

The Need for Paradigm Shift in Political Leadership for the Implementation of the UBE Programme in Ebonyi State, Nigeria

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ABSTRACT

The study investigated the need for a shift in political leadership for the implementation of UBE programme in Ebonyi state, Nigeria. This study adopted a descriptive survey research design. The population comprised of 226 principals of state Government owned secondary schools in Ebonyi state, Nigeria. Census sample technique was used, so the sample size remains 226 principals since the entire population was involved. The instrument for data collection was the researchers' self structured questionnaire titled "Political Leadership for the implementation of Universal Basic Education (UBE) Programme Questionnaire (PLIUBEP). The instrument received content validity from one expert in Educational management and reliability was established using Cronbach's alpha procedure and it yielded 0.67 which was accepted to be reliable. Data collected from the respondents were analyzed using Mean (\bar{x}) to answer the three research questions that guided the study, while t-test statistics was used to test the hypotheses at 0.05 level of significance. Any Mean score of 2.5 and above were adjudged strongly agreed while Mean scores from 2.49 and below was adjudged disagreed. The findings revealed that shift to teacher oriented activities, ICT facilities; adequate funding will enhance the implementation of UBE programme in Ebonyi state. Based on the findings, it was recommended among others that Ebonyi state should avoid playing politics especially when it comes to activities that are teacher related especially at basic education level.

Keynote: Political Leadership, UBE programme and Ebonyi State, Nigeria.

INTRODUCTION

There is a strong believe that education has remained a powerful gadget for development all over the world especially in a developing country like Nigeria, viewing from socio-economic, technology and political perspective [1,2]. So education remains the root of growth in every economy. In line with this observation, countries like Britain made their government policies to focus education role in human capital development [3]. This implies that education is more than a means of fostering accelerated economic growth and modernization, it serves as a powerful link with liberalization and political independence. The colonial period showed several efforts to eradicate illiteracy in Nigeria but following Nigeria's independence in 1960, the efforts to eradicate illiteracy in Nigeria assumed greater momentum [4]. It is of a truth that the educational system operating in Nigeria then appears too classical when it comes to

the local needs and aspiration of the country. They started seeing the colonial 6-5-2-3 education policy as inadequate in terms of responding to the needs of the people and development of the nation [4]. This created urgent need to clarify issues in Nigeria education system, especially as it relate to philosophy, goals and objectives of education that would best serve the needs of the Nigeria people. Successive governments have recognized education as an essential tool for national and international development. Even in the year 1990, Nigeria joined the 187 countries of the world to adopt the Jomtein declaration of education for all initiative and subsequently launched the UBE programme in 1999, all these efforts is to accord education priority looking at its importance. However in spite of the government efforts, Nigeria still harbor fifth largest number of illiterates in the world. According to [5], out of the number of illiterates in the world,

Nigeria has a 2.790 share of the world total in 1990, but recorded 2.9 percent between 2000 and 2021. Now, since the inception of the political dispensation, the political leaders saw the importance of education flowing from Jomtein declaration, decided to launch UBE programme at Sokoto in 2000 which education is to be free, compulsory and universal at basic level. There is need to point out that for the objectives of UBE to be achieved, good government must see it as a need to make money available at least to meet up with [6] view which said Education should be in governments' priority list and should not be taken less than 26% of the country's entire budget. At this point there is need to note that the programme never see the light of the day when it comes to funding in this country, especially at the state level like Ebonyi state. Education which is supposed to be serve as a growth catalyst seems to be at the mercy of the unsuitable political leaders that normally present wonderful manifesto which will appear to get lost immediately they assumed office.

Literature Review

Education is always a useful instrument for the development of any country. It is a powerful instrument for the increase in country's production capacity [7]. The author maintained that the importance of education led to the introduction of UBE programme since it will help to realize the objectives of education for all initiative Federal Republic of Nigeria (2004) has also adopted education as an instrument per excellence for national integration, socio-economic development and technological growth. The objectives of the UBE specifically, as stated in the UBE blue print and cited in [8] include:

- Developing in the entire citizenry, a strong consciousness for education and a strong commitment to its vigorous promotions.

