

Adequacy of Material Resources Required for Effective Implementation of Upper Basic Education Business Studies Curriculum in Nigeria.

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Abstract

This work is a descriptive survey of the adequacy of the material resources required for effective implementation of upper basic education business studies curriculum in Ebonyi State. Two research questions and two hypotheses guided the study. The entire population of two hundred and forty-one (241) business studies teachers were used for the study. A four point structured questionnaire, with a reliability coefficient of 0.81 was administered on the 241 respondents. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses. The two null hypotheses were accepted at 0.05 significant level. The results showed that business studies facilities are lowly adequate; business studies curriculum, compliant textbooks are lowly adequate; there is no significant difference between the adequacy of business studies facilities in public and private junior secondary schools; and there is no significant difference between the adequacy of business studies curriculum compliant textbooks in urban and rural junior secondary schools. The study recommended that government and other stakeholders should pool their resources together to ensure that business studies facilities and textbooks are adequately provided since education for all is the responsibility of all.

INTRODUCTION

Universal Basic Education (UBE) is an educational reform programme of the Nigerian government that provides free, compulsory, and continuous 9 years education in two levels: 6 years of primary and 3 years of junior secondary education for all school aged children. According to the Universal Basic Education Commission (UBEC, 2006), the legal framework of UBE was signed into law in May, 2004 in order to address section 18(1) and (3) of the 1999 constitution of the FRN which provide that;

1. Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.
2. Government shall eradicate illiteracy; and to this end, government shall as and when practicable provide:
 - (a) Free, compulsory and universal primary education;
 - (b) Free secondary education;
 - (c) Free university education; and
 - (d) Free adult literacy programme.

UBE programme constitutes: Early child care Development Education (ECCDE) for children aged 3-5 years; 6 years Primary Education for children aged 6-11 years; and 3 years Junior Secondary School (JSS) Education for children aged 12-14⁺. The ECCDE is not compulsory but the 6 years of primary and 3 years of JSS education are compulsory. The 9-year continuous basic education becomes necessary because, according to UBEC (2006), at the moment, completion of primary school does not equip a child with the necessary life skills to become self reliant.

From the introduction of the 9 year Basic Education programme according to FRN (2007), it becomes imperative that the existing curricula for primary school and JSS be reviewed, restructured and realigned to fit into the 9-year education programme. Then the National Council on Education (NCE) approved a new curriculum structure namely: Lower Basic Education Curriculum (Primary 1-3), Middle Basic Education Curriculum (Primary 4-6) and Upper Basic Education Curriculum (JSS 1-3). FRN (2007) discloses that the upper basic education business studies curriculum on which this study is based was adapted from the original work of the Comparative Education study and Adaptation Centre (CESA) which was presented to the Joint Consultative Committee on Education in 1982. The alignment of this curriculum gives due consideration to the need to provide students with the ability and skills to be gainfully employed upon completion of their programme as well as prepare them for setting up their small businesses as entrepreneurs.

Nweze (2008) applauds this alignment when he points out that one of the national education goals is the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as an equipment to live in and contribute to the development of one's society. He believes that acquisition of appropriate skills is necessary at this level because, after junior secondary education, one may either continue full-time studies, combine work with study, or embark on full time employment.

Pattison and Berkas (2000) believe that the final step into curriculum planning consists of implementing the curriculum in the classroom and the continued monitoring reflection, and evaluation to improve it. Okello and Kagoire (1996:124) define curriculum implementation as "a network of varying activities involved in translating curriculum designs into classroom activities and changing people's attitudes to accept and participate in these activities". Similarly, Okafor (2007) believes that curriculum implementation is the act of taking actions towards the realization of the intention of a curriculum plan.

A curriculum cannot be implemented in a vacuum, hence, FRN (2007) explains that it is crucial that adequate provision of human and material resources be made for the implementation of upper basic education business studies curriculum in order to promote saleable skills acquisition and employment generation possibilities. In line with this explanation, Saba (2007) sees school facilities and equipment as a pillar in support for effective teaching and learning to take place in an ideal environment. Okpanku and Uchechi (2008) believe that facilities and equipment help to stimulate interest and also enhance retention of ideas.

