# ASSESSMENT OF THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION (UBE) PROGRAMME IN KADUNA METROPOLIS, KADUNA STATE, NIGERIA

**BY**

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## DECLARATION

I hereby declare that the dissertation titled, Assessment of the Implementation of Universal Basic Education (UBE) Programme in Kaduna Metropolis, Kaduna State, Nigeria was carried out by me in the Department of Educational Foundations and Curriculum (Educational Administration and Planning Section) under the Supervision of Dr. A.M. Jumare and Prof. B.A. Maina. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

**Misbahudeen Muhammad RAJI** **Signature** **Date**

## CERTIFICATION

This dissertation, Assessment of the Implementation of Universal Basic Education (UBE) Programme in Kaduna Metropolis, Kaduna State, Nigeria by Misbahudeen Muhammad RAJI meets the regulations governing the award of the degree of Masters in Educational Administration and Planning of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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## DEDICATION

This work is dedicated to Allah (SWT), the Most Beneficent, the Most Merciful, for His numerous gifts upon me and unto Him are all glorifications.

Also dedicated to my late father Alhaji Muhammad Raji, my mother Hajiya Rodiyah Muhammad Raji, my wife Hajiya Lateefat Amin and all my children.

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## ABSTRACT

*This study assessed the Implementation of Universal Basic Education (UBE) Programme in Kaduna Metropolis, Kaduna State Nigeria. The study was conducted with five objectives among which are to assess the improvement in the citizenry a strong consciousness for education and commitment to its promotion; ascertain the stability on the unfettered nine 9-year of formal basic education; examine the provision of Free, Compulsory, Universal Basic Education for every Nigerian child of school-going-age; evaluate whether or not the incidence of drop-out from formal school has drastically reduced between 2010-2015 through improved relevance, quality and efficiency and determine the compliance of the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning in Kaduna Metropolis, Kaduna State, Nigeria. In line with the stated objectives fives research questions and five null hypotheses were formulated. Various related literature were reviewed and acknowledge on the study. The study adopted the use of descriptive survey research design. The population of the study consists of 452 Teachers, 72 Head-teachers 28 Parent Teachers Association (PTA) Officials and 13 Supervisors. Therefore, Stratified Random Sampling Technique was used as it entails dividing the heterogeneous population into stratum and selecting sample from each stratum. The sample is 565 out of the entire population of 4,648. Data collected through the use of a researcher made questionnaire and designed on five point Likert rating scale which is in tandem to the study. Pearson Product Moment Correlation Co-efficient (r) was used to test and ascertained the reliability of the instrument, the valued obtained was at 0.78. One Way Analysis of Variance (ANOVA) statistical tool was used to analyse the five formulated null hypotheses. The findings of the research revealed that most parents are unaware of Universal Basic Education (UBE) Programme and its benefits and are not committed to its vigorous promotion as a result of weak awareness creation medium; adherence to the nine 9-year formal basic education is stable as there was no interruption in the proceedings of the 9-year schooling; no free education provided, assorted levies of different sorts are charged/paid and still going in UBE schools; incidences of drop-out still looms high between 2010-2015 and withdrawal of children or wards has continued unabated, children were found hawking during school hour with no evidence of prosecution and most children still cannot speak fluent basic English, identification of write-ups, values of digit number using thousands, hundred, tens and units is still very difficult in Kaduna Metropolis, Kaduna State, Nigeria. It was therefore recommended that massive educational awareness strategies should be engaged to create awareness on the need and benefits of at least basic education for every individual; The Nigerian Police should be alerted and empowered to enforce the UBE law over defaulters in enrolling their wards in school. Prosecution and arrest of parents who refused to enroll their wards into school or withdraw their wards from school system be enforced. Government, companies, philanthropists, organizations and other relevant stakeholders should be encouraged to contribute to the development of UBE through the provision of funds to enable total free education in UBE schools. Curriculum of the UBE should harness and enriched to fit with the UBE teaching requirements. Proper supervision should be put into effect on the teaching/learning procedure to check-mate the poor educational standard of the UBE programme and qualified teachers should be employed to improve learning standard.*

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## LIST OF ABBREVIATIONS

| | | |
|---|---|---|
| **CBO** | - | Community Based Organization |
| **ECCDE** | - | Early Child Care Development Education |
| **EFA** | - | Education For All |
| **FRN** | - | Federal Republic of Nigeria |
| **HGSFHP** | - | Home Grown School Feeding and Health Programme |
| **KDSG** | - | Kaduna State Government |
| **LGEA** | - | Local Government Education Authority |
| **MDG** | - | Millennium Development Goal |
| **NCE** | - | Nigeria Certificate in Education |
| **NCCE** | - | National Commission for Colleges of Education |
| **NEEDS** | - | National Economic Empowerment and Development Strategies |
| **NTI** | - | National Teachers' Institute |
| **N.P.E** | - | National Policy on Education |
| **NGO** | - | Non Governmental Organisation |
| **P.T.A** | - | Parent Teachers' Association |
| **SMoE** | - | State Ministry of Education |
| **SMoH** | - | State Ministry of Health |
| **SMoST** | - | State Ministry of Science Technology |
| **SUBEB** | - | State Universal Basic Education Board |
| **TRC** | - | Teachers Registration Council |
| **UBE** | - | Universal Basic Education |
| **UBEC** | - | Universal Basic Education Commission |
| **UBEP** | - | Universal Basic Education Programme |
| **UBEPAQ** | - | Universal Basic Education Programme Assessment Questionnaire |
| **UNICEF** | - | United Nations Children Education Fund |
| **UPE** | - | Universal Primary Education |
| **WCEFA** | - | World Conference on Education For ALL |

## OPERATIONAL DEFINITION OF TERMS

**Assessment:** Is a process of documenting, usually in measurable terms skills, attitudes, and believes.

**Implementation:** means putting into action of policies, goals, objectives and tasks or process in which goals and objectives are used to provide the direction for action.

**Universal:** refers to something generally acceptable and meant for all facets of the society.

**Basic Education**: means early childhood care education and nine 9-years of formal schooling

**Unfettered nine 9-year formal education:** means uninterrupted educational system from primary to junior secondary level.

**Child of school-going age**: means a person of primary or junior secondary school age who is between the age of 6 and 15 years whether disabled or not.

**Incidence of Drop-out:** means out of school children or children who were not enrolled into school.

**Universal Basic Education Programme (UBEP)**: As an education aimed at providing equal educational opportunities to all children within the ages of 6-15 at the duration of 9-year compulsory education.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Study

Education has been recognized all over the world as a very important instrument for improving the quality of life of mankind. Its role in individual and national development is fundamental. Hence, the United Nations General Assembly in its "Universal Declaration of Human Rights" in 1948 emphasized the right of everyone to education, United Nations Children Education Funds (UNICEF Hand Book, 2007). Nigeria equally recognized this fact and made several efforts in the past towards providing quality education in Nigeria. These include, The Free Universal Primary Education (UPE) in the Western Region in 1955, The Universal Primary Education (UPE) in the Eastern Region started in 1957, The Universal Primary Education (UPE) programme in the then Federal Capital Territory of Lagos started 1957 and The Universal Primary Education (UPE) programme nationwide started in 1976 (Amuche and Kukwi, 2013).

Unfortunately, none of these attempts were able to make the desired impact as a result of factors bordering on improper planning and implementation. Of particular reference was the nationwide Universal Primary Education (UPE) programme introduced by the then military administration of Obasanjo on 9$^{th}$ September, 1976. This programme which took off with enthusiasm and high expectations of meeting the felt socio-economic needs of the country crashed midway. Its failure was attributed to a number of factors such as financial problems, insufficient competent teachers, our crowded classrooms, narrow curriculum content and high rate of drop-out (Fafunwa, 1986) as cited by

(Omotayo, Ihebereme and Maduewesi, 2008). Jaiyeoba (2007) on his own part attributed failure to enrolment explosion, shortage of teachers, inadequate infrastructural facilities, inadequate funding among others.

It could be recalled that in years after the collapse of the UPE scheme, education experienced some measure of neglect. This brought about decay in the education sector especially at the basic education level, to the extent that the rate of illiteracy was unacceptably high, teachers were poorly trained and motivated, the condition of infrastructure was appalling, school drop-out was increasing at an alarming rate, while funding of basic education in particular confirmed to be poor (Tahir, 2003).

It was therefore a sign of relief to many Nigerians when in a bid to address the afore-mentioned scenario; the democratic government of Obasanjo launched the Universal Basic Education (UBE) programme on 30$^{th}$ September, 1999. The programme which is within the context of the 6-3-3-4 structure, Basic Education comprises nine 9-year continuous, free and compulsory educations of which six 6-years is for primary education and three 3-year for Junior school education. Basically, it is aimed at eradicating illiteracy, ignorance and poverty also to provide education to all, as well as stimulating and accelerating national development, political consciousness and national integration.

Hence, Ijaiya (2003) affirmed that every nation dreams of literate citizenry because it makes the people easier to carry along. Such society is likely to be pro active, and good for national development. They are likely to be more politically conscious, economically productive, more alive to civic responsibility and sensitive to their rights which are basic for development.

The objectives of the UBE according to the Implementation Guidelines are:-

- Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion; the provision of free Universal Basic Education for every Nigerian child of school-going age; 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 provision and promotion of basic education; ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying solid foundation for life-long learning.
- The Implementation Guidelines further stated thus:

  In seeking to achieve the objectives of the UBE proggramme, vigorous efforts will be made to counter the factors which are known to have hindered the achievement of the goals of the UPE. It is therefore, envisaged that more appropriate approaches will have to be developed for improving the state of the following: public enlightenment and social mobilization, for full community involvement; data collection and analysis; planning, supervision/monitoring and evaluation; teachers' recruitment and motivation; infrastructural facilities/equipment, enriched curricular, improved funding; and management of the entire process (UBEC, Standard Action Plan, 2014).

As laudable as the objectives of the Universal Basic Education (UBE) programme are and despite the fact that well thought out strategies had been put in place towards achieving these objectives, the desired impact is yet to be made.

## 1.2 Statement of the Problem

The implementation of the laudable provisions and objectives of the Universal Basic Education (UBE) Programme seems not to be yielding positive result. It is quite unfortunate that after several years of existence of the Universal Basic Education (UBE) programme, young children are still roaming about on the streets, most of these children of school-going-age have been seen during school hours in various motor parks, road sides and markets, hawking various goods for their parents and relatives while some are begging (Ajaegbo, 2009). Could this be a reflection of low or non awareness and enlightenment towards the promotion of UBE? Hence, the development of consciousness to Education and its vigorous promotion in the country appears to be a mirage.

The free and compulsory promise of tuition and other fees attached to the programme also seems to be only a paper work. Most parents are pulling their children out from UBE schools without heed; they have come to believe that it is not practically free as a result of the various fees collected from their children in UBE schools. Thus, making the number of out-of-school children to remain deeply high. The population of UBE (Road Map to Nigerian Education sector, 2009). school drop-out cases appear to remain intractable (about 9.3% in primary schools), transition from primary to secondary school remains at about 61% and about 16% to post

There is also great low level of achievement in literacy, numeracy and life skills of pupils, children can't speak fluent English in the society, and they neither read nor

write effectively simple sentences or passages, (Obioma, 2014). All which have constrained the smooth implementation of the Universal Basic Education Programme. It is against this background that this research is out to assess the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria.

## 1.3 Objectives of the Study

The specific objectives of the study are to:

1. Assess the improvement in the citizenry a strong consciousness for education and commitment to its promotion in Kaduna Metropolis, Kaduna State, Nigeria.
2. Ascertain the stability on the unfettered nine 9-year of formal basic education in Kaduna Metropolis, Kaduna State, Nigeria.
3. Examine the provision of free, compulsory, universal basic education such as instructional materials, infrastructure, and qualified teachers for every Nigerian child of school-going-age in Kaduna Metropolis, Kaduna State, Nigeria.
4. Evaluate whether or not the incidences of drop-out from the formal school system, has been drastically reduced between, 2010-2015 in Kaduna Metropolis, Kaduna State, Nigeria.
5. Determine the compliance of the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning in Kaduna Metropolis, Kaduna State, Nigeria.

## 1.4 Research Questions

The study answered the following Questions:

1. What is the perception of stakeholders on the commitment of citizenry towards education in the course of the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria?
2. To what extent is the nine 9-year unfettered formal basic education is strictly adhered-to in accordance with the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria?
3. What is the assessment of stakeholders towards the adequate provision of free, compulsory, universal basic education in the course of the implementation of the UBE programme in Kaduna Metropolis, Kaduna State, Nigeria?
4. To what level is the incidence of drop-out from the formal school system is been reduced, following the implementation of the UBE progamme in Kaduna Metropolis, Kaduna State, Nigeria?
5. In what way is the assessment of stakeholders on the implementation of UBE programme in compliance to the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills in Kaduna Metropolis, Kaduna State, Nigeria achieved?

## 1.5 Hypotheses

The following null hypotheses were postulated as:

1. There is no significant difference in the opinions of teachers, head-teachers, Parent Teachers Association (PTA) officials and supervisors on the commitment of citizenry towards education in the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria.

2. There is no significant difference in the opinions of teachers, head-teachers, Parent Teachers Association (PTA) officials and supervisors on the extent of adherence to the nine 9-year unfettered formal basic educations in the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria.
3. There is no significant difference in the opinions of teachers, head-teachers, Parent Teachers Association (PTA) officials and supervisors on the adequacy of the provision of free, compulsory, universal basic education in the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria.
4. There is no significant difference in the opinions of teachers, head-teachers, Parent Teachers Association (PTA) officials and supervisors on the incidence of drop-out from the formal school system following the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria.
5. There is no significant difference in the opinions of teachers, head-teachers, Parent Teachers Association (PTA) officials and supervisors on the compliance to the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills following the implementation of UBE progrmme in Kaduna Metropolis, Kaduna State, Nigeria.

## 1.6 Basic Assumptions

The study is based on the assumption that:

1. Strong consciousness for education and commitment will promote unity, good citizenry and development among people of Kaduna Metropolis, Kaduna State in particular and Nigeria at large.

2. Adequate provision of harnessed curriculum, infrastructural facilities and equipment will accommodate children for the period of nine 9-year of formal basic education in Kaduna Metropolis, Kaduna State, Nigeria.
3. Adequate funds provision to run free, compulsory, universal basic education for every Nigerian child of school going age will reduce crimes in Kaduna Metropolis, Kaduna State, Nigeria.
4. Eradicating collection of tuition and other fees will drastically reduce the incidence of drop-out from the formal school system, through reduction of child trafficking and labouring. Hence, the improvement in relevance, quality and efficiency in Kaduna Metropolis, Kaduna State, Nigeria.
5. More professional and qualified teachers will influence the compliance of the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values in Kaduna Metropolis, Kaduna State, Nigeria.

## 1.7 Significance of the Study

This Study would provide information of the UBE Programme at the Primary School level. This information would be useful to policy makers and educational managers as it would provide the basis upon which decisions can be taken to address the inadequacies in key areas like implementation, inadequate funding, poor planning, weak medium of enlightenment, ineffective of UBE Act (2004), unprofessional/unqualified teachers, dilapidated infrastructural facilities, problem of supervision and monitoring etc.

The recommendations from the findings of this study would create an environment conducive to learning, both in terms of human and materials resources

provision. Hence, the study will highlight the challenges bedeviling the implementation of UBE Programme. In this respect, students would benefit as there is bound to be improved quality education delivery. Primary education, which comprises the lower and middle basic levels of the UBE programme is the foundation of the nation's educational system. This implies that the success of the other levels of education depends on it. Hence, studies to address the challenges facing the primary level of education are by extension, studies to improve to the entire educational system. Ultimately, therefore, the findings and recommendations of this study, if implemented, would assist specifically in developing a credible and sustainable UBE programme and generally, educational system in Kaduna Metropolis.

The beneficiaries of this study are the government, universal basic education planners/officials, administrators, curriculum specialists; head teachers, teachers association and organizations interested in the UBE and also provide vital information on how best to implement the programme in Kaduna Metropolis, Kaduna State in particular and in Nigeria in general.

## 1.8 Scope of the Study

This study which assessed the implementation of the UBE programme in Kaduna metropolis was limited to only public primary schools in the metropolis. The study focused attention on UBE with a view to identifying constraints to the implementation if any and so proffering solutions to make the proagmme better in terms of implementation in Kaduna Metropolis, Kaduna State.

Therefore, the study was limited to teachers, head teachers, PTA officials and supervisors in Public Primary schools in Kaduna Metropolis, Kaduna State, Nigeria.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

The chapter reviewed literature materials related to the variables identified. Thus, the chapter reviewed areas such as concept and general overview of UBE; concept of enlightenment/awareness towards commitment to education; concept of free, compulsory universal basic education; concept of drop-out of school; concept of acquisition of appropriate levels of literacy, numeracy, manipulative, communicative; Universal Basic Education (UBE) Act and review of empirical studies.

## 2.2 Conceptual Framework

The conceptual framework of this research is aimed at showing the basis on which the research is built. This focused on assessment of the implementation of the Universal Basic Education (UBE) Programme in Kaduna Metropolis, Kaduna State, Nigeria. Efforts were made by the researcher to review and summarize some published materials of various works related to the study.

The concepts include, concept of assessment, concept of implementation, concept of Universal Basic Education (UBE) programme, concept and overview of UBE, UBE Programme as implementation for educational development, concept of UBE Act 2004, concept of UBE as a reform programme, concept of school feeding programme, Universal Basic Education Commission (UBEC), concept of funding of UBE, concept of enlightenment/awareness on UBE, concept of drop-out of school, concept on acquisition of literacy, numeracy and skills, overview of Education in Kaduna State, Overview of UBE in Kaduna State, among others.

### 2.2.1 Concept of Assessment

According to Cambridge Advanced Learner's Dictionary & Thesaurus: Assessment is the act of judging or deciding the amount, value, quality, or importance of something, or the judgment or decision that is made. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what is known, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning (Huba and Freed, 2000).

Assessment is also said to be the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development Erwin (1991).

### 2.2.2 Concept of Implementation

According to Donald and Carl (2000), "Implementation is the carrying out of a basic policy decision usually made in a statue (although also possible through important executive orders or court decision). Ideally, that decision identifies the problem(s) to be addressed, stipulates the objective(s) to be pursued, and in a variety ways, "structures" the implementation process".

### 2.2.3 Concept of Universal Basic Education (UBE)

The Federal Government of Nigeria's implementation blue print of universal basic education (2000), defines Universal Basic Education as the foundation of sustainable lifelong learning. It provides reading, writing, and numeracy skills variety of formal and

non-formal educational activities and programme designed to enable learners acquire functional literacy.

Quoting (Obasanjo, 1999) "the Universal Basic Education programme is almost the same as the old UPE schemes free and universal like before but in addition now, it will be compulsory". He further explained that: "new programmes would extend to all children from age six to fifteen years and embrace both primary and secondary school education".

In the work of Alude (2006), universal means the whole people without exception. Basic means that on which anything rests. It is the root or bottom or the foundation from which education get its supports, it will be interpreted to mean act of bringing up or training of a child through instruction and in the process bring about the strengthening of his powers and body and mind to be able to understand his culture.

Universal Basic Education is a programme aimed at addressing problem of access, quality and equity in primary and junior secondary schools. It is a 9-year educational programme of six years duration for the primary segment and three years of junior secondary. These two levels of basic education are universal, free and compulsory for all Nigerian children aged 6 to 15. The Universal Basic Education progamme also stimulate learning from the early years of 3 to 15 which is called early child care development and education (ECCDE), (Universal Basic Education Training Manual, 2000).

