

Factors Influencing Educational Policy Implementation in Basic Schools in Ilorin West Local Government Area, Kwara State

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Abstract

This paper examined factors influencing educational policy implementation in basic schools in Ilorin west local government area, kwara state. A correlation survey research design was used. Random sampling technique was used to select 200 teachers(43%) out of 465 in six of the eleven basic schools in Ilorin west local government with the nomenclature of being upgraded from primary to lower and upper basic schools in 2006. Two research questions were raised and answered while two hypotheses were formulated and tested using percentages and Pearson Product moment correlation statistic at .05 level of significant respectively. The findings revealed that there was significant relationship between factors and educational policy implementation in basic schools in Ilorin west local government area, kwara State. It was recommended among others that; Political elite should be committed in will power to provide the needed facilities for UBE as stated in the white paper, relevant sectors and ministries such as National Directorate of Employment (NDE), Central Bank of Nigeria (CBN), River Basins, Agricultural Institutes, Research Institutes and donor agencies should link up with UBE schools in the supply of equipments, training and employment of teachers and recipients of the programme, School administrators should invite individuals, industries, firms, market women, trade association, artisans and professional groups within the locality as part of management to constitute diverse committees of ensuring UBE success, the constituted management in various committees

should ensure compliance for image promotion in providing schools with relevant aid as technical advice, financial, skills germane to reduce inequalities, dependencies and so on the intending beneficiaries of UBE.

Keywords: Schools, Socio-economic condition, Management Support, Educational Policy, Implementation, Universal Basic Education

Introduction

Education in the traditional sense is symbolic to training of mind and character molding for the acquisitions of physical skills, and the display of harmonious behaviour in moral attitudes for a sense of belonging relevant for a communal life. In any society, education in whatever form is meant to better the life, needs, and aspiration of the people. This makes it a powerful instrument of socio-economic and cultural transformation necessary for achieving national goals, aims and objectives. As a matter of urgency, social-economic condition is one of the main indicator for the restructuring of the system of education for every individuals, groups and societies to live a life of fulfillment, Socio-economic condition is linked with human ability to demand and have access to the basic necessities of life (Akanbi & Atanu, 2018). Socio-economic condition is referred as the level of standard of living of people within a geographical region, boundary, society, state and community. This may implies accessibility to social life improved packages such as road network, portable water, health, nutritive diet, quality education, ventilated housing and so on (Akanbi and Atanu, 2019 and Akaraowhe, 2018). Failure of the government in the obligation of providing social services such as improved health facilities, employment, good road network, portable water, education, housing and food security since the early 1980s is reported to have negative impact on the general citizenry (Ewetan & Urhie, 2015). This resulted to poor national economic performance which has all contributed to this decline. The situation of youths who constitute 70% of Nigeria population on the average age of 15-24 in the absence of relevant skills for socially inclined behavior is pathetic. It negates the usefulness of white collar jobs that cannot go round by creating mass unemployment therefore result to anti-social tendencies in the country.

The recent #End Sars# syndrome an aftermath of covid19 pandemic not only heightens the state of insecurity in the country but points accusing fingers at parents, employers and the government as the cause. Mismanagement of the abundant resources in Nigeria context has been critiqued in many literatures as source of the many problems of the most populated African nation. Education as a process of acquiring skills, values and attitudes acceptable within a society requires involvement of every members of such environment as management support. Templar (2015) sees management as a way of fulfilling the role of managers by being constantly involved, set up a strong culture of realistic targets and ensure the relevance on peoples' life. Management constitutes a process and a set of people or profession in the performance of universal task. Management functions include;

planning, decision making, organizing, controlling, leading, motivation, budgeting, and so on (Ternege & Agipu, 2018 and Agabi, 2010). Technically, schools are offshoot of the traditional system. In the contemporary settings, teaching and learning in schools entail, creativity, innovation, competencies, knowledge, values and strategy to demonstrate advance skills in human relation, applied learning, curriculum integration on an outcome based approach to ensure students success in learning. The schools act as agent of change and play the role of controller, guidance, and linkage between the outside world and the immediate community. In order to effectively play such role efficiently, based on the school's plan the community members, families and school management have to be involved together to produce new values that satisfy its habitants. Thus, the coming together of people of different background or related fields, community members such as women association, traders, Non-Governmental Organization (NGO), civil society, individual or corporate groups is vital as management support to achieve educational programme. Management support is important on the fact that no single entity either public or private has the all resources to promote education and children to succeed through schooling. It is in line with this that government stated in the policy priorities, plan and relationships for achieving school objectives in policy (Federal Republic of Nigeria, 2014).

