



KANO STATE COLLEGE OF EDUCATION AND PRELIMINARY STUDIES

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Administrative Constraints to National Educational Policy Implementation in Universal Basic Education
Schools in Nassarawa local government, Kano, Nigeria

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Abstract

This study focuses on the constraints to effective implementation of National Educational Policy in Universal Basic Education (UBE) Schools of Nassarawa local government, Kano, Nigeria. Two Objectives guided the study to find out the problems hindering the effective implementation of educational Policies in (UBE) Schools of Nassarawa local government, Kano, Nigeria and to find out the perceived impact of the constraints on the administration of Universal Basic Education (UBE) Schools in Nassarawa local government, Kano. Two research questions were formulated for the study. An 8-item of self-Developed questionnaire (QACPI) was administered on sample drawn from the study in Universal Basic Education (UBE) Schools of Nassarawa local government, Kano. The instrument is valid and reliable at 0.8. Data collected were analyzed using simple descriptive Survey design was employed to conduct the study statistics of mean and standard deviation. This study discovered that multiple problems which constitute hindrances to effective implementation of educational policies in Universal Basic Education (UBE) Schools of Nassarawa local government, Kano. These constraints include: poor monitoring and supervision of schools, inadequate fund, and lack of physical plant, inadequate personnel. Having identified the constraints. Based on this, the papers recommended that government should provide adequate fund, regular maintenance of school plant, to provide necessary facilities for adequate supervision and monitoring of schools, provide materials and equipment in adequate quantity and in time, posting of permanent teacher to schools, motivation of teachers among others have to be vigorously pursued and achieved if the objectives of educational policies is to be ascertained.

Keywords: Constraints, UBE, Policy Implementation.

INTRODUCTION

Education is the process of imparting Knowledge, skills and morals from matured and experienced to a minor and inexperienced person. Human beings are endowed with superior intellectual ability. Education is also the process of developing the abilities, knowledge, and skills necessary to survive in the society, 2010 (Adunola). In education as in other fields of human endeavor, every official action of an organization must have a backing or a basis. It is this purpose that a policy serves. A policy defines the area in which decisions are to be made, but it does not make the decision. It usually provides a general guide that facilitates decision-making. Educational policies provide the direction for educational activities. Historically prior to 1977, Nigeria

operated an educational policy inherited from Britain at independence. The inability of this policy to satisfy the national aspirations of the country rendered it unpopular. In 1969 a National Curriculum Conference was organized which reviewed the inherited curriculum and identified new national goals for Nigeria's education. A National Seminar was organised by the National Educational Research and Development Council (NERDC) in 1973 under the Chairmanship of Chief S. O. Adebayo. This gave rise to the National Policy on Education in 1977 (Akangbore 1985; Bello 1986; Okoroma 2000).

The National Policy on Education contains Nigeria's philosophy on education as enunciated through the nation's

objectives. Nigeria, Has five main national objectives as provided by the Second National Development Plan and accepted as the necessary foundation for the National Policy on Education. They are the building of:

1. A free and democratic society
- 2 A just and egalitarian society
- 3 A united strong and self-reliant nation
- 4 A great and dynamic economy
- 5 A land of bright and full opportunities for all citizens (FRN, 1998).

The term "educational policy" refers to the specified objectives that must be pursued through pedagogical measures. In the view of Awokoya (1981), educational policy is directed towards increasing the quality of life of a people. He believes that the objective of any policy is to satisfy individual needs, community pressures and the degree of complexity and sophistication to which socialized personnel must be educated and trained to meet these demands. The following considerations,

According to Awokoya (1981), are necessary to guide the formulation of adequate educational policy.

1. It should be formulated and adopted through a political process which acknowledges the reality and legitimacy of conflicting interests and desires among its participants
2. It should portray some elements of guidance for properly directed and coordinated action towards the attainment of the desired goals
3. It should contain information on the broad objectives that should be reached
4. It should be a binding guide on the actions of those implementing it
5. It should be enforceable and enforced by the society which formulates it.

Kerr (1976) believes that, for a policy to qualify as an educational policy, it must be distinct from other policies. In his view, educational policies are distinguishable from other policies by the fact that Policies on education are part and parcel of educational institutions. However, it is important to note that not all policies formulated in educational institutions can qualify as educational policies. On the other hand the implementation of universal basic education in Nigeria started in 1976 under the name Universal Primary Education (U.P.E.) the acronym U.B.E. became operational in 1999 when President Olusegun Obasanjo, dissatisfied with the result of the U.P.E. renamed and relaunched the program.

