MANAGEMENT OF UNIVERSAL BASIC EDUCATION TOWARDS NATIONAL TRANSFORMATION IN JUNIOR SECONDARY SCHOOLS IN ENUGU STATE

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Abstract
The study investigated the management of Universal Basic Education towards National Transformation in Junior Secondary Schools in Enugu State. Descriptive and inferential survey research design were adopted for the study. The population for the study comprised all the 250 principals and 12,025 junior secondary school teachers. Disproportionate stratified random sampling technique was adopted for selecting 480 respondents. Two research questions and one null hypothesis guided the study. Questionnaire containing 20 items was the instrument for data collection. Mean ratings and standard deviation were used in answering the research questions while t-test was used in testing the null hypothesis respectively. The major findings of the study revealed that the constraints to management of Universal Basic Education towards National Transformation in Junior Secondary Schools in Enugu State include: inadequate number of human resources for effective management of UBE and inadequate infrastructural facilities and equipment among other.

Keywords: Management, universal basic education, national transformation, junior secondary schools

Introduction
Universal access to education has been the prime target of Nigeria, since the middle of 1970s when the Universal Primary Education (UPE) scheme took off. Moreover in 1948 the Universal Declaration of Human Rights asserted that everyone has right to education. This declaration triggered efforts from all countries of the world to embark on universal basic education. Since then, Nigeria has been working in partnership with world development agencies in taking the right step in the right direction.

Education in all countries of the world has been considered very important for personal and societal development. It is in view of the indispensable role of education in the development of man and modern society that various declarations on education have been made at the global level. Such declarations include 1948 Human Right declaration which stated that every one has right to education which will be free at least in the elementary school, the 1990 Jomtain declaration on Education for All (EFA) by the year 2000; New Delhi 1991 declaration on the E-countries (ie the nine countries with the largest concentration of illiterates) of which Nigeria is a member which was later re-affirmed in Recife, Brazi (2000) by call up for a massive eradication of illiteracy within the shortest possible time span. Others are the Duban (1998) statement of commitment to the promotion of education for all and the OAU decade of education in Africa (1997-2006) on inter Africa co-operation on education with a strong emphasis on the various pursuits of basic education among others. Following the above declarations and in keeping with the requirements of the sections 18 of 1999 constitution of the Federal Republic of Nigeria, the government shall eradicate illiteracy and to this end government shall when practicable provide:

- Free compulsory primary education
- Free secondary education and
- Free adult literacy programme.

The then President, Chief Olusegun Obsanjo, on 30th September, 1999 at Sokoto launched the Universal Basic Education (UBE) programme. The introduction of the programme was greeted by many Nigerians who considered the scheme as a good opportunity for improving the literacy level of many Nigerians as well as solving the problems of the educational system in Nigeria. Basic education according to Federal Republic of Nigeria (FRN) (1999), is the type of education given at the foundational level of education.
However, it changes and varies from country to country. In Nigeria, it means the first nine years of schooling, that is, six years of primary school and three years of Junior Secondary School. In Japan, basic education is given from primary education to first three years in secondary school. In Russia, it is from four years of primary school and three years of lower secondary school (Nwagwu, 2000). Enyi (2004), explained basic education as the education for life, rather than for livelihood. He also saw it as education that makes the possessor a functional member of his society. Mgbodile (2000) described basic education as the education for sustainable life-long learning which provides basic skills for reading, writing and numeracy. According to him, basic education comprises of a wide variety of formal and non-formal educational activities and programmes designed to enable learners acquire functional literacy. It aims at equipping individuals with such knowledge, skills, and attitudes which enable them have a meaningful and fulfilling life to contribute to the development of society and drive maximum social, economic and cultural benefits from the society and completely discharge their civic responsibilities. Basic education means the type of education in quality and content, that is given in the first level of education. In Nigeria the basic education was equated with six years of primary schooling at first-but-now it covers the three years of Junior Secondary School as well (Ugwoke 2011).

Thus FRN (2000), stated that the primary goal of UBE scheme is to universalize access to basic education, engender a conducive learning environment and eradicate illiteracy in Nigeria within the shortest possible time.

The universal basic education aims at achieving the following specific objectives:

- Ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative and like skills as well as the ethnical, moral and civic rules needed for laying a solid foundation for life-long learning.

- Catering for the learning needs of the young persons who for one reason or another have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education (FRN, 2000).

