



RELATIONSHIP BETWEEN UNIVERSAL BASIC EDUCATION BOARD PERFORMANCE AND PRINCIPALS' COMMITMENT TO SCHOOL DEVELOPMENT PLAN IN EBONYI STATE

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Abstract: The research determined the relationship between universal basic education board performance and principals' commitment to school development plan in Ebonyi State. Four research questions guided the study and four null hypotheses were tested at 0.05 level of significance. Correlation research design was adopted for the study. The study population comprised 225 public junior secondary school principals in Ebonyi State. Proportionate stratified sampling technique was used to draw sample of 113 principals. Two sets of questionnaires titled "Universal Basic Education Board Performance UBEBP" and "Principals' Commitment to School Development Plan (PCSDP)" were used for data collection. The instruments were validated by three experts and Cronbach alpha was used to ascertain the reliability of the instrument and the overall index of 0.83 and 0.85 were obtained for UBEBP and PCSDP. The administration of the instruments were done by the researchers and four research assistants using direct administration method and 96 percent return rate was recorded. Pearson Product Moment Coefficient was used to answer the research questions, while t-test was used to test the hypotheses. The findings of the study revealed among others that there is a substantial relationship between universal basic education board staff recruitment and principals' commitment to school development plan in Ebonyi State. Based on the findings, it was recommended among others that Universal basic education board should conduct yearly assessment of recruitment needs of junior secondary school and fill the gap in require personnel to execute school development plan as a result of retirement, job contract termination or death.

Keywords: Universal Basic Education Board, Principals, Commitment, School Development Plan

Introduction

Education is an instrument for transmission of requisite skills and knowledge to individuals which help them function effectively and contribute to the development of the society. It also encourages national integration, inculcation of literacy and numeracy which is germane to the social, economic and political development of any country. Ojo (2015) argued that education is a fundamental human right that should be accorded to all human beings. One of the ways to accord education to all

human beings is to make it compulsory and free. The success of the entire education system to some extent depends on basic education and universalization of access to it.

The universalization of access to basic education is one of the themes of world conference on education. Wilson (2016) noted that the World Conference on Education held on 5th-9th March, 1990 at Jomitten, Thailand declared "Education For All" and made it



known that states should ensure that their citizens are given the necessary education. In Nigeria, one of the instruments to actualize the policy of education for all is the Universal Basic Education programme. The Federal Government of Nigeria under the civilian-led administration of President Olusegun Obasanjo in 1999 formally introduced the Universal basic education programme which makes education compulsory and free for all Nigerian children from primary to junior secondary, covering a period of 9 years. Abdullahi and Danjuma (2018) stressed that President Obasanjo launched the Universal Basic Education (UBE) programme in Nigeria on 30th September, 1999 in Sokoto.

The aims of the UBE programme are to make education free and compulsory at basic education level. Akpan and Ita (2015) stressed that the broad aims of the universal basic education is to enable the learners to acquire knowledge, skills and attitude that will assist them to live meaningful and fulfilling lives, contribute to the development of the society, derive maximum social, economic and cultural benefits from the society and discharge their civic responsibility competently. These aims suggest that the universal basic education programme is problem solving-centred in the areas of reduction of illiteracy, drop-out and poverty rates. On 26th March, 2004, the National Assembly passed the UBE Act (Wilson, 2016). The Act provided for various structures for the implementation of the UBE programme of which State Universal Basic Education Board (SUBEB) is the structure at the state level. Affong (2019) noted that UBE acts provide for the implementation of UBEC through the SUBEB in each of the 36 states in Nigeria. Adetoun, Kolawole and Ajibola (2011) stressed that SUBEB is an offshoot of Universal Basic Education Commission at states level which was established to address the inequality in educational opportunity at the basic level and improving the quality of its' provision. Pursuant to the UBE Act, the Ebonyi State House of

Assembly passed the law establishing the Ebonyi State Universal Basic Education Board (EBSUBEB).

