

**RESOURCES ALLOCATION AND THE IMPLEMENTATION
OF UBE PROGRAMMES IN KWARA STATE:ASA LOCAL
GOVERNMENT AS CASE STUDY**

BY

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CERTIFICATION

This is to certify that this project work was carried out by **Yusuf Abdullateef Ayomide** of the Department of Political Science, Kwara State College of Education, Ilorin in partial fulfillment of the requirement for the award of Nigeria Certificate in Education. (NCE)

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DEDICATION

This project work is dedicated to Almighty Allah

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A project of this nature would not have been completed without efforts and contribution of individual and groups of individual. However, it is not possible for me to bestow adequate recognition to all who have provided assistance and encouragement and so many who give me confident during the period I have spent in the school and on this research work.

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our gratitude goes to our industrious, incomparable, adorable, sympathetic a man of integrity who is democratize in nature of which respectably mention his name in person of Mr Hameed T F for his support and guidance through supervision of my project which make my research work to be succesful may almighty Allah reward you abundantly. (Amen)

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In addition,we are indebted to our parents for their tender love from cradle till present stage we say may you reap the good fruit of your labour in peace and happiness. .

ABSTRACT

This study investigates the financial resources allocated for the implementation of UBE programme in Asa Local Government of Kwara State.

Descriptive method was employed for the study. Questionnaire was used to gather useful and vital information and data from fifty (50) respondents drawn across the UBE schools in the area.

The findings of the study show that government provides for the successful implementation of the program.

If the three tiers of government contribute their quota and head teachers use the available sources of generating income, there will be enough financial resources for the programme apart from government grant includes; PTA, private individuals launching, sales from produces etc. and that poor school finance has negative impact on the pupil's academic achievement.

Recommendations were also made to the authorities concerned as what they can do to overcome those problems

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CHAPTER ONE

INTRODUCTION

Background to the Study

The Universal Basic Education scheme was formally launched in Nigeria by President Olusegun Obasanjo in 30th September, 1999 with the intention of providing for all citizens the basic education, skills required to be useful in the community. The country and the world at large. This is in the recognition that no nation can achieve meaningful development without need for majority, if not all its citizens to be educated at least to a certain level.

However, the scheme was scheduled to take off officially by September, 2006 through many preparations have been put in place but to avoid the problems which led the downfall or collapse of the Universal Primary Education (UPE), this research is to investigate the financial resources available for the implementations of UBE scheme in Asa local Government Area of Kwara state.

According to Adesina (2002) the problems of Universal Primary Education (UPE) includes:

- i. Expansion of Primary School without due regards to adequate teacher's strength.
- ii. Over enrolment resulting to large class size.
- iii. Ineffective school management
- iv. Inadequate instructional materials
- v. Poor physical facilities
- vi. Lack of planning of primary education
- vii. Inadequate fund and mismanagement of resources.

These are what Afolabi (2000) considered as major problems when he said that no policy can succeed without adequate funding and effective

management of the available financial resources. However, financial is central scheme and any other educational policy. The volume of money available determines how much of the resources would be provided for the implementation of the programs.

The Federal Republic of Nigeria (2000) stated that sufficient fund would be mobilized from different sources for the realization of the Universal Basic Education objectives. The fund is said to be prioritized to cover the area that would make different like girls' education, infrastructural equipment and textbooks. The pre-stated UBE objectives is more broaden than the UPE, which has been extended to JSS level so there is need for more financial resources to be committed against this background. The researcher intends to investigate the available financial resources for the successful implementation of UBE in Asa Local Government Area of Kwara state.

Statement of the Problems

Qualitative education requires resources and adequate funding. The provision of fund is indispensable for the implementation of UBE scheme for effective teaching and learning. it is sadden that condition of education especially primary education in Nigeria is highly deplorable, this is because

of poor funding leading to lack of provision of conducive academic environment such as classroom for teachers and pupils, lack of instructional materials, none motivation of staff by not paying good salary, poor process in promotion implementation, nonpayment of allowance and lot of others.

The aforementioned led to the pit fall of the universal primary education (UPE) introduce in the 1970s. To prevent the occurrence the same thing as witnessed, the researcher therefore wishes to investigate the financial resources allocated for the implementation of UBE scheme in Asa Local Government Area of Kwara state.

Purpose of the Study

The purpose of the study is to examine the financial resources allocated for the implementation of UBE scheme in Asa Local Government Area of Kwara state. The study also aimed at revealing all resources allocated for financing the UBE so as to ensure its successful implementation and to give a frame work on how to improve academic performance of the pupils under the scheme.

