

**ADMINISTRATIVE CONSTRAINTS MILITATING AGAINST  
EFFECTIVE IMPLEMENTATION OF UNIVERSAL BASIC  
EDUCATION PROGRAMME IN JUNIOR SECONDARY  
SCHOOLS IN DELTASTATE**

**BY**

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**JULY, 2015**

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A Dissertation submitted to the Postgraduate School in partial fulfillment of the requirements for the Award of Masters of Education (M.Ed) Degree in Educational Administration and Policy Studies of Delta State University, Abraka.

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**July, 2015**

## **CERTIFICATION**

This is to certify that the dissertation titled “Administrative constraints militating against the implementation of Universal Basic Education programme in secondary schools in Delta south state” was carried out by **EBIYEFA, Buloebi-EreCatherine** in the Department of Educational Administration and policy studies.

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## **APPROVAL**

This Dissertation was carried out in the Department of Educational Administration and Policy Studies, faculty of education, Delta State University, Abraka and certified

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## **DEDICATION**

This research work is dedicated to God Almighty for His infinite mercies, protection and tender love.

## **ACKNOWLEDGEMENTS**

The researcher expresses gratitude to God Almighty for his goodness toward me. Her thanks go to her Supervisor, Prof. P.O. Ikoya for his patience, fatherly love, care and advice.

The Researcher also expresses her thanks to Elder God's day Peter Orubebe, former Minister of Niger Delta Affairs in the Federal Republic of Nigeria whom God used to support her financially for this great adventure.

The Researcher is grateful to her husband and children for their prayers and moral support for the success of the programme and other persons who have contributed one way or the other to assist her to make this great work a success, especially Justice F.F. Tabai and Felix Orubebe, may God reward your good works.

The researcher is grateful to Professor E.D. Nakpodia the Head of Department and to all schools visited, libraries visited lecturers in the Department of Educational Administration and Policy Studies as well as others whom materials were used for the study.

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## ABSTRACT

*This dissertation is to examine administrative constraints militating against implementation of Universal Basic Education Programme in junior secondary schools in Delta State. In order to achieve this, six (5) research questions and three (3) hypotheses were formulated to guide the study. Literature was reviewed which was cited from various work of authors on Universal basic education programme in Delta state. The ex-pos-facto designed was used to investigate the administration constraints militating against implementation of Universal Basic Education Programme in Junior Secondary School in Delta state with a sample size of 207 teachers draw from all the junior secondary schools in 25 local government areas of Delta State, in which three local government areas were selected each from each of the three senatorial district. A stratified random sampling technique was used to select the schools and teachers. A questionnaire was used to collect data from the respondents. The instrument was validated by the project supervisor and other experts in measurement. A test- retest method was used to determine the reliability of the instrument and it yielded 0. 68 coefficient through the use of Pearson Product Moment Correlation. The instruments were administered by the researcher with the help of the school selected principals in which 100% of the instrument were retrieved by the researcher. The data collected were analysed using Percentage analysis to answer the research questions while t-test analysis was used to test the hypotheses. The findings revealed that inadequate finance, rural location, professionalism, experience, lack of supervision and monitoring were the factors affecting the implementation of UBE programme in Delta state. It was therefore recommended that there should be enough teachers in the rural/riverside, finance, proper supervision and monitoring of the programme especially in the rural/riverside.*

## CHAPTER ONE

### INTRODUCTION

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

The millennium development goals (MDGs) adopted by the world nations in 2000 proposed that, by 2015, children of educable age should have free, affordable and accessible education. The call is a response to the world conference of ‘Education for ALL (EFA)’ held in Jomitten, Thailand from 5th - 9th March, 1990, which was the major trigger for the birth of basic education. The conference, which was well attended, came out with a blue print document entitled, “world declaration on Education for All” and the framework of actions is to meet basic learning needs (FG/UNICEF, 2003). Nigeria as a nation became encouraged to setup educational activities to achieve EFA goals.

Education for all in Nigeria could be traced back to the introduction of universal primary Education (UPE) in the 1950s in two of the then regions of the country and at national level in 1976. Denga (2000) in contributing declared that, “our memories may be flashed back to 1950 when the universal declaration of human rights asserted, that everyone has the right to education”. The right to education for all citizens of educable age in Nigeria has witnessed renewed determination to achieve it before the targeted 2015 as Obasanjo (2006) puts it educating a child is closing the prison gates.” The strength of education for all cannot be over-emphasized as the future of the child and nation at large depends on educational gains.

FGN (1981, 1985, 1997, 1998 &2004) attest to Nigerians commitment to Education for all in a particular basic education, for as each of the four policies

introduced in Nigeria lays emphasis on Universal, functional and qualitative education. The guiding principles of education for all in Nigeria is the “equipping of every citizen with knowledge, skills, attitude and values as well as enable him/her desire maximum benefit from his membership of society and thus, lead to a fulfilling life.

The determination of the government under the leadership of Obasanjo to achieve Education for All by 2015, introduced the UBE programme. Launched in Sokoto on the 30<sup>th</sup> day of September 1999 but actually took off in the 2000/2001. The launch became necessary as the Obasanjo’s led government came into power in 1999 and met an educational system that was in a state of decay (FGN, 2004). Teachers were poorly trained and motivated, high rate of illiteracy as a consequence of high dropout rates and poor infrastructure. Thus, the introduction of the UBE came to positively transform the nation basic education sub-sector (FGN, 2004) and to meet the context of the global vision of Education for all (EFA). Today, the Basic education is here with us as it aims at equipping individuals with knowledge (Obinaju, 2002).

The objectives of the basic educational programme (UBE) include among other things the provision of universal access to basic education, the provision of conducive learning environment, eradication of illiteracy as well as the ability to communicate effectively. The objectives also include laying of sound basis for scientific and reflective thinking, development of sound attitudes, giving every child the opportunity of developing manipulative skills that would enable him or her function effectively in the society (Babalola, 2002). Since the Universal Basic Education scheme includes the junior secondary schools, the national policy on

education stipulated the objective of junior secondary schools to include effective thinking, communication skills, making of relevant judgment, making the pupil a useful member of one's family, understanding basic facts about health and sanitation, understanding and appreciating one's role as a useful member of the country (Bebalok, 2000). These objectives are more likely achieved in junior secondary schools than at the end of the six years primary school level.

Bassey and Archibong, (2001) stressed that, the universal basic education therefore, aimed at providing learners with basic skills within the first nine years of schooling which include reading, writing and numerical skills. Through this, they can completely contribute to the overall development of the society. UBE programme was launched in Delta state with the responsibility of providing accessible and affordable education for all citizens at the grassroots. The state government went into action with the establishment of the Delta State Universal Basic Education Board (DSUBEB) charged with the task of providing and managing basic education in the state.

Without education man is but a splendid slave as education is not everything, but nothing strives without education. Obasanjo at the launch of the UBE programme in Sokoto State, with the objective that "a child starved without education is like a child without food". The success or failure of the basic education programme is a reflection of the overall outcomes of the pupils/students after school (UBE 2006).

Ministry of Basic and secondary education, Asaba (2007) reported that Delta State with an estimated population figure of 4 million as at 2006 in which 15% of the population are into basic education levels. Lists of the underprivileged are from the rural or riverside communities of the Delta State where little or no attention has been

paid. The success or failure of Universal Basic Education (UBE) in this area of the state can be felt by the management, administrative system and schools constructions (Arubayi, 2005).

The poor performance of many public policies and programmes in Nigeria in terms of the achievement of their specified objectives may arise primarily from the implementation failures. This research work, therefore examine the administrative constraints militating against effective implementation of the universal Basic Education Programme in junior Secondary schools in Delta State.

### **Statement of the problem**

There are many problems in the management and administrative systems in the country, like the Universal Basic Education (UBE) embarked upon by the federal government which now transcend to the UBE programme in Delta State. There is a general outcry of the UBE programme in Delta State that, her educational programmes have not produced the desired objectives as stipulated in the National policy on Education due to some constraints militating against the administrative system of the basic education programme in the state. It is on the basis of this that there is need for proper management, planning and implementation of the programme in order to enjoy its effective implementation.

However, in order to avoid the bitter experience of failure, as was in the previous educational programmes, there is the desired need to look into how the present UBE programme can be effectively implemented.

The increase in pupils enrolment without the corresponding increase in the needed number of professional teachers, the inadequate supply of instructional

materials, lack of financial commitment from the state, federal and local government as well as parent teachers association, the absence of curriculum development by the government, poor funding of urban and rural schools, non-completion of new construction and school rehabilitation, the inflation of pupils enrolment figures, poor maintenance of school records, teaching aids and non-budgeting provisions to carry out supervision activities as well as walking distance of pupils to school. It is on this basis of enumerated problems that the researcher saw it imperative to carry out this work. The major statement of problem therefore, is, what are the administrative constraints militating against effective implementation of the basic education programme in junior secondary schools in Delta State.

### **Research Questions**

The following research questions were formulated to guide the study.

1. What are the factors that affect the implementation of the UBE programme in junior secondary schools in Delta State?
2. Does inadequate funding affect the implementation of the UBE programme in junior secondary schools in Delta State?
3. Is there any difference in the implementation of the UBE programme in junior secondary schools based on the views of professional and non-professional teachers?
4. Does location of schools affect the implementation of the UBE programme in junior secondary schools in Delta State?
5. Does the experience of administrators influence the implementation of basic education programme in junior secondary schools?

## **Hypotheses**

The following hypotheses were set to guide the study.

1. There is no significant difference between the administrative constraints militating against the implementation of UBE programme in Urban and rural junior secondary schools.
2. There is no significant difference between the based views of professional and non-professional teachers' on the implementation of the UBE programme.
3. There is no significant difference between experienced and less experienced administrators involvement in the implementation of the UBE programme.

## **Purpose of the Study**

The purpose of the study is to determine the administrative constraints militating against the implementation of basic education programme in Delta State.

Specifically, the study determined:

1. The factors that affect the implementation of the UBE programme in junior secondary schools in Delta State
2. To examine how finance and location of schools affect the administrative system of basic education programme in of Delta State.
3. To investigate how professional teachers and non-professional teachers affect the administrative system of the basic education programme in Delta State.
4. To investigate how experienced administrators and less experienced administrators influence the administrative system of basic education

programme for the implementation of basic education programme in Delta State.

