

**STATISTICAL ASSESSMENT OF STAKEHOLDERS OPINION OF UNIVERSAL BASIC  
EDUCATION PROGRAMME FOR ATTAINMENT OF MILLENNIUM DEVELOPMENT  
GOALS ON EDUCATION IN BAUCHI STATE, NIGERIA**

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**ABSTRACT**

The study was conducted to assess the Universal Basic Education programme for the attainment of Millennium Development Goals on education in Bauchi. The population of the study comprises of all teachers of primary and junior secondary schools in Bauchi state. A sample of 150 teachers and heads of teachers was taken and selected through a simple random sampling technique. The instrument used for data collection was structured questionnaire and the result was analyzed using Statistical Mean (Likert scale). The result shows that there was no enough class room, library and laboratory available to cater for enrolment need of UBE programme. It was also found that teachers were not adequately available for the success of UBE programme. The research recommended that government should intensify effort in constructing classrooms, laboratory, library and recruit more qualified teachers in the schools to enable pupils achieve permanent literacy and ability to communicate effectively, so as to attain the Millennium Development Goals on education.

**Introduction**

Universal Basic Education is situated within the context of the global vision of Education for All (E.F.A) Jomtein Thailand (1990) and New Delhi declaration (1991) as well as (O.A.U) declaration of education Africa (1997 – 2006). The programme also demonstrated Nigeria's acceptance at the dub a statement of commitment (1998), Dakar (2000) and the follow up conference in Beijing China (2000), requiring stringent efforts to drastically reduce illiteracy within the shortest possible time. The O.A.U declaration also required African States to broaden access to quality basic education as a foundation stone for the sustainable socio economic development of the continent. Chinafah (2000) "with Africa for Africa, towards quality education for all Pretoria"

Therefore, there is need for positive transformation in education sector. The introduction of universal basic education programme is one of the giant steps taken by the Federal Government. The programme was launched by former president chief Olusegun Obasanjo on 29<sup>th</sup> September 1999 in Sokoto which was followed by enabling law via the universal basic education commission act 2004 which was signed in May 2004 (Duradola et al 2004).

Indeed initiating and maintaining UBE programme has shown the level of commitment of government for implementing people oriented programme which aims at mobilizing the civil society to be part of the effort to eradicate illiteracy, poverty disease and unemployment as well as promote peace and democracy. UBEC (2004) defined "UBE as a reform programme of the Nigerian government that provide free compulsory and continuous 6 years of primary school and 3 years of Junior Secondary Education for all school age children".

The objectives of UBE were spelt out in the implementation guideline for the UBE programme 1999 as follows:

- 1. Development in the entire citizenry strong consciousness for education and strong commitment to its Nigerian Child.**
- 2. Reducing drastically the incidence of drop out from the formal school (through improved relevance quality and efficiency).**

**3. Catering for the young persons who, for one reason or the other have had their schooling interrupted as well as other out school children/adolescent through appropriate form of complementary approaches to the provision and promotion of basic education.**

The programme is intended to be free Universal and compulsory, no levy or school fees are expected from any child's parent Economic Background or social status is not going to deprive a child, the benefits of universal basic education, it is compulsory to every school age child as sanctions will be imposed on parents or guidance who refuse their children or ward the benefits offered by the UBE (Tahir, 2006). After the establishment of the UBE at the national level some selected states of northern Nigeria were chosen.

The Bauchi State Universal Basic Education Board (SUBEB) was established in August 2005 to rip law number 6 of 1994 that established state primary education board. The universal basic education act provides a 9 free and compulsory basic education jointly founded by state and federal governments for the Nigerian child and also made mandatory for parents to send their children or ward to school or face jail sentence. The 2004 act made it compulsory for states to provide 50 percent counterpart funding for the scheme before the programme.

According to Tahir (2006) the National Policy on Education 2004 stipulated that during the period under review the teacher-pupil's ratio should be 1:40 and minimum teacher qualification should be N.C.E.

Bauchi State has the population of 2,426,358 approximately which constituted a significant amount of school age children that are wandering in town without going to school. FRN (2006) the Chairman Bauchi State Universal Basic Education Board (SUBEB) said that "the era of gross shortage of teaching instructional materials inadequate classrooms and furniture such that 600 classes were held under the tree and 90 percent of pupils sat on bare floor in Bauchi State was over. Also over was the era in which some teachers contributed N10 to 15 to buy chalkboard in their respective schools while out of 12, 000 primary teachers inherited in 2009 only 2, 000 were with the requisite teaching qualification" (SUBEB, 2009).

