

## The Impact of State Universal Basic Education Board (SUBEB) On Educational Administration in Osun State, Nigeria.

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### ABSTRACT

The study assessed the impact of SUBEB on Educational Administration in Osun State, Nigeria. In order to achieve this, the study analyzed the extent to which facilities available are adequate for the implementation of the SUBEB programme in Osun State; assessed the impact of SUBEB in educational advancement in Osun State; and identified the challenges confronting the implementation of SUBEB towards educational advancement in Osun State. Both Primary and Secondary sources of data were used for the study. Primary data were collected through copies of questionnaire and interview guide. The study population comprised of 259 SUBEB staff and 12,188 teachers in Osun State, of which a sample size of 150 (12% of SUBEB staff, and 1% of the teachers in Osogbo and Olorunda Local Governments) was drawn. 150 copies of questionnaire were distributed to the respondents classified into 3 categories; Head teachers (30), classroom teachers (90), and SUBEB staff (30), of which one hundred and thirty-two (88%) were retrieved and utilized for the study, while interview sessions were conducted for 2 Heads of Schools in both local governments. Secondary data were gathered from textbooks, journals, newspapers, magazines and website publication. The data analysis was done by the use of Statistical Package for Social Sciences (SPSS). Descriptive statistics such as frequency distributions, tabulations, and simple percentages were used in the data analysis. The research findings revealed that: facilities such as school assembly hall and recreational facilities (40.1%), textbooks, computers, charts and maps (49.2%), were less adequate, therefore limiting the full implementation of SUBEB programmes in Osun State. The major impacts of SUBEB programme on educational advancement in Osun State were that teachers have undergone adequate training and development programmes (75%), and the availability of free basic education for every Nigerian child of school going age (68.2%). The study also revealed that the major challenges confronting the implementation of SUBEB towards educational advancement in Osun State were corruption (77.3%) and poor funding (71.2%). The study concluded that SUBEB has a significant impact on educational advancement in Osun State. Therefore, recommending that adequate provision of facilities is necessary for the successful implementation of SUBEB programme in Osun State, and Nigeria at large.

**Keywords:** Basic Education, Universal Basic Education (UBE), Educational Advancement, National Development, State Universal Basic Education Board (SUBEB).

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## 1. INTRODUCTION

Goal two of the United Nations' Millennium Development Goals (MDGs) which was adopted by the international community in the year 2000 proposed that by 2015, all children of school age should have free, affordable and accessible education. This goal is in response to the world conference of Education For All (EFA) held in Jomitten, Thailand from 5<sup>th</sup> to 9<sup>th</sup> March, 1990. This conference was the major trigger for the commencement of basic education (Edho, 2009). The conference, which was well attended, came out with a blue print document entitled 'World Declaration on Education For All' and framework of actions to meet basic learning needs (FGN/UNICEF, 2003).

Nigeria as a member of the international community became encouraged to set up educational activities to achieve EFA goals. EFA in Nigeria could be traced back to the introduction of Universal Primary Education (UPE) in the 1950's in two of the then regions of the country and at the national level in 1976. Denga (2000:12) declared that "our memories may be flashed back to 1950 when the universal declaration of human rights asserted that every one has the right to education". The right to education by citizens of school age in Nigeria has witnessed a renewed determination by the government to achieve it well before 2015 as Obasanjo (2006:1) puts it; "educating a child is closing the prison gates'. The strength of EFA cannot be overemphasized as the future of the child and nation at large depends on educational gains.

The National Policy on Education (2004) attest to Nigeria's commitment to EFA in particular and basic education for all as each of the four policies introduced in Nigeria lays emphasis on universal, functional and qualitative education. The guiding principles of EFA in Nigeria is the "equipping of every citizen with knowledge, skills, attitude and values as well as enable him/her derive maximum benefit from his membership of society as thus, lead a fulfilling life (FGN, 2004).

The determination of the government under the leadership of Chief Olusegun Obasanjo to achieve EFA by 2015 saw the introduction of the UBE programme. Launched at Sokoto on the 30th day of September 1999, the programme actually took off in the 2000/2001 school year. The launch became necessary as the Obasanjo-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, poor infrastructure conditions in schools. Thus, the introduction of the UBE came as a result to positively transform the nation's basic education sub-sector (FGN, 2004) and to meet the context of the global vision of EFA. The UBE aims at equipping individuals with knowledge (Obinaju, 2001).

The involvement of quality teachers in the implementation of the UBE is also vital. A teacher, according to Ukeje (1996) and Mungali (1997), is a person who has successfully gone through a well-designed teacher education programme in a recognized institution. Thus, if education is the door that opens a society to modernization and development, the key to such door is in the hands of the teacher (Kabiru, 2001). Not only that, Akilaya (2001) contends that only qualified and motivated teachers can foster quality education. Okoro (1998) cited in Ibiam (2001) identified the major contributory factors to quality education as qualified teachers, appropriate funding, provision of infrastructural facilities among others. Deducible from this is that in the absence of these factors, the UBE scheme will not attain its objectives.



Monitoring of the fund utilization will be multi-sectoral involving the Universal Basic Education Commission, Federal Ministry of Education, National Assembly, Budget Office of the Federation, Budget Monitoring (Presidency), Accountant General of the Federal and Auditor General of the Federal. Providing adequate fund for the provision of facilities is expected to help the States achieve the objectives of the UBE by the year 2015 taking consideration of the sequential plan of the programme in the country. Having endorsed the world declaration on education for all and also initiating the UBE scheme, the Nigerian government have taken several steps towards its actualization. The introduction of UBE, according to Okeke (2004), witnessed increase in the enrolment of pupils devoid of a corresponding expansion of classroom space, furniture, equipment, quantity and quality of teachers, funding among others. In Imo State for example, enrolment of pupils increased from 701,107 in 1999 to 707,720 in 2005, when the scheme was officially launched (Imo State UBE Board, 2004). This increment equally gave rise to the demand for more funds, teachers and infrastructures. In Akwa Ibom State, figures released by the United Nations Education Scientific and Cultural Organization (UNESCO) shows that there are 1,294 primary schools, with a total population of 1,493,881,321, Junior Secondary schools with a total population of 107,840 and 316 Senior Secondary schools with a total number of 89,561 students. Altogether, it has 1,691,282 students in the State primary and secondary schools. The State Ministry of Education coordinates the activities of the private primary schools, secondary and tertiary institutions in the State while the State Universal Basic Education Board coordinates public primary school.

