



Assessment on the Provision and Utilization of Human Resources for Universal Basic Education Programme in Sabon Gari Local Government Area of Kaduna State

Abubakar Muhammad Lawal
Department of Educational Foundations and Curriculum
Ahmadu Bello University, Zaria
Email: abumula81@gmail.com

ABSTRACT

This paper assessed the provision and utilization of human resources for UBE programme in Sabon Gari Local Government Area of Kaduna State. The paper covered provision and utilization of qualified teachers, supervisors, messengers, cleaners and security personnel for UBE programme. Descriptive survey method was adopted as methodology of the research. The population of the research consists of sixty two (62) primary schools and head teachers, one thousand four hundred and fifty (1450) teachers, forty three (43) LGEA Officials and three hundred and seventy two (372) PTA Officials. Six primary schools (6) and head teachers, twenty (20) LGEA Officials, twelve (12) PTA Officials and one hundred and twelve (112) teachers were sampled out of the entire population. Data was collected through the use of Likert Five Point Scale Questionnaire. The data was analyzed through One Way Analysis of Variance (ANOVA). The hypothesis testing shows f -ratio value (3.23) at 3 DF 80 and at the level 0.05. The critical value (3.23) is less than f -ratio values (3.191). The probability level of significance P (.028) is less than 0.05. This means that there is a significant difference in the opinion of LGEA officials head teacher, teacher and PTA officials on the provision and utilization of human resource. Therefore, the null hypothesis is rejected. It was concluded that the objectives of UBE can better be achieved through adequate provision and proper utilization of human and material resources. It therefore, recommended that: The government should provide adequate qualified teachers and also seminars, in-service training and workshops should be organized for teachers by the appropriate authorities to improve competence and productivity. Adequate security facilities should be provided in primary schools to enable the school administrators keep those materials from damaging and attack of thieves. The government should ensure strict monitoring and supervision of school administrators by the required supervisory authorities on the management of fund meant for purchasing and maintenance of instructional materials so as to avoid mishandling of such funds through diverting it to other expenditures within the school or elsewhere. All major stakeholders in education (parents, community leaders, non-governmental organization NGOs) and the private sectors should assist the government through mobilization of resources for providing, maintaining and improving the nine year universal basic education programme for future generation.

INTRODUCTION

Education is very important for the development of individuals and the society. In the realization of the role which education plays in national development, the government of Nigeria has introduced various educational policies and programmes with great expectations that the felt socio-economic and political needs of the citizenry would be met by the government. This need among others led to the introduction of Universal Primary Education (UPE) in September 1976 by the Federal Government of Nigeria. The programme was introduced with the intention of taking care of the educational demands of Nigerians. The UPE scheme is predicated on the assumption that every Nigeria, child has an alienable right to a minimum of 7 years of education if he is to function effectively as a citizen of Nigeria, irrespective of gender or religious background. Fafunwa (1986) in an assessment of the Universal Basic Education (UBE) programme remarked that 10 years after the introduction of U.P.E the educational outcome showed that the national



objectives were not fully realized due to certain national problems such as finance, insufficient competent teachers and shortage of classrooms.

In what seems to be a response to the agitation for a more functional and qualitative educational systems the federal government of Nigeria introduce Universal Basic Education (UBE) in 1999. UBE in Nigeria is a positive reaction to the Jomtien (Thailand) declaration of education for all by the year 2000. It also signifies its commitment to the total eradication of literacy. It sees education in its broadest sense of close articulation of the formal, non-formal and informal approaches as an instrument for the awakening and development of human potentials. Universal Basic Education (UBE) is the transmission of fundamental knowledge to all facets of the Nigerian society, it has three main components – Universal, Basic and Education. Universal connotes a programme that is meant for all facets of the society – the rich, poor, the physically fit and the disabled, the brilliant, the dull, the regular students and the dropouts including every other individual that is ready to acquire knowledge. The term “Basic” relates to the base, take-off point, fundamental and essential. It therefore shows that basic education is the starting point in the acquisition of knowledge. The Universal Basic Education (UBE) is a nine (9) year basic education which aims to provide free and compulsory education at the primary level and junior secondary school level. The target population age is the school going age which FRN (1998) puts at 6 - 11 for the primary school and 12 - 15 for Junior Secondary School. According to the implementation guideline released by the Federal Ministry of Education in 2000, the UBE programme aims at achieving the following objectives:

