

An Assessment of Stakeholders' Perception of the Implementation of Universal Basic Education in North-Central Geo-Political Zone of Nigeria

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Abstract

The study was carried out to investigate the perception of stakeholders on the implementation of the Universal Basic Education in the North-central zone of Nigeria. The perception of school heads, parents, teachers and the learners on the implementation of UBE were compared. The study was a cross-sectional survey which employed. The evaluative design was adopted for the study. The population of the study comprised the major stakeholders in the UBE in North-central zone of Nigeria. The sample for the investigation consisted of Seven Hundred and Twenty (720) respondents: 60 Head teachers, 120 parents, 120 teachers and, 360 learners. An instrument tagged: Assessment of Implementation of UBE Questionnaire (AIUBEQ) was used for data collection. The findings were as follows: (i) Implementation of the UBE Programme in the North-Central zone of Nigeria according to school administrators is not satisfactory (mean = 2.31). (ii) Parents of learners in UBE Schools in North-Central zone of Nigeria perceive that human resources are inadequate for the effective implementation of UBE Programme. (iii) Funding of UBE Programme as perceived by school administrators is inadequate for effective UBE Programme delivery in North-Central zone of Nigeria. (iv) Learners in UBE schools in North Central zone of Nigeria perceive that the programme has been satisfactory. (v) The major factors militating against the effective implementation of UBE Programme in North-Central zone of Nigeria are overcrowded classroom (32.50%) inadequate funding (25.02%) and dilapidated buildings (20.61%). It was concluded that the implementation of the UBE Programme in the North-Central zone of Nigeria is unsatisfactory. It was therefore recommended that government should consolidate on the provision of funds, recruitment of teachers, construction and renovation of classroom facilities and, carry out periodic programme evaluation to ascertain areas of needs.

Key words: Assessment, Stakeholders. Universal Basic Education, Implementation

1. Introduction

Education remains a social process in capacity building and maintenance of society. It could be seen as a weapon for acquiring skills, relevant knowledge and habits for survival in an ever changing world. Education seem to be identified as a dynamic instrument of change, hence developed countries and those aspiring to develop have adopted it as an instrument per excellence for effecting national development (Federal Republic of Nigeria, 2004). Education is a tool that enhances capacity building and is responsible for the maintenance of society for decades. It is a weapon for acquiring skills, relevant knowledge and habits for surviving in the changing world. Nigeria, as a nation, needs the education of its citizens, in her onward march to technological development. The emphasis placed on education cannot be over-emphasized. It therefore needs the collective effort of all citizens to eradicate illiteracy which is dangerous, and vulnerable to the populace.

However, Agada (2002) noted that education may not do the magic overnight but it would go a long way towards achieving global awareness whereby the populace would know the dynamics of what exists in their societies. This is true because education has been regarded as the highest precursor of democracy dividends. Yoloje (2004) observed that, the concept of basic education is not a completely new term to the Nigerian society and that within the last decade; it has assumed a global significance and its meanings have been broadened. The expanded vision of UBE comprises the universalizing of access and promotion of equity, focusing on learning and enhancing the environment of learning and strengthening partnerships. To enhance faithful compliance of the covenant and make the UBE programme relevant to the socio-cultural environment, the UBE has had its objectives defined. The universal basic education is a response to section 19 of 1989 Nigeria constitution which reads: "Government shall direct its policy towards ensuring that there are equal and adequate education opportunities at all levels".

It is pertinent to mention that the said 1989 constitution suffered a ‘still birth’ as it was never put to use. However, that section was replicated as section 18(1) of the current 1999 constitution because the goals of the UBE programme are to universalize access to basic education, engender a conducive learning environment and eradicate illiteracy in Nigeria within the shortest possible time (Babalola, 2009). Furthermore, in September 2000, 189 world leaders met at the Millennium Summit and committed themselves and their countries to eight goals known as Millennium Development Goals (MDGs) aimed at meeting the needs of the world’s poorest people (UNDP, 2005). These goals resulted from deliberations on how to make significant, measurable improvements to people’s lives, with the ultimate objective of reducing poverty throughout the world. The eight goals, which are to be met in partnership with the world’s leading development institutions by the target date of 2015 are to: eradicate extreme hunger and poverty; achieve universal primary education; promote gender equality and empower women; reduce child mortality; improve maternal health; combat HIV/AIDS, malaria and other diseases; ensure environmental sustainability; and, develop a global partnership for development. For each of these goals, the world leaders established yardsticks for measuring results, not just for the developing countries but also for the developed countries that assist in providing the funds for development programmes, and for the multilateral institutions that help countries implement them (UNDP, 2005).

