



Educational Policies of Primary School Education in Nigeria: Challenges Preventing the implementation and the Ways Forward

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ABSTRACT

This paper discussed the challenges preventing the implementation of primary school education policies in Nigeria. To elicit information, this study used secondary sources of data by review existing documents such as print materials, online journal and articles. This paper identified inadequate funding, inadequate infrastructural facilities, inadequate professional teachers, corruption, lack of political will, insecurity challenge, political instability, poor governance and management, rapid growth of the Nation's population and rising cost of education as the challenges preventing effective implementation of primary school education policies in Nigeria. To address these challenges, the paper recommend that the government should increase the funding of secondary school education in Nigeria.

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1.0 Introduction

The purpose of educational policies is to achieve the aims and objectives of educational programme. Educational policies are instrument used to realize the development of educational programme. In Nigeria, The National policy on education contains all educational policies in term of

administration and management. The Nigerian educational policies covers all the forms of education in Nigeria include the primary school education.

Primary education is the bedrock on which we build other levels of education. The National Policy on Education (2013) refers to it as “Education given in an institution for children” normally aged 6-11. This is the level that prepares pupils for Secondary Education. It is necessary that we inculcate basic skills into learners as specified in the objectives.

The National Policy on Education (2013) stated the objectives of primary education is to inculcate of permanent literacy and numeracy and the ability to communicate effectively; to lay of a sound basis for scientific and reflective thinking; ensure citizenship education as a basis for effective participation in and contribution to the life of the society; build character and moral training and the development of sound attitudes; develop in the child the ability to adapt to his changing environment; to give the child opportunity for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity and; to provide basic tools for further educational advancement including preparation for trades and crafts of the locality.

The federal, state and local governments shared the responsibility for administering the education sector in Nigeria. Thus, in the country’s constitution, education is on the concurrent list, but it empowers the Federal Government to regulate all its sectors, engage in policy formation and ensure quality control. Also, the constitution allows each tier of government to focus its responsibilities mainly on a sector of education;it directly involves the Federal Government in tertiary education. The states take care of secondary education, while the local governments handle primary education. Despite this arrangement, the Federal Government is expected to support the state and local governments in counterpart funding to enhance the quality of education in the country (NEEDS, 2014).

The administration of the education is shared mainly among the education ministries at the federal and state levels, as well as statutory bodies referred to as commissions. There are commissions established for different subsectors of the education system and are charged with various responsibilities for the subsectors. The FME is responsible for the coherence of the national policy and procedures and for ensuring that the states’ policies operate within the parameters of the national policy as adapted for local needs (Moja, 2000). Coordination of policy at the political level is handled by the National Council of Education, the highest policymaking body chaired by the Federal Minister of Education and includes all the State Commissioners of Education. This body is advised by the Joint Consultative Committee on Education, which comprises all the Federal and State Directors of Education, Chief Executives of education statutory bodies, and Directors of University Institutes of Education (NEEDS, 2014).

The state-level education ministries handle the development and implementation of educational policies, management and supervision of educational institutions in their respective states. Specifically, the responsibilities for maintaining all public elementary and secondary schools are vested in the education ministry. Such responsibilities include the determination of salaries of the teachers; recruitment, appointment, promotion and discipline of staff; other are provision of guidelines on the establishment of new schools and training and re-training of teaching and non-teaching staff.

The Ministry of Education carried out oversight functions through a number of agencies. For instance, the State Universal Basic Education Board (SUBEB) handles the management of basic education, while the Teaching Service Commission takes charge of senior secondary education at the state level.

The federal government is empowered to make the national policy in the administration and management of education in Nigeria, while the state governments and local governments implement the various educational policies through their ministries of education. The state government is empowered to make policies for the state's own educational institutions using the national policy as a guideline and the local government is also empowered to make some policies too using the national policies on education.

Educational policies are used to address many problems and issues in the education. Educational policies are used to increase enrolment into educational institutions, it is used to improve quality of education; it is used to ensure improvement in the delivery of educational service. Ogbonnaya (2010) observed that policy is so important, that an organization cannot function effectively without policy, as policy directs the activities and actions of an organization. The Federal Ministry of Education (1993) stated that one reason for policy in education was to equip the educational system with all that is necessary to launch Nigeria into future, (politically, socially, morally and technologically).

