

# Appraisal of the Factors that Hinders Effective Implementation of Universal Basic Education Policy in Public Junior Secondary Schools in Adamawa State

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## Abstract

The paper examined the factors that hinder the effective implementation of the Universal Basic Education Policy in Adamawa State, Nigeria. Four research questions and four research objectives guided the study. Descriptive research design was adopted for the study. The population of the study consisted of 254 junior secondary schools, 4500 teachers, and 254 principals in Adamawa state. The sample of the study was drawn using deliberate and stratified random sampling techniques, while a proportionate sampling technique was used to determine the sample size required from each school. Data for the study was obtained using a questionnaire. The instrument was validated by measurement, evaluation, and education management experts in the Department of Educational Foundations, Usmanu Danfodiyo University Sokoto. A pilot test was conducted using Cronbach Alpha, and a reliability index of 0.79 was realized. Data collected was analyzed using frequency counts, percentage, mean, and standard deviation, while an independent T-test was used to test the hypothesis generated. Findings from the study indicated that: insufficient funding, poor planning, and inadequate professionally qualified teachers are some of the challenges that mar the successful implementation of the UBE program in Adamawa state. The study recommended, among others, that the government should make efforts to counter the factors which have become impediments to the successful implementation of the UBE program, such as the provision of adequate funding, qualified professional teachers, and instructional materials.

## Keywords

implementation; junior secondary schools; policy; universal basic education



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## INTRODUCTION

Education has been recognized globally as the most important weapon that can be used to bring about positive change and accelerate development in all spheres of human endeavor. It's also a systematic process of developing the individual physically, mentally, spiritually and socially for his own benefit and the society in which he lives (Sophia Academy, 2022). Thus, education is a tool used globally to bring about social cohesion, economic advancement, political stability, innovations, and breakthroughs in science, technology, and all other disciplines. In realizing this significant role of education, a global attempt was made to universalize access to education for all. The first attempt in Nigeria was initiated with the introduction of the Universal Primary Education (UPE) program in 1976. However, realizing this lofty goal was marred by many challenges (Abdurahman et al., 2023). Thus, to counter the factors hindering the realization of UPE, policy reforms were made in the educational system in the form of Universal Basic Education, launched in 1991 by the Obasanjo-led administration. The program's vision was to provide universal access to education and reduce illiteracy to the bare minimum by 2015. The policy pointed out that those children of educable age should have free, affordable, and accessible education (Oladimeji & Ogunyebi, 2019). The authors remarked further that Universal Basic Education has three components: universal, basic, and education. Universal connotes a program that is meant for all facets of society: the rich as well as the poor, physically fit and challenged, brilliant and dull, regular students, and dropouts. Basic connotes that which is fundamental or essential, indicating that basic education is the starting point in acquiring knowledge and that it's for all citizens.

The aim of the UBE program was bolstered further by Okoro in Aja, Egwu, Aja-okorie, Ani, and Amuta (2016), who pointed out that the UBE program was an expression of the strong desire of the government to eliminate illiteracy by raising the level of awareness and general educational opportunities of the entire citizenry in Nigeria, which means that UBE scheme is aimed at providing free, qualitative, functional, and compulsory education for all Nigerian children of school going age covering pre-primary, primary and junior secondary schools in respective of sex, race, religion, location or ethnicity (Jacob, 2020). Junior secondary schools are institutions controlled and managed by the government through the Universal Basic Education Board to provide education to those who have completed primary education and prepare them for higher education and useful living (Shaturaev, 2021). Highlighting the significance of UBE, (Madugu, 2000) submitted that basic education is a prerequisite for the success of democracy and a fundamental ingredient for the

development of human potential. The objectives of the UBE program, as highlighted in the FGN (1999) implementation blueprint include:

1. Development in the entire citizenry is a strong consciousness for commitment to its vigorous promotion.
2. Provide free, compulsory UBE for every Nigerian child of school-going age.
3. Reduce the dropout rate from the formal school system through improved relevance and efficiency.
4. Catering for young persons, their schooling, as well as other dropouts and out-of-school children/adolescents through appropriate forms of complementary approaches to the provision and promotion of Universal Basic Education.
5. We are ensuring the acquisition of appropriate literacy, numeracy, manipulative, communicative, and life skills, as well as ethical, moral, and civic values needed to lay a solid foundation for lifelong learning.

