ASSESSMENT OF THE EEFECT OF UNIVERSAL BASIC EDUCATION PROGRAMME ON GENDEI PARITY IN SELECTED LOCAL GOVERNMENT AREAS OF NIGER STATE, NIGERIA (2015-2022)



Ishmael LOLO
Adam A Anyebe
Musa Idris
Department of Public Administration,
Faculty of Administration,
Ahmadu Bello University,
Zaria.

Dalhatu Jumare
Department of Local Government and Development Studies
Faculty of Administration,
Ahmadu Bello University,
Zaria.

Abstract

The Universal Basic Education Programme (UBE) is an offshoot of the defunct Universal Primary Education of 1976, which in contrast is a nine year continuous programme, and also a response by the Nigerian government to attain Education for All. To this end, the 1999 Constitution of the Federal Republic Nigeria, in section 18 sub sections 1 and 3 stated in part that "government shall strive to eradicate illiteracy". The implementation of the UBE Programme in Niger state commenced in year 2005 by an act of the State House of Assembly, Notice No 16. Volume 28 saw the establishment of Niger State Universal Basic Education Board and Local Government Education Authority in 2005. The state has recorded some achievements in the areas of school enrolment, retention and completion rates, but girl child marriage is still a common practice in the State. A descriptive survey approach was used to generate relevant information, using observational study, questionnaires and interviews. The kruskal-Wallis One Way ANOVA was used to test the hypothesis at 0.05 level of significance. The findings of the study among others revealed that school age girls are visibly seen involved in street hawking and street begging. The study recommended among others the need of the Child Right Act to be fully enforced to protect children from street hawking and street begging.

Keywords: UBE, Gender, Gender parity, Societal development.

Introduction

Education the world over remains one of the tools responsible for capacity building, by transforming a society into a developed nation. Education goes a long way to enable individuals of any given society to acquire the right skills, attitude, knowledge and habits which promotes greater interaction in the society. The National Policy on Education (NPE), states the fundamental role of education as an instrument par excellence for enhancing national development, (Federal Republic of Nigeria, 2004). This shows government's commitment in eradicating traces of illiteracy without prejudice to tribe, religion, social background and ethnicity through the implementation of Universal Basic Education (UBE) programme. At this juncture, it is important to know some landmark events, such as world conferences, human rights declarations and educational policies both internationally and locally that paved the way for the emergence of UBE Programme in Nigeria. The idea of free and compulsory education as a right of citizens, started in 1948, where a declaration was made by United Nation Organization, on education as a fundamental human right, which included right to basic education, (Doggoh, 2014). The declaration saw the introduction of Universal Primary Education (UPE) in Nigeria in January, 1955 by the government of Western Region, and then followed by its introduction in Lagos by January 1957, then the Eastern Region in February, 1957 (Omeje and Ogbo, 2019).

The Federal Government launched Universal Primary Education at the national level on 6th, September, 1976. This step by the Federal Government of Nigeria marked the beginning of educational growth in Nigeria. The Universal Primary Education had a promising start at the outset with the aim of eradicating illiteracy. Not too long after the take-off, the programme was besieged with a lot of challenges of poor implementation and was attributed to inability of the Federal Government to estimate the number of school age children, which ended having insufficient classrooms, inadequate funding. These were some of the problems which rendered the UPE programme unsustainable, which was later abandoned, (Obanya, 2000, Suleiman, 2012, Doggoh, 2014 and Shuaibu, 2014).

The Universal Basic Education (UBE) programme in Nigeria is not only a factor of past events but also contemporary events in order to improve the educational programme and also rectify the fall in standard of education in the country. Yusuf and Ajere (2012), the Universal Basic Education Programmeis in compliance with the World Conference on Education for All (WCEFA) which took place in Jomtiem Thailand from 5th to 9th March, 1990. Article 1 of the conference state in part that every child, person, youth or

adult should benefit from educational opportunities designed to meet basic needs, at the same time improve early child care through basic education, especially to the most vulnerable and the disadvantaged children. According to Edho (2009) cited in Onwubiko (2012) that EFA World Conference in Jomtiem Thailand did trigger the commencement of basic education in many parts of the world. The conference, which was well attended, came out with a blue print document entitled World Declaration on Education for All and framework of actions to meet basic learning needs (FGN/UNICEF, 2003). By this declaration vulnerable children, disadvantaged children, children in difficult circumstances and children from ethnic minority all have access to free and compulsory early education. It is evident that the development initiatives were designed ab-initio to provide a road map to the educational development agenda of the international community in the 21st century, (Dogoh, 2014).

The Universal Basic Education Act of 2004 made provision for the establishment of Universal Basic Education Commission (UBEC) on 7th of October, 2004. It was to serve as a regulatory and a monitoring body to coordinate and assess the activities of the programme in both the Local Governments and States level by ensuring all children are enrolled into schools, retained and also complete the 9 years mandatory basic education without obstruction. The State Universal Basic Education Board (SUBEB) and the Local Government Education Authority (LGEA) were saddled with the responsibility to ensure that children enroll into schools, retained, transit and complete the UBE programme, at the same time the girl child is given equal access to education.

The significance of this study can be seen in the light that education plays a very significant role in the development of any society. At the same time education gives meaning to livelihood as it helps to develop the mind of citizens to enable them cater for their basic needs which in turn brings about the desired change and social development. The opinions of respondents from questionnaires, interviews conducted and available secondary data from study areas will help promoters of basic education both internationally and locally on recent issues on school access. At the same time to make amendments to existing policies, which will all contribute to the overall development of the programme not only in study areas but will serve as a model that will help increase children participation in basic education in the Nigerian society.

With the growing expectation for increased access to basic education the world over, people demand more for better services in education. The demand for better education is higher at the local level where most of the people live. Hence there is need to scale up performance to coincide with the growing

expectation of the people, (Jumare, 2015.) Thus, Niger state UBE programme is geared towards the development of basic education in the state by ensuring that children are able to access lower basic education and upper basic education with ease. The UBE programme in Niger State is to ensure more participation of children in the areas of school enrolment, retention, transition and completion, at the same time reduce gender disparity.

The study area is comprised of Six (6) LGAs, in Niger state. The selection of the sampled LGAs was done using the multistage random sampling technique. Niger state was divided into three senatorial districts namely; Zone A, Zone B and Zone C. Two LGAs were selected from each of the senatorial districts, using a purposive random sampling technique. The selection of the six (6) LGAs was done bearing in mind the categorization of urban and rural LGAs. Hence, Bida and Lapai LGAs were selected from Zone A Senatorial District, Chanchaga and Paikoro LGAs were selected from Zone B Senatorial District and Kontagora and Wusgishi LGAs were selected from Zone C Senatorial District. Bida, Chanchaga and Kontagora Local Government Areas were selected as urban settlements due to the availability of social amenities. Lapai, Paikoro and Wushishi Local Government Areas were selected as rural due to relative access to social amenities.

The period of the study is from 2015 to 2022, this enabled the study to measure the progress recorded in the administration of Abubakar Sani Bello the immediate past Executive Governor of Niger state who was democratically elected as the governor of Niger state in 2015. The study analyzed efforts of the administration in increasing children's participation in basic education in Niger state. The basis of choosing the time frame for the study became imperative due to the ranking of Niger state by EFA National Review of year 2015, prior to the coming of the administration. Niger State was adjudged to be the least performing state in basic education in North Central Nigeria having the highest number of OOSC in both lower basic education and upper basic education, of 50.0% and 50.2% respectively.

Statement of the Problem

Nigeria over the years has been confronted with a lot of difficulties in early education for children. The UBE programme was launched as a government initiative to achieve MDGs on EFA within the possible shortest time, by ensuring children get equal access to basic education. Education plays a significant role in human development, at the same time stimulate national development, political consciousness and integration (NSUBEB, 2018 & Sani & Jafaru, 2019).

The Federal Government, States Governments and Local Government Areas have committed huge financial, material and human resources to ensure that every Nigerian child acquires the minimum level of education. UBEC provided the sum of N162, 284, 117, 592.00 as intervention funds to the 36 states of the federation including Federal Capital Territory (FCT), from 2019 to 2022, and a total of N116, 072, 964, 294.33 was accessed.

There has been encouraging effort on the part of Niger state government, to ensure more school participation in basic education in the state. Niger state has been able to construct 6,159 classrooms, 960 VIP toilets, 11 libraries, 15 schools were fenced, 184,246 school furniture and 70 boreholes were provided among others from 2015 to 2020 (Niger State Ministry of Education, 2020). The relevance of Niger State Child Protection Act enacted in 2010 in protecting the fundamental human right of a child was re-emphasized by Governor Sani Bello in marking the 2023 children's day, *"as leaders of tomorrow, the children need basic education that will prepare them for the task ahead"*.Niger State Universal Basic Education Board (NSUBEB) has in continuous advocacies to critical stake holders to elicit support for the success of the programme to support girl child education. Sustained approaches have been used in encouraging girl child through enrolment, retention and completion. Niger state took first position at the President International Day *of the Girl-Child 2016 edition* (NSUBEB, 2017)

Local Governments are saddled with the responsibility of payment of teachers and non-teaching salaries, at the same time maintaining the infrastructures and facilities provided in schools. They carry out enrolment campaigns at their various LGEAs; make sure that there is effective collaboration between schools and School Base Management Committee (SBMC) in various localities to ensure full participation of children in basic education (NSUBEB, 2018 & Odewale, 2019)

According to Abdullahi (2019), in spite of the aforementioned efforts, UNDP in 2009 ranked Nigeria as one of the countries with high illiteracy especially among children. The average Gross Enrollment Ratio (GER), shows that only 55% of Nigerian children go to school, Out of School Children (OOSC) is estimated to be about 7 million with about 2/3 being girls.

