

Assessment of Managerial Problems of Universal Basic Education Programme in Katsina State, Nigeria

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Abstract

The study investigated managerial problems of Universal Basic Education programme in Katsina State. Two research questions and two hypotheses were formulated based on study's objectives. The design of this study was descriptive survey. The population of the study was 67,862 including 1927 headteachers, 36,275 school based management committee (SBMC) officials, 16,956 teachers and 1006 Quality Assurance Officers. 378 was the sample including 130 teachers, 12 headteachers, 229 SBMC officials and 7 quality assurance officers. The instrument used for data collection was questionnaire, designed using five-point Likert's scale. The reliability of the instrument was established as 0.73 using Cronbach Alpha. To give the general description of data, frequency counts and mean scores were used; while Analysis of Variance was used to test the hypotheses. All formulated null hypotheses were retained. The study found that one of the managerial problems related to staffing is the issues of teacher excess workload not being compensated. Based on the findings, the researchers recommended that teachers with disabilities should be considered and assisted from UBE grant, and that teacher excess workload should be compensated to overcome managerial problems in the area of staffing.

Keywords: assessment, management, universal, basic, education

Introduction

In its broadest meaning, education is any process by which an individual gains knowledge or insight or develop attitudes and skills. It is a process of attaining acculturation through which an individual is helped to attain the development of his

potentials and its maximal activation (Tijjani, 2007). The concept of basic education is not a relatively new concept to the Nigerian educational system. Within the last decade, it has assumed a global significance and its meaning has assumed a wider dimension. The expanded vision of Universal Basic Education (UBE) comprises the universalizing of access and promotion of equality focusing on learning and enhancing the environment of learning and strengthening partnerships in provision of basic education in Nigeria. The UBE Act of 2004 represents a significant educational reform that addressed the lapses and loopholes of the Universal Primary Education (UPE) programme in the country in general and the states in particular. The UBE was formulated to be the bedrock of a lifelong learning that will affect reading, writing and the acquisition of the other relevant skills for sustenance and development. This comprises of formal and non-formal acquisition of basic skills. Basic education is the foundation for sustainable lifelong learning. It provides reading, writing and numeracy skills; it comprises a wide variety of formal and non-formal educational activities and programmes designed to enable learners acquire functional literacy (Baikie, 2000). Basic education includes primary, junior secondary and nomadic education as well as adult education run by different tiers of government/agencies.

Primary education is the most popular level of education in Nigeria and other parts of the world. This is in view of its availability everywhere in both the developed and developing countries as well as in the urban and rural areas. The importance of primary education is revealed in its general objectives as stated in the National Policy on Education (Federal Republic of Nigeria, 2013) to include:

1. Citizenship education as a basis for effective participation in and contribution to the life of the society.
2. The inculcation of permanent literacy and numeracy and the ability to communicate effectively.
3. Character, moral training and the development of sound attitudes.
4. Developing in the child the ability to adapt to his changing environment.
5. Giving the child opportunity for developing manipulative skills that will enable him to function effectively in the society within the limit of his capacity.
6. Provide the child with the basic tools for further educational advancement, preparation for trades and crafts of the locality.

The success of UBE programme is dependent of other factors such as financial resources, time resources, human resources, among others. Capital and natural resources are passive factors of production, human beings are the active agents who accumulate capital, exploit natural resources, build social, economic, political organization and carry forward national development. Therefore, effective management and utilization of human resources in the administration of primary education in the country is vital. The management could be in the areas of staffing,

funding, provision and maintenance of teaching and learning facilities, pupils' enrolment and retention, and supervision.