### **Significance of the Study**

The significance of this study is to provide a road map for the federal, state, local government, school administrators, school teachers, educational planners and researchers as a measure and method of proper implementation of Universal Basic Education programme in the country and to provide measures and strategies for administrators of public schools on how to manage the Universal Basic Education programme in Delta State.

This research work is to create a blue print for intervention and not just an academic purpose but create an alternative means of resolving the administrative constraints militating against the implementation of Basic Education programme in Delta State for the federal, state and local government.

This project will act as materials, tools or reference for Delta state government and different researchers on how to curb the administrative constraints militating against the implementation of Universal Basic Education programme in Delta State.

### **Scope of the Study**

As the topic suggests, this study covers junior secondary school in Delta State in general but with reference to nine (9) local government areas of Delta State in which three LGAs will represent each of the senatorial district. The study examined experience, professionalism, location, funding critically gender and other constraints

on the implementation of basic education programme in junior secondary schools. The study is restricted to the teachers in junior secondary schools in Delta State.

### **Operational Definition of Terms**

At this point, it may be necessary to define the terms used in this study with a view to achieve conceptual and operational clarity. These terms include administrative, constraints.

**Administrative:** This is an act to do with managing or how to organize an institution.

**Constraints:** This is a situation that limit someone, institution or organization freedom to do what they plan to do.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter reviews related literature to this study. The review is presented under the following sub headings.

Conceptual framework

The History of universal Education in Nigeria

The universal Basic Education - its nature, objective and features in Nigeria.

Universal Basic Education and past Educational polices.

The Delta State Universal Basic Education Scheme

Factor that affect implementation of Basic Education Programme in secondary schools.

Teachers and the Universal Basic Education Programme

Location and the Universal Basic Education Programme

Experience and the Universal Basic Education Programme

Professionalism and the Universal Basic Education Programme

Funding and Universal Basic Education Programme

Possible solutions to identified problems of Universal Basic Education

Appraisal of related literature

#### **Conceptual Framework**

Public policy can be simply seen as the tangible manifestation of the outcome of government. Public policy has defined as “whatever government choose to do or not to (Dye, 1972). Anderson (2000) state that public policy is what government actually do, not what they intends to do or say what they are going to do. The term

public policy, Naidu 2005) stressed that public policies are policies made and implemented by government with a view to achieve certain goals. Public policies are thus concerned with government behaviour. In the same vein, Cochram and Nielone (2003) define public policy as the study of government decision and actions designed to deal with matters of public concern. Public policy therefore refers to the course of actions selected and pursued by government with a view to accomplishing specified objective.

A policy is different from a programme. Policy is a statement of action and intentions. While programme is the means designed to achieve the action and intentions. A programme is the set of strategies or activities meant to attain the intended objectives of a particular policy. Policy implementation, Henry (2006) stated that, is the execution and delivery of public policies by organizations. Pressman and Wildasky (2003) see it as the process of translating policy mandates into actions, prescription into results, and goals into reality.

The theory of policy implementation was formulated by Henry (2006). This theory is also known as conceptual model for policy implementation. This Theory help to focus on the processes and activities involved in the application, effectual administering of a policy. According to him, implementation is the action taken to carry out, accomplish and fulfill the intents objectives and expected outcomes of public policies. Disparity between targeted policy/programme objectives and outcome/achievements is known as implementation gap. This model identified six (6) variables that are interrelated in influencing the policy implementation process and to

that extent in determining the success or failure of policies, as these variables provide actual linkage between policy intentions and performance. These variables are:

**Policy standard and objectives;** if the standard and objectives of a policy are well stated in clear and measurable terms, implementation would be able to know what is expected of them and the extent of discretion open to them. Policies which have acceptable objectives usually elicit positive responses from the implementers as well as the public. The reverse is the case when the objectives of a policy are not acceptable to the implementers and populace.

**Policy resources:** This refers to resources such as fund, facilities, authority which are essential to the policy implementation process. Inadequacy of policy resources is often responsible for policy failure in many developing Countries.

**Inter-governmental communication and enforcement:**

This variable is influential in policy delivery; well channeled communication enhances effectiveness and efficiency in policy management as it eliminates policy ambiguities. Enforcement helps to achieve compliance among policy implementers through sanctions, incentives, moral support, persuasion or direct intimidation if the need arises.

**Characteristics of implementing agencies:** The nature of implementing agencies is equally crucial in policy implementation, the organizational viability, quality of the human resource in the agencies, their knowledge, power and understanding of what the policy is all about would be a large extent affect policy delivery.

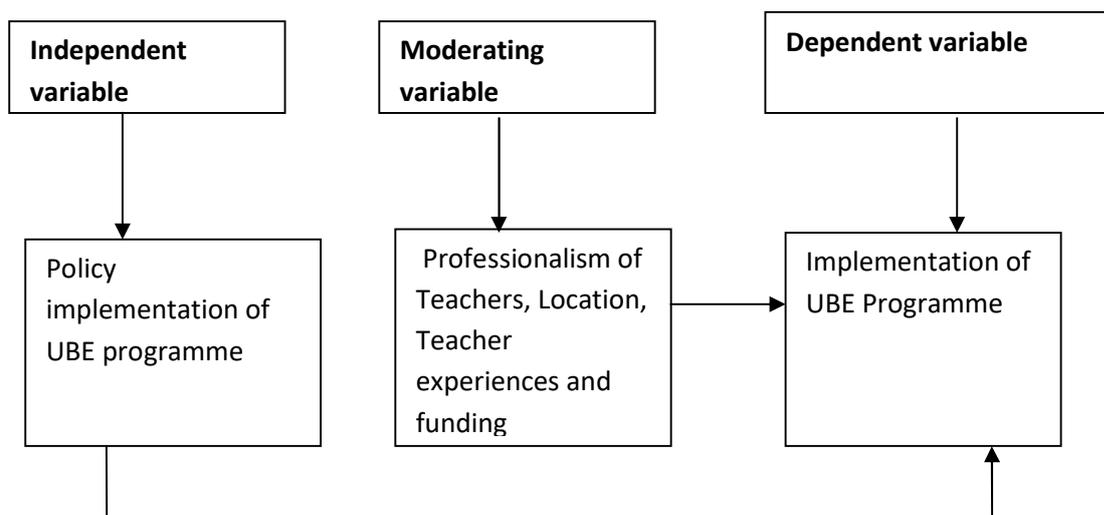
**Economic, social and political condition:** The economic, social and political condition of the society in which a policy is situated could either alter policy

intentions or blue them. As such, policy environment is an important factor in policy implementation particularly in developing countries with unstable and uncertain policy environment.

**The disposition of policy implementers:** The attitude or behaviour of implementers could have a negative or positive effect on policy delivery. If they are negatively disposed to a policy then, there will be a lack of commitment to the implementers of the policy in question.

The above conceptual framework is in lines with in this study in which the administrative and policy implementation of UBE programme constitute the independent variable while the dependent variable is the implementation of UBE programme. The moderator variable/relating or intervening variables include the professionalism of teachers, school location, teacher experience and inadequate funding. The above conceptual framework is illustrated below.

**A model illustrating the conceptual framework used for the study**



*Source: Henry, (2006)*

## **The History of Universal Education in Nigeria**

In 1955 the concept of universalization of primary education began in the Western region of Nigeria under the premiership of Chief Obafemi Awolowo who introduced the free, universal and compulsory education popularly referred to as Universal Primary Education. With the introduction of the UPE, there was an educational revolution not only in the West but in Nigeria as a whole. In 1954, there were about 457,000 pupils attending fee-paying schools but by January 1955, the figures rose to 811,000 representing over a 56% increase in the enrollment. The number of primary school teachers rose from 17,000 in 1954 to 27,000 in 1955. This was possible because the government trained more teachers to meet the demand of the programme. The government of the Western Region had to increase the budget from £ 5.4 million in 1954, (Fafunwa, and Oni, 2006). Actually, 90% of the budget on Education was spent on primary Education alone. By 1957/58, the recurrent expenditure on education from the funds of the region was £ 7,884,110 which covered personal emoluments, other charges, special expenditure and grant-in-aids (Lab-POPODLA, 2009)

The feat achieved by the Western Region in terms of the UPE led the Eastern Region to embark upon its own 8 years free education scheme. Thus, in February 1957, the Universal primary education scheme was launched in the Eastern Region using the five brigade approach. The government started the programme without adequate planning. Thus, the needed finance for thorough execution was grossly inadequate. Summarily put by Oni (2008) almost absent, unfortunately, due to pressure and lack of time for proper preparation, the schools were staffed by untrained teachers, which

breed low quality. The programme therefore failed in just one year of its implementation (Oni, 2008).

The free and Universal education programme was not limited to the Eastern and Western regions of the country. The Lagos Colony, a Federal territory also floated its own scheme in 1957. At its inception there were 96 primary schools with 50,182 pupils. These pupils had 1,646 teachers (Fafunwa, 2002) the northern Region had been introduced to the Islamic form of education ever before western education came into the country through Christianity. Islamic education came into Nigeria by over some donkey years before the arrival of Christian education around the 1840s (Oghurbu, 2007). Hence, the region did not bother itself to embark on providing the western education for its citizens. It seems to be comfortable with the Islamic education. So they opted out of the race for the provision of free universal primary education (Atanda, 2009). Therefore, the northern region education was somehow restarted because the curriculum of education revolved round reading the New Testament, the catechism and the commandments in Yoruba. Classes were held in Churches and teachers' salaries were paid from church funds. Then the Muslim parents did not wholly approve of such western education because it was Christian education in a Christian environment. Their fears were that, their children would be converted to Christianity through such education.

Since independence, a lot of education laws, policies and edicts have been put in place, depending on the type of government being experience in the country. In 1979, the constitution put education on the concurrent list which implies that the responsibilities and the authority in education would be shared among the three tiers

of government. Between 1983 and 1999, a military era, decrees such as decree No. 6 of 1985, decree 26 of 1988 and decree 36 of 1990 were promulgated in Nigeria to guide and regulate the conduct of education in the country. A major policy made by the federal government was put in place in 1977, this was tagged the National policy on education. This policy was the outcome of a seminar convened in 1973 after the National curriculum conference. The 1977 policy has been revised thrice. That is, 1981, 1998 and 2004 (Eddy and Akpan, 2009).

