

The Political will and Quality Basic Education in Nigeria

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Abstract

The paper examines the political will and quality of education in Nigeria. Despite the role of the government which aimed(s) at education development, the quality of education is very low in Nigeria. The paper relied on survey research conducted with the teachers of basic education in Nigeria, 500 questionnaires were distributed but only 378 were returned. Secondary data such as text books, journals, newspapers and government publications were also used. The findings revealed inherent institutional constraints are the key issues to education development such as lack of commitment of government, inadequate funding and poor coordination leading to crises such as terrorist group (Boko Haram), armed robbery, prostitution, militancy and bomb blast. The paper recommends increased commitment of state, proper accountability, public private partnership and ensuring rule of law as a way of improving performance of the institution.

Keywords: Political will, Coordination and Quality Education

1.0 Introduction

The role of government in provision of quality education cannot be over-emphasized, but there are some key issues to consider in the transformation of education. The first is to place education in the wider context of public service reform, as an essential element in fostering values of openness and democracy.

All over the world, there is a debate about the way public services operate, and the way they need to develop in order to reflect and promote these values.

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In order to achieve quality education in any country, there are eight dimensions of good schools, which include good finance including per capita and needs driven funding, good governance and community links, good leadership and management, good teaching, good student outcomes, a good curriculum appropriate to the ages and needs of the students, good ethos, where learning, social responsibility and personal development are valued and a good environment, where best use is made of physical facilities and resources (David, 2011; Prasad & Tata, 2003).

Nigeria has been a signatory to many international treaties on eradicating illiteracy, such as EFA, NEEDS and MDGs. UNESCO has developed educational norms which have come to provide an important guiding tool. The UNESCO constitution adopted in London at the end of World War II, committed the world to the great principle of full and equal opportunities for all (UNESCO, 2004). From this, came the convention on the rights of the child and the UNESCO convention on the elimination of all forms of racial discrimination. All these have been of great impetus to the ideas of our common ownership of the globe; they have provided the context facilitated by the globalizing forces of technological innovation, in which sense of ownership has taken the form of massive movement of people, goods, ideas and opportunities around the world. The Constitution of Nigeria, 1999 recognized the importance of education when it stated that the government shall provide good and enabling environment for educational development based on science and technology which will help in the eradication of illiteracy; education should be free, qualitative and compulsory (Okoroma, 2006).

The national philosophy of education in Nigeria is enshrined in the National Policy on Education. According to this policy, the five national goals which Nigeria's philosophy of education draws its focus from are free and democratic society, just and egalitarian society, united, strong and self-reliant nation, great and dynamic economy and land full of bright opportunities for all citizens (National Policy on Education, 2004).

Based on the above national aspirations, the philosophy of the Nigerian education seeks to achieve objectives, such as the development of the individual into a sound and effective citizen, the full integration of the individual into the community and the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels.

In order to make the philosophy of education work harmoniously for Nigeria's goals, education in Nigeria has to be tailored towards self-realization, human relations, individual and national efficiency, effective citizenship, national consciousness, national unity as well as towards social, cultural, economic, political, scientific and technological progress. To this end, the Nigerian educational system is value-laden and aims at the betterment of the citizens to live a better life and contribute to the advancement of society (NPE, 2004; Benedict, 2008; David, 2008 & Adesina, 2011).

In September 2000, UN delegates gathered in Senegal (Dakar) for a summit on millennium declaration and an evolutionary global commitment to reduce poverty and its antecedents was adopted. The MDGs were identified which targeted the year 2015. These include eradication of extreme hunger and poverty, universal basic education, gender equality, education in child mortality; improved maternal health campaign against HIV/AIDs and malaria etc., issue of environmental sustainability and global partnership for development (UNESCO, 2008 & Ogbonnnaya, 2000).

The ambiguous functions among three tiers of government of financing primary education resulted in chaos in education, duplication of offices, wastage of national resources, and competition in discharge of its functions (Torgler, Schneider & Macintyre, 2012). As a result, the sector was in crisis and a major renewal of all systems and institutions was required. With a dearth of reliable data, Nigeria seems to have more primary age children out of school than any other country in the world, learning achievements are the lowest in Sub-Sahara Africa, and no statutory mechanisms are in place to ensure that state plans rhyme with national objectives. For UBE to achieve its objectives, administrative obstacles and policy disagreements will need to be overcome before the resource can be fully utilized (Nick, et al., 2009; Rose 2005; Emmanuel 2011 & Usman, 2011).

