



OOUJES

VOLUME 8, NUMBER 2, SEPTEMBER 2018

ISSN 0794-2885

**OLABISI ONABANJO UNIVERSITY
JOURNAL OF EDUCATIONAL STUDIES**

**OLABISI ONABANJO UNIVERSITY
JOURNAL OF EDUCATIONAL
STUDIES (OOUJES)**



Vol. 8, No. 2 September, 2018

**A PUBLICATION OF FACULTY OF EDUCATION,
OLABISI ONABANJO UNIVERSITY,
AGO-IWOYE.**

Editorial Board

- Editor-In-Chief - Professor Mustapha Olalekan Arikewuyo
Managing Editor - Professor 'Lasun Gbadamosi

Dr. Muiyiwa Adeyemi
Dr. Busurat Adekola
Dr. Afuwape, M. O.
Dr. Sesan Mabekoje
Dr. S. A. Okueso
Dr. Fejoh Johnson
Dr. Abolaji Bukki

Consulting Editors

Professor 'Niyi Benedict
Prof. O. P. Olagunju
Professor O. A. Oyedeji
Professor Tola Oduyale
Professor Taiwo Edun
Professor R. Alaba Adenuga

Table of Contents

1.	Comparative Analysis of Access to and Quality of Education in Fee-Free and Private Basic Schools in Nigeria <i>Prof. Lasun Gbadamosi & Dr. Muhammed Lanre Akinloye</i>	1
2.	Comparative Analysis of Records Keeping and Records Management in Public and Private Universities in Nigeria <i>Prof. E. D. Nakpodia</i>	10
3.	Comparative Analysis of Auditing and Compliance Functions in Public and Private Universities in Nigeria <i>Dr. Samuel U. Amanze</i>	24
4.	Comparative Analysis of Students Evaluation in Public and Private Senior Secondary Schools in Nigeria <i>Osakwe R. N.</i>	36
5.	Comparative Analysis of Administrative Structure of Private and Public Universities in Nigeria <i>Dr. Jonathan Chinaka Nwosu</i>	42
6.	Comparative Analysis of Discipline and Organization Effectiveness in Public and Special Libraries in Nigeria <i>Dr. Daniel Emojorho</i>	56
7.	Comparative Management of Public and Private Education Enterprises in Nigeria <i>Professor Kola Adeyemi & Dr. (Mrs) Famous-Izedonmi Bosede O.</i>	66
8.	Comparative Analysis of Existing Trends of Basic and Post Basic Schools in Nigeria <i>Felicia Kikelomo Oluwalola & John Oluyemi Egbibi</i>	86
9.	Influence of Evaluation, Motivation and Computer Competency on Lecturers' Job Performance in Babcock University, Ilishan-Remo, Ogun State, Nigeria <i>Dr. Oyinloye, C.A. & Prof. Aderanti, R.A., Tayo, A.S, Ph.D; & Adeoye, A.O, Ph.D</i>	98

10. **Social Studies Teachers' Awareness of and Attitude to Environmental Education in Ibadan, Nigeria**
Babalola S. Itasanmi 106
11. **Perceived Parenting Variables And Undergraduates Academic Achievement In Civics Education: Any Significant Correlation?**
Dr. Olufunmilayo Iyunade & Dr. Afolabi Olubela 116
12. **Potentials of Transformative Learning in Effective Teaching of Civics and Citizenship Education in Nigeria**
Dr. Afolabi Olubela 132
13. **Teaching and Learning in Business Education: Professional Competence of Business Educators and Students' Academic Performance in Junior Secondary Schools**
Olugbenga Adeyanju, Akintola 141
14. **Assessment of the Availability and Use of ICT Facilities in Teaching English Language in Yagba East Secondary Schools, Kogi State**
Dr. Fatimayin Foluke Florence 148
15. **The Effect of Reading Skills on The Academic Performance of Secondary School Students in Odogbolu Local Government Area of Ogun State**
Dr. Adekola Busurat Oluwakemi & Oluseun F. Lawal 158
16. **The Place of Early Childhood Education in Achieving Universal Basic Education in Nigeria**
'Wole Badmus 164

Comparative Analysis of Existing Trend of Basic and Post Basic Schools in Nigeria