Hamza (2000) and Nwagwu (2007) regret that the short supply of instructional materials in Nigerian secondary schools hinder effective teaching and learning. Igu (2007) notes that school libraries, where available, are filled with old and obsolete books that are irrelevant. Mustapha (2011) complains that majority of the teachers in the south-east zone are still battling to catch a glimpse of the new curriculum. Okoroma (2006) affirms that inadequate laboratories, libraries and other teaching and learning materials, among others, constitute the major constraints of effective implementation of the UBE programme.

Nwakpa (2007) affirms that material resources are not evenly distributed. He asserts that these resources are more adequate in private secondary schools than in public secondary schools. Similarly, Egwu (2009) asserts that there are significant differences in the management of schools in urban and rural areas. Ani (2005) and Strong (2006) see these differences to exist in the provision of educational materials, adequacy of staff and conducive environment. Starr and White (2008) specifically affirm that rural areas get little support and inadequate personnel in contrast with their urban counterparts.

Ulifun (1986) describes availability, maintenance and adequacy of teaching facilities as sine qua non for the attainment of educational goals. Esene and Okoro (2008) see teaching materials as devices used to supplement or complement teachers' talks. Odigbo (2005) agrees that adequate facilities ensure meaningful teaching and learning. Against this backdrop, it is crucial that adequate provision of material resources be made in order to effectively implement the upper basic education business studies curriculum in Ebonyi State.

Policy implementation nay curriculum implementation is not done in a vacuum. Adequacy of material resources is a condition par excellence for the implementation of the curriculum under study. Inadequate teaching and learning facilities which Osadolor (2007) identifies as a major cause of the failure of all free education programmes attempted in Edo State, has been identified by Okoroma (2006) as a major constraint of UBE in Rivers State. The upper basic education business studies curriculum is deep, appropriate and interrelated in content. It is expected to produce the best learning outcome on the premise of adequate provision of human and material resources. For Ebonyi State which Okike (2006) describes as the least literate south eastern state and an educational disadvantaged state to grow, her education system must develop appropriate type of skills in the recipients. This is possible if adequate teaching and learning resources are provided. This work, therefore, tries to establish the adequacy of material resources required for effective implementation of this curriculum in Ebonyi State.

Purpose of the Study

The main purpose of this study is to determine the adequacy of material resources required for effective implementation of upper basic education business studies curriculum in Ebonyi State. Specifically, the study intends to:

1. determine the adequacy of business studies facilities at the upper basic education (Jss) level in Ebonyi State;
2. determine the adequacy of business studies curriculum compliant textbooks at the upper basic education level in Ebonyi State.

Research Questions

These following research questions guided the study:

1. What is the level of adequacy of business, studies facilities in junior secondary schools (JSS) in Ebonyi State?

2. What is the level of adequacy of the provision of business studies curriculum compliant textbooks in JSS in Ebonyi State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

H₀₁: There is no significant difference between the adequacy of business studies facilities in public and private JSS.

H₀₂: There is no significant difference between the adequacy of business studies curriculum compliant textbooks in urban and rural JSS.

METHODOLOGY

The population of this study comprised of two hundred and forty-one (241) business studies teachers in Ebonyi State. The researchers considered the population affordable and decided to use the entire 241 business studies teachers for the study. The researchers distributed 241 copies of the questionnaire but only 228 were correctly filled, returned and were eventually used for the study.

A structured questionnaire which was developed by the researcher and validated by three (3) experts was used for data collection. The reliability of the instrument was tested using cronbach alpha and it yielded a reliability coefficient of 0.81 and was adjudged as reliable for the study.

