EVALUATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN KADUNA STATE

(2004-2010)

BY

MUHAMMAD AUWAL YAKUBU

M.ED/EDUC/9498/2009-2010

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM

FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA

MAY, 2014

EVALUATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN KADUNA STATE

(2004-2010)

BY

MUHAMMAD AUWAL YAKUBU

M.ED/EDUC/9498/2009-2010

A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY ,ZARIA, NIGERIA IN PARTIAL FULFILMENT FOR THE AWARD OF MASTERS DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA.

MAY, 2014

DECLARATION

This thesis entitled Evaluation of Universal Basic Education Programme in Kaduna State (2004-2010) has been performed by me in the Department of Educational Foundations and Curriculum, Faculty of Education, A.B.U., Zaria. The information derived from the literature has been duly acknowledged in text and a list of references provided. No part of this thesis was previously presented for another degree or Diploma at any University.

Name of Student	**Signature**	**Date**

CERTIFICATION

This thesis entitled "Evaluation of Universal Basic Education Programme in Kaduna State (2004-2010)" by **Muhammad Auwal Yakubu** meets part of the regulations governing the award of the degree of Masters in Education of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

Dr. B.A Maina. **Chairman, Supervisory Committee**	**Signature**	**Date**
Dr. E. I Makojo **Member, Supervisory Committee**	**Signature**	**Date**
Dr. B.A. Maina **Head, Department of Educational Foundations and Curriculum**	**Signature**	**Date**
Prof. A. A. Joshua **Dean School of Post Graduate Studies**	**Signature**	**Date**

ACKNOWLEDGEMENTS

All thanks be to Almighty Allah for granting me the courage, health, ability, guidance and protection to witness the end of this Programme. Inevitably, a special and heartily Profound Gratitude goes to my amiable major supervisors Dr. B.A mania and also my dynamic minor supervisor Dr. E.I Makoju which with experiences, professionalism and paternal concerns supervised this thesis work, once again I thank them for their kindness, they are indeed worthy of emulation. In return, I wish them all the best in all their endeavours.

I am also gratefully to my parents, Alh. Yakubu Suleiman, Hajiya Aisha Ibrahim and my step mother Hajiya Maryam Tahir for the sacrifice they made in educating me and also the assistance and love shown to me throughout my study. May Allah reward them enormously. Immense gratitude and appreciation goes to my lovely wife Nabila Bashir Sa'idu, Uthman Lawal Shehu, Ahmed Bala Tsadu, Aliyu Jidda, Sani Ahmed, Adamu Dauda, Bello Usman, Abubakar Hassan and Abdulwahab Zubairu for their moral support and encouragement. I must register my thanks to all my colleagues in (M.Ed) Educational Administration and Planning class 2009-2010 Academic Session in Ahmadu Bello University, Zaria.

My appreciation also goes to my amiable Deputy Controller Gummi H.K for his advise, contribution and moral support given to me which had assisted in making this work successful. Finally, I find it worthy also to express my sincere gratitude and appreciation to the Universal Basic Education board, Kaduna state for providing with the necessary data that help me a lot in the course of my research work and the following people for their prayers and moral support given to me into the success of this study, Aminu Muhammad, Ahmad Hassan, Yusuf Hassan, Lawal Adamu, Ahmed Aminu-Kano and my lovely sisters

and brothers Rashida, Rukayya, Fatima, Zainab, Farida, Aisha ,Maryam, Saratu and Ibrahim, Abdulrahman, Salisu, Sadiq Yakubu and many numerous to mention.

DEDICATION

This thesis is dedicated to my loving mother Hajiya Aisha Ibrahim and father Alh. Yakubu Suleiman for their moral support and prayers.

Abstract

The study evaluated the Universal Basic Education Programme in Kaduna State (2004-2010). The research objectives for the study were to: find out the rate of enrolment and retention of pupils in primary and junior secondary schools during the UBE programme in Kaduna State from 2004-2010;find out the status of recruitment and re-training of teachers in primary and junior secondary schools during the UBE programme from 2004-2010 in Kaduna State; assess the facilities for teaching and learning in UBE primary and junior secondary schools in Kaduna State; find out the funding adequacy of UBE primary and junior secondary schools in Kaduna State from 2004-2010; and assess the work of monitoring and quality assurance unit of U.B.E from 2004-2010 in Kaduna State. In line with the above objectives, Five research Questions and Hypotheses were developed for the study, out of the five hypotheses four were retained and one rejected at 0.05 level of significance. The study covered 10 local government areas including the SUBEB Officials, principals, head teachers and Local Government Education Authority staff. The study adopted descriptive research design using survey method, a total of 375 respondents were selected as sample for the study through the use of simple random sampling techniques. Frequency and percentage table was used for tabulating the data and One-Way ANOVA was used in testing the hypotheses formulated for the study. The findings of the study among others include: The UBE had significant impact on the enrolment and retention of learners in primary and junior secondary schools of the state within the period under study; There was re-training during the period but it was not adequate; facilities, materials and equipment for teaching and learning were not adequately provided during the period; Funding of the schools was not adequate due to what the respondents regarded as mismanagement of the education personnel responsible for the implementation of the programme; The monitoring and quality assurance of education in the period was considered to be fairly adequate; The respondents did not differ significantly on the rate of enrolment and retention, recruitment and re-training of teachers, funding, monitoring and quality assurance of the educational programme of the schools during the period under study. based on the above findings, the study recommended that, a process of accountability should be established with the educational system such that funds meant for projects are seen to be utilized for them as a way of reducing mismanagement of funds in the state educational system; Where such direct establishment is not possible some checks and balances should be built into the existing system to ensure that funds allocated for the programme are efficiently utilized; The respective government needs to allocate more fund to the UBE programme to effectively tackle the problems of inadequate facilities, equipment and materials for teaching and learning in primary and junior secondary schools towards the attainment of the basic education objective in the state; Employment of teachers should be based on merit for effective teaching and learning in the schools and among others.

TABLE OF CONTENTS

	Pages
Cover page	i
Title Page	ii
Declaration	iii
Certification	iv
Acknowledgements	v
Dedication	vi
Abstract	vii
Table of Contents	viii
List of Tables	xi
List of Figures	xiii
List of Appendices	xiv
List of Abbreviations	xv

CHAPTER ONE: INTRODUCTION

1.1	Background to the Study	1
1.2	Statement of the Problem	4
1.3	Research Objectives	5
1.4	Research Questions	5
1.5	Research Hypotheses	6
1.6	Basic assumptions	7
1.7	Significant of the Study	7

1.7 Scope of the Study 8

1.8 Operational Definition of Terms 8

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction 10

2.2 Conceptual Framework 10

2.2.1 Concept of evaluation 10

2.2.2 Concept of UBE 11

2.2.4 Concept of Programme 12

2.3 Recruitment and re-training of teachers in UBE Programme 12

2.4 Access/Admission and retention in UBE Programme 15

2.5 Quality Assurance and Monitoring 17

2.6 Funding of UBE Programme 22

2.7 Teaching and Learning Facilities in UBE Programme 26

2.9 Empirical Studies 28

Summary 32

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction 33

3.2. Research Design 33

3.3 Population 34

3.4 Sample and Sampling Techniques 34

3.5 Instrumentation 35

3.5.1 Validity of the Instrument 36

3.5.2 Pilot Study 36

3.5.3 Reliability of the Instrument 36

3.6 .Procedure for Data Collection 37

3.7 .Methods of data Analysis 37

CHAPTER FOUR: PRESENTATION OF DATA ANALYSIS

4.1 Introduction 38

4.2 Bio-data of Respondents 38

4.3 Evaluation of UBE Basic Education Programme in the State 40

4.4 Test of Research Hypotheses 62

4.5 Summary of Tested Hypotheses 71

4.6 Summary of Major Findings 72

4.6 Discussion of the Findings 72

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction 76

5.1. Summary 76

5.2 Conclusions 78

5.3 Recommendations 78

REFERENCES 80

Appendix A: Questionnaire 86

Appendix B: Sample Size Table 92

LIST OF TABLES

pages

Table 3.1: Population by Local Government Areas 34

Table 3. 2: Sample by Local Government Areas 35

Table 4.1 Classification of the Respondents by their Statuses and Sex 39

Table 4.2: Classification of the Respondents by their Local Government Areas 39

Table 4.3: Opinions of the Respondents on the Enrolment and Retention of Learners in Primary and Junior Secondary Schools of UBE Programme in the State 41

Table 4.4: Opinions of the Respondents on Recruitment and Retraining of Teachers in the UBE Programme 46

Table 4.5: The Respondents' Opinion of the Status Materials, Equipment and Facilities for Teaching and Learning in the Schools within the Period (2004 to 2010) 50

Table 4.6: Opinion of the Respondents on Funding of the Schools during the UBE Programmes 54

Table 4.7: Opinions of the Respondents on the Status of Monitoring and Quality Assurance of Education during the UBE Programme in 2004 to 2010 in the State 57

Table 4.8: Analysis of Variance on Enrolment and Retention into and within the Primary and Junior Secondary Schools of UBE between 2004 and 2010 in Kaduna State 62

Table 4.9: Mean scores of the Respondents by Status on the Learners' Enrolment into and Retention in the State Primary and Junior Secondary Schools 63

Table 4.10: Analysis of Variance on Recruitment and Re-training of Teachers in the UBE School Programme between 2004 and 2010 in Kaduna State 64

Table 4.11: Mean scores of the Respondents by Status on the Recruitment and Re-training of Teachers during the UBE in 2004 to 2010 in the State 65

Table 4.12: Analysis of Variance on Status of Teaching and Learning Materials, Equipment and Facilities in the Primary and Junior Secondary Schools between 2004 and 2010 in the State 66

Table 4.13: Mean scores of the Respondents on the Statuses of Equipment, Materials and Facilities for Teaching and Learning in the Primary and Junior Secondary Schools during the Period 67

Table 4.14: Result of Scheffe test on the Mean Scores 67

Table 4.15: One way Analysis of Variance on Status of Funding of the Primary and Junior Secondary Schools of the UBE Programme from 2004 to 2010 68

Table 4.16: Mean Scores of the Respondents on the Funding of the Primary and Junior Secondary Schools of the State during the Period (2004 -2010). 69

Table 4.17: One way Analysis on the UBE Institutional capacity for the delivering of Basic Education in the State by the Respondents. 70

Table 4.18: Mean Scores of the Respondents by Status on the Institutional Capacity of the UBE to effectively deliver in the education in the State. 70

Table 4.19: Summary of Tested Hypotheses of the study 71

LIST OF FIGURES

Fig. 1: Perceived Enrolment and Retention of Learners in UBE Programme in Kaduna State 42

Fig. 2: Perceived Impact of the of UBE on Recruitment and Re-training of Teachers in Primary and Junior Secondary Schools in the State 48

Fig. 3: Impact of the UBE Programme on the Provision of Teaching Materials and Facilities in Primary and Junior Secondary School 51

Fig. 4: Impact of the UBE Programme on the Funding of the Primary and Junior Secondary Schools in the State 55

Fig. 5: Effectiveness of Monitoring and Quality Assurance in the UBE Programme of the State 59

LIST OF ABBREVIATIONS

UBE: Universal Basic Education

UBEC: Universal Basic Education Commission

SUBEB: State Universal Basic Education Board

UPE: Universal Primary Education

LGEA : Local Government Education Authority

LIST OF APPENDICES

Appendix 1: Questionnaire 81

Appendix 2:Sample size Table 91

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The Universal Basic Education (UBE) is a broad concept and more ambitious programme than that of the universal primary education (UPE), the Universal Basic Education is intended to inculcate more forcefully on the life of Nigerians than the Universal Primary Education. Although the Universal Basic Education is a programme, it also an educational programme for the acquisition of functional literacy and skills, the type of education that will inculcate an understanding of the need for unity such that is required in Nigeria the development of conduct and attitudes that can foster unity, patriotism and tolerances, special emphasis should be placed on peace and unity, that unities us in our diversity. It is necessary to what it takes to make a nation strong and self reliant, above all to impact into the citizenry a sense of belonging so as to make them respond to their responsibility(Achuonye,2004 & Ada,2002).

The Nigeria educational system is guided by clearly defined aims and objectives, which are intended to mould the society into the defined form through the instrumentation of educational outcome from time to time and facilitates a clear understanding of the successes status of our educational programme. Education is an instrument of social, mental and economic development, through which right values and attitude for proper development are inculcated. Educational innovation consequently evolves whenever there are deficiencies in or problem with the accomplishment of objectives. Among such innovations are the introduction of universal primary education (UPE), the 6-3-3-4 system of education, introducing technology, integrated science and so on and recently the universal basic

education (UBE) was launched by president Olusegun Obasanjo in Sokoto on the 30 September 1999.

During the launching ceremony of the Universal Basic Education (UBE) the honorable minister of education in his speech stated that universal education in Nigeria is response to the education for all nations of the global community (Aluede,2006, Adelman, & Alexander,2002) . More so, the programme was envisaged to be a solid foundation for life along learning and evolution of Nigeria into a learning society in order to improve th+e average literacy rate of Nigerians from the current 51% to something close to 90%. The primary and pre-primary level is very important because it is here that the foundation should be consolidated at the junior secondary level of the programme. Despite the National Policy on Education (NPE) in revised (2004), which has provided that the mother tongue be used as a medium of instruction to English in the upper primary classes, most schools around the country use English right from nursery and primary schools.

Similarly, the policy provisions for these languages to be taught as school subject are not being implemented in most schools around the country. In nomadic and adult education, the intention is to give opportunity to those who by virtue of the culture and social economic background, were unable to benefit from the formal education early in life are to be treated specially along with the deaf and dumb, disable and blind. The treatment revolved adequate materials for learning(Ani,2010 & Major 2012). In 2000, the United Nations adopted the eight Millennium Development Goals (MDGs) as the minimum development priorities that governments should adopt and work towards achieving by 2015. Goal 2 explicitly states that all countries should ensure that all children have access to free and compulsory primary

education of good quality by 2015. The Nigerian government introduced the Universal Primary Education (UPE) as an educational programme aimed at eradicating illiteracy, ignorance and poverty, and thereby simulates and accelerates national development. The programme was introduced into the country in 1999 in conformity with the Education for all (EFA) and Millennium Development Goals (MDGs) as an integral part of poverty reduction strategy.

The Universal Basic Education (UBE) came as a replacement of the UPE scheme of 6-3-3-4 system (six years of Primary Education, three years of Junior Secondary, three years of Senior Secondary and four years of Tertiary Education. It involves six years of tuition free primary education and three years of free Junior Secondary Education. This entails 9 years of free uninterrupted schooling for every Nigerian child of school age. Education has remained a social process in capacity building and maintenance of society for decades. It is a weapon for acquiring skills, relevant knowledge and habits for surviving in the changing world. Invariably, the major problem identified in the Nigerian UBE system lies in the automatic promotion, that is, 100% promotion and transition for 9 years. This indeed is a mockery of any form of evaluation done at this level and is bound to reflect on the standard of education in no distant future. In particular the provision for the out of school population has remained obscure since eight years of its introduction and inception. It is against the background that, this study evaluated the implementation of Universal Basic Education programme in Kaduna State (2004-2010).

1.2 Statement of the Problem

Universal access to education has been prime target for Nigeria in the last four decades and Nigeria is a signatory of World Declarations on Education for all. Igwe (2006) reported that the United Nations Organization (UNO), article 26 on the Universal Declaration of Human Rights states in part that everyone has the right to education, and this shall be free in elementary and primary stages. So, both at the national and international levels, Nigeria is committed to the provision of basic education to all its citizens. Many attempts have been made in this direction but no appreciable positive results have been recorded.

In spite of the Federal Government's effort to achieve her anticipated objectives of UBE, the scheme has not registered meaningful impact in the society. Considering the importance of the UBE, it has become pertinent to investigate problems facing the programme. Some of the changes have appeared to a number of people desirable while others have not been able to meet the desired target. Many of the changes in educational policies in Nigeria have been a product of inadequate planning. There is therefore, a high level of uncertainty which is bedeviling the implementation of this programme in Nigeria schools. The learners are not provided with learning materials; many schools lack library facilities; teachers are not well trained to meet up with the current trend; and many more. These situations call for much concern as the young ones are the future leaders of this country. It is against the above backdrop that, this study aims at evaluating the Universal Basic Education programme in Kaduna State from 2004 to 2010.

1.3 Objectives of the Study

The following research objectives were developed for the study

1. Find out the rate of enrolment and retention of pupils in primary and junior secondary schools in the UBE programme in Kaduna State from 2004-2010.
2. Examine the status of Recruitment as well as Re-training of teachers in primary and junior secondary schools in the UBE programme from 2004-2010 in Kaduna State.
3. Assess facilities for teaching and learning in UBE primary and junior secondary schools in Kaduna State.
4. Determine funding adequacy in UBE primary and junior secondary schools in Kaduna State from 2004-2010.
5. Ascertain the work of monitoring and quality assurance unit of U.B.E from 2004-2010 in Kaduna State.

1.4. Research Questions

The following research questions were raised for the study:

1. What is the influence of the UBE programme on the admission and retention of pupils in primary and junior secondary schools in Kaduna State in 2004-2010?
2. What is the influence of UBE programme on the recruitment and re-training of teachers in primary and junior secondary schools from 2004-2010 in Kaduna State?
3. Does government provide facilities for the UBE programme for teaching and learning in primary and junior secondary schools in Kaduna State?

4. How adequate is the funding of primary and junior secondary schools in Kaduna state from 2004 -2010 in the UBE programme?

5. How effective is the UBE monitoring and quality assurance services in 2004-2010 in Kaduna State?

1.5. Research Hypotheses

The following were the hypotheses generated for the study:

HO_1. There is no significant difference in the opinions of respondents on the influence of UBE in the admission and retention of pupils in primary and junior secondary schools in Kaduna State from 2004-2010.

HO_2. There is no significant difference in the opinions of respondents on the influence of UBE in the recruitment and re-training of teachers in primary and junior secondary schools from 2004-2010 in Kaduna State.

HO_3. There is no significant difference in the opinions of respondents on the provision of facilities for teaching and learning in primary and junior secondary schools through the UBE programme in Kaduna State.

HO_4. There is no significant difference in the opinions of respondents on UBE in funding of primary and junior secondary schools in Kaduna state from 2004 - 2010.

HO_5. There is no significant difference in the opinions of respondents on effectiveness of monitoring and quality assurance unit of U.B.E from 2004-2010 in Kaduna State.

