

HUMAN CAPITAL DEVELOPMENT AND BASIC EDUCATION PROVISION IN SOKOTO STATE, NIGERIA

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Abstract

Development as a process has many faces, including reorganisation and transformation of societal educational, social, economic, political, cultural structures and individual accomplishments. It involves economic growth with a corresponding impact on the livelihood, sustenance and the general wellbeing of citizens at societal level. At individual level, it connotes access to basic needs of life, education, health, social freedom, enhanced capacity to creativity and a relative economic independence. The greatest way of achieving development both at societal and individual level is through manipulating all components of resources available to the people of which human resources have been considered paramount. Investing in education, especially at the basic level, is unarguably a major means of developing this resource. This paper examines the state and importance of basic education provision in developing human capital in Sokoto State. The study adopted a descriptive research design. The population comprised educational stakeholders in Sokoto State, and data were collected through purposive sampling from relevant government agencies responsible for basic education. The research instrument included document analysis and structured interviews. Data were analyzed using descriptive statistics and thematic analysis to interpret key patterns and policy implications. The study concludes that governments at all levels should not only adequately finance the basic education system but also monitor and ensure the effective utilisation of projected resources. The study recommends increased funding, teachers training, welfare, provision of teaching infrastructures and collective efforts of all stakeholders to achieve desired access to education for all in our society for individual and societal development.

Keywords: Basic, Capital, Development, Education and Investment

Introduction

Education has been directly equated with level of an individual's personal advancement and the overall development process of any human society. Gado (2024) observed that basic or primary education being the foundation, is necessary not only for the sake of basic literacy and numeracy, but because it prepares children or human for future challenges. The more adequate and qualitative the primary education is given to children, the more equipped and industrious the children would become in the future. Basic education, in particular, and education in general has been prioritised considering the fact that it is productive and a key component of economic growth. Primary education helps in alleviating poverty, in the sense that literacy and numeracy help the self-employed like farmers in increasing their incomes (Shepherd, et al, 2021). Educating girls and women benefits the society greatly, because research shows that increase in the enrolment of girls and women into both primary and tertiary schools decreases the rate of child

and infant mortality. It also increases child nutrition; similarly, when women are educated, they are more likely to influence their children to attend schools. In general, primary education is a crucial factor in achieving the remaining MDG goals, because eradicating poverty, women empowerment, global partnership for development, infant and child mortality are all thought to depend on the skills obtained at primary school (Colclough, 2004).

The research of this nature is significant considering the importance and necessity of sound education to all the citizens for both their individual and societal development. Primary education being the basic and a foundation for all the categories of education occupies a significant position in the development process of any society (He, et al, 2025). This is akin to the reason why this type of education is regarded as necessary in achieving the development targets (second only to poverty and hunger) in developing world like Nigeria.

Although various studies were conducted on the state of education in Nigeria, but these studies were either carried out in bigger cities like Kano, Lagos and etc or that, they paid little emphasis on examining the level of basic education provision in Sokoto with respect to MDGs target there by ascertaining how possible it is for the MDGs to achieve education for all before the deadline. There are some practical progress made in an attempt to send children to school; likewise, the extent at which children are either dropping out of school or not even attending the school is also increasing. This study is therefore timely to expose the present situation in the provision of basic education in line with the MDGs.

An Overview of Universal Basic Education (UBE)

Basic education is the foundation for sustainable lifelong learning. It provides readings, writing and numeracy skills. It comprises a wide variety of formal and non-formal educational activities and programmes designed to enable learners acquire functional literacy (Ajmal & Hussain, 2022). In Nigerian context, basic education includes primary, junior secondary and nomadic education as well as adult literacy. The specific aim here is to equip individuals with such knowledge, skills and attitudes that will enable 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 civil obligations competently (UBE, 2000).

Goals and Objectives of UBE

The major goals of UBE as outlined in the implementation guide by government in 1999 are to universalize access to basic education, engender a conducive learning environment and eradicate illiteracy in Nigeria within the shortest possible time. While the specific objectives include:

Developing in the entire citizenry, a strong consciousness for education and a strong commitment for it's vigorous promotion.

Providing free Universal Basic Education for every Nigerian Child of school-going age. Reducing drastically the rate of drop-out from the formal school system.