In order to develop the primary school education in Nigeria and to realize the various objectives, the federal government formulated National Policy on primary school education as contained in section two. To realize the objectives and goals of primary school education in Nigeria, the Nigerian government designed and formulates policies for the administration and management of primary schools in Nigeria. This policy is contained in the National policy on education. The government also formulated and drafted some action plan documents for smooth implementation of the primary school education. Some stakeholders in education observed that in Nigeria, the various educational policies have not been fully implemented due to many challenges. Manafa, (2011) noted that despite the efforts of these school administrators to implement the educational policies effectively, they still encounter some administrative constraints while implementing those educational policies. Administrative constraints mean those challenges encountered in administration that pose hindrance or restriction to the smooth running of the school system. Therefore, the aim of this article is to discuss the challenges facing the implementation of primary school education in Nigeria.

2.0 Concept of Educational Policy

In the words of Moja (2000), the entire education system would benefit from coherent nation policy development rather than piecemeal reform. The Federal Ministry of Education has the responsibility for the coherence of national policy and procedures and for ensuring that the states' policies operate within the parameters of national policy as adapted for local needs. Noun (2012) views educational policy as the explicit or implicit (written or unwritten) statements of actions that guide the future of education. Educational policy according to Ogbonnaya (2010) refers to specific goals arrived at that must be pursued through educational institutions. Educational policy concerns the formulation

of decisions, its implementation and evaluation. Babalola (2003) defined educational policy as a general statement, which contains the guiding principles and rules that govern many of the decisions that guide the management of education. In Nigeria, we have the National policy on Education, a document that encompasses the aims, objectives, structure and all aspects of the educational system. Manafa, (2011) defined policy is also a plan or course of action especially, one of an organization or government. Policy is a course of action thought to be prudent or tactically helpful; hence, the prudence or sagacity; a statement of commitment to a broad requirement often used in an organization to instruct personnel as to a reticence. It is also a deliberate plan of action to guide decisions and achieve rational outcome(s) (Wikipedia 2010). The Federal Ministry of Education (1993) observed that one reason for policy in education was to equip the educational system with all that is necessary to launch Nigeria into future, (politically, socially, morally and technologically). Manafa, (2011) observed that policy expresses national goals for Nigeria Education while primarily recognizing the need of youths and adults in nation building and national reconstruction for social, economic well being of the individual and the society.

3.0 Concept of Implementation

Implementation is the systematic way of carrying out planned document or projects. It is the act of executing policies, programme and projects. Implementation is a process of coordinating activities of carrying out drafted planned, policies and projects. In educational institutions, implementation is a must. We must implement planned educational policies and programme to realize the objectives of education. Implementation in education must follow a defined process and pattern to be successful. Manafa, (2011) sees policy implementation depends on some factors which include knowing what you want to do and the availability of the required resources. Implementation becomes possible when the resources have been mapped out for the project. Franklin (1982), defined implementation as activities include amassing resources needed to mobilize and carry out responsibilities, planning specific programme designs, using legislation and translating them into specific regulations, organizing staff and creating or amending appropriate routines and providing the benefits and services to intended recipients. Hyder (1984), consider implementation as the act of putting policies into practice. It is the often complex process of planning, organization, coordination and promotion which is necessary in order to achieve policy objectives. Implementation implies the process of activating an approved policy.

4.0 Primary Schools Policies and Level of Implementation

This paper will consider few policies on primary school education in Nigeria and their level of implementation. The National Policy on Education and the Minimum Standard for Schools specify the entry requirement for teachers into primary schools. The National Policy on Education (2013) stipulates that the minimum entry qualification into teaching in primary school is the Nigeria Certificate in Education (NCE) and must register as a teacher with the Teachers Registration Council of Nigeria. This means that anyone who does not possess a teaching qualification does not have any business teaching at this level. The aim of the National Policy on Education is to produce teachers who

are intellectually, emotionally and professionally equipped for effective and relevant teaching at all levels of education. Implementing of this policy on professional teachers in the primary schools in Nigeria is poor. Many teachers teaching in the Nigerian primary schools are not professional teachers. Evidence from a teacher needs surveys across Nigeria shows alarmingly low levels of pedagogical skills and subject content knowledge of primary school teachers. Only approximately 20 percent of primary school teachers possess the minimum requisite professional knowledge and skill levels. Only about 1 in 10 teachers have adequate competency to teach primary English. Although most of these teachers have Nigerian Certificate of Education qualifications, they still do not have sufficient knowledge and skills to support student learning (UNICEF, 2013). The reasons for shortage of professional teachers in the primary schools in Nigeria include poor motivation of teachers, brain-drain, inadequate teacher training institutes, poor manpower development programme, corruption, political influence and poor funding.