UBE is a laudable effort of the government but it appears that it is leaving many issues unresolved which are bedeviling the programs, just as the UPE scheme had because there is lack of government support. Also, enrolment quota limitation might hinder effective implementation of the scheme (Enemuo, 2000).

The country, in the last 30 years, both during military and civilian administrations, endeavored to make budgetary allocations to sustain the system aimed at providing free educational opportunities for the citizens. (Chuta,1986;Abu, Franca, Ebuara, Ekpoh, 2009; EFA, 2011; Kanayo, 2010&Abdullahi, 2010).

The studies of expenditure in education can be classified into two, i.e., micro-labor and macro-growth. Micro-labor literature mainly concentrates on the rate of return on education for individuals; whereas macro literature underlines the effect of education on macro-economic growth (Abiodun&Iyiola, 2011).

There is correlation between government expenditure and economic growth. The functions of government are divided into two: maintenance of law and order and public finance, i.e., provision of public goods, such as health services, infrastructural development, defense and education (Ojo, 2010). Government spending on health and education raises labor productivity and increases output; spending on projects such as roads and power supply reduces production cost, accelerates private investors' participation and economic growth(Hinchliffe,1995; Ajayi 2007; World Bank, 2010)

Educational finance policies also must be devoted to social welfare that prioritizes investment in the lower levels of education and acquisition of general rather than occupational specific skills (George, 2006). According to Durosoro (2004) &Ajibola (2011), financing education in Sub-Sahara Africa has not been given sufficient coverage in the relevant literature. The paucity of empirical research on financing education can be partially attributed to the assumption that national governments finance education, and thus, the need for studying it is not significant except, in the context of national budget(Ostrom, 1997; Jesicca, 2011&Ijaiya, 2004).

1.1 Political will

Political will is necessary for the sustenance and development of policy and program; it determines the success or failure of a policy which include the operation of a policy, the amount of money injected into the system and the availability of human resources which contributes to good policy outcome. Political will involves efforts of government, civil society, community leaders such as private sector, nongovernmental organizations and religious leaders in development process (USAID, 2000). The commitment of government in the promotion of policies and programs in many developing countries is partially non-existent (Mahler, 1986).

WHO (2005) observed that the global determination in providing health for all required political action, advocacy, participation and sustainability. Political will naturally take great time and resources at the same time; it deals with success and failure of initiatives (Mahler, 1986). However, the lack of political will is the reason for the failure of the anticorruption crusade (Gerald, 2001). Lezine & Gerald (2007) in their work on political will bridged the gap between public health knowledge and action demonstrated that for effective implementation of policy, government needs strong commitment, increase in funding and community participation. Also, (Jiatong, Edward, Zhong, Zhigang and Jian, 2011) in their work titled innovative use of surveillance data to harness political will to accelerate measles elimination, they observed positive correlation between political will and health care delivery. They argued that the major problem of measles elimination in China was insufficient political will to provide support (human and financial). Mobilizing resources is important for the achievement or elimination of measles in local governments. Nicoli (2006) also observed the effects of political will on the achievements of government policy in South Africa that ineffective leadership is lacking.

Studies on political action and its impact on social policy (Michael, 2009) reiterated that desired policy outcome will be achieved if there is greater political will. The strength of public and private sectors in a zeal to provide efficiency in an organization is a direct effect of commitment which is defined as political will (Sahr, 2012). He added that the challenges to political will is to distinguish between reforms that are designed to boost the image of political leaders and substantial efforts that are based on creating change (Sahr, 2012).

Political will is also viewed as a sustained zeal of administrators and politicians to come together and invest resources to achieve specific objectives and ability to implement policy and program of government (Little, 2010). Addressing the level of political will of government (Kosak, 2009 cited in Little, 2010) observed that the willingness to support primary education depend on the commitment of political actors which in turn legitimize government through the provision of good policies and programs that have direct impact on the masses. Government commitment to education is based on resource allocation which includes funds, time, people and attention (World Bank, 2003).