These are laudable and realistic objectives which if adequately managed and implemented, will no doubt, improve the literacy level of Nigerian citizens and enable them live meaningful and fulfilling lives to contribute meaningfully to national development. However, it is important to note that similar educational programmes introduced in previous years in Nigeria were unsuccessful. Mgodile (2000), Uwazurike (2001), Enyi (2004) reported that the problems of Nigeria does not lie with the knowledge and adequate policies but effective management and sustainable implementations. Peretomode (1999) sees management as the social or interactional process involving sequence of coordinated events such as planning, organizing, coordinating and controlling or leading in order to use the available resources to achieve a desired outcome in the fastest and most efficient way. It is a set of activities which is primarily concerned with planning, organizing, staffing, controlling and coordinating in order to achieve the set objectives. Enyi (2004) opined that management is a collection of processes dealing with various ways in which human and material resources are utilized to achieve goals in an organization. These processes include: planning, staffing, decision making, organizing, coordinating, motivating, directing, evaluating and budgeting. Ugwoke (2011), further opined that educational management is concerned with the planning and formulation of educational polices or programmes with a view to achieving educational goals. Transformation according to Hornby (7th edition) implies a complete change in something. Acquired resources according to Agwara (2004) are used to
run educational sectors for the achievement of educational aims and objectives. Therefore in the context of this study. Management of Universal Basic Education towards national transformation in Junior Secondary School implies the process of coordinating both human and material resources of educational system at the fundamental stage of it for a complete positive change in the national goals attainment of Junior Secondary Schools. Among these failed educational programmes are:

- Universal Primary Education (UPE) 1976.
- The introductory Technology Programme of 6-3-3-4 system
- The National Language Policy among others.

However, the scholars above attributed the failure of such educational programmes in Nigeria to several factors. Among these were teacher factors (shortage of teachers); Inadequate training and re-training of teachers and poor motivation of teachers. They also identified lack of competent management, fast population growth, lack of basic infrastructure, over concentration at federal level, lack of leadership and managerial skills, lack of adequate and accurate statistics. Also included are inadequate funding, one swoop implementation strategy, lack of effective supervision, monitoring and evaluation, lack of effective co-ordination, embezzlement, bureaucratic bottle neck of civil service and Nigerians poor attitude to work. The universal basic education (UBE) Guide Lines (1999) stated that UBE scheme will offer free formal education for the first nine years of schooling (Primary and Junior Secondary School) for all children; nomadic education for school going age children and non-formal education for out-of school children, youths and illiterate adults.

In realization of the place of education in national development, the Federal Government of Nigeria embarked on the UBE programme that will inculcate the right type of values, attitudes appropriate skills, abilities and competences as equipment for the individuals to live and contribute maximally to the growth and development of the nation. To implement this, a new curriculum structure was introduced towards national transformation in Junior Secondary Schools. This will lead the nation to a higher academic and social developmental level because the expanded curriculum integrated entrepreneurial skills development-which helps to make an individual self sustained and self-reliant citizen. This will go further to help the individual to contribute to the growth and development of the nation.

The general philosophy behind the nine year basic education is to instill the skills of numeracy, literacy and life skills such that the products will have basic entrepreneurial skills to engage themselves in purposeful productive ventures and contribute meaningfully to the economy of the nation (Universal basic education commission, 2008). The curriculum therefore, reflects depth, appropriateness and interrelatedness of the curriculum content. It is infused with the emerging issues which covered value orientation, peace and dialogue, including human rights education, and entrepreneurial skills. It adequately paid attention to the achievement of Millennium Development Goals (MDGs) and the critical elements of the National Economic Empowerment and Development Strategies (NEEDS).

The rationale for introducing UBE in Nigeria is fundamentally based on the fact that many Nigerians youths and adults are illiterates, poor and do not contribute meaningfully towards the development of the nation. In affirmation to the above assertion. Ogbonnaya (2001) stated that the reasons for embarking on Universal Basic Education (UBE) scheme is seen in the fact that Nigeria is a signatory to the 1990 Jomtien Declaration on Education for all by the year 2000; a member of the group E-9 Nations committed to the total eradication of illiteracy. According to Ogbonnaya, illiteracy rate in Nigeria stands at the estimate of 52%, hence the UBE guideline (1999) has as one of its rationale as ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life long learning. All these objectives of UBE seem quite interesting in their theoretical orientations, but evidences show that the problems of management of UBE in junior secondary schools are still prevalent. This could be seen from inadequate human resources inadequate infrastructural materials, inadequate accommodation,
among others. Okpe (2011) believes that inadequate human and material resources pose serious problem in the management of educational programmes. At present, the status of UBE education programme towards national transformation in junior secondary schools in Enugu state seems to be in doubt in particular, the management which to a great extent determines the success of the programme deserves attention, hence the study.

