ASSESSMENT OF THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION (UBE) PROGRAMME IN NORTH CENTRAL GEO-POLITICAL ZONE OF NIGERIA (1999-2011)

BY

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(Ph.D/ED/11604/2008-09)

A DISSERTATION SUBMITTED TO THE POSTGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY ZARIA, NIGERIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY (CURRICULUM AND INSTRUCTION)

DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM

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DECLARATION

I declare that this Dissertation titled, "ASSESSMENT OF THE IMPLEMENTATION OF UBE PROGRAMME IN NORTH CENTRAL GEO-POLITICAL ZONE OF NIGERIA" is an original work of research done by me. To the best of my knowledge, it has never been presented partially or wholly for the award of high degree in any form. Information derived from the published works of others has been acknowledged in the text.

_____ _____

Benjamin Terdoo DOGGOH Date

CERTIFICATION

This dissertation entitled "ASSESSMENT OF THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN NORTH CENTRAL GEO-POLITICAL ZONE OF NIGERIA" by Benjamin Terdoo DOGGOH, meets the regulations governing the award of the Degree of Doctor of Philosophy (Curriculum and Instruction) of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literally presentation.

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DEDICATION

This work is dedicated to my late supervisor Prof. Ben Yunusa Mohammed, the lost academic-jewel cum father of all, to late Mama Asule Doggoh, who was a mother with distinctive qualities and though not educated saw the need for me and my other siblings to be educated. And to my late son Aondoyima Doggoh, whom I lost while pursuing this Ph.D programme.

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ABSTRACT

The study "assessment of the implementation of universal Basic Education (UBE) programme in North Central geo-political zone of Nigeria" is an attempt to assess the enforcement of the "free and compulsory" UBE Act 2004, impact of the UBE programme in the development of educational consciousness among the citizens, the extent of implementation of UBE Curriculum. The research is necessitated by the need to assess the progressive success and failure in the implementation process, identify bottle necks, and recommend solutions so as to ensure that the programme does not fail. The research which was conducted North-Central Geo- Political zone of Nigeria comprising Benue, Kogi, Nasarawa, Niger, Plateau, Kwara states and Federal Capital Territory (FCT) Abuja had six research questions including: To what extent has UBE programme been able to develop strong consciousness and commitment to the vigorous promotion? What is the extent of implementation of UBE curriculum in UBE schools in North central geo-political zone of Nigeria? To what extent has the "free and compulsory" UBE law been enforced in the states in North-Central Geo-political Zone of Nigeria? What is the state of teacher motivation, retraining and retention in primary and Junior Secondary Schools in UBE in North-Central Geo- Political zone of Nigeria? To what extent are teaching materials and infrastructure provided for effective implementation of UBE programme in North-Central Geo-Political zone of Nigeria? What is the quality of UBE teachers in terms of professional training in the various states in North-Central Geo- Political zone of Nigeria? The research had six research hypotheses in line with the research objectives and research questions. Appropriate literature of both empirical and conceptual nature was reviewed in line with the research topic, objectives and hypotheses. The research adopted the descriptive design and used the cross sectional survey method, the target population was 113,077 teachers and 2,951,552 students; while the sample was 400 teachers and 800 students summing up to 1,200 respondents, drawn from Benue, Nasarawa, Niger States and FCT Abuja; the research instrument used was structured questionnaires. The research instruments were administered to the sampled population, collected and analyzed using Mann Whitney and Kruscal Walis tests. The main findings of the study were that in North Central Geo-political Zone: there was significant difference among states in the implementation of the UBE Act (2004) the motivation, retraining and retention of teachers was low; the provision of teaching materials and infrastructure in UBE Schools was low, especially in rural areas; the quality of teachers in UBE programme was low. It was recommended that massive educational awareness strategies be employed to create more awareness in the zone. The use of "enter-educate" approach be employed, the Nigeria Police be empowered to enforce the UBE law, there should be adequate remuneration of UBE teachers, and the introduction of special allowances like rural teachers allowance among others.

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LIST OF ABBREVIATIONS

ECCDE	Early Child Care Development Education
CBO	Community Based Organization
CBAM	Concerns-Based Adoptive Model
CRF	Consolidated Revenue Fund
NCE	Nigeria Certificate in Education
PDGE	Post Graduate Diploma in Education
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
SUBEB	State Universal Basic Education Board
LGEA	Local Government Education Authority
EFA	Education For All
WCEFA	World Conference on Education For ALL
HGSFHP	Home Grown School Feeding and Health Programme
UNICEF	United Nations Children Education Fund
MDG	Millennium Development Goals
NEEDS	National Economic Empowerment and Development Strategies

OAU	Organisation of African Unity
UPE	Universal Primary Education
UPN	Unity Party of Nigeria
UBEPAQ	Universal Basic Education Programme Assessment Questionnaire
NUT	Nigerian Union of Teachers.

CHAPTER ONE

INTRODUCTION

1.2 Background to the Study

The fact that education has been identified as a veritable instrument for enhancing individual, community and national development can no longer be disputed anywhere. According to National Policy on Education (FRN, 2004) it is "an instrument per excellence for enhancing national development". This perhaps could be why the Nigerian leaders have desired so much to make basic education available to the citizens. (Even free education), knowing that 7 out of every 10 Nigerians live on less than U.S.$1 a day, i.e. 70% of Nigerians live below poverty line National Planning Commission (NPC, 2008).

Nigerian leaders knowing the above and realizing that education is not only investment in human capital but also a pre-requisite as well as correlate for economic development (Ada, 2006) have over the years made concerted attempts to make basic education available to Nigerian citizens. As a matter of fact, many landmark events took place that paved way for the emergence of Universal Basic Education (U.B.E) in Nigeria.

At the international scene, there was declaration of human rights world wide in 1948, which includes the right to education (at least basic education), which was seen as a right for everybody. Also the 1959 U.N. declaration of child rights includes right to basic education and Nigeria is an active member of U.N.O. In 1968 there was an international conference in Paris with "the world crisis in education" as theme. This conference threw its' weight to the previous declarations. Another international conference which gave full support to the quest for basic

education in Nigeria was the Jomtien World Conference on Education For All (WCEFA) held in 1990.

There was also The E.9 conference for 9 nations that had highest illiteracy rate in the world which Nigeria was in attendance in Delhi 1991. In this conference, the E-9 countries began to initiate ways of improving on their literacy level. Also, the Organization of African Unity (O.A.U) conference of 1992 tagged "Ouagadougou 92", the O.A.U decade of education in Africa 1997 as well as Durban 1998 conference of commitment to E.F.A all gave boost to U.B.E in Nigeria.

In response to the above conferences, many nations have been making advancement towards providing basic education to their citizens. At the national scene, the quest for basic education in Nigeria dates back to colonial era when Nigerian elites/freedom fighters began to query the quality of education provided in the country by the colonial government. These struggles led to the introduction of free education in the western region in 1955 and closely followed by its adoption in 1957 by the Eastern Region. These free education programmes were called Universal Primary Education (U.P.E) and were restricted to primary schools in 1976, the federal government lunched U.P.E at the national level and it was enjoyed nation wide.

Besides, the 1999 constitution of Nigeria section 18 subsections 1and3 under education stipulates that;

> *government shall strive to eradicate illiteracy and to this end, government shall as and when practicable provide free and compulsory primary education, free secondary education, free university education and free adult literacy programmes.*

This implies that U.B.E came out of a desire to implement the constitutional provision of Nigeria. These antecedents discussed above at both national and international scenes paved way for the launching of the present universal basic education programme in Nigeria on 30th September, 1999.

Universal Basic Education as used in the Nigerian context implies free and compulsory 9 years of basic education for every Nigerian child made up of 6 years of free primary education and 3 years of free junior secondary school.

U.B.E in Nigeria is designed to cater for all children of school age (6-11 years), nomadic population, migrant people in physically isolated settlements, urban slums, adult illiterates, school drop-outs as well as people that may be considered as learners with special needs (Aboyi 2004). It is a programme which Ocheta and Olele (2009) say is a mandatory education policy for Nigerian children irrespective of such bottlenecks and handicaps associated with location, occupation, religion, race and gender. This means that social, cultural, economic, religious and location factors should not be a hindrance to accessibility to basic education to the Nigerian child. This clearly shows that UBE is an attempt at eradicating illiteracy on the Nigerian soil, attempt at achieving education for all (EFA), a step towards realization of millennium development goals (MDGs) and an attempt at putting every Nigerian child at the threshold of reaping the dividends of national and global technological break through. While addressing the education mini-summit in November 1999, the then Education Minister (Prof Tunde Adeniran) said, "the critical issues that require the attention of UBE are access, equity and quality basic education."

The objectives of Universal Basic Education in Nigeria as highlighted by Universal Basic Education hand book (2007) include:

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

2. The provision of free Universal Basic Education for every Nigerian child of school age.

3. Reducing drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency).

4. Catering for young persons who for one reason or another, have had to interrupt their school as well as other out-of school children/adolescents through appropriate forms of complementary approaches to the provision and promotion of basic education.

5. Ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethnic, moral and civic values needed for laying a strong foundation for life-long learning, (P. 8).

As can be seen, the objectives are comprehensive, embracing, and encompassing. They also point to the fact that Nigeria wants all her citizens not just to get basic education but quality basic education, whether they are in Urban or Rural areas, primary or junior secondary schools.

The curriculum of U.B.E breaks the nine years of basic education into three viz: lower basic education (primaries 1-3) middle basic education (Primaries 4-6) and upper basic education (J.S.S 1-3). The curriculum of the middle basic education level differs from the lower by the inclusion of French language, while the upper differs from the middle by the inclusion of basic technology. In addition, local craftsmen and women are suppose to be brought in to teach local crafts to pupils in UBE Schools.

The Curriculum of the Lower UBE Level is as follows**:**

Table 1.1: Lower Basic Education Curriculum

Basic Education Curriculum Levels	**Core/Compulsory Subjects**	**Elective Subjects**
Lower basic Education Curriculum	1. English studies 2. One major Nigeria language (Hausa, Igbo or Yoruba) 3. Mathematics 4. Basic Science and Technology 5. Social Studies 6. Civic Education 7. Cultural & Creative Arts (CCA) 8. Religious Studies (CRK/IRK) 9. Physical & Health Education (PHE) 10. Computer Studies	1. Agriculture 2. Home Economics 3. Arabic language Note: Students must offer 1 elective, but not more than 2

From the several attempts to achieve education for all in the country and after about 10 years of UBE existence one would have expected that literacy level would be high in the country, however, statistics show that only about 35m Nigerians are literate out of about 150 million (New Nigerian, 3rd September 2009) this startling figure points to the fact that all the

previous basic education programmes in the country failed woefully, more so that most of them died naturally indicating that there were lapses either in their planning or implementation or both. Doggoh (2009) however states that, "Nigeria hardly lacks in policy formulation but fails in implementation", Mkpa (2005) also noted that, the most critical problem of our country (Nigeria) lies, not in the enunciation of policies, indeed not in the prescription of potentially viable strategies in education and other areas of our nations life, but rather at the implementation stage. The nation's education history is punctuated with numerous instances of brilliantly conceptualized policies and programmes that failed to achieve the desired goals at the end of the day. In each case the problem arose at the implementation stage. This then calls for assessing the implementation of the U.B.E programme which has existed for over a decade in the country in order to ascertain the journey so far. More so, that we are approaching the target of EFA which is 2015.

It is important to note that if timely assessment of U.B.E implementation is not done and problems identified and tackled, the programme may go the way of its predecessors or "ancestors" like UPE and the nation will continue to roll out increasing list of basic education programmes that do not meet their objectives fully and continue to waste her resources and wallow in underdevelopment. This is one of the reasons why this study is necessary or needful.

1.2 Statement of the Problem

Universal Basic Education (UBE) programme launched in Nigeria in September, 1999 is an offshoot of several previous efforts of federal government of Nigeria to make education available to all her citizens. This programme which makes the first nine years of schooling (from primary 1- 6 and JSS1-3) free and compulsory for all Nigerian children of school age, is one of

the nation's efforts to wipe out illiteracy in the country by 100% (UBEC, 2005) and to fulfill the nations commitment to education for all (EFA) by the year 2015 and the MDGS. Also looking at global trends and development, one can see clearly that basic education is the minimum requirement for participation in global science and technological advancement and that any one who can not afford it will remain an impoverished residue of a bye-gone age and will continue to suffer the pangs of underdevelopment. Nigerian government being aware of this reality has set in motion this programme in order to prepare her citizens for the voyage into global technological revolution and to put them in a vintage position to part-take in technological advancement and comfortable life. The UBE programme has the potential to achieve the above, make the citizens productive and useful to themselves, the country and the world at large if well implemented.

Unfortunately, after 10 years of existence of UBE programme, young children are still roaming about on the streets begging and hawking during school hours (Ajaegbo, 2009), the population of under-aged mothers (young mothers who should be in secondary schools) still looms high, and school drop-out cases appear to remain intractable (about 9.3% in primary schools) transition from primary to secondary school remains at about 61% and about 16% to post UBE (Road Map to Nigerian Education sector, 2009). The development of consciousness to Education and its vigorous promotion in the country also appears to be a mirage.

The UBE programme is in dire need of about 40,000 qualified teachers, 336,467 class room, 336,144 additional chairs and desks and 950,430 units of toilets (NUT, (2007), and road map to Nigerian education sector, (2009).The free and compulsory promise attached to the programme also seems to be only a paper work.

The teachers of UBE also appear to be dissatisfied with their remuneration and conditions of service in addition to poor or inadequate provision of teaching and learning facilities like libraries, laboratory equipments, books, e.t.c. The morale of teachers also appears to remain low indicating poor motivation, while the curriculum of UBE also appears not to be implemented fully in UBE Schools (Nwagwu, Ehiam, Ogunu and Nwadiani (2001). It is against this background that this research is out to assess the implementation of UBE programme in North-central Geo-political zone.

1.3 Objectives of the Study

This study is out to assess the implementation of UBE programme in North-central Geo-political zone in line with the objectives of the programme vis-à-vis the UBE Act, 2004 which serves as implementation guidelines of the programme, particularly, the research shall attempt to:

1. Assess the implementation of UBE Programme in North-central Geo-political zone of Nigeria.
2. Find out the extent of teachers motivation, retraining and retention in primary and junior secondary schools in the zone.
3. Investigate the provision of infrastructure and teaching materials for the effective implementation of UBE programme in the zone.
4. Find out the quality of UBE teachers in the various states in North-central Geo-political zone of Nigeria in terms of professional training.

1.4 Research Questions

In order to carry out a precise research, the following research questions were posed to give direction to the research:

1. To what extent has the implementation of UBE programme been successful in the North-central Geo-political zone of Nigeria?

2. What is the level of teacher motivation, retraining and retention in primary and junior secondary in UBE schools in North-central Geo-political zone of Nigeria?

3. To what extent are the teaching materials and infrastructure provided for the implementation of UBE programme in UBE schools in North-central Geo-political zone of Nigeria?

4. What is the quality of UBE teachers in terms of professional training in the various states in North-central Geo-political zone of Nigeria?

1.5 Research Hypotheses

The following hypotheses were put forward to guide the research:

1. There is no significant difference in the implementation of UBE Programme among the states in North-central Geo-political zone of Nigeria.

