



Implementation of the Primary School Component of the Universal Basic Education Programme in Sokoto State, Nigeria, and Its Impact on Teacher Factors

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ABSTRACT

This research examined the factors influencing teachers and the implementation of the Primary School Component of the Universal Basic Education Programme in Sokoto State. A survey approach was employed, involving a population of 4,986 individuals, from which 357 teachers were selected as the study's sample. Eight Local Government Education Authorities and 20 primary schools were chosen using random sampling techniques. Data collection utilized the researcher's unstructured questionnaire on Teacher Factors and Implementation of the Primary School Component of the Universal Basic Education Programme (QTFIPSC) along with a checklist assessing the availability and adequacy of instructional materials (CAAM). Reliability of the instruments was ensured through a trial testing phase. Data were collected via researcher self-administration and analyzed using frequency and percentage methods. Findings indicated a shortage of qualified teachers at primary schools, with inadequate motivation provided to them. Recommendations from the study included increasing teacher recruitment, supporting existing teachers in furthering their education, enhancing teacher welfare packages, and fostering greater commitment among primary school teachers to improve instructional delivery.

Keywords: Primary School, teachers factors, instructional materials, Universal Basic Education Programme

INTRODUCTION

Another important aspect which the teacher should have as far as primary component of UBE programme is concerned, is the knowledge of the learners. As much as possible, teacher is therefore expected to know and understand his pupils. Knowing them fully will help him to be able to decide on the method of teaching the kind of stimuli that reinforce or encourage individual pupils' participation and finally the level of activities for the pupils, based on their interest and ability. It is true that some pupils have better ability to learn than others; therefore teachers of primary schools should have this in mind (Mahuta, 2009).

In a nutshell, teachers in primary schools have many expectations; pupils expect them to convey ideas and information adequately and effectively. Parents and guardians expect teachers to ensure discipline in their children, to instill moral value and good academic performance and achievement. In addition, primary school teachers are expected to improve the living standards of the various communities. However, from the pedagogical point of view, teachers are expected to introduce new ways and methods of teaching by way of innovations in teaching and learning. Mahuta (2009) maintained that teachers are also expected to introduce and socialize pupils/learners to ideas and principles of national unity and cohesion, social integration and solidarity in the society. Teachers instruct and mould the minds of young people so as to make them worthy citizens of the society. Upon all these the primary school teachers are seriously blamed for not being

adequately prepared in the area of teaching methodologies, employment of instructional apparatus, professional competence, commitment, expertise and discipline, classroom management, teachers' lack of mastery of knowledge about subject areas, relevant skills, creativity and resourcefulness.

Statement of the Problem

There is a widespread belief within Sokoto Central Senatorial Zones that the effectiveness of educational programs heavily relies on teachers. However, there is also a prevalent assumption attributing the current state of education and poor academic performance to the perceived inability of teachers to deliver effective instruction. This perception is concerning, especially since teachers are viewed as pivotal for the successful implementation of the Universal Basic Education (UBE) programme. Complaints from various sectors of society—including parents, students, employers, and even teachers themselves—about declining educational standards further highlight these concerns.

Despite government efforts, including the provision of necessary teaching materials, payment of salaries, school renovations, and construction initiatives, as well as support from international donor agencies like UNICEF, UNESCO, UNDP, and USAID through workshops, seminars, and capacity-building programs for primary school teachers, the desired quality and success of the UBE programme in Sokoto state remain elusive. This discrepancy underscores the need for empirical investigation into the actual factors affecting teachers and the implementation of the primary school component of the UBE programme. Such research aims to identify deficiencies and propose improvements where shortcomings are identified.

Objectives of the Study

1. To examine the primary school teachers motivational strategies that helped in the successful implementation of UBE programme in Sokoto State.
2. To examine the challenges affecting primary school teachers performance in the implementation of Primary School Component of UBE programme in Sokoto State

Research Questions

1. Do primary school teachers have the required motivational strategies that will help in the successful implementation of Primary School Component of UBE Programme in Sokoto State?
2. What are the challenges affecting primary school teachers for performing their lesson delivery and duties in the implementation of Primary School Component of UBE programme in Sokoto State?