1. Develop in the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion.
2. Provide free, compulsory, universal basic education for every Nigerian child of school age.
3. Reduce drastically, drop-out rate from the formal school system through improved relevance, efficiency and equality.
4. Cater for the learning needs of young persons who, for one reason or another have had to interrupt their schooling through appropriate forms of complimentary approaches to the provision of basic education.
5. Ensure the acquisition of the appropriate levels of literacy, manipulative and life skills as well as the ethnical, moral and civic values needed for laying the foundation for life-long learning. It is against this background, that the Ministry of Education is by law to do the following:
 - (i) Enactment of necessary legislation
 - (ii) Ensuring adequate funding
 - (iii) Prudent Management of education funds
 - (iv) Providing adequate infrastructural facilities
 - (v) Providing enriched curricular
 - (vi) Procurement of textbooks and other instructional materials
 - (vii) Effective coordination of activities
 - (viii) Taking proper care of teachers

Source: (FMOE 2000).



Human resources in education are the students, teaching staff, non-teaching staff, bursar, librarian, laboratory attendants, clerks, messengers, mail runners, gatekeepers, gardeners and cooks as well as educational planners and administrators (Ebong, 1999). A teacher according to Ogwo (2005) is essentially a facilitator of learning. As much as possible, the teacher facilitates learning by permitting the learner's own interests, attitudes, aptitudes and experiences to influence the kind of learning that will take place. The role of a teacher is often formal and ongoing. A good teacher can use various learning technologies (such as computer, internet and multimedia resources) which are increasingly being used in support of the learning process, presenting new challenges and opportunities for staff and students to translate information into relevant knowledge that a student can understand, retain and pass on to others under a conducive school environment (Olelewe and Amaka, 2011). Ogunaju (2000) asserted that adequately qualified staff must be employed and proper monitoring system for developing these human resources must be put in place to ensure school effectiveness. He further stressed that the situation whereby unqualified and inexperienced teachers are made to teach the students should be discouraged and the need for recruitment of qualified teachers with relevant teaching experience intensified. Also, Frankie-Dolor (2002) asserted that of all the prerequisites for effective management of an organization, the most vital is the human resources. The success of any type of organization, be it social, political religious or economic, depends to a large extent on the human beings that make up the organization. Human beings take decisions, which provide the knowledge, energy and the co-operation through which organizational objectives are achieved. Efficient management of school physical facilities is mandatory in order to make the school a pleasant, safe and comfortable centre for the community activities, Adeboyeje, (2000). According to him, the school administrator has to play a major task in the school, which is the management of all the physical facilities. He further stressed that the school administrators should be conversant with universal principles of managing physical facilities. Proper understanding and application of such principles will contribute to correcting deficiencies in physical facilities management practices, which in turn facilitate instructional programmes in schools.

Objective of the Study

The research is set to achieve the following objective:

- i. Examine the provision and utilization of human resource for Universal Basic Education (UBE) programme in Sabon Gari Local Government Area of Kaduna State.

Research Question:

The study seeks to find answers to the following questions:

- a. What is the extend of the provision and utilization of human resource for Universal Basic Education (UBE) Programme in Sabon Gari Local Government Area of Kaduna State



Research Hypothesis:

The Study Formulated the Following Hypothesis:

H_{0r}

There is no significance difference in the opinion of LGEA officials, head teachers, teachers and PTA officials on the provision and utilization of human resource for UBE programme.

METHODOLOGY

The research design adopted for this study was the descriptive survey method. The choice of this design is based on the fact that it allows for the collection of data from heterogeneous groups. This means that inferences and generalizations can be made in the entire population where data is collected. The population of the study consists of sixty-two (62) head teachers and one thousand, four hundred and fifty (1450) teachers of primary schools, forty-three (43) LGEA officials and three hundred and seventy-two (372) PTA officials in Sabon Gari Local Government Area. Sabon Gari Local Government Area comprises of three (3) educational districts which are: Basawa with 20 primary schools, Samaru with 20 primary schools and Sabon Gari with 22 primary schools. The sample for Head Teacher six (6), teachers one hundred and twelve (112). LGEA officials twenty (20), and that of PTA officials twelve (12) were evenly distributed among the three (3) educational districts in Sabon Gari Local Government Area. The source of data collected is Sabon Gari LGEA.