2. There is no significant difference in teacher motivation, retraining and retention between primary and junior secondary UBE schools in North-central Geo-political zone of Nigeria.

3. There is no significant difference in the availability of teaching materials and infrastructure in the senatorial districts in North-central Geo-political zone of Nigeria.

4. There is no significant difference in the quality of UBE teachers among the states in north central geo-political l zone of Nigeria in terms of professional training.

1.6 Basic Assumptions

This research is anchored on the following assumptions:

1. There is adequate development of educational consciousness and it is vigorously being promoted among all Nigerian citizens

2. The UBE act (2004) is fully enforced in both rural and urban areas of North-central Geo-political zone of Nigeria.

3. The UBE teachers are well motivated and retrained from time to time and as such have good retention in North-central Geo-political zone of Nigeria.

4. The UBE schools are provided with enough infrastructure and materials for effective teaching and learning in North-central Geo-political zone of Nigeria.

5. The UBE schools are provided with adequately trained personnel for the effective implementation of UBE programme in the various states in North-central Geo-political zone of Nigeria.

6. The UBE Curriculum is adequately being implemented in North-central Geo-political zone of Nigeria.

1.7 Significance of the Study

The study findings will be highly significant to stakeholders including UBEC, Federal Ministry of Education, MDG Coordinators, SUBEBs e.t.c. in UBE programme in North-Central Geo-political zone of Nigeria and beyond as it will serve as formative evaluation for the programme after its 10 years of existence since the time it was launched in the study area In this way, it will avail the stakeholders of information as regards the journey so far. This will give them basis on which to make amends where need be and to navigate better into the future, e.g it will expose to the government where they are failing, may be in infrastructure provision, teacher recruitment, motivation and retention, full enforcement of UBE Law, e.t.c. so that they will come alive to their responsibilities and thus save the programme from dying like UPE.

SUBEB will also benefit from this study as the study will unveil the true state of infrastructures and learning facilities in UBE schools in the study area. It is hoped that this will be used as a basis for promoting effective provision of infrastructure and learning materials in UBE schools in North-central Geo-political zone of nigeria for effective teaching and learning. The study will also be useful to SUBEB as it will provide them with information that will assist them in controlling dropout rate in UBE programme, this they can achieve through provision of

adequate training centres, infrastructure in UBE schools and development of learner or need based programmes.

The LGEAs Will find this study useful as it will provide relevant information as regards pupil enrollment, teachers recruitment, retraining and provision as well as provision of infrastructure in UBE schools. The study will also provide the LGEAs with informations that will serve as a basis for taking good management decisions that can guarantee effective implementation of UBE programme in their domains.

This study will as well expose to the teachers their failures and successes which will give them basis for striving for improvement like in the area of curriculum implementation. This will at the long run enhance effective curriculum implementation in UBE in North Central geo-political zone of Nigeria.

The study will also enlighten the parents/society on the prevailing realities in UBE programme and help them see the existing disparity in rural and urban areas in regard to UBE programme which will pose a challenge to those lagging behind and propel them to improve in other to catch up. This will help in achieving education for all in the zone particularly and the nation at large; thus the nation can reap the gains of a literate society which hitherto eludes us.

It will also help to avail the EFA partners of the Nigerian government of the prevailing realities in the programme in North-central Geo-political zone and provide basis for inference into what may be happening in other zones. This research will also provide for the UBE

sponsors information which will enable them to know the impact of their inputs so far, particularly in North-central Geo-political zone.

Another significance of this study is that it will assess the implementation process of UBE so far and identify loopholes which when corrected will ensure the availability of education generally and basic education in particular to the nationals of this country (Nigeria). This will help to reduce poverty and eradicate illiteracy on the Nigerian soil as World Bank (1998) cited in Aboyi (2004) says "the provision of education generally and basic education in particular is essential for the eradication of illiteracy and the reduction of poverty" both poverty reduction and illiteracy eradication are critical for determining the actualization of vision 20-2020 for Nigeria.

Furthermore, this study will avail the stakeholders in UBE generally and north-central Geo-political zone in particular of the state of affairs in the programme i.e it will give them feedback on their inputs in the programme. This will help them to decide further what next to do to guarantee the programme's success.

This study will therefore help ascertain the extent to which the quality free and compulsory basic education has reached the minorities of the North Central Geo Political zone of Nigeria. Finally the study will uncover impediments to effective implementation of UBE programme and suggest solutions which when adopted and implemented can guarantee more success for the programme in North Central Geo political one of Nigeria particularly and the nation at large. in this wise, administrators in the programme and ministry of education officials will find this study useful as it will help them in removing bottlenecks to actualizing 100% literacy level and attainment of education for all (E.F.A) as well as education related MDG's.

1.8 Scope of the Study

This study was intended to assess the UBE programme implementation in North-central Geo-political zone of Nigeria. This includes all the UBE schools (primary schools and J.S.S 1-3) in north-central Geo-political zone which are encompassed in the study area. It was also suppose to cover all the arms of UBE, namely formal Education, nomadic Education, women education and mass or adult literacy programmes.

However, the study due to shortage of finances, personnel, time and the desire to carry out a concise and in-depth study was restricted to formal school system of UBE in north-central Geo-political zone of Nigeria which comprises of primary and junior secondary schools. These are located in Urban and rural areas in the study area. The study also covers North Central Geo-political which includes Benue, Niger, Nassarawa, Kogi, Plateau, Kwara and FCT, Abuja. The head teachers and principals, teachers in primary and junior secondary UBE schools as well as primary and junior Secondary UBE, students were as well covered in this study. The study specifically dealt with development of educational consciousness and its vigorous promotion, enforcement of free, 'compulsory UBE programme, Teacher motivation, retraining and retention, provision of infrastructure/teaching materials, curriculum implementation in UBE schools and Teacher quality aspects of UBE Act 2004. It also identified Impediments to the successful implementation of UBE programme in the study area.

CHAPT ER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This study is designed to assess the implementation of universal basic Education (UBE) programme in North-central Geo-political zone of Nigeria. In the course of reviewing literature

that relates to the topic, theoretical/conceptual framework, empirical studies, and summary are treated in this chapter.

2.2 Theoretical and Conceptual Framework

This work is rooted in the theory of Dewey (1916) titled education as a necessity of life. In the work Dewey defines life as covering customs, institutions, beliefs, victories and defeats, recreations and occupations. He says education involves reshaping the obsolete system of societal life to make it fit the revolutionary changes in the societal life. E.g. his play schools were devised not only to care for specific needs of young learners but also to meet new needs in the family affected by industrial and urban conditions which varied significantly from the feudal or colonial times. This new school system helped to meet the current or prevailing needs of both the young learner and the society (the family). He says it is not possible to transmit all the resources and achievements of a complex society with out formal education.

This theory paid attention to the child's right (including right to education) and bridges the gap between an outdated and class distorted educational set up inherited from the past and pointed out the urgent needs of the new era which were needful for surviving in the present and preparation for the future. This was important as the past agrarian and village/small town life of the past was giving way to the new industrial/urban life in America where he did his work.

Dewy stresses that formal education opens a way to a kind of experience which can not be accessible to the young if they are left to pick up their training in informal associations with others since to him books and symbols of knowledge are mastered. This points to the fact that to live successful, the young ones need to be formally educated on the prevailing realities of their life and environment and to be made to master the survival strategies of the hostile and changing

environment in which they find themselves and as well prepare a room for accommodating changes that may occur in the future.

This is to say that it is the nature of life to strive to continue and the process of striving to continue in life is a self-renewing process which can only be guaranteed and guided through formal education. Thus he maintained that what nutrition and reproduction are to physiological life, education is to social life.

This implies that as food and balanced diet (nutrition) are necessary for continuous and improved life (Physiologically) so is education to the society. This also means for the society to continue to function and develop, education is imperative. Also as reproduction is necessary for the continuous existence of life, so is Education to the society. That is, if formal Education ceases, continuity of societal values, culture, polity and social-economic life will also cease.

Ocho (2005), support the views of Dewey (1916) as he says "Education makes man and man makes the world" he went further to say that," the ability of man to use the things of this world to improve life and living depends on education, the thrust, type quality and depth of education received, man's understanding of his place in the community, in the nation and in the world depends on his Education".

Ocho (2005) further says "the learned will shine as brightly as the vault of heaven" implying that it is the educated that stand out in the society i.e they make the greater positive impact on their societies by contributing to its positive development in a manner that they are easily noticed by the society e.g Bill gates the inventor of computer soft wares, Henry ford the inventor of the motor car e.t.c in the light of the above, Rusk (1969) cited in Ocho (2005) says, "those who are rightly educated generally become good men" Rusk (1969) therefore went further

to say that “nobody should rule who is not willing to educate all the citizens to their fullest potentials” implying that every government should take responsibility for educating her citizens , Ocho then points out that the central purpose of education is virtue or character training, inculcation of values, acquisition of knowledge, understanding and physical skills.

The reason for such a firm stand on education and leadership can not be far from the belief that Education is necessary for life and that without basic formal education in this scientific and computer age ‘one could only subsist and not really live”. Omolewa (2001) also shares this opinion as he says, “Education make both the person and the nation” implying that both the individual and the nation can not successfully live or meaningfully survive in this new age without basic formal Education.

This belief and theories of education portray Education as a cure to all societal ailments: be it poverty, ignorance, unemployment, backwardness in agricultural practices, science and technological backwardness, inventions and discovery dearths, poor or absence of viable manufacturing power e.t.c. (Olubadewo, 2007). These beliefs clearly depict the fact that education is a necessity for life and without it development can not occur also that “only educated population can command the skills necessary for sustainable economic growth and a better quality of life” (Olubadewo, 2007).

This theory of Dewey although has been criticized along side with his progressive theory as being partly responsible for moral decay in U.S.A. and for debasement of religious values and cultural heritage, it has promoted value based learning which is based on interest of the learner and the society and has as well promoted and protected this rights of the child (learner).

The theory is relevant to this study as UBE is geared towards providing basic education which is a right of the Nigerian children of school age. The theory also dwell on bridging the gap between the colonial era and the modern age which in Nigeria the colonial era did not emphasize formal (Western) Education but modern era does and that the education must prepare the Nigerian learner to fit into the present computer age in the present global village so as to be able not only to live but to compete favourably with his counterparts else where.

In view of these, it is pertinent and incumbent on the Nigerian government to religiously implement UBE programme and ensure that it succeeds so as to avail the citizens of this basic necessity of life (education) and to lay a solid foundation for national development and quality life for the nationals.

2.2.1 UBE Programme: Implication forEducation and National Development

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

According to Jebe and Akaakumbul (2000) when the defunct USSR wanted to have break through in science and technology especially in weaponry, after 1917 revolution, they tailored their education towards that direction and invested heavily in it, and in no distance time, USSR became a world power and was able to make her first and indeed ever first visit to the moon in 1957. When U.S.A was challenge by this fit, they also re- appraised their educational system and

focused it in science and technology; they also got the result in no distant time and even surpassed USSR in air-space exploration and technology.

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

The study carried out by Psacharopolous (1984) on Pakistan and the Republic of Korea that had similar income levels in 1960, shows that by 1985 Korea's economy was almost three times higher than Pakistan's. This was also attributed to higher inputs in primary school enrollment rates in Korea.

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

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

Considering these issues discussed above, it can be said that education is a necessity for life and that any nation that invests in it dose so to the advantage of both the citizens and the entire nation as it will enhance their growth and development. Thus, it is the assertion of Yusuf (1990) in Agbi, (2001) that "Education is not just a learning process but a basic instrument for the development of the human personality, for the effective integration of society, for economic development of the nation and for the spiritual upliftment of mankind" Naswem (2000) also supports the views above by saying:

> *It is known that basic education is indispensable for the development and success of modern society; first democratic institutions can not exist and function appropriately without enlightened citizenry. Education makes people easier to rule. Education is the key to more rapid and more meaningful economic growth. (P. 76).*

This implies that, for democratic nations like Nigeria, good governance and economic development can grow better if the citizens have at least basic Education.

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

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

2.3 The Concept of Universal Basic Education (UBE)

The concept of universal basic education has been defined by Dadare (2001) as a base level education that is designed to satisfy at least the minimum learning needs of people". He points out that this kind of Education is the foundation for sustainable life-long learning. It provides literacy and numerical skills.

In the views of Okundaye, (2004) education is nothing but the whole life of the community from the particular point of teaching him to live the life, He says three concepts are important: nurture, personality and growth. He compares the work of the educator to that of the gardener which involves principally creation of the best enabling environment for the right kind of development and since the organism achieves growth, what it needs is the right environment to grow unhindered. To the child, he says the growth requirements or concerns are mental, spiritual and bodily help from the educator. As such she says UBE should develop the learners through external adjustment and development of internal harmony.

This implies that basic education is the education given to youths to prepare them to live in their societies and to be able to contribute or perform specific functions in the society. i.e creating external and internally suitable environment for the learners to develop their potentials to the maximum and to use them to perform specific functions for the society. To Okundaye (2004), UBE is to serve four purposes in Nigeria:

1. It will develop the individuals mind towards the right type of personality required for living in the society.

2. It will equip the individuals with the cherished values, skills and knowledge of the past in Nigeria so that they may be preserved from one generation to another.

3. UBE will also equip the individuals with skills, attitudes, and values that will enable them function effectively by contributing to societal life and development.

4. UBE will also prepare individuals to bring useful changes in the society in order to make it better.

To Oladosu (2001) Basic Education is fundamental education on which every other thing follows or depends, political, social and economic. This means that UBE is the foundational education upon which individual and national development and progress depends. It is what must be learnt before further learning can take place. This foundational education in Nigeria is provided for 9 years (i.e from primary school to junior secondary school 3) and it is free and compulsory. Okwuo (2003), Osahom and Osahom (2009) also hold a view close to that of Oladosu (2001) as they say Basic Education can "be described as the foundation of sustainable life-long learning". To them, it provides reading, writing and numeracy skills and includes a variety of formal and non-formal education activities and programmes which are intended to enable learners acquire functional literacy. They pointed out that, in the Nigerian context, basic education includes primary, junior secondary school, adult literacy and nomadic education programmes.

On the other hand, World Conference on Education for All (WCEFA) cited in Ukeje (2000) defines Basic Education as encompassing education for formal, non-formal sectors for social equity, integrated learning, improved health and nutrition, mobilization of family and community resources. This implies that their own definition is based on all round development

of the potentials of the learner. This definition does not specify years of basic education. In some countries it may just cover primary school even though in Nigeria in covers 9 years (primary school to J.S.S. 3).

It is important to note that, the Nigerian basic education is universal because it is intended to cater for all. This implies that it is to cater for the excluded population of the normal, education system and all who by geographical location gender, economic conditions, physiological condition, religious or cultural conditions have been excluded from the normal education system or could have been denied access to education. That is why there is provision for adult literacy, nomadic/migrant education, women education and other forms of non-formal education in UBE. Like Agbi (2001) says; "for Education to bring national development, It must not only be qualitative but also accessible to the populace". He concludes that UBE in Nigeria is meant to universalize access to basic education.

