

How do Teacher Preparation and Infrastructural Facilities Impact on The Implementation of Lower Basic Education Curriculum in Nigeria?

Emmanuel E. Achor*

Department of Curriculum & Teaching, Benue State University, Makurdi Nigeria

Benjamin O. Olokwu

Kogi State Teaching Service Board, Lokoja Nigeria

Esther O. Ejeh

School of education, Kogi State College of Education, Ankpa Nigeria

Abstract

This study is an assessment of the implementation of Lower Basic Education curriculum in Idah Education zone of Kogi State. The ex post facto design study was guided by seven research questions and 5 hypotheses. A sample of 376 (208 from public schools and 168 from private schools) Lower Basic Education (LBE) teachers were used from Idah Education Zone comprising of Ibaji, Idah and Igalamela-Odolu LGAs. Two instruments were used in this study are (a) Availability and Adequacy of Infrastructural Facility Scale (AAIFS) and (b) Basic Education Implementation Variables Questionnaire (BEIVQ). The reliability coefficient of the AAIFS is 0.88 for availability and 0.91 for adequacy while that of the BEIVQ is 0.83. The hypotheses were tested at 0.05 level of significance. Following data analysis the following findings were made: (1). It was found that only three infrastructural facilities out of 20 listed were available and they are play field, teachers' book and First Aid Box. Those that were not available include Class Rooms, Admin blocks, Science corner/mini Lab, Wall charts, Staff Offices, Audio aids (eg radio, TV), Motion aids, Stores, Desks and chairs, Projector, Library, Computer/Lap tops, Internet facility, Source of Electricity, Studios, Toilet facilities and Water source. (2). It was also found that teacher preparation for implementation of LBE in Idah education zone of Kogi State is adequate. Specifically it was found that qualified teachers are engaged and adequate in number; teachers go on seminars and workshops regularly though mostly through self efforts, newly recruited teachers are mentored by older teachers at an informal level and recruitment of teachers is through rigorous interview. Teachers are motivated and evaluation for promotion of teachers involves some practical observation in class. (3). However, there is no significant difference between the mean level of teacher preparation for LBE curriculum in public and private schools (4). It was also found that funding is inadequate for implementation of LBE curriculum. Thus, there is no significant difference between the mean level of funding of LBE curriculum in public and private schools. (5). There is a significant difference between the mean level of supervision/ monitoring and availability of infrastructural facilities for curriculum implementation of LBE. Similarly, there is significant difference between the mean level of adequacy of supervision/monitoring of LBE curriculum in public and private schools. In general supervision of LBE curriculum in Idah Education zone of Kogi State is poor, haphazardly done and mostly handled by inexperienced teachers. (6). It is also found that the challenges to effective implementation of LBE curriculum in the study area are frequent strike action by teachers, poor teacher motivation, non regular payment of teachers' salary, inadequate funding, outdated textbooks and inadequate teaching materials. It was recommended among others that provision of infrastructural facilities for LBE curriculum implementation should be improved by encouraging individuals and non-governmental organizations to partner with government in provision of essential materials.

Keywords: Infrastructural facilities impact; Lower Basic Education Curriculum; Nigeria.



CC BY: [Creative Commons Attribution License 4.0](https://creativecommons.org/licenses/by/4.0/)

1. Introduction

Nigerian education system has witnessed a catalogue of changes in policies and programmes. Some of these changes have appeared to a number of people as desirable while some people continue to wonder, why some of the changes were ever initiated. In fact, many of the changes in educational policies in Nigeria have been described as the product of confusion (Ayeni, 2004). There is therefore a high level of uncertainties which beclouds meaningful planning in Nigeria's educational system. This can be very dangerous particularly as the future of Nigeria will be determined by the level of education her citizens have acquired.

On realizing the importance of education in the development of the country, the Nigerian government launched various educational programme by different administrations. The first among these programmes were Universal Primary Education (UPE) 1976, the mass literacy in 1990, the free basic education in the west in 1955, the 6,3,3,4 system in 1979 and now the Universal Basic Education (UBE) launched in 1999. Although the Universal Primary Education (UPE) programme was a carefully designed programme, Government did not really achieve the objective due to inadequate planning and haphazard implementation (Ikwuba and Ingyoroko, 2006).

*Corresponding Author

Stakeholders (that is, parents, teachers and school administrators) have expressed concerns over lack of serious attention towards implementation of the UBE programme in the area of public enlightenment, social mobilization, community involvement, teachers' recruitment, provision of infrastructural facilities, funding, monitoring and rural-urban disparity. A careful look at the implementation guidelines for successful implementation of UBE programme to achieve the goals of the Federal Republic of Nigeria which listed nine items include; public enlightenment and social mobilization, full community involvement, data collection and analysis of human and material resources, planning, monitoring and evaluation; teacher and their recruitment, education, training, retraining, motivation, provision of infrastructural facilities, enriched curricular, provision of textbooks and instructional materials, improved funding and management of the entire process (Federal Ministry of Education, 2004 p.14).

The intention of government as expressed in the UBE implementation guidelines reveals government's preparedness to take measures towards countering the factors which might hinder the achievement of the goals of the Universal Basic Education programme (Tahir, 2008). Assessing its success is therefore very important since it serves as a guide and a check. The essence of UBE programme is thus to establish a purposeful educational system; and provide a guide for taking future actions to ensure maintenance of standard in the country's educational system.

Like every other enterprise, the success of the UBE depends solely on the provision of adequate resources which include proper funding, employment of qualified and experienced teachers, monitoring and supervision and good functional infrastructures. UBE Act (FME, 2004) stresses that, the implementation of the UBE shall be financed from the following sources; Federal Government block grant of not less than 2% of its consolidated revenue fund, funds or contributions in form of Federal Guaranteed Credits, local and international donor grants.

The importance of education in the development of any nation therefore, cannot be overemphasized. It plays the role of nation building and, through education human capital and skills are acquired for self-reliance. Education is the key to the technological, socio-economic and political development of any nation. In Kogi state in particular and Nigeria, education is necessary and the most important aspect of all development. The Nigeria government in an attempt to ensure that its citizens have access to free and compulsory education, equal and adequate opportunity at all levels especially at the basic level Launched Universal Basic Education (UBE) in September 30th 1999 under the administration of Chief Olusegun Obasanjo in Sokoto State. Kogi State Government introduced the Universal Basic Education (UBE) to go in the same line with other states to implement the curriculum, in August, 2008 for the benefit of the people at the grass root in the state. So much interest have been attached to education in Kogi State. The highest employer of labour in the state is the educational sector and one wonders how the many teachers' welfare is attended to. Therefore, there is need for a qualitative basic education for effective protection against poverty, ignorance, backwardness and illiteracy. Shokimbi (1999) notes that it is through education that ignorance is eliminated, skills for productivity and leadership acquired, the key to future productivity and comfort gained. Abundant human resources represent potential, but educational development of people is necessary to translate potentials into per capital income. To be great, is to be self reliant, and to be self reliant is to have a sound education.

The basic education was introduced with 9 years in primary schools and junior secondary school. That is 1-3 is known as Lower Basic Education (LBE), primary 4-6 is known as Middle Basic Education (MBE) while Junior Secondary School is now known as Upper Basic Education (UBE). Emphasis in this study is Lower Basic Education, the foundation level.

