



FUNDING AND MANAGEMENT OF UNIVERSAL BASIC EDUCATION PROGRAMME OF JUNIOR SECONDARY SCHOOLS IN FEDERAL CAPITAL TERRITORY, ABUJA, NIGERIA.

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ABSTRACT

The study focused on funding and management of UBE programme in junior secondary schools in Federal Capital Territory, Abuja. The study was guided by three research questions and three null hypotheses. The research design used for this study was correlational survey research design. The population of this study consisted of 5193 teachers. The sample size of this study consisted of 357 teachers. The instrument used for data collection was the researchers self-designed questionnaire called 'Questionnaire on Funding and Management of Universal Basic Education' (QFMUBE). The instrument was duly validated and it yielded 0.75 as validity index. The instrument was pilot tested on 20 teachers in GSS Kuje and the coefficient of internal consistency of 0.76 was obtained. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson's product moment correlation was employed to test all the hypotheses at 0.05 level of significance. The findings of the study indicated that there is a low significant relationship between funding and provision of infrastructural facilities in junior secondary schools in FCT, Abuja, here is a low significant relationship between funding and provision of instructional materials in junior secondary schools in FCT, Abuja and there is a low significant relationship exists between funding and employment of teachers in junior secondary schools in FCT, Abuja. One of the recommendations of the study was that The Federal Capital Territory Secondary Education Board should solicit for special intervention funds from international organizations, advanced countries and other donor agencies such as United Nations Educational Scientific and Cultural Organization (UNESCO), African Union (AU), European Union (EU), the United States of America, the United Kingdom among others to facilitate effective management of secondary schools in Federal Capital Territory.

Keywords: Funding, Management, Provision of Infrastructural Facilities, Employment of Teachers and Provision of Instructional Materials.

Introduction

Effective management is an important avenue for enhancing the attainment of the goals of every institution. The Universal Basic Education (UBE) programme introduced by the Federal Government of Nigeria is to improve the living standard of her citizens through the provision of functional basic education to enable them become self-reliance. The attainment of the goals of UBE requires effective management through the proper planning, organisation and coordination of human, material and financial resources as without such activities, the implementation of the Universal Basic Education may become an exercise in futility. The successful implementation of the UBE programme would be enhanced through effective management in the view of Onyubiko (2020) who ascertained that the problems of Nigerian educational system do not lie with the knowledge and adequate policies but on effective management of the various educational programmes.

Management according to Onyeze, Ochiaka and Ochiaka, (2018) refers to a process that consist of the process of planning, organizing and controlling activities of an institution to facilitate the accomplishment of stated goals and objectives with the use of human and non-human resources. It is a social or interactional process that involve sequence of coordinated events to achieve a desired outcome in the most efficient manner. The success or failure of any educational programme depends on the managerial strategies adopted for proper implementation. The UBE Programme is an expression of the desire of the government of Nigeria to fight poverty and reinforce participatory democracy by raising the level of awareness and general education of the entire citizenry (Dare, Ihebereme & Maduewesi, 2018).

Basic education refers to all forms of education given to citizens which comprises six-year primary school and three-year junior secondary school at the formal school level. At the non-formal level, it includes the basic functional literacy and post-literacy programmes planned for children, youths and adults out of school. The ultimate goal of basic education is to eradicate illiteracy within the shortest period of time. The Universal Basic Education (UBE) is a nine (9) year basic education programme that was launched by the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration. Former President Olusegun Obasanjo flagged off UBE programme on 30th September 1999 at Sokoto State. The UBE programme is Nigeria's strategy for the achievement of Education for All (EFA) and the education-related Millennium Development Goals (Federal of Republic of Nigeria, 1999).

In order to achieve the above objectives and indeed the vision and mission of the UBE scheme, an Act tagged "UBE Act" was enacted on 26th May, 2004 titled, Act to provide for compulsory, free, Universal Basic Education and other related matters. Following the enactment of the Act, the Universal Basic Education Commission (UBEC) was established to ensure that the UBE programme enjoys a wide coverage as the Act provides sanctions

for parents who fail to send their children and wards to school. Also, in order to ensure that poverty is not a hindrance to schooling, the programme provides free textbooks in core subjects as well as abolishes tuition fees at the primary school and at the junior secondary school levels (FRN, 2020).