The aftermath of the reoccurring saga of corona virus (COVID 19) which in the word of Digital (2020) has over 40 million students out of learning necessitates the need for management support in the provisions of teaching and learning resources. The ramification in tragic health haphazard, economic uncertainties, political upheavals threw all sectors and entire human race into a palpable state of confusion resulting to significant and immeasurable cost on both living and dead. This necessarily calls for a system of education where everyone in the society should be responsible. Prior to, the public private sector initiatives according to Outhred & Turner (2020); Ozozoemena (2019) and Asiyai (2013) has ignited reforms in community participation in Tanzania, Canada, India, Pakistan and Madagascar and it worked. Such strategy in form of school based management committee (SBMC), parents teachers association (PTA), public-private initiatives involving donor agencies through Government and Non Government Organisations (NGOs) such as education sector support programme in Nigeria (ESSPIN), state education support programme (SESP) are recording progresses in many countries of the world. SBMC in the word of Ozozoemena (2019) is a decentralization of decision of authority to accommodate stakeholders in the school community to ensure provisions of socio-economic benefits that reflect the priorities and core values of their localities. At the instance of the influence of globalization, education as a foundation to many rights is no longer the responsibility of the governments of nations but all. In spite of the trend and events unfolding in the society, Nigerian and the government have neglected their responsibilities and commitment to actions on education respectively. It is in recognition of Jomtien declaration and framework of

action on “Education for All” (EFA) by United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1990 that every nation is to give consideration to its environment for successful achievement.

Nigeria as a signatory in the education for all (EFA) is yet to acquit itself to the rule that establishes the policy. A policy encapsulates government expressed intention and official enactment based on social demands (Ahmed & Dantata, 2016 and Ejere, 2015). Policy has attained central stage across the world as statement of actions and intentions by governments of nations to determine matters of the state. It has really transformed communities, societies and nations. As a matter of fact, policy environment such as in health, education, transportation, Agriculture, housing etc is a critical condition to influence or affect implementation anywhere in the world. On this note Bolaji (2015) sees educational policies as collections of law and rules that govern the operation of education system. In the face of dwindling economy, recession and global melt down Nigeria unlike other countries as Malaysia, Ghana, Rwanda, continue to witness high rate of poverty and dimensions of insecurity. The Universal Basic Education (UBE) as a programme of policy in the Nigeria system of education needs consideration and attention for sustainable development. The UBE scheme comprises of lower and upper secondary schools education which spans nine (9) years of learning entails children age one to eleven. It advocates self reliance and attainment of other levels of education both in technical and vocation skills acquisition for intending beneficiaries. The implementation of UBE policy in Oguniran (2018); Felix (2016) and Bolaji (2015) heralded the difficulties in transformation of the statement of government intention into reality in the perspectives of making provisions for all inputs such as finance, information, technical, human, demand, and support as goods and services to make life more meaningful to the citizens. Bolaji (2015) opined that while political elites promote personal agenda against social demand, the bureaucratic nature of the implementing agencies in terms of behavior of each units and subunits marred the programme. Many of the efforts as initiatives, commitment and partnership at different levels to reduce irregularities in social and economic classes or gender issue and improve citizens' dignity in the world of work for children of school age, adults and nomads have recorded little response (Punch, 2018 and Sanusi & Mefun, 20202). Ternege and Agipu (2019) and Agapi (2010) in corresponding many studies avail the source that since inception in 2004, inadequacy, wastages, over and under utilization of educational resource mar the UBE scheme in Nigeria.

On the contrary, the researchers observed that the resources meant to meet the needs of the environment in tandem with craft of the locality were not in any way provided to be made available for utilization. And, the support given by constituted authority in scope of parents' teachers association(PTA), school based management committee (SBMC) toward implementation were not only low, but in areas of donations, erection and renovations of classrooms, provisions of textbooks and computer wares which could not foster the recipients out of unemployment. This paper therefore looked at socio-economic conditions of parents and management

support as factors influencing the basic school educational policy implementation in Ilorin west local government area, kwara state.

