Enrolment Analysis and Teacher Requirements for the Universal Basic Education Programme in Kwara State, Nigeria

T.O. Adeyemi
Department of Educational Foundations and Management, University of Ado-Ekiti, P. M. B 5363, Ado-Ekiti, Nigeria

Abstract: This paper examined the pupils’ enrolment and teacher requirement in primary and junior secondary schools for the Universal Basic Education in Kwara State, Nigeria. As an ex-post facto and descriptive research, the study population embraced all the 818 schools (561 primary and 167 secondary schools) in the State. The sample was identical with the population as all the schools were involved in the study. The instrument used to collect data was an inventory while the data collected were analyzed using percentages. It was found that the average enrolment growth rate in primary schools was 3.7% while that of the junior secondary schools was 3.8%. The number of teachers at post in the schools did not match the number required in each of the years. The State government would require additional 9128 teachers in primary schools and 4244 teachers in junior secondary schools by the 2017. It was then concluded that not much has been done in achieving the basic education in the State. Based on the findings, it was recommended that the Kwara State Government should recruit more teachers for all primary and junior secondary schools in the State annually in order to meet up with achieving the objectives of the Universal Basic Education programme and National Policy on Education.

Key words: Enrolment, teacher, requirements, universal, basic and education

INTRODUCTION

Kwara State, Nigeria was created form the old Northern Region of Nigeria in 1967. Although informal education had been going on in the State since ancient times, formal education started with the arrival of the European Christian Missionaries in the 1800s. Their arrival saw the establishment of primary schools. This was later followed by the establishment of secondary schools. The number of primary schools in the State rose to 1171 in 2004, while the number of junior secondary schools increased to 237 during the same period. (Kwara State, Nigeria Ministry of Education, 2005). Although the enrolment of pupils in the schools also increased considerably perhaps because of the increased socio-political awareness among the people which made them to see the need for self-improvement. As such, pupils’ enrolment in primary schools rose to 524,130 in 2004, while that of secondary schools increased to 7126 during the same period. Likewise, the number of teachers in primary schools rose to 14,071 in 2004, while that of secondary schools was 7126 (Kwara State Nigeria Ministry of Education, 2006).

The rise in the number of primary and secondary schools in the state as well as in pupils’ enrolment in the schools was perhaps due to the introduction of the Universal Basic Education (UBE) in 1999. Although a similar programme like the Universal Primary Education had been put in place since 1976, such, programme had yielded no meaningful result because it not fully implemented (Adeniji, 2003). As such, the newly inaugurated Universal Basic Education in the State seems to be vigorously pursued as to bring about an increase in the number of schools and in pupils’ enrolment in the schools. Although the federal government of Nigeria had launched the Universal Primary Education (UPE) in 1976, the scheme failed because of the problems of insufficient funding, limited infrastructure, inadequate number of teachers and poor management resulting from improper planning. (Adesua, 1981; Olubor and Unyimadu 2001; Bassey and Archibong, 2001). As such, it was in 1999 that universal education in the real sense of the word started in Nigeria (FGN, 2000).

The Universal Basic Education was the result of the 1948 Universal Declaration of Human Rights, which stipulated the right of every citizen in the World to education. Every member nation of the United Nations including Nigeria is signatory to this declaration. Nigeria is also signatory to a number of international educational agreements on basic education including the 1990 Jomtien declaration and Framework for Action on basic education for all (Jomtien Conference, 1990); the 1991 New Delhi declaration on the R-9 countries (i.e. the nine countries with the largest concentration of illiterates) together with those held in Racife, Brazil in January 2000 on a massive reduction of illiteracy in those countries. Other agreements to which Nigeria is signatory include Ouagadougou 1992 Pan-African Declaration on the education of girls and women; 1995 Amman Re-affirmation calling for the implementation of the Jomtien recommendations; 1998 Durban statement of commitment on the promotion of education for all and the African Union decade of education in Africa (1997 to 2006) on Inter-African co-operation on education with emphasis on basic education (Obanya, 2000).
The Universal Basic Education (UBE) was perhaps the aftermath of the fact that the Nigerian Federal Government viewed with concern the ever-increasing dropout of children of school going age. This has consequently led to serious socio-cultural problems with the attendant disorientation and distortions in the value systems. Hence, the scheme was formally, launched on Thursday 30th September, 1999 (Adeniji, 2003). The objectives of this programme as stated in the ‘Implementation Guidelines’ include the developing in the citizenry a strong consciousness for education and strong commitment to its vigorous promotion. The programme covers the first nine years of schooling, 6 years in primary schools and 3 years in the junior secondary schools.