The sustainability of political will depend on interaction between public and private sectors, through contracting, public procurement, tax collection e.t.c. Also, public institutions must be strengthened with adequate autonomy, qualified personnel, authority financing, institutional checks and balances and established structures that create independent sources of power and information (Sahr,2012).Political environment have effect on policy planning and implementation in any nation, the political terrain in Nigeria and subsidiary Africa does not promote quality education because funding education was inadequate (Akindutire,2011). In addition, lack of patriotism and bad leaders constitute big problem to development in Africa (Agagu, 2010). Three dimensions of political will such as commitment of government, continuity effort, and anticorruption will be used as measurement. Ten questions were set from the dimensions to measure political will. The questions were adapted from previous studies such as (USAID,2005; Soboohu&Sushil, 2010;Norad, 2011).

1.2 Education

The concept of quality is very difficult to define in social sciences and management sciences; Harvey and Green (1993) has classified the definitions of quality as providers (Funding bodies and community at large) quality is seen as value of money i.e. good return from investments. Quality is also explained in term of users output and a good example of this is students want to ensure a relative advantage in career prospect. Quality is also defined as perfection or consistency.

Therefore, education quality is seen as what students learn, how well they learn and what benefits they draw from their education. The essence of quality education is to ensure that students achieve good learning outcome and acquire skills and values that enable them live a good and normal life so that they can contribute positively to the development of their society(EFA,2005).Previous research conducted indicated little studies on quality primary education. Therefore, in this study the dependent variable is quality primary education.

1.2.1 Education and Development

The United Nations Development Programme (2011) describes development as a process that goes beyond the improvement of quality of life, it encompasses better education, higher standards of health and nutrition, poverty reduction, cleaner environment, increasing access to and equality of opportunity, greater individual freedom, and the facilitation of a richer cultural life by breaking the cycles of deprivation and hopelessness which are the first obstacles to every kind of development. Schultz (1961) stated that education does not only improve individual choices available to mankind, but an educated population provides the type of skilled labour necessary for industrial development and economic growth. Dreze&Sen (1995) argued that development should be viewed from various approaches. By contending that a “rights-based approach” to improving access to education provides the basis for a comparative assessment of natural progress, they succinctly anchored their theoretical approach on human rights and capabilities.

The intrinsic human value of education include the capacity of education to add meaning and value to human lives without discrimination, education is a key component central to universal human rights. In sum, education is the key that unlocks and protects the full spectrum of human rights. The discussion of development from the capability approach shows that development occurs when people are able to achieve what makes lives valuable to them. There is variance in the value that people place on ideals which can be eating well-nourished food, achieving a sense of self-satisfaction and self-respect, being literate, being able to do things better, or earn a better living, thus, the capability approach shifts the goal of development from mere income or economic growth as ends in themselves, to that of growth of people and enhancing the quality of the human condition. Viewing development from this perspective implies that it can be seen as a process of expanding the real freedom that people enjoy. Education serves as a tool people can use to achieve the level of freedom that they feel is intrinsically valuable, as well as achieving rudimentary levels of knowledge acquisition (e.g., beginning with literacy and basic arithmetic), which serves as a functional key to greater educational development. Education and development policies based on capability theory are said to be successful if they enhance people’s individual capabilities, whether or not they directly affect income or economic growth.

Education is the only means of transformation of society, it equips people with the needed knowledge, skills and competences which make them functional and contribute to the development of the nation, education as agent of growth, key to poverty reduction and engine for even distribution of income (Dreze et al.,1995). Development encompasses reduction in poverty, illiteracy, improvement in health and even distribution of income. Development is also viewed in form of improvement of the lives of poor people by providing them with basic needs such as education and health (Wolfensohn, 2002). Studies have shown that countries that had experienced growth and development was as a result of good investment climate which encourages institution and firms to invest as the same time create jobs opportunities that improve cost and standard of living. Another area is investment in poor people such as provision of education, health and infrastructures, other variable of development include micro economic stability, investment climate that provide favourable condition for international trade, good governance, investment in human and physical capital, quality of the institutions, rule of law, competition and the gender equality (Wolfensohn, 2002).

