ASSESSMENT OF UNIVERSAL BASIC EDUCATION PROGRAMME IN KADUNA SOUTH AND SABON GARI LOCAL GOVERNMENT AREAS OF KADUNA STATE

BY

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DECEMBER, 2016

DECLARATION

I **LEO YANOM**hereby declare that this thesis was written solely by me and it is a record of my research work. All quotations, extractions and sources of information used were duly acknowledged in the reference.

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LEO YANOM **DATE**

CERTIFICATION

This is to certify that this Dissertationtitled "Assessment of Universal Basic Education Programme in Kaduna South and Sabon gari Local Lovernment Areas of Kaduna state" by LeoY, meets the regulations governing the award of Master of Science degree (M.Sc) in public administration of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to God Almighty, Who is the giver of every good and perfect gift, for His loving kindness and mercies. He has been my source of inspiration and strength, and I give Him all the glory and praise.

Also to my beloved wife Happiness Leo and my sons Zhenom Ephraim Leo and Ebenezer Nomshim for standing by me and praying fervently for the success of this work. God bless you.

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ABSTRACT

The Nigerian educational system has for long, been a subject of criticism as a result of some perennial problems such as poor quality and lack of sufficient teachers, decaying infrastructure and lack of discipline which result in poor academic performance. The desire to solve these problems has made different governments to introduce various Reforms with the view to revamping the sector. The Universal Basic Education programme (UBE) is the latest Educational programme to be launched in1999 and this research was motivated by the desire to assess the impactof the programme in Kaduna South and Sabon Gari Local Government Areas of Kaduna State since its introduction fifteen years (1999-2014). Both primary and secondary sources were used for data, while Chi-square was used to test the Hypotheses. The research findings reveal that Public primary and junior secondary schools are still facing the problems of lack of adequate and qualified teachers with no organized form of training by the government. Also the morale of teachers is very low due to lack of incentives, and this has also resulted in lack of commitment by the teachers Another startling revelation by the research is that the Universal Basic Education has not improved the moral and academicperformance ofstudents in Kaduna South and Ssabon Gari local Governmen Areas of Kaduna state . The research therefore recommended that the authorities in kaduna south and sabon gari local government should ensure that only qualified staff are recruited while those already employed should be trained and retrained. it was also recommended infrastructural facilities should be adequately provided to public schools in order to contain the increase in students' enrolment, more efforts should be made to sustain and improve on the enrolment of female students, more qualified teachers should be recruited while those in the service should be trained for greater efficiency, the teachers should be motivated to do give their best, more classrooms, laboratories, libraries and workshops should be provided to enhance the teaching of science subjects and to enable the students acquire necessary skills and the issue of discipline should be taken seriously by both teachers and parents .it was concluded that though the introduction of the universal basic education provided Nigeria with an opportunity to combat the decay in the nation's educational sector, the system is still bedeviled with so many problems which have been confronting the system in the distant past. this means, not much has changed since the programme was launched fifteen years ago, and this calls for concerted efforts by the government (sponsors), implementers (educators) and the beneficiaries of the programme (students and parents) to ensure the overall success of the programme.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The importance of education in the development of nations has never been in doubt. Education has remained a social process in capacity building and maintenance of society for decades. It is a weapon for acquiring skills, relevant knowledge and habits in the changing world. Societies through ages have one form of education or the other, whether indigenous or western education. This is because education is as essential as life itself on the planet earth (Adepoju and Fabiyi, 2007). It is in realization of this that the governments of different countries, including Nigeria have for long been making efforts to develop this all-important sector that touches all aspects of human life.

Since 1948 when the United Nations made a declaration on the right of every child to education, the developed countries, and to a lesser extent, the developing ones have in one way or the other, demonstrated their commitment to universalization of education. In Britain, for instance, education is free and compulsory for children between the ages of 5-15 years. In the United States of America, primary education is free and compulsory in public schools. In Japan, primary education and the first three years of secondary education are also free and compulsory.

Since the fifties and sixties, a number of African countries have also initiated programmes toward the universalization of education. African ministers of education resolved in Harare, (1982) that for the period 1988-2000, African states should eliminate illiteracy through the universalization of primary education for children and by promoting literacy among young people and adults (Wokocha and Onuebunwa, 2001).

In Nigeria, considerable thought has been given to the intrinsic and instrumental roles of education within the past four decades. Education has been viewed as 'the instrument per excellence for national development" (NPE 1998) because it is expected to prepare both the individual and the society for a meaningful social change towards national development.

The Universal Basic Education (UBE) programme was launched on 30th September, 1999 in Sokoto by the civilian administration of Chief Olusegun Obasanjo, who incidentally was the same person that introduced the UPE Programme in 1976 as a military Head of State. The main thrust of the policy declaration is that education is free and compulsory for all children up to fifteen years. This programme is in compliance with the Declaration of World Conference on Education for All held in Jomtien, Thailand to provide Education for All by the year 2010. In its declaration and framework for action, the conference stressed that basic education should be made available to all, and should emphasize the following:

(a) Access -making education physically, socially and economically available to all.

(b) Equity- ensuring that sex, social status, economic conditions, and geographical location should in no way be excuse for discriminatory provisions of education opportunities.

(c) Quality - ensuring that the input, processes and output factors of education are the type that should promote real learning.

(d) Efficiency - emphasizing on learning and on success in the pursuit of learning. Within the Nigerian context, the issue of efficiency can be seen from the perspective of enrolment, retention and completion of studies by the students, considering the fact that one of the objectives of the UBE Scheme is to reduce drastically the incidence of school drop-outs.

The Universal Basic Education (UBE) programme is in accordance with the Millennium Declaration of the United Nations to achieve Universal Primary education and Gender Equality by the year 2015.

In keeping with the above projection, Universal Basic Education in Nigeria aims at achieving the following objectives:

1. Developing in the entire citizenry a strong consciousness for Education and a strong commitment to its vigorous promotion.

2. Provision of free, universal Basic Education for every Nigerian child.

3. Reducing drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency), catering for the learning needs of young persons, who for one reason or another, have had to interrupt their schooling through appropriate forms of complementary approaches to the provision of basic education.

4. Ensuring the acquisition of the appropriate levels of literacy, numeric, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation life-long learning. (FME, 1999)

Also, in line with the universal conceptualization of basic education to present-day reality, the scope of UBE in Nigeria has been broadened to include the following:

1. Programmes initiatives for early childhood care and socialization.

2. Education programmes for the acquisition of functional literacy, numeracy, and life-skills, especially for adults (persons aged 15 and above).

3.Special programmes for nomadic populations, out of school non-formal programmes for up-dating the knowledge and skills of persons who left school before acquiring the basics needed for life-long learning; non-formal skills and apprenticeship training for adolescents and youth who have not had the benefit of formal education.

4. The formal school system from the beginning of primary education to the junior secondary school.

It is evident that the UBE programme is wider in scope than UPE programme of 1976 which was limited to Primary School level only.

Kaduna State has been an active participant in the implementation of the UBE project and subscribes to the Education for All principles and process and, according to Kaduna Education Strategic Plan (ESP) 2009-2020, is working towards achieving the following goals:

1. Expanding and improving comprehensive early childhood care and education for the most vulnerable and disadvantaged children.

2. Ensuring that by 2015, all children, particularly girls in difficult circumstances and those belonging to ethnic minorities, have complete access to free and compulsory and qualitative primary education.

3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life- skills programmes, achieving 50% improvement in levels of adult literacy by 2015, especially for women, eliminating gender disparities in primary and secondary education and achieving gender equality by 2015, and improving all aspects of education with measurable learning outcomes in literacy and numeracy.

1.2 Statement of the Problem

The Universal Basic Education (UBE) programme in Nigeria must work! This assertion by Igborgbor (1999) is at once an expression of hope and a warning. The hope inspired by the programme is that it will give us an opportunity to revamp our educational system and make it to serve the nation as it should. The warning inherent in this statement is that we do not have many chances left if we do not utilize this chance to revive Nigeria's educational system.

Several efforts have been made by successive governments to provide qualitative education in Nigeria, notable among them, was the Universal Primary Education (UPE) in 1976. The UPE programme raised so much hope among Nigerians but failed due to problems which have become perennial problem in the nation's education sector today. These problems as highlighted by the Minister of Education during the launching of the Universal Basic Education programme are: Economic hardship which led to withdrawal of pupils from schools, overloading of the curriculum, lack of adequate training for teachers, low qualification for teachers (TCII), 30% underestimation of pupils for the programme and inadequate support materials. Other problems facing the Nigerian public educational system are poor state of infrastructure, poor academic performance by students which also leads to high level of examination malpractices, lack of motivation to learn as a result of low moral by teachers and poor moral behavior and indiscipline among the students as well as high level of school drop- out.

According to Adepoju and Fabiyi (2007), three demographic studies on the situation of Nigerian primary education sector prior, to the introduction of the UBE programme revealed that; 12% of pupils sit on the floor, 38% of classrooms lack ceiling, 87% of the

classrooms are overcrowded, 77% of the pupils lack textbooks while almost all the teachers sampled in these studies are lack motivation coupled with lack of community interest and participation in schools management. The United Nations in its 2011 Human Development Index reported that there are over 11 million Nigerian children of school age are out of school.

The situation is not different in Kaduna State where the News Agency of Nigeria (NAN, 15 March, 2013), reported that the Commissioner for Education lamented that the educational sector in Kaduna state is at a low ebb, the situation which he attributed to poor quality teachers, poor infrastructure and obsolete teaching methods, among other factors militating against educational development in Kaduna state. Similarly, the Chairman House Committee on education, Honorable Umar Yunusa Mohammed, whose committee was mandated to inspect some selected schools in 2011, observed that many teachers no longer write lesson notes, while others do not just know how to write. It was in response to these that Governor Ramalan Yero's administration organized an Educational Summit for all stakeholders in the state in February, 2013 tagged," Education For All is A Responsibility For All" The State House of Assembly had adopted a resolution to call on the State Governor to declare a state of emergency on the educational sector in order to save it from total collapse.

The 2011 School Census Report of Kaduna State Ministry of Education, has it that in Sabon Gari Local Government Area, 28.6% of the 339 classes in public primary schools need serious repairs, 60.1% of them lacked sufficient seating, 43.9% were without good blackboard, while 31% of public primary schools were without health facilities.