**Research method**

Descriptive and inferential survey research design was employed in the study. A descriptive design seeks to document and describe what exist or the present status of existence or absence of what is being investigated (Ali 1996). It sought to study the opinions of the principals and secondary school teachers on the management of universal basic education towards national transformation in junior secondary schools in Enugu State.

The study was conducted in junior secondary schools in Enugu State. Enugu State has six education zones namely: Agbani, Awugu, Enugu, Nsukka, Obollo Afor and Udi Education Zones. The population for the study comprised all the principals and teachers in Junior Secondary Schools in Enugu State numbering 250 principals (150 males and 100 females) and 12025 teachers (4006 males and 8019 females). (Source: Enugu State Post Primary School Management Board, 2012). Disproportionate stratified random sampling technique was adopted for selecting both the principals and the teachers. The sample consisted of twenty principals and sixty teachers from each of the zones. This gives a total of four hundred and eighty respondents. This is because in disproportionate stratified random sampling the relative proportion of strata in the sample do not correspond to their relative proportion in the population. Irrespective of their weight the proportion of each stratum is assigned the same weight.

The instrument used for data collection was questionnaire titled “Management of Universal Basic Education Towards National Transformation Assessment Scale” (MUBETNTAS). It is an adaptation of Omeje (2005), Management Universal Basic Education Programme Questionnaire. The instrument is a 20 item likert type scored in a 4 point scale of Strongly Agree (SA) 4 points, Agree (A) 3 point, Disagree (D) 2 point, Strongly Disagree (SD) 1 point. The instrument has two sections namely: section ‘A’ is concerned with personal data of the respondents while section ‘B’ contains 20 items in two clusters on adequacy of human resource and infrastructural facilities/equipment for management of UBE towards national transformation in Junior Secondary Schools, respectively.

The instrument was face-validated by three experts, two from Educational Foundations and one from Measurement and Evaluation, all from University of Nigeria Nsukka. They were requested to study the items and assess the suitability of the language, adequacy and relevance of the items in addressing the research questions bearing in mind the purpose of the study. Their corrections and inputs formed the basis for the modifications of the items on the instrument. In order to ensure the internal consistency of the instrument, a trial test was carried out on five principals and thirty teachers in five secondary schools in Anambra State. Internal consistency reliability for each of the cluster was computed using Cronbach Alpha (α). The overall computation yielded a reliability index of 0.82. This was considered appropriate because it ensured the extent of homogeneity of the items in each cluster. The Cronbach Alpha was used because it provided more stable measure of homogeneity. The researchers and two trained research assistants administered the instrument directly and retrieved same from the respondents.

Data collected were analyzed using mean and standard deviation to answer the research questions while t-test statistics was used to test the null hypothesis at 0.05 level of significance. A score of 2.50 and above was taken to mean that the respondent is in agreement with the option while a mean score of 2.49 and below showed disagreement to the items of the instrument.
**Results:**
The results are presented in the tables below.

**Table 1**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Adequacy of human resources</th>
<th>Principals n = 120</th>
<th>Teachers n = 360</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>× SD Remark</td>
<td>× SD Remark</td>
</tr>
<tr>
<td>1</td>
<td>There are not enough quality teachers for the implementation of UBE programme</td>
<td>3.28 0.58 A</td>
<td>3.12 0.17 A</td>
</tr>
<tr>
<td>2</td>
<td>Some regular teachers who teach introductory technology and business studies in junior secondary schools are not qualified to teach them.</td>
<td>3.23 0.58 A</td>
<td>3.11 0.63 A</td>
</tr>
<tr>
<td>3</td>
<td>Home economics, computer and Intro-tech are not offered in some schools due to inadequate manpower.</td>
<td>2.44 0.96 D</td>
<td>2.47 0.95 D</td>
</tr>
<tr>
<td>4</td>
<td>Part time staff are hired to teach some of the technical courses</td>
<td>3.27 0.64 A</td>
<td>3.22 0.87 A</td>
</tr>
<tr>
<td>5</td>
<td>Some teachers teach only the theoretical aspect of the courses ignoring the practical part of them.</td>
<td>2.98 0.90 A</td>
<td>2.91 0.95 A</td>
</tr>
<tr>
<td>6</td>
<td>Some units in introductory technology and Home Economics are not taught due to inadequacy of human resources.</td>
<td>3.20 0.70 A</td>
<td>3.02 0.77 A</td>
</tr>
<tr>
<td>7</td>
<td>Some teachers opted out due to poor condition of service.</td>
<td>2.52 0.96 A</td>
<td>2.54 0.93 A</td>
</tr>
</tbody>
</table>