General Question

What are the general sources of financial up keep of Universal Basic Education scheme?

Research Questions

In order to sharpen our focus on this study, the following research questions are put forward.

- i. What are the sources of financing UBE scheme in Asa Local Government?
- ii. Are the financial resources available for the implementation of UBE in the area adequate?
- iii. What is the impact of poor educational finance on the academic performance of pupils?
- iv. What are other sources of generating funds for the successful implementation of UBE scheme?

Significant of the Study

This study would be of great help in ensuring that adequate fund for the procurement of teaching aids and material, equipment, building and payment of personnel salaries and the allowance for the successful implementation of UBE scheme in Asa Local Government Area of Kwara state. It would also enable the general public to be aware that education for all is the responsibilities of all. So that all stakeholders can contribute meaningfully for the success of the scheme. Apart from these, the study will

suggest useful ways of dealing with all forms of financial problems that may tends to undermine the objectives of the scheme. It will also expose the head teachers to the varieties of ways to generate funds apart from the government grants.

Finally, it would be of great benefit to other researchers since they would be providing with useful points of reference.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter will focus on what scholars and experts in the field of education have done and it is divided into the following sub-headings:

- Concept of education.
- Concept of education finance.
- Sources of financing primary education.
- Fund available for the implementation of UBE scheme.
- problem of financing universal basic education; and
- Summary of literature reviewed.

Concept of Education

Education has been given definition by different scholars. Orenuga (2006) defined education in its broad perspective; is the totality of human development in terms of knowledge, skills and altitude acquired by an individual to become an individual “SELF” in the society. He maintained that every society desires qualitative and functional education which assists the society members to understand the heritage of the past so as to participate productively in the future.

Fafunwa (1974) in Biodun (1999) refers education to the aggregate of all the process by which a child or young adult develops the abilities and other forms of behavior which are of positive value to the society in which he/she lives. Osokoya (2004) observed that education should be aimed at promoting national unity, removing social inequalities, providing individual happiness, training for vocational competency, producing both middle and high level man power for economic development, public morality, self-realization and civilized behavior.

Ade (2003) sees education as the process by which the student is provided with the knowledge and values, which a society believes are necessary. He then highlighted the value of education as follows:

- i. Education transmits the culture of the society
- ii. It teaches literacy: a necessary training for twentieth century

- iii. It serves as the vacationed purpose, training people in specialized skills and offering them the opportunity to record their achievement with certificates and other qualification.
- iv. It encourages people to live healthier lives by reducing ignorance which can cause disease
- v. It encourage people to teach themselves; it is then hoped that education does not do harm.

Concept of Education Finance

Finance is central to all other resources any educational program as the volume of money available determines how far other resources can be procured. Opadokun (2002), funding is the important aspect that the government has to take care in the Universal Basic Education scheme. No resources can be provided without the availability of funds.

Ojo (2002) in Onyeukwu (2002) listed the resources needed for the UBE scheme for which fund must be provided.

- Human resources (academic and non-academic)

- Materials textbooks, laboratory, chemical dusters, charts, chalkboard, wall maps, mathematical set etc.
- Facilities – school building, desk, table and chairs, electricity, access road, libraries etc.

Emphasizing the importance of educational finance, Ohakwe (1999) asserted that sources for education funds are diverse but they can be classified into external and internal sources, while internal source can be further classified into public and private. To him public revenue which

provide as the main sources of funds to education and its provision is through budgetary allocation in the form of various taxes, duties, fines, rate and sales of license and royalties. Private revenue has diverse avenues and often go a long way in accomplishing the public sources. It includes tuition fees/school fees, various school levies. Community development project and launching, endowment by philanthropists, loans from rich individuals and organizations, school insurance scheme and the likes.

Enter revenue includes loan and scholarship from foreign countries and international bodies as well as donation and gifts of books, science and sports equipment from abroad.

Teacher and peace setters are sent from supplies longer a fact nor as reliable as before due economic and political factors.

In summary, the sources of funds for primary education can be highlighted as follows:

- i. Grant from government-federal, state and local
- ii. Loan from banks
- iii. Tuition fees paid by the people
- iv. The sales school farm produce
- v. Development levies, PTA utility etc.

- vi. Funds generated for the rent of school plant (building, chairs etc)
- vii. Donation from individual members of the society
- viii. Money generated from inter-house sport and all other fund raising ceremonies.

