

Original Article

PRINCIPALS' PERCEPTION OF CONSTRAINTS IN THE IMPLEMENTATION OF 9-3-4 SYSTEM OF EDUCATION IN EBONYI STATE

Uguba Chinyere Otuu

Email: uguba.otuu@funai.edu.ng

Department of Educational
Management Enugu State
University of Science and
Technology (ESUT)

Abstract

This study investigated on principal's perception of constraints to the implementation of 9-3-4 System of Education in Ebonyi State. Three research questions and three null hypothesis guided the study. The descriptive survey research design was used for the study. The population for the study was 82 Secondary school principals, made up of 52 male principals and 30 female principals. There was no sampling because the population was manageable. The self-development instrument titled "principals" perception of constraints in the implementation of 9-3-4system of Education" (PPC.9-3-4 SE) for data collection was face validated by three experts, two from department of Educational Management and one from measurement and evaluation unit of Department of science and Computer Education. The instrument has two section, A and B. Section A deals with the bio-data of the respondent while section B contain 30 items in three clusters that correspond with the researchers questions. The instrument is a four point modified like rating scales and four response pattern of very Great Extent (V G E -4points), Great Extent (G E-3 points), Low Extent (L E – 2 points) and very Low Extent (V G E -1 point). In this study, cronbach Alpha was used to ascertain the internal consistency of the instrument. The reliability indices showed 0.85 for cluster A, 0.81 for cluster B and 0.89 for cluster C. The overall reliability index of the instrument was 0.79. Mean score and standard deviation were used to answer the research questions, while t-test statistic was used to test he hypotheses at 0.05 level of significance. Some of the findings includes that inadequate funding and facilities constitute constraints to the implementation of 9-3-4 system of Education in public Secondary schools in Afikpo Education Zone of Ebony State. It was recommended that there should be a well-articulated system of funding of 9-3-4 System of Education adequately. The government should pay attention to the provision of adequate qualified teachers.

Keywords: Principals' Perception of Constraints, Implementation of 9-3-4 System of Education

Introduction

The state of the world civilization today is the product of education. Salau (2024) observed that, all over the world, education has become a veritable index for determining the level of the development in any

society, and this explains why many develop countries allocate the greater proportion of their annual budget to education. Education constitutes the super structure on which economic development and societal growth are predicted. The nation has

continued in endeavors to evolve the type of education that is practicable and directed to full development of the human personality and the nation as an entity. The extent of success in all her educational endeavors however continues to be a source of concern to all well meaning citizens. The main important of education is to transmit human tools aimed at helping the members of the society to fit effectively and properly. In a country like Nigeria that is multi-tribalistic, with the attendant suspicion greed and intolerance, the need to forge strong unity amongst the different peoples cannot be neglected in educational effort (Adirika,2024). Gender system are established in different social-cultural contexts which determine what is expected, allowed and valued in a woman/man and girl/boy specific context. Gender roles are learned through socialization processes; they are not fixed but are changeable. Gender systems are institutionalized through educational system, political and economic system, legislation, cultural and traditions. In utilizing a gender approach, the focus is not an individual woman and man but on the system which determines gender roles or responsibilities, access to and control over resources, and decision-making potentials. It is also important to emphasize that the concept of gender is not interchangeable with women. Gender refers to both women and men and the relationship between them (www.OECD.org). Principles who are the primary implements of the (UBE), as well as the student themselves who are the direct beneficiaries of UBE, are all complaining about the problems encountered on the implementation level of the programme. Onyirioha (2024) pointed out teachers and parents of the student involved with UBE are suffering from the constraints to effective implementation of the laudable programme. This could be because of all the objectives that are stated on the planning level of not correspond with the availability of the implementation level.

Orabasa (2024) defined education as the process by which an individual acquires the many physical and societal development at large. In the same vein, Diennge (2024) defined education as the process by which an individual acquires the many physical and societal capabilities demanded by the society in which he or her has been born into. Ocho (2024) equally defined education as the process through which individuals are made participating members of their society. Various studies over the years have shown that education is a systematic process through which a child or adult acquire knowledge, experience, skills and sound attitude.