However, some scholars have identified some disparities and shortcomings in the institutions on ground for the UBE scheme. For instance, Nwagwu (2003) noted that there are widespread disparities both in quality and access across the nation, available infrastructural facilities, teaching and learning materials and inadequate number of qualified teachers. Thus, having gone beyond the 15-year deadline, it becomes necessary to assess the impact of State Universal Basic Education Board on Educational Advancement in Nigeria using Osun State which is one of the 36 states of the Federation as a case study. Public primary and junior secondary schools in two local governments (Osogbo and Olorunda LGs) in Osun State were used for the study.

## **2. REVIEW OF RELEVANT CONCEPTS**

### **2.1 The Concept of Basic Education**

Education in its broadest, sense is the means through which the aims and habits of a group of people lives on from one generation to the next (Dewey, 1944). Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. In its narrow, technical sense, education is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another, e.g., instruction in schools. The United Nations' International Covenant on Economic, Social and Cultural Rights of 1966 guarantees this right to education under its Article 13. According to the International Standard Classification of Education (1997), basic education comprises primary education (first stage of basic education) and lower secondary education (second stage). In countries (developing countries in particular), Basic Education often includes also pre-primary education and/or adult literacy programs.

Basic education has to do with the whole range of educational activities which takes place in formal, non-formal and informal settings with the aim of meeting basic learning needs. Federal Republic of Nigeria (2000) indicated that basic education is the foundation of sustainable life-long learning. Its aim is to provide reading, writing and numeracy skills. Federal Republic of Nigeria (2004) went on to state that basic education comprises of 6 years primary education and 3 years of junior secondary education. Indeed, the adoption of basic education in Nigeria pre-dates 2000. It started with the regional governments.

In the Western Region, the Premier; Obafemi Awolowo demonstrated his belief in the fact that to educate children and enlighten illiterate adults is the bedrock for solid economic development and political stability by introducing a free Universal and Compulsory Primary Education (UPE) in 1955. On coming to power in 1952, the Action Group led by the new premier, Obafemi Awolowo made education a top agenda of the government. In his first budget speech, Awolowo mentioned education and health as the government's top priorities. Later in July 1952, the regional minister of education, Stephen Awokoya presented a comprehensive educational plan for the introduction of compulsory and free primary education in the region starting in January 1955. Included in the proposal were expanding teacher education programs, building more secondary schools, and introducing secondary technical and modern schools to supplement the comprehensive education. The program was finally launched on January 17, 1955 and by 1958 a total number of 1 million pupils were enrolled in the plan up from about 457,000 pupils attending fee paying primary schools prior to the launch in 1955 (Ajayi, 2006). During the period, the government spent close to 90% of its 5 million pounds plus education budget on primary schools. This was the prelude to the birth of what Fafunwa (1974:168) has described as "the boldest and perhaps the most unprecedented educational scheme in Africa South of the Sahara" as a demonstration of the Western Regional government's whole-hearted commitment to the vital interest of her subjects. Thus Taiwo (1980) is convinced that the UPE is synonymous with the name of Obafemi Awolowo.

The Eastern Region was equally not left out in educational development. In 1953, the Regional Education Minister, R.I. Uzoma, made a proposal for free primary education to be partly financed by the local government. However, a change in government led to the exit of the premier, Eyo Ita from government and in his place was Nnamdi Azikiwe. Also, a new education minister, Ibanga Akpabio was appointed. Azikiwe now embarked on a more ambitious primary education scheme jettisoning the idea of local financing as such joint financing ventures in the past had yielded little result. His plan envisioned a projected launch date of January 1957 which was closely met with the formal launching taking place in February 1957 (Ayeni, 2000). However, the scheme was hampered by various problems mostly inadequate financing but not excluding insufficient trained teachers, buildings and equipment and opposition from the Catholic Church which controlled more than half of the primary and secondary schools in the country.

In 1958, a committee was set up to review the educational system in the East. The committee headed by Kenneth Dike recommended a focus on quality education provision instead of quantity. Another committee, the Ikoju Committee on the review of the educational system in the Eastern region recommended the consolidation of primary schools and the discontinuation of non-viable schools. Also the committee proposed, government control of all primary schools, the involvement of local government council in primary education and reducing the length of time spent in primary schools from 7 years to 6 years.

The Northern Regional House did not prioritize education. This is because the colonial government recognised Islamic education in the region hence the inability of the Christian missionaries to go to the region and introduce western education. This failure to introduce the UPE by the Northern Region led the federal government to adopt the scheme for all parts of Nigeria in 1976. This is so as to avoid educational disparity in Nigeria. Itedjere (1997) observed that the differences that had existed in the different regions were put in check by the Federal Government's decision that all states of the federation must run identical programme. However, the UPE was short-lived. This is because the Nigerian government, having underestimated the large enrolment of pupils, failed to determine the cost of implementing such a programme with regards to teachers, furniture, desk, library etc.

## 2.2 National Policy on Education

Nigeria's quest to develop a more relevant education system that could serve as a tool for accelerating national growth and development became more pronounced after the 1969 National Conference (Uwazuruike, 1991). Expatiating further, Uwazuruike noted that the Conference was the first time Nigeria since independence came together to examine appropriate answers to the question of what type of education is best for Nigeria. The Conference outlined the overall objectives of Nigerian education as contained in the National Policy on Education (2004) to include:

- i. a free and democratic society;
- ii. a just and egalitarian society;
- iii. a united, strong and self-reliant nation;
- iv. a great and dynamic economy; and
- v. a land full of bright opportunities for all citizens.

Also, the NPE (2004), disclosed that Nigeria's philosophy of education is based on

- A. The development of the individual into a sound and effective citizen;
- B. The full integration of the individual into the community; and,
- C. The provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school systems.

The national educational goals, which derive from the philosophy, are therefore:

- a) the inculcation of national consciousness and national unity;
- b) the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
- c) the training of the mind in the understanding of the world around; and
- d) the acquisition of appropriate skills and the development of mental, physical and social abilities and competences as equipment for the individual to live in and contribute to the development of the society.