EBSUBEB is a government of Ebonyi State educational body entrusted with the responsibility of ensuring the implementation of free, mandatory and universal basic education in to school children in the state. The law provided for the functions, the board is expected to perform. The functions of the ESUBEB, according to section 3(1) of Laws of Ebonyi State of Nigeria (2009) include:

- a. Management of primary schools, nomadic schools and junior secondary school early child care and co-ordination of mass literacy, adult and non-formal education in the state;
- b. Recruitment, appointment, promotion and discipline of teaching and non-teaching staff on salary grade level 07 and above;
- c. Posting and deployment of staff including inter-state transfer;
- d. Disbursement of funds provided to it from both federal and state sources;
- e. Setting up an effective functional supervisory unit;
- f. Retirement and re-absorption of teaching and non-teaching staff;
- g. Undertaking new capital projects;
- h. Responsibility for the approval, training and re-training of teaching and non-teaching staff among others.
- i. Assessment and funding of salaries and allowances of teaching and non-teaching staff based on the scheme of service drawn up by the state Government;
- j. Ensuring that annual reports are rendered by Education Secretaries, Heads of schools on teachers appointed to serve under them;
- k. Preparing testimonials and certificates of service for teaching and non-teaching staff whenever necessary;



- l. Dealing with leave matters including annual vacation;
- m. Ensuring annual auditing of account;
- n. Maintenance and rehabilitation of dilapidated classrooms/schools and other school infrastructures;
- o. Physical/environmental development in line with child friendly school initiative;
- p. Promoting relationship with and co-ordination of assistance by donor agencies such as UNICEF, world bank, UBE etc;
- q. Establishing office for a principal who shall head the JS I-III;
- r. Purchase and distribution of instructional materials;
- s. Carrying out mass mobilization and sensitization of the general public and entering into partnership with communities and all stake holders on basic Education with the aim of achieving over all objectives of the performance in the state;
- t. Co-ordinating and supervising of teaching and learning in private primary Schools and Junior Secondary Schools in the State;
- u. Providing subvention or aid in grant to private Primary and Junior Secondary Schools in the state; and
- v. Performing such other functions as may be assigned to the Board by the State Government or UBE Commission.

Out of these functions, the study centred on four areas namely; recruitment, staff discipline, school infrastructure and staff training. This researcher is interested in these areas because they are the major focus of the school development plan.

It is function of SUBEB to ensure the recruitment of candidate that best suit the requirement of a given post in the school system. Zirra, Ogbu and Ojo (2017) defined recruitment as the discovering of potential candidates for actual or anticipated organizational vacancies. It is act of

making formal announcement of job vacancy in the school organization. It is essential that SUBEB provide information on the job requirement to discourage unqualified applicants from participating in the exercise. Similar to this, Zirra et al (2017) pointed out that a good quality recruiting program advert should catch the attention of the qualified and not the unqualified through effective job specification and explanation. There recruitment procedures of SUBEB. These recruitment exercises according to Asrat (2018), include; job advertisement in mass media, ensuring vacancy announcement are official, following the necessary steps, rules and personal policies to recruit teachers, determine the qualification needed to meet the recruitment of the job, consider academic qualification in selection of teachers, use Interview in selection of teachers from pool of applicants and ensure no discrimination between ethnic groups in recruitment processes. SUBEB seem to be faced with the challenges of political interference in their recruitment exercises in Ebonyi State. In the same vein, Aja, Egwu, Aja-Okorie, Ani and Amuta (2018) stressed that Government in power appoint people who are not professional to be in-charge of implementing the UBE programme. It is not just enough to recruit teachers for the programme but they also require training to update their knowledge and skills to effectively perform their duties.

Training is an action of helping personnel acquires the requisite skills to perform their job effectively and efficiently. It is also planned programmes designed by SUBEB to up-date the skills and knowledge of personnel to enable them meet the demands of the jobs in the school system. These planned programmes include; induction exercises, ICT training, workshops, conferences, seminars and refresher courses, particularly for non-professional teachers employed to teach in basic schools (Akpan & Ita, 2015; Eze, 2016). Training and retraining of teachers are essential especially with the



frequent changes in education policy and innovation in the school system. Eze (2016) stressed that retraining teachers can help to reduce mistakes and improve innovations in the teaching profession. Ukaigwe and Adieme (2018) posited that teachers' training improves their competencies, pedagogical skills and knowledge to enable them to meet the challenges of the 21st century classroom environment. Ukaigwe and Adieme further observed that in school system in Nigeria, teachers are still lagging behind in the trend of changes and innovations in this digital era. However, training could enable teachers to acquire skills to utilize school infrastructure.