Since 1977 therefore, the federal government of Nigeria through the National policy on education stipulates that every child has rights to equal educational opportunities irrespective of any real or imagined disabilities.

### **The Universal Basic Education: Its Nature, Objectives and Features**

The concept of the universal basic education may not be a new idea totally from all indications. But it can be regarded as an offshoot of the Universal Primary Education (UPE) scheme, which was launched in the country in 1976. As usual with Nigeria, this scheme was abandoned mid-way (Aluede, 2006). The fact that the scheme i.e, UPE had something to offer perhaps led to the re-introduction of the programme in another name and concept known as Universal Basic Education in 1999. The universal basic education (UBE) is a policy reform measure of the federal government of Nigeria aimed at rectifying distortion in the basic education. UBE is conceived to embrace formal education up to the age of 15 years, as well as adults and non-formal education including the education of the marginalized groups within the Nigerian society. The National policy' on education, 2004 section 3 define basic education as a type of education comprising 6 years of primary education and 3 years

of junior secondary school. The policy stipulates that the education shall be free and compulsory. This scheme shall include adults and non- formal educational programme at primary and junior secondary school level for both adults and out-of-school youths. The UBE has three main components-Universal, Basic and Education. Universal means the programme is for everyone irrespective of tribe, culture or race and class (Alude, 2006). The term basic connote something which is fundamental or essential thing that must be given or had. It is on this factor that every other thing rest on. Without it nothing may be achieved. It is the root for acquisition of any knowledge (Eddy and Akpan, 2009). Hence, UBE can be seen as that type of education that every individual must have. It should not be a privilege but a right and it should be the sum total of an individual's experiences.

Eddy and Akpan (2009) stated that universal basic education mission is serving as a prime energizer of National movement for actualization of the Nation's UBE vision, working in concert with all state holders. This will mobilize the nation creative energies to ensure that education for all becomes the responsibilities of all. Universal Basic Education Commission Annual report (2000) listed the objectives of the UBE include.

1. Ensuring unaltered access to 9yrs of formal basic education.
2. Provision of free, universal education for every Nigeria child of school going age.
3. Reducing drastically the incidence of drop-out from the formal school system through improved, relevance, quality and efficient method.

4. Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulation, communication and life skills as well as the ethical, moral and civic values needful for laying a solid foundation for lifelong learning.

In order to achieve the above mentioned objectives and indeed the UBE vision and mission of the scheme, an act tagged UBE. Act was enacted on the 26th May, 2004. It was titled Act to provide for compulsory, free, Universal Basic Education and other related matters. Following the enactment of the Act, the Universal Basic Education Commission (UBEC) was established. The act provides three sources of funding for the implementation of the UBE which are federal government Grant of not (2%) of its consolidated revenue fund, funds or contribution in the form of federal guaranteed credits and local or international donor grants.

From the various objectives of the UBE stated above, the child should have a continuous, uninterrupted stretch of education for 9 years from primary school to the 3rd year of the junior secondary school. Part from this, the UBE scheme plans in catering for the adults who have been out of school before they acquired the basic skills needed for lifelong learning in form of non-formal programme, so the UBE programme is planned in such a way that it shall provide non- formal skills and training for youths who have not had the benefit of formal education (Dave, 2008). The new scheme has therefore; change the education system from 6334 to 9-3-4. It is expected that there shall be a smooth transition from the primary school (6 years) to the junior secondary school (3years). This also translates to no entrance examination into the junior secondary schools. It is also expected that junior secondary schools shall be an autonomous body, not having much to do with senior secondary schools.

In order to achieve this, all the states of the federation have given the junior schools their autonomy. Thus the junior secondary school operates as separate bodies, having their own principals, vice- principals and members of teaching and non-teaching staff.

From the foregoing, it can be seen that the UBE programme in Nigeria has its own unique features. First and foremost, the scheme makes it compulsory for every government in Nigeria to provide free, compulsory and universal basic education for every child of primary and junior secondary school age. Secondly, it enforces all parents to ensure that the children or wards attends and complete their primary education and junior schools as stated in section 2 of the Act, which provides some fines for any breach of the Act.

### **Universal Basic Education and Past Educational Policies**

Before the introduction of the UBE by the Obasanjo led government in 2000, Several Educational policies geared towards providing accessible and affordable education for all Citizens of Nigeria for educable age existed. The UBE is the fourth in the ladder of educational policies in the country.

The origin of Nigeria educational policies dates back to the 1955 comprehensive Education laws of the western Nigeria, 1957 University Primary Education (UPE) of the Eastern region and the 1976 UPE programme then, the baby programme in 2000 which is still been nature to maturity. Each of the policy existed and was established by different government administration and was criticized when a new government rides into power as Utibe (2001) asserted, “the UPE contributed to a lowering of the standard of education in Nigeria at the primary school level.

The UPE of 1956 was faulted in scope, planning, financing and a general lack of accurate data of children that would be affected by the scheme as absence of accurate census data in the country at that time prompted the failure. The UPE was primarily designed to reduce the educational imbalance between the North and South backed by the oilboom. The government embarked on the full responsibility of training of teachers for the scheme. One hundred and sixty- three thousand (163,000) teachers gotten from the emergence training programme which made various school leavers to obtain TC 11 Certificate and thus, raising the quality of staff strength in the primary school sub-sector throughout the federation.

The incessant political changes in the past constituted the problems of ineffective implementation of the policy statement of “Education for All (EFA). In the decade past, military intervention occasioned by changes in government in quick succession, variation in the 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 at the primary school level. Each government regime rationalized the policy on education on its own accord. Utibe (2003) asserted that, the UPE programme in the then two region of the country was improperly planned and hurriedly executed leading to a waste of millions of naira.

The Taiwo commission of 1960 charged to investigate the crises rocking the UPE scheme reported among other things “a fall in standard”. The Dike commission recommended its “Abolition and subsequent modification”. Following several recommendation to government, the federal government approved the third national Development plan (1975-1980) (UBE, 2006). The quality of a nation’s education is a

process and product of its educational policies as education is an instrument of change and a major instrument for socioeconomic as well as political development.

The general outcry in the falling standard of basic education in the moral of primary school children brought about the introduction of the UBE. The UBE challenged with the problems that faces basic education in Nigeria before its introduction include: Dearth of facilities, inadequate supervision, shortage of personnel, lack of funds, high prices of textbooks, incoherent implementation of the curriculum, drop-out rate (Denga, 2002).

### **Delta State and Basic Education Programme**

At the launch of the UBE programme, state governments were charged with the responsibility of providing accessible and affordable education for all citizens at the grassroots. The Delta State government spurt into action with establishment of the Delta State Universal Basic Education Board (DSUBEB) charged with the task of providing and managing basic education in the state.

Without education, man is but a splendid slave as education is not everything but nothing strives without education. Obasanjo at the launch of the UBE programme in sokoto state declared that a child starve without education is like a child without a food. The success or failure of the UBE is a reflection of the overall outcome of the pupil/students after school. Pupils' enrollment in the state is a numerical contribution to the overall pupils' population which is 24,768,497 pupils strength as at 2006(UBE, 2006).Delta state with its vast mineral deposit and robust financial base has a mire percentage of 1.82% of the total number of public schools in the country and

contribute only 2.32% of the total number of pupils' enrollment in Nigeria (U B E, 2006).

As acclaimed of Ibori led administration, that before then, pupils in some schools sat on classroom floors because there were no chairs and desks. These conditions depressed staff morals and made pupils uncontrollable and difficult to teach. The maximum renovation and provision of infrastructure / instructional materials has restored staff morals and fortified professional confidence.

Delta state with an estimated population figures of 4,000,000 (Four Million) as 2006 had 46% of the population in the Basic Education level, A few of the unprivileged form the rural/river side communities of the state where little or no more attention has been supplied. The success of the U B E in the state can be felt by the maximum strife in schools construction. At 1991, the state had a total of 1,012 primary schools but rose to 1,552 in 2003 (U B E, 2003). The enrollment rate was 574,402 but at 2003, it had risen to 616,597 enrollment rate of pupils.

Some constraints which affect the success rates of pupils programme in the state include payment of staff salaries in arrears, non-completion of new construction and school rehabilitation, insufficient teachers, guide, teaching aids and sports equipment. Schools did not receive impress from the Local Government Education Authority (L.G.E.A) D S U B E B, the inflation of pupils' enrollment figures, poor maintenance of school records, instructional materials, non-budgetary provision to carry out supervisory activities and lack of grants from the national funds. Also in the rural communities, teachers are inadequate and if posted refuses posting.

The walking distance of pupils to school affects their performance in the state. Arubayi (2005) stated that, the distance travelled to school by some pupils has some relationship with the school attendance, punctuality to schools and absenteeism. Some schools and the state are located very far from the pupils as they travel more than 5 kilometers to get to school.

### **Factors that affects the Implementation of Basic Education Programme**

Although the new Basic Education programme started on study in 1991, it did not take off at the same time in various states of the federation. The implication of this is that its assessment may be too early, considering the time it actually took off at the state level. However, as young as the programme is, some of the challenges it is facing both at the federal and state level (Delta state) are obvious. Okoh and Omatseye (2007) stressed that, there are some constraints or factors that may lead to the failure of the Basic Education Programme in Nigeria and at the state level.

A general policy problem in Nigeria is that of inadequate and poor data which poses planning difficulties and invariably implementation challenges. Unreliable data makes it difficult to have adequate projections in terms of expected enrollment required teachers, infrastructural needs and equipments. Accurate and reliable data are needed for evidence based planning and budgeting for basic education. But such data rarely exist. A diagnostic report had pointed out the lack of accurate school based statistics in Nigeria (UNESCO, 2005).