In all human societies, past and present, education has remained a vital role for the development of both the individuals and society at large. Education is the nerve centre of development. It equips both the individual and nation with skills with which to develop in terms of economic, political and social development. It is against this background that every nation accords the education of its citizens a priority. It is the quality of educated citizens in a nation that determines the quality of its development. Education is perceived as the process by which an individual acquires the many physical and societal development at large (Diennge, 2024; Orabasa, 2024). Ocho (2024), equally defined education as the process through which individuals are made participating members of their society. Various studies over the years have shown that education is a systematic process through which a child or an adult acquires knowledge, experience, skills and sound attitude. For a civilized and a socialized society, education is the only means and not an end. Its goals are to make an individual perfect. Every society gives importance to education because it is the panacea to survive the hurdles of life. Diennge; (2024) see education as product as well as a process. Education is “one of the most effective development investments countries and their donor partners can make” (Basic Education Coalition 2024).

The success of 9-3-4 system of education lies in satisfying the following variables – Funding, teacher and facilities factors. Reviews of 6-3-3-4 to the view 9-3-4 system of Education system where in the recipient of the education would spend six years in the primary school, three years in junior secondary school, three years in senior secondary school, four years in the tertiary institution. Then the Federal Government, therefore made efforts to find the type of education best suited for Nigeria's development, hence the identification of 6-3-3-4 system of education dated back 8th sep, 1969 during the International Literacy Day (1969) when the federal commissioner for education, Winike Briggs inaugurated a conference which formulated the ideas leading to the 6-3-3-4 programme (Uwaifo,V.O 2024). The 6-3-3-4 system was fashioned to produce graduates who would be able to make use of their hands, the head and the heart (the 3Hs of education). When it is finally introduced in 1982, 6-3-3-4 system of education is functional education, which enables its recipient to function economically, socially, morally, intellectually, and politically. This education system itself is a conscious effort at merging academic and education programmes the 6-3-3-4 system of education in Nigeria is job oriented. The new 9-3-4 system of education (Universal Basic Education (UBE) which took off in 2006 had the nine years of basic and compulsory education up to the JSS III level, three years in the senior secondary school and four years in the tertiary institutions. It was designed to streamline the over-nature of subjects offered at the basic education level. The National Council on Education has her 52nd meeting in Ibadan approved a subject structure as the new 9 – year basic education curriculum, which has been developed by the National Educational Research and Development council (NERDC). The new curriculum is expected to be realigned to meet the Millennium Development Goals (MDGs), Education For All (EFA) goals and

the National Economic Enhancement Development strategies (NEEDS), FRN, (2013). Observations have shown that the implementation of this 9-3-4 system of education has not been smooth. Various reasons have been adduced as the constraints to the implementation. The researcher feels that principals are in a better position to identify these constraints. Here are the aspects that need the most funding:

Books: it does not matter whether pupils study for three years or twenty if they do not have anything to study from. Books are one of the most efficient ways to keep student interested in subject.

More teachers. Better teachers: in order to provide high-quality education, Nigeria has to have high-quality teaching staff. (www.naija-education.ng) the last significant change in the Nigerian education system happened in 2006 – 2009 when the country switched from the 6-3-3-4 to 9-3-4 format. The new system dictated that every child should sit through nine consecutive years of primary school. Next, he would spend the next three years in a secondary educational establishment and the last four years receiving higher education. The “3” and “4” parts of the 9-3-4 are not mandatory.

Teacher Factors influencing universal Basic Education Implementation in Nigeria (Journal of Education and Human Development,2020) Teachers are important components of educational system. It is against this background that the UBE implementation guidelines summarized their importance thus: "no education system can rise above the level of its teachers (FRN,2009:9)". in this case the teacher factor includes the number and quality teachers available. Any education such as the UBE that does not take into account the strength of teachers in term of quality is bound to fail (Nwangwu 2016). The truth is that when the teachers lack the needful skills, they will have little bit nothing to offer in the teaching profession. In same view, Oko (2001), noted that most of the TC11 teachers and holders of Bachelors degree

in Education (B.Ed) in the field have nothing to offer to the children they teach .This situation does not augur well with the implementation of 9-3-4 System of Education in Afikpo North Local Government Area and Ebonyi state in general.