However, the program's implementation process was hampered by a lack of enabling law to execute certain aspects of the program when a bill was signed into law on 26<sup>th</sup> May 2004. The UBE Act provides for establishing the Universal Basic Education Commission (UBEC), which is shouldered with the responsibility of coordinating the program's implementation at the state and local government level under the supervision of the State Universal Basic Education Board (SUBEB). Financing the program is the responsibility of states and local governments, while the federal government supports the program with an intervention of 2% of the consolidated revenue fund enjoyed only by states that met the criteria for counter funding of UBE projects, which includes a monetary contribution of 50%.

Despite the fact that the UBE program has been implemented for the past 20 years, lack of proper planning is one of the challenges that mar the successful implementation of the program. Others include inadequate qualified teachers, insufficient funding, dilapidated school buildings and facilities, and overcrowded classrooms. The Department of International Development (DFID) in Connolly et al. (2019) observed that secondary schools in Nigeria operate in a very challenging environment with few qualified teachers, poor infrastructures, and an unpredicted state of funding, all contributing to poor learning outcomes for students and secondary education. It is equally observed that despite government commitment to the improvement of education, there appear to be children hawking or roaming the streets during school hours (Agustina et al., 2023). Also, the incidence of school dropout is still high; many adults need to be more engaged in any form of training envisaged in

the scheme. Other issues of concern include moral decadence, truancy, high rate of illiteracy.

Furthermore, the population of underaged mothers (young girls) who should be in school is still high. The transition rate from primary to secondary schools still remains at 61% (Roadmap to Nigeria's Education Sector cited in (Oladimeji & Ogunyebi, 2019). In the same vein, Obanya (2008) equally observed that schools suffered from a lack of infrastructure, decay of facilities, demoralized teachers, low teacher quality, and high teacher-pupil ratio, among others, leading to poor academic performance, poor access, poor retention, wide geographical and gender disparity in educational opportunities. There are also complaints from the general public that the learning that takes place in schools is such that most learners and teachers can not properly communicate in English, coupled with the weak organizational capacity to effectively translate the objectives of the program into realizable implementation strategies (Mogale & Malatji, 2022). In some schools' facilities are cited where they are not needed. Regarding the state of preparedness of the government are challenges of high enrollment without adequate classroom space, lack of laboratories and dilapidated infrastructures, employment of unqualified teachers, and lack of funds, all of which can negatively impact the implementation process. Thus, the paper aims to examine the factors hindering the effective implementation of Universal Basic Education in Adamawa State, Nigeria.

### **Objectives of the Study**

The specific objectives of the study are:

1. To find out the extent to which the non-availability of qualified teachers can hinder the effective implementation of the UBE program in Adamawa State.
2. To find out the extent to which non-availability of funds can hinder the effective implementation of the UBE program in Adamawa State.
3. To find out the extent to which the non-availability of material resources can hinder the effective implementation of the UBE program in Adamawa State.
4. To find out the extent to which bureaucracy can affect the effective implementation of the UBE program in Adamawa State.
5. To find out the extent to which improper planning can hinder the effective implementation of the UBE program in Adamawa State.

### **Research Questions**

1. Does inadequate funding affect the effective implementation of the UBE program in Adamawa State?

2. Does the need for more need for more adequate and qualified teachers to ensure the effective implementation of the UBE program in Adamawa State?
3. Does the lack of adequate instructional resources hinder the effective implementation of the UBE program in Adamawa State?
4. Does bureaucracy hinder the effective implementation of the UBE program in Adamawa State?
5. Does planning hinder the effective implementation of the UBE program in Adamawa State?

## **METHODS**

A descriptive research design was adopted for the study. The population of the study consisted of 254 principals and 4500 junior secondary school teachers in Adamawa state. Research Advisor (2006) was used to select the required sample size for the study and it recommended a sample size of 152 principals and 357 teachers respectively. A stratified random sampling technique was used to select 152 principals from three (3) education zones of the state as the sample size of the study, while a proportionate sampling technique was used to determine the number of teachers required from each of the schools. Afterwards, a simple random sampling technique was used to select the required sample size of teachers from the schools. A structured questionnaire titled "Appraisal of Factors that Hinders Effective Implementation of UBE Questionnaire (AFHEEUBEQ)." was used to collect data for the study. An Educational Planning and Administration expert from the Department of Educational Foundations, Usmanu Danfodiyo University, Sokoto validated the instrument. The reliability of the instrument was ascertained through pilot test using a test re-test method. Participants for the pilot test were drawn from other junior secondary schools that were not part of the study sample. The split half method was applied using Cronbach's alpha, and a reliability index of 0.74 was obtained. Data collected was analyzed using frequency counts, percentages, mean scores, and standard deviation.