## 2.3 Concept and Overview of UBE

The Universal Basic Education (UBE) programme kick started with very lofty concepts in the year 1999 as declared in Sokoto by the then President of the Federal

Republic of Nigeria, Chief Olusegun Obasanjo, is yet to see light from the tunnel. It is inconceivable that after several years of the launching of the programme coupled with the "federal government" commitment to its success, millions of children still lack access to basic education. The former Minister of Education, Prof. Ruqayyah Rufa'i, attested to this fact when she was quoted as saying that 10 million Nigeria children lack access to basic education (The Tide News Online, 9th July, 2010).

According to the Education for All (EFA) Regional Overview Report, that highlights the situation in sub-saharan countries, Nigeria with an Education for All Development Index (EDI) of less than 0.8 was among 16 countries in Sub-saharan Africa very far from achieving EFA goals by 2015, being the time frame. This was due to widespread illiteracy and lack of access to education in the country, (The Nation, Thursday, October 16, 2008) in Ejere (2011). Also in the Global Competiveness Report for the period 2009-2010, Nigeria's primary education level was ranked 132nd out of 133 countries that were surveyed (Daily Sun, Monday 12th October, 2009) as cited by Ejere (2011). Furthermore, in a retreat on "The Challenges Facing Basic Education Sub-sector and Chart the Way Forward" organized by the Federal Ministry of Education/Universal Basic Education Commission (UBEC) which held at the Yankari Games Reserve, Yankari Bauchi State from Thursday, 26th to Friday, 27th June, 2008, the former Minister of State II for Education confirmed the numerous challenges facing the subsector. The Minister, Hajiya Aishatu Jibrin Dukku, who chaired the retreat mentioned that some of the challenges included insufficient and inequitable access, low learning achievement of students, lack of accountability and transparency in the use of funds allocated to education, acute shortage of qualified teachers, infrastructural decay and shortage, poorly

motivated, ill-equipped and unskilled teaching force and insufficient instructional materials (UBEC, 2008). Also, Ibekwe (2013) reported that Nigeria's primary education level was ranked 146$^{th}$ out of 148 countries that were recently surveyed in the Global Competitiveness Index (GCI) 2013-2014 by the world Economic Forum.

Further to the above, the Federal Ministry of Education succinctly described the position of schools in Nigeria in a paper it presented at a 3-day Donor Agencies Co-ordination meeting describing the education sector as one of the most obvious areas of decay in Nigeria social services.

Adebayo (2010) noted that: "… schools at all levels are inadequate and as such are overcrowded with a teacher-pupil ratio of 1:76 in some urban areas. Education structures have deteriorated, a situation that became pronounced in the last 10 years, while schools have been criticized for their curriculum relevance and mismanagement resulting in high dropout and low completion rates"

The incumbent Governor of Kaduna State Mal. Nasir Ahmad El-Rufai' during his governorship campaign in January 2015 affirmed to the poor state of education in Kaduna State and therefore, promised to properly implement the UBE scheme if voted for. Hence, he commenced fulfilling his promise during his town hall meeting as quoted:

> Kaduna State Governor, Malam Nasir El-Rufai yesterday said it had concluded all arrangements to commence the free education, feeding and uniform for pupils of government primary and junior secondary schools in the state by September this year (2015).
>
> This was as he said no parents should pay a dime as school fees from September in public schools across the state.

> Speaking while addressing people of the state at the second town hall meeting held in Zaria at the Zone 1 area of the state, El-Rufai said the parents should report any headmaster who confronts or charges them for any fee.
>
> (Daily Trust Newspaper, 3rd August, 2015).

With the forgoing instance among several others not reported in this study, there is no gainsaying the fact that the basic education is in a very poor state that calls for urgent drastic measures. The poor performance of many public policies and programmes on Nigeria, in terms of the achievement of their specified objectives arise primarily from implementation failure. Could poor implementation of the Universal Basic Education programme or inadequate provision of the implementing factors be responsible for the above state of affairs? There is therefore, the need to assess the implementation of the Universal Basic Education (UBE) Programme with a view to proffering suggestions where necessary, for improved implementation.

### 2.3.1 Concept of Assessment of the UBE Programme

Assessment according to Sinclair (1992) is "the consideration and judgment of a programme." Gearhart and Gearhart (1990) define assessment as "a process of involving the systematic collection and the interpretation of wider variety of information and placement decision." In other words, they see assessment as a process for evaluating the strength and weakness of a programme with the aim of providing a base for efficiency. Assessment is the process of measuring the level of performance of an individual or group in a particular area or field of endeavour. It is a tool for measuring the level of success of programmes in the school system. Assessment can involve both active and

passive forms of observing a programme. A programme like UBE can be assessed to ascertain the attainment of its strength and weaknesses (Ejebo, 2001).

Assessment needs to be a regular monitoring activity which will not only enhance programme effectiveness but the achievement of programme objectives. Both assessment and evaluation are often used interchangeably. However, evaluation is broad and involves assessment and other strategies while assessment is based on an internal standard of the result of measurement, all in an attempt to ascertain the level and value or worth of progress made or changes observed. Technically, assessment is a sub-set of evaluation and both are integral parts of education (Grondlund, 1976).

The realization of the importance of assessment is predicated on the belief that several samples of an individual will give a better aggregate of that individual than only one sample or a few samples would give (Denga, 1987). Assessment is thus the process of collecting, synthesizing, and interpreting information to aid in decision making (Okoro, 2000).

### 2.3.2 Concept of UBE Programme as Educational and National Development

Theoretical evidences abound world-wide that investment in education turns to influence development of individuals, communities and nations. National planning commission (2004) supports this view by saying, poor people are more likely to live in rural areas and be less educated. One source of poverty is the lack of basic education; this means poverty and illiteracy have a strong link and complement each other towards enhancing under development or retarding development.

According to Jebe and Akaakumbul (2000) when the defunct USSR wanted to have breakthrough in science and technology especially in weaponry, after 1917

revolution, they tailored their education towards that direction and invested heavily in it, and in no distance time, USSR became a world power and was able to make her first and indeed ever first visit to the moon in 1957. When U.S.A was challenge by this fit, they also re- appraised their educational system and focused it in science and technology; they also got the result in no distant time and even surpassed USSR in air-space exploration and technology.

Also Eastern Asian countries came out of their economic despair in the 1950s by investing heavily in education in subsequent decades. (Word bank, 1993), Ogbuagu (2009) also says that primary education is the largest single contributor to the predicated economic growth rates of high performing Asian economies. This was the findings of a 112 nation's survey on the effect of primary school enrollment and the share of investment in GDP on the rate of real per capital income growth. It was also noted in the survey that the difference between the high performing economies of Eastern Asian countries and that of sub-saharan nations was in variations in primary school enrollment rates.

The study carried out by Psacharopolous (1984) on Pakistan and the Republic of Korea that had similar income levels in the sixties, shows that by 1985 Korea's economy was almost three times higher than Pakistan's. This was also attributed to higher inputs in primary school enrollment rates in Korea.

Okomoh (2004) also analyzed data from 58 countries of the world but came out with the findings that education contributes significantly to growth of real GDP. He also found out that increase in schooling has the same proportional effect on earnings at all levels of experiences.

This implies that delay in sending children to school affects economic earnings of the children and the nation negatively thus pulling back the hand of development both of the individual and the nation. In the case of Nigeria too, the more the citizens are denied access to basic education, the more they are kept away from development.

Considering these issues discussed above, it can be said that education is a necessity for life and that any nation that invests in it does so to the advantage of both the citizens and the entire nation as it will enhance their growth and development. Thus, it is the assertion of Yusuf (1990) in Agbi, (2001) that "Education is not just a learning process but a basic instrument for the development of the human personality, for the effective integration of society, for economic development of the nation and for the spiritual upliftment of mankind" Naswem (2000), also supports the views above by saying: "It is known that basic education is indispensable for the development and success of modern society; first democratic institutions cannot exist and function appropriately without enlightened citizenry. Education makes people easier to rule. Education is the key to more rapid and more meaningful economic growth". This implies that, for democratic nations like Nigeria, good governance and economic development can grow better if the citizens have at least basic Education.

Education is also regarded as necessary and a pre-requisite for national development, that it is central to socio-economic and technological advancement and it is a worthwhile self sustaining and self generating process of positive transformation of modern society. It is not just about literacy and numeracy but involves value formation and value orientation. (Ibrahim, 2008; Obunadike, 2009).

Therefore, the decision by Nigeria to lunch UBE programme and make education compulsory and accessible to all her nationals is a step towards national development and as such every hindrance to effective implementation of the programme should not be permitted because any attempt to deny the citizens basic education will be an attempt to deny them the necessity for life (Uturu, 2007).

## 2.4 Universal Basic Education (UBE) Act 2004

The compulsory, free universal basic education act, 2004 provides for all children of primary and junior secondary school age in the federal republic of Nigeria. It also stipulates penalties for parents who fail to comply with its provisions.

The UBE Act Covers The Following:

1. Early child care development and education (ECCDE) for 3 years.
2. Six years of primary education
3. Three years of junior secondary school.

Compulsory, free UBE act 2004: Have the following key issues:-

1. That the federal government's intervention shall provide assistance to the states and local governments in Nigeria for the purposes of uniform and qualitative basic education throughout Nigeria.
2. That every Government in Nigeria shall provide free, compulsory and universal basic education for every child of primary and junior secondary school age.
3. That every parent shall ensure that his/her child or ward attends and completes:

a. Primary school education; and

b. Junior secondary school education.

4. That the stakeholders in education in a Local Government Area, shall ensure that every parent or person who has the care and custody of a child performs the duty imposed on his/her under the Universal Basic Education Act, 2004.
5. That every parent shall ensure that his/her child receives full-time education suitable to his/her age, ability and aptitude by regular attendance at school.
6. That a parent who does not enroll or withdraws his/her child/ward from school contravenes section 2(2) of the UBE Act, and therefore commits an offence and be liable:

a. On first conviction, to be reprimanded;
b. On second conviction, to a fine of N2,000.00 or imprisonment for a term of one month or to both; and
c. On subsequent conviction, to a fine of N5,000.00 or imprisonment for a term of two months or to both.

7. That transitions from primary to Junior Secondary School (JSS) should be automatic as basic education terminates at the Junior Secondary School level thus entrance examination may no longer be necessary. Emphasis will be placed on effective continuous assessment, while final examination and certification will now be done at the end of the nine-year basic education programme.
8. That the Secondary School system should be restructured so as to ensure that the JSS component is disarticulated from the SSS as stipulated in the National Policy on Education (NPE, 4th edition).

9. That the services provided in public primary and junior secondary school shall be free of charge. These are tuition, books, instructional materials, furniture and mid-day meal.
10. That a person who receive, source: UBEC, Standard Action Plan, 2004 or obtains any fee contrary to the provision of the Act commits an offence and is liable on conviction to a fine not exceeding N10,000.00 or imprisonment for a term of three months or both.
11. That the Magistrate Court or any other State Court of competent jurisdiction shall have jurisdiction to hear and determine cases arising from non-compliance of the provision of section 2 of this Act and to impose the punishment specified.(Source: UBEC, Standard Action Plan, 2004).

**Table 1: UBEC Standard Action Plan's Act in detail:**

| FUNDAMENTAL FEATURES OF THE UBE ACT, 2004 | WHAT THE ACTIVITY ENTAILS | WHEN TO EMBARK ON ACTIVITY | HOW TO CONDUCT THE ACTIVITY | TARGET GROUP INVOLVED AND HOW |
|---|---|---|---|---|

Source: UBEC, Standard Action Plan, 2004

Table 1 above shows The UBEC Standard Action Plan's Act 2004, it reflects the fundamental features of the UBE Act, what the activity entails therein, which consist of, when to embark on activity, how to conduct the activity and the target group involved. Thus, the comprehensive table of this Act will be found attached as Appendix B.

### 2.4.1 Concept of Legal Justification for the UBE Act

The 1999 constitution of the Federal Republic of Nigeria, Section 18(1) and (3) calls for the provision of Free and Compulsory Basic Education amongst other educational objectives. The section provides as follows:

1. Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels:
2. Government shall strive to eradicate illiteracy; and to this end, government shall as and when practicable provide:-
   a. Free, compulsory and universal primary education;
   b. Free secondary education
   c. Free university education; and
   d. Free adult literacy programme".

a. Item 60(e) of part 1 of the Second schedule to the Constitution (under the Exclusive Legislative List) confers powers on the National Assembly to make laws with respect to setting minimum standards of education at all levels. This means that even though the States and Local governments have the unfettered right to legislate on matters relating to primary and post primary education, they do not have the power to make laws relating to the setting of minimum standards of education at that or any minimum standards for basic education.
b. However, it should be noted that even though the constitution has imposed a duty on all the three tiers of government to strive to eradicate illiteracy and to provide free and compulsory basic education, this educational objective is non-justifiable. In other words, the provision of that section cannot be challenged or enforced in any court of law by any person or authority.

### 2.4.2 Concept of UBE as a Reform Programme

The UBE programme was introduced by the Federal Republic of Nigeria to remove distortions and enhance consistency in the delivery of education in the country

and to reinforce the implementation of the provision of the National Policy on Education (NPE), (UBEC, 2008). It was also intended to provide greater access to and ensure quality of basic education throughout Nigeria. In accordance with the National Policy on Education and the relevant laws, UBE is aimed at:

1. Guaranteeing an uninterrupted access to 9-year of basic formal education provided free, and compulsorily for every Nigerian child of school going age.
2. Reducing drastically the rate of drop-out and improving relevance, quality, and efficiency in Basic Education in Nigeria.
3. Ensure acquisition of literacy, numeracy, life skills and values for life-long education and useful living.

As a reform programme, UBE has the following features according to UBEC (2008):

a. Free formal basic education.
b. Compulsory uninterrupted 9-year of primary school and three years of junior secondary school education.
c. Provision of mid-day meals to students to enhance learner's retention, and completion of the basic education cycle.
d. Emphasize on curriculum diversification and relevance to cater for adequate and effective individual and community needs and aspirations.
e. Disarticulation of junior secondary school from senior secondary school.
f. Alignment/integration of primary school and junior secondary school.
g. Individualized teaching methods.
h. Introduction of rudiments of computer literacy.

i. Appropriate continuous teacher professional development.

j. Community ownership of schools including participation in decision-making process in schools.

## 2.5 The Universal Basic Education Commission (UBEC)

The UBE Act, 2004 provides or setting-up of the UBE Commission to coordinate the implementation of the Basic Education Programme in the Country. According to UBEC (2005), the UBE commission's mandates are as follows:

(a) Formulate policy guidelines for the successful operation of the universal basic education programme in the federation;

(b) Receive block grant from Federal Government and allocate same to the states and local governments and other relevant agencies implementing the Universal Basic Education in accordance with an approved formula as may be laid down by the Board of the Commission and approved by the Federal Executive Council;

(c) Prescribe the minimum standards for basic education throughout Nigeria in line with the National Policy on Education and the directive of the National Council on education and ensure the effective monitoring of set standards;

(d) Enquire into and advice the Federal Government on the funding and orderly development of basic education in Nigeria:

(e) Collate and prepare after consultation with the States and Local Governments, and other relevant stakeholders, periodic master plans for a balanced and coordinated development of basic education in Nigeria including areas of possible intervention in the provision of adequate basic education faculties.

(f) Carry out in concert with the States and Local Governments at regular intervals, a personnel audit of teaching and non-teaching staff of all basic education institutions in Nigeria;

(g) Monitor Federal Government inputs into the implementation of basic education;

(h) Present periodic progress reports on the implementation of the Universal Basic Education programme to the President through the Honorable Minister of Education;

(i) Co-ordinate the implementation of the Universal Basic Education related activities in collaboration with non-governmental and multi-lateral agencies;

(j) Liaise with donor agencies and other development partners in matters relating to basic education delivery;

(k) Develop and disseminate curricula and instructional materials for basic education in Nigeria;

(l) Establish a basic education data bank and conduct research on basic education in Nigeria;

(m) Support national capacity building for teachers and managers of basic education in Nigeria;

(n) Carry out mass mobilization and sensitization of the general public and enter into partnerships with communities and all stakeholders in basic education with the aim of achieving the overall objectives of the Compulsory Free Universal Basic Education in Nigeria.

### 2.5.1 Concept of Funding of UBE

The UBE programme raises funds to finance her projects through:-

Not less than 2% of the Consolidated Revenue Fund (CRF) of the Federal Government; funds/contributions in form of Federal Government Guaranteed Credit or loans.

**Local/International donor grants**

According to UBEC (2005), the formula for the disbursement of the 2% of the consolidated revenue fund (CRF) approved by federal executive council as required by section 9 (b) of UBE act 2004 is as follow:

1. Matching grant to states on equality basis - 70%
2. Grants to States identified as weak to support special programmes designed to rectify imbalance in basic education development, to last up to the year 2014 - 14%
3. Grants to states that have been adjudge as performing well in accordance with set criteria as incentive - 5%
4. Special grant to states and other providers to assist in the Education of the physically and mentally challenged - 2%
5. Special grant to States for school Feeding programme to increase enrolment, retention and nutritional level of Children as well as their cognitive development - 5%
6. UBE Commission implementation fund - 2%
7. UBE monitoring fund - 2%

## 2.6 Concept of Enlightenment/Awareness towards Developing Citizens Consciousness and Commitment to the Promotion of Education

According to the Universal Basic Education Commission Act (2004), the objectives of the programme among others include: "Developing in the entire citizenry a

strong consciousness for education and a strong commitment to its vigorous promotion" thus, is one of the key objective of UBE.

Yusuf (2000) stated that Basic Education programme published by the Federal Ministry of Education Abuja, in February. 2000, reflects that due attention would be given to public awareness, enlightenment and social mobilization. The document also states that teachers will always be an integral part of the process of conceptualization, planning and executing.

### 2.6.1 Awareness, Enlightenment and Community Involvement towards Developing Consciousness to Education

Public enlightenment and social mobilization for full commitment to education is necessary for UBE programme implementation. Various social, economic and geographic disparities in the country have made it necessary to mount a campaign of public enlightenment/awareness about the value of education. But in order to achieve any kind of success in the campaign, the intrinsic worth of education and its extrinsic benefits have to be clearly demonstrated. Something may have clearly gone wrong when large segments of a society begin to turn their backs on education because it has failed to deliver the expected goods in terms of social change and immediate access to paid employment (Adebola, 2007).

This has to do with the sad experiences of our recent history. It has to be made clear, as Asemah (2010) observes, that “education is not a game and children’s lives are not to be lightly played with.” It is intolerable that a great deal of educational practices should be the outcome of the whims of individuals, be they politicians, government officials or even teachers.

Bisong (2004) observed that inadequate enlightenment/awareness of the general public to gather support for well intended and new programme is one major reason why many government policies and programmes failed in the last millennium. The UBE, therefore, should be well projected to the generality of Nigeria. This will help to enlighten the different categories of audience in terms of the goals and objectives of the programme on the one hand, and the roles and expectations of the target audience on the other. Information and enlightenment will promote the understanding and awareness of the UBE programme.

The importance of education in Nigeria cannot be over-emphasized. Enlightenment programmes and social mobilization will drive home the reasons and importance why government has to embark on the UBE programme. The enlightenment programmes will make them fully understand that UBE is free and compulsory. They will also explain how it is different from the former UPE programme which was said to be a failure (Obong, 2006).