According to Isamotu (2021), a UNICEF study showed that over 1.3 million estimated adolescent girls drop out of basic education in Nigeria before completing the programme. Adolescent girls in Nigeria are vulnerable to a lot of societal issues which in the time past has limited their school transition to upper basic education.

Niger State has expended material and human resources; however, the state is yet to actualize the mandate it set for its self, which states in part

".....to ensure that all children of school age have access to quality basic education....." Niger State has recorded slow progress in children's participation in basic education like many northern states. Adamu (2016) noted that Niger state has fundamental issues in the implementation of basic education in some areas which is hindering school access. There are girls of school age who are yet to be enrolled for basic education, in some cases girls are withdrawn from schools and given out in marriages. These girls also hawk petty goods to support family income. Girl child education has been abysmal, Niger state with a Gender Parity Index (GPI) of 0.78 was ranked 34th (UBEC National Population Audit, 2018). The study seeks to answer the following research question: Has Universal Basic Education Programme affected gender parity in selected LGAs of Niger State?

Objective of the Study

The main objective of the study is to examine the effect of Universal Basic Education Programme on gender parity in selected LGAs of Niger State.

Hypothesis of the Study

H_0: Universal Basic Education programme has no significant effect on gender parity in selected LGAs of Niger state.

Operationalization

Universal Basic Education

The concept of Universal Basic Education is made up of three distinct words. In the work of Aluede (2006) cited in Nakpodia (2011), universal is defined as the whole people without exception. Basic means which anything rests. It is also the root or bottom or the foundation from which other parts gets support, while education will be interpreted to mean the act of bringing up or training of a child through instruction and in the process bring about the strengthening of his powers of body and mind to be able to understand his culture.

The National Policy on Education, Section 3 states that Universal Basic Education is the type of education compromising 6 years of primary education and 3 years of junior secondary school, which is free and compulsory, (FGN, 2007).

Gender Parity

Gender parity in basic education is a statistical measure that gives the ratio of girls to boys in basic education. The gender parity hence can be computed for school enrolment, school transition rate and school completion rate for girls and boys. Where we have equal number of girls to boys for example enrolling into basic education or completing the programme, the ratio is one

for that particular indicator in basic education.

Literature Review

The Universal Basic Education Programme was launched in the year 1999 to give free education to all Nigerians, in other to curb down the high level of illiteracy in the country by increasing children school enrolment rates, retention rates, transition rate, completion rates and increase girl child participation in basic education especially in northern Nigeria where the girl child access to basic education is very low. With these clear objectives of basic education, this section will focus mainly on two distinct parts, the theoretical framework and literature review. Under the literature review the concepts are discussed as applied in the study, at the same time the study will review each of the concept empirically. This will enable the study to fill the gaps left by previous writers at the same time improve on previous studies on issues limiting to school access in Niger State. Systems theory will be used to guide the study; hence the systems theory will analyse basic education in the perspective of systems theory, the significance of theory to basic education and the application of the theory to the day study.

The Concept of Basic Education

Jenn (2020), prior to basic education, the educational system lacked the impetus to give learners the direction that will enable them to attain affluent opportunities needed for their all-round development, which in turn makes individuals self-reliant. Jenn (2020) perceived that basic education is important in human development, that learners go to school and obtain different certificates and even higher degrees, after completing school, these individuals many at times end up not being self-reliant and able to cater for their basic needs. Hence it becomes difficult to counter the challenges they are bound to face in a dynamic world. For any society to overcome such challenges, Mahatma Gandhi saw the need for basic education in the society, (Jenn, 2020).

The idea of early education has its origin from the Jewish civilization which dates back to 5000 BC where boys attained early education under Jewish Rabi (Ogunu and Nwadiani, 1998 in Udensi, 2012).This early learning in the Jewish communities did instigate the Greeks to adopt a similar early learning method, (Udensi, 2012). Plato a Greek philosopher that children are born with defined level of knowledge in them. The relevance of early education to these children is to remind them and help them understand the world they live is better. Plato did also state the importance of early education to help the child socialize by knowing the right values and morals of the society. That early learning is not all about acquiring knowledge but should be able to develop

that early skill in a child. To Plato this is possible, that if children were to become builders, he gave a brilliant suggestion in early skill development of a child which is consistent with the objectives of the modern UBE programme, by saying that such a child should play at building houses. The teacher's role is to help develop that skill towards directing the child's inclination and pleasures via early learning towards their final aim in life, (Aleksov, 2018).

Basic education remains fundamental to the development of any form of education be it formal or informal. Basic education is the fundamental right of citizens. One of the earliest notions of basic education could be traced back as far back as 1948. The Universal Declaration of Human Rights (UDHR) that was adopted in 1948 by 58 member states of United Nation (UN) General Assembly, recognized basic education as a fundamental human right, hence education at the basic level must be compulsory and free, (Article 26i of UDHR in Willmore, 2021). The declaration of 1948 states that basic education is simply the legal right of every child, should be accessible, compulsory, promoting equality and responsible for meaningful development among others (UDHR, retrieved June 23, 2022). This declaration further shows that for every citizen to benefit from basic education, government has to provide such education which is a right of every citizen as their fundamental human right.

Basic education as a programme can bring about the national development every society craves for. With basic education human personality can further be strengthen as it helps to develop human mind and reshape the thinking of that individual. Hence achieving basic education in the society simply means promoting the freedom of the individuals. The relevance of basic education does not end at the early stages of learning, it brings understanding, friendship, tolerance which is not limited to individuals but also nations. This will help bring religious tolerance, mitigate racial discrimination and also promote world peace (Wilmlmore, 2021)

Basic education has a lot of relevance to humanity, which regardless to the age everyone has the right to acquire it. This was the case of Nganga Marne, when the Kenyan government announced the commencement of free primary education; he enrolled at the age of 84 years as a great grandfather to enable him acquire basic education. He enrolled into basic one with children of six years old in his school uniform. He believed that with basic education he will be able to read the Bible he craved for and satisfy his curiosity to know if the preachers read it correctly. This shows the relevance of basic education which is compulsory at the elementary and fundamental stages, but also remains free regardless of who wants to acquire it (UN, retrieved June 24, 2022). Basic education as perceived by Kanno and Onyeachu (2018)

in Amaddioha and Akor (2020) it is the education given at the foundational level. It is an early education given at the early schooling years. This was also corroborated by Nwana (2002) in Amaddioha and Akor (2020) as that education given at the foundational level, and that basic education remains to be the baseline of education on which all other forms of education depend on for advancement. With these perceptions, it shows clearly that basic education in this context means that it is the educational foundation like a building which all other forms of education depend on for support. This early education remains the basis of stability and determinant of the entire educational building of an individual can possess and have in the future (Adioha and Akor, 2020). This indeed has made basic education to be very relevant in the development of every society.

This early form of education helps to determine to a very large extent the educational success or failure of the other stages of education that will come after it. This has made basic education to be carefully implemented by policy makers at the LGA, States and National Level as it remains an effective tool responsible for the eradication of illiteracy and in turn achieving national development and growth.

Gender Parity

The issue of gender parity in education is not only a Nigerian issue but rather a global concern but prevalent in the developing world, and even more prevalent in the Nigerian society where men clearly dominate all facets of life with a great margin in the country today. This gender disparity has placed both women and girls in a disadvantaged position when it comes to issues bothering on education and economical gains. Nigerian girls of school age have often or not encounter gender inequality when it comes to basic education, for this reason the issue of gender equality has been persistent in all levels of the nation's educational system. Both the universal basic education and the then universal primary education did not do enough to bring about gender equality, Omoregie & Abraham (2009), further stated continuous inequality in the nations educational system are entrenched in both the Nigerian culture and tradition, which in turn will continue to impact negatively to the nations development since women are not allowed to contribute significantly.

Writers tend to have a common opinion on the concept of gender parity, as a measurement of the proportion of males to females in basic education. Defining the indicators used in measuring gender parity has been associated with a lot of challenges. Another issue raised has to do with the quality of existing data and the manner which this data is collated. Hence indicators in measuring gender parity could be somewhat irrelevant in the absence of quality

data. The inaccuracy in data collection at the same time inconsistency with international standards makes the comparability of data associated with gender parity difficult. Measuring of gender parity is even more difficult in sub-Saharan African countries, where it is difficult to get the data for net enrolment rate and most times have to rely on the less accurate data for gross enrolment, *(Colclough, 2003, Lievesley, 2003 and Subrahmanian, 2005)*

Wikipedia (2022) Gender parity is a statistical approach that enables the ratio between boys and girls or that of men and women to be measured proportionately to their number in a given population. Gender parity as a concept may also be defined as that proportion of men and women or boys and girls in a given group Gender parity is also referred to as sex ratio of a particular group or it may mean the ratio between any quantifiable indicator group among men and women or a defined group of boys and girls. This helps define the ratio of boys to girls in school enrolment rate, transition rate and completion rate among others Over time the terms gender parity and gender equality are sometimes used interchangeably but in the actual sense *gender parity differs from gender equality, in that gender parity is a descriptive* measure of men or women or boys and girls only. For this reason there is no room for value judgments, hence it does not argue for policy changes that can improve a particular sex. On the other hand gender equality does "what is good for the goose is also good for the geese". However, gender parity still remains very vital in assessing the state of gender equality within a group or organization.