Universal basic education in the words of Ajaye (2002) is not a static term that is related to years of schooling or limited to formal schooling; it is a process to be determined by every nation according to its evolutionary development needs. In Nigeria, it is not only academic but skills acquisition inclined as well. Thus the involvement of artisans in the teaching of UBE pupils is essential for the success of UBE programme.

In view of the fact that, the educational system stands to be challenged for non-adherence to the objectives of UBE, the government should provide education to all citizens so as to remove poverty, ignorance and diseases among the people. (Olubadewo, 2007).

2.4 Universal Basic Education Act. 2004

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

The UBE Act Covers The Following

a. Early child care development and education (ECCDE) for 3 years.

b. Six years of primary education

c. Three years of junior secondary school.

Compulsory, free universal basic education act 2004: Have the following key issues.

1. That the federal government's intervention shall provide assistance to the states and local governments in Nigeria for the purposes of uniform and qualitative basic education throughout Nigeria.

2. That every Government in Nigeria shall provide free, compulsory and universal basic education for every child of primary and junior secondary school age.

3. That every parent shall ensure that his/her child or ward attends and completes:

a. Primary school education; and

b. Junior secondary school education.

4. That the stakeholders in education in a Local Government Area, shall ensure that every parent or person who has the care and custody of a child performs the duty imposed on his/her under the Universal Basic Education Act, 2004.

5. That every parent shall ensure that his/her child receives full-time education suitable to his/her age, ability and aptitude by regular attendance at school.

6. That a parent who does not enroll or withdraws his/her child/ward from school contravenes section 2(2) of the UBE Act, and therefore commits on offence and be liable:

a. On first conviction, to be reprimanded;

b. On second conviction, to a fine of N2, 000.00 or imprisonment for a term of one month or to both; and

c. On subsequent conviction, to a fine of N5,000.00 or imprisonment for a term of two months or to both.

7. That transitions from primary to Junior Secondary School (JSS) should be automatic, as basic education terminates at the Junior Secondary School level thus entrance examination may no longer be necessary. Emphasis will be placed on effective continuous assessment, while final examination and certification will now be done at the end of the nine-year basic education programme.

8. That the Secondary School system should be restructured so as to ensure that the JSS component is disarticulated from the SSS as stipulated in the National Policy on Education (NPE, 4th edition).

9. That the services provided in public primary and junior secondary school shall be free of charge. These are tuition, books, instructional materials, furniture and mid-day meal.

10. That a person who receives or obtains any fee contrary to the provision of the Act commits an offence and is liable on conviction to a fine not exceeding N10,000.00 or imprisonment for a term of three months or both.

11. That the Magistrate Court or any other State Court of competent jurisdiction shall have jurisdiction to hear and determine cases arising from non-compliance of the provision of section 2 of this Act and to impose the punishment specified.(source:UBEC,2005)

2.4.1 Legal Justification for the UBE Act

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

1. "Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels:

2. Government shall strive to eradicate illiteracy; and to this end, government shall as and when practicable provide:-

a. Free, compulsory and universal primary education;

b. Free secondary education

c. Free university education; and

d. Free adult literacy programme".

Item 60(e) of part 1 of the Second schedule to the Constitution (under the Exclusive legislative List) confers powers on the National Assemble to make laws with respect to setting minimum standards of education at all levels. This means that even though the States and Local governments have the unfettered right to legislate on matters relating to primary and post primary education, they do not have the power to make laws relating to the setting of minimum standards of education at that or any minimum standards for basic education.

However, it should be noted that even though the constitution has imposed a duty on all the three tiers of government to strive to eradicate illiteracy and to provide free and compulsory basic education, this educational objective is non-justifiable. In other words, the provision of that section cannot be challenged or enforced in any court of law by any person or authority.

2.5 UBE as a Reform Programme

The UBE programme was introduced by the Federal Republic of Nigeria to remove distortions and enhance consistency in the delivery of education in the country and to reinforce the implementation of the provision of the National Policy on Education (NPE) (UBEC, 2008). It

was also intended to provide greater access to and ensure quality of basic education through out Nigeria. In accordance with the national policy on education and the relevant Laws, UBE is aimed at:

1. Guaranteeing an uninterrupted access to 9 years of basic formal education provided free, and compulsorily for every Nigerian child of school going age.

2. Reducing drastically the rate of drop out and improving relevance, quality, and efficiency in Basic Education in Nigeria.

3. Ensure acquisition of literacy, numeracy, life skills and values for life-long education and useful living.

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

a. Free formal basic education.

b. Compulsory uninterrupted nine years of primary school and three years of junior secondary school education.

c. Provision of mid-day meals to students to enhance learner's retention, and completion of the basic education cycle.

d. Emphasize on curriculum diversification and relevance to cater for adequate and effective individual and community needs and aspirations.

e. Disarticulation of junior secondary school from senior secondary school.

f. Alignment/integration of primary school and junior secondary school.

g. individualized teaching methods.

h. Introduction of rudiments of computer literacy.

j. Appropriate continuous teacher professional development.

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

2.6 The Home Grown School Feeding and Health Programme (HGSFHP)

The Home Grown School Feeding and Health programme is an initiative of the Federal Government of Nigeria (FGN) within the framework of the UBE Act, 2004. The programme is in pursuance of Government's commitment to achieve Education for All (EFA) and the millennium Development Goals (MDGs). It is aimed at reducing hunger among school children and improving their enrolment, retention and completion of the school cycle.

The HGSFHP programme is aimed at:

a. Reducing hunger among Nigerian school children;

b. Increasing school enrolment, attendance, retention and completion, particularly of children in rural communities and poor urban neighborhoods;

c. Improving the nutritional and health status of school children;

d. Enhancing comprehension and learning achievement of the pupils;

e. Correcting gender imbalance through increased girl-child enrolment;

f. Building and strengthen capacity for effective community involvement and participation in school management;

g. Stimulating the development of small and Medium-Scale enterprises; and

2.7 The Universal Basic Education Commission

The UBE Act, 2004 Provides For Setting Up Of the UBE Commission to Coordinate the Implementation of the Basic Education Programme in the Country

According to UBEC (2005), the UBE commission's mandates are as follows:

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

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

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

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

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

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

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

h. Present periodic progress reports on the implementation of the universal Basic Education programme to the president through the Honorable Minister of Education;

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

j. liaise with donor agencies and other development partners in matters relating to basic education delivery;

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

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

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

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

2.8 Funding of UBE

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

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

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

1. Matching grant to states on equality basis - 70%

2. Grants to States identified as weak to support special programmes designed to rectify imbalance in basic education development, to last up to the year 2014 - 14%

2. Grants to states that have been adjudge as

   Performing well in accordance with set criteria as incentive - 5%

3. Special grant to states and other providers to assist in the Education of the physically and mentally challenged - 2%
4. Special grant to States for school Feeding programme to increase enrolment, retention and nutritional level of Children as well as their cognitive development - 5%
5. UBE Commission implementation fund - 2%
6. UBE monitoring fund - 2%

2.9 Monitoring and Evaluation of UBE Programme in Nigeria

The following monitoring mechanisms have been adopted by UBEC to ensure proper utilization of UBE funds

1. Regular routine and specialized supervision, monitoring and evaluation will be conducted by UBE commission.
2. Special financial audits will be instituted by the UBEC through the instrumentality of independent auditors.
3. Specialized monitoring will be conducted jointly by Universal Basic Education Commission, Federal Ministry of Finance, Federal Ministry of Education, National Assembly, Office of the Accountant General of the Federation, Budget

Monitoring, National Planning, Project Monitoring Unit in the Presidency, NGO, CBOs and other Civil Society Organizations.

4. Occupational Presidential visitation will be instituted from time to time.
5. The peer group mechanism among the states and among other African nations including the involvement of relevant UN agencies such as UNESCO, UNICEF and other relevant bilateral and multi-lateral agencies are encouraged to participate in the process.

The UBE vision statement has it that, at the end of nine year continuous education, every child that passes through the system should acquire appropriate levels of literacy, numeracy, communication, manipulative and life skills and be employable, useful to him/her and the society at large by possessing relevant ethical, moral and civic values. This is quite a lofty and laudable vision that requires practical and watchful steps to ensure its attainment perhaps; this may have been one of the reasons for the establishment of monitoring and evaluation unit in UBEC. The fact that quality assurance is expected to be a must in the UBE programme in order to guarantee its success makes monitoring and evaluation necessary in the programme.

Monitoring according Biao (2008) is a process where by inputs for implementation of a project are constantly checked for continuous availability, adequacy, functionality to ensures that, those facilities and resources needed for successful implementation are continuously available in sufficient quantity and quality and that they remain functional and relevant through out the period of implementation.

For a programme like UBE, the inputs to be monitored could include supply and utilization of funds, maintenance of suitable learning environment, demand and supply of

adequate teaching and supportive staff both in quantity and quality, performance/service delivery of teaching and supportive staff, students' enrollments, retention, transition and completion as well as drop-out rates, e.t.c. The monitoring unit operates at the UBEC, SUBEB and LGEA levels and is instrumental to the successful realization of the goals and objectives of UBE as it is expected to help reduce laxity and corruption in the implementation process of UBE programmes. Thus, if monitoring is properly done, it will ensure the attainment of education for all (EFA), education-related MDGs and Nigeria's NEEDS goals.

In UBE, the monitoring unit performs the following functions:

1. Providing UBEC and other stakeholders with continuous feed back on implementation: This they do by monitoring the activities of the various personnel and units in the agency in line with their expected roles and responsibilities and provide reports which serve as feedback that enables UBEC and other stakeholders to take management decisions.

2. Designing and performing monitoring activities for UBE: They act as the eyes of the UBE by over seeing and ensuring that things go on according to plan in the UBE programme.

3. Identifying actual and potential successes and bottlenecks early enough to project operations: The monitoring unit also identify potential success in the UBE programme and ensures that it is not truncated and at the same time it identifies likely problem areas and tries to resolve them so as to pave way to success in the UBE programme

4. Preparation of progress reports of on-going projects: Monitoring provides progress reports on ongoing projects which helps the stakeholders to have continuous information on the rate of progress of the projects

5. Evaluating progressive inputs of project partners: In carrying out UBE projects, sometimes other partners are involved e.g. the host community. Monitoring provides information therefore to the other partners as regards the progress of the inputs of each partner in the project.

6. Setting standards and indices for UBE projects evaluation. It is the monitoring unit of UBE that sets standards as to what should be the accepted standard in all UBE projects and its set standards serve as the basis for evaluating all UBE projects.

7 Overseeing the operations of the zonal offices of UBE: It is this unit that over sees the activities of the zonal offices of the UBE to ensure that they operate within their bounds.

8. Preparing and submitting data on UBE projects such as number of classrooms renovated, number of classrooms constructed number of teachers and their qualifications/specializations, procurement and distribution of instructional materials, data, and extent of attainment of UBE objective e.t.c. Is another function of the monitoring unit of the UBE.

Evaluation according to Obioma (2001) is the process of obtaining value judgment regarding the extent to which the set targets are achieved or not. This means evaluation has to do

with judgment concerning specific goals which have been presented to be achieved over a set period of time. Biao (2008) on his part defines evaluation as the process of verifying whether the objectives and final goal have been achieved. All the above definitions emphasis the achievement of goals which we must not forget that UBE has goals and targets which are set with time frame to be achieved e.g ensuring that 50% of Basic Education schools attain conducive teaching and learning environment, that 50% of Basic Education teachers are computer literate and 10% of graduates are computer literate by 2009, and elimination of gender disparity in Basic Education by 2008 (UBEC, 2006).

The evaluation in UBE is supposed to be formative, summative and ex-post-facto evaluations. Formative evaluation should be carried out while UBE programmes are on course so as to avail the stakeholders in UBE of progress reports which will serve as a basis for progressive decisions regarding such projects.

On the other hand, ex-post-facto evaluation is carried out at the end of a particular UBE project. This tells how successful or otherwise the products of the project are e.g the quality of UBE graduates. After the end of the nine year continuous schooling: Mean while summative evaluation is done at the end of the project e.g how many pupils enrolled into UBE schools and how many completed the programme?

UBE programme has set goals and objectives which need to be monitored and the extent of the attainment needs to be known. Other reasons for evaluation and monitoring in a programme like UBE according to Ifeakor (2009) are:

a. To provide feedback on the implementation of the programme

b. To check on-going programmes for flaws or breakdown.

c. Provide information to regulate activities for corrective actions.

d. To ascertain the presence or absence of expected traits or goals in the educational system.

e. To serve as an early warning system when programmes are going off-track

f. To facilitate decision making and policy review where need be

g. To pilot models within the programme's implementation

h. To review strategies and instruments of programme implementation

i. To review or strengthen previously set and adopted targets.

j. to make future plans as the programme implementation progresses

k. To provide quality assurance and quality control.

Monitoring and evaluation in UBE in Nigeria however appears not to be living up to the rationale for its existence as reports show that what goes on is hardly reported correctly (Daily trust, 16Th.October, 2011). This has created a situation where no accurate feedback is obtained from on going programmes, programmes break down unnoticed and as such corrective steps are not taken and quality control is almost absent (Daily trust, 16Th.Oct.ober, 2011).

2.10 Importance of Teacher Motivation and Retention in Schools

The teacher according to Utulu (2007) is 'one who instructs, directs and guides learners for effective change in behavior'. To Gbamanja (2002), the teacher is an educationist who underwent pedagogical training including a good knowledge of the principles and practice of education, in addition to his teaching subject(s) or discipline'. The teacher is a vital personality in the education process. If it is true that education is the key to national development then, it can be as well said the teacher is the one that holds the key. He is the fulcrum on which the education wheels revolve. When he fails, the system breaks down. Thus, Aggrawal, (2006) says, we are convinced that, the most important factor in educational reconstruction is the teacher'.

The role of the teacher in the success of U.B.E can not be over emphasized. This role of enhancing success for UBE however will depend on the quality and quantity of teacher recruited and how well they are motivated to put in their best, where they are not well motivated, some will move over to other places/professions that are more lucrative (brain drain) and those who remain will not put in their best, thus, their productivity and retention will also be low.

Motivation in the words of Denga, (1996) is, "inner-force which ignites, propels, poke, spur or energize, directs and sustain behavior towards goal attainment". Denga stressed that lack of motivation is manifested in a worker's lack of interest in performing. Denga, (1996) pinpoints the factors of workers motivations as higher pay, prospects for promotion, prestigious title, praise, a bonus, recognition by award of prizes, and a general improvement of conditions of service.

Teacher support network (2006) in addition to the list above says making the school an attractive place, involving teachers in decision making, permitting. In-service training for teachers and creating a good work life balance are important factors in motivation of workers.

Also perento mode (1991) and Whawo (1993) cited in Olulube (2006) say "the higher the prestige of the job, the greater the job satisfaction for performance/retention on the job.

This means if the above stated factors/conditions are met in U.B.E their teachers will be well motivated and they in turn will put in their best to ensure that the objectives of U.B.E are achieved. Also they will have no course to be looking for jobs elsewhere and so their retention in the U.B.E job will be high. This will ensure success for U.B.E as the experience they gain on the job can be used to better their productivity. Olufunke (2008) agrees with this and says, "Motivation has influence on the job the worker (Teacher) performs". Olufunke stressed further that 'when motivation is high, workers (teachers) turn to improve their out put'. Ranchman and Mescam (1985) cited in Olufunke (2006) says, the ability of the employer to meet the needs of the employees (motivate the employees) prevents them from leaving the organization i.e retains them at the organization. Jega (2007) said "Nigerians have always wanted a good quality education which is based on equity, and is accessible to all" this yearning of the nation can be achieved by U.B.E through adequate motivation and retention of their teachers (all other things being equal).