UNESCO(2020): Global Education Monitoring Report: inclusion and education. Facilities: These refer to adequate classroom, writing desks, recreational facilities and conducive teaching and learning environments.The availability of these facilities will enhance the success of the programme. Adequate facilities have motivational effects on both the teacher and the learners.In fact the most pressing problem that confronts the implementation of UBE programme is the provision of classroom to accommodate the UBE entrants in the primary schools (Nwangwu 2016). From the foregoing,one can infer that education is an important investment in every country.This is because the development of any country is tied to the quality and quantity of education it's citizens have acquired.

National Association of Secondary School Principals (NASSP) (2019 Principals Leadership and Student Achievement Principals are the chief executive of secondary schools. They are appointed based on qualification, experience and competence.Both males and females leads schools as principals.While male principals,head boys schools, female principals head female schools.Either of the gender is appointed to head co- educational schools, The success or failure of UBE depends to some extent on the administrative acumen bof schools principals.This explain the importance Nigeria attached to education.However, the development of any educational system may be predicted on adequate presence of funds, teachers and facilities.It is against this background that this study intends to determine the extent to which principals perceive these variables via constraints to the implementation of 9-3-4 System of education in Ebonyi state.

Purpose of the Study:

The main purpose of this study was to determine the principals' perception of constraints in the implementation of 9-3-4 system of education in Ebonyi state

To determine the extent to which qualified teachers constitute a constraints to the implementation of 9-3-4 system of education.

To determine the extent to which facilities constraints to the implementation of 9-3-4 system of education

Research Questions:

The following research questions guided this study:

1. To what extent does funding constitute constraints to the implementation of 9-3-4 system of education in Ebonyi state?
2. To what extent do unqualified teachers constitute constraints to the implementation of 9-3-4 system of education in Ebonyi state?
3. To what extent do facilities constitute constraints to the implementation of 9-3-4 system of education in Ebonyi state?

Methodology

This study adopted a descriptive survey design to determine principals' perception of constraints on the implementation of 9-3-4 system of education in Ebonyi State. Nworgu (2010), defined survey research design as one in which a group of people or item considered to be the representative of the entire group. Survey research design permits the description of conditions as they exist in their natural setting.

The study conducted in public secondary school in Afikpo education Zone. They are five local government area (LGA) in the zone. They are Afikpo North, Afikpo South, Ivo, Ohaozara and Onicha Local Government Areas. The zone is located within the tropic, shares a common boundary with cross River State in the East, west by mile 2, Okigwe in Imo State, Enugu State, in south by Igbere in Abia state.

The population of this study was (82) respondents comprising of all the principals (52 male and 30 female) in the public secondary schools in the Afikpo Education Zone of Ebonyi State. Afikpo North Local Government has 23 secondary school principals, Afikpo South Local Government has 15 secondary school principals, Ivo Local Government has 9 secondary school principals, Ohaozara Local Government has 14 secondary school principals, Onicha Local Government has 21 secondary school principals.

The sample size for this study consisted of 82 principals in the public secondary schools in Afikpo Education zone. The entire sample of eighty-two (82) male and female principals was manageable and were used. This is in agreement with Nworgu (2006) who stated that some studies may be carried out using the entire population when it is found that the population of the study is small.

The instrument for data collection was questionnaire developed by the researchers. The instrument is titled “principals’ perception of constraints in the implementation of 9-3-4 system of Education” (PPC.9-3-4 SE) The instrument has two section, A and B. Section A deals with the bio-data of the respondents while section B contain 30 items in three clusters that correspond with the researcher questions. The instrument is a four point modified likert rating scales and has four response patterns of very Great Extent (V G E – 4 points), Great Extent (G E- 3 points), Low Extent (L E – 2 points) and Very Low Extent (V L E – 1 Point).

