

**UNIVERSAL BASIC EDUCATION AND EDUCATIONAL
DEVELOPMENT IN NASARAWA STATE**

BY

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DECLARATION

I hereby declare that this work is the product of my own research efforts undertaken under the supervision of Dr. **Dr. Mohammed Bello Baban-umma** and has not been presented elsewhere for the award of a degree. All sources from which data were gotten have been duly referenced and appropriately acknowledged.

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DEDICATION

This research work is dedicated to Almighty Allah for His great inspiration; strength and companionship. I also dedicate this work to my parents, children and wife for their immeasurable, moral and financial support especially in my difficult moments.

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ABSTRACT:

This study titled: Universal Basic Education and Education in Nasarawa State, Nigeria between 2009-2015, has largely been shaped by the recent events in the country, specifically the problems confronting the education sector and the Nigerian government responses; the government efforts in initiating various measures through its policies, programmes and institutions to improve the education sector in Nasarawa State and Nigeria generally have become a major source of concern to observers and scholars. Therefore the study attempted to assesses the implementation of the Universal Basic Education and Education in Nasarawa State ‘between’ (2009-2015). To achieve this objective the study used the primary and secondary sources of data collection. Cluster sampling and simple random sampling were used in selecting the required sampling in each school. The System theory was used as the main theoretical framework. From the data analyzed, it was found out that the programme recorded a very poor performance in the area of pupils’ teacher ratio. In all the schools visited both primary and junior secondary sections had the minimum of a teachers. The study thus recommends amongst others that more qualified teachers should be recruited and special salary structure should be designed for them, by doing that at least many people will develop interest for the teaching profession and shortage of teachers will be overcome in Nasarawa State and Nigeria. It was also recommended that Government should collaborate with the community Chiefs and village heads so that they should enlighten their communities about the free education. The study further recommends that Education officers should organize a routine supervisory check on all schools to check those teachers with laissez-faire attitude or negligence to duty. The study finally recommends that the Federal and State Government should take up the responsibility of funding the UBE programme it is obvious that a lot of things have to be addressed for a functional Universal Basic Education Programme (UBE). If the Nigerian child is to benefit the stated objectives, the Government will have to make concerted efforts towards the effective implementation of the programme.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is a process of acquiring skills, obtaining relevant Knowledge and aptitudes in order to survive and achieve desired objective of the society. (Adunola 2010). One cannot achieve this without effective implementation of educational policies. According to Egomwan (1991) “Policy is a programme of action”. Policy is a set of inter-related decisions by a political actor or groups of actors concerning the selection of goals and the means of achieving them within a specific situation where those decisions would in principle be within the powers of those actors to achieve, (Jenkins 1971). This means that, decision makers are fully aware of the choice of goals and the means to achieve such goals.

Policy is made by the president, legislators, judges, interest groups and special panels but executed by administrators Ogbonnanya, (2010). In other words, policy is made somewhere else but executed by administrators in the system. In case of educational policy, such policy is being implemented by the school administrators (principals), and teachers. This involves effective planning, organizing, supervising, controlling and evaluating. The major task of an administrator is to determine how to serve the functions for which the group is intended. The school of administrator has established his goals, co-ordinate, and plan;

and implements the school programme and policies and manages whatever resources are available to him to ensure the success of the educational programmes.

The major components of the UBE programme, according to the UBE Act (2004), involve three components:

- 1-The provision of additional classrooms/offices/stores/Toilets/special room to existing schools that are short of such facilities;
- 2-The renovation of existing structures in bad condition. This involves a number of minor works on floors, walls, openings and most importantly, the repairs of old/poor furniture;
- 3-The construction of new schools for which a new layout plans has been made. An alternative design is also included in this plan for urban schools that are tight on the availability of land.

From the above therefore the aim of the UBE scheme is to increase and enhance the level of literacy in Nigeria to make education accessible and affordable to enable the poor populace in rural areas and those who cannot afford educational expenses, to attend school in order to reduce the challenges of illiteracy and children roaming about the street.

Literacy is a condition whereby one can successfully function at certain levels in a society where literacy plays a role in providing access to power and resource; thus, what counts as literacy is determined by the cultural, political and historical contexts of the community in which it is

used. The purpose of education is the preparation for life and for giving an individual wholesome development. Functional literacy is therefore, a very crucial outcome of education.

According to UNESCO (2005), illiteracy is most prevalent in developing countries. South Asian, Arab and Sub Saharan African countries are regions with the highest illiteracy rates at about 40 to 50 %. East Asian and Latin America have illiteracy rates in the region of 10 to 15 % while developing countries have values of a few percent. Nigeria, one of the countries in sub- Saharan Africa, has illiteracy rate of 25.6% adult males and 40% adult females. The country's illiteracy rate for males between 15 to 20 years of age is 9.3% for males while that of females in the same age is 13.5%.

Literacy is a good indicator of educational achievement of nations and may also be a better indicator of enrolment in schools, since it usually reflects a minimal level of successfully completed schooling. In developing nations, the illiteracy rate of young people between ages of 15 and 20 (secondary school age) is high. These figures show the percentage of young people who cannot function successfully in their societies in terms of access to power and resources. It also depicts the percentage of young people who can only write figures, their names or memorize ritual phrases or who are only familiar with the basics of reading and writing as posited by Udosin (2004).

Despite the relatively impressive achievements recorded in the reduction of illiteracy in Nigeria, the financing of adult literacy education is far from satisfactory as alluded above. This no doubt, constitutes a very big challenge in literacy policy, planning and implementation processes at national and even subnational levels. Though many agencies are involved in literacy activities, there is an apparent lack of uniformity in programme objectives and planning and implementation process. There is no need for cooperation and collaboration among these agencies so that national operational guidelines can evolve and coordinated concerted strategies for eradication of illiteracy emerge. Since there is no government policy to enforce some private service providers to team- up with Non- Governmental Association for literacy support services (NOGALSS), which is as an umbrella organization, it is difficult to have accurate statistical data that will provide information needed when making decisions on policy and planning issues on national literacy programmes. So far, it can be stated that there is minimum representation of professional adult educators in both policy making and planning of literacy programmes at various levels of government agencies. This is a major challenge to government effort at government effort at developing a sound literacy policy for the country.

A National literacy survey conducted by the National Bureau of Statistics in Nigeria estimates the adult literacy rate as 56.9 percent, with huge

variations between states (Lagos 92.0% and Borno only 14.5%), regions (urban 74.6% and rural 48.7%) and sex (male 65.1% and female 48.6%). Nigeria is further saddle with the largest number of out-of –school – children (NBS 2018). The Nigeria Government recognizes that literacy education will help equip individual with the knowledge, skills and attitudes needed for economic self-sufficiency, poverty reduction and sustainable development, and is therefore making efforts to address the illiteracy challenge.

1.2 Statement of the Problem

The Universal Basic Education Scheme in Nasarawa is planned to bring about positive change in the Nigeria educational system through quality, functional and free education, but this dream has met bottlenecks, barriers through high enrolment with inadequate classroom space, lack of laboratories, dilapidated infrastructure, employment of unqualified teachers, lack of fund, these have among others hindered the good implementation of the programme. Teacher's appointment and development tends not to be based on supply and demand, in part due to lack of reliable data, but also because the process is prone to political interference. Furthermore, there is a mismatch between teacher training, specializations and appointments with primary school trained teachers often ending up as secondary school teachers. Classroom conditions also vary across states and local government area, many schools lack

classroom or the classroom they have are dilapidated and overcrowded with inadequate furniture and no usable chalk board, making it virtually impossible for meaningful teaching and learning to occur (Humphreys & Crawford, 2014). It has been noted that the implementation of the universal Basic Education scheme in the North Central, especially in Nasarawa State has not yielded much result due to the fact that illiteracy level is still soaring high. The researcher reviewed three empirical studies related to the topic. Though some empirical studies have been done on areas related to the topic, no known study has been carried out Universal Basic Education and Literacy level in Nigeria. This gap informs the researcher's interest in the topic.

1.3 Research Questions

The following research questions were formulated to guide the study.

- i. Has the UBE achieved its desired objectives in Nasarawa State?
- ii. What are the factors hindering the effective implementation of Universal Basic Education Policy in Nasarawa State?
- iii. What is the perceived impact of Universal Basic Education Policy on literacy level in Nasarawa State?
- iv. What are the measures of solving the perceived impact of universal Basic education policy on literacy level in Nasarawa State?

1.4 Objective of the Study.

The main objective of this study is to investigate the Universal Basic Education and Literacy level in Nasarawa State. However, the objective is...

- i. To find out whether UBE achieve its objective in Nasarawa State.
- ii. To investigate the factors hindering the effective implementation of Universal Basic Educational policy in Nasarawa State.
- iii. To assess the perceived impact of Universal Basic Education and literacy level in Nasarawa State.
- iv. To evaluate the measures of solving the perceived impact of Universal Basic Education and literacy level in Nasarawa State.

1.5 Significance of the Study.

First and famous the research works add value to exiting literature on UBE and Policy. In addition to that the teacher is the central wheel of education. A properly funded UBE programme will change the attitude of the teachers teaching. It is hoped that the result of this study will help the government assess the UBE programme and take appropriate action.