Parents, especially the illiterate class, need adequate enlightenment if they must be effectively mobilized to ensure their active participation in the UBE scheme. Illiterate and poor parents, who cannot bear the financial costs of schooling or forgo the opportunity costs to do so, need to be informed about the benefits derivable from enrolling their children in the UBE programme. Unarguably, illiterate parents whose academic dreams were not realized, yearn for ample and free education opportunities to send their children to school. Thus, the UBE programme provides adequate motivation to enable the illiterate and low-income earners to send their children to attain free primary and junior secondary school education.

### 2.6.2 Awareness on UBE as it Differs to UPE

Denga (2000) noted that universal access to education has been the prime target for Nigeria, since the middle of the 1970s when the Universal Primary Education (U.P.E.) scheme blasted off. This led to sharp increase in enrolment from 6.2 million in the 1975/76 session to 14.8 million in 1992. This sharp increase in enrolment without adequate planning created problems. Many educational programmes like UBE launched in the past had failed because of some factors.

Among such factors was inadequate public enlightenment and social mobilization, for full community involvement. The educationally-conscious Nigerians began to lose faith in the U.P.E. scheme, disparaging the government's effort to finance the system which many concluded was a nightmare.

### 2.6.3 Method of Awareness for UBE Programme

Patrick (2004) stated that, in an attempt to avoid the problems which impeded the realisation of the objectives of the past educational programmes, the government outlined implementation guidelines to facilitate successful achievement of the staled objectives. The guidelines for the awareness include among others:

1. Public enlightenment and social mobilisation for community involvement;
2. Data collection and analysis;
3. Teachers; their recruitment, education, training, retraining, and motivation;
4. Infrastructural facilities;
5. Enriched curricula;
6. Textbooks and instructional materials;
7. Improved funding; and,

8. Management of the entire process.

### 2.6.4 Community Participation in UBE

Education is such a capital intensive project that cannot be left in the hands of the government alone. This could be why UBE collaborators say "education for all is the responsibility of all" or as put in the UBE mission statement,-"mobilizing the nations creative energies to ensure that Education for all becomes the business of all with the entire populace patriotically assuming ownership of UBE" (UBEC, 2000).

Since the school is for the community, the involvement of the parents and the community in UBE is one of the steps that can guarantee its success. Thus, Ogbonna (2002) posits that, "No matter how good the UBE policy might be, if the parents and the community are not actively involved or mobilized to participate, it will be rendered ineffective". He stressed further that, among the stakeholders in basic education, the community is perhaps the most important. The participation of the community in UBE can be done through community based organizations (CBO).

The CBOs exist in form of Religious, Ethnic, Cultural and Occupational organizations and can be mobilized effectively to help the school to tackle some of its challenges such as provision of infrastructure, building of classrooms, teacher provision and pupils' enrollment improvement.

In some places, schools are built by the community and as such they protect it in every way as their own. In such cases, they embark on enrollment drives to ensure that members of the community enroll their children in the school to ensure its survival and can sanction parents that fail to enroll their children or wards and those who withdraw their children.

Some communities or individual members of the community compete with one another in funding and equipping their schools. These competitions are healthy for the school as they help provide the needed funds and materials to help the school run smoothly. This provides the school with enabling environment for effective teaching and learning. These efforts of the community can be encouraged or reinforced by the school leadership by appreciating them, ensuring that effective teaching goes on in the school such that students do well in external examinations, sustaining good moral standard in the school and by the government also living up to her responsibilities in the school.

### 2.6.5 Some CBOs that can be exploited to Enhance UBE Success

(a) Parent-Teachers Association (PTA):

This is an association or organization of parents whose children or wards attend a particular school and the teachers who teach in the school. This association since its emergence at the school, local government, state and national levels has had a great positive impact on Education at all levels. They have provided classroom blocks, vehicles, funds and other valuable school needs like teaching and non teaching staff.

They in some cases wage in when teachers unions and the government are at crisis points thus they help to promote unity in the Education industry. They are instrumental to the success of many school heads and can do same in UBE schools.

(b) Community Development Associations:

These are associations of the members of the community formed for the purpose of enhancing community development by way of pooling resources together, identifying viable projects based on the needs of the society and ensuring the development and completion of such projects in the community.

When adequately mobilized, they can be used to provide some needs of the UBE schools in such a way that the schools will be put in a vintage position to realize her objectives. They can provide most of what the Parent Teachers Association (PTA) can provide and as well organize launchings to raise funds from their illustrious sons and daughters for the benefit of the UBE schools.

(c) Well-to-do Members of the Community:

These are individual members of the community who are influential and financially buoyant enough to assist the UBE Schools. When adequately mobilized, such individuals can use their wealth of influence to attract facilities and materials as well as funds to the UBE Schools which can help in creating an enabling environment for the school to thrive better and to record more success. This can also be by way of making useful suggestions that can help in decision making and management of the UBE schools.

## 2.7 Concept of the Free, Compulsory Universal Basic Education (UBE)

Among the Objectives of UBE, the Compulsory, Free Universal Basic Education is key, and in order, to also obtain qualitative success of the programme. Hence, in the Universal Basic Education Act, 2004, provision was made for Compulsory, Free Universal Basic Education; and for connected purposes and passed into law with following schedules, as thus:

**1. Federal Government Intervention for Uniform and Qualitative Basic Education.**

Without prejudice to the provisions of item 30 of Part II of the Second Schedule and item 2(*a*) of the Fourth Schedule to the 1999 Constitution dealing with primary school education, the Federal Government's intervention under this Act shall only be an

assistance to the States and Local Government in Nigeria for the purposes of uniform and qualitative basic education throughout Nigeria.

**2. Right of a Child to Compulsory, Free Universal Basic Education, etc**

(1) Every Government in Nigeria shall provide free, compulsory and universal basic education for every child of primary and junior secondary school age.

(2) Every parent shall ensure that his child or ward attends and completes his:

(*a*) primary school education; and

(*b*) junior secondary school education,

By endeavouring to send the child to primary and junior secondary schools.

(3) The stakeholders in education in a Local Government Area, shall ensure that every parent or person who has the care and custody of a child performs the duty imposed on him under section 2 (2) of this Act.

(4) A parent who contravenes section 2 (2) of this Act commits an offence and is liable

(*a*) on first conviction, to be reprimanded;

(*b*) on second conviction, to a fine of N2,000.00 or imprisonment for a term of one month or to both; and

(*c*) on subsequent conviction, to a fine of N5,000.00 or imprisonment for a term of two months or to both.

**3. Services in Public Primary and Junior Secondary Schools are Free of Charge**

(1) The services provided in public primary and junior secondary schools shall be free of charge.

(2) A person who receives or obtains any fee contrary to the provisions of subsection (1) of this section commits an offence and is liable on conviction to a fine not exceeding N10,000.00 or imprisonment for a term of three months or to both.

**4. Duty of a Parent to Ensure the Education of His Child**

(1) Every parent shall ensure that his child receives full-time education suitable to his age, ability and aptitude by regular attendance at school.

(2) The provisions of sections 2 (2) and 4 (1) of this Act shall not apply to any parent who, for the time being, is resident outside Nigeria.

**5. Sections 2 and 3 not Applicable to a Child Resident Outside Nigeria**

The provisions of sections 2 and 3 of this Act shall not apply to any child who is resident outside Nigeria and who has not received such education.

**6. Magistrates' Courts to Have Jurisdiction over Certain Offences**

The Magistrate's Court or any other State Court of competent jurisdiction shall have jurisdiction to hear and determine cases arising under section 2 of this Act and to impose the punishment specified.

**2.7.1 Scope of UBE in Nigeria on the Free, Compulsory Universal Education**

The Compulsory and Free UBE programme is an initiative that covers:

1. Early Childhood Care and Socialization
2. Education programmes for the acquisition of functional literacy, numeracy and life skills especially for adults (persons of age 15 and above)
3. Out of school, non-formal programmes for updating knowledge and skills of person who left school before acquiring the basics needed for life-long learning
4. Special programmes for nomadic populations

5. Non-formal skills and apprenticeship training for adolescents and youths who have not had the benefit of formal education
6. The formal school system from the beginning of primary education to the end of the junior secondary school (Obanya, 2001)

**Funding Arrangement for the UBE Scheme in Nigeria:** Section 3(1) of the UBE Act 2004 states that the implementation of the universal basic education shall be financed from:

1. Federal government block grant of its consolidated revenue fund
2. Funds or contributions in form of federal guaranteed credits and local and international donor grants

Section 3 (2) states as follow:

**Table 2: Instructional Learning Materials**

| **Programme** | | **Financiers** |
|---|---|---|
| Junior Secondary School | - | Federal Government (50%)<br>State Government (50%) |
| Adultery Literacy | - | Federal Government (25%)<br>State Government (50%)<br>Local Government (25%) |
| Nomadic Education | - | Federal Government (805%)<br>State Government (20%) |

Federal Government of Nigeria, 2004

**Table 3: Teachers Recruitment and Remuneration**

| **Programme** | | **Financiers** |
|---|---|---|
| Junior Secondary School | - | Federal and State Governments |
| Adultery Literacy | - | Federal, State and Local Governments |
| Nomadic Education | - | Federal Government |

Federal Government of Nigeria, 2004

**Table 4: Infrastructural Provisions (classrooms and learning centres)**

| Programme | | Financiers |
|---|---|---|
| Primary Schools | - | Federal Government (75%)<br>State Government (25%) |
| Junior Secondary School | - | Federal Government (25%)<br>State Government (75%) |
| Adultery Literacy | - | NIL |
| Nomadic Education | - | Federal Government (100%) |

Federal Government of Nigeria, 2004

The above tables 2, 3 and 4, according to the UBE Act, 2004 highlights the formula between Federal, State and Local Governments on how funding arrangement is shared by hierarchy and in percentage to enable the smooth running of Free, Compulsory Universal Basic Education, specifically on Instructional Learning Materials, Teachers Recruitment/Remuneration and Infrastructural Provisions (classrooms and learning centres). Today, some levels of the government default in providing the expected share (percentage) from their coffers to enable the smooth running of the free education. In a country (Nigeria) where much more fiscal resources are being spent on paying and servicing both external and domestic debts, will sustainable universal basic education be achieved? (Obanya, 2001).

In the face of these problems and a depressed economy, what alternative financial measures should be put in place to ensure that this UBE scheme does not break down like the free Universal Primary Education (1976) and other free education schemes of the past (Obanya, 2001).

## 2.8 Concept of Drop-out in School

As revealed in the work of (Regina and Stella, 2010) in a Pakistan Journal of Social Science, 2010; Volume 7; Issue 5; Page No. 365-370, that, Primary education forms the basis of entire system of education. Its importance lies in the fact that it serves

as the foundation stone on which the subsequent edifice of the education system is raised. The immense contribution it makes to the overall development of the country is indicated by the research studies undertaken in both developed and developing countries including Nigeria, in order to achieve the universalisation of primary education.

Today, education has become the contemporary creed and about the surest way to attain self-reliance and economic growth and development. This was why the federal Government of Nigeria established the Universal Basic Education (UBE) Programme in 1999 to primarily:

1. Provide a compulsory, free and universal basic education, for every Nigerian child of school age
2. Reduce drastically the incidence of dropout from formal school system through improved relevance, quality and efficiency
3. Ensuring the acquisition of the appropriate level of literacy, communicative and life skills as well as the ethical, moral and civil values needed for laying, a solid foundation for life-long learning etc.

In the study, thorough observation and careful study reveals that children of school-going-age search of quick money by performing odd and menial jobs such as bus conductors, sellers along the road and in the market places, plate washing in restaurants, wheelbarrow pushers, mechanic apprentice etc. The notion of these boys is that, to stay and complete primary six especially those who started late is a waste of time, money and energy. What they do is quietly withdraw from school and pursue wealth no matter how hard and rough the road is to acquiring it. Second observation is as a result of instability of the school system due to frequent strike action and regular changes in government,

thereby resulting in inconsistent policy on educational matters such changes in school curriculum textbooks and policies in school administration. This has led many pupils mostly females into teenage pregnancy and early marriage while the boys go into joining of gangs that are deviant in nature and eventually stay away from school. The phenomenon of drop-out in primary schools has dire consequences on educational system. It leads to wastage on one hand and under utilization of facilities on the other for instance if a school does not have sufficient enrolment, we can say there is a wastage of school capacity, hence, Fafunwa, (1983) says that Drop-out is a major problem that continue to be-devil the educational system since the beginning of Western education in Nigeria in the mid 19$^{th}$ century to the present. It is also worth noting that the phenomena of drop-out is not only common to a particular place per-se but also high in other parts of the countries of the world e.g., a survey carried out in the whole European community showed 20% of the European governing people age 18-20 are kept out of the society of knowledge. In Italy, a survey carried out in Primary and Junior Secondary Schools, showed that in Primary Schools, drop-out are of a physiological type and it has become quite relevant in both Primary and Junior Schools. In America, millions of young people are drop-outs without a school certificate or diploma (Schwartz, 1995).

In Nigeria, the case of Kaduna Metropolis is not different from what obtains in the outside world. In order for the individual to be self-reliant, he has to be educated. Education is considered to be important to mankind hence, the Nigeria Government got involved in the management of education right from the time of Arthur Richard constitution of 1946.

However, there is wastage as earlier mentioned in the form of not meeting its desired or anticipated result at a scale considerably lower than it has set for itself, repetition and failure at the end of a course. If this is the case, why is it that many pupils in the primary school system do not want to go to school? Why do they encourage wastage of resources on the part of the government and their parents? What are the factors responsible for this act?

Drop-out in its narrowest sense is referred to enrolled pupils who stay away from school for more than a given number of days without migrating with their parents. An intermediate concept of drop-out means once enrolled pupils but leave education before completing a given circle while the third is a broader definition which embraces those who do not even enroll (e.g., some street children, handicapped children, children in remote rural areas) and cover the entire school career until legal school leaving age.

According to the report of Advanced level workshop on universalization of Education at primary level, November, (1984), Says: Any Child who enters into primary school but does not complete the 6 years cycle whatever the reason will be considered as drop-out. Umoh (1986) views drop-out as a pupil who because of unseen circumstance cannot complete a school program which he/she originally was enrolled for.

It further revealed that, the crucial aspect of wastage in education system is drop-out of pupils and this has caused problems to the individual's life, parents, government and the society. Such problems include the indiscipline and hooliganism, economic setback, stressful life situations, government wastage of school resources and capacity, set back to technological advancement, mass illiteracy, hooliganism/gangsterism and moral decadence. Taking a through look at drop-out of school pupils in this district, it can be

hinged on the following points: Socio-economic status of parents too low to meet up with their children's school demands e.g., cost of uniform, school books, writing materials, transportation etc. Instability of the school system as a result of regular strike and changes in government policies has prompted a lot of school pupils: girls into teenage pregnancy and early marriage, the boys into search of quick money, joining of gangs that are deviant in nature. The school curriculum is not qualitative in scope to meet the needs of pupils because of its theoretical nature. The teachers are not committed enough to their work and pupils due to irregular payment of salary. Lastly, most girls stay away from school regularly to help their parents in search of money and to care for their siblings. With the knowledge of the existence of these factors, it is needful to carry-out a research on whether these perceived factors mentioned above are actually responsible for school dropout among primary school pupils, significantly or not.

Also revealed by Afisunlu (2013) that Nigeria has the highest number of school drop-outs, as reported by the United Nations Scientific, Educational and Cultural Organisation (UNESCO), Institute for Statistics has said, that the number of out of school children dropped slightly in 2012, compared to 2011.

### 2.8.1 Factors Responsible for Drop-out in Primary Schools

The study reveals also that some factors are responsible for drop-outs in school which are among others:

**1. Parents' Socio-Economic Status and Pupils Drop-out in Schools**

Socio economic status of parents contributes immensely to school drop-out. Pupils that come from well to do and educated families try to persevere in school programme overcoming all the odds on the way to success, while those from poor and

uneducated families do easily succumb to and thus drop-out of the school system Osagie 2010. Okedara (1979) identified drop-out as financial crisis. They revealed that drop-outs are those pupils who could not pay their school fees and or who could not meet financial expenses.

Pupils from low income families are 2.4 times more likely to drop-out of school than children from middle income families and 10.5 times more likely than pupils from high-income families. All these factors are due to direct cost of education on parents. This direct cost includes school fees, cost of uniform, schoolbooks, school equipment, transportation system and a meal. The ability of each parent to be able to meet the needs of their children will determine their stability in the school. For pupils in rural areas, transportation cost can easily become the most expensive element of private cost of education. No school bus is provided; pupils either walk or use public transportation, ride bicycle or motor cycle. Parents admit that this extra expense is something they cannot afford to come up with on a daily basis and they would have little to argue if the children use this as an excuse to stay at home (Osgie 2010).

**2. Early Marriage and Pupils Attitude to School**

Early marriage is another problem that may automatically means the end of the school career. According to Egbule and Ugoji revealed that early marriage is another problem of adolescent among other demands made on them, early marriage and that of teenage pregnancy standout prominent. These two issues can create a lot of disturbances to the individuals. These may result in financial insecurity, poor job prospect and drastic change of attitude towards peer. It may also create the problems of the adolescent still

depending on the parents even after getting children or married. They may find it impossible to continue with their education.

**3. Gender and Pupils Drop-out in Schools**

Gender of pupils has effect on school drop-out. Apparently, there is no remarkable difference in pupils' drop-out between girls and boys. Both leave school for specific reasons: girls (pregnancy and marriage) boys (employment, behavioural difficulties). But boys are more prone to withdrawal from school system than girls. Furthermore, boys drop-out of school because they want to acquire a skill early in order to earn their living. Some boys drop-out of school to pursue business that is lucrative in nature. Okoye (2010), proclaims, No wonder that in Nnewi Local Government Area where business or trading is looked upon as the only source of making huge turnover boys looked down on any other profession. These ideas of pursuing money through business line by boys do automatically lure some of them to drop-out from school while their counterparts (girl) are receiving their education.

Moreover, Kotwal *et al*. (2007) revealed that the main factors of drop-out among girls from schools in rural areas were reluctance of parents and participation in domestic activities. The parents' educational statuses were poor and they did not give as much importance to the education of girls as they did to their sons. They believed their sons support them in their old age.

**4. Parents Perception of the Value of Education and Pupils Drop-out**

Another factor is parents' perception of the value of education. Parents can be unaware of the benefits of education even if the quality of education and the link between education and work are as they should be. In the rural areas, where the major source of

income is agriculture, parents may have difficulties imagining lives for their children that are different from their own and thus tend to undervalue the potential benefits of education. Parents have control over their children therefore; parents' perception is an important factor in determining whether or not their children will attend school. According to the research conducted by faculty of Economics, Thammasat University in 2000, it shows that mother's level of education is a significant factor in determining whether or not the children will go to school. Another study has shown that educated women help their children with homework and also support their children's ambition more. Collen (1969), collected data concerning the educational experience of each child's parents to test the hypotheses, that, the degree of parental education can be an important indicator of the educability of children. The educational attainment of parents were tabulated and a significant different was found between the educational rating of the performance of the children in the sample. Children from homes with educated parents performed better than those from homes with low or no education at all. Other reasons for the lack of parental supports and encouragement to go to school may be the parents' own illiteracy or inability to help them with their homework, their lack of information about return to education and their desire to have their children help them in the field while education is alienating them from trade or agricultural work.