To measure the reliability of the instrument, the researchers administered the questionnaire on 8 junior secondary school principals (4 males and 4 females) and 8 senior secondary school principals (4 males and 4 females) in the public secondary schools in Ebonyi

North L.G.A which shares a similar characteristic with the present study area. The reliability co-efficient of each cluster was determine using Cronbach Alpha and the reliability index of each cluster of A B, and C were as follows 0.85, 0.81, 0.89 respectively.

The research question were analyzed using mean and standard deviation, while hypotheses were tested at 0.05 level of significance using t-test statistics. The decision rule was that any item in cluster A,B and C with mean ratings of 2.50 and above would be interpreted as to a “Great Extent”. While means rating below 2.50 would be interpreted as to a “Low Extent”. This decision rule is in agreement with the views of Uzoagulu(2011), who stated that with four point scale, a factor with 2.50 or above as a mean should be positive while those less than 2.50 should be regarded as negative. The research hypothesis were tested using the t-test statistics at 0.05 level of significance. Consequently, when the calculated t-value is less than the critical t-value, the null hypothesis would be rejected but when the calculated t-value is equal to or greater than the critical t-value, the null hypothesis would be rejected.

Results

This chapter concerns itself with the presentation of results obtained from data analysis. The results are presented in tables according to the research questions and hypothesis that guided the study.

Research question One: To what extent does inadequate finding constitute a constraint to the implementation of 9-3-4 system of education in Ebonyi State?.

Table 1: Mean ratings of male and female principals of secondary schools on the extent to which inadequate funding constitutes a constraint to the implementation of 9-3-4 system of education in Ebonyi State.

S/N	ITEMS	Male principals(n=52)			Female principals(n=30)		
		X	SD	Decision	X	SD	Decision
1	Lack of funds results to inadequate infrastructural materials	3.67	0.68	GE	3.43	0.94	GE
2	Inadequate Monitoring machineries in school	3.50	0.83	GE	3.13	1.04	GE
3	Lack of teaching facilities	3.50	0.78	GE	2.80	1.16	GE
4	Crowded classrooms	2.54	0.70	GE	2.97	0.49	GE
5	Dilapidated Building	2.48	0.78	LE	2.97	0.49	GE
6	Inadequate staffing	2.85	0.57	GE	2.67	0.80	GE
7	Irregular payment of salaries	3.17	1.04	GE	1.97	0.67	LE
8	Poor laboratory Equipment	3.40	1.01	GE	2.93	0.58	LE
9	Lack of learning materials	3.33	0.96	GE	2.27	0.74	LE
10		3.38	0.97	GE	2.43	0.86	LE
	Grand mean	3.18	0.81	GE	2.76	0.78	GE

Table one above shows that high mean ratings from 2.54 to 3.67 were recorded by the male principals for items 1,2,3,4,5,6,7,8,9 and 10, indicating that those items were viewed by the male principals as constraints to the implementation of 9-3-4 system of education, to a great extent. Item 5 had a low mean rating of 2.48, showing that it constitutes a constraint to a low extent in the implementation of the educational system. In the case of female principals, high mean ratings, ranging from 2.67 to 3.43 were recorded for items 1,2,3,4,5,6, and 8, indicating that the items were viewed as constraints to the implementation of 9-3-4 system of education to a great extent. Low mean ratings of 1.97, 2.27 and 2.43 were obtained for items 7, 9 and 10 repetitively thereby indicating that the items constituted constraints, to a low extent in the implementation of the 9-3-4 system of education. Grand means of 3.18 and 2.76, with standard deviations of 0.81 and 0.78 were recorded for all the items by the male and female principals respectively. This shows that the principals (both male and female) were generally for the view that inadequate funding constituted a constraint, to a great extent, in the implementations of the 9-3-4 system of education in Ebonyi State.

Research question two: To what extent shortage of qualified teachers constitute constraint to the implementation of 9-3-4 system of education in Ebonyi State?

