Full Length Research Paper

Universal basic education (UBE) policy implementation challenges: The dilemma of junior secondary schools administrators in Nigeria

Aja S. N.¹, Egwu S. O.¹, Aja-Okorie U.¹, Ani T.² and Amuta N. C.¹

¹Department of Educational Foundations, Faculty of Education, Ebonyi State University, Abakaliki, Nigeria. ²Department of Educational Foundations, Faculty of Education, Naval University, Asaba, Nigeria.

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The study examined the challenges hindering implementation of the universal basic educational (UBE) policy in Nigeria. The study is a descriptive survey research. The population of the study comprised all the two hundred and twenty one principals in Ebonyi state public junior secondary schools. Proportionate stratified random sampling technique was used to select 100 principals for the study. Instrument used for data collection is a researcher-structured questionnaire. The instrument was validated by three expects. Two from Educational Administration and Planning and one from Educational Measurement and Evaluation options Department of Educational Foundations and Science Education respectively in the Faculty of Education University of Nigeria, Nsukka. The reliability of the instrument was determined using split-half test method and computed with Cronbach Alpha which yields a coefficient of 0.82. The data collected were analyzed using means scores and standard deviation. The findings of the study revealed that politics; inadequate funds, poor planning and bureaucratic red-tape syndrome constitute challenges to the implementation of UBE policy in Nigeria. Based on the findings, it was recommended that successive government should consolidate on the existing policy plans for sustainability as well as strengthen the (PRS) units of both universal basic education board (UBEB) and ministry of education (MOE).

Key words: Universal basic education (UBE), policy implementation challenges, Nigeria public junior secondary school administrators.

INTRODUCTION

Education in Nigeria as well as world over has been adopted as instrument par excellence for economic growth and national development. That is why the national policy on education in Nigeria was emphatic that education is no longer a private enterprise but a huge government venture that has witnessed a progressive evolution of government complete and dynamic intervention, and active participation (FRN, 2004).

The national goals as articulated in the Nigeria’s national development plan of 1970s and enshrined in the National Policy on Education were to be achieved using education as the driving force. Since then, Nigeria
government has been making concerted efforts to actualize these objectives through many failed educational policies and programmes such as the universal primary education (UPE) scheme, early child care development and education (ECCDE), nomadic and almajiri education programmes. It is part of the efforts that the universal basic education (UBE) programme was launched in 1999. It is regrettable that for over 50 years of self-rule in Nigeria, she is still battling to improve her education system in spite of several technical and financial assistances from international organizations like the United Nations Education, Scientific and Cultural Organization (UNESCO), United Nations Children’s Education Funds (UNICEF) and World Bank.

All this while, there is no doubt that Nigeria formulate very sound policies in education similar to what is obtainable in advanced countries like Britain and United States of America but one will be tempted to ask why her education system is still at a very low level going by the 2013 report of National Assessment of Learning Achievement in Basic Education conducted by Universal Basic Education Commission of general poor pupils and students performance in all subjects which were attributed to short in supply of instructional materials, poor school environment among others.

This has made many education observers and practitioners to believe that the major problem facing education in Nigeria is not the absence of informed, rational and thoughtful educational policy, but the lack of political will on the part of those charged with the responsibility of supervising the implementation of these policies (Akindutire et al., 2011). What is on the lips of many well-meaning Nigerians is why are education policies in Nigeria not well implemented before formulating and or introducing a new one.

The concept of policy

Policy is an official statement of government intentions on different sectors of government. It is the activities involved in getting and using power in public life and being able to influence decision that affects a country or a society (Asamonye et al., 2015). This implies that policies take long processes to be formulated, decided upon, adopted, implemented, violated, evaluated, revised and rescinded. For instance, the national policy on education which provides the principles, guideline, programmes, persons, contents, methods, supervision and evaluation of in-put/output process to achieve educational goals in Nigeria did not spring up overnight. It came into being as a result of many conferences and high powered committees that brainstormed to put together what we know today as a National Policy on Education (NPE) which has been revised in 1981, 2004, 2008 and 2013. It is in this regard that Okunamiri (2010) defined educational policies as course of action recommended and adopted by the leaders (government agents, political power? as expedient or essential to the issues and problems of education which may take the form of ordinance, code, edict, decree or law dependent on the type of government in place.