Statement Of The Problem

Ilorin west is one and the most populated of the sixteen local government areas of kwara state. For reason of hosting the state capital, it continues to witness tremendous growth in population and spread of local industries on a daily basis. However, its past glory on the achievement of local crafts such as weaving, hand craft, farming, leather works, animal rearing and commercial activity are waning. The renewal in the SBMC structures and approaches in UBE curriculum achievement which has recorded little promise in Sanusi & Mefun (2020) is necessary in socio-economic growth of Nigeria. Given the rising insecurity in the state of harmony, the researchers advocate beyond schooling attendance of reading and writing for technical and vocational skills disposition toward peaceful existence.

To this end the study tends to sought answers to the following research questions;

1. How has socio economic status of parents influenced basic school policy implementation in Ilorin West Local Government Area of Kwara State?
2. In what way has school management support influenced basic school policy implementation in Ilorin West Local Government Area of Kwara State?

Literature Review

Drawing an insight from different literature; environment is a major determinant on UBE policy achievement. Environment in Akanbi & Atanu, 2019; Oguniran (2018); Bolaji (2015) depicts the totality of conditions, external or internal influences or circumstances posing either as threat or opportunities to the survival of system. Such conditions or circumstances could be social, economic, technological, market, culture and so on, on policy outcomes. The Universal Basic Education (UBE) act of 2004 was designed in Nigeria to take cognizance of environment in the formative and developmental stages of children, youths and adults irrespective of location, tribe and culture for the programme to achieve the following objectives;

- A universal free and compulsory basic education for every Nigerian of school age,
- Developing in the entire citizenry, a strong consciousness for education and a commitment to its vigorous promotion,
- Reduce drastically the incidence of dropouts from the formal school system,
- Catering for Learners need of young person, who for one reason or another had to interrupt their schoolings through appropriate forms of complimentary approaches to the provision and promotion of basic education,
- Ensure the acquisition of the appropriate levels of literacy, numeracy, manipulation, communication and life skills, as well as the ethical, moral and the civil values needed for national development (FRN, 2014).

Ejere (2011) affirmed in his study that due to the nature of the UBE and the school generally, government gives less concern to issues of funding, provisions of

infrastructure, supply of adequately qualified trained personnel. Also, Apebende, Akpo, Idaka & Ifere (2010) on a study in Calabar found out that some family environment set the stage for emotional tension which brought about physical deprivation, parental injustice, quarreling or rejection. These conditions according to the scholars provoke serious stress on child emotional development against academic achievements. While Ijaiya (2004) asserted that women are more concern about the academic achievements of their children than men as parents. These affirmed the statement of Tahir (2003), that there is no fixed way of implementing UBE in Nigeria. This is opining on the notion that the socio-economic and political context determine the dynamism which the political elites, management in schools and the public generally respond to. Poverty level in the country is adduced as the contributory factor to youth unemployment, corruptions and other destructive behaviors. (Oguniran, 2018). This corresponds with the report of Outhred & Turner (2020) that more than US\$ 400 billion was spent by Nigeria government from 1980 - 1999 which does not translate to increased earning on the populace. They affirmed that the gross domestic product rose from \$1 to \$300 per day for the standard of living. Ewetan & Urhie (2010) viewed that when the people's need are not met, they become frustrated.