The current issue in Kogi State is that, the teachers who are to implement the curriculum are not adequately taken care of. In Kogi State, the UBE teachers have been going through one form of strike or the other from 2008 till February, 2012, due to inability of the government to meet up with their rights. For instance, lack of implementation of Teacher Salary Scale (TSS), promotion without implementation, nonpayment of leave bonus, non implementation of 'salary relativities' and delay in payment of salaries were regular occurrences (Mkpa, 2000). Ikoya and Onoyase (2008) examined the availability and adequacy of schools' infrastructural facilities for implementation of the Universal Basic Education programme in Nigeria and data analysed revealed inadequacy of physical facilities. In this work availability refers to the extent to which the stipulated human and materials resources can be found for use at the Lower Basic Education level. Similarly, adequacy refers to whether the human and materials resources available are in sufficient supply. Thus the question is, are the required materials available and if available are they in sufficient quantity?

It is clear that since independence Nigeria had appropriate and well proposed pronounced education programmes, but none could achieve its desired objectives. The worry therefore is if there is adequate teacher preparation, funding, monitoring and supervision and necessary infrastructural facilities needed to implement the LBE curriculum especially in Idah education zone of Kogi State. In general, implementation of the Universal Basic Education (UBE) in Kogi State seems to lag behind. This is because infrastructural facilities are hardly provided by the government and teachers appear dissatisfied even where they are adequate. The major problem with Universal Primary Education (UPE) introduced in Nigeria in 1976 was with having to start the programme before thinking of how many teachers were required, where to get them and what could be done urgently to cover the gap. The implementers of UBE programme were expected to learn from the mistakes of UPE. An examination of what is on ground now; teachers (qualification, and number), funding, monitoring and supervision, instructional materials, infrastructures, could show if preparation is according to specification. In this study it is the perception of the respondents that form the basis of data collected.

Perception is the act or process of becoming aware of internal or external sensory stimuli or events, involving the meaningful organization and interpretation of those stimuli. In psychology, perception also applies to evaluation of one's own and others' internal states and beliefs as sensory stimuli and a person's perceptions are not necessarily identical to the stimulus object or event being perceived. For example a person's perceptions of their ability might not match their actual ability. In this study the perceptions of many respondents are put together to be able to give true

picture of what exist as far as implementation of LBE curriculum is concerned. These perceptions are tied to infrastructural facilities and level of teacher preparation.

The National Policy on Education (FME, 2004) stipulates that “education has to be tailored towards self-realization, right human relations, individual and national efficiency, effective citizenship, national consciousness, national unity as well as social, cultural, economic, political, scientific and technological progress” (p.7). In order to realize these objectives, some infrastructures and facilities such as ICT are emphasized at all levels of Nigerian education as stressed thus:

1. All states, teachers’ resource centers, university institutes of education, and other professional bodies in education shall belong to the network of ICT (section II, sub-section 102(a) p.53).
2. Government shall provide facilities and necessary infrastructure for the promotion of ICT and its use as learning tools at all levels of education (section II, subsection 102(d) p.53).
3. Virtual library project, aimed at the rejuvenation of the Nigerian schools through provision of easy access to current books, journals and other information sources using digital technology was also included.

The quality of teacher is another potent factor of teaching effectiveness. [Offorma \(2006\)](#) affirms this when she observes that teachers are the major stakeholders in curriculum implementation, and that the curriculum cannot be effectively implemented if the teacher variables such as competence, availability, attitude, dedication and remuneration are not seriously taken care of. In this study emphasis is on competence which is viewed from the angle of preparation. How adequately are the teachers prepared to implement the LBE as specified? The study by [Achor \(2013\)](#) reveals that poor funding, large class size, lack of technology support and non training of teachers ranked highest among the 9 issues/problems of implementation of Basic Education while poor enrolment, ICT integration, use of mother tongue and infrastructure ranked least. [Oluwalola \(2010\)](#) found that most schools depend on Education Trust Fund to finance most of their projects. Thus where Trust Fund could not do much, such schools are grossly underfunded.

Supervisory and monitoring goals which are vital forces for enhancing teaching and learning are not properly handled. The principals of schools who are to help teachers who are deficient in areas such as planning lessons, presenting lessons and even in evaluative processes sometimes do not do their work. Supervisors from Ministry of Education too who are supposed to supervise teachers from time to time to ensure effectiveness come once in a while for personal interest and over look their jobs ([Ekundayo et al., 2013](#)). As a result there is uneven infrastructural distribution, funding as well as teacher preparation.

Evidence available at the national level shows that much is done to ensure effective implementation. According to [Tsafe \(2013\)](#), the following are part of the UBE implementation strategies that would ensure hitch-free implementation. They include effective monitoring of UBE implementation to ensure quality, teacher professional development being accorded priority attention as a percentage of the intervention fund goes directly to in-service training of teachers in all states and the Federal Capital Territory (FCT). Others are improved infrastructural developments that will led to increased accesses to basic education, transformation of the education terrain as it affects basic education in the area of school infrastructural development. This appears to have been achieved through judicious use of FGN-UBE intervention funds. As part of the implementation policies also, the commission tracks or monitors utilization of UBE intervention and states counterpart funds based on the level of utilization. [Tsafe \(2013\)](#) further stressed that during the period 2005-2009, the following were provided through the utilization of the UBE intervention and counterpart funds in 36 states and FCT: a) Construction of new classrooms 41,009, b) Renovation of classrooms 59,444, c) Provision of furniture for pupils and teachers 1,139,196, d) Construction of toilets 14,769, e) Sinking boreholes – 996, f) Provision of instructional/play materials 77,570,540, g) Teacher professional development 1,493,352 teachers trained, h) Provision of primaries 4 and 5 textbooks in Mathematics, English Language and activity-based science 16,356,812, i) Assorted library resources materials for JSS 1,710,091. Also provided are deliverables from special education of physical challenged children fund: a) Number of schools/centers that have benefitted 368, b) Enrolment 20,639, c) Classrooms 710, d) Resource rooms 344, e) Boreholes/hand pumps 36, f) Toilets/bathrooms 263, g) Furniture for pupils 3,616 sets, h) Furniture for teacher, 1,259, sets i) Beddings- 2,266 j) Instructional materials – 75,255 k) Equipments such as Computers, Wheel chairs, Braille Machines, TV sets, Radio sets etc 14,641, and l) Teachers trained – 6,247. With these festinating figures for a population of about 180 million people, how effective is it especially in Idah Education Zone?

Sometimes the extent of implementation could depend on the type of school (public-Private). This is because issues such as finance, structure, instructional materials and even teachers depend heavily on who is financing the school which of course must be the school proprietor. Accordingly, public and private school ownership could reveal if any, difference in level of implementation. This study considers type of school as a secondary variable. For instance, [Ekwutosi and Ogbonnaya \(2015\)](#) found that there was no significant difference between the adequacy of business studies facilities in public and private junior secondary for curriculum implementation at the Basic Education level. This study probed further on these issues.

2. Statement of the Problem

Nigeria had experienced problems of implementing educational programmes in the past due to lack of follow up. Although various plans and proposals were made for the implementation of curriculum, they could not reach the expected target. The Universal Basic Education (UBE) programme fell short of what were required for national development. It has been observed that there are problems ranging from poor curriculum implementation resulting from lack of infrastructural facilities to inexperienced teachers and poor funding. Consequently, there appears to be high level of illiteracy, poor training of teachers, lack of motivation, increased rate of students drop out. From literature and personal observations, these problems are visible at the Lower Basic Education (LBE) levels.