## **FINDINGS AND DISCUSSION**

### **Findings**

Results from the analysis are presented by answering the research questions one after the other as follows:

**Research Question 1:** Does inadequate funding hinder the effective implementation of the UBE program in Adamawa State?

The table below represents the study's findings in relation to question one.

**Table 1: Summary of Mean and SD for Responses on Inadequate Funding of UBE in Junior Secondary Schools in Adamawa State**

S/N	N	Mean	Std. Dev	Decision
1. Non implementation of many education due to inadequate funding	50			Accepted
	7	3.00	0.82	
2. Lack of adequate financial commitment by the government for the implementation of UBE	50			Accepted
	7	2.96	0.83	
3. Poor management of UBE funds by corrupt government officials	50			Accepted
	7	2.89	0.95	
4. overdependence on federal allocation as a major source of education funding for UBE	50			Accepted
	7	2.95	0.90	
5. Unlawful appropriation of accessible funding	50			Accepted
	7	3.07	0.93	
Average	50			
	7	2.97	0.88	

*Source: Fieldwork, (2022)*

Table 1 above summarizes descriptive statistics of mean and standard deviation conducted to assess participants' perception of funding factors that affect the effective implementation of the UBE program in Adamawa State, Nigeria. The data analysis revealed an average response mean score of 3.00 (N=507, Mean=2.97, SD=0.88), indicating that all the suggested funding problems identified in the instrument were accepted to be the funding challenges that affect the effective implementation of the UBE program in Adamawa State, Nigeria. The analysis further revealed that UBE programme is seriously challenged in terms of lack of adequate funding, which is affecting the successful implementation of the programme as identified by the participants in the study and the results from the findings are presented from the highest to the lowest in order of hierarchy as follows Unlawful appropriation of accessible funding (Mean=3.07, SD=0.93), Non implementation of many education policies (Mean=3.00, SD=0.82), Lack of adequate financial commitment by the government (Mean=2.96, SD=0.83), overdependence on federal allocation as a major source of education funding (Mean=2.95, SD=0.90), Poor management of UBE funds by corrupt government officials (Mean=2.89, SD=0.95).

**Research Question 2:** Does the lack of adequate qualified teachers hinder the effective implementation of the UBE program in Adamawa State?

The result of the analysis on whether the lack of adequate qualified teachers affect the effective implementation of the UBE program in Adamawa state as perceived by 507 participants who were administered the research instrument on a four-point Likert scale is presented below in Table 2.

**Table 2: Summary of Mean and SD for Responses on Quality of UBE Teachers in Junior Secondary Schools in Adamawa State**

S/N	N	Mean	Std. Dev	Decision
1. Employment of unqualified teachers for Implementation	507	2.65	0.95	Accepted
2. Shortage of professionally qualified teachers for Implementation	507	2.95	0.90	Accepted
3. A mismatch between teacher specialization and appointment	507	2.89	0.95	Accepted
4. Teacher attrition as a result of Poor welfare package	507	3.16	0.96	Accepted
5. Lack of training & retraining opportunities	507	2.98	0.96	Accepted
Average	507	2.92	0.94	Accepted

*Source: Fieldwork, 2022*

Table 2 above summarizes descriptive statistics of mean and standard deviation conducted to assess participants' perception of teacher quality factors that hinder the effective implementation of the UBE program in Adamawa State, Nigeria. The data analysis revealed an average response mean score of 2.92.00 (N=507, Mean=2.92, SD=0.94), indicating that all the suggested responses on the quality of UBE teachers in junior secondary schools in Adamawa state indicated in the instrument were accepted as teacher quality factors that hinder effective implementation of UBE program in Adamawa state. The data analysis revealed an average response mean score of 2.92 (N=507, Mean=2.92, SD=0.94), indicating that all the suggested teacher quality problems identified in the instrument were accepted to be the teacher quality challenges that hinder the effective implementation of the UBE program in Adamawa State, Nigeria. The analysis further revealed that the UBE programme is seriously challenged by a lack of adequate qualified professional teacher which is affecting successful implementation of the programme as identified by the participants in the study and the results from the findings are presented from the highest to the lowest in order of hierarchy as follows Teacher attrition as a result of Poor welfare package (Mean=3.96, SD=0.96), Lack of training & retraining opportunities (Mean=2.98, SD=0.96). shortage of professionally qualified teachers for UBE Implementation (Mean=2.95, SD=0.90), Mismatch between teacher specialization and appointment

(Mean=2.89, SD=0.95), Employment of unqualified teachers for UBE Implementation (Mean=2.65, SD=0.95).