School infrastructure is the physical facilities or material resources in the school system. The school infrastructures include; classrooms, furniture, laboratories, libraries, machines, recreational facilities, staffrooms/offices, sporting facilities, computers, internet, sanitary, sick bay and assembly hall among others. Regular operation and utilization of these facilities expose them to wear and tear. Reconstruction or upgrade of school facilities to meet present day demands for quality school learning environment is the outcome of regular maintenance (Asaaju, 2012). One of the functions of SUBEB is to ensure regular maintenance of school infrastructure. SUBEB may not adequately be performing their duties of maintenance of school infrastructure. As observed by Takwate (2018) that public outcries about the poor maintenance of available school facilities in some secondary schools in Nigeria have yielded little or no result. A casual visit of the researcher to public secondary school in Ebonyi State reveals that some school facilities have decayed and are in a terrible shape.

Discipline is readiness to comply with prescribed rules and regulations of the school system. Ahiri, Dunifa, Ramly, Rizal and Abudullahi (2019) asserted that staff discipline manifests in forms of school attendance, obedience to rules at school, compliance with work

standards, work commitment, work responsibility, politeness and neatness among others. To bring about effective discipline, SUBEB formulate a set of rules to guide the conduct of students and staff. The technique of SUBEB to staff discipline could include: counseling, verbal warning, issuing of letter of warning, issuing of query, inviting misconduct staff for discussion and handling over some cases to school disciplinary committee among others. Uduak and Usang (2011) pointed out that indiscipline behaviour among teachers in Nigeria manifest in truancy, lateness, absenteeism, non-attendance of lessons, selling of goods during school hours and so on. When teachers' are well-discipline, principals may channel attention to the commitment of the school development plan.

Commitment is the state of dedication to the goals and values of school organization. This shows that commitment is the watchword of any leader who has a stake in the management of any organization or institution in order to accomplish the organizational goals (Oyewole & Alonge, 2012). Commitment denotes the attachment and involvement of principals towards attaining set goal within an organization. Baraka and Luicensi (2017) defined job commitment as a strong belief in and acceptance of the organization's goals and values. Continuing, Baraka and Luicensi stressed that it depicts willingness to exert considerable effort on behalf of the organization and strong desire to attain organizational goals. The organizational goals are a product of school development plan. School development plan is the guide to action of improving instructional delivery in school system. Ezeugbor and Onedigbo (2019) stressed that school development plan often called school improvement plan is a long term plan aimed at improving teaching and learning in the school system. It also serves as roadmap to school improvement. Agi and Yellowe (2013) stated that school development plan identify priorities; determine the needed human and



material resources for school improvement. Similar to this, Agi (2017) stressed that school development plan is a strategic roadmap used for addressing school improvement and effectiveness in order to achieve school goals. There are three steps in school formulating school development plan. The first step according to Federal Ministry of Education (2010), involve stating the vision or long term goals of the school, the second step involve analyzing the school's current situation and the third stage involve prioritizing the needs of the school. Agi (2017) stressed that school development plan clearly defined school mission, vision, statements, priorities, policies, performance target and timeline for action.

EBSUBEB may not probably executing their functions effectively. Most schools in Ebonyi State seem to be rarely renovated. Ogunniran (2018) noted that most of the renovation works of schools in Nigeria including Ebonyi State are in the hands of the politicians who are not interested in executing the jobs according to specification and even in some areas where the secretaries of Universal Basic Education Boards were given the money to ensure that the school administrators executed the projects, the secretaries gave them money far below the cost of the jobs. This may be the reason for the observation of Ogunniran (2018) which revealed that in most schools in Nigeria, there are de-roofed buildings, no office spaces, leaking roofs, cracked walls, broken-down vehicles, typewriters, chairs and tables, doors and windows, walls, non-functional duplicating machines, and photo-copying machines without replacement. Similar to this, Asaaju (2012) observed that a vast majority of Nigeria public schools especially primary and secondary schools are in terrible shape; buildings are dilapidated, and equipment are either obsolete or unavailable. Wilson (2016) observed that there is a wide gap in the training activities of the UBE teachers in the state, as a result of irregular training and retraining scheme for the teachers. The lapses in EBSUBEB

functions may be the possible explanation for many children still seen roaming on streets on major cities, towns and villages without being in schools in Ebonyi State (Aja et al, 2018). These situations which call for concerns prompted this study.