Catering for young dropouts and out of schoolchildren or adolescents through various forms of complementary approach to the provision and promotion of basic education.

Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative communicative and life skills as well as the ethical, moral and civil values needed for laying a solid foundation for life long living.

UBE Vision and Mission Statement

Motivated by the goal that every child completing the nine years of uninterrupted basic education should attain an adequate level of literacy, the system also aims to equip learners with numeracy, effective communication, practical life skills, and the ability to become employable and productive members of society. This includes fostering relevant ethical, moral, and civic values. The mission emphasizes collaboration with all stakeholders, aiming to mobilize national efforts to make education a collective responsibility. The scope of the program covers early childhood education and development, six years of primary education, and three years of junior secondary education.

Implementation

The scheme's implementation began with the inauguration of two key committees by the then President: an Implementation Committee and a Technical Committee led by the Vice President and the Minister of Education. Following the official launch of the program in September 1999, the Federal Ministry of Education engaged in consultations with state governments, the international community, and other major stakeholders to identify intervention areas and outline implementation strategies. This phase included a national mini-summit on the scheme, the collection and analysis of relevant data and statistics, and an assessment of the financial implications during October and November 1999. In December 1999, coordination efforts intensified through meetings, workshops, and seminars involving all three levels of government and relevant stakeholders. By January 2000, the scheme was rolled out at the primary and adult literacy levels, while the Junior Secondary School (JSS) component commenced in September 2002 (UBE, 2000).

Financing

In addition to other foreign aids and grants, the scheme (UBE) has been arranged to be jointly financed by all the tiers of government and was divided into four. First category is the teachers training and re-training where federal and state governments would train teachers for both primary and junior secondary schools, adult literacy to be financed by all the three tiers of governments and nomadic education by federal government only. Second is the teachers' recruitment and remuneration where primary schools are owned by local governments, junior secondary schools for federal and state governments, adult literacy all the three tiers and nomadic education by the federal government alone (Berebon, 2024).

Third category is the infrastructural provisions (e. g. classrooms and learning centres, play grounds, toilets etc) where primary school would be finance by federal government (75 percent) and state government (25 percent), junior secondary schools - federal government (25 percent) and state government (75 percent), adult literacy – federal government (25 percent) and state government (50 percent) and local (25 percent), Nomadic education - federal government (100 percent). The last category is the provision of instructional and learning materials where, primary schools is to be totally financed by the federal government, junior secondary school - federal (50 percent) and state (50 percent) and local government (25 percent), Nomadic education - Federal government (80 percent) and state government (20 percent) (Fakayode, 2014).

Furthermore, funding for the programme was expected to come from budgetary allocations, revenues generated through the Education Tax Fund (ETF), and contributions from Non-Governmental Organisations (NGOs), bilateral partners, multilateral agencies, and both local and

international stakeholders (UBE, 2000). Based on the outlined objectives, mission, and vision of the Universal Basic Education (UBE) programme, notable progress has been made in its early stages. For instance, the table below illustrates the trend in primary school enrolment in Nigeria from 1991 to 2006.

Table 1
Percentage of Male and Female Enrolment in Basic Education (1991–2001)

Year	Male (%)	Female (%)	Male/Female Ratio (%)
1991	87	77	79
1992	91	75	83
1993	95	77	86
1994	94	77	86
1995	88	74	81
1996	75	65	70
1997	77	65	71
1998	85	66	76
1999	98	85	92
2000	105	85	95
2001	103	82	93

Data adapted from Universal Basic Education Commission (UBE, 2000).

As a result of the inception of civilian administration in 1999, states increased their efforts to improve UPE by supportive educational policies aimed at encouraging children to have basic education. This has resulted in the rise of enrolment which accounted for gross enrolment ratio higher than 100 per cent in 2000 and 2001 (MDGs Report, Nigeria, 2004). Correspondingly, due to implementation of UPE the curriculum also comprises enhancement of teachers' performances as a means of providing qualitative education to the children. Tables below illustrate the number of teachers employed increased significantly in the recent years and the number of schools.