In the same vein, Osokoya (2011) stated that educational policy is the statement of intentions of the government and the envisaged means of achieving those aspects of its national objectives that have to rely on the use of education as a tool. The concept of educational policy therefore denotes the determination of major educational objectives, the selection of methods of achieving and the continuous adaptation of existing programmes to the problems that face a government.

Education policy in the context of this study can therefore be described as the collection of laws and rules that govern the operation of an education system. It encapsulates a government’s expressed intentions and official enactments, as well as its consistent patterns of activity or inactivity. Bolaji et al. (2015) opine that education policy intends to bring to life the perspectives, realities and tools for negotiating the political order of education in order to effect the desired improvement in the education system in line with the changing society. It is the ambiance of politics that develops policies which means that politics shape the policies in education. Every government desires to make basic education accessible to all citizens that is why the UBE programme was introduced in Nigeria.

Concept of Universal Basic Education (UBE) in Nigeria

The UBE programme is an education policy formulated to represent Nigeria government strategy for achieving Education for All (EFA) accord. Okoro (2010) described UBE programme as an expression of the strong desire of the government to eliminate illiteracy by raising the level of awareness and general education opportunities of the entire citizenry in Nigeria. The objectives of UBE as contained in the UBE Act 2004 are to:

1) Develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
2) Provide free, universal basic education for every Nigerian child of school going age;
3) Reduce drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency);
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 complementary approaches to the provision and
promotion of basic education;
(5) Ensure the acquisition of appropriate level of
literacy, numeracy, manipulative, communicative and
life skills as well as the ethical, moral and civic values
needed for laying solid foundation for life-long
learning.

The aforementioned Act also provided the legal
framework for the implementation of the UBE programme
but despite all these arrangements, the programme is yet
to be fully implemented after nineteen years of its
launching in 1999. The question in everybody’s mouth is
what was actually wrong? Although education is
generally supposed to be separated from politics but it is
impossible to separate politics from education because it
is the political agenda of the government in power as
presented to the State and National Assemblies that
shapes the policies government adopt to achieve
educational objectives of state and federal governments.

Policies are made by people’s representatives in the
government for the career civil servants to implement
under their supervision. It is this background that politics
has been conceived as a struggle for who gets what?. It
is because politics has to do with lobbying processes for
resources control and or allocation in any given time and
place. Adie et al. (2015) saw politics of education as a
complex inter-relationship among interest groups
across the education structure who wants to serve
particular goals or needs to suit the interest of the
government in place. The story is the same at all levels of
education, and junior secondary school is not an
exception.

Junior secondary schools are institutions controlled and
managed by the government through the universal basic
education board (UBEB) to provide education to those
who have completed primary education, and prepare
them for higher education and or useful living. Although
education is in the concurrent list in the constitution of the
Federal Republic Nigeria, all public junior secondary
schools except unity schools are within the purview of the
state government that notwithstanding, it is the National
policy on Education that gives direction to all levels of
education.

Every public junior secondary school is headed by a
principal usually referred to as school administrator
because he/she is charged with the responsibility to
ensure the realization of the educational objectives at that
level. People are supposed to be appointed by the State
Universal Basic Education Board (SUBEB) to the position
of a principal based on experience and sometimes
through quota system. This basically accounts for the
differences in the managerial ability of the principal vis-à-
vis the school performance. It is the responsibility of the
state government through the appropriate Agencies,
Boards and Ministry of Education to initiate policies and
programmes that will enable her achieve the objectives of
UBE in junior secondary education in their respective
states. This accounts for the differences that are
observed in the area across states and even within a
state.

Overview of policy implementation in Nigeria

It is understandable that every government that comes to
power has its own political agenda which shapes social
programmes, governance structure and public
institutions. These are accompanied with changes
invariably seen as policy change which sometimes are
changes made in order to alter the political balance of
power or even exercise political coercion to manoeuvre
opponent.

It is worthy to note every level of education in Nigeria
has its own fair share of these political intrigues; that is
why Imam (2001) noted that the effect of change in
government (which brings about changes in policy) on
the goals of education and mobilization of resources is a
proof to ineffective implementation of various
programmes canvassed for by the National policy on
Education, and has relegated hopes and optimism to the
back-state. The gap that often exists between policy
formulation and implementation calls for inquiry to identify
factors that constrain the effective implementation of
educational polices especially at the junior secondary
school level.