**Research Question 3:** Does the lack of adequate instructional resources hinder the effective implementation of the UBE program in Adamawa State?

The result of the analysis on whether lack of adequate instructional materials hinders effective implementation of the UBE program in Adamawa state as perceived by 507 participants who were administered the research instrument on a four-point Likert scale is presented below in Table 3.

**Table 3: Summary of Mean and SD for Responses on Availability of Material Resources for UBE in Junior Secondary Schools in Adamawa State**

S/N	N	Mean	Std. Dev	Decision
1. High rate of enrollment without adequate Classroom space for UBE implementation	507	2.96	0.85	Accepted
2. Shortage of instructional materials hinders effective implementation of UBE	507	2.93	0.94	Accepted
3. Shortage of laboratories and equipment	507	2.84	0.95	Accepted
4. Dilapidated school buildings and facilities	507	3.04	0.87	Accepted
5. Poor ventilation and lightening	507	2.72	0.89	Accepted
Average	507	2.89	0.90	Accepted

*Source: fieldwork, 2022*

Table 3 above summarizes descriptive statistics of mean and standard deviation conducted to assess participants' perception of the lack of adequate material resources as a challenge that hinders effective implementation of the UBE program in Adamawa State, Nigeria. The data analysis revealed an average response mean score of 2.89 (N=507, Mean=2.89, SD=0.90), indicating that all the suggested responses on lack of adequate material resources in junior secondary schools in Adamawa state, as indicated in the instrument, were accepted as factors that hinder effective implementation of UBE program in Adamawa state. The analysis further revealed that UBE program is seriously challenged by lack of adequate material resources, which is affecting successful implementation of the programme as indicated by the participants in the study and the results from the findings are presented from the highest to the lowest in order of hierarchy as follows Dilapidated school buildings and facilities (Mean=3.04, SD=0.87), High rate of enrollment without adequate classroom space



(Mean=2.96, SD=0.85), Shortage of instructional materials (Mean=2.93, SD=0.94), Shortage of laboratories and equipment (Mean=2.84, SD=0.95), Poor ventilation and lightening (Mean=2.72, SD=0.89)

**Research Question 4:** Does bureaucracy hinder the effective implementation of the UBE program in Adamawa State?

The result of the analysis on whether bureaucracy hinders the effective implementation of the UBE program in Adamawa state as perceived by 507 participants who were administered the research instrument on a four-point Likert scale is presented below in Table 4.

**Table 4: Summary of Mean and SD for Responses on lack of adequate planning of UBE in Junior Secondary Schools in Adamawa State**

S/N	N	Mean	Std. Dev	Decision
1. Haphazard lurching of the UBE project mars successful implementation	507	2.81	0.87	Accepted
2. Poor planning of the basic enablers				Accepted
3. Such as facilities, workforce and equipment	507	3.00	0.82	
4. Instructional materials were not properly planned to correspond to students' population	507	2.93	0.94	Accepted
5. Planning with unreliable data adversely affect UBE implementation.	507	2.96	0.85	Accepted
6. Use of nonprofessionals in the planning process	507	2.72	0.89	Accepted

*Source: fieldwork, 2022*

Table 4 above summarizes descriptive statistics of mean and standard deviation conducted to assess participants' perception of the lack of adequate planning as a challenge that hinders effective implementation of the UBE program in Adamawa State, Nigeria. The data analysis revealed an average response mean score of 2.72 (N=507, Mean=2.72, SD=0.89), indicating that all the suggested responses on lack of adequate planning for the UBE program in junior secondary schools in Adamawa state, as indicated in the instrument, were accepted as factors that hinder effective implementation of UBE program in Adamawa state. The analysis further revealed that the UBE program is seriously challenged by a lack of adequate planning, which is affecting the successful implementation of the program, as indicated by the participants of the study. The results from the findings are presented from the highest

to the lowest in order of hierarchy as follows Poor planning of the basic enablers such as facilities, manpower and equipment (Mean=3.00, SD=0.82), Planning with unreliable data (Mean=2.96, SD=0.85), Instructional materials were not properly planned to correspond to students' population (Mean=2.93, SD=0.94), Haphazard lurching of the UBE project (Mean=2.81, SD=0.87), use of nonprofessionals in the planning process (Mean=2.72, SD=0.89).