Table 2
Primary School Education Statistics in Nigeria (2001–2006)

Year	2001	2002	2003	2004	2005	2006
Number of Primary Schools	49,306	51,870	59,174	59,761	59,761	85,831
Number of Pupils Enrolled	19,263,534	19,881,681	25,772,044	21,575,178	22,267,407	27,543,639
Number of Teachers	487,303	491,751	591,041	597,299	598,981	863,599
Teacher–Pupil Ratio	39.53	40.43	43.60	36.12	37.18	32.00
School–Teacher Ratio	9.81	9.48	10.00	10.00	10.02	10.01

Data adapted from African Peer Review Mechanism (APRM, 2008).

From table 2 above, it could be seen that there was yearly increase in the number of schools from 49,306 in 2001, to 59,174. By 2003, however the number of schools remain the same at 59, 761 between 2004 and 2005, while there was a massive growth to 85, 831, in 2006 owing to increase on budgetary allocation to the UPE programme. The number of enrolled pupils kept on increasing

each year between 2001 to 2003, it was only in 2004 and 2005 that the number reduced from to 21,575,178 and 22,268,407 respectively. It is worth mentioning that the enrolment rate for males is 64 per cent; whereas that of females is 44 per cent. Number of school teachers kept on increasing each year, whereas teacher/pupil ratio and school /teacher ratio kept on fluctuating, but eventually stabilised between 2003 and 2006.

Basic Education in Sokoto State

Despite the said progress made in the basic education provision in Sokoto state, the enrolment of children into schools at basic level is low, because out of 1,759,317 school aged children, it is 1,193,760 attend school as at 2016 whereas 565, 557 are out of school (NPC, 2009 and Sokoto State Government, 2017). However, the above figure of school going age children was based 2006 national population census published in 2009, but in order to arrive at the current (2018) estimate, exponential growth model (Malthusian growth) model of population projection was used using the official annual growth rate of 3%. Based on the formula $(Po (1+r)^t)$, the current (2018) estimate of the population is 2,511,289. Thus, out of this current figure 1,193,760 children attend school where as 1,317,529 are out of school. Meanwhile, there has historically been considerable hostility to modern education related to social, cultural and religious views in local Hausa and Fulani society. From the first years of colonial period to the present western education has been often viewed with great suspicion; as it is believed that it might distract the Northern Muslims from Islamic teachings (Akinyemi, 1983). In July, 2009, there was a radical Islamic sect named *Boko Haram* that has been disturbing the peace and security of the people killing many innocent souls in some Northern States like: Yobe, Bauchi, Kano, Katsina and Borno, advocating that *Boko is Haram* ("western education is prohibited"). The group were heavily armed to the extent that government forces find it difficult to control them (Daily Trust, 2009).

The *Boko Haram* sect also portrays itself fighting against the governments' and elites for their inability to provide infrastructures to the people as a result of corruption and exploitation, irrespective of revenue accrue to the government through oil. They are also seen as arguing against western education because they believe that, it is not the type for industrial and technological development but the type that makes leaders heartless so that they only siphon off public funds for personal gain (Desert Herald, 2009) This is akin to *Maitatsine* movement of the 1980s which castigated western education and western technologies, such as television, radio, watch, and bicycle (Desert Herald, 2009)

It is important to note that resistance to Western education is particularly prevalent among girls, especially in the northern regions of the country. This is largely influenced by religious and cultural norms that encourage early marriage once a girl reaches puberty. Consequently, girls who pursue Western education often face limited marriage prospects, sometimes marrying older men without formal education or individuals considered beneath their social standing. These girls are sometimes labeled *yan-bariki* in society (Junaidu, 1990), which further discourages educational pursuit. Such factors have contributed significantly to the educational disparity between girls in the North and those in the South with regard to Western education. For example, the following tables highlight gender-based enrolment rates in basic public education across different geopolitical zones in the country, as further detailed in Table 3.

Table 3 Public Primary and Junior Secondary School Enrolments by Gender Across Geopolitical Zones in Nigeria

Zone	Primary – Male	Primary – Female	JSS – Male	JSS – Female
North Central	1,838,974	1,639,408	344,054	266,083
North East	1,818,480	1,371,912	309,626	206,153
North West	3,788,997	2,707,702	645,699	351,953
South East	992,630	988,845	297,800	258,662
South South	1,161,930	1,169,294	322,251	320,152
South West	1,387,698	1,425,839	491,387	499,344

Data adapted from Universal Basic Education Commission (UBEC, 2011).