1.6 Basic Assumptions

The study is based on the following assumptions:

1. The UBE programme has increased the rate of admission and retention of pupils in primary and junior secondary schools in Kaduna State from 2004-2010.
2. Recruitment and re-training of teachers under the UBE programme in primary and junior secondary schools in Kaduna state is poor.
3. The government provides adequate facilities through the UBE programme for teaching and learning in primary and junior secondary schools in Kaduna State
4. The funding of primary and junior secondary schools in Kaduna state from 2004 - 2010 through the UBE programme is inadequate.
5. The monitoring and quality assurance unit of U.B.E programme is not effective in discharging its functions in Kaduna State.

1.7 Significance of the Study

It is expected that the findings and recommendations will be helpful to various academic institutions, non-governmental organization, and government at all level in their attempt to use UBE programme as an instrument per se for enhancing education among Nigerian children. In addition, the study will contribute to existing literature through its findings, which will succeed in confirming the fact that, the UBE programme policies in Kaduna State has been implemented as required. Finally, this study serves as resource materials and compass for educational administrators because, it is expected to provide directions for them on what to do in order to make the U.B.E programme to stand the test of time .Also, an information bank, for future researchers who may be interested in the subject matter.

1.8 Scope of the Study

The rational was cumulatively built upon the fact that the study seeks to justify if there is impact made by the programme with regards to improvement in basic education of children and related persons in Kaduna State . The study was delimited to Local Government Education Authority, SUBEB Officials, government Primary and Junior Secondary Schools in Zaria, Sabon- Gari, Chukun Igabi, Ikara ,Kaduna North, Kaduna South, Makarfi, Giwa and Soba Local government area in Kaduna State. Fact that, these local government can be used to make generalization about U.B.E Programme in the State.

1.9 Operational Definition of Terms

Evaluation: evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards.

Basic: is defined as something that is necessary to know or learn.

Education: the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally ofpreparing oneself or others intellectually for mature life.

Universal: including or covering all or a whole collectively or distributively without limit or exception

Universal Basic Education: The Universal Basic Education (UBE) Programme is a nine (9) year basic educational programme, which was launched and executed by the government and

people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter deals with the review of related literature. The sub headings in this chapter include:

2.1 Conceptual Framework

2.2 Recruitment and Re-training of Teacher

2.3 Admission and Retention of Learners

2.4 Teaching and Learning Facilities in UBE Programme

2.5 Quality Assurance and Monitoring

2.6 Funding of UBE Programme

2.7 Empirical Studies

2.8 Summary

2.2 Conceptual Framework

The concepts of evaluation, and Universal Basic Education were defined in this section

2.2.1 Concept of Evaluation

Evaluation is the systematic determination of merit, worth, and significance of something or someone. Evaluation often is used to characterize and appraise subjects of interest in a wide range of human enterprises, including the Arts, business, computer science, criminal justice, engineering, foundations and non-profit organizations, government, health care, and other human services (http://en.wikipedia.org/wiki/Evaluation_research)

Barker (2006) defined evaluation as a term borrowed from social research designating the process to determining if a particular implementation (translation) of basic scientific findings (or theories) is effective in the real world. Evaluation is the process of making of judgments about the worth and effectiveness of educational intentions, processes and outcomes; about the relationships between these; and about the resource, planning and implementation frameworks for such ventures. (Adelman & Alexander ,2002)

Patton (2006) viewed evaluation as the systematic application of social research procedures in assessing social intervention programs. Evaluation is a Science of providing information for decision making. It Includes measurement, assessment and testing. It is a process that involves: Information gathering; Information processing; Judgement forming; and Decision making. From the above, we can arrive at the following concept of evaluation

- Evaluation is a concept that has emerged as a prominent process of assessing, testing and measuring. Its main objective is Qualitative Improvement.
- Evaluation is a process of making value judgments over a level of performance or achievement.
- Making value judgments in Evaluation process presupposes the set of objectives
- Evaluation implies a critical assessment of educative process and its outcome in the light of the objectives.

2.2.2 Concept of Universal Basic Evaluation

Basic Education means the type of education, in quality and content, that is given inthe first level of education. This construct changes from country to country. In Nigeria, basic education was equated with six years of primary schooling in the past. Currently basic education is extended to include the three years of Junior Secondary School. Universal Basic Education (UBE) is conceived to embrace formal education up to age 15,as well as adult and

non-formal education including education of the marginalized groups within the Nigerian society. The Universal Basic Education (UBE) Programme is an educational programme aimed at eradicating illiteracy, ignorance and poverty. It is in compliance with the Declaration of the World Conference on Education for All (WCEFA) which was made in Jomtien (Obisike,2009).

2.2.3 Concept of Programme

According to Asuru(2006) programme is a plan of action aimed at accomplishing a clear business objective, with details on what work is to be done, by whom, when, and what means or resources will be used. Also, Babalola (2000) viewed programme as a plan of action to accomplish a specified end; a schedule of activities, procedures, etc., to be followed.

2.4. Recruitment and Re-training of Teachers in UBE Programme

The National Teacher Institute (NTI) has been responsible for the training and re-training of UBE teachers for the past six years. These trainings are supposed to be in tandem with the needs of the students and development aspirations of the nation. The training is intended for all teachers, although they must be recommended or shortlisted by the schools. Regrettably, Nwanekezi and Onyekure (2012) observed that the same set of teachers have participated for several years to the neglect of others who have not been able to access such retraining exercises. More so, some of the participants were identified to be staff in local government councils. Many times, school heads will nominate themselves for the retraining instead of classroom teachers. The retraining given to teacher is loaded with theoretical perspectives to the neglect of practical considerations making it extremely difficult for teachers to relate the curriculum to the classroom. This is against in the context of knowing that the education provided cannot rise above that of the teacher. A retrospective view suggests that the Universal Primary Education (UPE) programme was undermined by these same forces. As such, it is important that all stakeholders pay serious attention to these early warning signs in

order to avert impending collapse. Onwuakpa(2000) wrote that the demand for staff strength is tremendous. This is because the achievement of the broadened objectives and expanded curriculum of primary and junior secondary schools rest squarely on the quality and quantity of teachers available to implement the scheme. Ironically, most schools in Nigeria lacks specialized technical, vocational, foreign language, science, mathematics and English language teachers. Thus, the pupils are denied access to the teacher whom, Rigby(2004) viewed it as, an initiator, facilitator, planner, implementer, power broker, adjudicator, bargainer and mediator of the educational program. Again, any education system could be referred to as a "tree" with the teacher as its "root". Fafunwa (2003) & Igbuzor(2006) pointed out that the services of teachers are indispensable to any nation's future. Moreover, Ikeotuonye (2000) has noted that the lack of professional teachers have created spaces, which have been consistently filled by "birds of passage and misfits". Many schools in Nigeria (especially the private establishments) are filled with unprofessional teachers.

Boyle (2004) & Anderson and Dyke (2002) wrote that many teachers do not have a detailed up to date knowledge of the subject they teach. Cornford (2008) noted that changes in the nature of knowledge, skill and work require new forms of vocational education, which will emphasize the link between theoretical and practical learning. The need for teacher development and re-training remains a big challenge. Most of the teachers on ground in primary and junior secondary schools in Nigeria need further training and retraining, in order to be more efficient and effective. Bereday (2002) noted that the strength of the education system must largely depend on the quality of its teachers. We are living in changing world and the teachers meant for the UBE programme need to keep pace with fast technological changes. To effectively achieve this, the teachers need to be trained and retrained regularly so that their content, method and instructional materials may not turn obsolete. According to

Odo (2000), "at present, some non-professionals are being specially employed for the purpose of the UBE scheme with the hope that their quick orientation/training will be given to them after which they will serve as teachers under the scheme". The government should quickly train those teachers to make them professionally fit to participate in the UBE programme. Also during the planning funds should be set aside for regular training and retraining of teachers. Raising the quality of teachers and teaching is critical to the advancement of quality in Nigerian education. It is widely accepted that teachers are overwhelmingly under qualified (Ellis & Shute,2007. Enyi., 2004, & Elaturoti, 2000).

On average only 51% of teaching staff nationally hold the minimum teaching qualification, the Nigeria Certificate in Education (NCE) (tomasevski, 2007).This drops to less than 50% in many northern states including Kaduna. Furthermore, the majority of qualified teachers are employed in urban areas. The NCE curriculum is generally regarded as too theoretical with little practical acquisition of skills or subject content. A revised curriculum was scheduled for implementation in2008 and included a compulsory year long internship to cement teaching skills (Aliyu & Uiecest,2006). Based on teachers' registration council of Nigeria data 2007, Ezeocha (2004) noted to low qualified teacher supply as a root of the problem of poor education quality. What appears even more worrying is the view that many qualified teachers lack the appropriate abilities to promote effective learning. According to Dada (2003), a major problem has to do with the initial teacher education programmes in Nigeria. A commonwealth Education Fund (2005) report has noted the following key gaps on the quality of the current Nigeria Certificate in Education (NCE) curriculum:—There is some concern that the gap remains wide between the content and structure of the programme and the specific needs of the primary school teachers. Recent classroom research in Nigeria indicates that the UBE teachers need:

(a) pedagogical skills to teach initial literacy number, and basic science concepts to

young children through their own language; and knowledge of the importance of language to learning across the curriculum and for children to gain access to their culture. They also need to be capable of managing children's learning needs during the transition to English as the medium of instruction in upper primary classes,(using a range of techniques to check that children are learning and to provide the right kind of help when it is required,

(b) working with other teachers to develop teaching lessons and materials and to share ideas‖ (Cohen,2007).

2.5. Access/Admission and Retention in UBE Programme

Access refers to the extent to which children of school going age are able to gain access to a particular level or cycle of education (Gusau,2008). In UBE, access is the extent to which all school-age children are able to gain access to basic primary education. The UBE, policy has been to provide access for all children regardless of their backgrounds. The indicators for measuring children's access to education are:

- net admission ratio;
- gross admission rate;
- gross enrolment rate; and
- net enrolment rate.

According to Hanushek (2006) retention refers to children being provided opportunities to remain in school and complete a full cycle of schooling without dropping out after being admitted. However, in reality, not all children who gain access to the first level of formal education continue to complete their basic education. Children drop out of school for a variety of reasons. Student retention is measured using the following indicators:

- cohort retention rate; and
- completion rate.

These rates can also be used to calculate the retention of different categories of students, such

as girls and boys, urban and rural schools, different grades, different cohorts, children with special education needs, and orphaned and vulnerable children..

With the introduction of the UBE scheme, enrolment figures are on continued geometrical increase. Available statistics by Igbo(2002) showed that 1.2 million children were registered in the primary school system in October 2000. However, UBEC (2000) recorded an estimated 21 million children registration in the primary school system in 2000. This development has great implication on classroom practices to the educational administrators. During the years of UPE, Obanya (2000) argued that the pupil-teacher ratio was unbalanced. Hence, he recommended the ratio of 25:1. Most schools in Nigeria today have recorded serious population increase and this has affected the teacher-pupil ratio.

In some schools, the ratio is as wide as 50:1. UBEC (2000) showed that the total number of teachers available in the country for the UBE scheme as at the year 2000 was 429,048 where as the enrolment stands to 20,698,546. This has made the teacher- pupils ratio to be as high as 1:48 in many Nigerian schools today. Obi (2003) have maintained that it is only when the ratio of teachers to students are equal, that teachers will have the ability to maintain standards of pupil conduct, appropriate to a good setting for learning. The increase in population of pupils has led to the prevalence of bulling and peer victimization in schools (due to age disparity) Okure(2004). Ellis and Shute (2007) have shown that there has been the pervasiveness of the problem of bulling in schools in many countries. Smith (2002) documented that negative psychological and educational outcomes were been experienced by bullies and their victims. Population explosion has caused the overcrowding of classrooms and the spread of communicable diseases in schools during the era of air-borne epidemics.

2.6 Quality Assurance and Monitoring

Monitoring entails watching and checking the implementation of the UBE scheme over a period of time in order to see how it develops, so that necessary changes could be made. Onwuakpa (2000) wrote that monitoring means to check, inspect, observe police or investigate into an activity or program. Again, supervision is the administrative process through which the leader ensures that his subordinates are contributing meaningfully, towards the enhancement of the organizational goals (Tahir,2003). Supervision and monitoring entails measuring the output produced by unit of labor input, in-line with set-out learning objective. The National Policy on Education (2004) stated that government has established and will continue to run good well staffed inspectorate service for all levels of education. Monitoring is the key to organization's efficiency and effectiveness in a school.

In the past, monitoring was conducted through the educational agent sent from State and Federal Ministries of Education. They inspect teachers, mark-books, registers, diaries, lesson notes, report booklets as well as the adequacy of school facilities. But the weakness of this methodology of monitoring and supervision led to the introduction of National Assessment of Education Progress (NAEP). This strategy assesses both the micro and the macro indicators of progress in education. The Macro indicators are those directly measurable indicators like provision of access, enrolment, availability and lack of fund and facilities etc. while the micro indicators cannot be easily measured, example; the level of learning achievements of the pupils/students in a school system. An attempt has been made by different scholars to identity the constraints to effective monitoring and supervision in Nigerian education system. Nwachuku (2007) identified insufficient personnel for monitoring and supervision. Mkpa (2003) showed that the major constraint include the lack of relevant materials and tools for monitoring and supervision and lack of proper training of supervisors. Major (2011)

highlighted poor style of supervision and favoritism in the process of appointing supervisors. The entire problems listed above have made it difficult to properly identify the strengths, weaknesses and loop-holes in the UBE program. Thus, the increasing educational dysfunctions have aborted the maintenance of standard and quality in the UBE program, nationwide. Traditional methods of supervision and inspection are still applied. Unscheduled visitations aimed at fault finding are still common. The centre of monitoring most times is still the teacher rather than the pupil and there is still a remarkable degree of secrecy around supervisory reports submitted to authorities. Follow-up visits are rare as identified faults are left to as found until the next visit. The end result of this situation has been a generation of data and information that can be considered inadequate and unreliable for evaluation and re-planning purposes. For evaluation, monitoring and supervision to truly serve as quality assurance instruments for UBE implementation there is need for a paradigm shift from traditional to modern techniques.

According to Okure (2004), the aim of supervision should be to study, analyze and discover ways to help schools carry out teaching and learning effectively. Efforts should be focused on school curriculum, method of work, student performance and welfare, resources (human and material), and interpersonal relationships. Regular and well planned supervisory visits should be based on predetermined schedules whether or not there are complaints or crises. Teams of subject and methodology experts should be involved in the monitoring and supervision. The results of every supervision exercise should be thoroughly discussed with school staff and suggestions for improvement collectively devised. Follow-up visitation should be scheduled for the purposes of gaining feedback as to whether or not the agreed means of improvement have been carried out and successful. The objective of such exercises should be the generation of reliable information that can aid in passing evaluation on the overall success or failure of the school system for the purpose of improving output.

According to Nnaji (2006) Quality of education is often defined in relation to student learning outcomes and curriculum relevance. This is because curriculum relevance is at the heart of any education enterprise, and underpins perceptions about the usefulness and utility of what students learn in school. In the absence of more reliable and accurate measures of quality, the following proxy measures have been used to measure the quality of student learning:

- pass rate;
- qualified teachers;
- pupil: textbook ratio; and teacher: pupil ratio

Although evaluation is a core component in the UBE guidelines (FGN, 2000), and recognized as an education quality assurance procedure, its present practice does not support the attainment of UBE objectives. Educational supervision and monitoring are supposed to elicit data for use in determining the success or failure of a programme for the purpose of improvement. Today, the appointment of supervisors and monitors is either politicized or based on rank and not technical knowledge or expertise. Nwanekezi & Onyekuru(2012) added funding to all these elements which should be judiciously managed. Quality assurance in education can be derived through effective supervision of inputs and processes. Major (2012) classified quality into five categories, namely quality as exceptional, quality as perfection or consistency, quality as fitness of purpose, quality as value of purpose, quality as value for money and quality as transformation, Islam(2008) observed that the notion of Harvey and Green on quality was sufficiently inclusive and adaptable and could be used by different institutions working under different circumstances. When applied to education Khan (2009) opined that quality assurance exists to ensure that quality assurance mechanisms achieve their purpose. One of such mechanisms is supervision. The Federal Government,

mindful of the importance of quality control in education systems made legal provisions for quality in Nigeria by decree 16 of 1985 known as the "National Minimum Standards and Establishment of Institutions "to prescribe the minimum standards of education at different levels on behalf of the Minister of Education. The National Primary Education Commission (NPEC) is responsible for the supervision and control of primary education in Nigeria. In addition, a number of policy statements have also been documented in the National policy on Education (FGN, 2004). to ensure quality control in schools, through effective school supervision. The primary responsibility of supervisors is to see that high standards are maintained and that schools are run in accordance with laid down regulations. By implications the supervisors are seen to be fulfilling a controlling, coordinating and communicating roles as guardian of educational standard. Supervision therefore is an important component of quality control strategy in education that would ensure the maintenance of high standards in the universal basic education.

The Issue of Quality assurance

The achievement of the Universal Basic Education (UBE) by the year 2015 will depend on the quality of education received by the school children. The Universal Basic Education aims at helping primary school children to acquire skills, knowledge and attitudes necessary for active and productive life. These can only be achieved through quality education. The importance of good quality education has been reaffirmed by the Jonitien Declaration, 1990, the Dakar Framework for Action, 2000 Isiugo-Abanihe & Asuru (2007).Although it is difficult to define educational quality, quality in education may be seen in the context to which quality is perceived. In this paper, however, quality of education will be defined in the context of the five dimensions recognized by UNICEF (2005). These are: learners, environment, content, process and outcomes. An understanding of these dimensions will form the basis for assessing the quality of the Universal Basic Education in Nigeria.

Learners Dimension in Quality of Education

This is characterized by healthy and ready-to-learn children. Good nutrition is critical to proper development of children. Basically, children who are well nourished are always healthy and healthy children learn better in school. To ensure quality learners, the Universal Basic Education Commission (UBEC) introduced free lunch for primary school children across the country. Every primary school is expected to give quality lunch to every primary school child. This lofty idea was however short-lived as almost all the states could not sustain the practice. Children come to school hungry, leading to increased drop-out rates with the consequent increase in the number of street hawkers, child labour and early marriages(Igboaja,2010).

Environment Dimension in Quality of Education

Quality learning environment is crucial to quality learning. The provision of school facilities such as school buildings, instructional materials and moderate class size can enhance quality learning. Although there were provision of new classroom buildings, text books and instructional materials, empirical studies revealed that most schools are dilapidated, with inadequate textbooks and other instructional materials (Elaturoti,2001).

Content Dimension in Quality of Education

Quality content is reflected in relevant curriculum and materials for acquisition of basic skills. The Nigerian UBE is characterized by over- crowded curriculum with about 16 subjects. This could pose challenges for teachers especially in teaching the curriculum content. In this regard, Obanya (2010)expressed concern that overcrowded curriculum is a threat to quality learning.