Also instructive is the fact that many states are lagging behind in articulating and submitting their action plans to UBEC. An action plan, which is one of the conditions that The UBEC requires each state government to fulfill prior to accessing

available U B E intervention fund, is a list of projects (infrastructure, instructional materials and professional development) proposed for implementation to achieve the objectives of the U B E programme for a given period. An action plan further gives information on the resources (human, finance) and procedures to be employed in achieving the state objectives, and help to track implementation progress and ensure orderliness and accountability failure of many states to be up with the conditions of coming up with forth coming action plans as when due impede the effective implementation of the UBE programme.

It is pertinent to mention that though the UBE programme was introduced in 1999, it was only in year 2008 (about 9 years later) that a new UBE curriculum was unveiled to further support government readiness in fully pursuing and accomplishing the objectives of the UBE programme. Moreover, it was reported that a major crisis of confidence is brewing among states over the modalities for implementing the proposed 9-year basic education by the federal government as it involves the disarticulation of junior from senior secondary schools. No sooner had the disarticulation begun, and then confusion erupted about the philosophy and context of the policy (The nation, 2009) It is revealed that over 50% of the primary school and junior secondary school teachers are unqualified. It also revealed that overcrowding and shortage of classrooms, sanitation facilities and teaching equipment as factors militating against the effective teaching and learning processing the schools (ESSPIN, 2009) Teachers remain a significant factor in the quality and standard of education at all levels. But the basic education level in the country and state level is plagued by acute shortage of professionally qualified teachers. Results of the personal audit

conducted by Universal Basic Education Commission (UBEC) showed that basic education requires 966,308 teachers ideally but only 627,550 teachers are currently in services, out of that number, only 368 613 teachers (about 55.2%) are professionally qualified leaving a short fall of 597 695 from the ideal requirement (vanguard, 2009).

Many primary and junior secondary schools across the state and the federation lack adequate physical facilities and instructional materials which considered essential tools in the teaching and learning process. Infrastructures in public schools around the nation remain in shambles Ikoya and Onoyase (2008) revealed that inadequate infrastructure in schools is impeding effective UBE implementation.

ESSPIN (2009) stated that, in the UBE guidelines, every primary or junior secondary school in Nigeria is expected to have one general science laboratory, one ventilated improved toilet for a maximum of 4 pupils or students per toilet and, one teacher to handle only 40 pupils or students in a classroom Okecha (2008) stressed that these criteria have not been met due to scarcity of funds. In some primary or junior secondary schools the pupils or students constitute a class sits on the bare floor in a classroom with no single chair or table. He further stated that, it is not rare to see pupils or students sitting under trees in school premises to receive instruction from teachers because of shortage of classrooms. Omokhodion (2008) revealed that, 12% of pupils sit on the floor, 38% of classroom have no ceiling, 87% of the classroom are overcrowded while 77% of the pupils lack text books. Fabiyi and Adepoju, (2009) indicated that shortage of equipment, infrastructure, textbooks and instructional materials are undermining the successful implementation of the basic Education programme. Without the provision of adequate textbooks and instructional materials,

it will be difficult to implement the basic education programme or school's curriculum in secondary schools.

Another constraint militating against the implementation of basic education programme in school is pertaining to inadequate funding. The federal government takes the lead in setting policy and financing Basic education through transfer to states, financial responsibility for basic education is split largely between the state and local government. Goang-cholchang (2007) stated that poor management of available resources and corruption contributes to the problems of weak financial capacity in the education sector. The sector is said to be characterized by weak planning and budgeting, poor financial management and procurement practices.

Ajaji and Uko, (2007) stated that various government agencies at the Nigeria level of operation, that is federal, state and local government are involved in the implementation of the basic education programme. These include the universal basic education commission (UBEC) at the federal level; the state universal basic education boards (SUBEB) in the state level while the local government education authority (LGEA) in local level in the country. It has been observed that many agencies/parastatals involved in the UBE implementation have brought fragmentation and conflict of roles/responsibilities. The large number of government agencies participating in the implementation of the UBE programme nation-wide is bound to create co-ordination and communication problems. The UBE has been rather ineffective in terms of co-ordination and ensuring compliance of implementing agencies to UBE guideline. Edho (2009) stresses that the lukewarm attitude of many state governments to the federal teachers scheme (F'TS) that is meant to assist them

with needed manpower. The VFS was initiated by the federal government as a response to the increasing demands for teachers in public schools. Despite the importance of the FTS to qualify UBE delivery, numerous teachers under the scheme have suffered untold hardship in their states of deployment particularly with regard to accommodation which the states are to provide to make matters worse, when the teachers finish their mandatory 2years services. Most states do not absorb them into their teaching service automatically as envisaged.

Ajaji (2009) stated that communication gap, lack of proper co-ordination and effective enforcement tend to hinder the success of basic education programme. Santcross, Hinchlitte, Williams&Onibon (2009) report that Nigeria education sector suffers from weak capacity at the institutional, organizational and individual level. They observed that a weak institutional framework with multiple agencies and over lapping roles and responsibilities remains unreformed. They further stated that the quality of individual managers, education officials and teachers is generally agreed to be poor, with many under qualified for their roles with the result that basic education services are of low quality and leaving outcomes unsatisfactory.

Egonmwan (2009) stressed that, Hidden cost of Education is also negatively affecting the achievement of the UBE objectives. He further explains that Hidden cost means the costs associated with cost of sending children to school. Such cost include uniform, textbooks, notebooks, pencils, pens and even parents teachers association levies, manager of civil society Action coalition on education for All (C S A C E F A) an international non-governmental organization monitors progress in the path to the attainment of (E F A in 2015) said that despite declaration that the UBE is meant to be

free and compulsory, many children are not in school because of hidden cost. According to her, “we have been going around communities and discovered that just #50 or even less can prevent a family from sending a child to school.

The attitude or behaviour of policy/programme implementers tends to affect its performance. Many implementers seem to lack commitment to the achievement of the goals of the UBE programme. Sam Egwu the former minister of education identified lack of commitment to educational calling as one of the factors militating against education in the country (Daily sun, 2008). The outcome of non-chalets attitude on the part of implementers is poor implementation and low performance. Teachers are expected to play pivotal role in the implementation of the basic education, yet sufficient attention is not being paid to their motivation. Several studies have shown that teachers in Nigeria are poorly motivated. For instance, enhanced teacher’s salary is one aspect of motivation which is being ignored (Ajaji, Omokhodion, and Edho, 2009).

The intent of the UBE as declared in the policy statement is that education should be free like its predecessors, UPE. The financial burden of government often forces parents to get involved in the funding of the basic level of education. How free is free education policy in Delta state? Since most parents are poor, the children remain poorly equipped to learn. The release of fund from the National fund to the DSUBEB is diverted thus, shifting the burden to parents in terms of levies. The UBE declaration of 2000 stipulated that, “The federal government shall provide the bulk of funds while the state government is to assist sufficiently to ensure that, the poorly stricken parent contributes minimal funds”.

Despite huge budget allocated to the DSUBEB, Education still eludes millions of Deltan. The adverse effects of underfunding have led to payment of teachers' salaries in arrears, non-completion of new constructions and provision of incentives for teaching and learning. Ikoya (2000) asserted that, "Despite bloated annual budget for funding the UBE programme including massive aids from local and international communities for successful implementation, there are indications that, several schools are still plagued with inadequate physical facilities for effective implementation of the UBE".

Obinaju (2002) stressed that educational supervision is concerned with those particular activities and aspects which maintains and promote the effectiveness of teaching and learning in schools. Ezenkwensili (2007) state that, there has been no inspection and supervision and monitoring of the UBE programme is attributed to inadequate vehicles for monitoring officers, inadequate office accommodation, lack of funds, transport equipment and time factors militate against effective supervision of the UBE programme in Delta state.

### **Teachers and Universal Basic Education Programme**

The importance of teachers in any educational programme cannot be overstressed, especially in the implementation of the universal Basic Education programme. The success or failure of it will depend on the teachers because of the nature of the programme. The number and the quality must be meticulously planned to ensure adequacy of the teacher's quantitatively and qualitatively.

Aghenta (2002) further stressed that, as a result of the comprehensive UBE programme the usual one teacher for a class/arm will not be enough. Adamaehi and Romaine (2003) are of the view that, the short supply of teachers led to the employment of market women that is half-baked individuals. Ezeocha (1990) as cited by Odo (2003) stressed that the crash programme of the UPE attracted the wrong caliber of people into the teaching profession, neither people who neither had the make-up nor commitment to do the job. Nevertheless, in spite of such crash programmes and subsequent recruitment of mediocre sub-standard teachers were still grossly inadequate. Daring and Attah (2002) quoting (Lassa, 1996) said, teachers are nation builders and as such their training will equip them for laying a solid educational foundation right from the primary level. Onyeachu (2010) stressed that; it is well known that the teacher drops with tardiness in payment of salaries. Regular grants to the state should be made by the federal government for payment of teachers' salaries, except where a universal basic education commission is constituted to handle all affairs of UBE directly. The latter is a better and more effective option.

### **Location and Universal Basic Education Programme**

Anyaegebu (2004) opined that rural education is the key to rural development and an essential building block of national development. That, poverty cannot be eradicated without eliminating illiteracy among the rural populace and raise their level of knowledge. Abidogun (2006) emphasized rural areas as having greater challenges concerning educational development than the urban centre, due to the peculiar socio-economic and institutional structures of the rural areas. Anyaegebu (2003) stressed that,

lack of zeal and interest by teachers due to poor and delayed salaries and poor condition of work as well as frequent strike actions posed the challenges to teachers.

Based on these, Abidogun (2006) report that many teachers therefore reject posting into the rural areas while those that do, treat their presence in such areas as part time assignment. Edho (2009) said that some of the constraints that affect the success rates of the UBE programme in the rural communities is teachers' inadequacy and their unwillingness to be posted to rural communities.