Swenson (2017), gender parity is not associated with particular category of people but it exists almost everywhere even in western developed economy. For this reason she focused on women in her definition of gender parity, where she believes they are at the receiving end. Hence gender parity is a statistical measure that measures or compares a particular indicator among girls or women, like average income, educational opportunities and career opportunities among others to the same indicator among boys or men. There are so many other indicators to be looked at through a gender parity lens: It is very important for policy makers from time to time to measure gender parity. Measuring the degree of change in gender parity is very important for it gives policy makers and researchers a sense of whether we are progressing or regressing in any given area of interest. This has made gender parity a very important tool for anyone working toward gender progress. Swenson (2017), strongly believe that policy makers and advocates have a great role to play to bring men and women and boys and girls at par in all ramification, this is possible via more funding, better opportunities in places work and policy review that makes both girls and women to be more inclusive. Measure of

gender parity has become very relevant in the world we live in today, as it helps researchers and policy makers to know the relative equality between men and women in a group of interest.

UNESCO (2009) Gender parity Index (GPI) as a whole is interested in knowing the ratio of female to male values in a defined group of a particular indicator or indicators. The main purpose of GPI is that it helps to measure progress recorded towards gender parity in education especially girls participation and learning opportunities available for them. GPI is also available for women in relation to men, as it measures the ratio of women's empowerment to that of men in the society. GPI enables us to carry various statistical measures between girls and boys, women and men given their level of education, type of school (private or public) and geographical location of the group of interest in the study, which could be region, urban or rural.

Institute of Statistics of UNESCO (2009), GPI of equal to one (1), indicates there is parity between females and males. On the other hand in general terms when there is a value of less than one (1), it simply shows there is a gender disparity that favours boys or men, if it is the other way round where GPI is greater than one (1), this indicates that there exists a disparity in favour of women or girls, which often or not is not the case. However, there are some indicators that the interpretation the other way round shows better participation for girls or women, in these cases the indicators should ideally approach 0%, example school dropout rate, illiteracy rate, repetition etc. here, a GPI of less than one clearly shows that disparity is tilted in favour of girls or women, and if it is greater than 1 it simply indicates there is a disparity that is in favour of boys or men.

Subrahmanian (2005) the need for Gender Parity geared towards gender equality is all about promoting justice, which is very important in educational development. It is for this reason that lead to international consensus in education that lead to the need for gender justice, which must be attained in education. For this reason, it became a top priority in both the Dakar conference on EFA and MDGs. The two goals that were of great concern to EFA and MDGs is to address the issue of gender parity (the need of achieving equal participation of girls and boys in all forms of education, which will be proportionally determined to their respective age groups in the population). Gender parity to Subrahmanian (2005) is a numerical concept which measures equality in gender participation of boys and girls in different aspects of education. Gender parity indicators are static, measuring the numbers of girls and boys with access to, and participating in education, at a particular moment of time; however, if viewed over different points in time, they can serve as dynamic indicators of change. These dynamic indicators measure the

participation of males and females in the educational system. It tells us whether boys or girls are equally reed; this makes the right to education to be measured in terms of equality to access, survival rate, retention rate, transition rate and attendance in school among others.

Wilson (2003) also highlighted the importance of gender parity in attaining gender equality in education. That in an educational system having equal number of boys and girls participating and progressing at the same time and completing the programme may not necessarily be the fact gender parity or equality has been attained. Wilson (2003) further stated that before we can conclude on gender parity in education, there must be free access to education and participation. That there is also need for education to have a meaningful outcome at the same time educational equality must be reflected in the wider society in terms of women empowerment. Gender parity in international development goal, is concerned with the participation of the girl child in basic education. Hence there is the need to eliminate gender disparity, which will in turn bring about gender equality (Subrahmanian (2005).

Theoretical Framework

Systems Theory

The world we live in is a complex system composed of subsystems that interact with each other with each having clearly defined boundaries and coherent dynamics. Systems theory was originally proposed by biologist Karl Ludwig von Bertalanffy in the 1930s to simplify world complexity to human mind and make it more understandable. The development of the theory came as a result of the author's perceived need for a theory to guide research in multiple fields. His theory helped to provide a common framework that created and shared a common language that researchers and writers from different disciplines can use to communicate their findings. Simply put, systems theory is used to understand how things around us work. Systems theory looks at the world as a system composed of smaller subsystems.

According to Oguche and Raba (2001) in Suleiman (2012), the system theory, developed by Getzels and Guba (1957), is regarded by many as the most fundamental theory in the field of educational administration. Getzels and Guba developed the model for explaining social behaviours. Getzels and Guba (1957) conceived the system as involving classes of phenomena, which are conceptually independent with roles and expectations fulfilling the goals of the system and the individuals with personalities and need dispositions who inhibit the system.

Application of the System Theory to the Study

The universal basic education programme is confined to the educational system, with clear goals and objectives set by policy makers to ensure all children of school age are enrolled into school and also complete the 9 year mandatory programme. The theory is able to analyse the impact of basic education in early learning in Niger state. For this reason the systems theory is believe to be a self-appraisal model as the output can be measured against other factors to ascertain the level the set goals and objectives have been achieved after receiving the desired input.

Niger State Universal Basic Education Board (NUBEB) at the input stage provide various resources to help increase school enrolment at the same time with special emphasis on the girl child to reduce gender disparity in basic education. Enrolment drive in Niger state has become very important as Niger state as at 2015 had the highest number of OOS children in both primary school and JSS in North Central (EFA National Review, 2015).

Schools in Niger state receive various inputs namely physical resources, human resources and financial resources, which are all geared to increase enrolment at the input stage. The programme receives funding via matching grant from UBEC which is contributory between Niger state and UBEC. The state in the month of August, 2022 made its 50% matching grant contribution of about N2 billion for its 2019, 2020 and 2021 outstanding, to enable it access the equivalent from UBEC. This fund is to provide additional physical resources like more schools, classrooms, and general renovations, which in turn will increase children participation in basic education in the state. The local government on the other hand is saddled with the responsibility to provide human resources. Hence there is constant recruitment of administrative staff and teachers who are the main implementers of basic education. Teaching and learning can only take place through teachers, which without them the quest of achieving national development will not be possible. The overall inputs received enable children access to basic education, shortfall of these key inputs was what made the UPE of the 70's to be aborted, as it was tagged an educational system that could not address the educational needs of Nigerian children of school age.

The second stage is known as the thorough stage, which is also known as the processing stage, at this stage it is expected that school retention is increased, school transition is increased, school dropout rate is decreased and also girl child participation is encouraged. Those responsible for the success of basic education in Niger state in this stage are, school administrators, staff of NUBEB, SBMCs and staff of the LGEAs among other, they are to add value to the work that is already in progress, it is as a result of this Shaw

(2006) in Lunenberg (2010) did conclude that some kind of work is done in the system to produce the desired output. For this reason, UBE administrators and other take holder are expected to put earlier inputs into judicious use and also coordinate them to reflect the goals and objectives of the programme. This inputs will help school administrators to provide a very conducive teaching and learning environment for both learners and staff. The overall expected outcome will be increased learners retention rate, reduced gender disparity and higher transition rate to upper basic education.

Output, is the flow of responses, which comes out of the system to the environment. Hence output reflects the success of basic education in Niger state, as it serves as the score card, after all inputs have been processed. Hence the output at this stage is expected to show a reduction in the school dropout rate, appropriate level of literacy and numeracy attained, improvement in gender parity. The output will show where Niger state ranks in the country in terms of the attainment of the set goals and objectives of UBE. The output stage is very important as it serves as a summary indicator that measures the success of basic education in Niger state. These outputs are the results of transformation that has taken place in the processing stage. This is achieved via proper educational implementation. Outputs always relate to decisions earlier taken in distant past, hence outputs are important in basic educational programme as it helps to influence educational development in the society and also determine the need and form of each succeeding round of inputs in basic education, (Lolo, 2019).

Feedback enables an appraisal of the programme given set objectives and what has been actually achieved. This very important aspect is often or not over looked, but without this stage the system flow will be incomplete. The programme as an open system can only thrive via feedback, where its set goals and objectives can be measured against actual achievements overtime, as it will tell us state of school enrolment, OOSC, girl child participation and completion rates among others in the various communities in Niger state, if actually children participation in basic education in the aforementioned areas has improved. This makes feedback a dynamic process, through which information about the outputs is communicated back to the system so that necessary changes can be made and bottle necks removed. This type of communication makes the UBE programme be like a loop made up of interdependent parts.

Feedback is responsible for policy change, amendments, new innovation, ideas etc. this has made our educational system to evolve over time via new innovation, example is the school feeding programme introduced in Niger state in year 2015, which saw droves of children returning to school. Once

feedback is communicated to the system, it will result to subsequent system change or modification to bring a better result or improvement. It is important to note that when the educational system lacks feedback the UBE programme will likely operate in an unusual and unresponsive manner, at the end fail to achieve set goals and objectives or loose support; hence the need for another educational policy may likely arise. Feedback continues to link information in order to improve the working of the system behaviour and responses. Hence feedback is an output-information-imputation-re-communication- re-computation process.

The environment which surrounds the schools in Niger state impacts on it politically, socially and economically in its operation and organization. The schools operate in a climate of policy and accountability, which they respond in their internal operations. Today basic education in Niger state is faced with political instability, where insurgency and kidnaping is the order of the day. In the face of insecurity a lot of communities have been sacked in some rural areas in Niger state. Children in those communities don't go to school, as the schools have been shut down. The social environment is also a challenge in the state, where religious belief, culture, society and level of parental education determines who goes to school and who does not. The school is also faced with economic factors, which has to do with funding the programme.

The components of systems theory applied to the study corrects the consequences of the whole process of basic education which measures actual output, with the inflow of new and better processes and inputs. Hence a circulatory relationship between inputs and outputs is developed. The systems theory improves the working and success of UBE Programme through input-conversion-output-feedback process, as the theory is applied in every level of development of the programme in other to improve basic school education.