Data collected were analyzed using mean(\bar{x}), standard deviation and t-test. While mean and standard deviation were used to answer the research questions, t-test was used to test the null hypotheses. Any item that had a mean score between 0.1 and 1.0 was interpreted as very lowly adequate, 1.1 to 2.0 was interpreted as lowly adequate, 2.1 to 3.0 was highly adequate while 3.1 to 4.0 was very highly adequate. The decision rule of bench mark was to interpret any grand mean greater than or equal to 2.1 ($\bar{x} \geq 2.1$) as adequate and any grand mean less than or equal to 2.0 ($\bar{x} \leq 2.0$) as inadequate.

Area of the Study

The study was carried out in Ebonyi State, Nigeria.

Table 1 shows that thirty-three (33) out of the forty five facilities required for the implementation of upper basic education curriculum on business studies were lowly adequate. The lowly adequate facilities are those with serial numbers 1-4, 6, 9-15, 17-19, 21-24, 27-31 and 37-45 whose mean scores fell between 1.1 and 2.0. Twelve facilities with serial number 5,7,8,16,20,25,26, and 32-36, whose mean scores fell between 2.1 and 3.0, were highly adequate. None of the faculties was either very highly adequate or very lowly adequate. The grand mean is 1.90 which implies that the facilities are inadequate. The standard deviations show that the individual mean scores do not vary widely from the grand mean. Is 1.90 which implies that the facilities are inadequate. The standard deviations show that the individual means scores do not vary from the grand mean.

Table 2 shows that five of the eight items meant to determine the adequacy of the provision of business studies curriculum compliant textbooks (serial numbers 46, 50 -53) had mean scores between 1.1 and 2.0 and were interpreted as lowly adequate. Three of the items (serial numbers 47-49) obtained mean scores between 2.1 and 3.0 and were interpreted as highly adequate. No. item was either very highly adequate or very lowly adequate. The grand mean of 1.89 implies that the provision of business studies curriculum compliant textbooks is inadequate. The standard deviations show that the individual mean scores do not vary significantly from the grand mean.

Table 3 shows that thirty-eight of the forty- five items were accepted because their t-calculated values were less than the t-critical value of 1.960. The seven remaining items were rejected because their t-calculated values were greater than the t-critical value. The t-test value shows that t-calculated value is 1.23 which is lees than the t-critical value. This implies that there is no significant difference between the level of adequacy of business studies facilities in public and private junior secondary schools in Ebonyi State. The null hypothesis 1(H₀₁) is therefore accepted.

Data Analysis

The findings of this study are presented in tables 1 to 4 below

Table 1: Mean and Standard Deviation Results based on level of Adequacy of School Facilities