Felicia Kikelomo Oluwalola

*Department of Educational Management,
University of Ilorin, Kwara State, Nigeria.*

&

John Oluyemi Egbebi

*National Institute for Educational Planning and
Administration (NIEPA) Ondo, Nigeria.
yemiegbibi@yahoo.com
Tel: 08033447559*

Abstract

Education is the primary agent of transformation towards sustainable development that increases people's capacities to transform their visions for society into reality and all countries strive for quality education for their sustainable development. This paper analysed the existing trend of basic and post education programme and its implementation in Nigeria. The concept of practice in basic and post basic schools were lucidly exposed in terms of the expected goals as contained in the National Policy on Education; factors militating against basic education and the consequence on learners in post basic schools; major challenge of poor academic performance in basic and post basic schools. The paper concludes that post basic school is dependent on basic school which is the foundational school. All challenges associated with basic schools and the consequences automatically will affect the products of post basic schools in terms of learners' academic achievement. The paper recommends among others that the contents of the National Policy on Education in Nigeria for basic and post basic education should be decoded rightly and implemented by the concerned stakeholders vis-a-vis the government, Director of Planning, Research and Statistics, Director of Quality Assurance, Head Teachers, Principals including parents and other. Professional teachers trained through regular training and retraining programmes must reach in basic and post basic schools and their remunerations must be paid as when due.

Keywords: Basic Schools, Post Basic Schools, Existing Trend, National Policy on Education

Introduction

Education is the primary agent of transformation towards sustainable development. It increases people's capacities to transform their visions for society into reality and all countries strive for quality education for their sustainable development (Ministry of Finance and Economic Planning (MINECOFIN), 2005). Education as a fundamental human right and an essential means to ensure that all Nigerians realize their full potentials. Education as the only weapon of implementation of curriculum, places special emphasis on basic education as a priority area within the Poverty Reduction Strategy Papers (PRSP) because of the strong correlation between education and improved economic opportunities and better life (MINECOFIN, 2005). In Nigeria, basic education is structure into basic education for children aged 5-15 years. It encompasses kindergarten 1 year, 6 years of primary education and 3 years of Junior Secondary Education while post basic education apply in 3 years of Senior Secondary Schools and Technical College (Federal Republic of Nigeria, FRN, 2013).

Purposes and aims for basic education and post basic education are many and varied but all aimed at achieving basic knowledge and skills for entrepreneurship, wealth generation and educational advancement for individual and national development. Basic education is expected to provide quality input in terms of crop of pupils into the post basic schools while post basic education prepares students for higher institutions. Nevertheless, foundational education at the basic level is significant. Basic education, can generally be categorized into three, namely; human rights, equity, and socio-economic development and the right to education in developing countries receives its inspiration and platform from the 1948 United Nations General Assembly, which adopted the Universal Declaration of Human Rights (Ogawa & Nishimura, 2015). Article 26 of the declaration propounds the right to education as follows: "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.

Elementary education shall be compulsory" It is the education that articulates the formal, informal and non-formal approaches for the development of human potentials (Nwaji, 2009). A carefully conceived and implemented basic school system is the steering point for national development and sound economic growth (Oduolowu, 2004). There have been more recent international instruments which call for increased access to education for all the children; and among the key ones are the International Convention on the Rights of the Child of 1989, the Dakar Framework for Action, and the Millennium Development Goals adopted in 2000. Of truth, this is the foundation education for all children of school age upon which other levels of education builds on. The generally accepted UNESCO definition of universal basic education as the enrolment of all children aged 6-11 years plus 10 percent additional capacity to allow for repetition (Omari 1983). Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children is one important commitment made in the provision of qualitative education at this level.

Post basic education is the immediate school to take over the basic-pupils of basic schools for further education for the attainment of entrepreneurial and vocational job-specific skills for self-reliance and for agricultural, industrial, commercial and economic development.