These laudable aims of education in Nigeria can only be attained within the framework of the school system. This is why the purpose of establishing schools draws from the national educational objectives. It is also contained in the national educational aims and objectives that in order to promote unity in Nigeria, imbalances in the states need to be addressed squarely. According to the Federal Republic of Nigeria (1977), not only is education the greatest force that can be used to bring about redress, it is also the greatest investment that the nation can make for the socio-economic, political, social and human resources. In accordance to the broad national educational objectives, the policy outlined educational objectives for primary school as follows: The inculcation of permanent literacy and numeracy and the ability to communicate effectively;

- a) the laying of a sound basis for scientific and reflective thinking;
- b) citizenship education as a basis for effective participation in and contribution to the life of the society;
- c) character and moral training and the development of sound attitudes;
- d) developing in the child the ability to adapt to his changing environment;
- e) giving the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity; and,
- f) providing basic tools for further educational advancement, including preparation for trades and of the locality.



In pursuit of the above objectives, the government will:

1. Prescribe curricular activities for the primary school, such as, the inculcation of literacy and numeracy, the study of science, the study of social norms and values of the local community and of the country as a whole through civic and social studies, the giving of health and physical education, moral and religious education, the encouragement of aesthetics, creative and musical activities, the teaching of local crafts and domestic science and agriculture.
2. Provide junior libraries for primary school children; libraries are already being incorporated into new primary schools as pilot schools for the Universal Free Education programme.
3. Make available materials and manpower for the teaching of science.
4. Conduct a documentary of the social norms of various communities and a distribution of the results through the Ministries of Education and Information (FGN, 1977).

### 2.3 Universal Primary Education

Following the 1948 declaration of human rights by the United Nations which enshrined the right of everyone to education, nations of the world adopted basic education and initiated programmes aimed at fostering the right of citizens to education. Nigeria equally adopted this declaration. There was a conference at Addis Ababa in 1961 where Ministers of Education in Africa resolved to set aside 1980 as a target year for all African countries to achieve Universal Primary Education. Consequently, Nigeria launched the Universal Primary Education in 1976 by the then military Head of State, General Olusegun Obasanjo.

While commenting on the legacy of Obasanjo, Adujie (2003), asserted that in 1976, President Obasanjo during his first time as the leader of Nigeria introduced the UPE policy and programme which made education free and compulsory for all Nigerians. This is by any measure a good policy and a very good investment in the people of Nigeria. As we all know, cars can be stolen but nobody can steal your education from you. And education is not subject to devaluation or depreciation. Education creates self-awareness, independence and self-sufficiency. Since his second coming in 1999, the President has as a follow-up introduced the UBE which will fine-tune and improve upon the laudable achievement.

On his part, Ukeje (1991) contended that the UPE programme was needful in order to provide uniform educational opportunity for the citizens. The scheme revitalized the education system in the country by abolishing school fees in primary schools as well as through the provision of teaching aids to boost the educational sector. Enrolment in school equally rose and brought with it a number of both positive and problematic changes. Denga (1993) captured the problematic aspect of this upsurge thus: the overwhelming unanticipated results of this sudden educational expansion evidenced a profound shortage of learning facilities including space, a severe dearth of teachers and funds to implement the system. Loud grumbling started to be heard from parents and the general public because of the cost imposed on them from a programme that was purported to educate the children free of charge. The educationally conscious Nigerians began to lose faith in the UPE scheme, disparaging the government's efforts to finance the system which many concluded was a nightmare. It therefore follows that the UPE scheme was initially supposed to be free but at some point in time payments were demanded from parents and guardians for the education of their pupils.

The failure of the UPE scheme was due to the Federal Government's underestimation of the number of pupils wishing to benefit from the programme, inability to determine the number of teachers and infrastructures which will be required to make the programme efficient. Apart from this, Uwazuruie (1991) remarked that the scheme lacked adequate planning in respect of the number of pupils to be catered for, teachers and classrooms required.

## 2.4 Concept of Universal Basic Education (UBE)

Universal Basic Education is the transmission of fundamental knowledge to all facets of the Nigerian society from generation to generation (Eddy and Akpan, 2009). It is a policy measure initiated by the federal government of Nigeria as its on framework for meeting goal 2 of the millennium development goals. It has three main components - universal, basic and education. Universal connotes a programme that is meant for all facets of the society - the rich and poor, the physically fit and physically challenged, the brilliant and dull, the regular students and the dropouts including every other individual that is ready to acquire knowledge. The term basic connotes that which is fundamental or essential indicating that basic education is the starting point in the acquisition of knowledge and that it is for all citizens. It is that type of education that can help an individual function effectively in the society (Adewole, 2000). Enoch and Okpede (2000) described it as the form of education, which is essential for life. They also saw UBE as the form of education, which must equip an individual with the necessary skills to survive in his environment. It should be a practical and functional education.

## 2.5 Global Forerunners of UBE

Even though the UBE scheme is said to be home-grown, it is rooted in developments in education in the international system. By adopting the UBE scheme, Nigeria renewed her commitment to the provision and promotion of basic education for all. Some of the Conventions and Protocols concerning basic education which Nigeria accented to include:

1. the 1990 Jomtien Declaration and Framework for Action on Basic Education for All;
2. the 1991 New Delhi Declaration on the E-9 Countries (the nine countries with the largest concentration of illiterates of which Nigeria is a member);
3. the Ougadougou Pan-African Declaration on the Education of Girls and Women of 1992;
4. the 1995 Amman Re-affirmation;
5. the Durban 1998 Statement of Commitment to the Promotion of Education for all;
6. the OAU Decade of Education in Africa (1997-2006) on Inter-African Co-operation on Education; and,
7. Dakar World Education Forum (2000).

These treaties contain principles which define the goals, objectives and operations of the UBE scheme.

## 2.6 Legal Framework for UBE Programme in Nigeria

Section 18, Sub-sections 1 and 3 of the 1999 Constitution of the Federal Republic of Nigeria enjoins the government to provide free and compulsory basic education. The UBE programme was launched on this basis in 1999. The UBE Act makes it mandatory for every government in Nigeria to provide free, compulsory and universal basic education for every child of primary and junior secondary school age. Parents are mandated to ensure that their children enroll and complete the education cycle. Penalties are prescribed for non-compliant parents. Furthermore, services in public primary and junior secondary shall be free. The federal government is also empowered by the Act to intervene in basic education as assistance to state and local government for the purpose of uniform qualitative basic education. The Universal Basic Education Commission operates at the federal level while the State Universal Basic Education Boards (SUBEB) and Local Government Education Authority (LGEA) exist for states and local governments respectively.

The Act equally made provisions for three sources of funding for the UBE programme. These sources include:

- Federal government block grants of not less than 2% of its Consolidated Revenue Fund;
- Funds or contribution in the form of federal guaranteed credits, local and international donor grants; and,
- States to contribute 50% of the total cost of project before qualifying for the block grants.