S/N	Item	VHA	HA	LA	VLA	X	S.D	Interpretation
1	Typing room	14	45	72	97	1.89	0.93	LA
2	Dom well desk	8	16	28	176	1.37	0.77	LA
3	Swivel typing chair	4	23	33	168	1.39	0.74	LA
4	Electric typewriter	11	33	54	130	1.67	0.89	LA
5	Manual typewriter	10	76	82	60	2.16	0.87	HA
6	Ink duplicating machine	4	50	86	88	1.87	0.81	LA
7	Carbon paper	15	65	99	49	2.20	0.85	HA
8	A4 typing sheet	12	73	84	59	2.17	0.88	HA
9	A5 typing sheet	9	53	89	77	1.97	0.86	LA
10	A4 headed typing sheet	10	61	85	72	2.04	0.87	LA
11	A5 headed typing sheet	7	45	77	99	1.83	0.85	LA
12	Headed memo pad	8	33	77	110	1.73	0.84	LA
13	A4 duplicating paper	14	68	67	79	2.08	0.94	LA
14	Stencil	7	42	110	69	1.94	0.78	LA
15	Typewriter eraser	8	35	103	82	1.86	0.79	LA
16	Tipex	16	55	98	59	2.12	0.88	HA
17	Tape recorder	6	28	52	142	1.58	1.01	LA
18	Sound tapes/ cassette	5	22	53	148	1.49	0.76	LA
19	Shorthand pen	10	18	60	140	1.55	0.82	LA
20	Unrulled chalkboard	65	96	26	41	2.81	1.04	HA
21	Ruled chalkboard	17	20	37	154	1.56	0.93	LA
22	Shorthand note book	13	67	65	83	2.04	0.92	LA
23	Photocopier	17	36	65	110	1.83	0.96	LA
24	Filing cabinet	15	39	58	116	1.79	0.95	LA
25	Perforator	16	55	103	54	2.15	0.86	HA
26	Stapling machine	17	73	92	46	2.27	0.87	HA
27	Guillotine	8	14	58	148	1.48	0.77	LA
28	Stop watch	12	21	90	105	1.74	0.84	LA
29	Alarm clock	14	39	82	93	1.89	0.90	LA
30	Single hole punch	7	66	92	63	2.07	0.83	LA
31	Double hole punch	7	27	100	94	1.77	0.78	LA
32	Incoming register	24	60	96	48	2.26	0.91	HA
33	Dispatch book	24	62	88	54	2.25	0.94	HA
34	Visitor's book	36	63	92	37	2.43	0.94	HA
35	File jacket	47	73	68	40	2.56	1.01	HA
36	File tags	54	69	64	41	2.59	1.04	HA
37	Bulletin board	11	22	47	148	1.54	0.86	LA
38	Telephone Message pad	8	27	39	154	1.51	0.84	LA
39	Request form booklet	10	35	57	126	1.69	0.89	LA
40	Business documents specimen	13	34	57	124	1.72	0.92	LA
41	Postage book	16	29	61	122	1.73	0.94	LA
42	Adding/listing machine	9	29	56	134	1.62	0.86	LA
43	Ruled ledger sheet	5	44	92	87	1.86	0.80	LA
44	Analysis sheet for trial balance	7	39	79	103	1.78	0.84	LA
45	Store record book	15	38	74	101	1.86	0.93	LA
	Grand Mean					1.90	0.88	Inadequate

VHA= Very Highly Adequate, HA = Highly Adequate, LA= Lowly Adequate, VLA = Very Lowly Adequate.

Table 2: Mean and Standard Deviation Results based on the level of Adequacy of business studies curriculum compliant textbooks.

S/N	Item	VHA	HA	LA	VLA	\bar{X}	S.D	Interpretation
46	Provision of the basic education curriculum on business studies	8	37	98	85	1.86	0.81	LA
47	Level of compliance of existing business studies textbook with the new curriculum	11	57	112	48	2.14	0.79	HA
48	Revision of business textbooks in compliance with the new curriculum	15	45	121	47	2.12	0.81	HA
49	The new business studies textbooks written in line with the new curriculum	19	68	89	52	2.24	0.89	HA
50	Availability of business studies textbooks in the school library	15	21	68	124	1.68	0.89	LA
51	Accessibility of library copies to business studies teachers	16	24	67	121	1.72	0.92	LA
52	Accessibility of library copies to business studies students	11	23	54	140	1.58	0.86	LA
53	Possession / ownership of business studies textbook by students	10	46	59	113	1.79	0.91	LA
	Grand mean					1.89	0.86	Inadequate