Development means freedom of individual to improve their lives such as increase in income, technological advancement, provision of quality education, provision of health care and increase in civil participation in polity. It also entails reduction of poverty, provision of economic opportunities as well as improvement of sanitary condition, provision of clean water, effective institution to maintain law and order. Freedoms have to do with freedom of speech and ability of citizens to participate in selection of their leaders, provision of education and health, economic opportunities through promotion of trade and production, Provision of good economic climate by government is a sine canon for economic growth and development. It enables citizens to improve their lives and prevent catastrophe such as famine. The essence of democracy is to promote the good will of the masses, enhancing the civil liberties which prevent disaster such as poverty and famine as well as insecurity of lives and properties. The attainment of freedom depend on capability approach, by denying populace basic things of life, the government is indirectly denying them of their opportunities to live the type of lives they want, provision of good education and health help in improvement of productivity, reducing poverty and promote higher income earning (Amsden, 1992).

The role of human freedom cannot be over emphasized; there are two main roles which are the constitutive and instrumental roles. The constitutive role includes freedom from basic things of life such as hunger, freedom of speech and participation in politics, freedom from ignorance while instrumental freedom dealt with the ways and strategies to achieve the former (Amsden, 1992).

Political freedom means right to participate in decision making, voting right etc. Economic freedom entails proper utilization of resources for the benefit of the society and social opportunities refer to provision of social amenities such as schools, hospitals which enable citizens to live in good and normal life. Transparency entails freedom or access to information and openness. All these are interwoven; The East Asia achieved the tremendous set of growth through investment in education, followed by health which contributes to poverty reduction. For the achievement of freedom, government can copy private initiative as well as cooperation with Non-governmental organizations (Amsden, 1992). The close relationship between government and industry, effectiveness of government and absence of corruption, good policy that led institution building, financial regulation and cooperative structure promote growth in East Asia (Drysdale, 2000).

Education is a basic human right, it is also not easy to finance by private individuals due to poverty and lack of family support, therefore government needs to intervene by provision of subsidy (Wade, 1990). The role of state is not only to provide public goods, maintain rule of law but to mobilize resources needed to achieve development (Wade, 1990).

Most of the third world states suffered from vicious circle, to overcome vicious circle there is need to increase their spending in the areas of education and health (Fukuyama, 2008). States that promotes better technology, adhere to rule of law, invest in human capital, and facilitate investment opportunities prosper (Fukuyama, 2008, Varoudakis, Nabil & Aysan, 2007). Some economies developed opposite institutional model of public finance system management which led to policy gap, while the developmental states possess characteristics such as highly skilled bureaucracy, strong policy coordination, shift to export led growth instead of relying on import substitute, autonomous institution, good vision setting, centralized planning, subsidies and quality regulatory institutions as well as protection of local industries (Kattel & Karo, 2013; He & Cui, 2012).

The development of Taiwan was as a result of investment in skilled and knowledge which create competitive advantages at the same time diversification of economic of scale and integration that provided opportunities to citizens and state which led to development of scientist and engineers (Amsden, 2003). The essence of social policy is to breach the gap between rich and poor and promote peace and stability (Drechsler,2013).Any State economy that is controlled by private individuals, liberalization of market, social services finance by private individuals such as water, electricity, education and health. The end result is crony capitalism, comprador state and lumpen development which contradict ideas of nation state (Amin, 2012).

Yusuf(2000); Todaro(2007) and Risikat (2010) assert that since the advent of democracy in Africa, successive governments negate the future direction of the macroeconomics policy of investing in human resources in Africa. This uncertainty may be attributed to the existence of macro-economic disequilibrium in financial allocation and unsatisfactory performance of the country's economy in recent times. Most African countries are mono crop economy with high rate of inflation, chronic balance of payment problem, underutilization of resources, poverty and inequality. They concluded that education should be given much priority. (Olaniyan&Okemakinde, 2008) opined that education is an investment in human capital which is a critical input for innovation, problem of development in Africa is poor education expansion to stimulate growth and development. The reason for this problem is that despite many policies and programmes of government; the countries lack functional qualitative education. Ogunrinola&Oluranli (2011) added that economic growth largely depend on human capital, government spending on human capital has negative relationship, the reason for the relationship was the degree of corruption and misappropriation of public funds by those entrusted to manage it and recommended public private partnership in education.