The specific objectives of UBE as stated in the implementation guidelines of UBE Act according to the Federal Republic of Nigeria (2000) include:

1. developing in the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotions;
2. the provisions of free Universal Basic Education for every Nigerian child of school-going-age;
3. reducing drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency);
4. catering for the learning needs of young persons who for one reason or another have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education and
5. ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, cumulative and life skills as well as the ethical, moral and civil values needed for laying a solid foundation for life-long learning.

The above objectives may remain a mirage without adequate funding to enhance the effective management of the programme in FCT, Abuja. Funding is the provision of financial resources to finance a programme or project. In educational system, funding is the provision of finance and other material resources to enhance teaching and learning in the school system. Onydineke (2016) looked at funding as the money provided to run a given programme or project. This means that funding education is the provision of money to implement educational programmes which could be in form of project or investment. The money may come from the government, individual or firms.

The Universal Basic Education Commission (UBEC) of 2014 provided for three sources of funding for effective implementation and management of UBE as follows:

Federal government grant of not <2% of its consolidated revenue funds or contributions in the form of federal government guaranteed credits and local or international donor grants; the state government can only benefit from the federal government block grant meant for the implementation of the UBE by contributing at least 50% of the total cost of the project. This is to enhance the states commitment towards the UBE scheme and the local governments are also expected to contribute their quotas towards to the implementation of the UBE scheme. In this study, UBE is funded to provide infrastructural facilities, provision of instructional materials and employment of quality teachers.

The provision of infrastructural facilities is one of the reasons for funding UBE programmes. Infrastructural facilities include the provision of classrooms, libraries, laboratories, workshops, offices, toilets, stores, staff quarters, play fields among others. As the demand for basic education increases and the government's ability to meet such demands with available resources increases, more physical infrastructures are expected to be provided. Infrastructural facilities in schools, play a pivotal role in the actualization of education goals and objectives by satisfying the physical and emotional needs of both the staff and students (Okiv, 2019). The physical needs of school members are satisfied through the provision of safe structures, adequate sanitary facilities, a balanced visual and thermal environment, sufficient shelter space for work and play; while the emotional needs are satisfied through the provision of conducive environment and friendly atmosphere.

Teachers are expected to use instructional materials to induce students to learn better and consequently improve their academic performance. The instructional materials could only be obtained when schools are adequately funded. Obaru & Okoh (2018) ascertained that teaching in the 21st Century is no longer conceptualized in the narrow sense as merely a matter of teacher addressing students but it involves interrelated activities. Teaching with instructional materials involve the organisation of the content of the lesson, using symbols of a given language and involving appropriate methods and materials to help students learn properly. This implies that teaching and learning would be enhanced by the use of symbols of appropriate instructional materials to enhance better understanding of lessons by students in a manner that would help to improve their academic performance. However, when teachers are not provided with adequate instructional materials due to inadequate funds, they may not teach effectively to enhance the attainment of UBE goals because teaching and learning at basic education level requires students' active participation, exploration and child-centered which may be difficult to achieve without adequate provision of instructional materials.

The effective management of UBE requires adequate funding as Ogbonnaya (2019) observed that sufficient funds may help to facilitate the employment of quality teachers to enhance effective teaching and learning. UBE guideline is centered on the provision of qualified teachers for effective management of its programme. Teachers are very important in the school system as they help to determine the outcome of every educational programme. This is because the success or failure of any school system depends highly on teachers (FRN, 2014). Teachers are the live wire of the school system. In view of this, to realize qualitative teaching and learning in the UBE, adequate fund is required for employment of sufficient teachers to achieve the appropriate teacher-pupil ration for the programme. Teachers are the vital resource needed to implement the UBE programme as their inadequacy may constitute a serious constraint to effective management and provision of basic education to all children of school-going-age in Nigeria which is the major focus of the Universal Basic Education (UBE).