This Act, however, did not provide for children in private schools. As a result of this, children in private education centres will not enjoy any of the benefits of the UBE programme.

### **2.7 Objectives of UBE**

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

- i. developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
- ii. the provision of free, universal basic education for every Nigerian child of school age;
- iii. drastically reducing the incidence of drop-out from formal school system;
- iv. catering for the learning needs of young persons who for one reason or another, have led to the interruption of their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education; and,
- v. ensuring the acquisition of appropriate levels of literacy, numeracy, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for lifelong learning.

### **2.8 Guideline for the Implementation of UBE**

According to the 2004 Nigerian National Policy on Education (NPE), the government recognizes education as an instrument per excellence for effective national development. Education is a right to every Nigerian irrespective of gender, age or ethnic group. The UBE programme seeks to reconcile any possible conflict that may arise over whose responsibility it is to finance basic education in Nigeria. Thus the programme identifies stakeholders and allocates responsibility to each and every one of them in very clear terms. These responsibilities are not mutually exclusive but rather, it has room for mutual interdependence. Furthermore, the guidelines for operating the UBE programme acknowledges that the implementation of the programme should be collaborative in nature so as to involve the three tiers of government, civil society organizations, private individuals, communities, corporate bodies, international donor agencies among others. Financing of the UBE programme is mainly through the 2% from the Consolidated Revenue Fund (CRF) of the Federal Government. This is used to support the 36 states of the federation in their responsibility to deliver basic education. Similarly, participating states contribute 70% of the total federal government intervention fund as Matching Grants.

By way of ensuring fairness and effectiveness in the spread and utilization of the fund at all levels and components of basic education, the Federal Executive Council statutorily mandated that:

- i. 70% of the UBE fund be shared to the 36 states and the FCT as matching grants on equity basis;
- ii. 14% is shared to states to correct educational imbalance within and between states;
- iii. 5% to states that are doing very well in the implementation of the UBE programme as incentive;
- iv. 5% dedicated to school feeding and health programme;
- v. 2% to address issues of special needs education, specifically to physically and mentally challenged;
- vi. 2% for monitoring the implementation of the programme; and,
- vii. 2% as UBE Commission's implementation fund.



It should be noted here that the drawn-down from matching grant component of the UBE intervention fund by the states is predicated on conditions like lodgment of states' counterpart contribution and the enactment of the state Universal Basic Education Law as stipulated in Section 12, Sub-section 1 of the UBE Act of 2004. One of the major challenges faced in the implementation of the UBE scheme is funding. The aim, as declared in the policy is that Universal Basic Education should be free. It is however, true that the financial burden on government often forces parents to get involved in funding this basic level of education. Since most parents are poor, the children remain poorly equipped to learn. There is also the challenge of providing maintaining of infrastructural facilities such as buildings, equipment and instructional materials.

### **2.9 The Scope and Agencies of UBE**

The UBE programme, according to the Universal Basic Education Annual Report, 2004, covers the following:

- i. Programmes and initiatives for early childhood education and development;
- ii. the formal school system from the beginning of primary education to the end of the junior secondary school;
- iii. special programmes for nomadic populations;
- iv. Programmes and initiatives for the acquisition of functional literacy, numeracy and life skills especially for adults (persons aged 15 and above) and out of school children;
- v. non-formal education programmes for updating the knowledge and skills of persons who left before acquiring the basics needed for life-long learning; and,
- vi. non-formal skills and apprenticeship training for adolescents and youths who have not had the benefit of formal basic education programme is managed by UBEC while the informal aspect is managed by the National Commission for Nomadic Education (NCNE) and the National Mass Education Commission (NMEC).

Also, there are learning centres established all over the country for the various categories of illiterates. These include:

- i. centres for adult nomads and migrant fishermen which offer literacy programmes for them and their children;
- ii. the functional literacy centres for adult women;
- iii. special schools for girls' literacy to increase girls' access to education; and,
- iv. the educational needs of street children, out-of-school education for children and youths of school age.

All the above centres were created as a demonstration of the determination of the federal government to ensure that all and sundry can have access to basic education.

### **2.10 Donor Agencies and Non-Governmental Organizations involved in UBE**

The United Nations General Assembly in 1999 resolved to declare a United Nations Literacy Decade. Based on this resolution, the Basic Education Unit of UNESCO summoned a meeting of professionals and experts to iron out the modalities for launching such a global literacy initiative under the auspices of Education For All (EFA). This is not surprising going by the fact that the United Nations already had the Universal Declaration of Human Rights. This declaration recognized the right of every citizen to education. What nations of the world did was to adopt the declaration of the United Nations as well as that of the EFA. It is as a result of this that many international organizations often donate to the funding of education especially in the developing countries like Nigeria.

### 3. REVIEW OF EMPIRICAL STUDIES ON UNIVERSAL BASIC EDUCATION

Eddy and Akpan (2009) discussed 'The prospect of UBE programme in Akwa Ibom State, South-South Nigeria'. The scholars raised five objectives of the study which bordered on planning, funding, qualification and adequacy of teachers, population explosion and the level of implementation of the UBE programme in Akwa Ibom State. In order to collect data, the researchers used two hundred questionnaires which were distributed to teachers in some primary and secondary schools within Akwa Ibom State. Data deduced from the questionnaires were analysed using simple statistics. Eddy and Akpan revealed from their study that 87% of the respondents agreed that poor planning is one of the major problem that is facing the successful implementation of the UBE programme in the state while 90% of the respondents agreed that the UBE programme in Akwa Ibom State is not properly funded indicating that inadequate funding is one of the problems that is facing the prospect of the UBE programme in Akwa Ibom State.

The major problems facing the success of the UBE programme in Akwa Ibom state were found to include, population explosion and lack of qualified/adequate teachers. Measures that can be adopted to correct some of these failures have been highlighted. The implementation of the UBE programme in Akwa Ibom State is viewed by the authors as a measure that should be improved to the latest. In relational terms, the two studies have Akwa Ibom State as a major focus.