In the Junior Secondary Schools, it was reported that out of the 50 classrooms, 24% were in need of major repairs, 54% were without sufficient seating, and 26% are without a good blackboard while 7.7% of classes are held outside.

Similarly, in Kaduna South Local Government Area, it was reported that 11.5 % of the 635 classes in public primary schools are in need of major repairs, 43.1% lacked sufficient seating, and 30% lacked good blackboards. Also, classes were held outside in 5.9% of the schools while 31% of the schools lacked health facilities.

Similarly, in the Junior Secondary Schools, out of the 226 classes, 18.1% are in need of major repairs, 46% are without sufficient seating and 34.1% lack good blackboards. From the issues highlighted above, it is very clear that the problems facing the UBE programme have to do with enrolment (which include the issue of gender), infrastructures, teachers and funding.

This research is set to assess the extent to which the UBE programme has addressed these problems, fifteen years after its introduction.

1.2.1 Research Questions

Against this backdrop, the following research questions are raised:

1. To what extent has the UBE progamme improved the enrolment, retention and completion of students in public primary and Junior Secondary Schools in Kaduna South and Sabon Gari Local Government Areas of Kaduna state?
2. To what extent has the UBE Programme addressed the issue of poorc quantity and quality of teachers in public primary and junior secondary schools in Kaduna South and Sabon Gari Local Government Areas?

3. To what extent has the UBE programme affected the state of infrastructures in schools in Kaduna South and Sabon Gari Local Government Areas of Kaduna state?

4. To what extent has the UBE programme addressed the issue of poor academic performance and moral indiscipline among students in Primary and Junior Secondary Schools in Kaduna South and Sabon Gari Local Government Areas of Kaduna State?

1.3 Objectives of the Study

The main objective of this study is to assess the Universal Basic Education Programme in Kaduna South and Sabon Gari Local Government Areas of Kaduna State and to determine the how the UBE programme has:

1. Improved the enrolment, retention and completion of students in Primary and Junior Secondary Schools in Kaduna South and Sabon Gari Local Government Areas.
2. Addressed the issue of poor quantity and quality of teachers in Kaduna South and Sabon Gari Local Government Areas.

3. Tackled the poor state of infrastructure in schools in Kaduna South and Sabon Gari Local Government Areas.

4. Addressed the issues of poor academic performance and indiscipline among the student in public Primary and Junior Secondary Schools in Kaduna South and Sabon Gari Local Government Areas of Kaduna State.

1.4 Research Hypotheses

Four null hypotheses were posited in this research work in line with the Research questions and the. They are as follows;

1. $^{H}0$= The Universal Basic Education programme has not improved students' enrolment, retention and completion in public primary and Junior secondary schools in Kaduna South and Sabon Gari Local Government Areas of Kaduna State.

2. H_0 = The Universal Basic Education programme has not addressed the issue of poor quality and quantity of teachers in public primary and junior secondary schools in Kaduna South and Sabon Gari Local Government Areas of Kaduna State.

3. H_0 = The Universal Basic Education programme has not brought about improvement in the state of infrastructures in schools in public primary and junior secondary schools in Kaduna South and Sabon Gari Local Government Areas.

4. H_0 = The Universal Basic Education programme has not addressed the issue of poor academic performance and indiscipline in public primary and junior secondary schools in Kaduna South and Sabon Gari Local Government Areas.

1.5 Scope and Limitations of the Study

This study focuses on the formal aspect of the UBE programme comprising public primary and Junior Secondary schools in Kaduna south and Sabon Gari Local Government Areas of Kaduna State and this falls within Zaria and Sabon TashaZones of the Ministry of Education (for Junior Secondary Schools).

The study covers the period 2005- 2014(10 Years) due to the fact that the Universal Basic Education Act was signed into law in 2004 and it is expected that at this time the programme has become fully operational in most of the states of the federation.

1.6 Significance of the Study

This research work is unique because it focuses on both Primary and Junior Secondary aspects of the UBE programme. Most of the previous researchers on this subject only focus one aspect or the other. For instance, Edoh (2009), looked at the Technology aspect of the Programm in Junior Secondary Schools, Adepoju and Fabiyi (2007), focused on the challenges facing the progrmme, Aisha Umar (2011) focused on UBE as a concept rather than its achievement, while Uwaifo and Uddin (2009) examined the transition form 6-3-3-4

system of education to 9-3-4 which is the current structure of the UBE programme. Another factor that makes this study unique is the fact that, it is carried out within the framework of the input, process and output of the UBE; how the interrelationship among these variables have impacted on the scheme in Primary and Secondary Schools, in terms of quality of teachers, infrastructural facilities, enrolment and gender parity, as well as the learning outcomes by students.

The research work is significant in that its findings and recommendations will greatly benefit relevant stakeholders and agencies in the Ministry of Education, namely; The Universal Basic Education Commission (UBEC), the State Universal Basic Education Board (SUBEB), the Local Government Education Authorities (L.G.E.A.s) as well as scholars and other policy makers or administrators in the education sector.

1. To the agencies and policy makers, this study provides a platform for assessing the Universal Basic Education programme in terms of pupil's enrolment, quality and quantity of teachers, infrastructure and gender- parity and the extent to which it has addressed the problems of education in the country right from its inception in 1999. This can be done by comparing the present situation with the past.

2. Similarly, the outcome of this assessment will indicate whether government efforts and expenditures are justified, considering the fact that there are many projects competing for government resources.

3.In the same vein, the problems identified and the recommendations made will be a pointer to those areas that need improvement and suggest some measures that need to be taken and where government efforts need to be intensified.

4. Further more, this work provides a basis for further research work to be carried out and improved upon for the benefit of the society.

1.7 Definition of Key Terms

I. Universal Basic Education:A free and compulsory educational programme from primary to Junior Secondary level for every child of school-going age in Nigeria as well as adult and non formal education.

II. Quality:Refers to the standard of learning attained by the beneficiaries of the UBE Programme as demonstrated in their ability to read, write and exhibit other skills acquired though this programme as expected. Quality also refers to the ability of teachers to meet up with the required standard of the UBE programme in terms of their qualification and delivery to the pupils.

III. Infrastructure:The basic structures and services necessary for creating a conducive Environment that will facilitate teaching and learning by teachers and students respectively, such as classrooms, tables and chairs libraries, workshops and laboratories.etc.

IV. Enrolment:The number of students who register in public schools from primary to junior secondary levelin a session.

V. Gender Parity:The population or number of male pupils vis-a-vis that of female who enrolled in schools from primary

1.8 Plan of the Thesis

This thesis consists of five chapters. Section one, which is the **i**ntroduction**,** contains the background of the study being studied, statement of the problem, objective of the study, Hypotheses, the scope and limitations of the study, significance of the study, the plan of the thesis and definition of basic terms as used within the context of this study.

Chapter two is the literature review and theoretical framework in which the researcher reviewed the works of other authors on this subject, and the theoretical framework on which this study is based.

The third chapter contains the detail explanation on the methodology which explains the sources of data, methods of data collection and the statistical tools of analysis used in analyzing data, as well as the population and sample size used in this work.

The fourth section contains Data presentation and Analysis in which the researcher analysis the data collected in the field which is used to test the hypotheses in order to reach a conclusion on the findings of this thesis, while the fifth chapter contains the summary, conclusion, research findings and recommendations made by the researcher based on his findings. The work also has a reference of the materials consulted and their sources in the course of this work as well as appendices that contain the questionnaires administered and other additional information to this research work.

CHAPTER TWO

LITERATURE REVIEW AND THEORITICAL FRAMEWORK

2.1 The Concept of Basic Education

Basic Education as a concept has drawn a wide range of literature both nationally and internationally because of its importance and International antecedents. Different authors have written extensively on this subject with focus on different aspects of the program and several papers have also been presented on this subject. The term Basic Education has no universally acceptable definition or application. Their meanings, application scope of this concept vary from one country and another.

The Wikipedia free online encyclopedia defined Basic Education as a whole range of educational activities taking place in various settings (formal, informal and non-formal), that aim to meet basic learning needs. Base on the International Standard Classification of Education (ISCED), Basic Education comprises primary education (first stage) and lower secondary education (Second stage) which every child is expected to undergo.

According to Jomtien Declaration and framework for learning of Action on Education forAll, 1990, Basic Education is not necessarily the same as schooling, nor does it have to take place exclusively within the school setting. Every society should (according to its needs and circumstances), define its basic education package. The package should be content- specific and be made to adapt to changing political, cultural and socio- economic situations.

Jegede (2000), advocated for the formal and informal media to work together complementarily to ensure that all categories of Nigerians have access to basic education. To accomplish this, every child, youth and adult needs to participate in educational

opportunities designed to meet their basic learning needs. They need the knowledge, skills, values and attitudes required for being able to survive, live and in dignity to work in today's world. Every person needs the knowledge to make informed decisions, to improve the quality of their own life and to continue learning.

Obanya (2000), describes basic education as that level, type and form of learning needed to build firm roots for literacy and numeracy, to inculcate basic life skills and more importantly, to consolidate the skills of learning how to learn. According to him, the concept of basic education resulted from a global search for answers to the challenges of preparing people for meaningful living in a learning society.

Section 3, Subsection 16 of the National Policy on Education (2004), states that Basic education is compulsory, Universal and free and covers adult and non- formal education programmes at Primary, Junior Secondary levels and for out -of- school youths. It is the type of education, in quality and content, that is given in the first level of education. It is made up of 6 years of primary education (Lower basic) and 3 years of Junior Secondary School Education (Upper basic), that is formal education up to age 15.

Bowyer, cited in Wokocha and Enuebunwa (2001), is of the view that basic education goes beyond just the ability to read and write or numeracy. According to her, "Traditional Basic Education with its emphasis on the 3R's (Reading, Writing and Arithmetic) appeared to be sufficient for providing basic access to learning for living in the past. But in today's world, citizens want, need and deserve more from basic education". She argued that Scientific and Technological Literacy must be part of basic education.

African Ministers' of Education and those of Economic Planningin their 6th Conference held in 1991 with the theme, "Education Strategies for 1990'S in Africa; Promotion of Literacy Teaching and Basic Education for Development, resolved that Basic

Education, which might be aptly described as the launching pad preparing every African for accomplished citizenship should cover the following six features; Basic Health Science, Food and Nutrition, Basic Technological Science, Ecology and Environmental Science, Reading, Writing and Arithmetic, Elementary Civics (History, Geography, Institution and Values).