It is against this background that this study intends to work at whether or not UBE programme in Bauchi State has succeeded in the implementation of the millennium development goal on education.

**Statement of the Problem**

Alani, (2002) noted that attempt made at universalizing education in the western and eastern regions in 1950s, in the whole federation in 1976 and revisited in some state of the federation between (1979) and (1983), met with some difficulties. The present democracy resumed power (1999) and launched the U.B.E in the same (1999). The UBE programme was intended to start in 2000 but it was not signed into law until (2004).

According to Onacha, (2008) "the nation recorded 36 percent increase enrolment in primary and junior secondary schools between 1999 to 2007, this has indicated that the positive impact of government investment in education is yielding. The present study directed coined this question; is Bauchi State implementing the universal basic education programme in order to attain the millennium development goal on education by 2015.

**Objectives of the Study**

- To examine the extent adequacy of infrastructural facilities provided for the achievement of universal basic education programme.
- To examine the quality and number of personnel recruited and trained for universal basic education programme.
- To determine the availability and adequacy or unavailability of library resource to enhance the teaching and learning in universal basic education controlled school.
- To determine whether or not teachers' qualifications meet official requirement.

- To determine whether or not the teachers have uniform opportunities in attending workshops and seminars.

### **Significance of the Study**

This piece of work should give an important contribution to the field of education by serving as reference information materials to researchers thereby facilitating further research. The research will help the Bauchi State Government to measure and evaluate the extent of achieving the millennium development goal on education through universal basic education programme. The curriculum planners may also use the research finding to design a rich curriculum that to facilitate controlled schools so as to attain the millennium development goal on education.

### **Research Questions**

1. What is the extent of adequacy infrastructural facilities such as classrooms and furniture provided for universal basic education programme?
2. What is the quality and adequacy of personnel recruited and trained for the universal basic education programme?
3. Are there any library resource and what is its extent in the Universal Basic Education controlled schools?
4. To what extent does the teachers' qualifications meet official standard?
5. To what extent do teachers have uniform opportunities in attending workshops and seminars?

### **Scope of the Study**

The research intends to assess the Universal Basic Education (UBE) programme towards the attainment of millennium development goal on education in Bauchi State.

### **Literature Review**

According to Chinafah, (2000), Basic education means the type of education that has equality and content that is given in the first level of education. This concepts change from country to country. In Nigeria, basic education was quoted with 6 years of primary schooling. Now the content is expected to cover a 3 years of junior secondary school into basic education. Nigeria participated in many conference on education, among others are education for all, (EFA) Jomtein, Thailand, (1990) as well as the New Delhi 1993 declaration, UNICEF (1998) and Iyanga (2000) was of the opinion that the Nigerian government at different times have seek ways of providing the best form of education for its citizens because it is the tool used by government to achieve its national objectives.

The universal basic education commission was established in 2004 by an act of the national assembly known as compulsory, free and universal basic education act 2004. It provides for compulsory free universal basic education for all children of primary and junior secondary school age in the federal republic of Nigeria. It also stipulated a penalty for parent who failed to comply with its provisions. Daniel (2007).

### **Universal Basic Education Vision**

At the end of the nine (9) years continuous, every child that passes through the system literacy acquire appropriate levels of literacy and numeracy, communicative, manipulative and life skills and be employable, useful to himself/herself and the society at large by posing relevant ethical, moral, and civil values Obruys, (2000).

### **Administration of the Universal Basic Education Programme**

Administrative involves planning activities with aims at the fulfilment of the goals of a particular organization, Ezeocha, (1990). The term organizations used here refers to any term social system established especially for a purpose, for example commercial firms, hospital, schools and universities are all organizations. The activity includes:

- i. Describing the task to be carefully undertaken by trained personal.
- ii. Making the personal perform efficiently by using the tools provided for them
- iii. Coordinating some formal structure (administrative unit's system office or the department) which permit a hierarchical allocation of responsibilities and communication flow.  
Ezeocha, (1990)

### **Millennium Development Goal (MDG) on Education in Nigeria**

In order to address the problem of poverty and promote a sustainable development on education, the United Nations millennium declaration was adopted in September 2000 where 189 world leaders came together during the summit in New York to sign the millennium declaration. Only 149 signed the charter, this was summed in eight (8) millennium development goals (MDGs) which have 18 targets and 48 measurable indicators. Abdullahi, N. (2008).