**Research Question 5:** Does lack of proper planning hinder the effective implementation of the UBE programme in Adamawa State?

The result of the analysis on whether lack of proper planning hinders the effective implementation of the UBE program in Adamawa state as perceived by 507 participants who were administered the research instrument on a four-point Likert scale is presented below in Table 5.

**Table 5: Summary of Mean and SD for Responses on Bureaucratic Bottle Neck in the implementation of UBE in Junior Secondary Schools in Adamawa State**

S/N	N	Mean	Std. Dev	Decision
1. Lack of structure alignment across the Implementing partners (fed, state & L/gc is a constraint to effective decision making	507	2.72	0.89	Accepted
2. Conflict of interest among government	507	2.98	0.96	Accepted
3. poor flow of communication as a result of processes	507	2.84	0.95	Accepted
4. Delay as a result of compliance with school rules/guidelines	507	2.64	0.97	Accepted
5. Lack of cooperation on the part of staff carrying out instructions	507	2.64	0.96	Accepted

*Source: fieldwork, 2022.*

Table 5 above summarizes descriptive statistics of mean and standard deviation conducted to assess participants' perception of a bureaucratic bottleneck as a challenge that hinders effective implementation of the UBE program in Adamawa State, Nigeria. The data analysis revealed an average response mean score of 2.89 (N=507, Mean=2.89, SD=0.90), indicating that all the suggested responses on bureaucratic bottleneck as indicated in the instrument, were accepted as factors that hinder effective implementation of the UBE program in Adamawa state. The analysis further revealed

that the UBE programme is seriously challenged by bureaucratic bottle neck which is affecting successful implementation of the programme as indicated by the participants in the study and the results from the findings are presented from the highest to the lowest in order of hierarchy as follows Conflict of interest among government officials (Mean=2.98, SD=0.96), poor flow of communication as a result of rigid processes (Mean=2.84, SD=0.95), Lack of structure alignment across the three implementing partners (Mean=2.72, SD=0.89), Delay as a result of compliance with strict rules/guidelines (Mean=2.64, SD=0.97), Lack of cooperation on the part of subordinates in carrying out instructions (Mean=2.64, SD=0.96).

### **Discussion**

The study's first finding indicated that lack of adequate funding is one of the factors that adversely affected the implementation of the UBE program in Adamawa state. The study further shows that the funding challenges that hinder the successful implementation of UBE policy include: Nonimplementation of many education policies, Lack of adequate financial commitment by the government, overdependence on federal allocation as a major source of education funding, Poor management of UBE funds by corrupt government officials. This supports the findings of (Akintola et al., 2016; Akinwamide & Oguntade, 2023), which indicated that the unavailability of sufficient funds marred financing of the UBE program. Eddy & Akpan (2009) also found that UBE program needed to be properly funded. This indicated that financing is a problem affecting the UBE implementation process. Thus, the inability of the three tiers of government (Federal, state & local) to effectively sustain education funding demonstrates a lack of commitment and inadequate planning (Booker et al., 2021). This is because of over-dependence on consolidated funds, which is too small to achieve the UBE program goals, looking at the fact that the budget allocations to the education sector are far below the recommendation of UNESCO 26% (Stephenson, 2023). Also, a lot of funds for the implementation of UBE were misused or misappropriated. This is evident in many public schools where children have to sit on the floor in overcrowded classes to receive lessons with insufficient instructional materials and chalkboards that need to be in better condition.

The second finding revealed that the UBE program is seriously challenged by a lack of adequate qualified professional teachers, affecting the program's successful implementation in Adamawa State. The analysis further revealed the challenges as follows: Teacher attrition due to Poor welfare package, lack of training & retraining opportunities, shortage of professionally qualified teachers for UBE Implementation (Mismatch between teacher specialization and appointment and employment of

unqualified teachers for UBE Implementation. This supports the work of Eddy and Akpan (2009), which revealed the non-availability of adequate teachers, and where teachers are found, some still need to be qualified. Their study concluded that areas concerning adequately qualified teachers still need to be addressed. Osarenren-Osaghae & Irabor (2018) also confirmed that the proportion of qualified UBE teachers engaged was lower than the provision of the UBE implementation guideline. This is quite sad and demotivating since no education system can rise above the quality of its teachers.