Quality Process Dimension in Quality of Education

Teachers are crucial in learning process. Teachers' competencies play great role in the quality of teaching especially in the use of appropriate teaching methods. Evidence has shown that teachers have not been able to practice what they learnt during the training programmes (Obioma,2007).

Outcomes Dimension in Quality of Education

Quality outcomes encompass knowledge, skill and attitudes that are linked to positive participation in the society. Quality outcomes in the UBE programme should show gradual increase in the number of children who completed primary six and also a clear reduction in the number of children who engage in street begging, hawking, and other forms of child abuse. Since there is no evidence showing a reduction in this regard, this puts a burning question on the relevance and quality of the Universal Basic Education programme in Nigeria(Olwesus).

2.7 Funding of UBE Programme

UBE has to benefit from sustainable funding. Since all the three tiers of government have concurrent responsibilities for education provision in the country, financial resources for executing the UBE programme is expected to be provided for in their annual budgetary allocations. Government at all levels should improve the funding of education by legislating the adoption of minimum allocation of at least 30% to education, and approved funds should be released to implementing agencies as at when the due without delays. The intent of the UBE as declared in the policy statement is that, education should be free like its predecessors, UPE. The financial burden of government often forces parents to get involved in the funding of the basic level of education. How free is free education policy in Kaduna State? Since most parents are poor, the children remain poorly equipped to learn. The

release of funds from the national fund to the SUBEB is diverted thus, shifting the burden to parents in terms of levies.

The UBE declaration of 2000 stipulated that, the Federal Government shall provide the bulk of funds while the State government assisting sufficiently to ensure that, the poorly stricken parents contributes minimal funds. Despite huge budgets allocated to the SUBEB, education still eludes millions of children. The adverse effects of underfunding have led to payment of teachers salaries in arrears, non completion of new constructions and provision of incentive for teaching and learning. As Ani (2010) asserted that, despite bloated annual budgets for funding the UBE programme including massive aids from local and international communities for successful implementation, they are indications that, several schools are still plagued with inadequate physical facilities for effective implementation of the UBE.

Ani (2010) found in his study that poor remuneration and absence of allowance were among the major factors for the drift of technical teachers to industries. A detailed study of the UBE scheme today showed that the above problem have befallen it. Education is promoted through financial motivation. The fact that education is "capital intensive" makes it difficult to bridge the gap between the theoretical objectives of the scheme and the realities on ground over its funding. Nigerian teachers need heavy reinforcement in the form of financial motivation. The remuneration and welfare packages given to them is simply too poor. Their "poor" economic status has a negative effect on the psychological relations and atmosphere of teaching and learning process. The remunerations received by staff are grossly insufficient to meet their basic needs and their take home pay, can no

longer take many staff home in this austere times. This economic situation has a direct bearing on Nigerian poor education standard today.

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:

- Federal government block grant of not <2% of its consolidated revenue fund
- Funds or contributions in form of federal guaranteed credits and local and international donor grants

Section 3 (2) states:

Table 1: Instructional and Learning Materials

Programmes	Financiers
Primary schools	Federal government (100%)
Junior secondary school	Federal government (50%) State government (50%)
Adult literacy	Federal government (25%) State government (50%) Local government (25%)
Nomadic education	Federal government (80%) State government (20%)

SOURCE : *Federal Government of Nigeria, 2004*

Table 2: Teachers Recruitment and Remuneration

Programmes	Financiers
Primary schools	State government
Junior secondary school	Federal and state government
Adult literacy	Federal, state and local governments
Nomadic education	Federal government

SOURCE :*Federal Government of Nigeria, 2004*

Table 3: Infrastructural Provisions (classrooms and learning centres)

Programmes	Financiers
Primary schools	Federal government (75%) State government (25%)
Junior secondary school	Federal government (25%) State government (75%)
Adult literacy	Nil
Nomadic education	Federal government (100%

SOURCE :*Federal Government of Nigeria, 2004*

Table 4: Teachers Training

Programmes	Financiers
Primary schools	Federal and state government
Junior secondary school	Federal and state government
Adult literacy	Federal and state government
Nomadic education	Federal and state government

SOURCE :*Federal Government of Nigeria, 2004*

Funding arrangement for the UBE is therefore categorized into the following: nobody is financing infrastructural provisions for adult literacy programmes because adults involved are expected to receive their lessons in the existing public schools. Table 1-3 shows clearly that the Federal government is to be 100% responsible for the Nomadic except in the area of instruction and learning materials, where state is to bear 20% of the funding. There is also a sharing formula between Federal and State governments in teachers training (Table 4). This arrangement then raises some fundamental questions such as:

- Which state would bear the 20% on infrastructural and learning materials since these nomads would move from state to state
- In a country (Nigeria) where percentage of population living on <$2 per day was 92% as at 2007 (PRB, 2007) will the governments be able to finance universal basic 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 achieve
- Now that there is a global financial crisis will universal basic education be adequately funded

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 free education schemes of the past.

2.8 Teaching and Learning Facilities in UBE Programme

To enhance the learning environment, massive investment in school infrastructure improvements is needed. Every primary and junior secondary school is expected to be provided with adequate infrastructure and other physical facilities like classrooms, laboratories, libraries, computer centre, potable water, electricity, toilets and furniture.The scope of UBE programme emphasizes that the school library will provide services to five categories of users viz: the pre-school children, primary school children, students in the mass literacy non-formal education sector and the nomads, depending on the location of the school library. Elaturoti (2001) corroborated this by emphasizing that the beneficiaries of the UBE should have access to effective library service within the school, at zonal school library media centre within the LGEA, public libraries within and outside the local government and other nearby special libraries and information centres among others. Of primary importance is the library within the school, which is within easy reach of the pupils/students and done which the school media programmes will be based. To facilitate the establishment of libraries in the schools, at least a classroom should be set aside to accommodate the school library collection and provide the service point for media use in the school. A multi-purpose built library building is ideal and should be planned and provided as the zonal school libraries and/or other libraries that will serve a cluster of schools (Islam, 2008).

It is a natural truth that most of our schools are poorly equipped, poorly accommodated and poorly maintained. Asuru(2006) recorded that the inadequacy of facilities, equipments and other tools of learning handicaps educational program in the country. Where facilities are available, they are inequitably distributed among schools. Some schools had workshops,

libraries etc, constructed but no equipment and books therein. Unfortunately, any school that lacks the essential equipments, materials, tools and facilities of learning, cannot achieve the objectives of the UBE program. Babalola (2000) showed that equipments like cutters, drills, measuring instruments, spanners, screw drivers, soldering bits, welding equipment, machineries etc needs constant maintenance. Unfortunately, most Nigerian schools at all levels, lacks this maintenance culture.

Aliyu and Uiacest (2006) on the other hand noted that the technical teachers lack the technical skills and the diagnostic skills for the maintenance of new technology equipment. Major (2012) rightly documented that resources are useful, only if, they are used well. We are today in the 21st century, a century where information and computer technologies dictate the pace of learning and development. Pathetically, most schools in Nigeria are yet to grasp the rudiments of using the modern information "super highway" as an instructional medium. The government's plan to implement three phases of classroom construction at #7 billion per phase was bedeviled by the epileptic method of implementation. The provision of instructional materials, procured by Education Trust Fund (ETF) and distributed by Universal Basic Education Commission (UBEC) to State Universal Basic Education Board (SUBEB), has not recorded equitable distribution at the Local Government Education Authorities (LGEAs). The problem of lack and neglect of equipment and facilities remained a big threat to the implementation of Basic Technology curriculum of the UBE scheme.

2.9 Empirical Studies

This part deals with empirical studies that are related to the study at hand, the following are some. In a research conducted by Adepoju(2012) title "problems and prospects of

universal basic education in Nigeria states.Three demographic studies on the existing national situation in the primary education sector revealed that, 12% of primary school pupils sit on the floor, 38% classrooms have no ceilings, 87% classrooms overcrowded, while 77% pupils lack textbooks. Almost all sampled teachers are poorly motivated coupled with lack of community interest and participation in the management of the schools. The researcher developed four research questions which are: How do Junior secondary school principals assess the implementation of the Universal Basic Education? What is the assessment of teachers in UBE programme? How do some beneficiaries of the programme, that is , students perception on UBE programme? and What is the role of parents in complementing effective management?. The Research design adopted for this study was a cross sectional survey which being both descriptive and exploratory entails a once and for all observation of some of the different stakeholders of the Universal Basic Education. The scope of the study was Lagos State, made up of six local education Districts and one of them, Surulere Local Education District IV was randomly selected for the research. There are thirty (30) Junior secondary schools in this District with a population of 21,961 students and the total number of 540 teachers. The findings show that, the level of involvement of the local counties in the provision of infrastructure was quite low as 53 out of 60 sampled principals reported that majority of local communities were not involved in the provisions of infrastructure. report of assessment of Junior secondary school teachers for the implementation of the UBE programmes. Teachers agreed that their classrooms were overcrowded (4.7) and are not comfortable or conducive for teaching and learning. In addition, their salaries and other incentives are not well planned neither were they paid at the right time. Report of assessment of Junior secondary school teachers for the implementation of the UBE programmes.

Teachers agreed that their classrooms were overcrowded (4.7) and are not comfortable or conducive for teaching and learning. In addition, their salaries and other incentives are not well planned neither were they paid at the right time. The cost of education has been reported to be on the increase yearly and in spite of increase in budgetary allocation for implementation of educational policies, the funds are still not adequate. In order to support government the new policy advocated for sharing the burden of funding with other stakeholders. The local community is expected to be mobilized to provide for needed infrastructure. In this research, principals/managers of schools assessed the community's level of involvement to be very low. The lack of commitment and general apathy towards the course of a successful implementation of the UBE has been a problem. A survey research conducted by Ker and Okwori (2003) revealed that the participation of individuals, private and the three tiers of government was found to be the best option for funding and managing UBE schools.

The above study related to the present study because, it focused on the UBE problems and challenges and as well proffered possible solutions to improve the programme. On contrary, the previous study focused on the problems and challenges while, the latter focused on evaluation of the UBE policies implementation. The scope of the previous study was Lagos while, the latter is Kaduna State.

Similarly, in a study conducted by Abdullahi(2013) titled "Problem of Universal Basic Education in Nigeria and the Role of Information Communication Technology (ICT) in Enhancing its Quality, Sociological and Counselling Perspective**".** The objectives of the study was to investigated the problems of the UBE program, the role of ICT in enhancing the quality and its implications for counselling in terms of:

- the extent UBE has provided free, qualitative and universal basic education,
- the extent UBE has reduced the incidence of dropout from formal school system through the provision of quality basic education, and
- Assess the role of ICT in enhancing the quality of the UBE programme.

This study was delimited to the problems of the universal basic education, the role of ICT in its implementation and implication for counselling. The study was carried out in UBE primary schools in Ankpa Local Government Area of Kogi State. The study which was carried out in Ankpa local government of Kogi state used a descriptive survey research design. The sample of the study was 100 respondents consisting 80 teachers and 20 teacher counsellors randomly and purposively selected from four out of 400 (four hundred) registered schools where UBE program is operational in Ankpa local Government Area. Questionnaire was the instrument for data collection. The study found that**,** UBE program is not totally free because, levies charged by the UBE board or ministry of education have made the program more costly. This may be as a result of poor management of available resources to meet the needs of the programme according to Ikoya (2000). The program is also not universal because it only focuses only on the formal school learners from primary school to junior secondary school III (JSS III) neglecting the needs of the adults, and other special groups as embedded in the UBE policy. The reduction in the rate of school dropout through UBE implementation was largely due to the free books, food and proximity to their homes. Lack of funds for the UBE program in the study area has led to non-provisions of adequate infrastructure and personnel towards achieving the educational goals. This confirms Eya and Nebos (2001) statement that lack of instructional and infrastructural materials and funding may affect implementation of UBE. These factors equally led to the fall of UPE and one

would have thought that the government will take corrective measures to make UBE succeed. On the role of ICT in enhancing the quality of UBE, the result shows that ICT will help the teachers share information with colleagues and stakeholders among others. It will equally help pupils become active learners and engage in problem solving among others.

Since the Nigerian National Policy on Education lists computer education as one of the subjects at the primary school level(FRN, 2004) and considering the report of Department for International Development (DFID,2002,) that Information Communication Technologies (ICT) (which include computer) has enormous potential as tools to increase information flows and empower poor people, Nwosu's (2002) suggestion that teachers should be trained in computer literacy to enable them educate students who would function effectively in the modern work environment and compete in the global job market should be followed to enhance the UBE programme. Abdulfattah (2007) suggested that at the primary level, pupils should be taught logical reasoning under mathematics as from the fourth year. In the fifth and sixth years, computer studies should be introduced with emphasis on practical under computer education.

The above study relates to the current study because it focused on Problem of Universal Basic Education in Nigeria and the Role of Information Communication Technology (ICT) in Enhancing its Quality, Sociological and Counseling Perspective. Also the study, suggested possible ways of improving the programme in Nigeria. On the other hand, the study differs because , the previous research concerns with problems of Universal basic Education and role of ICT in enhancing its quality. While the current study focus on the implementation of policies of UBE. The previous study scope was Kogi state while the current scope is Kaduna

state. Going by the above review of empirical studies, it become clear that, many researcher has dwelt more on the problems of UBE programme in Nigeria ,whereas the evaluation of the UBE has not been researched.

Summary

This chapter concepts in the study which include evaluation, Universal Basic Education, and programme. The variables that formed the study which are admission and retention; recruitment and re-training of teacher; teaching and learning facilities in UBE Programme; funding of UBE Programme and Quality assurance and monitoring were discussed in order to provide focused for the research. Finally, an empirical study was provided.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the methods and procedures that were used to carry out the study. The areas covered include:

3.1 Research design

3.2 Study population

3.3 Sample and sampling techniques

3.4 Instrumentation

3.5 Validity of instrument

3.6 Pilot study

3.7 Reliability of instrument

3.8 Procedure for data collection; and

3.9 Methods of Data analysis.

3.2 Research Design

The researcher employed descriptive research design using survey method for the study. The researcher adopted this design because, it is the most appropriate for collecting data on occurring issues/problems in the society. This was based on the submission of Sambo (2005) that, descriptive research design is used when the population of interest in a study cannot be accessed in totality. Nevertheless, information is needed upon which, certain statements could be made about the whole population.

3. 3 Population

The population of the study comprised all teachers, educational administrators and SUBEB officials in the selected local areas in Kaduna state as at the time of study. The total population of the study is 19,950. Below is the breakdown of the population of study.

Table 3:1 Study Population by Local Government Areas

Names of L.G.As	Population of primary school teachers	Population of L.G.E.A staff	Population of JSS teachers	Population JSS of Admin staff in each LGA	Grand Total
Giwa	1,280	174	79	24	1557
Makarfi	1,006	137	67	16	1226
Sabon Gari	1.391	237	362	74	2064
Soba	1,191	118	59	19	1387
Zaria	1,613	276	335	87	2311
Kaduna North	1,617	293	484	91	2485
Igabi	1,681	245	434	89	2449
Kaduna South	1,705	291	478	93	2567
Chukun	1,709	312	443	102	2566
Ikara	1,113	127	81	17	1338
Total	**14,306**	**2210**	**2,822**	**612**	**19,950**

Source: *Nigeria Education Management Information System (2013)*

3.4 Sample and Sampling Techniques

A sample of 375 was selected through simple random sampling technique by using the "hat and draw" method from the population of 19,950 .The sample selected was based on the recommended research sample size of Research Advisor(2006) which states that in a

population of 10,000 and above, a confidence level of 95%,and a margin of error(degree of accuracy) of 0.05 would be 375.

Table 3.2: Sample by Local Government Areas

Names of L.G.As	Sample of primary teachers	Sample of administrative staff in each L.G.A	Sample of JSS teachers	Sample of Admin staff in each L.G.A	SUBEB officials	Total
Giwa	15	10	7	3	15	35
Makarfi	15	10	7	3		35
Sabon Gari	15	10	7	5		37
Soba	15	10	7	3		35
Zaria	15	10	7	5		37
Kaduna North	15	10	7	5		37
Igabi	15	10	7	5		37
Kaduna South	15	10	7	5		37
Chukun	15	10	7	3		35
Ikara	15	10	7	3		35
Total	**150**	**100**	**70**	**40**	**15**	**375**

3.5 Instrumentation

The researcher used a questionnaire "***Evaluation of U.B.E Programme in Kaduna State questionnaire"*** for data collection based on the five point Likert Scale:

SA - Strongly Agree = 5

A -Agree = 4

U- Undecided = 3

D - Disagree = 2

SD -Strongly Disagree = 1

The questionnaire titled "***Evaluation of U.B.E Programme in Kaduna State questionnaire"*** (EUBEKDQ) comprise of FIVE sections. Three different set of questionnaires was developed i.e for teachers, educational administrators and learners . The questionnaire was structured in closed ended form. The researcher chose questionnaire as a method for collecting data because, all the respondents are literate and requires little orientation for proper filling .

3.5.1 Validity of the instrument

To ascertain the validity of the instrument after development, experts in Educational Administration in ABU, Zaria, and research supervisors was consulted to establish the content validity of the instrument for the research work. Having affected all corrections and suggestions made, the instrument was adjudged to have face and content validity

3.5.2 Pilot Study

The questionnaire was pilot-tested on 18 respondents randomly selected from Zaria and Sabon Gari local government education authorities. The filling of each of the questionnaire lasted for about 25 minutes. The pilot study was done at two weeks interval. The data collected from the pilot study were computed using the Spearman rank reliability correlation co-efficient.

3.5.3 Reliability of the Instrument

The reliability of the instrument that is "*Evaluation of U.B.E Programme in Kaduna State Questionnaire"* (EUBEKDQ) was ascertained through the test-retest of reliability. The computer analysis produced a correlation coefficient of 0.7692. This was adjusted using the Spearman-Brown Formula stated below (Best and Khan, 1993).The adjusted coefficient was found to be 0.87. This was found reliable enough for the study.

3.6 Procedure for Data Collection

The questionnaire distribution was done through direct contact with the respondents in the Local government selected for the study through the help of research assistant. The questionnaire was given to the respondents and there after retrieved after completion. The administering and collection took the researcher a period of four weeks, since the respondents were in cluster.

3.7 Methods of Data Analysis

The data collected were subjected to both descriptive and statistical analysis. The researcher used frequency and percentage to present the data and one –way ANOVA to test the hypotheses. This based on the recommendation of Gelman & Huang(2005) that, the one-way analysis of variance (ANOVA) is used to determine whether there are any significant differences between the means of three or more independent (unrelated) groups.

