

**Review Paper**

**EFFECT OF GOVERNMENT EDUCATIONAL POLICIES ON PRIMARY EDUCATION IN JALINGO, TARABA STATE**

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**CHAPTER ONE**

**INTRODUCTION**

**1.1 Background to the Study**

Education is universally recognized as a crucial driver of national development, social transformation, and individual empowerment (UNESCO, 2016). It equips individuals with knowledge, skills, and competencies necessary for personal growth, economic productivity, and social cohesion. In Nigeria, primary education forms the foundation of the formal education system and plays a pivotal role in laying the groundwork for lifelong learning, literacy, and numeracy (Ojo & Azeez, 2024). Consequently, the quality and effectiveness of primary education are critical to achieving national educational goals and overall human development.

The Nigerian government has implemented several policies aimed at ensuring universal access to primary education and improving its quality. Chief among these is the Universal Basic Education (UBE) program, which was designed to provide free, compulsory, and quality primary and junior secondary education for all children (UBEC, 2026). The UBE policy focuses on increasing school enrollment, reducing dropout rates, improving the quality of teaching, and ensuring that learners acquire the basic knowledge and skills required for further education and life skills development. Complementary policies, including teacher recruitment drives, curriculum reforms, and infrastructure development initiatives, have also been introduced to enhance the effectiveness of primary education (Ogbiji & Ogbiji, 2025).

Since 2016, research has shown that the implementation of government educational policies has resulted in notable improvements in access to primary education across Nigeria. Increased enrollment, particularly among previously marginalized groups, demonstrates the impact of policies such as UBE in expanding opportunities for children (Ebojele, Ajisebiyawo & Mustapha, 2025). However, despite these achievements, there remain persistent challenges that hinder the full realization of policy goals. Key issues include inadequate funding, insufficient learning materials, poorly maintained infrastructure, shortage of qualified teachers, and low teacher motivation (Ojo &

Azeez, 2024). These challenges often reduce the effectiveness of policy implementation and limit improvements in learning outcomes.

The situation is particularly pronounced in northern Nigeria, where socio-economic disadvantages, limited community engagement, and uneven distribution of educational resources affect the success of government policies. In Jalingo Local Government Area of Taraba State, while the UBE program and other policies are expected to improve school attendance, teaching standards, and pupil performance, evidence suggests that gaps in policy implementation continue to exist. Studies highlight that many primary schools still lack basic amenities such as classrooms, desks, and textbooks, and face challenges related to teacher absenteeism and insufficient monitoring (Ogbiji & Ogbiji, 2025; UBEC, 2026).

Furthermore, the effectiveness of government educational policies is influenced by local contextual factors, including cultural attitudes toward education, household income levels, and parental involvement in schooling. Children from low-income families or rural communities often experience limited access to educational resources, making it difficult for government policies to achieve uniform success (Ebojele et al., 2025). Thus, evaluating the impact of these policies in specific local contexts, such as Jalingo, is essential to understand how policy intentions translate into practical outcomes in primary schools.

In summary, while government educational policies in Nigeria, particularly from 2016 to date, have contributed to improvements in access and participation in primary education, challenges in funding, infrastructure, teacher quality, and local implementation persist. This underscores the need for research that specifically examines the effect of these policies on primary education in Jalingo Local Government Area of Taraba State. Such research will provide insights into the successes, gaps, and areas for improvement, ultimately informing policy adjustments and strategies for enhancing the quality of primary education in the region (Ojo & Azeez, 2024; UBEC, 2026).

## **1.2 Statement of the Problem**

Despite the introduction of various government educational policies in Nigeria, particularly the Universal Basic Education (UBE) program, primary education in many local government areas continues to face significant challenges (UBEC, 2026). While policies aim to ensure free, compulsory, and quality primary education for all children, gaps in implementation often result in discrepancies between policy intentions and actual outcomes (Ogbiji & Ogbiji, 2025).

In Jalingo Local Government Area of Taraba State, primary schools are expected to benefit from these national educational reforms through improved enrollment rates, teaching quality, and learning outcomes. However, studies conducted in northern Nigeria indicate persistent challenges, including inadequate classroom infrastructure, insufficient teaching and learning materials, high pupil-teacher ratios, and a shortage of qualified teachers (Ebojele, Ajisebiyawo & Mustapha, 2025). These problems are compounded by socio-economic factors such as poverty, low parental involvement, and cultural attitudes that sometimes limit children's access to schooling, especially for girls.

Moreover, despite policy interventions aimed at increasing school participation, monitoring and evaluation mechanisms remain weak. Reports suggest that irregular supervision, poor resource allocation, and limited accountability contribute to low performance in primary schools (Ojo & Azeez, 2024). For instance, while enrollment numbers may rise due to the implementation of UBE,

student learning outcomes often do not reflect similar improvements. This disconnect raises concerns about whether government policies are effectively achieving their objectives at the local level.

The problem is further exacerbated by uneven policy implementation across states and local government areas. In some schools, policies are well-implemented with sufficient resources and teacher support, whereas in others, minimal improvements are observed due to inadequate funding or lack of community engagement (UBEC, 2026). These disparities suggest that children in Jalingo may not fully benefit from the intended outcomes of government educational policies, which could negatively affect literacy, numeracy, and overall educational development.

Therefore, it becomes necessary to examine the effect of government educational policies on primary education in Jalingo to understand the extent of policy impact, identify implementation gaps, and highlight challenges that hinder the achievement of policy goals. Such an investigation is essential to inform strategies that could enhance policy effectiveness and improve the quality of primary education in the area (Ogbiji & Ogbiji, 2025; Ojo & Azeez, 2024).

### **1.3 Objectives of the Study**

The main objective of this study is to examine the effect of government educational policies on primary education in Jalingo Local Government Area, Taraba State. This includes assessing how policy implementation has influenced teaching quality, student learning outcomes, and access to education.

The specific objectives are:

1. To assess the implementation of government educational policies in primary schools in Jalingo
2. To evaluate the impact of government educational policies on teaching quality and pupil performance
3. To identify challenges faced in the execution of educational policies in primary schools
4. To recommend strategies for improving the effectiveness of government educational policies in primary education

### **1.4 Research Questions**

The study will be guided by the following research questions:

1. How effectively are government educational policies implemented in primary schools in Jalingo?
2. What is the impact of government educational policies on teaching quality and pupil academic performance in Jalingo?
3. What challenges hinder the effective implementation of government educational policies in primary schools?
4. What strategies can be adopted to enhance the effectiveness of government educational policies in primary education?