Ada (2005) also cautions that, "while no one goes into teaching to become a millionaire, a poverty stricken academician can not be an effective one" this could be why Tahir (1999) in Sam-Ugwu (2009) said that "nobody wants to go into teaching because of poor remuneration and declining status of teachers in the Nigerian society." This is true as Sam-Ugwu (2009) attribute teachers' low morale in teaching to poor remuneration, poor conditions of service, inappropriate promotion and re-training among other factors.

Meanwhile motivational theorist like Ekpisure (2000) points out that teachers should be motivated for high productivity as motivated teachers perform higher. In line with this view, Nworgu and Osai (2001) posit that. Workers commitment to the realization of organizational goals/objectives can best be obtained through the instrumentality of authority and motivation. Consequently, a highly motivated class will strain to learn given an unmotivated and therefore in effective teacher.

2.11 Teacher Motivation Strategies

The fact that teachers are responsible for translating educational policies to actions and principles to practice through their interaction with students (Edilmuhi, 2006) places them in a vintage position as far as quality education is concerned. This is in line with the national policy on education's claim that no education system can rise above the quality of its teachers (FRN, 2004).

The implication for this is that if we as a nation want to embark on any meaningful educational programme such as universal basic education that aims at quality basis education that will lay a solid foundation for life long learning then, the need to raise the teachers morale and to motivate them for high performance and retention on the job should be of priority importance.

Since teachers are the prime movers to enable UBE live up to expectation, Ihebereme (2006) maintains that teachers should be adequately motivated as a motivated teacher is likely to be both efficient and effective. Thus teacher motivation strategies must be built into the UBE system in order to guarantee its success.

Maduewesi and Ihebereme (2009) say motivation reflects perception methods and activities used by the management to provide a climate that is conducive to the satisfaction of the various needs of the employees (UBE teachers) so hat they might become satisfied, motivated and effective in performing their duties. This to them is the best way of getting the best out of UBE teachers in terms of hard work and commitment to duty. Generally, teachers appear to be dissatisfied with their jobs due to inadequate motivation (Nwagwu, Ehiam, Ogunu and Nwadiani (2001), this is seen in their use of flimsy excuses to stay away from school, selling/ hawking of wares in the classrooms, hunting for new jobs while still teaching, e.t.c. this is partly responsible for the poor performance of students in examinations (both internal and external) without any iota of doubt, UBE teachers like any other employee expects some form of compensation as pay/or incentive. This compensation both physiologically and psychologically will motivate higher performance from the UBE teachers. It is therefore important that motivation strategies be employed or applied to the UBE teachers so as to guarantee the success of UBE within the context of the global time frame. It must also be noted that teacher's job satisfaction is an index for quality assurance in education (Dibia, 2008).

The following teacher motivational strategies are available and can be used to motivate UBE teachers for higher performance and good retention on their teaching job:-

Conferences, Seminars and Workshops

Conferences are annual or bi-annual meetings of professional associations. During these professional conferences, scholarly papers are presented by experts from various aspects and sub-disciplines that touch on the profession to enhance professional development of the members. These also serve as opportunities for members to up date their professional

knowledge and to be kept abreast with current trends in their professions. It also avails the members of new discoveries and developments in the profession as well as challenges. In education particularly, these papers deal with reports of research findings on educational issues and practices.

Unfortunately, many UBE teachers find it difficult to attend and participate in these conferences due to their in ability to get sponsorship which is reinforced by their poor salary which reduces their capability for self sponsorship. To this excuse, Okeke (2004) remarks that "salary scale for teachers should be adjusted periodically with due consideration of trends in the cost of living. This adjustment can permit them to sponsor themselves to conferences if the government does not.

Seminars: They are organized for professionals to keep them adequately informed of certain educational issues or developments which are relevant for the performance of their daily functions and professional development. The ministry of education for instance may decide to organize a science

teacher's seminar to equip the teachers on quality pedagogical delivery; these seminars normally create room for professionals to interact and to brain storm together on issues and challenges in their profession with a view to finding solutions.

Workshop: These are planned sessions for discussion or practical work on a particular subject matter, it could also be said to be a forum where people share their knowledge and experiences on particular topics. Udoka (2002) explains that work shops could be organized for UBE teachers for the following subject matters:

- Lesson note preparation
- Methods of record keeping for instructional activities.
- Students report writing.
- First aid administration of injured students
- In –service training programmes:
- Item writing

In-serving training programmes are programmes aimed at developing the teacher's knowledge, skills and profession growth while still teaching. Nwagwu (2001) defines in-service training as "a process for continuous updating of teachers' knowledge, skills and interest in their chosen field". The task of creation a land of bright and full opportunities for all citizens' demands that teachers continue to develop or grow on the job and at the same time up date their knowledge to be able to put their learners also on the right educational path to attain their maximum potentials.

The introduction of UBE has brought about a slight change in the curriculum of primary and junior secondary levels in Nigeria education system. This has also birthed the need for the UBE teacher to read wide and as well attend in-service training programmes in order to keep in touch with the changes and to continue to dispense relevant knowledge, skills and aptitudes.

Edem (2003) says in-service training programmes for UBE teachers should include the followings:

1. Activities aimed at assisting teachers to acquire a mastery of their subject and the modern methods of teaching it.

2. Activities which are likely to develop a teachers' skills in individualized teaching technique
3. Activities that help teachers to develop self confidence in providing leadership and maintaining class control.
4. Activities that sensitize teachers to modern methods of evaluating student's performance.
5. Activities that help teachers to co-operate with one another in order to find solutions to common problems.
6. Activities that help teachers to develop skills in using modern technology through access and usage of information and communication technology.

The benefits of in-service training of teachers teaching are under lined by Okeke (2004) as:

1. It enables teachers to obtain his/her qualifications (professional and academic).
2. It enable teachers acquire more conceptual and technical knowledge and pedagogy, In order to improve on their efficiency in class instruction.
3. It improves social and academic status of teachers in the society.
4. It helps teachers to keep in touch with their counterparts with in and outside the country in terms of intellectual mobility.

The in-service training programmes are available in most tertiary institutions in the country in the form of weekend programems, sandwich programmes, distance learning,

programmes, evening programmes, adult education programmes, e.t.c to achieve a virile economy and UBE objectives, teacher retaining through in-serves training is a necessity.

Teachers' salary and other remunerations:

The aim of working as a teacher is not only to produce educated and skilled man power for the nation but also to be able to meet financial obligations to oneself and the family and to be a useful member of the society so as to become fulfilled.

When salaries of teachers are not paid as at when due or are two meager to meet their financial obligations, they become anxious, frustrated, have low morale and are dissatisfied and as a result develop negative attitudes to work. This is the kind of situation that makes many teachers to use teaching as a waiting point for the real job to come. This makes it very difficult for the teacher to put in his or her best because he or she is not motivated to put in his or her best.

On the other hand, when their salaries are made adequate and they are paid as at when due they will be motivated to put in their best and to remain on the job. According to Akanwa (2002), the stress caused by poor financial motivation all in the name of non-availability of funds has led some teachers into looking for other sources of money like selling of articles and wares even inside the classroom. In support of Akanwa (2002) Akubue (2002), said no school can function well in an atmosphere of financial vacuum. i.e without adequate financial motivation, there can be no guarantee that teachers would pay attention to their job. Rather it will kill their zeal/morale for work because people look for jobs in order to earn a living. Thus, Denyer (2000) says "if teachers fail to achieve the expected level and standard of performance of their job, then the goals of U.B.E would be half-hazardly met. Further more, Ihebereme (2008) says,

> *The productivity of the teachers stems from his satisfied state in his job and as such, quality and functional education can only be realized when teachers who are prime movers of educational affairs are adequately motivated. In the absence of this, maintenance of high standards in education will continue to be a paper presentation and dream in futility.(P. 69).*

When however adequate motivation is achieved through adequate application of motivation strategies, the following effects will result according to Okeke and Okwuo (2003)

1. Willing co-operation towards the school objectives.
2. Loyalty to the school authority and it's leadership
3. Good discipline and voluntary compliance to rules and regulations.
4. High degree of interest in the teaching job.
5. A reasonable display of initiative and pride in the profession.

In concluding this section of the study, one would like to resound the words of Ochuba (2001) that, the task of improving instruction depends on the level of application of available motivation strategies and as such, the school administrator is charged to utilize effectively the motivational strategies existing in his school to enhance teachers retention and high performance in UBE schools.

2.12 Infrastructure/Teaching Materials in UBE

Infrastructural facilities according to Abdul (2001) include all facilities that make learning environment suitable for effective teaching and learning in schools such as classroom, buildings, laboratories, workshops, libraries, toilets, desks, chairs, tables e.t.c Abdul stressed that these facilities are very vital for learning to take place in schools successfully. Their shortage in schools during the era of U.P.E partly accounted for the failure of that educational programme.

The implication is that, where facilities like the classroom are not available or are in short supply, students learn under harsh environment and as such grasp little or nothing resulting in poor achievements and non attainment of educational objectives. Teaching materials on their part carry different nomenclatures. Gbamanja (2002) calls it curriculum materials. Agbi, (2004) refers to them as instructional resources; Maduabum (1996) calls them teaching aids and resources; Agishi and Afaor in Ada and Odey (Ed) (2003) call them instructional media.

Just as they carry different nomenclatures, they are also defined differently to Agbi (2004) they refer to all those facilities, materials and equipment used by the teachers to illustrate, explain and emphasize a lesson in order to make it clearer to the learners. In other words they are the devices which can be used to make learning experiences more real, more realistic and more dynamic. Surma and Doggoh (2007) refers to them as materials that teachers employ or make use of in the course of their teaching so as to ensure that learning experiences appeal to more than one sense organ of their learners in order to enhance effective learning and long lasting impact. On the other hand, Agishi and Afaor in Ada and Odey (Ed) (2003) say "they are the materials which can help to extend the range of various experiences of learners in any teaching/learning situation"

These materials make tremendous enhancement of lesson impact when used appropriately. This is due to the fact that when used appropriately, they enrich the store of concrete sensory experiences of learners which they require to learn effectively. Thus infrastructural facilities and teaching materials are needed in the school environment to enhance life long learning.

Example of teaching materials include textbooks, chalk, chalkboards, real objects, scientific chemicals for experiments, posters, T.V sets, DVDs, VCDs, projectors, film slides e.t.c.

2.12.1 Classification of Teaching/Instructional Materials in UBE

The classification of teaching materials also varies from one expert to the other. To Agbi (2004) and Maduabum (1996) teaching materials can be classified into three viz:-

1. **Visual Aids/Resources:** These are teaching materials that appeal to the sense of sight or vision. These include printed materials, journals, workbooks, pictures, posters, maps, charts, exhibits, models, specimens, flannel boards, e.t.c.

2. **Audio Aids/Resources:** These are teaching materials that aid hearing by appealing to the sense of learning e.g Radio, Audio C.Ds, Tape recorders e.t.c.

3. **Audio-Visual Materials:** These refers to the teaching materials that appeal to the organs of sight and hearing at the same time e.g T.Vs, video tapes, V.C.Ds, film shows, motion pictures with sound tract e.t.c. These make more lasting impact on the learners as they appeal to more sense organs. They are however more expensive and most complex technologically.

Dike (1989) on his part classifies instructional/teaching materials into:

1. Graphic materials

2. Three dimensional materials
3. Still pictures
4. Still projected pictures
5. Motion pictures
6. Audio materials

This classification is based on mode of production, mode of usage as well as physical out look of the teaching materials. In addition to the above, Iortyer (2005) includes printed materials. On their part, Hime and Ada in Ada and Odey Ed (2003) classify teaching materials into those by hardware and soft ware, those by utilization and those by design.

The teaching materials by hardware are those teaching materials that are of physical products. These include devices and technical equipment such as television, radio sets, projectors, record players, cassettes, tape recorders e.t.c. hardware teaching materials are made of hard materials such as wood, metals, synthetic products, e.t.c

Software teaching materials on their part are carriers of instructional messages which require hardware to function. They function to retrieve, reproduce, transmit, magnify and/or project instructional messages.

Teaching materials by design: These are specifically designed as major components of the instructional system. They facilitate formal learning and evaluation e.g Textbooks, instructional games e.t.c.

Teaching materials by utilization: they are instructional materials not specifically designed as components of the instructional system or to be used for instruction in academics but can be used for learning and evaluation e.g Radio, Real objects, Telephone, Cassette Tapes, e.t.c.

In the views of Ogbonna, Iheagwam & Betiang (2004) teaching materials can be classified into:-

1. Audio aids
2. Visual aids
3. Projected materials
4. Three dimensional aids
5. Displays materials
6. Audio-visual aids

2.12.2 Relevance of Infrastructure and Teaching Materials in UBE Schools

Infrastructure and teaching- materials play significant roles in UBE schools particularly, and the education system generally. Infrastructures like the classroom buildings create a conclusive environment for learning by screening away distractions like cold, excess sunshine, noises from moving vehicles and people e.t.c. The laboratories make the learning environment friendly and conducive for carrying out practical by virtue of their special designs.

Others like the toilets help to provide conveniences readily thereby saving time and embarrassment and therefore making life comfortable in the schools. The recreational facilities provide opportunities for relaxation and recreation and sometimes indirectly turn out to make a profession for some learners. Teaching materials help to make the lesson to have long lasting effect on the learners. They also make learning more concrete and not abstract. They also make the lesson more real and as such more applicable to real-life situations.

They also save time for both the teacher and the learners as they help the learners to learn faster. Adequate provision of these facilities (infrastructure and teaching materials) in schools facilitates the attainment of educational objectives and reduces failure rate as well as promotes school enrollment and retention of learners (Manguwat and Awuya, 2009).

The absence of teaching materials some time makes a mockery of leaning e.g learning computer science without a computer system is just more of learning about computer than learning computer or learning chemistry without chemicals. These are practical orientated courses that when learnt with out practical does not permit practice in real life. Unfortunately, evidence abound that Nigerian educational system is in dire want of these facilities (Gidado, 2005, Etesike, 2008, Imonivwereha and Enaibe 2008, Maduewesi and Ihebereme, 2009).

Ayogu (2004) also reported that “the state of infrastructure in primary schools today is alarming and very worrisome” he stressed that in most schools, the buildings are dilapidated while in some especially in rural areas, classes hold under tree shades.

Commenting on the state of infrastructure in Nigerian schools, Teboho (2000) said, the present infrastructure condition impart negatively on the quality of education offered in the country (Nigeria) and contributes to brain drain and high dropout rate of learners. In most UBE

Schools, these materials are in short supply thereby leading to poor quality of teaching less retention of studied material for life application and poor quality of graduates. There is therefore the need for adequate infrastructure and teaching materials in UBE schools if optimum results are to be achieved. These should be made available in sufficient quantity and quality.