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS

4.1 Introduction

This chapter presents the statistical analysis of the data collected from the teachers and principals of the primary and junior secondary schools, Local Government Education Authority Officials and the Kaduna State Universal Basic Education Board Officials on the evaluation of the Universal Basic Education Programmes operated in the state from 2004 to 2010. The chapter is made up of the analysis of the respondents' demographic variables and the selected variables used in the evaluation of the UBE programme. Apart from the frequencies and percentages presented in tables, graphical illustrations were made for the respective variables. The hypotheses of the study were tested with a discussion of the finding at the end of the chapter.

4.2 Bio-data of respondents

The study was made up of 375 respondents which include teachers, Local Government Education Authority and SUBEB Officials . Out of the three Hundred and Seventy Five questionnaires distributed, 343 were successfully retrieved. The respondents were made up of 293 teachers and principals, 40 Local Government Education Authority Officials and 10 State Universal Basic Education Board Officials (SUBEB). The demographic characteristics selected along their expressed opinion on the Universal Basic Education (UBE) programme in the primary and junior secondary schools were gender and location of the schools. These variables are presented in tables of frequencies and percentages along the respective groups of respondents below:

Table 4.1 Classification of the respondents by their status and gender

Status of respondent	MALE		FEMALE		Total
	Freq.	%	Freq.	%	
Teacher and principals	173	59.0	120	41.0	293
LGEA official	20	50.0	20	50.0	40
SUBEB official	2	20.0	8	80.0	10

Of the total of 293 teachers and principals involved in the study, 173 or 59.0 were male while 120 or 120 41.0% were female. Among the Local Government Education Authority Officials (LGEA), the sex distribution was proportional with 20 or 50.0% male and female respectively. The SUBEB officials were made up of 2 or 20.0% male and 8 or 80.0% female. This unequal representation of the males and females among the teachers and principals educational is not expected to have any impact on the conclusion and decision on any of the investigated variables since means weighted mean scores would be used. More over gender is not a major variable in the study and was only selected to eliminate possible biased that could be considered to be so affiliated. In Table 4.2, the respondents are classified by their location of the schools. The table shows each of the groups (Teachers/principals, SUBEB and LGEA officials) by their respective locations.

Table 4.2: Classification of the respondents by their local government areas

Status of respondent	URBAN		RURAL		Total
	Freq.		Freq.		
Teacher	162	55.3	131	44.7	293
LGEA official	15	37.5	25	62.5	40
SUBEB official	10	100.0	0	0.0	10

Table 4.2 revealed that the SUBEB officials were all located in urban setting. But 162 or 55.3% of the teachers and principals were from urban areas while 131 or 44.7% were from rural areas of the state. Among the LGEA officials, 15 or 37.5% were from Urban while 25 or 62.5% were

from rural areas. This distribution ensured that most primary and junior secondary schools in the state could be said to be fairly represented in the study.

4.3 Evaluation of the UBE Basic Education programme in the state

Among the variables investigated in the evaluation of the Universal Basic Education programme in the primary and junior secondary schools of the state were enrolment and Retention of learners, Recruitment and Re-training of teachers, provision of teaching and learning materials and facilities, funding of educations and monitoring and quality assurance of education in the state. In the analysis of the variables, the opinions of the principals and teachers were sampled together and on a comparative approach with those of the SUBEB Officials and the LGEA officials. These was necessary since the principals and teachers are at the receiving and implementation end of the educational policies while the SUBEB and the LGEA officials transmits the necessary policies. These variables are assessed independently with specific research questions and objectives as follows:

The table 4.3 below represents the opinion of respondents on the enrolment and retention of learners in primary and junior secondary schools of UBE programme in the state. The opinion of the three groups on enrolment and retention in the State were assessed on five points scale. Table 4:3 shows the observed frequencies and the computed percentages, enclosed in bracket along the observed frequencies are based on each of the group for the respective items assessed. A graphical illustration of the scores are presented in Figure 1

Table 4.3: Opinions of the respondents on the enrolment and retention of learners in primary and junior secondary schools of UBE programme in the state

Items Statement	Status of Respondent	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
UBE has helped to provide free education to children in Kaduna state	Teacher/Principals	78(26.6)	126(43.0)	8(2.7)	71(24.2)	10(3.4)
	LGEA official	11(27.5)	16(40.0)	2(5.0)	11(27.5)	0(0.0)
	SUBEB official	1(10.0)	4(40.0)	0(0.0)	4(40.0)	1(10.0)
UBE has reduced drop-out rate since education is free at primary/junior secondary schools in Kaduna state	Teacher/Principals	38(13.0)	131(44.7)	27(9.2)	70(23.9)	27(9.2)
	LGEA official	6(15.0)	10(25.0)	4(10.0)	15(37.5)	5(12.5)
	SUBEB official	1(10.0)	4(40.0)	3(30.0)	2(20.0)	0(0.0)
UBE has helped more children to go back to school since they are located nearby	Teacher/Principals	81(27.6)	145(49.5)	20(6.8)	37(12.6)	10(3.4)
	LGEA official	12(30.0)	19(47.5)	4(10.0)	2(5.0)	3(7.5)
	SUBEB official	4(40.0)	5(50.0)	0(0.0)	0(0.0)	1(10.0)
Few children are on the street during school hours in Kaduna state	Teacher/Principals	69(23.5)	127(43.3)	25(8.5)	60(20.5)	12(4.1)
	LGEA official	14(35.0)	15(37.5)	3(7.5)	4(10.0)	4(10.0)
	SUBEB official	0(0.0)	6(60.0)	0(0.0)	4(40.0)	0(0.0)
There is a high drop-out rate among the girl-child in primary/junior secondary schools in Kaduna state	Teacher/Principals	52(17.7)	93(31.7)	36(12.3)	91(31.1)	21(7.2)
	LGEA official	6(15.0)	13(32.5)	4(10.0)	12(30.0)	5(12.5)
	SUBEB official	0(0.0)	1(10.0)	3(30.0)	5(50.0)	1(10.0)
Enrolment in primary/junior secondary schools has increased over the years in Kaduna state	Teacher/Principals	69(23.5)	110(37.5)	45(15.4)	53(18.1)	16(5.5)
	LGEA official	6(15.0)	19(47.5)	5(12.5)	6(15.0)	4(10.0)
	SUBEB official	2(20.0)	5(50.0)	0(0.0)	3(30.0)	0(0.0)
UBE is free so students no longer drop out due to non-payment of school fees	Teacher/Principals	41(14.0)	96(32.8)	22(7.5)	97(33.1)	37(12.6)
	LGEA official	7(17.5)	11(27.5)	5(12.5)	11(27.5)	6(15.0)
	SUBEB official	1(10.0)	3(30.0)	0(0.0)	5(50.0)	1(10.0)
Money is not demanded for the enrolement of students in primary/junior secondary schools in Kaduna state	Teacher/Principals	33(11.3)	72(24.6)	30(10.2)	107(36.5)	51(17.4)
	LGEA official	7(17.5)	13(32.5)	2(5.0)	13(32.5)	5(12.5)
	SUBEB official	2(20.0)	1(10.0)	0(0.0)	6(60.0)	1(10.0)
Majority of pupils that enrolled in primary one sit for common examination in primary six	Teacher/Principals	77(26.3)	114(38.9)	18(6.1)	47(16.0)	37(12.6)
	LGEA official	14(35.0)	14(35.0)	2(5.0)	6(15.0)	4(10.0)
	SUBEB official	3(30.0)	2(20.0)	0(0.0)	4(40.0)	1(10.0)
UBE is not really free because of the levies paid in the school	Teacher/Principals	67(22.9)	128(43.7)	31(10.6)	47(16.0)	20(6.8)
	LGEA official	11(27.5)	17(42.5)	2(5.0)	7(17.5)	3(7.5)
	SUBEB official	1(10.0)	6(60.0)	2(20.0)	1(10.0)	0(0.0)
A large number of out of school children registered and enrolled in my school for the UBE scheme	Teacher/Principals	75(25.6)	96(32.8)	47(16.0)	57(19.5)	18(6.1)
	LGEA official	8(20.0)	19(47.5)	3(7.5)	7(17.5)	3(7.5)
	SUBEB official	3(30.0)	3(30.0)	2(20.0)	2(20.0)	0(0.0)

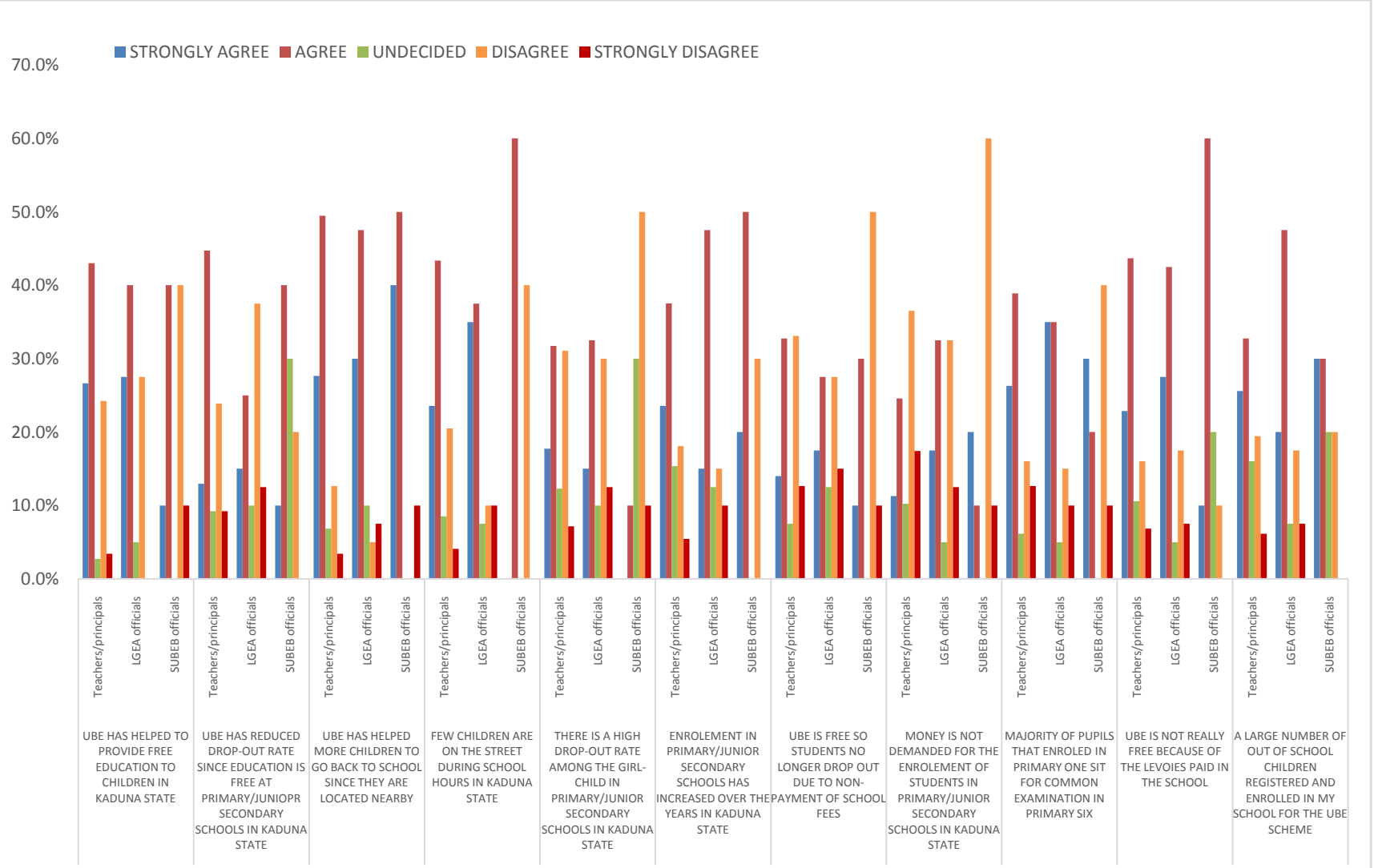


Fig. 1: Perceived enrolment and retention of learners in UBE programme in Kaduna State

Source: *Field survey,2014*

The table and the chart revealed that the teachers and principals of the primary and junior secondary schools were generally in agreement with the expressed notion that the UBE has helped to provide free education to children in Kaduna state. The percentages were 78 or 26.6% and 126 or 43.0% for strongly agree and agreed respectively. But 8 or 2.7% of them did not express their opinion on the issue and 71 or 24.2% along with 10 or 3.4% of the teachers and principals disagreed and strongly disagreed respectively with the opinion. Among the LGEA officials, 11 or 27.5% and 16 or 40.0% strongly agreed and agreed with the opinion while 11 or 27.5% disagreed with the opinion and 2 or 5.0% of them did not express their view on the issue. Though 4 or 40.0% and 1 or 10.0% of the SUBEB officials agreed and strongly agreed with the opinion but 4 or 40.0% and 1 or 10.0% disagreed and strongly disagreed that UBE has helped to provide free education to children in Kaduna state. The positive opinion of the teachers and principals on the UBE programme is further demonstrated in the response to the second item in the table were 38 or 13.0% and 131 or 44.7% of them strongly agreed and agreed respectively with the opinion that UBE has reduced drop-out rate since education is free at primary and junior secondary schools in the state. However, 27 or 9.2% of the teachers and principals did not answer the question while 70 or 23.9% and 27 or 9.2% disagreed and strongly disagreed respectively with the notion. But among the LGEA officials, opinion was divided as only 6 or 15.0% and 10 or 25.0% of them strongly agreed and agreed with the opinion and 15 or 37.5% along with 5 or 12.5% disagree and strongly disagreed respectively. Though 3 or 30.0% of the SUBEB officials did not respond to the item but 4 or 40.0% and 1 or 10.0% agreed and strongly agreed with the suggestion respectively. Only 2 or 20.0% of the SUBEB officials disagreed with the suggestions. However, there was a unanimous agreement by the groups that UBE has helped more children to go back to school because schools were located nearer to their respective

residence than before the UBE programme was introduced in the state. In the same vein, the respondents agreed that fewer children were now on the street during school hours in the state than when the program was not in operation. These are clearly demonstrated in items 3 and 4 of the table and in Figure 3 respectively.

The teachers and the principals however disagreed as indicated in the table with 91 or 31.1% and 21 or 7.2% along with 36 or 12.3% who did not answer the question that there is a high drop-out rate among the girl-child in primary and junior secondary schools in the state. The LGEA official also towed the line of the teachers and principals response on this item as indicated by their frequencies and percentage scores. The SUBEB official were particularly more in disagreement with the suggestion that there is a high drop-out rate among the girl-child in primary and junior secondary schools in the state. Among them (SUBEB officials) 5 or 50.0% and 1 or 10.0% along with 3 or 30.0% did not agree with the notion expressed. However, all the groups agreed that learners' enrolment in primary and junior secondary schools has increased over the years in the state. This is clearly demonstrated in Figure 1 and item 6 in the table with high frequency for agreement.

The respondents did not agree that because the UBE programme is free, that learners were no longer dropping out of school due to non-payment of school fees. In the same vein, the three groups did not agree that money was not demanded for the enrolment of the learners in primary and junior secondary schools in of the state. However, the respondents agreed that majority of pupils who usually enrolled in primary one at the primary school level usually sit for common examination in primary six for onward transition into the junior secondary schools in the state.

The percentage of disagreement on these items were relatively low as demonstrated in the table and the chart. And the respondents agreed that the UBE is not really free because certain levies were still being paid by the learners in the primary and junior secondary school of the state. And the respondents agreed that large number of out of school children have registered and enrolled in the primary and Junior secondary school because of the UBE scheme. From the overall assessment, it could be concluded that the UBE has led to increase in the enrolment and retention of learners in the primary and junior secondary schools of the state within the period (2004 to 2010) under study.

The opinions of the groups on the selected items used for the evaluation are tabulated in frequencies and percentages in Table 4.4. The percentages computed on the basis of the independent group are enclosed in bracket along the observed frequencies. The percentages are graphically illustrated in Figure 2.

Table 4.4: Opinions of the respondents on recruitment and re-training of teachers in the UBE programme

Items statement	Status of Respondent	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
UBE has not recruited enough teachers that could handle various subjects for the programme	Teacher	90(30.7)	110(37.5)	26(8.9)	53(18.1)	14(4.8)
	LGEA official	3(7.5)	21(52.5)	5(12.5)	7(17.5)	4(10.0)
	SUBEB official	4(40.0)	3(30.0)	1(10.0)	2(20.0)	0(0.0)
UBE has not done anything to improve quality education due to lack of qualified teachers	Teacher	63(21.5)	94(32.1)	27(9.2)	81(27.6)	28(9.6)
	LGEA official	6(15.0)	14(35.0)	7(17.5)	8(20.0)	5(12.5)
	SUBEB official	0(0.0)	6(60.0)	0(0.0)	3(30.0)	1(10.0)
Few teachers are allowed to attend workshops	Teacher	99(33.8)	150(51.2)	17(5.8)	21(7.2)	6(2.0)
	LGEA official	12(30.0)	22(55.0)	1(2.5)	2(5.0)	3(7.5)
	SUBEB official	2(20.0)	6(60.0)	1(10.0)	1(10.0)	0(0.0)
Teachers in my school teach only the subjects specialized	Teacher	78(26.6)	105(35.8)	11(3.8)	64(21.8)	35(11.9)
	LGEA official	8(20.0)	18(45.0)	2(5.0)	8(20.0)	4(10.0)
	SUBEB official	1(10.0)	6(60.0)	0(0.0)	1(10.0)	2(20.0)
Government supplies adequate number of textbooks for teachers in their subject areas	Teacher	75(25.6)	106(36.2)	23(7.8)	62(21.2)	27(9.2)
	LGEA official	11(27.5)	13(32.5)	3(7.5)	10(25.0)	3(7.5)
	SUBEB official	3(30.0)	2(20.0)	0(0.0)	5(50.0)	0(0.0)
Majority of teachers in my school are NCE holders	Teacher	79(27.0)	107(36.5)	21(7.2)	62(21.2)	24(8.2)
	LGEA official	7(17.5)	12(30.0)	1(2.5)	12(30.0)	8(20.0)
	SUBEB official	1(10.0)	4(40.0)	1(10.0)	2(20.0)	2(20.0)
There is provision for in-service training to teachers every year in my school	Teacher	64(21.8)	100(34.1)	24(8.2)	80(27.3)	25(8.5)
	LGEA official	13(32.5)	14(35.0)	0(0.0)	11(27.5)	2(5.0)
	SUBEB official	0(0.0)	4(40.0)	0(0.0)	4(40.0)	2(20.0)
Most of the recruitment exercise for teachers is based on favoritism not on merit	Teacher	68(23.2)	96(32.8)	34(11.6)	58(19.8)	37(12.6)
	LGEA official	11(27.5)	12(30.0)	2(5.0)	12(30.0)	3(7.5)
	SUBEB official	1(10.0)	6(60.0)	0(0.0)	3(30.0)	0(0.0)

The teachers and principals were generally of the opinion that the UBE programme as not really led to tremendous increased in the recruitment and re-training of teachers. In the table and the chart, 90 or 30.7% and 110 or 37.5% of the teachers and principals strongly agreed and agreed respectively that the UBE programme has led to adequate recruitment of teachers that could handle various subjects for the primary and junior secondary schools in the state. This opinion of

the Teachers and principals was echoed by 21 or 52.5% and 3 or 7.5% of the LGEA officials and 4 or 40.0% and 3 or 30.0% of the SUBEB officials who strongly agreed and agreed respectively that the programme has not led to adequate recruitment of teachers to man the various subjects in the primary and junior secondary schools in the state. This notion is further confirmed in the second item of the table an in figure 2 where most of the respondents agreed that the UBE programmes has not done anything to improve quality education due to lack of qualified teachers in the primary and junior secondary schools of the state. In further affirmation of this opinion, all the three groups of respondents were of the view that only few teachers were allowed to attend workshops.