There is goals vis;

1. **To eradicate extreme poverty and hunger.**
2. **Achieve universal primary education.**
3. **Promote gender equality and women empowerment.**
4. **Reduce child mortality.**
5. **Improve maternal mortality.**
6. **Combat HIV/AIDS, malaria and other diseases.**
7. **Ensure environmental sustainability and**
8. **Develop a global partnership for development.**

These goals captured all the developmental needs of many nations including Nigeria. All these (MDGs) if properly addressed would solve practically all our problems as a developing country and help raise the standard of living of our teeming population. Abdullahi, B.H. (2008).

**Goal 1:** The aims of the MDGs are to help develop nations. A country in search of development cannot abandon part of its population that lives in abject poverty especially when that segment constitutes 65 percent of its population. If the living standard of the people is improved they become productive and therefore contribute to gross domestic product (GDP) of nation. the right to food as presently described as a human right, this means that none of our population should go to sleep hungry.

**Goal 2:** This is the most important goal among the other goals of the millennium development. This is so because without functional and relevant education the remaining goals will be hardly to achieve. Therefore the need for an enlightened and educated populace cannot be over emphasized as literate society can easily be guided towards development with respect to the utilization of information and knowledge. The attainment of the universal basic education in Nigeria by 2015 will prepare Nigeria for massive economic growth similar to that of China, India and Malaysia in which its major driving force is the teeming literate population. The present literacy level of 45 percent is unacceptable for a country whose goal is to become the 20<sup>th</sup> largest economy by 2020.

**Goal 3:** A nation with almost half the population are women cannot afford to neglect this group of its population because of religious, cultural and social prejudices. Women empowerment and gender equality should be in front burner of our national development so that the full potential of the population of the country is utilized towards achieving a great dynamic nation.

**Goal 4:** It is said that the children of any nation are its greatest assets as they grow up to become adults in whom the future of the any nation lies. Nigerian children should have a good chance of survival to adulthood and not die before the age of five to avoid and prevent disease like polio and cholera etc.

**Goal 5:** The reduction of the materials mortality and provision of safe and available medical treatment of women should increase from 45 percent to reasonable 98 percent by 2015.

**Goal 6:** No meaningful development can be made by any nation if diseases ravage its population. The HIV/AIDS pandemic, malaria and other diseases together kill more Nigerians that the civil war crisis and natural disasters. The need to halt and reverse the spread of these disasters should be paramount in our quest for a healthy society.

**Goal 7:** “Our environment is our home” therefore need to protect our forest halt desert encroachment, reduce emission of carbon, etc by 2015 will promote the health of our environment which is our habitant and ultimately prevent the depletion of the ozone layer.

**Goal 8:** Our country Nigeria requires international partnership for its development. The required expertise by various nations’ agencies could be utilize in achieving these goals. These partners could also provide the funds to carry out developmental projects. Debt reduction by international financial organizations has promoted rapid development in some third world countries Iyanga, (2000).

#### **The Implementation of UBE Programme in Bauchi State**

Since the inception of the UBE programme in the country in September 1999, various states have made effort towards the implementation of the UBE programme in the state level. UBE programme took off effectively with the signing of the UBE act in April 2004. However the implementation started in earnest in July 2005, the appropriation of the UBE fund to the commission and subsequent disbursement to states. The Bauchi State Universal basic education board (SUBEB) was established in February, 2005 to repeal law number 6 to 1994 that established state primary education board. The act made it compulsory for state to provide 50 percent counterpart funding for the scheme before it gets federal government matching grant for the programme. SUBEB, (2009).

For the purpose of implementation of the UBE programme, SUBEB created six directorates such as, directorate administration and finance, schools services planning, research and statistics, monetary and evaluation, upper basic and doctorate of social mobilization. The board has recorded tremendous achievement in all the six department/directorates enumerated below:

Department of administration: In line with it capacity building initiative 3, 214 primary and junior secondary teachers, have been successfully trained by SUBEB between July-September 2009.

