
PERCEPTION OF STAKEHOLDERS ON IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION IN FEDERAL CAPITAL TERRITORY, ABUJA

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Abstract

This study determined the perception of stakeholders on implementation of Universal Basic Education in Federal Capital Territory, Abuja. The study adopted survey research design. The population of the study consisted of 45, 754 (70 principals, 2, 375 teachers and 43, 309 students from the 70 UBE schools in Federal Capital Territory, Abuja. The sample size for the investigation consists of 231 respondents which comprised 7 (3 male and 4 female) principals, 84 (50 male and 34 female) teachers and 140 (85 male and 55 female) students from the 7 UBE schools in Federal Capital Territory, Abuja using stratified random sampling technique. The instrument used for data gathering was Perception of Stakeholders on the Implementation of UBE Questionnaire” (PSIUBEQ). The validity index of 0.77 was obtained for the instrument and reliability of 0.82 using Cronbach coefficient Alpha method of estimating reliability to compute coefficient of internal consistency. Mean and standard deviation was used to answer the research questions while t-test statistics was used to test the hypotheses at 0.05 level significance. The study found that there is no

significant difference in the perception of male and female principals on Universal Basic Education programme in Federal Capital Territory, Abuja; there is significant difference in the perception of male and female teachers on Universal Basic Education programme and there is significant difference in the perception of male and female students on Universal Basic Education programme. It was therefore recommended that Government should intensify efforts on regular inspection and monitoring of the UBE Programme in the Federal Capital Territory, Abuja. Also, Government and other relevant stakeholders should carry out periodic programme evaluation of the UBE in order to ascertain areas of needs.

Keywords: Assessment, Implementation, Universal Basic Education

Introduction

Education is universally acknowledged as a vital tool for economic development and improvements in the world. Ale (2004) stated that nations that are deemed to be developed and largely

considered as civilized have achieved this status mainly through purposeful and strategic education of their citizens. The hope of every country of the world is to develop human capital for effective functioning of the society which is hinged on education, being an instrument of change. In developing countries, education is an index of human development.

However, Agada (2002) noted that education may not do the magic overnight but it would go a long way towards achieving global awareness whereby the populace would know the dynamics that exist in their societies. This is true because education has been regarded as the highest precursor of democracy dividends. Yoloye cited in Obiunu (2011) observed that the concept of basic education is not a relatively new concept to the Nigerian educational system. Within the last decade, it has assumed a global significance and its meaning have assumed a wider dimension. According to Abraham and Obasi cited in Obiunu (2011), Universal Basic Education is seen as basic or fundamental education and the education around which every other type of education whether formal, informal and non-formal revolves. The programme is however designed to ensure that the learner remains long enough in school to acquire basic competencies and life skills (FRN, 2014).

The expanded vision of Universal Basic Education (UBE) comprises the universalizing of access and promotion of equity, focusing on leaning and

enhancing the environment of learning and strengthening partnerships. On the basis of this, the Universal Basic Education (UBE) programme was launched in the country in 1999 and passed into law in 2004. However, this was one of the strategies aimed at implementing the educational component of the millennium development goals (MDGs). In addition, the declaration of Human right asserted in 1948 that everyone has the right to education. Over 40 years later, it was clear that many people were still denied this basic human right. Indeed, the 1980s saw more backward than forward movement in most countries of the world; it was at this point that a world conference of education for all was held in Jorntien, Thailand, for the purpose of forgoing a global consensus and commitment to provide basic education for all.

According to Federal Republic of Nigeria (FRN, 2014), the introduction of the Universal Primary Education in September 1976 was the first major national initiative that was aimed at universal access to education. Ebuoh (2014) noted that the hindrances to Universal Primary Education are mainly ineffective personnel and inadequate material resources. In addressing the same problem, Opara cited in Ebuoh (2014) opined that UPE did not achieve its objectives and collapsed due to lack of trained manpower as well as high dropout rates, ethnic and religious influence as well as gender difference. Although the scheme collapsed, it helped to sensitize parents towards sending their children and wards to schools. Its collapse according to Ukeje (2012) also led to a

number of major re-organization in the educational system. Thus, the down fall of Universal Primary Education lead to the introduction of Universal Basic Education.