But the respondents agreed that teachers in the schools teach only the subjects they specialized in and that the government supplies adequate number of textbooks for teachers in their subject areas. There was however a dissenting opinion from the LGEA officials on the qualification or professionalism of the teachers in the primary and junior secondary schools.

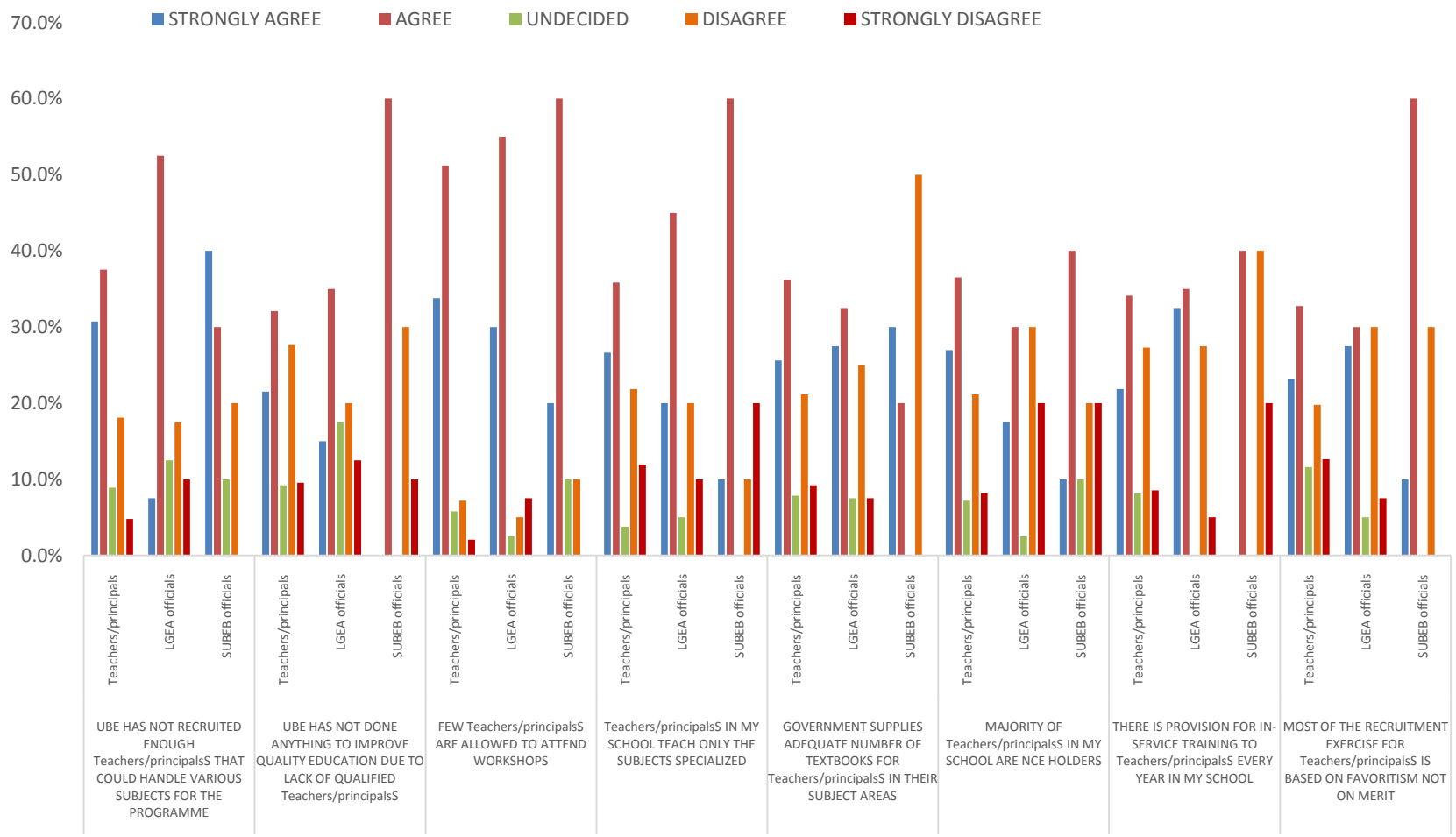


Fig. 2: Perceived influence of UBE on recruitment and re-training of teachers in primary and junior secondary schools in the state
Source: Field Survey, 2014

As indicated with the percentage scores and demonstrated in Figure 2, most teachers and principals were of the view that majority of teachers in the school were NCE holders. This opinion was echoed by the SUBEB officials but Most LGEA officials did not agree with this opinion. The teachers and principals agreed that there was provision or in-service training for teachers. In the table, 64 or 21.8% and 100 or 34.1% of the teachers and principals strongly agreed and agreed respectively with this opinion. Among the LGEA officials, 13 or 32.5% and 14 or 35.0% strongly agreed and agreed respectively that there was provision of in-service training for the teachers but the SUBEB official were not generally consenting to this opinion as only 4 or 40.0% agreed with the suggestion. But 4 or 40.0% and 2 or 20.0% of them disagreed and strongly disagreed with the opinion. From the responses to the last item of the table where 68 or 23.2% and 96 or 32.8% of the teachers and principals along with 11 or 27.5% and 12 or 30.0% of the LGEA official strongly agreed and agreed respectively that most of the recruitment exercise for teachers is based on favoritism, it could be concluded that such appointment was not based on merit. This opinion was echoed by 6 or 60.0% and 1 or 10.0% of the SUBEB officials who agreed and strongly agreed that appointment of teachers was not based on merit in the state primary and junior secondary schools. From these observations, it could be said that the UBE has not really improve on the recruitment and re-training of teachers in the primary and junior secondary schools of the state between 2004 and 2010.

To assess UBE on the provision of materials, equipment and facilities for teaching and learning in primary and junior secondary schools in Kaduna State in the period under study, the opinions of the groups on the items used in the assessment are presented in Table 4.5. The percentages enclosed in brackets along the observed frequencies for the items are graphically illustrated in Figure 3.

Table 4.5: The respondents' opinion on the status of materials, equipment and facilities for teaching and learning in the schools within the period (2004 to 2010)

Items Statement	Status of Respondent	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Free textbooks are given to students/pupils in the school	Teacher	67(22.9)	108(36.9)	5(1.7)	81(27.6)	32(10.9)
	LGEA official	12(30.0)	12(30.0)	1(2.5)	11(27.5)	4(10.0)
	SUBEB official	2(20.0)	3(30.0)	0(0.0)	5(50.0)	0(0.0)
Teaching aid is used in every lesson	Teacher	40(13.7)	117(39.9)	22(7.5)	92(31.4)	22(7.5)
	LGEA official	9(22.5)	15(37.5)	1(2.5)	10(25.0)	5(12.5)
	SUBEB official	1(10.0)	1(10.0)	0(0.0)	8(80.0)	0(0.0)
There is a library in my school	Teacher	80(27.3)	129(44.0)	18(6.1)	45(15.4)	21(7.2)
	LGEA official	14(35.0)	15(37.5)	4(10.0)	6(15.0)	1(2.5)
	SUBEB official	1(10.0)	6(60.0)	0(0.0)	1(10.0)	2(20.0)
My teachers are professionals in their fields	Teacher	72(24.6)	118(40.3)	27(9.2)	61(20.8)	15(5.1)
	LGEA official	11(27.5)	16(40.0)	1(2.5)	12(30.0)	0(0.0)
	SUBEB official	1(10.0)	1(10.0)	2(20.0)	4(40.0)	2(20.0)
The classrooms are well ventilated	Teacher	58(19.8)	117(39.9)	19(6.5)	62(21.2)	37(12.6)
	LGEA official	8(20.0)	16(40.0)	3(7.5)	12(30.0)	1(2.5)
	SUBEB official	1(10.0)	3(30.0)	1(10.0)	4(40.0)	1(10.0)
The classrooms in my school are overcrowded	Teacher	91(31.1)	109(37.2)	21(7.2)	53(18.1)	19(6.5)
	LGEA official	13(32.5)	10(25.0)	5(12.5)	10(25.0)	2(5.0)
	SUBEB official	3(30.0)	5(50.0)	1(10.0)	1(10.0)	0(0.0)
Some children sit on the floor to receive lessons	Teacher	117(39.9)	108(36.9)	16(5.5)	34(11.6)	18(6.1)
	LGEA official	18(45.0)	11(27.5)	4(10.0)	4(10.0)	3(7.5)
	SUBEB official	4(40.0)	6(60.0)	0(0.0)	0(0.0)	0(0.0)
There are enough plat fields for the games and sports in my school	Teacher	70(23.9)	118(40.3)	13(4.4)	66(22.5)	26(8.9)
	LGEA official	9(22.5)	19(47.5)	2(5.0)	10(25.0)	0(0.0)
	SUBEB official	1(10.0)	2(20.0)	1(10.0)	6(60.0)	0(0.0)
We have a well maintained school farm	Teacher	38(13.0)	82(28.0)	22(7.5)	111(37.9)	40(13.7)
	LGEA official	4(10.0)	15(37.5)	2(5.0)	15(37.5)	4(10.0)
	SUBEB official	1(10.0)	4(40.0)	0(0.0)	3(30.0)	2(20.0)
Teachers give class work to the pupils/students every day	Teacher	44(15.0)	107(36.5)	18(6.1)	97(33.1)	27(9.2)
	LGEA official	7(17.5)	9(22.5)	2(5.0)	16(40.0)	6(15.0)
	SUBEB official	0(0.0)	3(30.0)	0(0.0)	7(70.0)	0(0.0)
Teachers are punctual to class every day	Teacher	43(14.7)	112(38.2)	21(7.2)	95(32.4)	22(7.5)
	LGEA official	8(20.0)	13(32.5)	2(5.0)	15(37.5)	2(5.0)
	SUBEB official	1(10.0)	1(10.0)	0(0.0)	7(70.0)	1(10.0)
Teachers are committed to their work	Teacher	48(16.4)	137(46.8)	19(6.5)	68(23.2)	21(7.2)
	LGEA official	9(22.5)	18(45.0)	0(0.0)	9(22.5)	4(10.0)
	SUBEB official	1(10.0)	3(30.0)	2(20.0)	4(40.0)	0(0.0)
Pupils/students are allowed to learn at their levels and this make them to perform better	Teacher	83(28.3)	123(42.0)	10(3.4)	59(20.1)	18(6.1)
	LGEA official	12(30.0)	17(42.5)	1(2.5)	7(17.5)	3(7.5)
	SUBEB official	1(10.0)	3(30.0)	0(0.0)	6(60.0)	0(0.0)

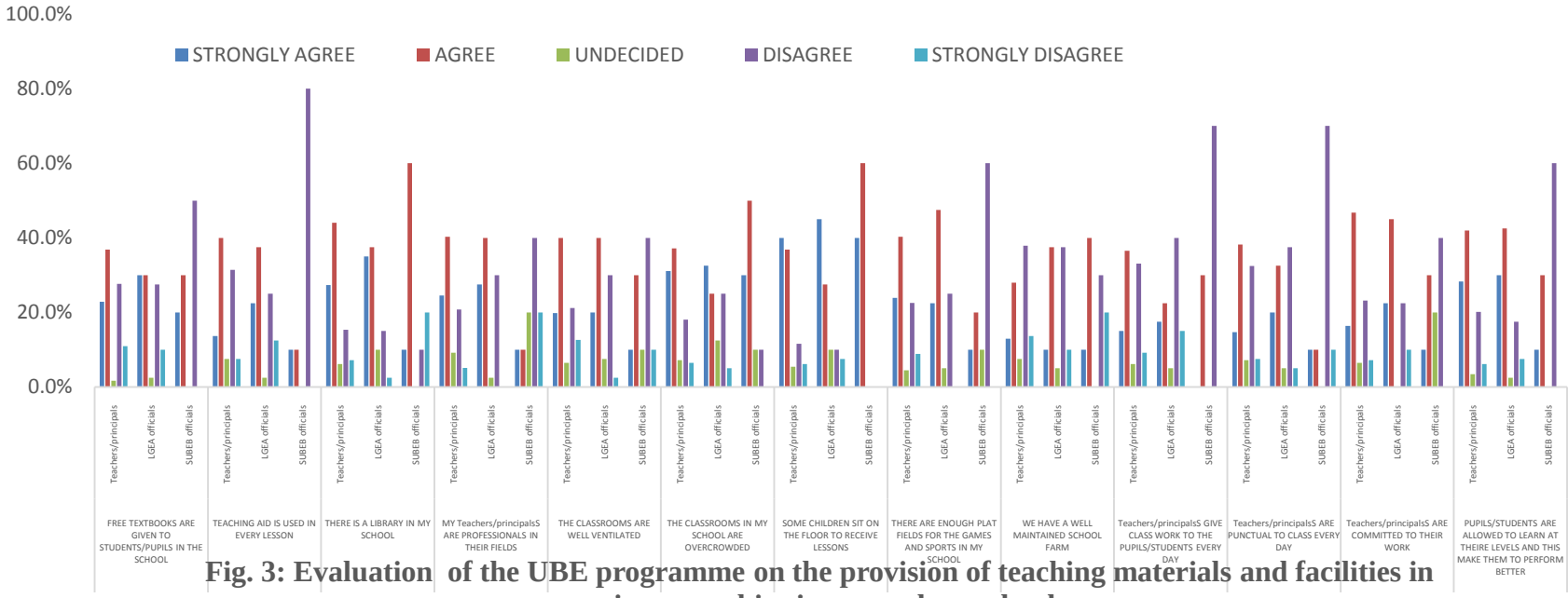


Fig. 3: Evaluation of the UBE programme on the provision of teaching materials and facilities in primary and junior secondary school
Source: Field Survey, 2014

The table and the chart showed that 67 or 22.9% and 108 or 36.9% of the teachers and the principals strongly agreed and agreed respectively that free textbooks were given to pupils and students o the primary and junior secondary schools during the period under evaluation. The LGEA officials were in agreement as indicated in the table. Only 81 or 27.6% and 32 or 10.9% of the teachers and principals had a contrary opinion to this suggestion. Among the SUBEB officials, the opinion was divided on the issue. Half of them agreed while the other half disagreed. Apart from the SUBEB officials, the other two groups (teachers and principals along with the LGEA officials agreed that teaching aid were used in every lesson. And all the groups agreed that the schools have libraries. The SUBEB official however differed in their majority opinion on the professionalism of the teachers. While 72 or 24.6% and 118 or 40.3% of the teachers and principals along with 11 or 27.5% and 16 or 40.0% of the LGEA officials strongly agreed and agreed respectively that the teachers were professionals in their fields, the 4 or 40.0% and 2 or 20.0% of the SUBEB officials disagreed and strongly disagreed with the opinion. In the same vein, 58 or 19.8% and 117 or 39.9% of the teachers and principals along with 8 or 20.0% and 16 or 40.0% of the LGEA officials strongly agreed and agreed respectively that the classrooms were well ventilated. But 4 or 40.0% and 1 or 10.0% of the SUBEB official disagreed and strongly disagreed with this opinion. However, all the groups agreed that the classrooms in the schoolswere overcrowded. This is clearly demonstrated in the chart and in item 6 of the table. A further confirmation of the overcrowding is seen in item 7 where 117 or 39.9% and 108 or 36.9% of the teachers and principals along with 18 or 45.0% and 11 or 27.5% of the LGEA officials strongly agreed and agreed respectively that some of the learners have to sit on the floor to receive lessons. All the SUBEB official even agreed with this suggestions as indicated in the frequencies and percentages scores and demonstrated in the chart.

Only the teachers and the principals along with the LGEA official agreed that there were enough flat fields for the games and sports in the schools. The divergent opinion among the groups was relatively low as shown in the table in the chart. But 6 or 60.0% of the SUBEB officials disagreed with this suggestion. And the respondents did not agree that the schools well maintained school farm for demonstration during such lessons. It was only among the teachers and the principals that the opinion was focused on the teachers giving class work to the pupils and students of the school every day during the period. The LGEA and the SUBEB officials did not agree that such was practiced during the period.

On punctuality of teachers to school during the period, opinion was divided among the groups. For example, 7 or 70.0% and 1 or 10.0% of the SUBEB officials disagreed and strongly disagreed respectively that teachers were punctual to school during the period but 43 or 14.7% and 112 or 38.2% of the teachers and principals along with 8 or 20.0% and 13 or 32.5% of the LGEA officials strongly agreed and agreed respectively that teachers were punctual to school during the period. However, there was a consensus among the respondents as indicated in the table and the chart that the teachers were committed to their work. But only the teachers and principals along with the LGEA officials agreed that pupils in the primary schools and students in the junior secondary schools were allowed to learn at their levels and which made them to perform better in the schools. The SUBEB officials did not agree that this scenario was allowed to play out in the Basic education programme in the period under review. From the assessment, it could be said that materials and facilities for the Basic education programmes were provided during the UBE programme of 2004 to 2010 but their adequacies would however be subject to statistical test in the related hypothesis of the study.

To evaluate, UBE on funding of the primary and junior secondary schools in Kaduna state from 2004 -2010., the opinions of the respondents on the items used in the for the assessment are tabulated in Table 4.6. The percentages for the frequency scores are graphically illustrated in Figure 4.