The training covered first, second, third, and fourth quarter workshops for 2008, the training commenced with a five day workshop on lesson preparation, improvisation and utilization of educational resources in primary school education which was open by the executive chairman, SUBEB, Bauchi Alhaji Madu Bah Yunusari. SUBEB, (2009). In the area of finance the state has released N29, 732, 947.00 for the implementation of promotion and arrears of local educational authority (L.E.A) Staff SUBEB has also paid 5% increase of LTG and arrears of one year increment in May, 2006 to turn off N27, 812, 210.00 and received N37, 865, 200.00 from state government in June, 2009 for the payment of state arrears of 12.5% salary increase for teachers for five month (January – May 2006).

Under the planning research and statistics department during the period under review, 59 blocks of classrooms were also renovated through school based management committee (SDBMCS), 227 blocks of classrooms were also contracted by SUBEB.

In the department of monitoring and evaluation the intensification of monitoring supervisory activities of schools by department has spurred L.E.As in the reactivation of their school visitation. Visits similarly the screaming exercised has also assisted the board to detect primary school teacher’s train with fake certificate.

Monumental success recorded under the school service department during the period under review with 10, 170 teachers trained in various field. Capacity building training which is one of the cardinal objectives of the present administration gulped N310, 452, 111.12.

The Bauchi State Government procured books worth N2.49m for distribution of primary and Junior Secondary School in the State. The books were distributed throughout the 17 local government areas of the state so as to achieve the objectives of UBE programme in the state.

**Methodology**

Survey method was adopted to investigate the opinions of internal stakeholders of Bauchi State SUBEB on the variables leading the Board to attaining the literacy element of Millennium Development Goals.

**Population of the Study**

The target population for the study comprises all the principals, headmasters, mistresses and the teachers in 43 UBE controlled schools with a total number of 915 UBE teachers in Bauchi State.

**Sample and Sampling Techniques**

Statistics have shown that there are at present UBE controlled schools (both primary and junior secondary schools) in Bauchi State. Out of this number 30 schools (15 primary and 15 junior secondary schools) were randomly selected for the content of this study. In each of these schools, the principals, headmasters/mistresses and 4 teachers were used. Therefore the total sample of the study is 150 respondents.

**Method of Data Collection and Analysis**

Questionnaire was used for the collection of data for the research. The questionnaire was distributed to the selected schools for the research work. Statistical mean was used in analysing the data collected. The average mean of 3.0 considered as the cut off point, such that any computed value that is 3.0 and above is considered significant and therefore accepted. However if the computed value is less than 3.0 it is

considered insignificant and therefore rejected. Therefore,  $5+4+3+2+15= 155 = 3.0$

**Instrumentation**

One hundred and fifty (150) copies of questionnaire were used for data collection by the researcher the Likert scale comprise the following symbols designed and defined as follows:

- SA = Strongly Agreed (1)
- A = Agreed (2)
- U = Undecided (3)
- D = Disagreed (4)
- SD = Strongly Disagreed (5)

**Data Presentation and Analysis**

**Research Question 1:-** Are there adequate infrastructural facilities such as classrooms and furniture to cater for the enrolment need of the UBE programme?

**Table 1:** Adequacy of Infrastructural Facilities for UBE Programme

S/N	Items	Mean (x)	Remark
1.	Additional Classrooms are built for the Universal Basic Education (UBE) Programme	3.01	Agreed
2.	Adequate provisions of furniture are the used for the implementation of the UBE programme.	2.80	Disagreed
3.	The classrooms provide by the UBE programme are not enough to cater for the increase in enrolment.	2.59	Disagreed
4.	There are more than 40 pupils per class in most of the UBE controlled schools.	3.22	Agreed
5.	Most pupils are sitting on the bear floor to receive instructions.	3.09	Agreed

Source: Field Survey, 2010

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From the table 1 above, the calculated value of the item 1 is 3.01, that is greater than the cut up point of 3.0 therefore, the statement is accepted. In item 2, the computed value is 2.80 which is below than the cut up point of 3.0 therefore, the statement is rejected and in item 3, the calculated value is 2.59 which is less than the cut up point of 3.0 ( $2.59 < 3.0$ ) therefore, the statement is rejected, while in item 4, the computed value is 3.22 which is greater than the cut up point of 3.0 ( $3.22 > 3.0$ ) therefore, the statement is accepted. The calculated value of the item 5 is 3.09 which is greater than the cut up point of 3.0 ( $3.09 > 3.0$ ) therefore, the statement is accepted. From the table above, the calculated average mean is 2.9 which is less than the cut up point of 3.0 ( $2.9 < 3.0$ ) therefore, the research question is significance, that is both the teachers and Head of Teachers agreed that the UBE programme was provided classroom and furniture for the attainment of MDG on education in Bauchi State. However, they are of the opinion that these classroom and furniture are highly inadequate.