The Universal Basic Education is thus intended to be universal and compulsory. Obanya (2015) opined that these terms imply that appropriate types of opportunities will be provided for the basic education of every Nigeria child of school going age up to JSS 3. This means that all Nigeria children shall be given opportunity to acquire basic education; hence Nigeria is one of the countries that signed the 2000 Dakar framework of action to ensure education for all (EFA) by the years 2015. Fabunmi (2014) intimated that basic education programmes was conceived as a response to the level of awareness and general education of the populace. The UBE scheme was introduced in order to take care of the large population of the disadvantaged groups, the nomadic and improve access to education generally. Basic education according to Jaibeoba (2007) is the foundation for sustainable lifelong learning. It provides reading, writing and numeracy skills (FRN, 2014).

Teachers problems according to Ebuoh (2014), includes lack of sufficient classroom for the Universal Basic Education children, inadequate facilities, inadequate qualified teachers, poor performance of students in public examinations, inadequate supply of teaching materials and

problem of planning and execution and problems of funding of Universal Basic Education. The situation demands that better strategies should be employed to achieve aims and objectives of the government on the Universal Basic Education programme. As there is always an element of uncertainty about future, strategy is more about a set of options than a fixed plan. Universal Basic Education has its own strategy that they will use in order to achieve its objectives. In order words, proper strategies will enable Universal Basic Education to remove all the obstacles to lifelong education for millions of our citizens who otherwise would be denied the opportunities of education.

In support to these strategies, Ezeocha (2015) opined that to operate any system or project without adequate fund is an uphill task which could lead to either non-accomplishment or frustration on the job. Thus, fund is very important factor in operation and implementation of Universal Basic Education. In other words, effective implementation of Universal Basic Education depends on the availability of fund. Other strategies according to Ejike (2008) that can be effective in the implementation of UBE can be identified as follows: Provision of school libraries; recruitment of qualified teachers; provision of classroom facilities; and supervision and monitoring of the scheme by the UBE board. This undoubtedly will ensure the effective implementation of UBE programme at the upper level of the basic education which is Junior Secondary Three (JSS 3).

Implementation on the other hand is the realization of an application or execution of a plan, idea, model, design, specification, standard or policy. Ebuoh (2014) opined that the successful implementation of Universal Basic education has serious implications because there is inadequacy in provision of funds. If we want children, and all citizens to acquire literacy, we must provide reading materials, the abundant and pleasurable reading materials are found in libraries. If we want learners to develop skills for life-long learning, we must give them opportunities to enquire, search, explore, practice, solve problems and all these are found in the libraries. School libraries, funds and good training of teachers are basic to the successful implementation of Universal Basic Education in Junior Secondary Schools. Implementation simply means putting a plan, scheme, decision, policy or idea into effect.

Gender refers to the socially, culturally constructed characteristics roles which are ascribed to male and female in any society (Erinosh, 2005). Opre and Opre (2005) stated that gender means broad categories that reflect people's impressions and beliefs about females and males. It refers to a set of categorical beliefs regarding the characteristic attributes of a person (men and women) based on his or her belonging to one of the two genders. Afonja (2002) defines gender as a socially constructed concept based on the assumed position that a group of humans should possess. Osaroejii (2013) found that there

were various variables responsible for the implementation of UBE programme in Nigeria although the implementation level is rated high, there is need for more funding, planning, supervision by relevant authorities while Amuche and Kukwi (2013) observed that parents and learners in UBE schools in North-Central zone of Nigeria perceived that human resources are inadequate for the effective implementation of UBE programme. Thus, in all the studies, there was no emphasis on determining the perception of stakeholders on implementation of Universal Basic Education in Federal Capital Territory, Abuja. This is therefore, the gap this study intends to fill.

Statement of the Problem

For any nation to minimize illiteracy, ignorance and poverty as well as stimulate and accelerate the pace of national development, political consciousness and national integration, there is need to make basic education compulsory for the populace. Having recognized this fact, Nigeria introduced Universal Basic Education about 15 years ago. The Nigerian education system has been facing complex problems and various governments have initiated programs of reforms that have achieved less than attaining the desired goals thus crippling the system instead of enhancing it. These reforms have been inconsistent, mismanaged and mostly ineffective. The implementation of the National Policy on Education is a typical example of such attempts. There is general outcry in the Federal Capital

Territory Abuja of the country that its educational programmes especially the Universal Basic Education have not produced the desired objectives as stipulated in the National Policy on Education. The thrust of the study was to determine the perception of stakeholders on implementation of Universal Basic Education in Federal Capital Territory, Abuja.