The Federal Capital Territory Administration is expected to control and provide counterpart funds in addition to federal government grants for the management of UBE programme through the FCT Universal Basic Education Board (FUBEB) with the directive of the Universal Basic Education Commission (UBEC) at the federal level. The board utilizes these funds to pay teachers remunerations, procure stationery, provides office equipment and physical facilities to schools which help to maintain academic standard that would lead to the provision of adequate basic education to all UBE schools. However, despite the federal effort of providing free basic education to all Nigerian children, the situation in FCT is worrisome as many children in the different Area Councils do not still have access to basic education as some children of school-going-age are found roaming the streets thereby negating the mandatory nature of UBE programme and the Nigerian Child Right Act which states that “every child has the right to free, compulsory and Universal Basic Education at least up to junior secondary education. Hence, this study was designed to assess the relationship between funding and management of UBE programme of junior secondary schools in FCT, Abuja

Statement of the Problem

The researcher as a teacher observed that there are inadequate infrastructures for successful and smooth management of functional basic education in FCT which hinders the acquisition of appropriate levels of literacy, numeracy, manipulative, cumulative and life skills as well as the ethical, moral and civil values needed for laying a solid foundation for life-long learning as one of the objectives of Universal Basic Education in Nigeria. The inadequate provision of infrastructures has influenced poor management of basic education in FCT and the problem may be attributed to limited funds as the responsibility of funding UBE seems to be entirely left for only the federal government without counterpart funds from the Federal Capital Territory Administration and Area Councils.

Basic education in FCT seems to be plagued by acute shortage of professionally qualified teachers which hinder the effective implementation of UBE programme. At the moment, they are inadequate teachers to teach the numerous students that are enrolled into the UBE programme. To remedy the situation, the federal government keep recruiting both professional and unprofessional teachers under the N-Power Teach programme which FCT got about 2,800 teachers in 2021. Majority of these untrained teachers who accepted the teaching appointment did so to earn a living, as a result, their contributions may not be significant enough to facilitate effective management of UBE programme. The study was therefore designed to assess the relationship between funding and management of UBE programme in junior secondary schools in FCT, Abuja.

Research Questions

The study answered the following research questions:

1. What is the relationship between funding and provision of infrastructural facilities in junior secondary schools in FCT, Abuja?
2. What is the relationship between funding and provision of instructional materials in junior secondary schools in FCT, Abuja?
3. What is the relationship between funding and employment of teachers in junior secondary schools in FCT, Abuja?

Objectives of the Study

The purpose of this study was to assess the relationship between funding and management of UBE programme in junior secondary schools in FCT, Abuja. The specific objectives of the study include:

1. To determine the relationship between funding and provision of infrastructural facilities in junior secondary schools in FCT, Abuja.
2. To ascertain the relationship between funding and provision of instructional materials in junior secondary schools in FCT, Abuja.
3. To examine the relationship between funding and employment of teachers in junior secondary schools in FCT, Abuja.

Statement of Hypotheses

The study formulated the following null hypotheses:

- HO₁.** There is no significant relationship between funding and provision of infrastructural facilities in junior secondary schools in FCT, Abuja.
- HO₂.** There is no significant relationship between funding and provision of instructional materials in junior secondary schools in FCT, Abuja.
- HO₃.** There is no significant relationship between funding and employment of teachers in junior secondary schools in FCT, Abuja.

Methodology

The study focused on funding and management of UBE programme in junior secondary schools in Federal Capital Territory, Abuja. The study was guided by three research questions and three null hypotheses. The research design used for this study was correlational survey research design. The population of this study consisted of 5193 teachers. The sample size of this study consisted of 357 teachers. The instrument used for data collection was the researchers self-designed questionnaire called 'Questionnaire on Funding and Management of Universal Basic Education' (QFMUBE). The instrument was duly validated and it yielded 0.75 as validity index. The instrument was pilot tested on 20 teachers in GSS Kuje and the coefficient of internal consistency of 0.76 was obtained. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson's product moment correlation was employed to test all the hypotheses at 0.05 level of significance.

Data Presentation and Analysis

Research Question One: What is the relationship between funding and provision of infrastructural facilities in junior secondary schools in FCT, Abuja?

Table 1: Mean and Standard Deviation Responses on Funding and Provision of Infrastructural Facilities

S/N	ITEMS	SA	A	D	SD	Mean	Std. Dev.	Decision
1	Funds are sufficient to provide students with free writing materials like biros and exercise books to enable students to learn appropriately.	20	30	100	200	2.49	0.58	Disagreed
2	Classrooms are sufficient because special funds are earmarked for construction of additional classrooms on yearly basis.	25	20	200	105	2.50	0.77	Disagreed
3	Library is properly equipped due to high funding of UBE programme.	20	30	120	180	2.05	0.75	Disagreed
4	Adequate funds are set aside for provision of chairs and tables to enhance effective learning among students.	30	25	150	145	2.46	0.86	Disagreed
5	Funds are set aside for provision of internet facilities in the school.	10	35	90	215	2.19	0.45	Disagreed
6	Adequate funds are available for provision of furniture in the school.	15	25	205	110	2.52	0.66	Disagreed
Cluster mean						2.36	0.67	Disagreed