2.13 Teacher Adequacy in UBE Schools

This is a concept that caries dual meaning the first one being adequacy in terms of number of teachers per school per number of pupils/students. This is to say that a teacher is supposed to handle certain number of students beyond which his performance begins to diminish. However, with the dearth of teachers in Nigerian education system (Anyaogu, 2008, FME, 2009), shortage of teachers now compels teachers to teach above the maximum number required. This idea of few teachers teaching too many students is termed teacher in adequacy. This occurs when students –teacher ratio is high we say teachers are inadequate but when not beyond the maximum it is assumed to be adequate.

NPE (2004) specifies that in early childcare development education the number of students to a teacher should be 20 students to a teacher and a helper/assistant. (i.e student-teacher ratio should be 20:1). In primary school the ratio is expected to be 35:1 while in secondary schools it should be 40:1, for vocational and technical, is expected to be a maximum of 20:1. When there is adequate number of teachers. (i.e in terms of students teacher ratio), teachers performance turns to be higher if all other variables of high performance are in place. Unfortunately, FME, (2009) revealed in "The road map to Nigerian Education Sector" that teachers are in short supply at all levels of education in Nigeria; the short falls are given as follows:

LEVEL	SHORT FALL
ECCDE	969, 078
Primary Education	338,147
J.S.S.	581
S.S.S	1,580 000

This is clearly depicting inadequacy of teachers for U.B.E (numerical wise). Another dimension of teacher adequacy is in terms of professional training. In this regard, minimum qualifications to be obtained before one can teach at any level are specified by N.P.E, FME, and National commission for colleges of education (NCCE) when teachers are teaching at any level and they posses the requisite professional qualification for teaching at that level, they are said to be adequate to teach at the level. On the other hand when they lack the requisite qualification for teaching at that level, they are said to be inadequate to teach at the level.

On a general note, NPE, (2004) specifies that NCE shall be the minimum qualification for entry into teaching profession in Nigeria. This qualification however does not qualify them to teach beyond J.S.S. to teach in S.S.S therefore, one needs to possess a minimum of B.ed, B.sc. (Ed), B.A (Ed) or any other degree with PGDE attached (Ocho, 2005). To teach at that level, the implication is that at UBE level, NCE is adequate qualification. However, Surma and Mude(2000) NCCE, (2002) and Adepoju & Fabiyi (2007) all say there is gross inadequacy of teachers in UBE in terms of quantity and quality. Also Anyogu (2008) affirmed that,

> *In Nigerian schools generally, facilities and personal are in short supply both quantitative and qualitatively. There is the endemic problem of recruitment, retraining and retention of people with requisite aptitudes, skills and specialized knowledge to cope with the demands of the teaching service. (P. 13).*

The startling revelation is an irony in that, the same government that is this careless about the quality and quantity of teachers in her schools says “No Education system can rise above the quality of its teachers”.

From the national claim as stated above, it is obvious that the educational planners (UBE planners) are aware that the quality assurance expected from UBE programme depends on the quality of teachers. It therefore becomes incumbent on the government to recruit adequate quality and quantity of teachers, motivate, maintain them and adequately furnish the schools with infrastructure and teaching materials so that the teachers will be willing and able to effectively and efficiently implement UBE programme and guarantee its success otherwise like Ofeogbe (2002) said, “it will be a political jargon”.

In a similar view, Imonivwerha and Enaibe (2008) asserted that, reforms of education may build new schools, make changes in the structure and curriculum, recommend and prescribe teaching methods and aids, but only the teacher can apply them. This implies that, with out adequate teachers, any educational reform (including UBE) can fail. Teachers are the bedrocks of attaining any educational aims and objectives (including those of UBE).

Ekuafah (2008) Oppins that “the quality and caliber of teacher’s that service the educational system of a country could serve as an index of development and progress of the country”.

This implies that the quality and even quantity of teachers in UBE could serve as indicators of the programmes’ success or failure. In line with this, Ekuafeh (2008) says “if the learner is the centre of the educational system then, the teacher is the pivot of the educational process”. Also Nwiyi (2009) states that “the quality of teachers in our educational system,

determines to a large extent the quality of those that they produce" this means while the student is very vital in the educational process because he is the one through whom the curriculum can be brought to bear on the society, the quality of the teacher is what determines the extent to which the curriculum can be brought to bear on the society. The teacher by virtue of his training and position can make or mar the curriculum implementation process.

In the secondary schools, (J.S.S.-S.S.S) which starts from the upper basic education, many teachers are not professionally trained to teach (Nwiyi & Uriah, 2007). They are therefore not qualified by virtue of training and as such can be said to be of low quality. They lack the technicalities of teaching and can hardly give qualitative teaching which will yield the high quality graduates expected from the UBE programme in Nigeria. Ogbodo (2006) declared that, most of these teachers came into teaching as a last resort (in the face of job scarcity) and as such can not offer quality service. In addition to the above, Ekuafeh (2008) says; the mass movement of professional teachers into more lucrative professions due to poor conditions of teaching service paves way for influx of untrained and unqualified teachers into teaching profession. This is mostly in primary and secondary schools which is the educational section that covers UBE. This ugly situation if not checkmated can hamper the attainment of UBE objectives.

Since there is no substitute for the qualitative teacher in any successful educational endeavor, there is the need to recruit high quality teachers in the UBE programme and to retrain the ones that are already in the system as well as keep them motivated as a way of gaining their dedication to the job. In line with this, Abenga (1997) cited in Ekuafeh (2008) asserts that,

> *If well qualified and dedicated teachers are in the system, even with inadequate facilities, they are likely to produce better results. For it is not actually the guns that fight but the men behind them. (P.64).*

As such, the extent to which UBE objectives can be realized is dependent on the professional efficiency and quality of the teachers. Also since education is a necessity for life, the destiny of our children and generations unborn will depend on how well the teacher is adequately trained and does his job.

2.14 Curriculum Implementation in UBE

Curriculum implementation is the most vital aspect of any curriculum process; this is due to the fact that, no matter how well a curriculum may be planned, it will remain a paper document that can not bring its objectives to bear on the lives of the people or the society. It is the implementation of the curriculum that makes it to yield its benefits to the society (Babalola, 2004). It is at the implementation stage that many excellent curriculum plans and other educational policies are buried with out a trace.

This has made curriculum implementation in UBE programme an issue for discussion in this study. What then is curriculum implementation? According to Mkpa (1987), curriculum implementation is "the task of translating the curriculum document into the operating curriculum by the combined efforts of the teachers, the students and others concerned" Babalola (2004) sees curriculum implementation as 'the multifarious activities of translating a complex curriculum conception in the form of a design or plan into new patterns of practical actions useable and realizable in a teaching learning milieu.

On his own part, Doggoh (2007) defines curriculum implementation as "the process of putting into actual practice, what has been planned in the curriculum document"

Also Onyeachu (2008) defined curriculum implantation as the process of putting all that have been planned as a curriculum document into practice in the classroom through the combined efforts of the teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials psychological and social environment.

Okebukola (2005) defines curriculum implementation as the "translation of the objectives of the curriculum from paper to practice" He says that process begins when the curriculum is handed over to the teacher and ends when the learners have been exposed to the learning experiences prescribed by the curriculum. The activities, of curriculum implementation includes: practical work such as experiments, interaction (student-teacher, student – student, student – materials) workshops, field trips, lectures, and evaluation which is normally followed by feedback.

The success of curriculum implementation is normally determined by the extent to which the curriculum manifests in the behavior and performance of the learners. It is the content of the curriculum that the teacher successfully input in the learner that manifest through the behavior and performance of the learners. This manifestation is in form of skills, knowledge and attitudes and it is on the basis of these manifestations that the curriculum can be said to be achieved. This relationship is diagrammatically shown below.

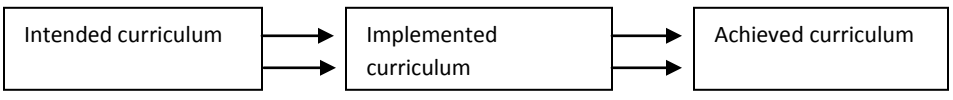


Fig. 2.1: Diagram for curriculum implementation adapted from okebukola (2004)

It is evident from the above definitions that curriculum implementation has to do with practical application of theory into practice in such a manner that he hidden intension in the theory becomes manifest for all to benefit and to appreciate. It is the ultimate stage in the curriculum process. Hence Mkpa (1987) cited in Doggoh (2009) posits that curricula are not drawn up as ends in themselves but as means, the ends of which are solutions to specific problems. It is the implementation that releases the solutions or aspirations which are in bedded in the curricula. In the case of UBE too, the objectives of UBE can only be said to be actualized if the UBE curriculum is effectively implemented and its objectives are seen in the behavior and performance of the learners.

2.14a. Requirements for Effective Curriculum Implementation in UBE Schools in Nigeria

To achieve the objectives of UBE, the successful implementation of the UBE curricular at all levels is imperative. In view of this, the requirements for effective implementation of the curriculum are hereby discussed.

According to Onyeachu (2009) the requirements includes adequate infrastructure, adequate instructional materials, adequate number of qualified teachers, adequate information and communication technology equipment, adequate funding, adequate motivation of teachers.

Adequate Teacher Motivation: The fact that adequate and qualified teachers are required for effective curriculum implementation is no longer news as the national policy on education (2004) says no education system can rise above the quality of its' teachers.

Beyond the recruitment of qualified and adequate teachers is the fact that the teachers need to be motivated adequately in order to obtain their dedication to duty. Edemobi (2007)

posits that, for successful UBE programme, teachers who are responsible for helping students acquire knowledge, skills and practical orientation essential for self as well as notional development must be effectively motivated. He stressed further that without adequate teacher motivation, the objectives, the vision, and purpose of UBE can not be achieved. Onuh (2003) sums it up by saying, if sophisticated equipment, facilities and fund are not well utilized by dedicated and highly motivated teachers, educational (UBE) goals can not be achieved. Akpojotor (2007) adds that if they are not motivated and become uncommitted, apathetic, uninspired...the whole nation is doomed.

Funding: Adequate funding is vital for the implementation of UBE programme. This is because money is required for the procurement of teaching materials necessary for effective teaching/learning. Without which no meaning learning can take place since UBE is aiming at "laying a foundation for life-long education" (Obanya, 2000), Effective learning that can guarantee practical application in real life is necessary, this can not be possible without funds. Regrettably, evidence exist that between 1997-2002, federal governments' budgetary allocation to education declined from 12.3% -9.1% mean while united nations organization (UNO) recommends at least 26% (World Bank, 2004 in road map to Nigerian education sector (2009). Also some times funds allocated to education sector are not accessible e.g by July, 16th, 2009, N53b meant for UBE in 2008 was not yet accessed (source: the nation newspaper Thursday 16th July 2009). This delay in the release of funds could amount to poor implementation of UBE curriculum.

Adequate information and communication equipment are also required for effective curriculum implementation. This is because UBE has in its objectives the "acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills . . . needed

for laying a strong foundation for life-long learning" this means computer literacy, computer and allied manipulative skills, internet communication skills which provide a strong foundation for life-long learning are all part of UBE. The implication is that, computer studies should be effectively taught in UBE schools. This requires enough computers in schools and adequate/stable power supply. This situation is not so as Tabotndip (2009) says many hired teachers from computer centers go to schools to teach computer science without computer sets. This is done on payment of fees by every student as agreed upon with the school management/head. Meanwhile Askar et, al (2006) noted that computers are widely used in Tukish primary schools to a level that information technology has entered the life of teachers. The question is, if computers can be this popular in Turkey then why can't Nigeria afford it? Especially for the fact that, we are in the dispensation when computer is applied to every sphere of life?

Oragande, Hanmaikyur and Iorliam (2006) also identify absence of computers and other hard wares as an obstacle to the implementation of computer studies in UBE programme. The studies in computer is needed to lunch the Nigerian learners and indeed Nigeria into the main stream of globalization and avail them of knowledge for development in all spheres of life hence world bank report (1998 & 1998b) cited in Osaat (2006) says:

> *For countries in the vanguard of the world economy, the balance between knowledge and resources has shifted so far towards the formal that knowledge has become perhaps the most important factor determining the standard of living. Today's most technologically advanced economies are truly knowledge – based (p. 10).*

This was a comment on the commitment of U.S.A, U.K, Ireland, Australia, Canada and New Zealand to knowledge economy as a way of repositioning these countries in globalization.

Thus Nigeria stands to gain if effective implementation of computer studies/ICT is done in UBE.

Adequate Number of Qualified Teachers: For effective curriculum implementation to be enhanced in UBE programme, adequate numbers of teachers are required and these teachers must also be qualified in terms of educational training too. This is due to the fact that free and compulsory education policy has brought about population explosion in schools (Onocha, 2002; Nwagwu, 2004). Coupled with the number of teachers which already has been in short supply is now grossly in adequate to manage the learners for quality education to be achieved. Commenting on the situation, Okeke (2004) observed that "the teacher constitute the most vital factor of any national education system, upon their number, devotion and quality depends the effectiveness of any educational progremme".

In a similar way Ndukwu (2008) maintain that, in the education process, we may be able to 'manage' with inadequate structures, improvised instructional materials, but we can not do without the teacher in one form or the other.

These comments of Okeke and Ndukwu, all point to the fact that the teacher quality and quantity can not be substituted with any thing else. Hence the need for adequate quantity and quality of teachers for the UBE programme in Nigeria generally and Benue State and Abuja in particular.

Adequate Teaching Materials: Teaching materials are the devices which help or assist the teacher in the course of presentation of his lesson and facilitate students understanding of the concepts in question. These materials which can be classified into three categories (visual, audio-visual and audio materials) are very vital for effective teaching and learning. Izuaba (2006) presents their relevance to teaching and learning as follows:

i. They save the teachers' time.

ii. They capture learners' interest easily

iii. They facilitate learning and help effective retention of learned subject matter.

iv. They clarify complex concepts and keep learners active.

v. They make learning concrete and stimulate students thinking.

In view of the importance of teaching materials in UBE curriculum implementation, Anyaogu, (2008) submitted that, the "provision and adequate utilization of teaching/learning materials is sin qua non in the success of UBE programme in Nigeria" the assertion can be better appreciated when we look at the fact that students learn better when they see, hear feel or touch, smell and taste with their sense organs. Thus with the students population explosion in schools, these materials are needful for efficient and qualitative teaching and learning to take place. Maduewesi and Ihebereme (2009) therefore opined that, "for UBE to be of good quality and benefit, teachers must be provided with instructional materials for effective teaching" they stress further that these "materials have remarkable effects on students academic performance" which is the hallmark of curriculum implementation.