Ibiam (2001) investigated the readiness of the government for the implementation of the UBE scheme in Ebonyi State. Survey research design was adopted for the study. 105 Administrative officers of the Ebonyi State Universal Basic Education Board constituted the sample for the study. The questionnaire instrument was used to gather data while mean and standard deviation were used in the analysis. The findings of the study showed that there were inadequate renovation and provision of infrastructures, inadequate supply of instructional materials as well as inadequate number of teachers. Obioma (2001) carried out a study on 'The Challenges of Implementing the UBE at Federal, State and Local Government Level'. The major objective of the study is to ascertain the most pertinent challenge faced in the implementation of the UBE by the three tiers of government. The population of study comprised of 100 primary schools in Anambra State. Simple random sampling was used to select the sample size of 50. Instrument of data collection was in-depth interview of head teachers and some UBE officials. The major finding of the study is that UBE is capital intensive and that funding remains the major challenge faced in the implementation of the UBE scheme. Obioma's work is related to the present study in that challenges faced in the implementation of the UBE scheme is one of the objectives this present study wishes to address.

Obunadike (2009) carried out a study on *Managerial Adequacy of the Anambra State Universal Basic Education Board*. The study appraised the extent to which ASUBEB are adequate for the promotion of primary education growth for the UBE in Awka Education Zone. Two research questions were raised with the aim of eliciting information on the adequacy of the financial and material resource management conducted by ASUBEB. A 22 item questionnaire was developed by the researcher for the study. 48 Head Teachers and 720 teachers participated in the study. The arithmetic mean scores were used as the analytical tool in analyzing the research questions. The findings of the study revealed serious inadequacies in the management of finances and materials for the UBE by ASUBEB.

### 3.1 Theoretical Framework

This study adopted the popular demand for education model to the provision of educational facilities as proposed by Vaizey (1972) as the theoretical framework of analysis. According to the popular demand for education model, education should be provided for all who are qualified to acquire it and are willing to do so. Viasey went ahead to state that of all the methods so far used for educational planning, the social demand is much best. Education is a social service and, therefore, it is the sole responsibility of a responsible government to anticipate demand for placement in the school and make adequate provision to meet such demands as the need arises. Implied here is the fact that this approach takes into consideration the available structures, facilities, human and material resources and relates them to situations where various kinds of private demands for education are consented to and what will be required under the prevalent school provisions.

Similarly, Social Demand Approach is a traditional method which takes educational development in terms of the current demand for education at the different levels and projections than on the basis of increase in the population, age distribution, long-term national and social goals as well as on the basis of what is known about state and consumer preferences for education. The goals and preferences of the approach include universal literacy, universal compulsory primary education and cultural objectives.

This approach emphasizes on education as a social infrastructure for development purposes and as an end in itself. The central argument of social demand approach is built on the assumption that popular demand for education would continue to exceed supply; the unit cost of education would remain constant and that the expanded education outlays would add to economic growth. Here it is the welfare of the people that matters and not economic rationalization.

#### 4. FINDINGS

The research findings are being presented in the form of figures and tables, and discussed.

#### Extent to which Facilities Available are Adequate for the Implementation of the SUBEB Programme in Osun State

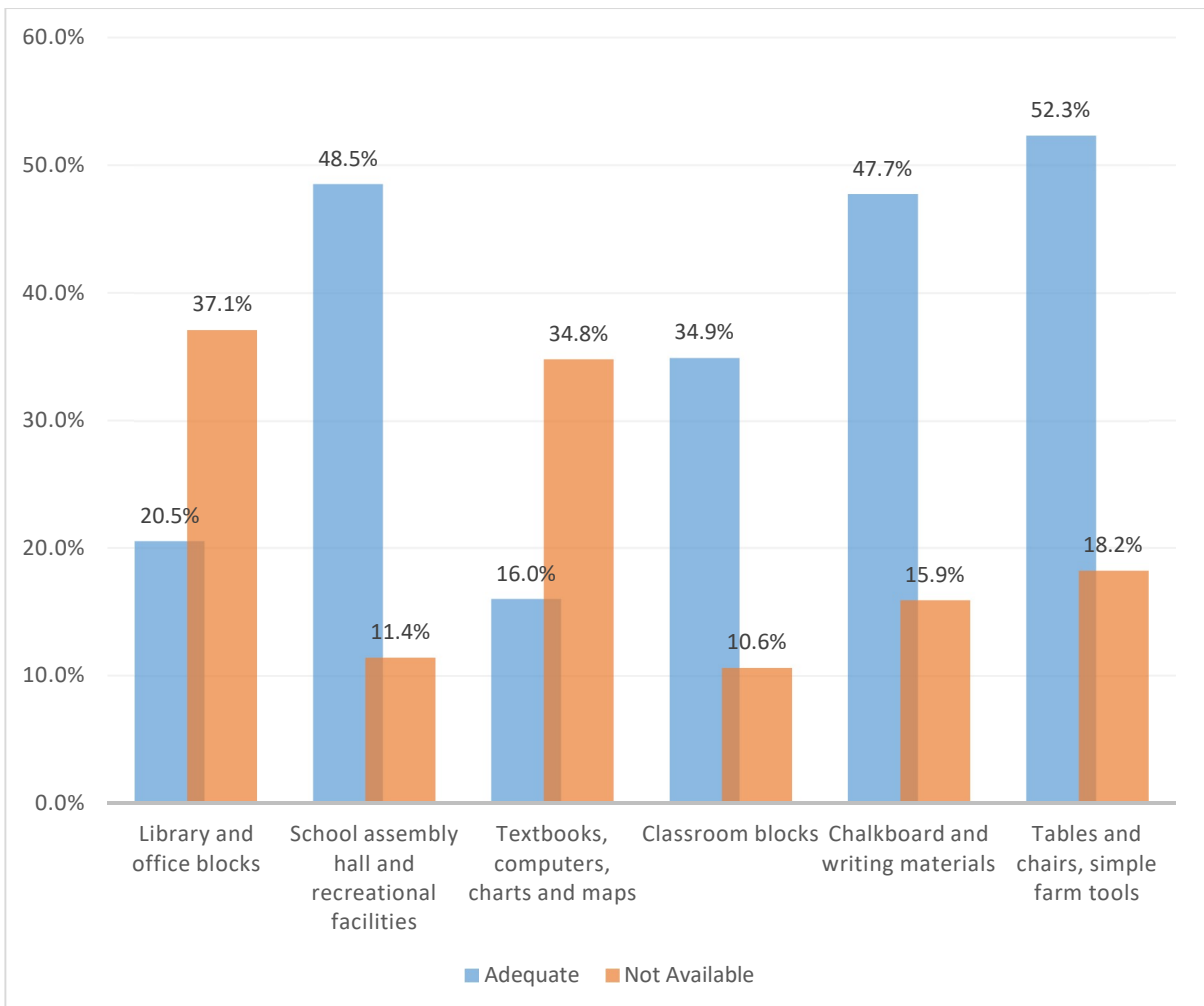
**Table 1: Facilities Available for the Implementation of SUBEB Programme**