The third finding also revealed that lack of adequate material resources mars the successful implementation of the UBE programme in Adamawa state. The study shows that dilapidated school buildings and facilities, High rate of enrollment without adequate classroom space, Shortage of instructional materials, Shortage of laboratories and equipment, and Poor ventilation and lightening are part of the challenges that mar the successful implementation of the UBE program in Adamawa State. This confirmed the findings of Adepoju & Fabiyi (2007), which indicated that schools are overcrowded, buildings are dilapidated and rarely refurbished, and instructional resources and other supplies need to be more robust. Agbowuro & Hayatu (2014) also found insufficient facilities and instructional aids to be part of the challenges that mar the successful implementation of the UBE programme. Thus, a clear indication that planning and supplying of the basic enablers such as instructional materials and facilities is not in line with the provision of the UBE implementation guidelines and this problem will continue to impact negatively on the implementation process and attainment of the overall goal of the policy will not be achieved if measures are not put in place to properly address the problem (O'Connor et al., 2023).

The fourth finding shows that a lack of adequate planning hinders the effective implementation of the UBE program in Adamawa state. The contributing factors revealed are poor planning of the basic enablers such as facilities, manpower, and equipment, Planning with unreliable data, poor planning with regards to Instructional materials, Haphazard launching of the UBE project, and use of nonprofessionals in the planning process. This finding confirmed the findings of Eddy and Akpan (2009), which indicated that poor planning was one of the major challenges that hindered the successful implementation of the UBE program. This was because the program was haphazardly launched without proper planning of the basic enablers such as qualified teachers, adequate classroom facilities and furniture, as well as instructional materials that will correspond to students' needs and school enrollment (Eyob Kenta, 2019). Hence, the absence of those basic enablers has negatively impacted the

implementation processes, thus undermining the government's effort to achieve the goal of education for all.

The fifth finding also highlighted that bureaucratic bottlenecks are among the factors that hinder the successful implementation of the UBE program in Zamfara state. The study further revealed the bureaucratic issues at stake to include: Conflict of interest among government officials, poor flow of communication as a result of rigid processes, lack of structure alignment across the three implementing partners, delay as a result of compliance with strict rules/guidelines as well as lack of cooperation on the part of subordinates in carrying out instructions. This finding conforms with the findings of Aja et al. (2018), which revealed politics, inadequate funds, poor planning, and bureaucratic red tape syndrome as the challenges that hinder the successful implementation of UBE policy.

## CONCLUSION

UBE program was implemented over 20 years ago, yet the impact could be more encouraging. Many school-going-age children are still roaming the streets instead of being in school, the rate of school drop-outs is still high, and many adults are yet to enjoy any form of formal training envisaged in the UBE scheme. All those cannot be divorced from the implementation challenges ranging from insufficient funding, poor planning, bureaucratic bottleneck, and inadequate human and material resources. Thus, there is an urgent need for stringent measures that can help overcome those myriads of challenges so that illiteracy and the rate of school drop-out can be drastically reduced within the shortest possible time. This is to ensure that the program's lofty goal, such as acquiring an appropriate level of literacy, numeracy, manipulation, communication, and life skills, as well as the ethical, moral, and civic values needed for laying a solid foundation for self-reliance. Employment, accelerated national development, political consciousness, and national integration are achieved.

### Recommendations;

1. The government should make efforts to counter the factors that have become impediments to adequate project funding, such as the timely release of intervention funds and monitoring and evaluation of project expenditures.
2. Adequate provision should be made for the recruitment and deployment of sufficient qualified professional teachers that can effectively implement the UBE program.
3. The government should intensify efforts to ensure that only professionally qualified personnel are involved in planning any aspect of the intervention for effective program implementation

4. The government should deploy stringent measures to checkmate bureaucratic bottlenecks and punish those found guilty for successfully implementing the program.
5. The government should make adequate provisions for enablers such as teaching and learning materials, instructional facilities, and other basic resources needed for effectiveness.

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