Table 3: t-Test Results on Adequacy of Business Studies Facilities

S/N	Variable	No	\bar{X}	S.D	DF	t. Cal	t Crit	Decision
1	Private	121	1.78	0.91	226	1.91	1.960	Accept H0
	Public	107	2.01	0.94				
2	Private	121	1.32	0.71	226	0.97	1.960	Accept H0
	Public	107	1.42	0.82				
3	Private	121	1.39	0.76	226	0.05	1.960	Accept H0
	Public	107	1.40	0.71				
4	Private	121	1.63	0.87	226	0.62	1.960	Accept H0
	Public	107	1.71	0.92				
5	Private	121	2.15	0.88	226	0.02	1.960	Accept H0
	Public	107	2.15	0.84				
6	Private	121	1.80	0.75	226	1.16	1.960	Accept H0
	Public	107	1.93	0.87				
7	Private	121	2.09	0.81	226	1.95	1.960	Accept H0
	Public	107	2.31	0.88				
8	Private	121	2.09	0.86	226	1.39	1.960	Accept H0
	Public	107	2.25	0.88				
9	Private	121	1.93	0.78	226	0.75	1.960	Accept H0
	Public	107	2.01	0.93				
10	Private	121	1.95	0.78	226	1.65	1.960	Accept H0
	Public	107	2.14	0.95				
11	Private	121	1.78	0.78	226	0.74	1.960	Accept H0
	Public	107	1.86	0.92				
12	Private	121	1.75	0.78	226	0.38	1.960	Accept H0
	Public	107	1.71	0.89				
13	Private	121	2.01	0.91	226	0.99	1.960	Accept H0
	Public	107	2.14	0.97				
14	Private	121	1.91	0.80	226	0.53	1.960	Accept H0
	Public	107	1.97	0.75				
15	Private	121	1.85	0.80	226	0.26	1.960	Accept H0
	Public	107	1.87	0.79				
16	Private	121	2.04	0.85	226	1.34	1.960	Accept H0
	Public	107	2.20	0.89				
17	Private	121	1.53	0.78	226	0.73	1.960	Accept H0

	Public	107	1.63	1.21				
18	Private	121	1.49	0.75	226	0.10	1.960	Accept H0
	Public	107	1.48	0.76				
19	Private	121	1.53	0.82	226	0.30	1.960	Accept H0
	Public	107	1.57	0.81				
20	Private	121	2.71	1.06	226	1.43	1.960	Accept H0
	Public	107	2.91	1.01				
21	Private	121	1.56	0.96	226	0.01	1.960	Accept H0
	Public	107	1.56	0.90				
22	Private	121	1.95	0.90	226	1.46	1.960	Accept H0
	Public	107	2.14	0.97				
23	Private	121	1.68	0.91	226	2.35	1.960	Reject H0
	Public	107	1.98	0.98				
24	Private	121	1.74	0.93	226	0.84	1.960	Accept H0
	Public	107	1.85	0.96				
25	Private	121	2.01	0.88	226	2.42	1.960	Reject H0
	Public	107	2.28	0.81				
26	Private	121	2.20	0.86	226	1.13	1.960	Accept H0
	Public	107	2.33	0.86				
27	Private	121	1.41	0.69	226	1.46	1.960	Accept H0
	Public	107	1.56	0.83				
28	Private	121	1.71	0.81	226	0.50	1.960	Accept H0
	Public	107	1.76	0.86				
29	Private	121	1.88	0.85	226	0.03	1.960	Accept H0
	Public	107	1.88	0.95				
30	Private	121	1.95	0.82	226	2.27	1.960	Reject H0
	Public	107	2.20	0.82				
31	Private	121	1.71	0.73	226	1.18	1.960	Accept H0
	Public	107	1.83	0.81				
32	Private	121	2.16	0.87	226	1.73	1.960	Accept H0
	Public	107	2.37	0.93				
33	Private	121	2.13	0.90	226	1.95	1.960	Accept H0
	Public	107	2.37	0.95				
34	Private	121	2.29	0.88	226	2.27	1.960	Reject H0
	Public	107	2.57	0.99				
35	Private	121	2.42	1.05	226	2.04	1.960	Reject H0
	Public	107	2.70	0.93				
36	Private	121	2.44	1.05	226	2.35	1.960	Reject H0
	Public	107	2.76	0.99				
37	Private	121	1.46	0.74	226	1.52	1.960	Accept H0
	Public	107	1.63	0.96				
38	Private	121	1.42	0.72	226	1.61	1.960	Accept H0
	Public	107	1.60	0.93				
39	Private	121	1.62	0.83	226	1.09	1.960	Accept H0
	Public	107	1.75	0.94				
40	Private	121	1.59	0.82	226	2.19	1.960	Reject H0
	Public	107	1.85	1.00				
41	Private	121	1.64	0.85	226	1.51	1.960	Accept H0
	Public	107	1.83	1.01				
42	Private	121	1.54	0.80	226	1.37	1.960	Accept H0
	Public	107	1.70	0.90				
43	Private	121	1.76	0.79	226	1.74	1.960	Accept H0
	Public	107	1.95	0.80				
44	Private	121	1.68	0.80	226	1.83	1.960	Accept H0
	Public	107	1.88	0.86				
45	Private	121	1.77	0.89	226	1.36	1.960	Accept H0
	Public	107	1.94	0.96				
	t-test Value					1.23	1.960	Accept H0₁