Scale Mean 2.50

Table 1 indicated that item 1 has a mean value of 2.49 with standard deviation of 0.58, item 2 has a mean value of 2.50 with standard deviation of 0.77, item 3 has a mean value of 2.05 with standard deviation of 0.75, item 4 has a mean value of 2.46 with standard deviation of 0.86, item 5 has a mean value of 2.19 and standard deviation of 0.45 and item 6 has a mean score of 2.52 with standard deviation of 0.66. The details of the analysis of research question 1 revealed that the cluster mean of 2.36 is less than the

scale of 2.50, therefore, funding has low relationship with the provision of infrastructural facilities in junior secondary schools in FCT, Abuja.

Research Question 2: What is the relationship between funding and provision of instructional materials in junior secondary schools in FCT, Abuja?

Table 2 Mean and Standard Deviation Responses on Funding and Provision of Infrastructural Facilities

S/N	ITEMS	SA	A	D	SD	Mean	Std. Dev.	Decision
7.	Relevant instructional materials are available for teachers due to adequate funding of UBE programme.	10	15	150	230	2.44	0.68	Rejected
8.	The school does not have sufficient funds to provide projectors in each of the classes.	161	100	47	42	2.09	0.66	Rejected
9.	Different shapes are provided to explain every concept to enhance students understanding of lessons because of high availability of money.	25	10	130	185	2.20	0.48	Rejected
10.	Teachers are provided with enough charts to use and illustrate their lessons to boost the learning zeal of students	30	50	125	145	2.10	0.67	Rejected
11.	Adequate funding have made it easy for school to have varieties of maps needed to enhance effective teaching and learning.	140	150	35	20	2.25	0.63	Rejected
12.	Visual aids are sufficiently provided to enhance effective learning among students due to availability of enough funds.	20	25	200	105	2.33	0.70	Accepted
13.	Funding has a great significant impact on the provision of instructional materials for teachers.	30	25	150	145	2.46	0.86	Disagreed
Cluster Mean						2.26	0.66	Disagreed

Scale Mean 2.50

Table 2 revealed that item 7 has the mean value of 2.44 with standard deviation of 0.68, item 8 has the mean value of 2.09 with standard deviation of 0.66, item 9 has the mean value of 2.20 with standard deviation of 0.48, item 10 has a mean value of 2.10 with standard deviation of 0.67, item 11 has a mean value of 2.25 with standard deviation of 0.63, item 12 has the mean value of 2.33 with standard deviation of 0.70 while item 13

has the mean value of 2.46 with standard deviation of 0.86. The analysis of research question 2 showed that the cluster mean of 2.26 is below the scale mean of 2.50. Therefore, the details of research question 2 revealed that funding has a low relationship with the provision of instructional materials in junior secondary schools in FCT, Abuja.

Research Question 3: What is the relationship between funding and employment of teachers in junior secondary schools in FCT, Abuja?

Table 3 Mean and Standard Deviation Responses on Funding and Employment of Teachers

S/N	ITEMS	SA	A	D	SD	Mean \bar{x}	Std. Dev. s	Decision
14	Adequate funds are provided to employ teachers to teach all the subjects.	110	150	40	50	2.00	0.55	Disagreed
15	There are adequate funds to recruit teachers with higher academic qualifications to teach the students to obtain high academic achievement.	120	180	25	25	2.20	0.67	Disagreed
16	The school has few teachers due to inadequate funds	200	105	10	35	2.25	0.60	Disagreed
17	Special funds are set aside for regular employment of teachers.	8	25	85	232	2.35	0.64	Disagreed
18	There is sufficient funds to employ new teachers to replace the retirees.	50	55	90	165	2.24	0.57	Disagreed
19	Employment of quality teachers is given adequate consideration by the state government as funds are adequately provided.	85	205	30	30	2.08	0.66	Disagreed
20	Unqualified teachers are employed due to insufficient funds.	25	20	200	105	2.45	0.77	Disagreed
Cluster Mean						2.22	0.63	Disagreed

Scale Mean 2.50

Table 3 reveals that item 14 has the mean value of 2.00 with standard deviation of 0.55, item 15 has the mean value of 2.51 with standard deviation of 0.67, item 16 has the mean value of 2.50 with standard deviation of 0.67, item 17 has the mean value of 2.35 with standard deviation of 0.64, item 18 has the mean value of 2.24 with standard deviation of 0.57, item 19 has the mean value of 2.08 with standard deviation of 0.61 while item

20 has the mean value of 2.45 with standard deviation of 0.77. The details of the analysis of research question 3 showed that the cluster mean of 2.28 is below the scale mean of 2.50, this therefore means that there is low rate of relationship between funding and employment of teachers in junior secondary schools in FCT, Abuja.