Methodology

This study adopts a mixed method cross-sectional research design. This design was adopted because it has both quantitative and qualitative attributes. The quantitative attribute enables the researcher to collect quantitative data from randomly selected respondents in the study as well as the use of descriptive and inferential statistical tools for data analysis so that findings from the sample can be generalized on the entire population of the study; while the qualitative attribute enables the researcher to achieve a higher level of understanding and accuracy about the subject matter under investigation by using qualitative data collected through in-depth interviews with key members of the target population. Consequently, through the adoption of this research design, the researcher was able to estimate an ideal sample size for

the study using a robust method that specifies the desired margin of error of the estimation, while key members of the population were purposively selected for in-depth interviews in the study.

The population of the study consists of Teachers in UBE primary schools, Teachers in UBE Junior secondary schools, PTA members of the various UBE schools, School Base Management Committee (SBMC) members, and LGEA administrative staff in six selected Local Government Areas of Niger State. Secondary information collected from the Niger State Universal Basic Education Board (NSUBEB) revealed that there is a total of 10,176 Teachers of UBE primary schools, Teachers of UBE Junior secondary schools, PTA members of the various UBE schools, SBMC members, and LGEA administrative staff in Bida, Chanchaga, Kontagora, Lapai, Paikoro, and Wushishi LGAs of Niger State which constitute the target population of the study.

Prior to the selection of sample members from the target population of the study, an optimum sample for the study was determined scientifically using the Yamane sampling size determination technique. This technique of estimating the optimum sample size enables researchers to carry out the estimation using a stated allowable margin of error, especially when the population size is finite and known. Thus, using the total population size (N) of 10,366 and e = 0.05, the optimum sample size for the study is:

$$n = \frac{10176}{1+10176\,(0.05)^2}$$

$$n = \frac{10176}{1+10176\,(0.0025)}$$

$$n = \frac{10176}{26.44}\ \text{H"}\ 385$$

This implies that a total sample size of 385 respondents is ideal for use in this study in order to achieve a minimum precision of 95 percent from the results and findings of the study.

Since the study intends to generalize findings from sample to entire population, and since it intends to collect both quantitative and qualitative data, both probability and non-probability sampling approaches were utilized. The probability sampling approach employed is the proportionate stratified random sampling technique, while the non-probability sampling approach is the purposive sampling technique.

This study used data from primary and secondary sources. The primary data and their source was generated through field work by the researcher with the help of six research assistants. The major techniques employed here to generate the data for the survey were through the use of a structured

questionnaire administered to some randomly selected members of the target population, and in-depth interviews carried out with some key members of the target population.

The study used secondary data and their source collected from the bulletin of Niger State Annual School Census 2019 and Research's Survey 2022, and bulletins, publications, and journals of UBE and NSUBEB. This source of data helped in providing information and data that enriched the literature review and theoretical framework of the study.

The questionnaire and interview guide in this study were validated using the Content Validity Index (CVI) and face validity techniques, respectively. The questionnaires in this study were administered to four academics and two independent research experts to evaluate the questions. The questionnaire used in this study has a CVI of 0.905 (90.5%), which is an indication that the validity of the instrument is very good. This is in line with the position of Amin (2005) who posited that a content validity index of at least 0.70 (CVI e" 0.70) is considered as an acceptable validity.

The interview guide in this study was validated using the face validity technique. The results of the face validity assessments revealed a reasonable level of harmony among the evaluators. This is an indication that the instrument is valid for the collection of qualitative data on the subject matter.

Before the actual administration of the questionnaires to respondents, the researcher conducted a pilot study aimed at pre-testing the research questionnaire as well as to determine its reliability. This study used the internal consistency reliability method to determine the reliability of the questionnaire. The Cronbach's alpha reliability test was used as it is one of the most common internal consistency reliability methods. The result of the Cronbach's alpha test returned a Cronbach's alpha coefficient of 0.715, which according to Taber (2018) is a good reliability rate for a questionnaire to be used in collecting quantitative data in a research study.

Consequently, a total of 385 respondents were randomly selected from the UBE primary schools, UBE junior secondary schools, SBMC members, PTA members, and administrative staff of LGEA in the selected LGAs in the study. Following the selection of the 385 respondents in the study, a copy of the research questionnaire was administered to each of them. This implies that a total of 385 copies of the research questionnaire were administered to the respondents for onward completion and submission of the completed questionnaires to the researcher. The researcher also purposively selected a total of 30 key teaching staff from the UBE primary and junior secondary schools, and administrative staff of LGEA in the selected LGAs for oral in-depth interviews. Each interview session was to last between 45 to 55 minutes.

Through this procedure, the researcher was able to collect the quantitative and qualitative data required in conducting this study.

The qualitative data collected in this study using questionnaire was analyzed using descriptive and inferential statistical tools and the results displayed in tables. Thus, frequency, percentage, mean, and standard deviation were used in analyzing the data, while One-Way Analysis of Variance test (One-Way ANOVA) was used to test the research hypothesis at 5% level of significance.

Data Presentation and Analyses

Response Rate

A total of 385 copies of the research questionnaires were administered to the selected respondents in this study of which only 355 completed copies were retrieved or returned. However, upon proper scrutiny, it was found that 6 copies were not completely filled; therefore, tagged as invalid and discarded. Consequently, only 349 copies of the retrieved/returned questionnaires were valid for use in the study. A summary of the response rate analysis according to LGA is given in Table 1.1

Table 1.1: Number of Questionnaires Administered and Valid Ones Retrieved by LGA

LGA	Copies of Questionnaire *Administered*	Copies of Questionnaire *Retrieved/Returned*	Returned Copies of Questionnaire *Found Valid for Use*	Response Rate (%)
Bida	76	70	70	92.1
Chanchaga	116	107	105	90.5
Kontagora	37	35	34	91.9
Lapai	55	52	51	92.7
Paikoro	80	73	71	88.8
Wushishi	21	18	18	85.7
Total	385	355	349	90.6

Source: Researcher's Response Rate Analysis Result, 2022.

Based on the results in Table 1.1, it can be observed that for Bida LGA a total of 76 questionnaires was administered, out of which only 70(92.1%) valid ones were returned/retrieved. For Chanchaga LGA, a total of 116 questionnaires was administered, out of which only 105(90.5%) valid ones were returned/ retrieved. For Kontagora LGA, a total of 37 questionnaires was administered, out of which only 34(91.9%) valid ones were returned/retrieved. For Lapai LGA, a total of 55 questionnaires was administered, out of which only 51(92.7%) valid ones were returned/retrieved. For Paikoro LGA, a total of 80 questionnaires was administered, out of which only 71(88.8%) valid ones

were returned/retrieved, while for Wushishi LGA, a total of 21 questionnaires was administered, out of which only 18(85.7%) valid ones were returned/retrieved.

The table also shows that in totality, 385 questionnaires were administered to respondents in the study, out of which only 349(90.6%) valid ones were returned/retrieved. This implies that an overall response rate of 90.6% was achieved in this study, which is deemed to be a very good response rate for the researcher to continue with the study. Consequently, data analysis for each LGA in the study was carried out based on the number of valid returned questionnaires for each LGA (that is, Bida LGA – 70, Chanchaga LGA – 105, Kontagora LGA – 34, Lapai LGA – 51, Paikoro – 71, and Wushishi LGA – 18).

Table 1.2: Descriptive Statistics for Average Responses on UBE School Gender Parity Rate (Bida LGA)

Category of Respondent	Sample Size (n)	Mean	Std. Deviation
SBMC	3	2.8333	.25166
PTA	4	2.9000	.94868
Primary School Teacher	49	3.4204	.62081
Junior Secondary School Teacher	10	2.8300	.94991
LGEA Administrative Staff	4	2.2750	.42720
Total	70	3.2157	.74126

Source: Researcher's Descriptive Statistics Output, 2022.

Table 1.2 shows the output of the descriptive statistics analysis carried out on the average responses on UBE School gender parity across category of respondents in Bida LGA. The Table shows that SBMC with a sample size of 3 has a mean response of 2.833 with standard deviation of 0.252. PTA with a sample size of 4 has a mean response of 2.900 with standard deviation of 0.949. Primary school Teacher with a sample size of 49 has a mean response of 3.420 with standard deviation of 0.621. Junior secondary school Teacher with a sample size of 10 has a mean response of 2.830 with standard deviation of .950, while LGEA administrative staff with a sample size of 4 has a mean response of 2.275 with standard deviation of 0.427. The Table also shows that Bida LGA with an overall sample size of 70 has an overall mean response of 3.216 with standard deviation of 0.741 for UBE school gender parity rate. This overall mean response (3.216) is an indication that majority of the respondents from Bida LGA agreed that UBE programme has significant effect on gender parity rate.

Table 1.3: ANOVA (Bida LGA)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.918	4	1.979	4.290	0.004
Error	29.995	65	0.461		
Total	37.913	69			

Source: Researcher's One-Way ANOVA Test Output, 2022.

Table 1.3 shows the output of the One-Way ANOVA test carried out to test the fifth null hypothesis in this study (H_{05}: UBE programme has no significant effect on school gender parity rate in Bida LGA of Niger State). The Table shows that the test returned an F statistic value of 4.290 with (4, 65) degrees of freedom, and an associated P value of 0.004. Since the P value is less than 0.05, it is an indication that the fifth null hypothesis (H_{05}) of no significant effect has to be rejected at 5% level of significance. Hence, we conclude that the UBE programme has significant effect on school gender parity rate in Bida LGA of Niger State ($F_{(4, 65)} = 4.290$, $P = 0.004$).

H_{06}: Universal Basic Education programme has no significant effect on school gender parity rate in Chanchaga LGA of Niger State.