Conceptual clarification

Stakeholders in UBE

UBE programme in Nigeria is a joint venture. Therefore, for successful implementation of UBE programme, various levels of government, voluntary organizations and communities must all be involved. These stakeholders are discussed as follows;

Federal Government

- The roles and responsibilities of Federal government are to:
- Enact necessary legislation for the UBE scheme
- Develop and produce the UBE national implementation guidelines
- Co-ordinate, supervise and monitor the implementation of the scheme nationwide
- Sensitize and mobilize all stakeholders for their effective involvement and participation

State Governments

The roles and responsibilities of the State governments are to;

- Develop and produce a UBE implementation blueprint at states level
- Initiate and execute specific projects for the attainment of objectives of the UBE scheme
- Sensitize and mobilize the target groups, parents and other stakeholders
- Fulfill its financial obligations and support needed for the effective implementation of the scheme
- Supervise the implementation of the scheme at the state level
- Co-ordinate, supervise and monitor the implementation of the scheme at state level
- Evaluate and submit bi-annual progress reports on the scheme to the Federal government
- Enhance the capacities of local governments and other implementing agencies at the state level

- Facilitate research into appropriate areas of the scheme at the state level
- Ensure probity, transparency and accountability for all monies allocated for the scheme (Guideline for the implementation of the UBE, 2000).

Local Governments

The roles and responsibilities of the Local governments are to;

- Initiate and execute specific projects for the attainment of the objectives of the scheme
- Co-ordinate supervises and monitors the implementation of the scheme at the Local government level
- Assist in providing the infrastructural and other requirements for the scheme
- Supervise, monitor and evaluate the implementation of the scheme in the Local government
- Sensitize and mobilize the target groups, parents and other stakeholders for their effective involvement and participation in fulfilling its financial obligations and support for the effective implementation of the scheme
- Evaluate and submit periodical progress reports on the scheme to state government ensuring probity, transparency and accountability for all monies allocated for the scheme (Guidelines for the Implementation of the UBE,2000).

Local Communities

The roles and responsibilities of the local communities are to:

- Initiate and execute specific projects and activities within the framework of the scale of their localities
- Provide logistic support and enabling environment for the execution of the scheme in their localities
- Provide relevant human and material resources for the successful implementation of the scheme and also ensure the safety and maintenance of the scheme's infrastructures and UBE implementation resources and materials in their localities by organizing and ensuring the support and effective participation of the entire communities in the scheme (Guidelines for the Implementation of the UBE, 2000).

Voluntary Agencies

The roles and responsibilities of the voluntary agencies are to:

- Initiate ,develop and execute specific projects for the success of the scheme
- Provide relevant infrastructural, human and material resources for the successful implementation of the scheme
- Encourage and support increased enrolment, retention and completion by the target groups in the programmes of the scheme (Guidelines for the Implementation of the UBE, 2000).

Non-Governmental Organizations (NGOs)

The roles and responsibilities of the NGOs are to:

- Provide relevant infrastructures human and material resources for the successful implementation of the scheme
- Initiate, develop and execute specific projects within the framework of the scheme for successful implementation.
- Encourage and support increased enrolment, retention and completion by the target groups in the programmes of the scheme (Guidelines for the Implementations of the UBE, 2000).

International Communities and Donor Agencies

The roles and responsibilities of international organizations are to:

- Collaborate with the Federal, State and Local governments in designing and the execution of specific projects for the success of the scheme
- Assist in capacity building to enhance efficiency and effectiveness in the implementation of the scheme.
- Provide advisory and consultancy services to the Federal, State and Local government to facilitate the attainment of the objectives of the scheme

- Support and facilitate research, monitoring and evaluation of the UBE scheme. (Guidelines for the Implementation of the UBE, 2000).