Supervisory and monitoring goals which are vital forces for enhancing teaching and learning are not properly handled (Akinyemi, 2002). The principals of schools who are to help teachers who are deficient in areas such as planning lessons, presenting lessons and even in evaluative processes sometimes do not do their work. Supervisors from Ministry of Education too who are supposed to supervise teachers from time to time to ensure effectiveness come once in a while and instead of checking teachers work, some are more concerned with personal gains and over look their jobs. As a result there is uneven infrastructural distribution, funding as well as teacher preparation.

A step towards addressing these problems led to the introduction of Basic Education (BE) programme. How to address the aims and objectives of the stated programme and its curriculum implementation in educational sector are now the issues at stake. In general, UBE curriculum is poorly implemented especially with regard to teacher preparation and infrastructural facilities but records of situation in the study area are scarce.

This has become more worrisome as most children in the study area are still in the farms and on the street hawking, not having access to education which is believed to be the only avenue of engaging the youths. Having these problems in mind, the need arises to determine the extent of curriculum implementation of Lower Basic Education (LBE) programme in Idah Education Zone of Kogi State. The problem of this study therefore is, what is the perceived impact of teacher preparation and infrastructural facilities on the implementation of LBE curriculum in Idah Education zone of Kogi State?

3. Research Questions

The Following Research Questions guided the Study:

1. What are the infrastructural facilities available for effective curriculum implementation of LBE in Idah Education Zone of Kogi State?
2. To what extent are the infrastructural facilities adequate for effective curriculum implementation of LBE in Idah Education Zone of Kogi State?
3. What is the level of teacher preparations for implementation of LBE in Idah Education Zone?
4. What is the level of funding of LBE schools for the successful curriculum implementation?
5. What is the level of LBE supervision and monitoring for proper curriculum implementation in Idah education zone?
6. What is the level of supervision and monitoring for implementation of LBE curriculum in public and private schools in Idah Education zone of Kogi State?
7. What are the challenges to effective implementation of LBE in Idah Education Zone of Kogi State?

4. Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the mean level of funding and availability of infrastructural facilities for curriculum implementation of LBE curriculum in Idah education zone.
2. There is no significant difference between mean rating of supervision and monitoring and availability of infrastructural facilities for curriculum implementation of LBE curriculum in Idah education Zone.
3. There is no significant difference between the mean level of supervision and monitoring of LBE curriculum in public and private schools in Idah Education zone of Kogi State?
4. There is no significant difference between the mean infrastructural facilities required for the curriculum implementation of Lower Basic Education (LBE) in public and private schools in Idah education zone of Kogi State

5. Theoretical Framework

This study is anchored on two basic theories. They are the theory of pragmatist and Dror's theory of evaluation. The theory of pragmatist was propounded by Dewey (1920). Dewey stressed that it is "change not fixity or permanence that is the essence of reality". The progressive view of the curriculum is based on this pragmatist premise that "Change" not fixity or permanence as the essence of reality. Change is the only ultimate that leads to progress. This means that the curriculum is a continuous process of learning activities. Education itself is "growth leading to further growth". This means that education is a continuous process of development. This continuous process of development in learner is by means of curriculum which, therefore is flexible and is liable to change to suit new needs, problems, values, or aspirations of the society. The curriculum is modified or changed in the light of knowledge explosion in the society.

This theory has great implications for the present study. For instance, it was the desire for change in social, economic and academic status of the Nigerian society especially the youths that led to introduction of UBE of which LBE is a major component. If therefore there is no assessment to see if the programme curriculum is being implemented to the later, there is the likelihood of condemning what is good and changing to another simply because there was no effective implementation. This study could therefore lead to adjustment in the present UBE programme which of course is a form of change. Change therefore is imminent but must have a basis for it and this makes the current study relevant. It is obvious that, subsequent recommendation for change will be based on empirical assessment of the ongoing UBE programme through examination of its curriculum at LBE level.

This study is again anchored on Dror's Theory of evaluation. Dror (1973) identifies two categories of evaluation that could be used in making judgment. The two categories which serve as baseline include *primary*, which is used in

business firms for money making and *profits* that can be counted or measured. The secondary category can be found in several parts of any activity and applies to research studies.

The secondary category is often considered under *process pattern, secondary out-put, organizational structures, inputs and resources*. It was further stressed that there is meta-policy making, policy making and post policy making and all these many stages of which executing is one. Until a policy is successfully executed, it is only a mere statement.

This is considered to be relevant to the present study as the process pattern determines if the process delivers the end result. The end result in this study is the implementation of the LBE curriculum and if it is as good as it should be; because process variable affects the out-put. Secondary out-put will be assessed as to what level the LBE curriculum implementation has impacted on society while the organizational structures examine the organizational structures of the LBE in Idah Education zone as it affects its implementation. The inputs examine the level of achievement of the implementation of the LBE curriculum since it is intended to achieve principal objectives of laying a solid foundation for lifelong learning while the resources form the basis to assess the available facilities necessary for effective implementation of the LBE in Idah Education Zone.

Dror suggests that it is wise to sub-optimize, which implies, to sample and extrapolate or guess at the generalities. Usually this is done in three ways, namely by limiting the evaluation time to a small population and to a selected area of activity as employed in this study. Dror's model of policy which states that '*planning is the process of preparing a set of decisions for future actions*' thus forms the theoretical framework for this study on the assessment of the implementation of the LBE in Idah Education Zone of Kogi State.

6. Methodology

This section addresses design of the study, population, sample and sampling, instrumentation, validation of instrument, method of data collection and analysis.

7. Research Design

For the purpose of this research ex post facto research design was adopted. This involved getting the already made up ideas of respondents in form of assessment of the level of implementation of LBE curriculum. The choice of the design is informed by the fact that the goals of the study was to assess the existing condition of LBE without any attempt to manipulate or control the variables. The justification for the use of ex post facto is informed by the fact that only representative sample of the entire population were studied and findings generalized to the entire population (Achor and Ejigbo, 2006).

7.1. Population, Sample and Sampling

The target population for this study comprised of all the primary school teachers in the one hundred and four (104) primary schools (public and private) located in various parts of Idah Education zone of Kogi State Nigeria. We have 980 teachers in 82 public primary schools while there are 211 teachers in 21 private primary schools with a total teacher population of 1191 (Area Education Office, 2014).

The study adopted stratified random sampling technique in selecting a sample of 376 (representing 31.6% of total number of) teachers. The strata are the public and private schools. Two teachers were randomly sampled from each of the 104 public schools to give a total of 208 teachers (representing 21.2 %) while eight teachers were randomly sampled from the 21 private schools because of their smaller number giving a total of 168 teachers (representing 79.6%).

To arrive at the sampled teachers in each school, the researcher together with his assistants wrote names of all the teachers in a school on pieces of paper, folded and kept in a basket. Picking was done in turn and when unfolded, the name of the teacher is written down while the paper is folded back and returned into the basket for another round. This was done each time until two teachers were randomly sampled from each public school (2 x 104) and eight from each private school (8 x 21). The papers in the basket were rigorously mixed each time to ensure fair chance to all teachers. Final subjects for the study were 376.