Further to the above the Kaduna State Government (2011) conducted a survey on out of school children between 2011 and 2012, some of its key findings as reported were:

**Key Findings of the Survey in Kaduna State:**

1. The total number of 740,087 children were captured by the survey
2. The total number of 556,964 children were recorded as being in school

3. The total number of 628,123 children were captured to be within the basic school age (6-14 years old)
4. The total number of 183,123 out of school children were captured through the survey
5. The number of 71,159 out of school children were captured who are within the school age ( 6-14 years old)
6. A total of 47,504 respondents gave various reason for the children not being in school while no reasons were recorded for 23,655 children being out of school
7. On the whole, approximately 10% of the children captured are out of school while 15% of the total number of school age children are out of school in Kaduna State
8. Financial reasons were recorded as reasons why 47,089 children are out of school. This represents 50% of the out of school population
9. Igabi LGEA has the highest number of out of school children, with 18% of the total children captured being out of school
10. 15% of the total school age populations are out of school.
11. 42% of the children who are out of school have an interest of returning soon were, while 58% do not have an interest to go back to school.

The report further revealed that some factors are responsible for keeping children out of school. It said that in most cases children are out of school because the education system itself doesn't let them in. Discriminatory cultural attitudes, inaccessible schools, language barriers, lack of teacher training and a rigid curriculum are just some examples of what keeps children out of school. Lack of support for children affected by poverty, hunger or health issues excludes even more. There are several factors that keep children

out school. Based on the survey outcomes, these barriers can be grouped into economic, socio-cultural barriers, and supply side barriers.

**Some of the key factors responsible for School Drop-outs are in Kaduna State:**

A. Economic Reasons:

Economic factors are contributing to the number of OOSC because of their socio-economic status, such as:

1. Poverty of the family
2. Child labour
3. Pursuit of material wealth by youth
4. Limited employment opportunities for school leavers

B. Socio-cultural Barriers:

These barriers are affecting the willingness of families/households to enroll their children in school, based on their perception of the importance of education. Some of these barriers are:

1. Early marriage.
2. Negative perception of the so called western education
3. Lower status accorded to the girl-child in the family.

C. Supply Side Barriers:

1. Inadequate implementation of policy to public schools
2. Shortage of teachers and caregivers at all levels of Basic Education schools
3. Safety/security of the children
4. Learner-unfriendly school environment

5. Lack of provision for the education for ALL learners (Kaduna State, Out-of-School Survey, 2011-2012).

## 2.9 Concept of Acquisition of Appropriate Levels of Literacy, Numeracy, Manipulative, Communicative and Life Skills

Being one of the cardinal points in the Objective of the UBE acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills is imperative to enhance the actualization of the UBE Goals. Hence, thus, tantamount to the aspiring development needed in the society.

A bench marks was drawn by the Kaduna SUBEB for the literacy and numeracy for primary 1-6, detailing the methodology of achieving the objectives as illustrated from Primar1-2, below:-

**Primary Year 1 - Pupil should be able to read, write, count and calculate as follows:**

**Literacy:**

Reading: Use sounds and letters to read common 3-4 letter words.

Writing: Write up to ten common 3 letter words.

Speaking and Listening: Answer simple questions using one word or short phrase answers.

Grammatical Accuracy: Correctly pronounce and recognize the letter of the alphabet in Capital and small letters, Aa – Zz and other common sounds.

**Numeracy:**

Number and counting: Recognize and count numbers 0-20.

Calculation: Add and subtract single digit numbers.

Shape and Space: Recognize and name 2 dimensional and 3 dimensional shapes.

Measurement: Recognize the hour and minute hands and tell the time using "o" clock.

Statistics: Associate numbers 0-10 with group of objects.

**Primary Year 2 - Pupil should be able to read, write, count and calculate as follows:**

**Literacy:**

Reading: Read 1-2 simple sentences and answer simple question about them.

Writing: Write simple sentence using verbs and nouns.

Speaking and Listening: Answer simple questions about people, feeling and everyday actions, join in with known rhymes and songs.

Grammatical Accuracy: Use regular plurals and the simple tense of common verbs.

**Numeracy:**

Number and counting: Express the value of each digit in 2 numbers using Tens and Units.

Calculation: Add and subtract 2 digit numbers without borrowing. Multiply single digit numbers up to 5x5.

Shape and Space: Recognize and name basic shapes.

Measurement: Recognize the hour and minute hands and tell the time using "o" clock.

Statistics: Organise objects into groups of numbers 0-20.

Source: Kaduna SUBEB Primary School learning Outcome benchmarks,

## 2.10 Concept and Overview of Education and Universal Basic Education (UBE) in Kaduna State

Kaduna State Mission Statement for Education: "The goal of the Kaduna State Government is to reduce poverty and improve the well-being of its population. Within this context, the aim of Government is to work in partnership with stakeholders, to provide skills to all citizens through the education system, which supports both their

personal betterment and the socioeconomic development of both the state and the nation". Source: Kaduna State ESP, (2008)

As part of efforts to enhance the quality of education in Kaduna state an Education Strategic Plan (ESP) 2009-2020, was drafted to consolidate the previous ones. Thus, according to the Education Strategic Plan (ESP) 2009-2020, February (2008), report stated that: The Strategic Plan Report has two major components: a diagnosis of the education system and a financial simulation for possible future strategies. An Optimum scenario was arrived at with targets agreed to by the Reference Group as well as the donors. That scenario can possibly be the basis for a Consolidated State Education Plan for the years 2009-2020.

Universal Basic Education (UBE) under the aforementioned strategic plan was given preference with comprehensive data on UBE highlighted, specifically, on situation analysis of the challenges of UBE in Kaduna State. It further stated that Kaduna State UBE like other states UBE in Nigeria is jointly financed by the federal, state and local governments. Federal funds are disbursed to states and LGAs through block grants requiring matching funding allocated by UBEC from the Consolidated Revenue Fund of the federal government. The state also receives one-off intervention funds from the federal government from time to time.

**Kaduna State Government**

At the KDSG level, there are three ministries governing educational provision in the state: SMoE, SMoST and SMoH. There is also the Head of Office, running the Kaduna Staff Development Centre. The State Ministry of Education (SMoE) is responsible for the state education policies in line with national policy and standards. The

first area of state responsibility in education is Basic education - defined as nine year education after early childhood care and development. The SMoE is also responsible for secondary, technical and tertiary education. The role of the SUBEB is defined by law of Kaduna State Government. Under the supervision of SMoE, it is responsible for the management of formal primary and nomadic schools, development, maintenance and rehabilitation of infrastructures, and the purchase and supply of instructional materials.

SMoE's role is clear as it is merely supervisory, therefore making SUBEB the key organization for the actual operation of the primary education sector in Kaduna State. For secondary education, the responsibilities for policy formulation, standards setting, implementation and delivery lie with the SMoE. However the established State Ministry for Science and Technology (SMoST), although, recently merged with the SMoE in the year 2015 has been given part of this responsibility in order to step up emphasis on science and technology. SMoST is thus charged with the running of some six science secondary schools, four technical colleges and three commercial schools. The channel to discharge this responsibility is the State Science and Technical schools Management Board (SSTSMB).

Tertiary education in the state is shared among the Federal Ministry of Education (federally funded HEIs), the State Ministry of Education and a number of other Ministries in charge of technical and professional higher institutions. The SMoE is in charge of the State College of Education and the State University, while the SMoST is in charge of the Nuhu Bamalli Polytechnic, Zaria, and the State Ministry of Health is responsible for the School of Health Sciences and Technology and the School of Nursing and Midwifery. Institutional Assessment has the view that coordination between all these government

actors may be lacking especially when it comes to establishing new units or expanding existing ones.

**Local Government Areas**

Each LGA is run by a Local Government Council, headed by the Local Government Council Chairman, who is appointed by the State Governor or elected by the people. The LGA's primary responsibility in education delivery is to provide funds for primary teachers' salaries in its area as well as for non-teaching staff. Other responsibilities in the running of schools are defined under the discretion of Kaduna State Government's law. Under that law a Local Government Education Authority (LGEA) has been established in each LGA, headed by the Education Secretary and working under the control of the SUBEB.

Local governments have statutory managerial responsibility for primary education, with the federal and state governments exercising appropriate oversight functions. Primary teachers' recruitment and remuneration is the responsibility of the Local governments; however the appointment of qualified teachers must be approved by the SUBEB and the actual payment of all teachers' salaries is carried out also by the SUBEB. A local government is entitled to a set share of the Federal Account, the national revenue basket from which the national revenue is distributed to the Federal Government, the State Governments and the Local Governments, based on set criteria. Under current arrangements, that share is lessened at source of the sum of their teachers' salaries which are monitored by the UBEC (Universal Basic Education Commission). The amount is deducted from the Federal allocation before it is paid to the Local Government, and the salaries are transferred to the SUBEB who then pays directly the teachers.

### 2.10.1 Kaduna State Universal Basic Education Board

**Description of the Kaduna SUBEB Quality Assurance on UBE**

According to the UBEC report on Quality Assurance in Basic Education in Nigeria, Vol. V, March, 2014. Kaduna SUBEB was rated with the following records:

Kaduna SUBEB is functioning with relevant departments. It has 23 LGEAs, 2,316 ECDs, 4,126 Primary Schools (PS) and 238 Junior Secondary Schools (JSS).

The ECD centres have 288,106 (161,251 male - 56% and 126,855 female - 44%) pupils; non-teaching staff; 3,865 (754 male - 20% and 3,111 female - 80%) caregivers; non FTS participant and PTA/Community teacher.

The PS have 1,067,275 (579,513 male - 54% and 487,762 female - 46%) pupils; 36,216 (17,100 male - 47% and 19,116 female - 53%) teaching staff; 3,782 (2,597 male - 69% and 1,185 female - 31%) non-teaching staff; 323 (118 male - 37% and 205 female - 63%) FTS participants; and no PTA/community teacher. The average teacher/pupil ratio is 1:29.

The JSS have 159,169 (85,875 male – 54% and 73,294 female - 46%) students; 3,769 (2,127 male – 56% and 1,642 female - 44%) teaching staff; 1,824 (1,004 male – 55% and 820 female – 45%) non – teaching staff; no vocational teacher, FTS participant and PTA/community teacher. The teacher/pupil ratio is 1:42.

Almajiri/Qur'anic schools have 16,580 (13,357 male - 81% and 3,223 female - 19%) learners; 464 (326 male - 70% and 138 female - 30%) teaching staff; 60(55 male - 92% and 5 female -8%) non-teaching staff, 8 all-male FTS participants. The average teacher/learner ratio is 1:35.

**What the SUBEB does well in Kaduna Metropolis, Kaduna State:**

1. Regular payment of salaries and allowances.
2. Provision of instructional materials to schools.
3. Adequate funding of Quality Assurance Department for maximum productivity.
4. Appointment of head teachers in the state through committees at the LGEA levels to screen and recommend to SUBEB.
5. Deployment of teachers from over staff schools to where they are needed
6. Developed, produced and distributed of copies 'Benchmark on literacy and numeracy' to all primary schools in the state
7. Organization of educational seminars/workshops/summits with all the relevant stakeholders to find solutions to the problems of education in the state.
8. Provision of science kits to some schools across the state to facilitate teaching and learning. Source: (Kaduna State Quality Assurance, 2014).

**What SUBEB should do to improve in Kaduna Metropolis, Kaduna State:**

1. Keeping relevant statutory and non-statutory records.
2. Establishment of ECDs in all the remaining primary schools.
3. Disengagement of WASC holders as teachers in the Basic Education Institutions.
4. Encouraging unqualified teachers to improve on their current level of education.
5. Ensuring regular assessment and prompt utilization of FGN-UBE intervention funds.
6. Conducting regular quality assurance in schools.
7. Producing guidelines on planning of school timetable for all schools.
8. Provide furniture and instructional materials for teachers and learners in schools.

## 2.11 Review of Empirical Studies

This section of the study dwells on review of previous studies related to Universal Basic Education. Particularly it reviews literatures related to factors that touch on the implementation of universal basic education in Nigeria. This is to provide evidence that this research is not a work in isolation from the body of knowledge and research in education in Nigeria.

Adeshina, (2009) assessed the implementation of universal basic education policy in Sabon Gari Local Government Area of Zaria, Kaduna State. The study was aimed at assessing the funding, infrastructural provision, teacher adequacy, among other things; Descriptive design was adopted for the study with a total population of 8,341 and 1,325 sampled from the population. Data used for the study was obtained through the administration of questionnaire with the use of Analysis of Variance (ANOVA) and Duncan Multiple Range Test to determine the extent of significant difference in the respondent opinions. The findings of the research revealed that there was adequate funding of UBE, 81% of the UBE teachers were N.C.E. holders, the students-teachers ratio was high (inadequate), the level of community awareness and participation in UBE was still very poor.

The study is related to this one because it assessed UBE and was concerned with some objectives or variables that this study is also concerned with such as the assessment of awareness/educational consciousness and teachers of UBE; it however differs from this study in that it assessed UBE policy on funding and infrastructural facilities in Sabon Gari Local Government Education Authority, Zaria in Kaduna State while this study is

concerned with the overall objectives of UBE in Kaduna Metropolis, Kaduna State Nigeria. This study is therefore broader in scope than that of Adeshina (2009).

Yaji (2005) evaluated the implementation of UBE success and failure in Sumaila Local Government Area of Kano State. The aim was to assess the extent of success or failure recorded in the implementation process in the area. Descriptive design was used for the study with 200 students and 30 teachers sampled from the population. Questionnaire was used to collect data and was analysed using ANOVA to test significance difference in the opinions. The study found out that there were poor students' enrollment in UBE in the area due to poor awareness and lack of confidence in the programme, poor staffing of the UBE schools, in adequate supply of teaching materials and poor payment of salaries to the UBE teachers.

The study is similar to this study as it evaluated the UBE programme. However it differs in the area of restriction to one local government area in Kano State which could be peculiar in nature. This study however is broad based covering two local government areas (Kaduna Metropolis, Kaduna State Nigeria) with a view to gaining insight into what is prevailing in the entire 2 local governments.

Sam-Ngwu (2009) carried out a study on the extent of implementation of UBE programme in junior secondary schools in Makurdi Local Government Area of Benue State. The study was aimed at examining the adequacy or availability of infrastructure in UBE programme in Makurdi Local Government Area and to determine the level/adequacy of supervision and monitoring. A descriptive design was adopted for the study. Population of 2,433 of UBE teachers were involved and 552 sampled. Data used for the study was acquired through the administration of questionnaire with the use of

Analysis of Variance (ANOVA) and Post Hoc Scheffe's Test to determine the extent of significant difference in the respondent opinions. The findings of the research revealed that the provision of infrastructure in UBE junior secondary schools in Makurdi Local Government Area was inadequate; there was inadequate funding and the level of supervision/monitoring of UBE junior secondary schools were high and adequate in the area.

The study was concerned with the implementation of UBE programme which is similar to this one though concerned with one aspect of UBE objectives. However, it is restricted not only to one local government area (Makurdi) but also to junior secondary schools. While this study has covered the low arm and middle arm of primary school of UBE as well as it also covers entire Metropolis of Kaduna State, Nigeria.

Muhammad, (2015) evaluated the policy of implementation of universal basic education policy in Kaduna State (2004-2013). The study was aimed at evaluating the policy of funding, infrastructural provision, teacher adequacy, among other things; the study went through the process of data collection and analysis conducted. Study found that there were some inconsistencies in the policy of implementations factors. Most of the factors are either inadequate or were not properly implemented.

The study is related to this one because it assessed UBE and was only concern with some facilitating tools expected to be used to aid UBE exercise. While this is more comprehensive, covering all objectives of the UBE programme without limitation of time.

A study by Doggoh (2007) in Buruku Local government secondary schools in Benue State on the status of Agriculture Science in secondary schools showed that most

secondary schools in the local government had a student's teacher ratio of 49:1 and the highest was 68:1. The study focused on upper basic education arm of UBE which is JSS1-3 while this one covers lower arm which is Primary1-3 and middle arm which is Primary 4-6 which all touch on effective curriculum implementation in UBE as well.

UBEC (2008) in their study on UBE implementation in Nigeria reported its schools census in punch newspaper of Feb, 15, 2009 that there is a short fall of teachers in UBE, that while the total number of teachers required was 912,000 for primary schools, the commission had only 600,000. Indicating a shortfall of about 312, 000 for primary schools alone while the whole UBE had need of 390,000 teachers to be able to run the programme successfully.

The study is similar to this in that it dealt with teacher requirement for effective UBE implementation and it was government sponsored and as such had the probability of being bias, this one provides an independent study that can be used to authenticate the UBEC study. Moreover, their findings conflict with that of the educational diagnosis of the federal ministry of education (2005), which found out that 75% of the teaching staff requirement of UBE was available and was qualified to teach except for the poor quality of performance of most of the teachers.

Notwithstanding, most of the available empirical evidence point to the fact that UBE teachers are in short supply even though some trained teachers are still roaming the streets. It should be noted that, fewer student-teacher ratios are better for enhanced academic standards and teaching efficiency. It also reduces the work load of teachers and permits them to pay more attention to individual learners which makes the students to benefit more from the lessons. It also makes room for much closer monitoring/evaluation

of learner's progress and achievements. This is why in developed countries like United States of America (USA), students: teacher ratios in primary school (Elementary Schools) are as low as 10:1 in some states e.g Rhodes Island, while the highest ratios are 19:1 e.g in Washington, (U.S. Education Statistics 2005-2006 academic year).

## 2.12 Summary

Conceptual and empirical literatures that relate to the implementation of Universal Basic Education Programme were reviewed. The review has thrown light on the objectives and implementation process of the programme and the legal backing for the establishment of the programme. Hence, the chapter and in the conceptual framework concept of assessment, concept of implementation, concept of Universal Basic Education (UBE) and concept/overview of UBE were reviewed. Also Concept of Assessment of the UBE Programme, Universal Basic Education (UBE) Act 2004, concept Legal Justification for the UBE Act that shows that the Universal Basic Education Commission (UBEC) is charged with the responsibility of overseeing the activities of UBE were also reviewed. The Universal Basic Education Commission (UBEC), concept Funding of UBE, Concept of Enlightenment/Awareness towards Improving Citizens Consciousness and Commitment to the Promotion of Education, Concept of the Free, Compulsory Universal Basic Education (UBE), Concept of Drop-out in School, Factors Responsible for Drop-out in Primary Schools, Concept of Acquisition of Appropriate Levels of Literacy, Numeracy, Manipulative, Communicative and Life Skills, Overview of Education and Universal Basic Education (UBE) in Kaduna State, Kaduna State Universal Basic Education Board were all reviewed in the study in order to give a clearer picture of the position of UBE.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter described the methodology applied in carrying out the study. In order to achieve the stated objectives of the study this chapter explains the general procedure in this research work. The chapter covered the research design, population of the study, sample and sampling procedure, instrumentation, validity of the instrument, pilot study, reliability of the instrument, procedure for data collection, and procedure for data analysis.

## 3.2 Research Design

Descriptive research design was adopted for this study. Descriptive survey is a systematic description of facts, qualities or characteristics of a given population or event which actually and accurately answer a given question posed by the problem render investigation, Nwanko (1984).

Isaac and Michael (1972) listed the objectives of a descriptive survey research as:-

i. Collect detailed factual information that describes existing phenomena

ii. Identify problems or justify current conditions and practices, and

iii. Make comparison assessment and evaluation

This study fit into the above three phenomena.

Sambo (2005) explains descriptive research design as the type of research obtain from a sample of respondents for the purpose of testing hypotheses concerning the state of a given problem the choice of based on the fact that it allows the collection of data

from heterogeneous groups. This in effects means that inference and generalizations can be made on the entire population where data is collected from representative sample.