Table 2: Mean ratings of male and female principals regarding the extent to which shortage of qualified teachers constitute constraints to the implementation of the 9-3-4 system of education in Ebonyi State.

S/N	ITEM	Male principals(n=52)			Female principals(n=30)		
		X	SD	Decision	X	SD	Decision
11	Inadequate teachers result to: Being unable to cope with the right of teachings	3.10	0.91	GE	3.03	0.67	GE
12	Teaching obsolete things to students	1.98	0.75	LE	2.80	0.66	GE
13	Being aggressive to students	2.10	0.50	LE	2.27	0.78	LE
14	Being uncooperative to constituted authority	2.04	0.44	LE	2.93	0.74	GE
15	Feeling inferior to qualified teachers	2.17	0.55	LE	3.17	0.70	GE
16	Not taking teachings seriously	1.96	0.82	LE	2.20	0.61	LE
17	Not understanding the problems of the students	2.13	0.71	LE	2.93	0.74	GE
18	Not appreciating the working of administration	1.92	0.68	LE	3.03	0.61	GE
19	Not being able to pass knowledge to students	2.75	1.03	GE	2.00	0.79	LE
20	Being unaware of 9-3-4 system of education	2.08	0.86	LE	3.43	0.94	GE
Grand mean & SD		2.22	0.69	LE	2.78	0.76	GE

Table 2 shows that high mean ratings of 3.10 and 2.75 were obtained for items 11 and 19 respectively by male principals, thereby indicating that they perceived those items as constituting constraints to the implementation of the 9-3-4 system of education, to a great extent. On the other hand, low mean ratings of 1.98, 2.10, 2.04, 2.17, 1.96, 2.13, 1.92, and 2.08 for items 12, 13, 14, 15, 16, 17, 18 and 20 respectively. This indicates that those items were to a low extent considered as constraints to the implementation of the 9-3-4 system of education by the male principals.

The female principals had high mean rating of 3.03, 2.80, 2.93, 3.17, 2.93, 3.03, and 3.43 were recorded for items 11, 12, 14, 15, 17, 18, and 20 respectively, which is indicative of the fact that those items were considered by the female principals as constituting constraints to the implementation of the 9-3-4 system of education, to a great extent. A grand mean of 2.22, with standard deviation of 0.69 was recorded for the male principals, indicating that they were of the opinion that shortage of qualified teachers constituted a constraint to the implementation of the 9-3-4 system of Education, to a low extent (LE). On the other hand, a grand mean of 2.78 with standard deviation of 0.76 was obtained by the female principals, thereby indicating that the principals generally perceived shortage of the qualified teachers as constituting constraint to the implementation of the 9-3-4 system of education to a great extent (GE) in Ebonyi State.

Research question three:

To what extent does non-availability of facilities constitute constraints to the implementation of 9-3-4 system of education in Ebonyi State?

Table 3: Mean ratings of male and female principals regarding the extent to which non-availability of facilities constitute constraints to the implementation of 9-3-4 system of education in Ebonyi State.

S/N	ITEMS	Male principals(n=52)			Female principals(n=30)		
		X	SD	Decision	X	SD	Decision
21	Poor teaching	3.27	0.84	GE	2.70	0.75	GE
22	Poor motivation on the part of teachers	2.77	0.73	GE	3.33	0.96	GE
23	Poor students performance in both internal and external exams	2.87	0.95	GE	2.47	0.82	LE
24	Poor teaching and learning environment	3.31	0.92	GE	3.10	0.84	GE
25	Stress on students	1.62	0.87	LE	3.17	0.75	GE
26	Stress on teachers	1.90	0.66	LE	1.93	0.91	LE
27	Poor learning incentives	1.92	0.62	LE	3.27	0.19	GE
28	Exam malpractice	3.46	0.90	GE	2.07	0.74	LE
29	Lack of recreations in school	3.33	0.86	GE	3.43	0.94	LE
30	Production of students without technical know how	3.46	0.90	GE	3.37	0.72	GE
Grand mean & SD		2.64	0.84	GE	2.88	0.69	GE