Table 1.4: Descriptive Statistics for Average Responses on UBE School Gender Parity Rate (Chanchaga LGA)

Category of Respondent	Sample Size (n)	Mean	Std. Deviation
SBMC	2	3.2500	0.9192
PTA	2	1.6000	0.8485
Primary School Teacher	79	3.2888	0.6239
Junior Secondary School Teacher	18	3.0333	0.7063
LGEA Administrative Staff	4	3.2000	1.0424
Total	105	3.2086	0.6927

Source: Researcher's Descriptive Statistics Output, 2022.

Table 1.4 shows the output of the descriptive statistics analysis carried out on the average responses on UBE School gender parity across category of respondents in Chanchaga LGA. The Table shows that SBMC with a sample size of 2 has a mean response of 3.250 with standard deviation of 0.919. PTA with a sample size of 2 has a mean response of 1.600 with standard deviation of 0.846. Primary school Teacher with a sample size of 79 has a mean response of 3.289 with standard deviation of 0.624. Junior secondary school Teacher with a sample size of 18 has a mean response of 3.033 with standard deviation of 0.706, while LGEA administrative staff with a sample size of 4 has a mean response of 3.200 with standard deviation of 1.042. The Table also shows that Chanchaga LGA with an overall sample size of 105 has an overall mean response of 3.209 with standard deviation of 0.693 for UBE school gender

parity rate. This overall mean response (3.209) is an indication that majority of the respondents from Chanchaga LGA agreed that UBE programme has significant effect on gender parity rate.

Table 1.5: ANOVA (Chanchaga LGA)

Dependent variable: Gender parity

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.238	4	1.559	3.571	0.009
Error	43.665	100	0.437		
Total	49.902	104			

Source: Researcher's One-Way ANOVA Test Output, 2022.

Table 1.5 shows the output of the One-Way ANOVA test carried out to test the fifth null hypothesis in this study (H_{0i}: UBE programme has no significant effect on school gender parity rate in Chanchaga LGA of Niger State). The Table shows that the test returned an F statistic value of 3.571 with (4, 100) degrees of freedom, and an associated P value of 0.009. Since the P value is less than 0.05, it is an indication that the fifth null hypothesis (H_{05}) of no significant effect has to be rejected at 5% level of significance. Hence, we conclude that the UBE programme has significant effect on school gender parity rate in Chanchaga LGA of Niger State ($F_{(4, 100)} = 3.571$, $P = 0.009$).
H_{0i}: Universal Basic Education programme has no significant effect on school gender parity rate in Kontagora LGA of Niger State.

Table 1.6: Descriptive Statistics for Average Responses on UBE School Gender Parity Rate (Kontagora LGA)

Category of Respondent	Sample Size (n)	Mean	Std. Deviation
SBMC	2	2.9500	0.4950
PTA	3	2.7667	1.0599
Primary School Teacher	23	3.2435	0.5247
Junior Secondary School Teacher	4	3.0500	0.6557
LGEA Administrative Staff	3	2.0667	0.5033
Total	35	3.0629	0.6499

Source: Researcher's Descriptive Statistics Output, 2022.

Table 1.6 shows the output of the descriptive statistics analysis carried out on the average responses on UBE School gender parity across category of respondents in Kontagora LGA. The Table shows that SBMC with a sample size of 2 has a mean response of 2.950 with standard deviation of 0.495. PTA with a sample size of 3 has a mean response of 2.767 with standard deviation of 1.060. Primary school Teacher with a sample size of 23 has a mean response of 3.244 with standard deviation of 0.525. Junior secondary school Teacher

with a sample size of 4 has a mean response of 3.050 with standard deviation of 0.656, while LGEA administrative staff with a sample size of 3 has a mean response of 2.067 with standard deviation of 0.503. The Table also shows that Kontagora LGA with an overall sample size of 35 has an overall mean response of 3.063 with standard deviation of 0.650 for UBE school gender parity rate. This overall mean response (3.063) is an indication that majority of the respondents from Kontagora LGA agreed that UBE programme has significant effect on gender parity rate.

Table 1.7: ANOVA (Kontagora LGA)
Dependent variable: Gender parity

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.017	4	1.004	2.912	0.038
Error	10.345	30	0.345		
Total	14.362	34			

Source: Researcher's One-Way ANOVA Test Output, 2022.

Table 1.7 shows the output of the One-Way ANOVA test carried out to test the fifth null hypothesis in this study (H_{05}: UBE programme has no significant effect on school gender parity rate in Kontagora LGA of Niger State). The Table shows that the test returned an F statistic value of 2.912 with (4, 30) degrees of freedom, and an associated P value of 0.038. Since the P value is less than 0.05, it is an indication that the fifth null hypothesis (H_{05}) of no significant effect has to be rejected at 5% level of significance. Hence, we conclude that the UBE programme has significant effect on school gender parity rate in Kontagora LGA of Niger State ($F_{(4, 30)} = 2.912$, $P = 0.038$).
H_{0i}: Universal Basic Education programme has no significant effect on school gender parity rate in Lapai LGA of Niger State.

Table 1.8: Descriptive Statistics for Average Responses on UBE School Gender Parity Rate (Lapai LGA)

Category of Respondent	Sample Size (n)	Mean	Std. Deviation
SBMC	5	3.1800	0.4817
PTA	6	2.7000	1.2506
Primary School Teacher	30	3.0967	0.8118
Junior Secondary School Teacher	7	3.3714	1.1686
LGEA Administrative Staff	3	2.6000	0.3464
Total	51	3.0667	0.8774

Source: Researcher's Descriptive Statistics Output, 2022.

Table 1.8 shows the output of the descriptive statistics analysis carried out on the average responses on UBE School gender parity across category of

respondents in Lapai LGA. The Table shows that SBMC with a sample size of 5 has a mean response of 3.180 with standard deviation of 0.482. PTA with a sample size of 6 has a mean response of 2.700 with standard deviation of 1.251. Primary school Teacher with a sample size of 30 has a mean response of 3.097 with standard deviation of 0812. Junior secondary school Teacher with a sample size of 7 has a mean response of 3.371 with standard deviation of 1.169, while LGEA administrative staff with a sample size of 3 has a mean response of 2.600 with standard deviation of 0.346. The Table also shows that Lapai LGA with an overall sample size of 51 has an overall mean response of 3.067 with standard deviation of 0.877 for UBE school gender parity rate. This overall mean response (3.067) is an indication that majority of the respondents from Lapai LGA agreed that UBE programme has significant effect on gender parity rate.

Table 1.9: ANOVA (Lapai LGA)
Dependent variable: Gender parity

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.201	4	0.550	0.698	0.598
Error	36.292	46	0.789		
Total	38.493	50			

Source: Researcher's One-Way ANOVA Test Output, 2022.

Table 1.9 shows the output of the One-Way ANOVA test carried out to test the fifth null hypothesis in this study (H_{05}: UBE programme has no significant effect on school gender parity rate in Lapai LGA of Niger State). The Table shows that the test returned an F statistic value of 0.698 with (4, 46) degrees of freedom, and an associated P value of 0.598. Since the P value is greater than 0.05, it is an indication that the fifth null hypothesis (H_{05}) of no significant effect cannot be rejected at 5% level of significance. Hence, we conclude that the UBE programme does not have significant effect on school gender parity rate in Lapai LGA of Niger State ($F_{(4, 46)} = 0.698$, $P = 0.598$).
H_{0i}: Universal Basic Education programme has no significant effect on school gender parity rate in Paikoro LGA of Niger State.

Table 1.10: Descriptive Statistics for Average Responses on UBE School Gender Parity Rate (Paikoro LGA)

Category of Respondent	Sample Size (n)	Mean	Std. Deviation
SBMC	6	2.6833	0.4834
PTA	7	2.9714	1.1412
Primary School Teacher	47	3.2085	0.6953
Junior Secondary School Teacher	6	3.1333	1.0482
LGEA Administrative Staff	5	3.0000	0.6325
Total	71	3.1197	0.7564

Source: Researcher's Descriptive Statistics Output, 2022.

Table 1.10 shows the output of the descriptive statistics analysis carried out on the average responses on UBE School gender parity across category of respondents in Paikoro LGA. The Table shows that SBMC with a sample size of 6 has a mean response of 2.683 with standard deviation of 0.483. PTA with a sample size of 7 has a mean response of 2.971 with standard deviation of 1.141. Primary school Teacher with a sample size of 47 has a mean response of 3.209 with standard deviation of 0.695. Junior secondary school Teacher with a sample size of 6 has a mean response of 3.133 with standard deviation of 1.048, while LGEA administrative staff with a sample size of 5 has a mean response of 3.000 with standard deviation of 0.633. The Table also shows that Paikoro LGA with an overall sample size of 71 has an overall mean response of 3.120 with standard deviation of 0.756 for UBE school gender parity rate. This overall mean response (3.120) is an indication that majority of the respondents from Paikoro LGA agreed that UBE programme has significant effect on gender parity rate.

Table 1.11: ANOVA (Paikoro LGA)

Dependent variable: Gender parity

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.740	4	0.435	0.749	0.562
Error	38.313	66	0.580		
Total	40.052	70			

Source: Researcher's One-Way ANOVA Test Output, 2022.

Table 1.11 shows the output of the One-Way ANOVA test carried out to test the fifth null hypothesis in this study (H_{05}: UBE programme has no significant effect on school gender parity rate in Paikoro LGA of Niger State). The Table shows that the test returned an F statistic value of 0.749 with (4, 66) degrees of freedom, and an associated P value of 0.562. Since the P value is greater than 0.05, it is an indication that the fifth null hypothesis (H_{05}) of no significant effect cannot be rejected at 5% level of significance. Hence, we conclude that the UBE programme has no significant effect on school gender parity rate in Paikoro LGA of Niger State ($F_{(4, 66)} = 0.749$, $P = 0.562$).