Individuals

The roles and responsibilities of the individuals should be to:

- Provide and or mobilize infrastructural and material resources for the successful implementation of the scheme
- Initiate, design and execute specific projects for attainment of the objectives of the UBE scheme
- Encourage and support increased enrolment, retention and completion by target groups in the programme of the scheme (Guidelines for the Implementation of the UBE, 2000)

From the foregoing, it could be noted that various agencies or stakeholders in the UBE programme were ranked in accordance with the roles and responsibilities to be performed by each of them. The Federal government was put at the top and has eleven (11) roles and responsibilities to shoulder. The 36 State governments in Nigeria and Abuja the Federal Capital Territory, were placed second and each having ten (10) roles and responsibilities to play. The Local government councils in each state of the federation, were ranked third (3rd) and each LGA has eight (8) roles and responsibilities to carry out. The Local communities in Nigeria were ranked next to the LGAs, and each local community is expected to carry out about five (5) roles and responsibilities. By positioning the local communities next to the three tiers of government and ahead of the other stakeholders in terms of responsibilities, signified the importance of local communities in the Basic Education programme of the Federal Government of Nigeria. Therefore, the need for the local communities to actively support the UBE scheme by discharging the roles and responsibilities assigned to them cannot be over emphasized.

Teacher Training, Recruitment and Motivation in Implementation of the UBE Programme

Teachers for both primary and junior secondary school components of the UBE are to be produced according to the UBE Blueprint by massive recruitment and training of young people who have completed senior secondary schools as well as massive enrolment of university / polytechnic graduates into Post Graduate Diploma in Education (PGDE) programme in various Nigerian Universities. In addition, there must be motivation and provision of welfare package to the existing teaching staff serving in various schools under the scheme. To this end, it has been reported that, as part of the gains of the UBE State Universal Basic Education Boards across the country is at the various teachers' professional development programmes in conjunction with the National Teachers' Institute (NTI). It is equally reported that 26 State Universal Basic Education Boards (SUBEBs) have special welfare package as incentives for teachers in their respective states; Onwubiko (2004) In spite of the achievement mentioned above, the effort put forward by all the stakeholders of the UBE scheme (in the area of teacher training, recruitment and motivation) is grossly inadequate. There are about 590,655 teachers caring for the need of 24.77 million children in primary schools nationwide and this is part of the challenges now facing the UBE programme. There is therefore the need to provide more than 40,000 teachers to serve in primary schools across the country (Abubakar, 2013).

Challenges of UBE Implementation

Old problems continue to be new problems as long as they remain unresolved. Sources of these problems continue to be chorus in our educational song. The following are therefore considered as the current challenges of UBE programme;

- i. *Lack of Adequate Funds*- the intent as declared in the policy is that Universal Basic Education, like its predecessor Universal Primary Education of 1976, should be free. Since most parents are poor, their children remain poorly equipped to learn. Some are not even going to school due to the fact that their parents cannot pay school fees and for that they remain street hawkers, house girls/ house boys etc.
- ii. *Irregular Payment of Teacher's Salaries*- it has been known that the teacher's morale drops with the tardiness in payment of salaries. Even by the time Universal Basic Education was launched on 30th September, 1999 by the President of the Federal Republic of Nigeria, Chief Olusegun Obasanjo, teachers were on Nation-Wide strike for nonpayment of their salaries which turned most of the children roam about on the street whose parents could not afford sending them to