Funds Available for the Implementation of UBE Scheme

Federal republic of Nigeria (2002) stated in section 44 of its constitution that considerable financial resources will be mobilized for the execution of UBE scheme and that already high budgetary provision of the federal, state and local government while further reinforcement with part of

the revenue from education tax fund (ETF) as well as the contribution from variety sources, bilateral, non-government partners, multilateral agencies.

The private sector and civil society from the above, it means the government recognized its role as the major provider of the funds for the implementation of universal basic education, it also acknowledges that education for all is the responsibility of all. thus if this source mare strengthen, sufficient funds will be provide for the overall co-ordination of UBE programme in specific term the financial managerial functions of the commission as stated by the FRN (2000)in section 48b,includes received the UBE funds from the federal government and allot the funds to education bunds of the state of the

federation and federal government special basic education project in accordance with formula to be prescribed and as the federal executive council many from time prescribed. The funding arrangement for the scheme according to FRN (1999) is scheduled as follows:

- Teachers training
- Primary school-federal, state and local government
- Adult literacy-federal, state and local government
- Junior secondary school-federal, state and local government
- nomadic education-federal, state and local government

- Teachers recruitment and remuneration
- Infrastructural provision-classroom, learning center.

Problem of Financing Universal Primary Education (UPE)

The problem of financing primary education includes:

- i. **Mismanagement of Funds:** money meant for the financing of primary school in every local government is not spent judiciously. This money are sometimes diverted to other purpose rather than what they were meant for.
- ii. **Embezzlement of Funds:** when funds are realized for the construction of classroom or management of schools, the officials in charge are in habit of lodging the funds into their private account.
- iii. Underestimation of budget, and low budget allocation to primary schools.
- iv. The frequent change of government in the country also has negative bearing on the funding of primary education.

- v. Lack of commitment by the people towards primary education; they enormously believed that primary education is the sole responsibility of government.

According to Adesina (2003) problems faced by UBE scheme include:

- i. Poor physical management.
- ii. Ineffective school management.
- iii. Over enrolment resulting to large class size.
- iv. Expansion of primary schools without due regard to teachers strength.
- v. Inadequate fund and poorly managed resources.
- vi. General lack of systematic planning of primary education

The aforementioned problems led to the downfall of universal primary education in the light of this, proper planning of financing of UBE scheme must be put in place for the successful implementation of the scheme.

Summary of the Literature Reviewed

The finding of the literature reviewed revealed that finance is the one of major tool that determines the success of any establishment. This confirms Demuga (2006) who argued that if financial source of any venture

may end up infrastructure. Education being a long term investment needs to be properly financed; if not the total effort will end up in futility.

The finding also showed that main financial source for the successful implementation of UBE programme is mainly the government of federal, state and local government. This agreed with Durotolu (1999) who opined that government should shoulder the bulk financing of education sector if it is must produce its dividends.

The finding also revealed that funds available for the implementation of the UBE programme are not adequate and need to be properly funded for the programme to achieve its aim.

Finally the finding revealed that various problems are facing the financial resources and funding of the programme. It was deduced from the

findings that embezzlement, poor infrastructure, lack of qualified personnel, among other constitutes the major problem for the financing of the universal basic education. Hence, the present study is an attempt programme as a local government area of Kwara state. None of the reviewed works in this chapter has addressed this area.

CHAPTER THREE

RESEARCH METHOD

This chapter discusses the procedure adopted while executing this study. It explains the sources and techniques used in the collection of data for the analysis. It is believed that the methodology will help to investigate the financial resources available for the implementation of Universal Basic Education in the local government area.

Research Design

Descriptive survey method was employed for the study. This was used to obtain vital information as well as the opinion of the representation sample of the population.

Population

The targeted population of the study comprises the entire Universal Basic Education schools in Asa Local Government Area of Kwara State.

Sample and Sampling Technique

A random sampling technique was used to select fifty respondents (head teachers and teachers) across the UBE schools in the area.

Research Instrument

Questionnaire was adopted for the research work. This will ask question on the financial resources available for the implementation of UBE scheme in the area. It will equally seek suggestions from the participants on how to generate enough funds for the successful implementation of UBE, the instrument will be divided into two sections, one on personal information of the respondents and the other, structural question in relation to the finance of the UBE scheme.