7.2. Instrumentation

Two instruments used in this study are:

1. Availability and Adequacy of Infrastructural Facility Scale (AAIFS)
 2. Basic Education Implementation Variables Questionnaire (BEIVQ)
- AAIFS is a 20 item rating scale on the infrastructural status of the LBE schools in the study area. The instrument is a two-in-one type as it has provisions for availability as separate from adequacy. The items describe class rooms, instructional materials, play field and materials. It is a scale with 4 options of Highly Available (HA) = 4, Available (A) = 3, Moderately Available (MA) = 2, Not Available (NA) = 1. The decision mean is 2.5 (ie, $4+3+2+1 = 10/4$). 2.50. Boundary limits are 1.00-1.49, Not Available; 1.50-2.49 Moderately Available; 2.50-3.49 Adequate and 3.50 – 4.00 Highly Adequate.

The questionnaire BEIVQ structured in two sections was also used. Section 'A' sought information on bio-data of the respondents, ownership of the schools and that of the respondents. Section "B" dealt with information on funding, supervision and monitoring as well as teacher training status. There are 30 items altogether in a 5 points Likert scale. The response options are Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The decision rule is any mean above 3.0 is considered to have influence (ie, $5+4+3+2+1 = 15/5 = 3.0$).

7.3. Validation of Instrument

The instruments were given to 2 experts; one in curriculum studies and two others in measurement and evaluation. They were asked to check the correctness of the sentences in sense, grammar and arrangement. They were also asked to check if the items were ambiguous and or double barreled. The validators made corrections on sentences, structure and placement order. Specifically they demanded that availability and adequacy of instructional and infrastructural materials be put side by side on one instrument so as to reduce stress of many pages and reading one item twice by the respondents. Trial testing was conducted in six primary schools (3 each for public and private schools) all located in Idah Education zone of Kogi State but not teachers who were part of final sample used. A total of 30 respondents were used for the trial testing.

The first set of the questionnaires were administered to the respondents, while the three sets of checklists were also administered by the researcher based on, on- the- spot monitoring of teacher and infrastructural facilities. Data collected were analyzed using Cronbach Alpha (α) formula. The reliability coefficient of the Availability and Adequacy of Infrastructural Facility Scale (AAIFS) is 0.88 for availability and 0.91 for adequacy while that of the Basic Education Implementation Variables Questionnaire (BEIVQ) is 0.83. The instruments were considered to have acceptable reliabilities for use in the study. This is informed by [Achor and Ejigbo \(2006\)](#) who said that reliability of 0.7 and above could be good enough for use in a study.

8. Methods of Data Collection and Analysis

The researchers employed the use of TRANSECT Work (i.e on-the-spot monitoring of teachers and infrastructural facilities by the researchers). The researchers with the research assistants visited each of the 104 primary schools in the area of study (Idah Education Zone of Kogi State).The 30 item questionnaire for teachers were administered hand-to-hand by the researcher while, the checklist or inventory on teacher requirement and the infrastructural development were administered by the researchers themselves with the assistance of Head teachers from each of the school sampled.

In order to elicit maximum response, the researchers explained some aspects of the instruments to some of the respondents who did not understand the demand of the instruments. To prevent poor return rate and accurate retrieval of questionnaire, the researchers waited to collect the completed ones before proceeding to the next school. It took the researchers two months to visit the 104 schools. Based on data generated for the study, data were presented in tables and analyzed using simple descriptive statistic such as mean, percentages, standard deviation and bar graphs for the research questions and t-test for hypotheses. The hypotheses were tested at 0.05 level of significance.

9. Results

Research question 1 sought to determine the infrastructural facilities available for effective curriculum implementation of LBE in Idah Education Zone of Kogi State. Answers to research question 1 are provided in Table 1.

Table-1. Mean and Standard Deviation of Availability of Infrastructural Facilities

Facilities	N	Mean	Std. Dev	Remarks
Class Rooms	376	2.2473	.71925	Moderately Available
eePlay field	376	3.3989	.65352	Available
Admin blocks	376	1.8723	.66105	Moderately Available
Science corner/mini Lab	376	1.6303	.69592	„
Wall charts	376	1.9096	.76057	„
Staff Offices	376	1.7899	.64167	„
Audio aids, eg radio, TV	376	1.4973	.50066	Not Available
Motion aids	376	1.2926	.45554	„
Stores	376	1.6968	.60978	Moderately Available
Desks and chairs	376	2.4920	.96606	„
Projector	376	1.2500	.43359	Not Available
Library	376	1.6330	.63530	Moderately Available
Teachers' books	376	3.0957	.81413	Available
Computer/Lap tops	376	1.8723	.66508	Moderately Available
First Aid Box	376	2.9096	.57718	Available
Internet facility	376	1.3750	.48477	Not Available
Source of Electricity	376	1.5399	.57365	Moderately Available
Studios	376	1.5798	.56946	„
Toilet facilities	376	2.2899	.54013	„
Water source	376	1.7181	.61127	Moderately Available
Grand Mean	376	1.9545		Moderately Available

From Table 1, out of 20 facilities listed, only 3 were rated as available. They are play field (3.40), teachers’ book (3.10) and First aid Box (2.91). All other 17 items fall within not available and moderately available (1.00 to 2.49). With the grand mean of 1.95 which is below 2.50, it means that most listed infrastructural facilities were generally not available. They include Class Rooms, Admin blocks, Science corner/mini Lab, Wall charts, Staff Offices, Audio aids (eg radio, TV), Motion aids, Stores, Desks and chairs, Projector, Library, Computer/Lap tops, Internet facility, Source of Electricity, Studios, Toilet facilities and Water source.

Research question 2 sought to find out extent to which infrastructural facilities are adequate for effective curriculum implementation of LBE.

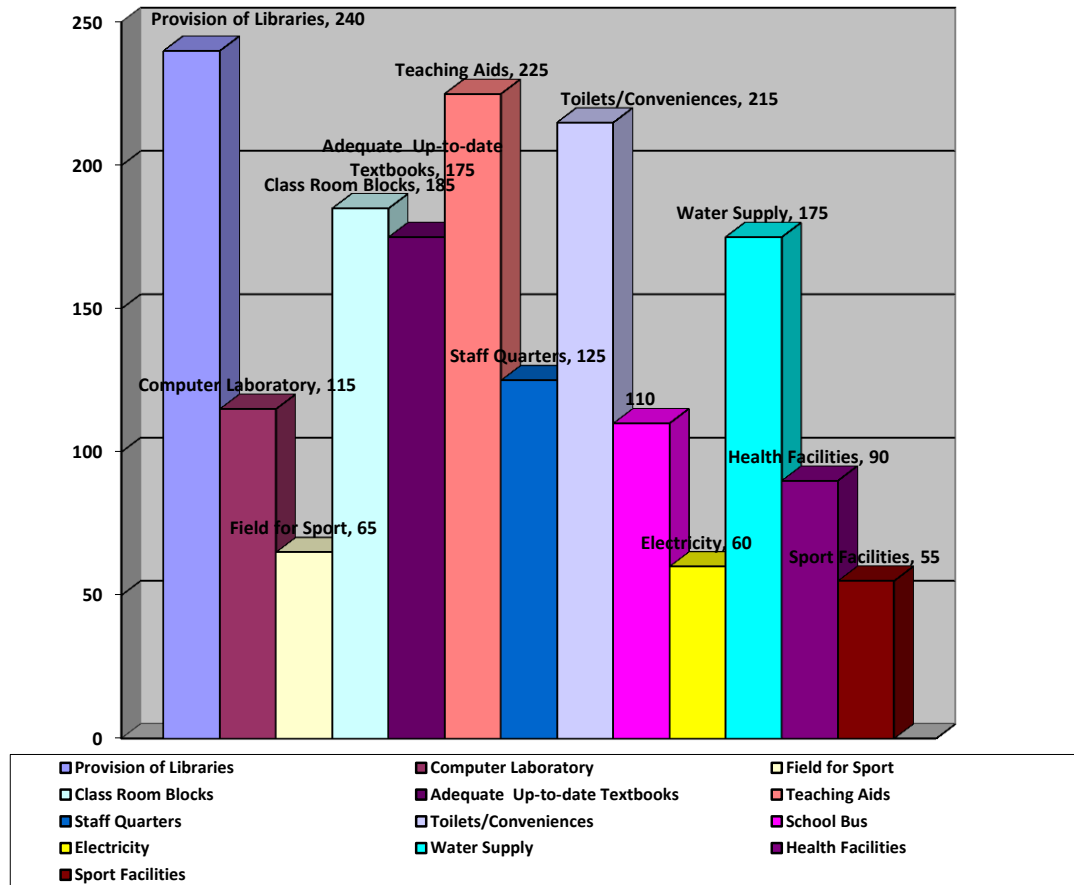
Table-2 Mean and Standard Deviation of Extent of Adequacy of Infrastructural Facilities