Arubayi (2005) complains also about the walking distance of pupils to school, that it affects their performance and overall success of the UBE in the state. He added that the distance traveled has some relationship to school attendance, punctuality and absenteeism in the state are located so far from pupils as they travel more than 5km to get to school. Certain factors that affect the distribution of teachers include; gender, social status, qualification, area of specialization, government policy, cultural and religious belief (Edho, 2009). It is a common practice that married female teachers serve in their husband stations and this affect even distribution of teachers. Rural schools suffer more from this gender influence on teacher's distribution, since most married women serve in urban schools. Parents complain of poor quality instructions resulting into poor standard. Qualitative education can only be achieved through even distribution of available teachers (Ikoya, 2008). In rural areas, most children trek for more than 2 kilometers from home to school. This practice is likely to vitality of children and result in lateness, absenteeism and truancy. Basic education centers should be established with in one or at most one and half kilometers trekking distance

from home. But in the urban canters, there are transport facilities, which will convey /transport children to the school if the distance is far from school. (Aluede, 2006)

### **Experience and Universal Basic Education Programme**

Enueme (2002) is in the line with UNICEF recommendation that child friendly school is influenced by the teachers teaching experience that those with high teaching experience accepted the UNICEF recommendation for child friendly school. More specifically, she said that the acceptance level of teachers with 26 years of experience and above is highest. Adamaechi and Romaine (2002) feels, it is very wrong to isolate planners from those who will implement the programme and advocate that experienced teachers be given the opportunity to help in the planning and implementation phase for the UBE to succeed. Imogie (2003) believe that if UBE makes it compulsory for teachers to be involved in- service training, workshop of different kinds in related areas and conferences, national and international, they will up date their knowledge and expand their scope of experience, as this experience in turn will benefit the students. Mkpa (2001) also think monitoring is very efficient and cost-effective approach to staff development. The less experienced teacher who is attached to the mentor consults the later on all matters, and is properly guided in her professional activities. Enoh and Okpede (2002) opinion is that, teacher who are in the field are expected to implement the UBE programme. Also, they have to be trained for different educational purposes, so that when they are required to implement this new scheme, they can cope because they lack experience. Uwameiye and Osunde (2004) worry over the fact that teachers who constituted part of stakeholders and primary implementers of the programme cannot conceptualize what the UBE programme is all

about and do not possess the training for the implementation of UBE programme. They therefore implore the government to encourage in-service training.

### **Professionalism and Universal Basic Education Programme**

Adebempe (2001) opined that for the UBE to succeed, adequate provision should be made to produce sufficient qualified teachers and make them relevant within the limit of their area of specialization. Coombs (1968) cited in Nwagwu (2003) had emphasized the importance of teachers in the education enterprise. He said that teachers next to students were the largest and most expensive input. They are required in large numbers but there is also the critical need to have the right quality.

Odo (2002) says that in a bid to meet up with the increased demands for teachers, government may recruit those much less qualified to teach. As a matter of fact, this is already happening in the system. At present, some nonprofessionals are being specially employed for the purposes of the UBE programme with the hope that quick orientation/training will be given to them after which they will serve as teachers under the scheme. The implication of this is that teachers will either be overloaded or they may not be of the right caliber in terms of training and experience.

It could appear that the administrators have opted to recruit and hurriedly train emergency teachers. Nwangwu (2002) is of the opinion that organizers and managers of the UBE programme face the implementation and respect the policy decision in the National policy on Education. That National certificate of education (NCE) should be the minimum qualification for teaching.

The National policy on Education (2007) stipulates that the minimum qualification for entry into the teaching profession at any level in the Nigerian school

system should be the National certificate in Education (NCE). However, the NCE teachers have limited subject specialization where the teacher trainees are trained in two, basic teaching subjects.

Mkpa (2000) thinks, the mistake of the past must not be repeated in this new dispensation where quality of teachers recruited for the programme was grossly defective since the quality of teachers is majors' determinant of the degree of success of the Universal Basic Education Programme. Ogunu (2003) laments the rate of many teachers in our schools still teaching courses without any specialized knowledge and skill in the subject.

### **Funding and Universal Basic Education Programme**

The bedrock for the success of any programme is adequate funding if adequate funds are not provided, it could be like just chasing a mirage.

Alani (2002) stated that the success of any programme is determined and controlled by the finance. The UBE programme in the country are usually wonderfully planned but they usually crumble at the implementation stage because of inadequate funding or mismanagement of funds by the individuals whom these programmes are trusted in their care. To sustain the laudable projects, the Federal government should map out enough money that should take care of the implementation of the programme because finance is the life — wire of any project. Money is needed for the funding of the UBE programme for quality implementation to be realized. Increase in pupils' population will necessitate the employment of more teachers that will demand for more funds. Money is also needed for salaries of staff, building of more classrooms to decongest the over-populated ones, good libraries and laboratories.

Imonivwerha and Ekwerugbe (2007) quoting Ikoya (2000) stated that the education fund in Nigeria is generally seen as charity for politicians, ministry officials and contractors but not for the improvement of educational quality. To avoid misapplication of funds and ensure the all monies earmarked for the UBE, will be used in its favour. There should be strict monitoring disbursement of funds made available(Tabotadip, 2004).

Basic Education implementation can equally be adversely affected if the total enrolment expected in a target year is not properly projected, the programme will face problem of implementation in terms of fund and accommodation (Ejere, 2011, cited Onoyase 1991). It was observed that the government is in the habit of allocating less money to the education sector and consequently, limits the successful implementation of the programme. It is also instructive to note the phenomenon of corruption is compounding the problem of shortage of funds in the implementation of the basic education programme (Igbuzor, 2006). He further explained that, even where the allocated fund is not enough, the little that is made available is usually embezzled by corrupt Nigerian officials working in the DSUBEB offices.

### **Possible Solutions to Factors that affect the implementation of Basic Education Programme**

Though there are challenges in the implementation of the universal basic education programme, they are not insurmountable. The solution lies with both the government and the people. Being a people oriented programme, by emphasizing educational guidance for the parents. Obasola, (2008) stated that parents needs to be educated on the need to give their children the basic education for life long education.

The issue of funding should be looked into properly. The situation whereby every government claims to be spending a lion share of its budget on education, whereas the reverse is the case and should be addressed. Whatever allocation is given to education, the overhead cost I .e salaries and allowances should be treated as a separate component. It is only when this is done that the actual amount allocated to education shall be meaningful.

Edho (2009) identify the following measures as possible solutions to the identified constraints of basic education.

- i. Maximize strife in classroom construction, which will bring about the success of the universal basic education in the state.
- ii. Establishment of more schools in the state to compete with the increased enrolment rate.
- iii. Improved teacher/pupils supervision throughout the state to increase teachers' service delivery.
- iv. Regular provision of teaching aids by government.
- v. Proper implementation of the education reform of the education ministry.
- vi. Improved funding of the basic education sub sector by government
- vii. Adequate provision of instructional materials to enhance teacher/learning effectiveness.
- viii. Regular payment of teachers' salaries and proper motivation of teachers through loan (car, motorcycle, housing grant) to increase inputs to the success of the basic Education porgramme in the state.

ix. Recruitment of qualified teachers as teacher's qualification and working experience affect the overall success or failure of the universal Basic Education Programme. Community recruitment of teachers in the rural areas of the state is also recommended as teachers posted to these areas do reject their posting.

Nwachuku (2005) stated that, if the power, rail, oil and agriculture sectors deserve special attention by government. There should be a nationwide universal Basic Education (UBE) awareness and enrolment campaign similar to the national immunization programme.

### **Appraisal of Related Literature**

This study examined the historical development of Universalization of education since 1955 and other attempts of various Governments in Nigeria to provide Basic Education for its Citizen and the past government since 1999 as well as the Delta State Universal Basic Education Programme in the South Senatorial District of the state in the context of Administrative constraints militating against the implementation of Universal Basic Education Programme in Junior secondary schools. Some of the constraints mentioned in this study are, lack of qualified teachers, inadequate funding, poor planning due to incomplete data, location of schools, experiences of teachers, professionalism of the staff, inadequate facilities of the schools, instructional materials and corruption. These constraints were found to be militating against the objectives, vision and goals of the universal Basic Education (UBE) programme. In Delta State, in view of these constraints, the study has suggested certain measures that the state can put in place to help achieve the desired goals of the programme. The study therefore, suggests intensive campaign among parents to enlighten them about the

value of education, to put into effect the relevant UBE Act, to ensure that fund should be provided on the basis of needs and not what the government can afford as it is presently the case and adequate training of teachers to map the schools under the UBE Programme.

Following from the above, it was discovered in the review of related literature that a good number of works and studies have been done on these types of study and the review of literature emanated from journals, books articles, and other studies that have been carried out in relation to the variables identified for the study. But none known to the researcher have been done in Delta South Senatorial District using administrative and policy implementation of UBE programme as independent variables and using professionalism, experience of teachers, funding and location of schools as moderating variables how it influence the implementation of UBE Programme in which the research work help to established this knowledge gap.

### **CHAPTER THREE**

#### **METHODS AND PROCEDURE**

In carrying out this research work, the researcher adopts the following methodology, such as the research design, the population of the study, sample and sampling techniques, research instruments, validation of instrument, reliability of the instrument, mode of data collection and analysis. These to enable the reader to know the procedure followed in arriving at the findings.

### **Research Design**

The research design the researcher to use for this study was an ex-post facto design, employing the measure of descriptive survey method. This method is vital in order to investigate the administrative constraints militating against the implementation of Universal Basic Education Programme in the junior secondary schools in Delta State.

### **Population of the Study**

The population of this study is made up of 11,155 teachers in 396 junior secondary schools in Delta State. The Delta State is made up of three senatorial districts with Twenty five (25) local government Areas.

Table below showed the senatorial district and the number of teachers in each of them.

**Table 1: Population of Teachers according to senatorial district**

| S/N | Senatorial districts | No of LGA | No. of school | No of teachers |        | Total  |
|-----|----------------------|-----------|---------------|----------------|--------|--------|
|     |                      |           |               | Male           | female |        |
| 1   | North                | 9         | 149           | 2157           | 1879   | 4036   |
| 2   | Central              | 8         | 149           | 1868           | 2928   | 4796   |
| 3   | South                | 8         | 98            | 969            | 1354   | 2323   |
|     | Total                | 25        | 396           | 4994           | 6161   | 11,155 |

Source: Delta State Post Primary education Board, Asaba (2013).

### Sample and Sampling Technique

A total of 396 junior secondary schools were randomly selected from the population. The sampling technique used for the study is stratified random sampling. Samples of 10% of the teachers were selected randomly from the urban and rural/riverside schools in each local government area. The sample size of 207 out of 11,155 was used as a sample of the study.