The purpose of the Universal Basic Education in Kwara State, Nigeria is to grant children a free access to education. It is to expose the child to positive learning experiences that will help him earn a living after the junior secondary school. It aims at providing the child with basic skills in reading and writing as well as numerical skills within the first nine years of schooling. These skills would provide them with the ability to lead a meaningful live and contribute to the development of their society at the conclusion of their education. Towards this end, the Kwara State Government intended to direct its policy towards increased enrolment of pupils at school and ensuring that there are equal educational opportunities at all levels. The government therefore focused its policy at ensuring universal access to basic education as well as creating a conducive learning environment in schools (Kwara State Nigeria Ministry of Education, 2006).

Pupils’ enrolment could be examined in any of the following forms namely entry rates, enrolment ratios, sex ratio, pupil – teacher ratio or progression or grade ratio. Entry rate, for instance, is the flow of children of school age into each level of educational system from successful leavers at the preceding level. Enrolment ratio is the ratio of the number of pupils of a given age enrolled in school to the size of the population in that age-group (Akinwumiju and Owolabi, 1991; Bahalola, 2003; Ayodele, 2005). Sex ratio on the other hand is the ratio of the number of boys to the number of girls in a population while the pupil – teacher ratio is the ratio of the number of pupils to a teacher in a school. The progression or grade ratio is the ratio of the total number of pupils enrolled in a class in a particular year to the total number of pupils enrolled in the previous class in the preceding year. All these ratios are of considerable importance in the projection of future pupils’ enrolment and teacher requirements.

In determining teacher requirements in the schools, projections are used based on past trends. Projections are used to determine how many pupils would be enrolled in a school and how many teachers would be available at some future time, assuming no changes occur in the educational system while past trends remain unchanged. This could be done using the grade ratio model, student flow model or the growth rate model (Owolabi and Akinwumiju, 1992). The grade ratio model is used if data are limited to enrolment by grade only. In the student flow model, the enrolment of pupils in a grade is projected as a function of the number of students promoted from the preceding grade during the previous years plus the number of students repeating the same grade. The growth rate model is most commonly used method. It involves making projections through the use of enrolment growth rates (Akinwumiju, 1995).

Although the literacy rate in the country is still 52% (Bahalola, 2000), there seems to be disparities in the quality and access to education in the State. In 1999, for instance, the transition rate from primary to junior secondary schools was 61% while in 2000 it decreased to 54% (Kwara State Nigeria Ministry of Education, 2001). This confirmed Aghenta’s (2001) findings that only 16.8 million pupils were enrolled in Nigerian primary schools in 2000 out of a population of 118 million people in the country. He also reported that out of the 14 million children of secondary school age, only 5 million children (35%) enrolled in junior secondary schools. Against this background, this study investigated the enrolment trend in primary and junior secondary schools in Kwara State, Nigeria. It then made projections for future pupils’ enrolment and teacher’s requirement for the Universal Basic Education in the State.

Statement of the Problem: The continued appearance of school age children hawking along the streets of major towns in Kwara State, Nigeria called for immediate attention. The non-schooling gap created as a result of this is unprecedented while the dropout rate continues to increase (Aghenta, 2001). Although the Universal Basic Education programme has taken off in the state, it seems that the programme has not been placed on a sound footing. The failure rate of pupils in schools is unprecedented (Oderinde 2003; Adeyegbe, 2003) while the school system seems to have been plagued with various vices such as moral decadence, truancy, indiscipline and total neglect (Obanya, 2000). The issue of whether pupils’ enrolment were increasing or decreasing in primary and junior secondary schools in Kwara State, Nigeria was the problem which this study intended to examine. In addressing this problem, the following research questions were raised.

Research Questions:

- What is the enrolment growth rate in primary and junior secondary schools in Kwara State, Nigeria?
- Are there adequate number of teachers in primary and junior secondary schools for the Universal Basic Education in the State?
- What are the average class- size and teacher – pupil ratio in primary and junior secondary schools in the State?
- What is the projection of pupils’ enrolment in primary and junior secondary schools in the State between years 2008 and 2017?
• What is the projection of teachers for the Universal Basic Education in the State between years 2008 and 2017?