This research work enables curriculum planners toward restructuring the curriculum to meet the current educational challenges especially in raising the literacy level in Nasarawa State. This study will provide

empirical information that would be of a particular significance to researchers in educational policy implementation. The findings of the study would also be of benefit to ministry of education, principals, policy makers, teachers, student and researchers. The students will also benefit from this study. Finally, it will serve as reference for researchers who may carryout studies in related areas in educational policy.

The research work will add value to exiting literature on UBE and Public Policy analysis.

1.6 Scope of the Study

This study covers the period of 2009-2015. This period is chosen because it's the period where by UBE programme has a full implementation in Nigeria, and also it's the period whereby public schools are in dilapidated stage.

The geographical space covered by this study is three (3) local government areas of Nasarawa West Senatorial District of Nasarawa State (Keffi, Karu and Nasarawa). And also the study is going to cover two schools from each local government.

The specific issues addressed in this study are teacher quality, availability of facilities, student enrolment, and adequacy of facilities in order to determine the level of literacy as well as management challenges in the implementation of the UBE programme in Nasarawa State.

1.7 Research Hypotheses

The following null hypotheses were formulated to guide the study and will be tested at 0.05 level of significance. They are as follows:

- i. There is no significant relationship between implementation of UBE policy and literacy level in Nasarawa State.
- ii. There is no significant relationship between factors hindering the effective implementation of Universal Basic Educational policy and Literacy level in Nasarawa State.
- iii. There is no significant relationship between the perceived Universal Basic Educational policy and Literacy level Nasarawa State.
- iv. There is no significant relationship between the Measures of solving the perceived Impact of Universal Educational Policy and literacy level in Nasarawa State.

1.8 Organisation of the study

This research work is divided into five Chapters. Chapter one comprises of Background of the study, statement of the problem, Research Questions, Objective of the Study, Significance of the study, Scope of the Study, Research Hypotheses. Chapter two comprises of Literature review and Theoretical framework. Chapter three comprises of Research design Population of the study, sample size, Methods of data collection and Methods Data Analysis and justification of method, Chapter Four deals

with data presentation and analysis. While Chapter five is Summary Conclusion and Recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Framework

2.1.1 Concept of Education

The word 'education' is derived from the Latin word *educare* which means to train, to put in, to instruct. It also means to draw out, to lead forth. The term education has no single definition, it depends on the type of person defining it and from what perspective he looks at education.

The concept of education has been viewed by Babatunde (2002) as strictly concerned with the process of physical and mental culture whereby a man's personality is developed to fullest. On the other hand Akilaya, J. (2001) stressed that education is a means of changing the attitude and ways of living, is not only confined to intellectual outlook even though it is important rather it pervades all activities. Ngozi (2013) view education as a social institution of society which is intended to transmit the cultural heritage of the given society. Obasanjo (1999) defined education as the sum total of culture values and attitude which each generation systematically transmit to those who are desirable, adapt this continuously to meet the exigencies of changing times.

In a similar vein, Fafunwa (1998) defined education as "the aggregate of all the processes by which a child or adult develops the abilities, attitudes and other forms of behaviour which are of positive value to the society in

which he lives, that is to say, it is a process of disseminating knowledge either to ensure social control or to guarantee national direction or both. The various scholars above indicated different understanding to education but in a general sense showing that, it is a means of preparing an individual to become useful and acceptable member of the society, meanwhile it is also seen as a culture which is transmitted from one generation to the other. Education is a very important instrument of measuring the socio-economic and political development, it must of right, educate both males and females (Tahir, 1999).

Ballanine (1993) sees education as the beginning of the day you are born, and the day we die. It is found in every society and comes in many forms ranging from the “schools of hard knocks” or learning by experience to formal institutional learning, from industrial to non-industrial communities, from rural to urban setting, and from age group to age group.

According to Farrant (2004) education is a universal practice engaged in the societies at all stages of development. To him education describes the total process of human learning by which knowledge is impacted, faculties trained and skills developed. Also Dewey (1963) define education as a fostering, a nurturing and a cultivating process. All of this word mean that it implies attention to the conditions of growth.

Connor (1957) view education as a process by which society brought through schools, colleges, universities and other institutions deliberately transmits its culture heritage. This definition confines education to classroom setting whereas education takes place within and outside classroom setting.

Good, (1973), defined education as “the aggregate of all the processes by which a person develops abilities, attitudes and other forms of behaviour of practical values in the society in which she/he lives; the social process by which people are subjected to the influence of selected and controlled environment (especially that of the school), so that they may obtain social competence and optimum individual development”.

Education in the narrow sense does not include self-culture and the general influences of one's surroundings, but only those special influences which are consciously and designedly brought to bear upon the youngster by the adult persons of the community whether through the family, the church or the state, Thomas (1906).

In the broader or wider sense, education is not limited to a classroom or a school only. It is considered to be a life-long process, where all the experiences, knowledge and wisdom that an individual acquires at different stages of one's life through different channels (i.e., formally, informally and incidentally) are termed as education. The broader view

considers education as an act or experience that has formative or additive effect on the personality of an individual. It is believed that education is not only an instrument of social change, but also an investment in national development. According to World Bank (1999) successful development entails more than investing in physical capital, or closing the gap in capital. It also entails acquiring and using of knowledge'. Thus to successful confront the challenges of development; a developing country must undertake three major tasks:

- Acquiring and adapt global knowledge and create knowledge locally;
- Invest in human capital to increase the ability to absorb and use knowledge; and
- Invest in technologies to facilitate both acquisition and the absorption of knowledge.

2.1.2 Concepts of policy and Educational Policy

Researchers and social scientists agreed that no organization can function without policy. Policy directs the actions or activities of an organization (Ogbonnaya 2010). Egonmwan (1991) viewed policy as a government programme of action. He believes that it stands for various degrees of goal articulation and normative regulation of government activities: that is what government intends to do or achieve (goal) and how it tends to do it implementation.

According to Ogbonnaya (2010) policy serves as a blue print for official action that impact on the general populace, example, and National policy on Education. Policy is also a plan or course of action, especially, one of an organization or government. Policy is a course of action thought to be prudent or tactically advantageous; hence prudence or sagacity; a statement of commitment to a broad requirement often used in an organization to instruct personnel as to a requicence. It is also a deliberate plan of action to guide decisions and achieve rational outcome(s) (Wikipedia 2010). Educational policy according to Ogbonnaya (2010) refers to specific goals arrived at that must be pursued through educational institutions. Educational policy concerns the formulation of decisions, its implementation and evaluation.

Ogbonnaya (2000) noted that policy is also important, that an organization cannot function effectively without policy, as policy directs the activities and actions of an organization. F.M.E. (1993) stated that one of the reasons for policy in education was to equip the educational system with all that is necessary to launch Nigeria into future. (Politically, socially, morally and technologically). Again policy expresses national goals for Nigeria Education while primarily recognizing the need of youths and adultism the task of nation building and national reconstruction for social, economic well-being of the individual and the

society. The National Policy on education stated the following goals and how to achieve them.

- 1-The inculcation of national consciousness and national unity.
- 2-The inculcation of the right type of values and attitudes for the survival of the individual and the Nigeria society.
- 3-The training of the mind in the understanding of the world around.
- 4-The acquisition of the appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of his society.

To achieve these goals, (F.R.N. 2004) stated that other education agencies like ministry of Education, Primary Education Board and so on, will operate in concert with education to that end. National policy on education was also revised to ensure that the policies address the perceived needs of the government in power and to try to ensure that the education sector is supportive of government developmental goals. Moreover, (FME 1993) commented that the educational policy enables every Nigeria child full access to quality education to the limit of his ability irrespective of the economic, political, or religious status of the parents. This was also noted in (FRN 2004) where it stated that Nigeria philosophy of education therefore is based on “the provision of equal access to educational opportunities for all citizens of the country at the

primary, secondary and tertiary levels both inside and outside the formal school system”.

The policy implementation committee in its Blue-print stressed that one of the aims of the National policy on education is to produce teachers who are intellectually, emotionally and professionally equipped for effective and relevant teaching at all levels of education. Ogbonnaya (2010) asserted that policy also serves as guide to educational administrators when deciding on the lines which the educational systems should be conducted.

Finally, policies are made to cope with the uncertainties. Moja (2000) acknowledged that educational policy addressed the issue of imbalance in the provision of education in different parts of the country with regards to access, quality of resources and girl's education.

2.1.3 Concept of Universal Basic Education (UBE)

According to Adunola (2010) the Millennium Development Goal (MDG) adopted by world nations in 2000 proposed that, by 2015, children of educable age should have free, affordable and accessible education. This is a response to the world conference of Education for All (EFA) held in Jomitten, Thailand from 5th to 9th March, 1990, which was the major trigger for the birth of Universal Basic Education (UBE). The conference that was well attended saw Nigeria as a signatory (participant). It came

out with a blue print document entitled “World Declaration on Education for All” and framework of actions to meet basic learning needs. (FME 2000). Nigeria as a nation became interested to set up educational activities to achieve Education for All (EFA) goals.

In response to the world’s expectation, President Olusegun Obasanjo formally launched the Universal Basic Education (UBE) in Nigeria on 30th September, 1999 (FME2000). The programme was intended to be compulsory, universal and free.

President Olusegun Obasanjo in his presidential address on launching UBE programme in Sokoto on 30th September 1999 stated that in a bid to expand and improve the falling standard of Universal Primary Education (UPE) Scheme, Universal Basic Education (UBE) scheme was introduced. He stated that Universal Basic Education Scheme is broader and compulsory. Thus, the new UBE now extends to all children from age six to age fifteen. It will accommodate them from primary one to junior secondary three. It embraces comprehensive adult literacy programme. (FME 2000).