The Goals of Basic and Post Basic Education

According to FRN (2013), the goals of basic education are to: provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement; provide patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities; inculcate values and raise morally upright individuals capable of labour; inspire national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, ethnic and socio-economic background; and provide opportunities for the child to function effectively in the society within the limits of the child's capacity while that of post basic education are to: provide holders of the basic education certificate and junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background; offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles; provide trained manpower in the applied science, technology and commerce at sub-professional grades; provide entrepreneurial and vocational job-specific skills for self-reliance and for agricultural, industrial, commercial and economic development; develop and promote Nigerian languages, art and culture in the context of world's cultural heritage; inspire students with a sense for self-improvement and achievement of excellence; foster patriotism, national unity and security and security education with an emphasis on the common ties in spite of our diversity; and raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour (FRN, 2013).

Factors militating against Basic Education

The driver of basic education in Nigeria is the Universal Basic Education Commission at the national level and State Universal Basic Education Board across all states. UBE implement basic education programme in line with policy on education coupled with the enabling UBE act of 2004. Existing literatures indicated that previous attempts to achieve basic education in developing countries faced problems in its supply-driven policies, unclear mechanisms, and declined quality of education (Sifuna 2007; Ogawa & Nishimura, 2015). The past experiences in poor countries such as Nigeria and Kenya also show that basic education policy implementation was prone to be affected by economic crisis (Obasi, 2000; Sifuna, 2007). Having a number of existing lessons in the past, however, the current basic education policy severely lacks analytical studies on its impacts and challenges beyond school enrolment (Nishimura, *et al.* 2008).

Furthermore, some researchers have indicated the recent uniformity of the educational policies that prevail in the developing countries and suggested that there should be studies to examine how these seemingly similar policies are responding to the capacity and needs of each country (Ogawa, & Nishimura, 2011). Many education programmes through the enactment of policies in Nigeria have come and gone with their implantations but, there placed a fundamental problem with the learning achievement of learners. African states are expected to generalize access to quality basic education as the bedrock for the sustainability and viable development on the continent and the world in general (Salami, 2004).

According to Keta (2003) and Nwaji, (2009), the Universal Basic Education (UBE) programme suffers a lot of set-backs to its effective implementation as outlined below:

- 1) **Poor planning:** Planning arrangement on human and non-human resources in schools at all levels are inadequate and as such are overcrowded with a teacher-pupil ratio of 1:76 in some urban areas. Educational structures have deteriorated, a situation that became pronounced in the last 10 years, while schools have been criticised for their curriculum relevance and mismanagement resulting in high dropout and low completion rates (The Comet, 2000). Also, the teachers-pupils' ratio in most of the basic schools stand at 1:42/50/150/200 whereas the projected teacher-pupil ratio should stand at 1:30/35 (FGN, 2013).
- 2) **Problem of inaccurate data/statistics:** Basic school learners' enrolment increased from 2,912,618 in 1960 to 14,078,473 in 1996; an increase of 383% (FGN/UNICEF/UNESCO/UNDP, 2003). Also, between 1996 and 2008, the Basic School learners' enrolment went up geometrically to 24,768,497 with 55.56 per cent being boys while 44.44 per cent were girls. At the same time, the number of Basic school teachers as at 2008 stood at 591,041 (Bamimore, 2012).
- (3) **Inadequate funding:** Report from Burrup and Vern (1982) in the United State of America, Bishop (1990) in Great Britain and Lopez Acevedo (2001) in Mexico showed that available funds for primary education are inadequate in African countries. Managers of schools have ceaselessly complained and blamed the government for inadequate provision of funds instead of exploiting their managerial skills to prudently use what is available to achieve the set goals.
- 4) **Paucity of qualified teachers through regular training and retraining;**
- 5) **Inadequate infrastructures and facilities:** National Primary Education Commission (NPEC 1990/1991);
- 6) **Lack of learning materials and equipment;**
- 7) **Poor programme supervision monitoring;**
- 8) **Irregular payment of teachers' salaries.** Amuchie, Asotibe and Audu (2013) reported that in the last 15 years, primary and secondary schools' teachers under

the action of the Nigerian Union of Teachers (NUT) had gone on strikes of different durations for 22 consecutive periods. In 2010, Oyo State primary and secondary school teachers went on strike for almost 13 weeks (July–Sept, 2010) for the implementation of 27.5% wage increase.