MATERIALS AND METHODS

This study adopted the ex-post facto and descriptive research design of the survey type. It was also an ex-post facto research as it was an after fact or after event study (Gay, 1996). It was descriptive in the sense that it was a form of planned collection of data from a large population for the purpose of analyzing the relationships between variables (Oppenheim, 1992). The study population embraced all the 818 schools (561 primary and 167 secondary schools in the State. The sample was identical with the population as all the schools were involved in the study. The headteachers of the schools were the respondents in the study.

The instruments used for the study were two inventories, one for primary schools and the other for the junior secondary schools. Each of the inventories requested data on the name of the school, pupils’ enrolment, number of classes, number of teachers and amount allocated to the schools for capital and recurrent expenditures. The content validity of the instrument was determined by 5 experts in educational management who matched all the items of the inventory with the research questions to ascertain whether or not the instrument actually measured the intended content area of the study (Gay, 1996). The instruments were administered through the use of research assistants. Returns were received from 612 schools (560 primary and 162 junior secondary schools). The data collected were analyzed using frequency counts and percentages.

RESULTS

Question 1: What is the enrolment growth rate in primary and junior secondary schools in Kwara State, Nigeria?

In answering this question, data on the enrolment trend for five years (2002 to 2007) in primary and junior secondary schools in Kwara State, Nigeria were collected through the inventory. In calculating the enrolment growth rate, the increase in school’s enrolment in a given year is divided by the previous years’ enrolment and multiplied by 100 (Akinwumiju, 1995; Adeyemi, 2004). Thus:

\[
E_R = \frac{E_t - E_{t-1}}{E_{t-1}} \times 100
\]

Where \( E_R \) = Enrolment growth rate; \( E_t \) = Enrolment in year \( t \) (present year); \( E_{t-1} \) = Enrolment in year \( t-1 \) (previous year).

Using this process, the enrolment growth rate in primary and junior secondary schools in the State from 2002 to 2007 is shown in Table 1.

<table>
<thead>
<tr>
<th>Years</th>
<th>Primary Schools</th>
<th>Junior Secondary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Pupils' Enrolment</td>
<td>Total Pupils' Enrolment</td>
</tr>
<tr>
<td></td>
<td>Growth Rate</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>484,625</td>
<td>210,760</td>
</tr>
<tr>
<td>2003</td>
<td>501,843</td>
<td>219,401</td>
</tr>
<tr>
<td>2004</td>
<td>524,130</td>
<td>226,642</td>
</tr>
<tr>
<td>2005</td>
<td>542,475</td>
<td>236,159</td>
</tr>
<tr>
<td>2006</td>
<td>565,259</td>
<td>244,188</td>
</tr>
<tr>
<td>2007</td>
<td>580,156</td>
<td>254,201</td>
</tr>
<tr>
<td></td>
<td>Average Growth Rate 3.7</td>
<td>Average Growth Rate 3.8</td>
</tr>
</tbody>
</table>

As indicated in Table 1, there was a gradual rise in enrolment in both primary and junior secondary schools in the state from 2002 to 2007. The enrolment growth rate varies from year to year in the schools. The average enrolment growth rate for primary schools was 3.7% while that of the junior secondary schools was 3.8%. Fig. 1 shows the graphical representation of students’ enrolment in primary and junior secondary schools in the State. The enrolment growth rate was higher in the junior secondary schools than in the primary schools (Fig. 1).

Question 2: Are there adequate number of teachers in primary and junior secondary schools for the Universal Basic Education in the State?

Answering this question, data on the number of teachers required in primary and junior secondary schools in the State were collected through the inventory. Data on the number of teachers at post in all the schools were also collected. The data were analyzed using frequency counts and percentages. The findings are presented in Table 2.

In Table 2, there was a gradual rise in pupils’ enrolment in the primary schools from 2002 to 2007. There was also a rise in the number of teachers at the schools. Nonetheless, the number of teachers available in the schools did not match the number required. There were shortages in the number of teachers in each of the years. The shortages were 692 in 2002, 6656 in 2003, 7698 in 2004, 7659 in 2005, 7840 in 2006 and 8558 in 2007. In the junior secondary schools, the findings are presented in Table 3.

In Table 3, pupils’ enrolment increased from 210,760 in 2002 to 254,201 in 2007, while the number of teachers at post rose from 6798 to 9415 during the same period. The number of teachers at post in the junior secondary schools also did not match the number required. In each of the years, there were shortages in the number of teachers in the schools. The shortages for example, were 2120 in 2002, and 3815 in 2007. Fig. 2 shows the graphical representation of number of teachers required and at post in primary schools in the State.