Funding in primary school is one of the roadmap in determining the success of primary education. The UBE programme raises funds to finance her projects through:-Not less than 2% of the Consolidated Revenue Fund (CRF) of the Federal Government; funds/contributions in form of Federal Government Guaranteed Credit or loans and Local/International donor grants. According to Universal Basic Education Commission (UBEC) (2005), the formula for the disbursement of the 2% of the consolidated revenue fund (CRF) approved by Federal Executive Council as required by section 9(b) of UBE Act 2004 is as follow:

1. Matching grant to states on equality basis - 70%
2. Grants to States identified as weak to support special programmes designed to rectify imbalance in basic education development, to last up to the year 2014 - 14%
3. Grants to states that have been adjudged as Performing well in accordance with set criteria as incentive - 5%
4. Special grant to states and other providers to assist in the Education of the physically and mentally challenged - 2%
5. Special grant to states for school feeding programme to increase enrolment, retention and nutritional level of children as well as their cognitive development - 5%
6. UBE Commission implementation fund - 2%
7. UBE monitoring fund - 2%

Staffing is the managerial function of recruitment, selection, training, developing, promotion and compensation of personnel. Staffing may be defined as the process of hiring and developing the required personnel to fill in the various positions in the organization. It involves estimating the number and type of personnel required, recruiting and developing them, maintaining and improving their competence and performance. Staffing is the process of identifying, assessing, placing, developing and evaluating individuals at work.

Despite the fact that UBE has been in operation for years, the issue of out of school children, high rate of dropout among female pupils and low literacy and numeracy level among Katsina state school age children has not been addressed to the satisfaction of educational stakeholders.

Many researchers have attempted to investigate the management of UBE programme. In an attempt to uncover problems that deterred UBE from achieving its laudable objectives in Nigeria, Francisa (2017) evaluates the impact of Universal Basic Education Programme on Educational Development in Nigeria. Doggoh (2014) assessed the implementation of Universal Basic Education (UBE) Programme in North

Central Geo-Political Zone of Nigeria (1999-2011); while Uzomah and Chinwe (2010) assessed the implementation and impact of 9-Years Universal Basic Education Programme in Public Primary and Junior Secondary Schools in Imo State. Also, Raji (2018) assessed the implementation of Universal Basic Education Programme in Kaduna State Metropolis, Kaduna State, Nigeria. All found issues with resources allocation and management. Adepoju (2012) specifically reported that there is high influence of salaries and other incentive on the success of UBE programme in Nigeria. However, none of these studies focused on assessment of UBE programme in Katsina state and this is a gap in literature. It is against this background that these researchers assessed the management of Universal Basic Education Programme in Katsina State. Specifically, the study is interested in assessing lapses in the area of staffing, funding and regular supervision/inspection.

Research questions

The study raised the following research questions:

1. What are the managerial problems related to staffing of Universal Basic Education Programme at primary school level in Katsina State?
2. What are the managerial problems related to funding of Universal Basic Education Programme at primary school level in Katsina State?

Hypotheses

The study formulated the following hypotheses:

Ho1: There is no significant difference in the opinion of the respondents on the managerial problems related to staffing of Universal Basic Education Programme at primary school level in Katsina State

Ho2: There is no significant difference in the opinion of the respondents on the managerial problems related to funding of Universal Basic Education Programme in at primary school level in Katsina State

Methodology

A descriptive survey research design was adopted for this study. This is because it is more suitable and it is the best choice for the study that involves large and independent population such as this as recommended by Whiteny and Denga in Magaji (2015). The approach is expected to give detailed description of the respondents' attitudes, feelings and opinions in relation to managerial problems of Universal Basic Education programme in Katsina state, Nigeria.

The population of this study involves all head-teachers, school based management committee (SBMC) officials, teachers and Quality Assurance Officers in the 34 Local Government Education Authorities (LGEA) in Katsina State. These make a total of sixty seven thousand eight hundred and sixty two (67,862) respondents. Specifically,

the study population comprised one thousand nine hundred and twenty seven (1927) head-teachers, thirty six thousand two hundred and seventy five (36,275) SBMC officials, sixteen thousand nine hundred and fifty six (16,956) teachers, one thousand and six (1006) Quality Assurance Officers. In selecting LGEA, thirty percent (30%) of the 34 LGEA was adopted as suggested by Aderemu (1986) cited in Magaji (2015). 30% of 34 LGEA is 10.2 approximated to 10 LGEA. In selecting the sample size of population, Research Advisor’s Table of Sampling (2006) cited in Magaji (2015) was used. The table suggested that for population of 21,413 to 25,000 at 95% confidence level and 5% margin error, the sample size of 378 should be used. Simple random sampling technique was used to select ten (10) LGEA. The LGEAs were Katsina, Dutsinma, Funtua, Malumfashi, Kankiya, Daura, Mani, Rimi, Batagarawa and Faskari zone. In all these zones, there are 684 head teachers, 12,958 SBMC officials, 7,361 teachers and 410 quality assurance officials which made up of 21,413 population.