Table 1.1: Population of the study

Education Districts	No. of Schools	LGEA Officials	Head Teachers	PTA Officials	Teachers
Basawa	20	43	20	114	413
Samaru	20		20	119	516
Sabon Gari	22		22	139	520
Total	62	43	62	372	1450

Source: LGEA Sabon Gari Local Government (2016).

The researcher used the following procedures for the selection of the sample for the study. The names of primary schools in the educational districts were collected and stratified according to educational districts. The sample was randomly selected from each stratum. The sample size randomly selected to represent the head teachers was six (6). The same technique was employed in selecting the sample of teachers which was one hundred and twelve (112), twelve (12) PTA officials and twenty (20) LGEA officials. The sample size was drawn based on the recommendation of Krejcie and Morgan (1970) as presented in Ofo (2004) that a sample size of 10% of the population is a fair representation of such population. Therefore, stratified random sampling technique was employed. Hence, sample for the study consist of six (6) head teachers and one hundred and twelve (112) teachers drawn from the population of the primary schools in Sabon Gari Local Government Area.



Table 1.2: Sample of the study

Education Districts	No. of Schools	LGEA Officials	Head Teachers	PTA Officials	Teachers
Basawa	02	20	02	04	33
Samaru	02		02	04	32
Sabon Gari	02		02	04	47
Total	06	20	06	12	112

The instrument used for the collection of data was the Likert Five-Point Scale Questionnaire (Agreed, Disagreed, Strongly Agreed, Undecided and Strongly Disagreed). The questionnaire was designed to gather relevant data and responses from the respondents. It is also divided into various sections. Section 'A' request for the demographic data of the respondents to enable the researcher categorize the information in other sections. Section 'B' consists of statement on various aspects of assessment of Universal Basic Education programme in Sabon Gari Local Government Area of Kaduna State, Nigeria. The Likert Five-point scale questionnaire allowed respondents to indicate the existence or non-existence of the items on the questionnaire in their various practices. It also gave room for those who are undecided. Content validity method was used as the most suitable for verification of the questionnaire items. This method has also been found to be most favourable by researchers such as Kerlinger (1986) and Gay (1976). They both hold the view that the validation of the content of the research instrument by experts is an important and acceptable technique. Ofo (2004) also reiterated that there is no formula to determine content validity. It is determined by expert judgement. It is only those experts versatile in the area that can assess the appropriateness of the test content. In agreement with these renowned scholars, the instrument for this research was validated by experts in the field of Educational Administration and Planning who teach courses as well as supervise candidates understanding research in their fields of specialization. Thus, the consensus of the experts on the Likert-type scale questionnaire that was used is regarded as valid for this study. After validation of the research instrument which is the questionnaire, the researcher administered and collected the data in the three (3) educational districts in order for this study to be effective. The researcher employed the following methods for collection of data. This was through personal visit to the headmasters/headmistresses and teachers of the selected primary schools. The researcher used trained instructors to assist in the administration of questionnaire because of the fastness of the area under study. The data on assessment of the provision and utilization of human material resources for universal basic education (UBE) programme in Sabon Gari local Government Area administration among headmasters/headmistresses, teacher, LGEA officials and PTA officials was collected and subjected to both descriptive and inferential statistics. Descriptive statics involved tabular form, mean, percentage and frequencies. Data were analysed through the use of One Way Analysis of Variance (ANOVA). This was because the variables within the population were categorized into five after which responses were converted into percentages for easy and understandable interpretation. The result was presented in a tabular form and subsequent interpretations of items were made. In addition, all the two stated null hypotheses were tested at the



degree of freedom 0.05 significant level. This helped in determining the acceptance or rejection of the hypotheses.

ANALYSIS AND DISCUSSION OF FINDINGS

1.0: Bio Data of Respondents

Bio data of the respondents include gender, educational qualification, status and years of working. The tables below show details.

Table 1.1: Gender of Respondents

Gender	Frequency	Percentage %
Male	50	61.7
Female	31	38.3
Total	81	100

Table 1.1 indicates that male had the highest respondents as it could be seen in the table having male respondents representing 61.7%. Table 1.2 shows educational qualification of the respondents.