Characteristics	Category	Frequency	Percent
Library and Office blocks	Adequate	27	20.5
	Less Adequate	56	42.4
	Not Available	49	37.1
	<b>Total</b>	<b>132</b>	<b>100.0</b>
School Assembly hall and Recreational facilities	Very Adequate	15	11.4
	Adequate	49	37.1
	Less Adequate	53	40.1
	Not Available	15	11.4
<b>Total</b>	<b>132</b>	<b>100.0</b>	
Textbooks, charts and maps, computers	Very Adequate	15	11.4
	Adequate	6	4.6
	Less Adequate	65	49.2
	Not Available	46	34.8
<b>Total</b>	<b>132</b>	<b>100.0</b>	
Classroom blocks	Very Adequate	3	2.3
	Adequate	43	32.6
	Less Adequate	72	54.5
	Not Available	14	10.6
<b>Total</b>	<b>132</b>	<b>100.0</b>	
Chalkboard and writing materials	Very Adequate	4	3.0
	Adequate	59	44.7
	Less Adequate	48	36.4
	Not Available	21	15.9
<b>Total</b>	<b>132</b>	<b>100.0</b>	
Tables and chairs, simple farm tools	Very Adequate	9	6.8
	Adequate	60	45.5
	Less Adequate	39	29.5
	Not Available	24	18.2
<b>Total</b>	<b>132</b>	<b>100.0</b>	

Source: Field Survey, 2017.

Table 1 above shows the availability and non-availability of the required facilities in the schools for the effectiveness and efficiency of the SUBEB programme in Osun State. 20.5% of the respondents said library and office blocks are adequate in the State, 42.4% said its less adequate, and the remaining 37.1% said library and office blocks are not available in their schools. School assembly hall and recreational facilities were adequate as agreed by 48.5% of the respondents, less adequate (40.1%), and not available (11.4%). Varied responses were also given to the availability of textbooks, charts and maps, and computers in the schools, these were; adequate (16.0%), less adequate by 49.2% and not available by 34.8%.

Classrooms are available in the schools in Osun State, as rated adequate by 34.9% of the respondents, less adequate by 54.5%, and not available by 10.6%. the availability of chalkboard and writing materials showed that they are adequate 47.7%, less adequate (36.4%), and not available by 15.9%. finally, tables and chairs, simple farm tools are adequate (52.3%), less adequate (29.5%) and not available (18.2).



**Fig 1: Adequacy of Facilities needed for the Implementation of SUBEB Programmes**



### Impact of SUBEB in Educational Advancement in Osun State

**Table 2a: Impact of SUB in Educational Advancement in Osun State**

Characteristics	Category	Frequency	Percent
Only teachers with a minimum of NCE are required to teach UBE programmes	Strongly Agree	2	1.5
	Agree	49	37.1
	Undecided	28	21.2
	Disagree	34	25.8
	Strongly Disagree	16	12.1
	No Response	3	2.3
	<b>Total</b>		<b>132</b>
Teachers have good communication skills	Strongly Agree	4	3.0
	Agree	64	48.5
	Undecided	14	10.6
	Disagree	38	28.8
	Strongly Disagree	20	7.6
	No Response	2	1.5
	<b>Total</b>		<b>132</b>
Teachers are hardworking	Strongly Agree	43	32.6
	Agree	28	21.2
	Undecided	16	12.1
	Disagree	26	19.7
	Strongly Disagree	14	10.6
	No Response	5	3.8
	<b>Total</b>		<b>132</b>
Teachers are creative	Strongly Agree	58	43.9
	Agree	34	25.8
	Undecided	26	19.7
	Disagree	7	5.3
	Strongly Disagree	6	4.5
	No Response	1	0.8
	<b>Total</b>		<b>132</b>

Source: Field Survey, 2017.

**Table 2b: Impact of SUB in Educational Advancement in Osun State**

Characteristics	Category	Frequency	Percent
Teachers have undergone adequate training and development programmes	Strongly Agree	50	37.9
	Agree	49	37.1
	Undecided	8	6.1
	Disagree	13	9.8
	Strongly Disagree	5	3.8
	No Response	7	5.3
	<b>Total</b>	<b>132</b>	<b>100.0</b>
SUBEB has ensured the availability of Free Basic Education for every Nigerian child of school going age	Strongly Agree	62	47.0
	Agree	28	21.2
	Undecided	4	3.0
	Disagree	14	10.6
	Strongly Disagree	19	14.4
	No Response	5	3.8
	<b>Total</b>	<b>132</b>	<b>100.0</b>
SUBEB has reduced the incidence of drop-out from formal school system	Strongly Agree	15	11.4
	Agree	46	34.8
	Undecided	41	31.1
	Disagree	28	21.2
	Strongly Disagree	2	1.5
	No Response		
	<b>Total</b>	<b>132</b>	<b>100.0</b>
SUBEB has ensured unfettered access to 9 years of formal basic education	Strongly Agree	33	25.0
	Agree	29	22.0
	Undecided	37	28.0
	Disagree	21	15.9
	Strongly Disagree	6	4.5
	No Response	6	4.5
	<b>Total</b>	<b>132</b>	<b>100.0</b>