Implication of Nigerian Political Leadership on UBE Implementation

Authorities in Education [3,4,6] contended that UBE implementation has been besieged by a range of entropic forces that resulted from targeted political leadership. These include the problem of funding, policy analysis,

More so, UBE provided for teachers ideological training at least in every two years, which has been caged by the tragedy brought about by political continuity (where everyone want to remain another political office till death) of the country. Also, the programme was designed to embrace ICT age which is still a dream at our basic education level. Therefore, Nigerian government need to be refocused as it relates to implementation of the UBE programme in terms in terms of provision of fund, teachers development and provision of ICT facilities. The political behaviour of our leaders both at federal and state government level which manifested on their level of negligence of education sector need a rethink if our education programmes are to succeed. Looking at the assertion presented so far, it would stand to mean that government need to retrace their steps when it comes to the implementation of educational programme like UBE. Hence, the need for the investigation on the need for paradigm shift in political leadership for the implementation of UBE programme in Ebonyi state.

- Providing free UBE to every Nigeria child of school age;
- Reducing drastically the incidence of drop out from the formal school system (through relevance, quality and efficiency).
- Catering for the learning need of young persons who have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education;
- Ensuring the acquisition of the appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for the life-long learning.

inadequate provision of ICT facilities by the government, inability to blend theory with practice, infrastructural and facilities lacunae and poor teacher development. A retrospective view suggested that the Universal Primary

Education was undermined by the same forces, as such; it is important that all political leaders pay serious attention

and have a rethink over issues that relate to politics in the leadership of education system.

Statement of the Problem

The trend and recent development in Nigerian secondary school system need critical attention. The politics attached to the management/leadership of secondary education in Nigeria has been an issue of great concern. Observation has shown that politics has to a large extent influence teachers' development, provision of funding and ICT facilities in the state. These ugly situations appear to be habitual in leadership of education

in the state. These resulted to appointment of unqualified teachers as school principals, poor infrastructural facilities as a result of poor funding. Also, students' not being able to appreciate the use of computer to competes favourably outside the state. Hence the exploration of the need for paradigm shifts in the political leadership for the implementation of the UBE programme in Ebonyi state.

Research Questions

The following research questions guided the study:

1. How does paradigm shift in political leadership to quality supervision and evaluation enhance the implementation of the UBE programme in Ebonyi state?
2. How does paradigm shift in political leadership to qualitative

teacher development improve the implementation of the UBE programme in Ebonyi state?

3. How does paradigm shift in political leadership to adequate funding enhance the implementation of the UBE programme in Ebonyi state?

Hypothesis

Ho₁: Paradigm shift to political leadership has not significantly enhanced quality supervision for implementation of UBE programme in Ebonyi state.

Ho₂: Paradigm shift to political leadership has not significantly improved quantitative teacher

development for implementation of UBE programme in Ebonyi state.

Ho₃: Paradigm shift to political leadership has not significantly improved adequate funding for implementation of UBE programme in Ebonyi state.

METHODOLOGY

This study employed descriptive survey research design. The total population consists of seven thousand, one hundred and thirty (7,130) teachers and two hundred and twenty six (226) principals in the public secondary schools in Ebonyi state. Proportionate stratified random sampling techniques were used to select the sample for the study. Five percent (5%) of teachers and five percent (5%) of the principals respectively, that is 368 respondents formed the sample size. The instrument for data collection was the researchers' self structured questionnaire titled "Political Leadership for the Implementation of UBE Programme (PLIUBEP)". Four points rating of VGE, GE, LE and VLE formed the response pattern. The instrument is made up of parts, A and B. Part A contained the bio-data of the respondents, while part B contained

15 items in respect to the three research questions that guided the study. Three experts (two from Educational Management and one from Test and Measurement) all from Ebonyi state University determined the face validity of the instrument. Test-retest method was used to establish the reliability of the instrument using 5 principals and 25 teachers from Enugu state. Their responses were correlated using person product moment and the result yielded a coefficient of 0.85 indicating high reliability. The copies of the questionnaire were administered directly on the respondents and the results were collated and analyzed using Mean (\bar{x}) and Standard Deviation (SD) for research questions while t-test statistics at 0.05 level of significance was used to test the hypotheses that were formulated for the study.

RESULTS

Research question 1: How does paradigm shift in political leadership to quality supervision and evaluation enhance the implementation of the UBE programme in Ebonyi state?