H_{06}: Universal Basic Education programme has no significant effect on school gender parity rate in Wushishi LGA of Niger State.

Table 1.12: Descriptive Statistics for Average Responses on UBE School Gender Parity Rate (Wushishi LGA)

Category of Respondent	Sample Size (n)	Mean	Std. Deviation
SBMC	3	2.4000	0.5000
PTA	2	2.5000	0.1414
Primary School Teacher	9	3.1778	0.6078
Junior Secondary School Teacher	2	3.3000	0.5657
LGEA Administrative Staff	2	3.6000	0.1414
Total	18	3.0333	0.6212

Source: Researcher's Descriptive Statistics Output, 2022.

Table 1.12 shows the output of the descriptive statistics analysis carried out on the average responses on UBE School gender parity across category of respondents in Wushishi LGA. The Table shows that SBMC with a sample size of 3 has a mean response of 2.400 with standard deviation of 0.500. PTA with a sample size of 2 has a mean response of 2.500 with standard deviation of 0.141. Primary school Teacher with a sample size of 9 has a mean response of 3.178 with standard deviation of 0.608. Junior secondary school Teacher with a sample size of 2 has a mean response of 3.300 with standard deviation of 0.566, while LGEA administrative staff with a sample size of 2 has a mean response of 3.600 with standard deviation of 0141. The Table also shows that Wushishi LGA with an overall sample size of 18 has an overall mean response of 3.033 with standard deviation of 0.621 for UBE school gender parity rate. This overall mean response (3.063) is an indication that majority of the respondents from Wushishi LGA agreed that UBE programme has significant effect on gender parity rate.

Table 1.13: ANOVA (Wushishi LGA)

Dependent variable: Gender parity

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.744	4	0.686	2.338	0.110
Error	3.816	13	0.294		
Total	6.560	17			

Source: Researcher's One-Way ANOVA Test Output, 2022.

Table 1.13 shows the output of the One-Way ANOVA test carried out to test the fifth null hypothesis in this study (H_{05}: UBE programme has no significant effect on school gender parity rate in Wushishi LGA of Niger State). The Table shows that the test returned an F statistic value of 2.338 with (4, 13) degrees of freedom, and an associated P value of 0.110. Since the P value is greater than 0.05, it is an indication that the fifth null hypothesis (H_{05}) of no significant effect cannot be rejected at 5% level of significance. Hence, we

conclude that the UBE programme has no significant effect on school gender parity rate in Wushishi LGA of Niger State ($F_{(4, 13)} = 2.338$, $P = 0.110$).

Graphical Presentation of Data

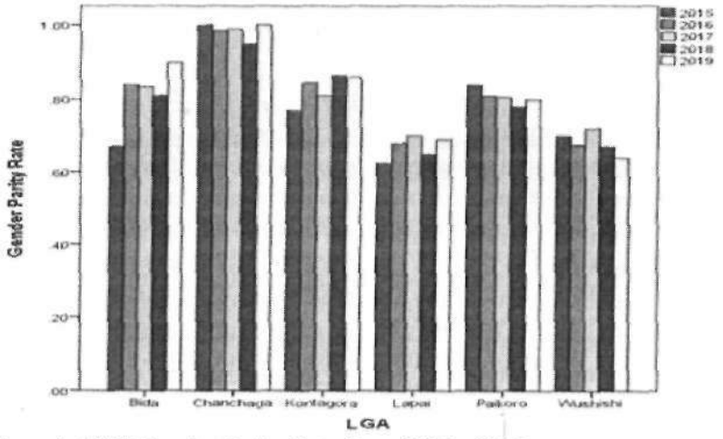


Figure 1: UBE Gender Parity Rate from 2015 - 2019

The multiple bar chart (Figure 4) shows gender-parity rates for UBE schools (Primary and Junior Secondary) in the UBE programme in Bida, Chanchaga, Kontagora, Lapai, Paikoro, and Wushishi LGAs of Niger State from 2012 to 2019. The figure show that Bida LGA had its highest gender-parity rate of 0.84 in 2016, while its lowest gender-parity rate of 0.67 occurred in 2015. Chanchaga LGA had its highest gender-parity rate of 1.00 in 2015 and 2019, while its lowest gender parity rate of 0.95 occurred in 2018. Kontagora LGA had it highest gender-parity rate of 0.87 in 2018, while its lowest gender parity rate of 0.77 occurred in 2015. Lapai LGA had its highest gender-parity rate of 0.70 in 2017, while its lowest gender-parity rate of 0.63 occurred in 2015. Paikoro LGA had its highest gender-parity rate of 0.84 in 2015, while its lowest gender-parity rate of 0.78 occurred in 2018; and Wushishi LGA had its highest gender-parity rate of 0.72 in 2017, while its lowest gender-parity rate of 0.64 occurred in 2019. This distributions of transition rates for the six LGAs under investigation implies that Chanchaga LGA had the highest gender-parity rate of 1.00 which occurred in 2015 and 2019, while Lapai LGA had the least gender-parity rate of 0.63 which occurred in 2015.

Analysis of Interview Conducted on Effect of Universal Basic Education on Gender parity in Selected LGAs of Niger State, Nigeria (2015 – 2022)

Series of interviews were conducted across the study areas, as staff of primary

schools, staff of junior secondary schools, administrative staff in Local Government Educational Areas, PTA and SBMC were interviewed. The said interview was conducted from 06th day of May 2022 to 10th day of November, 2022. A total of 30 respondents agreed to participate in the interview widely carried out. Below are the responses from the thirty (30) interviewees in the cause of this research.

Question

What are the obstacles in schools and society that are hindering girl child access and participation in basic education?

Responses

Interviewee 01

The tradition and culture of the people is limiting the potentials of the girl child when it comes to learning. We have the issue of early marriage in our communities, where marriage is more superior to western education. Girl child education seems to be less important to their day to day life, as they view education to be more of theoretical and not practical. The society believes that women are tilled towards self-entrepreneurship, which they believe makes them self-reliant; hence going to school is a waste of time.

Interviewee 02

The issue of unemployment too is a concern in the country as a whole. We have a lot of girls with NCE that are not employed, the girls employed in BESDA to work in Islamic schools, are casual workers and not fully employed. These are some of the concern of parents that western education is a waste of resources and time. Hence parents prefer to give these girls out in marriage.

Interviewee 03

Moral decadence to me is of concern today in our immediate society, where the norms and values that govern the society we live are fast eroding. Where parents begin to perceive a change in the social behavior of their children, they are likely to remove them from school. There is need for schools to make sure that children acquire a standard behavior in schools among girls, this will convince parents to educate the girl child.

Interviewee 04

Parents have this mentality that leaving the girls at home and not giving them out in early marriage may lead them bringing shame to the family through early pregnancy and on the other hand the boy child will not bring such shame to the family. That is why we have gender parity in favour of boys in

most of our public schools in Niger State. The issue remains there is need for more enlightenment on the path of the parents, what affects girl child education and participation in basic education is parental factor. There is need for parents to encourage their daughters partake and complete their basic education.

Interviewee 05

Moral decadency today in the society has gone beyond the streets and the areas we live with our families. Today moral decadency is found in schools where children go learn, unfortunately the teachers who are to teach these girls decent morals are the ones involved in sexual immorality with these underage girls. We had a very sad incidence where a vice principal of Tunga junior secondary school lured a JSS 2 girl into sexual immorality in his office and impregnated her. It is sad that these things are happening in our schools.

Interviewee 06

There are so many issues why we have gender disparity in public schools in Niger state as a whole, especially in the rural areas. Parents are always in a hurry to marry these little girls, especially when they get to puberty. When parents are tackled on early marriage they will tell you marriage does not stop education that the girl can continue learning in her husband's house, which is easier said than done. The men will agree that they will allow the girl to complete her education when they marry, but after marriage the husband will say he cannot pay her school fees and feed the family. There is need for both boys and girls to be given equal opportunity when it comes to education.

Interviewee 07

We find ourselves in a society that ignorance is the order of the day, and this has become a way of live, where parents see educating a girl child is a mere waste of time and resources, as she will be married and be answerable to the man, and be useful to the him. They believe educating a male child is more profitable, as the male children will cater for them in their old age.

Interviewee 08

I want to believe a lot has been done to make sure the girl child goes to school, it may not be 100% but a lot has been done with the advent of Universal Basic Education. What is lacking at the moment is enforcement on part of both government and the community. Girl child education should be made known to whosoever is responsible for her know that the girl acquiring basic education is not a privilege but her legal human right, and the person is not doing her any favour. Both government and the communities have not been able to enforce this by prosecuting parents or guardians that have failed to

adhere to these law either by way or paying fine or imprisonment or even both as stated in the legal framework of the programme. Enforcing this act is the last resort left to make sure girls all go to school.

Interviewee 09

Social vices like in any society also affects the girl child in going to school, with negative influence, even when girls enroll to ,school, they might never get to complete as a result of one reason or the other, we have had issues of teenage girls becoming pregnant at school age, while some are into serious drug addiction. Such girls their parents withdraw them from school and they blame the school as the cause of these social vices.

Interviewee 10

The society we find our self, coupled with our culture has made us to be gender sensitive, where male children are given superiority in everything including education, as they see the male child as their heir when it comes to inheritance. While on the other hand, parents invest less when it comes to the girl child, as they believe will go to another man's house as wife and he may not want her to go to school, there may be no need for her to acquire any western education as it could end up to be waste of resources. It is important for both parents and the society to know that educating a male child is education an individual, but educating the girl child is educating the nation.