**Research Question 2:-** Are there adequate persons recruited and trained for the Universal Basic Education Programme?

**Table II:** Adequacy of the Personnel recruited and trained in UBE programme.

S/ N	Items	Mean (x)	Remark
6.	Adequate provision is made for the recruitment and training of teachers for the implementation of the UBE programme.	1.64	Disagreed
7.	UBE programme has not met the required number of teachers need.	1.12	Disagreed
8.	Teachers in UBE schools are handling more than one subject area.	1.42	Disagreed
9.	The UBE Control Schools have enough qualified teachers that will run the programme.	1.72	Disagreed

Source: Field Survey, 2010

From the table II above, the calculated value of the item 6 is 1.64 which is below the cut up point of 3.0 ( $1.62 < 3.0$ ) therefore, the statement is rejected, in item 7, the computed value is 1.12 which is less than cut up point of 3.0 ( $1.12 < 3.0$ ) therefore, the statement is rejected, while in item 8, the calculated value is 1.42 which is below the cut up point of 3.0 ( $1.42 < 3.0$ ) therefore, the statement is rejected. From the item 9, the computed value is 1.72 which is below the cut up point of 3.0 ( $1.72 < 3.0$ ) therefore, the statement is rejected.

From the table above, all the items 6, 7, 8 and 9 were rejected because the calculated average mean is 1.6 which is below the cut up point of 3.0 ( $1.6 < 3.0$ ). Both the teachers and Head of Teachers are of the opinion that, no adequate provisions have been made for the recruitment and training of personnel (teachers) for the implementation the UBE programme. So-called provision that has been on the ground did not meet the required number needed for attainment of Millennium Development Goal on Education.

**Research Question 3:-** To what extent does the teacher's qualification influence meet requirement?

**Table III:** Teachers Qualification Influence teaching and learning process

S/ N	Items	Mean (x)	Remark
10.	There is shortage of teachers with N.C.E Qualification in UBE controlled Schools.	2.15	Disagreed
11.	Teachers with Education Qualification can teach well compare to those without educational qualification	3.37	Agreed
12.	Most teachers in UBE Schools are secondary school leavers and Diploma holders	2.87	Disagreed
13.	Mastering of the subject matter of the teacher influence teaching and learning process.	3.16	Agreed
14.	Teachers with Diploma and Secondary School Certificate face problem in handling an exceptional child in UBE schools.	2.6	Disagreed

Source: Field Survey, 2010

From the table III above, in the item 10, the calculated value is 2.15 which is less than cut off point of 3.0 ( $2.15 < 3.0$ ) therefore, the statement is rejected, in item 11, the computed value is 3.37 which is greater than the cut up point of 3.0 ( $3.37 > 3.0$ ) therefore, the statement is accepted, in item 12, the computed value is 2.87 which is less than the cut up point of 3.0 ( $2.87 < 3.0$ ) therefore, the statement is rejected, and in item 13, the calculated value is 3.16 which is greater than the cut up point of 3.0 ( $3.16 > 3.0$ ) therefore, the statement is accepted, while in item 14, the computed value is 2.6 which is less than the cut up point of 3.0 ( $2.6 < 3.0$ ) therefore, the statement is accepted.

The table shows that computed average mean is 2.79 which is less than the cut up point of 3.0. And also the items 11, 13 and 14 indicates the both the teacher and head of teachers agree that teacher with educational qualification can teach well compared to those without education. And in the case of items 10 and 12 which show that, most of the teachers in UBE controlled schools are secondary school certificate and diploma holders.

**Research Question 4:-** Are there adequate library in the UBE controlled schools in order to facilitate the smooth conduct teaching and learning process?