Statement of the Problem

Universal basic education programme is geared toward increasing literacy and numeracy rates in Ebonyi State. There are various structures put in place by Government for the implementation of the UBE programme. Ebonyi State Universal Basic Education Board (EBSUBEB) is the structure at the state level. Public junior secondary schools in Ebonyi State seem to have suffered untold neglect by the State Universal Basic Education Board. This may probably account for truancy, lateness, absenteeism, non-attendance of lessons among teachers in schools in Enugu State. In some cases, there seems to be political interference in the recruitment and training exercises in the school system in Enugu State. A casual visit of the researcher to public secondary school in Ebonyi State seems to reveal that some school facilities are not in functional state. As a result of these problems, children hawks during school hours. This worrisome state of affairs in the school system in Ebonyi State may expose principals to numerous administrative challenges which could divert their attention and commitment to the school development plan. If not addressed urgently, could hampered educational development efforts of Ebonyi government. Since the quality of basic education requires the execution of universal basic education board functions and junior secondary school principals' commitment. It is in light of the above, the problem of this study is to ascertain the relationship between universal basic education board performance and principals' commitment to school development plan in Ebonyi State.

Purpose of the Study

The main purpose of the study is to determine the relationship between universal basic education board



performance and principals' commitment to school development plan in Ebonyi State. Specifically, the study sought to determine the:

1. Relationship between universal basic education board staff recruitment and principals' commitment to school development plan in Ebonyi State.
2. Relationship between universal basic education board staff discipline and principals' commitment to school development plan in Ebonyi State.
3. Relationship between universal basic education board staff training and principals' commitment to school development plan in Ebonyi State.
4. Relationship between universal basic education board maintenance of school infrastructure and principals' commitment to school development plan in Ebonyi State.

Research Questions

The following research questions guided the study.

1. What is the relationship between universal basic education board staff recruitment and principals' commitment to school development plan in Ebonyi State?
2. What is the relationship between universal basic education board staff discipline and principals' commitment to school development plan in Ebonyi State?
3. What is the relationship between universal basic education board staff training and principals' commitment to school development plan in Ebonyi State?
4. What is the relationship between universal basic education board maintenance of school infrastructure and principals' commitment to school development plan in Ebonyi State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between universal basic education board staff recruitment and principals' commitment to school development plan in Ebonyi State.
2. There is no significant relationship between universal basic education board staff discipline and principals' commitment to school development plan in Ebonyi State.
3. There is no significant relationship between universal basic education board staff training and principals' commitment to school development plan in Ebonyi State.
4. There is no significant relationship between universal basic education board maintenance of school infrastructure and principals' commitment to school development plan in Ebonyi State..

Method Correlational research design was utilized for the study. According to Nworgu (2015), this type of study seeks to establish what relationship exists between two or more variables. This design is appropriate for this study because it enabled the researcher to collect data from principals in order to investigate the relationship between universal basic education board performance and principals' commitment to school development plan in Ebonyi State. The study was carried out in Ebonyi State of Nigeria. The population of the study comprised all the 225 public junior secondary school principals in Ebonyi State. Proportionate stratified sampling technique was used to draw sample size of 113 principals for the study.

Two sets of questionnaires titled "Universal Basic Education Board Performance UBEBP" and "Principals' Commitment to School Development Plan (PCSDP)" were used for data collection. The instruments were developed based on literature review and consultation of experts in educational management. UBEBP is made of four clusters



namely; A, B, C and D. Section A which centered on staff recruitment contained eight items, Section B contained 7 Items on staff discipline, Section C which focused on staff training contained 10 items and Section D which centered on maintenance of school infrastructure had 11 items . UBEBP contains thirty six items. On the other hand, PCSDP contains 15 items. The two sets of instrument (UBEBP and PCSDP) were structured on four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) and weighted 4, 3, 2 and 1 respectively. The instruments were face validated by three experts comprising two lecturers from the Department of Educational Management and Policy, and the other a specialist in Measurement and Evaluation all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The title, purpose of the study, research questions, hypotheses and drafts of the instruments were given to the three experts to examine and scrutinize the items in terms of content, relevance, suitability, clarity and coverage of the dimensions of the study. Their comments and suggestions were used to produce the final copy of the instruments. The validated instruments were then pilot-tested through a single administration to 30 principals in public secondary schools in Enugu State that was not part of the area of the study. Enugu state was chosen because it has similar characteristic with the area of study. The data obtained were subjected to test for internal consistency using Cronbach Alpha and the coefficients obtained for Sections A, B, C and D of UBEBP are 0.82, 0.86, 0.83 and 0.81 respectively and the overall coefficient of the entire instrument was 0.83. The reliability coefficient obtained for PCSDP was 0.85.