Table 1: Sample Respondents

Categories of Respondents	Population	Sample Size	
1	Teacher	7361	130
2	Head Teacher	684	12
3	SBMC officials	12958	229
4.	Quality Assurance	410	7
	Total	21413	378

Table 1 shows that out of 7,361 population of teachers, 130 were sampled; 12 head teachers were sampled out of 684; 229 SBMC officials were sampled out of 12958 and 7-quality assurance officials were sampled out of 410 that were in the study area. However, the recommended sample size was distributed across the stakeholders using proportional sampling technique.

The study used self-constructed questionnaire tagged “Assessment of Managerial problems of UBE Programme at Primary school Level (AMUPAPL)”. The questionnaire was used for all categories of respondents (Headteachers, teachers, SBMC officials and quality assurance officials). The questionnaire has two parts; part one is the Bio data of the respondents while part two has 20 items divided into two (2) sections to explore the view of teachers, headteachers, SBMC officials and quality assurance officials in Katsina State on managerial problems of UBE programme in Katsina State. The five points Likert rating scale with a response mode of strongly agreed, agreed, undecided, disagreed and strongly disagreed was used for this section of the instrument.

Expert validated the instrument through vetting of the content and construct. The researchers used small samples from the study area and conducted a pilot test at Funtua Local Government Area of Katsina State. The study instrument was pilot tested using Cronbach Alpha Approach by administering the instrument to 10% of the total sampled respondents. Random sampling technique was used to select 13 teachers, 1 head teacher, 23 SBMC officials and 1 staff of quality assurance department of Funtua Local Government Education Authority (LGEA). This is in line with the recommendation of Commelly in Magaji (2015) who stated that pilot study should be 10% of the main sampled respondents for the study. The reliability index of 0.73 was obtained which was considered adequate for the internal consistency of the instrument. This was a confirmation of test of reliability by Olaofe (2010) who testified that for a scale to be considered reliable, it should have an alpha value between 0.50 and 1.

The researchers with the help of research assistants administered the questionnaire to the sampled respondents who were teachers, headteachers, SBMC officials and quality assurance officials in the selected LGEA (Katsina, Dutsinma, Funtua, Malumfashi, Kankiya, Daura, Mani, Rimi, Batagarawa and Faskari) in the sampled areas.

The data collected from the respondents was coded using excel spreadsheet and analysed using SPSS statistical package. The bio-data of the respondents was analysed using frequency and percentage; mean and standard deviation was used in answering the research questions while inferential statistics (Analysis of Variance, ANOVA) was employed to test the two null hypotheses at 0.05 level of significance. The use of ANOVA was because four independent groups of respondents were involved in the study.

Presentation of results

Research Question One: What are the managerial problems related to staffing of Universal Basic Education Programme at primary school level in Katsina State?

To answer this question, item 1-10 of the study's questionnaire sought respondents' opinion on the possible managerial problems of Universal Basic Education programme in Katsina State. The opinions of the respondents on these items are presented in table 2.

Table2: Managerial Problems related to staffing of Universal Basic Education Programme at Primary Schools level Katsina State, Nigeria