### 3.3 Population of the Study

According to Ekeh (2003) population statistically refers to the entire members of the universe being studied. It may be human population or population of animals, places, things, events or circumstances. Population refers virtually to all the subjects of the research. Sambo (2003) says "population is the set of all elements, objects or events that are interest for a particular study". There are two types of population the parent and target population:

1. The parent population – This is the population from which a sample of population to be studied is drawn.
2. The target population – This is the one that possess the characteristics in which the researcher is interested. Target population is usually selected from parent population.

Kaduna metropolis has a total number of 82 public primary schools spread across the two local government areas: Kaduna North with 46 public primary schools and Kaduna South 36 public primary schools. Table 3.1 shows details.

**Table 5: Number of Primary Schools under the Two Local Government Education Authorities**

| S/N | L.G.A. | Schools |
|---|---|---|
| 1. | Kaduna North | 46 |
| 2. | Kaduna South | 36 |
| **Total** | | **82** |

**Source: Kaduna State Universal Basic Education Board, School List Report (2015)**

Table 5 shows the total number of 82 public primary schools spread across the two local government areas within Kaduna Metropolis - Kaduna North with 46 public primary schools and Kaduna South 36 public primary schools.

In this study, the parent population is the two (2) local government areas (LGAs) i.e. Kaduna North and Kaduna South LGAs. The target populations are the two (2) local government education authorities (LGEAs) selected/situated from the two local government areas (LGAs), as illustrated in table 3.2.

**Table 6: Population of the Study According to Local Government Areas and Local Government Education Authorities**

| S/N | L.G.A. | Schools | Teachers | Head-Teachers | PTA-Officials | Supervisors |
|---|---|---|---|---|---|---|
| 1. | Kaduna North | 46 | 2172 | 46 | 15 | 7 |
| 2. | Kaduna South | 36 | 2351 | 36 | 15 | 6 |
| | **Total:** | **82** | **4523** | **82** | **30** | **13** |

**Source: Kaduna State School Census Report (2015)**

Table 6 shows the population of this study comprising the teachers, head-teachers, P.T.A officials and supervisors. The choice of the respondents was to enable the researcher gather relevant data and have in depth knowledge and clear picture of implementation of Universal Basic Educations (UBE) Programme in Kaduna Metropolis, Kaduna State, Nigeria.

### 3.4 Sample and Sampling Procedure

According to Ekeh (2003) sample is a representation of a population selected for the purpose of investigation, it includes those to whom research conditions and tests were administered or from whom responses were obtained. Agreeing with Ekeh, Sambo (2005) asserted that "a sample is a subset of a population from which data for study is collected".

Stratified random sampling procedure/technique was considered relevant method for the study. It entails dividing the heterogeneous population into stratum and selecting sample from each stratum. As the aim is to give each element equal chance of selecting the sampling, while for the respondents respecting the opinion of Research Advisor (2008) table, which advocated that any population that is above 500, 10% is enough as a sample and generalization could be made.

The population of the stakeholders' representative consists of the Teachers, Head-Teachers, P.T.A. Officials and Superiors in public primary schools from the two local government educations authorities (Kaduna North and Kaduna South). In this study, the total population is 4648; out of which sampling were derived, as thus; 452 Teachers, 72 Head-Teachers, 28 P.T.A. officials and 13 Supervisors from the two local education authorities within Kaduna metropolis. Table 7 shows details of the population and sampling.

**Table 7: Sample of Study**

| L.G.E.A | Schools | Sample | Teachers | Sample | Head-Teachers | Sample | PTA-Officials | Sample | Supervisors | Sample |
|---|---|---|---|---|---|---|---|---|---|---|
| Kaduna North L.G.E.A | 46 | 40 | 2172 | 207 | 46 | 40 | 15 | 14 | 7 | 7 |
| Kaduna South L.G.E.A | 36 | 32 | 2351 | 215 | 36 | 32 | 15 | 14 | 6 | 6 |
| **Total** | **82** | **72** | **4523** | **452** | **82** | **72** | **30** | **28** | **13** | **13** |

Table 7 shows samples derived from the total population with the aid of Krejcie and Morgan (1970) opinion. This decision was based on the sample size table by research advisors. Thus, the samples are as follows: Teachers 452, Head-Teachers 72, PTA

Officials 28 and Supervisors 13. Therefore, the sample is 565 out of the entire population of 4648.

## 3.5 Instrumentation

Questionnaire was used as the instrument for data collection. The research adapted the use of questionnaire by Cohen (1978) which has five scales to be answered by the respondents. The response were put on the scale that ranges from one to five, strongly agreed, agreed, undecided, strongly disagreed and disagreed.

### 3.5.1 Validity of the Instrument

The questionnaire was validated appropriately by the supervisors and other educational experts. Necessary corrections for the improvement of the instrument was made and effected.

### 3.5.2 Pilot Study

Pilot Study was conducted to determine the reliability of the instrument used by using the test-re-test reliability. Pilot study conducted in Igabi Local Government Education Authority of Kaduna State, where 30 copies of the questionnaire were given to teachers, head-teachers, PTA officials and supervisors in the LGEAs. 28 copies of the questionnaire were returned and was tested using Pearson Product Moment Correlation Coefficient. Meanwhile, the pilot tested area was exempted from the sample area.

### 3.5.3 Reliability of the Instrument

Reliability refers to the ability of a test to measure consistency under varying conditions that produce measurement errors, Harbors (1999). The reliability of this instrument was ascertained through the use of Pearson Product Moment Correlation Co-

efficient (r), the reliability co-efficient value obtained was 0.78 which means that the instrument was reliable to test what it was meant to measure.

### 3.6 Procedure for Data Collection

The researcher collected letter from the Department and sent same to all the LGEAs/schools that were used in the research study.

Hence, the researcher administered and collected data with the help of research assistants in the two local government educational authorities (LGEAs).

### 3.7 Procedure for Data Analysis

The data were subjected to statistical analysis. Analysis of Variance (ANOVA) Statistics was employed to test the hypotheses to determine whether there are significant difference in the opinions of teachers, head-teachers, PTA officials and supervisors on the Implementation of UBE Programme in Kaduna Metropolis, Kaduna State, Nigeria. Analysis of Variance method of cartelistic analysis was used because the research dealt with comparison of opinions of some different groups of people about Implementation of UBE Programme in Kaduna Metropolis, Kaduna State, Nigeria. Hence, it enables the researcher to compare the differences of responses.

# CHAPTER FOUR

# DATA PRESENTATION AND ANALYSIS

## 4.1 Introduction

This chapter presents the analysis of data collected for this study on Assessment of the Implementation of Universal Basic Education Programme in Kaduna Metropolis, Kaduna State, Nigeria. A total of 565 copies of questionnaire were distributed of which 535copies of questionnaire were returned. Thus, the analysis was based on the returned copies of questionnaire. The results were presented in frequency and percentage tables. Discussions were made on the data.

The chapter contains section "A" bio data of respondents, section "B" Opinions of Respondents on Assessment of the Improvement in the Citizenry a Strong Consciousness for Education and Commitment to its Promotion in Kaduna Metropolis, Kaduna State, Nigeria; section "C" Opinions of Respondents on Assessment of the Stability on the Unfettered Nine 9-year of Formal Basic Education in Kaduna Metropolis, Kaduna State, Nigeria; section "D" Opinions of Respondents on Assessment of the Provision of Free, Compulsory and Universal Basic Education for every Nigerian Child of School-going-age in Kaduna Metropolis, Kaduna State, Nigeria; section "E" Opinions of Respondents on Assessment of whether or not the Incidence of Drop-out has Drastically Reduced from the Formal School System, through Improved Relevance, Quality and Efficiency in Kaduna Metropolis, Kaduna State, Nigeria; section "F" Opinions of Respondents on Assessment of the Compliance of the Acquisition of the Appropriate Levels of Literacy, Numeracy, Manipulative and Life Skills (as well as the ethical, moral and civic values) needed for laying a solid foundation for life-long learning in Kaduna Metropolis, Kaduna State, Nigeria.

Finally, hypotheses testing, major findings and discussions were presented in the chapter.

### 4.2 Bio Data of Respondents

Bio data of respondents include gender, marital status, age, qualification, rank/status, school location and LGEA. Table 8 shows gender of the respondents.

**Table 8: Gender of Respondents**

| Category | Gender | Frequency | Percentage |
|---|---|---|---|
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | Male | 212 | 39.6 |
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | Female | 323 | 60.4 |

Table 8 indicates that female had the highest respondents as could be seen with 323 respondents representing 60.4% which are female. Table 9 shows marital status of the respondents.

**Table 9: Marital Status of Respondents**

| Category | Marital Status | Frequency | Percentage |
|---|---|---|---|
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | Single | 122 | 22.8 |
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | Married | 323 | 60.4 |
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | Divorced | 48 | 9.0 |
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | Widow | 42 | 7.9 |

Table 9 shows the marital status of respondents. The table shows that majority of the respondents were married. Married respondents as could be seen were 323 in number representing 60.4%. Table 10 indicates age of the respondents.

**Table 10: Age of Respondents**

| Category | Age | Frequency | Percentage |
|---|---|---|---|
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | 20-35 | 150 | 28.0 |
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | 36-45 | 302 | 56.4 |
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | 45 and above | 83 | 15.5 |

Table 10 captures respondents' age. The table shows that majority of the respondents had 36-45 years. This could be seen from the table that majority of respondents are between the age of 36-45, that is age of eligibility to work. Table 11 shows respondents' qualification.

**Table 11: Respondents' Qualification**

| Category | Qualification | Frequency | Percentage |
|---|---|---|---|
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | Below NCE | 47 | 8.8 |
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | NCE | 326 | 60.9 |
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | First Degree | 161 | 30.1 |
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | Other Specify | 1 | .2 |

Table 11 shows respondents' qualification. The table shows that majority of the respondents had are NCE holder. The table shows that 326 respondents had NCE which represents 60.9%. There is the great need for the respondents to be encouraged to acquire more education at least to a degree level, as education is dynamic. Table 12 shows rank/status of respondents.

**Table 12: Rank/Status of Respondents**

| Category | Rank/Status | Frequency | Percentage |
|---|---|---|---|
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | Teachers | 422 | 78.9 |
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | Head-Teachers | 72 | 13.5 |
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | PTA Officials | 28 | 5.2 |
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | Supervisors | 13 | 2.4 |

Table 12 shows rank/status of respondents. Teachers had 422 respondents representing 78.9%; Head-teachers had 72 respondents, representing 13.5%; PTA Officials had 28 respondents, representing 5.2%; while Supervisors had 13 respondents, representing 2.4%. Table 13 shows respondents' school location.

**Table 13: School Location**

| Category | School Location | Frequency | Percentage |
|---|---|---|---|
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | Urban | 535 | 100.0 |

Table 13 indicates that respondents were from urban center. This could be seen that all respondents are drawn from urban centre, with 535 respondents, representing 100%. Table 14 shows respondents' Local Government Educational Authority.

**Table 14: Local Government Educational Authority's Respondents**

| Category | Local Government Educational Authority | Frequency | Percentage |
|---|---|---|---|
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | Kaduna North | 339 | 63.4 |
| Teachers<br>Head-Teachers<br>PTA Officials<br>Supervisors | Kaduna South | 196 | 36.6 |

Table 14 indicates that Kaduna North had the highest number of respondents with 339 respondents, representing 63.4%. Kaduna South had 196 respondents which also represents 36.6%. Table 15 shows the Opinions of Respondents on Assessment of the Development in the Citizenry a Strong Consciousness for Education and Commitment to its Promotion in Kaduna Metropolis, Kaduna State, Nigeria.

## 4.3 Opinions of Respondents on Assessment of the Improvement in the Citizenry a Strong Consciousness for Education and Commitment to its Promotion in Kaduna Metropolis, Kaduna State, Nigeria

This section covered the opinions of respondents in item statement 1-10 as reflected in the questionnaire. The items include: Parents' Awareness of Universal Basic Education (UBE) programme, its benefits and their commitment towards its promotion; Citizens' Awareness of Universal Basic Education (UBE) programme; Parents and Guardians Awareness of the benefit of UBE programme and the need to allow their children attend; Awareness of UBE Programme by the community members to generate high enrolment of pupils to schools; Acceptance of UBE programme by religious and traditional leaders through advocacy and proper channel of information; High level of

enlightenment in the media on the need for strong consciousness for education and commitment to its promotion; Strong awareness programme by the Parent Teachers Association (PTA) Forum; Awareness by Community members on the UBE programme for commitment towards education; Mass Enlightenment by the government to encourage enrollment of children into schools and Routine Enlightenment by religious leaders in places of worship to generate high enrolment of pupils into schools. Details of data collected were presented in table 15.

**Table 15:**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

Table 15 captured opinions of respondents on Assessment of the Improvent in the Citizenry a Strong Consciousness for Education and Commitment to its Promotion in Kaduna Metropolis, Kaduna State, Nigeria. It could be seen that in item 1, respondents opined that parents are aware of Universal Basic Education (UBE) programme and its benefits of which they were committed towards its promotion in Kaduna Metropolis, Kaduna State, Nigeria; teachers disagreed with 46.4%, head-teachers disagreed with 38.9%, PTA officials disagreed with 50.0% and Supervisors disagreed with 46.2%. The highest mean score was 2.50. By this it could be deduced that the respondents have disagreed with the statement. Therefore, respondents reveled that most parents are still unaware of Universal Basic Education (UBE) and its benefits and they were not committed to its promotion. Item 2 affirmed the awareness of citizens on Universal Basic Education (UBE) programme in Kaduna Metropolis, Kaduna State, Nigeria, teachers disagreed with 40.3%, head-teachers disagreed with 38.9%, PTA officials disagreed with 35.7% and Supervisors disagreed with 53.8%. The highest mean score was 2.85. By this it could be deduced that the respondents have disagreed with the statement.

Hence, respondents revealed that citizens still need more enlightenment on Universal Basic Education (UBE). Item 3 declared that parents and guardians are aware of UBE as such they allow their children to attend schools; in Kaduna Metropolis, Kaduna State, Nigeria, teachers disagreed with 34.8%, head-teachers disagreed with 31.9%, PTA officials disagreed with 42.9% and Supervisors disagreed with 38.5%. The highest mean score was 2.29. By this it could be deduced that the respondents have disagreed with the statement. Hence, respondents revealed that parents and guardians are still unaware of UBE and they still don't allow their children to attend. Item 4 asserts the

awareness being conducted by community members on UBE as such it generates high enrolment of pupils to schools; in Kaduna Metropolis, Kaduna State, Nigeria, teachers disagreed with 35.8%, head-teachers disagreed with 34.7%, PTA officials disagreed with 46.4% and Supervisors disagreed with 46.2%. The highest mean score was 2.29. By this it could be deduced that the respondents have disagreed with the statement. Respondents revealed that there isn't adequate awareness conducted by community members, and there is still low enrolment of pupils to school. Item 5 acknowledge the acceptance of UBE by religious and traditional leaders due to advocacy exercise, in Kaduna Metropolis, Kaduna State, Nigeria. Teachers strongly disagreed with 34.4%, head-teachers strongly disagreed with 40.3%, PTA officials strongly disagreed with 21.4% and Supervisors strongly disagreed with 30.8%. The highest mean score was 2.03. By this it could be deduced that the respondents have disagreed with the statement. Respondents revealed that advocacy has not change the mindset of religious and traditional leaders towards the acceptance of UBE. Item 6 affirms the high level of enlightenment conducted through media on the need for strong consciousness for education; in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly disagreed with 32.5%, head-teachers strongly disagreed with 40.3%, PTA officials strongly disagreed with 14.3% and Supervisors strongly disagreed with 30.8%. The highest mean score was 2.79.

By this it could be deduced that the respondents have strongly disagreed with the statement. Respondents revealed that there was no high level of enlightenment by the media towards UBE programme. Item 7 proves the conduct of awareness programme by the Parent Teachers Association (PTA) Forum on the need for UBE, in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly disagreed with 36.7%, head-teachers

strongly disagreed with 43.1%, PTA officials strongly disagreed with 25.0% and Supervisors strongly disagreed with 30.8%. The highest mean score was 2.75. By this it could be deduced that the respondents have strongly disagreed with the statement. Respondents revealed that there was no awareness programme conducted by the Parent Teachers Association (PTA) Forum on the need for UBE. Item 8 verifies regular awareness programme conducted by Community members to enable commitment towards education; in Kaduna Metropolis, Kaduna State, Nigeria, teachers disagreed with 30.3%, head-teachers disagreed with 43.1%, PTA officials disagreed with 21.4% and Supervisors disagreed with 38.5%. The highest mean score was 2.53. By this it could be deduced that the respondents have disagreed with the statement. Respondents revealed that regular awareness programme was not adequately conducted by Community members to enable commitment towards education.

Item 9 affirms that mass enlightenment programme has created awareness as a result it has necessitated high enrollment of children into schools, in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly disagreed with 39.8%, head-teachers strongly disagreed with 45.8%, PTA officials strongly disagreed with 35.7% and Supervisors strongly disagreed with 23.1%. The highest mean score was 2.54. By this it could be deduced that the respondents have strongly disagreed with the statement. Respondents revealed that regular awareness has not really necessitated high enrollment of children into schools. Item 10 proves that routine enlightenment by religious leaders in places of worship generates high enrolment of pupils into schools, in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly disagreed with 35.3%, head-teachers strongly disagreed with 43.1%, PTA officials strongly disagreed with 50.0% and Supervisors strongly

disagreed with 30.8%. The highest mean score was 2.46. By this it could be deduced that the respondents have strongly disagreed with the statement. Respondents revealed that routing enlightenment by religious leaders has not duly generated high enrollment of pupils into schools.

### 4.3.1 Opinions of Respondents on Assessment of the Stability on the Unfettered Nine 9-year of Formal Basic Education in Kaduna Metropolis, Kaduna State, Nigeria.

This section covered the opinions of respondents in item statement 11-20 as reflected in the questionnaire. The items include: Provision of child-friendly school environment which stabilized the 9-year formal education; the sustainability gained on the 9-year formal education as a result of widening of access to schools; the increase of child retention in schools following the Government policy on free, compulsory education; vigorous enlightenment for the enhancement of unfettering of 9-year basic education; elimination of taboos or traditional stereotypes for the improvement of unfettering 9-year basic education; introduction, production and distribution of the 9-year basic education curriculum materials to improve unfettered 9-year basic education; Free Education for every child to improve un-interrupted access to 9-year basic education; reduction in the rate of school drop-out, quality and efficiency greatly to enhance the un-interrupted 9-year basic education; provision of mid-day meals to enhance retention in school. Details of data collected were presented in table 16.

**Table 16:**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

Table 16 captured opinions of respondents on Assessment of the Stability on the Unfettered Nine 9-year of Formal Basic Education in Kaduna Metropolis, Kaduna State, Nigeria. Item 11 confirms the provision of child-friendly school environment which stabilized the 9-year formal education in Kaduna Metropolis, Kaduna State, Nigeria, teachers agreed with 14.0%, head-teachers agreed with 13.9%, PTA officials agreed with 10.7% and Supervisors agreed with 38.5%. The highest mean score was 3.31. By this it could be deduced that the respondents have agreed with the statement. Therefore, respondents clearly revealed that 9-year formal education has been properly stabilized due to adequate provision of child-friendly school environment.