This term according to Obanya (2000) implies that appropriate types of opportunities would be provided for basic education of every Nigerian child of school group- 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, societies or institutions that prevent children, adolescents and youths from benefiting from Universal Basic Education. The programme took off in 2000/2001 school year.

The universal Basic Education (UBE) emphasizes both formal and informal education in and out of school for every citizen, from the youngest to the oldest. The objectives of UBE are clearly stated as thus:

1. To develop in the entire citizenry a strong commitment to its vigorous promotion.
2. Provide free, compulsory universal basic education for all the Nigerian children of school going age.
3. To reduce drastically drop-out rate from the formal school system through improved relevance and efficiency.
4. To cater for drop-out and out of school children or adolescents through various forms of complementary approaches to the provisions and promotion of basic education.
5. To ensure the acquisition of the appropriate levels of literacy, numeracy, life skills as well as the ethical, moral and civics needed for laying the foundation for life-long learning. (FRN 2000).

Universal Basic Education is the transmission of fundamental knowledge to all facets of the Nigerian society from generation to generation (Eddy and Akpan, 2009). It is a policy measure initiated by

the federal government of Nigeria as its on framework for meeting goal 2 of the millennium development goals. It has three main components universal, basic, and education. Universal connotes a programme that is meant for all facets of the society- the rich and poor, the physically fit and physically challenged, the brilliant and dull, the regular student and the dropouts including every other individual that is ready to acquire knowledge.

The term Basic connotes that which is fundamental or essential indicating that basic education is the starting point in the acquisition of knowledge and that it is for all citizens. It is that type of education that can help an individual function effectively in the society (Adewole, 2003). Enoch and Okpede (2000) described it as the form of education, which is essential for life. They also saw UBE as the form of education, which must equip an individual with the necessary skills to survive in his environment.

One of the major reasons why the UBE programme is commendable is its desire to equip children with knowledge to increase literacy level. This is in consonance with what the federal government of Nigeria (2004) described as the need to lay a sound foundation for scientific and reflective thinking, character and moral training, development of sound

attitude and above all, develop in the child ability to adapt to his changing environment.

The overall objectives of the UBE programme as contained in the Universal Basic Education Annual Report of 2001 are as follows:

1. Development in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
2. The provision of free, universal basic education for every Nigerian child of school age;
3. Drastically reducing the incidence of drop-out from formal school system;
4. Catering for the learning needs of young persons who for one reason or another, have led to the interruption of their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education; and
5. Ensuring the acquisition of appropriate levels of literacy, numeracy, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for lifelong learning.

2.2 Review of Relevance Literature

2.2.1 Overview of Universal Basic Education (UBE) in Nigeria

Universal Basic Education was introduced by the Obasanjo administration in September 1999 in Sokoto. However the UBE bill was

signed into law on 26th of May 2004 following its passage by the National Assembly. According to Tahir (2005) the UBE Act (2004) makes primary and junior secondary education free and compulsory for all children within the target population and also guarantees regular funding from the Federal government for the programme. The Act also provides for the establishment of the state Universal Basic Education Boards (SUBEBs). The Universal Basic Education Commission (UBEC) was formally established on 7 October 2004. The Universal Basic Education (UBE) programme is a nine (9) year basic educational programme which scope of operation involve the development of programmes and initiative for early childhood education and focus on a six year Primary Education and a three year Junior Secondary Education. The nine (9) years basic continuous education stipulates that every child that passes through the system should have acquired appropriate levels of literacy, numeracy, communication, manipulative and life skills and be employable useful to himself and the society at large by possessing relevant ethical, moral and civic values (UBE Implementation guidelines, 2000). The objectives of the UBE according to Odebode (2006) are to basically provide free and compulsory universal and nine year basic education for every Nigerian child of school-age, reduce drastically the incidence of dropout from the formal school system, through improved relevance, quality and efficiency; ensuring the acquisition of appropriate

level of literacy numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values. These are to ensure a solid foundation for lifelong learning.

The adoption of the 1999 constitution paved way for the urgent introduction of UBE in Nigeria. According to Ukeje 1992 and Okeke (2004), section 18 (3) of the constitution stipulates that government should and when practicable provide “a free, compulsory and universal education.

2.2.2 Objectives of Universal Basic Education(UBE) in Nigeria

According to the Universal Basic Education Commission (UBEC) (2004), the objectives of the programme among others include: Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion; The provision of free, Universal Basic Education for every Nigerian Child of School-going age; reducing drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency); and Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as ethical, moral and civic values needed for laying a solid foundation for life-long learning. Universal Basic' Education (UBE) was formally launched by President Olusegun Obasanjo on 30th September 1999. The UBE programme is

intended to be universal free and compulsory. According to the implementation guidelines for the Universal Basic Education programme published by the Federal Ministry of Education Abuja, in February, 2000, due attention would be given to public enlightenment and social mobilization. The document also states that teachers will always be an integral part of the process of conceptualization, planning and executing.

2.2.3 Guideline for the implementation of Universal Basic Education (UBE) in Nigeria

According to the Nigerian National Policy on Education (NPE), the government recognizes education as an instrument per excellence for effective national development. Education is a right to every Nigerian irrespective of gender, age or ethnic group. The UBE programme seeks to reconcile any possible conflict that may arise over whose responsibility it is to finance basic education in Nigeria. Thus the programme identifies stakeholders and allocates responsibility to each and every one of them in very clear terms. These responsibilities are not mutually exclusive but rather, it has room for mutual interdependence.

Furthermore, the guidelines for operating the UBE programme acknowledges that the implementation of the programme should be collaborative in nature so as to involve the three tiers of government, civil society organization, private, individuals, communities, cooperative bodies,

international donor agencies among others. Financing of the UBE programme is mainly through the 2% from the consolidated Revenue Fund (CRF) of the Federal Government. This is used to support the 36 states of the federation in their responsibility to deliver basic education. Similarly, participating states contribute 70% of the total federal government intervention fund as matching Grants.

The UBE programme faces grave challenges pertaining to its implementation. Okeke (2004) outlined the following as the management challenges of UBE: teacher and staff personnel; timing; equipment and facilities; poor administrative policies; narrow participatory framework; and economic and political constraints. There is also the problem of illiteracy. This has made many illiterate parents reluctant to allow their wards to go to school and enjoy the benefits of free education.

Poverty is also a major factor in that some parents prefer to engage their children and wards in street hawking and other money yielding activities while their mates are in school. The primary school is the foundation of the formal educational system. However, this very important level of the educational system has been neglected. There are several blind spots at the primary schools that if addressed would improve the delivery system and the quality of teaching and learning. Both students and teachers need

facilities such as libraries, science resource corners, good drinking water, toilets, laboratories and security for teaching and learning.

The current emphasis all over the world among educational practitioners is on learner friendly school environment with learner-friendly instructional delivery system. Modern school environment put emphasis on the provision of facilities such as adequate and spacious classrooms, workshops/laboratories, computers, good water source/supply, toilets facilities, functional libraries, transportation, and communication systems among others. All these facilities are required in appropriate quantity and quality (Ajayi & Adeyem1 2011).

The learner is the centre-point of learner-friendly education, which starts at the primary school level. Primary school is the fulcrum for all other levels of education. It therefore important that care should be taken in organizing, coordinating and managing educational activities at the primary school level. Ndu, Ocho & Okeke (1997) observed that no nation could produce the kind of citizens that would think creatively and help solve problems facing humanity without sound primary education. Thus primary education occupies a critical position in the education system and its importance in the overall national and individual development cannot be overstressed.

Ndu Ocho & Okeke (1997) examined the management of Universal Basic education Scheme for qualitative Education in Nigeria. According to these scholars, the federal government of Nigeria under President Olusegun Obasanjo introduced the UBE programme in 1999 to assuage the clamor of Nigerian for a more functional basic education programme. According to these scholars, the objectives of UBE programme indicate that it is not a static programme. Rather, it is a process of evolutionary development needs, spread over a period nine years. By implication, a child shall spend 6 years in primary school and three years in junior secondary school. The education programme shall be directed towards the acquisition of fundamental literacy, numeracy and life skills especially for adults. The programme is also expected to function out of school, non- formal programmes for updating the knowledge and skills of persons who left school before acquiring the basic skills needed for life-long learning. Also, the programme is expected to provide non-formal skills and apprenticeship training from adolescents and youths who have not had the benefit of formal education. The authors surmised that for there to be adequate implementation of the UBE programme in Nigeria, adequate funding must be guaranteed, trained teachers must be adequately supplied, educational facilities must be adequately supplied, effective monitoring and evaluation must be ensured, a functional

curriculum and qualitative instructional materials must also be adequately supplied.

2.2 Empirical Review

2.2.1 Achievement of UBE Deserved Objective in Nasarawa State

A 15-year deadline has been set for the achievement of the objectives of the UBE scheme. Thus, in the past five years, a massive programme support in the area of funding and provision of school facilities provided by both Federal and Nasarawa State governments in line with the implementation policy of the Universal Basic Education scheme in Nigeria. Nasarawa State SUBEB has achieved the following:

- i. Rehabilitation of schools and the construction of new schools and classroom blocks have been achieved.
- ii. Special programmes targeted at girls and hard-to-reach groups such as children of fishermen and nomadic communities.
- iii. Reduction of high pupil -teacher ratio
- iv. Formation of partnerships with local governments and communities on education.
- v. Renovation of existing structures in bad condition.

vi. Construction and supply of furniture for classrooms, office and special rooms, that is, laboratories, workshops and e-libraries, have being achieve.

vii. Expansion of early childhood care education;

viii. Improvement of teacher training; Provision of teaching-learning materials and; Provision of other forms of teacher support programme has also being achieve by Nasarawa State SUBEB.

ix. Implement of school feeding programmes.