Item Statement	Category	Responses										Mean	Remarks
		SA		A		UD		D		SD			
		F	%	F	%	F	%	F	%	F	%		
Qualified staff are employed in my school.	Teacher	53	42.74	36	29.03	7	5.65	18	14.52	10	8.06	3.84	A
	Head teacher	4	33.33	5	41.67	0	0.00	2	16.67	1	8.33	3.75	A
	SBM C officials	14	64.71	43	19.46	10	4.52	11	4.98	14	6.33	4.31	A
	Quality Assurance	3	42.86	2	28.57	1	14.29	2	14.29	0	0.00	4.00	A
Staff transfer is being done as at when due	Teacher	67	54.03	33	26.61	8	6.45	13	10.48	3	2.42	4.19	A
	Head teacher	3	25.00	5	41.67	1	8.33	2	16.67	1	8.33	3.58	A
	SBM C officials	59	26.70	98	44.34	19	8.60	25	11.31	20	9.05	3.68	A
	Quality Assurance	2	28.57	3	42.86	0	0.00	1	14.29	1	14.29	3.57	A
Demotion of erring staff is done according	Teacher	38	30.65	41	33.06	9	7.26	27	21.77	9	7.26	3.58	A
	Head teacher	4	33.33	3	25.00	3	25.00	2	16.67	0	0.00	3.75	A
	SBM C officials	66	29.86	74	33.48	8	3.62	33	14.93	40	18.10	3.42	A

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to the laid down principles	Quality Assurance	2	28.57	2	28.57	0	0.00	2	28.57	1	14.29	3.29	A
Staff incentive is provided to encourage staff for higher performance	Teacher	19	15.32	32	25.81	13	10.48	43	34.68	17	13.71	2.94	D
	Head teacher	2	16.67	4	33.33	1	8.33	4	33.33	1	8.33	3.17	A
	SBM C officials	31	14.03	63	28.51	14	6.33	74	33.48	39	17.65	2.88	D
	Quality Assurance	2	28.57	3	42.86	0	0.00	1	14.29	1	14.29	3.57	A
Staff with disability is considered and provided with assistance from UBE grant	Teacher	13	10.48	31	25.00	11	8.87	39	31.45	30	24.19	2.66	D
	Head teacher	0	0.00	1	8.33	2	16.67	5	41.67	4	33.33	2.00	D
	SBM C officials	21	9.50	44	19.91	18	8.14	110	49.77	28	12.67	2.64	D
	Quality Assurance	1	14.29	4	57.14	0	0.00	2	28.57	0	0.00	3.57	A
Teachers retirement entitlement is provided	Teacher	24	19.35	61	49.19	9	7.26	18	14.52	12	9.68	3.54	A
	Head teacher	3	25.00	4	33.33	2	16.67	2	16.67	1	8.33	3.50	A
	SBM C officials	35	15.84	87	39.37	19	8.60	50	22.62	30	13.57	3.21	A

and delivered	Quality Assurance	2	28.57	4	57.14	0	0.00	1	14.29	0	0.00	4.00	A
Loss of teacher through death or retirement is considered.	Teacher	24	19.35	50	40.32	10	8.06	25	20.16	15	12.10	3.35	A
	Head teacher	2	16.67	4	33.33	2	16.67	3	25.00	1	8.33	3.25	A
	SBM C officials	61	27.60	87	39.37	4	1.81	39	17.65	30	13.57	3.50	A
	Quality Assurance	2	28.57	4	57.14	0	0.00	1	14.29	0	0.00	4.00	A
Teachers workload is considered and compensated in my zone	Teacher	19	15.32	27	21.77	14	11.29	41	33.06	23	18.55	2.82	D
	Head teacher	0	0.00	2	16.67	1	8.33	5	41.67	4	33.33	2.08	D
	SBM C officials	42	19.00	27	12.22	11	4.98	98	44.34	43	19.46	2.67	D
	Quality Assurance	0	0.00	1	14.29	2	28.57	3	42.86	1	14.29	2.43	D
Responsibilities in the school are being shared among the staff	Teachers	29	23.39	52	41.94	4	3.23	23	18.55	16	12.90	3.44	A
	Head teachers	3	25.00	8	66.67	0	0.00	1	8.33	0	0.00	4.08	A
	SBM C officials	66	29.86	101	45.70	19	8.60	20	9.05	15	6.79	3.83	A
	Quality assurance	1	14.29	3	42.86	2	28.57	0	0.00	1	14.29	3.43	A

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There is proper staff promotion in my school.	Teachers	18	14.52	49	39.52	3	2.42	40	32.26	14	11.29	3.14	A
	Head teacher	3	25.00	6	50.00	0	0.00	2	16.67	1	8.33	3.67	A
	SBMC officials	49	22.17	88	39.82	14	6.33	42	19.00	28	12.67	3.40	A
	Quality Assurance	2	28.57	2	28.57	3	42.86	0	0.00	0	0.00	3.86	A

Among the possible managerial problems related to staffing explored, respondents unanimously disagreed that staff with disability is considered and provided with assistance from UBE grant. They also disagreed that teacher’s workload is considered and compensated. This shows that employment of qualified teachers, staff transfer, demotion of erring staff, provision of incentives to boost high performance, provision of teachers’ retirement entitlement, provision and delivering of benefit for demised staff, sharing of school responsibilities are not managerial problem of UBE programme in Katsina state.