Facilities	N	Mean	St. Dev	Remarks
Class Rooms	376	2.0000	.70427	Moderately Adequate
Play field	376	3.0239	.73898	Adequate
Admin blocks	376	1.2074	.40602	Not Adequate
Science corner/mini Lab	376	1.3378	.47358	„
Wall charts	376	1.5000	.57966	Moderately Adequate
Staff Offices	376	1.5000	.57504	„
Audio aids, eg radio, TV	376	1.3750	.48477	Not Adequate
Motion aids	376	1.2074	.40602	„
Stores	376	1.4122	.49289	„
Desks and chairs	376	3.0239	.80793	Adequate
Projector	376	1.2500	.43359	Not Adequate
Library	376	1.4654	.49947	„
Teachers’ books	376	3.2128	.76416	Adequate
Computer/Lap tops	376	1.6702	.62633	Moderately Adequate
First Aid Box	376	2.4947	.64908	„
Internet facility	376	1.3324	.47172	Not Adequate
Source of Electricity	376	1.4202	.49425	„
Studios	376	1.4548	.57325	„
Toilet facilities	376	1.7899	.57597	Moderately Adequate
Water source	376	1.5505	.57744	„
Grand Mean	376	1.7614		Moderately Adequate

In Table 2 similar trend as in Table 1 was observed as only 3 items, that is, play field (3.02), desks and chairs (3.02) and teachers’ books were adequate while 17 others have mean ratings below 2.50 and therefore fell between moderately adequate and not adequate (1.00 to 2.49) with a grand mean of 1.76.

Figure 1 shows the response to a free response question posed to act as a check to their responses from availability and adequacy questionnaire. The Figure 1 shows that libraries, teaching aids, toilets/conveniences, classroom blocks, up-to-date textbooks and water supply were the most needed infrastructural facilities (with frequencies between 175 and 240 out of 376).

Figure-1. Needed infrastructural facilities



Research question 3 found out what the level of teacher preparations for implementation of LBE in Idah Education Zone is. Answer to research question 3 is contained in Table 3

Table-3. Mean and Standard Deviation of Level of Teacher Preparation for LBE Implementation

Item Description	N	Mean	Std. Dev	Remarks
Only qualified teachers are teaching LBE	376	2.8936	.95463	Agree
Teachers are adequate	376	2.8963	.93088	„
Teachers are sent on seminars & workshops regularly	376	3.1729	.83549	„
Teachers who go on training do so by self efforts	376	3.1941	.85919	„
Newly employed teachers are being mentored in my school	376	2.8404	.88306	„
Employment of teachers is done after rigorous interview	376	3.0133	.77448	„
Teachers are evaluated in classroom before each promotion in my school	376	2.8963	.87781	„
Teachers are encouraged to go on further training	376	2.7899	.93581	„
Teachers in my school have the minimum qualification NCE to teach LBE	376	2.8404	.99388	„
We have staff refresher seminar in my school at the beginning of every session	376	2.2074	1.09522	Disagree
Grand Mean	376	2.885		Agree

From Table 3 it can be seen that aside item 30 which is staff refresher seminar that does not hold at the beginning of every session (2.21), all other 9 items have mean of above 2.50 which implies that they all agree that teacher preparation for implementation of LBE in Idah education zone of Kogi State is adequate. The grand mean of 2.87 (which means agree) shows the combined effect of individual item mean. Specifically it was found that qualify teachers are engaged and in adequate number, teachers go on seminars and workshops regularly though mostly through self efforts, newly recruited teachers are mentored by older teachers at an informal level and recruitment of teachers is through rigorous interview. Teachers are motivated and evaluation for promotion of teachers involves some practical observation in class. Teacher preparation for LBE curriculum in Idah Education zone is therefore adequate.

Research Question 4 determined what the level of funding of LBE schools for the successful curriculum implementation is. Answer to research question 4 is found in Table 4.

Table-4. Mean and Standard Deviation of Funding for LBE Implementation

Item Description	N	Mean	Std. Dev	Remarks
School projects are funded regularly	376	2.9973	1.02891	Agree
Head teachers are given imprest regularly	376	2.8484	.98300	„
There are many abandoned projects in schools due to lack of funds	376	2.8963	.91353	„
Though cash may not be given we have all that is required to teach my school	376	2.8165	1.03581	„
Though funds are allocated, we do not see the money in schools	376	2.9814	.96453	„
Teachers who need to buy some local teaching aids are often given money	376	2.7846	.98732	„
Government was not ready financially before introduction of UBE	376	2.7846	.87262	„
BE cannot be effectively implemented without money	376	2.9069	.86370	„
Poor funding leads to nonpayment of teachers' salary on time in my school	376	2.8431	.96849	„
My school depends on PTA for funding which is not adequate	376	2.7048	1.00164	„
Grand Mean	376	2.8564		Agree

Table 4 shows that the mean ratings for the 10 items fall between 2.70 and 3.00 and the grand mean of 2.86 showing that there was a clear agreement that funding is inadequate for implementation of LBE in Idah Education zone of Kogi State. Though school projects are funded generally and head teachers given imprest sometimes, it was found that there are many abandoned projects, allocated funds are not seen, government was not ready financially before the commencement of BE, teachers' salary are delayed for lack of funds and many schools depend on PTA for funding. By implication, a lot needed to be done in terms of funding of LBE curriculum in Idah Education zone in Kogi State.

Research question 5 sought to find the level of LBE supervision and monitoring for proper curriculum implementation in Idah education zone. Table 5 provides answer to research question 5.

Table-5. Mean and Standard Deviation of Rating on Monitoring and supervision for LBE Implementation

Item Description	N	Mean	Std. Dev	Remarks
There is no regular supervision in my school	376	2.7606	.92153	Agree
Supervision is poor because supervisors only collect their gifts and go back	376	2.7846	.85721	„
Supervision in my school is a mockery	376	3.0904	.85311	„
Inexperienced teachers are appointed as supervisors	376	3.0665	.89939	„
Supervision is a mere routine in my school	376	2.7580	.87480	„
Monitoring team comes round only when they like	376	2.9894	1.36817	„
Officials prefer to monitor projects than actual teaching	376	2.8165	.89195	„
Monitoring in schools are not well planned	376	2.7447	.92302	„
We have monitoring team at state and federal levels	376	2.7128	.97841	„
Observations made by monitoring team are never disclosed	376	1.9920	1.41890	Disagree
Grand Mean	376	2.7716		Agree

Again Table 5 shows that except item 20 which states that observation made by monitoring team are never disclosed that respondents disagreed with, there was agreement to all the remaining 9 items to the effect that monitoring and supervision is weak and poorly organized. In general with a grand mean of 2.77 supervision of LBE curriculum in Idah Education of Kogi State is poor, haphazardly done and mostly handled by inexperienced teachers.