Table1: Mean scores of respondents on how paradigm shift in political leadership to quality supervision and evaluation enhanced the implementation of the UBE programe

S/n	Items	Teacher		Principal		Decision
		\bar{X}	S.D	\bar{X}	S.D	
1	Notification of teachers before the actual supervision prepares them for quality delivery.	3.17	0.83	3.06	0.70	GE
2	Highlight on the aim of supervision beforehand focus teachers teaching quality.	3.33	0.77	3.16	0.88	GE
3	Ready to entertain questions that may arise from teacher help teacher to correct their mistakes.	3.05	0.79	3.14	0.88	GE
4	Providing necessary instructional materials at teachers' disposal make them for implementation of educational programs.	3.15	0.94	2.99	0.87	GE
5	Giving feedback for correction improves teachers' performances.	2.99	0.855	3.19	0.82	GE
Grand Mean/S.D		3.1		3.11		GE

Result on table (1) shows that items 1, 2, 3, 4 and 5 indicated great extent, however, the grand mean of teacher and principals showed 3.14 and 3.11 respectively implying that the paradigm shift in political leadership to quality supervision and evaluation will actually

enhance the successful implementation of the UBE programme in Ebonyi state.

Research Question 2: How does paradigm shift in political leadership to qualitative teacher development improve the implementation of the UBE programme in Ebonyi state?

Table 2: Mean scores of principals and teachers on how paradigm shift in political leadership to quality teacher development enhanced the implementation of the UBE programme

S/n	Items	Teacher		Principal		
		\bar{X}	S.D	\bar{X}	S.D	Decision
6	Refining teacher programmes to depict current teaching issues.	2.93	0.86	3.23	0.87	GE
7	Making provision for teachers pre-train before assuming work in the classroom.	3.07	0.86	3.13	0.86	GE
8	Making provision for teachers' in-service training while on the job help them to be current in the implementation of education program.	3.19	0.89	3.22	0.83	GE
9	Ensuring that teachers' receive ideological orientation at least once in every two years so as to make them novel.	2.56	1.10	3.42	0.79	GE
10	Giving teachers orientation immediately they assume the teaching job, so as to help them to face teeming population brought about by free education.	2.72	0.95	3.50	0.61	GE
Grand Mean/S.D		2.89		3.30		GE

Result on table (2) shows that all items (6, 7, 8, 9 and 10) as indicated in the table 2 above were in agreement on how paradigm shift in political leadership to quality teacher development enhance the implementation of the UBE programme. The grand mean of teacher and principals imply that paradigm shift in political

leadership to quality development enhance implementation of UBE programme in Ebonyi state.

Research question 3: How does paradigm shift in political leadership to adequate funding enhance the implementation of the UBE programme in Ebonyi state?

Table 3: Mean scores of teachers and principals on how paradigm shift in political leadership to proper funding enhanced the implementation of the UBE programme

S/n	Items	Teacher		Principal		
		\bar{X}	S.D	\bar{X}	S.D	Decision
11	Allocating fund for the recruitment of quality teachers at basic level.	3.19	0.82	3.06	0.70	GE
12	Making funds available for the provision of instructional materials.	2.72	0.95	3.50	0.71	GE
13	Making funds available for the provision of the students text book and writing materials.	3.16	0.82	3.42	0.80	GE
14	Making funds available for the provision of school plants.	3.07	0.86	3.23	0.87	GE
15	Allocating funds for pupils' feeding.	3.13	0.85	2.93	0.86	GE
	Grand Mean	2.89		3.30		GE

Result on table (3) shows that all items (11, 12, 13, 14 and 15) were strongly agreed by the respondents. More so, the grand mean of both teachers and principals showed 2.89 and 3.30 which also stand for strongly agreed. By implication, it means that paradigm shift to adequate funding will enhance the implementation of UBE programme in Ebonyi state.

Ho₁: There is no significant difference in the mean ratings of principals and teacher on how paradigm shift in political leadership to quality supervision and evaluation enhance the implementation of the UBE programme in Ebonyi state.