Validity of the Instrument

To ensure that the instrument used is highly valid, the teacher will give the questionnaire to experts, the project supervisor inclusive. They are to correct advice and make suggestions for the improvement of the terms.

Reliability of Instrument

Test-retest method was employed to determine the reliability of the instrument. If the results of the two tests conducted give the same or similar results, then it shows that the instrument is strongly reliable.

Administration of the Instrument

The researcher was personally administered the questionnaire to the respondents after seeking their due cooperation; he will also supervise the instrument collected immediately after completion.

Data analysis

The procedure for the analysis of the data is simple percentage. This will make a clear assessment of the views of the respondents on the allocated

resources for the implementation of the UBE scheme in Asa Local Government Area of Kwara State.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with analysis of data and interpretation of data collected on this study of investigation into the financial resources allocated for the implementation of Universal Basic Education(UBE) in Asa Local Government Area of Kwara State. Four research questions were proposed

for the study and frequency counts and simple percentage were used to analyze the data gathered from the questionnaire distributed.

Presentation of Results

Research Question One: what are the sources of financing UBE scheme in Asa Local Government?

The purpose of this research question was to find out the sources of financing UBE programme in Asa Local Government Area and to find out whether Local Government takes the lion share of the finance.

Table I: the sources of financing UBE programme

S/NO	STATEMENT	YES (%)	NO (%)
1	The federal Government is the major sources of fund for the implementation of UBE programme	30 (60)	20 (40)
2	State Government has their own quota in the financing of UBE programme	50 (100)	
3.	The giant from the Local Government takes the lion share of the finance	22 (44)	28 (56)

The method used for the analysis of data gathered in the above table was average frequency and simple percentage. The result on the table one above shows that 30 (60%) of the respondent agreed that the Federal Government is the major sources of fund for the implementation of UBE programme while 20 (40%) say No. it is also indicated that 50(100%) of the respondents agreed that state Government has their own quota in the financing of UBE Programme. Also 22 (44%) of the respondent agree that Local Government take the lion share of financing of the UBE Programme while 28 (56%) disagreed with statement.

However, it is clear that the Federal, State and Local Government provide funds for the successful implementation of UBE programme in Asa Local Government Area of Kwara State.

Research Question Two: Are the financial resources available for the implementation of UBE in the area adequate?

The purpose of this research question was to find out whether the financial resources allocated for the implementation of UBE programme are adequate and sufficient.

Table 2: Adequacy of financial resources allocation for implementation of UBE programme.

S/NO	STATEMENT	YES (%)	NO (%)
1.	The grant allocated from the levels of government will be enough for the implementation of UBE programme	45 (90)	5(10)
2.	If the headmaster use all available sources of generated funds, there will be enough money for the execution of the programme	40 (80)	10(20)
3.	The fund allocated when all level of government allocate their own percentage as at when due	50 (100)	

Sources: Field Survey, 2024

Table 2: above shows that 45 (90%) of the respondents are the opinion that grand allocated from the evel of government will be enough for the implementation of UBE programme while 5 (10%) disagreed. It is also made

to know that 40(80%) of the respondents say yes, that if the headmaster used all available sources of generating funds, there will be enough money for the execution of the programme while 10 (20%) says no to the statement. The table equally revealed that the funds allocated can only be adequate when all levels of government allocated their own percentage as at when due from all indication, it is evidence that if all levels of government contribute their own quota and headmasters use all the available sources of generation

funds, there will be enough financial resource for the successful implementation of UBE in Asa Local Government Area.

Research Question 3: What are the other source f generating funds for the successful implementation of the programme?

The purpose of this research question was to find out whether there are other ways of generating funds for the successful implementation of UBE programme in Asa Local Government Area

Table 3: Another sources of generating funds for the successful implementation of the programme.

S/NO	STATEMENT	YES (%)	NO (%)
1.	The statement sources of financing UBE programme is Federal State and Local Government.	50 (100)	0 (0)
2.	The school generates funds during important occasions such as inter-house	21(42)	29(58)

	sports merit award and causing of projects.		
3.	The head teacher could raise funds through PTA, private individuals, groups as well as sales from school shop, farm produce	30 (60)	20 (40)

Sources: Field Survey, 2024

The table above indicates that all participants agreed that the major sources of financing UBE programme are government (i.e. Federal, State and Local). It is also revealed that 21 (42%) of the respondents agreed that the school generate money during important occasion such as inter-house sports, merits awards and launching of projects while 29 (58%) says no to the statement. 30 (60%) of the responses of the participants agreed that the

head teacher raise funds through PTA, private individual, groups as well as sales from school shops and farm produce while 20(40%) disagreed.