The administration of the instruments was done by the researchers and four research assistants using direct administration method. The researcher

assistants were briefed on the nature and purpose of the study and this enabled them to have a good knowledge about the study. The distributed and completed copies of the instrument were collected on the spot. Follow up visits were made where the respondents could not submit on the spot. At the end of the exercise out of the 113 copies of the questionnaire distributed, 109 representing 96% were properly completed, retrieved and were used for the analyses. Research questions were analyzed using Pearson Product Moment correlation coefficient (r) and t-test was used to test the hypotheses For decision on the research questions, the coefficient (r) and the size of the relationship was interpreted using the interpretation of correlation coefficient by Best and Kahn as shown as 0.0-0.2, 0.2-0.4, 0.4-0.6, 0.6-0.8, 0.8-1.10 to indicate Negligible, low, moderate, substantial and high respectively. In taking decisions on the null hypotheses, if p-value is equal to or greater than significant value of 0.05, the null hypothesis is rejected and the difference is taken to be statistically significant, but if otherwise, the null hypotheses is not rejected and the difference is taken to be statistically not significant.

Results

Research Question 1: What is the relationship between universal basic education board staff recruitment and principals' commitment to school development plan in Ebonyi State?

Table 1: Pearson's Correlation between Universal Basic Education Board Staff Recruitment and Principals Commitment to School Development Plan



	N	Staff Recruitment	Principals Commitment to School Development Plan	Decision
Staff Recruitment	109	1	.731	
Principals' Commitment to School Development Plan	109	.731	1	Substantial

Table 1 shows that the Pearson's Correlation Coefficient, $r. (.731) = .109$. This is an indication that there is a substantial relationship between universal basic education board staff recruitment and principals' commitment to school development plan in Ebonyi State.

Research Question 2: What is the relationship between universal basic education board staff discipline and

principals' commitment to school development plan in Ebonyi State?

Table 2: Pearson's Correlation between Universal Basic Education Board Staff Discipline and Principals Commitment to School Development Plan

	N	Staff Discipline	Principals Commitment to School Development Plan	Decision
Staff Discipline	109	1	.804	
Principals' Commitment to School Development Plan	109	.804	1	High

As shown on Table 2, the Pearson's Correlation Coefficient, $r. (.804) = .109$. This is an indication that



there is a high relationship between universal basic education board staff discipline and principals' commitment to school development plan in Ebonyi State.

Research Question 3: What is the relationship between universal basic education board staff training and

principals' commitment to school development plan in Ebonyi State?

Table 3: Pearson's Correlation between Universal Basic Education Board Staff Training and Principals Commitment to School Development Plan

	N	Staff Training	Principals Commitment to School Development Plan	Decision
Staff Training	109	1	.867	
Principals' Commitment to School Development Plan	109	.867	1	High

Table 3 indicated that the Pearson's Correlation Coefficient, r . (.867) = .109. This is an indication that there is a high relationship between universal basic education board staff training and principals' commitment to school development plan in Ebonyi State.

Research Question 4: What is the relationship between universal basic education board maintenance of school

infrastructure and principals' commitment to school development plan in Ebonyi State?

Table 4: Pearson's Correlation between Universal Basic Education Board Staff Maintenance of School Infrastructure and Principals Commitment to School Development Plan

	N	Staff Recruitment	Principals Commitment to School Development Plan	Decision
Staff Recruitment	109	1	.815	
Principals' Commitment to School Development Plan	109	.815	1	High



Table 4 shows that the Pearson's Correlation Coefficient, $r. (.815) = .109$. This is an indication that there is a high relationship between universal basic education board maintenance of school infrastructure and principals' commitment to school development plan in Ebonyi State. Ho 1: There will be no significant relationship between universal basic education board staff recruitment and

principals' commitment to school development plan in Ebonyi State.