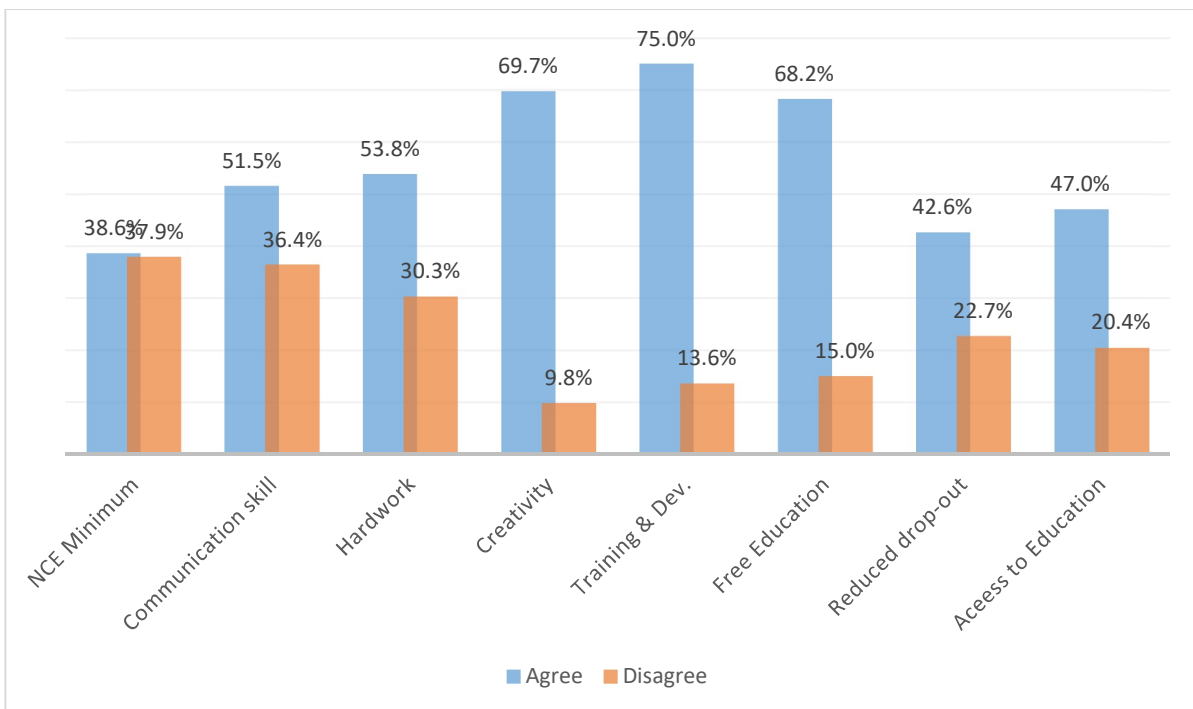
Source: Field Survey, 2017.

The two Tables above depicts the impact of SUBEB in educational advancement in Osun State. The respondents gave varying but concrete responses to the questions in this section. 38.6% of the respondents agreed that the minimum requirement to teach UBE programmes is NCE, which means none of the teachers has a qualification below the NCE certificate. However, 37.9% do not think NCE is the minimum requirement to teach UBE programmes, as 21.2% were undecided. Half (51.5%) agreed that teachers in Osun State have good communication skills which proves further that teachers have good interpersonal relationships with themselves, and as well with the students, on the contrary, 36.4% disagreed to this, believing that only a few teachers have good communication skill, and 10.6% were indifferent.

A little above half the respondents (53.8%) affirmed that teachers are hardworking, as they perform their roles and responsibilities as at when due, 12.1% neither agreed nor disagreed, and 30.3% believed that not all teachers are hardworking. Similarly, a massive 69.7% of the respondents agreed that teachers are creative, which shows a positive achievement on the part of the teachers, students, the school, and the Ministry of education at large, as being creative means teachers are able to pass instructions easily to students, and are even able to proffer solutions to present challenges at their workstation, on the contrary, 9.8% do not see any creativity in teachers, as 19.7% were indifferent.

Teachers have undergone adequate training and development programmes to enable them function effectively and efficiently, as agreed by three-quarter (75%) of the respondents, 6.1% were undecided, and 13.6% do not believe that teachers have undergone adequate training and development programmes. 68.2% of the respondents further affirmed that SUBEB has ensured the availability of free basic education for every Nigerian child of school going age in Osun State. However, 15% of the respondents disagreed with his, stating that not all children of school going age have the opportunity to enroll in schools, 3% were indifferent.

Also, 42.6% of the respondents agreed that SUBEB had reduced the incidence of drop-out from school system, 31.1% were undecided, and 22.7% disagreed, as the felt that the reduction of the incidence of drop-out from formal school system isn't significant enough to conclude that drop-out of school incidence had been reduced by SUBEB. Finally, SUBEB has ensured unfettered access to 9 years of formal basic education in Osun State, as agreed by 47% of the respondents. However, 20.4% of the respondents still see barriers denying children access to the 9 years of formal basic education system, as 28% were undecided.



**Fig 2: Impact of SUB in Educational Advancement in Osun State**

### Implementation of SUBEB Programmes in Osun State

**Table 3a: Challenges Confronting the Implementation of SUBEB Programmes**

Characteristics	Category	Frequency	Percent
Irregular payment of teachers' salary	Strongly Agree	68	51.5
	Agree	26	19.7
	Undecided	14	10.6
	Disagree	7	5.3
	Strongly Disagree	14	10.6
	No Response	3	2.3
	<b>Total</b>	<b>132</b>	<b>100.0</b>
Inadequate provision of facilities	Strongly Agree	39	29.5
	Agree	42	31.8
	Undecided	6	4.5
	Disagree	23	17.4
	Strongly Disagree	14	10.6
	No Response	8	6.1
<b>Total</b>	<b>132</b>	<b>100.0</b>	
Enrolment of large number of pupils into the UBE scheme	Strongly Agree	31	23.5
	Agree	76	57.6
	Undecided	4	3.0
	Disagree	16	12.1
	Strongly Disagree	3	2.3
	No Response	2	1.5
<b>Total</b>	<b>132</b>	<b>100.0</b>	
Inadequate number of teachers	Strongly Agree	28	21.2
	Agree	26	19.7
	Undecided	30	22.7
	Disagree	21	15.9
	Strongly Disagree	20	15.2
	No Response	7	5.3
<b>Total</b>	<b>132</b>	<b>100.0</b>	

Source: Field Survey, 2017.

**Table 3b: Challenges Confronting the Implementation of SUBEB Programmes**

Characteristics	Category	Frequency	Percent
Instability in government policies and actions	Strongly Agree	36	27.3
	Agree	43	32.6
	Undecided	29	22.0
	Disagree	9	6.8
	Strongly Disagree	14	10.6
	No Response	1	0.8
	<b>Total</b>	<b>132</b>	<b>100.0</b>
Poor funding	Strongly Agree	63	47.7
	Agree	31	23.5
	Undecided	16	12.1
	Disagree	8	6.1
	Strongly Disagree	14	10.6
	<b>Total</b>	<b>132</b>	<b>100.0</b>
Corruption	Strongly Agree	68	51.5
	Agree	34	25.8
	Undecided	1	0.8
	Disagree	28	21.2
	Strongly Disagree	1	0.8
	<b>Total</b>	<b>132</b>	<b>100.0</b>
Poor training and development programmes	Strongly Agree	22	16.7
	Agree	43	32.6
	Undecided	18	13.6
	Disagree	30	22.7
	Strongly Disagree	16	12.1
	No Response	3	2.3
	<b>Total</b>	<b>132</b>	<b>100.0</b>

Source: Field Survey, 2017.