- private schools. Infact, it was the period private schools started being established especially in most of the Northern States.
- iii. *Inadequate Time for the Planning of the Programme*- time is the most devastating constraint- enough time was not provided for the planning and execution of *the* Universal Basic Education. At that time, the Nigeria government was in a hurry to introduce UBE programme as one of its political achievements so for that many factors were not put into considerations.
 - iv. *Inadequate Resources* – as viewed by Olori, Ibakun, Oyediji and Tahir, (2005), that inadequacy and shortage of necessary required resources such as stationeries, classroom accommodations which always leads to overcrowding in the few available classes, improper funding, poor infrastructures, unqualified teaches and Head teachers lacking in skills and materials may cause the UBE programme’s collapse.
 - v. *Unreliable Statistics* – due to lack of reliable statistics figures of primary school pupils, the JSS students, other groups such as the herdsmen, fishermen, migrants, the disabled, street hawking children, qualified and unqualified teachers at the time of planning and implementing the UBE programme are very serious challenges Chidi, (2006).
 - vi. *Lack of Awareness of the Values of Education* – people in the rural areas lack proper knowledge and good understanding of what education entails especially the parents of the almajiri and the girls. Instead, they prefer sending them to farms and markets to hawk for the meager income than sending them to schools, therefore relegating the UBE programme to dust.
 - vii. *Employment of Non-Professional Teacher* – teaching as a profession is not regarded as that sense especially here in Nigeria, because many people employed to teach especially at the primary level, are not professionally trained. Sometimes the education authorities employ the services of part-time teachers to teach in the primary schools or JSS classes, but under the sentimental drive of brotherliness or friendliness to the detriment of the qualified ones thereby reducing the UBE programme to none benefitting one.
 - viii. *Policy discontinuity* – political instability has been one of the major challenges faced by the UBE programme. Transitional systems of government from one to another seriously affect the progress and stability of the UBE programme, because any in-coming system of government always comes with its own new policies of concern to adopt thereby discarding the inherited policies of the past government. This has never favoured the system, but, instead, inflicted a serious setback upon the programme towards achieving it set objectives.

Factors that Motivate Teachers towards Effective Implementation of Primary Component of UBE programme

For any Educational system to be effectively delivered there must be some motives behind it which will serve as energizer for those people who will implement it. Therefore the following factors could be used as stimulus for effective implementation of UBE programme. These are;

- i. *Good Offices*: - For a teacher to carry out his numerous tasks very well, he needs a comfortable office. This will enable him put in long hours in school and be able to carry out counseling services for pupils /students which require privacy. However it is observed in most schools that teachers do not enjoy these facilities. The practice is that a good number of teachers are accommodated in a general staffroom and the furniture provided is nothing to contend with. Oyedasi (2015), noted that in most schools, the required furniture items for both staff and pupils are in very short supply. For qualitative education to be achieved the teachers should operate front very comfortable offices which will aid them to function effectively,
- ii. *Instructional Materials*: - These are very useful in teaching and learning process. They are those equipment or materials that the teacher uses to illustrate, emphasize and explain concepts in his lessons with the aim of simplifying and making interesting his subject matter. UNESCO (2000) states that these materials are very useful in actualizing the curriculum. As a result of that, it is pertinent to consider the availability and condition of these materials when reviewing the school curriculum.

Maduewesi (2005) also opined that the availability and utilization of these materials have significant effects on the academic performance of the pupils/students. The provision of these materials in their right quantity will help a lot in the successful implementation of the educational programme, especially in this era of educational reforms,

- iii. *Remuneration (Salaries) for Teachers:* - The source of livelihood is very pertinent. Omotayo (1995), in Achunine (2006), maintained that the commonest and most cherished approach often employed to boost the morale of the workers, including teachers in finding their work satisfying and are ready to put in their best, if their wages are impressive. An increase in allowance could generate higher levels of commitment among workers.

Teachers should be taken into consideration on matters that affect their salaries and payment schedules. Salaries should not be delayed or teachers owed. There should be an increase in teachers' salary annually. This will enhance motivation, Achunine, (2006), emphasized on compensation, where he said, compensation includes fringe benefits such as salaries, incentives, pension, gratuity and the rest of them. The objective of the compensation include bringing qualified personnel into the system, motivating workers to perform very well and maintain staff satisfactorily on the job. The satisfaction results in maximum output by the worker. The move by the Teachers' Registration Council of Nigeria (TRCN) to introduce a special teachers' salary structure (TSS) would no doubt lead to better performance, especially, in the realization of the set educational goals, particularly as in the implementation of the new education reform of the Universal Basic Education Programme.