In Nigeria, the introduction of Universal Basis Education has brought about an adjustment in the curriculum with the introduction of Civic Education at both Primary and Junior secondary schools. Also, at the secondary level, Basic Science has replaced Integrated Science, while Introductory Technology has been replaced by Basic Technology. The use of the word "universal" to qualify basic education is an indication of Government's intention to extend basic education and make it accessible to all, both children and adult, regardless of tribe or religion, gender or race, Eddy and Akpan (2009)

The federal government of Nigeria launched the UBE programme in 1999 as an educational policy which must be pursued by all and sundry in the country in order to eradicate, illiteracy, ignorance and poverty, as well as stimulate and accelerate national development, political consciousness and national integration. This policy stipulates nine years of uninterrupted education, that is; six years of primary education (lower basic) and three years of junior secondary school (upper basic).

With this arrangement, the transition from Primary to Junior secondary is supposed to be automatic and primary school pupils are not to be issued Certificates until they have completed their Junior Secondary education. Also, the Junior Secondary schools are expected to have full autonomy with their Principals, who are not under the senior section.

The UBE programme is designed to provide appropriate opportunities, enabling environment and legal empowerment for every Nigerian to benefit as a right, and not as a

privilege or a favour. It also highlight the responsibility of parents and guardians to ensure regular and prompt attendance in school by all their children and wards who are of school going age; while defaulting parents, guardians or organizations are to be punished by the law.

While the above authors and literatures focused on the meaning and scope of the UBE programme, others paid attention to other issues that constitute a challenge to the success of the scheme. For instance, Edho (2009), examined the challenges affecting the implementation of the Universal Basic Education programme in Delta state which include: late payment of salaries to teachers, insufficient teachers' guide and teaching aids, inflation of pupils' enrolment figures, poor maintenance of school records, refusal of teachers to work in rural areas and long walking distance travelled by pupils in order to attend school. He concluded by expressing confidence that in spite of the challenges facing the programme, all hope is not lost and reiterated the importance of the programme to national development and the achievement of Education for All by the year 2015.

Suku (2014), examined the Kaduna State Universal Basic Education Law, 2005 as amended, and noted that the law concentrated too much power at the state level to the detriment of communities at the grassroots. He pointed out that this was a serious mistake, considering the fact that communities at the grassroots play crucial roles in education delivery all over the world. He expressed concern that this Top/Down elitist approach to public policy, which could be attributed to long years of military rule in Nigeria, could hamper the achievement of the objectives of the UBE programme.

Another issue raised by the author is the fact that the Fourth Schedule, sub-section 2 of the Constitution of Federal Republic of Nigeria provides, among others, that the functions of a local government council shall include participation of such council in the

Government of a State in the provision and maintenance of primary, adult and vocational education is an indication of the fact that local government is better placed to provide this important public service. However, he is of the view that the challenges of primary education are local in nature, which means the strategies employed to promote basic education in one region cannot and should not be the same with another. This, he said, is in line with the theory of public goods supply, that public goods should be supplied by the level of government that is best positioned to do so. He is of the opinion that if the character of our public policies are to reflect our federal principle and more importantly, the specific constitutional provisions in the UBE law of the state, then the basic education law should not just reflect the need to allow local governments to manage this level of education, the law should actually emanate from the local communities and reflect their peculiarities. This will bring the contentious issue of ownership of basic education, unlike what we presently have.

2.2 Evolution of Universal Basic Education in Nigeria

The concept of Universal Basic Education began in the Western Region of Nigeria in 1955 under the premiership of Chief Obafemi Awolowo who introduced the free Universal Primary Education. According toLabo- Popoola, et.al (2009), this brought about an educational revolution, not only in the West, but in Nigeria as a whole, recording a whopping 56% increase of primary pupils from 1954 to 1955.

The success recorded by the UPE programme in the Western Region led to its introduction in the Eastern Region in 1957 in the form of 8-year free education scheme using the fire-brigade approach that led to the staffing of schools with untrained teachers. Hence the programme did not succeed like it was in the case of the West. The Lagos Colony also floated its own scheme in 1957 with some level of success before the introduction of the

Nation-wide Universal Primary Education Scheme by the Federal Military Government headed by General Olusegun Obasanjo in 1976 which changed the universalization of primary education from being a regional project to a national one. The current Universal Basic Education programme, which incidentally was introduced by the same Chief Obasanjo, is an improvement on the UPE scheme of 1976.

2.3 Management and Funding Of Universal Basic Education

The Universal Basic Education programme is a policy reform measure of Federal Government of Nigeria is in line with the Provision Constitution of the Federal Republic of Nigeria which states in Section 18 that …

> *Government shall eradicate illiteracy, to this end, Government shall as and when practicable, provide a free and compulsory Universal prima ry education, free secondary education and free adult literacy programmes.*

The Constitution puts education on the concurrent list of powers, which implies that the responsibilities in education would be shared among the three tiers of government, i.e. Federal, State and local governments. Between 1983 and 1999, a military era, Decrees such as Decree No.16 of 1985, Decree 26 of 1988 and Decree 36 of 1990 were promulgated to regulate education in Nigeria. A major policy made by the federal government was put in place in 1977, following the National Curriculum Conference of 1973. The policy was tagged National Policy on Education 1977. The document, which has been revised thrice, in 1981, 1988 and 2004, has been the main guide n the Nation's educational sector (Labo-Popoola, et al, 2009).

However, with the introduction of the Universal Basic Education programme in 1999, an enabling environment was needed to enable the scheme achieve its objectives, mission and vision. An Act tagged UBE Act, 2004, was enacted on the 26th May, 2004. It

was titled the Act to provide for compulsory, free, universal Basic Education and other related matters. Following the enactment of that Act, the Universal Basic Education Commission (UBEC) was also established on 7th October, 2004 to coordinate the implementation of the Universal Basic Education programme at the states and local government levels through the State Universal Education Board (SUBEB) of each state and Local Government Education Authorities (LGEAs).

The UBE Act provides three sources of funding, which are: Federal Government Grant of 2% from the consolidated revenue, funds or contributions in the form of guaranteed credits and local or International donor grants. For State governments to benefit from the Federal Government's block grants, they are to contribute at least 50% of the total cost of the project. This is to ensure state's commitment towards the project. 70% of this Fund is reserved as matching grant for implementation at state level, out of which 5% is allocated to Early Childhood Care Development and Education, 60% for Primary Education, and 35% for Junior Secondary School.

The UBE Act also makes it compulsory for all parents and guardians to ensure that their children or wards attend and complete their primary and junior secondary education. Section 2 of the Acts stipulates fines for any breach of this law.

The Federal Government's role in the implementation of UBE is to ensure quality control and maintenance of uniform standards, and general coordination of the programme through the Universal Basic Education Commission (UBEC), while the state governments have constitutional responsibility to manage the UBE programme through the State Universal Education Commission Board (SUBEB) in all the states.

2.4 Kaduna State Universal Basic Education Law

Kaduna State Universal Basic Education Board was established by Kaduna State Law No 5 of 2005 which was enacted by the state's House of Assembly on 2nd June, 2005.Its establishment is in accordance with the requirement of Universal Basic Education Commission for States that would participate in the programme should enact a similar Act with the UBE Act.

Section 4(1) (a) states that:

"There is hereby established for the State a Universal Basic Education Board, which shall be a body Corporate with perpetual succession. It shall have a Common Seal and the power to sue and be sued in its corporate name".

The board which is under the supervision of Ministry of Education , is charged with the following functions:

(a) Management of Primary and Nomadic Schools in the State.

(b) Recruitment, appointment, promotion and discipline of teaching and non-teaching staff on salary grade level 07 and above;

(c) Posting and deployment of staff, including inter-state transfer;

(d) Disbursement of funds provided to it from Local Government, Federal, State and other sources;

(e) Setting up an effective functional supervisory unit

(f) Retirement and re-absorption of teaching and non-teaching staff;

(g) Undertaking new capital projects;

(h) Responsibility for the approval, training and retraining of teaching and non-teaching staff;

(i) Assessment and funding of salaries and allowances of teaching and non-teaching staff based on the scheme of service drawn up by the State;

Other functions assigned to the Board include carrying out mass mobilization and sensitization of the general public and entering into partnership with communities and all stakeholders on basic education, promoting relationship and coordination of assistance by donor agencies and development partners, among others.

The Law, in Section 6 (1) also made provision for the establishment of a Local Government Education Authority (L.G.E.A.) in each Local Government Area in the State and this shall be subject to the control of the State Universal Basic Education Board (SUBEB).

The function of the Local Government Education Authority, according to Section 7(2) is to among others, supervise the administration of Primary and Nomadic Education their area of jurisdiction and making recommendation where necessary, to the Board, appointment, posting, transfer promotion and discipline of staff from grade level 1-6 in their areas of jurisdiction. They shall also make recommendation on the same for staff on grade level 07 and above. The L.G.E.As are also to take necessary steps to ensure full enrolment and attendance in all primary Schools and Nomadic Education, supervise all Education Committees and encourage community participation in the running of Primary schools and Nomadic Education in their areas of jurisdiction.

The Law also provides for the establishment of District Education Committees in each district to be supervised by the respective Local Government Education Authority. The District Education Committee is to perform functions similar to that of L.G.E.As but at the lower level. All these aim at ensuring the achievement of the objectives of UBE programme at all levels.

The Kaduna State UBE Law also states that the Non-formal and Junior Secondary School component the Universal education programme shall continue to be managed by the Ministry and Agency for Mass Literacy respectively.

2.5 Universal Basic Education: A Transition from 6-3-3-4 to 9-3-4 System

According to Onovo (2006), the 6-3-3-4 educational system was introduced ino the Nigerian dcational system in 1982 but its history can be traced back to 1969 during the International Literacy Day celebrationwhen the Federal Commissioner for Education, Weniki Briggs inaugurated a conference which formulated ideas leading to the programme, This educational programme was conceived as an instrument of national unity and to inject functionality into the Nigerian school system. It was seen as a laudable programme capable of bringing educational revolution in Nigeria by placing premium on manual activities, Technical proficiency and respect for dignity of labour and economic efficiency. At the secondary level, this system placed emphasis on the acquisition of vocational skills: while it is professionally oriented at the Tertiary level so s to minimize unemployment and produce skilled manpower in Science and Technology. However, the system suffered from poor and shoddy implementation (Uwaifo and Uddin, 2009).