**Table IV:** Provision of Library in UBE controls Schools.

S/ N	Items	Mean (x)	Remark
15.	Library is provided for the staff and students/pupils in the UBE schools.	1.55	Disagreed
16.	Students are allowed to use the library materials frequency.	1.66	Disagreed
17.	Most of the UBE library materials are obsolete or out dated.	1.42	Disagreed
18.	Students/Pupils are allowed to borrow the library's material.	1.60	Disagreed
19.	There are available text books in UBE controlled School.	2.60	Disagreed

Source: Field Survey, 2010

From the table IV above, the item 15 calculated value is 1.55 which is below the cut up point of 3.0 ( $1.55 < 3.0$ ) therefore, the statement is rejected. In item 16, the computed value is 1.66 which is less than cut up point of 3.0 ( $1.66 < 3.0$ ) therefore, the statement is rejected, in item 17, the calculated value is 1.42 which is below the cut up point of 3.0 ( $1.42 < 3.0$ ) therefore, the statement is rejected.

In item 18, the computed value is 1.60 which is below the cut up point of 3.0 ( $1.60 < 3.0$ ) therefore, the statement is rejected. The computed value of item 19 is 2.60 which is less than the cut up point of 3.0 ( $2.6 < 3.0$ ) therefore, the statement is rejected.

From the table above, the computed average mean is 1.80 which is below the cut up point of 3.0 ( $1.80 < 3.0$ ) therefore, the item 15, 16 17 and 18 were rejected because the mean response of teachers and head of teachers indicated that, there is no provision for library in UBE controlled schools. But the item 19 shows that there are available text books provided both in government and nongovernmental organization/agencies.

**Research Question 4.5:-** To what extent do the teachers have equal opportunities in attending workshops and seminars?

**Table V:** Teachers have equal opportunities in attending workshops and seminars.

S/ N	Items	Mean (x)	Remark
20.	The UBE schools nominate teachers to attend workshops and seminars based on seniority.	2.44	Disagreed
21.	The UBE Schools always select teachers to attend Seminars and workshops based on their discipline.	2.22	Disagreed
22.	There is nepotism and tribalism in nominating teachers to attend seminars and workshops in UBE control schools.	2.57	Disagreed
23.	There are equal opportunities for all the UBE programme teachers to attend seminars and workshops.	2.80	Disagreed

Source: Field Survey, 2010

From the table V above, the item 20 computed value is 2.44 which is below the cut up point of 3.0 ( $2.44 < 3.0$ ) therefore, the statement is rejected. From the item 21, the computed value is 2.22 which is less than cut up point of 3.0 ( $2.22 < 3.0$ ) therefore, the statement is rejected, in item 22, the computed value is 2.57 which is greater than the cut up point of 3.0 ( $2.80 > 3.0$ ) therefore, the statement is accepted.

In item 23, the calculated value is 2.80 which is greater than the cut up point of 3.0 ( $2.8 < 3.0$ ) therefore, the statement is rejected. From the table 5 above the computed average mean is 2.5 which is greater than the cut up point of 3.0 therefore, it can be seen that all the items show positive result (all the items have been accepted), that is both the teachers and head teachers in UBE control schools agreed that the teachers have equal opportunities in attending workshops and seminars in UBE control school.

### **Discussion of Findings**

Based on the finding from the above tables, the following inference was drawn from the analysis of research question 1: which examines the adequacy of infrastructural facilities such as classrooms and furniture to cater for enrolment in UBE controlled schools, revealed that though more classrooms have been provided for the smooth conduct of the programme. And also furniture have been provided for the smooth conduct of the programme, this is in line with State Universal Basic Education Board (SUBEB) publication, in an effort to provide conducive atmosphere for additional classroom block and provide furniture across the state.

The gigantic projects are being undertaken under the UBE intervention fund for first, second, third and fourth quarters of 2008. “A breakdown of the capital projects showed that SUBEB constructed 22 blocks of two classrooms with office and store, 51, 475 three sitter desks to primary pupils while 2, 059 teachers’ table and chairs were also supplied to the affected primary schools. And also, 14, 325 tables and chairs were supplied to the affected JSS”. However, the study also reveals that these classrooms and furniture are not enough to enable Bauchi State to achieve millennium development goal on education by the year 2015.