Management is an old concept which continues to undergo surgical operation in the dimension of dynamism in the education sector (Ahmed & Dantata, 2016). The influence of globalization in the 21st century has fostered reforms that could bring positive achievement in terms of Learners entry characteristics, teachers quality, funding, monitoring, teachers productivity, equity, resource provision, information management, child centre curriculum, assessment and result (Oguniran, 2018). Ozoemema (2019) explained the theoretical frame work of X efficiency theory which influenced the development of public-private initiatives in management of public enterprise. She expressed that the idea proposed funding policies as necessary to ensure continuous existence of efficiency in public enterprise. Oguniran (2018) reported that, fiscal consolidation, business environment, public spending, market regulation, allocation which are to translate into standard of living of entire citizenry in programmes such as Universal Primary Education (UPE), National Directorate of Employment (NDE), Operation Feed the Nation (OFN), Directorate for Food and Rural Infrastructure (DFFRI), Petroleum Trust Fund (PTF) failed due to ill political will and discontinuity in policy areas. Oguniran (2018) revealed that lack of political will to implement social demand policies against their political agenda is the major problem of UBE scheme in Nigeria. Recent studies in Oguniran (2018) and Felix (2016) viewed that educational policies in Nigeria had difficulties in implementation stages due to poor planning, instability, short term discontinuity, absence of relevant facilities and supporting structures, poor policy and weak economic conditions of the country, and non commitment of agencies involved encouraged by lack of political willpower supporting corrupt practices in processes. Bolaji (2015) in his theoretical approach

explaining the organizational theory on bureaucratic nature of implementing agencies draw an insight on the overlapping functions of agencies which give room to corrupt practices. Ejere (2011) heralded that the dwindling economic fortunes especially the hidden cost of education associated with sending children to school such as levies, school shoes, bag, biro, feeding and transportation are critical factors that affect UBE policy achievement.

From the foregoing, education is believed to provide psychological contributions to socio-economic life of parents, guardians, community members and the nation in general. This is such that probability to select valuable objectives as well informed individuals enhance their expectations and self confidence over their children education. When schools are not concern about social change and economic functionality of the students, the development of their potentials are sabotaged. For school and community to foster lifelong partnership in the development of social system and economic enhancement, provisions of resources, availability, utilization and maintenance, management support is crucial. UBE therefore has a good explanatory capacity of the phenomena socio-economic condition of parents that an increasing school attendance with relevant tools and equipment, qualified trained staff can improve quality of life in Nigeria.

Methodology

The research design used for the study was descriptive type. The population includes all 2,700 basic schools teachers in the eleven primary schools upgraded and equipped for UBE scheme in the inception of the programme in 2006, in Ilorin West Local Government Area, Kwara State. However, 200 (43%) teachers out of 465 teachers were randomly selected from six schools sampled from the eleven schools for the study. The researchers designed questionnaire titled "Environmental Factors Questionnaire (EFQ)" and "Educational Policy Implementation in Basic School Questionnaire (EPIBSQ)" were used to elicit responses from the teachers in sampled schools using Agreed 2 and Disagreed 1 rating scale. The reliability coefficient were 0.82 and 0.64 while the data was statistically analyzed using percentages for the research questions and Pearson Product Moment Correlation Statistic was used to test the hypotheses formulated at .05 level of significance.

Results And Discussions

Research Question 2: Does socio economic status of parents influenced basic school educational policy implementation in Ilorin West Local Government Area, Kwara State?

Table 1. Responses on influence of socio-economic status of parents on educational policy implementation in basic schools in Ilorin West Local Government Area, Kwara State

S/N	Statements	Variables	Frequency	Percentage
1	Children whose parents are not educated do better in school	Agreed	48	24%
		Disagreed	152	76%
		Total	200	100%
2	Students from large family sizes respond positively to learning	Agreed	65	32.5%
		Disagreed	135	67.5%
		Total	200	100%
3	Parents help their children at home with their assignments	Agreed	107	53.5%
		Disagreed	93	46.5%
		Total	200	100%
4	Parents are not curious about the educational development of their children	Agreed	164	82%
		Disagreed	36	18%
		Total	200	100%

In table 1, the four structure statements were analyzed according to the opinion of the respondents. In the first statement, 24% respondents agreed that children whose parents are not educationally imbued do better in school. 76% respondents disagreed that children whose parents are not educationally imbued do better in school. The second statement stated that students from large family sizes respond positively to learning. 32.5% respondents agreed with the statement while 67.5% respondents disagree. In the third statement, 53.5% agreed that parents help their children at home with their assignments. While 46.5% respondents disagreed that parents help their children at home with their assignments. In the fourth statement, 82% respondents agreed that parents are not curious about the educational development of their children. However, 18% respondents disagreed that parents are not curious about the educational development of their children.

Research Question 3: Does management support influenced educational policy implementation in basic school policy implementation in Ilorin West Local Government area of Kwara State?