Research Questions

The following research questions were raised to guide the study:

1. What is the perception of male and female principals on implementation of Universal Basic Education programme in Federal Capital Territory, Abuja?
2. What is the perception of male and female teachers on implementation of Universal Basic Education programme in Federal Capital Territory, Abuja?
3. What is the perception of male and female students on implementation of Universal Basic Education programme in Federal Capital Territory, Abuja?

Statement of the Hypotheses

The followings hypotheses formulated were tested at 0.05 level of significance:

- 1: There is no significant difference in the perception of male and female principals on Implementation of Universal Basic Education programme in Federal Capital Territory, Abuja.

- 2: There is no significant difference in the perception of male and female teachers on Implementation of Universal Basic Education programme in Federal Capital Territory, Abuja.
3. There is no significant difference in the perception of male and female students on Implementation of Universal Basic Education programme in Federal Capital Territory, Abuja.

Methodology

The study adopted survey as a research design. The population of the study consisted of 45, 854 (70 principals, 2 375 teachers and 43, 309 students) from the 70 UBE schools in Federal Capital Territory, Abuja. The sample size for the investigation consists of 231 respondents which comprised 7 (3 male and 4 female) principals, 84 (50 male and 34 female) teachers and 140 (85 male and 55 female) students from the 7 UBE schools in Federal Capital Territory, Abuja using stratified random sampling technique. The instrument used for data gathering was “Perception of Stakeholders on the Implementation of UBE Questionnaire” (PSIUBEQ). The instrument was validated and a logical index of 0.77 was obtained and a reliability of 0.82 was determined using Cronbach coefficient Alpha method of estimating reliability to compute coefficient of internal consistency. Mean and standard deviation was used to answer the research questions while t-test statistics was used to test the hypotheses at 0.05 level significance.

Results

Data collected were analyzed and results presented on the tables.

Research Question 1: What is the perception of male and female principals on implementation of Universal Basic Education programme in Federal Capital Territory Abuja?

Table 1: Mean and Standard Deviation of Responses of Male and Female Principals on Implementation of UBE

No	Statement	Male		Female	
		\bar{X}	σ	\bar{X}	σ
3	There are enough UBE Schools in FCT to accommodate all students.	1.67	1.06	3.00	0.85
4	There are enough classrooms in UBE schools.	4.00	0.96	2.25	1.35
5	UBE Provides fund for maintenance and repair of building equipment and furniture.	4.00	0.83	3.25	1.38
6	UBE Provides fund for the day-to-day running of schools.	4.00	0.96	4.25	1.26
7	UBE Provides fund for development of new structures.	3.00	0.90	4.50	1.46
8	Students have adequate area for game and sport in UBE school.	2.33	1.35	4.00	1.27
9	UBE Provides fund for portable water.	4.33	1.38	3.00	1.33
10	UBE Provides fund for library and laboratory equipment.	4.33	1.26	2.75	1.40
11	UBE Provides fund for sports and health facilities.	4.00	1.46	2.50	1.27
12	Students are given textbook in all subjects in UBE schools.	4.67	1.27	2.50	1.06
13	UBE supervisors visit your school regularly.	4.67	1.33	2.50	0.96
14	The school facilities (Chair, Tables, Toilets and so on) are adequate for comfortable teaching and learning.	4.33	1.40	3.25	0.83
15	UBE Provides fund for writing desks and benches.	4.33	1.27	3.25	1.06
16	UBE Provides fund for toilet facilities.	4.00	1.06	3.50	0.96
17	UBE Buy science equipment for the laboratory.	3.67	0.96	2.50	0.83
18	UBE Renovates dilapidated structures.	4.00	0.83	3.75	0.96
19	Teachers are being trained and retrained as the need arises.	4.67	0.96	3.75	0.90
20	UBE Provides adequate number of text books.	2.33	0.90	3.75	1.05
Cluster Mean		3.79	1.12	3.23	1.12

Scale mean: 3.00

Table 1 shows the result of male and female principal's perception on the implementation of Universal Basic Education programme in Federal Capital Territory, Abuja. The mean perception of each of the item shows that perception of male principals on implementation of Universal Basic Education

programme in items 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, and 19 falls within the acceptable region in line with the benchmark. In the other items, 3, 8 and 20 the mean perception of male principals on the implementation of Universal Basic Education programme are below the benchmark of 3.00.