### **1.8 Research Hypotheses**

**H<sub>01</sub>:** Government educational policies have no significant effect on the implementation of primary education in Jalingo.

**H<sub>11</sub>:** Government educational policies have a significant effect on the implementation of primary education in Jalingo.

**H<sub>02</sub>:** Government educational policies have no significant impact on teaching quality in primary schools in Jalingo.

**H<sub>12</sub>:** Government educational policies have a significant impact on teaching quality in primary schools in Jalingo.

**H<sub>03</sub>:** Government educational policies do not significantly affect pupil academic performance in primary schools in Jalingo.

**H<sub>13</sub>:** Government educational policies significantly affect pupil academic performance in primary schools in Jalingo.

**H<sub>04</sub>:** Government educational policies do not face significant implementation challenges in primary schools in Jalingo.

**H<sub>14</sub>:** Government educational policies face significant implementation challenges in primary schools in Jalingo.

### **1.6 Significance of the Study**

This study is significant in several ways, as it seeks to contribute to the understanding and improvement of primary education in Jalingo Local Government Area, Taraba State, by examining the effect of government educational policies.

Firstly, the study provides insight for policymakers. By analyzing the effectiveness of government educational policies such as the Universal Basic Education (UBE) program, the research highlights areas where policy implementation is successful and where gaps exist. This can guide the Federal and State Ministries of Education in refining policies, improving resource allocation, and strengthening monitoring and evaluation mechanisms to ensure better outcomes for primary education (UBEC, 2026; Ojo & Azeez, 2024).

Secondly, the study is valuable for school administrators and teachers. Understanding the challenges and successes of government educational policies allows school leaders and teachers to adapt strategies that improve teaching quality, classroom management, and student learning outcomes. For instance, knowledge about resource limitations, teacher training needs, and student performance trends can help schools prioritize interventions that enhance education quality (Ebojele, Ajisebiyawo & Mustapha, 2025).

Thirdly, the study benefits students and parents. By evaluating the effectiveness of government policies in improving access, teaching quality, and learning outcomes, the research indirectly ensures that children receive a better quality of education. Parents can also become more engaged in school activities and advocate for policy improvements based on evidence provided by the study (Ogbiji & Ogbiji, 2025).

Fourthly, the research contributes to academic scholarship. It adds to the body of knowledge on the implementation and impact of educational policies in Nigeria, particularly in northern regions like Jalingo, Taraba State. Future researchers can use the findings as a reference point for comparative studies, policy analysis, or intervention programs aimed at enhancing primary education (Ojo & Azeez, 2024).

Finally, the study has a societal significance. Education is a key driver of social and economic development. By examining how government policies affect primary education, the study provides insights that can help improve literacy rates, reduce educational disparities, and promote inclusive learning opportunities for all children in Jalingo, thereby contributing to long-term human capital development in the region (UBEC, 2026).

### **1.7 Scope/Delimitation of the Study**

The scope of this study is focused on examining the effect of government educational policies on primary education in Jalingo Local Government Area of Taraba State. It specifically investigates how policies such as the Universal Basic Education (UBE) program and other government initiatives have influenced access to education, teaching quality, and pupil learning outcomes in public primary schools.

The study is geographically limited to Jalingo Local Government Area because this location provides a representative context for understanding the impact of government educational policies in northern Nigeria. By concentrating on this area, the research can provide a detailed analysis of policy implementation, resource allocation, and challenges affecting primary education in a localized setting (Ogbiji & Ogbiji, 2025).

The target population of the study includes primary school teachers, head teachers, and pupils in selected public primary schools in Jalingo. These groups are selected because they are directly involved in, and affected by, the implementation of government educational policies. Teachers and head teachers provide insights on policy execution, challenges in classroom management, and the provision of learning resources, while pupils' performance and engagement reflect the outcomes of these policies (Ojo & Azeez, 2024).

The study is temporally limited to policies and educational developments from 2016 to the present (2026). This timeframe is chosen because it captures recent reforms, policy adjustments, and the current realities of primary education in Nigeria, ensuring that the findings are relevant to contemporary policy and practice (UBEC, 2026).

Delimitations of the study include the exclusion of private primary schools, as these institutions may operate under different funding mechanisms and policy influences that differ from public schools. Additionally, the study does not cover secondary or tertiary education, focusing solely on primary education to allow for an in-depth analysis of the foundational level of formal education (Ebojele, Ajisebiyawo & Mustapha, 2025).

By defining this scope and its delimitations, the study ensures that data collection, analysis, and recommendations are focused, manageable, and relevant to improving primary education in Jalingo within the framework of government educational policies.

### **1.7 Operational Definition of Terms**

To ensure clarity and uniform understanding throughout this study, the key terms are defined operationally as follows:

#### **Government Educational Policies**

Refers to formal regulations, programs, and strategic plans formulated by the Federal and State Governments aimed at improving access, quality, and equity in education. In this study, it specifically refers to the Universal Basic Education (UBE) program and related initiatives implemented from 2016 to 2026 to enhance primary education in Jalingo.

#### **Primary Education**

The first stage of formal education provided to children typically aged 6–11 years, covering basic literacy, numeracy, and life skills. For this study, it is limited to public primary schools in Jalingo Local Government Area, Taraba State.

#### **Effect**

Refers to the impact, influence, or outcome of government educational policies on the quality, accessibility, and effectiveness of primary education. It is measured in terms of teaching quality, pupil performance, school enrollment, and retention rates.

#### **Teaching Quality**

The standard of instruction provided by teachers in primary schools, including teaching methods, subject knowledge, classroom management, and ability to facilitate learning. In this study, teaching quality is assessed through teacher competence, availability of instructional materials, and pedagogical practices influenced by government policies.

#### **Pupil Performance**

The measurable academic outcomes of students in primary schools, reflected in literacy, numeracy, and other learning achievements. This study considers pupil performance as an indicator of the effectiveness of government educational policies in Jalingo.

#### **Policy Implementation**

The process by which government educational policies are translated into actionable programs in schools. This includes provision of infrastructure, instructional materials, teacher deployment, supervision, and monitoring of compliance with national education standards.

#### **Access to Education**

The opportunity for children to enroll in and attend primary school without financial, social, or geographic barriers. In this study, access is evaluated by enrollment rates, attendance, and retention of pupils in public primary schools in Jalingo.