Consequence of the Challenges of Basic or Foundational Education

Feelers from researchers and scholars showed that there appeared to be a fundamental consequence of basic education as inherited from the earlier identified challenges. The worth of education is measured by the quality of its output (Egbebi, 2016). The products of basic schools have been found to be defective in relation to their academic performance. There is diminishing quality of outputs of educational institutions at various levels in Nigeria and many of the outputs of educational institutions are now myopic in academic competency and quality thus implying that all is not well with the system that is producing them (Olagunju, 2012). Many basic school products are mediocres who display low quality in public conversation and examinations (Simkins in Adeyemi, 2008). The relevance of foundational education, that is basic education, is important because people garbage in and garbage out. Cases of mass failure are amazing and are causes of worry to stakeholders in education who have committed much funds to the training of basic school pupils (Adebisi & Adebajo, 2006).

Academic achievement refers to the level of performance, accomplishment or success in school. However, academic achievement is the core of educational growth (Aremu & Oluwole, 2001). Jansen (2004) defined academic achievement as the process of developing the capacities and potentials of individual pupils so as to prepare them to be successful in a specific society or culture.

According to Kwaji (2007), proposed implementation blueprint, operational strategies and approaches put forward for the successful implementation of the scheme are stated as follows.

- 1) Enactment of necessary legislation
- 2) Articulation of enabling policies
- 3) Sensitization and mobilization of the group
- 4) Adequate funding
- 5) Optimal allocation and efficient utilization of resources
- 6) Adequate teacher training, recruitment and motivation
- 7) Effective coordination of activities
- 8) Encouragement and stimulation of the active participation of the private sector, non-governmental and voluntary agencies as well as local communities in the scheme.
- 9) Establishment of working partnerships and collaboration with the international communities and donor agencies; and
- 10) Regular supervision, monitoring and evaluation of the scheme UBE (2001).

Causes of Poor Academic Performance in Basic Schools

Many studies have been conducted to determine the factors affecting the academic achievement of basic school pupils. The question now is whether academic achievement of pupils at basic school level could be traced to some identified factors that could determine it among the pupils? It could also be referred to as the achievement by learners of objectives related to various types of knowledge and skills – cognitive, affective and psychomotor. According to Imogie (2012), education requires huge sum of money to finance. He furthered that, the required equipment and other teaching materials for science and Technological education are not yet enough in the public primary schools. Imogie (2012) refers to this as “Learning systems” which should enhance pupils learning achievement? My view is that we, the managers of education in public primary schools, have been largely ineffective in facilitating learning among our pupils.

Egbebi (2016) opined that learners' readiness, home-school factors and instructional management strategies are major factors that could influenced pupils' academic achievement in schools. Other vital factors which may affect the poor academic performance of basic school pupils could equally be traced to the policy statements and implementation as regards the goals of basic education as discussed in the context of this paper.

According to the National Centre for Education Statistics [NCES] (2002), when looking at basic schools, number of factors comes into play which include; Academic reputation and college preparation; School size and Class size; Safety reputation; Special programs; Costs; Religious and Moral instruction; Location and Ideology.

Moreover, Teacher Remuneration constitute a significant factor that influences pupils' performance in basic schools. Remuneration refers to payment or compensation received for services or employment. This includes the base salary and any bonuses or other economic benefits that an employee or executive receives during employment, (Investopedia, 2017). Thus teacher remuneration refers to the total compensation received by a teacher, which includes not only the base salary but options, bonuses, expense accounts and other forms of compensation. Consider the case of South-Western States' Teachers in the basic and post basic schools in the recent time. Teachers' salaries are not paid as at when due up till present.

Furthermore, other questions for considerations on the issue of poor academic performance of pupils regarding the goal of basic education schools include:

- Have basic schools actually provided the child with basic knowledge for entrepreneurship, wealth generation and educational advancement?
- Do we have adequate provisions of school plant construction, equipment and human and non-human materials for the implementation of the basic school curriculum?