Table 2. Responses on influence of management support on basic school educational policy implementation in Ilorin West Local Government Area, Kwara State

S/N	Statements	Variables	Frequency	Percentage
1	Supervisors from SUBEB do not relate to teachers as professional colleagues	Agreed	178	89%
		Disagreed	22	11%
		Total	200	100%
2	Community helps in the provision of technical and vocational resources in the school for UBE related subjects	Agreed	47	23.5%
		Disagreed	153	76.5%
		Total	200	100%
3	the school managements are not willing to operate a collaborated system to maintain effectiveness and efficiency	Agreed	138	69%
		Disagreed	63	31%
		total	200	100%
4	Professionals from different sectors relate with the school interns of technical and financial aid	Agreed	67	33.5%
		Disagreed	133	66.5%
		Total	200	100%

In table 2, the first statement stated that, Supervisors from SUBEB do not relate to teachers as professional colleagues. 89% of the respondents agreed while 11% respondent disagreed. More so, second statement explained that, community helps in the provision of technical and vocational resources in the school for UBE related subjects. Meanwhile 23.5% respondents agreed that community helps in the provision of technical and vocational resources in the school for UBE related subjects. However, 76.5% respondent disagreed with the statement. This means that many of the basic schools were not sill disposed in terms of required specific personnel and tools, and to a great extent does not support or encourage implementation process. The third statement stated that, the school managements are not willing to operate a collaborated system to maintain effectiveness and efficiency. 69% of the respondents agreed while 31% respondent disagreed. More so, second statement explained that, professionals from different sectors relate with the school interns of technical and financial aid Meanwhile 33.5% respondents agreed meaning that professionals from different sectors relate with the school interns of technical and financial aid to accommodate the implementation of the basic educational policy. However, 66.5% respondent disagreed with the statement. This means that the schools wish to be equipped technically and to a great extent be supported by the professional groups in the implementation process at the basic school level.

HYPOTHESES

H01: there is no significant relationship between socio-economic status of parents and basic school educational policy implementation in Ilorin West Local Government Area, Kwara State

Table 3
Socio-economic status of parents and basic school educational policy implementation in Ilorin Local Government Area, Kwara State

Variables	N	\bar{X}	SD	DF	Cal. R	P-value	Decision value
Socio-economic status of parents	200	12.38	4.68				
Basic Education Policy Implementation	200	13.5	4.23	198	.955	.138	Rejected

From table 3, the calculate r-value .955 was greater than the P value .138 at 0.05 of significant level. This shows that the null hypothesis which stated that there is no significant relationship between socio economic status of parents and basic school educational policy implementation is rejected. The result therefore revealed that there is significant relationship between socio-economic status of parents and basic educational policy implementation. This means that socio economic situations have a greater influence on the state of well being of parents who support their children in the acquisition of skills and other programme of UBE.

H02: There is no significant relationship between management support and basic school educational policy implementation in Ilorin West Local Government Area, Kwara State

Table 4
Management support and educational policy implementation in Ilorin Local Government Area, Kwara State

Variables	N	\bar{X}	SD	DF	Cal. R	P-value	Decision value
Community Involvement	200	14.17	4.38				
Basic School Education Policy Implementation	200	13.5	4.23	198	.954	.138	Rejected

In the table 6, the calculated r-value .954 was greater than the P value .138 at 0.05 at significant level. This shows that the null hypothesis which stated that there is no significant relationship between Management support and basic school educational policy implementation is rejected. The result in the relationship proved that there is significant relationship between management support and basic school educational policy implementation in Ilorin West Local Government Area, Kwara State. This implies that roles of different professional groups in the locality as part of the support for management is crucial for realization of the policy in terms of provisions, availability, utilization and maintenance of resources specific to UBE outcomes.

Discussion of Findings

The findings from table 1 revealed that parents are interested in the educational development of their children but constraint as a result of associated cost of providing learning materials to them. This goes in line with Apebende etal (2010) statement that many parents due to hard measures cannot effectively provide for their children adequately. They affirmed such situations of deprivation of children education due to death, divorce or abscond of parent for children to lose interest in studies or dropped out. It is also in tune with Ijaiya (2004) that women prioritize child education and therefore over celebrated the academic success of their children than men. This affirms the findings of Olelewe etal (2014) that due to inadequate resources and social amenities in the eight rural communities in Enugu state, eight children on the average from each classes dropped out before the completion of the UBE programme.