#### **Local Government Area (LGA)**

An administrative subdivision in Nigeria. In this study, Jalingo LGA is the focus, as it provides the setting for examining the effect of government educational policies on primary schools within this administrative region.

**CHAPTER TWO****LITERATURE REVIEW**

This chapter presents a comprehensive review of relevant literature on government educational policies and their effects on primary education. The review is organized into conceptual review, theoretical framework, empirical review, and summary of gaps.

**2.1 Conceptual Review**

The conceptual review section explains the key concepts and constructs of the study, providing definitions, theoretical perspectives, and their relevance to the research. This section establishes a clear understanding of the main variables: government educational policies, primary education, teaching quality, and pupil performance.

**2.1.1 Government Educational Policies**

Government educational policies are formal frameworks and strategies created by national and state authorities to guide the planning, implementation, and evaluation of education systems. These policies determine the objectives, resource allocation, and administrative processes that influence educational delivery. In Nigeria, such policies aim to achieve access, equity, quality, and relevance in education (UBEC, 2026).

One of the most prominent policies affecting primary education is the Universal Basic Education (UBE) program. Established to provide free and compulsory primary and junior secondary education, the UBE emphasizes universal enrollment, retention, and completion while addressing disparities between urban and rural schools and between genders (Ojo & Azeez, 2024). Its objectives include enhancing school infrastructure, providing learning materials, and improving teacher recruitment and training.

Since 2016, government interventions under UBE have targeted the expansion of access and improvement of learning outcomes in public primary schools. Reports indicate an increase in school enrollment rates nationally and at the state level, including in northern Nigeria (UBEC, 2026). However, the effectiveness of these policies depends heavily on implementation, monitoring, and the adequacy of resources (Ebojele, Ajisebiyawo & Mustapha, 2025).

Implementation challenges remain a major issue. Studies show that inadequate funding, poor supervision, teacher shortages, and low community involvement often undermine the intended outcomes of educational policies (Ogbiji & Ogbiji, 2025). In some cases, schools have infrastructure but lack trained teachers or instructional materials, creating disparities between policy objectives and real outcomes.

Another key area of government educational policies is teacher development. Policies include recruitment drives, in-service training programs, and performance appraisal systems intended to enhance teaching quality (Ojo & Azeez, 2024). Yet, in regions such as Taraba State, persistent teacher shortages and limited professional development opportunities reduce the effectiveness of these interventions.

Curriculum reform is also a central component of educational policies. The primary school curriculum has been revised to focus on literacy, numeracy, critical thinking, and life skills (UBEC, 2026). While theoretically sound, the success of curriculum reforms depends on teacher capacity,

availability of teaching materials, and proper monitoring — all of which remain inconsistent across local government areas like Jalingo.

Equity and inclusiveness are emphasized in government policies, targeting girls, children with disabilities, and those from underserved communities. Although policies promote equitable access to education, socio-cultural factors and poverty still limit participation in some localities (UNESCO, 2016).

Finally, monitoring and evaluation are critical for the success of government educational policies. Policies mandate inspection, assessment, and reporting on school performance to ensure compliance and identify gaps (UBEC, 2026). Nevertheless, logistical, financial, and administrative challenges hinder effective monitoring in some areas, reducing the impact of these policies on primary education.

In conclusion, government educational policies from 2016 to date aim to improve access, quality, and equity in primary education. While positive outcomes such as increased enrollment have been observed, persistent challenges in implementation, teacher quality, and resource allocation highlight the need for localized studies in areas like Jalingo, Taraba State, to assess policy effectiveness (Ebojele et al., 2025; Ogbiji & Ogbiji, 2025).

### **2.1.2 Primary Education**

Primary education refers to the first stage of formal schooling designed to provide children with fundamental knowledge and basic skills in literacy, numeracy, and other essential life competencies. According to UBEC (2026), primary education in Nigeria targets children typically aged 6 to 11 years, serving as the foundation for all subsequent educational levels. The stage emphasizes not only academic development but also social, moral, and cognitive growth.

The Nigerian government recognizes primary education as a critical tool for national development. Policies such as the Universal Basic Education (UBE) program aim to ensure that all children receive free, compulsory, and quality primary education. The objectives include increasing school enrollment, improving student retention, and enhancing the quality of learning outcomes (Ojo & Azeez, 2024).

Since 2016, the primary education sector in Nigeria has witnessed several interventions aimed at improving infrastructure, teaching quality, and pupil learning outcomes. These interventions include the construction and rehabilitation of classrooms, provision of school furniture, supply of textbooks, and recruitment of trained teachers (Ebojele, Ajisebiyawo & Mustapha, 2025). Such initiatives are intended to create a conducive learning environment that fosters academic excellence.

Despite these efforts, challenges persist in the effective delivery of primary education. High pupil-teacher ratios, teacher absenteeism, and inadequate instructional materials are common in many public primary schools, especially in rural and semi-urban areas like Jalingo (Ogbiji & Ogbiji, 2025). These challenges negatively affect teaching quality, student engagement, and overall performance.

Another important aspect of primary education is its role in bridging social inequalities. Policies often target vulnerable groups, including girls, children from low-income families, and children with disabilities, to promote inclusivity and equity in learning (UNESCO, 2016). However, socio-

cultural barriers, poverty, and distance to schools continue to limit access for some children in local government areas.

The quality of primary education is largely influenced by teacher competence, curriculum relevance, and availability of resources. Government policies aim to address these through teacher training programs, supervision, and curriculum reforms that emphasize literacy, numeracy, critical thinking, and life skills. Studies indicate that while some improvements have been achieved, gaps remain in implementation at the local level (Ojo & Azeez, 2024; UBEC, 2026).

Primary education also serves as a foundation for lifelong learning and skill acquisition. Children who receive quality primary education are better prepared for secondary and tertiary education, vocational training, and productive participation in society (Ebojele et al., 2025). Consequently, the effectiveness of primary education policies has long-term implications for human capital development and socio-economic growth.

In conclusion, primary education in Nigeria is critical for human, social, and economic development, and government policies play a central role in its delivery. However, challenges in infrastructure, teaching quality, resource allocation, and social barriers continue to affect its effectiveness. Understanding the realities of primary education in Jalingo Local Government Area is therefore essential for evaluating the impact of government educational policies (Ogbiji & Ogbiji, 2025; UBEC, 2026).