Research Question 6 determined the level of supervision and monitoring of LBE curriculum in public and private schools in Idah Education zone of Kogi State. Table 6 provides to answer to research question 6.

Table-6. Level of Supervision and Monitoring of LBE Curriculum in Public and Private schools

Item Description	N	Mean Public	Remarks	Mean Private	Remarks
There is no regular supervision in my school	187	2.4813	Disagree	3.0370	Agree
Supervision is poor because supervisors only collect Their gifts and go back	187	2.6631	Agree	2.9048	„
Supervision in my school is a mockery	187	3.0107	„	3.1693	„
Inexperienced teachers are appointed as supervisors	187	2.9037	„	3.2275	„
Supervision is a mere routine in my school	187	2.6524	„	2.8624	„
Monitoring team comes round only when they like	187	2.8984	„	3.0794	„
Officials prefer to monitor projects than actual teaching	187	2.6096	„	3.0212	„
Monitoring in schools are not well planned	187	2.5348	„	2.9524	„
We have monitoring team at state and federal levels	187	2.5615	„	2.8624	„
Observations made by monitoring team are never disclosed	187	1.6952	Disagree	2.2857	Disagree
Grand Mean	187	2.6011	Agree	2.9402	Agree

Table 6 indicates that for item 20 both respondents from public and private schools disagreed with the statement that observation made by monitoring team were never disclosed. However, while the respondents in public schools disagreed with item 11 that there is no regular supervision in their schools, the teachers in private schools agreed to the fact that there is no regular supervision in their schools. All other 8 items had similar response from public and private school agreeing that supervision is poor, poorly planned, messed up due to corruption and mere routine.

Research question 7 addressed the challenges to effective implementation of LBE in Idah Education Zone of Kogi State. Figure 2 provides answer to research question 7.

Figure-2.challenges of LBE curricula implementation in idah education zone

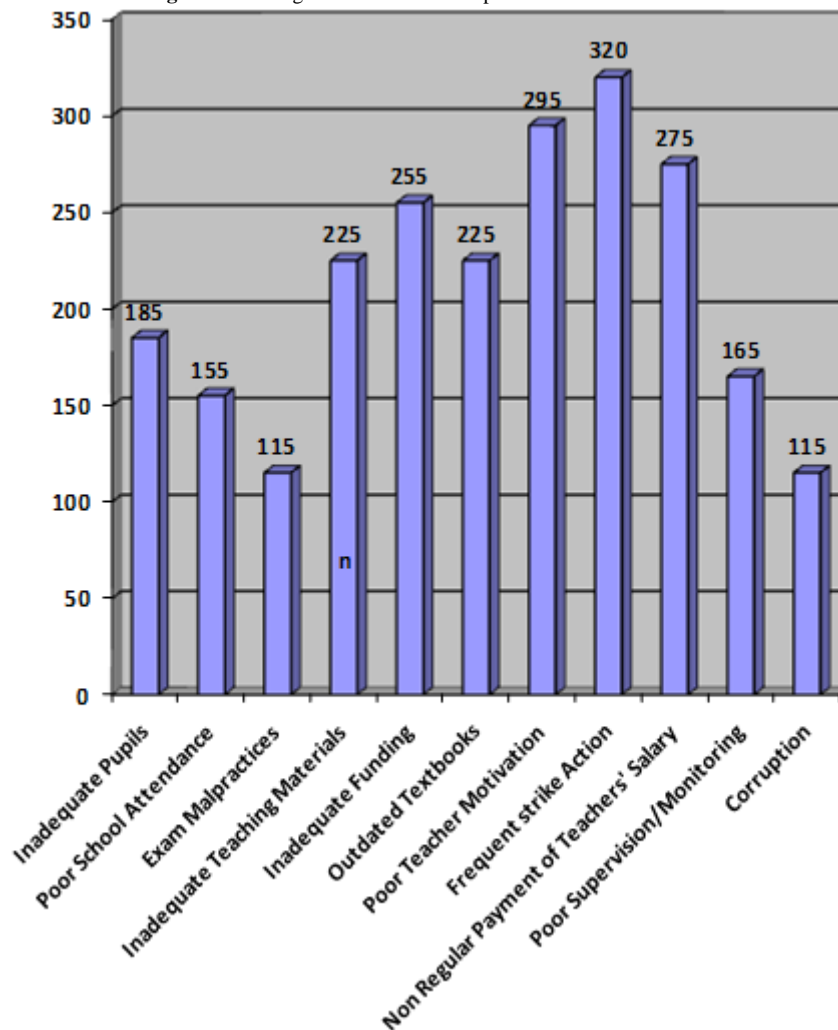


Figure 2 shows that all the 11 items have frequencies between 145 and 320. This means that more than one-third of the respondents listed all the 11 items as challenges to effective implementation of LBE in Idah Education zone of Kogi State. The challenges are frequent strike action by teachers, poor teacher motivation, non regular payment of teachers' salary, inadequate funding, outdated textbooks and inadequate teaching materials.

10. Hypotheses Testing

Hypothesis 1 states that there is no significant difference between the mean level of funding and availability of infrastructural facilities for curriculum implementation of LBE curriculum in Idah education zone. Table 7 provides information for testing hypothesis 1.

Table-7. Paired Samples t-Test of Mean Funding and Availability of Infrastructural Facilities

Pair		Mean	N	T	df	Sig.(2 tailed)
	Funding	2.8564	376	41.665	375	.000
	Availability of Infrastructural Facilities	1.9545	376			

P = 0.00; α = 0.05

Table 7 reveals that with $t = 41.67$ at $df = 375$, $p = .000 < .05$, there is a significant difference between mean funding and mean availability of infrastructural facilities. This means that adequate funding of LBE programme does not imply availability of infrastructural facilities; by implication other things may have competed for the funds once released outside provision of facilities. Hypothesis 2 states that there is no significant difference between the mean level of adequacy of supervision/ monitoring and availability of infrastructural facilities for curriculum implementation of LBE curriculum in Idah education Zone. Information for testing hypothesis 2 is contained in Table 8

Table-8. Paired Samples t-Test of Mean Monitoring and Supervision and Availability of Infrastructural Facilities

Pair		Mean	N	T	df	Sig.(2 tailed)
	Monitoring and supervision	2.7582	376	31.325	375	.000
	Availability of Infrastructural Facilities	1.9545	376			

P = 0.00; α = 0.05

From Table 8, $t = 31.33$, $df = 375$ $p = .000 < .05$. This means that there is a significant difference between the mean level of adequacy of supervision/ monitoring and availability of infrastructural facilities for curriculum implementation of LBE curriculum in Idah education Zone. Thus there is a difference between monitoring and supervision and provision of infrastructural facilities statistically. Therefore good monitoring and supervision does not guarantee availability of facilities. Accordingly a well supervised school may not have the required facilities as found in this study as the later is fund dependent.