The attainment of these goals has been a challenge to the nations of the world and significant progress has been recorded worldwide (United Nations, 2005). The progress made has, however, not been uniform across the world, or with respect to specific goals. It has been observed that Sub-Saharan African countries are lagging well behind. These countries still have continuing food insecurity, rising extreme poverty, high child and maternal mortality and a large number of people are still living in slums. The Federal Government of Nigeria faces the challenge of meeting the MDGs, and believes (rightly) that the attainment of the goals will be put in jeopardy as long as the human and material resources of the country remain untapped. One of the strategies adopted by the country in her multi-pronged approach towards attaining these goals and meeting the needs of people is the empowerment of people through education. Early and ambitious investment in basic education is also endorsed by the United Nations Development Programme (UNDP) for its capacity to foster gender equity and sustained economic growth. Investing in any form of education, however, can only have the intended impact if there are well articulated policies which are effectively implemented.

The National Policy on Education, from which the Universal Basic Education Commission (UBEC) derives its establishment clearly states the objectives of Nigerian education and indicates that the philosophy of the nation’s education is based on the integration of the individual into a sound and effective citizen and the provision of equal opportunities for all citizens at the primary, secondary and tertiary levels inside and outside the formal school system. The curricula for the various levels therefore aim at fulfilling the objectives of the policy. The basic education (primary) is given emphasis because it is at this level that a sound educational foundation ought to be laid. Education at this level (primary) is expected to develop permanent literacy and numeracy and the laying of a sound base for scientific reflective thinking (Fayose, 1995).

The introduction of the Universal Basic Education (UBE) programmes is aimed at reforming specifically, the basic education sector and the Nigerian Education sector in general. One of the objectives of the blueprint for the basic education sector according to Adediran (2003) is, “enhancing and energizing the curricular and its delivery. However, the Federal Ministry of Education succinctly described the position of schools in Nigeria in a paper it presented at a 3- day Donor Agencies Co-ordination meeting describing the education sector as one of the most obvious areas of decay in Nigerian social services. Adebayo (2010:17) noted that:

...schools at all levels are inadequate and as such are overcrowded with a teacher-pupil ratio of 1:76 in some urban areas. Educational structures have deteriorated, a situation that became pronounced in the last 10 years, while schools have been criticised for their curriculum relevance and mismanagement resulting in high dropout and low completion rates.

This comment coming from the Federal Ministry of Education, though not new, still gives room for concern about the success of the U.B.E. Scheme more especially that little or nothing has been done to correct the situation. However, the concern of this study is not about inadequate classrooms or over-population, although they are no less important to UBE success, its focus is on the stakeholders of the programme. The UBE Information Handbook (UBEC, 2009) listed the key stakeholders as: Federal Ministry of Education (FMOE) and State Ministries of Education (SMOEs), UBE Commission, National and State Legislatures, State Universal

basic Education Boards (SUBEBs), Local Government Education Authorities (LGEAs), Host Communities of Basic Education Institutions, Traditional rulers/community leaders and, Schools (their Administrators and School Management Committees). Others are Parents, Teachers, Learners (Basic 1-9), Judiciary and law enforcement Agencies, Private Sectors/corporate organizations, Non-Governmental organizations (NGOs), Community Based Organizations (CBOs), Civil Society Organizations (CSOs including Faith Based Organizations FBOs), and the Media

These stakeholders have a significant role to play in the successful implementation of the UBE programme. About ten years after inception of the programme, the literacy rate in the country is still 57% (Babalola, 2009). There seems to be disparities in the quality and access to education in the country particularly the North-central geopolitical zone. This situation, if not addressed, could cripple future educational policy plans of the country.