- Are there the opportunities for the child to develop manipulative skills that will enable him to function effectively in the society both at the basic and post basic schools?
- What can we say about the security challenges that are working against the academic progress of pupils schools such as the case of kidnapping, rapping among others in basic and post basic institutions?
- What about the role of relevant stakeholders including government, community and private efforts in the setting and monitoring of standards, supply of school inputs and the rest?
- What about the rate of out of school children as reported by UNESCO and other international non-governmental organisations in basic and post basic institutions? According to UNESCO (2013), 78 per cent of Nigerian children in their locality are out of school during the school hours each day and that 57 per cent of Nigerians support United Nations Educational, Scientific and Cultural Organisation (UNESCO) reports of Nigerian having the highest number of children out of school in the world. UNESCO Education for All Global Monitoring Report (EAGMR) released in June, 2013 revealed that Nigeria holds the world record of having the highest number of its young people out of school with approximately 10.5 million kids out of school children since 1999 (UNESCO, 2013).

Putting all these developments together as regards the level of academic performance of pupils at the basic /post basic schools and simultaneously, the ultimate effect on the post basic schools, has not yield the expected learning outcomes in internal and external examinations given cognisance to performance of students in the senior secondary schools. The issue of poor academic achievement of students in senior secondary schools in Nigeria has been of much concern to all and sundry. The problem is so much that it has led to the widely acclaimed fallen standard of education in Nigeria at large (Yusuf & Adigun, 2010). Over time, students' academic achievement in both internal and external examinations had been used to determine excellence in teachers and teaching (Ajao, 2001). The reason for this development result was due to defective foundation of schooling of pupils in basic schools and secondary education is a very critical level of any educational system. This is because it is the bedrock on which higher education is built (Federal Republic of Nigeria, 2013).

Cases of mass failure in examinations, particularly in the Senior School Certificate Examinations (SSCE) are now prevalent. Data in table 1 show the dismal performance of candidates in May/June Senior School Certificate Examination (SSCE) 2014/2015 session:

RESULTS STATISTICS FOR WASSCE 2014/2015 SUMMARY

S/N	State Name	TOTAL NO. OF CANDS			5 Credits and above including English and Mathematics			
		Male	Female	Total Sat	Male	Female	Total	Percentage
1	Anambra	23,009	28,709	51,718	14,985	19,109	34,094	65.92
2	Abia	26,689	29,610	56,299	15,347	17,600	32,947	58.52
3	Edo	33,079	31,330	64,409	18,479	18,763	37,242	57.82
4	Bayelsa	10,585	9,345	19,930	5,562	4,967	10,529	52.83
5	Rivers	31,897	32,461	64,358	16,566	17,402	33,968	52.78
6	Enugu	20,425	25,686	46,111	10,787	13,148	23,935	51.91
7	Lagos	71,700	74,864	146,564	32,334	34,885	67,219	45.86
8	Imo	21,900	24,459	46,359	8,514	10,325	18,839	40.64
9	Delta	25,449	25,311	50,760	19,064	10,301	20,365	40.12
10	Kaduna	58,149	42,213	100,362	20,484	16,030	36,514	36.38
11	Ebonyi	12,761	12,677	25,438	4,652	4,518	9,170	36.05
12	Ekiti	11,373	10,905	22,276	3,570	3,960	7,530	33.80
13	Ondo	20,323	18,474	38,797	6,439	6,133	12,572	32.40
14	Akwalbom	29,143	29,997	59,140	8,729	9,743	18,472	31.23
15	Abuja	8,433	9,720	18,153	2,612	2,956	5,568	30.67
16	Kwara	18,302	15,543	33,845	5,058	4,941	9,999	29.54
17	Kano	42,089	23,990	66,079	10,892	7,611	18,503	28.00
18	Ogun	35,156	35,318	70,474	9,313	9,561	18,974	26.92
19	Benue	29,339	21,794	51,133	7,884	5,851	13,735	26.86
20	Kogi	24,230	18,785	43,015	5,978	4,746	10,724	24.93
21	CrossRiver	24,781	21,805	46,586	5,561	4,918	10,479	22.49
22	Osun	24,421	23,251	47,672	4,885	4,651	9,536	19.54
23	Plateau	28,805	23,647	52,452	5,850	4,359	10,209	19.46
24	Oyo	39,340	38,332	77,672	7,491	7,263	14,754	19.00
25	Nassarawa	27,991	19,307	47,298	4,891	3,730	8,621	18.23
26	Niger	31,025	20,790	51,815	4,982	4,229	9,211	17.78
27	Taraba	15,481	9,107	24,588	2,329	1,433	3,763	15.30
28	Borno	19,350	12,633	31,983	2,845	2,021	4,866	15.21
29	Katsina	30,298	13,245	43,543	2,868	1,681	4,549	10.45
30	Adamawa	17,700	12,535	30,235	1,510	1,136	2,646	8.75
31	Jigawa	13,546	4,247	17,793	944	386	1,330	7.47
32	Sokoto	18,321	7,070	25,391	1,193	616	1,809	7.12
33	Zamfara	21,975	7,391	29,365	1,337	617	1,954	6.65
34	Kebbi	19,074	7,541	26,616	1,356	320	1,676	6.30
35	Gombe	12,356	7,146	19,502	5833	514	1,107	5.68
36	Bauchi	19,501	9,831	29,332	196	852	1,548	5.28
37	Yobe	11,040	4,261	15,388	487	256	743	4.85
	Total	929,045	763,330	1,692,375	268,047	261,432	529,479	31.29