RESEARCH METHODOLOGY

Research Design

The research designs used for this study will be the descriptive survey method. The justification for using this design is the fact that the study intends to survey various opinions from teachers in an attempt to describe their roles in implementation of UBE programme. Therefore, survey method allows the use of questionnaire and or interviews for collection of data from a population based on appropriate sampling technique. The use of this particular research design will give the researcher the chance of drawing respondents (teachers) as direct participants involved in the implementation of UBE programme.

Population of the Study

The total population of primary school teachers in the eight (8) local governments of Sokoto central senatorial zone are four thousand nine hundred and eighty six (4,986) which comprises three thousand nine hundred and fifteen (3915) males and one thousand and seventy one (1071) females. Therefore the target population for this study was 4,986 primary school teachers as shown in the Table 1.

Table 1: Population for the Study

S/N	Local Gov't Areas	No. of schools	Number of Primary School Teachers		Total
			M	F	
1.	Binji	75	240	25	265
2.	Gudu	59	266	20	286
3.	Kware	84	423	43	466
4.	Silame	63	246	13	259
5.	Sokoto North	31	601	219	820
6.	Sokoto South	35	974	408	1,382
7.	Tangaza	70	260	5	265
8.	Wamakko	86	905	338	1,243
Total		503	3,915	1,071	4,986

Source: School Services Department State Universal Basic Education Board, Sokoto 2024

Sample and Sampling Techniques

The researcher used Krejcie and Morgan (1970) sampling technique to select (357) teachers as sample size for this study. The researcher used simple random sampling technique to select four (4) local governments out of eight Local Governments of Sokoto Central Senatorial Zone. The four (4) Local Government Authorities that were selected have the same characteristics with the other Local Government areas of the zone. The selected Local Government Authorities include; Gudu, Silame, Kware, and Sokoto North. The reason for selecting those local governments is that they are assumed to represent both rural and urban areas of the study. A total number of twenty (20) Public Primary Schools out two hundred and thirty seven (237) were selected using simple random sampling technique. Equally the researcher used proportional sampling technique to select respondents (teachers) in each Local Government selected.

Table 2: Sample Selected for the Study

Sno	Name of LGEA	No. of Schools	No. of Schools selected	No. of Teachers	No. of Teachers selected
1.	Gudu (rural)	59	4	286	56
2.	Kware (urban)	84	7	466	92
3.	Silame (rural)	63	6	259	45
4	Sokoto North (urban)	31	3	820	164

Source: Fieldwork, 2024

Instruments for Data Collection

The researcher used two instruments to generate information for the study;

- a. Structural questionnaire titled “Teacher Factor and Implementation of Primary School Component of Universal Basic Education Programme in Sokoto State (TFIPSC)”. The questionnaire sought to solicit biographical information of the respondents while section B of the questionnaire contains 20 items,

and each item has three options agreed, disagreed and not certain. The respondents are required to tick the column provided in questionnaire.

Validity of the Instrument (QRPST)

To ensure the validity of the instrument (QRPST) the questionnaire was presented to the supervisors of this study and other lecturers in the Department of Adult Education and Extension Services for them to make corrections and finally ascertain the contents by reconstructing the questionnaires based on the research questions before it was administered.

Reliability of the Instrument (QRPST)

To ensure reliability of the instrument, a trial testing of questionnaire was done using test-re-test method. This was conducted at an interval of three (3) weeks. The three weeks interval was given to ensure that teachers those not actually remember what they indicated when it was first given to them in order to ascertain reliability and those factors to be measured were relatively constant. The score for the first test was correlated with the scores of the second test using Pearson product moment of correlation coefficient and relatively index of 0.82 was obtained primary school teachers who are the respondents for the study with an interval of three weeks.

Method of Data Collection (QRPST)

The procedure for data collection used for this study was self-administration approach with the help of four research assistants. The researcher distributed the questionnaire to the respondents (teachers) and collected it after five days. Equally the researcher used checklist to find out the available record in each of the selected schools. This was carried out by the researcher by asking of the available records as well as filling in the checklist against each column provided.