The finding was also in line with Aluede (2006) that “the decline in the level of education amongst primary school pupils can be attributed to lack of basic infrastructures (classrooms, instructional materials and laboratories)”. He went further to say the “Lack of these basic infrastructures will affect the products of the UBE schools”. He gave reasons for this state of affairs, that from “many state of Federation are reluctant in accessing 2% consolidated revenue fund (CRF) of the Federal Government”.

Analysis of research question 2: which examines the adequacy of personnel recruited and trained for the UBE programme in order to attain the millennium development goal on education? The finding revealed that type programme is in the dire need of more trained teachers, and it was realized that the number of teachers that participated in the programme were dropped. The finding is in line with SUBEB (2008) “School mapping”, there are only 13, 527 teachers catering for learning needs of 599, 177 children in primary and junior secondary schools. The hope of meaningful and effective learning of this teeming population of children lies in regular and systematic recruiting, retraining, equipment and empowering of teachers with up-to-date knowledge, skills also showed that there are 973, 404 NPC (2006) school-age-going children between 6 – 19 age brackets are not in school or do not benefit from the on-going UBE programme in the state.

Based on the findings, it would be hardly possible for the UBE programme to attain the millennium development goal on education in Bauchi State by 2015. This finding was consistent with MDGs report (2005) which stated that the situation in Nigeria indicates that there are challenges in the goals by 2015. For Nigeria to meet the goals in 2015, there is need to formulate and implement policies that will promote transparency and accountability to overcome institutional constraints, promote pro-poor growth and bring out structural change.

Analysis of research question; which determines the availability and efficiency of library in UBE controlled schools revealed that most UBE controlled schools lack libraries which affect teaching and learning process negatively. This is supported by UBE, (2002); “The library is an important section in the school system. It houses both books and non-book materials that are the main source of promoting the

growth of knowledge”. It went further to say “Teachers should be giving assignments for class-work which should require the use of school library”. The finding revealed that even though there is no well stocked library in most of the UBE School, there is availability of textbooks in most of the UBE schools which are kept under the custody of the head teachers.

This finding supports BAI (2004); in the last 5 years, over half a million books have been donated to Nigeria through books aids intervention. Also, books across borders sent a 40 feet container of books to Nigeria primary school in late 2004. The finding also compatible with SUBEB (2009) the education secretary said “Each child in the Local Government and indeed entire state will have four (4) copies of the books in the core-subjects; English, Mathematics, Science and Social Studies.

Analysis of question 4; which determines the teachers’ qualification in influencing teaching and learning in UBE controlled schools, revealed that most of the teachers in UBE controlled school do not possess teaching qualification. That is to that most of them are diploma holders, grade II and Secondary School leavers. This findings is in agreement with the SUBEB (2008); the Bauchi State has the total number of 211 UBE controlled schools, 2, 073 teachers and 93, 476 pupils respectively. The total number of teachers in Bauchi State is 1, 908, out of 279 degree/HND, 1058 NCE grade II. This indicates that the Bauchi State experiences shortage of qualified teachers. Based on the figures above vindicate that out of 1908 teachers 1058 possessed NCE which is minimum standard qualification for teaching UBE controlled school as stipulated in UBE guidelines, (2004). Anyemobo (2008) also supports this finding when he stated that; “in the course of performing this task, the NTI had been executing programmes to upgrade TC II teachers to the NCE level; and first degree holders who are already teaching to the graduate diploma in Education (PGDE level)”.

Finally, analysis of question 5: which determines the teachers’ equal opportunities in attending workshops and seminars in UBE controlled schools revealed that most of the teachers in UBE controlled schools have an opportunity in attending workshops and seminars in order to upgrade and update their knowledge, skills and competency, so as to inculcate desirable attitude and functional skills to the pupils. This finding tallies with SUBEB (2009) in line with its capacity building initiative. 5, 618 primary and junior secondary school t teachers have been successfully trained by the Bauchi State Universal Basic Education Board (SUBEB) between July – September, 2009. It further stated that organized collaboration with photosynthesis enterprise limited, the main edition of the teacher retraining workshops was aimed at equipping 468 teachers with new knowledge, ideas and skills in lesson preparation, improvisation and utilization of improvised teaching materials in the daily teaching at both the primary and junior secondary schools.