From the finding above, it is no doubt that head teachers could generate funds internally apart from the grants for the three tiers of government.

Research Question 4: what is the impact of poor educational finance on the academic attainment of the pupils?

The purpose of the research question was to find out the impact of poor educational finance on the academic performance of the pupils.

Table 4: what is the impact of poor educational finance on the academic attainment of the pupils?

S/NO	STATEMENT	YES (%)	NO (%)
1	Poor school finances has negative impact on the academic attainment of pupils	50 (100)	0 (0)
2	Poor school finances has positive impact on pupils' academic performance	0 (0)	50 (100)

Sources: Field Survey, 2024

It is clear from table 4 above that all of the respondents 50 (100%) agreed that poor educational finances has negative impact on the academic attainment of the pupils. In the same vein 50 (100%) of the respondents also

disagreed that poor school finance has positive impact on the pupils' academic performance.

However, it is justified that poor school finances has negative impact on the pupils' academic attainment.

Discussion of the Result

Table one reveals that government provides funds for the implementation of UBE programme in Asa Local Government. This is in line with the submission of Duntolu (1999) which classified the sources into external and internal sources. The federal Republic of Nigeria (1999) also shows the schedule fund formula for the programme covering federal, state and local government.

Table two indicates that if all the various levels of government contribute their quota and teachers use all the available sources of generating money, there will be enough financial resources for the attainment of the pre-stated UBE objective. However, the funds must judiciously spend and not mismanaged or embezzled.

Table three stated all available sources of income or funds apart from government grants. These include PTA, private individual groups ETF, launching and sales from the school shop and farm produces. The head

teacher uses these sources to supplement the government grant since government alone cannot fund the programmes. It is the responsibility of all

Finally, table four shows that poor school finance has negative impact on the performance of the pupils. This commensurate with the writing of Adesina (2003) which identified inadequate fund and poorly managed

resources as the problems that led to the downfall of the universal primary education (UPE). For the successful implementation of the programme there must be adequate findings.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study examines the financial resources at located for the implementation of U B E programmer in Asa local government area of

Kwara state. Descriptive method to select fifty respondents across UBE schools in the respondents.

The findings of the study reveals that government provides funds for the successful implementation of UBE programmer in the area. If all levels of government contribute their quota and head teachers' uses all the available resources sources of generating funds apart from government includes. PTA, private individual groups, latching and sales from school shop and farm produce. And that poor school finance has negative impact on the academic achievement of the pupils.

Conclusion

The UBE programme has been seen as a laudable programme that aimed at educating entire Nigeria Citizens. The success of the programme hanged on the proper funding and management of financial resources meat for its implementation. Thus it is required that all the stakeholders of

education must be committed to the programme ensuring that they fulfill their financial obligations which the UBE commission that is responsible for the management of fund is expected to be sincere and fully committed its managerial responsibilities

Implications of the Study

This study in an investigation into the financial resources allocated for the implementation of UBE programmer in Asa local government area of Kwara state, beside, it is a known fact that inadequate financial resource allocated for UBE programmer have great and significant implication on primary education and this really posed serious problem on students' academic performance.

However, if head teacher are to use other available of generating funds for the programmer as this drastically affects the smooth running of the programmer.

Finally, glimmering of government education for all is the responsibility of all cannot be achieved if financial resources allocated for the UBE programmer is not properly utilized.

Recommendations

The recommendations will go a long way in enhancing the financial of UBE programme in Asa local government.

Teachers are indispensable tools for the successful implementation of UBE programmer, the financial resources meant for the payment of their allowance and salaries should not be diverted for other use to be kept into

fixed deposit account yield interest for whosoever engaged in the dubious act. There should be a sense of commitment on the part of the tiers of government in such a way that percentage expected to be contribute should be that no particular level can single handedly fund the programe.

Stakeholders in education should assist in the financing of the program since education for all is the responsibility of all. These could be done either in cash or in kind by donating teachings materials for the successful implementation of the program. Those responsible for the disbursements of the funds meant for the programmer should ensure that it is distributed and used for the purpose it is meant to serve and not mismanaged or diverted to their private for their selfish interest.

The head teachers should be enlightened on the successful implementation of the programmer. Any educational personnel who are found wanting should be brought to book to serve as example for those who may like to embezzles or misappropriate the money allocated for the programmer.

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