2.14b Personnel involved in curriculum implementation in UBE in Nigeria

Many personnel are involved with the business of curriculum implementation and all of them play crucial roles without which the curriculum implementation process may not be successful. These personnel are grouped into:-

1. The government
2. The supervisors of schools
3. The head teachers
4. The teachers
5. Parents
6. Learners

These personnel are diagrammatically presented below:

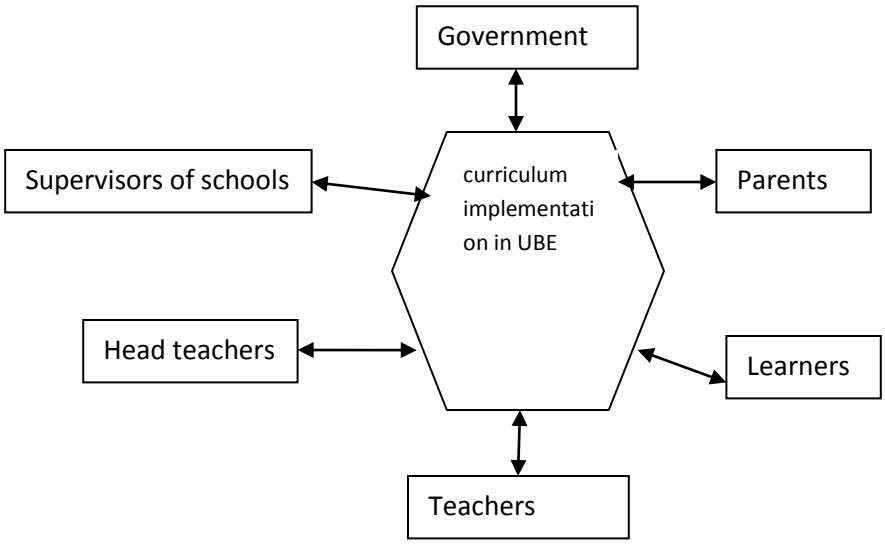


Fig 2.2: Diagram of personnel involved in curriculum implementation.

The roles of the various groups or personnel listed above are as follows:

The Government: the governments' roles include

- Employment of adequate & qualitative teachers to implement the curriculum.

- They pay the school staff their salaries and other benefits as at when due.
- Provision of adequate school facilities and materials for effective teaching and learning.
- Promotion of teachers in due seasons
- Provision of adequate funds for the smooth running of the schools.
- This role of the government is very vital and a slack in her functions impairs successful implementation of the curriculum in any arm of UBE.
- Monitoring to ensure judicious use of funds allocated to UBE.
- Organization of workshops, seminars and conferences to update the knowledge of teachers.

School supervisors/monitoring officers: They perform the following roles in curriculum in implementation:-

- They pay regular visits to schools to supervise and examine the extent to which teachers are implementing the UBE curriculum in the UBE schools.
- According to Nworgu (1994) in Onyeachu (2008) they select suitable instructional textbooks and materials for use in UBE schools.
- They also help organizing conferences and workshops to assist teachers on keeping school records accurately.

School administrators/head teachers:

- To Onyeachu (2008), their main task is to manage human and material resources properly so as to enhance the attainment of UBE curriculum goals/objectives.

- To enhance the utilization of community resources for the attainment of educational goals:

- They ensure the availability of resources for effective implementation of UBE curriculum at the school level.

- They evaluate the teaching efforts of UBE teachers under them to ensure effective implementation of the UBE curriculum.

- They match parents evaluation with teachers' efforts as well as public expectation with school practices they facilitate curriculum decisions at the school level.

The Role of the Teacher:

The teacher plays a very vital role in the implementation of the curriculum, he is actually the key factor in the process. Ekpo (2005) says "teachers are at the centre of curriculum implementation" some of the teachers roles are:

- They are the ones that interpret and implement the curriculum at the classroom level.

- Anene (2005) says they decide on what to teach and when, for effective learning to take place.

- They plan instructional activities.

- They decide and employ the appropriate methods, technique and materials to use for each particular curriculum experience or content. They select the subject matter from the curriculum to teach on a daily basis. This role is instrumental to the success of curriculum implementation in that wrong choice could hamper learning and make a shipwreck the curriculum (Mkpa, 2005).

- They evaluate instructional outcomes.

- They improvise and use instructional materials for effective lesson delivery.

Student/learners roles

The roles of the student in curriculum implementation includes:

- Regular attendance to classes to learn what is planned in the curriculum.

- Carrying out assignments practical, projects and other learning activates.

- They submit to internal and external evaluations.

- They participate in the production of local instructional materials.

- They participate in extracurricular activities.

The role of parents in curriculum implementation:

- Provision of school materials for their children/wards

- Regular payment of their children's school fees

- Attendance to PTA meetings and payment of PTA levies as well as commitments to school development projects.

All these roles of the various groups are complementary to each other and a failure of one group must affect the role of the other groups.

2.14c Curriculum Implementation Models

There are several models of curriculum implementation; prominent among them are: Pilot model and Concerns-Based Adoption Model (CBAM).

Pilot Model

The pilot model is a model that allows for trial implementation in a controlled and limited way (Offorma, 2006). This is to evaluate the likely hood of it's success when fully implemented and to identify its strength and weaknesses.

When curricula are developed and implemented without the benefit of a pilot implementation, the curriculum may be resisted by the society more easily as it's benefits may not be easily noticed or be handy to encourage its acceptance. This could jeopardize the efforts of the plannerss and as well hinder the society from reaping its potential benefits.

On the other hand, a pilot implementation that is successful can expose the benefits of the curriculum and make it attractive to policy makers and the society.

Offorma (2006) is of the view that pilot implementation model of curriculum has the following advantages:

1. It determines the feasibility of a proposed curriculum.

2. It provides empirical evidence of the viability of the proposed curriculum.
3. It determines the relevance of the proposed curriculum in a variety of selected contexts.
4. It helps to develop a new curriculum in realistic settings.
5. It encourages experimentation and creativity.
6. It helps to identify possible impediments to the proposed curriculum.
7. It builds support or consensus for the proposed curriculum if it proves positive at pilot implementation.
8. Participants in the pilot experience personal professional development.
9. The experience from the pilot helps to shape the curriculum before it is fully implemented, this is because the lessons from the pilot provide significant insight into the assumptions held about the curriculum and as such help to improve the practice.

Pilot models are small scale projects that require high and collaborative planning and long term commitment from policy makers and curriculum experts when moving to main stream implementation.

It is important to note that, UBE in Nigeria did not pilot test its curriculum before the main stream implementation. This could be one of the reasons for the myriad of problems confronting the implementation of its curriculum.

Generally, only the homegrown school feeding and health programme (HGSFHP) of UBE received pilot model approach and the results made it to be discontinued due to huge cost

involvement; a decision criticized by scholars like Ada (2006) who said "the decision failed to consider the cost-benefit analysis".

Concerns-Based Adoption Model (CBAM)

The concerns-Based Adoption Model (CBAM) provides ways to assess seven stages of concerns. These concerns have major implications for curriculum development and implementation. Curriculum developers know and use the concerns and experiences of educators, students, parents, policy makers and the society that are sensitive to the questions that they ask. They hold the opinion that people experience change as a result of the kind of questions they ask and their usage of whatever the changes are. Some of these concerns-based questions are:

1. What is it?
2. How will it affect me? When these questions are resolved, more questions emerge that are more tasks oriented. These could be:
3. How do I do it?
4. How can I use these materials efficiently?
5. How can I organize myself?
6. Why is it taking so much time?
7. Is this curriculum working for students or the society? And is there something that will work better?

Rutherford (1987) in Offorma (2006) said that "Teachers were considered to be trainers but now their roles have broadened immensely". They are now more of facilitators, resource

brokers, and mediators of learning. Thus curriculum implementation has also become wider in her requirements and demands from the implanters; the teacher being a key to it at the classroom level. These wide range of concerns are categorized by Washinton academy of science 2005 as follows:

Table 2.1: Typical Expressions of concerns

Stage of Concern	Expression of Concern
6. Refocusing	I have some ideas about something that will work even better**.**
5. Collaboration.	How can I relate what I am doing to what others are doing?
4. Consequence	How is my use affecting learners? How can I refine it to have more impact?
3. Management	I seem to be spending all my time getting materials ready
2. Personal	How will using it affect me?
1. Informational	I would like to know more about it
0. Awareness	I am not concerned about it.

Source: Offorma (2006).

These stages are important in the implementation of an innovation or a curriculum as they are important in attending to peoples questions of life and addressing them when they are asking them through the curriculum. The implication is that, when individual questions are answered

when they are asked, the collective needs or concerns of the society are addressed when they need to be addressed.

The UBE curriculum in Nigeria is also planned based on the concerns of Nigerians i.e. the question of how to wipe out illiteracy, and poverty in the country and to achieve the benefits of an enlightened society in which democracy and good governance can thrive.

2.15 Community Participation in UBE

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

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

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

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

Some communities or individual members of the community compete with one another in funding and equipping their schools. These competitions are healthy for the school as they help provide the needed funds and materials to help the school run smoothly. This provides the school with enabling environment for effective teaching and learning.

These efforts of the community can be encouraged or reinforced by the school leadership by appreciating them, ensuring that effective teaching goes on in the school such that students do well in external examinations, sustaining good moral standard in the school and by the government also living up to her responsibilities in the school.

2.15.1 Some CBOs that Can be Exploited to Enhance UBE Success.

a. **Parent-Teachers Association (PTA)**

This is an association or organization of parents whose children or wards attend a particular school and the teachers who teach in the school. This association since its emergence at the school, local government, state and national levels has had a great positive impact on Education at all levels. They have provided classroom blocks, vehicles, funds and other valuable school needs like teaching and non teaching staff. They in some cases wage in when teachers unions and the government are at crisis points thus they help to promote unity in the Education industry. They are instrumental to the success of many school heads and can do same in UBE schools.

b. **Community Development Associations**

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

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

c **Well-to-do Members of the Community**

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

2.16 Empirical Studies

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

Adeshina, (2009) assessed the implementation of universal basic education policy in Sabon Gari Local Government Area of Zaria, Kaduna State. The study was aimed at assessing the funding, infrastructural provision, teacher adequacy, among other things; the study used 321 subjects and found that there was adequate funding of UBE, 81% of the UBE teachers were N.C.E. holders. The students - teachers ratio was high (in adequate), the level of community awareness and participation in UBE was still very poor.

The study is related to this one because it assessed UBE and was concerned with some objectives or variables that this study is also concerned with such as the assessment of awareness/educational consciousness and teachers of UBE; it however differs from this study in that it assessed UBE policy in Sabon Gari Local Government Education Authority, Zaria in Kaduna State while this study is concerned with North Central geo-political zone. This study is therefore broader in scope than that of Adeshina (2009).

Yaji (2005) evaluated the implementation of UBE programme in Gwer-East Local Government Area of Benue State. The aim was to assess the extent of success or failure recorded in the implementation process in the area. Two hundred (200) students and Thirty (30) teachers were involved. The study found out that there was poor students' enrollment in UBE in the area due to poor awareness and lack of confidence in the programme, poor staffing of the UBE schools, in adequate supply of teaching materials and poor payment of salaries to the UBE teachers.

The study is similar to this study as it evaluated the UBE programme. However it differs because it was restricted to one local government area in Benue State which could be peculiar in nature. This study however is broad based covering a geo-political area of six states and FCT

with a view to gaining insight into what is prevailing in the entire North-Central geo-political zone.

Sam-Ngwu (2009) carried out a study on the extent of implementation of UBE programme in junior secondary schools in Makurdi Local Government Area of Benue State. The study was aimed at examining the adequacy or availability of infrastructure in UBE programme in Makurdi Local Government Area and to determine the level/adequacy of supervision and monitoring. Two hundred and fifty-five (255) UBE Teachers were involved in the study which found out that the provision of infrastructure in UBE junior secondary schools in Makurdi Local Government Area was inadequate; there was inadequate funding and the level of supervision/monitoring of UBE junior secondary schools were high and adequate in the area. The study was concerned with the implementation of UBE programme which is similar to this one. However, it is restricted not only to one local government area (Makurdi) but also to junior secondary schools. This study has covered both the primary school arm of UBE as well as the junior secondary school and it includes the entire North-Central geo-political zone.

A study carried out by Jekayinta (2007) on the provision of teachers for primary school section of UBE in Nigeria showed that there was a student –teacher ration of 97:1 in Balyesa state (south-south) while Kwara state had the lowest ratio of the six sampled states 36:1. In another north-central state (plateau) the ratio was 53:1 Ondo state from South-Western Geo-political zone had 51:1, Katsina State in North west had 66:1 while Yobe State from North-east had 62:1. The study found out that there was gross shortage of teachers for UBE in the primary school section across the nation. The study is related to this one as both have to do with UBE implementation. They however differ as this one covers other variables such as curriculum

implementation and the provision of teaching materials apart from the teachers-students ratio and is not restricted only to primary schools.

A study by Doggoh (2007) in Buruku Local government secondary schools in Benue State on the status of Agriculture Science in secondary schools showed that most secondary schools in the local government had a student's teacher ratio of 49:1 and the highest was 68:1. The study focused on upper basic education arm of UBE which is JSS1-3 while this one covers lower arm which is Primary1-3, middle arm which is Primary 4-6 and upper arm which is JSS1-3 which all touch on effective curriculum implementation in UBE.

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

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

Notwithstanding, most of the available empirical evidence point to the fact that UBE teachers are in short supply even though some trained teachers are still roaming the streets.

It should be noted that, fewer student-teacher ratios are better for enhanced academic standards and teaching efficiency. It also reduces the work load of teachers and permits them to pay more attention to individual learners which makes the students too to benefit more from the lessons. It also makes room for much closer monitoring/evaluation of learner's progress and achievements. This is why in developed countries like United States of America (USA), students: teacher ratios in primary school (Elementary Schools) are as low as 10:1 in some states e.g Rhodes Island, while the highest ratios are 19:1 e.g in Washington, (U.S. Education Statistics 2005-2006 academic year).

On the issue of teachers qualifications for teaching in UBE, a study by Adeniran (2003) shows that many primary school teachers especially in the north-east and north-western part of Nigeria are having grade II especially rural areas. In secondary schools, Doggoh (2007) found out in Buruku local government area of Benue state that diploma and HND as well as other non-professional teachers abound (about 23%). Also the 2006 national assessment of UBE programme shows that about 15% of the teachers in UBE nationwide are not qualified teachers.

The fact that the 2006 UBE national assessment programme give a meager percentage (%) of non-qualified teachers as the short fall does not underscore the truth that unqualified teachers are still in the system. Also considering the high students – teacher ratios in the country, it can be inferred that these unqualified teachers are still many in the UBE programme.

To worsen matters, educational sector diagnosis noted that even "the qualified teacher's performance is poor". A study by Adepoju and Fabiyi (2007) also revealed that "teacher's performance was rated as low as their students' achievements". This when viewed from the findings of Adeniran (2003) that most brilliant students go for lucrative professional courses and

only ”the rejects” apply for education/teaching courses (mostly through preliminary course) it can be said there is acute dearth of qualified and competent teachers in the UBE programme in Nigeria. Thus punch newspaper of 15th February 2009. Reported that,

> *Public schools across the country have for a long time been battling with poor funding, dilapidated structures, ... primary school teachers are not qualified to teach in many states. (p. 1).*

The punch newspaper report also contradicts the previous findings that the unqualified teachers are less in percentage as they said, “the 50% of unqualified teachers within the UBE system in F.C.T Abuja need to be addressed”. This shows that up to 50% of UBE teachers in F.C.T are unqualified. And since evidence abound that the rural areas are worst hit by the dearth of teachers (Adeniran, 2003, Oyeniran, 2004, Okoyeocha, 2006 and Ihuarulam, 2008) it means there is no respite anywhere in the country.