There is a claim that so far, the programme has focused on eliminating failure and has made progress particularly in the areas of development of infrastructure, the supply of teachers, and the improvement of instructional facilities. The programme has also been acclaimed to have succeeded in building partnership for educational development (Mobolaji, 2002; www.nigeriafirst.org 2003 & Abu, 2004). In the area of quality education, a committee has been set up to review and enrich basic education curricula to meet individual and national needs. The World Bank is among the group of institutions that the Federal Government has entered into partnership for the implementation of its UBE scheme. One may ask; how valid are these claims and how pervading are these efforts in the North-Central zone of Nigeria? This research is geared towards the need to ascertain the progress and on-the-ground assessment of the UBE through appraisal of stakeholders' perception on the implementation of UBE program in the North-central zone of Nigeria

2. Statement of the problem

The Nigerian education system has been facing complex problems and various governments have initiated programs of reforms that have achieved less than attaining the desired goals thus crippling in the system instead of enhancing it. These reforms have been inconsistent, mismanaged and mostly ineffective. The implementation of the National Policy on Education is a typical example of such attempts. Lack or insufficient provision of learning resources and poor management of resources by government and school administrators seem to be responsible for the failure of UBE as a laudable educational programme of government especially in the North-Central zone of Nigeria. Some educational experts have identified lack of political will, instable, incomplete, inconsistent and outdated data as major attributors to the poor implementation of the UBE. There is the general outcry in the North-central zone of the country that its educational programmes have not produced the desired objectives as stipulated in the National Policy on Education. It is against this backdrop that this study investigated the implementation of the UBE programme. Many attempts have been made in this direction but no appreciable positive results have been recorded. It therefore becomes expedient to carry out an appraisal of the perception of relevant stakeholders on the implementation of UBE.

3. Objectives of the Study

The main objective of the study is to examine the perception of relevant stakeholders on the implementation of the UBE programme in North-central zone of Nigeria. Specifically, the study was to:

- (i) examine the perception of School Administrators (head teachers) on the implementation of the UBE programme in the North-central zone of Nigeria.
- (ii) determine the perception of parents on the adequacy of human resources for effective UBE programme delivery in North-central zone of Nigeria.
- (iii) determine the perception of head teachers on the adequacy of funding for effective UBE programme delivery in North-central zone of Nigeria
- (iv) determine the perception of the beneficiary (learner) on the implementation of the UBE programme in North-central zone of Nigeria.
- (v) determine the factors militating against the implementation of UBE in the North-central zone of Nigeria

4. Research Questions

This study was guided by the following research questions:

- (i) What is the perception of school administrators (head teachers) on the implementation of the UBE programme in the North-central zone of Nigeria?

- (ii) What is the perception of parents on the adequacy of human resources for UBE programme delivery in North-central zone of Nigeria?
- (iii) What is the perception of head teachers' on the adequacy of funding for effective UBE programme delivery in North-central zone of Nigeria?
- (iv) What is the perception of the beneficiary (learner) on the implementation of the UBE programme in North-central zone of Nigeria?
- (v) What are the factors militating against the implementation of UBE in the North-central zone of Nigeria?

5. Literature Review

5.1 Overview of Universal Basic Education 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 2000 and Okeke (2001), section 18 (3) of the constitution stipulates that government should and when practicable provide "a free, compulsory and universal education.