The results from table 1 above are indicative of the fact that both the principals and teachers are of the opinion that there are inadequacy of human resources for effective management of Universal Basic Education (UBE) programme towards national transformation in Junior secondary schools in Enugu State, (items 1,2,4,5,6 and 7 in cluster 1 above).
Table 2

<table>
<thead>
<tr>
<th>S/N</th>
<th>Adequacy of infrastructural facilities and equipment</th>
<th>Principals n = 120</th>
<th>Teachers n = 360</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$\bar{x}$  SD</td>
<td>Remark</td>
</tr>
<tr>
<td>8</td>
<td>Introductory technology (IT) laboratory workshop does not exist in some schools</td>
<td>3.29  0.61</td>
<td>A</td>
</tr>
<tr>
<td>9</td>
<td>The quality of equipment and tools for practical classes in Home Economics laboratories are very poor</td>
<td>3.23  0.62</td>
<td>A</td>
</tr>
<tr>
<td>10</td>
<td>Some of the supplied equipment for introductory technology laboratories have not been installed due to lack of expertise</td>
<td>2.95  0.92</td>
<td>A</td>
</tr>
<tr>
<td>11</td>
<td>There are cases of theft of supplied equipment due to lack of security consciousness</td>
<td>31.21  0.73</td>
<td>A</td>
</tr>
<tr>
<td>12</td>
<td>Most of the equipment installed have broken down for lack of maintenance culture</td>
<td>2.14  1.04</td>
<td>D</td>
</tr>
<tr>
<td>13</td>
<td>The school libraries are properly equipped with current text books to cater for the needs of students in various subjects</td>
<td>1.38  0.58</td>
<td>D</td>
</tr>
<tr>
<td>14</td>
<td>Most of the tools and equipment in the introductory technology laboratories are operated with electricity and most of the schools are not electrified</td>
<td>3.28  0.67</td>
<td>A</td>
</tr>
<tr>
<td>15</td>
<td>There are inadequate workshops, tools and equipment in the schools</td>
<td>3.58  0.78</td>
<td>A</td>
</tr>
<tr>
<td>16</td>
<td>There are inadequate funding of workshops in the schools</td>
<td>3.96  0.63</td>
<td>A</td>
</tr>
<tr>
<td>17</td>
<td>There is lack of maintenance culture to keep the equipment functional</td>
<td>2.40  0.46</td>
<td>D</td>
</tr>
<tr>
<td>18</td>
<td>The classrooms have all facilities that enhance teaching and learning</td>
<td>1.73  0.53</td>
<td>D</td>
</tr>
<tr>
<td>19</td>
<td>There are inadequate physical facilities for teaching practical classes like wood work and metal work</td>
<td>3.58  0.78</td>
<td>A</td>
</tr>
<tr>
<td>20</td>
<td>There are inadequate physical education facilities for practical classes</td>
<td>3.07  0.47</td>
<td>A</td>
</tr>
</tbody>
</table>

Table 2 above indicate the mean responses of the principals and teachers on the adequacy of infrastructural facilities and equipment for effective management of universal basic education programme towards national transformation in Junior Secondary Schools in Enugu State. The major findings are that the result on table 2 is an indication that both the principals and teachers are of the opinion that the adequacy of infrastructural facilities and equipment for effective management of Universal Basic Education (UBE) programme towards national transformation in Junior Secondary Schools in Enugu State has not been met (items 8, 9, 10, 11, 14, 15, 16, 19 & 20 – cluster 2 above).

<table>
<thead>
<tr>
<th>Status</th>
<th>n</th>
<th>(\bar{x})</th>
<th>SD</th>
<th>df</th>
<th>t</th>
<th>Sig. (2tailed)</th>
<th>Dec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>120</td>
<td>3.18</td>
<td>0.7</td>
<td>478</td>
<td>0.93</td>
<td>.352</td>
<td>Not sigt.</td>
</tr>
<tr>
<td>Teachers</td>
<td>360</td>
<td>3.15</td>
<td>0.76</td>
<td>478</td>
<td>0.93</td>
<td>.352</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>480</td>
<td>6.33</td>
<td>1.46</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This hypothesis was tested using independent t-test analysis of principals and teachers on the problems encountered in the management of universal basic education towards national transformation in junior secondary schools in Enugu State as shown in table 3. The analysis of result in table 3 indicated that the calculated t value of 0.93 is significant at .352 levels and therefore not significant at .05 levels of significance. Thus, the null hypothesis of no significant influence in the mean scores between the principals and teachers is upheld. Therefore this indicates that there is no significance difference in the mean rating scores of principals and teachers with regards to the problems encountered in the management of universal basic education towards national transformation in junior secondary schools in Enugu State.