The National Policy on Education (2013) the recommended pupil-teacher-ratio (PTR) is 35:1 for primary school. The teacher-student ratio 1:35 policy is one of the policies poorly implemented in the Nigerian primary school education. Many primary schools in Nigeria do not have adequate teachers to implement the policy. The pupil-teacher ratio in Nigeria is very high. Many teachers are teaching classes with pupils up to 50 and above. According to British council (2024) The UBEC report (2010) also notes that the ratio of pupils to 'good' classrooms is grossly inadequate across Nigeria. It is not uncommon in some locations to see pupils learning outside because of a lack of classrooms. The average pupil: classroom ratio at primary level is 49: 1 and at JSS is 62: 1. However, for classrooms classified as in 'good' condition by UBEC, for whom the expected ratio would be 35:1 at both levels, the actual situation is much worse (Table 5). In primary schools the ratio is over one third higher in the North East and North West than the South West, and three times higher than the UBEC standard. It was also noted that the variation between the highest ratios in the North West, where the pupil: qualified teacher ratio at primary schools is a staggering 132: 1, compared to the South West which has the lowest ratio for primary and JSS of 34: 1 and 30: 1. It graphically presents these data in Figure 2. In some rural areas of Northern Nigeria, ratios exceed 100:1. Ratios over 40:1 in primary schools are considered a measure of poor quality education. Nigeria needs many more qualified teachers to improve upon this measure of quality teaching and learning.

The National Policy on Education and the Minimum Standard for Schools stated that adequate infrastructural facilities will be provided for all the public senior primary schools in Nigeria. Policy on infrastructural facilities development has not been fully implemented. Many primary schools in Nigeria are facing the programme of inadequate facilities like electricity, internet services, libraries, laboratories, ICT center, classrooms, tables, chairs, administrative block and offices. The accessibility and usability of classrooms, school building, chairs and other teaching and learning facilities are indispensable to the realization of the purposes of the primary educational system. However, in the Nigerian situation, infrastructural development in the primary schools is not commensurate with pupils' enrolment rate (Osiesi 2020). Inadequate infrastructural facilities is a major problem affecting

the development of primary school education in Nigeria (Christine & Hayatu 2014, World-Bank, 2017, Ajayi and Yusuf 2009)

The National Policy on Education and the Minimum Standard for Schools stated that the Nigerian shall ensure effective capacity development programme for teachers in all public schools in Nigeria. Teachers are not finished products even after the completion of a preparation or pre-service programme. Teachers face the challenge of meeting with new innovations in teaching methodologies. It was in recognition of this fact that it was stated in section 6:70b of the NPE that "Teachers shall be regularly exposed to innovations in their profession. Also In-service training shall be developed as an integral part of continuing teacher education and also take care of all inadequacies (6:75). The National Policy on Education has also been poorly implemented in primary education teacher capacity development programme. The policy states that "The responsibilities of government for preprimary education shall be to promote the training of qualified pre-primary school teachers in adequate number and supervise and control the quality of such institution". As Odukoya, Bowale, and Okunlola, (2018) observed that in Section 2 the policy says "The responsibilities of government for preprimary education shall be to promote the training of qualified pre-primary school teachers in adequate number and supervise and control the quality of such institution" This is another aspect of the policy that has not been implemented at all, especially at the federal level. The implementing of the capacity development programme policies for primary school teachers in Nigeria is poor and ineffective. Many teachers teaching in the public primary schools have never gone for any training since joining the services of the federal and states government. The reason for this ineffective capacity development programme include underfunding, corruption, poor administration of capacity development programme at the secondary school level and lack of strategic manpower capacity development programme.

The National policy on education on providing free and compulsory education for all Nigerian children is not properly implemented. There are many Nigerian school age who are not in schools. The bleak future that Nigeria's education sector faces means it could not meet the EFA's Goals 1, 2 and 4 by 2015. According to the UNESCO 2014 report, Nigeria is one of the few 15 countries that are projected to have less than 80 percent of its primary school-age children enrolled in school by 2015. Nigeria's out-of-school population grew the most worldwide since 2004–2005 by 3.4 million; the country also had the fourth highest growth rate of out-of-school population in the world (UNESCO, 2014).

5.0 Challenges Preventing Implementation of Primary School Education Policies

The paper identified inadequate funding, inadequate infrastructural facilities, inadequate professional teachers, institutional corruption, lack of political will, insecurity challenge, political instability, political instability, poor governance and management, rapid growth of the Nation's population and rising cost of education as the challenges preventing effective implementation of primary school education policies in Nigeria.