Table 5: The Summary of t-test Analysis of no Significant Relationship between Universal Basic Education Board Staff Recruitment and Principals' Commitment to School Development Plan

	N	Staff Recruitment	Principals Commitment to School Development Plan	<i>t-cal.</i>	<i>t-crit.</i>	Remark
Staff Recruitment	1.09	1	.731			
				2.02	1.96	Rejected
Principals Commitment to School Development Plan	1.09	.731	1			

The result presented on Table 5, the t-calculated value of 2.02 is greater than t-critical value of 1.96 at 0.05 level of significance and 107 degree of freedom. Thus, the null hypothesis is rejected. Thus, there is significant relationship between universal basic education board staff recruitment and principals' commitment to school development plan in Ebonyi State.

Ho 2: There will be no significant relationship between universal basic education board staff discipline and principals' commitment to school development plan in Ebonyi State.

Table 5: The Summary of t-test Analysis of no Significant Relationship between Universal Basic Education Board Staff Discipline and Principals' Commitment to School Development Plan

	N	Staff Discipline	Principals Commitment to School Development Plan	<i>t-cal.</i>	<i>t-crit.</i>	Remark
Staff Discipline	1.09	1	.804			
				1.98	1.96	Rejected
Principals Commitment to						



School Development Plan	1.09	.804	1
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The result presented on Table 6, the t-calculated value of 1.98 is greater than t-critical value of 1.96 at 0.05 level of significance and 107 degree of freedom. Thus, the null hypothesis is rejected. Thus, there is significant relationship between universal basic education board staff discipline and principals' commitment to school development plan in Ebonyi State.

Ho 3: There will be no significant relationship between universal basic education board staff training and principals' commitment to school development plan in Ebonyi State.

Table 7: The Summary of t-test Analysis of no Significant Relationship between Universal Basic Education Board Staff Training and Principals' Commitment to School Development Plan

	N	Staff Training	Principals Commitment to School Development Plan	t-cal.	t-crit.	Remark
Staff Training	1.09	1	.867	2.08	1.96	Rejected
Principals Commitment to School Development Plan	1.09	.867	1			

As shown on Table 7, the t-calculated value of 2.08 is greater than t-critical value of 1.96 at 0.05 level of significance and 107 degree of freedom. Thus, the null hypothesis is rejected. Thus, there is significant relationship between universal basic education board staff training and principals' commitment to school development plan in Ebonyi State.

infrastructure and principals' commitment to school development plan in Ebonyi State

Table 8: The Summary of t-test Analysis of no Significant Relationship between Universal Basic Education Board Maintenance of School Infrastructure and Principals' Commitment to School Development Plan

Ho 4: There will be no significant relationship between universal basic education board maintenance of school

	N	Maintenance of School Infrastructure	Principals Commitment to School Development Plan	t-cal.	t-crit.	Remark
Maintenance of School						



Infrastructure	1.09	1	.815			
				2.00	1.96	Rejected
Principals Commitment to School Development Plan	1.09	.815	1			

The result presented on Table 8, the t-calculated value of 2.00 is greater than t-critical value of 1.96 at 0.05 level of significance and 107 degree of freedom. Thus, the null hypothesis is rejected. Thus, there is significant relationship between universal basic education board maintenance of school infrastructure and principals' commitment to school development plan in Ebonyi State.

Discussions

The result of this study indicated that there is a substantial relationship between universal basic education board staff recruitment and principals' commitment to school development plan in Ebonyi State. This is in agreement with the finding of Mehwish, Abeera, Aideed and Tania (2019) who revealed that there was high relationship between staff recruitment and organizational commitment. This also supported the finding of Mugiz and Nuwatuhaire (2019) which indicated that there was moderate relationship between staff recruitment and employees commitment. The agreement in the findings could be due to fact that every organization requires sufficient staff to execute their development plans. This finding was probably as a result of the fact that recruitment result to sufficient members of staff to meet demands of planning and execution of school development plan. The recruitment function of universal basic education board fills the vacant position of the right personnel to execute the school development plan. Other resources like funds, materials and machine could be utilized in planning and execution of school development plan by collective efforts of staff recruited in school organization. The morale and commitment of principals to execute school development plan increase through the

recruitment of the right personnel to work with and achieve common goals. It was also revealed that there is significant relationship between universal basic education board staff recruitment and principals' commitment to school development plan in Ebonyi State. This refuted the finding of Mugiz and Nuwatuhaire (2019) which indicated that there was negative and insignificant relationship between staff recruitment and employees' commitment. The difference in geographical location could account for the disagreement between the two findings.