The investment in human capital will put many countries as great nations in the world (Gordon, 2012). Semon-Oke (2012) noted that low investment in human capital is a thing of concern for various organizations and research institutions because of the high level of illiteracy and low rate of economic growth. The investment in human capital serve as engine for poverty reduction and empowerment of rural populace, to avoid the problems of the past, projects and programme to be implemented should be people oriented, government should try and provide basic educational facilities (Abdulganiryu, 2012).

Drazen (2000) noted that low investment in a country or region constitutes a setback to developing world, the effects of which is the political instability and devastating institution. The dimensions of political instability include civil protest, instability within political regime, politically motivated aggression and instability of political regime (Richard, 2006). Studies such as (Sewell, 2001) showed the relation between business environment and good governance, the reason for failure of policy is as a result of uncertainty and instability. Banerji and Meliesh, (2003) highlight the importance of investment climate as the problem that impedes firm growth. Banerji et al., (2003) elaborate on the importance of transparency and accountability as basic ingredient of poverty reduction and economic growth.

The investment in human capital promotes stability which results in increases in economic freedom and promotion of growth and development (Kandil, 2009; Grajek & Clougherty, 2008). Government with larger size and too much bureaucracy create load, tension and sometimes led to instability of government (Popp, Kaisler, Allen, Revilla, Carley, Azam, Russel, Choucri & Kugler, 2006). State can maintain stability through investment in security, viability of economic structure, strength of political and civil system, environmental fragility, capacity of governing bodies, promotion of social welfare and quality of life and provision of public infrastructures (Popp, et al., 2006). Low investment in social services constitutes hindrance to emergence of good investment climate (Ibrahim, 2008). Similarly, Hussain (2002) contended that political instability in Nigeria is as a result of failure of political class to respect the tenets of democracy such as corruption, lack of respect for rule of law and weak institution. Clark (2000) added that under funding of the institution affect output and consequently led to poor quality of the institution.

Education as a variable for economic growth has been underscored by many studies. Risikat (2011) opined that education increases human capital development at the same time improves productivity, increase in income leading to invention of technology. It is also beneficial to the society both at micro and macro level and engine for poverty eradication, promotion of social justice, equity and fairness. Since independence education expenditure has not been encouraging which could be seen from government's allocation to the sector. The reasons for this may be from over reliance on one major source of revenue that is oil. Nigeria is a mono crop economy that relied heavily on oil which makes any fluctuation in oil prices to directly or indirectly affect the economy.

Gylfason&Zoega (2003) added that there is positive correlation between education and income; better education reduces inequality as well as acceleration of economic. The country's political economy and institution determine the rate of development. Development has to do with technical issues which depend on the role of state, country mobilizes people, resources and directs them toward enhancing economic growth and development. Even stationary bandit or autocrat that has absolute powers over a state will provide public goods to generality of the people (Olson, 2000 cited in Chakravarti,2005). Sustainable development could not be achieved without effective role of the state; rent seeking behaviours especially in developing world constitute hindrance to growth and development. Development demand investment opportunities, innovation and drastic reduction in rent-seeking behaviour, institutional variables such as government effectiveness have an effect on growth and development.

Also external shocks such as debt crisis, oil shock, and natural calamity constitute reasons for policy summersault in Africa. Internal factors such as good governance, good economic management and productive investment contribute to the development of human and physical growth and development (Chakravarti,2005).Government policies in Africa lack political will, in other word it lack total support from the top management of the institution (Mbaya, Tella& Aminu,2012). In transitional economies, the policy makers are limited by path dependence. Institution is shape by geography, standard and cost of living, political system, regime ideology and foreign relations (Lee, Chow, Tse, Sin, Yau& Luk,2008). The new era of knowledge economy also demonstrate the role of education in development due to advent of new technology, there is need for new skills and ideas on the best practice around the world. Countries such as Australia, Estonia, Ireland and New Zealand have recognized the importance of building institution not only for protecting the industries but enhancing them to promote constant increase in productivity; education should be the number one preference of government, state promote economic development by providing access to capital, encourage foreign direct investment, productive cluster and knowledge transfer (Foxley, 2010).

2.0 Methodology

The method of data collection for the study is quantitative. Therefore in this study survey method was used to collect empirical information from the respondents.

The reason for choosing quantitative method of data collection is because of the advantage of generalization from a sample to a population inferences (Cresswell, 2008). Also survey is one of the methods commonly used in social sciences, it is also used for a variable that cannot be directly observed.