It was observed that the shortages increased as the enrolment of pupils in the schools increased, indicating that shortfall in the number of teachers is a function of a rise in pupils’ enrolment (Fig. 2). Fig. 3 shows the graphical representation of the number of teachers required and at post in junior secondary schools in the State.
enrolment in the schools as well as the total number of teachers at post were also collected. Class-size is the number of pupils per class in a school. It is computed by dividing the number of pupils in a school by the number of classes using the following formula (Adeyemi, 2004).

$$CS = \frac{TNP}{TNC}$$

Where: $CS =$ Average class-size, $TNP =$ Total number of Pupils enrolled and $TNC =$ Total number of classes.

In computing the teacher-pupil ratio in the schools, data on the enrolment of pupils in primary and junior secondary schools were collected. Data on the number of teachers in post in the schools were also collected. The teacher-pupil ratio is the ratio of the number of pupils to a teacher in a school. It is computed by dividing the total number of students in a school by the total number of teachers in the schools (Adeyemi, 2004).

$$TPR = \frac{TNP}{TNT}$$

Where $TPR =$ Teacher –pupil ratio; $TNP =$ Total number of pupils; $TNT =$ Total number of teachers. Table 3 shows the average class-size and the average teacher-pupil ratios in primary in Kwara State, Nigeria for years 2002 to 2007.

As indicated in Table 3, the class-sizes and teacher-pupil ratio varied across the years. The average class-size was found to be higher than the average teacher –pupil ratio in the primary schools. The average class-size was 29 while the average teacher-pupil ratio was 1:26. The class-sizes and teacher-pupil ratios in the junior secondary schools from 2002 to 2007 are shown in Table 4.
Table 2: Number of teachers required and Number at post in primary and junior secondary schools

<table>
<thead>
<tr>
<th>Years</th>
<th>Total Pupils' Enrolment</th>
<th>Total Number of classes</th>
<th>Number of teachers required @ 1/2 teachers per class</th>
<th>Number of teachers at post</th>
<th>Shortfall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>484,625</td>
<td>16,154</td>
<td>24,231</td>
<td>17,308</td>
<td>6923</td>
</tr>
<tr>
<td>2003</td>
<td>501,843</td>
<td>17,305</td>
<td>25,958</td>
<td>19,302</td>
<td>6656</td>
</tr>
<tr>
<td>2004</td>
<td>524,130</td>
<td>18,073</td>
<td>27,110</td>
<td>19,412</td>
<td>7698</td>
</tr>
<tr>
<td>2005</td>
<td>542,475</td>
<td>19,572</td>
<td>29,358</td>
<td>21,699</td>
<td>7659</td>
</tr>
<tr>
<td>2006</td>
<td>565,259</td>
<td>19,720</td>
<td>29,580</td>
<td>21,740</td>
<td>7840</td>
</tr>
<tr>
<td>2007</td>
<td>580,156</td>
<td>20,582</td>
<td>30,873</td>
<td>22,115</td>
<td>8558</td>
</tr>
</tbody>
</table>

primary School

junior secondary schools

<table>
<thead>
<tr>
<th>Years</th>
<th>Total Pupils' Enrolment</th>
<th>Total Number of classes</th>
<th>Number of teachers required @ 1/2 teachers per class</th>
<th>Number of teachers at post</th>
<th>Shortfall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>210,760</td>
<td>7268</td>
<td>10,902</td>
<td>8782</td>
<td>2120</td>
</tr>
<tr>
<td>2003</td>
<td>219,401</td>
<td>8091</td>
<td>12,137</td>
<td>8985</td>
<td>3152</td>
</tr>
<tr>
<td>2004</td>
<td>226,642</td>
<td>8267</td>
<td>12,401</td>
<td>9066</td>
<td>3335</td>
</tr>
<tr>
<td>2005</td>
<td>236,159</td>
<td>8664</td>
<td>12,996</td>
<td>9083</td>
<td>3913</td>
</tr>
<tr>
<td>2006</td>
<td>244,188</td>
<td>8891</td>
<td>13,337</td>
<td>9767</td>
<td>3570</td>
</tr>
<tr>
<td>2007</td>
<td>254,201</td>
<td>9350</td>
<td>14,025</td>
<td>10210</td>
<td>3815</td>
</tr>
</tbody>
</table>