Table 4.6: Opinion of the respondents on funding of the schools during the UBE programmes

Items statement	Status of Respondent	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Local communities are mobilized for the provision of infrastructure for education	Teacher	55(18.8)	103(35.2)	21(7.2)	93(31.7)	21(7.2)
	LGEA official	10(25.0)	15(37.5)	3(7.5)	8(20.0)	4(10.0)
	SUBEB official	0(0.0)	4(40.0)	1(10.0)	4(40.0)	1(10.0)
Local communities are mobilized for construction of classrooms	Teacher	46(15.7)	107(36.5)	25(8.5)	93(31.7)	22(7.5)
	LGEA official	10(25.0)	15(37.5)	2(5.0)	10(25.0)	3(7.5)
	SUBEB official	0(0.0)	4(40.0)	0(0.0)	5(50.0)	1(10.0)
Available funds are targeted by government at areas which will really make a difference	Teacher	46(15.7)	97(33.1)	23(7.8)	91(31.1)	36(12.3)
	LGEA official	8(20.0)	15(37.5)	4(10.0)	11(27.5)	2(5.0)
	SUBEB official	1(10.0)	6(60.0)	0(0.0)	3(30.0)	0(0.0)
The school buildings are dillapidated and rarely refurbished	Teacher	62(21.2)	93(31.7)	31(10.6)	76(25.9)	31(10.6)
	LGEA official	7(17.5)	18(45.0)	4(10.0)	6(15.0)	5(12.5)
	SUBEB official	3(30.0)	5(50.0)	0(0.0)	2(20.0)	0(0.0)
Funds are grossly inadequate	Teacher	68(23.2)	112(38.2)	29(9.9)	60(20.5)	24(8.2)
	LGEA official	6(15.0)	12(30.0)	4(10.0)	15(37.5)	3(7.5)
	SUBEB official	1(10.0)	3(30.0)	1(10.0)	5(50.0)	0(0.0)
Salaries and other allowances are well planned and paid on time	Teacher	39(13.3)	53(18.1)	15(5.1)	115(39.2)	71(24.2)
	LGEA official	4(10.0)	11(27.5)	5(12.5)	16(40.0)	4(10.0)
	SUBEB official	1(10.0)	2(20.0)	0(0.0)	6(60.0)	1(10.0)
The government provides funds for the maintenance of structures in the school	Teacher	42(14.3)	100(34.1)	21(7.2)	90(30.7)	40(13.7)
	LGEA official	4(10.0)	13(32.5)	6(15.0)	14(35.0)	3(7.5)
	SUBEB official	1(10.0)	6(60.0)	0(0.0)	2(20.0)	1(10.0)
Funds provided are mismanaged by personnel	Teacher	55(18.8)	126(43.0)	23(7.8)	76(25.9)	13(4.4)
	LGEA official	12(30.0)	11(27.5)	7(17.5)	8(20.0)	2(5.0)
	SUBEB official	1(10.0)	6(60.0)	2(20.0)	1(10.0)	0(0.0)

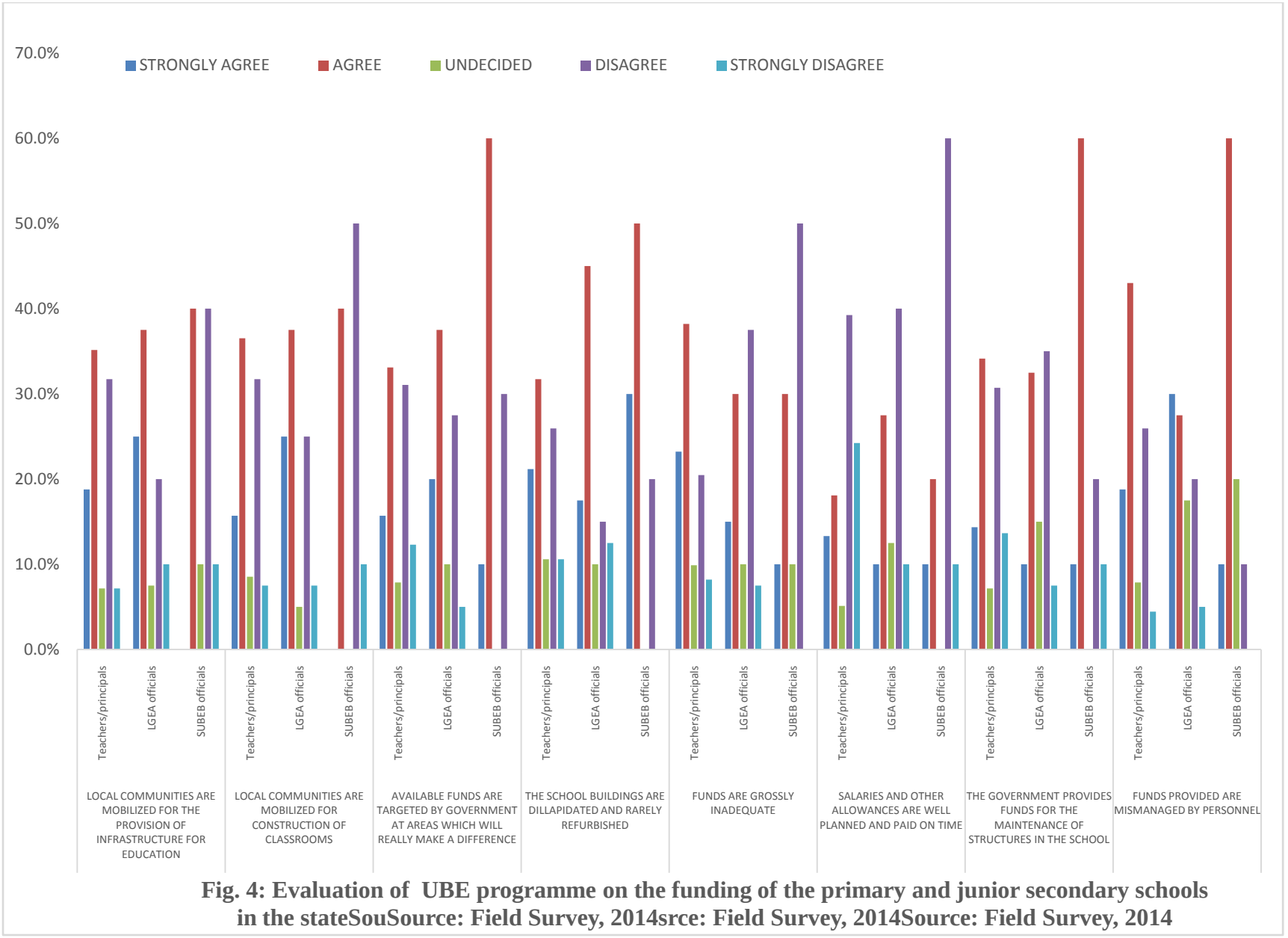


Fig. 4: Evaluation of UBE programme on the funding of the primary and junior secondary schools in the stateSouSource: Field Survey, 2014srce: Field Survey, 2014Source: Field Survey, 2014

From the table and the chart, only teachers and principals along with the LGEA officials agreed that the local communities were mobilized for the provision of infrastructure for education infrastructure for the schools in the affected areas during the period. The SUBEB officials did not agree with this collaboration with the communities in the provision of infrastructural facilities for the schools. The principals and teachers along with the LGEA also agreed that the local communities were mobilized for the construction of classrooms for the schools during the period except the SUBEB officials who did not agree with the notion. But all the groups agreed that available funds were targeted by government at areas where differences were expected to be made in the Basic Educational programme of the UBE during the period. All the respondents however agreed that the schools buildings were not adequately good enough during the period and that funding was generally inadequate. The groups generally agreed that Salaries and other allowances were not well planned and paid on time. In furtherance of this inadequacy in funding, the teachers and principals along with the LGEA officials did not agreed that the government provides funds for the maintenance of structures in the schools. Only the SUBEB official agreed with this opinion.

But there was a consensus agreement by the groups that funds provided for the operation of the UBE programme of the schools during the period were mismanaged by the personnel responsible for the educational system of the state. From this assessment and the point of view expressed by the respondents, it could be concluded that there was no improvement in the funding of the schools during the UBE programme under the period of investigation. This was because any purported increment in funding of the schools from the above authority was never translated into implementation and execution of the school projects.

To assess the status of the monitoring and quality assurance unit of U.B.E from 2004-2010 in Kaduna State, a number of items were examined. These included supervision processes, effectiveness of inspection, and effectiveness of teachers in the performances of their responsibilities in the schools. The opinions of the respondents on the items are tabulated in Table 4.7 with a graphical illustration of the percentages in Figure five.

Table 4.7: Opinions of the respondents on the status of monitoring and quality assurance of education during the UBE programme in 2004 to 2010 in the state

Items statement	Status of Respondent	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Supervisors are seen as threats to teachers	Teacher	63(21.5)	136(46.4)	25(8.5)	44(15.0)	25(8.5)
	LGEA official	7(17.5)	18(45.0)	5(12.5)	10(25.0)	0(0.0)
	SUBEB official	2(20.0)	3(30.0)	0(0.0)	4(40.0)	1(10.0)
Supervision is based on fault finding	Teacher	50(17.1)	134(45.7)	22(7.5)	64(21.8)	23(7.8)
	LGEA official	6(15.0)	16(40.0)	6(15.0)	9(22.5)	3(7.5)
	SUBEB official	0(0.0)	4(40.0)	0(0.0)	6(60.0)	0(0.0)
Routine supervision is very rare	Teacher	43(14.7)	103(35.2)	43(14.7)	83(28.3)	21(7.2)
	LGEA official	7(17.5)	13(32.5)	6(15.0)	11(27.5)	3(7.5)
	SUBEB official	0(0.0)	4(40.0)	1(10.0)	5(50.0)	0(0.0)
Teachers are properly guided by supervisors on hoe to discharge their functions	Teacher	61(20.8)	104(35.5)	24(8.2)	71(24.2)	33(11.3)
	LGEA official	8(20.0)	16(40.0)	3(7.5)	10(25.0)	3(7.5)
	SUBEB official	2(20.0)	2(20.0)	0(0.0)	6(60.0)	0(0.0)
Vehicles are given to supervisors to use for supervision exercise	Teacher	58(19.8)	79(27.0)	26(8.9)	78(26.6)	52(17.7)
	LGEA official	8(20.0)	15(37.5)	2(5.0)	10(25.0)	5(12.5)
	SUBEB official	1(10.0)	7(70.0)	0(0.0)	2(20.0)	0(0.0)
Head teachers/principals monitor their staff well as part of internal supervision	Teacher	55(18.8)	131(44.7)	26(8.9)	52(17.7)	29(9.9)
	LGEA official	7(17.5)	19(47.5)	1(2.5)	8(20.0)	5(12.5)
	SUBEB official	0(0.0)	7(70.0)	0(0.0)	2(20.0)	1(10.0)
Teachers are mobilized to write books relevant to the curriculum	Teacher	45(15.4)	103(35.2)	23(7.8)	79(27.0)	43(14.7)
	LGEA official	9(22.5)	14(35.0)	6(15.0)	10(25.0)	1(2.5)

	SUBEB official	2(20.0)	5(50.0)	0(0.0)	3(30.0)	0(0.0)
The infrastructure of the junior secondary schools is distinctively separate from that of senior schools	Teacher	63(21.5)	116(39.6)	38(13.0)	57(19.5)	19(6.5)
	LGEA official	12(30.0)	13(32.5)	3(7.5)	6(15.0)	6(15.0)
	SUBEB official	0(0.0)	8(80.0)	0(0.0)	2(20.0)	0(0.0)
Teachers are motivated to do their job well by the government	Teacher	52(17.7)	105(35.8)	30(10.2)	74(25.3)	32(10.9)
	LGEA official	9(22.5)	16(40.0)	5(12.5)	7(17.5)	3(7.5)
	SUBEB official	2(20.0)	4(40.0)	0(0.0)	3(30.0)	1(10.0)

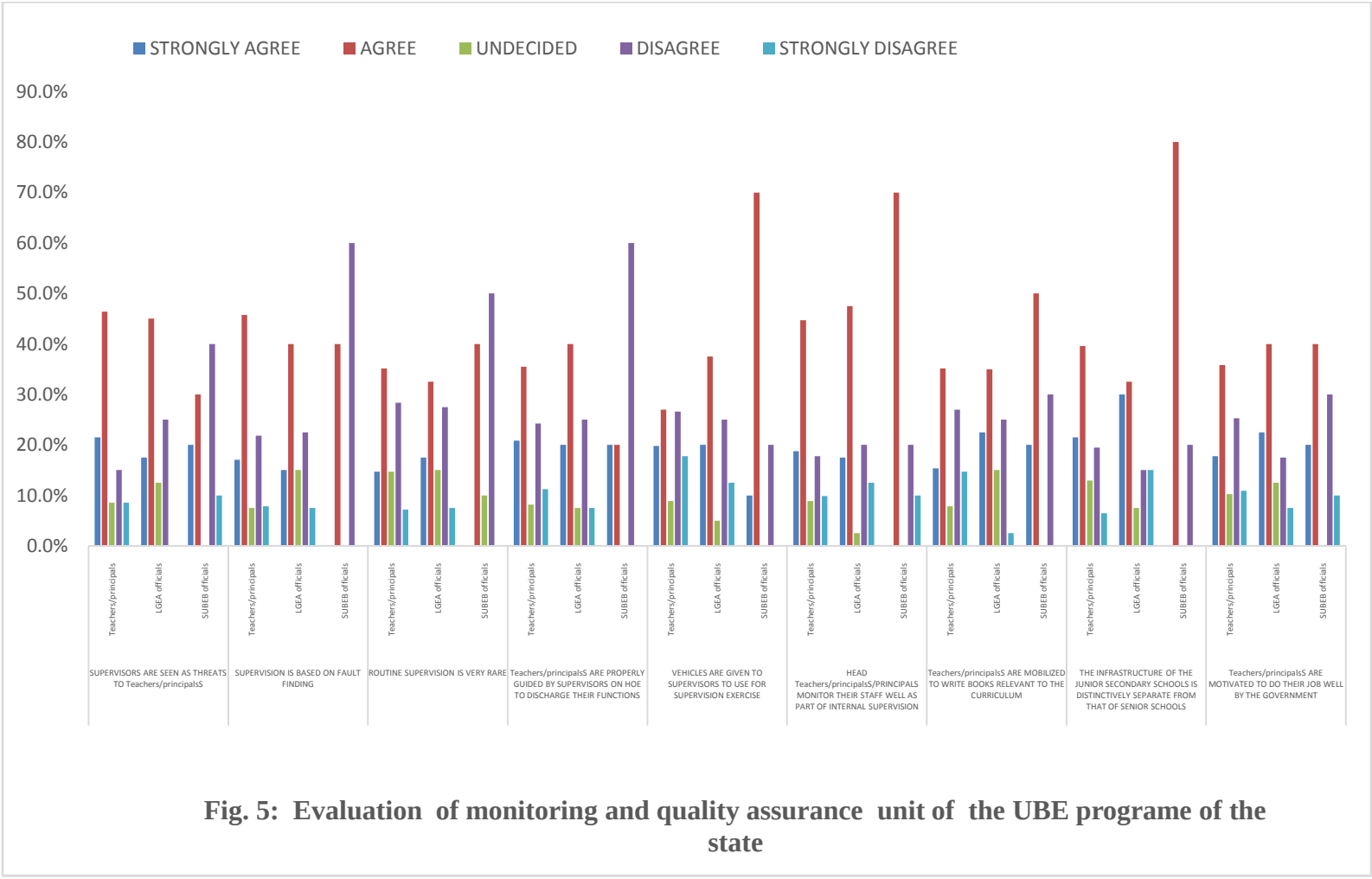


Fig. 5: Evaluation of monitoring and quality assurance unit of the UBE programe of the state

From the table, 63 or 21.5% and 136 or 46.4% of the teachers and principals strongly agreed and agreed respectively that supervisors at the period were seen as threats to teachers. This opinion was echoed by 7 or 17.5% and 18 or 45.0% of the LGEA officials and 2 or 20.0% and 3 or 30.0% of the SUBEB officials who strongly agreed and agreed respectively that the supervisors of the programme were seen as threat to the teachers in the schools. This opinion of the respondents was based on the assumptions of the teachers that supervision of teachers is based on fault finding. In the table and in the chart, 50 or 17.1% and 134 or 45.7% of the teachers and principals from the primary and junior secondary schools held this perception. Even 6 or 15.0% and 16 or 40.0% of the LGEA officials agreed with the teachers that the supervision of the schools was based on fault finding by the supervisors. But the SUBEB officials did not share this opinion on the supervisory role in the programme. There was also disagreement between the teachers, principals and LGEA officials on the frequency of supervision of the programme. In the table and the chart, 43 or 14.7% and 103 or 35.2% of the teachers and principals strongly agreed and agreed respectively with the suggestion that routine supervision was very rare during the period. An opinion 7 or 17.5% and 13 or 32.5% of the LGEA officials also agreed with. Only the SUBEB officials disagreed with the suggestion that routine supervision of the schools was very rare during the programme.

The divergent opinion between the teachers and principals along with the LGEA officials on one hand and the SUBEB officials on the other is extended to the guidance given to the teachers of the school during the period. In the table, 61 or 20.8% and 104 or 35.5% of the teachers and principals along with the 8 or 20.0% and 16 or 40.0% of the LGEA officials strongly agreed and agreed respectively that the teachers in the schools were properly guided by supervisors on how to discharge their functions during the period. But the 6 or 60.0% of the SUBEB officials disagreed with this suggestion. On the effectiveness of the supervision

of the schools during the period the LGEA and the SUEB officials agreed that vehicles were given to supervisors to use for supervision exercise. The teachers and principals did not really agreed as only 58 or 19.8% and 79 or 27.0% of them strongly agreed and agreed respectively with the suggestion. But all the respondents as shown in the table and the chart agreed that Head teachers and principals monitored their staff well as part of internal supervision of the schools during the period. This was further attested to by the respondents with high scores on the next item in the table where they agreed that the teachers were mobilized to write books relevant to the curriculum.

The respondents were of the opinion that the infrastructure of the junior secondary schools were distinctively separate from that of senior schools during the period. In the table, 63 or 21.5% and 116 or 39.6% of the principals and teachers, 12 or 30.0% and 13 or 32.5% of the LGEA officials strongly agreed and agreed respectively with this notion. Even 8 or 80.0% of the SUBEB officials agreed with the suggestion. However, the respondents were of the opinion that the teachers were motivated to do their job well by the government during the period. In the table, 52 or 17.7% and 105 or 35.8% of the principals and teachers, 9 or 22.5% and 16 or 40.0% of the LGEA officials along with 2 or 20.0% and 4 or 40.0% of the SUBEB officials strongly agreed and agreed with this suggestion respectively in the table. From the observations, Teachers principals and LGEA officials were not enthusiastic about supervision of schools during the period but it could be said that though supervision was seen as a threat it was still carried out. Therefore, monitoring and quality assurance of the schools during the period could be said to be fairly adequate.

