utilization, management, transparency and accountability are strong factors that enhance proper spending and use of funds.
3. The provision of facilities and teaching aids is also a strong indicator for teacher's interest in teaching.

## **5.3 Recommendations**

Based on the findings of the study, the following are recommended:

1. Adequate provision of infrastructural facilities, instructional material, electricity and other necessary resources should be given serious attention to achieve the objective of education policies.
2. There should be an effective monitoring and supervisory team to help boost the teaching and learning in the schools.



3. The federal government should address the problem of inadequate teaching staff for an effective implementation of the educational policies and well qualified staff in all subject areas should be employed.
4. The government should design means of giving the primary implementers adequate attentions to achieve goals of educational policies.

#### **5.4 Limitations of the Study**

The study had the following limitations;

1. The researcher was limited by time as a result; the research was focused on a few selected schools in Bosso Local Government Area Niger State. It took the researcher a great deal of time, energy and effort to get the appropriate materials and data for the research work.
2. The researcher encountered problem with some respondent who needed to be persuaded to return the administered instruments.

#### **5.5 Suggestions for Further Research**

The researcher hereby recommend that other researchers may undertake such study specifically in other parts of the state, principally in other Local Government Areas of Niger State so that comprehensive information can be gotten for further decision making. The following suggestions were made for further research:

1. The role of principals and teachers in effective implementation of educational policies in learning of Basic Science in Minna, Niger State.

2. The prospects of the effective implementation of educational policies in Minna, Niger State. The comparative study of administrative to Policy Implementation in Minna, Niger State.

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