It can be clearly observed from the above table 3 that while a total of 3,788,997 male were enrolled in primary school in North Western part of Nigeria, which include Sokoto state, in 2010, female enrolment was 2,707,702. Unlike in the South Western zone where the total male enrolment was 1,387,698 while female enrolment was 1,425,839 which was even higher than male total enrolment. Similarly, total male junior secondary school enrolment in North Western Part of Nigeria was put at 645,699 which nearly doubled female enrolment which was put at 351,953. Unlike in the South Western part of the country where the reverse was the case, as male total enrolment was put at 491,387 while female enrolment was 499,344. However, this did not only indicate the disparities in male and female enrolment across the zones or regions but also indicate that some girls in Northern Nigeria could not have the opportunity of proceeding to secondary school after primary school completion.

UNDP-Nigeria (2015) acknowledged that at the national level, the net attendance ratio was 61% in 2008 and it increased to 71% in 2012. In 2014, there was a shortfall of 2.3% and the net attendance for 2014 thus dropped to 68.7%. When classified by sectors, net attendance in the urban (84.3%) was much higher than in the rural areas (62.2%). Across the geopolitical zones, it was very encouraging in the South East (90.5%), South South (88.1%), South West (87%) and North Central (80.2%). But in the North West (50.5%) and particularly North East (42.5%) net attendance was not impressive. Although one hundred per cent enrolment and attendance are expected of children within this cohort, the achievement within the sub regions shows that Nigeria is on track of meeting the target.

Table 4 Public Basic-Level Schools Across Sokoto Senatorial Districts

Senatorial District	Number of Schools	Pupils' Enrolment	Number of Teachers
Sokoto East	875	309,003	4,063
Sokoto Central	505	204,560	4,977
Sokoto South	598	175,376	5,113

Data adapted from Sokoto State Universal Basic Education Board (SUBEB, 2015).

As indicated on the above table, Sokoto east senatorial district had the highest number of public primary schools of 875 schools but with the lowest number of teachers put at 4,063 teachers. While Sokoto south had the highest number of primary school teachers of 5,113 teachers but with the lowest enrolment rate of 175,376 pupils as against Sokoto central which had 204,560 pupils and 4,977 teachers in the same year. On the contrary, as some people mostly believe that Islam or Hausa culture does not allow women to acquire education, own property and are meant to do domestic duties; Kaura (1990) points out that, even during days of Prophet Muhammad (Peace Be Upon Him) whom the Muslims imitate, he fought against ignorance of both males and female folk. Islam encourages all the Muslims to acquire any type of knowledge as far as it will be useful to the society. Similarly, women are encouraged to seek employment when the need arises, especially in the areas where their services are highly needed. For instance, medicine, teaching and other areas where they cater for the needs of their fellow females and children, and should agree with their mental and physical disposition; furthermore, in order to strengthen their economic position, Islam says they must be given a dowry as a matter of right before or during marriage (Kaura, 1990). Nevertheless, the federal government of Nigeria in its 2010 MDGs report lamented that in a major step forward, nearly nine out of ten children, making 88.8 percent, are now enrolled in school, but regional differences are star, as state primary completion rates range from 2 per cent to 99 per cent. In particular, progress needs to be accelerated in the north of the country if the target is to be met. The region experienced low completion rates as a result of poor learning environments and thus, the urgent need to raise teaching standards (FRN, 2010).

The following tables present data on basic education provision in the study area (Sokoto state) from 2005 – 2016, where enrolment, number of teachers and their qualifications by gender are presented. However, it is worth notice that there are variations within and across local government areas in respect to the data below, where some may have a relatively appreciable condition while some have not. For example, in some local government areas the teacher- pupil's ratio is put at as high as 1:250 while in some it is as low as 1:25. This may be largely due to the nature of the areas as some are more cosmopolitan than others. Also, one can observe a sharp distinction between male and female in both the number of enrolled primary schools' pupils and that of teachers, where male almost tripled females.

Table 5 Sokoto State Summary of Public Primary School Pupils' Enrolment by Class and Gender (2013/2014 Session)

Class	Male Pupils	Female Pupils
Primary 1	103,512	60,031
Primary 2	90,817	53,349
Primary 3	76,323	43,843
Primary 4	62,513	37,279
Primary 5	52,035	29,715
Primary 6	42,148	22,395
Total	427,348	246,612
Grand Total	673,960	

Number of schools: 1,990. Data adapted from UBEC Database (2015).