Ho1: There is no significant difference in the opinions of Teachers, Head Teachers, SBMC officials and Quality Assurance on the managerial problem related to staffing of UBE Programme at primary school level in Katsina State.

One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected from items 1-10 in the questionnaire. As such, all the items were analyzed and presented in table 3.

Table 3: One-Way Analysis of Variance on the managerial problem related to staffing of UBE Programme at primary school level in Katsina State

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.539488	3	0.179829			
Within Groups	11.84445	36	0.329013	0.55	0.65	2.87
Total	12.38394	39				

From table 3, the result of the tested hypothesis revealed the f-ratio value (0.547) at df (3, 36) and at 0.05 level of significance; the critical value (2.866) is greater than f-ratio values (0.547), the observed probability level of significance P(0.547) is greater than 0.05 level of significance. This means that there is no significant difference in the opinions of teachers, headteachers, SBMC officials and Quality Assurance officials on the managerial problem related to staffing of UBE Programme at primary school level in Katsina State. Thus, this null hypothesis is retained.

Research Question Two: What are the managerial problems related to funding of Universal Basic Education Programme in Katsina State?

Research question two sought to know the managerial problems related to funding of Universal Basic Education Programme at primary school level in Katsina State, Nigeria. To answer this question, items 11-20 of the study's questionnaire sought respondents' opinion on possible influence of UBE programme on provision of financial support for the management of primary education in Katsina state. The opinions of the respondents on these items are presented in table 4.

Table 4: Managerial Problems Related to funding of Universal Basic Education Programme at Primary Schools level Katsina State, Nigeria

S/ N	Item Statement	Cate gory	Responses										Me an	Rem ark
			SA		A		UD		D		SD			
			F	%	F	%	F	%	F	%	F	%		
1 1.	Funding of UBE programme comes from government grant	Teac her	2 2	42. 74	5 0	29. 03	9	5.6 5	2 3	14. 52	2 0	8.0 6	4.5 2	SA
		Head teach er	1	33. 33	5	41. 67	3	0.0 0	1	16. 67	2	8.3 3	3.1 7	A
		SBM C offici als	3 8	64. 71	7 4	19. 46	1 9	4.5 2	4 8	4.9 8	4 2	6.3 3	3.0 8	A
		Quali ty Assur ance	2	42. 86	4	28. 57	0	14. 29	1	14. 29	0	0.0 0	4.0 0	A
1 2	Funding of UBE Programme comes from	Teac her	1 9	54. 03	5 0	26. 61	1 0	6.4 5	3 1	10. 48	1 4	2.4 2	3.2 3	A
		Head teach er	1	25. 00	4	41. 67	3	8.3 3	3	16. 67	1	8.3 3	3.0 8	A

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	special intervention	SBM C officials	43	26.70	108	44.34	11	8.60	39	11.31	20	9.05	3.52	A
		Quality Assurance	2	28.57	3	42.86	0	0.00	1	14.29	1	14.29	3.57	A
13	Funding of UBE programme comes through the monthly subvention from government	Teacher	37	30.65	39	33.06	10	7.26	28	21.77	10	7.26	3.52	A
		Head teacher	3	33.33	5	25.00	0	25.00	3	16.67	1	0.00	3.50	A
		SBM C officials	69	29.86	77	33.48	5	3.62	40	14.93	30	18.10	3.52	A
		Quality Assurance	2	28.57	4	28.57	1	0.00	0	28.57	0	14.29	4.14	A
14	Funding of the UBE programme comes through emergency grants allocation	Teacher	19	15.32	37	25.81	10	10.48	38	34.68	20	13.71	2.98	D
		Head teacher	3	16.67	4	33.33	2	8.33	2	33.33	1	8.33	3.50	A
		SBM C officials	35	14.03	50	28.51	19	6.33	67	33.48	50	17.65	2.79	D
		Quality Assurance	0	28.57	2	42.86	1	0.00	3	14.29	1	14.29	2.57	D
15	PTA/SBMC assists in the funding of UBE schools	Teacher	23	10.48	29	25.00	10	8.87	35	31.45	27	24.19	2.89	D
		Head teacher	2	16.7	4	33.33	3	25	2	16.7	1	8.33	3.33	A
		SBM C officials	31	9.50	44	19.91	30	8.14	66	49.77	50	12.67	2.73	D