Average Class-size 29 Average Teacher-pupil Ratio 1:26

Table 3: Average Class-size and Teacher-pupil Ratio in Primary Schools

<table>
<thead>
<tr>
<th>Years</th>
<th>Total Pupils' Enrolment</th>
<th>Total Number of classes</th>
<th>Class-size</th>
<th>Number of teachers at post</th>
<th>Teacher-pupil ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>484,625</td>
<td>16,154</td>
<td>29</td>
<td>17,308</td>
<td>1:28</td>
</tr>
<tr>
<td>2003</td>
<td>501,843</td>
<td>17,305</td>
<td>29</td>
<td>19,302</td>
<td>1:26</td>
</tr>
<tr>
<td>2004</td>
<td>524,130</td>
<td>18,073</td>
<td>29</td>
<td>19,412</td>
<td>1:27</td>
</tr>
<tr>
<td>2005</td>
<td>542,475</td>
<td>19,572</td>
<td>28</td>
<td>21,699</td>
<td>1:25</td>
</tr>
<tr>
<td>2006</td>
<td>565,259</td>
<td>19,720</td>
<td>29</td>
<td>21,740</td>
<td>1:26</td>
</tr>
<tr>
<td>2007</td>
<td>580,156</td>
<td>20,582</td>
<td>28</td>
<td>22,115</td>
<td>1:26</td>
</tr>
</tbody>
</table>

Average Class-size 29 Average Teacher-pupil Ratio 1:26

Table 4: Average Class-size and Teacher-pupil Ratio in Junior Secondary Schools

<table>
<thead>
<tr>
<th>Years</th>
<th>Total Pupils' Enrolment</th>
<th>Total Number of classes</th>
<th>Class-size</th>
<th>Number of teachers at post</th>
<th>Teacher-pupil ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>210,760</td>
<td>7268</td>
<td>29</td>
<td>8782</td>
<td>1:24</td>
</tr>
<tr>
<td>2003</td>
<td>219,401</td>
<td>8091</td>
<td>27</td>
<td>8985</td>
<td>1:24</td>
</tr>
<tr>
<td>2004</td>
<td>226,642</td>
<td>8267</td>
<td>28</td>
<td>9066</td>
<td>1:25</td>
</tr>
<tr>
<td>2005</td>
<td>236,159</td>
<td>8664</td>
<td>28</td>
<td>9083</td>
<td>1:26</td>
</tr>
<tr>
<td>2006</td>
<td>244,188</td>
<td>8891</td>
<td>27</td>
<td>9767</td>
<td>1:25</td>
</tr>
<tr>
<td>2007</td>
<td>254,201</td>
<td>9350</td>
<td>27</td>
<td>10210</td>
<td>1:25</td>
</tr>
</tbody>
</table>

Average Class-size 28 Average Teacher-pupil Ratio 1:25

Table 4 shows a comparison between the class-sizes and the teacher-pupil ratios in junior secondary schools in the State. The findings show that the average class-size was also higher than average teacher-pupil ratio in the junior secondary schools. The average class-size was 28 while the average teacher-pupil ratio was 1:25. However, the shortfall in the number of teachers at post found in this study suggests that teachers in junior secondary schools in the State are insufficient.

Question 4: What is the projection of pupils’ enrolment in primary and junior secondary schools in the State between years 2008 and 2017?

In answering this question, data on the number of pupils enrolled in primary and junior secondary schools in the State for years 2002 and 2007 were collected through the inventory. The projection of enrolment was made using the following formula.

\[ PE = (Et - 1) \times (AEGR) + (Et - 1), \]  

(Adeyemi, 2004):

Where,

\[ PE = \text{projection of enrolment}; \]

\[ Et - 1 = \text{Enrolment in year } t - 1 \text{ (previous year)} \]

while \( AEGR = \text{Average Enrolment Growth Rate} \).

Using the formula and the base year 2007 pupils’ enrolment of 580,156 and the average growth rate of 3.7% for primary schools as well as pupils’ enrolment of 254,201 and average growth rate of 3.8% for junior secondary \{JS\} schools found in this study (Table 1), the projected numbers of pupils for the Universal Basic Education in Kwara State, Nigeria for the period 2008-2017 are shown in Table 5.

As revealed in Table 5, it was found that the projected enrolment of pupils for primary schools in...
Kwara State, Nigeria will be 834,319 by 2017 while the projected enrolment of pupils in the junior secondary schools would be 369,107. This shows that an additional 254,163 pupils are expected to enroll in primary schools in the State by the year 2017 while an additional 114,905 pupil are expected to enroll in the junior secondary during the same period.

Question 5: What is the projection of teachers for the Universal Basic Education in the State between years 2008 and 2017?