5.1 Inadequate Funding

Inadequate funding is a problem preventing implementation of primary school education policies in Nigeria. Budgetary allocation for the administration and management of primary school administration is not adequate. The inadequate funding is the problem responsible for the slow development of secondary school education in Nigeria. The poor quality of education at the primary school level is as a result of shortage of funds. Majorities of problem facing the primary school educations are as a result of poor funding of the sector. The inadequate professional teachers, shortage of infrastructural facilities, inadequate instructional aid and poor supervision is caused by inadequate funding. To implements primary school education policies require a lot of financial commitment and political will. To employ adequate professional teachers, provide adequate infrastructural facilities, and ensure effective capacity development programme for teachers and non-teaching staff in the Nigerian primary schools will cost tremendous investment in the sector. The funding of the secondary schools in Nigeria is inadequate to implement all the policies of primary school education. Noun (2012) observed that financial allocation to educational policy plan implementation by all tiers of government in Nigeria is inadequate, considering the school age population. While the allocation is considered being inadequate, there is also the problem of internal miss-allocation, miss-appropriation and outright corruption within institutions and among the agencies responsible for the management and allocation of resources to the schools and institutions at all level of education. The major problem facing the administration and management of primary schools in Nigeria is the problem of inadequate funding, (Osiesi 2020,Durosaro 2004,Adedeji, Okemakinde, and Sempebwa, 2008)

5.2 Inadequate Infrastructural Facilities

Another problem preventing the implementation of primary school education policies is the problem of inadequate infrastructural facilities. Majorities of primary schools in Nigeria do not have adequate infrastructural facilities to implement the various policies in their schools. The problem of unstable electricity and poor quality of internet services is frustrating the use of ICT, the shortage of infrastructural facilities like classrooms, libraries, laboratories, chairs, tables and desks preventing the implementation of teacher-students ratio of 1:35 per classes. Many primary schools do not have adequate classrooms, exams halls, ICT centers and administrative blocks to implement the policies. Noun (2012) submitted that there is unprecedented infrastructural dilapidation at the national, state, local and institutional levels in Nigeria. It may be difficult to implement any educational policy or plan effectively with the situation on ground. The school facilities and equipment are in total disrepair at all levels of education. The school buildings are collapsing, the ones still standing are with leaking roofs, no windows and doors. Most schools have few good chairs and tables left for the use of teachers and ever-increasing enrolment. Many schools have no library, workshop and science laboratory. Students are only exposed to practical classes in the sciences when final examinations are approaching. Many schools are not connected to electricity and water, and even where they do, the services are either epileptic or hardly provided. Faced with this decay, it may be difficult to meaningfully implement any policy, especially in the nation's public institutions. For example, it may be difficult to effectively

implement the policy of vocational education without electricity and functioning workshop. The security facilities are even inadequate for protecting the few facilities and equipment available.

5.3 Inadequate Professional Teachers

The place of professional teachers in the implementing primary school education policies cannot be underestimated. The teachers are the implementer of the curriculum. Teacher-students ratio 1:40 cannot be realized without adequate provision of teachers. Shortage of professional teachers is not a new thing in the Nigerian educational sector, especially at the primary school level. Many public primary schools in Nigeria do not have adequate professional teachers to implement the teacher-students ratio 1:40 policies in their schools. Noun (2012) submitted that large numbers of the teaching manpower in the country's school system are either unqualified or under-qualified (FRN, 2006). At the same time, capacity building and staff development are inadequate. This problem varies from state to state; while some have surplus unemployed trained teachers, some are faced with gross inadequacy. Teachers constitute a major factor in the implementing of educational policies and plans. The capacity of the training institutions at producing quality teachers is worrisome. Similarly, the quality of students admitted to be trained as teachers is becoming worrisome. Mode of training of some institutions is also worrisome. Many of the part-time teacher training programmes require urgent review. In addition, infrastructural support for teacher training programme is inadequate. Apart from the problem of quality of teachers, there is no effective system of staff deployment, leading to many teachers assigned to teach subjects or courses other than their specialization (Noun, 2012). The 2018 National audit report on Universal basic education programme in Nigeria revealed that there is a deficit of there was a deficit of 135,319 teachers at the Early Childhood Care Development Education, 139,772 deficits in primary schools and 2,446 shortages in Junior Secondary Schools across the nation. 27756 teachers at the early child education programme, 3564 teachers at the basic schools (Independent, 2019). The problem of shortage of professional teachers at the primary schools is preventing the implementation of the secondary school education regarding teacher-students ratio in classes. Ejere, (2011) observed that Nigerian educational institutions is plagued by acute shortage of professionally qualified teachers. The Nigerian primary schools are facing problem of shortage of professional teacher (WorldBank 2017, NEEDS, 2017)