2.2.2 Factor Hindering the Effective Implementation of UBE in Nasarawa State

Factors that affect the implementation of UBE in Nasarawa state is basically on Administrative Constraints

That is why; Ogbonnaya (2010) sees implementation as the process of carry out objectives or a plan. It is a process of performing a task, an activity or programme. According to Wehmeier (2000) implementation is to make something that has been officially decided start to happen or be used. There are many issues in Nasarawa State education system that requires urgent attention. Several administrative constraints were mentioned below. Issues such as lack of physical plant, human resource needs, lack of continuity in commitment to policy and inadequate financial resources.

The following section summarizes the UBE administrative constraints identified as follows.

- **Over- ambitious policy goals:** - some policy objectives are too laudable that it will be too difficult for the Federal Government to achieve such objectives. Universal Primary Education (UBE) programme was a laudable programme because according to Alude (2006) it could not succeed for the fact that the federal government under estimated the number of pupils that will want to benefit from the programme. Could not determine the number of teachers. School building and amount of money that would be required to make the programme functional. Universal Basic Education (UBE) is also a big programme which is also facing the same forces that brought about the failure of UPE (Alude 2006).

The second constraint to the implementation of educational policies is

- **Inadequate Personnel** in some areas in another constraint. Ogbonnaya (2010) noted that inadequate personnel in some areas constitute a very big problem in implementing policies. Emenanjo in Fafunwa (1998) noted that there is a dearth of trained language teachers all through the system. In major languages like Hausa, Yoruba, Igbo, French and English, the practicing teachers are either ill trained, over worked, un evenly distributed or abysmally

insufficient in number. This problem also affects many subjects especially the science subjects.

The third constraint to the implementation of educational policies is

- **Inadequate funds**-inadequate funds stall the implementation of many government policies. According to Moja (2000), financial crisis left existing facilities inadequately maintained and have retarded progress in building new facilities. (FRN 2004) prescribed that teachers- pupil ratio should be 1:40 but due to lack of classrooms and teachers, the teacher- pupil ratio in most schools in Nigeria today is 1:60. Moja (2000), stated that infrastructure and facilities remain inadequate for coping with a system that is growing at a rapid pace. The school environment is therefore generally not conducive to learning due to physical condition of most schools and lack of teaching and learning resources. Even, the Universal Basic Education (UBE) programme is not free as against what the federal government planned.

The fourth constraint to the implementation of educational policy in Nigeria is

- **Lack of continuity in commitment to policy**- This affects the smooth implementation of policy. Nigeria's educational system has witnessed a series of changes in policies and programmes. Some of

the changes seem to be desirable while some will make one to wonder why some of the other changes were ever initiated (Alude, 2006). (Ayeni 2000) is of the view that, changes in educational policies in Nigeria have been described as the product of confusion. There is therefore, a high level of uncertainties which is affecting implementation of educational policies negatively in Nigeria.

The fifth problem to the implementation of educational policy in Nigeria is

- **Lack of Amenities-** Wehmeier (2000), sees Amenity, according as a feature that makes a place pleasant, comfortable or easy to live in. electricity is one of the amenities lacking in schools. Electricity in schools is very vital because most of the equipment's in technical and vocational departments are use electricity to function. When these equipment's work perfectly, it leads to effective implementation of the policy. In Chukwujekwu (2007), Ozulu mentioned lack of washing machines, electric sewing machines, and microwave oven as their constraints in implementing vocational studies in Nigeria schools today. With this, when these equipment and computers are provided, there is need for a constant power supply for effective implementation of the policies.

The seventh problem to the implementation of educational policy in Nigeria is.

➤ **Poor monitoring and supervision of schools-** supervision means a process of stimulating growth and means of helping teachers to help themselves (Nwaogu 1980). View the aim of supervision is to facilitate learning by pupils, supervision is very important in every school, therefore for successful implementation of any educational policy, the supervision machinery must be efficient. Ogbonnaya (2010) is of the view that there are some schools that have not been inspected or supervised for the past two years, therefore those educational policies like continuous assessment, language, computer studies and so on cannot be properly implemented in such schools. School plant also needs monitoring and supervision by the heads of educational institutions and the inspectorate unit of ministry of Education. Full inspection for schools are very important and it should be carried out once in every term. This is to enable the government do away with the dilapidated or over used equipment's and facilities. The supervisors will be able to dictate subjects that lack of teachers and note them down for necessary action. All these will help in effective teaching and learning.

The eighth problem to the implementation of educational policy in Nigeria is.

- **Bribery and Corruption** – This is seen in virtually all the parts of the system in Nigeria. According to Ogbonnaya (2010), some heads of educational institutions receive 10% gratification for the execution of any project in their institution. Some parents even give bribes to secondary school principal to have their children admitted in the school. Teachers also give bribes to officials in the school board, so that they will not be transferred. School proprietors give bribes also to officials of education board for them to approve their private schools. There is even sexual harassment among students and teachers in schools. With this, the implementation of educational policies is jeopardized.
- **Incessant political Changes** – That is, constant change in power or system of government in the past has contributed to the problem of ineffective implementation of the policy statement of Education for All (EFA). Variation in non-uniformity in the system of primary education, instability which characterized the Nigerian Political Scene has always led to changes in educational policies, most especially the primary school level. Each government rationalized the policy on education on its own accord.

Finally, there is the problem of combination of need for greater access to education on the part of the society and political pressure on politicians to satisfy their constituencies in return for continued political support. As a result, political decisions were taken in a number of areas, including job appointments as well as revision of admission policies. Admission malpractices include – bribery, corruption and nepotism in favour of less qualified candidates. This has led to the growing mediocrity as politics began to play more role than concerns about high quality academic standard.

2.2.3 Measure of Solving the Impact of UBE Policy on Literacy Level in Nasarawa State

The UBE programme is an expression of the strong desire of the government of Nigeria to reinforce participatory democracy by raising the level of awareness and general education of the entire citizenry. There have not been records of successful free education programmes in Nasarawa State and Nigeria as a whole. Therefore, for the successful implementation of the UBE programme in Nasarawa State, the following should be put in place in order to have full implementation of the programme and achieve desired objective.

(i) Adequate funds must be put into the programme and the required level of participation needed from the state government, local government and other agencies in terms of funding must be clearly specified.

(ii)The Nasarawa State Universal Basic Education Board, must devise a way of combating these ills; otherwise the hope of Nasarawa citizens in implementing UBE programme as an instrument for national development will re- main a myth.

(iii)Women should be encouraged to participate in education and trade union activities. Women have critical and imperative roles to play in the development of the country's educational sector.

(iv)The establishment of a national education labour relations council in line with the 2005 Pretoria Declaration on Teachers by the International Labour Organisation (ILO), SADC and Nasarawa State should be implemented. Because the establishment of the council would ensure social dialogue between employers of labour in the education sector and teachers.

2.2.4 Theoretical Frame-work (System Theory).

The study adopted System theory as the theoretical framework which was used by Stafford Beer (1926), Robert Manynard Hutchis (1929), Talcott Parsons (1951), Ludwig Von Bertalanfy (1950), David Easton (1968) and Kartz and Khan (1969) among others. Systems theory has a significant effect on management science and understanding of public policy and programme. System may be defined as a set of social, biological, technological or material partners co-operating on a common purpose.

According to Easton (1957) it is refers to as the complexity of interdependencies between parts, components and processes that involves discernable regulation of relationship and to a similar type of interdependencies with its surrounding

Easton (1973) built his argument from the study of Ashby machine model which views the system as a black box, which has gadgets in the box that can converts inputs from the environment into the outputs. The box elicits response from environment through a feedback loop that finally comes back into the system as a fresh input. Dlakwa (2010) view it from Easton perspective that public policy is perceived as a response of a political system to forces brought to bear on it from the environment. David Easton presented four components of his system model as **In-put** This comes in form of human and material resources, including demands and support, **Conversion Mechanism**, this is the position where also inputs are processed and converted ready for sending out for utilization outside the system, **Out-put** This is the component that represents the final product or tangible results of this conversion mechanism. **Feedback** This component combines all form of information about environmental responses from people about the. The information obtained at this level can serve as another input to the system, as an evaluation of its activities.

These are diagrammatically represented in fig.1.1.