The finding of this study indicated that there is a high relationship between universal basic education board staff discipline and principals' commitment to school development plan in Ebonyi State. This corroborated the finding of Rahmi (2017) which indicated that there was direct relationship between work discipline and organizational commitment. The agreement in findings could be attributed to the fact that staff discipline irrespective of organization location could induce staff and principals to work with commitment, dedication and devotion. The Universal basic education board function promote peaceful and pleasant school environment that promotes good principals and staff relations that foster commitment to school development plan. It is a driving force that prompts members of staff to adhere to school rules, regulations and procedures for effective execution of school development plan. Staff discipline promotes desirable behaviour among the workforce in school organization. Discipline ensures that staff adheres to a unified set of behavioural standards in executing the school development plan. It also promotes fair and equal



treatment of staff which enhances their cooperation with the principals to execute the school development plan. It was also reported that there is significant relationship between universal basic education board staff discipline and principals' commitment to school development plan in Ebonyi State. This is in agreement with the finding of Rahmi (2017) which reported that there was significant relationship between work discipline and organizational commitment.

It was found that there is a substantial relationship between universal basic education board staff training and principals' commitment to school development plan in Ebonyi State. This agreed with the finding of Ocen, Kasekende and Angundaru (2017) which indicated that there was a positive relationship between training and employees commitment. This is in line with the finding of Obenge, Okibo, Nyang'au, Ondieki, Nyongesa and Nyamasge (2014) who reported that training programme organized by the government enhance the capacity and commitment to school heads toward performance based school development plan and management. The agreement between the findings could be due to fact that the studies were conducted in African. The possible explanation for this finding is that compulsory and fully sponsored training programme for staff stimulate them to participate and acquire requisite skills and knowledge for the execution of school development plan. The positive nature of the correlation indicated that the more training programmes are organized for staff, the more principals devoted and willing to execute school development plan. Universal basic education board execution of the staff training function enable principals and staff acquire skills to overcome problem of implementing the school development plan. The result of the study also revealed that there is significant relationship between universal basic education board staff training and principals' commitment to school development plan in Ebonyi State.

This supported the earlier report of Akpan (2015) which indicated that staff training significantly correlates the commitment of members of staff in school.

The finding of this study showed that there is a high relationship between universal basic education board maintenance of school infrastructure and principals' commitment to school development plan in Ebonyi State. This agreed with the finding of Agada, and Zeb-Obipi (2018) reported that school infrastructure positively influences organizational commitment. The similarity in the two findings is not surprising as a result of time span, within two years the nature of infrastructure maintenance and organizational commitment of staff might still remain the same. It was also reported that there is significant relationship between universal basic education board maintenance of school infrastructure and principals' commitment to school development plan in Ebonyi State. The planning and execution of school development plan require functional resources. Constant and consistent review, replacement and repair of school buildings keep them in an operation state. School infrastructure maintenance prolongs the life expectancy of school facilities. This create favourable working environment which enabled principals commitment to school development plan.

Conclusions The following conclusions were drawn from the findings; that there was significant relationship between universal basic education board performance and principals' commitment to school development plan in Ebonyi State. The more universal basic education board performs its functions, the more principals are committed to school development plan.

Recommendations

Based on the findings, it was recommended that;

1. Universal basic education board should conduct yearly assessment of recruitment needs of junior secondary school and fill the gap in require personnel



to execute school development plan as a result of retirement, job contract termination or death.

2. Universal basic education board should compulsory and fully sponsored training programme for school administrators and staff to participate in order to acquire requisite skills and knowledge to be commitment to execution of school development plan.
3. Universal basic education board should develop professional code of conduct and regularly monitor its' implementation to instill discipline in staff and enhance their commitment to school development plan.
4. The Ministry of Education should mandate school principals to constitute school infrastructure maintenance committee that will carry out periodic assessment of school facilities, identified the faculty ones and recommend the cost of repair and replacement.

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