The findings of table 2 also revealed that involvement of the local people, the industry, firms, professional groups, market women in the form of management support could give desire educational outcome of the UBE. This is because they understand the locality of the school and have the basic knowledge of skills relevant for the policy to attain desire effect when given the chance to. This affirm the finding of Apebende etal (2010) that parents and community in their diverse ways contribute to children's home based and school based activities. This was on the expectation that they have an update on the capabilities of their children to effect solution where and when necessary. It concurs with Olelewe etal (2014) that parents and teachers initiatives in the school based management activities do not go beyond administrative roles of decision making but not on curriculum design and support for resource management.

The finding in hypothesis 1 revealed that there is significant relationship between socio-economic condition of parents and basic school educational policy implementation. The dwindling economy and recession that keep occurring on the state of wellbeing of the individuals hindered the progressive support the parents ought to commit to the education of their children. This is in line with Akanbi and Atanu (2019) that gross domestic product (GDP) in Nigeria does not translate into increase income, distribution of social services and other social economic benefit of

citizens. It also affirmed the Ewetan & Urhie (2014) statement, that resources have fueled a lot of conflict in Nigerian due to unfair distribution of personnel, infrastructure and fund to affirm recipient or beneficiary of UBE programme on the expected outcome. It is in line with Asiya (2013), which posits that Parents' Teacher Association (PTA) attendance of ceremonies and meetings organized by UBE schools in Benue state has aided students' performance. Ogunniran (2018) supports this statement that due to hidden cost associated to UBE program, parents have no time to play active role in the education of their children. It is also in line with Olelewe et al (2014) who affirmed that the parental involvement is obligatory in the development of their ward.

The second hypothesis revealed that there is significant relationship between management support and basic school educational policy implementation in Ilorin West Local Government Area, Kwara State. It is relative that there exist little or no resources on ground in these schools to matched criteria for implementation of UBE in context of relevant tools and professionally trained personnel in technical and vocation subject areas. That is the support of parents, community members, corporate and individual group to the schools on UBE program in line with provision of required tools for technical and vocational subject can foster socio change and economic production on the recipients of the programme. Bolaj (2015) who is in support of above findings opined that disposition to relevant infrastructures and facilities are the ultimate as a necessary condition for achievement of UBE in the locality. The support offered largely different professional groups; corporate entities in line with the environment to accede practical knowledge and discovery of students' potentials go a long way in policy implementation and achievement. Also, it correlates with Obar, Adekoya and Nwokocha (2017) that the changing world requires greater involvement of communities as artisan, market women, professional group, corporate organizations, on matters that concern their children to meet the demand of the century on education in form of management support.

Conclusion

The study focused on factors influencing basic school educational policy implementation in Ilorin West Local Government Area, Kwara State. The study indicated that the socio-economic status of parents and management support to the realization of the UBE programme are essential for achievement. The compliance to the UBE act, 2004 in the provisions of tools relevant for the envisaged recipients in areas of technical and vocation subjects, availability of professionally trained personnel in similar field through management support could induce performance outcomes. UBE attainment is important to meet not only for the growing demand on creative tendencies but also a socially imbibed and economic vibrant community, society and nation.

Recommendations

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

- i. Political elites should be committed in will power to provide the needed facilities for UBE as stated in the white paper in consideration of environment.
- ii. Relevant sectors and ministries such as National Directorate of Employment (NDE), Central Bank of Nigeria (CBN), River Basins, Agricultural Institutes, Research Institutes should link up with UBE schools in the supply of equipments, training and employment of teachers and recipients of the programme
- iii. School administrators should invite individuals, industries, firms, market women, trade association, artisans and professional groups within the locality as part of management to constitute diverse committees of ensuring UBE success
- iv. The constituted management in various committees should set realistic goals and ensure compliance for image promotion in providing schools with relevant aid as technical advice, financial, skills germane to reduce inequalities and dependencies on the intending beneficiaries of UBE.

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