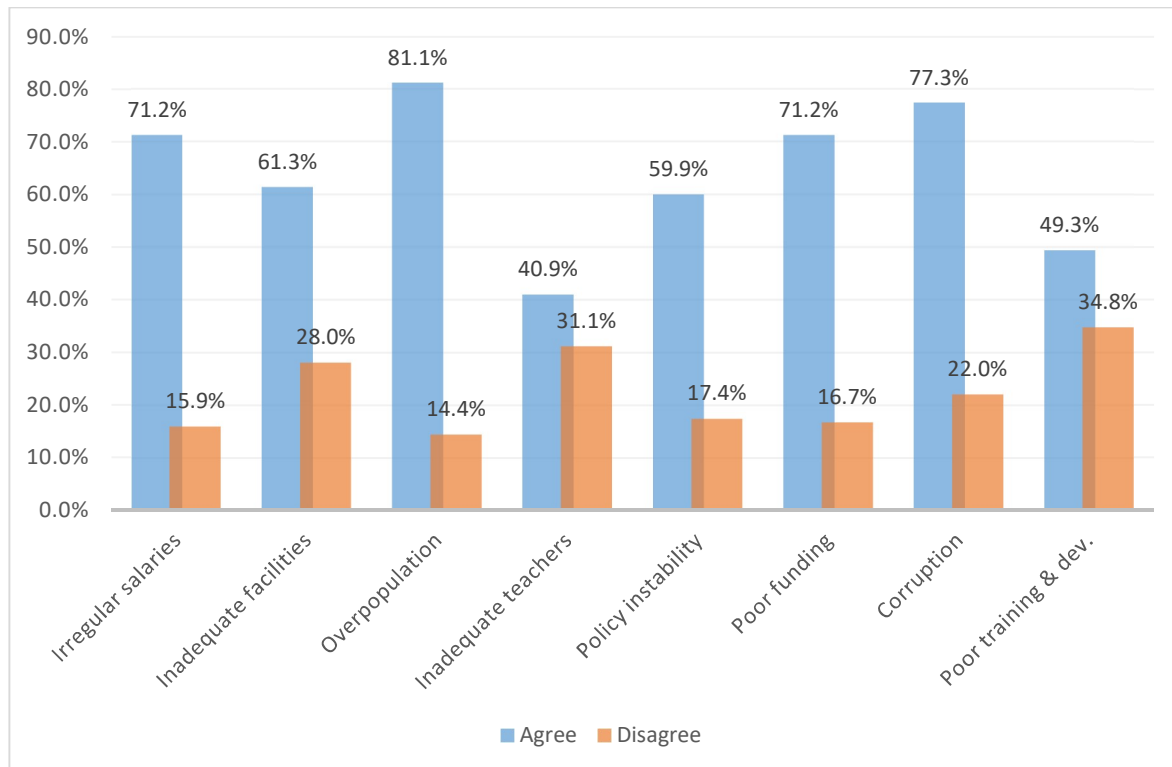
Table 1.3 above shows the challenges confronting the implementation of SUBEB programmes in Osun State. It is obvious that the irregular payment of teachers' salaries by the state government is a major challenge causing a setback in the implementation of SUBEB programmes in Osun State, this was affirmed by a massive 71.2% of the respondents, 10.6% were undecided, and 15.9% disagreed. The inadequacy in the provision of facilities is another major challenge confronting the implementation of SUBEB programmes in Osun State, as this was agreed by 61.3% of the respondents, 28% disagreed, and 4.5% neither agreed nor disagreed. The enrolment of large number of pupils into the UBE scheme is another challenge facing the implementation of this scheme. Schools are becoming overcrowded, with little capacity to cater for a few number of students, this makes the system choky, and wouldn't help in the implementation of UBE programmes, this was agreed by 81.1% of the respondents, 3% were indifferent, and 14.4% disagreed.



Also, the teachers available compared to the enrolled pupils, showed that the students are much and the available teachers are not sufficient to impellent the UBE programmes, this was affirmed by 40.9% of the respondents, 22.7% were neutral, and 31.1% disagreed. A larger part (59.9%) of the respondents agreed that the instability in government policies and actions is also a challenge facing the implementation of SUBEB programme in Osun State. 22% were undecided, and 17.4% disagreed.

The poor funding of the SUBEB programme has led to a decline in the achievement of the set goals and objectives of the Programme, this was massively agreed by 71.2% of the respondents, 12.1% were indifferent, 16.7% disagreed, believing the funding was available when needed. Corruption is another heavy challenge causing degradation of the SUBEB programme in Osun State, corruption on the part of the State management, and even the SUBEB programme management, this was massively agreed by 77.3% of the respondents, 0.8% were undecided, and the remaining 22% do not see corruption as a threat to the implementation of SUBEB programme in Osun State.

Finally, about half (49.3%) of the respondents agreed that poor training and development programmes are negatively affecting the implementation of the SUBEB programmes, 34.8% disagreed to this, as they felt the available training and development programmes are effective and efficient, 13.6% neither agreed nor disagreed.



**Fig 3: Challenges of Implementing SUBEB Programmes in Osun State**

## 5. CONCLUSION

Arising from the analysis and discussion of data gathered from the field, the following major findings were noted in relation to the major objective of the study. The findings of the study revealed that: facilities such as library and office blocks, school assembly hall and recreational facilities (40.1%), textbooks, computers, charts and maps (49.2%), chalkboard and writing materials (36.4%), tables, chairs and simple farm tools (29.5%) available were less adequate, therefore limiting the full implementation of SUBEB programmes in Osun State. However, the SUBEB programme has positive impacts on educational advancement in Osun State as teachers have undergone adequate training and development programmes (75%), availability of free basic education for every Nigerian child of school going age (68.2%), reduction in the incidence of drop-out from formal school system (46.2%), and unfettered access to 9 years of formal basic education (47%).

There are several challenges such as the irregular salaries (71.2%), inadequate facilities (61.3%), poor funding (71.2%), corruption (77.3%), poor training and development programmes (49.3%) among others confronting the implementation of SUBEB programme in Osun State.

## 6. RECOMMENDATIONS:

Based on the findings of this study, the following recommendations are made:

- i. Osun State government should do more to improve the quality of materials/facilities available for the implementation of the SUBEB scheme.
- ii. More suitably qualified teachers should be employed to maintain high standard of education in the SUBEB schools.
- iii. The State government should allocate more fund to the SUBEB programme, and efforts should be made to stabilize government policies and actions regarding the SUBEB scheme.

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