5.4 Institutional Corruption

A corruption practice in the Nigerian educational institutions is another major challenge preventing the implementation of primary school policies in Nigeria. Corruption has penetrated the Nigerian educational institutions. Funds released for the administration of secondary schools in the country are been diverted by officials within the Ministries, agencies and department of education. The Nigerian government has formulated and designed many programmes to develop the secondary school education in Nigeria, but because of the huge corruption in the system such monies and funds are diverted, mismanaged and misappropriated. For examples, funds released for the national feeding programme, quality assurance and for procurement of textbooks and instructional materials sometime ended up into private bank accounts. Transparency International says 66 percent of the money Nigerian governments allocate to education is stolen by corrupt officials. According to the report, corruption is

commonplace in education systems across the Economic Community of West African States (ECOWAS). “This affects education access, quality, inclusion and learning outcomes with devastating consequences, not only for national economic growth but also for the life chances of children, their families and communities,” the report said. The report highlighted “Resource misallocation, corrupt procurement, exchange of sex for grades, examination malpractices, fake qualifications, teacher absenteeism, and corrupt recruitment practices” as the various corruption risks and challenges facing education systems in all the countries (Premiuntimes, 2019). The report Teaching and Learning: Achieving Quality for All shows that Nigeria is among the 37 countries that are losing money spent on education, because children are not learning. UNESCO disclosed that the menace is already costing governments USD 129 billion a year. It stressed further that despite the money being spent, rejuvenation of primary education is not soon because of poor-quality education that cannot ensure that children learn (NEEDS, 2014).

5.5 Lack of Political Will

Lack of political will to implement primary school educational policies is another problem preventing effective implementation of secondary school education policies. It is obvious that government representatives and political officeholders decide personally not to implement some policies because such policies were not formulated by them. The politicians instead start another policy design to replace the one on ground. The lack of political will to support the implementation of secondary school education policies is a big problem preventing the implementation of secondary school educational policies in Nigeria. UNICEF (2017) Nigeria is a policy-rich environment but poor in implementation. Government capacity and commitment to implement educational policies and processes has been limited because of inadequate resources and political will. The Education for All and MDG targets were not met due to poor planning, lack of political will and under-financing. Government ownership is key to achieving change, which requires sustained engagement at all levels and working together. Policy intent is not always backed up by commitment to implementation, and there is a lack of policy tracking (Unicef, 2017).

5.6 Insecurity Challenge

Insecurity in Nigeria is another big problem preventing the implementation of policies on primary school education in Nigeria. Many policies designed and formulated to develop the primary school education in Nigeria is been frustrated by insecurity challenges. Nigeria is facing insecurity challenges. Very often, the insecurity challenges will shut the entire educational institutions in the Northern part of Nigeria. Students, teachers and school administrators are afraid of going to school because of insecurity. Many girls have been kidnapped, killed, teachers killed, and school infrastructural facilities destroyed by the insurgencies in the states. There is no meaning educational policy, programmes and plans can be implemented in the state of insecurity. UNICEF (2017) submitted the insurgency in north-eastern Nigeria has been especially damaging to the education system. Since 2011, about 19,000 teachers have been displaced and 1,200 schools have been damaged or destroyed. Approximately 1 million children in need and 600,000 children have lost access to learning due to the conflict. The education sector sustained an estimated \$272.96 million in damages to

its infrastructure with Borno State most affected.

5.7 Political Instability

Political instability affects implementation of primary school education policies. Many policies designed and formulated for the development of primary school education in Nigeria is been frustrated by political instability. Noun (2012) submitted that the educational system in Nigeria has witnessed various policy enactments and plans. Unfortunately, many of them never saw the light of day. Sometimes, they are implemented, but no full implementation. Many end up on the papers on which they are prepared and designed either as a blueprint or white-paper. Many well-intended policies in the past were aborted in the process of implementation. This was common during the military rule, when the polity was very unstable because of coups and counter-coups. A new regime of rulers always failed to sustain the implementation of educational policies and programme of their predecessors. Instability of governance did a lot of havoc for a long time in the country. Noun (2012) also observed that different political parties with different visions and manifestoes may not implement educational policies and plans in the same way. The situations when educational policies are not implemented or partially implemented cannot usher in educational development that could aid the realization of national aspirations.