2.1 Instrument of Data Collection

The instrument that was used to collect data is questionnaire; it was designed to answer questions that are related to the variables.

Three items were used to measure political will adapted from Derick (2000) which are commitment, continuity efforts and anti-corruption and the three dimensions of coordination were used such as process, persistency and agency. Finally, three items were used to measure quality education that is content, process and outcome.

2.2 Questionnaire

Questionnaires were adapted and some were designed by the researcher which aimed at answering research questions one, which talked of political will, the question two that is coordination and the dependent variable that is quality education.

The study used one method of distribution of questionnaire that is direct handling of questionnaires to the respondents in the unit of analysis that is universal basic education commission, two states were selected as a sample and four local governments were selected as a sample from each state. Also the researcher worked with some officials of the board especially those from planning research and statistics department of the board to distribute the questionnaire to the respondents. The questionnaires were retrieved through the same officers of the commission.

The questionnaire comprises two parts; the first part contains demographic data of the respondents such as gender, qualification and working experience. The second part contains questions related to objectives of the research, the questions were measured in a 5 point Likert scale which include strongly agree (SA), Agree (A), Undecided (UD), Strongly disagree (SD) and Disagree (D). The scale is categorized as 1, 2, 3, 4 and 5.

Study showed that five points scale is good as any, increase of point scale from five to seven points does not lead to improvement in reliability which is in line with what Elmore & Beggs cited in Sekara & Bougie (2010) recommended.

2.3 Data Collection Procedure

The researcher collected data from two different sources that are primary and secondary sources.

The primary data was sourced through the use of questionnaire, questions were adapted and were distributed to the respondents in order to collect empirical data. The secondary data were obtained using journals, text books and other relevant secondary materials such as budget estimates of the federal republic of Nigeria (government budget publications). Annual reports of the organization in focus that is UBE, federal government statistical reports, reports of the central bank of Nigeria, united Nations statistical year book, reports of some other government agencies, educational and financial journals.

2.4 Population of the Study

The population of the study encompasses the whole employee of universal basic education commission in two sample states which are Kebbi and Kano. Four local governments were selected from each sample state.

2.5 Sampling

Sample is the representative of large population or subset of the population (Sekaran & Bougie, 2010). Two states were sampled in the process of data collection. In the two states, four local governments in each state were selected in order to collect empirical. A type of probability sampling technique was employed viz stratified sampling to obtain information from the field. However, on the sampling size Sekaran & Roger (2010) recommended 95 percent level of confidence is good for research in social and management sciences, which is expressed as 0.05 level of significance. In this research, the minimum of 0.05 significance level is used.

Table 1.0: Sample Size

Population	Sample size
10,000	370
15,000	375
20,000	377
30,000	379
40,000	380
50,000	381
75,000	382
1,000,000	384

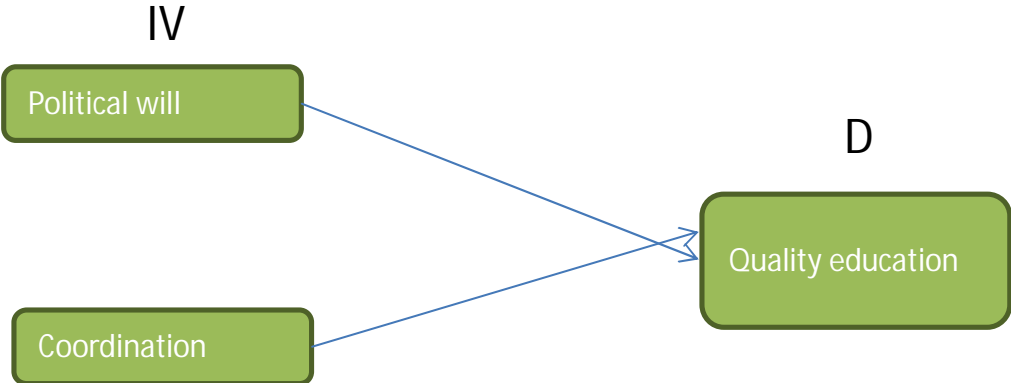
Source: Krejcie&Mogan cited in Sekaran& Roger (2010)

The population of the study is 9113 employees of UBE in the two states. Therefore the sample size for the research was 370 as suggested by Krejcie& Morgan cited in (Sekaran&Bougie ,2010). Also 500 questionnaires were randomly distributed to the target population.