2.16.1 Empirical Studies on Availability of Infrastructure / Instructional Materials in UBE Schools

Infrastructural materials are important in the teaching/learning process and have resultant effects on academic performance of learners. They also contribute to the enhancement of teachers’ motivation and job satisfaction. These facilities form part of the tools designed to facilitate and stimulate the educational achievements of the school Durosaro and Akomolafe (2001) found out in their study that schools that have these facilities and maintain them have high students’ retention and higher academic achievements even in external examinations like W.A.E.C and N.E.C.O.

Meanwhile Iniobong (2009) found out in his study that lack of infrastructure and teaching material contribute to falling standard of education. These findings appear to be speaking of the

consequences of the findings of O'kwu (2003) that "pupils in some primary schools located especially in rural areas study in a completely bare environment, no building, no furniture, no facilities both teaching and learning".

Also Adepoju and Fabiyi (2007) found out in their demographic study on the existing situation in the nations primary schools found out that, 12% of the pupils in primary schools sit on the floor, 30% class rooms have no ceiling, 87% class rooms are over crowded, and 77% of pupils lack textbooks. Also Nwadi (2007) lamented the near absence of libraries and laboratories as well as workshops in almost all the nations' primary and secondary schools after his study.

In UBE programme particularly under the formal school system where learners are tender with short attention span, these facilities are helpful in captivating and sustaining their attention on the learning material and this is critical for effective, teaching and learning to be enhanced.

Unfortunately, empirical studies show further that these materials and in short supply in the UBE schools nationwide. A research by the children's services and education in Nigeria (2005) showed "that instructional materials are grossly inadequate and that less than 40% of pupils have basic textbooks and writing materials" also Adepoju (2004) in a study titled "Universal Basic Education in Nigeria: challenges and prospects' discovered that most schools in UBE are lacking in infrastructure and teaching materials ranging from classrooms, toilet e.t.c. in his research, about 63% of the sampled schools fell in this category. Iniobong (2009) also in a research in Akwa Ibom among the primary schools in the state uncovered that inadequate infrastructure and teaching materials constitute one of the major hindrances to effective curriculum implementation at that level in the state. Nwiyi (2009) also found out from her study of secondary schools in Port Harcourt that teaching materials and infrastructure were inadequate

mean while the respondents (70% agreed that adequacy of these materials is instrumental to effective curriculum implementation.

All those findings point to the fact that though teaching materials and infrastructure are relevant for effective teaching and learning, they are presently inadequate in supply to the UBE schools (roadmap to Nigerian education sector, 2009). The implication is that until their supply is made adequate, UBE curriculum implementation will continue to be haphazard and the quality of their products will be low.

2.16.2 Empirical Studies on Teacher Motivation and Retention in UBE

Motivation is one of the most paramount factors that push human beings to goal achievement, at every point in an individual's life and activities, there is always a motivating factor. It does not matter if the objective is pleasure or treasure, charity or vanity, the individual must be sufficiently motivated before he can embark on the venture and pursue it with all vigor and enthusiasm or efficiency. This could be why Nwogu and Osai (2001) posited that "authority is an in appropriate means of obtaining commitment to objectives". In other words, it can be said that, authority which represents power, backed by law are on their own not strong enough to cause workers to be committed to the realization of the objectives of the establishment; they require motivation besides law and authority.

In the case of UBE in Nigeria too, the teachers who are supposed to be the ones to master mind the UBE curriculum implementation, need to be motivated enough to spur them into giving

out their best, culminating into the realization of the goals and objectives of UBE in Nigeria; This cannot be achieved just by UBE Law and UBE monitoring/supervision. The findings of Ihwakar and Vihi (2006) supports this view as they found out that poor teacher motivation is one of the major problems confronting effective implementation of UBE curriculum in Nigeria.

Wachukwu (2006) in a study titled "Teachers job satisfaction and motivation for school effectiveness: An assessment" in River state, found that, conditions that yield higher job satisfactions like regular salaries, timely promotion, leave bonuses, pension and gratuity, Job security, favourable working environment and prestige are instrumental to teacher motivation and higher performance which culminates into retention on the job. This, to the researcher is in agreement with the findings of Infinedo (2003, 2004), Ubom and Joshua (2004, Ladebo , 2005) said Nigerian teachers dissatisfaction with pay and fringe benefits, materials rewards and advancement, as well as better working conditions were associated with intention to leave the teaching profession" (poor job retention).

The study by Asiyai (2009) also supports the above as her findings in Delta state revealed that "lack of adequate teacher motivation by paying less attention to teachers' dignity and self-esteem leads to teachers' frustration nonchalant attitudes to work, and lack of commitment" all these affect teachers efficiency and consequently effective curriculum implementation in the UBE programme in Nigeria.

This study which had 69% of the respondence supporting the above view appears to be a general situation with teaching profession (especially in primary and secondary schools) in Nigeria. Similarly, Anyaogu (2008) in her study submitted that "the non or poor retention of skilled personnel in teaching profession boarders mostly on teachers' salaries and conditions of

service" thus, Meneke (2004) noted that, the adoption of the following actions can redress the ugly trend."

a. Payment of attractive salary and other remunerations e.g leave allowances; pensions and gratuity for retired teachers.

b. Adequately equipping the schools with basic facilities for effective teaching and learning.

c. Provision of fringe benefits like housing allowance housing loan, car/vehicle loans, medical allowances, e.t.c the hall mark of the findings is that the steps that are supposed to be taken to adequately motivate the UBE teachers in Nigeria which will guarantee their commitment to effective UBE curriculum implementation have not yet been taken from the empirical evidence available.

2.17 Summary of Literature Review

Conceptual and empirical literature that relate to the implementation of universal basic education programme was reviewed. The review has thrown light on the objectives of the programme, the legal backing for the establishment of the programme, its modes of acquiring and disbursing funds, monitoring and Evaluation of UBE, the concept of teacher motivation and retention, the concept of teaching materials and infrastructure and the concept curriculum implementation in UBE. The review shows that the Universal Basic Education Commission (UBEC) is charged with the responsibility of overseeing the activities of UBE.

The review also reveals that the government, the teachers, the pupils and the parents are the major stakeholders in UBE while the teachers hold they key to the successful implementation

of the programme but are deterred by poor motivation and poor supply of infrastructure and teaching materials.

It was also revealed from the literature that the curriculum of the UBE is not being implemented completely both at primary and junior secondary school level. And that the UBE act 2004 which established the UBE programme is not fully enforced either in urban or rural areas. Similarly, the level of development of educational consciousness and its vigorous promotion is low especially in rural areas in the country.

Motivational theories reviewed point to the fact that adequate motivation of UBE teachers is a necessary pre-requisite to the actualization of effective UBE curriculum implementation and a determinant of the successful implementation of the UBE programme.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter on research methodology sheds light on the procedures and techniques employed in the conduct of this research. In specific terms, the research dwells on such aspects as the research design, population of the study, sample and sampling techniques, instrument for data collection, validation of research instrument, procedure for research instrument, procedure

for data collection, data analytical procedure, pilot study and summary of the chapter. It is intended that this chapter will elucidate the technicalities employed in the course of the research.

3.2 Research Design

The cross sectional survey method was used for this study since it is suitable for selecting random samples from large populations to obtain an empirical knowledge of contemporary nature (Franceken and Wallen, 1993, Agbe 2003). The study adopted the descriptive research design due to the fact that it involves an ongoing programme, desiring extensive study (Olayiwola, 2007). In the case of UBE, the research only sought to find out the extent of implementation of UBE programme in line with its implementation guidelines viz-a-viz the law establishing UBE in Nigeria (Agbe, 2003, Sambo, 2008 and Oche, 2008).

3.3 Population of the Study

The population for this study comprised of all the teachers and pupils/students in UBE primary and junior secondary schools in the North Central geo-political zone of Nigeria. They are totaling 113,077 teachers and 2,951,552pupils. (UBEC, 2006).

The total population of UBE teachers in the study area is 113077. Out of this, 23,170 are from Benue State, 9,065 from FCT, 21,733 from Kogi State, 22,348 from Kwara State, 13,787 from Nasarawa State, 23,460 from Niger state, while 19514 are from Plateaeu State; while the total population of UBE students is 2,951,552 out of which 770,390 are from Benue State,257,689 from FCT,148,048 from Kogi state,198,830 from Kwara State, 298601 from Nasarawa state,571,558 from Niger state, and 706,436 from Plateau state. The distribution is as shown in the table below:

Table 3.1: Distribution of study population

STATE	No. of UBE Primary Schools	No. of UBE JSS	Teachers	UBE Students
Benue	2,884	174	23,170	770,390
Kogj	1,997	405	21,733	148,048
Kwara	1,439	237	22,348	198,830

Nasarawa	1,162	447	13,787	298,601
Niger	2,806	325	23,460	571,558
Plateau	1,869	204	19,514	706,436
FCT, Abuja.	468	90	9,065	257,689
TOTAL	**12,625**	**1,882**	**113,077**	**2,951,552**

Source: *Statistic Department, SUBEB Headquarter in the states.*(2006)

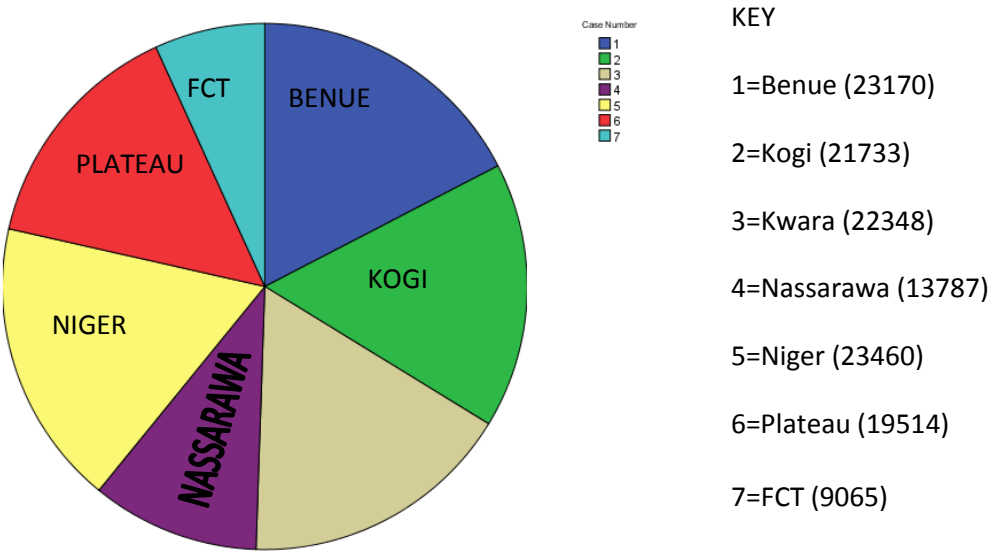


Figure 3.1: Teachers Population per state in North Central Geo-political zone

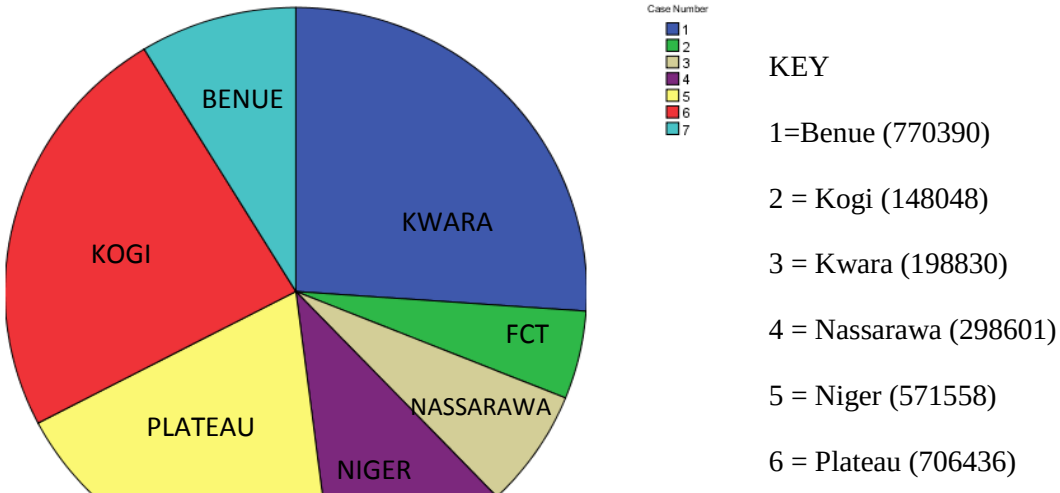


Figure 3.2: Students Population per state in North Central Geo-political zone

3.4 Sample and Sampling Techniques

A Sample size of 1200 subjects was used for the study. This was informed by the need to get fair representation of the segments of the study population. The Sample size was made up of 400 Teachers based on Roscoe (1975) who view that, "samples larger than 30 but less than 500 are appropriate for most researches". 800 Students or Pupils were also used in line with Krejcie and Morgan (1970) in Saulawa (2012) who stated that where the population is more than 100,000, 384 subjects form a good sample. Agbe (2003) however, says, "Sampling should be done to reduce the cost of data collection and for the purpose of convenience, however, increasing sample size reduces the sampling error" Agbe (2003) therefore cautions that "neither a small sample size should be selected so as to enhance the risk of sampling error nor too many units selected so as to increase the cost of the study" Three states and FCT Abuja were sample for the study. The sample for this study was drawn using simple random sampling technique, in which all the states had equal chance of being selected. This sample is based on the views of Sambo (2008) who said that for a descriptive survey a good sample of up to 10% (which is unbiased sample) is a good representation. Three states out of six imply 50% representation of the state. The sample states were Benue, Nasarawa, and Niger, States and Abuja (FCT).

Abuja (FCT) on its part is chosen in view of the fact that it is the Federal Capital of Nigeria and as such any important programme in the country should enjoy proper implementation in the National headquarters as the seat of power of the nation. In view of this, since the FCT, Abuja falls within the same north central geo-political zone, it is important to assess the extent of implementation of UBE programme in FCT, Abuja to find out whether the programme is succeeding or falling there and to compare with what is happening in other states in North-central geo-political zone so as to gain insight into what is happening to the programme generally in the nation. The choice of FCT, Abuja is therefore purposive.

This research sampled formal school system, two (2) local governments in each senatorial zone in the sampled States and FCT, Abuja for this study and in each of the two local government areas sampled, two (2) UBE primary schools and two (2) UBE Junior Secondary Schools were sampled.

In all, twenty (20) Local Government Areas, forty (40) UBE primary schools and forty (40) UBE Junior Secondary schools were involved in the study. In the primary schools, only pupils in primary six were involved since the data generating instrument required some level of literacy and they are also likely to be more conversant with prevailing realities in the programme of their schools. In UBE secondary schools too, only the students in JSS 3 were involved in the study for the same reasons as those of the primary schools.

The sampling techniques employed in the research were purposive and randomized. The purposive technique implies deliberately and purposely choosing a sample such as the choice of North-Central geo-political zone, the choice of FCT as well as the choice of pupils in primary six and junior secondary school three are all purposive.