Table three shows that the mean ratings of 3.27, 2.77, 3.31, 3.46, 3.33, and 3.46 were obtained by male principals for items 21,22,23,24,28,29 and 30 respectively, indicating that the male principals were of the view that those items constituted constraints to the implementation of 9-3-4 system of education in Ebonyi State, to a great extent. Conversely, low mean ratings of 1.62, 1.90, and 1.92 were obtained for items 25, 26 and 27 respectively, thereby indicating that the male principals viewed the items as constituting constraints to the implementation of the 9-3-4 system of education in Ebonyi State, to a low extent. On the side of the female principals high mean ratings (above 2.50) were recorded for items 21,22,24,25,27,29 and 30, showing that the female principals were of the opinion that those items, to a great extent, constituted constraints to the implementation of 9-3-4 system of education. Grand mean ratings of 2.64 and 2.88 were obtained by the male and female principals respectively for all the items, thereby indicating that both male and female principals were of the view that non-availability of facilities generally constituted constraint to the implementation of the 9-3-4 system of education, to a great extent the relatively low standard deviation values of 0.84 and 0.69 recorded for male and female principals respectively shows that the respondents (principals) did not differ remarkably in their opinions regarding the items as constraints to the implementation of the 9-3-4 system of education.

Hypotheses

Table 4: t-test of difference between the mean ratings of male and female secondary school principals on the extent to which inadequate funding constitutes constraint to the implementation of the 9-3-4 system of education in Afikpo Education Zone of Ebonyi State.

Principals	N	X	SD	Df	t-cal	t-crit	Decision
Male	52	3.18	0.81	80	2.33	± 1.98	Reject Ho
Female	30	2.76	0.78				

Table 4 shows that the calculated t-value is 2.33 while the critical t-value is 1.98, at .05 level of significance and 80 degree of freedom. Since the calculated t-tube is greater than the critical t-tube, the null hypothesis is, therefore, rejected. This indicates that there is significant difference between the mean ratings of male and female principals of secondary schools regarding the extent to which inadequate funding constitutes constraint to the implementation of 9-3-4 system of education in public secondary schools in Afikpo Education Zone, Ebonyi State.

Table 5: t-test difference between the mean rating of male and female secondary school principals regarding the extent to which shortage of qualified teachers constitutes to the implementation of 9-3-4 system of education in public secondary schools in Ebonyi State.

Secondary Schools Principals	N	X	SD	Df	t-cal	t-crit	Decision
Male	52	2.22	0.69	80	2.33	± 1.98	Reject Ho
Female	30	2.76	0.78				

Table 5 shows that the calculated value of t is 3.94, as against the critical t-value of 1.98, both measured at 0.5 level of significance and 80 degree of freedom. The null hypothesis is, accordingly, rejected since the calculated t-value is greater than the critical value, This decision implies that a significant difference exists between the mean ratings of male and female secondary school principals on the extent to which shortage of qualified teachers constitutes constraint to the implementation of 9-3-4 system of education in public secondary schools in Ebonyi State.

Table 6: t-test analysis of mean rating of male and female secondary school principals regarding the extent to which non-availability of facilities constitutes constraint to the implementation of 9-3-4 system of education in public secondary in Afikpo Zone.

N	X	SD	Df	t-cal	t-crit	Decision
Male	52	2.64	0.84	1.98		Do not reject Ho
	80	1.53				
Female	30	2.88	0.69			

Table 6: Shows that the calculated t-value is 1,=.53 while the critical t-value is 1.98 both measured at 05 level of significance and degree of freedom. Since the calculated t-tube is less than the critical t-value, the null hypothesis is, therefore, not rejected. This, invariably, implies that there is actually no significant difference between the mean rating of male and female secondary school principals regarding the extent to which non-availability of facilities constitutes to the implementation of the 9-3-4 of education in Afikpo Education Zone of Ebonyi State.

Discussions

Extent to which inadequate funding constitutes to the implementation of 9-3-4 system of education in Ebonyi State.