Testing of Hypotheses

All the four null hypotheses that guided this study were tested at 0.05 level of significance using Pearson's product moment correlation.

Hypothesis One: There is no significant relationship between funding and provision of infrastructural facilities in junior secondary schools in FCT, Abuja.

Table 4: Correlation Coefficient Analysis Showing the Significant Relationship between Funding and Provision of Infrastructural Facilities

S/N	Variable	\bar{X}	r-cal	r-tab	Level of Sig.
					0.05
1.	Funding	2.20			
2.	Provision of Infrastructural Facilities	2.10	0.66	0.078	Significant

No. of Respondents=347, Df = 345, $\alpha = 0.05$,

Table 4 shows the correlation coefficient of significant relationship between funding and provision of infrastructural facilities in junior secondary schools in FCT, Abuja. The analysis of the results showed that the r-calculated value is 0.66 while the r-table value is 0.078 at significant level of 0.05 and 345 as degree of freedom. Since the calculated value of 0.66 is higher than the table value of 0.078, the null hypothesis one is therefore rejected. The results therefore indicated that there is a low significant relationship between funding and provision of infrastructural facilities in junior secondary schools in FCT, Abuja.

Hypothesis Two: There is no significant relationship between funding and provision of instructional materials in junior secondary schools in FCT, Abuja.

Table 5: Correlation Coefficient Analysis Showing the Significant Relationship between Funding and Provision of Instructional Materials

S/N	Variable	\bar{X}	r-cal	r-tab	Level of Sig.
					0.05
1.	Funding	2.32			
2.	Provision of Instructional Materials	2.25	0.70	0.078	Significant

No. of Respondents=347, Df = 345, $\alpha = 0.05$

Table 5 indicates the correlation coefficient of significant relationship between funding and provision of instructional materials in junior secondary schools in FCT, Abuja. The analysis of the results showed that the r-calculated value is 0.70 while the r-table value is 0.078 at significant level of 0.05 and 345 as degree of freedom. Since the calculated value of 0.66 is higher than the table value of 0.078, the null hypothesis 2 was rejected which means that there is a low significant relationship between funding and provision of instructional materials in junior secondary schools in FCT, Abuja.

Hypothesis Three: There is no significant relationship between funding and employment of teachers in junior secondary schools in FCT, Abuja.

Table 6: Correlation Coefficient Analysis Showing the Relationship between Funding and Employment of Teachers

S/N	Variable	\bar{X}	r-cal	r-tab	Level of Sig.
					0.05
1.	Funding	2.22			
2.	Employment of Teachers	2.15	0.88	0.078	Significant

No. of Respondents=347, Df = 345, $\alpha = 0.05$

Table 6 indicates the correlation coefficient of significant relationship between funding and employment of teachers in junior secondary schools in FCT, Abuja. The analysis of the results revealed that the r-calculated value is 0.88 while the r-table value is 0.078 at significant level of 0.05 and 345 as degree of freedom. Since the calculated value of 0.88 is higher than the table value of 0.078, the null hypothesis 3 was rejected which means that low significant relationship exists between funding and employment of teachers in junior secondary schools in FCT, Abuja.

Discussion of Findings

The findings of the study revealed that there is a low significant relationship between funding and provision of infrastructural facilities in junior secondary schools in FCT, Abuja. The finding of the study agreed with Oke and Oludare (2016) who submitted that inadequate funding is the major contributor for inadequate provision of physical infrastructures in Nigerian higher education. Infrastructural facilities are the visible stimulus of teaching and learning. The provision of infrastructural facilities in the secondary school system depends on how they are funded. As revealed by the findings of this study, secondary schools in Abuja are poorly funded which give rise to inadequate provision of infrastructural facilities in the institutions. The infrastructural facilities in secondary schools in Abuja that are poorly funded include permanent and semi-permanent structures such as machinery, laboratory equipment, library facilities, visual and audio-visual materials, lecture theatres, students' hostels, and writing materials.