Okoroma (2001) in his study on the evaluation of the 3-
3 aspect of the National policy on education observed
that the following factors have hindered effective
implementation of the policy. They are:

(1) Inadequate qualified staff
(2) Inadequate physical facilities/equipment
(3) Insufficient funds, and
(4) Non-availability of guidance and counseling services
corroborating these findings

The Department for International Development (DFID)
report according to Yakwan and Alagi (2015) noted that
secondary schools in Nigeria operate in a very
challenging environment, with two few qualified teachers,
poor infrastructure and unpredictable state of funding all
contributing to poor learning outcomes for students in
secondary education.

Similarly, Yakwan and Alagi (2015) identified poor
communication process, capability problem and
dispositional conflicts as general explanations for
unsuccessful implementation of educational policies and
programmes. It is on this back-drop that Yakwan and
Alagi (2015) averred that politics of the nation Nigeria
over the period of democratic rule has hindered a holistic
policy implementation model for the collective interest of
Nigerians, and observed that major education
stakeholders are not involved in the formulation of education policies but are left to implement the policies without the needed resources. They also noted that saddling politicians who have little or no knowledge in educational management with the responsibility of education policy formulation and corruption at all levels have taken their toll on the challenges to the implementation of educational policies and programmes in Nigeria.

Lending voice on the challenges to effective planning and implementation of educational policies and programmes, Nwankwo cited in Ekechukwu (2016:10) maintained that planning and implementation of educational policies in Nigeria is faced with many challenges among which includes:

1. The cart before the horse syndrome
2. Dearth of reliable statistical data
3. Population explosion
4. Depressing economy
5. Bureaucracy
6. Inadequate finances
7. Inadequate qualified manpower and political instability.

In the same vein, Okoroma (2006) identified planning with unreliable data, lack of political will, insufficient funds and corruption as the major hindrances to the implementation of educational policies in Nigeria. Yawe (2015) gave the following reasons for planning in education they are:

1. To clearly identify and define the desired end results of educational operations
2. To ensure that limited educational resources are rationally allocated among the various competing educational demands and programme
3. To ensure that educational interests, needs and demands of various interest groups like students, staff parents and members of the school community are harmonized with those of the society
4. To achieve the national objectives of education, and
5. To avoid wastages by providing just the type and quantity of educational service needed in the society (p.13).

He noted that policy implementation in Nigeria is a problem due to different conflicting factors resulting from poor policy planning; although planning comes first before policy formulation but proceeds implementation. Unfortunately, educational policy plans and goal attainment have been irrevocable due to implementation constraints. It is against this backdrop that Okoroma (2006) maintained that the problem of policy implementation is traceable to the planning stage which comes immediately after policy formulation. She noted that good planning that can facilitate effective implementation ought to consider such factors as the planning environment, social, political, financial and statistical problems. Adzongo and Agbe in Yawe (2015) observed the following factors as constraints to educational policy implementation in Nigeria and they include:

1. The nature of the economy
2. The non-economic factors (culture and tradition, attitudes etc)
3. Tiers of government
4. Availability of resources
5. Public pressure
6. Ambiguity or lack of specificity in policy directives and frequent changes in policy as a result of change in government.

Furthermore, Louis et al. cited in Ekechukwu (2016) pointed out that extensive bureaucratization and fostering hierarchical reporting relationship characteristic of bureaucracy most of the time stifle timely dispensation of duties which invariably delay actions on government policies and programmes in education. Bureaucracy is a system of administration characterized by specialization of functions, adherence to fixed rules and hierarchy of authority usually represented by civil service not elected representatives (Merriam, 2018).

In Nigeria today, the political influence in the education policy issues has negatively impacted on the civil service system that is regarded as a contemporary institution with the purpose of creating an efficient way of organizing public organizations. In numerous instances, many policies have been marred by poor implementation strategies emanating from bureaucratic procedures due to overbearing political influences.

The bureaucrats (civil servants) in the civil service sometimes out of frustration and in defense of their office, device a way of placing obstacles on the policies that are formulated by political officials especially for policies they have contrary views or those that are not of direct benefit to them.

Similarly, Bolaji (2014) contended that the relationships between the bodies of UBE policy implementation in Nigeria are not consistent with the realization of education outcome as it relate to the implementation of basic education policy because of the issue of control. He noted that there is no clear unambiguous and explicitly stated bureaucratic roles defining the agencies of implementation (SUBEBs and MOEs) in the states with regard to UBEimplementation.