4.4 Test of Research hypotheses

Five of hypotheses were formulated along the research questions and objectives of this study. They aimed at establishing possible significant differences in the opinions of the respondents on the investigated variables. The hypotheses were tested as follows:

Hypothesis I: There is no significant difference in the opinion of Teacher/Principals, Staff of L.G.E.A and SUBEB officials on the influence of the UBE on the admission and retention of pupils in primary and junior secondary schools in Kaduna State from 2004-2010

This hypothesis was tested with the one way analysis of variance (ANOVA).The use of the analysis of variance is informed by the more than two groups of the independent variable (teachers/principals, LGEA and SUBEB officials) and the fact that the dependent variables was measured on interval scale. The result of the test model is summarized in Table 4.8.

Table 4.8: Summary of Analysis of variance on enrolment and retention into and within the primary and junior secondary schools of UBE between 2004 and 2010 in Kaduna state

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	0.276	2	0.138	0.573	0.565
Within Groups	82.043	340	0.241		
Total	82.319	342			

(F-critical=3.00, P > 0.05)

The result of the tests revealed that the respondents were significantly different in their opinions on the learners' enrolment and retention into and within the state's primary and junior secondary basic education system between 2004 and 2010. The observed F-value (0.573) for the test is lower than the critical vale of 3.00. The observed levels of significance (0.565) for the test is higher than 0.05 (P > 0.05). With these observed figures there is no sufficient evidence to reject the null hypothesis that there is no significant difference between Staff of L.G.E.A, Teacher/Principals and SUBEB officials on the influence of the UBE on the

admission and retention of pupils in primary and junior secondary schools in Kaduna State from 2004-2010.In other word, the respondents did not differed significantly in their opinions on the status of learners' enrolment and retention into and within the primary and junior secondary schools of the state during the period. Table 4.9 presents the mean scores of the respondents by their statuses on the variable.

Table 4.9: Mean scores of the respondents by status on the learners' enrolment into and retention in the state primary and junior secondary schools

Status of respondent	N	Mean	Std. Deviation	Std. Error
Teachers/Principals	293	3.4167	0.47492	.02775
LGEA official	40	3.4364	0.56387	.08916
SUBEB official	10	3.2545	0.64823	.20499
Total	343	3.4143	0.49061	.02649

The mean scores in the table revealed that all the respondents had a relatively positive opinion on the enrolment and retention of learners into and within the primary and junior secondary schools of the state within the period (2004 and 2010) under review. This could explain the non-significant variability in their opinions on the variable.

Hypothesis II: There is no significant difference in opinions of Teacher/Principals, Staff of L.G.E.A and SUBEB officials on the influence of UBE on the recruitment and re- training of teachers in primary and junior secondary schools from 2004-2010 in Kaduna State

The opinions of the three groups of respondents, Principals, Teachers and Parents on the status of teachers' recruitment and re-training during the UBE programmes within the period as assessed in Table 4.4 was used for this hypothesis. The result of the one way analysis of variance procedure used in the test is summarized in Tables 4.10.

Table 4.10: Summary of Analysis of variance on recruitment and re-training of teachers in the UBE school programme between 2004 and 2010 in Kaduna state

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	0.721	2	0.361	1.100	0.334
Within Groups	111.534	340	0.328		
Total	112.255	342			

(F-critical=3.00, $P < 0.05$)

The result of the tests revealed no significant difference in the opinion of the different groups of respondents on the recruitment and re-training of teachers during the period. The observed F-value for the test is 1.100. The critical value for the degree of freedom and at the fixed probability level of significance is 3.00. The observed level of significance (0.334) for the test is higher than 0.05 ($P > 0.05$). With these observed figure above, there is no evidence to reject the null hypothesis that there is no significant difference between Staff of L.G.E.A, Teacher/Principals and SUBEB officials on the influence of UBE on the recruitment and re-training of teachers in primary and junior secondary schools from 2004-2010 in Kaduna State. In other words the respondents (L.G.E.A, Teacher/Principals and SUBEB officials) were significantly different in their opinions on the status of teachers' recruitment and re-training during the period. Table 4.11 presents the mean scores of the respondents by their statuses on the variable.

Table 4.11: Mean scores of the respondents by status on the recruitment and re-training of teachers during the UBE in 2004 to 2010 in the state

Status of respondent	N	Mean	Std. Deviation	Std. Error
Teachers/Principals	293	3.5235	0.57751	0.03374
LGEA official	40	3.4188	0.54269	0.08581
SUBEB official	10	3.3250	0.54391	0.17200
Total	343	3.5055	0.57292	0.03093

The mean scores in the table revealed that all the respondents had a positive opinion on the recruitment and re-training of teachers during the programme. However, the teachers and principals have higher mean score which implied that they perceived the status of recruitment and re-training of teachers during the period higher than the other two group. But the variability in the mean scores was not statistically significant.

Hypothesis III: There is no significant difference in opinion of Teacher/Principals staff of L.G.E.A, and SUBEB officials on the provision of facilities for teaching and learning in primary and junior secondary schools of the UBE programme in Kaduna State

The test of this hypothesis was conducted by subjecting the scores of the respondents on the status of materials, equipment and facilities for teaching and learning in the primary and junior secondary schools as examined in Table 4.5 to a one way analysis of variance. The result of the one way analysis of variance (ANOVA) used to test for significance of variability observed in the opinions of the three groups on the variable in the state educational system is summarized in Table 4.12.

Table 4.12: Summary of Analysis of variance on status of teaching and learning materials, equipment and facilities in the primary and junior secondary schools between 2004 and 2010 in the state

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	2.591	2	1.296	3.951	0.041
Within Groups	111.401	340	0.328		
Total	113.992	342			

(F-critical=3.00, P < 0.05)

The result of the tests revealed that the respondents differed significantly in their opinions on the status of materials, equipment and facilities for teaching and learning in the primary and junior secondary schools during the period under review. The observed F-values (3.951) for the test is higher than the critical value of 3.000. The observed level of significance (0.041) observed for the tests is lower than 0.05 (P < 0.05). With these observations, there is sufficient evidence to reject the null hypothesis that there is no significant difference between Staff of L.G.E.A, Teacher/Principals and SUBEB officials on the influence of UBE on the provision of facilities for teaching and learning in primary and junior secondary schools in Kaduna State. Table 4.13 presents the mean scores of the respondents by their statuses on the three variables.

Table 4.13: Mean scores of the respondents on the statuses of equipment, materials and facilities for teaching and learning in the primary and junior secondary schools during the period

Status of respondent	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Teacher/Principals	293	3.4271	0.57141	0.03338
LGEA official	40	3.4750	0.60416	0.09553
SUBEB official	10	3.0385	0.45036	0.14242
Total	343	3.4214	0.57479	0.03104

The mean scores in the table showed that the SUBEB officials were particularly low in their perception of the statues of the materials, equipment and facilities for teaching and learning in the primary and junior secondary schools during the period under review. The teachers and principals along with the LGEA officials tended to have the same opinion on the variable. However, a post hoc test was performed on the mean scores using the Scheffe procedure to determine the group that was significantly different from the other in the opinion on the statuses of materials equipment and facilities for teaching and learning in the primary and junior secondary schools of the state during the period. The result is summarized in Table 4.14.

Table 4.14: Results of Scheffe test on the mean scores

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.
Teacher/Principals	LGEA official	-.04785	.09649	.884
	SUBEB official	.38868	.18407	.109
LGEA official	Teacher/Principals	.04785	.09649	.884
	SUBEB official	.43654*	.20238	.049
SUBEB official	Teacher	-.38868	.18407	.109
	LGEA official	-.43654*	.20238	.049

The test revealed that the observed significance of the variability in the mean scores was between the LGEA officials and the SUBEB officials. Between the teachers/principals and the SUBEB officials, no significance different was observed. And the teachers/principals were not significantly different in their opinion on the statuses of the materials, equipment and facilities for teaching and learning in the primary and junior secondary schools during the period from the LGEA officials.

Hypothesis IV: There is no significant difference in the opinion of Teacher/Principals, Staff of L.G.E.A, and SUBEB officials on the influence of UBE on funding of primary and junior secondary schools in Kaduna state from 2004 -2010

This hypothesis was tested with the one way analysis of variance using the respondents' scores on funding status of the schools during the period under review as the dependent variables. A summary of the one way analysis of variance model used for the test is presented in Table 4.15.

Table 4.15: Summary of One way analysis of variance on status of funding of the primary and junior secondary schools of the UBE programme from 2004 to 2010

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	0.458	2	0.229	0.619	.539
Within Groups	125.788	340	0.370		
Total	126.246	342			

(F-critical=3.00, P < 0.05)

The result of the test as indicated in the table revealed that the groups did not differ significantly in their opinion on the status of funding of the primary and junior secondary schools during the period. This is deduced from the observed F-value (0.619) and an observed level of significance (0.539) in the table (P < 0.05). By these observations, the null hypothesis that there is no significant difference between Staff of L.G.E.A, Teacher/Principals and SUBEB officials on the influence of UBE on the funding of primary and junior secondary schools in Kaduna state from 2004 -2010 is therefore retained. In other words the groups have the same opinion on the state of funding of the primary and junior secondary schools during the period under the study. Table 4.16 presents the mean scores of the respondents by their respective statuses on the funding of the primary and junior secondary schools during the period.

Table 4.16: Mean scores of the respondents on the funding of the primary and junior secondary schools of the state during the period (2004 -2010)

Status of respondent	N	Mean	Std. Deviation	Std. Error
Teachers/Principals	293	3.1736	0.61104	0.03570
LGEA official	40	3.2875	0.60593	0.09581
SUBEB official	10	3.2000	0.52108	0.16478
Total	343	3.1877	0.60757	0.03281

The table showed that all the respondents have relatively the same opinion on the status of funding of the schools during the period. The mean scores as indicated in the table shows that the respondents did not really rated the status of funding very high during the period and they all have the same view on the issue. This accounted for the no significant variability obtained in the test.

Hypothesis V: There is no significant difference in opinion of Teacher/Principals, Staff of L.G.E.A, and SUBEB officials on the influence of monitoring and quality assurance unit of U.B.E in Kaduna State from 2004-2010.

The opinions of the respondents on the status of monitoring and quality assurance in the UBE program of the state between 2004 and 2010 as examined in Table 4.7 was used as the dependent variable in this test. The one way analysis of variance was used for the test as summarized in Table 4.17. The use of the analysis of variance is informed by the more than two groups of the independent variable (teachers/principals, LGEA and SUBEB officials).

Table 4.17: Summary of One way analysis on the UBE institutional capacity for the delivering of basic education for the girl child in the state by the respondents

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	.346	2	0.173	0.441	0.644
Within Groups	133.633	340	0.393		
Total	133.979	342			

(F-critical=3.000, $P < 0.05$)

The result in the table revealed that the groups did not differ significantly on the monitoring and quality assurance in the UBE program of the state during the period. The observed F-values (20.441) is lower than the critical value of 3.00 at the same (2, 340) degree of freedom. The observed levels of significance (0.644) for the test is higher than 0.05 (P > 0.05). This means the null hypothesis that there is no significant difference between Staff of L.G.E.A, Teacher/Principals and SUBEB officials on the status of monitoring and quality assurance unit of U.B.E from 2004-2010 in Kaduna State is therefore retained. The mean scores of the individual groups on the monitoring and quality assurance in the UBE programme for the primary and junior secondary schools for the state under the period are presented in Table 4.18.

Table 4.18: Mean scores of the respondents by status on the institutional capacity of the UBE to effectively deliver the girl child education in the state

Status of respondent	N	Mean	Std. Deviation	Std. Error
Teachers/Principals	293	3.3166	0.62019	0.03623
LGEA official	40	3.4083	0.66969	0.10589
SUBEB official	10	3.2556	0.65221	0.20625
Total	343	3.3256	0.62590	0.03380

The LGEA officials have the highest perception of the monitoring and quality assurance unit of U.B.E and were followed by the Teachers and principals of the primary and junior secondary schools. The least score was by the SUBEB officials and the observed difference between the groups was not however significant.

4.5 Summary of tested hypotheses

A summary of the tested hypotheses in the study is presented in table 4.19**.**

Table 4.19: Summary of tested hypotheses of the study

Sn	Hypotheses	Statistic	Alpha level	Decision

Ho1	There is no significant difference in opinion of respondents on the influence of UBE on the admission and retention of pupils in primary and junior secondary schools in Kaduna State from 2004-2010.	ANOVA	0.05	Ho_1 retained
Ho2	There is no significant difference in opinion respondents on the influence of UBE on the recruitment and re-training of teachers in primary and junior secondary schools from 2004-2010 in Kaduna State.	ANOVA	0.05	Ho_1 Retained
HO3	There is no significant difference in the opinion of respondents of on the provision of facilities for teaching and learning in primary and junior secondary schools of the UBE programme in Kaduna State.	ANOVA	0.05	Ho_1 Rejected
Ho4	There is no significant difference in opinion of respondents on the influence of UBE on the funding of primary and junior secondary schools in Kaduna state from 2004 -2010.	ANOVA	0.05	Ho_1 Retained
Ho5	There is no significant difference in the opinion of respondents on the status of monitoring and quality assurance unit of U.B.E from 2004-2010 in Kaduna State.	ANOVA	0.05	Ho_1 Retained

4.6 Summary of major findings

From the analysis of the data collected for this study, the major observations made are summarized below.

1. The UBE had significant influenced on the enrolment and retention of learners in the primary and junior secondary schools of the state within the period under study. More so, the respondents' opinions did not differ significantly on the rate of enrolment and retention during the period under study.
2. There was teachers recruitment and re-training during the period but it was not adequate.
3. Facilities, materials and equipment for teaching and learning were not adequately provided during the period. There was significant difference in the opinions of the

respondents on the materials, equipment and facilities required for teaching and learning in the schools during the period which was due principally to the low perception of the SUBEB officials.

4. Funding of the schools was not adequate due to what the respondents regarded as mismanagement of the education personnel responsible for the implementation of the programme.
5. The monitoring and quality assurance of education in the period was considered to be fairly adequate.

4.7 Discussion of the findings

The evaluation of the Universal Basic Education programme on the primary and junior secondary schools in Kaduna state was investigated in this study. Five hypotheses were tested along the five variables. The variables were enrolment and retention of learners, recruitment and re-training of teachers, materials, equipment and facilities for teaching and learning, funding and the monitoring and quality assurance of the schools system from 2004 and 2010 period of the programme.

The first hypothesis tested for significant difference between the opinions of the groups of respondents on the rate of enrolment and retention of learners into and within the primary and junior secondary schools of the state that constituted the basic education focus of the programme. The result of the analysis of variance procedure used for the test did not reveal significant variability in the opinion of the groups (Teachers/principals, LGEA officials and SUBEB officials) on the rate of enrolment and retention of the learners in the school system. The null hypothesis was therefore retained. The mean scores by the groups revealed that they were all of the opinion that there was increased rate of enrolment and retention of learners in the primary and junior secondary schools of the state during the period. The finding here agrees with Adepoju (2012) from an investigation titled “problems and prospects of universal

basic education in Nigeria" Among others it was reported that though there were increase in the enrolment and retention but communities participated less in the provision of facilities in the schools. In the test of hypothesis two where significant difference between the groups on the recruitment and re-training of teachers during the period was assessed, no significant difference was observed in the mean scores of the group on the variable. The null hypothesis was therefore retained. However, the respondents agreed that teachers were recruited but not on meritocracy as would be expected to promote professionalism but on the basis of cleavages. The re-training of teachers would thus be seen on this path in which merit was not given its place. This finding agreed with the report of Nwanekezi and Onyekure (2012) who regrettable observed that in the selection of teachers for re-training in most schools, the same set of teachers have participated for several years to the neglect of others who have not been able to access such retraining exercises. The report pointed out that some of the participants were identified to be staff in local government councils who have no direct business with teaching and that many times, school heads will nominate themselves for the retraining instead of classroom teachers.

The third hypothesis tested for significant difference in the opinion of the groups on the status of materials, equipment and facilities for teaching and learning in the primary junior secondary schools during the period under study. The result indicated that the groups were significantly different from each other in their opinion on the statuses of the materials, equipment and facilities for teaching and learning in the primary junior secondary schools during the period. The null hypothesis was therefore rejected. From the post hoc test conducted on the mean scores of the groups, it was observed that the observed difference in the opinion was from the SUBEB officials who rated the status of the materials, equipment and facilities for teaching and learning in the primary junior secondary schools during the period very low. This finding agrees with Uko, (2007) who reported that though there were

provision of new classroom buildings, text books and instructional materials but that empirical studies revealed that most schools in the Nigeria society were dilapidated, with inadequate textbooks and other instructional materials.

In the test of the fourth hypothesis of the study, differences in the opinion of the groups on funding of the schools during the period was tested. The result did not reveal significant difference between the groups of respondents. The null hypothesis was therefore retained. The mean scores of the groups on the variable clearly revealed that all the respondents did not perceived the status of funding of the schools to be adequate during the period. Part of this development was attributable to what all the respondents agreed to be mismanagement by educational personnel of the state. This finding agreed with the report of Utibe (2001) who asserted that, 'the Universal Primary Education programme in the country was improperly planned and hurriedly executed' leading to a waste of millions of Naira.

Hypothesis five tested for difference of opinion between the groups on the monitoring and quality assurance of the schools educational system in the state during the period under review. The result of the test which was conducted with the one way analysis of variance procedure did not reveal significant difference in the opinions of the respondents. The null hypothesis was therefore retained. The finding here agreed with Okure (2004), the aim of supervision should be to study, analyze and discover ways to help schools carry out teaching and learning effectively. Efforts should be focused on school curriculum, method of work, student performance and welfare, resources (human and material), and interpersonal relationships. The report also stated that regular and well planned supervisory visits should be based on predetermined schedules whether or not there are complaints or crises.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the summary of the evaluation of the Universal Basic Education Programmes operated in the state from 2004 to 2010 are presented. Among others the chapter includes the conclusion and recommendations of the investigation.

5.1 Summary

\The introduction of the Universal Basic Education programme was aimed at providing basic education to children of school age. In spite of the Federal Government's effort to achieve the anticipated objectives of UBE, the scheme has not registered meaningful impact in the society. In Kaduna state the scenario is even more inadequate and not much could be said to have been a product of the UBE programme implementation. Considering the importance of the UBE, it has become pertinent to investigate problems facing the program especially between the 2004 and 2010 when the programme was at it optimum height of its implementation. At present, the learners are not provided with learning materials; many schools lack library facilities; teachers are not well trained to meet up with the current trend in the educational system.It is against the above background that, this study aims at evaluating the Universal Basic Education in Kaduna State from 2004 to 2010.