Then the U.B.E. came into existence in September 1999. with the goal of providing free universal and compulsory basic education for every Nigerian child aged 6-15 years. Basic Education means the type of education, in quality and content, that is given in the first level of education. However, there are variations in its scope and duration from country to country. In Nigeria for instance, basic education was equated with six years of primary schooling in the past. Currently basic education is extended to include the three years of Junior Secondary School. Universal Basic Education (UBE) is conceived to hold formal education up to age 14 or 15, as

well as adult, Normadic and non-formal education including education of the marginalized groups within the Nigerian society. Universal Basic Education (UBE) is a reformed programme in Nigeria's basic education delivery (from primary one, all through to junior secondary school class 3) and is to reinforce the Implementation of the National Policy on Education (NPE) in order to provide greater access and ensure quality throughout the Federation as it is free and compulsory (Adomeh, Arhedo & Omoike; 2007). UBE program revealed significant inadequacy in the implementation efforts. Among the constraints that impede its effective implementation as mentioned by (Ahamad 2007) are:

- 1 inadequate qualified teacher
2. Insufficiency of funds
3. Inadequate teaching and learning facilities
4. Poor motivation of teachers, and
5. Lack of guidance and counselling services.

Administrative constraints means those challenges encountered in the course of administration, that poses hindrance or restriction to the smooth running of the educational system. Example inadequate personnel, lack of physical plant, problem of record keeping, inadequate fund

The researcher is therefore motivated to investigate the Administrative Constraints to National Educational Policy Implementation in Universal Basic Education Schools in Nassarawa local government, Kano State Nigeria because implementation is perhaps the greatest problem standing between educational policies and its realization. The problems of policy implementation are enormous and the research has set out to explore these constraints. Which are: lack of fund government, lack of physical plant, lack of record keeping, government delay in policy implementation, politics, and inadequate personnel in some subjects or unqualified teachers commitment to policy? Once the constraints are clear from complication, hence goals will achieve.

Statement of the problem

Having interacted with some school administrators and teachers of some selected UBE schools in Nassawa local Government, it seems that among their major challenge is the effective implementation of educational policies in their respective schools. From the interaction, it appears that the following also constitute the challenges identified such as inadequate personnel, lack of physical plant, and problem of record-keeping, lack of fund, lack of social amenities, poor monitoring and supervision of schools. The state and local Government have been budgeting and spending huge sums of money for the enhancement of educational policies. However so far not much has been accomplished in terms of successful implementation of the educational policies. This is worrisome when the amount of human and material resources so far committed to the policies is considered. This is why the researcher is motivated to investigate the administrative Constraints to National Educational Policy Implementation in

Objectives of the Study

This study aimed to achieve the following objectives:

- 1. To Find out the problems hindering effective implementation UBE of Educational Policy In Nassarawa local government, Kano State Nigeria
- 2. To Find out the perceived impact of the constraints on the administration of UBE in

Nassarawa local government, Kano State Nigeria

Research Questions

- 1.What are the Administrative constraints hindering effective implementation of educational policy in Universal Basic Education schools in Nassarawa local government, Kano, Nigeria?
- 3. What are the perceived effects of the constraints on the administration of UBE in Nassarawa local government Area?

S/N	NAME OF SCHOOLS	POPULATION
1.	GGJASS	9
2.	GJSS KAWO CIKIN GARI	10
3.	GJSS DAKATA	8
4.	JSS ZANGO	9
5.	GJASS BADAUA	6
6.	GJSS HAYE	9
7.	GGJSS ZANGON GABAS	7
8.	ATTARBIYYA JSS	8
9.	MAKAMA JSS	6
10.	FALAKI MODEL JSS	6
	TOTAL	78

Source: Office of the Director planning and statistics KERD Unit, KSSMB.

Methodology

The research design for this study was descriptive survey design. the population of the study consisted all 79 public Junior Secondary Schools of Nassarawa Local Government Kano state with a population of 272 teaching staff, 10 Schools with 78 teaching staff out of which only 60 teaching staff were randomly selected (Source: office of the Director of planning and statistics, KERD Unit, KSSMB, Sept, 2022). 50 teachers were selected 10 principals making the total sample selected as 60 from the entire population of seventy eight (78). The instrument used for this study was a self-developed Questionnaire by the researcher with the help of senior colleagues. It is titled “questionnaire on administrative constraints to policy implementation in Nassarawa local government Kano State Nigeria (QACPI). Which was duly face content validated in measurement and evaluation and Educational Administration and planning all in Kano State College of Education and Preliminary Studies, The trial tested response were analyses using the split –half method. Pearson product moment correlation (PPMC) was applied and a reliability coefficient

of 0.89 was obtained confirming that the instrument is reliable. The questionnaire was made in two parts. Part A and B. Part A contained the personal data of the respondent, while part B was made in two clusters – A and B Section A will deal with problems hindering the effective implementation of educational policies in Nassarawa local government Kano State Nigeria and Section B will dealt with the perceived effect of constraints on administration of UBE in Nassarawa local government, Kano State Nigeria. The questionnaire was also developed on a four point rating scale of Strongly Agree (SA)- 4 points, Agree (A) – 3 points, Disagree (D) 2 points and Strongly Disagree (SD) – 1. The researcher sought the approval of the principal of the participating schools. After the approval granted to administer the questionnaire, teaching staff were informed about the objective of the study and guaranteed of their confidentiality.

Results

Results of this study are presented according to research questions and answers to the research questions which are based on the mean ratings analyzed.