Hypothesis 3 tested if there is no significant difference between the mean level of supervision and monitoring of LBE curriculum in public and private schools in Idah Education zone of Kogi State. Data in Table 10 provide information for testing hypothesis 3.

Table-9. Independent Samples t-Test of Mean Monitoring and Supervision of Public and Private LBE Schools

Variable	School Type	N	Mean	t	df	Sig.(2 tailed)
Monitoring & Supervision	Public School	187	2.5797	-8.195	373	.000
	Private School	188	2.9404			

P = 0.00; α = 0.05

From Table 9 it could be seen that $t = -8.20$ at $df = 373$, $p = .000 < .05$. This means that there is significant difference between the mean level of supervision/monitoring of LBE curriculum in public and private schools in Idah Education zone of Kogi State. By implication there is better supervision/monitoring in public schools compared to private schools since the items are negative and therefore the difference in supervision/monitoring level of public and private LBE schools in Idah Education zone of Kogi State is statistically significant.

Hypothesis 4 found out if there is no significant difference between the mean level of funding of LBE curriculum in public and private schools in Idah Education zone of Kogi State. Table 10 provides information for testing hypothesis 4.

Table-10. Independent Samples t-Test of Mean Funding in Public and Private LBE Schools

Variable	School Type	N	Mean	t	df	Sig.(2 tailed)
Mean Funding	Public School	187	2.8695	.666	373	.506
	Private School	188	2.8436			

P = 0.00; α = 0.05

From Table 10, $t = .67$, $df = 373$ at $p = .51 > .05$. This means that there is no significant difference between the mean level of funding of LBE curriculum in public and private schools in Idah Education zone of Kogi State. This

implies that the manner of funding of LBE among public and private schools does not differ significantly. Therefore both type of school lack funds for proper implementation of LBE in Idah Education zone of Kogi State.

Hypothesis 5 determined if there is no significant difference between the mean level of Teacher Preparation for LBE curriculum in public and private schools in Idah Education zone of Kogi State. Table 11 provides information for testing hypothesis 5.

Table-11. Independent Samples t-Test of Mean Teacher Preparation in Public and Private LBE Schools

Variable	School Type	N	Mean	t	df	Sig.(2 tailed)
Teacher Preparation	Public School	187	2.8791	.063	373	.950
	Private School	188	2.8761			

P = 0.00; $\alpha = 0.05$

Table 11 reveals that there is no significant difference between the mean level of Teacher Preparation for LBE curriculum in public and private schools in Idah Education zone of Kogi State ($t = .06$, $df = 373$ at $p = .95 > .05$). Thus level of teacher preparation does not differ significantly among public and private LBE schools in Idah Education zone.

11. Discussion of Findings

One of the findings of this study is that only 3 infrastructural facilities out of 20 listed were rated as available. They are play field, teachers' book and First Aid Box. All other 17 facilities fell within not available and moderately available (1.00 to 2.49). They include class rooms, admin blocks, science corner/mini lab, wall charts, staff offices, audio aids (eg radio, TV), motion aids, stores, desks and chairs, projector, library, computer/lap tops, internet facility, source of electricity, studios, toilet facilities and water source. In similar manner when they rated the same 20 items on adequacy the same 17 items except desks and chairs were found to be inadequate. However, as a check, the respondents listed facilities considered needful for implementation but not available as libraries, teaching aids, toilets/conveniences, classroom blocks, up-to-date textbooks and water supply. Findings outlined here are similar to what Adeyemi (2004) found, that is, that provision of laboratories, library services, training of teachers, provision of infrastructural facilities, establishment of more primary schools and incentives to teachers are considered essential for effective implementation of UBE programme in Delta state. This equally agreed with that of Akinbote (2001) on essential facilities for UBE implementation. Makut (2002) found that the number of classrooms, furniture, textbooks and class buildings still needed the status of improvement because in some areas they do not exist at all. The importance of adequate and appropriate infrastructure for effective implementation of educational programme especially UBE cannot therefore be over emphasized.

It is found that teacher preparation for implementation of LBE in Idah education zone of Kogi State is adequate. Specifically it was found that qualified teachers are engaged and adequate number, teachers go on seminars and workshops regularly though mostly through self efforts. Newly recruited teachers are mentored by older teachers at an informal level and recruitment of teachers is through rigorous interview. Teachers are motivated and evaluation for promotion of teachers involves some practical observations in class. However, there is no significant difference between the mean level of teacher preparation for LBE curriculum in public and private schools in Idah Education zone of Kogi State. Thus level of teacher preparation does not differ significantly among public and private LBE schools in Idah Education zone. Akinbote (2000) found that teachers were not adequately available for the Universal Basic Education Programme. The finding of Akinbote contradicts this result from the present study where teachers were said to be qualified and adequate for LBE curriculum implementation. The difference in the two studies may have occurred as a result of time difference. A gap of 10 years is enough to be able to witness appreciable changes. To the contrary, Ibrahim (2003) found that teachers were inadequate and not qualified to teach in Bauchi. There is a wide gap in educational level between Kogi and Bauchi aside time difference of about 11 years and this may have accounted for the difference in the findings. Bassey *et al.* (2006) found in Delta State that teacher supply far more outweighs the demand. This finding corroborates that of the present study, that is, teacher preparation and availability are satisfactory. The findings in the present study do not agree with that of Izuagba (2006) but in agreement with that by Bassey *et al.* (2006). For instance while Izuagba found that teachers are not adequate on the field, Bassey, Akuegwu and Uchendu in the same 2006 found that there are sufficient teachers on the field. While location difference could account for this contradiction, it is still a pointer to the fact that adequacy, preparation and training of LBE teachers may not be the problem in many states of Nigeria.

It is found that funding is inadequate for implementation of LBE in Idah Education zone of Kogi State. By implication, a lot needed to be done in terms of funding of LBE programme in Idah Education zone in Kogi State. Though school projects are funded generally and head teachers given imprest sometimes, there are many abandoned projects, allocated funds are not seen, government was not ready financially before the commencement of BE, teachers' salary are delayed for lack of funds and many schools depend on PTA for funding. From the study by Dashe (2007), there is agreement with the present study that fund is still a challenge in the implementation of LBE. For instance Dashe found government, PTA and NGOs contributing heavily in financing LBE in the study area. By implication government alone could not meet up with the challenges of funds. This may have influenced his recommendation that government should maintain the policy of making adequate budget for the funding of the LBE and a monitory supervisors be set up to see to the judicious expenditure of such funds. Thus, it is one thing for the required funds to be made available, it is another thing for the funds to be used judiciously.

It is found that there is a significant difference between mean funding and mean availability of infrastructural facilities. This means that funding of LBE programme does not imply availability of infrastructural facilities; by implication other things may have competed for the funds once released outside provision of facilities. However, there is no significant difference between the mean level of funding of LBE curriculum in public and private schools in Idah Education zone of Kogi State. This implies that the manner of funding of LBE among public and private schools does not differ significantly. Therefore both type of schools have similar funding pattern in the implementation of LBE in Idah Education zone of Kogi State. Again, as found by [Dashe \(2007\)](#), if government, PTA, NGOs and even levy of individuals are encouraged to fund UBE programme implementation, it means that both government and private schools have the same pool to draw funding from and therefore they may not be appreciable difference in pattern of their funding as found in this study.