The Nigeria’s EFA Development index is less than 0.8 that is why Nigeria is ranked 132 out of 133 countries of the world on the level of implementation of basic education and this scenario has been attributed to government rhetoric without will power (Bolaji, 2014).
public and civil service officials has been alluded as a serious impediment to implementation of education policies in Nigeria (Ezekwesili, 2013). Having reviewed the opinions of scholars on the implementation of educational policies in Nigeria especially the UBE, it is the desire of this study to critically look into the challenges to the implementation of UBE policy in Nigeria and its implications to educational planners.

Statement of the problem

With the introduction of the UBE policy in Nigeria since 1999 to ensure unfettered transition of pupils from primary to junior secondary school, the programme seem not to be fully implemented. Many children are still seen roaming on streets of major cities, towns and villages without being in school. Private primary and secondary schools still flourish despite the exorbitant fees they charge.

Poverty is still ravaging in many families which have resulted to incessant cases of child labour, abuse, abandon and or trafficking. World Bank (2008) UBE assessment report placed the Nigeria’s EFA development index at 0.8 which means that Nigeria ranked 132 out of 133 countries involved in the study on the level of implementation of basic education.

A cursory look at all these aberrations to the aims and objectives of the UBE programmes one will be left with no doubt that something is wrong somewhere. It is on the basis of these that the problem of the study is posed as a question thus: what are the challenges hindering the implementation of the Universal Basic Education (UBE) policy in junior secondary schools.

Research questions

The study is set to achieve its purpose by answering the following research questions:

1. How does politics constitute challenge to implementation of UBE policy in Nigeria?
2. How do funds affect implementation of UBE policy in Nigeria?
3. How does planning affect implementation of UBE policy in Nigeria?
4. How does bureaucracy affect implementation of UBE policy in Nigeria?

METHODOLOGY

The study is survey research designed to examine challenges facing implementation of Universal Basic Education (UBE) policy in Nigeria. The population of the study comprised all the two hundred and twenty one principals in Ebonyi State public secondary schools. Ebonyi state was chosen because it is one of the educationally disadvantage state in Nigeria. Proportionate stratified random sampling technique was use to select 34, 35 and 31 and principals from Abakaliki, Afikpo and Onueke education zones of Ebonyi state. This gave a total of one hundred respondents as the sample size, representing about 45% of target population.

Researcher-structured questionnaire was used as instrument for data collection. The instrument was validated by three experts: two from educational Administration and planning and one from educational administration measurement and evaluation options all from University of Nigeria, Nsukka. The instrument contained twenty questionnaire items with four point rating scale as response options thus: strongly agree (SD) -4 points, Agree (A)-3 points, Disagree (D) -2 point and strongly disagree (SD) – 1 point.

The decision rule was gotten using the mean of the scales thus: \[ \frac{4 +3+2+1}{4} = 2.5 \], which is therefore the criterion reference point at which to accept or not accept an item as agree or disagree. The reliability coefficient of 0.82 was obtained with Cronbach alpha using split-half test method. The researcher administered hundred copies of questionnaire to the respondents with help of three research assistants and collected same after completion which ensured 100 percent return. The data collected were analysed using mean scores and standard deviation.

RESULTS

The results of the data collected from the study were presented on the table and analysed as shown below.

Research question one: How does politics constitute challenge to implementation of Universal Basic Education (UBE) policy in Nigeria?

Table 1 shows that the respondents agree with all the items were perceived influence of politics on implementation UBE policy. This can be seen from the item means which ranges from 2.6 to 3.25.A grand mean of 2.94 and standard deviation of 1.08 indicates normal spread of the scores.

Research question two: How do funds affect implementation of UBE policy in Nigeria?

The data on Table 2 reveals that all the items were agreed by the respondents as perceived influence of funds on the implementation of UBE policy. This is evident from the means which ranges from 2.50 to 3.05. A grand mean of 2.71 and standard deviation of 1.01 shows that the scores are well spread.

Research question three: How does planning affect implementation of UBE policy in Nigeria?

Data analysed on Table 3 indicates that the respondents agreed with all the items as perceived influence of planning on the implementation of UBE policy. Mean scores of the items which ranges from 2.65 to 3.30 with a grand mean of 2.99 and standard deviation of 1.06 are glaring proves of the spread of the scores.