Item 12 affirms the sustainability gained on the 9-year formal education as a result of widening of access to schools in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly agreed with 8.1%, head-teachers strongly agreed with 1.4%, PTA officials strongly agreed with 3.6% and Supervisors strongly agreed with 38.5%. The highest mean score was 3.54. By this it could be deduced that the respondents have strongly agreed with the statement. Hence, respondents revealed that the 9-year formal education is stable and that there is access to schools. Item 13 confirms the increase of child retention in schools following the Government policy on free, compulsory education in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly agreed with 7.3%, head-teachers strongly agreed with 2.8%, PTA officials strongly agreed with 10.7% and Supervisors strongly agreed with 53.8%. The highest mean score was 3.92. By this it could be deduced that the respondents have strongly agreed with the statement. Hence, respondents revealed that there is increase in child retention in schools following the Government policy on free, compulsory education. Item 14 asserts that vigorous

enlightenment has enhanced unfettering of 9-year basic education; in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly agreed with 6.6%, head-teachers strongly agreed with 2.8%, PTA officials strongly agreed with 3.6% and Supervisors agreed with 46.2%. The highest mean score was 3.77. By this it could be deduced that the respondents have strongly agreed with the statement. Respondents revealed that vigorous enlightenment has enhanced unfettering of 9-year basic education. Item 15 asserts that elimination of taboos or traditional stereotypes has improved the unfettering 9-year basic education; in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly agreed with 6.4%, head-teachers strongly agreed with 4.2%, PTA officials strongly agreed with 7.1% and Supervisors strongly agreed with 46.2%. The highest mean score was 3.54. By this it could be deduced that the respondents have strongly agreed with the statement. Respondents revealed that vigorous enlightenment has enhanced unfettering of 9-year basic education.

Item 16 asserts that introduction, production and distribution of the 9-year basic education curriculum materials has greatly controlled distortion from schools in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly agreed with 7.1%, head-teachers strongly agreed with 8.3%, PTA officials strongly agreed with 7.1% and Supervisors strongly agreed with 38.5%. The highest mean score was 3.23. By this it could be deduced that the respondents have strongly agreed with the statement. Respondents revealed that introduction, production and distribution of the 9-year basic education curriculum materials have greatly controlled distortion from school. Item 17 asserts that Provision of sport activities in school improved unfettered 9-year basic education in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly agreed with 5.2%, head-

teachers strongly agreed with 4.2%, PTA officials strongly agreed with 3.6% and Supervisors strongly agreed with 23.1%. The highest mean score was 3.15. By this it could be deduced that the respondents strongly agreed with the statement. Respondents revealed that there is provision for sport activities in schools and it has improved unfettered 9-year basic education. Item 18 affirms that Free Education for every child has improved un-interrupted access to 9-year basic education; in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly agreed with 8.1%, head-teachers strongly agreed with 8.3%, PTA officials strongly agreed with 17.9% and Supervisors strongly agreed with 30.8%. The highest mean score was 3.8. By this it could be deduced that the respondents have strongly agreed with the statement. Respondents revealed that the Free Education for every child has improved un-interrupted access to 9-year basic education.

Item 19 affirms that the reduction in the rate of school drop-out, quality and efficiency greatly improved the un-interrupted 9-year basic education; in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly agreed with 7.1%, head-teachers strongly agreed with 2.8%, PTA officials strongly agreed with 7.1% and Supervisors strongly agreed with 30.8%. The highest mean score was 3.46. By this it could be deduced that the respondents have strongly agreed with the statement. Respondents revealed that the reduction in the rate of school drop-out, quality and efficiency greatly improved the un-interrupted 9-year basic education. Item 20 affirms that provision of mid-day meals enhanced retention in school; in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly agreed with 7.3%, head-teachers strongly agree with 2.8%, PTA officials strongly agree with 7.1% and Supervisors strongly agree with 30.8%. The highest mean score was 3.38. By this it could be deduced that the respondents have

strongly agreed with the statement. Respondents revealed that the provision of mid-day meals enhanced retention in school.

### 4.3.2 Opinions of Respondents on Assessment of the Provision of Free, Compulsory and Universal Basic Education for every Nigerian Child of School-going-age in Kaduna Metropolis, Kaduna State, Nigeria.

This section covered the opinions of respondents in item statement 21-30 as reflected in the questionnaire. The items include: Tuition fees made free in all schools; parents no more pay any fee/levy on their children; educational materials such as textbooks and note books are supplied free to all pupils; uniforms are supplied free to all pupils in the schools; free meals are provided to pupils in schools; Sport kits are provided free to children in schools; free accommodation are provided for children in school; free transportation to and from school for pupils; other school levy are made free for children; general school facilities are provided free . Details of data collected were presented in table 17.

**Table 17:**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

Table 17 captured opinions of respondents on Assessment of the Provision of Free, Compulsory and Universal Basic Education for every Nigerian Child of School-going-age in Kaduna Metropolis, Kaduna State, Nigeria. It could be seen that item 21 asserts that tuition fees are made free in all schools in Kaduna Metropolis, Kaduna State, Nigeria, teachers disagreed with 42.7%, head-teachers disagreed with 41.7%, PTA officials disagreed with 60.7% and Supervisors disagreed with 46.2%. The highest mean score was 2.08. By this it could be deduced that the respondents have disagreed with the statement. Therefore, respondents reveled that pupils still pay tuition fees as such it is not made free in all schools. Item 22 affirmed that parents no more pay any fee/levy on their children in Kaduna Metropolis, Kaduna State, Nigeria, teachers disagreed with 38.4%, head-teachers disagreed with 38.9%, PTA officials disagreed with 42.9% and Supervisors disagreed with 46.2%. The highest mean score was 2.23. By this it could be deduced that the respondents have disagreed with the statement. Hence, respondents revealed that parents still pay fee/levy on their children.

Item 23 declared that educational materials such as textbooks and note books are supplied free to all pupils in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly disagreed with 42.2%, head-teachers strongly disagreed with 47.2, PTA officials strongly disagreed with 57.1% and Supervisors strongly disagreed with 38.5%. The highest mean score was 2.15. By this it could be deduced that the respondents have strongly disagreed with the statement. Hence, respondents revealed that educational materials such as textbooks and note books are not supplied free to all pupils. Item 24 assert that uniforms are supplied free to all pupils in the schools in Kaduna Metropolis, Kaduna State, Nigeria, teachers disagree with 42.6%, head-teachers disagree with 29.2%, PTA officials

disagree with 39.3% and Supervisors disagree with 61.5%. The highest mean score was 1.96. By this it could be deduced that the respondents have disagreed with the statement. Respondents revealed that Uniforms are not supplied free to all pupils in the schools. Item 25 asserts that free meals are provided to pupils in schools in Kaduna Metropolis, Kaduna State, Nigeria, teachers disagreed with 37.9%, head-teachers disagreed with 34.7%, PTA officials disagreed with 35.7% and Supervisors disagreed with 61.5%. The highest mean score was 2.15. By this it could be deduced that the respondents have disagreed with the statement. Respondents revealed that free meals are not provided to pupils in schools.

Item 26 affirms Sport kits are provided free to children in schools in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly disagree with 38.9%, head-teachers strongly disagree with 40.3%, PTA officials strongly disagree with 46.4% and Supervisors strongly disagree with 38.5%. The highest mean score was 2.10. By this it could be deduced that the respondents have strongly disagreed with the statement. Respondents revealed that sport kits are not provided free to children in schools. Item 27 affirms that free accommodation is provided for children in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly disagreed with 45.5%, head-teachers strongly disagreed with 44.4%, PTA officials strongly disagreed with 46.4% and Supervisors strongly disagreed with 38.5%. The highest mean score was 2.00. By this it could be deduced that the respondents have strongly disagreed with the statement. Respondents revealed that there is no free accommodation provided for children. Item 28 confirms free transportation to and from school for pupils in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly disagree with 40.5%, head-teachers strongly disagree with 36.1%, PTA officials

strongly disagree with 63.6% and Supervisors strongly disagree with 23.1%. The highest mean score was 2.23. By this it could be deduced that the respondents have disagreed with the statement. Respondents revealed that there is no provision for free transportation to and from school for pupils. Item 29 ascertains that any other school levy are made free for children in Kaduna Metropolis, Kaduna State, Nigeria, teachers disagreed with 43.8%, head-teachers disagreed with 48.6%, PTA officials disagreed with 32.1% and Supervisors disagreed with 30.8%. The highest mean score was 2.14. By this it could be deduced that the respondents have disagreed with the statement. Respondents revealed that other school levy are not made free to children. Item 20 proves that general school facilities are provided free in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly disagreed with 39.3%, head-teachers strongly disagreed with 44.4%, PTA officials strongly disagreed with 46.4% and Supervisors strongly disagreed with 23.1%. The highest mean score was 2.77. By this it could be deduced that the respondents have strongly disagreed with the statement. Respondents revealed that provision of general school facilities are not free.

### 4.3.3 Opinions of Respondents on Assessment of Whether or not Incidences of Drop-out from the Formal School System has drastically Reduced, through Improved Relevance, Quality and Efficiency in Kaduna Metropolis, Kaduna State, Nigeria.

This section covered the opinions of respondents in item statement 31-40 as reflected in the questionnaire. The items include: Use of fine against defaulters helps greatly in the reduction of school drop-out; sanctioning of parents who default in sending children to school help reduced drop-out; government do prosecute parents who withdrew pupils from schools, in order to reduce incidence of drop-out; enactment of Law on Right of a Child to Compulsory, Free Universal Basic Education to reduce issues

of drop-out; provision of child-friendly school environment decrease incidence of drop-out; provision of free mid-day meals greatly reduced school drop-out; provision of free text books and other learning materials too reduce school drop-out; accessibility and good location of schools for the reduction of drop-out; parental participation in the school management helped in restriction of school drop-out; government policy of conviction on parent who withdraws children from school helps in the decrease of school drop-out. Details of data collected were presented in table 18.

**Table 18:**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

Table 18 captured opinions of respondents on Assessment of the whether or not Incidences of Drop-out from the Formal School System has drastically reduced, through Improved Relevance, Quality and Efficiency in Kaduna Metropolis, Kaduna State, Nigeria. It could be seen that item 31 asserts that use of fine against defaulters helps greatly in the reduction of school drop-out in Kaduna Metropolis, Kaduna State, Nigeria, teachers disagreed with 45.0%, head-teachers disagreed with 43.1%, PTA officials disagreed with 42.9% and Supervisors disagreed with 46.2%. The highest mean score was 2.77. By this it could be deduced that the respondents have disagreed with the statement. Therefore, respondents reveled that there was no use of fine against defaulters and it therefore does not helps in the reduction of school drop-out.

Item 32 affirmed that sanctioning of parents who default in sending children to school help reduced drop-out in Kaduna Metropolis, Kaduna State, Nigeria, teachers disagreed with 41.0%, head-teachers disagreed with 35.5%, PTA officials disagreed with 50.0% and Supervisors disagreed with 46.2%. The highest mean score was 2.46. By this it could be deduced that the respondents have disagreed with the statement. Hence, respondents revealed that no sanctioning carried out on parents who default in sending children to school it therefore does not help reduce drop-out. Item 33 declared that government do prosecute parents who withdrew pupils from schools, as such it reduce incidence of drop-out in Kaduna Metropolis, Kaduna State, Nigeria, teachers disagreed with 43.6%, head-teachers disagreed with 34.7, PTA officials disagreed with 42.9% and Supervisors disagreed with 53.8%. The highest mean score was 2.08. By this it could be deduced that the respondents have disagreed with the statement. Hence, respondents revealed that there is no evidence of government prosecuting parents who withdrew

pupils from schools, as a result it does not reduce incidence of drop-out. Item 34 asserts that enactment of Law on Right of a Child to Compulsory, Free Universal Basic Education has greatly reduced issues of drop-out in Kaduna Metropolis, Kaduna State, Nigeria, teachers disagreed with 38.6%, head-teachers disagreed with 34.7%, PTA officials disagreed with 50.0% and Supervisors disagreed with 69.2%. The highest mean score was 1.92. By this it could be deduced that the respondents have disagreed with the statement. Respondents revealed that enactment of Law on Right of a Child to Compulsory, Free Universal Basic Education does not reduce issues of drop-out. Item 35 asserts that provision of child-friendly school environment decrease incidence of drop-out in Kaduna Metropolis, Kaduna State, Nigeria, Teachers strongly disagreed with 45.0%, head-teachers strongly disagreed with 47.2%, PTA officials strongly disagreed with 60.7% and Supervisors strongly disagreed with 46.2%. The highest mean score was 1.94. By this it could be deduced that the respondents have strongly disagreed with the statement. Respondents revealed that no provision of child-friendly school environment and there is no decrease in incidence of drop-out.

Item 36 affirms the provision of free mid-day meals which has greatly reduced school drop-out in Kaduna Metropolis, Kaduna State, Nigeria. Teachers disagreed with 42.2%, head-teachers disagreed with 36.1%, PTA officials disagreed with 39.3% and Supervisors disagreed with 53.8%. The highest mean score was 2.11. By this it could be deduced that the respondents have disagreed with the statement. Respondents revealed that there was no provision of free mid-day meals and it has not reduced school drop-out. Item 37 affirms that provision of free text books and other learning materials has reduced school drop-out in Kaduna Metropolis, Kaduna State, Nigeria, teachers disagreed with

45.7%, head-teachers disagreed with 36.1%, PTA officials disagreed with 42.9% and Supervisors disagreed with 53.8%. The highest mean score was 2.23. By this it could be deduced that the respondents have disagreed with the statement. Respondents revealed that there was no provision of free text books and other learning materials. Hence, it does not reduce school drop-out. Item 38 confirms that accessibility and good location of schools has greatly reduced drop-out in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly disagreed with 44.8%, head-teachers strongly disagreed with 50.0%, PTA officials strongly disagreed with 37.1% and Supervisors strongly disagreed with 38.5%. The highest mean score was 1.92. By this it could be deduced that the respondents have disagreed with the statement. Respondents revealed that there is no accessibility and good location of schools as such it has not reduced drop-out.

Item 39 ascertains that parental participation in the school management has helped greatly in restriction of school drop-out in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly disagreed with 45.7%, head-teachers strongly disagreed with 58.3%, PTA officials strongly disagreed with 57.1% and Supervisors strongly disagreed with 30.8%. The highest mean score was 2.08. By this it could be deduced that the respondents have strongly disagreed with the statement. Respondents revealed that parental participation in the school management has not helped in the restriction of school drop-out. Item 40 proves that government policy of conviction on parent who withdraws children from school has resulted to decrease of school drop-out in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly disagreed with 45.3%, head-teachers strongly disagreed with 59.7%, PTA officials strongly disagreed with 64.3% and Supervisors strongly disagreed with 53.8%. The highest mean score was 1.83. By this it

could be deduced that the respondents have strongly disagreed with the statement. Respondents revealed that government policy of conviction on parent who withdraws children from school has not resulted to decrease of drop-out.

### 4.3.4 Opinions of Respondents on Assessment of the Compliance of the Acquisition of the Appropriate Levels of Literacy, Numeracy, Manipulative and Life Skills (as well as the ethical, moral and civic values) needed for laying a solid foundation for life-long learning in Kaduna Metropolis, Kaduna State, Nigeria.

This section covered the opinions of respondents in item statement 41-50 as reflected in the questionnaire. The items include: Pupils within the age of 6-15 or graduates speak fluent English; improved teaching and learning facilities enhanced reading and writing in children of UBE schools; UBE has made many children self-employed and have established vocational entrepreneurships; pupils identify and write the value of each digit in a 4 digit number using thousands, hundreds, tens and units by themselves; pupils in the schools can read and write appropriately now without interference; most children have acquired appropriate literacy, numeracy, manipulative, communicative and life skills from schools; pupils from the age of 8 can recognize the hour and minutes hands and tell the time using "o" clock; pupils in primary 3 read short paragraphs of 2-3 sentences fluently; children at primary 6 find the range of medium, mode and mean of sets of items; pupils now use grammatical accuracy in their write ups. Details of data collected were presented in table 19.

**Table 19:**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

Table 19 captured opinions of respondents on Assessment of the Compliance of the Acquisition of the Appropriate Levels of Literacy, Numeracy, Manipulative and Life Skills (as well as the ethical, moral and civic values) needed for laying a solid foundation for life-long learning in Kaduna Metropolis, Kaduna State, Nigeria. It could be seen that item 41 asserts that pupils within the age of 6-15 or graduates from UBE schools speak fluent English in UBE schools in Kaduna Metropolis, Kaduna State, Nigeria, teachers disagreed with 47.4%, head-teachers disagreed with 48.6%, PTA officials disagreed with 50.0% and Supervisors disagreed with 53.8%. The highest mean score was 1.91. By this it could be deduced that the respondents have disagreed with the statement. Therefore, respondents reveled that Pupils within the age of 6-15 or graduates cannot speak fluent English in UBE schools.

Item 42 affirmed that improved teaching and learning facilities has enhanced reading and writing in children of UBE schools in Kaduna Metropolis, Kaduna State, Nigeria. Teachers strongly disagreed with 44.8%, head-teachers strongly disagreed with 41.7%, PTA officials strongly disagreed with 60.7% and Supervisors strongly disagreed with 38.5%. The highest mean score was 2.15. By this it could be deduced that the respondents have strongly disagreed with the statement. Hence, respondents revealed that no improved teaching and learning facilities, as such it has not enhanced reading and writing in children of UBE schools. Item 43 declared that UBE has made many children self-employed and have established vocational entrepreneurships in Kaduna Metropolis, Kaduna State, Nigeria. Teachers disagreed with 42.2%, head-teachers disagreed with 47.2%, PTA officials disagreed with 39.3% and Supervisors disagreed with 61.5%. The highest mean score was 2.15. By this it could be deduced that the respondents have

disagreed with the statement. Hence, respondents revealed that many children are not yet self-employed and have not established vocational entrepreneurships. Item 44 asserts that pupils identify and write the value of each digit in a 4 digit number using thousands, hundreds, tens and units by themselves in Kaduna Metropolis, Kaduna State, Nigeria. Teachers disagreed with 42.7%, head-teachers disagreed with 34.7%, PTA officials disagreed with 25.0% and Supervisors disagreed with 53.8%. The highest mean score was 2.15. By this it could be deduced that the respondents have disagreed with the statement. Respondents revealed that many pupils do not identify and write the value of each digit in a 4 digit number using thousands, hundreds, tens and units by themselves. Item 45 asserts that pupils in the schools can read and write appropriately now without interference in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly disagreed with 43.6%, head-teachers strongly disagreed with 45.8%, PTA officials strongly disagreed with 60.7% and Supervisors strongly disagreed with 30.8%. The highest mean score was 1.85. By this it could be deduced that the respondents have strongly disagreed with the statement. Respondents revealed that many pupils in the schools cannot read and write appropriately without interference.