Interviewee 11

In the northern part of the country the reason I will say is almost practically the same, where religion has been a barrier to western education, especially to the girl child. Where parents of the girl child ask questions what future those education hold for the girl child. With such thinking and questions from parents, it shows clearly that the parents this time not the child and western education are at crossroads, that is why a lot of girls of school age are hawking all over the place, some girls are undergoing serious child slavery, working as maids and the parents are collecting the money.

Interviewee 12

Today we are faced with the issue of early marriages on the part of the girl child, once these girls complete their primary six where most of them are approaching the puberty stage, there is usually only one thing in the mind of their patents, to give them out for early marriage which contravenes the laws of basic education. These children in question are not up to 15 years old. The community in question needs to help the school and the government by discouraging such practices which is very important.

Interviewee 13

One of the major issue that is common in our communities down north is the large family that is far beyond the family income. What simply happens in this situation they only support the male child education, after all the girls to them are more useful at home doing some domestic chaos or better still hawk seasonal items to help support their families to help meet their family needs.

Interviewee 14

I will say the impact of poverty on girl child education can never be over emphasized especially in rural areas, because people today are purely working hard for sustenance, where educating a girl child is seen as a mere privilege and not a right, which in the actual sense is not so. Parents don't go out of their comfort zone to send the girl child to school. They use these girls to hawk round the town to bring money to support their family income, which is their major priority.

Interviewee 15

Nobody cares if the girl child does not go to school or complete her basic education. Nobody is asking the question why your daughter is not going to school only the boys. The government is silent, the traditional institutions are not asking questions, the religious leaders in the communities are not bothered and the parents believe they have the right whether to send their children to school or not.

Interviewee 16

The society we find ourselves is yet to recognize the significance of the girl child in the society, especially looking at the cultural significance of inheritance and successor in the family where the male child naturally is seen as the heir. For this reason parents believe he should be educated even in situations where the girl is more committed to studies. You can see the society is biased towards the girl child for no reason apart from some cultural and religious belief. Today averagely in most of our schools if not all girls doing are doing far better in their studies.

Interviewee 17

We find ourselves in a society that answers to some question will simply amuse you, when you ask parents where their daughters do not proceed to secondary school they will simply tell you she is a girl, and after all the society does not expect much from her as a woman. Some will tell you her husband is to provide for the family and not her, while some parents will tell you her mother never completed primary school and she is a good woman.

You see many girls never go beyond primary school, due to some of these reasons.

Interviewee 18
The girl child has faced so many challenges when it comes to the issue of basic education, especially in northern Nigeria, parents continuously give out their daughters at the age of 14 and 15 years. Once children marry at that age the next thing they are in the family way.

Interviewee 19
These girls are subjected to all form of intimidation and harassment, where they are called harlots, prostitutes, stubborn girls and bad girls among others. Girls are victims of all sorts of insults once they make effort to complete their basic education. We have a junior secondary school in Madara community in Kontagora, where there is only one girl that goes to school and we found out she is called all sort of negative name like harlot. These are some the issues faced by the girl child.

Interviewee 20
Religious practices in our communities is indeed worrisome, girls are given out in marriage at the ages of 13 and 14 years, which is still within the stipulated age for learning. This happens on daily basis. This may not be common in urban areas but as a matter of fact, it is very rampant in the rural areas, which I believe has to do with the ignorance of parents and their lack of education. The way the society views girls that want to go to school is of great concern, which tends to discourage both the parents and the girl child to acquire basic education.

Interviewee 21
Cultural practices are a major setback in the implementation of basic education, where people have a bias when it comes to educating a girl child. Their efforts are geared towards the male child, where they believe he tends to contribute more if he is educated.

Interviewee 22
Poverty is a major cause of gender disparity in our schools, many situation you see parents cannot meet the educational financial needs of their kids, at the end of the day something has to give in, and if your guess is as good as mine, then definitely is the girl that will not be enrolled into school, or she will not be allowed to transit to junior secondary school or she will not be allowed to complete the programme at the expense of her brothers. This is a common practice in our society.

Interviewee 23
Government needs to provide scholarship for girls, this I believe is the only way forward if indeed the issue of gender disparity is to be addressed. The truth here we have a lot of parents that are not ready to spend a dime to educate their daughters even if they have the means. The international community has made effort in this regards. The reality remains gender disparity in basic education is our problem, hence government needs to address and give it all the necessary attention it deserves.

Interviewee 24
Parents and communities are still ignorant on the importance of educating a girl child, at the same time people do not know how central the role of a woman is in the society, when it comes to issues bothering on national development. They limit the potential of a woman to marrying, giving birth to children and taking care of the home.

Interviewee 25
Negative attitude of teachers towards the girl child, some of our irresponsible teachers friend these underage girls, and at the end the parents are left with no option but to withdraw them from school.

Interviewee 26
One very important thing that promotes girl child education is a clean sanitary facility which all schools lack at the moment. Girls are to have adequate toilets and at the same time we do not expect them to share these facilities.

Interviewee 27
Early marriages are one of the major aspects that hinder the girl child from participating in basic education.

Interviewee 28
Societal belief, where symptoms of adolescence can bring education to an end. Once girls attend adolescence the parents believe that they are no more save in public places and hence they simply terminate their basic education.

Interviewee 29
Lack of parental support to educate the children, because even when the community is ready to support the girl child without the support of the parental support, it will always be difficult for the girl to succeed.

Interviewee 30
Our communities still don't believe that a girl child is also a child like the male child and needs to also be educated. Our society doesn't realize that when

women are given the opportunity they have the ability to do better than men.

Findings on the Opinions of Respondents, Interviewees and Observations made on School Gender Parity.

1. From responses collated from the field survey carried across the study areas, most respondents in Bida , Chanchaga and Kontagora LGAs were of the opinion that Universal Basic Education has a significant effect on gender parity. This claim by respondents in the three LGAs was further supported by the hypothesis testing at 0.05 level of significance where the P value was less than the level of significance in the LGAs. However respondents in Lapai, Paikoro and Wushishi LGAs had a contrary opinion that the UBE programme has no significant effect on gender parity. The respondents strongly disagree that schools provide a descent sanitary and hygiene to help promote girl child participation in basic education.
2. Interviews conducted revealed moral decadence among others as a major factor hindering the girl child full participation in basic education, as once parents notice that in their daughters they withdraw them from school and they never get to complete their basic education programme. More worrisome, findings have shown that even teachers in public schools seduce teenage female girls and have sex with them. A case of such was established in Tunga junior secondary school, where a vice principal named Mallam Mohammed Mohammed impregnated a JSS 2 teenage girl of 16 years named Faith Gimba after having sexual intercourse on three occasions in his office with her and on each occasion he gives her 50 naira or 100 naira, The Punch Newspaper November 8, 2017.
3. The study revealed a worrisome trend where the girl child is given out in marriage before the completion of primary school while in some cases they are given out in marriage after completing the first six years and they never get to complete the UBE programme. This perhaps explains why the girl child completion is actually lower when compared to the male child. There was a case of a 15 year old girl named Adama Yakubu that was betrothed to a 70 year old man popularly known as Yakubu Dikko, The Guardian News December 14, 2018.It is sad that despite the effort of government to promote girl participation in basic education, Mallam Yakubu Dikko was still able to marry a girl child.

The findings of this study on gender parity is also consistent with earlier em6pirical studies of Ajala and Alonge (2013) on Gender Issues in Basic Education and National Development in Nigeria. According to the study, there are more boys in school than girls, especially in junior secondary school, this has created a gender gap in basic education. Ajah-okorie (2013), carried out

a study on women education in Nigeria: Problems and Implications for Family Role and Responsibility. According to the study Nigeria has performed poorly in issues rendering on gender equality as girls in the north drop out of school earlier than their male counterparts.

Conclusion

Based on available data gathered in the cause of the study on the Effects of Universal Basic Education on gender parity in selected LGAs in Niger state, it is evident that the state has made progressive efforts in terms of gender parity in study areas. The state over time in collaboration with other stake holders from time to time do carry out sensitization campaigns on the need for parents to allow their children enroll into schools and make sure they complete the programme. However, available statistics have it that Niger state has the highest number of out of school children in north central, with primary school having 50% of its population out of school while the junior secondary school has a population of 52.3% out of school, (Education for All National Review, 2015). This statistics is evident that more work needs to be done in Niger state on the part of the state government, SBMC, GEP, international communities etc to help bridge the gap between the children of school age that have enrolled and OOS children. It is out of this commitment that Niger state embarked on the school feeding programme to make sure children participate in basic education.

Recommendations

Based on our available findings in the previous chapter, the study was able to come up with various recommendations, which is consistent with the earlier findings in the study. We believe that these recommendations should be able to improve Universal Basic Education programme not only in Niger state, but in Nigeria as a whole.