### **2.1.3 Teaching Quality in Primary Schools**

Teaching quality refers to the effectiveness and competence of teachers in facilitating learning, ensuring that pupils achieve desired academic outcomes. It encompasses teacher knowledge, instructional methods, classroom management, and the ability to motivate and engage students (Ojo & Azeez, 2024). In the context of primary education, teaching quality is a critical determinant of pupil performance and overall education quality.

Government educational policies in Nigeria, such as the Universal Basic Education (UBE) program, aim to enhance teaching quality through teacher recruitment, in-service training, and continuous professional development. These policies emphasize the need for qualified, competent, and motivated teachers in public primary schools to improve learning outcomes (UBEC, 2026).

Since 2016, efforts to improve teaching quality have included teacher capacity-building programs, workshops, and monitoring mechanisms. The government also introduced performance appraisal systems to ensure accountability among teachers. Research indicates that schools with well-trained and regularly monitored teachers tend to have higher pupil performance, improved classroom management, and greater student engagement (Ebojele, Ajisebiyawo & Mustapha, 2025).

However, teaching quality in many Nigerian primary schools remains a concern. In northern states such as Taraba, challenges include high teacher-pupil ratios, teacher absenteeism, and inadequate teaching materials. These limitations hinder effective instruction and reduce the impact of government policies on learning outcomes (Ogbiji & Ogbiji, 2025). For example, in rural areas of Jalingo, some classrooms exceed the recommended capacity, making individualized attention impossible.

Another factor affecting teaching quality is teacher motivation and remuneration. Despite recruitment drives, many teachers face delayed salaries, poor working conditions, and lack of career

advancement opportunities. Studies show that low motivation leads to decreased teaching effort and reduced commitment to curriculum implementation, which negatively affects pupil achievement (Ojo & Azeez, 2024).

Curriculum implementation is closely linked to teaching quality. Government policies require teachers to deliver a competency-based curriculum that emphasizes literacy, numeracy, critical thinking, and life skills. Teachers who lack adequate training or instructional support struggle to implement the curriculum effectively, resulting in uneven learning outcomes (UBEC, 2026).

Monitoring and supervision are vital for maintaining teaching quality. Policies mandate regular inspection, classroom observation, and teacher evaluation to ensure compliance with educational standards. However, research reveals that monitoring is often inconsistent due to logistical challenges, insufficient funding, and limited inspectorate capacity, which undermines the potential impact of policy interventions (Ebojele et al., 2025).

In conclusion, teaching quality in primary schools is a central determinant of education effectiveness. While government educational policies aim to improve teacher competence, instructional methods, and accountability, challenges such as inadequate training, poor motivation, high pupil-teacher ratios, and insufficient resources continue to limit their impact. Understanding the realities of teaching quality in Jalingo is essential to evaluate how government policies influence primary education outcomes (Ogbiji & Ogbiji, 2025; UBEC, 2026).

#### **2.1.4 Pupil Academic Performance**

Pupil academic performance refers to the measurable educational outcomes of students, typically reflected in literacy, numeracy, cognitive skills, and overall learning achievement. It is a primary indicator of the effectiveness of teaching and learning in schools, as well as the impact of educational policies (Ojo & Azeez, 2024). Academic performance is critical at the primary level because it forms the foundation for secondary and tertiary education, and ultimately, human capital development.

Government educational policies, especially the Universal Basic Education (UBE) program, aim to improve pupil performance by ensuring that schools are adequately resourced, teachers are well-trained, and curricula are effectively delivered (UBEC, 2026). Such policies are intended to raise learning outcomes by providing pupils with the necessary support to succeed academically.

Since 2016, interventions targeting pupil performance have included provision of textbooks, classroom furniture, school feeding programs, and remedial learning initiatives. Research indicates that these measures have positively influenced enrollment and retention, but their direct effect on learning outcomes varies due to differences in teacher quality, resource allocation, and classroom management (Ebojele, Ajisebiyawo & Mustapha, 2025).

Several factors influence pupil academic performance in Nigerian primary schools. Key among these are teaching quality, class size, learning environment, parental involvement, and socio-economic background. Studies reveal that schools with well-trained teachers, small class sizes, and adequate learning materials tend to achieve higher academic outcomes, while schools lacking these factors often experience poor pupil performance (Ogbiji & Ogbiji, 2025).

Socio-economic factors play a significant role. Children from low-income households often face challenges such as inadequate study space, malnutrition, and limited access to educational

resources, which negatively affect their academic performance. Government policies that address these issues, such as school feeding programs and provision of learning materials, are therefore critical to improving learning outcomes (UNESCO, 2016).

Policy implementation challenges also impact pupil performance. While policies may mandate teacher training, supervision, and resource provision, gaps in actual implementation — including irregular teacher attendance, insufficient instructional materials, and poor infrastructure — reduce the effectiveness of these policies on pupil learning outcomes (Ojo & Azeez, 2024).

Assessment methods are another determinant of academic performance. Standardized tests, continuous assessment, and examination systems provide a measure of pupil achievement. Government policies encourage the use of continuous assessment to track progress, identify learning gaps, and provide feedback for improvement. However, inconsistency in assessment administration across schools affects the reliability of performance data (UBEC, 2026).

In conclusion, pupil academic performance in primary schools is a multi-faceted concept influenced by teaching quality, policy implementation, resources, socio-economic factors, and assessment practices. While government educational policies from 2016 to date have contributed to improvements in enrollment and learning environments, challenges in implementation and resource allocation continue to limit their overall effectiveness. Understanding the performance of pupils in Jalingo Local Government Area is therefore essential to evaluate the real impact of educational policies on primary education outcomes (Ebojele et al., 2025; Ogbiji & Ogbiji, 2025).

## **2.2 Review of Related Literature**

This section critically examines past studies related to government educational policies, primary education, teaching quality, pupil performance, and challenges affecting policy implementation. The purpose is to provide context for the present study and identify gaps in the literature that justify its relevance.

### **2.2.1 Government Educational Policies and Access to Primary Education**

Access to primary education has been a central focus of Nigerian educational policy. Studies show that the Universal Basic Education (UBE) program has increased enrollment rates nationwide since 2016 (UBEC, 2026). Policies under UBE include free tuition, compulsory attendance, provision of textbooks, and school feeding programs, aimed at encouraging children to attend school regularly.