**Table 2: Sample size according to LGA**

| S/N | Senatorial district | L.G.A           | 'No of Teachers | Rural/Riverside | Urban | Total Sample |
|-----|---------------------|-----------------|-----------------|-----------------|-------|--------------|
| 1   | central             | Uvwie           | 243             | 12              | 12    | 24           |
| 2   |                     | Udu             | 235             | 12              | 12    | 24           |
| 3   |                     | Ughelli North   | 258             | 13              | 13    | 26           |
| 4   | South               | Isoko south     | 248             | 12              | 13    | 25           |
| 5   |                     | Burutu          | 241             | 12              | 12    | 24           |
| 6   |                     | Warri South     | 251             | 12              | 13    | 25           |
| 7   | North               | Ika South       | 189             | 9               | 10    | 19           |
| 8   |                     | Oshimilli south | 215             | 11              | 11    | 22           |
| 9   |                     | Aniocha South   | 213             | 10              | 11    | 21           |
|     |                     | <b>Total</b>    | <b>2068</b>     |                 |       | <b>207</b>   |

## **Research Instrument**

Self-structuredmade questionnaire consisting of 30 items was constructed. The questionnaire is grouped into section A andB. Section A is the Biodata of the respondents while section B is the 30 item questions constructed on a 4 point rating scale such as strongly agreed, agreed, disagreed and strongly disagreed to determine the administrative constraints militating against implementation of UBE Programme in junior secondary school in Delta state.

## **Validity of the Instrument**

The questionnaire was validated by the researcher and other experts in measurement and evaluation who critically examined the face and content values of the instrument. They made necessary corrections for the improvement of the instrument.

## **Reliability of the Instrument**

In the study, the researcher employed test re-tests method to determine the reliability of the instrument. Test-retest reliability is concerned with the internal consistency of an instrument. The method has the advantage of beingadministered twice to one group of respondents. The 30 item questionnaire was administered to some teachers in junior secondary schools in Delta State outside the sample of the study. The two data collected were tested and correlated by applying the Pearson product moment correlation coefficient. A reliability coefficient of 0.68 was obtained, which shows that the research instrument has internal consistency.

### **Method/Administration of Instrument**

To ensure high percentage return of the instrument, the researcher administered the questionnaire personally to the respondents and retrieved them instantly.

### **Method of Data Analysis**

The research questions were analyzed using the simple percentage, while t-test analysis was used to test the hypotheses at 0.05 level of significance.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

The data collected were presented and analyzed in line with the research questions and hypotheses.

#### Presentation of Results

##### Research question 1

What are the factors that affect the implementation of the UBE programme in junior secondary schools in Delta State?

**Table 4:1**

Percentage analysis of factors that affect the implementation of UBE in junior secondary schools

| S/N | Items  | Responses |     |          |     |
|-----|--|-----------|-----|----------|-----|
|     |  | Agree     |     | Disagree |     |
|     |  | No        | %   | No       | %   |
| 1   | Inadequate and poor data affect Basic education programme  | 189       | 91% | 18       | 9%  |
| 2   | Lack of supervision of UBE programme for several decades is a major setback of UBE               | 152       | 74% | 55       | 27% |
| 3   | Lack of evaluation and monitoring of UBE programme for several decades is a major setback of UBE | 87        | 42% | 120      | 68% |
| 4   | Poor maintenance of school Records/materials affect the UBE implementation.                      | 133       | 64% | 74       | 36% |
| 5   | Lack of books, library facilities affects the implementation of basic education in this area.    | 193       | 93% | 14       | 7%  |

|     |   |     |    |     |    |
|-----|---|-----|----|-----|----|
| 6   | Poor funding of UBE programme affect the implementation   | 163 | 79 | 44  | 21 |
| 7   | Inadequate grants from the national/federal government affect the programme.  | 95  | 46 | 112 | 54 |
| 8   | No provisions to carry out supervisory activities affect the implementation of UBE in this area.  | 87  | 42 | 120 | 58 |
| 9   | Lack of impress from local government Education Authority or State Universal basic education makes the programme difficult to implement.              | 138 | 67 | 69  | 33 |
| 10  | Corruption in the UBE board led to the failure of the programme.  | 187 | 90 | 20  | 10 |
| 11  | Non-availability of teachers in the rural/riverside communities affects the success of the programme.   | 169 | 82 | 38  | 18 |
| 12  | Large numbers of unqualified teachers recruited by the state government affect the implementation of basic education in the junior secondary schools. | 69  | 33 | 138 | 67 |
| 13  | The insufficient teachers' guidebooks affect the implementation of the UBE programme.   | 172 | 83 | 35  | 17 |
| 14  | Experience teachers are better than less experienced teachers for the implementation of UBE.  | 89  | 43 | 118 | 57 |
| 15  | Professional teachers have the ability and quality to implement the UBE than non-professional teachers.   | 143 | 69 | 64  | 31 |
| 16. | Inadequacies of teachers in the rural/riverside communities affect the success of the programme.  | 192 | 93 | 15  | 7  |
| 17  | The distance location of schools influence students not to access the education services and it affect the overall success of the UBE.                | 67  | 34 | 140 | 68 |
| 18  | The UBE is more successful in the urban areas than rural areas due to the socio-economic and institutional structures.                                | 138 | 67 | 69  | 33 |

|     |  |            |              |           |              |
|-----|--|------------|--------------|-----------|--------------|
| 19  | The unwillingness of teachers to accept posting to rural areas affect the programme in the rural areas than urban areas. | 112        | 54           | 95        | 46           |
| 20  | The high rate of female teachers to serve in urban schools makes it to be successful in urban areas than rural areas.    | 88         | 43           | 119       | 52           |
| 21  | A teacher with high experience implement the programme better than low experienced teacher,                              | 96         | 46           | 111       | 54           |
| 22. | Experienced teachers create room for efficient and cost effective for the implementation of basic education.             | 176        | 85           | 31        | 15           |
| 23  | Less experienced teachers does not create room for efficient and effective implementation of basic education.            | 98         | 47           | 109       | 53           |
| 24  | In-service training of teachers encourages the success of the implementation of UBE.                                     | 105        | 51           | 102       | 49           |
| 25. | Lack of experience of educational purpose in some teachers makes the programme difficult to implement.                   | 115        | 56           | 92        | 44           |
|     | <b>TOTAL</b>   | <b>130</b> | <b>62.9%</b> | <b>77</b> | <b>37.1%</b> |

From the Table 4.1, it shows that, in item one, 189 responses agree with the items with percentage of 91 while 18 respondents disagree with the item of 9%. In item two, 152 respondents agree with the item with 74% while 55 respondents disagree with the item of 27%. In item three, 87 respondents agree with the items with 42% while 120 respondents disagree with the items with 68%. In item four 133 respondents agree with the item with 64% and 74 disagree with the items of 36%. In item five, 193 respondents agree to the items with 93% while 14 respondents disagree with 7%.

In item six, 163 respondents agree to the items with 79% while 44 disagree with it with 21%. In item seven, 95 respondents agree with the items with 46% while 112 disagree with the items with 54%. In item eight, 87 respondents agree with the items with 42% while 120 respondents disagree with the items with 58%. In item nine, 138 respondents agree with the items with 67% while 69 respondents disagree with the items with 33%. In item ten, 187 respondents agree with the items with 90% while 20 respondents disagree with the items with 10%.

In item twelve, 69 respondents agree with the items with 33% while 138 disagree with 67%. In item thirteen, 172 respondents agree with the items with 83% while 35 disagree with 17%. In item fourteen, 89 respondents agree with the items with 43% while 118 disagree with 57%. In item fifteen, 143 respondents agree with the items with 69% while 64 disagree with 31%.

In item sixteen, 192 respondents agree with the items with 93% while 15 disagree with the items with 7%. In item seventeen, 67 respondents agree with the items with 32% while 140 respondents disagree with the items with 68%. In item eighteen, 138 respondents agree with the items with 67% while 69 respondents disagree with the items 33%. In item nineteen, 112 respondents agree with the item with 54% while 95 respondents disagree with items with 46%. In item twenty, 88 respondents agree with the items with 43% while 119 respondents disagree with the items with 57%.

In item 21, 96 respondents agree with the items with 46% while 111 disagree with 54%. In item 22, 176 respondents agree with the items with 85% while 31

disagree with 15%. In item 23, 98 respondents agree with the items with 47% while 109 disagree with 53%. In item 24, 105 respondents agree with the items with 51% while 102 disagree with the items with 49%. In item 25, 115 respondents agree with the items with 56% while 92 disagree with 44%.

From the analyses above it showed that, a total of 130 respondents agree that, inadequate and poor data, lack of supervision and monitoring, inadequate finance, lack of teaching experience, level of professionalism, non-completion of new construction and school rehabilitation, poor maintenance of school records and lack of books and library affect the implementation of UBE programme in Delta state with a 62.9% while 77 respondents disagree with the items with 37.1%.

### **Research Question Two**

Does lack of finance contribution from government affect the implementation of the UBE programme in junior secondary schools in Delta State?

**Table 4:2**

Percentage analysis of lack of finance and implementation of UBE in junior secondary schools in Delta State

| S/N | Items  | Responses |    |          |    |
|-----|--|-----------|----|----------|----|
|     |  | Agree     |    | disagree |    |
|     |  | No        | %  | No       | %  |
| 6   | Poor funding of UBE programme affect the implementation                      | 163       | 79 | 44       | 21 |
| 7   | Inadequate grants from the national/federal government affect the programme. | 95        | 46 | 112      | 54 |
| 8   | No provisions to carry out supervisory activities                            | 87        | 42 | 120      | 58 |

|    |  |     |     |    |     |
|----|--|-----|-----|----|-----|
|    | affect the implementation of UBE in this area.   |     |     |    |     |
| 9  | Lack of impress from local government Education Authority or State Universal basic education makes the programme difficult to implement. | 138 | 67  | 69 | 33  |
| 10 | Corruption in the UBE board led to the failure of the programme.   | 187 | 90  | 20 | 10  |
|    | <b>Total</b>   | 134 | 65% | 73 | 35% |

From the Table 4.2, it is shown that in item six, 163 respondents agree to the items with 79% while 44 disagree with it with 21%. In item seven, 95 respondents agree with the items with 46% while 112 disagree with the items with 54%. In item eight, 87 respondents agree with the items with 42% while 120 respondents disagree with the items with 58%. In item nine, 138 respondents agree with the items with 67% while 69 respondents disagree with the items with 33%. In item ten, 187 respondents agree with the items with 90% while 20 respondents disagree with the items with 10%.