Source: WAEC May/June 2014 Report

The situation could not show appreciable improvement in the subsequent years. Such cases of mass failure are amazing and are causes of worry to stakeholders in education who have committed much funds to the training of the students with the hope that they would perform better and be employed at the end of their training. Regarding the importance of teachers in general, Armentano (2003) argued that teachers are the most important influence on student progress, even more important than socioeconomic status and school location. Furthermore, Darling-Hammond (2000) concludes that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics.

Conclusion

The paper analysed the existing trend of basic and post education programme and its implementation in Nigeria. The concept of practice in basic and post basic schools were lucidly exposed in terms of the expected goals as contained in the National Policy on Education; factors militating against basic education and the consequence on learners in post basic schools; major challenge of poor academic performance in basic and post basic schools. The paper concludes that post basic school is dependent on basic school which is the foundational school. All challenges associated with basic schools and the consequences automatically will affect the products of post basic schools in terms of learners' academic achievement.

Recommendations

The paper recommends among others that:

The contents of the National Policy on Education in Nigeria for basic and post basic education should be decoded rightly and implemented by the concerned stakeholders vis-à-vis the government, Director of Planning, Research and Statistic, Director of Quality Assurance, Head Teachers, Principals including Parents and others.

Professional teachers trained through regular training and retraining programmes must teach in basic and post basic schools and their remunerations must be paid as and when due.

Quality data must be collected on human and non-human resources in the basic and post basic schools for effective and efficient distribution of school resources.

Teachers must be made to stay in a particular class for a range of time that learners will complete the class and receive commendation for outstanding performance in their classes.

More concentration in terms of school resources and distribution during implementation must be given to basic education towards improvement in learning achievement of pupils.

References

- Adebisi, F., & Adebajo, M.A. (2006). Effect of single parenthood on the behaviour and academic performance of secondary school students in integrated science in *Olabisi Onabanjo University Journal of Education Studies*, 6 (2), 212-217.
- Adeyemi, T. O. (2008). The influence of class-size on the quality of output in primary schools in Ekiti State, Nigeria. *American-European Journal of Scientific Research*, 3(1), 7-14.
- Ajao, W. (2001). *Cadbury is determined to move education forward*. Vanguard December, 27, 16.
- Amuchie, A. A., Asotibe, N. & Audu, C. T. (2013). An appraisal of universal basic education in Nigeria. Creative Commons Attribution-Non-Commercial 3.0 Unported License <http://creativecommons.org/licenses/by-nc>.
- Aremu, O.A. & Oluwale, D.A (2001). Gender and birth order as predictors of normal pupils' anxiety pattern in examination. *Ibadan J. Educ. Studies*, 1(1) 1-7.
- Armentano, D. (2003). Let's re-think class-size amendment. Cato Institute, Washington D.C. Retrieved at <http://www.cato.org/cgi-bin/scripts/printtech.cgi/dailys/17-01-17.html> accessed on 17.01.17
- Bamimore, P.O. (2012). Crisis in the universal basic education management in Nigeria: The Need for Stakeholders' Intervention. *Advancement of the Theory and Practice in Education*. Osogbo; Osun State University First Annual Conference of Education, Anchor Print Limited.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Educational Policy Analysis Archives*, 8(1).
- Egbebi, J. O. (2016). Learners' readiness, home-school factors, instructional management strategies and academic achievement of private primary school pupils in Oyo State, Nigeria. *Unpublished Ph.D. Thesis*, Olabisi Onabanjo University.
- Economics of Education Review* 20(4), August 2001, Pages 389-399 available at <http://www.sciencedirect.com/science/journal/02727757> accessed on 22/02/17.
- Federal Republic of Nigeria. (2013). *National Policy on Education*, Lagos: NERDC Press.
- Imogie, O. (2007). Critical perceptions about educational management, teaching and learning on lecture titled "*With Effective Management, All Students Can Learn: No Excuses or Exceptions*". Internet download on 23rd November, 2012.
- Investopedia (2017) <http://www.investopedia.com/terms/r/remuneration.asp>