The 6-3-3-4 Educational system was fashioned to produce graduates who would be able to use their Hands, the Head and Heart (3Hs of education), but even that seems inadequate, hence its modification to the 9-3-4 system under the UBE Scheme which is aimed at ensuring the acquisition of the appropriate level of manipulative and life skills, as well as the ethical, moral and civic values needed for laying a solid foundation for lifelong education. This implies possessing specific saleable skills in addition to literacy and numeracy.

Under the 6-3-3-4 system, the recipient of education was required to spend six years in the primary school, three years in the Junior Secondary School, three years in the Senior Secondary School and four years in The University. With the introduction of the Universal Basic Education, the six years of primary education have been merged with the three years of junior secondary education to reflect the objective of the programme for 9 years of compulsory, uninterrupted basic education for every Nigerian child.

2.6 Universal Basic Education and Millennium Development Goals (MDGs)

In September, 2000, 189 world leaders met at the Millennium Summit and committed themselves and their countries to eight goals known as Millennium Development Goals (MDGs). The MDGs aimed at meeting the needs of the world's poorest people (UNDP,2005). The eight leading Development goals which are to be met in partnership with the world's institutions by the targeted date of 2015 are; to eradicate extreme hunger and poverty; achieve universal primary education; promote gender equality and empower women; reduce child mortality; improve maternal health; combat HIV/AIDS, malaria and other diseases; ensure environmental sustainability; and develop global partnership for development.

A close look at the Millennium Development goals shows that shows that the second and third goals, namely, achieving universal primary education and reducing gender inequality and women empowerment have a direct bearing on the Nation's UBE Programme. This is because the UBE programme aims at making education more accessible to all children of school going age, regardless o f gender; hence the issue of promoting girl- child education is an important aspect of the UBE progamme in Nigeria.

The Universal Basic Education programme was launched in 1999 by the Federal Government and passed into law in 2004 as one of the strategies for achieving the

education component of the Millennium Development Goals (MDGs) and also in fulfillment of its commitment to Education for All (EFA). The education component of the MDGs is very crucial because no nation can achieve sustainable development without substantial investment in Human Capital. Education enriches people's understanding of themselves and the world. It improves the quality of lives and leads to broad social benefits to the individual and the society. Education raises people's productivity and creativity, and promotes entrepreneurship and technological advancements. In addition, it plays a very crucial role in securing economic and social progress and improves income distribution, (Behrman,1990).

2.7 The Manpower Implication of the Universal Basic Education Programme

The success or otherwise of a programme is in its implementation. During the launching of the UBE in 1999 in Sokoto, both the president and the minister of education cited lack of adequate qualitative and motivated teachers as one of the reasons for the failure of the UPE programme.

Teachers are regarded as the most vital resources or manpower in the education industry, and for the objectives of the UBE Programme to be achieved; there is the need for adequate qualified, motivated and dedicated teachers. If education is the door that opens the modernization , then the teacher holds the key to that door**.**

Malison (1975) argued that "as is with the teacher so is the school". According to him, the teacher must be capable of imparting permanent literacy and numeracy skills. With about 17million in primary schools throughout the country, and a teacher- pupil ratio of 1:30 prescribed in the National Policy on Education, Nigeria would need about 600,000 teachers as against 42,000 observed by 1996.

Ejieh (2003) noted that although the Federal Government of Nigeria believes that no educational system can rise above the quality of its teachers, quality is rarely an issue in either in the recruitment of teacher candidates or in their training. Also**,** (Akinpelu; 1972;Fadipe, 1992), are of the view that in Nigeria, candidates for teacher education are the generally academically weak students or those who could not secure more prestigious jobs. This is mainly because of the low status of teaching as a profession in the country. Even most of the students who are seeking admission into Colleges of Education in order to obtain the required National Certificate in Education (NCE), being the minimum qualification for teachers prescribed in the National Policy on Education, are those who could not secure admission into Universities as a result of one deficiency or the other.

The policies which encourage the recruitment of teachers on quota system, tribalism and even contract should be looked into for better results. A large part of the 2% from the consolidated revenue has been earmarked for teacher's professionalism in the current UBE Programme, It remains to be seen if this will make any appreciable impact on the situation of teachers in the Nation's educational sector. The administrators in the education sector also have a crucial role to play in terms of supervision and of policy implementation and creating the enabling environment for the programme to succeed.

Adebimpe (2001) is of the opinion that for UBE to succeed, adequate provisions should be made to produce sufficient qualified teachers and make them relevant within the limit of their areas of specialization. Salaries need to be paid as at when due because it serves as a motivation towards productivity.

2.8 Universal Basic Education and Girl-Child Education

The issue of Girl- Child education is a global phenomenon that has attracted so much attention of stakeholders in education. One of the areas of focus of this research is the issue of gender parity in the enrolment of boys and girls. The Minister of Education submitted during the launching of the UBE programme, that the literate rate of women in Nigeria is 39 per cent. UNESCO (1995) observed that more than 100 million children worldwide had no access to primary education out of which 60 million were girls. Out of the 960 million illiterate adults in the world, according to UNESCO, 640 million or two-thirds were women who never had opportunity to go to school or dropped out of the school early. Some of the constraints of Girl- Child education according to Katsina state Coordinator of Girl-Child Education Programme include poverty, hawking, socio-economic status of parents and early marriage. Among the poor parents priority is given to educating male children, who are seen as more promising investment that yield positive returns.

In news published on Wednesday 4th June, 2014 by Daily Trust Newspaper, it was reported that the wife of Kaduna State Governor noted that, despite government efforts towards addressing the challenges of girl-child education, about 10.5 million school age children are out of school. She called on all and sundry to invest in the education of their children, especially the girl –child, to enable them become useful citizens. This was at the First Annual Dialogue Seminar organized by Dialogue Girls College, Ungwan Dosa, and Kaduna.

2.9 Theoretical Framework

This study is based on the Systems Approach, which is an interdisciplinary area of study based on the assumption that everything is a part of a larger interdependent whole associated with a number of writers. Chester Bernard, cited in Kreitner (2001), identified two types of system - A closed system which is self-sufficient and does not interact with the external environment and an open system which depends on the surrounding environment for survival.

Talcott Parsons (1960) defined a system as a collection of parts operating interdependently to achieve a common purpose. A system has three elements, namely:

a.Parts

b.The parts must be related to the whole

c. Each art contributes to the survival of the whole.

He also said that a system must solve these four basic problems:

1. Adaptation: The ability to accommodate all reality demands of the environment, couple with active transformation of the external situation.

2. Goal Achievement: The definition of objectives and mobilization of resources to attain them.

3. Integration: Establishing and organizing a set of relations among member units of the system that serves to coordinate and unify them into a single entity.

4 Latency: Maintenance over time of the system's motivational and cultural patterns.

According to Nwankwo (1984) and Zelvys (2004), a system as a series of interrelated and interdependent parts such that the interaction of any part affects the whole.

It is characterized by an input which enters from the outside, conversion process and an output which leaves the system for the outside environment. The quality of the input will determine the quality of the output. The educational system has similar characteristics with the other systems. It is characterized by:

i.Inputs: The input represent the entry behavior of students and the physical and material resources available for use, which include teachers, classes, furniture, teaching aids and other facilities required to enhance teaching and learning.

ii.Processes, the processes involve management strategies employed to transform the system, such as policies made, projects embarked upon to improve the system like construction and renovation of structures and provision of support materials to facilitate the attainment of goals of the programme.

iii. Output, which is the skills acquired and the quality of the graduates produced in the educational system. This includes educational and moral achievement, improvement in the quality and quantity of teachers, improvement in rate of enrolment with commensurate facilities to contain the increase.This is illustrated in the diagram below:

EDUCATIONAL SYSTEM

INPUT ⟶	PROCESS	⟶ OUTPUT
Students	Educational policies	
Teachers	Financial commitments	Learning and moral outcome
Instructional materials		exhibited by the students,
Infrastructures		Increased enrolment

,

CHAPTER THREE

3.0 RESEARCH DESIGN

3.1 Method of Data Collection

i. Sources of Primary Data

Both primary and secondary sources of data were used in this research. The methods used for primary source of data include: Observation, interviews and the use of questionnaires. The researcher visited the selected schools in Kaduna South and SabonGari Local Government Areas where he interviewed the Head Teachers and pupils of primary schools. He also had the opportunity of observing the teaching and learning processes in these schools as well as seeing some available facilities and the sitting arrangements of the pupils as a back up to the other sources of data collected. Interviews were also held with the policy makers at the Local Government secretariats and some stall of Kaduna State Universal Basic Education Board (SUBEB), notably those in the Planning and Statistics unit as well as parents who have children in public primary schools in areas under consideration in this study. The questions asked were centred on the four major areas of focus of this study, namely, enrolment of pupils, the teachers, infrastructures and Gender parity.

The secondary data used in this study were sourced from Published materials such as Textbooks, Newspapers, Educational Journals, Seminar papers and internet resources, which are duly acknowledged at the end of this paper.

ii. Sources of Secondary Data

The researcher also used secondary data Printed materials such as textbooks, academic journals and published materials, Newspapers, theses/dissertations and official documents relevant to this study as well as internet materials.

3.2 Population and Sample Size

The targeted population for this study includes pupils and teachers of public primary schools, students and teachers of public junior secondary schools and parents of these students in Kaduna South and Sabon Gari Local Government Areas, non teaching staff (Administrators) in the education department of the two Local Government Areas and those in Zaria and Sabon Tasha Zonal offices.

According to School Census Reports 2011/2012, Sabon Gari L.G.A. has a total of 62 public primary schools with a population of 46,904 and 1,395 teachers while Kaduna South has 36 public primary Schools 34,026 pupils and 2,319 teachers.

Sabon Gari L.G.A. has a total of 13 Junior Secondary schools with 11,325 students and 319 teachers while Kaduna South L.G.A. also has 13 Junior Secondary Schools with 11,225 students and 413 teachers. Also included in the population are the 616 administrative staff drawn from State Zonal offices and the Local Government Education Authorities (L.G.E.As.) in the two Local Government Areas, making a total of 62,569.