Ebojele, Ajisebiyawo, and Mustapha (2025) note that policy interventions have successfully reduced educational disparities between urban and rural areas, though gaps remain in remote localities. For example, while enrollment has increased in major towns, rural areas in northern Nigeria, including parts of Jalingo, still face challenges such as long travel distances to schools and limited infrastructure.

Research also indicates that government policies have targeted gender disparities, encouraging female education through community mobilization and incentives for families to send girls to school. Musa and Bello (2023) found that such policies have moderately improved female enrollment, but cultural and socio-economic barriers persist in some communities.

Studies on funding reveal that adequate financing of schools is essential for ensuring access. Ojo and Azeez (2024) argue that inconsistent government funding remains a major barrier, especially in

northern states where primary schools often lack classrooms, learning materials, and qualified teachers. This implies that while policies exist on paper, their implementation is uneven.

Moreover, monitoring and evaluation of policy outcomes are critical. UBEC (2026) reports indicate that routine inspections and data collection have improved compliance, but logistical and financial constraints limit their effectiveness in local areas like Jalingo. Without robust monitoring, policy intentions may not translate into improved school access.

In conclusion, studies show that government educational policies have positively influenced access to primary education, but regional disparities, inadequate funding, and socio-cultural barriers continue to limit the effectiveness of these interventions. Localized studies are therefore necessary to understand the real impact on communities such as Jalingo.

### **2.2.2 Government Policies and Teaching Quality**

Teaching quality is widely recognized as a determinant of primary school effectiveness. Policies under UBE and state education boards aim to improve teaching through recruitment of qualified teachers, in-service training, and performance evaluation (UBEC, 2026).

Ojo and Azeez (2024) found that schools with properly trained and monitored teachers experienced better classroom management and improved pupil outcomes. They argued that teacher capacity-building programs have a direct correlation with instructional quality.

However, studies show persistent challenges in teaching quality. Ogbiji and Ogbiji (2025) reported that in northern states, including Taraba, teacher shortages, absenteeism, and inadequate training negatively affect classroom delivery. Large class sizes also prevent individualized attention, reducing the effectiveness of policy interventions.

Research highlights the role of teacher motivation in policy success. Low remuneration, poor working conditions, and limited career progression reduce teacher commitment, leading to diminished classroom performance (Ebojele et al., 2025). Policies that ignore these factors may fail to achieve intended educational outcomes.

Furthermore, curriculum implementation is crucial for teaching quality. Policies emphasize competency-based teaching, but teachers lacking proper training struggle to deliver the curriculum effectively. UBEC (2026) emphasizes ongoing professional development as a solution, though local implementation remains inconsistent.

In summary, government policies provide a framework for improving teaching quality, but practical challenges in teacher competence, motivation, and supervision limit their impact. Evaluating teaching quality in Jalingo schools will reveal how policy interventions translate into classroom performance.

### **2.2.3 Government Policies and Pupil Academic Performance**

Pupil academic performance is the ultimate indicator of policy effectiveness. Government policies provide learning resources, structured curricula, and teacher support to enhance student outcomes (Ojo & Azeez, 2024).

Ebojele et al. (2025) observed that while enrollment has improved, academic performance in primary schools is still inconsistent due to uneven policy implementation. For instance, rural schools often lack textbooks and qualified teachers, affecting pupil results.

Studies show that teaching quality, class size, and resource availability directly influence performance. Schools with sufficient instructional materials and trained teachers see higher literacy and numeracy scores compared to under-resourced schools (Ogbiji & Ogbiji, 2025).

Socio-economic factors also affect pupil performance. Children from low-income families face challenges such as malnutrition and limited study support at home, which diminish the effectiveness of school-based interventions (UNESCO, 2016).

Research indicates that assessment methods and monitoring systems are essential. UBEC (2026) encourages continuous assessment to track pupil progress, identify learning gaps, and guide remedial programs. However, inconsistent implementation across schools reduces its impact.

In conclusion, government policies influence pupil academic performance, but their effectiveness is moderated by teaching quality, resource availability, socio-economic factors, and proper monitoring. This underscores the need to study Jalingo as a local context for evaluating policy outcomes.

#### **2.2.4 Challenges in Implementation of Educational Policies**

Several studies highlight challenges that hinder effective policy implementation. Funding inadequacy, poor infrastructure, and delayed teacher recruitment are recurrent issues (Ojo & Azeez, 2024). Without sufficient resources, policies cannot achieve intended outcomes.

Ogbiji and Ogbiji (2025) also note that administrative inefficiency and weak monitoring systems contribute to implementation gaps. For example, policies may mandate provision of learning materials, but delays in distribution limit their effectiveness.

Socio-cultural barriers further impede implementation. In some communities, particularly in northern Nigeria, parents may prioritize domestic chores over education, especially for girls. Policies addressing enrollment and retention must therefore consider local cultural contexts (Musa & Bello, 2023).

Teacher-related challenges, including absenteeism, inadequate training, and low motivation, directly affect the implementation of curriculum reforms and instructional delivery. Studies suggest that improving teacher welfare and supervision is essential for policy success (Ebojele et al., 2025).

Furthermore, geographic disparities between urban and rural schools create uneven implementation. Urban schools tend to receive more attention, resources, and monitoring compared to rural schools, reinforcing inequalities in educational outcomes (UBEC, 2026).

In summary, the effectiveness of government educational policies depends on adequate funding, administrative efficiency, teacher capacity, socio-cultural alignment, and monitoring mechanisms. These challenges are particularly relevant for Jalingo Local Government Area, making localized assessment necessary.

#### **2.2.5 Local Studies on Educational Policy Impact in Northern Nigeria**

Studies specifically in northern Nigeria, including Taraba State, reveal insights relevant to Jalingo. Ogbiji and Ogbiji (2025) found that although UBE policies increased enrollment, academic performance remained below expectations due to infrastructure deficits and insufficient teacher capacity.

Musa and Bello (2023) highlighted urban–rural disparities, showing that rural schools face more significant challenges in policy implementation, including limited access to textbooks, inadequate classrooms, and teacher shortages. These disparities suggest that government policies have differential impacts depending on local contexts.

Adamu (2022) emphasized the importance of school administration and community involvement in policy success. Schools with proactive leadership and engaged parents were better able to implement educational policies effectively, leading to higher pupil performance.

Research further indicates that localized socio-economic and cultural factors strongly influence policy outcomes. For instance, communities with high poverty levels experience lower enrollment and retention rates despite government policies (UNESCO, 2016).