Funding helps to determine the standard of secondary schools by measuring the quality of teaching and learning through adequate provision, utilization and maintenance of physical infrastructures. Infrastructural facilities play indispensable roles in any school management. When infrastructures are inadequate, staff could be ineffective or inefficient on their jobs, as a result, school managers may find it difficult to plan, organize and coordinate their institutions properly.

The findings of the study indicates that there a low significant relationship between funding and provision of instructional materials in junior secondary schools in FCT, Abuja. Table 2 shows that the f -calculated of 1.064 is less than f - critical value of 1.66. The findings of the study revealed that there is no significant relationship between provision of instructional materials and implementation of UBE programme in North Central States, Nigeria. The findings of the study confirmed the position of Ezeaku (2013) who found that there is no significant relationship between the use of instructional materials and UBE implementation in Nsukka Education Zone of Enugu State, Nigeria. teachers are expected to use instructional materials to induce students to learn better and consequently improve their academic performance. The instructional materials could only be obtained when schools are adequately funded. Teaching in the 21st Century is no longer conceptualized in the narrow sense as merely a matter of teacher addressing students but it involves interrelated activities. Teaching with instructional materials involve the organisation of the content of the lesson, using symbols of a given language and involving appropriate methods and materials to help students learn properly. This implies that teaching and learning would be enhanced by the use of symbols of appropriate instructional materials to enhance better understanding of lessons by students in a manner that would help to improve their academic performance. However, when teachers are not provided with adequate instructional materials due to inadequate funds, they may not teach effectively to enhance the attainment of UBE goals because teaching and learning at basic education level requires students' active participation, exploration and child-centered which may be difficult to achieve without adequate provision of instructional materials. A good instructional material can supplement written or spoken words and bring things to life in a way which words cannot do, for example word can describe places and objects but a picture immediately makes it reality. Instructional materials play an important role in the teaching and learning process.

The findings of the study further showed that a low significant relationship exists between funding and employment of teachers in junior secondary schools in FCT, Abuja. The findings of the study disagreed with Eze and Okengwu (2020) who concluded that significant difference exist between the availability of instructional materials and effective teaching and learning in UBE schools in Nigeria. The effective implementation of UBE requires the employment of quality teachers. UBE guideline is centered on the provision of qualified teachers for effective management of its programme. Teachers are very important in the school system as they help to determine the outcome of every

educational programme. This is because the success or failure of any school system depends highly on teachers. Teachers are the live wire of the school system. In view of this, to realize qualitative teaching and learning in the UBE, adequate fund is required for employment of sufficient teachers to achieve the appropriate teacher-pupil ration for the programme. Teachers are the vital resource needed to implement the UBE programme as their inadequacy may constitute a serious constraint to effective management and provision of basic education to all children of school-going-age in Nigeria which is the major focus of the Universal Basic Education (UBE).

Conclusion

The following conclusions were drawn based on the findings:

1. The study concluded that there is poor funding of secondary schools in Abuja which induces inadequate provision of infrastructural facilities in the school system.
2. The implementation of UBE programme in junior secondary schools in FCT, Abuja is hindered as a result of insufficient provision of instructional materials to enhance effective teaching and learning.
3. The study also concluded that quality teachers are not employed for effective implementation of UBE programme in junior secondary schools in FCT, Abuja.

Recommendations

The following recommendations have been made based on the findings of this study:

1. The FCT Secondary Education Board should solicit for special intervention funds from international organizations, advanced countries and other donor agencies such as United Nations Educational Scientific and Cultural Organization (UNESCO), African Union (AU), European Union (EU), United State of American, United Kingdom among others for the purpose of purchasing sufficient instructional facilities to aid effective management of junior secondary school.
2. The Quality Assurance Department in each FCT Universal Basic Education Board should train teachers through conferences and workshops to enable them improvise instructional materials to help them undertake quality teaching and learning to enhance effective implementation of UBE programme in junior secondary schools in Abuja.
3. The laid down policy for recruitment of teachers as designed by the Federal Ministry of Education should be strictly adhered to ensure that only qualified teachers are recruited to facilitate the successful implementation of UBE programme in junior secondary schools in FCT, Abuja.

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