Table 1.2: Educational Qualification of the Respondents

Educational qualification	Frequency	Percentage %
NCE	20	24.7
B.Ed./B.Sc.	52	64.2
M.Ed.	09	11.1
Total	81	100

Table 1.2 shows the educational qualification of the respondents. The table shows majority of the respondents had B.Ed./B.Sc. with 52 frequency representing 64.2%. Table 1.3 shows the status of the respondents.

Table 1.3: Status of the Respondents

Status	Frequency	Percentage %
LGEA Official	16	19.8
PTA Official	04	4.9
Head Teacher	11	13.6
Teacher	50	61.7
Total	81	100

Table 1.3 shows the status of the respondents. The table shows that the majority of the respondents were teacher with 50 frequency representing 61.7%. Table 1.4 shows the years of working of the respondents.



Table 1.4: Years of Working of the Respondents

Years of working	Frequency	Percentage %
1 – 5 years	20	24.7
6 – 10 years	29	35.8
11 – 15 years	15	18.5
16 and above	17	21.0
Total	81	100

Table 1.4 indicates that 60 – 10 years of working had the highest respondents as it could be shown in the table with 29 frequency representing 35.8%.

Opinions of Respondent on Research Question

Opinions of Respondents on the Provision and Utilization of Human Resource for UBE Programme

This section covered the opinions of respondents in item statement 1 – 10 as reflected in the questionnaire. The items include whether there is provision of qualified teachers for UBE programme, there are provisions of supervisors for UBE programme, there are provision of cleaners in school for UBE programme, there are provisions of security personnel for UBE programme. Others are whether there is proper utilization of teachers for UBE programme, there is proper utilization of supervisors for UBE programme, there is proper utilization of messengers for UBE programme, there is proper utilization if cleaners in schools for UBE programme and also there is proper utilization of security personnel for UBE programme.

Table 2.1: Opinion of Respondents on the Provision and Utilization of Human Resources for UBE Programme.

S/N	Item Statement	Category of Respondents	Responses					
			AG		UN		DA	
			Freq	%	Freq	%	Freq	%
1	There are provisions of qualified teachers for UBE programme	LGEA Officials	08	50.0	02	12.5	06	37.6
		PTA Officials	03	78.0	-	-	01	25.0
		Head teachers	10	11.0	-	-	01	9.1
		Teachers	12	24.0	18	36.0	20	40.0
2	There are provision of supervisors for UBE Programme	LGEA Official	07	43.8	03	18.8	06	37.6
		PTA Officials	08	75.0	-	-	01	25.0
		Head Teachers	11	100.0	-	-	-	-
		Teachers	10	20.0	16	32.0	24	48.0
3	There are provisions for messengers for UBE programme	LGEA Officials	07	43.8	02	12.5	07	43.8
		PTA officials	03	75.0	-	-	01	25.0
		Head Teachers	06	54.6	04	36.4	01	9.1
		Teachers	11	22.0	14	28.0	25	50.0
4.	There are provisions of cleaners in schools for UBE programme	LGEA officials	07	43.8	01	6.3	07	50.0
		PTA officials	03	75.0	-	-	01	25.0
		Heads teachers	08	72.8	02	18.2	01	9.1



		Teachers	09	18.0	15	30.0	26	52.0
5.	There are provisions of security personnel for UBE programme	LGEA officials	04	25.0	04	25.0	68	50.1
		PTA officials	03	75.0	-	-	01	25.0
		Head teachers	03	27.3	02	18.2	06	54.6
		Teachers	10	20.0	13	26.0	27	44.0
6.	There is proper utilization of teachers for UBE Programme	LGEA officials	02	12.6	06	37.5	08	50.0
		PTA Officials	02	50.0	02	50.0	-	-
		Head Teachers	04	36.4	01	9.1	06	44.6
		Teachers	09	18.0	10	20.0	31	62.0
7	There is proper utilization of supervisors for UBE programme	LGEA officials	04	25.1	05	31.3	07	43.8
		PTA Officials	01	25.0	01	28.0	02	50.0
		Head Teachers	03	27.3	02	18.2	06	44.6
		Teachers	08	16.0	12	24.0	30	60.0
8	There is proper utilization of messengers for UBE programme	LGEA officials	02	12.6	09	56.3	05	26.3
		PTA Officials	01	28.0	01	28.0	02	50.0
		Head Teachers	02	18.2	05	45.5	04	36.4
		Teachers	09	18.0	18	36.0	23	46.0
9	There are proper utilization of cleaners in school for UBE programme	LGEA officials	02	12.6	06	37.5	08	50.1
		PTA Officials	01	28.0	01	25.0	02	50.0
		Head Teachers	02	18.2	05	45.3	04	36.4
		Teachers	08	18.0	12	24.0	29	58.0
10	There are proper utilization of security personnel for UBE programme	LGEA officials	02	12.6	06	37.5	08	50.1
		PTA Officials	01	25.0	-	-	03	75.0
		Head Teachers	-	-	06	54.5	05	45.5
		Teachers	18	16.0	15	30.0	27	54.9