In conclusion, local studies underscore the importance of evaluating the impact of educational policies at the community or local government level, as national trends may not fully reflect local realities. Jalingo Local Government Area represents such a case, where evaluating government policies' effect on access, teaching quality, and pupil performance is critical.

### **2.3 Theoretical Framework**

The theoretical framework provides the foundation for understanding, analyzing, and interpreting the study variables. It guides the research by explaining how government educational policies influence primary education outcomes, including teaching quality and pupil academic performance. For this study, two theories are particularly relevant: Human Capital Theory and Policy Implementation Theory.

#### **2.3.1 Human Capital Theory**

Human Capital Theory, originally advanced by Schultz (1961) and Becker (1964), posits that investment in education, training, and skill development enhances the productivity and efficiency of individuals, which in turn contributes to economic and social development. In the context of primary education, this theory implies that government policies that improve access, teaching quality, and learning resources constitute an investment in the cognitive and skill development of children, which is expected to yield long-term benefits for the individual and society.

In Nigeria, policies such as the Universal Basic Education (UBE) program reflect the principles of Human Capital Theory. By providing free, compulsory primary education, the government invests in the intellectual and skill development of young learners (UBEC, 2026). Training teachers, providing learning materials, and improving school infrastructure are forms of investment in human capital that are intended to enhance pupil academic performance and future productivity.

Research indicates that primary education is a critical stage for developing foundational skills such as literacy, numeracy, and problem-solving. According to Ojo and Azeez (2024), well-implemented educational policies that ensure qualified teachers, effective curriculum, and adequate learning resources increase the human capital potential of children. High-quality primary education equips learners with the knowledge and skills necessary to succeed in higher levels of education and later in the labor market.

Human Capital Theory also explains why disparities in policy implementation affect outcomes. For instance, schools in rural or under-resourced areas of Jalingo may receive less support, leading to lower human capital development compared to urban schools. This aligns with studies by Musa and

Bello (2023), showing that socio-economic and geographic factors influence the effectiveness of government educational policies.

In summary, Human Capital Theory provides a conceptual lens for understanding the importance of investing in education as a tool for enhancing individual and societal productivity. It underscores the rationale for government educational policies and highlights the consequences of gaps in policy implementation on teaching quality and pupil performance.

### **2.3.2 Policy Implementation Theory**

Policy Implementation Theory, as developed by Pressman and Wildavsky (1973), focuses on how policies, once formulated, are executed in practice and the factors that determine their effectiveness. The theory emphasizes that the success of a policy is not solely determined by its design but by how it is implemented, monitored, and adapted to local contexts.

In the context of primary education in Nigeria, the theory highlights the gap that often exists between policy formulation at the federal or state level and the practical realities of local schools. Policies like UBE are designed to provide access, enhance teaching quality, and improve pupil outcomes. However, challenges such as insufficient funding, teacher shortages, poor supervision, and socio-cultural barriers can limit the effectiveness of these policies (Ogbiji & Ogbiji, 2025).

Policy Implementation Theory is relevant for this study because it explains why government educational policies may produce varying outcomes across regions. For example, urban schools in Jalingo may effectively implement policies due to better infrastructure, trained teachers, and parental support, whereas rural schools may lag due to logistical and socio-economic challenges. This perspective aligns with the findings of Adamu (2022), which emphasize the importance of administrative efficiency and community involvement in translating policy intentions into positive educational outcomes.

The theory also underscores the role of stakeholders in implementation, including school administrators, teachers, parents, and local education authorities. The degree of coordination, communication, and resource allocation affects how well policies achieve their objectives. In the context of this study, understanding the interaction between policy design and local implementation helps explain variations in pupil academic performance and teaching quality across schools in Jalingo.

In conclusion, Policy Implementation Theory provides a framework for examining the effectiveness of government educational policies in practice, highlighting implementation challenges, local context factors, and stakeholder engagement as key determinants of policy success.

### **2.3.3 Integration of Theories**

Both Human Capital Theory and Policy Implementation Theory provide complementary perspectives for this study. Human Capital Theory explains why government investment in education matters and its potential long-term benefits, while Policy Implementation Theory explains why these policies may succeed or fail depending on local implementation, resources, and stakeholder engagement. Together, these theories provide a robust framework for analyzing how government educational policies affect primary education outcomes in Jalingo, Taraba State.

The conceptual linkage can be summarized as follows:

- **Independent Variable:** Government educational policies (policy design, funding, teacher training, curriculum provision).
- **Mediating Factor:** Policy implementation effectiveness (teacher competence, infrastructure, monitoring, local engagement).
- **Dependent Variable:** Primary education outcomes (teaching quality, pupil academic performance, access and retention).

This theoretical framework guides the study in assessing both the intended impact of policies (Human Capital Theory) and the actual outcomes based on local implementation realities (Policy Implementation Theory).

## **2.4 Empirical Review**

Empirical review focuses on previous research findings and evidence-based studies relevant to the effect of government educational policies on primary education. It examines trends, gaps, and outcomes in access, teaching quality, pupil performance, and policy implementation.

### **2.4.1 Study 1: Ojo & Azeez (2024) – Impact of UBE Policies on Primary Education Quality**

Ojo and Azeez (2024) conducted a nationwide study to examine the effect of Universal Basic Education (UBE) policies on primary school quality in Nigeria. The study focused on policy interventions such as teacher training, provision of textbooks, classroom infrastructure, and monitoring mechanisms.

The study found that schools consistently supported by government interventions showed significant improvements in pupil academic performance, particularly in literacy and numeracy. Teachers trained under the UBE program demonstrated better classroom management and instructional delivery.

Despite these improvements, the study highlighted challenges in policy implementation. Many schools, especially in rural areas, experienced insufficient resources and teacher shortages, resulting in uneven improvements across regions.

Ojo and Azeez further observed that pupil performance was influenced by socio-economic factors. Children from lower-income families or marginalized communities often underperformed compared to their peers, even when school-level interventions were in place.

Methodologically, the study employed a mixed-methods approach, combining questionnaires, classroom observations, and analysis of student performance data from primary schools across six states. This approach allowed triangulation and increased reliability of findings.

The authors concluded that while government educational policies can positively influence teaching quality and pupil performance, the effectiveness depends on proper implementation, adequate resourcing, and addressing socio-economic barriers. This highlights the need for localized studies, such as in Jalingo, to understand contextual variations.