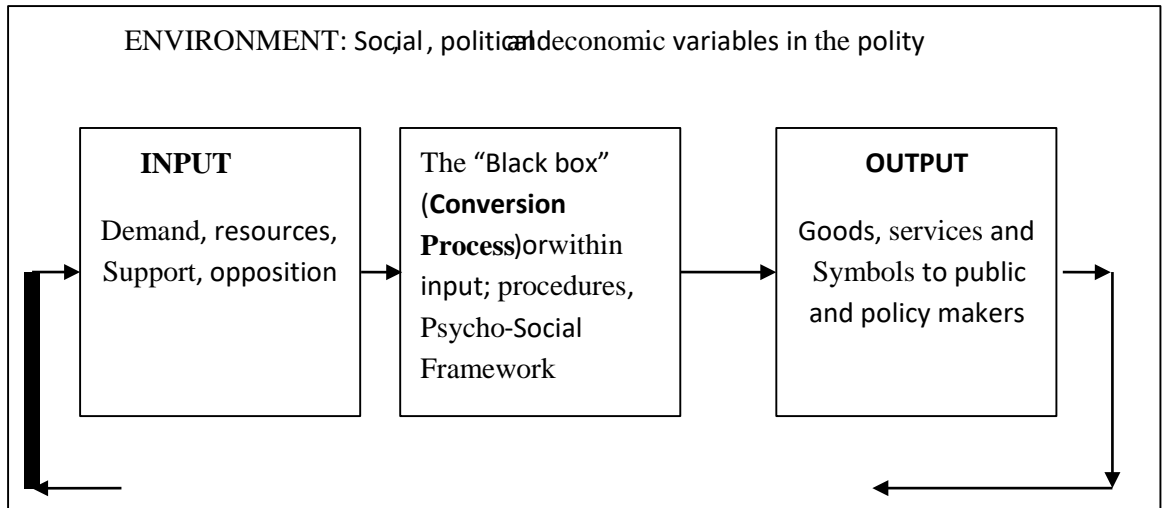


Fig 1.1: The system model of policy making and implementation adapted from Henry, 1995. Operating as open system,

This theory is relevant to this study due to the fact that the universal basic education programme is built on some objectives in which its existence relied upon, these include; provision of free universal basic education for every Nigerian child of school going age, reducing drastically the incidence of drop out from the formal school system, developing in the entire citizenry, ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical moral and civic values needed for laying a solid foundation for lifelong living, among others.

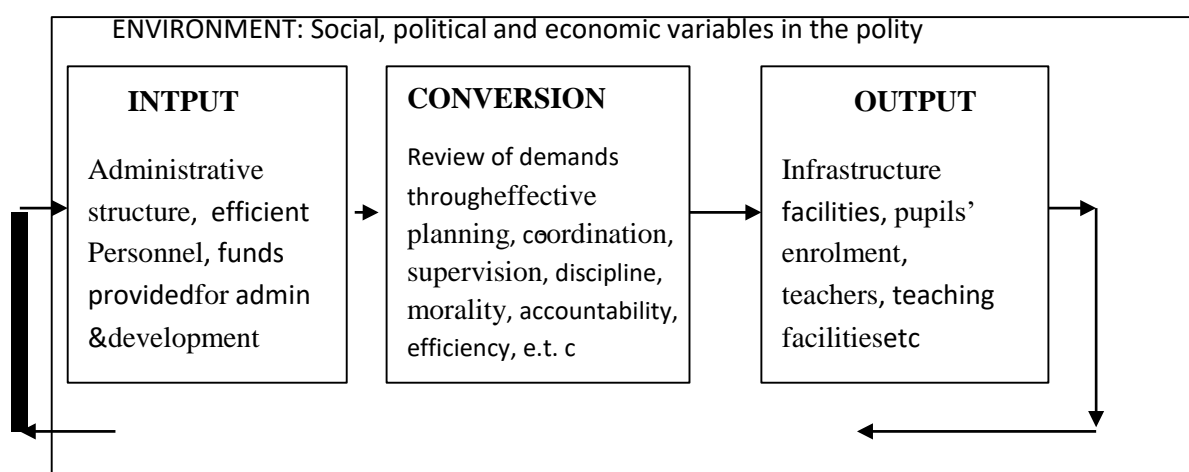


Fig 1.2: *Implementation of Universal Basic Education (UBE) in Nas State*

An input for this study is all measures put in place for the implementation of UBE Programme such administrative structure, funds, and qualitative personnel and effective collaboration with the external environment. Money voted for the programme contributed by both state and federal government, opposition toward the actions of the programme in Nasarawa state. Generally people will demand employment opportunity, admissions and contracts. The demand can also take a form of requesting government to provide additional services into the programme, while support can be in the form of willingness of the people of Nasarawa state (inhabitants/beneficiaries) to accept or rejects the activities of the Programme. Basically there are two different types of inputs, which affect the action of the programme. The first input is from the outside environment while the second one which influences the administrative system is from the conversion process and they are called “within input”

Conversion stage- at this stage the procedures are used by officials to make decisions and within this stage conflict arises between the formal rules of the programme and the personal values of the administrators. In Nasarawa state universal basic education programme, this process will cover the division of responsibilities among the various unit and department, training of staff, ensuring effective co-ordination, discipline, effective supervision, accountability, organizing symposium, morality, sharing resources and personnel across the various institutions.

Output on the other is the effect of measures on the beneficiaries of the programme; this includes services, adequate infrastructures such as class rooms, toilets, stores, desk and chairs. Adequate teaching materials, quantitative and qualitative teachers as well as improvement in the pupil's enrolment into various schools and access to good standard of living and reducing poverty. The failure of this programme to provide desired services to the people of Nasarawa state is described as negative output while on the other hand the ability to provide the desired services to the people of Nasarawa state is described as positive output and that is ideal and effective implementation of the universal basic education in Nasarawa state.

The external environment makes use of the output processed by the system or the programme in this case; the people assess the level of implementation of the scheme in terms of the availability of infrastructures,

teaching facilities, teacher/pupils ratio, and pupils' enrolment and communicate back to the system as fresh inputs through, the feedback mechanism. Feedback represents the influence of the earlier output on the demand of the programme. It's therefore, performs the communication functions between the programme and its environment. It informs the environment on the performance of the programme and equally informs the organisation on the reaction of the people on the performance of the programme.

From the above explanation it is clear that people of the study area must come together to work hand in hand in the process of implementation, monitoring and evaluation of the programme activities to its success. Moreover, the universal basic education programme is conceived by policy makers to benefit a specific target group in the society. It is therefore necessary for the policy makers to work hand in hand with the beneficiaries, if the programme is to be successful. A system according to the founding fathers is any whole which functions as a result of interrelations of its parts. Therefore, in relating to this programme, if the target groups are side-lined in all stages, the programme may likely be a failure. Another important aspect of the theory which is relevant to the programme is input; the quality of input sacrificed to the programme determined the output which is impact of the policy.

Gap in Literature

Several studies have been carried out on the topic ‘’Universal Basic Education in Nigeria, in the field of Education, Management, Administration and other related fields but there is lack of emphasis on the serious implications of poor implementation and effects of these independent variables on the field of studies, and the main thrust of this study is to fill this lacuna.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research design

A research design is a plan or procedure outcome for the conduct of an investigation with a view to providing holistic perspective in respect of the study variables. The research design adopted in this research is field survey research. It specifies how data was collected and analysed on a large human samples and aggregate of their views on an issues or problems. It aid in the collection of information from a cross section of the population on defined subject-matter within a given period of time through the use of questionnaire and interviews to assess thought, opinions and feelings about the subject of discussion. This design also helps in the selection of the sample and the choice of the media through which the survey administers the instruments. As such both primary and secondary sources of data were collected

In-depth personal interview is a qualitative interview with some number of carefully selected people. The idea is to generate free discussions that enable the researcher to achieve the aim of the study able to participate. Writing on the relevant of survey, Okoro (2001) affirms that survey is the gathering of data from a large population through a questionnaire or

interview or both in order to critically analyse the data generated for the purpose of reaching conclusions on the research problem.

3.2 Population of the study

The population of this study involved all stake holders in the business of education sector in three (3) local government areas of Nasarawa West Senatorial District of Nasarawa state. However this study is limited to six (6) schools two (2) from each Local government of the study areas. However, the staffs of the state UBE board were interviewed to elicit complementary information.

However, these Schools are Ahmadu Maikwato primary schoolkeffi with the population of 814, between student and staff;GSS Yelwa keffi with the population of 1,357, between student and staff.GJSS Nasarawa Central with the population of 725, between staff and student; GSS Ara Centralwith population of 1,193. And GJSS Aso Pada karu, with the population of 1,050, GSS Uke 1145, respectively as stated by Nasarawa State Universal Basic Education Board. The purpose of selecting those schools was that, they were unique in exhibiting both the characteristics of the UBE programmes in Keffi, Karu and Nasarawa local government of Nasarawa State. The total population of the six schools is 6,284.

TABLE 3.1. The Population of Teachers, Pupil and Administrators of three (3) Selected local government of the Study Area:

Local Government	Total Population
Keffi Local Government	
Ahmadu Maikwato	814
G.S.S Yelwa Keffi	1,357
Total	2171
Nasarawa Local Government	
G.S.S Nasarawa Central	725
G.S.S Ara Central	1,193
Total	1918
Karu Local Government	
G.S.S Aso-pada Karu L.G.	1050
G.S.S Uke	1145
Total	2195
Grand Total	6284

Source: Nasarawa State Universal Basic Education Board 2018.

3.2.1 Sampling Size and Sampling techniques

The sample technique is a scientific means of selecting a part out of the total population where the population of the study is too large. However, Nnamdi [2009] looks at sample as part of a population that is selected for such study. The sampling technique that was used was cluster sampling by grouping the state into district then to local government and schools. However in selecting the required sampling in each schools simple random sampling was used because it guarantee every element of the population to have an equal and independent chance of being included in the sample.