Table 2.1 captured opinions of respondents on the provision of utilization of human resources for UBE programme in Sabon Gari Local Government Area of Kaduna state. This could be seen in item 1 on whether there are provisions of qualified teachers for UBE programme LGEA officials agreed with 50%, PTA officials agreed with 75%, head teachers agreed with 91% and teachers disagreed with 40%. This indicates that the statement was agreed by all the respondents teachers excluded.

Item 2 was on whether there are provisions of supervisors for UBE programme, LGEA officials agreed with 43.8%, PTA officials agreed with 75%, head teachers agreed with 100%, and teachers disagreed with 48%. By this, it could be seen that all the respondents agreed with the statement except teachers.

Item 3 was on whether there are provisions of messengers for UBE programme, LGEA officials agreed with 43.8%, PTA officials agreed with 75%, Head teachers agreed with 54.6% and teachers disagreed with 50%. This could be concluded that all the respondents agreed with the statement excluding teachers.

Item 4 was on whether there are provisions of cleaners in school for UBE programme, LGEA officials disagreed with 50%, PTA officials agreed with 75%, head teachers agreed with 72.8% and teachers disagreed with 52%. As such, it could be deduced that PTA officials and head teachers agreed with statement while LGEA officials and teachers disagreed with statement.

Item 5 was on whether there are provisions of security personnel for UBE programme, LGEA officials disagreed with 50.1% PTA Officials agreed with 75%, head teachers



disagreed with 54.6% and teachers disagreed with 44%. With this it could be seen that all the respondents disagreed with the statement except PTA officials.

Item 6 was on whether there is proper utilization of teachers for UBE programme, LGEA officials disagreed with 50%, PTA officials agreed with 50% at the same time undecided with 50%, head teachers disagreed with 44.6%, and teachers also disagreed with 62%. By this, it could be seen that all the respondents disagreed with the statement except PTA officials.

Item 7 was on whether there is proper utilization of supervisors for UBE programme LGEA officials disagreed with 43.8%, PTA officials disagreed with 50%, head teachers disagreed with 44.6% and teachers disagreed with 60%. To this, it could be indicated that all the respondents disagreed with the statement.

Item 8 was on whether there is proper utilization of messengers for UBE programme LGEA officials undecided with 56.3%, PTA officials agreed with 50%, head teachers undecided with 45.5% and teachers disagreed 46%. With this, it could be seen that two groups of respondents disagreed with the statement while the other groups undecided.

Item 9 was on whether there is proper utilization of cleaners in schools for UBE programme, LGEA officials disagreed with 50.1%, PTA officials disagreed with 50%, head teachers undecided with 45.3% and teachers disagreed with 58%. This could be deduced that all the respondents disagreed with the statement excluding head teachers.

Item 10 was on whether there is proper utilization of security personnel for UBE programme LGEA officials disagreed with 50.1% PTA officials disagreed with 75% head teachers undecided with 54.5% and teachers disagreed with 54%. By this, it could be deduced that all the respondents disagreed with the statement except head teachers.

Hypothesis 1

Hypothesis one states that there is no significant difference in the opinion of LGEA officials head teacher, teacher and PTA officials on the provision and utilization of human resources for UBE programme. Table 3.1 shows details.