Research question four: How does bureaucracy affect implementation of UBE policy in Nigeria?
Table 1. Mean rating of respondents and standard deviation on how politics constitute a challenge to implementation of UBE policy.

<table>
<thead>
<tr>
<th>Item statement</th>
<th>X</th>
<th>SD decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government in power appoint people who are not professional to be in-charge of school regulatory bodies</td>
<td>2.90</td>
<td>1.46 Agree</td>
</tr>
<tr>
<td>Successive government abandon policies and programmes of her predecessors for a new one</td>
<td>3.25</td>
<td>1.60 Agree</td>
</tr>
<tr>
<td>Most policies are formulated protect the interest of the government power instead of to address problem of common good</td>
<td>2.90</td>
<td>0.94 Agree</td>
</tr>
<tr>
<td>Politicians influence the day to day activities of school administrator s and teachers who implement policies</td>
<td>2.60</td>
<td>0.3 Agree</td>
</tr>
<tr>
<td>Conflict interest by political parties affect implementation of educational, policies in public secondary school.</td>
<td>3.05</td>
<td>1.11 Agree</td>
</tr>
<tr>
<td>Grand mean</td>
<td>2.94</td>
<td>1.08</td>
</tr>
</tbody>
</table>

Table 2. Mean rating of respondent on how funds affect implementation of UBE policy.

<table>
<thead>
<tr>
<th>Item statement</th>
<th>X</th>
<th>SD decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many educational policies are abandoned due to inadequate funds</td>
<td>3.05</td>
<td>1.37 Agree</td>
</tr>
<tr>
<td>Government most of the time formulate educational policies without adequate financial provision for its implementation</td>
<td>2.50</td>
<td>1.93 Agree</td>
</tr>
<tr>
<td>Most funds appropriated for the implementation of educational policies are mismanaged by corrupt government officials</td>
<td>2.60</td>
<td>0.3 Agree</td>
</tr>
<tr>
<td>Funds meant for the implementation of educational policies are sometimes diverted for electioneering purpose</td>
<td>2.50</td>
<td>0.5 Agree</td>
</tr>
<tr>
<td>Over dependence on federal allocation as sole sources of funding education affects policy implementation</td>
<td>2.90</td>
<td>0.94 Agree</td>
</tr>
<tr>
<td>Grand mean</td>
<td>2.71</td>
<td>1.01</td>
</tr>
</tbody>
</table>

Table 3. Mean rating of respondents on how planning affect implementation of UBE policy.

<table>
<thead>
<tr>
<th>Item statement</th>
<th>X</th>
<th>SD decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning with inaccurate statistical data affects the implementation of educational policies</td>
<td>3.0</td>
<td>1.12 Agree</td>
</tr>
<tr>
<td>Unrealistic school census figure adversely affects the implementation of educational policies</td>
<td>2.65</td>
<td>0.45 Agree</td>
</tr>
<tr>
<td>Use of non professionals in planning for education affects implementation of educational policies</td>
<td>3.05</td>
<td>1.15 Agree</td>
</tr>
<tr>
<td>Allocating educational resources without proper school mapping affects the implementation of educational policies</td>
<td>2.95</td>
<td>0.99 Agree</td>
</tr>
<tr>
<td>Poor technological knowhow to obtain relevant statistical data for educational planning hinder implementation of educational policies</td>
<td>3.30</td>
<td>1.57 Agree</td>
</tr>
<tr>
<td>Grand mean</td>
<td>2.99</td>
<td>1.06</td>
</tr>
</tbody>
</table>

implementation of UBE policy in public Nigeria?

Table 4 shows that the respondents agreed to items 18, 19 and 20 as perceived of bureaucracy on implementation of UBE policy. The mean scores of 2.20 and 2.40 for items 16 and 17 indicate that the items were not major perceived influence of bureaucracy on implementation of UBE policy. However, a grand mean of 2.55 attest to the fact that bureaucracy is perceived as having influence on implementation of UBE policy in Nigeria’s junior secondary schools.

DISCUSSION

The result of the data analysed in respect to how politics could constitute challenge to the implementation of UBE policy in Nigeria’s public junior secondary schools shows that politics influence implementation of policies. This implies that all the political factors emphasized on table one have influence on UBE policy in Nigeria’s public junior secondary schools.