Table 4: Z-test on mean rating of teachers and principals on the extent paradigm shift in political leadership to quality supervision and evaluation enhance the UBE programme

Variable	\bar{X}	SD	2-CAL	Z-CAL	DECISION
Teacher	2.89	0.93	1.81	1.96	NS
Principals	3.30	0.79			

Key: NS= Not Significant

With Z-critical of 1.96 and Z- calculated of 1.81, table 4 shows that the null hypothesis is accepted. This is because the Z- cal of 1.81 is less than the Z- critical of 1.96. Therefore, it was accepted that paradigm shift in political leadership to qualify supervision and evaluation will enhance

UBE implementation as observed by teachers and principals.

Ho₂: There is no significant difference in the mean ratings of principals and teacher on how paradigm shift in the political leadership to quantitative teacher development enhance the implementation of the UBE programme in Ebonyi state.

Table 5: Z-test on mean rating of teachers and principals on how paradigm shift in political leadership for teachers development enhance the UBE programe

Variable	\bar{X}	SD	Z-CAL	Z-CAL	DECISION
Teacher	3.14	0.86	1.76	1.96	NS
Principals	3.11	0.86			

Key: NS= Not Significant

Table 5 as presented above shows that the null hypotheses is accepted since the Z-critical of 1.96 is more than the Z-calculated of 1.76. This implies that there is no significant difference in the opinion of teachers and principals on how paradigm shift in political leadership to qualitative teacher development will

enhance the UBE implementation in Ebonyi state.

Ho₃: There is no significant difference in the mean opinions of principal and teacher on how paradigm shift in the political leadership to adequate fund enhance the implementation of the UBE programme in Ebonyi state.

Table 6: Z-test on mean rating of teachers and principals on how paradigm shift in political leadership to adequate funding will enhance the UBE programe in Ebonyi state.

Variable	\bar{X}	SD	Z-CAL	Z-CAL	DECISION
Teacher	3.07	0.86	1.38	1.96	NS
Principals	2.89	0.93			

Key: NS= Not Significant

Table 6 above shows that the Z-calculated value of 1.38 is less than the Z-critical value at $P \leq 0.05$ level of significance. This implies that paradigm shift in political

leadership to adequate fund of education will enhance the UBE implementation in Ebonyi state.

DISCUSSION

Result on table 1 shows that secondary school teachers and principals agree to a great extent that paradigm shift in political leadership to quality supervision and evaluation enhance the implementation of the UBE programme in Ebonyi state. Also in hypotheie 1, the result on table 4 shows that teachers and principals responses in respect to research question one did not differ significantly. This finding of the study is in agreement with the observation made by [4] who confirmed that government actual need to shift from aold method of inspection where teachers are visited without pre-information to new approaches of preparing the teacher before the actual supervision of the implementation of policies in education. Result on table 2 shows that both teachers and principals attest to the fact that paradigm shift in political leadership to qualitative teacher development will enhance UBE implementation in Ebonyi

state. Also, the hypothesis on table 5, the result shows that teachers and principals response as it concerns shift to quality teachers development as it relate to UBE implementation did not differ significantly. In view of the above, government removal of politics in teachers' training and prearation to production of quality teachers will enhance the effective implementation of UBE programme in Ebonyi state. This is in line with the idea of [8] who noted that government always neglected development of teachers especially in Ebonyi state and this hampers their output in implementation of any education related programme in the state. Result on the table 3 shows that both teachers and principals as well agreed that paradigm shift in political leadership to proper funding will to a great extent enhance the implementation of the UBE programme in Ebonyi state. The hypothesis as presented on table 6 also did not show any significant

difference in the mean opinions of teachers and principals in terms of shift to proper funding and UBE implementation. This is in consonance to the view of [2], who noted that government poor attention and not able to meet the recommendation of

CONCLUSION

Based on the findings of this study it is concluded that due to out dated view of government who neglect the education section as a result of not been profit oriented venture, and this led to the failure of UPE, and this as well facing the present UBE programme and will lead its disastrous and end if there is no change in

Ede and Nwigboji UNESCO since the year 2000 when it comes to the funding of educational programmes has been the major reason for the poor implementation of educational policies in Nigeria.

the pattern. It thereby became necessary that government shift their old method to quality supervision and evaluation, qualitative teacher development and proper funding for the successful implementation of UBE programme. These will to great extent enhance the actualization of UBE objectives.

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