The result obtained from the research question one (1) shows that there are numerous problems which constitute constrains to the implementation 9-3-4 system of Education in Ebonyi State. These observable constraint according to the respondents include irregular payment of salaries, poor laboratory equipment, lack of learning materials, lack of teachers’ offices, inadequate staffing, infrastructural materials, and inadequate monitoring machines in schools.This finding agree with the views of Nwafor (2005), that the consequence of inadequate funding of secondary school Education includes, infrastructural decay, high cost of Education, low level of staff commitment. This, by extension, constitutes constrains to the implementation of educational policy. These findings confirmed the view of Salau

(2011) Who pointed out the massive expansion of Education planed for the 9-3-4 system of Education relies on the availability materials resources are not sufficient to accomplish the 9-3-4 system of Education in connection with human resources.

Extent to which shortage of qualified teachers constitute constraint to the implementation of 9-3-4 system of Educational in Ebonyi State.

The result obtained from research question two (2) shows that they are problems which constitute constraint to the implementation of 9-3-4 system of Education in Ebonyi State, in Afikpo Education Zone, the constraints includes: not being able to pass knowledge to the students, being unaware of 9-3-4 system of Education, not understanding the problem of the students, not appreciating the handwork of the administrative, not taking teaching serious, feeling inferior to qualified teachers, being aggressive to students teaching obsolete things to students, being unable to cope with rigors of teaching.The findings agree with view of Abdul (2002), that one of the greatest problems facing the implementation of new policy on Education in Nigeria is qualified personnel in quantity and quality. Teachers in the science, technical and vocational subjects, school inspectors and Education supervisor for efficient running of the schools programme, supportive staff such as laboratory assistant, library assistant, workshop attendant etc. and guidance counselors to proper placement having the adequate knowledge of individuals aptitude and interest.

Extent to which non-availability of facilities constitute constraints to the implementation of 9-3-4 system of Education in Ebonyi State

As regards to research question three of the study, the respondent shared the view that lack of facilities constitute constraints to the implementation of 9-3-4 system of Educational in Ebonyi State. This constraints according to the respondents are: production of students without technical know-how, lack of recreation in schools, exam malpractice, poor learning incentives. Stress on students, stress on teachers, poor learning and teaching environment, poor students performance in both internal and external exams, poor motivation on the part of teachers. This findings agree with the view of Kusamotu (2007) who noted that the implementation of 9-3-4 system of Education, the area of emphasis should be vocational and technical, which require men and material (facilities) in supplied and unsupplied and left outside at the mercies of weather that keeps beating them or thieves who stole them in parts.

Conclusion

From the result obtained from the study the following conclusions are drawn. There are numerous constraints that constitute constraints to the implementation of 9-3-4 system of Education in Ebonyi State. These constraints include: The consensus opinions of male and female principals shows that the 9-3-4 system of Education and poor provision of fiscal and material resources these militating factors need to be addressed.

The findings have indicated that the problems that constitutes constraints on the implementation at 9-3-4 system of Education, are capable of making this laudable programme a colossal failure. The findings have also indicated that the federal government of Nigeria launched the UBE without adequate preparation on the area of availability of professionally trained teachers, adequate and

sufficient funding are the militating against the accomplished of the objectives of the programme, hence, the failure of the entire programme, one hope that the 9-3-4 system of Education does not suffer the same fate as the 6-3-3-4 system of education.

Recommendations

Based on the findings of the study, the following recommendations are made:

Federal government should devise the parameters of ensuring that both local and international donor agencies are deeply involved in the funding of UBE Act (2004), In doing this, it will help generate more fund for the provision of instructional materials and other physical facilities. The governments should pay attention to the provision of more teachers, adequate and qualified teachers, parents, communities, stakeholders and co-operate bodies, philanthropist in the state should stakeholders and co-operate bodies, philanthropist in the special salary structure should be designated for them, by doping that at least many people will develop interest for the teaching profession and shortage of teachers will be overcome. Adequate provision of infrastructural facilities, and other necessary materials should be given attention to achieve the objectives of the 9-3-4 system of education.

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