There were a total number of 1990 of public primary schools in Sokoto state during 2013/2014 academic session as indicated on the above table. These schools accommodated 673,960 pupils where 427,348 pupils were males and 246,612 pupils were females.

Table 6 Sokoto State Public Primary School Teachers by Qualifications and Gender (2013/2014 Session)

Qualification	Male	Female	Total
Higher Degree with Teaching Qualification	0	0	0
Higher Degree without Teaching Qualification	3	2	5
First Degree with Teaching Qualification	269	122	391
First Degree without Teaching Qualification	57	27	84
HND with Teaching Qualification	0	0	0
HND without Teaching Qualification	1	0	1
Nigeria Certificate in Education (NCE)	8,776	1,030	9,806
Diploma in Education	607	92	699
Ordinary National Diploma (OND)	0	0	0
Advanced Certificate in Education (ACE, ACIE) or Equivalent	0	0	0
Teachers Grade II Certificate (TC II) or Equivalent	2,012	224	2,236
Teachers Grade II Certificate (TC II) – Referred	335	14	349
Below Teachers Grade II Certificate	4,438	879	5,317
Total	16,498	2,390	18,888

Data adapted from UBEC Database (2015).

Data on table 6 also showed that there was no single higher degree holder with teaching qualification in Sokoto state during 2013/2014 academic session but there were 05 teachers who had higher degree without teaching qualification. Teachers who had first degree with teaching qualification were 391 teachers, those who had first degree without teaching qualification were 84 teachers and there was only one who had HND without teaching qualification. NCE holders were 9,806 teachers, those with diploma in education were 699 teachers, those with TC II certificate or equivalent were 2,236 teachers, those with TC II Referred and those with below TC II were 349 and 5,317 teachers respectively, while there were no OND and ACE holders among teachers in Sokoto during the academic session.

Table 7 Sokoto State Summary of Public Junior Secondary School Enrolment by Class and Gender (2013/2014, 2015, and 2016 Sessions)

Class	2013/2014 Male	2013/2014 Female	2015 & 2016 Male	2015 & 2016 Female	Total
JSS 1	18,653	7,322	58,732	32,337	91,069
JSS 2	18,936	7,855			
JSS 3	16,711	7,547			
Total	54,300	22,724	58,732	32,337	200,038
Grand Total	77,024				

Data adapted from UBEC Database (2015) and Federal Ministry of Education (2016).

As contained on the table 7 above, there were a total of 77,024 students enrolled in 177 public junior secondary schools in Sokoto state during 2013/2014 academic session where 54,300 students were males and 22,724 students were females. In the year 2015, a total of 91,069 students where 58,732 students were males and 32,337 students were females were enrolled in public junior secondary schools across Sokoto state. While in the year 2016, a total of 200,038 students where 128,906 students were males and 71,132 students were females.

Table 8: Sokoto State Summary of Public Junior Secondary Schools Teachers by Qualifications in 2013/2014 Session

Qualifications	Gender		Total
Higher Degree With Teaching Qualification	Male	09	10
	Female	01	
Higher Degree Without Teaching Qualification	Male	00	00
	Female	00	
First Degree With Teaching Qualification	Male	235	358
	Female	123	
First Degree Without Teaching Qualification	Male	08	08
	Female	00	
HND With Teaching Qualification	Male	76	112
	Female	36	
HND Without Teaching Qualification	Male	06	10
	Female	04	
NCE	Male	771	1,173
	Female	402	
Diploma in Education	Male	00	04
	Female	04	
Ordinary National Diploma (OND)	Male	218	268
	Female	50	
Advanced Certificate in Education (ACE, ACIE) or Equivalent	Male	00	00
	Female	00	
Teachers Grade II Certificate (TC II) or Equivalent	Male	154	170
	Female	16	
Teachers Grade II Certificate (TC II) Referred	Male	00	00
	Female	00	
Below Teachers Grade II Certificate (TC II)	Male	90	101
	Female	11	
Total	Male	1,567	
	Female	647	
Grand Total	2,214		

Source: UBEC database (2015).