To effective carry out the evaluation, a structured questionnaire was designed by the researcher and was validated and administered to 293 teachers and principals of primary and junior secondary schools, 40 LGEA officials and 10 officials of the state Universal Basic Education Board. In all a total of 343 respondents selected across some local government

areas of the state through a stratified random sampling procedure were involved in the study. Variable investigated were enrolment/retention rate of the learner in the schools, recruitment and re-training of teachers, materials, equipment and facilities for teaching and learning, funding and monitoring and quality assurance of the educational system were evaluated. The study was structured into five chapters. Chapter one gave the background of the study, statement of the problem, the objectives, research questions, and the study's hypotheses. The scope and limitation of the study were also given within the chapter. Chapter two consisted of the review of the related literatures to the study. Chapter three gave the methodology used in study. The statistical analysis and interpretation of the findings from the analyzed data were presented in chapter four. The chapter is made up of the description of the demographic variables of the respondents, their opinion on the variables investigated and a test of the hypotheses. In all, five null hypothesis were tested in relation to the evaluation of the UBE programme in Kaduna State. From the result of the tests, the following summary is made. From the analysis of the data collected for this study, the major observations made are summarized below.

1. The UBE had significant influenced on the enrolment and retention of learners into and within the primary and junior secondary schools of the state within the period under study. The respondent opinion did not differ significantly on the rate of enrolment and retention during the period under study. However,
2. There was teachers recruitment and re-training during the period but it was not adequate.
3. Facilities, materials and equipment for teaching and learning were not adequately provided during the period. There was significant difference in the opinions of the respondents on the materials, equipment and facilities required for teaching and

learning in the schools during the period which was due principally to the low perception of the SUBEB officials.

4. Funding of the schools was not adequate due to what the respondents regarded as mismanagement of the education personnel responsible for the implementation of the programme.
5. The monitoring and quality assurance of education in the period was considered to be fairly adequate.

5.2 Conclusions

From the analysis of the data and test of the hypotheses formulated for the study, the following conclusions could be drawn:

1. The UBE programme from 2004 to 2010 increased the rate of learner's enrolment and retention into and within the primary and junior secondary schools of the state.
2. The recruitment of teachers and re-training did occur but was based on cleavages devoid of meritocracy.
3. The situation of teaching and learning materials, equipment and facilities was not completely inadequate as expressed by the respondents.
4. Funding was generally inadequate due to mismanagement by personnel responsible for the execution of the policies of the programme.
5. Monitoring and quality assurance of the programmes was fairly adequate.

5.3 Recommendations

Based on the findings in this study, the following recommendation were made:

1. That a process of accountability should be established with the educational system such that funds meant for projects are seen to be utilized for them as a way of reducing mismanagement of funds in the state educational system where such direct

establishment is not possible, some check and balances should be built into the existing system to ensure that funds allocated for the programme are efficiently utilized

2. The respective government needs to allocate more funds to the UBE programme to effectively tackle the problem of inadequate facilities, equipment and materials for teaching and learning in primary and junior secondary schools towards the attainment of the basic education objective in the state.
3. Employment of teachers should be based on merit for effective teaching and learning in the schools
4. The government needs to retrain more primary and junior secondary teachers in the state in order to achieve the goals of UBE in the state.
5. The government needs to ensure effective monitoring and quality assurance of the programme in the state.

REFERENCES

Abdullahi, A.B (2013) Problem of Universal Basic Education in Nigeria and the Role of Information Communication Technology (ICT) in Enhancing its Quality, Sociological and Counselling Perspective. (An unpublished M.Ed.thesis) Ibadan: Faculty of Education

Achuonye, K. A. (2004). *Comparative education in Africa and beyond*. Port Harcourt: Pearl Publishers.

Ada N. (2002) "The Nigeria Teacher: Issues and Challenges in the 21st Century", *The Benue Valley Journal of Interdisciplinary Studies, Markurdi*, Vol. 1, No. 7.

Adelman, C & Alexander, R. J. (2002), *The Self-Evaluating Institution: practice and principles in the management of educational change*. Methuen:London.

Adirika, B. N. (2000) Language Education in the UBE: Critical Consideration for Implementation. *Nigeria Journal of Curriculum Studies* (1) 80-88.

Adirika, B. N.& Okeke, O. I. (2010). Safety Nets in Pursuit of equity in Girl-Child Education: A proposition, *International Journal of Forum for African Women Education Nigeria* 2. (2) 104 - 109.

Aluede, R. O. A. (2006). Universal basic education in Nigerian: Matters arising. *Journal of Human Ecology*, 20(2). 97-101.

American Psychological Association (2008). *APA Dictionary of Psychology*. Washington,DC: American Psychological Association.

Anderson L. W & Dyke L. (2002) Secondary School Administration, Boston; Houghton Moffin-Corporation Inc

Ani, K. J. (2010) "The Challenges of Universal Basic Education (UBE) Scheme in Nigeria", *Kaduna Journal of Historical Studies*, 2, (1) 236-247

Aliyu M. & Uiecest B. (2006) "The perceived effectiveness of Technical Teachers in Maintenance of workshop tools and equipment in secondary schools and Technical college in Borno State", Education forum: *A Journal of Educational Studies Faculty of Education University of Maiduguri* 9 (1)

Asuru, V. A. (2006). An evaluation of implementation of the universal Basic education programme in Rivers state. An unpublished Ph.D. thesis. University of Ibadan, Ibadan Nigeria.

Babalola, J. B. (2000). *Educational policy analysis and examination in Nigeria educational Polices*. Educational Planning Unit (EPU) Department of Educational Management, University of Ibadan, Ibadan Nigeria.

Barker,B.R. (2006). Translation Research: Introduction to the Special Issue. *Evaluation in the Health Professions. 29* (1) 3-6.

Bereday O. (2002).*Education System in Nigeria*, Awka; Evans Publishing Company

Boyle B. (2004) A longitudinal Study of Teacher Change: What makes Professional Development Effective. *The Curriculum Journal*, 15(1).265-271

Cohen S. (2007) Policy and Practise, the Dilemma. *American Journal of Education*.113, (4) 235-240

Cornford I.R. (2008) School Vocational Preparation, is a Revolution Really Taking Place?, *Australian Journal of Education*, 42,(2).234-241

Civil Society Coalition for Poverty Eradication (2005). *Liberalization, Deregulation and Privatization of Educational Services in Nigeria*. Abuja: Ciscope Publishers

Commonwealth Education Fund (2005*) Study on the Nigerian Federal Budget Performance 2003-2005*. CET publication

Dada, I. (2003). Philosophical development of education: major approaches. *Module 4* 89 - 91.

Enemuo, P. C. (2000). The strive toward the philosophy of education association of Nigeria October 16 - 19th October. Paper presented at the National Conference of Association of Philosophers of Education.

Elaturoti, D.F.(2001). Personnel requirement for effective school library service in the Implementation of Universal Basic Education Programme in Nigeria. *Nigerian School v Library Journal*. 4. (1& 2).23-32.

Ellis A. A. & Shute R. (2007) Teacher Response to Bullying in Relation to Moral Orientation and Seriousness of Bullying, *British Journal of Education Psychology*, 77,(3).24-31

Enyi D. (2004*) Primary And Secondary Education In Ebonyi State, Proceedings of The First Ebonyi State Education Summit*. Enugu; Immaculate Publishers Ltd.

Ezeocha P. A. (2004) *Modern School Supervision*, Owerri; International University Press

Federal Republic of Nigeria, (2004).*Basic Education for all in Nigeria by the year 2000, Master Plan.* Abuja; Federal Ministry of Education.

Federal Republic of Nigeria (FRN) (2004). *National policy on education* (4th Ed,) Lagos: NERDC.

Fafunwa A. B (2003) "Nigerian Education: Yester-Years, Now and the Future", In Aboyemi F. Et al, (Eds.) *State of Education in Nigeria: What Hope for the Future?* Lagos: Ajasin Foundation

Hanushek E. (2006) "School Resources and Students performance" in Burtless G. (Ed.) *Does Money Matter: The Effect of School Resources on Students Achievement and Adult Success*. Washington D.C.; Brokings.

Igbo R. O. (2002). *Fundamentals of School Management*.Enugu; Cheston Ltd

Igboaja, U. E. (2010) *The Rise and Fall of Education Today: The Role of Mission and Private Schools in an Educationally Decadent Nation*. Enugu; Lay Apostolate Publications

Igbuzor O. (2006) "Financing Quality Basic Education in Nigeria". A Keynote Address Delivered at a Round table Conference Organized by the Commonwealth Education Fund, Abuja, 5th September.

Igwe S. O. (2006) The concept of 6-3-3-4 System of Education and its implication by Nigeria? *In Akpa and Udo, Towards the Implementation of 6-3-3-4 system in Nigeria*, Jos: NAEP-Tech Books

Gelman, A. and Huang, Z. (2005) *Statistical Analysis in Education and Behavioural Sciences.* London: Zed Books

Gusau, B, U. (2008). Educational reforms in Nigeria: Successful years of inconsistencies and confusion. Paper presented at the interactive session, Gusau Educational Development Association (GEDA) interactive forum.

Ikoya , O. C. (2000). Continuous assessment in secondary school: The affective component in O.M. Abeno & E.O Agbodike (Eds). *Dimensions of continuous assessment in Nigeria educational system.* Akwa Meks Publishers

Isiugo- Abanihe, I.M & Asuru, V.A. (2007). UBE: Agenda for enhancing literacy and numeracy skills development for sustainable development in Nigeria. *African Journal of Education and Development Studies*. 4(1) 264-276.

Islam, M.A. (2008). School libraries in Bangladesh: A state-of-the-art report.*School libraries Worldwide*. 4. 2,Pp.37-38.

Khan, M. S. (2009) *School Curriculum and the Delhi.* New Delhi: APH Publishing Corporation.

Major, N. B. (2011). Dynamics of educational development in Nigeria: Challenges and prospects. *Niger Delta Journal of Education* 3(1& 2). 129-137.

Major N. B. (2012). Assessment of the level UBE implementation in Bayelsa State, Nigeria. *Journal of Issues in Professional Teacher Education,* 3(3) 33-43.

Mkpa M. (2003), Trade Unionism in Nigerian Universities, Asset or Liability? In A. Ali (Ed.) *Nigeria and African Educational Issues,* Awka; Meks Publishers ltd

National Teachers Institute (2006) *Manual for Retraining of Primary Schools teachers - A Millennium Development goals project*. Kaduna: Study centre

Nigeria Education Management Information System (2013). *Educational Sector Analysis*. Retrieved 15th May,2014 .From:http://www.esspin.org%2Freports%2Fdownload%2F18-file

Nnaji V. (2006) "The Problem of Implementing 6-3-3-4 System of Education in Junior Secondary Schools in Nkanu West L.G.A", An Unpublished B. Ed Project Enugu State University of Science and Technology, Enugu

Nwachuku, D.N. (2007). *Education and humanity: Nigerian renaissance and millennium pedagogical shift in paradigms*. 39th inaugural lecture of the University of Calabar**.** University of Calabar Press.

Nwanekezi, A. U, & Onyekuru, B. (2012). The state of primary education in Nigeria: Past and present. In O. Ibeneme, B. Alumode & H. Usoro (Eds). *The state of Education in Nigeria*. Onitsha: West and Solomon Publishers.

Obioma G. (2007).*Frequently Asked question on the New 9 Year Basic Education.* Abuja; NERDC publication.

Obanya, P. (2000) Hindsight and foresight in the UBE planning Process. *Education Today*, 8(2).1-5.

Obisike, S.N. (2009). *Universal Basic Education: Grassroots perspective*. Port Harocut: Pearls Publishers.

Obi, E. (2003). *Introduction to educational management in Nigeria.* Ibadan: Daily Graphics (Nig.) Ltd.

Odo. J. O. (2000).*Cost and Maintenance of Equipment in Vocational/Business Education: Implementation for Self-reliance*. Nsukka; Vocational Association Publication

Okure, S.J. (2004). *Educational Supervision*. Calabar: Eastland Press**.**

Olubadewo O. (1997) Social Demand Approach and Universal Provision of Education in Nigeria: A Reassessment of National Policy on Education. *Maiduguri Journal of Educational Studies.*2(1).Pp.234-240

Olweus D. (2006), *Aggression in Schools: Bullies and Whipping Boys*. Washington DC; Willey Press.

Onwuakpa F. I. (2000) "Dimensions of Monitoring and Evaluation of UBE Program in Nigeria," *Education Today.* 8(2) Pp.56-62

Nwosu, R. N. (2002). The Vision and mission of technical/vocational and technological education in Nigeria for the 21st Century in Mni K. L. et al (eds) *Vision and Mission of education in Nigeria; The Challenges of the 21st Century;* Kaduna NCCE.

Rigby, K. Et al, (2004) .*Bullying in Schools, How Successful can Interventions Be*? Cambridge: University Press

Tomasevski K. (2003), *Education Denied: Costs and Remedies*. London; Zed Books.

Patton M.Q.(1996).*Utilization-focused evaluation*. Thousand Oaks: Sage Publications

Sambo,A.A.(2005).*Research Method in Education*.Lagos: Stirling-Horden Publishers(Nig)

Smith, K. B. (2002). "Typologies, Taxonomies, and the Benefits of Policy Classification". *Policy Studies Journal* 30 (3): 379–395.

Tahir, G. (2003). *Basic Education in Nigeria.* Ibadan: Stirling– Horden.

The Research Advisors(2006) sample size table. (http://research-advisors.com),

Universal Basic Education Commission (2000) "National Report on the State of Readiness for the UBE Program", *Education Today* . 8(2).Pp.45-51

Universal Basic Education (UBE) Programme. (2002). *Annual report*. Abuja: Department of Planning Research and Statistics.

Universal Basic Education Commission (2008).*Training manual on the 9-year basic education curriculum*. Abuja: UBEC.

UNESCO, (2003). *Measuring Access to, and Participation in, Education*. Paris: IIEP.

Wikipedia.(2013).*Definition of evaluation*. Retrieved 12th may,2014 .From: http://en.wikipedia.org/wiki/Evaluation_research

Appendix A: Questionnaire

Questionnaire For Evaluation of Universal Basic Education Programme in Kaduna State

Department of Educational Foundations
and curriculum, Faculty of Education,
Ahmadu Bello University, Zaria.

Date…….....

Dear Respondent,

I am an M.Ed student in the above named department conducting a research on "***Evaluation of Universal Basic Education Programme in Kaduna State*** *(2004-2010)"*.The research is a requirement in fulfilment for the award of M. Ed degree in Educational Administration and Planning of Ahmadu Bello University, Zaria. Your responses are basically for research purposes. You are requested to participate in this study and information you provide will be treated in strict confidence.

You are, therefore, kindly requested to honestly provide the required information to the best of your ability.

Thank you.

Signed

MOHAMMED AUWAL YAKUBU

Section A: Bio-data

Please tick (√) in the appropriate column

1. Status (a)Teacher [ ] (b).Official of LGEA [ ]
   (c)Principal/Head teacher [ ] (d) Official of SUBEB [ ]

2. Gender: (a) Male [ ] (b) Female [ ]

3. Location of school (a) Urban ( ) (b) Rural ( )

Section B

Please tick (√) appropriately in the column that corresponds with your view.

Section B: **Enrolment and retention of learners in UBE Programme in Kaduna State**

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	UBE has helped to provide free education to children in Kaduna state					
6	UBE has reduced drop-out rate since education is free at primary / junior secondary schools in Kaduna state					
7	UBE has helped more children to go back to school since schools are located close by.					
	Few children are on the street during school hours in Kaduna State.					
8	There is high dropout rate among the child-girl in primary / junior secondary schools in Kaduna state					
9	Enrolment in primary/ junior secondary has increased over the years in Kaduna state.					
10	UBE is free, so students no longer drop out due to non-payment of school fees					
11	Money is not demanded for the enrolment of students in primary /junior secondary schools in Kaduna state.					
12	Majority of pupils that enrolled in primary one sit for common examination in primary six.					
13	UBE is not really free because of the levies paid in the school					
14	A large number of out of school children registered and enrolled in my school for the UBE scheme.					

Section C: Recruitment and re-training of teachers in primary/junior secondary schools in Kaduna state

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
15	UBE has not recruited enough teachers that could handle					

	various subjects for the programme.					
16	UBE has not done anything to improve quality education due to lack of qualified teachers.					
17	Few teachers are allowed to attend workshops.					
18	Teachers in my school teach only the subjects specialized.					
19.	Government supplies adequate number of textbooks for teachers in their subject area.					
20.	Majority of teachers in my school are N.C.E holders.					
21.	There is provision for in- service training to teachers every year in my school.					
22	Most of the recruitment exercise for teachers is based on favoritism not on merit.					

Section D:Teaching and Learning Facilities in Primary and Junior Secondary Schools in Kaduna State.

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
23	Free textbooks are given to students/pupils in the school					
24	Teaching aid is used in every lesson					
25	There is library in my school					
26	My teachers are professionals in their fields.					
27	The classrooms are well ventilated.					
28	The classrooms in my school are overcrowded.					
29	Some children sit on the floor to receive lesson					
30	There are enough play fields for games and sports in my school					
30	We have a well maintained school farm.					
31	Teachers give class work to the pupils/ students every day.					
32	Teachers are punctual to class every day.					
33	Teachers are committed to their work.					
34	Pupils/Students are allowed to learn at their levels and this make them to perform better.					

Section : E . Funding of UBE Programme in Kaduna State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
35	Local communities are mobilized for the provision of infrastructure for education.					
36	Local communities are mobilized for construction of classrooms.					
37	Available funds are targeted by government at areas which will really make a difference e.g. building, equipment and textbooks.					
38	The school buildings are dilapidated and rarely refurbished.					
39	Funds are grossly inadequate.					
40	Salaries and other allowances are well planned and paid on time.					
41	The government provides funds for the maintenance of structures in the school.					
42	Funds provided are mismanaged by personnel..					

Section F: Monitoring and Quality Assurance in UBE Programme in Kaduna State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
43	Supervisors are seen as threats to teachers.					
44	Supervision is based of on fault finding.					
45	Routine supervision is very rare.					
46	Teachers are properly guided by supervisors on how to discharge their functions					
47	Vehicles are given to supervisors .to use for supervision exercise.					
48	Head teachers/ principals monitor their staff well as part of internal supervision.					
50	Teachers are being mobilized to write books relevant to the curriculum.					
51	The infrastructure of the Junior secondary school is distinctively separate from that of senior school.					
52	Teachers are motivated to do their job well by the government.					

APPENDIX B: Sample Size Table

Required Sample Size†

Population Size	Confidence = 95% Margin of Error				Confidence = 99% Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

† Copyright, The Research Advisors (2006). All rights reserved.