The Yamane (1974) Formula was used to determine the sample size as follows:

$$n = \frac{N}{1+Ne^2}$$

Where:

n = Sample size sought

N = population size

e =Level of significance = 5%

1 = Constant

$$n = \frac{62,569}{1+62,569\ (0.05)^2}$$

$$n = 400$$

3.3 Sampling Method

The sampling technique to be used is stratified Random sampling method. The random sampling method is used for the purpose of giving each person in the population an equal chance of being represented in the analysis. It is also stratified because each person to be chosen from the population is in one way or the other linked with the subject being studied, either as a teaching or non- teaching staff in the education department or a beneficiary of the UBE programme (students).

3.4 Method of Data Analysis

The statistical tools to be used for data presentation are tables and percentages while Chi-squire will be used to analyze the data and test the validity of null hypotheses for the purpose of accepting or rejecting them and making conclusions based on the findings of this study.

3.5 Questionnaires Design and Administration

Kaduna State ministry of Education has a total of twelve Zones and all secondary schools in the state fall under one Zone or the other. For the purpose of this research, only Zaria and Sabon Tasha Zones will be considered. Also, all primary schools are arranged according to different Educational Districts. Sabon Gari L.G.A has the following Districts: Ja'afaru. Basawa, Bomo, Dogarawa,Hanwa, Muchia, Sabon Gari and Samaru Districts while Kaduna South has Kakuri, Barnawa, Ungwan Mu'azu, Sabon Tasha and Nasarawa Districts.

Three sets of questionnaires were used in this research work. The first set were filled by students in junior secondary schools who are the direct beneficiaries of the programme, the second set were filled by teachers while the third set of questionnaires were filled by administrative staff in the Zonal Educational offices which are responsible for coordinating the activities of secondary schools in the state, and Local Government Education Authority offices, which are saddled with the management of primary schools. Both are major players in the implementation of the scheme of the UBE programme. It is interesting to know that most of these administrators had served as classroom teachers, Head Teachers or principals at one time or the other. Respondents were randomly selected to ensure a fair representation of the population. As can be noted, primary school pupils were not included in the administration of the questionnaires because of the technicalities involved, but they were part of the observation and interview process.

A total of sixteen Public Schools (16) were selected for this research, six Primary and ten Junior Secondary Schools. The schools selected for this research are as follows:

Kaduna South Local Government Area:

1. Model Primary school, Makera,
2. UBE Primary school, Kinkinau
3. Aliyu Makama Primary School, Barnawa
4. Government Junior Secondary School, Ungwan Mu'azu
5. Government Junior Secondary School, Nassarawa
6. Government Junior Secondary School, Kakuri
7. Junior Secondary school, Bakin Ruwa
8. Junior Secondary School, Sabon Tasha

Sabon Gari Local Government Area:

1.UBE Nomadic Primary School, Dakachi

2.UBE Primary School, Hanwa.

3. Model Primary School, Samaru

4. Junior Secondary School, Aminu Road

5. Junior Secondary School, Chikaji

6. Junior Secondary School, Dogon Bauchi

7. Junior Secondary School, G.R.A.

8. Junior Secondary School, Bomo

A total of 400 questionnaires were administered as follows:240 questionnaires were administered to students in each of the eight junior secondary schools, 120 questionnaires were randomly administered to teachers in each of the sixteen (16) schools, including Principals and Head Teachers while 40 questionnaires were administered to administrative staff of Local Government Education Authority (L.G.E.A.) and the Zonal offices. The breakdown of the questionnaires administered is as follows:

Students = 240

Teachers = 120

Non- Teaching Staff (Administrators) = 40

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction:

This section deals with presentation and analysis of primary data collected by the researcher with regards to assessment of the Universal Basic Education Programme in Kaduna South and Sabon Gari Local Government Areas of Kaduna State.

The population of this study is heterogeneous in nature; as a result, three sets of questionnaires were used to sample the opinions of the relevant stakeholders, namely; Teachers of public primary and junior secondary schools, Non Teaching staff who are policy makers in the State Ministry of Education, in the, Zonal Offices and those of Local Government Education Authority (L.G.E.A.) as well as parents of pupils and students in public schools.

4.1.1 Table One: Questionnaires Administered to Students and Teachers

Respondents	Administered		Returned		Dully filled		Total
L.G.As.	Kaduna South	Sabon Gari	Kaduna South	Sabon Gari	Kaduna South	Sabon Gari	
Students	120	120	112	116	97	104	201
Teachers	60	60	58	54	58	54	112
Administrators	20	20	18	19	18	19	37
Total	200	200	188	189	173	177	350

Researcher's survey, 2014

Table 4.1.1 bove shows that four hundred (400) questionnaires were administered, two hundred and forty (240) for students, one hundred and twenty (120) for teachers and forty (40) for administrators, which consist of principals of the selected junior secondary schools and head teachers of the selected primary schools and their assistants and selected staff of local government education authority (L.G.E.A.) and state universal basic education board (SUBEB). out of these, three hundred and seventy seven (377), one hundred and eighty eight (188) for Kaduna South and one hundred and eighty nine (189) for Sabon Gari were returned but only three hundred and fifty (350) were duly filled and available for analysis, one hundred and seventy three (173) from Kaduna South and one hundred and seventy seven (177) from Sabon Gari Local Government Area.

4.1.2 Table Two: Classification of Respondents According to Occupation

Respondents	Kaduna South	Sabon Gari	Total	Percentage Kaduna South	Percentage Sabon Gari	Total Percentage
Students	97	104	201	56	59	57
Teachers	58	54	112	33	31	32
Administrators	19	18	37	11	10	11
Total	174	176	350	100	100	100

Researcher's survey, 2014

Table 4.1.2 shows that of the three hundred and fifty (350) respondents, two hundred and one (201) representing fifty seven percent (57%) are students, one hundred and twelve (112) or thirty two percent (32%) are teachers while thirty seven (37) representing eleven percent (11%) are administrators.

4.1.3 Table Three: Classification of Respondents According to Gender

Respondent's Status	Kaduna South		Sabon Gari		Total		Combined Total	Total Percentage	
	Male	Female	Male	Female	Male	Female		Male	Female
Students	54	43	53	51	107	94	201	30	27
Teachers	20	38	23	31	43	69	112	12	20
Administrators	11	8	12	6	23	14	37	7	4
Total	85	89	88	88	173	177	350	49	51

Source: Researcher's Survey, 2014

Table 4.1.3 show s that one hundred and seventy three (173) respondents representing forty nine percent (49%) are male while one hundred and seventy seven (177) representing fifty one percent (51%) are female in Kaduna South and Sabon Gari Local Government Areas. The table also shows the breakdown of the respondents according to their occupations and Local Government Areas.

4.1.4 Table Four: Classification of Respondents According to Educational Status (Teachers and Administrators)

Educational Certificate	Kaduna South	Sabon Gari	Total	Percentage Kaduna South	Percentage Sabon Gari	Total Percentage
Postgraduate Certificate	14	10	24	18	14	16
Degree/HND	21	18	39	27	25	26
NCE	26	32	58	34	44	39
Diploma	16	12	28	21	17	19
Total	77	72	149	100	100	100

Source: Researcher's Survey, 2014

Table 4.1.4 also shows that twenty four (24) respondents from both Local Government Areas, representing sixteen percent (16%) are holders of Postgraduate certificates, thirty nine(39), representing twenty six percent (26%) hold Degree or Higher National Diploma (HND),fifty eight (58), representing thirty nine percent (39%) are holders of Nigerian Certificate in Education (NCE) while twenty eight (28) representing nineteen percent (19%) are holders of Diploma.

4.1.5 Table Five: Classification of Respondents According to Year of Service
(Teachers and Administrators)

Length of Service	Kaduna South	Sabon Gari	Total	Percentage Kaduna South	Percentage Sabon Gari	Total Percentage
0-9 Years	32	27	59	42	38	40
10-20 Years	16	14	30	21	19	20
21-30 Years	20	18	38	26	25	26
31 Years and Above	9	13	22	11	18	14
Total	77	72	149	100	100	100

Source: Researcher's Survey, 2014

Table 4.1.5 also shows that fifty nine (59) of the respondents, which represents forty percent (40%) are between zero and nine years in service, thirty (30) of them, representing twenty percent (20%) have worked for between ten to twenty years, thirty eight (38), which constitute twenty six percent (26%) have between twenty one to thirty years of working experiences

4.2.0 Test of Hypotheses

As stated in 1.4 (page 8), four null hypotheses were made in this research work. Also, chi-square is used to test each of these hypothesis as indicated in 3.4 (page 31).

Chi-square formula = $X^2 = \frac{O- E}{E}$

Where:

O = observed frequency

E= expected frequency

Observed frequency is the sum total of responses collected by the researcher

The Expected frequency = $\frac{R \times C}{G}$

Where:

R = Row total

C = Column total

G = Grand total

D = Degree of freedom (DF)

DF= (r-c) (c – 1)

Where:

R =row

C = column

-1 = minus one

V = variables

The decision rules in chi-square are:

1. Accept the null hypothesis (H_o) if the x^2 calculated value is less than the critical or Tabulated value.

2 Reject the null hypothesis (H_o) if the X^2 calculated value is greater than the Critical or Tabulated value

4.2.1 Test of Null Hypothesis one

The Null Hypothesis (H_o) to be tested is that "there is no significant relationship between Universal Basic Education and students' enrolment, retention and completion in public primary and junior secondary schools in Kaduna South and Sabon Gari Local Government Areas of Kaduna State."

4.2.2 Table Six: UBE has improved students' enrolment, retention and completion in public primary and junior secondary schools in Kaduna South and Sabon Gari Local Government Areas of Kaduna State

L.G.As.	Kaduna South			Sabon Gari			Total	Total %
Grading	Students	Teachers	Administrators	students	teachers	Administrators		
Yes	49	34	11	47	29	9	179	51
No	43	19	6	47	18	6	139	40
Undecided	5	5	2	10	7	3	32	9
Total	97	58	19	104	54	18	350	100

Researcher's survey, 2014

Table 4.2.2 shows that one hundred and seventy nine 179 respondents (50%) agreed that the Universal Basic Education programme has contribute to the in enrolment, retention and completion of students in public primary and junior secondary schools in Kaduna south and Sabon Gari Local Government Areas of Kaduna State, one hundred and thirty nine 139 (40%) of them disagreed while 32 (9%) could not decide on any of the options.