Research question one

What are the Administrative constraints hindering effective implementation of educational policy in Universal Basic Education schools in Nassarawa local government, Kano, Nigeria?

Table 2 What are the Administrative constraints hindering effective implementation of educational policy in Universal Basic Education schools in Nassarawa local government, Kano, Nigeria

Variables	N	Minimum	Maximum	Mean
Std. Deviation				
Administrative Constraints	60	4.00	8.00	6.70
Valid N (List wise)	60			1.10

Table two above present’s result of descriptive statistics of mean and standard deviation on administrative constraints hindering effective implementation of UBE policy in Nassarawa. From the above table it’s clear that the mean stood at (6.7) while standard deviation stood at 1.1. This indicate that there is little or no agreement with the regard to the statement been asked on the questionnaire by implication, it can be analyzed that there is low level of literacy, numeracy small skills training and moral education in Nassarawa UBE Programme.

Table 3 Research question two

1. To Find out the perceived impact of the constraints on the administration of UBE in Nassarawa local government, Kano State Nigeria

Variables	N	Minimum	Maximum	Mean	Std. Deviation
PERCIEVED EFFECT	60	6.00	16.00	12.48	2.19
Valid N (List wise)	60				

Table three above also presents the result of descriptive statistics of mean and standard deviation on effects of the Constrains on the administration of UBE in Nassarawa LGA. From the table (M= 12.48 and standard deviation stood at 2.19) indicating that there is clear indication of agreement of the mentioned statements. By implication it can be interpreted that lack of physical plans such as classrooms, labs, inadequate fund, poor supervision and monitoring, inadequate teaching staff, affects the proper administration of UBE in Nassarawa L.G.A

Discussion of finding:

The result of Research question one. What are the Administrative constraints hindering effective implementation of educational policy in Universal Basic Education schools in Nassarawa local government, Kano, Nigeria With reference to research question one of the study, the respondents agreed that there are numerous problems which constitute hindrance to the effective implementation of educational policies in Junior Secondary Schools of Nassarawa Local government. These observable constraints, according to the respondents include; government making over-ambitious policy goals, inadequate Teaching staff personnel in some areas, lack of physical plant, inadequate fund by the government and poor monitoring and supervision of schools,

These findings is in line with that of Isma'il (2015) that inadequate Teaching Staff and funding as well as the inadequacies of the monitoring process constituted problems to effective implementation of educational policies in Nigeria. The findings also confirm the view of Usman (2011) lack of good physical environment such as classroom libraries and laboratories tend to negatively affect the implementation of the National Policy on Education. He opined that the failure of the constructions of new classes with needed and technological innovative teaching materials in libraries as well as in laboratories contradictory nature of the educational policies and practices that we are witnessing today as we are in global educational world.

Furthermore, these confirm the observation of Akinboye (2014) that in Nigeria, funding problems have vegetable affects the educational system and its policies meant to improve the illiteracy conditions of Nigerians.

The result of Research question Two. What are the perceived effects of the constraints on the administration of UBE in Nassarawa local government Area? With regard to the second research question, most of the respondents are of the view that the effects of the constraints on the administration of UBE in Nassarawa local government Area include: inadequate personnel leads to inadequate science practical lessons, inadequate personnel in some areas brings about shortage of teaching staff, lack of effective teaching and learning material needed and poor maintenance of physical structures, leads to denial of admissions to the candidates which in some schools you found over population hence it against any educational policy. Adesina (2018) observed in this respect that efficient administration calls for resources such as capital, materials and labour to achieved desired objectives. Where resources are not available, the implementation of educational programmes will be affected

Conclusion

The purpose of this study was to investigate Administrative Constraints to National Educational Policy Implementation in Universal Basic Education Schools in Nassarawa local government, Kano, Nigeria. The need for study arose because of the complaints of the principals, teachers themselves regarding the problems that constitute hindrances to the effective implementation of educational policies. Two research questions were formulated to guide the study. A questionnaire that composed 8 items was designed and administered to a sample 60 respondents (10 principals and 50 teachers). Mean scores and standard deviation were used to answer the research questions, A review of literature was undertaken to serve as a guide to the study, as well as for

the acquisition of knowledge of what has already been done in the area. The findings showed that the constraints as found by the study include; government making over ambitious policy goal, inadequate personnel in some areas, lack of physical plants, inadequate fund, lack and poor monitoring and supervision of schools

Recommendations

Based on the findings. The following recommendations are hereby made in order to improve ways of implementation of educational policy in Nassarawa local government area:

1. Sufficient provision of infrastructural facilities, instructional materials, electricity and other necessary resources should be given serious attentions to achieve the objective of educational policies.
2. There should be an efficient monitoring and supervisory team to help boost the teaching and learning in schools.
3. There should be a proper arrangement from the state and local government to address the problem of inadequate teaching staff for an effective implementation of the educational policies. Such as employ well qualified staff in all subject areas.
4. The government should make a strong and revisit personal budget plan means for the adequate implementation, implementers' of educational policies.
5. There should be a good awareness to the teaching staff, their heads and the general public before any educational policy to be implemented.

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