There have been several studies on the assessment and implementation of the UBE in Nigeria. Edho (2009) examined the Challenges Affecting the Implementation of the Universal Basic Education (UBE) in Delta State, Nigeria. Attempt was made at identifying current problems of the UBE in Delta state, which include: poor funding; poor motivation of teachers; improper supervision and monitoring of the UBE programme; inadequate teaching and learning facilities. Adeyemi (2009) also in a study Enrolment Analysis and Teacher Requirements for the Universal Basic Education Programme in Kwara State, Nigeria examined the pupils' enrolment and teacher requirement in primary and junior secondary schools for the Universal Basic Education in Kwara State, Nigeria. It was found that the average enrolment growth rate in primary schools was 3.7% while that of the junior secondary schools was 3.8%. The study recommended that the State government would require additional 9128 teachers in primary schools and 4244 teachers in junior secondary schools by the 2017. Ado, Akinbobola and Inyang (2010) carried out a study on the status of human resources - Implications for the Implementation of upper basic of the Universal Basic Education (UBE) Programme in Bayelsa State of Nigeria. The results of the study show that there are qualified human resources for the implementation of upper basic of the UBE programme in Bayelsa State of Nigeria but they are inadequate in all the three basic subjects (English Language, Mathematics and Integrated Science). Furthermore, Adetoun (2011) in an Evaluation of State Universal Basic Education Board (SUBEB) Libraries in Selected States in South-West Nigeria. The study found out that there was inadequate library material capable of actualizing the UBE programme. None of these studies investigated perception of stakeholders on the implementation UBE in the North-central geo-political zone of Nigeria. This gap was filled by this study.

6. Methodology

The study adopted the evaluative survey design. The population of the investigation comprised UBE stakeholders in the states that make up the North-central zone of Nigeria.

Table 1: Population Distribution of UBE Stakeholder in North-central Zone of Nigeria
 (2010 Estimate)

S/N	States	Number of UBE schools	Number of teachers in UBE schools	Number of UBE school Administrators (head teachers)	Number of Learners (Basic 1-9)	Number of Parents
1	Benue	4,340	13,892	4,340	201,443	201,000
2	Kogi	2,765	11,427	2,765	176,390	176,190
3	Kwara	1,464	10,610	1,464	187,221	187,021
4	Nasarawa	1,305	10,375	1,305	143,309	143,113
5	Niger	3,710	6,181	3,710	167,025	166,925
6	Plateau	2,690	8,726	2690	108,275	108,075
7	FCT	1,443	6,098	1443	198,021	197,978
TOTAL		17,717	67,309	17,717	1,181,684	1,180,302

Source: Nigerian Digest of Education Statistics (Federal Ministry of Education, 2006-1010)

The sample for the investigation consisted of 60 schools and 20 teachers were randomly selected from each of the schools. Also, 60 students were selected from each of the school. The sample for the study was carried out using the multi stage stratified random technique. Sixty (60) schools were chosen (30 schools each from urban and rural locations) from each of the states. Principals from each of the 60 schools were purposively selected for the study. Also, 20 teachers each (10 males and 10 females) were selected from each of the schools in each of the states. The selection of the sample was through the multi-stage random sampling. Twenty (20) parents were selected from each of the 60 schools making a total parent sample of 120 for each school. For each of the zones (states), 102 respondents were selected. This comprised the stakeholders (Head teachers, teachers, Learners and parents). The sample for the study comprised 60 head teachers, 120, teachers, 120 parents and 360 students. Thus, a total of Seven Hundred and Twenty (720) subjects made up the total sample for the study. An instrument designed by the researcher was used for data collection. The instrument tagged: Assessment of Implementation of UBE Questionnaire (AIUBEQ) (Appendix A) was used for data collection. The AIUBEQ instrument was designed by the researcher and consisted of two sections A and B: Section A consists of the essential bio-data of the respondent and 33- item on a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) to assess the frequency of responses of the respondents on a given statement bothering on the implementation of the UBE programme in North central zone of Nigeria. To build validity and reliability into the data collection instrument, effort was made to relate each item in the questionnaire to specific variable for assessing the implementation of the UBE. Twenty-one (21) research assistants were trained and used for the study. The completed questionnaires were collated and data obtained were analyzed.

7. Results

7.1 Research Question 1: What is the perception of school administrators (Head Teacher) on the implementation of the UBE Programme in the North-central Zone of Nigeria?

Table 2: Summary Results of School Administrators' Perception on the Implementation of UBE Programme in the North-central zone of Nigeria.