### **2.4.2 Study 2: Ebojele, Ajisebiyowo & Mustapha (2025) – Government Funding and Primary Education Outcomes**

Ebojele et al. (2025) investigated the role of government funding in enhancing primary education outcomes in Nigeria. The study focused on how financial allocation affects teaching quality, learning resources, and pupil academic performance.

Their findings indicated that schools receiving consistent and adequate funding demonstrated improved classroom infrastructure, availability of textbooks, and learning aids, leading to better pupil engagement and higher academic results.

However, the study revealed that delays and mismanagement of funds often undermined policy effectiveness. Some schools reported receiving partial allocations, limiting the impact of government initiatives on teaching and learning conditions.

The authors emphasized the importance of monitoring and accountability mechanisms. Supervision ensures that allocated funds reach schools and are effectively used to improve educational outcomes. Lack of oversight contributes to persistent resource gaps in many primary schools.

The study employed a quantitative research design, analyzing school funding records, student academic results, and surveys from primary schools across multiple Nigerian states from 2016 to 2023. The method allowed for a comprehensive assessment of the relationship between funding and education outcomes.

In conclusion, Ebojele et al. (2025) demonstrated that adequate and timely government funding is critical for the success of educational policies. Funding gaps and implementation challenges, however, continue to limit the potential impact of policies on primary education, highlighting the importance of localized studies in areas like Jalingo.

#### **2.4.3 Study 3: Ogbiji & Ogbiji (2025) – Teaching Quality and Policy Implementation**

Ogbiji and Ogbiji (2025) examined the impact of government educational policies on teaching quality in primary schools in northern Nigeria. The study focused on teacher recruitment, training, classroom supervision, and monitoring as key factors influencing instructional quality.

The study revealed that schools where policies were fully implemented experienced improved teacher competence, effective classroom management, and higher pupil engagement. Teachers who underwent continuous professional development delivered lessons more confidently and employed modern teaching methods.

Despite these improvements, the study noted persistent challenges in rural areas, including teacher absenteeism, lack of instructional materials, and high pupil-teacher ratios. These issues negatively affected teaching quality and reduced the overall effectiveness of government policies.

Ogbiji and Ogbiji also highlighted the role of teacher motivation. Low remuneration, poor working conditions, and limited career progression reduced teacher commitment, affecting their instructional effort and pupil performance. The study emphasized that policies without adequate attention to teacher welfare often fail to improve education quality.

Methodologically, the study used mixed methods, combining classroom observations, teacher questionnaires, and pupil performance records from primary schools in Cross River and Taraba states. This approach allowed the researchers to assess both subjective and objective measures of teaching quality.

In conclusion, Ogbiji and Ogbiji (2025) demonstrated that government policies can enhance teaching quality, but their effectiveness is moderated by local implementation challenges, teacher motivation, and resource availability. This underscores the need for a study specifically focusing on Jalingo to understand the local dynamics of policy impact.

#### **2.4.4 Study 4: Musa & Bello (2023) – Pupil Academic Performance and Policy Outcomes**

Musa and Bello (2023) investigated the relationship between government educational policies and pupil academic performance in northern Nigeria, emphasizing urban–rural disparities. The study aimed to determine how policy interventions affect learning outcomes across different socio-economic contexts.

The study found that urban schools generally performed better than rural schools due to better infrastructure, availability of teaching materials, and higher teacher competence. Government policies such as UBE had limited impact in rural schools where resource allocation and monitoring were insufficient.

The authors noted that pupil socio-economic background significantly influenced academic performance. Children from low-income families often faced barriers such as poor nutrition, lack of study space, and limited parental support, which hindered learning despite policy interventions.

Musa and Bello emphasized that policy success depends not only on design but also on contextual adaptation and monitoring. Schools that actively engaged parents and local communities were more successful in implementing policies and improving pupil performance.

The study utilized quantitative methods, analyzing student results, school surveys, and enrollment records from multiple primary schools in Kaduna, Kano, and Taraba states between 2016 and 2022. This allowed the researchers to identify trends in performance relative to policy interventions.

In conclusion, Musa and Bello (2023) demonstrated that while government policies can enhance pupil performance, regional disparities, socio-economic factors, and local school management practices influence the extent of their impact, highlighting the need for a localized study in Jalingo.

#### **2.4.5 Study 5: Adamu (2022) – Administrative Efficiency and Policy Implementation**

Adamu (2022) examined how administrative efficiency affects the implementation of government educational policies in Nigerian primary schools. The study explored the role of school leadership, supervision, and community involvement in ensuring that policy objectives are achieved.

The study found that schools with proactive administrators and strong leadership structures were better able to implement policies such as UBE. Effective administration ensured timely distribution of learning materials, teacher supervision, and engagement with parents and stakeholders.

However, the study noted that many schools, particularly in rural areas, suffered from weak administration, lack of monitoring, and limited community engagement, which hindered policy effectiveness and affected pupil outcomes.

Adamu emphasized that teacher compliance and motivation were strongly influenced by administrative practices. Where school leadership was efficient, teachers were more accountable and committed to delivering quality instruction, leading to improved academic performance.

Methodologically, the study used case studies and surveys from primary schools in Bauchi, Gombe, and Taraba states between 2016 and 2021, combining administrative records, teacher questionnaires, and pupil performance data to assess policy implementation outcomes.

In conclusion, Adamu (2022) demonstrated that administrative efficiency and stakeholder involvement are critical for translating government policies into positive outcomes in teaching quality, pupil performance, and overall primary education success. Local studies in Jalingo are therefore essential to assess the effectiveness of policy implementation in the area.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter describes the research design, population, sample and sampling techniques, research instruments, validity and reliability of instruments, procedure for data collection, and method of data analysis for the study. It explains how the research was conducted to ensure reliability, validity, and relevance to the study objectives.

#### **3.1 Research Design**

This study adopts a descriptive survey research design. Descriptive survey design is appropriate because it allows the researcher to collect data on perceptions, experiences, and outcomes related to government educational policies and their effects on primary education in Jalingo. According to Nworgu (2015), this design is suitable for studies that aim to describe existing phenomena, identify patterns, and make generalizations from a sample to the population.

The survey design enables the researcher to gather information from primary school teachers, head teachers, and education officials on the implementation and effects of government policies. It also allows for the measurement of pupil performance indirectly through teachers' reports and school records. This design is particularly effective for PDE studies because it balances practical feasibility and data comprehensiveness.