Item 46 affirms that most children have acquired appropriate literacy, numeracy, manipulative, communicative and life skills from schools in Kaduna Metropolis, Kaduna State, Nigeria, teachers disagreed with 43.4%, head-teachers disagreed with 47.2%, PTA officials disagreed with 42.9% and Supervisors disagreed with 53.8%. The highest mean score was 1.89. By this it could be deduced that the respondents have disagreed with the statement. Respondents revealed that most children have not acquired appropriate literacy, numeracy, manipulative, communicative and life skills from schools. Item 47

affirms that pupils from the age of 8 can recognize the hour and minutes hands and tell the time using "o" clock in Kaduna Metropolis, Kaduna State, Nigeria, teachers disagreed with 41.0%, head-teachers disagreed with 50.0%, PTA officials disagreed with 57.1% and Supervisors disagreed with 38.5%. The highest mean score was 1.90. By this it could be deduced that the respondents have disagreed with the statement. Respondents revealed that many pupils from the age of 8 could not recognize the hour and minutes hands and tell the time using "o" clock. Item 48 confirms that pupils in primary 3 can read short paragraphs of 2-3 sentences fluently in Kaduna Metropolis, Kaduna State, Nigeria, teachers disagreed with 38.6%, head-teachers disagreed with 44.4%, PTA officials disagreed with 53.6% and Supervisors disagreed with 46.2%. The highest mean score was 1.93. By this it could be deduced that the respondents have disagreed with the statement. Respondents revealed that many pupils in primary 3 cannot read short paragraphs of 2-3 sentences fluently. Item 49 ascertains that children at primary 6 can find the range of medium, mode and mean of sets of items in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly disagreed with 46.9%, head-teachers strongly disagreed with 47.2%, PTA officials strongly disagreed with 35.7% and Supervisors strongly disagreed with 30.8%. The highest mean score was 2.00. By this it could be deduced that the respondents has strongly disagreed with the statement. Respondents revealed that many children at primary 6 cannot find the range of medium, mode and mean of sets of items. Item 50 proves that pupils now use grammatical accuracy in their write ups in Kaduna Metropolis, Kaduna State, Nigeria, teachers strongly disagreed with 39.6%, head-teachers strongly disagreed with 44.4%, PTA officials strongly disagreed with 50.0% and Supervisors strongly disagreed with 38.5%. The highest mean score was 2.08.

By this it could be deduced that the respondents have strongly disagreed with the statement. Respondents revealed that most pupils cannot use grammatical accuracy in write up.

**4.5 Hypotheses Testing**

Five null hypotheses were formulated at the beginning of this study. the hypotheses include; there is no significant difference in the opinions of teachers, head-teachers, PTA officials and supervisors on the commitment of citizenry towards education in the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria; there is no significant difference in the opinions of teachers, head-teachers, PTA officials and supervisors on the extent of adherence to the nine 9-year unfettered formal basic educations in the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria; there is no significant difference in the opinions of teachers, head-teachers, PTA officials and supervisors on the adequacy of the provision of free, compulsory, universal basic education in the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria; there is no significant difference in the opinions of teachers, head-teachers, PTA officials and supervisors on the incidence of drop-out from the formal school system following the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria; there is no significant difference in the opinions of teachers, head-teachers, PTA officials and supervisors on the compliance to the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills following the implementation of UBE progrmme in Kaduna Metropolis, Kaduna State, Nigeria. All the five hypotheses were tested using one

way Analysis of Variance (ANOVA) at 0.05 significant levels. Section 4.4.1 – 4.4.6 captured details of the results of the five tested null hypotheses.

### 4.5.1 Hypothesis 1

Hypothesis 1 states that there is no significant difference in the opinions of teachers, head-teachers, PTA officials and supervisors on the commitment of citizenry towards education in the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria. Details of the result are presented in summary table of hypothesis in table 20.

**Table 20: Summary of One Way Analysis of Variance on Opinions of Respondents on Assessment of the Development in the Citizenry a Strong Consciousness for Education and Commitment to its Promotion in Kaduna Metropolis, Kaduna State, Nigeria**

| Status | Sum of Square | Df | Mean Square | F | Prob. | F. Critical | Remark |
|---|---|---|---|---|---|---|---|
| Between Groups | 461.708 | 3 | 153.903 | | | | |
| Within Groups | 34590.845 | 531 | 65.143 | 2.363 | .070 | 2.76 | Retained |
| **Total** | **35052.553** | **534** | | | | | |

Table 20 shows f-ration value (2.363) at 3 df 531 and at the level 0.05, the critical value (2.76) is greater than f. ratio values (2.363). The probability level of significance P(.070) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on the Assessment of the Development in the Citizenry a Strong Consciousness for Education and Commitment to its Promotion in Kaduna Metropolis, Kaduna State, Nigeria. Therefore, the null hypothesis is retained.

### 4.5.2 Hypothesis 2

Hypothesis 2 states that there is no significant difference in the opinions of teachers, head-teachers, PTA officials and supervisors on the extent of adherence to the

nine 9-year unfettered formal basic educations in the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria. Details of the result are presented in summary table of hypothesis in table 21.

**Table 21: Summary of One Way Analysis of Variance on Opinions of Respondents on Assessment of the Progress on the Unfettered Nine 9-year of Formal Basic Education in Kaduna Metropolis, Kaduna State, Nigeria.**

| Status | Sum of Square | Df | Mean Square | F | Prob. | F. Critical | Remark |
|---|---|---|---|---|---|---|---|
| Between Groups | 2397.280 | 3 | 799.093 | | | | |
| Within Groups | 42455.251 | 531 | 79.953 | 9.994 | .000 | 2.76 | Rejected |
| **Total** | **44852.531** | **534** | | | | | |

Table 21 shows f-ration value (9.994) at 3 df 531 and at the level 0.05, the critical value (2.76) is less than f. ratio values (9.994). The probability level of significance P(.000) is less than 0.05. This means that there is a significant difference in the opinions of respondents on the Assessment of the Progress on the Unfettered Nine 9-year of Formal Basic Education in Kaduna Metropolis, Kaduna State, Nigeria. Therefore, the null hypothesis is rejected.

**Table 22: Post Hoc Scheffe's Test on the Opinions of Respondents on Assessment of the Progress on the Unfettered Nine 9-year of Formal Basic Education in Kaduna Metropolis, Kaduna State, Nigeria.**

| Mean | Group | 1 | 2 | 3 |
|---|---|---|---|---|
| 21.7370 | Teachers (1) | | | |
| 20.3333 | Head-Teachers (2) | | | |
| 20.1071 | PTA Officials (3) | | | |
| 34.6923 | Supervisors (4)* | | | |

***Signifies significant differences between groups. Therefore, the opinions Teachers, Head-Teachers and PTA Officials are significantly different from those of Supervisors.

Table 22 shows Post Hoc test, group mean indicating significant difference between teachers, head-teachers, PTA officials and supervisors. The mean scores

among the respondents are different but differences were close. This could be seen as teachers with 21.7370, head teachers with 20.3333, PTA officials with 20.1071, the closeness among the respondents was more between the teachers, head teachers and PTA officials but varies between the three mentioned and the supervisors.

The existing differences could be related to differences in perception of issues related to UBE programme. The differences in opinions again could be as a result of differences in personnel and resources. Hence, UBE programme due to politics has been in some areas differently among stakeholders in education.

However, all hands must be on deck with the view to providing all that is required irrespective of political affiliations. Education becomes everybody's business due to its general function in the society.

### 4.4.3 Hypothesis 3

Hypothesis 3 states that there is no significant difference in the opinions of teachers, head-teachers, PTA officials and supervisors on the adequacy of the provision of free, compulsory, universal basic education in the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria. Details of the result are presented in summary table of hypothesis in table 23.

**Table 23: Summary of One Way Analysis of Variance on Opinions of Respondents on Assessment of the Provision of Free, Compulsory and Universal Basic Education for every Nigerian Child of School-going-age in Kaduna Metropolis, Kaduna State, Nigeria**

| Status | Sum of Square | Df | Mean Square | F | Prob. | F. Critical | Remark |
|---|---|---|---|---|---|---|---|
| Between Groups | 115.773 | 3 | 38.591 | | | | |
| Within Groups | 22484.930 | 531 | 42.288 | .913 | .435 | 2.76 | Retained |
| **Total** | **22570.703** | **534** | | | | | |

Table 23 shows f-ration value (.913) at 3 df 531 and at the level 0.05, the critical value (2.76) is greater than f. ratio values (.913). The probability level of significance P(.435) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on the Assessment of the Provision of Free, Compulsory and Universal Basic Education for every Nigerian Child of School-going-age in Kaduna Metropolis, Kaduna State, Nigeria. Therefore, the null hypothesis is retained.

### 4.4.4 Hypothesis 4

Hypothesis 4 states that there is no significant difference in the opinions of teachers, head-teachers, PTA officials and supervisors on the incidence of drop-out from the formal school system following the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria. Details of the result are presented in summary table of hypothesis in table 24.

**Table 24: Summary of One Way Analysis of Variance on Opinions of Respondents on Assessment of the Drastically Reduction of Incidence of Drop-out from the Formal School System, through Improved Relevance, Quality and Efficiency in Kaduna Metropolis, Kaduna State, Nigeria.**

| Status | Sum of Square | Df | Mean Square | F | Prob. | F. Critical | Remark |
|---|---|---|---|---|---|---|---|
| Between Groups | 84.409 | 3 | 28.136 | | | | |
| Within Groups | 20933.786 | 531 | 39.423 | .714 | .544 | 2.76 | Retained |
| **Total** | **21018.194** | **534** | | | | | |

Table 24 shows f-ration value (.714) at 3 df 531 and at the level 0.05, the critical value (2.76) is greater than f. ratio values (.714). The probability level of significance P(.544) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on the Assessment of the Drastically Reduction of Incidence of Drop-out

from the Formal School System, through Improved Relevance, Quality and Efficiency in Kaduna Metropolis, Kaduna State, Nigeria. Therefore, the null hypothesis is retained.

### 4.4.5 Hypothesis 5

Hypothesis 5 states that there is no significant difference in the opinions of teachers, head-teachers, PTA officials and supervisors on the compliance to the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills following the implementation of UBE progrmme in Kaduna Metropolis, Kaduna State, Nigeria. Details of the result are presented in summary table of hypothesis in table 25.

**Table 25: Summary of One Way Analysis of Variance on Opinions of Respondents on Assessment of the Compliance of the Acquisition of the Appropriate Levels of Literacy, Numeracy, Manipulative and Life Skills (as well as the ethical, moral and civic values) needed for laying a solid foundation for life-long learning in Kaduna Metropolis, Kaduna State, Nigeria..**

| Status | Sum of Square | Df | Mean Square | F | Prob. | F. Critical | Remark |
|---|---|---|---|---|---|---|---|
| Between Groups | 64.656 | 3 | 21.552 | | | | |
| Within Groups | 17622.776 | 531 | 33.188 | .649 | .584 | 2.76 | Retained |
| **Total** | **176687.432** | **534** | | | | | |

Table 25 shows f-ratio value (.694) at 3 df 531 and at the level 0.05, the critical value (2.76) is greater than f. ratio values (.649). The probability level of significance P(.584) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on the Assessment of the Compliance of the Acquisition of the Appropriate Levels of Literacy, Numeracy, Manipulative and Life Skills (as well as the ethical, moral and civic values) needed for laying a solid foundation for life-long learning in Kaduna

Metropolis, Kaduna State, Nigeria. Therefore, the null hypothesis is retained. Details of the summary hypotheses testing are presented in table 26:

## Table 26: Summary of Hypothesis Testing

| S/N | Hypothesis | Statistical Tool | Significant Level | Result | Restated Hypothesis |
|---|---|---|---|---|---|
| 1 | There is no significant difference in the opinions of teachers, head-teachers, parent teachers' association (PTA) officials and supervisors on the commitment of citizenry towards education in the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria. | ANOVA | 0.05 | Retained | There is no significant difference in the opinions of teachers, head-teachers, parent teachers' association (PTA) officials and supervisors on the commitment of citizenry towards education in the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria. |
| 2 | There is no significant difference in the opinions of teachers, head-teachers, parent teachers' association (PTA) officials and supervisors on the extent of adherence to the nine 9-year unfettered formal basic educations in the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria. | ANOVA | 0.00 | Rejected | There is significant difference in the opinions of teachers, head-teachers, parent teachers' association (PTA) officials and supervisors on the extent of adherence to the nine 9-year unfettered formal basic educations in the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria. |
| 3 | There is no significant difference in the opinions of teachers, head-teachers, parent teachers' association (PTA) officials and supervisors on the adequacy of the provision of free, compulsory, universal basic education in the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria. | ANOVA | 0.05 | Retained | There is no significant difference in the opinions of teachers, head-teachers, parent teachers' association (PTA) officials and supervisors on the adequacy of the provision of free, compulsory, universal basic education in the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria. |
| 4 | There is no significant difference in the opinions of teachers, head-teachers, parent teachers' association (PTA) officials and supervisors on the incidence of drop-out from the formal school system following the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria. | ANOVA | 0.05 | Retained | There is no significant difference in the opinions of teachers, head-teachers, parent teachers' association (PTA) officials and supervisors on the incidence of drop-out from the formal school system following the implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria. |
| 5 | There is no significant difference in the opinions of teachers, head-teachers, parent teachers' association (PTA) officials and supervisors on the compliance to the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills following the implementation of UBE progrmme in Kaduna Metropolis, Kaduna State, Nigeria. | ANOVA | 0.05 | Retained | There is no significant difference in the opinions of teachers, head-teachers, parent teachers' association (PTA) officials and supervisors on the compliance to the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills following the implementation of UBE progrmme in Kaduna Metropolis, Kaduna State, Nigeria. |

### 4.6 Summary of Major Findings

The following are the major findings of the study:

1. The level of educational consciousness and its promotion are lower in Kaduna Metropolis. This is in view of the fact that responses to questionnaire indicated the fact that, most parents are unaware of UBE programme and its benefits and are not committed to its vigorous promotion.
2. There was stability and adherence to the nine 9-year unfettered formal basic education in Kaduna Metropolis. Finding of this research have it that the curriculum was broaden to suit the nine 9-year basic education systems in accordance with the law/guidelines of the programme. It also shows promotion exams from primary to JSS were flexible and not rigid.
3. There was no provision for free education in Kaduna metropolis in actual sense or the extent of freeness of UBE schools is very minimal and or not complete. Hence, it is at variance with the provisions of UBE Act 2004.
4. There were still incidences of drop-out from the formal school system. The research found out that withdrawal of children or wards has continued unabated with no evidence of prosecution of any parent or guardian in Kaduna Metropolis, Kaduna State, Nigeria.
5. There was no positive compliance to the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills in Kaduna Metropolis, Kaduna State, Nigeria. Respondents object compliance towards acquisition of appropriate level of literacy, numeracy, manipulative, communicative and life skill, hence many children in UBE schools cannot speak fluent basic English,

identification of write-ups, values of digit number using thousands, hundred, tens and units becomes difficult.

### 4.7 Discussions on the Findings

The findings on objective one revealed that there is low mobilisation and awareness on the universal basic education programme in Kaduna metropolis, Kaduna state, Nigeria. This is due to low or lack of awareness campaign through media, religious organization, parents and traditional rulers on the benefits of education to the society; as such they are not committed to the promotion of education. High figure of the respondents object to the fact that UBE programme has made most Nigerians aware of the need for at least basic education. This means a larger percentage of the respondents disagree with the fact that most parents are aware of the UBE programme and are committed to its vigorous promotion neither did they agree that most Nigerians are aware of the need for at least basic education. This finding confirms the high illiteracy figure in Nigeria. This is also suggestive of the fact that, the awareness creation medium of the UBE programme is either weak or not properly focused to reach the targets. This is supported by Bisong (2004), who observed that inadequate enlightenment/awareness of the general public to gather support for well intended and new programmes is one major reason why many government policies and programmes failed in the last millennium. The UBE, therefore, should be well projected to the generality of Nigeria. This will help to enlighten the different categories of audience in terms of the goals and objectives of the programme on the one hand, and the roles and expectations of the target audience on the other. Vividly, information and enlightenment will promote the understanding and awareness of the UBE programme.

The findings in objective two revealed that there is steady adherence to the nine 9-year unfettered formal basic education in Kaduna Metropolis. Finding of this research have it that pupils now graduate from primary six to J.S.S. level smoothly. High percentage of respondents agreed that there was no interruption in the proceedings of the 9-year schooling. Research affirmed that provision of access to school and other schools facilities were made available; hence they have facilitated smooth graduation from Primary to Junior Secondary School level. The finding revealed also, that the curriculum was broaden to suit the nine 9-year basic education systems, elimination of taboos and traditional stereotypes have been reduced to a bearable minimum, thus, which is in accordance with the law/guidelines of the programme.

Finding in objective three reveled that there is no adequate provision for free education in Kaduna Metropolis, Kaduna State, Nigeria. Findings highlighted that levies of different sort are charged and paid in UBE schools in Kaduna Metropolis i.e. PTA fee, school transfer fee etc, as such free basic education is yet to see the light of the day. Reason being that, robust funds were not provided consistently for the purpose of complete free education or funds were diverted for other purposes. Nevertheless, research generally found out that levies of different sorts are charged and paid in UBE schools in Kaduna Metropolis. Also most of the respondents were of the view that there is no free and compulsory basic education as almost all the respondents opined that collection of assorted levies is still going on in UBE schools and nobody has been prosecuted either for charging levies. The implication of this finding is that, the government is seen as merely playing politics with the UBE programme or the UBE law is only a paper work that lacks practical application.

It also suffices that some levels of government defaulted in the provision of their own share (percentage) of funds to facilitate the smooth running of the absolute free education (Obanya, 2001).

The findings in objective four revealed that incident of school drop-out still looming high from the formal school system in Kaduna Metropolis, Kaduna State, Nigeria. Despite the increased enrollment of pupils that greeted the introduction of free and compulsory education in Nigeria, the non-adherence to the implementation guidelines may have hampered its sustainability leading to increased drop-out cases. Findings also revealed that no evidence of prosecution of any parent or guardian who withdraw their children from school. Mobile courts are not established within the communities to prosecute defaulters within the communities or the metropolis; education committees were not established in the communities to supervise defaulters. Another finding in this objective is the issue of widening of access to basic education. To cap it all issues of taboos or traditional stereo types still remain an obstacle to girl/boys access to education.

The findings in objective five revealed that acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills in Kaduna Metropolis, Kaduna State, Nigeria, still lack standard as many children in UBE schools cannot speak fluent basic English, identification of write-ups, values of digit number using thousands, hundred, tens and units becomes so difficult. Findings revealed that curricular is not yet enriched to ensure relevance and quality. The practice of pre-service, in-serve and licensing of teachers is expected to be enforced via NCCE, NTI and TRC to ensure quality and adequacy. Respondents see it that improved teaching and learning facilities

are still lacking, hence, they remain a great predicament militating towards qualitative education in UBE schools.

# CHAPTER FIVE
# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

This chapter presents the summary of the study. Conclusions were drawn based on the findings of the research as well as recommendations for improvement on implementation of Universal Basic Education Programme in Kaduna Metropolis, Kaduna State, Nigeria.

Also in the chapter there are suggestions for further studies.

## 5.2 Summary

The study assessed the Universal Basic Education (UBE) Programme in Kaduna Metropolis, Kaduna State, Nigeria. The issues raised in the objectives were also reviewed in the literature, and they were; to assess the improvement in the citizenry a strong consciousness for education and commitment to its promotion in Kaduna Metropolis, Kaduna State, Nigeria; to ascertain the stability on the unfettered nine 9-year of formal basic education in Kaduna Metropolis, Kaduna State, Nigeria; to Examine the provision of free, compulsory, universal basic education for every Nigerian child of school-going-age in Kaduna Metropolis, Kaduna State, Nigeria; to evaluate whether or not the incidences of drop-out from the formal school system has drastically reduced, through improved relevance, quality and efficiency in Kaduna Metropolis, Kaduna State, Nigeria and to determine the compliance of the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning in Kaduna Metropolis, Kaduna State, Nigeria.