		Quality Assurance	0	14.29	2	57.14	1	0.00	3	28.57	1	0.00	2.57	D
16	Philanthropic individuals/or organizations comes to the aid of UBE programme in terms of funding	Teacher	30	19.35	38	49.19	10	7.26	27	14.52	19	9.68	3.27	A
		Head teacher	1	25.00	6	33.33	1	16.67	3	16.67	1	8.33	3.25	A
		SBMC officials	64	15.84	71	39.37	17	8.60	39	22.62	30	13.57	3.45	A
		Quality Assurance	2	28.57	4	57.14	0	0.00	1	14.29	0	0.00	4.00	A
17	School fees constitute sources of funding UBE programme	Teacher	19	19.35	27	40.32	14	8.06	34	20.16	30	12.10	2.77	D
		Head teacher	0	.00	2	16.67	1	8.33	7	58.33	2	16.67	2.25	D
		SBMC officials	49	27.60	79	39.37	17	1.81	45	17.65	31	13.57	3.32	A
		Quality Assurance	0	.00	2	28.57	0	0.00	4	57.14	1	14.29	2.43	D
18	World bank assists in funding UBE programme	Teacher	38	15.32	47	21.77	44	11.29	24	33.06	11	18.55	3.62	A
		Head teacher	1	8.33	8	66.67	1	8.33	2	16.67	0	0.00	3.67	A
		SBMC officials	44	19.90	97	43.89	20	9.05	39	17.65	21	9.50	3.47	A
		Quality Assurance	2	28.57	4	57.14	0	0.00	1	14.29	0	.00	4.00	A

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19	UNESCO assists in funding UBE programme	Teachers	37	23.39	21	41.94	43	3.23	13	18.55	10	12.90	3.50	A
		Head teachers	3	25.00	4	66.67	1	0.00	3	8.33	1	0.00	3.42	A
		SBMC officials	54	29.86	66	45.70	19	8.60	43	9.05	39	6.79	3.24	A
		Quality assurance	2	14.29	3	42.86	0	28.57	2	0.00	0	14.29	3.71	A
20	Commercial Banks assist in funding UBE programme through provision of loans.	Teachers	24	14.52	45	39.52	16	2.42	21	32.26	18	11.29	3.29	A
		Head teachers	0	.00	2	16.67	2	16.67	5	41.67	3	25	2.25	A
		SBMC officials	60	27.15	71	32.13	7	3.17	45	20.36	38	17.19	3.32	A
		Quality Assurance	2	28.57	4	57.14	1	14.29	0	0.00	0	0.00	4.14	A

Source: Research Field work, 2020

Responses show that funding of Universal Basic Education at primary school level has no managerial problems. Majority of the respondents, from all categories, are of the view that UBE Programme sourced their funds from government grant, special intervention, through monthly subvention from government, through Philanthropic individuals/organizations, World Bank assistance, assistance from UNESCO and through assistance from commercial banks. There is variation in opinion of the respondents as regard to whether school fees constitute sources and emergency grants allocation assist in funding UBE programme. In contrast, majority of headteachers (mean = 3.50) agree that emergency grant assists in funding UBE programme while majority of teachers (mean = 2.98), SBMC officials (mean = 2.79), and quality assurance officials (mean = 2.57) disagree. Also, majority of SBMC officials (mean = 3.32) agree that school fees assist in funding UBE programme, but majority of the teachers (mean = 2.77), headteachers and quality assurance officials disagree. This

opinion was deduced from the overall mean rating of the respondents on item 11-20 which was dominated by “Agreed” (mean = 3.3 and above).