Information on table 8 above indicated that there were a total number of 2,214 teachers in junior secondary schools in Sokoto state during the 2013/2014 academic session, out of which 10 teachers had higher degree with teaching qualification. There were 358 teachers who had first degree with teaching qualification and 08 teachers who had first degree without teaching qualification, teachers who had HND with teaching qualification were 112 teachers and teachers who had HND without teaching qualification were 10 teachers. Teachers with NCE were 1,173 teachers, those with diploma in education were 04 teachers, those with OND were 268 teachers,

those with TC II certificate or equivalent were 170 teachers and those with below TC II certificate were 101 teachers.

Table 9: Summary of Public Primary and Junior Secondary Schools Enrolment Gender in Sokoto from 2012 – 2016

Primary Schools			Junior Secondary Schools		
Year	Gender	Enrolment	Year	Gender	Enrolment
2012	Male	397,681	2012	Male	54,770
	Female	212,923		Female	22,021
	Total	610,604		Total	76,791
2013	Male	409,384	2013	Male	55,067
	Female	224,276		Female	28,041
	Total	633,660		Total	83,108
2014	Male	438,864	2014	Male	57,875
	Female	254,266		Female	32,612
	Total	693,130		Total	90,487
2015	Male	442,232	2015	Male	58,732
	Female	272,199		Female	32,337
	Total	714,431		Total	91,069
2016	Male	414,849	2016	Male	128,906
	Female	262,044		Female	71,132
	Total	676,893		Total	200,038

Source: Federal Ministry of Education (2016).

In order to put some basic education information at a glance the above table 9 contained the enrolment rate of both public primary and public junior secondary schools in the study area from 2012 to 2016. Enrolments in public primary schools witnessed an increase from 610,604 pupils in 2012 to 714,431 pupils in 2015 but declined in to 676,893 in 2016. While enrolments in public junior secondary schools witnessed an increase throughout the period under review, e.g. from 76,791 students in 2012 to 200,038 students in 2016.

Table 10: Sokoto State Summary of Public and Private Primary and JSS Schools Teachers in 2016

Public Primary Schools Teachers			Private Primary School Teachers		
Male	Female	Total	Male	Female	Total
11,749	2,317	14,066	5,720	1,461	7,181
Public JSS Schools Teachers			Private JSS School Teachers		
Male	Female	Total	Male	Female	Total
2,611	823	3,434	2,262	722	2,984

Source: Federal Ministry of Education (2016)

Data on table 10 above is a summary of both public and private schools' teachers at the basic level in Sokoto state as at 2016. There was a total of 14,066 public primary schools' teachers and 7,181 private primary schools' teachers, while there was a total of 3,434 public junior secondary schools' teachers and 2,984 private junior secondary schools' teachers in the state.

Table 11: Basic Education Indicators for Sokoto state 2016

Enrolment in Primary School	Male	Female	Total
	401,657	250,774	652,431
Enrolment in Primary 1	101,218	65,786	167,004
No. Of Teachers at Primary Level	11,749	2,317	14,066
No. Of Qualified Teachers at Primary Level	5,720	1,461	7,181
% of Qualified Teachers at Primary Level	49%	63%	51%
Teacher-pupil ration		1:46	
Enrolment in JSS	64,453	35,566	100,019
Enrolment in JSS 1	25,798	14,183	39,981
No. Of Teachers at JSS Level	2,611	823	3,434
No. Of Qualified Teachers at JSS Level	2,262	722	2,984
% of Qualified Teachers at JSS Level	87%	88%	87%
Teacher-student ration		1:29	

Source: Federal Ministry of Education (2016).

Table 11 above presents the basic education indicators in Sokoto state where total enrolment in public primary schools in 2006 was 652,431 pupils and enrolment in primary one was 167,004. Total number of teachers was 14,066 and total number of qualified teachers at primary school level was 7,181 who represented 51 percent of the total number of teachers. While total enrolment at junior secondary school level was 100,019 students in same year and enrolment into JSS 1 was 39,981 students. Total number of teachers at this level was 3,434 teachers and total number of qualified teachers was 2,984 who represented 87 percent of the total teachers at JSS level in the state. This information shows that there are more qualified teachers at JSS level than there are at primary schools' level.