This study employed a descriptive survey research design. The target subjects were teachers, head teachers, PTA officials and supervisors in Kaduna Metropolis. The sample used was 565 respondents. Two (2) local governments were sampled: Kaduna North and Kaduna South Local Governments Areas; thus, covers the two (2) local government education authorities in the LGA. The instrument used to collect data for this study was a questionnaire designed by the researcher. A total of 535 questionnaires were returned out of 565 that were administered. Stratified random sample technique was used to arrive at the sample used for the study. The data collected from the instrument were analyzed. The research questions were answered using frequency counts and simple percentages where the five null hypotheses were tested using one way Analysis of Variance (ANOVA) statistical tool.

## 5.3 Conclusions

The findings of this research lead to the following conclusions:

1. Most parents are yet to be very much aware of the benefit of Universal Basic Education (UBE) Programme as such they were not committed to its vigorous promotion. This is because adequate awareness was not carried out or awareness was not channeled to the right audience.
2. Research found out that levies of different sorts are charged and paid in UBE schools in Kaduna Metropolis. Thus, connotes that the free and compulsory nature of the UBE is constrained as parents still pay levies of various types trough PTA. The free text books as stipulated by the implementation guide lines are still a mirage; parents still buy text and writing materials for their children and to cap it all feeding arrangement is completely absent.

3. Many children are still found hawking pure water, ground nuts e.t.c on the streets in Kaduna Metropolis, some at motor parks, some found at the markets as load carriers, even some washing plates in restaurants during school hour. Thus, is due to the fact that punishment arranged for parents whose children are not in school or drop-out of school are not enforced. A case where many children aged 6-15 years were not in school, 16 years after the commencement of the UBE programme in Nigeria. Accessibility to UBE is seriously also a constraint; hence, it clearly shows that all these run contrary to the implementation guide lines.
4. Many children in UBE schools speak pigeon English and local dialect as many of them find it difficult to speak fluent Basic English. Some children in UBE schools neither read nor write simple text. Some cannot spell their own names properly neither could they read a sentence.
5. Generally, and based on the findings this study concludes that the implementation of Universal Basic Education (UBE) Programme in Kaduna Metropolis, Kaduna State, Nigeria has not been consistent with the UBE act (2004), rather, it has been partial and not in conformity with its implementation guidelines.

For UBE to achieve the desired results, the implementers would need to go back to the drawing board and ensure strict compliance to the provision of the UBE Act, (2004) and the implementation guidelines.

## 5.4 Recommendations

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

1. Massive educational awareness strategies should be employed to create more consciousness on the need and benefits of at least basic education for every

individual within Kaduna Metropolis, Kaduna State, Nigeria. The use of mass media in airing jingles in different languages spoken within the metropolis will also yield positive results. Also, the use of "enter-educate" method should also be employed. This method involves presenting messages in form of drama/entertainment which help to pass messages of education nature to the people. This can be done in public gatherings and in market squares.

2. The affirmed provision of access to school and other schools facilities which has facilitated smooth graduation from Primary to Junior Secondary School level should be sustained. Curriculum should also be reviewed from to time to fit the nine 9-year basic education systems.
3. The government, companies, philanthropists, organizations and other relevant stakeholders should be encouraged to contribute to the development of UBE through the provision of funds to enable total free education in UBE schools. On the other hand, this can be made mandatory so that all companies and contractors operating in and within the metropolis must pay some percentage of their profits to the development of UBE to ensure adequate provision of funds and other facilities for the proper running of the programme. Nonetheless, security agencies should be vigilant to prosecute and make arrest on illegal charging of levies in UBE schools.
4. The Nigerian police should be alerted and empowered to enforce the UBE law; it can be done as they liaise with the school heads and Parent Teachers Associations (PTA). They may as well paste the police phone numbers in schools and strategic places for calls so that they can get information on non-enrollment of children. Other relevant security agencies must not be left out, they should also be alerted to prosecute and

arrest parents who default in enrolling their wards into school or withdraw their wards from school system.

5. Curriculum of the UBE should be harnessed and enriched to fit with the UBE requirements. Proper supervision should be put into effect on the teaching/learning procedure to check-mate the poor educational standard of the UBE programme; blissfully, it will enhance acquisition of literacy, numeracy, manipulative, communicative and life skills.

## 5.5 Suggestions for Further Studies

Since no research can be exhaustive, this research is no exception and as such this research work has identified some areas for further studies in Kaduna Metropolis, Kaduna State, Nigeria.

1. Based on the finding of this research, it is suggested that, further studies should be carried out on "Ensuring pupils' enrollment and completion of UBE programme", thus, will enable Nigeria achieve the Millennium Development Goals (MDG) in education sector.
2. Similar studies could be carried out on "Evaluation of policy implementation on UBE programme", as it will recommend measures in enforcing the laudable policies.
3. Similar studies could be conducted on "Eliminating the bottlenecks to a successful UBE implementation" of which will spell out the roles of all stakeholders involved in UBE programme.
4. Another studies can be carried out on "Assessment of the implementation of UBE programme in individual states, particularly, north-west zone and the country at large' so as to identify peculiarities, if at-all any.

## 5.6 Contributions to Knowledge

The study "Assessment of the Implementation of UBE Programme in Kaduna Metropolis, Kaduna State, Nigeria" is a profitable research venture that has contributed much to knowledge, such contributions include:

1. It has identified problems in the implementation of UBE programme, thus, the identified problems hamper the successful implementation of the programme in Kaduna Metropolis such as non or partial enforcement of the UBE Law, inadequate funds for the provision of free and compulsory education, accessibility challenge, low educational awareness, poor standard of learning. Since identifying a problem is the first and most important step towards solving the problem, this will pulse a challenge to education sector policy makers and implementers who will begin a search for more viable solutions even beyond the recommendations of this research study.
2. The identified problems will also draw the attention of UBEC, SUBEB, LGEA, and other educational stakeholders towards correcting the anomalies identified to ensure the successful implementation of UBE programme in Kaduna Metropolis, Kaduna State, Nigeria.

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**APPENDIX A**

**QUESTIONAIRE ON THE ASSESMENT OF UNIVERSAL BASIC EDUCATION (UBE) PROGRAMME IN KADUNA METROPOLIS, KADUNA STATE, NIGERIA**

Department of Educational
Foundations and Curriculum
Faculty of Education
Ahmadu Bello University
Zaria
20th March, 2016.

Dear respondents,

## REQUEST LETTER TO FILL A QUESTIONARIE

I am a post-graduate student of the above named institution, undertaking a research on the "Assessment of the Implementation of Universal Basic Education (UBE) Programme in Kaduna Metropolis, Kaduna State, Nigeria.

Your honest opinion will enhance the validity and reliability of this research in the fulfillment of the criteria for the award of Master of Education Degree (M.Ed) in Ahmadu Bello University, Zaria

All information given will be treated with strict confidentiality.

Thank you in anticipation of your positive co-operation.

*Yours Sincerely,*

**Raji Misbahudeen MUHAMMAD**

**SECTION A: BIO-DATA**

**UNIVERSAL BASIC EDUCATION PROGAMME ASSESSMENT QUESTIONNAIRE (UBEPAQ)**

**Instruction: -** Please tick or fill the information you think is appropriate to your opinion:-

1. **Gender:**-(a)Male **( ),** (b)Female **( )**

2. **Marital Status:**-(a)Single **( ),**(b)Married **( ),**(c)Divorced **( ),**(d)Widow **( )**

3. **Age:**-(a)20-35**( ),** (b)36-45 **( ),** (c)45- and above **( )**

4. **Qualification:**-(a)Below NCE **( ),** (b) NCE **( ),** (c) First Degree **( ),**

   (d) Other specify **( )**

5. **Rank / Status:**-(a)Teacher **( ),** (b)Head-Teacher **( ),** (c)PTA Official **( ),**
   (d) Supervisor **( )**

6. **School Location:**-(a) Urban **( ),** (b)Rural **( )**

7. **Local Government Education Authority:**-(a)Kaduna North **( ),**
   (b)Kaduna South **( )**

**SECTION B: Assessment of the Improvement in the Citizenry a Strong Consciousness for Education and Commitment to its Promotion in Kaduna Metropolis, Kaduna State, Nigeria**

| S/N | Item Statement | Rating | | | | |
|---|---|---|---|---|---|---|
| | | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| | | 5 | 4 | 3 | 2 | 1 |
| 1. | Most parents are aware of Universal Basic Education (UBE) programme, its benefits and they were committed to its promotion | | | | | |
| 2. | Universal Basic Education (UBE) programme has made most Nigerian citizens aware of the need for Basic Education | | | | | |
| 3. | Parents and Guardians are duly aware of the benefit of UBE programme as such they allow children to attend schools | | | | | |
| 4. | Adequate awareness of UBE Programme by the community members have generated high enrolment of pupils into schools | | | | | |
| 5. | UBE programme has been generally accepted by religious and traditional leaders through advocacy and proper channel of information | | | | | |
| 6. | There is high level of enlightenment in the media on the need for strong consciousness for education and commitment to its promotion | | | | | |
| 7. | Parent Teachers Association (PTA) Forum has duly created awareness on the UBE programme and its importance to the general society | | | | | |
| 8. | Regular community meetings are held to create awareness on the UBE programme for commitment towards education | | | | | |
| 9. | Mass enlightenment by the government has made community members of Kaduna State aware of the necessity of enrolling children into schools in order to attain its benefits | | | | | |
| 10. | Routine enlightenment by religious leaders in places of worship have generated high enrolment of pupils into schools | | | | | |

**Section C: Assessment of the Stability on the Unfettered Nine 9-year of Formal Basic Education in Kaduna Metropolis, Kaduna State, Nigeria**

| | | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 11. | Provision of child-friendly school environment has stabilized the 9-year formal education | | | | | |
| 12. | 9-year formal education gained sustainability due to widening of access to schools by the government | | | | | |
| 13. | Government policy on free, compulsory child enrolment to schools increases child retention from schools | | | | | |
| 14. | Vigorous enlightenment by stakeholders has enhanced the unfettering of 9-year basic education | | | | | |
| 15. | Elimination of taboos or traditional stereotypes by community leaders improved the unfettering 9-year basic education | | | | | |
| 16. | Introduction, production and distribution of the 9-year basic education curriculum materials to all schools has greatly controlled distortion from school | | | | | |
| 17. | Provision of play fields for games and other sport activities in school improved unfettered 9-year basic education | | | | | |
| 18. | Free Education for every child has improved un-interrupted access to 9-year basic education | | | | | |
| 19. | Reduction of school drop-out rate and improvement on quality and efficiency greatly improved un-interrupted 9-year basic education | | | | | |
| 20. | Provision of mid-day meals enhanced retention from school | | | | | |

**Section D: Assessment of the Provision of Free, Compulsory and Universal Basic Education for every Nigerian Child of School-going-age in Kaduna Metropolis, Kaduna State, Nigeria**

| | | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 21. | Tuition fees are made free in all schools | | | | | |
| 22. | Parents no more pay any fee/levy on their children | | | | | |
| 23. | Educational materials such as textbooks and note books are supplied free to all pupils | | | | | |
| 24. | Uniforms are supplied free to all pupils in the schools | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 25. | Free meals are provided to pupils in schools | | | | | |
| 26. | Sport kits are provided free to children in schools | | | | | |
| 27. | Free accommodation is provided for children | | | | | |
| 28. | Transportation to and from school is free | | | | | |
| 29. | Other school levy are made free for children | | | | | |
| 30. | General school facilities are provided free | | | | | |
| **Section E: Assessment of whether or not the Incidences of Drop-out from the Formal School System has Drastically Reduced, through Improved Relevance, Quality and Efficiency in Kaduna Metropolis, Kaduna State, Nigeria** | | | | | | |
| | | **Strongly Agree** | **Agree** | **Undecided** | **Disagree** | **Strongly Disagree** |
| 31. | The use of fine helps greatly toward reduction of school drop-out | | | | | |
| 32. | Sanction on parents who default in sending children to school help reduced drop-out | | | | | |
| 33. | Government do prosecute parents who withdrew pupils from schools, as such it reduce incidence of drop-out | | | | | |
| 34. | The enactment of Law on Right of a Child to Compulsory, Free Universal Basic Education has greatly reduced issues of drop-out | | | | | |
| 35. | Provision of child-friendly school environment decrease incidence of drop-out | | | | | |
| 36. | Provision of free mid-day meals has greatly reduced school drop-out | | | | | |
| 37. | Provision of free text books and other learning materials reduced school drop-out | | | | | |
| 38. | Accessibility and good location of schools has greatly reduced drop-out | | | | | |
| 39. | Parental participation in the school management has helped in the restriction of drop-out | | | | | |
| 40. | Government policy of conviction on parent who withdraw children from school has resulted to decrease of drop-out | | | | | |
| **Section F: Assessment of the Compliance of the Acquisition of the Appropriate Levels of Literacy, Numeracy, Manipulative and Life Skills (as well as the ethical, moral and civic values) needed for laying a solid foundation for life-long learning in Kaduna Metropolis, Kaduna State, Nigeria** | | | | | | |
| | | **Strongly Agree** | **Agree** | **Undecided** | **Disagree** | **Strongly Disagree** |
| 41. | Pupils within the age of 6-15 or graduates speak fluent English in UBE schools | | | | | |
| 42. | Improved teaching and learning facilities has | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | enhanced reading and writing in children of UBE schools | | | | | |
| 43. | As a result of the UBE, many children are now self-employed and have established vocational centers | | | | | |
| 44. | Pupils identify and write the value of each digit in a 4 digit number using thousands, hundreds, tens and units by themselves | | | | | |
| 45. | Pupils in the schools can read and write appropriately now without interference | | | | | |
| 46. | Most children have acquired appropriate literacy, numeracy, manipulative communicative and life skills from schools | | | | | |
| 47. | Pupils from the age of 8 can recognize the hour and minutes hands and tell the time using "o" clock | | | | | |
| 48. | Pupils in primary 3 can read short paragraphs of 2-3 sentences fluently | | | | | |
| 49. | Children at primary 6 can find the range of medium, mode and mean of sets of items | | | | | |
| 50. | Pupils now use grammatical accuracy in write up. | | | | | |

# APPENDIX B

## Universal Basic Education Commission (UBEC), Standard Action Plan, 2004

| FUNDAMENTAL FEATURES OF THE UBE ACT, 2004 | WHAT THE ACTIVITY ENTAILS | WHEN TO EMBARK ON ACTIVITY | HOW TO CONDUCT THE ACTIVITY | TARGET GROUP INVOLVED AND HOW |
|---|---|---|---|---|
| **1.** Every Government in Nigeria shall provide free, compulsory and Universal Basic Education for every child of primary and junior secondary school age. The services to be provided free of charge in public primary and junior secondary schools are tuition, books, infrastructural materials, classrooms, furniture and mid-day meal. Charging of fee shall attract sanction. | □ Providing access to qualitative basic education i.e. primary, JSS within easy reach of every Nigerian child.<br><br>□ Legislation by States and LGAs<br><br>□ Continuous sensitization and mobilization campaigns<br><br>□ Robust funding<br><br>□ Abolition of all forms of fees and levies<br><br>□ Provision of mid-day meal | □ September 2006 | □ Provide policy on "Maximum distance of school to home"<br><br>□ Provide "proximity policy of JSS to primary schools"<br><br>□ Remove selection/ elimination policies at the end of primary 6<br><br>□ Disarticulate JSS from SSS<br><br>□ Expand post-pry-enrolment<br><br>□ Promote education of disadvantaged groups<br><br>□ Integration of Qur'anic education into UBE<br><br>□ States to enact SUBEB law.<br><br>□ Collaboration between states, LGAs and the school communities in the provision of mid-day meals<br><br>□ Conduct of sensitization meetings, seminars, workshops, advocacy visits, enrolment drive campaigns, etc. | i. States and LGAs to establish more primary and Junior Secondary Schools to improve access and cater for the envisaged 100% transition rate.<br><br>ii. Federal Government, through UBEC, to intervene and assist States and LGEAs in the implementation of I above.<br><br>iii. Community/traditional/ religious leaders through community mobilization and active participation. |
| **2.** Every parent/ guardian shall ensure that his/her child/ ward is sent to and attends and completes his/her primary/junior secondary school education; and failure to comply shall attract sanctions. All local government shall ensure that every parent/person who has the care and | □ Registration of pupils into primary/junior secondary schools<br><br>□ Retention of pupils in primary/ JS schools<br><br>□ Ensure 100% transition rate into JSS.<br><br>□ Enforcement of | □ September 2006 | □ Vigorous mobilization and awareness campaign through the establishment of stakeholders' forum at State, LGA and community levels.<br><br>□ Provision of child-friendly school environment.<br><br>□ Widening of access to | □ **Federal Government**<br>- Mobilization and awareness campaigns<br>- Intervention programme to ensure access, equity and Quality<br><br>□ **State Government**<br><br>- Mobilization and awareness campaigns |

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| custody of a child performs this duty. | appropriate sanctions for defaulters by court of competent jurisdiction<br><br>□ Removal of select | | Basic Education<br><br>□ Diversification of curriculum to encourage basic skills acquisition<br><br>□ Elimination of taboos or traditional stereotypes and other practices constituting obstacles to girl/boys access to education<br><br>□ Empowering Education committees to function at all levels.<br><br>□ Establishment of mobile courts within the communities | - Widening of access to Basic Education<br><br>- Provision of child-friendly school environment<br><br>- Provision of teaching/ learning materials<br><br>- Provision of mobile courts<br><br>□ **LGEAs**<br>- Mobilization and awareness campaigns<br><br>- Widening of access to primary education.<br><br>- Provision of child-friendly school environment<br><br>- Provision of teaching/ learning materials<br><br>- Monitoring of mobile court activities<br>□ **Parents/Guardian/ Communities**<br>- Registration of all school age children in Basic Education institutions in the communities<br><br>- Monitoring of school-age children's movement in the communities<br><br>- Creation of awareness fora in the implications of not allowing children to register and attend lessons in school always<br><br>- Cooperation with law enforcement agencies in their dealings with erring members of the community |
| **3.** Federal Government shall intervene only by giving assistance to the State and Local Governments in Nigeria for the purpose of uniform and qualitative Basic Education throughout Nigeria. | □ Guaranteeing equity in the provision of Basic Education<br><br>□ Ensuring quality in the provision of Basic Education<br><br>□ Identifying critical areas of intervention e.g. infrastructure, instructional materials, girl-child, special | 2nd Quarter 2005 | □ Collect baseline data on Basic Education in terms of quality, equity and access through needs assessment survey.<br><br>□ Develop a policy on "Access to Basic Education"<br><br>□ Develop a guide on "Minimum Standards" for provision of Basic Education. | □ **FME/SMOEs**<br>- Through policy formulation and monitoring<br><br>□ **FMF**<br>- Through release of intervention funds to UBEC<br><br>□ **UBEC**<br>- Through intervention programmes<br><br>□ **NERDC**<br>- Through review of curricula to ensure relevance and |

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| | education, etc. | | □ Development/ assessment of States' action plans.<br><br>□ Ensure implementation and compliance through Monitoring and Evaluation.<br><br>□ Robust funding through developed criteria for resource allocation to States.<br><br>□ Curricular enrichment<br><br>□ Capacity building for all teachers and other managers of Basic Education.<br><br>□ Increased teacher production. | quality<br><br>□ **SUBEBs**<br>- Adequate implementation of policies and guidelines. They should monitor, evaluate and provide reports<br><br>□ **LGEAs**<br>- Adequate implantation of policies and guidelines. They should also monitor, evaluate and provide periodic reports.<br><br>□ **NCCE:** Through pre-service training<br><br>□ **NTI:** Through in-service training<br><br>□ **TRC:** Through licensing of teachers to ensure quality |