Table 4: t-test Result on Adequacy of Curriculum Compliant Textbooks.

S/N	Variable	No	\bar{X}	S.D	DF	t. Cal	t Crit	Decision
46	Urban	85	1.82	0.78	226	0.52	1.960	Accept H ₀
	Rural	143	1.88	0.82				
47	Urban	85	2.17	0.80	226	0.59	1.960	Accept H ₀
	Rural	143	2.11	0.79				
48	Urban	85	2.15	0.76	226	0.43	1.960	Accept H ₀
	Rural	143	2.10	0.83				
49	Urban	85	2.34	0.95	226	1.35	1.960	Accept H ₀
	Rural	143	2.17	0.85				
50	Urban	85	1.68	0.90	226	0.03	1.960	Accept H ₀
	Rural	143	1.67	0.89				
51	Urban	85	1.72	0.95	226	0.18	1.960	Accept H ₀
	Rural	143	1.70	0.89				
52	Urban	85	1.57	0.83	226	0.09	1.960	Accept H ₀
	Rural	143	1.58	0.87				
53	Urban	85	1.74	0.88	226	0.67	1.960	Accept H ₀
	Rural	143	1.82	0.92				
t-test Value						0.48	1.960	Accept H₀

Table 4 shows that all the items (46-53) on the provision of business studies curriculum compliant textbooks were accepted because their t- calculated values were less than the t-critical. Similarly, the t-test value shows that the t-calculated value of 0.48 is less than the t-critical. Hence, the null hypothesis 2 (H₀) is accepted; implying that there is no significant difference between the level of adequacy of the provision of business studies curriculum complaint textbooks in urban and rural junior secondary schools in Ebonyi State.

Discussion of Findings

This study finds that business studies facilities are inadequate in JSS in Ebonyi State. This finding agrees with the findings of Okoroma (2006) and Nwagwu (2007) that instructional materials are in short supply in Nigerian secondary schools. The study finds that business studies compliant text-books are inadequate in JSS in Ebonyi State. This finding agrees with that of Igu (2007) that school libraries are filled with old and obsolete books that are irrelevant. The study reveals that there is no significant difference in the adequacy of business studies facilities in public and private JSS. This finding disagrees with the finding of Nwakpa (2007) that instructional materials are more adequate in private secondary schools than in public secondary schools. The study shows that there is no significant difference in the adequacy of business studies curriculum compliant textbooks in urban and rural JSS in Ebonyi State. This finding disagrees with the findings of Ani (2005) and Strong (2008) that rural areas get inadequate educational materials in contrast with their urban counterparts.

Conclusion

Material resources required for the implementation of upper basic education (JSS) business studies curriculum are inadequate in Ebonyi State. Both facilities and curriculum compliant textbooks are inadequate. This trend may not only incapacitate the teachers but also confuse them and should therefore be revised.

Recommendations

The following recommendations are made based on the, findings of the study:

1. Government and other proprietors of schools should equip schools with adequate facilities required for the implementation of the upper basic education business studies curriculum.
2. Functional and qualified librarians should be employed to handle textbook and allied matters in junior secondary schools.
3. Business studies programme, at this level, should be subjected to accreditation and reaccreditation based on the adequacy of facilities and textbooks.
4. Government and other stakeholders should pool their resources together to ensure that business studies materials are adequately provided, since education for all is the responsibility of all.

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