Also, the mean perception of each of the item shows that perception of female principals on the implementation of Universal Basic Education programme in items 3, 5, 6, 7, 9, 14, 15, 16, 18, 19, and 20 fall within the acceptable region in line with the benchmark. In the other items, 4, 10, 11, 12, 13, and 17 the mean perception of male principals on the implementation of Universal Basic Education

programme are below the benchmark of 3.00. However, the grand means of male and female principals are 3.79 and 3.23 respectively.

Research Question 2: What is the perception of male and female teachers on implementation of Universal Basic Education programme in Federal Capital Territory, Abuja?

Table 2: Mean and Standard Deviation of Responses of Male and Female Teachers on Implementation of UBE

No	Statement	Male		Female	
		\bar{X}	σ	\bar{X}	σ
3	There are enough UBE Schools in FCT to accommodate all students.	3.08	1.33	3.12	1.06
4	There are enough classrooms in UBE schools.	3.38	1.06	3.47	0.96
5	UBE Provides fund for maintenance and repair of building equipment and furniture.	3.30	0.96	3.44	0.83
6	UBE Provides fund for the day-to-day running of schools.	2.96	0.83	2.88	0.96
7	UBE Provides fund for development of new structures.	3.56	1.06	3.97	1.06
8	Students have adequate area for game and sport in UBE school.	3.30	0.96	3.21	0.96
9	UBE Provides fund for portable water.	3.26	0.83	4.56	0.83
10	UBE Provides fund for library and laboratory equipment.	3.68	0.96	3.85	0.96
11	UBE Provides fund for sports and health facilities.	3.00	0.90	3.44	0.90
12	Students are given textbook in all subjects in UBE schools.	2.66	1.38	2.68	1.40
13	UBE supervisors visit your school regularly.	3.50	1.26	3.44	1.27
14	The school facilities (Chair, Tables, Toilets and so on) are adequate for comfortable teaching and learning.	3.02	1.46	3.35	0.85
15	UBE Provides fund for writing desks and benches.	2.90	1.06	2.71	1.35
16	UBE Provides fund for toilet facilities.	2.80	1.06	2.71	1.38
17	UBE Buy science equipment for the laboratory.	2.80	0.96	3.94	1.26
18	UBE Renovates dilapidated structures.	3.50	0.83	3.59	1.46
19	Teachers are being trained and retrained as the need arises.	3.62	0.96	3.44	1.27
20	UBE Provides adequate number of text books.	3.46	0.90	3.38	0.65
	Cluster Mean	3.21		3.40	1.08

Scale mean: 3.00

Table 2 shows the result of male and female teacher's perception on the implementation of

Universal Basic Education programme in Federal Capital Territory, Abuja. The mean

perception of each of the item shows that perception of male teachers on the implementation of Universal Basic Education programme in items 3, 4, 5, 7, 8, 9, 10, 11, 13, 14, 18, 19, and 20 falls within the acceptable region in line with the benchmark. In the other items, 6, 12, 15, 16 and 17 the mean perception of male teachers on the implementation of Universal Basic Education programme are below the benchmark of 3.00. Also, the mean perception of each of the item shows that perception of female teachers on the implementation of Universal Basic Education programme in items 3, 4, 5, 7, 8, 9,

10, 11, 13, 14, 17, 18, 19 and 20 fall within the acceptable region in line with the benchmark. In the other items, 6, 12, 15 and 16 the mean perception of female teachers on the implementation of Universal Basic Education programme are below the benchmark of 3.00. However, the grand means of male and female teachers are 3.21 and 3.40 respectively.

Research Question 3: What is the perception of male and female students on implementation of Universal Basic Education programme in Federal Capital Territory, Abuja?