Ho2: There is no significant difference in the opinions of Teachers, HeadTeachers, SBMC officials and Quality Assurance on the managerial problem related to funding of UBE Programme at primary school level in Katsina State.

One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected from items 11-20 in the questionnaire. As such, all the items were analyzed and presented in table 5.

Table 5: One-Way Analysis of Variance on the managerial problem related to funding of UBE Programme at primary school level in Katsina State

Source of Variation	SS	Df	MS	F	P-value	F-crit
Between Groups	0.76109	3	0.253697			
Within Groups	9.7029	36	0.269525	0.95	0.45	2.87
Total	10.46399	39				

From table 5, the result of the tested hypothesis revealed the f-ratio value (0.941) at df (3, 36) and at 0.05 level of significance. The critical value (2.866) is greater than f-ratio value (0.941); the observed probability level of significance P(0.430) is greater than 0.05 level of significance. This means that there is no significant difference in the opinions of Teachers, HeadTeachers, SBMC officials and Quality Assurance on the managerial problem related to funding of UBE Programme at primary school level in Katsina State. Thus, this null hypothesis is retained.

Summary of major findings

Based on the opinions of teachers, headteachers, SBMC officials and the quality assurance officials, the following findings were revealed in the study:

1. Managerial problems as related to staffing of Universal Basic Education programme include that consideration are not given to staff with disabilities, and they are not provided with assistance from UBE grant; and teacher’s workload is not considered and compensated. Difference in the opinion of the respondents in respect to managerial problems of staffing UBE programe at primary school level is not statistically significant.

2. Funding of Universal basic Education at primary school level does not have any managerial problems. Respondents unanimously agreed that the programme is funded from appropriate sources, as there was no significant difference in their opinion.

Discussions of findings

The analysis of research question one (1) shows that UBE programme at primary school level in Katsina state are of ideal situation in term of staffing. The study found that qualified teachers were employed in the study area; staff transfer is frequently done for the management of UBE programme across the study area. In managing UBE programme in Katsina State, staff who cannot complement the programme successfully are being demoted. It was also found that for the management of UBE programme, there is provision of incentives, retirement entitlement, among others. The managerial problems found in this study as shown in the respondents' responses is the issue of teachers with disabilities that are not being considered and they are not provided with assistance from UBE grant. Teacher's workload is not considered and compensated. This finding is in line with Doggoh, (2014) who found that there is strong relationship between universal basic education programme and staff development in Nigeria but the motivation, retraining of teachers was low. Adepoju (2012) also found that there is high influence of salaries and other incentive on the success of UBE programme in Nigeria, he further stressed that teachers' salaries and other incentives are not well planned neither were they paid at the right time which crippled the programme in Nigeria.

The analysis of research question two shows that majority of the respondents agreed that there are numerous sources of funding UBE Programme which include government's grant, special intervention, through monthly subvention from government, through philanthropic individuals/organizations, World Bank assistance, assistance from UNESCO and through assistance from commercial banks while school fees was not considered as source for funding UBE programme. This finding is in line with the findings of Francisa, (2017) who found that most of the sources of UBE programme funding come from World Bank assistance, UNESCO and government's grant. Despite all these, UBE was also found to be grossly underfunded and lacks requisite teachers which hampered effective implementation. Raji (2018) found that proper funding plays a significant role in the achievement of the objectives of UBE programme in the country.

Conclusion

The study concluded that managerial problems of UBE as related to funding and staffing is limited to unfair treatment received by teachers with disabilities who are not granted assistance from UBE fund and the teachers' workload that is not being compensated.

Recommendations

Based on the outcome of the study, the following recommendations were advanced to overcome the managerial problems as related to funding and staffing of UBE programme at primary school level in Katsina state:

1. Consideration should be given to teachers with disabilities and they should be assisted through UBE grant.
2. Teacher excess workload should be compensated to encourage them to put more of their efforts in the implementation of UBE programme at primary school level in Katsina State.
- 3.

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