4.2.3 Table Seven: Universal Basic Education programme has brought about increase in enrolment of `female students.

L.G.As.	Kaduna south			Sabon Gari			Total	Total %
Grading	Students	Teachers	Administrators	Students	Teachers	Administrators		
Yes	49	25	12	64	32	9	191	54.57
No	37	18	3	34	10	5	107	30.57
Undecided	11	15	4	6	12	4	52	14.86
Total	97	58	19	104	54	18	350	100

Researcher's survey, 2014

Table 4.2.3 above shows that 191 one hundred and ninety one (191) respondents, representing fifty four point five seven percent (54.57%) agreed that the enrolment of female students have increased as a result of the introduction of the UBE programme, one hundred and seven (107), representing thirty point five seven (30.57%) disagreed while fifty two (52), representing fourteen point eight six percent (14.86%) were indifferent on this assertion.

4.2.4 Table Eight: the Universal Basic education has reduced the problem of school drop-out in Kaduna State.

L.G.As.	Kaduna South			SabonGari			Total	Total
Grading	Students	Teachers	Administrators	Students	Teachers	Administrators		%
Yes	48	29	8	58	18	10	171	49
No	46	25	9	43	32	5	160	46
Undecided	3	4	2	3	4	3	19	5
total	97	58	19	104	54	18	350	100

Researcher's survey, 2014

Table 4.2.4 shows that one hundred and seventy one (171) representing forty nine (49%) of the respondents agreed that the universal basic education programme has reduced the problem of students dropping out of school, one hundred and sixty (160) or forty six percent (46%) of them disagreed while nineteen (19) of the respondents, representing five percent (5%) made no comment on the issue.

4.2.5 Table Nine: Observed Frequencies

UBE/Students' Enrolment, Retention and Completion	Yes	No	Undecided	Total
Increased enrolment, retention and completion	179	139	32	350
Increased enrolment of female students	191	107	52	350
Reduced the problem of school drop-out	171	160	19	350
Total	541	406	103	1050

Expected frequency = row total x column total

Grand total

1. $\frac{350 \times 541}{1050} = 180$ (Yes)

2. $\frac{350 \times 406}{1050} = 135$ (No)

3. $\frac{350 \times 103}{1050} = 34$ (Undecided)

4.2.6 Table Ten: Expected frequencies

UBE/students' enrolment, retention and completion	Yes	No	Undecided	Total
Increased enrolment, retention and completion	180	135	34	350
Increased enrolment o f female students	180	135	34	350
Reduced the problem of school drop-out	180	135	34	350
Total	540	408	102	1050

4.2.7 Table Eleven: Computation of Chi-square value

OE	E	O –E	$(O - E)^2$	$\frac{(O - E)^2}{E}$
179	180	-1	1	0.01
139	135	5	25	0.19
32	34	-2	4	0.12
191	180	11	121	0.68
107	135	-28	784	5.81
52	34	18	324	9.53
171	180	-9	81	0.45
160	135	25	625	4.63
19	34	-15	225	6.62
				21.42

Calculated value = 21.42

In determining the degree of freedom using 0.05 or 5% level of significance:

DF = (r – 1) (c – 1)

= (3-1) (3-1)

= 2 x 2 = 4

The value of the cut- off point X^2 four (4) degree of freedom from Chi-square (X^2) table at 0.05 level of significance is 9.488

From the computation Table 4.13 above, the calculated value of 21.42 is greater than the Critical or Tabulated value of 9.488. To this end, the Null Hypothesis (H_O) is rejected This being interpreted means, the introduction of the Universal Basic Education has brought

about improvement in students' enrolment, retention and completion in public schools in Kaduna South and Sabon Gari Local Government Areas of Kaduna State.

4.3 Test of Null hypothesis two

The Null Hypothesis (H_O) states that the Universal Basic Education programme has not impacted on the quality and quantity of teachers in Public primary and junior secondary schools in Kaduna South and Sabon Gari Local Government Areas.

4.3.1 Table Twelve: Qualitative Teachers are available in sufficient number for public primary and junior secondary schools under the UBE scheme.

L.G.As.	Kaduna South			Sabon Gari			Total	Total
Grading	Students	Teachers	Administrators	Students	Teachers	Administrators		%
Yes	47	22	10	49	32	12	172	49
No	42	30	7	43	18	6	146	42
Undecided	8	6	2	12	4	0	32	9
Total	97	58	19	104	54	18	350	100

Researcher's survey, 2014

The responses in table 4.3.1 show that only one hundred and seventy two (172) or (49%) of respondents agreed that schools in Kaduna South and Sabon Gari are adequately supplied with qualitative teachers, one hundred and forty six of them (146) representing (42%) disagreed and thirty two (32) or (9%) could not decide on this issue.

4.3.2 Table Thirteen: There is a specific teacher for each subject being taught under the UBE programme in Kaduna South and Sabon Gari

L.G.As.	Kaduna South			Sabon Gari			Total	Total
Grading	Students	Teachers	Administrators	Students	Teachers	Administrators		%
Yes	39	28	9	47	23	6	152	43
No	48	23	7	44	27	11	160	46
Undecided	10	7	3	13	4	1	38	11
Total	97	58	19	104	54	18	350	100

Researcher's survey, 2014

Table 4.3.2 above table shows that only forty three percent (43%) or one hundred and fifty two out of the three hundred and fifty respondents agreed that there is a separate teacher for each subject in public primary and junior secondary schools in Kaduna South andSabon Gari Local Government areas, one hundred and sixty respondents (160) representing forty six percent (46%) disagreed while thirty eight (38), representing eleven percent (11%) could not decide on the assertion.

4.3.3Table Fourteen Teachers are adequately motivated to teach and are committed.

L.G.As.	Kaduna South			Sabon Gari			Total	Total
Grading	Students	Teachers	Administrators	Students	Teachers	Administrators		%
Yes	48	22	11	42	19	8	150	43
No	44	34	4	51	32	3	168	48
Undecided	5	2	4	11	3	7	32	9
Total	97	58	19	104	54	18	150	100

Researcher's survey, 2014

Table 4.3.3 shows that one hundred and fifty respondents, representing forty three (43%) agreed that teachers are motivated and committed to their work, one hundred and sixty eight (168), representing forty eight (48%) percent disagreed while thirty two (32), representing nine percent (9%) are undecided.

4.3.4 Table Fifteen: Observed Frequencies

Impact on quality and quantity of Teachers	Yes	No	Undecided	Total
There are enough qualified Teachers	172	146	32	350
There is a specific teacher for each subject	152	160	38	350
Teachers are motivated and committed	150	168	32	350
Total	474	474	102	1050

Expected frequency = $\frac{\text{Row Total X Column Total}}{\text{Grand Total}}$

1. = $\frac{350 \times 474}{1050}$ = 158 (Yes)

2. = $\frac{350 \times 474}{1050}$ = 158 (No)

3. = $\frac{350 \times 102}{1050}$ = 34(Undecided)

4.3.5 Table Sixteen: Expected Frequencies

Quality and quantity of Teachers	Yes	No	Undecided	Total
Teachers are enough qualified Teachers	158	158	34	350
There is a specific teacher for each subject	158	158	34	350
Teachers are motivated and committed	158	158	34	350
Total	474	474	102	1050

4.3.6: Table Seventeen: Computation of chi-squarevalue

O	E	O – E	$(O-E)^2$	$\frac{(O-E)^2}{E}$
172	158	14	196	1.24
146	158	-12	144	0.91
32	34	-2	4	0.12
152	158	-6	36	0.23
160	158	2	4	0.03
38	34	4	16	0.47
150	158	-8	64	0.41
168	158	10	100	0.63
32	34	-2	4	0.12
				4.16

The Calculated value is 4.16

To determine the degree of freedom at 0.05 or 5% level of significance:

DF = (r – 1) (c – 1)

= (3 -1) (3-1)

= 2 x 2 =4

The value of the cut- off point X^2 four (4) degree of freedom from Chi-square (X^2) table at 0.05 level is 9.488.

From the computation in Table 4.19 above, the calculated value is 4.16, which is less than the Critical or Tabulated value of 9.488. To this end, the Null Hypothesis (H_O) is accepted and this has proved that "The Universal Basic Education has not brought about improvement in the quality and quantity of teachers in Kaduna South and Sabon Gari Local Government Areas of Kaduna State". This means there is still shortage of qualitative teachers in public primary and junior secondary schools in the areas under study.

4.4 Test of Null Hypothesis 3

The Null Hypothesis (H_O) states that the Universal Basic Education programme has not brought about improvement on the state of infrastructure in public primary and junior secondary schools in Kaduna South and Sabon Gari Local Government Areas of Kaduna State.

4.4.1 Table Eighteen: There are enough classrooms for all the students in public primary and junior secondary schools in Kaduna South and Sabon Gari Local Government Areas.

L.G.As.	Kaduna South			Sabon Gari			Total	Total
Grading	Students	Teachers	Administrators	Students	Teachers	Administrators		%
Yes	45	38	6	52	15	8	164	47
No	38	20	11	47	35	9	160	46
Undecided	14	0	2	5	4	1	26	7
Total	97	58	19	104	54	18	350	100

Researcher's survey, 2014

Table 4.4.1 shows that one hundred and sixty four (164), representing forty seven percent (47%) agreed that there are enough classrooms for all the students, one hundred and sixty of them (160), representing forty six percent (46%) disagreed while twenty six (26) respondents, representing seven percent (7%) could not decide on this matter.

4.2.2 Table Nineteen: Classes have adequate chairs to contain all the students to sit on.

L.G.As.	Kaduna South			Sabon Gari			Total	Total
Grading	Students	Teachers	Administrators	Students	Teachers	Administrators		%
Yes	67	36	8	59	15	12	197	56
No	22	22	8	43	35	4	134	38
Undecided	8	0	3	2	4	2	19	6
Total	97	58	19	104	54	18	350	100

Researcher's survey, 2014

Table 4.2.2 above shows that one hundred and ninety seven (197) respondents, representing fifty six percent (56%) agreed with the assertion that public schools in Kaduna South and Sabon Gari Local Government Areas have sufficient chair for all the students, one hundred and thirty four (134) or thirty eight percent (38) disagreed while nineteen (19) of them, representing six percent (6%) could not decide on the issue.