Table 3: Mean and Standard Deviation of Responses of Male and Female Students on Implementation of UBE

No	Statement	Male		Female	
		\bar{X}	σ	\bar{X}	σ
3	There are enough UBE Schools in FCT to accommodate all students.	2.73	1.33	3.07	1.06
4	There are enough classrooms in UBE schools.	2.94	1.40	3.62	0.96
5	UBE Provides fund for maintenance and repair of building equipment and furniture.	3.61	1.06	3.27	0.83
6	UBE Provides fund for the day-to-day running of schools.	3.36	0.96	2.96	0.96
7	UBE Provides fund for development of new structures.	3.04	0.83	3.51	0.90
8	Students have adequate area for game and sport in UBE school.	2.76	0.96	3.27	1.35
9	UBE Provides fund for portable water.	3.28	0.90	3.24	1.38
10	UBE Provides fund for library and laboratory equipment.	2.96	0.85	3.62	1.26
11	UBE Provides fund for sports and health facilities.	2.99	1.35	3.00	1.46
12	Students are given textbook in all subjects in UBE schools.	3.32	1.38	2.69	1.27
13	UBE supervisors visit your school regularly.	3.54	1.26	3.45	1.33
14	The school facilities (Chair, Tables, Toilets and so on) are adequate for comfortable teaching and learning.	3.33	1.46	3.02	1.40

15	UBE Provides fund for writing desks and benches.	3.34	1.06	2.76	1.06
16	UBE Provides fund for toilet facilities.	3.25	0.96	2.82	0.96
17	UBE Buy science equipment for the laboratory.	3.36	0.83	2.60	0.83
18	UBE Renovates dilapidated structures.	3.71	0.96	3.36	0.96
19	Teachers are being trained and retrained as the need arises.	3.44	0.90	3.38	0.90
20	UBE Provides adequate number of text books.	3.47	1.07	3.41	1.04
	Cluster Mean	3.25	1.08	3.17	1.11

Scale mean: 3.00

Table 3 shows the result of male and female student's perception on the implementation of Universal Basic Education programme in Federal Capital Territory, Abuja. The mean perception of each of the item shows that perception of male students on the implementation of Universal Basic Education programme in items 5, 6, 7, 9, 12, 13, 14, 15, 16, 17, 18, 19, and 20 falls within the acceptable region in line with the benchmark of 3.00. In the other items, 3, 4, 8, 10 and 11 the mean perception of male students on the implementation of Universal Basic Education programme are below the benchmark of 3.00. Also, the mean perception of each of the item shows that perception of female students on

the implementation of Universal Basic Education programme in items 3, 4, 5, 7, 8, 9, 10, 11, 13, 14, 18, 19 and 20 fall within the acceptable region in line with the benchmark. In the other items, 6, 12, 15, 16 and 17 the mean perception of female teachers on the implementation of Universal Basic Education programme are below the benchmark of 3.00. However, the grand means of male and female students are 3.25 and 3.17 respectively.

Hypothesis 1: There is no significant difference in the perception of male and female principals on Implementation of Universal Basic Education programme in Federal Capital Territory, Abuja.

Table 4: t-test of Comparison of the Perception of Male and Female Principals on Implementation of UBE

Source of variation	N	Mean	Std	df	t-cal	t-crit	P<0.05
Male Principals	3	3.79	1.12	5	7.89	2.57	Reject
Female Principals	4	3.23	1.12				

Table 4 shows that the calculated t-value of is 7.89 is greater than the critical t-value of 2.57 at 0.05 significant, so, hypothesis i was rejected. Thus, there is significant difference in the perception of male and female principals on the implementation of Universal Basic Education programme in Federal Capital Territory, Abuja.

Hypothesis 2: There is no significant difference in the perception of male and female teachers on Implementation of Universal Basic Education programme in Federal Capital Territory, Abuja.

Table 5: t-test of Comparison of the Perception of Male and Female Teachers on Implementation of UBE

Source of variation	N	Mean	Std	df	t-cal	t-crit	P<0.05
Male Teachers	50	3.21	1.02	82	5.72	2.00	Reject
Female Teachers	34	3.40	1.08				

Table 5 shows that the calculated t-value of is 5.72 is greater than the critical t-value of 2.00 at 0.05 significant, so, hypothesis ii was rejected. Thus, there is significant difference in the perception of male and female teachers on the implementation of Universal Basic Education programme in Federal Capital Territory, Abuja.

Hypothesis 3: There is no significant difference in the perception of male and female students on Implementation of Universal Basic Education programme in Federal Capital Territory, Abuja.