Discussion

Research question one sought to find out the adequacy of human resources for effective management of universal basic education (UBE) programmes towards national transformation in junior secondary schools in Enugu State. The result showed that both the principals and teachers are of the opinion that there are inadequacy of human resource for effective management of universal basic education programme toward national transformation in junior secondary schools. The reasons indicate that there are not enough quality teachers, some of the teachers who teach introductory technology and business studies in junior secondary schools are not qualified, part-time teachers are hired to handle technical courses, some teachers only teach the theoretical aspect of the course ignoring the practical parts, some units in introductory technology and Home Economic are not taught due to inadequacy of personnel and some teachers opted out due to poor conditions of service. These findings are consistent with that of Omeje (2005) and Okoro (2006) who found out that the expected pre-vocational orientation in technology has not been provided because of lack of technical manpower to take care of the different aspects of the programme. The findings of this study further confirms the earlier work of Ogbonnaya (1997, 2003) who lamented over the lack of personnel in the area of science and technical education as well as computer engineering.

Research question two sought to find out the available infrastructural facilities/equipment for effective management of universal basic education (UBE) programme towards national transformation in junior secondary schools in Enugu State. From the result obtained, it is evident that all the principals and teachers were of the opinion that the infrastructural facilities/equipment are not adequately available. They include that. Introductory technology (IT) laboratory workshops do not exit in some schools, the quality of equipment and tools for practical classes in Home Economics laboratories are very poor, some of the equipment for introductory technology laboratories have not been installed due to lack of expertise, there were cases of theft of supplied equipment due to lack of security consciousness, most of the tools and equipment in Introductory Technology Laboratories are operated with electricity and most of the schools are not electrified; there are inadequate funding of workshops in the school couple with lack of maintenance culture to keep the equipment functional, there are inadequate physical facilities for practical classes like wood work, metal work and inadequate physical education facilities for practical classes. This implies that adequacy of facilities and equipment for effective management of UBE programme towards national transformation in junior
secondary schools has not been met. In line with the observation of Ezugwu (2004) and Ogbonnaya (1997), the government does not provide sufficient funds for implementation of educational programmes. In studies carried out by Ogbonnaya and Ajagbonwu (1997), Enyi (2004) and Ezeocha (1997) it was reported that there were inadequate provision of facilities and equipment in the secondary schools as well as inadequate funding for effective implementation of UBE programmes in the secondary schools in Enugu and Ebonyi State.

The t-test analysis result revealed that the calculated t-value of 0.93 is significant at .352 and therefore not significant at .05 levels of significance. Thus the null hypothesis of no significant difference in the opinion of the two groups of respondents was not rejected. The null hypothesis was accepted. Hence there is no significant difference in the mean rating scores of principals and teachers with regard to problems encountered in the effective management of UBE programmes towards national transformation in junior secondary schools in Enugu and Ebonyi State.

**Conclusion**

Based on the findings and discussions of the study, the following conclusions were drawn. The findings of this study confirmed that there was inadequate number of human resources for effective management of universal basic education towards national transformation in junior secondary school. The result of the study also revealed that the infrastructural facilities and equipment are not adequately available for effective management of universal basic education (UBE) towards national transformation in junior secondary schools in Enugu State. If these constraints are not adequately addressed, they will continue to exist in the schools. This may lead to poor junior secondary school products because the idea of introduction of vocational courses that are practical oriented is to enable the students acquire entrepreneurial skills which will help make them self-reliant and meaningful citizens when they graduate from school.

The independent t-test analysis of status influence on the problems encountered in the effective management of UBE programme towards national transformation in junior secondary school in Enugu State indicated that the t-calculated value of 0.93 is significant at .352 levels and therefore not significant at 0.05 levels of significance. Therefore the null hypothesis is accepted, hence there is no significant difference in the mean rating scores of the principals and the teachers with regard to the problems encountered in the management of universal basic education towards national transformation in junior secondary schools in Enugu State.

**Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Government should recruit adequate number of qualified teaching staff in secondary schools, especially in subjects like Sciences, Mathematics, Introductory Technology, Computer and Technical Education.
2. The government should provide well equipped Introductory Technology Laboratories for all state junior secondary school in Enugu State.
3. Adequate infrastructural facilities such as enough offices and classroom accommodation as well as necessary equipment and materials for effective teaching should be provided by the government.
4. Adequate security should be provided to ensure the protection of school equipment especially the Introductory Technology laboratories in the junior secondary schools.
5. The government should ensure adequate provision and proper disbursement of funds to secondary schools in Enugu State.
6. The government should equip the school libraries with current and relevant books to up-date the knowledge of the students.
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