5.8 Poor Governance and Management

The nature and structure of education administration and management in Nigeria is also affecting the implementation of primary school education policies. There are too many agencies and commissions in charge of the administration and management of primary school education. These agencies come up with different policies, memo and circular contracting policies formulated. Noun (2012) observed that in Nigeria, government and educational management structures are overbureaucratic. The federal ministry of education has the highest number of departments and agencies. In some situations, it duplicates functions, which could lead to confusion and conflict. Sometimes government activities are too centralized to give effective direction to policy implementation. All these could lead to ineffectiveness and lack of decisive action. Situations like this could lead to inconsistency of educational policies. Many educational plans have been abandoned before they are ready for implementation due to inconsistent directives and counter-directives from government ministry and its many agencies (Aghenta 2003). Philip ,Okoroafor, &Iro. (2015) carried out a study that investigated the implementation of the Universal Basic Education (UBE) policy in Nigeria: A case study of the Federal Capital Territory (FCT). The investigation showed among others: that FCT UBEB was slow in achieving its objectives; The quality of the UBE programme design and inputs was inadequate in the FCT; The UBE in the FCT lacked adequate human, institutional and financial resources for the implementation of the policy; The UBE in the FCT enjoyed stable political environment; and The UBE in the FCT lacked adequate monitoring.

5.9 Rapid Growth of the Nation's Population

Another big problem militating effective implementation primary school education policies is the raising population of children enrolling for the primary school education in Nigeria. To educate

this high population required a lot of financial commitment to engage human and materials resources. The population of Nigeria is rising every day and the cost of educating the huge teaming population is high. Noun (2012) observed that the structure of the Nigeria's population has always shown a large youth base. This is the group that requires education at all levels, and this gives rise to demand in excess of capacity of education. Nwadiani (2000) observed that the inability to cope with the explosion of learners in the nation's school system could affect implementation of education programmes and plans. Nwankwo (1981) submitted that the result of a high rate of population growth is that bold educational targets and plans very quickly get out of hand. This is because various expansion targets and policy plans for their realization are often unrealistic because of an explosion in youth population.

5.10 Rising Cost of Education

The problem of inflation is another big challenge preventing the implementation of primary school policies in Nigeria. There is high inflation gap in Nigeria affecting the price and value of human and materials resources. The high inflation rate is affecting the price of materials resources needed to implement primary school policies. Noun (2012) opined that the problem of inflation and unstable performance of the economy often affect on the cost of education. The cost of providing educational facilities and equipment and the salaries and allowances of personnel to implement educational policies and plans is always rising. In this situation, the unit cost of education will soar and also the total cost. Recently, a bag of cement cost less than #1000.00, but today, the cost is #2000.00. There is no implementation of policies on school expansion and building rehabilitation that will not be hampered, especially during this period of economic meltdown across the globe. Teachers are equally demanding for an increase in their wages to enable them cope with the rising cost of living. In situations like this, decision-makers are forced to cut down cost by amending plans and cutting down targets. Implementation process is most time disrupted and aborted to save cost. The rising cost is often a function of macro-economic indices and internationally dictated, which makes internal cost change and reduction efforts difficult (Noun, 2012).

6.0 Ways Forwards

To address all this challenges, this paper recommended the following:

- a) The government should increase the funding of primary school education in Nigeria;
- b) The government should provide adequate infrastructural facilities in all primary schools across the country.
- c) The government should employ more professional teachers and deploy to all primary schools across the country;
- d) The government should fight all forms of corruption in the Ministries, departments and agencies of education through the various anti-corruption agencies in the country;
- e) There should be an effective monitoring and supervisory team for all primary schools to ensure implementation of primary school policies;

f) The Federal Government should try to imbibe steady political rule to avoid unsteady educational policies.

6.0 Conclusion

In conclusion, implementation of educational policies is vital to the realization of the objectives and goals of education in Nigeria. The primary school education is key to the social, economic and technological advancement of Nigeria. So, the government should do everything to ensure policies meant for the development of the primary school education are implemented. This paper identified inadequate funding, inadequate infrastructural facilities, inadequate professional teachers, corruption, lack of political will, insecurity challenge, political instability, poor governance and management, rapid growth of the Nation's population and rising cost of education as the challenges preventing effective implementation of primary school education policies in Nigeria and the paper among other thing suggested that the government should increase the funding of secondary school education in Nigeria to address the identified challenges.

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