In projecting the requirement of teachers for the future, the following were considered the annual enrolment growth rate of 3.7% for primary and 3.8% for the junior secondary schools, as well as a teacher-pupil ratio of 1:29 for primary schools and 1:29 for junior secondary schools. The projected number of teachers required is computed by dividing the projected enrolment of pupils in the primary and junior secondary schools in the state by the respective teacher–pupil ratios (Adeyemi, 2004). Using the base year 2007 number of teachers at post of 22,961 for primary schools and 10,520 for the junior secondary schools in the State, the projected for the Universal Basic Education (UBE) in Kwara State, Nigeria indicated in Table 5.

As shown in Table 6, the projected number of teachers for the Universal Basic Education Programme in primary schools in Kwara State, Nigeria would be 32,089 by 2017, while the projected number of teachers in the junior secondary schools would be 14,764 by the same year. This shows that the State government would require additional 9128 teachers in primary schools and 4244 teachers in junior secondary schools by the year 2017. Although changes in pupils’ enrolment might bring about changes in the number of teachers required, the projection has provided an insight into what teachers requirements would be by the 2017 such that adequate planning could be started in earnest in achieving the goals and objectives of the national Policy of Education (FGN, 2004) of providing education for all.

DISCUSSION
In the foregoing analysis, pupils’ enrolment and teacher projection for the Universal basic education in Kwara State, Nigeria were examined. One salient finding was that the enrolment growth rate in primary schools in the State was 3.7% while that of the junior secondary schools was 3.8%. The findings agreed with the findings made by earlier researchers (Adeyemi, 1998; Obanya, 2000). The finding was however contrary to the findings made by other researchers (Adeyemi, 2004).

The findings indicated that the number of teachers at post in primary and junior schools in the State did not match the number required in each of the years agreed with earlier findings (McNamara, 1995; Aghenta, 2001; Rice, 2004). The shortfall in the number of teachers in the schools shows that adequate planning have perhaps not been done in the recruitment of teachers for schools. The finding agreed with the findings made by other researchers (Straker, 1988; Lowe, 1991; Nwadiani, 1996; Tabir, 2003). The finding agreed with the findings of other researchers (Jones, 1997; Aghenta, 2001; MCEETYA, 2006). The finding suggests that teacher provision for the Universal Basic Education in the State have not been vigorously pursued by the State government. This shows that teachers were not adequately available for the Universal Basic Education programme in the State.

The finding on the fact that average class-size was higher than the average teacher–pupil ratio in the primary and junior secondary schools in the State agreed with the findings of other researchers (Correa, 1993; O’Connor, 1994; Dean, 1994; Bain, 1995; Massey, 1997). However, the shortfall in the number of teachers at post in this study suggests that there is insufficient teachers in primary and junior secondary schools in the State. The finding was that the State government would require additional 9128 teachers in primary schools and 4244 teachers in junior secondary schools by the year 2017. This finding was consistent with the findings in earlier studies (Ogbuka, 2000; Onoja, 2005; Obaji, 2006; Olugbile, 2007).

CONCLUSION
The findings from the study have led the researcher to conclude that Kwara State, Nigeria is not yet fully prepared for the Universal Basic Education programme. The evidence is that the number of teachers at post did not match the number required. From the findings the researcher concludes that not much has been done in achieving basic education in the State.
Implications for Future Planning: The increase in the enrolment growth rate in primary and junior secondary schools implies that the State government should start to plan in earnest for the provision of basic infrastructure for the pupils. The shortfall found in this study in the number of teachers in the schools implies that adequate planning for the recruitment of more teachers for schools might not have taken place in the State. The continued expansion in pupils’ enrolment and enrolment growth rate in primary and junior secondary schools in the State implies that there is the need for effective planning for the provision of more places for pupils and teachers for the Universal Basic education programme in the State.

RECOMMENDATIONS

Based on the findings, it was recommended that the Kwara State Government should recruit more teachers for the primary and junior secondary schools in the State in a bid to achieve the objective of the Universal Basic Education programme and the National Policy on Education. In order to set the Universal Basic Education programme on a solid foundation in Kwara State Nigeria, the financial implication for employing more teachers into the schools for the implementation of the programme should always be put in place. The State Ministry of Education should make more efforts in the effective supervision, monitoring and evaluation of Universal Basic Education (UBE) projects in the State.

REFERENCES


MCEETYA Report, 2006. Demand and supply of primary and secondary school teachers in Australia. mailto:teacger.recruitment@edumail.vic.gov.au