3.3.1 Sampling size

For the sample size, the study adopted the sample size determination formula in social sciences propounded by Yamane (1967) thus:

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

Where,

S= Sample size to be determined

N= Population of six (6) school of the study area (6284)

1= Constant

E= Margin of tolerable errors=5%

(5% will be converted to a whole number of 0.05 for conformity)
substituting in to the formula,

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

From the equation:
$$\frac{6284}{1+6284(0.05)^2}$$

$$\frac{6284}{1+6284 (0.0025)}$$

$$\frac{6284}{1+6284 \times (0.0025)}$$

$$\frac{6284}{15.7125}$$

$$= 400$$

Keffi L.G
$$\frac{400 \times 2171}{6284} = 138.2$$

Nasarawa L.G
$$\frac{400 \times 1918}{6284} = 122.1$$

Karu L.G
$$\frac{400 \times 2195}{6284} = 139.7$$

Local Government	Population	Sample Size
Keffi Local Government	2171	138.2
Nasarawa Local Government	1918	122.1
Karu Local Government	255	139.7
Total	6284	400

3.4 Method of data collection

The methods of data collection in this research include questionnaire and interviews.

(a) The Questionnaire

The measuring instrument used by the researcher for this investigation is a five point structured Likert-type questionnaire to assess Universal Basic Education and education in Nasarawa state. The Questionnaire was preferred because of its general simplicity and has a wider reach of the respondents. It provides a standard form of responses for the generality of the target respondents which also makes it easy for analysis. For the purpose of this research the questionnaires were administered personally with the help of four (4) research assistants. Some of the research assistants were recruited from the study area to assist in the administration of the questionnaires. The research assistants were monitored and guided through the study.

However, the questionnaire was structured in two main parts. The first part contains questions seeking demographic information/personal data while the second part seeks data on the relevant variables of the research.

The second aspect is constructed in multiple-choice form in order to enable the respondents have it easy to choose from multiple choices. The questions in this part are directly drawn and constructed from the research questions, objectives and hypotheses of the study. They are meant to gather various qualitative and quantitative data for the actual analysis that give answers to the research questions and also help in discussing and analysing the hypothesis of the study.

(b) The Interview

Apart from the questionnaire which is the main instrument of data collection, interview guides were also designed to elicit complementary information. These methods were used to gather information from the state Universal Basic Education Board and other relevant stake holders in the Education sector officials. In all, a total of 6 respondents were earmarked for the personal interview with 2 from the officials of state Ministry of Education of Nasaraws state. Other respondents scheduled for interview included another 3 interviewees from management staff of the zonal inspectorate unite of the Nasarawa State Ministry of Education. The decision to settle for 6 respondents was based on the desire to restrict the number of interviews to a manageable size that could be reported easily with precision.

3.4.1 Types and Sources of Secondary Data

Both qualitative and quantitative secondary data were collected in the study. For the quantitative secondary data, time series data on Nasarawa state government budgetary allocation to UBE from 2000-2017 were collected. Data on Educational sector infrastructural development social indicators of education at the various government policies and programmes relating to UBE issues were also collected. The sources and types of secondary data are summarized in the table below:

Table 3.1 Table Showing Type and Sources of Secondary Data

Type	Sources of Data
Time series data on budgetary allocation to education sector and its funding indicators	Publication on the Nasarawa state government on UBE from the state ministry of education.
Data on education infrastructural development projects	Various reports of the non-governmental and community based organisations and annual report of Nasarawa state government
Data on people's reaction to accessibility of UBE.	Intense library research from books, journals, articles, unpublished thesis as base line materials

3.5 Method of data analysis

After the data had been collected, the researcher turned to the task of analysing the data. The analysis of data required a number of closely related operations such as establishment of categories, the application of these categories to raw data through coding, tabulation and then drawing statistical inferences.

In the case of the topic under discussion, descriptive and inferential statistic methods were employed in the analysis of both the primary and secondary data obtained. The quantitative data from the questionnaire was subjected to analysis using Statistical Package for Social Science (SPSS version 20). The same process was used by George and Mallery (2001).

The data was measured in terms of frequency and percentage distribution of the different categories of variables in the tables. The use of tables and graphs help to provide visual aid of the collected data and without doubt made a last impression of the significant facts of the study.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter focuses on the presentation, analysis and interpretation of data collected from the field. A sample size of 400 respondents was chosen and administered questionnaires, out of which 375 were filled and duly returned. The data collated from the fields are presented in tables, indicating the frequencies and percentage of respondents in the study area.

4.1 Data presentation

Data for this research were collected using questionnaire and interview. The frequency table below shows the number of questionnaire administered, retrieved, non-retrieved and their percentages.

SECTION A

Table 4.1.1: Summary of returns

	No. of Administered	Percent	No. of Returned	Percent
Teachers, Administrators and Contractors	400	100	375	93.75
Student and Parent	400	100	375	88.75

Source: Questionnaire Administered, 2018

The table above depicts the summary of returns. From the table above, 400 Teachers, Administrators and Contractors were administered with questionnaires with a percentage of 100, and also 400 Student and Parent were administered with questionnaires with a percentage of 100. Among the Teachers, Administrators and Contractors respondents, 375 were returned with a 93.75%, whereas the Student and Parent respondents, 355 were returned with an 88.75%.

Furthermore, the Professionals which are the teachers are 90 staff from the UBE Schools. 54 staff from the Registry staff section in the UBE Schools. 76 Parent. And 180 student.

SECTION B

PROFESSIONALS AND CLIENTS

Table 4.1: Funding of the UBE programme in Keffi, Karu and Nasarawa Local government area of Nasarawa west senatorial district of Nasarawa State.

Responses to inadequate funding	Frequency	Percentage%
Strongly Agree	257	68.5%
Agree	118	31.5%
Disagree	0	0%
Strongly Disagree	0	0%
Total	375	100

Source: Field survey 2018.

Table 4.1 indicates responses from the respondent on the funding of the UBE programme in Keffi, Karu and Nasarawa Local government area of Nasarawa west senatorial district of Nasarawa State. 68.5% of the respondent strongly agrees that funding is adequate. 31.5% of the respondents agree that the input of government into the UBE programme is adequate.

Table 4.2: Channelling of funds towards the UBE programme.

Responses to proper Channeling of funds	Frequency	Percentage%
Strongly Agree	0	0%
Agree	0	0%
Disagree	97	25.9%
Strongly Disagree	278	74.1%
Total	375	100

Source: Field survey 2018.

Table 2 bespeaks that 74.1% of the respondent strongly disagree that funds in respect of the UBE programme are properly channelled. 25.9% of the respondent disagree that funds given for the programme are properly channelled.

Table 4.3: Adequacy and qualification of teacher on the UBE programme

Responses	Frequency	Percentage%
Strongly Agree	80	21.3%
Agree	75	20%
Disagree	90	24%
Strongly Disagree	130	34.6%
Total	375	100

Source: Field survey 2018.

Table 3 above denotes that 34.6% of the teachers strongly disagree that the number of trained teachers teaching in the UBE programme are adequate. 24 % of the teachers disagree that are adequate and qualified staff on the UBE programme.

Primary School Teachers Qualifications by Local Government Area in Nasarawa State (2012)

Primary Teachers	Professionals							Not Professional			Teachers (Total)		
	Qualified Teachers			Qualified									
	Public							Private					
	Male	Female	Total	Male	Female	Total	Total no teachers	Male	Female	Total	Male	Female	Total
Akwanga	393	255	648	56	66	122	770	77	88	165	524	409	935
Awe	291	69	360	165	37	202	562	-	-	-	456	106	526
Doma	501	161	662	124	69	193	855	47	1	48	672	231	903
Karu	549	295	884	81	74	155	999	25	52	87	665	421	1086
Keana	306	87	393	97	24	121	514	-	-	-	403	111	514
Keffi	177	282	459	55	39	94	553	124	116	240	356	437	793
Kokona	447	157	604	174	102	276	880	11	8	19	632	267	899
Lafia	939	547	1486	131	77	208	1694	196	136	332	1266	760	2026
Nasarawa	786	277	1063	273	154	427	1490	51	22	73	1110	453	1563
N/Eggon	558	345	903	70	39	109	1012	19	6	25	647	390	1037
Obi	612	178	790	62	36	98	888	37	18	55	711	232	943
Toto	438	131	569	161	68	229	798	6	-	6	605	199	804
Wamba	374	154	528	91	20	111	639	11	12	23	476	186	662
Total	6371	2938	9309	1540	805	2345	11654	614	459	1073	8525	4202	12727

Source: Computed from raw data SPEB & MOE lafia, 2012

It is obvious that one of the challenges is the training of the non professional teachers and additional stocks of qualified teachers. The pattern, when me only qualified staff for post primary schools (that is

post graduate teachers, graduate teachers, Higher National Diploma and Certificate in Education Holders), it shows that 1.7%. 38.6% are post graduate teachers, graduate teachers and National Education teachers respectively.

Four LGAs in the state; Akwanga, Keffi, Kokona and Toto have less than 25 pupils to a teacher (which is less than the official accepted figure of 25 pupil to a teacher in primary school). The remaining nine local government areas have more than 25 pupils to a teacher with the extreme of 85 pupils to teacher in Awe LGA.

Table 4.4: Students opinion on the positive impact of the UBE programme

Responses	Frequency	Percentage%
Strongly Agree	55	14.7%
Agree	50	13.3%
Disagree	83	22.1%
Strongly Disagree	187	49.9%
Total	375	100

Source: Field survey 2018.