Therefore, a total of 134 respondents agree that lack of finance contribution from the government affect the management and implementation of UBE programme in junior secondary schools in Delta State.

### Research Question Three

Is there any difference in the implementation of the UBE programme in junior secondary schools with the view of professional and non-professional teachers?

**Table 4:3**

Percentage analysis of the view of professional and non-professional teachers for the implementation of UBE programme

| S/N | Items   | Responses |     |          |     |
|-----|---|-----------|-----|----------|-----|
|     |   | Agree     |     | Disagree |     |
|     |   | No        | %   | No       | %   |
| 11  | Non-availability of teachers in the rural/riverside communities affects the success of the programme.   | 169       | 82  | 38       | 18  |
| 12  | Large numbers of unqualified teachers recruited by the state government affect the implementation of basic education in the junior secondary schools. | 69        | 33  | 138      | 67  |
| 13  | The insufficient teachers' guidebooks affect the implementation of the UBE programme.   | 172       | 83  | 35       | 17  |
| 14  | Experienced teachers are better than less experienced teachers for the implementation of UBE.   | 89        | 43  | 118      | 57  |
| 15  | Professional teachers have the ability and quality to implement the UBE than non-professional teachers.   | 143       | 69  | 64       | 31  |
|     | <b>Total</b>  | 129       | 62% | 78       | 38% |

From the Table 4.3, it shows that, item eleven, 169 respondents agree with the items with 82% while 38 disagree with 18%. In item twelve, 69 respondents agree with the items with 33% while 138 disagree with 67%. In item thirteen, 172 respondents agree with the items with 83% while 35 disagree with 17%. In item fourteen, 89 respondents agree with the items with 43% while 118 disagree with 57%. In item fifteen, 143 respondents agree with the items with 69% while 64 disagree with 31%.

Therefore, the total respondents that agree with the items are 129 out of 207 with 62% while 78 disagree with 38%. This means that, a professional teacher plays a vital role in the implementation of UBE programme in junior secondary schools in Delta State.

#### **Research Question Four**

Does location of schools affect the implementation of the UBE programme in junior secondary schools in Delta State?

**Table 4:4**

Percentage analysis of location of school and implementation of UBE in secondary schools of Delta State

| S/N | ITEMS  | RESPONSES |     |          |     |
|-----|--|-----------|-----|----------|-----|
|     |  | Agree     |     | Disagree |     |
|     |  | No.       | %   | No       | %   |
| 16. | Inadequacies of teachers in the rural/riverside communities affect the success of the programme.                                       | 192       | 93  | 15       | 7   |
| 17  | The distance location of schools influence students not to access the education services and it affect the overall success of the UBE. | 67        | 34  | 140      | 68  |
| 18  | The UBE is more successful in the urban areas than rural areas due to the socio-economic and institutional structures.                 | 138       | 67  | 69       | 33  |
| 19  | The unwillingness of teachers to accept posting to rural areas affect the programme in the rural areas than urban areas.               | 112       | 54  | 95       | 46  |
| 20  | The high rate of female teachers to serve in urban schools makes it to be successful in urban areas than rural areas.                  | 88        | 43  | 119      | 52  |
|     | TOTAL  | 119       | 57% | 88       | 43% |

From the Table 4.4, it shows that, in item sixteen, 192 respondents agree with the items with 93% while 15 disagree with the items with 7%. In item seventeen, 67 respondents agree with the items with 32% while 140 respondents disagree with the items with 68%. In item eighteen, 138 respondents agree with the items with 67% while 69 respondents disagree with the items 33%. In item nineteen, 112 respondents

agree with the item with 54% while 95 respondents disagree with items with 46%. In item twenty, 88 respondents agree with the items with 43% while 119 respondents disagree with the items with 57%.

Therefore, the total of 119 respondents out of 207 respondents agrees with the items with 57% while 88 respondents disagree with the items with 43%. This means that location of school affect the implementation of Basic Education programme in junior secondary school in Delta State.

### **Research Question Five**

Does the experience of administrators influence the implementation of Basic Education Programme in junior secondary schools?

**Table 4:5**

Percentage analysis of experienced administrators and implementation of UBE in Delta State

| S/N | ITEMS   | RESPONSES  |            |           |            |
|-----|---|------------|------------|-----------|------------|
|     |   | Agree      |            | Disagree  |            |
|     |   | No.        | %          | No        | %          |
| 21  | A teacher with high experience implement the programme better than low experienced teacher,                   | 96         | 46         | 111       | 54         |
| 22. | Experience teachers created room for efficient and cost effective for the implementation of basic education.  | 176        | 85         | 31        | 15         |
| 23  | Less experienced teachers does not create room for efficient and effective implementation of basic education. | 98         | 47         | 109       | 53         |
| 24  | In-service training of teachers encourages the success of the implementation of UBE.                          | 105        | 51         | 102       | 49         |
| 25. | Lack of experience of educational purpose in some teachers makes the programme difficult to implement.        | 115        | 56         | 92        | 44         |
|     | <b>TOTAL</b>  | <b>118</b> | <b>57%</b> | <b>89</b> | <b>43%</b> |

From the Table 4.5 it is shown that in item 21, 96 respondents agree with the items with 46% while 111 disagree with 54%. In item 22, 176 respondents agree with the items with 85% while 31 disagree with 15%. In item 23, 98 respondents agree with the items with 47% while 109 disagree with 53%. In item 24, 105 respondents

agree with the items with 51% while 102 disagree with the items with 49%. In item 25, 115 respondents agree with the items with 56% while 92 disagree with 44%.

Therefore the total of respondents who agree with the items is 118 out of 207 with 57% while 89 out of 207 disagree with 43%. This means that experience of teacher/administrators affect the implementation of UBE programme in junior secondary schools in Delta state.

### **Testing of Hypothesis**

#### **Hypothesis 1**

There is no significant difference between administrative constraints militating against the implementation of UBE programme in urban and the rural junior secondary schools

**Table 4:6**

t-test analysis of significant difference between rural and urban junior secondary schools for the implementation of UBE

| Variable   | N   | X     | SD   | t-Calculated | t-Crit. | DF  | Level of Sig. | Decision |
|------------|-----|-------|------|--------------|---------|-----|---------------|----------|
| Urban      | 107 | 60.14 | 9.20 | 6.93         | 1.96    | 205 | 0.05          | Rejected |
| Rural Sch. | 100 | 51.69 | 8.17 |              |         |     |               |          |
|            | 207 |       |      |              |         |     |               |          |

From the Table 4.6, the null hypothesis of no significant difference is rejected. This is because the t-calculated (6.93) is greater than the t-critical (1.96). This implies that there is significant difference between the administrative constraints militating against the implementation of basic education programme in urban and rural/riverside junior secondary schools in Delta State.

### Hypothesis II

There is no significant difference between the based views of professional and non-professional teachers in the implementation of the UBE programme.

**Table 4:7**

t-test analysis of significant difference between based views of professional and non-professional of teachers for the implementation of UBE.

| Variable         | N   | X     | SD   | t-Calculated | t-Crit. | DF  | Level of Sig. | Decision |
|------------------|-----|-------|------|--------------|---------|-----|---------------|----------|
| Professional     | 168 | 98.31 | 7.60 | 6.34         | 1.96    | 205 | 0.05          | Rejected |
| Non Professional | 39  | 89.22 | 6.17 |              |         |     |               |          |
|                  | 207 |       |      |              |         |     |               |          |

From the Table 4.7, the null hypothesis of no significant difference is rejected. This is because the t-calculated (6.34) is greater than the t-critical value (1.96). This implies that there is significant difference between the based views of professional and non-professional teachers for the implementation of basic education programme in junior secondary schools in Delta State.

### Hypothesis III

There is no significant difference between experienced and less experienced administrators involvement in the implementation of the UBE programme in junior secondary schools.

**Table 4:8**

t-test analysis of significant difference between experienced and less experienced administrators for the implementation of UBE.

| Variable        | N   | X     | SD   | t- Calculated | t- Crit. | DF   | Level of Sig. | Decision |
|-----------------|-----|-------|------|---------------|----------|------|---------------|----------|
| experienced     | 88  | 59.61 | 6.93 | 205           | 1.57     | 1.96 | 0.05          | Rejected |
| Les Experienced | 119 | 58.19 | 6.16 |               |          |      |               |          |
|                 | 207 |       |      |               |          |      |               |          |

From the above table, the null hypothesis of no significant difference is accepted. This is because the t-calculated (1.57) is less than the t-critical value (1.96). This implies that there is no significant difference between the experienced administrators and teachers in the implementation of basic education programme in junior secondary schools in Delta State.

## **Discussion of Findings**

The study focused on the administrative constraints militating against the implementation of basic education programme in junior secondary schools in Delta State.

From the analysis of the research question one, it was observed from the findings that, inadequate and poor data, inadequate finances, location of the schools, professionalism, lack of supervision, monitoring, non-completion of new constructions and school rehabilitation, poor maintenance of school record and materials and lack of books and library facilities were the factors that affect the implementation of the UBE programme in junior secondary schools in Delta State.

This finding is in line with the Fabiye and Adepoju (2009) which indicated that shortage of equipment, infrastructure, text books and instructional materials are undermining the successful implementation of basic education programme. They further said that, without provision of adequate text books and instructional materials, it will be difficult to implement the basic education programme in the school curriculum in the junior secondary schools.

Research question two, revealed that, lack of finance contribution from the government affect the implementation and management of basic education programme in junior secondary schools. This finding is in line with the view of Owang-cholChang (2007) stated that poor management of available resources and corruption contribute to the problem of weak implementation due to the financial capacity in the education section. He further said that, the section is characterized by

weak planning and budgeting, poor finance and poor management and procurement practices.