Method of Data Analysis

The data collected from the field by means of questionnaire was analyzed by using simple Frequencies and Percentages which are descriptive statistical tools. Data was presented in detail with explanation on what had been presented in the table. Justification for using frequency count and percentages for the data analysis is that the study was not looking for either relationship or differences between the variables investigated.

DATA PRESENTATION

Research Question 1: *Do primary school teachers have the required motivational strategies that will help in the successful implementation of primary school component of UBE programme in Sokoto state?*

Table 1: Indicating motivational strategies by the teachers

S/no	Items	Total no. of Teachers under study	F	P
1	Number of teachers with complete attendance per term	357	150	42%
2	Number of teachers that attend seminars, workshops and conferences	357	67	19%
3	Number of teachers that gave assignments to the pupils and making them	357	90	25%
4	Number of teachers that participated in extra curriculum activities in schools	357	50	14%

Source Researcher’s field work 2024

Key F – frequency; P- Percentage

From the table above, it shows that 150 teachers out of 357 have complete attendance per term representing 42% while 67 teachers out of 357 representing 19% have attended seminars and workshops and only 90 teachers out of 357 were able to give assignments to the pupils, which represents 25%. Also only 5 teachers out of 357 representing 14% have participated in extracurricular activities.

Research Question 2: *What are the challenges faced by the primary school teachers during lessons delivery and duties in the implementation of the primary school component of the UBE programme in Sokoto state?*

Table 2: Indicating the teachers responses on the challenges they are facing in instructional delivery

S/no	Items	Total No. of Teacher under study	F	P
1	Delay in paying salaries	82		22%
2	Poor salaries scale	113		32%
3	Non promotion when due	68		19%
4	Non availability of instructional materials	57		16%
5	Poor learning environment	37		11%

Source: Researcher's field work 2024

Key F - Frequency

P- Percentage

From the above table, it indicated that, out of 357 teachers, only 82 representing 22% revealed that, delay in paying salaries is one of the challenges that contributed to the teachers not performing their duties or lesson delivery; while 113 teachers out of 357 representing 32% revealed that, poor salary scale is another the major challenge of teachers not performing their duties of instructional delivery. Also 68 teachers out of 357 representing 19% have the views that non promotion from one grade level to the other is one of the challenges which led primary school teachers not to perform their duties of instructional delivery, while 57 teachers out of 357 representing 16% revealed that non-availability of instructional materials is also a challenge that is affecting them in performing their duties of instructional delivery. Thirty seven (37) teachers out of 357 representing 11% indicated that conducive teaching and learning environment is one or the challenges that affect their duties of instructional delivery.

Summary of Findings

- Most of the primary school teachers do not have interest in teaching especially in the primary school component of the UBE programme in Sokoto State.
- There were no other forms of motivation given to primary school teachers in the area of the study
- Most of the teachers are not punctual in terms of instructional delivery especially those in rural areas.

CONCLUSION

It was found that teachers in the urban areas are more committed to their job than those teaching in the rural areas. The study further found out that the UBE programme requires collective efforts from both the teachers and the government and even from the community for the successful implementation of the UBE programme in Sokoto State.

RECOMMENDATIONS

- 1 Government to provide ways for the sake of meeting the demands of the teachers in order to attract their interest as regards their jobs.
- 2 The government should secure other motivational strategies and incentives for teachers of primary school component of the UBE programme.
- 3 The government should establish a reliable system of salary payment as at when due and other welfare packages so that teachers will be encouraged to actively give their maximum efforts in the implementation of the UBE programme. In order to enhance good instructional delivery activities.

ACKNOWLEDGEMENT

This research was sponsored by TETFund as an Institutional Based Research (IBR)
TETF/DR&D/CE/COE/SOKOTO/IBR/2023/VOL. 11 BATCH 9: S/NO. 23 July, 2024

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