Table 4 sought the opinion of students on the impact of the UBE programme. 49.9% of the students strongly disagree that the positive impact of the UBE programme is felt. 22.1% of the students also disagreed that there is positive impact of the UBE programme on the learning of basic science.

Table 4.5: Availability of facilities and instructional aids in UBE programme

Responses	Frequency	Percentage%
Strongly Agree	25	6.7%
Agree	35	9.3%
Disagree	127	33.9%
Strongly Disagree	188	50.1%
Total	375	100

Source: Field survey 2018.

Table 5 reveals the availability of facilities such as classrooms, laboratories, workshops and instructional aids in the upper basic. 50.1% of the respondent strongly agrees that there are no adequate classrooms, nor laboratories or workshops. 9.3% of the respondent agrees that there is inadequacy instructional aide. Respondents relied basically on blackboard, chalk and archaic textbook.

Table 4.5.1 Ration of educational facilities to the population and to the area

L.G.A	Primary		Secondary		Ration to Area(Km2)	
	School to Population	Enrolment to Population	School to Population	Enrolment to Population	Primary School	Secondary School
Akwanga	1:1324	1:5	1:4758	1:9	1:13	1:45
Awe	1:2110	1:2	1:11608	1:35	1:51	1:280
Doma	1:1805	1:4	1:5966	1:5	1:36	1:118
Karu	1:1288	1:4	1:4659	1:9	1:20	1:72
Keana	1:1181	1:4	1:8712	1:14	1:18	1:143
Keffi	1:2137	1:5	1:20211	1:10	1:3	1:15
Kokona	1:1242	1:6	1:8507	1:15	1:20	1:142
Lafia	1:2303	1:5	1:8667	1:13	1:17	1:66
Nasarawa	1:1453	1:4	1:8789	1:18	1:43	1:261
N/Eggon	1:1128	1:1	1:4424	1:18	1:12	1:48
Obi	1:1887	1:5	1:8993	1:15	1:12	1:56
Toto	1:1411	1:7	1:4517	1:7	1:28	1:91
Wamba	1:814	1:2	1:3448	1:9	1:17	1:75
Total	1:1548	1:4	1:6595	1:10	1:23	1:97

Source: Computed from raw data SPEB & MOE lafia, 2012

The ratio of schools to population and the ratio of enrolment to population is a very significant indicator of pressure on educational

facilities within a certain area (catchments area). The ratio of primary school to population for the state is 1:1548 (Table 16.7). However, there exists remarkable variation among the LGAs. Variation ranges from 1:814 in Wamba to 1:2303 in Lafia local government area. LGAs with low primary school-population are Lafia (1:2303). Keffi (1:2137) and Awe (1:2110)-this implies inadequacy in number of schools generally. LGAs with high primary school-population ratio are Wamba (1:814). N/Eggon (1:1128) and Keana (1:1181). The ratio of primary school enrolment to population is generally high as shown in the above table. The highest ratio of 1:1 is in Nasarawa Eggon, while the lowest of 1:7 is in Toto. On the whole the ratio of enrolment to population for the state is 1:4.

Table 4.6: Responses on major investors on UBE policy in Nasarawa State.

Responses	Frequency	Percentage
Local government	45	12%
State government	85	22.7%
Federal government	175	46.7
NGOs	70	18.6
All of the above	0	0
Total	375	100

Source: Field Survey 2018.

As regard to the above table, the respondent maintained that the major investors in education in Nasarawa State is federal government which carry 46.7% of the respondent, 22.7% believe its state government that are the major investors in education. Whiled 12%, and 18% believe its local government and NGOs that are the major investors in education of Nasarawa State.

Table 4.7: Government provision for the UBE programme

Responses	Frequency	Percentage%
Books	0	0%
Facilities	60	16%
Uniform	0	0%
School fees	188	50.1%
Exam fees	127	33.9%
Food	0%	0%
Total	375	100

Source: Field survey 2018.

The table 7 expresses Government provision to schools in Keffi, Karu and Nasarawa Local Government Area of Nasarawa west Senatorial District, in respect of the UBE programme. 50.1% of the respondent stated that Government provided only school fee in an inadequate number. Facilities such as classrooms laboratories, workshops, uniforms and food are not provided. 33.9% of the respondent stated that Government provided only examination fees are paid to the students.

Table 4.8: Achievement of UDE Programmes in Nasarawa State

Responses	Frequency	Percentage%
Strongly Agree	25	6.7%
Agree	35	9.3%
Disagree	127	33.9%
Strongly Disagree	188	50.1%
Total	375	100

Source: Field survey 2018.

Table 8 above; indicate that 50.1% of the respondents strongly agree that UBE achieve their desire objective in Nasarawa State. While 9.3 agree that UBE has achieve their desire objective.

Table 4.9: Factor that hindering the implementation of UBE in Nasarawa State.

Responses	Frequency	Percentage%
Inadequate Funding	100	26.7%
Facilities	115	30.7%
Over- ambitious policy goals	27	7.2%
Inadequate Personnel	55	14.7%
Poor monitoring and supervision of schools	35	9.3%
Bribery and Corruption	43	11.5%
Total	375	100

Source: Field survey 2018.

Table 9 above; indicate that 30.7% of the respondent are of the view that poor facilities is what hinder the effective implementation of UBE. While 26.7 believes it's Inadequate Funding, 7.2%, 14.7, 9.3, and 11.5 are off the view that, Over- ambitious policy goals, Inadequate Personnel, Poor monitoring and supervision of schools and Bribery and Corruption are what hinder the effective implementation of UBE programmes in Nasarawa state.

Table 4.10: Effectiveness of UBE Policy on Literacy Level in Nasarawa State.

Responses	Frequency	Percentage%
Strongly Agree	25	6.7%
Agree	35	9.3%
Disagree	127	33.9%
Strongly Disagree	188	50.1%
Total	375	100

Source: Field survey 2018.

Table 10: above, indicate that 50.1% of the respondent strongly disagree that UBE policy has effect on literacy level in Nasarawa State. While 9.3 agree that UBE policy has effect on literacy level in Nasarawa State.

Table 4.11: Perception of School Administrators' on the Implementation of UBE Programme in the Nasarawa West Senatorial District?

Responses	Frequency	Percentage
Adequate	125	33.3
Not adequate	250	66.7
Total	375	100

Source: Field Survey 2018.

Table 4.11.66.7% implies that the implementation of UBE Programme in Nasarawa West Senatorial District is not adequate. While 33.3% of the respondent say implies that the implementation of UBE Programme in Nasarawa is adequate.

Table 4.12: Role of UBE educational policy in Nasarawa State.

Responses	Frequency	Percentage
Enlightenment	73	19.5%
Bringing the gap b/t rich and the poor	135	36%
Provision of employment	105	28%

Promote unity	62	16.5%
Total	375	100%

Source: Field Survey 2018

The table above shows that 36% contended the fact that UBE played a vital role in reducing the gap between the rich and the poor, 28% of the respondent believes that UBE policy played a vital role in providing employment in Nasarawa State. While 16.5 and 19.5 agree that UBE policy promote unity and Enlighten people.

Table 4.13: Creation of various institutions in the state that lead to overall development in Nasarawa.

Responses	Frequency	Percentage%
Strongly Agree	127	33.9%
Agree	188	50.1%
Disagree	25	6.7%
Strongly Disagree	35	9.3%
Total	375	100

Source: Field survey 2018.

Base on the above table regarding whether the creation of various institution lead to the overall development in the state, 50.1% agree that the creation of various institution in the state lead to the overall development within Nasarawa West Senatorial District, 33.9% of the respondent has also strongly agree with the above views. While 9.3% and 6.7% disagree and strongly disagree that the creation of various institutions leads to the overall development in the state.

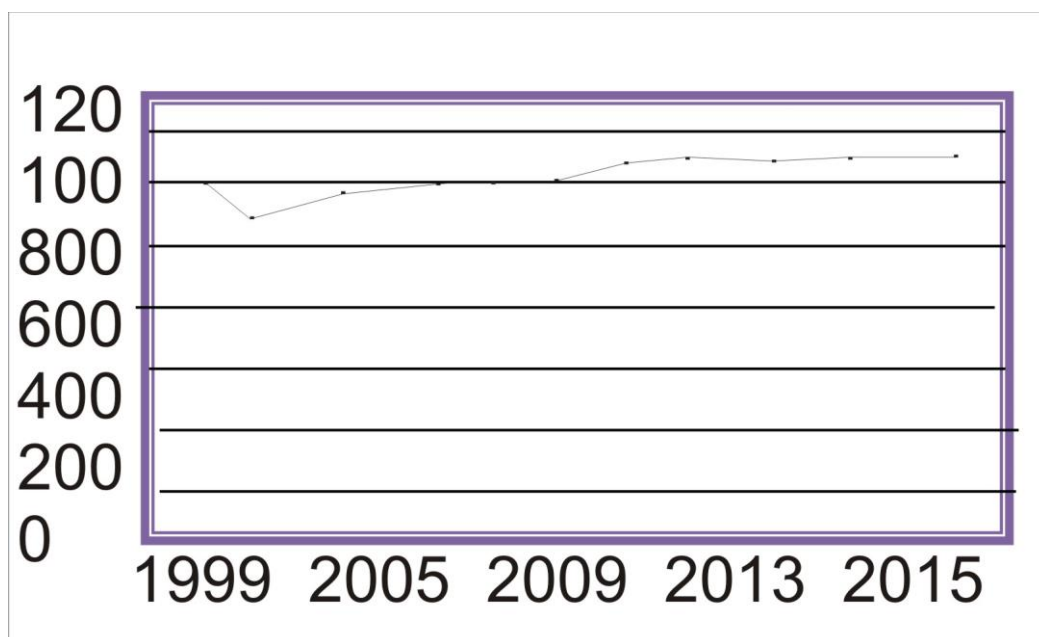


Fig.4. 1 Trend in Public Primary School establishment (1999 – 2015)

Table 4.14: Repositioning the UBE programme in Nasarawa State to enhanced development.