Zone	Male	Female	Mean Perception	Remark
	N	N		
Benue	5	5	2.53	Accept
Kogi	5	5	2.01	Reject
Kwara	5	5	2.33	Reject
Nasarawa	5	5	2.45	Reject
Niger	5	5	2.56	Accept
Plateau	5	5	2.03	Reject
Total	30	30	13.91	
	60		Mean =2.31	

Table 2 shows the result of school Administrators perception on the implementation of UBE Programme in the North-central zone of Nigeria. The mean perception of each of the zone shows that perception of school administrators in Benue State (2.53) and Niger State (2.56) fall within the acceptable region in line with the benchmark. This implies that school administrators in Benue and Niger States perceive that implementation of the UBE Programme in the states are satisfactory. In the other states, the mean perception is below the benchmark of 2.50. This also suggests that perception of school administrators in these states suggests that the implementation of UBE in these states is not satisfactory. However, the grand mean of 2.31 obtained indicates that the perception of school administrators in the North-central zone of Nigeria falls below the stipulated standard of 2.5. This implies that the implementation of UBE Programme in the North-central zone of Nigeria according to the school administrators is not satisfactory.

7.2 Research Question 2: What is the assessment of parents on the adequacy of human resources perceived?

Table 3: Mean Assessment of Parents on the Adequacy of Human Resources for the Implementation of UBE Programme.

Zone	Parent		Mean Assessment	Remark
	Male	Female		
Benue	10	10	2.48	Not Satisfactory
Kogi	10	10	2.09	Not Satisfactory
Kwara	10	10	2.32	Not Satisfactory
Nasarawa	10	10	2.39	Not Satisfactory
Niger	10	10	2.46	Not Satisfactory
Plateau	10	10	1.92	Not Satisfactory
Total	60	60		
	120		13.66	
			Mean = 2.27	

Table 3 above shows the mean assessment of parents on the adequacy of human resources for the implementation of the UBE Programme. The result shows that parents in each of the six (6) states have a mean of less than 2.5. This implies that the assessment of parents on the implementation of the UBE Programme is not satisfactory.

7.3 Research Question 3: What is the perception of Administrators (Head teachers) on the adequacy of funding for the effective UBE Programme delivery in North – Central zone of Nigeria?

Table 4: Mean Assessment of School Administrators on Adequacy of Funding

Zone	Principals	Mean Assessment	Remark
Benue	10	1.43	Not Adequate
Kogi	10	1.29	Not Adequate
Kwara	10	2.01	Not Adequate
Nasarawa	10	1.96	Not Adequate
Niger	10	2.17	Not Adequate
Plateau	10	1.24	Not Adequate
Total	60	10.10	
		Mean = 1.68	

Table 4 above shows the mean perception of school administrators on the adequacy of funding for the effective UBE Programme delivery according to States. The result shows that in all the States, the mean assessment is less than 2.50 which is the stipulated benchmark. This implies that the school administrators in each of the states perceive that funding for the effective UBE Programme delivery is not adequate. Thus, the grand mean of 1.68 implies that funding for the effective UBE Programme delivery in the North- central zone of Nigeria is not adequate.

7.4 Research Question 4: What are the responses of the beneficiary (Learners) on the implementation of the UBE in North-central Zone of Nigeria?

Table 5: Mean Responses of Learners (Basic 1-9) on the Implementation of the UBE Programme in North-Central Zone of Nigeria.

Zone	Learners N	Mean perception	Remark
Benue	60	2.54	Agree
Kogi	60	2.61	Agree
Kwara	60	2.72	Agree
Nasarawa	60	2.40	Disagree
Niger	60	2.51	Agree
Plateau	60	2.27	Disagree
Total	360	15.05	
		Mean = 2.50	

Table 5 shows the mean responses of learners on the implementation of the UBE Programme in North-central zone of Nigeria. The result shows that Benue (2.54), Kogi (2.61), Kwara (2.72) and Niger (2.51) states have mean responses higher than the stipulated benchmark of 2.5. However, Nasarawa state (2.40) and Plateau state (2.27) have mean responses less than the stipulated benchmark of 2.5. This implies that the learners in Benue, Kogi, Kwara and Niger States agree that the implementation of UBE Programme is beneficial to them. Learners from Nasarawa and Plateau States as indicated in the result disagree on the effective implementation of the UBE Programme. The grand mean of 2.50 on the responses of the beneficiary (learners) on the UBE Programme

implementation indicates the learners in the North-central zone of Nigeria perceive that the UBE Programme has been satisfactory.