In another development, the Sokoto State interim report recommendations on education revealed that as at 2016, there were a total number of 2,163 public schools at basic level in the state with 22,117 classrooms as such the pupil-classroom ratio was 1:107 in some instances and the average number of classroom-pupil/student ratio of 1:54. Thus, a total number of 7,727 classroom are required to meet the classroom-pupil/student ratio of 1:40. Most buildings in schools were dilapidated and furniture (where available) need repairs or replacement and more than half of classrooms also need either repairs, rehabilitation or renovation. The report added that there is need for additional office accommodation, staffrooms, workshops, laboratories, wall fence, toilets, water supply, electricity and that there was very serious shortage of furniture, textbooks, exercise books, laboratory models, technology models, workshop equipment, library books, school gardens and demonstration charts. But information on enrolment rate at basic level was relatively impressive as gross enrolment rate for pre-primary, primary and junior secondary schools was put at 11 percent, 80 percent and 44 percent respectively and the completion rate for primary education was 73.2 percent.

On the number and quality of teachers at basic level, the report described the situation as appalling and called for great concern, as over 60 percent of primary schools' teachers were not

qualified and about 60 percent of teachers in junior secondary schools were teaching in urban areas. There were also fairly a large number of teachers with higher qualifications in primary schools and others with corresponding low qualifications in junior secondary schools, more male teachers than female and there were more teachers in arts and social sciences than sciences, English language and mathematics coupled with lack of housing facilities for teachers. The table below summarized the number of teachers by their qualifications and gender in 2015/2016 academic session as highlighted by the report

Table 12: Teaching Staff by Qualification and Gender at Basic Education Level in 2015/2016 Academic Session in Sokoto state

Qualifications	Gender		Total
Masters	Male	93	126
	Female	33	
First Degree	Male	996	1,844
	Female	848	
NCE	Male	5,042	7,663
	Female	2,621	
HND	Male	188	397
	Female	209	
OND	Male	941	1,151
	Female	210	
Others	Male	5,706	6,800
	Female	1,094	
Grand Total	Male	12,966	17,981
	Female	5,015	

Source: Sokoto state Sub-committee on Basic Education Field Survey 2016

With the enrolment of 1,193,760 pupils/students at basic education level for the 2015/2016 academic session and with 17,981 teachers, the teacher-pupil/student ratio stands at 1:66. Thus, to attain the teacher-pupil/student ratio of 1:40, additional 11,863 classrooms are required.

Theoretical Framework

Functionalism as a sociological paradigm for example, is one of the oldest and dominant theoretical perspective in sociology and cultural anthropology. It is more often associated with Emile Durkheim (1858-1917) and Talcott Parsons (1902-1979) based on organismic analogy.

Functionalism focuses on the nature, workings and structure of the society and thus, sees society as a system that is, a set of interconnected parts, which together form a whole. Similarly, members of the society are thought of as cells and organs, and are organised into institutions whose major function is to sustain the collective entity (social system) to keep its essential processes going and to enable it reproduces itself. Each institution is also interrelated and inter connected with another in working for the maintenance of the whole society. These parts (institutions) can only be analysed and understood primarily in terms of their functional relationship to the whole (Barnes 1948).

Functionalists believe that society leans towards equilibrium and social order. They see society like a human body, in which institutions such as education are like important organs that keep the society/body healthy and well. Social health therefore means the same as social order, and is guaranteed when nearly everyone accepts the general moral values of his /her society. Hence structural functionalists believe the aim of key institutions, such as education, is to socialize,

enlighten and empower individuals as members of the society, who in return will work towards the overall development of the society. As one of the social institutions in society, education exposes young individuals to existing beliefs, norms and values of their culture through schooling. For instance, Individuals learn to have respect for social control and established social institutions, such as the family, religion and constituted authorities, through education (Schaefer, 2006).

However, the process of transmitting culture has been in place since pre-industrial period where children are being educated by their parents and relatives. Children for example, watch their parents farming, fishing, hunting, herding livestock, making tools, preparing gardens, cooking food, cleaning the house, caring for children and etc. They also learn the beliefs and values of their culture informally through listening to stories and myth from their elders and as such acquire the skills they need as they grow. But these are loosely structured and informal ways of education and imbibing cultural traits in children, unlike the modern/contemporary education is being carried out in formal and specialized institutions, such as the school (Milic, 2022).