2.6 Research Model

The model was adapted by the study from Papadimitrious(2011), using theory of institution he employed constructs like political/legal, economic, socio-cultural and leadership. The model depicts independent variables such as political will, coordination and the dependent variable is quality education.

Figure 1.0: The Research Model



2.7 Formulation of Hypothesis

The independent variables (Political will and coordination, and the dependent variable quality education and their relationships with the research model are established. The hypotheses are as follows:-

Hypotheses Statements

H1: Political will relates positively to quality primary education

H2: Coordination relates positively to quality primary education

3.0 Findings

Table 1:1: Showing the Number of Questionnaire Distributed and Returned

Questionnaire	Number
Questionnaire distributed	500
Questionnaire returned	378
Response rate	76%
Number of questionnaire used for analysis	378

3.1 Reliability Analysis

The independent variables are political will and coordination and the dependent variable is quality education, reliability is established by testing for consistency and stability of data collected. Consistency of data show the degree to which an item is independently measured of a concept.

Table 1.2: The Table below Shows the Independent Variable with Cronbach's Alpha .786

Political will	Mean	Std. Deviation	Cronbach's Alpha
The vision of your institution emphasizes value and importance of quality	.5364	.28615	.786
The mission statement reflect congruency with stakeholders	.5233	.30731	
The mgt maintain transparency in and fairness in recruitment and promotion of it employee	.5151	.31691	
The is standard parameter to measure the achievements of the institution	.5236	.30680	
Data and information are gathered to assess the performance of the organization	.5186	.31533	
UBEC deploy plan for overall dev of student	.5324	.29081	
UBEC deploy plan for overall dev of the institution	.5291	.29853	
UBEC deploy plan to attract competent members and students to the institution	.5259	.30203	
Measures are taken to improve quality of placement (goodness of offer made, average salary and core job)	.5230	.30536	
Mgt of the institution participate in and support the quality initiative in the institution	.5362	.28552	

Table 1.3: The Table below Shows the Independent Variable with Cronbach's Alpha .719

Coordination	Mean	Std. Deviation	Cronbach's Alpha
Your institution has documented, shared and disseminated its quality policy, vision, mission, value and goals among its stakeholders	.5177	.30940	.719
There is partnership with the community	.5200	.31183	
There is effective regulation of institution activities	.5182	.30871	
The institution has systematic procedures of data management, which lead to the improvement of education	.5236	.30680	
The institution is successful in creating culture of learning	.5336	.28319	
The senior manager participate in decision making	.5283	.29345	
The institution adopt follow up approach to achieve its aims	.4998	.32235	
The institution practice team work	.5207	.30500	
There is proper planning in the institution	.5105	.31564	
The overall vision, mission, strategic plans are well coordinated	.5237	.29260	

Table 1.4: The Table below Shows the Dependent Variable with Cronbach's Alpha .825

Quality education	Mean	Std. Deviation	Cronbach's Alpha
Sch environment is conducive for teaching	.9787	.05044	.825
Sufficient instructional materials are provided	.5245	.26586	
Sch facility is adequate for user's needs	.4930	.18674	
Class rooms have well-designed integrated technology system	.5311	.29490	
Library is well equipped	.5242	.30495	
There is effective supervision of school	.5269	.30230	
There is high quality assurance in UBEC	.5046	.27407	
There is effective teaching and learning method	.5208	.31237	
There is proper assessment of student	.5178	.31429	
Effective training is provided for staff	.5213	.30681	

Table 1.2, 1.3 and 1.4 shows the Cronbach's Alpha which ranges from .719-.825. Alpha is used to measure internal consistency of a text or scale Mohsen and Reg(2011). It is given as number between 0 and 1.

Internal consistency should be determined before a test can be employed for a research or examination purposes to ensure validity (Mohsen &Reg,2011).

There are different visions about the acceptability of value of Alpha ranging from 0.75-0.95. A low value could be as a result of low number of questions, poor interrelatedness between items or heterogeneous construct, if Alpha is high it suggests that some items are redundant as they are testing the same questions, a minimum Alpha of 0.90 has been recommended by Streiner cited in Mohsen and Reg(2011). Also reliability of 0.50 to 0.60 is good for early research stage. Sakaran&Bougie(2003) recommended 0.60 as minimum in behavioral research.