There is a significant difference between the mean level of supervision/ monitoring and availability of infrastructural facilities for curriculum implementation of LBE curriculum in Idah education Zone. Therefore good monitoring and supervision does not guarantee availability of facilities. Accordingly a well supervised school may not have the required facilities as found in this study. Similarly, there is significant difference between the mean level of supervision/monitoring of LBE curriculum in public and private schools in Idah Education zone of Kogi State. By implication there is better supervision/monitoring in public schools compared to private schools and the difference in supervision/monitoring level of public and private LBE schools in Idah Education zone of Kogi State is statistically significant. Aside the finding that observations made by monitoring and supervision team are disclosed to teachers, there was agreement to all the remaining nine items to the effect that monitoring and supervision is weak and poorly organized. In general, supervision of LBE curriculum in Idah Education zone of Kogi State is poor, haphazardly done and mostly handled by inexperienced teachers. Respondents in both public and private schools agree that supervision is poor, poorly planned and have become a mere routine. The findings here are similar to what [Agbowuro and Joseph \(2014\)](#) found that poor monitoring and supervision of schools, working distance, inadequate infrastructural facilities and lack of qualified personnel (teachers) among others were responsible for poor implementation of the programme. Even [Agbowuro and Joseph \(2014\)](#) whose study focus was on financing recommended good supervision to ensure proper use of funds released. By implication so many things are tied to proper supervision of schools.

It is also found that the challenges to effective implementation of LBE in the study area are frequent strike action by teachers, poor teacher motivation, non-regular payment of teachers' salary, inadequate funding, outdated textbooks and inadequate teaching materials. [Achor \(2013\)](#) and [Agbowuro and Joseph \(2014\)](#) had similar findings. In specific terms, they found class room blocks, funding, provision of incentives, monitoring and supervision, libraries, large class size and lack of technology-support as major challenges.

12. Conclusion

Based on the findings of the study it was concluded that infrastructural facilities and funds that are required for implementation of LBE curriculum are insufficient. Top among the challenges to effective implementation of BE in the study area are frequent strike action by teachers, poor teacher motivation, non regular payment of teachers' salary, inadequate funding, outdated textbooks and inadequate teaching materials. Mean level of monitoring and supervision among public and private LBE schools was statistically significant. Also, funding, teacher preparation and monitoring and supervision were at variance with provision of infrastructural facilities and as such they were significantly different in their mean ratings.

Recommendations

Based on the findings of this research the following recommendations were made:

1. Provision of infrastructural facilities for LBE curriculum implementation should be improved. Individuals and non-governmental organizations should be encouraged to partner with government in provision of essential materials in the provision of necessary infrastructures for implementing LBE curriculum. In this way good effort of government through Education Tax Fund (ETF) could make meaningful impacts in the area of implementation.
2. Funding of LBE should be improved. This study has implicated priority areas for implementation. It is clear that any available fund and assistance should be channeled to funding the programme adequately, expansion to reduce issue of large class size, providing enough technology support and training of BE teachers which top the list.
3. Intensified supervision and monitoring is essential for successful implementation of BE. This should be in all ramifications including classroom, teachers, use of fund and cleanliness of the schools and academic tone of the school generally.
4. Curriculum of LBE should be periodically put on check to ensure that no part is left out un implemented. Effective monitoring should be emphasized.

References

- Achor, E. E. (2013). Status, problems, availability and utilization of resources for implementing basic science and technology curricula in benue and kogi states of Nigeria. *Journal of Science and Vocational Education*, 7(1): 1-13.
- Achor, E. E. and Ejigbo, M. A. (2006). *A guide to writing research report*. Samartrade Pub: Anyigba.
- Adeyemi, H. C. (2004). Evaluation procedure in education. *Measurements*, 3(2): 11-18.

- Agbowuro, C. and Joseph, S. H. (2014). Universal Basic Education (UBE) in Nigeria problems and prospects in learning basic science in the upper basic : A case study of kajuru local government area of Kaduna State.
- Akinbote, O. (2000). Problems of poor quality in primary school teacher preparation: A study of Nigeria's college of education. *African Journal of Educational Planning and Management*, 4(2): 11-19.
- Akinbote, O. (2001). The Nigerian Primary schoolteachers: Angels of instruction or devils of destruction? *Nigerian Journal of Educational Philosophy*, 7(1): 35-40.
- Akinyemi, C. (2002). UBE and its success, supervision and inspection. *The Guardian*: 10-11.
- Ayeni, A. A. (2004). Relevance of ICT to the construction of sports courts and pitches. *West African Journal of Physical and Health Education*, 8: 35-43.
- Bassey, U. U., Akuegwu, B. A. and Uchendu, C. C. (2006). Analysis of teachers demand and Supplies in primary schools in Cross-Rivers State, Nigeria, 2003-2005. *Nigerian Journal of Curriculum Studies*, 13(1): 25-33.
- Dashe, N. P. (2007). Teacher preparation for effective implementation of the UBE programmes in Nigeria. *Journal of Teacher Education*, 4(3): 143-51.
- Dewey, J. (1920). Reconstruction in philosophy. Middle Works 12.
- Dror, Y. (1973). *Policy making re-examined*. In Hadley Beane, J. Brain, Caldwell Ross H. Millikan. *Creating an excellent school: some new management technique*. Ronfledge: New York. 134-214.
- Ekundayo, H. T., Oyerinde, D. O. and Kolawole, A. O. (2013). Effective supervision of instruction in Nigerian secondary schools: Issues, challenges and the way forward. *Journal of Education and Practice*, 4(8): 185-90.
- Ekwutosi, B. O. and Ogbonnaya, O. O. (2015). Adequacy of material resources required for implementation of upper basic education business studies curriculum in ebonyi state, Nigeria. *African Journal of Teacher Education*, 14(1): 1-20.
- Ibrahim, B. F. (2003). *An appraisal of academic programme in girl-child centers in Kano State: Implications for curriculum implementation unpublished masters disertation*. Bayero University Kano.
- Ikoya, P. O. and Onoyase, D. (2008). Universal Basic Education in Nigeria: Availability of schools' infrastructure for effective programme implementation. *Educational Studies*, 34(1): 11-24.
- Ikwuba, A. and Ingyoroko, M. (2006). UBE Programme, its sustainability. A critical Appraisal on International conference on children on science and technology CIST Lokoja Education programme Unpublished.
- Izuagba, A. C. (2006). Demand and supply of teachers in the Imo State primary education board system: An appraisal. *Nigerian Journal of Curriculum Studies*, 13(1): 49-60.
- Makut, N. (2002). Status of infrastructural facilities available for teaching population education secondary schools in Plateau State. *Academic Forum*, 6(2): 44-53.
- Mkpa, M. A. (2000). Teachers preparation for successful universal basic education in Nigeria. A commissioned paper presented at the National Congress of all Nigeria Conference of Principals of Secondary Schools (ANCOPSS) Umuahia.
- Offorma, G. K. (2006). Curriculum issues in the 21st century. *Calabar: Nigeria Journal of Curriculum Studies*, 2(1): 26-39.
- Oluwalola, F. L. (2010). Educational trust funds intervention, school plants development and academic goals achievement of southwest zone Universities..Unpublished Ph.D thesis University of Ilorin.
- Shokimbi, L. (1999). Science, technology and Nigeria common. *The Guardian*: 8.
- Tahir, G. (2008). Information memorandum of the activities of universal basic education commission: Paper presented at the meeting of joint consultative committee on education (JCCE). Gombe.
- Tsafe, A. K. (2013). A critical analysis of universal basic education on its implementation so far. *Scientific Journal of Pure and Applied Sciences*, 2(1): 23-34.