#### Major Findings

Based on the data collection and analysed, the following findings are obtained:

1. **Infrastructures have been provided by the UBE programme but these infrastructures are not enough to cater for the enrolment need.**
2. **There are no adequate personnel recruited and trained for UBE programme.**
3. **Teachers’ qualification influences teaching and learning process.**
4. **There is no provision of library in UBE controlled schools.**
5. **Teachers have equal opportunities in attending workshops and seminars.**

#### Summary

The study was conducted in Bauchi State on the assessment of the UBE programme towards the attainment of millennium development goal on education and involves the study of 150 teachers and head teachers which are randomly selected from UBE controlled schools (20 primary and 10 junior secondary schools) in the metropolis. Research questions were developed for the study and instrument for the data

collected (structure questionnaire) were validate by experts in the field. The questionnaire was administered and receives back by the researcher at the 30 UBE controlled schools in the metropolis. These findings revealed that the programme was in dire need of more classrooms and furniture, qualified teachers and library facilities. Based on the findings, the following recommendations are strongly made:

- 1. Government should intensify effort in construction of more classrooms and furnitures to accommodate the expected increase in enrolment.**
- 2. Government should recruit and train more qualified teachers into UBE controlled schools to possess B, ED etc.**

#### Conclusion

Based on the findings of the study, the following conclusions were reached:

- 1. Government is sluggish in the provision of basic infrastructural facilities for the attainment of millennium development goal on education.**
- 2. Teachers are not adequate enough in the UBE controlled school.**
- 3. Library materials are grossly inadequate in supply in UBE controlled schools.**
- 4. Qualified and trained teachers are highly needed for upgrading the quality and standard.**

#### Recommendations

In view of the findings from the researcher, the following recommendations are hereby report:

- 1. Government should make a drastic effort in constructing more classrooms to accommodate expected high increase in enrolment.**
- 2. Government should recruit and train more qualified teachers into UBE controlled schools.**
- 3. Teachers should be motivated to upgrade and update their knowledge, skilled and competency through organizing regular seminars and workshops as well as in service training.**
- 4. Furniture, library materials and other instructional materials should be provided in order to attain gaols of MDGs.**
- 5. Government should conduct a census to find the total number of pupils enrolled into UBE controlled schools. This will enable them to have an effective plan and determine the estimated population that will be in school.**
- 6. Parents, communities, private international agencies and donors, and non government organizations should collaborate and assist government by involving themselves in the provision of “Basic education”. This is because government alone cannot and will not be able to provide quantitative education singe handle.**

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**APPENDIX A  
Questionnaire**

The Questionnaire

Please Tick the appropriate answer

S/N	Items	SA	A	U	D	SD
1.	Additional Classrooms are built for the Universal Basic Education (UBE) Programme					
2.	Adequate provisions of furniture are the used for the implementation of the UBE programme.					
3.	The classrooms provide by the UBE programme are not enough to cater for the increase in enrolment.					
4.	There are more than 40 pupils per class in most of the UBE controlled schools.					
5.	Most pupils are sitting on the bear floor to receive instructions.					
6.	Adequate provision is made for the recruitment and training of teachers for the implementation of the UBE programme.					
7.	UBE programme has not met the required number of teachers need.					
8.	Teachers in UBE schools are handling more than one subject area.					
9.	The UBE Control Schools have enough qualified teachers that will run the programme.					
10.	There are shortage of teachers with N.C.E Qualification in UBE control Schools.					
11.	Teachers with Education Qualification can teach well compare to those without educational qualification					
12.	Most teachers in UBE Schools are secondary school leavers and Diploma holders					
13.	Mastering of the subject matter of the teacher influence teaching and learning process.					
14.	Teachers with Diploma and Secondary School Certificate facing problem in handling an exceptional child in UBE Schools.					
15.	Well are library is provided for the staff and students/pupils in the UBE schools.					
16.	Students are allowed to use the library’s materials frequency.					
17.	Most of the UBE library materials are obsolete or out dated.					
18.	Students/Pupils are allow to borrow the library’s material.					
19.	There are available text books in UBE controlled School.					
20.	The UBE schools nominate teachers to attend workshops and seminars based on seniority.					
21.	The UBE Schools always select teachers to attend Seminars and workshops based on their discipline.					
22.	There is nepotism and tribalism in nominating teachers to attend seminars and workshops in UBE control schools.					
23.	There are equal opportunities for all the UBE programme teachers to attend seminars and workshops.					