Table 1.5: Descriptive Statistics

Descriptive analysis	Mean	Std. Deviation
Political will	5.2636	2.06434
Coordination	5.1960	2.02342
Quality education	5.6428	2.00091

The figure 1.5 above shows the mean for the variables which ranged from 5.1960- 5.6428. The highest mean is the quality education with 5.6428, followed by political will showing 5.2636. However the lowest mean is the coordination with 5.1960. Also political will has the standard deviation of 2.06434, while coordination has 2.02342 and quality education has 2.00091. The mean scores of the variables for this sample population are considered adequate. Therefore the data is considered reliable.

Regression Analysis

Table 1.6: Coefficients^a

Model	Unstandardized Coefficients					95.0% Confidence Interval for B	
	B	Std. Error	Beta	t		Lower Bound	Upper Bound
(Constant)	236	.026		9.220	.000	.185	.286
Political will	.383	.053	.397	7.177	.000	.278	.488
Coordination	.245	.058	.234	4.222	.000	.131	.359

a. Dependent Variable: Quality Education.

The table above shows regression analysis, it shows that political will influences quality education with a Beta of .397, while coordination influences quality education with .234Beta.

The political will has the significant effect $t = 7.177$ to the quality education. The finding is in line with the work of Treadway, Iyochwarter, Kucmar&Feris (2005) in their work political will, political skill and political behavior which said that there is relationship between political will and achievement of a set of political objectives. The findings isalso intenderm with the work of (Kpundah,2000 cited in Abdullai,2009. As a result the first hypothesis of the study which stated that political will has effect on quality education is supported with significant level of value $p < 0.00$.

The coordination has the significant effect of $t = 4.222$ to quality education. The finding is in line with the work of Kirzner, 1998 who observed the relationship between coordination and organizational performance. The result is also in line with Klein, 1997. As a result the hypothesis which stated that coordination influences quality education is supported also with significance level of value $p < 0.00$.

Table 1.7: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	f2	Sig. F Change
1.	.576 ^a	.332	.329	.13935	.332	93.328	2	375	.000

a. Predictors: (Constant), Political will, Coordination

b. Dependent Variable: Quality education`

4.0 Discussion

From the data presented above, it was discovered that lack of commitment by government and the other stakeholders led to high level of illiteracy. The country is worse hit by poverty which was attributed to poor education and illiteracy (National office of statistics, 2012). The emergence of militant group known as Boko haram was attributed to low level of literacy in both states. Therefore for quality education, governments (federal, states and local governments) and other stakeholders need to be committed towardsthe realization of the aims and objectives of basic education.

5.0 Conclusion

The problem under investigation is political will, state and funding of primary education in Nigeria, primary education being the bedrock of the educational system is beset with many problems which include inadequate budgetary allocation to educational system, lack of political will on the part of government, and unclear role and responsibility between three tiers of government in financing primary education. As a result it create problems such as pupils drop out and decrease in quality of education which is fueling insecurity of lives and properties and emergence of militant groups such as Boko Haram, Niger Delta militancy, prostitution and armed robbery and kidnapping in Nigeria.

6.0 Recommendations

The following are some of the recommendations with the hope that if put in place it will help in addressing problems of universal basic education in Nigeria:-

- i. Adequate funding: The major problem facing basic education is inadequate funding of the program, government should ensure as a matter of urgency the meeting of the UNESCO threshold of 26% budgetary allocation to education in any member country.
- ii. Private partnership:As a result of the enormous amount of funds involved in education, philanthropic organizations should as a matter of urgency be involved in funding basic education in Nigeria.
- iii. The relationship between the three tiers of government with respect to funding basic education should be made clear with respect to who plays what role when and how as a matter of urgency. Government should enhance the autonomy of each and every tier of government especially state –local relations. The issue of joint account should be abolished.
- iv. The commission should ensure proper record keeping of the income and expenditure of the primary schools.
- v. In addition to that, government should ensure that the money meant for enhancement of primary education commission is spent judiciously in accordance to the laid down rules and regulations. This could be achieved through transparency and accountability.

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