- (Retrieved 18. Jan., 2017).
- Keta I.M. (2003). *Universal Basic Education (UBE): Problems and prospects*. Department of Liberal Studies, Abdu Gusau Polytechnic, Talata, Mafara.
- Ministry of Finance and Economic Planning. (2005). *Poverty reduction strategy. Annual progress report*, Kigali (unpublished).
- National Centre for Education Statistics [NCES]. (2002). *Schools and staffing survey (SASS: 1999-2000)*. Washington D.C., USA.
- Nishimura, M., & Ogawa, K. eds. (2008). *A comparative analysis on universal primary education policy, finance, and administrative systems in sub-saharan Africa: Findings from the Field Work in Ghana, Kenya, Malawi, and Uganda*. Kobe: Kobe University.
- Nishimura, M., & Ogawa, K. eds. (2009). *Universal primary education policy in sub-Saharan-Africa: comparative analysis of Ghana, Kenya, Malawi, Uganda, and policy recommendations*. Kobe: Kobe University.
- Nishimura, M., Takashi, Y., & Yuichi, S. (2008). Impacts of the universal primary education policy on educational attainment and private costs in rural Uganda. *International Journal of Educational Development*, 28(2), 161-175.
- Nwaji, N. (2009). Implementing the universal basic education (UBE) programme: Issues and problems. *Unpublished Journal Article*.
- Obasi, Emma. (2000). The impact of economic recession on UPE in Nigeria." *International Journal of educational Development*, 20(3), 189-207.
- Oduolowu, E. A. (2004). Repositioning the primary school curriculum for global education: An attempt through the UBE programme in assuring quality in school practices and strategies. *First National Conference, Institute of Education OOU, Ago-Iwoye, Nigeria*, 146-151.
- Ogawa, K., & Nishimura, M. (2015). *Comparative analysis on universal primary education policy and practice in Sub-Saharan Africa*, *International Review of Education*, 1-11.
- Ogawa, K., & Nishimura, M. (2011). *Universal primary education policy and quality of education in Sub-Saharan Africa: Case Study of Ghana, Kenya, Malawi, and Uganda*. Kobe: Kobe University.
- Olagunju, O. P. (2012). Counselling psychology and creativity: Tools in reforming the Nigerian education system. *60th inaugural lecture, Olabisi Onabanjo University, Ago Iwoye*. Olabisi Onabanjo University Press, Ago Iwoye.
- Omari, I. M. (1983). *Universal primary education in Tanzania*. Ottawa: International Development Research Centre.

- Salami, K.A. (2004). *Provision and management of school facilities for the implementation of UBE*. The Ogun State Experience in Fagbamiye, E.O., Babalola, J.B. (EDs): Management of Primary and Secondary Education in Nigeria. Ibadan: NAEP.
- Sifuna, Daniel N. (2007). The challenge of increasing access and improving quality: An analysis of universal primary education interventions in Kenya and Tanzania since the 1970s." *International Review of Education*, 53, 687-699.
- The Comet (2000). 1.12m.Children for U.B.E. scheme. April 26, 2000, 1-2.
- UNESCO. (2013). Nigeria has the highest number of out of school children in the world. *The Nigerian Education Times*; 51(24).
- West African Examination Council (2014). WASSCE May/June 2014 Report
- Yusuf, M. A., & Adigun, J. T. (2010). The influence of school sex, location and type on students' academic performance. *International Journal of Education Science*, 2(2) 81-.