Research question three, and hypothesis one, it indicates that professional and non-professional teachers affect the implementation of UBE programme and there is significant difference between the two groups of teachers in the implementation of UBE in junior secondary schools. This finding is in line with Mkpa (2000). According to him, the mistake of the past must not be repeated in this new dispensation where quality of teachers is a major determinant of the degree of success of the universal basic education. Ogunu (2003) stressed that, the high rate of teachers in schools without teaching courses and specialized knowledge and skill in the subject affect the implementation of the programme in the schools.

Research question four and hypothesis two, it was indicated that location of school affect the implementation of basic education programme in junior secondary schools and there is a significant difference between the administrative constraints militating against the implementation of basic education programme in rural/riverside and urban junior secondary schools. This finding is in line with Edho (2009) stressed that, some of the constraints that affect the success of the UBE programme implementation in the rural schools is due to teacher inadequacy and their unwillingness to be posted to rural communities.

Research question five and hypothesis three, indicates that, the experience of Administrators and teachers affect the implementation of UBE programme in schools and there is no significant difference between the experienced and the less experienced teacher in the Implementation of basic education programme in schools.

This finding is in line with Makpa (2001) Mentor is very efficient and cost-effective approach to staff development. The less experience teacher who is attached to mentor consult the later on all matters and this process properly guidelines her professional activities.

## CHAPTER FIVE

### SUMMARY CONCLUSION AND RECOMMENDATIONS

This chapter summarizes and concludes the entire research work on the finding and results got from the study, “Administrative constraints militating against the implementation of basic education programme in Juniorsecondary schools in Delta State.

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

The study is based on the administrative constraints militating against the implementation of basic education programme in junior secondary schools in Delta State. In order to achieve its purpose, five research questions and three hypotheses were drawn to guide the study. Expo-facto design was used to investigate the study with a sample size of 207 teachers drawn from 9 local government areas of Delta state in which three local government areas were selected from each of three senatorial district of Delta state with a case study of Delta south senatorial district. A questionnaire was used to collect data from the respondents in which test-retest was applied to test the reliability of the instrument. The data collected were analyzed using simple percentage to analyze the research questions while the t-test analysis was used to analyze the research hypotheses. It was revealed that:

1. The factors that affect the implementation of the UBE programme in junior secondary schools in Delta State is based on inadequate and poor data, inadequate finance, inexperience’s of teachers, professionalism, lack of supervision and monitoring, non-completion of school building, poor maintenance of school records and lack of books and library.

2. Lack of finance contribution from the government affect the implementation of UBE programmes in junior secondary schools in Delta State.
3. Location of schools affects the implementation of UBE programme in junior secondary schools in Delta State
4. Professionalism of teachers also affects the implementation of UBE programme in junior secondary schools in Delta State.
5. Experience of teachers influence the implementation of UBE programme in junior secondary schools in Delta State.
6. The possible solutions to the administrative constraints militating against UBE implementation is based on the training of teachers, provision of infrastructures, effective monitoring, evaluation and provision of funds.
7. There is significant difference between the administrative constraints militating against the implementation of UBE in Urban and Rural/Riverside junior secondary schools.
8. There is significant difference between the view of professionals and non-professional teachers in the implementation of UBE.
9. There is no significant difference between the experienced teachers in the implementation of UBE programme in junior secondary schools.

## **Conclusion**

The followings have been drawn from the findings of the study as conclusion.

That, the implementation of UBE suffered set back due to the inadequate and poor data, lack of supervision and monitoring, non-completion of new construction and school rehabilitation, poor maintenance of school records and materials, lack of

books and library, inadequate finance, inexperience of teachers, poor funding, non-budgetary provision, lack of impress and embezzlement of fund by corrupt officials working in the universal boards.

That, there is significant difference between urban and rural schools implementation of UBE programme. This is because, the urban teachers are more in number compared to the Rural schools due to the high rate of infrastructure in the Urban communities.

That, there is significant difference between professionals and non-professional teachers in the implementation of UBE programme. This is due to the fact that professional teachers contribute more into the implementation of the UBE programme objectives than non-professional teachers in junior secondary schools in Delta State.

That, there is no significant between the experienced and non-experienced teachers/administrators in the implementation of the UBE programme in junior secondary schools, This is because both the experienced and non-experienced teachers together in the same school, making use of same scheme of work as well as attending seminars and workshop which enables the non-experienced teachers to gather more knowledge.

## **Recommendations**

Based on the findings and the conclusion of the study, the following are recommended to improve further study.

1. Community recruitment of teachers in the rural areas of the state is also recommended as teachers posted to these areas do reject their posting.

2. The state government should also recruit professional teachers into the junior secondary schools in the state in order to enable the students achieve permanent literacy and numeracy and the ability to communicate effectively.
3. Teachers should be allowed to attend seminars and workshops to acquire themselves with new ideas and methods of teaching for the UBE programme.
4. Teachers should be sent for in-services training to enable them acquire more skills and competence in their performance.

### **Contribution of this Study to Knowledge**

The following were the contribution of this study to knowledge.

1. The test instrument designed by researcher is one of these studies to knowledge since it was neither adapted nor adopted from any previous work. It is therefore expected to be useful to those who may want to adapt or adopt for a similar project.
2. The study has shown that, there is the need of community recruitment of teachers in the rural/riverine area of the Delta state and effective supervision, monitoring and evaluation of UBE programme in order to achieve the objectives and the vision of the UBE programme in the area.
3. The dearth of related literature materials concerning administrative constraints militating against the implementation of UBE programme in junior secondary schools in Delta State and the absence of conceptual model on administrative constraints militating against the implementation of UBE programme in junior secondary schools in Delta State which were act as hindrance to this study should now be a thing of the past which is now in the study report as a relevant

literature sources and the concept model have provide information on administrative constraints militating against the implementation of UBE programme in junior secondary schools in Delta State.

### **Suggestion for Further Study**

This research work was restricted to three local government areas from each of three senatorial district of Delta State. Therefore for reliable and valid generalizations of findings are achieved. It is suggested by the researcher that similar research work should be carried out in all the twenty five local government areas of Delta states.

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## APPENDIX

### ADMINISTRATIVE CONSTRAINTS MILITATING AGAINST THE IMPLEMENTATION OF BASIC EDUCATION IN JUNIOR SECONDARY SCHOOLS IN DELTA STATE

Dear Respondent,

This questionnaire aims at gathering information on the administrative constraints of the implementation of basic education programme in junior secondary school in Delta State.

Kindly respond to the items by ticking the appropriate responses. Respondents are guaranteed of strict confidentiality of any information provided.

Thank you.

**SECTION A:** Respondents Biodata please indicate your response to the statement below by a tick ( ) in the box.

Sex: Male  Female

Marital Status: Single  Married  Divorced

School Location: Rural/Riverside  Urban

Educational qualification: Bachelor Degree and above  HND NCE  ND

WASCE/TC II

Experience: 0-5years  6years and above

## SECTION B

Tick (—) the space that best fits your response according to the following:

Strongly agreed - SA

Agreed - A

Disagreed - D

Strongly Disagreed -SD

| S/N | ITEMS  | AS | A | D | SD |
|-----|--|----|---|---|----|
| 1.  | Inadequate and poor data affect Basic education programme  |    |   |   |    |
| 2.  | Lack of supervision of UBE programme for several decades is a major setback of UBE   |    |   |   |    |
| 3   | Lack of evaluation and monitoring of UBE programme for several decades is a major setback of UBE   |    |   |   |    |
| 4   | Poor maintenance of school<br>Records/materials affect the UBE implementation.   |    |   |   |    |
| 5   | Lack of books, library facilities affects the implementation of basic education in this area.  |    |   |   |    |
| 6   | Poor funding of UBE programme affect the implementation  |    |   |   |    |
| 7   | Inadequate grants from the national/federal government affect the programme.   |    |   |   |    |
| 8   | No provisions to carry out supervisory activities affect the implementation of UBE in this area.   |    |   |   |    |
| 9   | Lack of impress from local government Education Authority or State Universal basic education makes the programme difficult to implement. |    |   |   |    |
| 10  | Corruption in the UBE board led to the failure of the  |    |   |   |    |

|     |   |  |  |  |  |
|-----|---|--|--|--|--|
|     | programme.  |  |  |  |  |
| 11  | Non-availability of teachers in the rural/riverside communities affects the success of the programme.   |  |  |  |  |
| 12  | Large numbers of unqualified teachers recruited by the state government affect the implementation of basic education in the junior secondary schools. |  |  |  |  |
| 13  | The insufficient teachers' guidebooks affect the implementation of the UBE programme.   |  |  |  |  |
| 14. | Experience teachers are better than less experienced teachers for the implementation of UBE.  |  |  |  |  |
| 15  | Professional teachers have the ability and quality to implement the UBE than non-professional teachers.   |  |  |  |  |
| 16  | Inadequacies of teachers in the rural/riverside communities affect the success of the programme.  |  |  |  |  |
| 17  | The distance location of schools influence students not to access the education services and it affect the overall success of the UBE.                |  |  |  |  |
| 18  | The UBE is more successful in the urban areas than rural areas due to the socio-economic and institutional structures.                                |  |  |  |  |
| 19  | The unwillingness of teachers to accept posting to rural areas affect the programme in the rural areas than urban areas.                              |  |  |  |  |
| 20  | The high rate of female teachers to serve in urban schools makes it to be successful in urban areas than rural areas.                                 |  |  |  |  |
| 21  | A teacher with high experience implement the programme better than low experienced teacher,   |  |  |  |  |
| 22  | Experience teachers create room for efficient and cost effective for the implementation of basic  |  |  |  |  |

|    |   |  |  |  |  |
|----|---|--|--|--|--|
|    | education.  |  |  |  |  |
| 23 | Less experienced teachers does not create room for efficient and effective implementation of basic education. |  |  |  |  |
| 24 | In-service training of teachers encourages the success of the implementation of UBE.                          |  |  |  |  |
| 25 | Lack of experience of educational purpose in some teachers makes the programme difficult to implement.        |  |  |  |  |