#### **3.2 Population of the Study**

The population of this study consists of all primary school teachers, head teachers, and education officials in Jalingo Local Government Area, Taraba State. According to the Taraba State Universal Basic Education Board (TSUBEB, 2025), there are approximately 120 public primary schools in Jalingo LGA, employing 1,800 teachers and 120 head teachers.

The population also includes selected education officials at the LGA education office who are responsible for implementing and monitoring government educational policies. These officials provide insight into policy design, funding allocation, teacher training programs, and school supervision.

#### **3.3 Sample and Sampling Technique**

A sample size of 300 respondents was selected for the study, including 250 teachers, 40 head teachers, and 10 education officials. This sample is considered sufficient to ensure representativeness while being manageable for data collection within the study timeline.

The study employs a stratified random sampling technique. The population was first stratified into three groups: teachers, head teachers, and education officials. Random sampling was then

conducted within each group to ensure proportional representation and reduce sampling bias. This technique ensures that each category of respondents is fairly represented in the study.

### **3.4 Research Instrument**

The primary instrument for data collection is a structured questionnaire designed specifically for this study. The questionnaire is divided into four sections:

- Section A: Demographic information of respondents
- Section B: Perceptions of government educational policies and their implementation
- Section C: Effects of policies on teaching quality and school resources
- Section D: Effects of policies on pupil academic performance and access

The questionnaire uses a Likert-scale format (Strongly Agree to Strongly Disagree) for most items to facilitate quantitative analysis. Some open-ended questions are included to capture qualitative insights from teachers and head teachers.

### **3.5 Validity of the Instrument**

To ensure content validity, the questionnaire was reviewed by experts in education and research methodology, including lecturers in the Department of Education, Taraba State University. Their feedback ensured that the instrument adequately measures the effect of government educational policies on teaching quality and pupil performance.

A pilot study was conducted in a neighboring LGA with 30 respondents to test clarity, relevance, and comprehension. Necessary adjustments were made based on the pilot results, improving the validity of the instrument.

### **3.6 Reliability of the Instrument**

The reliability of the questionnaire was determined using Cronbach's alpha coefficient, which measures internal consistency. Items with Cronbach's alpha values above 0.70 were considered reliable, indicating that the instrument consistently measures the intended constructs. The pilot study data was analyzed using SPSS to confirm reliability before full-scale administration.

### **3.7 Procedure for Data Collection**

Permission to collect data was obtained from the LGA education office and school authorities. Respondents were informed of the purpose of the study and assured of confidentiality and voluntary participation.

Questionnaires were administered personally to teachers, head teachers, and education officials. After completion, the questionnaires were collected immediately to reduce non-response and ensure authenticity of responses.

### **3.8 Method of Data Analysis**

The data collected were analyzed using descriptive and inferential statistics. Frequency counts, percentages, mean scores, and standard deviations were used to summarize and describe responses.

For testing hypotheses, Chi-square ( $\chi^2$ ) test was used to examine the relationship between government educational policies and primary education outcomes, such as teaching quality and pupil performance. Statistical significance was tested at 0.05 alpha level.

The results were interpreted in line with the research objectives and theoretical framework, providing insights into the impact of government policies on primary education in Jalingo.

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## Appendix:

### QUESTIONNAIRE

#### Effect of Government Educational Policies on Primary Education in Jalingo, Taraba State

**Dear Respondent:**

This questionnaire is designed to collect information on the effect of government educational policies on primary education in Jalingo. Your responses will be strictly confidential and will only be used for academic purposes. Please respond honestly by ticking (√) the appropriate option or filling in the blanks where necessary.

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#### Section A: Demographic Information

S/N Item	Response
1 Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
2 Age	<input type="checkbox"/> 20–30 <input type="checkbox"/> 31–40 <input type="checkbox"/> 41–50 <input type="checkbox"/> 51 and above
3 Highest Educational Qualification	<input type="checkbox"/> NCE <input type="checkbox"/> B.Ed./B.Sc. <input type="checkbox"/> M.Ed./M.Sc. <input type="checkbox"/> Others (Specify) _____
4 Years of Teaching Experience	<input type="checkbox"/> 1–5 <input type="checkbox"/> 6–10 <input type="checkbox"/> 11–15 <input type="checkbox"/> 16–20 <input type="checkbox"/> 21 and above
5 Position	<input type="checkbox"/> Teacher <input type="checkbox"/> Head Teacher <input type="checkbox"/> Education Official

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#### Section B: Perception of Government Educational Policies

**Instruction:** Please indicate your level of agreement with each statement using the following scale: **1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Agree (A), 4 = Strongly Agree (SA)**

1. Government policies such as UBE have improved access to primary education in Jalingo.  SD  D  A  SA
2. Government provides adequate learning materials (textbooks, furniture, teaching aids) to primary schools.  SD  D  A  SA
3. Teachers receive sufficient training through government programs to enhance teaching quality.  SD  D  A  SA
4. Government policies address gender disparities in primary education effectively.  SD  D  A  SA
5. There is adequate monitoring of policy implementation in primary schools.  SD  D  A  SA

#### Section C: Effect of Policies on Teaching Quality and School Resources

1. Teachers are motivated to implement government policies due to incentives and training programs.  SD  D  A  SA

- 2. Government policies have improved classroom teaching methods and instructional delivery.  SD  D  A  SA
- 3. There are enough classrooms and learning facilities provided by government policies.  SD  D  A  SA
- 4. Teacher absenteeism has decreased due to government supervision and monitoring.  SD  D  A  SA
- 5. Government policies support continuous professional development for teachers.  SD  D  A  SA

**Section D: Effect of Policies on Pupil Academic Performance and Access**

- 1. Enrollment in primary schools has increased since the implementation of government educational policies.  SD  D  A  SA
- 2. Pupil academic performance has improved as a result of government policy interventions.  SD  D  A  SA
- 3. Government policies help retain pupils in school until completion of primary education.  SD  D  A  SA
- 4. Policies have reduced disparities in access to education between rural and urban schools.  SD  D  A  SA
- 5. Parental involvement in school activities has improved due to government educational policies.  SD  D  A  SA

**Section E: Open-ended Questions**

- 1. What challenges do you face in implementing government educational policies in your school?  

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- 2. In your opinion, how can government policies be improved to enhance primary education outcomes in Jalingo?  

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**Thank you for your participation!**