1. There is need for the Niger State Child Right Protection Agency to live up its name by exercising the powers bestowed upon it by law to reach out to children by making sure they have a dignified life, protect them from abusive, dehumanizing condition, ranging from street begging, street hawking during school hours etc. hence parent or guardian found in any act violating the child right should face the law, especially those who engage their children in street begging.
2. Due to the danger that illegal gold mining is posing to children's education and their lives in Niger state, as a matter of urgency there is need for government to act fast by putting a task force to curb this illegal gold mining, by closing all illegal mining fields in the state, as this business is

3. Collection of any form of fees need be abolished and punishment be meted to those found wanting, schools in Niger State collect 200 naira flat rate as PTA from children, children pay for school badge, pay for report cards etc, all these are not supposed to be, as the programme is meant to be free education. Government should provide school badges and report card for school children. This little cost and expenses is enough to make children stay away from school, especially when parents or guardians are not able to provide children with such monies.
4. The low perception for value of education for girls remains a major reason some girls don't complete their basic education, hence the Girl Education Programme (GEP) introduced by UNICEF which mothers of girls are given 5,000 naira per quarter for each daughter aged 6 – 15, the programme is limited to rural communities and even in those rural communities few girls do benefit. There is an urgent need that all girls in rural communities benefit and if possible to be extended to schools in urban areas too, as this will go a long way to encourage more girls to complete the nine year programme.
5. Moral decadence today remains rife in our society and more worrisome it is the teachers who are also involved in immoral act with teenage secondary school girls. Such teachers involved in such act should not only be dismissed but also should be made to face the full wrath of the law, by allowing the law to take its full course on any culprit.
5. The issue of girl marriage not only in Niger state but Nigeria as a whole need to be addressed and enforced by the constitution as the Nigerian constitution does not state the minimum age for marriage. The Child Rights Act of 2003 has set it at 18 years old and Niger state happens to be one of the 23 states in the federation that has enforced the act. Despite the implementation of the child act in the state, female children are withdrawn from school and given out in early marriages. Schools from hence forth should be compelled to report to the board anytime a girl child is to be given out in marriage, so that the board can prosecute such parent. Laws should be enacted by the state house of assembly making it compulsory for all marriages to be registered in the state.

REFERENCES

Adamu, S.G. (2016). Assessment of the Management of Universal Basic Education in Selected Local Government Areas of Kaduna State.

Alekov, J. (2018) The Journey of Early Childhood Education Through Time. Retrieved on June 25, 2022 from https://novakdjokovicfoundation.org/the-journey-of-early-childhood-education-through-time/

Colclough, C. (2003) Towards Universal Primary Education in Black R., White, H. (Eds), Targeting Development Critical Perspectives on the Millennium Development Goals Routledge, London.

Doggoh B.T. (2014) Assessment of the Implementation of Universal Basic Education Programme in North Central Geo-Political Zone of Nigeria (1999-2011), Ph.D Dissertation (Unpublished) Ahmadu Bello University Zaria.

EFA GMR (2005), Education for All: The Quality Imperative. https://www.right-to-ducation education.org/resource/efa-global-monitoring-2005-education-all-quality-imparative

Edho, O.G. (2017) The Challenges Affecting the Implementation of Universal Basic Education in Delta State, Nigeria. Journal of Social Sciences Vol. 20(3).

Education (2022) Retrieved July, 02 from Wikipedia https://en.wikipedia.org/wiki/education

Education Policy and Data Centre (2010), Out of School Children of the population of the Population Ages 7-14. Fhi https//www.epdc.org>files

Federal Government of Nigeria 1999. Implementation Blueprint for the Universal Basic Scheme. Abuja: Federal Ministry of Education.

Federal Republic of Nigeria (1981). National Policy on Education. Lagos: NERDC.

Federal Republic of Nigeria (2004) Implementation Guidelines for the Universal Basic Education (UBE) Programme. Abuja Federal Ministry of Education.

Federal Republic of Nigeria, (2004). National Policy on Education, 4th Edition, Abuja. NEDRC Press

Federal Republic of Nigeria (2004). National Policy on Science and Technology Education. Ibadan: Nihort Press.

FGN/UNESCO/UNDP (2003). A Decade of Basic Education Data in Nigeria (1988-1998).

Getzels, J. N., and Guba, E.G. (1957). Social Behaviour and the Administrative Process. School Review Vol. 65.

Getzels, J. N., and Guba, E.G. (1957). Social Behaviour and the Administrative Process. School Review Vol. 65.

Isamotu, I. (2001) 1.3 Million Nigerian Girls Drop Out of Schools Annually – UNICEF. Daily Trust Newspaper Tuesday, October, 2021.

Jena, P.K. (2020) Mahatma Gandhi and Basic Education. Retrieved June 24, 2022 fromhttp://www.google.com/search?q=mahatma+gandhi+and+baic+education&oq=mahatma&aqs

JOMTIEN (1990) World Declaration on Education for All. Retrieved on 11/05/2016 from www.unesco.org/wef/encof/jomtien% 20 declaration% 20.eng.shtm.

Lievesley, D., (2003), Improving the Quality of Data for Monitoring EFA and MDGs. UNESCO Institute of Statistics

Lolo, I. (2019). Assessment of Universal Basic Education in Selected LGAs in Niger State, Nigeria, (2010 to 2018). M.Phil. Dissertation (Unpublished), Ahmadu Bello University Zaria

Nakpodia, E.D. (2011) Integrative Funding and Effective Implementation of

Programme inJunior Secondary Schools in the South senatorial district of Delta State, Nigeria.Journal of public administration and policy research Vol. 3(10).

Niger State Ministry of Education (2020) Niger State Education Sector Emergency Preparedness Preparedness and Response Plan 2021-2023, Published by Ajiboye Printers Limited, Minna, Niger State.

Niger State Universal Basic Education Board (2018) Status of 2014 UBE Intervention Projects as at January 2018. Ibadan, Nigeria.

NSUBEB (2018). A Threshold of Change-May 2015 – 2017, Published by Niger State Government

Obanya, P.(2006) Quality Dimensions of Universal Basic Education. Paper Delivered on the World Teachers Day Celebration, Millennium Celebration October 5.

Odewale, A.D. (2019), Local Government and Primary Education in Nigeria: An Overview. International Journal of Arts and Hummanities Vol. 8 (4)

Shuaibu, M. (2015). Assessment of the Implementation of Universal Basic Education Programme.M.Sc. Thesis (Unpublished) Ahmadu Bello University Zaria.

Subrahmanian R. (2005) Gender Equality in Education: Definition and Measurements.International Journal of Educational Development Vol. 25

Suleiman, H. (2012) Assessment of the Implementation of Universal Basic Education Programme in Nigeria (1999 – 2009), Ph.D. Dissertation (Unpublished) Ahmadu Bello University Zaria.

Sustainable Development Goals (2020) – UNESCO Institute of Statistics Unesco.org/en/glossary@2020

Swenson H. (2017) What is Gender Parity retrieved on 30th July, 2022. From https://www.newame rica.org/weekly/what-gender-parity/UBE Act (2004)

UBEC (2018) National Personal Audit Report on Public and Private Basic Education Schools in Nigeria

UBEC (2021), Survey on the Incidence of Absenteeism in Primary Schools in Niger State, 22nd June – 7th July, 2021

Udensi, U.S. (2012) Appraisal of Adherence to Universal Basic Education Commission Manual on Management of Universal Basic Education in South Eastern States Ph.D. Dissertation (Unpublished) University of Nigeria, Nsukka.

Ugwu, J.C. (1998) Understanding Philosophy of Education: Calvaside Printing and Pub. Co.

UNICEF (2018), For Every Child www.unicef.org/Nigeria/education

UNICEF (2017) Global Initiative on Out of School Children – Published by UNICEF Office of Eastern Carribean Area, First Floor, UN House, Marine Gardens, Hastings Christ Church, Barbados.

United Nation, (n.d) Universal Declaration of Human Right. Retrieved June 23, 2022https://wwwun.org/en/about-us/universal-declaration-of-human-rights

United Nation Human Right (n.d.) Univeral 70 Years of Declaration of Human Rights: Article26: Right to Education. Retrieved on June 23, 2022 https://

www.standupforhumanrights.org
UNICEF (2022) Primary Education, Retrieved on July, 2022 http://data.unicef.org/topic/education/education/primary-education/
UNICEF (2018), Education. – https://www.unicef.org/nigeria/education
UNICEF Nigeria (2017), Impaact Evaluation oof UNICEF Nigeria Girls Education Project Phase 3 (GEP3) Cash Transfer Programme (CTP) in Niger and Sokoto to State United Nations Children's Fund 6117/6618, UN House, Diplomatic Zone Central Area District Abuja Nigeria
United Nation International Children's Emergency Fund and Niger State Ministry of Education (2015) Niger State School Census Report2014/2015.
United Nation International Children's Emergency Fund and Niger State Ministry of Education (2016) Niger State School Census Report 2015/2016
United Nations International Children's Emergency Fund and Niger State Ministry of Education (2017) Niger State School Census Report 2016/2017
United Nations International Children's Emergency Fund and Niger State Ministry of Education (2018) Niger State School Census Report 2017/2018
United Nations International Children's Emergency Fund and Niger State Ministry of Education (2019) Niger State School Census Report 2018/2019
United Nations International Children's Emergency Fund, (2003) The State of the World's Children 2004: New York U.S.A
United Nations International Children's Emergency Fund, (2011). Convention of the Rights of the Child www.unicef.org/crc. Retrieved on - 06/07/2018
United Nation Educational Scientific and Cultural Organisation, (2001). Primary Education: The core of Development and progress.UNESCO Education Webmaster
United Nations, (2005) Millennium Project: Investing in Development: A Practical Plan to achieve the Millennium Development Goals. New York: The United Nations.
United Nations Development Programme, (2005). Millennium Development Goals. New York: UNDP.
World Bank, (2003). School Education in Nigeria: Preparing for Universal Basic Education.
Willmore L. (2021) Basic Education as a Human Right. International Institute for Applied System Analysis, Published by Blackwell Publishing, Oxford. Retrieved on June 25, 2022 from https://www.researchgate.net/publication/4754873
Wilson D. (2003) Human Rights: Promoting Gender Equality through Education. Background Paper ed to Education for All- Global Monitoring Report
Wikipedia (2022) Gender Parity retrieved on 30th July, 2022, from https://en.wikipedia.org/wiki /Gender_parity
Yusuf, L.A., and Alabi C.O. (2013) Enhancing School Effectiveness in Universal Basic Education Programme in Nigeria: Issues and Implications. Journal of Education, Arts and Humanities Vol. 1(3).