Table 6: t-test of Comparison of the Perception of Male and Female Students on Implementation of UBE

Source of variation	N	Mean	Std	df	t-cal	t-crit	P<0.05
Male Students	85	3.25	1.08	138	4.53	1.96	Reject
Female Students	55	3.17	1.11				

Table 6 shows that the calculated t-value of is 4.53 is greater than the critical t-value of 1.96 at 0.05 significant, so, hypothesis iii was rejected. Thus, there is significant difference in the perception of male and female students on Universal Basic Education programme in Federal Capital Territory, Abuja.

Discussion of Findings

Findings of this study revealed that there is significant difference in the perception of male and female principals on Universal Basic Education programme in Federal Capital Territory, Abuja. This finding is in agreement with the findings of Amuche and Kukwi (2013) who found that the implementation of the UBE programme in the North-Central zone of Nigeria according to school administrators is not satisfactory, (ii) Parents and learners in UBE schools in North-Central zone of Nigeria perceived that human resources are inadequate for the effective implementation of UBE programme, (iii) Funding of UBE programme as perceived by school administrators is inadequate for effective UBE programme delivery in North-Central zone of Nigeria, (iv) Learners in UBE

schools in North-Central zone of Nigeria perceived that the programme has been satisfactory and (v) The major factors militating against the effective implementation of UBE programme in North-Central zone of Nigeria are overcrowded classroom inadequate funding and dilapidated buildings. This finding is not in agreement with the findings of Osaroejii (2013) who revealed that there were various variables responsible for the implementation of UBE programme in South-South Nigeria although the implementation level is rated high, there is need for more funding, planning, supervision by relevant authorities.

Findings of this study also show that there is significant difference in the perception of male and female teachers on Implementation of Universal Basic Education programme in Federal Capital Territory, Abuja. This finding is in agreement with the findings of Amuche and Kukwi (2013) who found that implementation of the UBE programme in the

North-Central zone of Nigeria according to school administrators is not satisfactory, (ii) Parents and learners in UBE schools in North-Central zone of Nigeria perceived that human resources are inadequate for the effective implementation of UBE programme, (iii) Funding of UBE programme as perceived by school administrators is inadequate for effective UBE programme delivery in North-Central zone of Nigeria, (iv) Learners in UBE schools in North-Central zone of Nigeria perceived that the programme has been satisfactory. This finding is not in agreement with the findings of Akinseinde (2001) who revealed that the following strategies should be adopted for the administration of the UBE programme, adequate provision of infrastructure facilities and equipment, provision of quality control services, paying attention to teachers' welfare, provision of library services, effective supervision, monitoring and evaluation, professional development of teachers, curriculum

modification among others. This shows that much is required from the government, educational administrator, communities and other stakeholders the strategies they will use for effective implementation of the UBE Programme.

Findings of this study revealed that there is significant difference in the perception of male and female students on Implementation of Universal Basic Education programme in Federal Capital Territory, Abuja. This finding is in agreement with the findings of Amuche and Kukwi (2013) who found that the implementation of the UBE programme in the North-Central zone of Nigeria according to school administrators is not satisfactory, (ii) Parents and learners in UBE schools in North-Central zone of Nigeria perceive that human resources are inadequate for the effective implementation of UBE programme, (iii) Funding of UBE programme as perceived by school administrators is inadequate for effective UBE programme delivery in North-

Central zone of Nigeria, (iv) Learners in UBE schools in North-Central zone of Nigeria perceived that the programme has been satisfactory.

Conclusion

In view of the findings of this study, the study concludes that the implementation of the UBE Programme in the Federal Capital Territory, Abuja is adequately implemented. This is evident from the mean perceptions of the different stakeholders in the Federal Capital Territory, Abuja. Gender is a significant factor on the perception of the different stakeholders in the implementation of the UBE Programme in the Federal Capital Territory, Abuja.

5.3 Recommendations

Based on the findings of this study, the following are recommended:

1. The government should consolidate on the provision of funds, recruitment of teachers, construction and renovation of classroom facilities and carryout periodic programme evaluation to ascertain areas of needs.

2. Government should intensify efforts on regular inspection and monitoring of the UBE Programme in the Federal Capital Territory, Abuja.
3. Government should consolidate on the provision of funds, construction and renovation of classroom facilities.

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