4.4.3 Table Twenty: Schools have standard libraries with most of the relevant textbooks for students to use.

L.G.As	Kaduna South			Sabon Gari			Total	Total
Grading	Students	Teachers	Administrators	Students	Teachers	Administrators		%
Yes	43	17	11	56	22	10	159	45
No	49	35	8	46	25	6	169	48
Undecided	5	6	0	2	7	2	22	6
TOTAL	97	58	19	104	54	18	350	100

Researcher's survey, 2014

Table 4.4.3 above shows that one hundred and fifty nine (159) respondents, representing forty five percent (45%) agreed that public schools are equipped with libraries stocked with relevant textbooks for students to use, one hundred and sixty nine (169) or forty eight percent (48%) disagreed with that assertion while twenty two (22), representing six percent (6%) were undecided.

4.4.4 Table Twenty One: Public schools have workshops or laboratories for practical for learning any skill.

L.G.As.	Kaduna South			Sabon Gari			Total	Total
Grading	Students	Teachers	Administrators	Students	Teachers	Administrators		%
Yes	42	7	8	28	15	9	109	31
No	50	47	6	62	32	9	206	59
Undecided	5	4	5	14	7	0	35	10
Total	97	58	19	104	54	18	350	100

Researcher's survey, 2014

Table 4.4.4 shows that only one hundred and nine (109) respondents or thirty or percent (31%) agreed that public schools are equipped with laboratories or workshops for learning to acquire any life skill while a whooping two hundred and six (206) of them, representing fifty nine percent (59%) disagreed and thirty five (35) of them, representing ten percent (10%) were undecided.

4.4.5 Table Twenty Two: Observed Frequencies

UBE and infrastructures and instructional materials	Yes	No	Undecided	T otal
Sufficient classes for students	164	160	26	350
Classes have enough chairs for all students	197	134	19	350
Schools have libraries with relevant textbooks	159	169	22	350
Schools have laboratories or workshops	109	206	35	350
Total	629	669	102	1 400

Expected frequency = $\frac{\text{Row total x Column total}}{\text{Grand total}}$

1. $= \frac{350 \times 629}{1400} = 157.25$ (Yes)

2. $\frac{350 \times 669}{1400} = 167.25$ (No)

3. $\frac{350 \times 102}{1400} = 25.5$ (Undecided)

4.4.6 Table Twenty Three: Expected Frequencies

UBE and infrastructures and instructional materials	Yes	No	Undecided	Total
Sufficient classes for students	157.25	167.25	25.5	350
Classes have enough chairs for all students	157.25	167.25	25.5	350
Schools have libraries with relevant textbooks	157.25	167.25	25.5	350
Schools have laboratories or workshops	157.25	167.25	25.5	350
Total	629	669	102	350

4.4.6 Table Twenty Four: Computation of Chi-square value

O	E	O-E	$(O- E)^2$	$\frac{(O – E)^2}{E}$
164	157.25	6.75	45.56	0.29
160	167.25	-7.25	52.56	0.31
26	25.5	0.5	0.25	0.01
197	157.25	39.75	1580	10.05
134	167.25	-33.25	1106	6.61
19	25.5	-6.5	42.26	1.66
159	157.25	1.75	3.06	0.02
169	167.25	1.75	3.06	0.02
22	25.5	-3.5	12.25	0.48
109	157.25	-48.25	2328	14.80
206	167.25	38.75	1501	8.98
35	25.5	9.5	90.25	3.54
				46.77

The Calculated value is 46.77

To determine the degree of freedom:

DF = (r-1) (c-1)

= (4 -1) (3 -1)

= 3 x 2 = 6

The value of cut- off X^2 point six (6) from Chi-square table at 0.05 or 5% level of significance is 12.592

From the computation in Table 4.23 above, the calculated value is 46.77, which is greater than the Critical or Tabulated value of 12.592. To this end, the Null Hypothesis (H_O) is rejected and this has proved that "The Universal Basic Education has brought about improvement on the state of infrastructure in public primary and junior secondary schools in Kaduna South and Sabon Gari Local Government Areas of Kaduna State.

4.5 Test of Null Hypothesis 4

The Null Hypothesis (H_O) states that the Universal Basic Education programme has not impacted positively on the academic and moral behavior of students in public primary and junior secondary schools in Kaduna South and Sabon Gari Local Government Areas of Kaduna State

4.5.1 Table Twenty five: Universal Basic Education has improved students' academic performanceat primary and junior secondary school levels**.**

Responses	Kaduna South			Sabon Gari			Total	Total
Category	Students	Teachers	Administrators	Students	Teachers	Administrators		%
Yes	58	35	11	61	29	8	202	58
No	27	18	6	32	21	7	111	31
Undecided	12	5	2	11	4	3	37	11
Total	97	58	19	104	54	18	350	100

Researcher's survey, 2014

Table 4.5.1 shows hundred and two respondents (202), representing fifty eight percent (58%) agreed that there has been improvement in academic performance of students under the UBE scheme, one hundred and one (111),representing (31%) disagreed with this assertion while thirty seven (37) or eleven percent (11%) could not decide on this issue.

4.5.2 Table Twenty Six: There is increase in the desire to learn andcompetition amongstudents.

Responses	Kaduna South			Sabon Gari			Total	Total
Category	Students	Teachers	Administrators	Students	Teachers	Administrators		%
Yes	49	28	14	57	36	12	196	56
No	38	21	5	32	15	3	114	33
Undecided	10	9	0	15	3	3	40	11
Total	97	58	19	104	54	18	350	100

Researcher's survey, 2014

The above table 4.5.2 shows that one hundred and ninety six (196) respondents or fifty six percent (56%) agreed that the Universal Basic Education programme has increased the desire of many students to learn and brings healthy competition among them. One hundred and fourteen (114) of them, representing thirty three percent (33%) disagreed while forty of the (11%) were not decisive.

4.5.3 Table Twenty Seven: The Universal Basic Education programme has improvedthe moral behavior of students and made them more responsible.

Responses	Kaduna South			Sabon Gari			Total	Total
Category	Students	Teachers	Administrators	Students	Teachers	Administrators		%
Yes	62	38	10	59	24	12	205	58
No	26	14	3	28	27	2	100	29
Undecided	9	6	6	17	3	4	45	13
Total	97	58	19	104	54	18	350	100

Researcher's survey, 2014

Table 4.5.3 shows that two hundred and five (205) respondents, representing fifty eight percent (58%) agreed that the introduction of Universal Basic Education has brought improvement in the moral behavior of students, one hundred respondents (100), representing twenty nine percent (29%) disagreed while forty five (45) respondents. Representing thirteen percent (13%) neither disagreed nor disagreed with this assertion.

4.5.4 Table Twenty Eight: Observed Frequencies.

Impact on academic and moral behaviour of students	Yes	No	Undecided	Total
Improved academic performance of students	202	111	37	350
Enhanced learning and competition	196	114	40	350
Improved moral behaviour and responsibility	205	100	45	350
Total	603	325	122	1050

Expected frequency = $\frac{\text{Row total x Column total}}{\text{Grand total}}$

1. $= \frac{350 \times 603}{1050} = 201$ (Yes)

2. $\frac{350 \times 325}{1050} = 108.33$(No)

3. $\frac{350 \times 122}{1050} = 40.67$

4.5.5Table Twenty Nine: Expected Frequencies.

Impact on academic and moral behaviour of students	Yes	No	Undecided	Total
Improved academic performance of students	201	108.33	40.67	350
Enhanced learning and competition	201	108.33	40.67	350
Improved moral behaviour and responsibility	201	108.33	40.67	350
Total	603	325	122	1050

4.5.5 Table Thirty: Computation of Chi-square value

O	E	O – E	$(O - E)^2$	$\frac{(O - E)^2}{E}$
202	201	1	1	0.005
111	108.33	2.67	7.13	0.07
37	40.67	-3.67	13.47	0.33
196	201	-5	25	0.12
114	108.33	5.67	32.15	0.30
40	40.67	-0.67	0.45	0.01
205	201	4	16	0.08
100	108.33	-8.33	69.39	0.64
45	40.67	4.33	18.75	0.46
Total				**2.02**

The Calculated value is 2.02

To determine the degree of freedom:

DF = (r-1) (c-1)

= (3-1) (3-1)

= 2 x 2 = 4

The value of cut off point X^2 four (4) on the Chi-square table at 0.05 or 5% level of significance is 9.488. This is greater than the calculated value of 2.06 therefore we accept the Null Hypothesis (H_O) which states that "The Universal Basic Education has not improved the academic and moral behavior of students in public schools in Kaduna South and Sabon Gari Local Government Areas of Kaduna State",

4.6Interviews, Observations and Discussions

As mentioned in the methodology of this study in chapter three on page 33, the primary sources of dada used include interviews, observations and interaction with the relevant stakeholders for the purpose of gathering useful information related to this study. The results are as follows:

1. Enrolments, Retention and Completion:

The interviews conducted with the teachers, Head teachers, Head Teachers in primary schools as well as some Universal Basic Education Board, it was generally agree agreed that the Universal Basic Education has great improved the rate of enrolment of students in public schools compared with what obtained in the past. Seventy five percent (75%) of those interviewed attributed this increase to sensitization of parents and guardians on the need to send their children and wards to school by the School-Based Management Committee (SBMC) and religious leaders.

The researcher also observed a great improvement in the population of female students compared to that of the male students. In some schools it was noted that the number of female enrolled was more than that of the male. (See Appendix).

Some of the Head Teachers interviewed confirmed that the rate of completion from primary to junior secondary school has risen to more the eighty five percent (85%). It was also noted that the incidents early marriage of girls has reduced considerably in recent times.

2. Quality and Quantity of Teachers:

This is a major area of concern to both the Teachers and the Administrators, most of whom lamented the poor quality of teachers being produced nowadays. Many of these administrators were of the opinion that the Grade two teachers of old were better than most of the holders of National Certificate of Education (NCE) being produced by colleges of education in the country. Some of the concerns shown border on the issue of retirement of teachers. Many of the highly experienced ones are approaching the age of retirement without capable and efficient replacements.