Responses	Frequency	Percentage%
Adequate Funding	100	26.7%
Adequate Facilities	115	30.7%
Don over- ambitious on policy goals	30	8%
Adequate Personnel	90	24%
Proper monitoring and supervision of schools	40	10.7%
Total	375	100

Source: Field survey 2018.

Table 14 above, indicate that 30.7% of the respondent are of the view that adequate facilities is what would repositioning the UBE programme in Nasarawa State for effective development, 26.7 believes it's adequate Funding, while 8%, 24%, and 10.7 are off the view that, not over-

ambitious policy goals, adequate Personnel and Proper monitoring and supervision of schools are what would repositioning the UBE programme in Nasarawa State for effective and proper development.

4.2 Discussion of Findings

The Universal Basic Education (UBE) is a laudable educational programme that can only be successfully implemented with the availability of adequate and quality school facilities. All along, education has been recognized as a vital instrument for national development due to its importance. It is also seen as a symbol of transformation in the aspect of economic, social and the political activities of the nation. This study attempted to assess the implementation of universal basic education AND Education in Nasarawa State and came up with the following findings.

From the major findings of this research, 68.5% of the respondents strongly agree that funding UBE Programme in Nasarawa state is adequate.

Secondly, it's also discovered that 74.1% of the respondent strongly disagree that funds in respect of the UBE programme are properly channelled. This means that UBE funds are not properly channelled for the smut running of the programmes in Nasarawa State.

Thirdly, it's also discovered that there are insufficient and unqualified teachers. It's also discover that one of the major problems in the teaching and learning under the UBE programme is lack of facilities such as well-equipment and good environment,. Most of the schools are without adequate equipment.

The research also indicated that teachers' morale is low because of lack of incentives.

The findings of the research also showed that parents and guardians buy uniform, provide facilities and food for their pupil while government only pay school fees and examination fees. This does not evince the implementation of the UBE programme of free education at the lower and upper basic levels.

The findings also indicate that 66.7% implies that the implementation of UBE Programme in Nasarawa West Senatorial District is not adequate. Because the programme up-to now has not achieve it desire objective.

Lastly the finding also reveille that creation of various institution yield development in Nasarawa West Senatorial District. So many institutions have being put in place but lack adequate structure and quality teachers.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATION

5.1 Summary

The study looks at Universal Basic Education and Education in Nasarawa State 2009-2015. The method used in data collection and analysis include simple random sample and simple percentage method to access the implementation of Universal Basic Education and Education in Nasarawa State under democratic government within the period of 2009-2015. The major findings are:

It has been observe that education play a vital role for the development of any nation. However, in the case of Nasarawa State various schools have been establishing without adequate facilities and enough teachers to train the pupils or students. This lead to producing half-bake graduates that suffers the effect of bad foundation in their higher schools.

On the nature of UBE education policy in the respondent's communities, it has been found to be very poor as a result of infrastructural decay. He finding attributed this to poor implementation of the programme to its fullest capacity. Therefore, the respondents see their condition as high devastating as shown in table 4.9.

It has also observed that there are assortments of inconsistencies in the policy including inadequate funding as against what is budgeted, lack of

proper organization, mismanagement as well as lack of technical expertise. The findings further reveal that there is non-proper supervision of UBE policy by the federal government.

The research however discovered that the precarious and bleak situation that education is facing today in Nigeria and Nasarawa State in particular could be enhanced through proper funding by both federal and state government, non-governmental organization and communities effort. There is a need by both the federal and state government to do more in this area to enhance the proper education in Nasarawa state and Nigeria general.

5.2 Conclusion

Universal Basic Education can achieve its laudable goals when the strategies of implementation are dynamic, constantly open to change to meet new demands of the people as well as the society. The curriculum must be subjected to reviews and ensure social control.

Generate alternative strategies considering the cost-benefit ratios and ensure adequate control and evaluation of the programme. When every stakeholder is actively, effectively involved and positively held accountable for education, then, a re-direction to education of individuals will be improved.

For any successful projection of educational planning, reliable data is the base for success. When Nigerians stop politicizing education, better educational plans and implementation strategies will be put in place by professionals.

Finally, Nigeria has hope for its elementary education if UBE is fully implemented, when children and adults irrespective of age, sex, location, and socio-economic status have access to quality education.

5.3RECOMMENDATION

Based on the findings of this study, the following recommendations were made in order to make the implementation of the programme more effective:

1. The Universal Basic Education Commission should coordinate the implementation of the programme.
2. As a matter of policy, it is necessary to find out the extent of implementation in terms of manpower, infrastructural facilities, enrolment, funding, monitoring and supervision as stipulated by the UBE Act of 2004.
3. Qualified and Competent teachers should be employed to teach on the UBE programme.

4. The Ministry of Education should organize conferences, workshops and seminars for teachers towards effective teaching.
5. Teachers should be given the opportunity to go for in-service training.
6. Provide adequate infrastructure, equipment and textbooks, teaching aids and equipment towards effective teaching.
7. Government should collaborate with the community Chiefs and village heads so that they should enlighten their communities about the free education. Also the chiefs should make sure that every school has School Base Management Committee (SBMC) to see to the development or progress of the schools.
8. Education officers should organize a routine supervisory check on all schools to check those teachers with laissez-faire attitude or negligence to duty.
9. There is the need for manpower audit in all basic education schools across the country.
10. Information communication technology based teaching and learning methodology should be adopted in every school in Nigeria.
11. The public and private industries should augment the UBE fund.

It is obvious that a lot of things have to be addressed for a functional Universal Basic Education Programme (UBE). If the Nigerian child is to benefit the stated objectives, the Government will have to make concerted efforts towards the effective implementation of the programme.

5.4 Limitations of study

The major limitations of this study include the following:

- (i) The reluctance of respondents in filling and returning the questionnaire and in releasing some official vital documents for use by the researched posed serious limitation to the study. Some staff were even afraid to fill the questionnaire for fear of being quoted despite all assurances to the contrary.
- (ii) Fear of Espionage: This is one limiting factor faced by the researcher in carrying out the research work. Some senior management staff were reluctant to give accurate information and facts regarding the implementation of UBE programmes, because they see the researcher as a spy who mainly came to steal knowledge in their operations.

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APPENDIXI

**DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF SOCIAL SCIENCES
NASARAWA STATE UNIVERSITY KEFFI,
NASARAWA STATE.**

15 May 2018

**QUESTIONNAIRE ON UNIVERSAL BASIC EDUCATION AND
EDUCATION IN NASARAWA STATE.**

Dear Respondent,

This questionnaire is prepared for the purpose of conducting research on the topic above by a postgraduate student of Nasarawa state university, Keffi in the department of Political Science.

Please, kindly provide answer to the following questions and be assured that the responses and information needed here are purely for this research work and would be treated with utmost confidentiality.

Please kindly tick (/) where appropriate and also fill in the blank space where necessary.

Thank you.

Yours faithfully

ALIYU MUHAMMAD

NSK/MSC/PPA/0014/16/17

SECTION B

Instruction: please tick(/) in the appropriate box provided.

- SA Strongly Agreed
- A Agreed
- U Undecided
- D Disagreed
- SD Strong Disagreed

1	VIEWS	SA	A	U	D	SD
1.	Has the government fund UBE programme in Nasarawa State.					
2.	Are the funds properly channelled?					
3.	Are there adequate and qualified teachers to teach on the UBE programme					
4.	Does the student feel the impact of the UBE programme in their schools?					
5.	Are there enough facilities and instructional aids.					
6.	Who are the major investors on UBE policy in Nasarawa State?	Federal government	State government	Local government	NGOs	
7.	What does the government provide for student?	Books	Uniform	School fees	Exam fees	Food
8.	Has the UBE achieved its desired objectives in Nasarawa State?					
9.	What are the factors hindering the effective implementation of universal Basic education policy in Nasarawa State?	Inadequate Fundings	Facilities	Over-ambitious policy goals	Inadequate Personnel	Bribery and Corruption
10.	Has Universal Basic Education Policy affect literacy level in Nasarawa State?					

11.	What is the perception of school administrators (Head Teacher) on the implementation of the UBE Programme in the Nasarawa West Senatorial District?	Adequate	Not adequate			
12.	What are the specific roles of UBE Educational policy?	Enlightenment	Bringing the gap b/tof rich and poor	Provision of employment	Promote unity	
13.	Has the creation of various institutions in the state lead to overall development in Nasarawa West Senatorial District of Nasarawa State?					
14.	What should be done to repositioning the UBE programme in Nasarawa State to enhanced development?	Adequate Funding	Adequate Facilities	Don't over-ambitious on policy goals	Adequate Personnel	Proper monitoring and supervision of schools