This agreed with Bariya et al. (2015) findings that
Table 4. Mean rating of respondents on how bureaucracy affects implementation of UBE policy.

<table>
<thead>
<tr>
<th>Item statement</th>
<th>X</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delay as a result of following strict rules affect implementation of educational policies</td>
<td>2.20</td>
<td>0.78</td>
<td>Disagree</td>
</tr>
<tr>
<td>Non cooperation of the subordinates in carrying out instructions affects the implementation of educational policies</td>
<td>2.40</td>
<td>1.69</td>
<td>Disagree</td>
</tr>
<tr>
<td>Blind submission to rules and regulations as principles of bureaucracy affects implementation of educational policies</td>
<td>2.90</td>
<td>1.25</td>
<td>Agree</td>
</tr>
<tr>
<td>Lack of clear job description/assignment affects implementation of educational policies</td>
<td>2.75</td>
<td>0.46</td>
<td>Agree</td>
</tr>
<tr>
<td>Poor flow of communication as a result of rigid bulk pass hinder implementation of educational policies</td>
<td>2.50</td>
<td>0.55</td>
<td>Agree</td>
</tr>
<tr>
<td>Grand mean</td>
<td>2.55</td>
<td>0.95</td>
<td></td>
</tr>
</tbody>
</table>

political instability, ideology and will affect educational policies and programme implementation in River state of Nigeria. On how funds affect implementation of UBE policy, it was observed that availability of funds has a direct bearing on effective implementation of UBE policy in Nigeria’s junior secondary schools.

Collaborating this finding, Adie et al. (2015) observed that politicization of education funding in Nigeria has seriously affected the access and quality of secondary education in Cross River state of Nigeria. This implies that an adequate fund is a prerequisite to effective implementation of UBE policy in Nigeria’s junior secondary schools.

Finding on how planning affects implementation of UBE policy in Nigeria’s public junior secondary schools in Ebonyi state shows that planning plays important role in ensuring effective implementation of UBE policy. It was gathered that planning with inaccurate data; improper school mapping and poor technological know-how to obtain relevant school data hinder effective implementation of UBE policy.

This finding is in line with Okoroma (2006) where he identified that planning with unreliable data is one of the major hindrances to the implementation of educational policies in Nigeria. The finding on how bureaucracy could pose a challenge to the implementation of UBE policy in public junior secondary schools reveals that excessive red-tape syndrome affects implementation of Universal Basic Education policy.

In support of this finding, Louis et al. cited in Ekechukwu (2016) opined that extensive bureaucratization and frustrating hierarchical reporting relationship characteristic of bureaucracy most of the time stifle quick dispensation of duties which invariably may affect actions on government policies and programmes in Nigerian education. By and large, strict application to rules is not bad as a principle of bureaucracy but hiding under the cover of rule to delay necessary actions becomes a challenge to timely dispensation of duties needful for the realization of educational policies considering the fact that education is a social service-oriented.

Conclusion

The focus of this study is on the challenges of UBE policy implementation in Ebonyi state public junior secondary schools. The political terrain in Nigeria vis-a-vis the states has not been conducive enough to give room for steady implementation of educational policies because every successive government (military or civilian) always wanted to be identified with new policies thereby abandoning the existing ones. Most of the time policies are changed and funds meant for them wasted. Some of these policies are formulated hastily without proper planning simply to favour political interest and sustainability dashed to the wind. Worst still formulations of these policies are bestowed on political office holders who are inexperienced thus making it difficult for them to monitor the implementation of these policies. Here, the career civil servants who were not involved at the formulation stage stifle their implementation through unnecessary bureaucracies.

RECOMMENDATIONS

Based on the findings, the following recommendations were made:

(1) Every successive government should always endeavour to consolidate on the existing policies by providing adequate funds for sustainable implementation:
(2) The planning, research and statistics units Education Boards and Ministries of Education units should be strengthened through capacity building for effective operation as this will help provide government with necessary data planning.
(3) Government should ensure that appropriate measures are put in place for adequate income generation and disbursement to education in order to guard against abuse.
(4) Finally, role conflicts through duplication and
unnecessary bureaucratic bottlenecks involved in decision making should be lessen by making use of committees as these will go a long way in ensuring that policies are effectively implemented at all levels of the education system in Nigeria.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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