Calhoun, Light and Keller (1995) argued that schools do much more than teaching academic skills, such as reading, writing and numeracy, but also play a vital role in fostering the functional integration of society and maintaining its social structure, by instilling in children certain attitudes, beliefs and behaviours that most people don't even think of as part of formal education. These behaviours include; learning self-discipline, hard work and acquiring pride in one's nation, and its economic and political institutions as well as civic rights and responsibilities. These factors help in producing people for the next generation who have internalized the established culture and who are compatible with the existing social structure.

To functionalists, education/schools also promote social integration by transforming a population with diverse racial, ethnic and religious background in a society/system whose/ where member share to some certain extent a common identity. Education stimulates desired social change by serving as meeting ground where different beliefs, traditions and ideas are being shared. As schooling is often associated with openness to new ideas and social viewpoints, educated people tend to have greater access to factual information, to hold diverse opinions and to possess the ability to make distinctions between ideas through analysis (Bishp, 2023).

However, while that is the open and most expected function of education as a social institution in the society, education also performs other functions that are mainly achieved through the hidden curriculum. For example, while education or schools prepare appropriate individuals to fill vacant jobs, sorting and ranking individuals for placement in the labor market, it also perpetuates inequality, in the sense that, those with high achievement will be trained for the most important jobs and in reward, be given the highest income. While those who achieve the least, will be given the least demanding (intellectually at any rate, if not physically) jobs, and hence the least income.

Despite the above shortcomings, functionalism explains the role and the necessity/importance of formal education in not only teaching literacy and numeracy but also in preparing individuals to live productive and orderly lives. Through the exercise of social control, individuals acquire various skills and values essential to their future positions, these includes punctuality, discipline, responsibilities and how to face challenges of life. Suffice it to say that, education reflects the interest of all other social institutions in the society by bridging the gaps between them. For instance, individuals are being equipped with the capabilities they need for effective participation in modern societies. In other words, other societal institutions need trained individuals to manage their affairs. However, major proponents of this idea include Emile Durkheim's (1858-1917), Talcott Parsons (1902-1979) among others.

Conclusion

Governments at all levels should not only adequately finance the basic education system but also monitor and ensure the effective utilisation of projected resources. Teachers are very important to the success of basic education in Nigeria, they should be made effective, experienced and reflective practitioners who will be ready to take the responsibility for managing teaching and learning in their classrooms through support, supervision, mentoring, motivation, training and development, these should not only be based on the salary increment.

Moreover, basic education stakeholders must be ready to increase investments in the development of primary and junior secondary schools and teachers, national and international development partners should direct financial grants and credits towards such projects, and at the same time ensure prudent utilisation of the funds. Ministries of education also, a part from devoting some part of their annual incomes towards institutionalising and sustaining all the schools and teacher support and mentoring projects, ought to ensure that the resources are channelled to what they are meant for, thereby actualizing the impacts of such projects. Likewise, community-based organisations and individuals in general should be sensitized and educated on the importance of basic education development for them to support it. In doing this also, Non-Governmental Organisations and other Civil Society Organisations should have a greater stake. Therefore, it is not surprising to have the following recommendations provided by the respondents themselves:

Recommendations

There should be additional infrastructures, more especially in form functional school libraries and office accommodation for staff.

- i. Proper and constant teacher training through sponsoring them for study and attending workshops, seminars etc aimed at exposing them to the realities of providing quality teaching.
- ii. Improving teachers' welfare, especially, the salary component, timely promotion and other motivational incentives.
- iii. Ensuring that our primary schools have functional PTA.
- iv. Providing free learning materials to pupils including school uniform to encourage more parents sending their children to schools as the programme is aimed at providing free and compulsory education to all the school going age children.
- v. Adding value to education through giving education a general attention including allocating 26% of the nation's annual budget to the sector as recommended by UNESCO.
- vi. Proper school management.
- vii. Non-politicisation of teachers' recruitment and appointments in the UBE, schools and other educational organisations.
- viii. Shunning corruption and ensuring good planning.
- ix. Total change in the SUBEB administration.
- x. Implementing the recommendations of the technical committee on the Sokoto state emergency on education.

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