7.5 Research Question 5: What are the factors militating against the implementation of UBE in the North-Central Zone of Nigeria?

Table 6: Mean Responses on Perceived Factors Militating against the Implementation of UBE in the North-Central Zone of Nigeria.

S/N	Factors	Percentage	Mean
1.	Overcrowded Classrooms	32.50%	1.625
2.	Dilapidated Buildings	20.61%	1.030
3.	Inadequate funding	25.02%	1.251
4.	Irregular Funding	6.45%	0.323
5.	Irregular Supervision	15.42%	0.771
	Total N = 612	100.00	5.00

Table 6 shows the mean response on perceived factors militating against the implementation of UBE in the North-Central Zone of Nigeria. The result shows that overcrowded classrooms (32.50%) are perceived as the factor which has the highest response. This is followed by inadequate funding (25.02%) and Dilapidated buildings (20.61%). Irregular supervision and irregular funding have 15.42% and (6.45%) respectively. The implication of this result is that all the factors enumerated militate against the implementation of the UBE Programme in the North- central zone of Nigeria, Overcrowded classroom is most incident.

8. Discussion

The results of this study revealed that implementation of the UBE programme in the North-central zone of Nigeria are not satisfactory as perceived by stakeholders. However, findings of the study reveal that funding of the UBE programme in the area under study is inadequate. This has contributed immensely to the poor state of the implementation of the programme. Also, the findings from the study reveal that there are inadequate human resources in UBE schools capable of effective programme delivery as perceived by the stakeholders. A programme of this nature requires adequate human resources to actualize its objectives. Also, factors militating against the effective implementation of UBE Programme in North –Central zone of Nigeria as perceived by the stakeholders are overcrowded classroom (32.50%) inadequate funding (25.02%) and dilapidated buildings (20.61%). Furthermore the study reveals that perception of students, head teachers, teachers and parents do not differ in terms of gender. This shows that the various stakeholders were unanimous in their perception on the implementation of UBE in their schools.

The findings of this study are in agreement with that of Edho (2009) who examined the challenges affecting the implementation of the Universal Basic Education (UBE) in Delta State, Nigeria. This study which was motivated by the need to investigate the challenges affecting the implementation of the UBE programme in Delta state examined the UBE and past educational policies in Nigeria aimed at reducing illiteracy and providing affordable and accessible education to all citizens. Attempt was made at identifying current problems of the UBE in Delta state, which include: poor funding; poor motivation of teachers; improper supervision and monitoring of the UBE programme; inadequate teaching and learning facilities.

9. Conclusion and Recommendations

Based on the findings of the study, some conclusions were drawn. This study concludes that the implementation of the UBE Programme in the North-Central zone of Nigeria is unsatisfactory. This is evident from the mean perception of the different stakeholders in the different states that make up the North central zone of Nigeria. The extent of implementation of UBE after about a decade since its inception is perceived to be unsatisfactory. Although the primary beneficiary of the UBE Programme (Learners) agree that the programme implementation is satisfactory. Other stakeholders' school Head, teachers and parents differ with the perception of the learners.

Based on these findings, the following recommendations are made:

- (i) Government should intensify efforts on regular inspection and monitoring of the UBE Programme in the North-Central zone of Nigeria.

- (ii) Government should consolidate on the construction and renovation of existing facilities in UBE Schools in North Central zone of Nigeria. Maximize strife in classroom construction, which will bring about the success of the UBE in the zone.
- (iii) Establishment of more schools in the state to compete with the increased enrollment rate.
- (iv) Improved teachers/pupils supervision throughout the state to increase teachers' service delivery.
- (v) Adequate funding of the UBE Programme should be ensured by government and non-governmental organization and foreign bodies/institution enabling by creating partnership to enhance adequate funding of the programme.
- (vi) Government and relevant stakeholders should carry out periodic programme evaluation of the UBE in order to ascertain areas of needs. Government and relevant stakeholders should carry out periodic programme evaluation of the UBE in order to ascertain areas of needs.

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