Interactions with some of the teachers revealed that majority of them lack motivation to do the work as a result of poor condition of service and delay in payment of salaries. Consequently, there is a high labour turn- over among the teachers, especially the male who often lave the teaching job in search for greener pastures. The researchers observed that majority of the teachers in public schools are female and many of them are not qualified. The ratio of teacher to student is also not encouraging (See Appendix).

In the aspect of training for teachers, Head Teachers and Administrators revealed that there is no organized training programme for teachers under the Universal Basic Education scheme, though seminars are organized from time to time and there is now

provision by Kaduna State government for teachers in public schools to go for in-service in order to improve themselves. Even the Training programme that is being organized under the Education Sector Support Programme in Nigeria (ESSPIN) by the government of United Kingdom (UK) is limited to primary three of some selected public schools in Kaduna state.

3. The state of Infrastructures in public schools:

As part of the observation process, the researcher visited many schools and observed that several classrooms are in need of major repairs in both primary and junior secondary schools. Some blocks of classrooms have been abandoned because rain has removed their roofs. This is partly responsible for congestion of students in classes as well as lack of sufficient chairs to sit. There are places where classes are held under the trees for lack of classes, while is some schools students still sit on the floor (See Appendix).

Contrary to what many students and teachers indicated in their questionnaires, observation by the researcher revealed that most junior secondary schools do not have standard libraries. In some schools, classrooms were converted to libraries and these classes are too small with no space for students to read. In other schools, textbooks have been parked in a room but no place to read them.

About seventy percent (70%) of the parents and guardians who were interviewed affirmed that they do not have to buy textbooks because the school provides for their children and wards in junior secondary schools. The situation is however different in primary schools where it was revealed that pupils are often asked to contribute between one hundred Naira (₦100) to two hundred Naira (₦200) for the purchase of teaching aids. In some primary schools pupils are asked to use any available materials as teaching aids. This was confirmed by some Head Teachers of primary schools. Materials such as tins papers

were used to construct shapes land objects like stars, rectangles, cars, airplanes, etc. In a way, this is helping the students to become resourceful and creative.

One of the cardinal objectives of the Universal Basic Education programme is to help the students to acquire life skills beyond literacy and numeracy. These, by implication means, students are suppose learn one form of business skill or trade or the other. This in turn, can only be possible when schools have laboratories or workshops for this purpose. But this is not the case with public junior secondary school in Kaduna South and Sabon Gari Local Government Areas. Most of them lack these facilities for practical teaching of Basic science and technology. Even the teaching of computer science by few schools that are offering the subject is merely theoretical.

4. Academic and Moral Behaviour of Students:

The greatest goal of every educational system is to promote academic and moral excellence in the lives of the learners. Consequently, the provision of men (Teachers) and materials (Textbooks, classrooms, teaching aids, etc) is aimed at enhancing the achievement of this overall goal.

Most parents and teachers interviewed are having great concerns concerning the moral behavior of their children. Even in terms of academic performance, only few parents and guardians can attest to the fact that there is a marked improvement in the academic performance of their children and wards. On paper, there is said to be improvement in the rate at which students pass their junior secondary school examination, but we are all aware of high level of examination malpractices that aided by teachers and even parents in most schools today.

Disciplinary issues are still prevalent in public schools today, as there is high level of misconduct, immorality, fighting and examination malpractices among the students of public schools.

During a visit to one of the junior secondary schools, the researcher met a situation where a student was fighting a teacher and this caused a lot of confusion and fear for the fact that the student could invite members of his group to the school for vengeance. Many of such scenarios are still commonly seen in our public schools today.

4.7 Research Findings

1. There has been increase in the enrolment of students into public schools in Kaduna South and Sabon Gari Local Government Areas under the Universal Basic Education scheme, but there are no adequate infrastructural facilities to contain this increase.

2. The gender disparity between male and female has greatly reduced as a result of increase enrolment of female students into public schools. But more still need to be done.

3. Many public primary and junior secondary schools in Kaduna South and Sabon Gari Local Government Areas are still having shortage of qualified teachers which has made the process of teaching and learning difficult.

4.6.Another finding of this research work is that there in no comprehensive training programme for teachers in public schools in Kaduna South and Sabon Gari Local Government Areas and this is greatly hampering their efficiency.

5. Teachers of public primary and junior secondary schools in Kaduna South and Sabon Gari Local Government areas have low morale and lack the motivation to teach as result of poor condition of service and lack of incentives.

6. Lack of sufficient classrooms and seats have resulted in congestion of students in most public schools in Kaduna South and Sabon Gari Local Government Areas and this has made the classes unconducive for effective learning.

7. Most public schools in Kaduna South and Sabon Gari local Government Areas are in dire need libraries,workshops and laboratories to facilitate effective learning, practical teaching and acquisition of life skills that will benefit the students and the society.

8. The academic performance of students in public primary and junior secondary schools in Kaduna South and Sabon Gari Local Government Areas has not improved and this can be attributed to poor quality of teachers and poor learning environment.

9. There is need for authorities in the ministry of education to pay grater attention to issues of discipline and teachings on morals in order to improve the moral behavior of students.

10. Teacher and parents have a great to play in inculcating moral values in students through good examples and correction in love.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The subject matter ofthis research work is very important and sensitive, considering the importance of education in the development, especially in a developing country like ours with an educational system that was created by the colonial masters and has been widely criticized by the citizens as being lop-sided in nature and is bedeviled by avalanche of problems as has been discussed in this work.

Successive governments have made several attempts to revamp the system by introducing various educational policies and programmes with different degrees of success; hence any discussion on the state of education in Nigeria will surely elicit so much enthusiasm by an average Nigerian, especially as it affects public schools, which have been the subject of criticisms from both professionals and laymen.

5.1 Summary

In summary, chapter one of this research work contains the background to the study, where the researcher explained the evolution of Basic Education in Nigeria and the efforts made to make education more accessible and affordable by successive governments in the country, and the challenges encountered, which necessitated this study (statement of the problem). Also in this section some questions were raised by the researcher on this subject and these provide direction for investigation in the course of this work, the objectives of the study, research hypotheses, scope and limitations of the study, why the study needed to proceed in spite of its limitations (significance of the study), the plan of the study as well as the definition of basic concepts were all discussed in this section.

Chapter two consists of literature review, where the researcher touched on the works of other authors and their views on the subject matter, pointing out their areas of emphasis and theoretical framework and how this research work is actually building on what has already been done, by way of focusing on other aspects of Universal Basic Education as a topic. This chapter, the Theoretical Framework in which this study is contextualized was also discussed. System theory was used to depict the various components that make up an educational system and how these variables relate with one another to make the whole system function effectively and achieve its set objectives. This relationship was explained in terms of the input, process and output of an educational system.

Chapter three deals with the methodology used in this study, the sources of data, the target population, methods of data collection, the sampling technique used and the statistical tools used for analyzing the data collected for the purpose of drawing conclusions based on the findings of the study so that that recommendations can also be made on how to tackle the problems identified through the study.

Chapter four of this work contains the presentation and analysis of data where the researcher presented the detail of the field work carried out in facts and figures and how this culminates into the information generated by this study which provide answers to research questions raised and where the null hypotheses tested were either accepted or rejected based on the principles or rules guiding research work of this nature.

Chapter five gives the summary and conclusion of the work with suggestions or recommendations based on the findings of the investigation carried out, on areas of the Universal Basic Education in Kaduna South and Sabon Gari Local Government Areas where necessary actions are required by relevant authorities and stakeholders in order to improve the programme in keeping with the vision of providing qualitative free basic education for all

children of school going age from primary to Junior Secondary schools and also reach out to adults who have dropped out of school or who have not had the opportunity of acquiring western education due to one reason or the other.

5.2 Conclusion

The Universal Basic Education programme is laudable programme that provided Nigeria a very good opportunity to combat the decay of her educational system on one hand, and also make qualitative education more accessible and affordable to all Nigerians. However, fifteen years after its introduction and with the expectation of providing education for all by the year 2015, it is glaring that the story has not really changed.

The findings of this research have revealed that the same old problems of lack of adequate qualified teachers and high level of indiscipline among the students are still posing a great challenge to education in public schools in Kaduna North and Sabon Gari Local Government Areas of Kaduna State. No wonder the same research showed that there is no improvement in academic performance of students in the state. This calls for concerted efforts on the parts of Government (sponsors), implementers (educators) as well as the beneficiaries of the programme (students and parents) to work together towards ensuring the success of this programme.

Government should take drastic measures to ensure that only qualified teachers are employed while those who have already been employed should be retrained and motivated to give their best. Teachers should show more commitment and make efforts to develop themselves. Parents and guardians should send their children and wards to school while students take advantage of the opportunity to learn. The issue of discipline and moral training should also be taken more seriously by both parents and teachers.

5.3 Recommendations

Based on the findings of this study, the following recommendations are made:

1. Infrastructural facilities should be adequately provided in public primary and junior secondary schools in Kaduna South and Sabon Gari Local Government Areas, in order to contain the increase in students' enrolment. This will make the learning process more interesting and rewarding.

2. More efforts should be made towards sustaining the enrolments of girls into primary and junior secondary schools and these girls should be encouraged to go beyond junior secondary schools in their studies.

3. Education authorities in Kaduna South and Sabon Gari Local Government Areas should provide more qualified teachers in public primary and junior secondary schools for

4. There is a need for government to design a comprehensive and regular training programme for teachers in the state. This will greatly improve their efficiency.

5. Government should improved condition of service of teachers with incentives and also ensure that their salaries are paid as and when due. This will boost their morale and give them the necessary motivation to perform very well.

6. More classrooms and chairs should be provided to public schools in Kaduna South and Sabon Gari Local Government Areas to create a more conducive environment for effective learning. Classes that are in bad condition should also be renovated and utilized.

7. Libraries, workshops and laboratories should be built in schools that do not have them to enhance reading and the teaching science and technical subjects and equip the students with necessary skills that will help them in life.

8.The problem of poor academic performance of students should be looked into. When the right quality and quantity of teachers are provided and the right facilities are provided, this will greatly improve.

9. Discipline and correction of students should be taken more seriously with more teaching on morals. Teachers should pay closer attention to the spiritual and moral well- being of their students. Defaulters should be duly punished to serve as deterrent to others.

10. Teachers and parent should make it a point of duty to inculcate moral values on their children and lead by example worthy of emulation.

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