Table 3: Analysis of Variance of Respondents opinion on the provision and utilization of human resources for UBE programme

Status	Sum of square	Df	Mean square	F	Prob	F. critical
Between groups	440.572	3	146.857	3.191	.028	3.23
Within groups	3544.045	77	46.027			
Total	3984.617	80				

The table 3 shows f- ratio value (3.23) at 3 Df 80 and at the level 0.05. The critical value (3.23) is less than f. ratio values (3.191). The probability level of significance P (.028) is less than 0.05. This means that there is a significant difference in the opinion of LGEA officials head teacher, teacher and PTA officials on the provision and utilization of human resource. Therefore, the null hypothesis is rejected.



CONCLUSION

The objectives of UBE were aimed to: develop in the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion, provide free, compulsory, universal basic education for every Nigerian child of school age, reduced drastically, drop-out rate from the formal school system through improved relevance, efficiency and equality, cater for the learning needs of young persons who, for one reason or another have had to interrupt their schooling through appropriate forms of complimentary approaches to the provision of basic education ensure the acquisition of the appropriate levels of literacy, manipulative and life skills as well as the ethnical, moral and civic values needed for laying the foundation for life-long learning. The above mentioned objectives can be achieved through adequate provision and proper utilization of human and material resources.

RECOMMENDATIONS

It is therefore, recommended that:

- The government should provide adequate qualified teachers and also seminars, in-service training and workshops should be organized for teachers by the appropriate authorities to improve competence and productivity.
- Adequate security facilities should be provided in primary schools to enable the school administrators keep those materials from damaging and attack of thieves.
- The government should ensure strict monitoring and supervision of school administrators by the required supervisory authorities on the management of fund meant for purchasing and maintenance of instructional materials so as to avoid mishandling of such funds through diverting it to other expenditures within the school or elsewhere.
- All major stakeholders in education (parents, community leaders, non-governmental organization NGOs) and the private sectors should assist the government through mobilization of resources for providing, maintaining and improving the nine year universal basic education programme for future generation.

REFERENCES

- Adeboyeje RA (2000). A Practical Approach to Effective Utilization and Maintenance of Physical Facilities in Secondary Schools. In Fadipe, J.O. and Oluchukwu E.E. (Eds) Educational Planning and Administration in Nigeria in the 21st century. Ondo: NIEPA. Pp.88-103.
- Akinsolu AO (2003). Provision and Management of Facilities for Primary Education in Nigeria. Paper Presented at the Conference of Nigeria Association of Educational Administration and Planning (NAEAP).
- Frankie Dolor T.R (2002). Evaluating Resources for Business Education Programme in EA Aromolaran (Ed) Book of Reading in Business education (1) 126-133.
- Fafunwa, A.B (1986). History of Education in Nigeria. London, George Allen Auwin.
- Gay (1976). Educational Research Competences for Analysis and Applications. C.T New Publishing Company.



- Kerlinger (1986) and Gay (1976). *Foundation of Behavioural Research*. New York: The Macmillan Co.
- Kreji R. W. V. and Morgan, B. (1970) *Determining Sample Size for Research Activities, Educational Technical Measurement*. Vol. 30.
- Ofo, J. E. (2004) *Research Method and Statistics in Education and Social Sciences*. JOJA Educational Research and Publishers Limited.
- Ogunsaju S.A (2000): *Human Resources Development and Productivity in Egbemiye, E.O and Durasaro DO* (Eds) *Education and Productivity in Nigeria*. Ilorin: Nigerian Association for Educational Administration and Planning Unilorn. Pp 32-40.
- Ogwo, B. A. (2005). *Modern Instructional Techniques and their Applications in Technical Vocational Education (TVE) Programmes of Polytechnics and Monotechnics*. A Commission Paper Presented at the Capacity Building Workshop for Lecturers of Polytechnics an Monotechnics in Nigeria by the Education Trust Fund (ETF) held at Mushood Abiola Polytechnic, Auchi on 2nd/November, 2005.
- Olelewe, C. J. & Amaka, E. U. (2011). *Effective Utilization of Information and Communication Technology (ICT) for Sustainable Manpower Development Among Computer Educators in Colleges of Education in South-East Geopolitical Zone of Nigeria*. A Paper Presented at the 24th National Association of Technology Teachers (NATT) on Technical and Vocational Education Training (TVET) for Sustainable Industrial Development in Nigeria between 17th– 21st October, 2011 at Umunze Federal College of Education, Anambra State.