The choice of the two local government areas in each senatorial zone was done by writing the names of all the local government areas in the senatorial zone and putting them in a bag and then calling a little child to pick i.e. applying the hat and pick method of randomization. The same principle was employed in the choice of the primary and junior secondary schools to be studied in the selected local government areas. Stratified random sampling was also used; the stratification was based on location and school type (Primary and JSS).

The use of senatorial zones for choosing the local government areas to be studied implies that Abuja with six municipal councils and one senator will provide only two local government areas, four primary schools and four junior secondary schools for the study while the remaining three States with three senatorial zones will provide eighteen (18) local government areas, twelve (12) primary schools as well as twelve (12) junior secondary schools for this study.

Table 3.2: Sample of Senatorial districts and LGAs in the Study Area

States	Number of sent. Dist.	Number of sampled LGAs
Benue State	3	6
Nasarawa State	3	6
Niger	3	6
FCT	1	2
Total sample	10	20

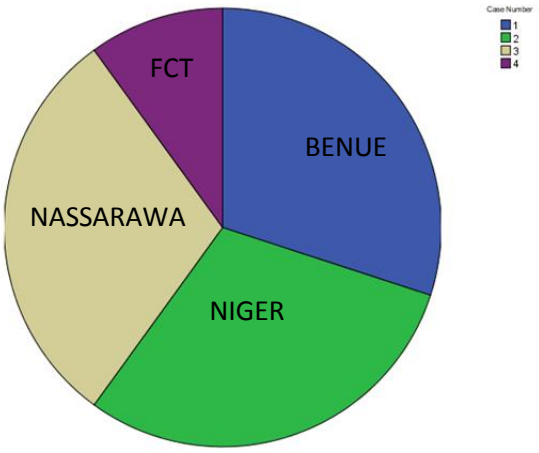
As can be seen in table 3.2 above, all the states had six (6) local government areas sampled from three (3) senatorial districts; Abuja which has only one senatorial district gave 2

local government areas. This summed up to 20 local government areas selected from 10 senatorial districts.

Table 3.3: Sample Primary and JSS in the study area.

	Primary Schools	Junior secondary schools
Benue	12	12
FCT	4	4
Nasarawa	12	12
Niger	12	12
Total	40	40

In table 3.3 above, 12 primary schools were selected from each of the 3 sampled states; while in Abuja 4 primary schools were sampled. This gave a total of 40 primary schools, the same applied to junior secondary within the sampled states. Thus, 40 primary schools and 40 junior secondary schools were sampled for this research.



KEY

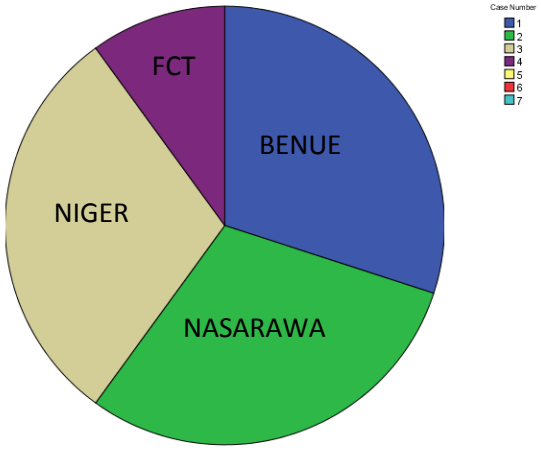
1= Benue (120)

2= Niger (120)

3= Nassarawa (120)

4= FCT (40)

Figure 3. 3: Teachers sample size



KEY

1 = Benue (240)

2 = Nasarawa (240)

3 = Niger (240

4 = FCT (80)

Figure 3.4: Students sample size

3.5 Instrumentation

The research instrument employed was the questionnaire. This is in line with the view of Sambo (2008) that "questionnaire can be used to gather information about the past as in

historical research or about the present" as in UBE which is an on going programme. Since this study is an assessment of an existing programme, the questionnaire is an appropriate instrument for it. The questionnaire titled, "UBE programme assessment questionnaire" (UBEPAQ) are of two types, one for UBE teachers in both primary and JSS (lower, middle and Upper basic education) and the second for students in both the primary and upper basic education section.

The UBEPAQ for teachers is classified into sections A, B, C, D, E and F. Section 'A' seeks for demographic data while the other sections seek for information relating to the research questions and hypothesis in the study. In all, the UBEPAQ for teachers has 28 items numbered 1-28 and teaching materials list lettered a-q. These were drawn from the list of materials stipulated in inspectorate manual of Federal ministry of education Abuja, Nigeria.

UBEPAQ for students is classified into sections A,B and C. Section 'A' is seeking for information on demographic data while B and C seeks for information that relate to the research questions. This questionnaire has about 26 items and teaching materials list lettered a-q.

Both UBEPAQ for teachers and students have fill-in-the gap in their sections 'A' while the other sections, are of Likert scale carrying strongly Agree (SA), Agree (A), Disagree (DA), and strongly disagree (SD).Section F and C respectively are however caring Available and operational (AAO),Available but not operational (ANO) and Not available (NA).

The UBEPAQ for UBE students is expected to provide information that was to help check the sincerity and objectiveness of the teachers in responding to their own instrument while the one for teachers was also to shield light on certain hazy responses of the students thus the two UBEPAQs will apart from providing the needed information check mate each other and as such authenticate further the information provided by the respondents.

3.5.1 Validity of the Instrument

Face validation of the research instrument was done by giving instruments, the research objectives, research questions and hypotheses to the project supervisors and measurement/evaluation experts to scrutinize and determine the suitability of the instrument in terms of the appropriateness of language use, suitability of the items to the intended purpose of the instruments in providing the needed information that will answer the research questions as well as attain the research purposes. Their comments were used to improve the final instruments were used for the study.

3.5.2 Pilot Study

Pilot study was conducted using two UBE primary schools and two UBE junior secondary schools outside the sample schools. This involved 39 teachers and 100 students. The result obtained from the pilot study was analyzed using cronbach alpha (α). In sections B-E which required the respondents to tick (√) SA, A, DA and SD the analysis of UBEPAQ for teachers shows a high alpha (α) value of 0.95. While section 'F' which carried AAO, ANO and NA was analyzed and found to be at 0.98 alpha value for teachers.

In analyzing the UBE PAQ for students, section B which has 27 items and carries SA, A, DA and SD was analyzed and found to be 0.89 while section C which had it's items labeled A-Q and carries AAO, ANO and NA was analyzed and found to be 0.98 alpha value. This result shows that the instrument is suitable, reliable and valid to be used for generating accurate data for this study.

3.5.3 Reliability of the Instrument

The reliability of these research instruments was determined by the outcome of the pilot study. After the pilot study, Cronbach alpha (α) statistics was used to estimate the reliability coefficient of the instruments. The reliability coefficient of the instrument for the Teachers was 0.95 for sections B-E while section F was 0.98. For the students UBEPAQ, section B had 0.89 while section C had the coefficient of 0.98.

3.6 Data Collection Procedure

The research instrument was administered during the 2010/2011 academic session by the researcher and with the assistance of Head of departments /assistant head teachers of the sampled schools who were used as research assistants. These research assistants were recruited and trained on how to administer the instruments and what is required of the respondents.

In the cause of the administration, the team led by the researcher explained to the respondents what was required of them. They also entertained questions from the respondents as regards areas of doubts or areas that required more clarifications.

The instruments were administered and the respondents were allowed time to respond to the items without any interference after which the instruments were collected on the spot. This was to reduce the cases of non-retrieval of administered instruments and to save cost since the population is large and the area of coverage is wide.

3.7 Control of Extraneous and Intervening Variables

To control extraneous or intervening variables which might affect the outcome of this study, this research adopted the following:

i. The research assistants were adequately trained before the commencement of the administration of the research instruments and questions from the assistants were entertained and satisfactorily responded to.

ii. Appeal for honesty, commitment, dedication and objectivity on the part of the respondents/ participants. Promising confidentiality and fairness was done.

iii. The researcher and research assistants reached out to respondents/participants at the appropriate time (during staff briefing or during break) reminding them of their worth and relevance in the research as well as the necessity of their presence and participation.

3.8 Procedure for Data Analysis

The data collected after administration of the instruments was processed by tallying figures to the responses by assigning 4, 3, 2, and 1 respectively to the SA, A, DA, SD;3,2 and 1 was also assigned to AAO,ANO and NA respectively which was summed up.

Being a descriptive study, a number of statistical tools such as, frequency counts, the means, and standard deviation were used to process data collected through the research questions while the Mann-Whitney (U) and Kruscal-Wallis (H) –test statistics were employed to test the hypotheses. This is in agreement with Ofo (2005), Osuala (2005), Oche (2008), and Sambo (2008).

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This Chapter presented a summarized analysis of the data obtained having administered the research instrument. First, a descriptive analysis of the data was made using respondents' mean and standard deviation of their responses. And thereafter, inferential analysis was done using the non-parametric statistics of Chi-square (X^2), Mann-Whitney (U) and Kruscal-Wallis (H) test statistics. This enabled decision making on the outcome of the study.

4.2 Descriptive Analysis

The descriptive analysis is here presented in table 4.1 as follows:

Table 4.1: Descriptive Statistics of Teachers and Students responses

	N	Minimum	Maximum	Mean	Std. Dev
Teachers	400	1.00	4.00	2.1081	.67520
Students	800	1.00	4.00	2.123	0.77831

The table shows that teachers posted an overall mean response of 2.108 and a standard deviation of 0.675, while Students had a mean response of 2.123. The means (2.108 and 2.123) are slightly above the individual item maximum possible score of 4. This is an indication of the positivity of their responses. While their standard deviations (0.675 and 0.778) are less than 1 (far away from their mean responses) and much less than one fifth (0.2) of the total maximum

possible score of 4, respectively. This is suggesting similarity in their responses (Nwanna, 1979 and Sanders and Smidt, 2000).

4.2.1 Responses to the Research Questions

The descriptive analysis is done by way of responding to the research questions as follows:

Research Question 1: To what extent has UBE programme been able to develop strong consciousness and commitment to the vigorous promotion of education in both urban and rural areas in North central geopolitical zone of Nigeria?

To respond to research question 1, items number 1-7 for both teachers and students were used. The results showed as follows:

Table 4.2: Participants Responses on Development of Education Awareness and it's Promotion

Specification	N	Minimum Score	Maximum Score	Mean Score	Standards (SD) Deviation
Teachers	400	1.00	4.00	2.80	0.80
Students	800	1.00	4.00	3.11	0.87

The mean score for teachers is 2.80 while that of students is 3.11. This suggests that the responses of the respondents are positively inclined. The standard deviation for teachers is 0.80 while that of the students is 0.87. All of these are more than the maximum possible score which is 4. The result shows that both the student's and teachers responses are more than half (½) of the maximum score which in this case is two (2) since the maximum score for both the teachers and students is four (4). This implies that there is no unity in their responses that is significant

differences exist between the opinions of the respondents as regards the extent to which UBE programme has being able to develop strong conscious and commitment to the vigorous promotion of education among the citizens.

Research Question 2: What is the extent of teacher motivation, retraining and retention in primary and junior secondary UBE schools in North-Central geo-political zone of Nigeria?

In answering this research question, items 14-20 of teachers UBE PAQ and items 14 and 15 of students UBE PAQ were used. The result showed as follows:

Table 4.3: Participants Responses on Teacher Motivation, Retraining and Retention

Specification	N	Minimum Score	Maximum Score	Mean Score	Standards (SD) Deviation
Teachers	400	1.00	4.00	2.35	0.72
Students	800	1.00	4.00	2.97	1.02

The means scores of the teachers and students as shown in table 4.4 (2.35 and 2.97) are higher than half (½) the maximum possible score. This is suggestive of the fact that there is positivity in the views of the respondents. The SD are equally higher than one fifth (0.2) of the maximum possible score which indicates that divergent views exist as regards the extent of teacher motivation, retraining and retention in primary and junior secondary schools in North-Central geo-political zone of Nigeria.

Research Question 3: To what extent are the teaching materials/infrastructure provided for effective implementation of UBE programme in North-Central geo-political zone of Nigeria?

To answer this research question, section F i.e. items a - q of the teachers UBEPAQ and section C which is items a - q of students UBEPAQ was used. The result is presented as can be seen below:

Table 4.4: Participants Responses on the Provision of Teaching Materials and Infrastructure

Specification	N	Minimum Score	Maximum Score	Mean Score	Standards (SD) Deviation
Teachers	400	1	3	1.99	0.47
Students	800	1	3	1.97	0.52

The table shows that the mean score of teachers is 1.99 and that of students is 1.97 mean while half (1/2) of the maximum possible score is 1.5 since M.P.S is 3. These indicate that there is positivity in the opinions of the respondents most of them appear to be holding one directional view as regards the research questions at hand.

On the other hand, the standard deviation for teachers is 0.47 and that of students is 0.52 all of these are more than 1/5th of the MPS. This implies that there are diversities in the views of the respondents as regards the extent of provision of teaching materials/infrastructure of effective implementation of UBE programme in North-Central geo-political zone of Nigeria.

Research Question 4: What is the quality of UBE Teachers in terms of professional training in the various states?

This research question was answered using the official data obtained from the statistics department of the SUBEB head Quarters of the sampled states and FCT Abuja, the result shows as follows:

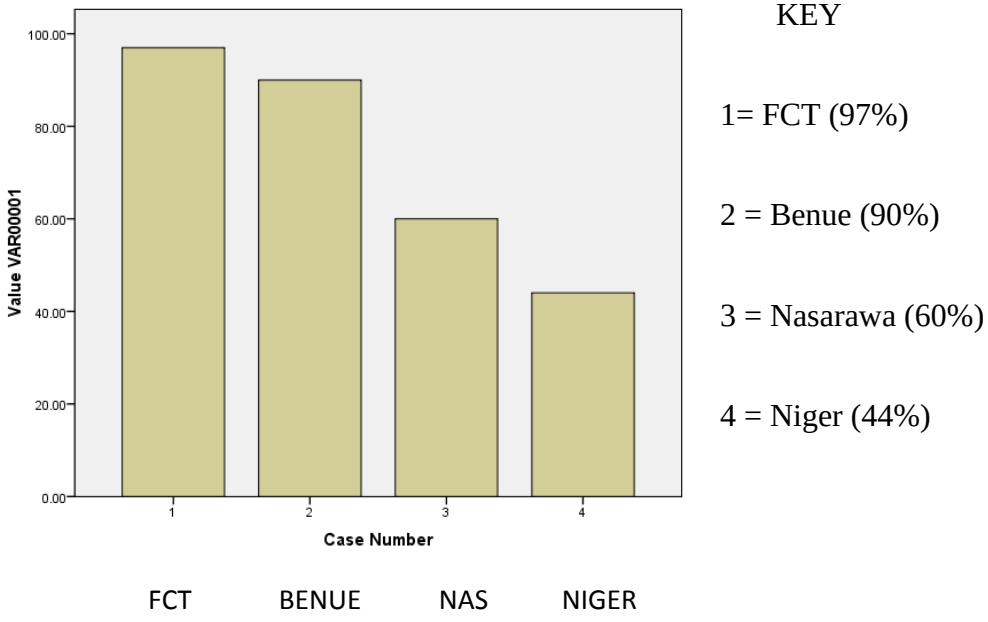


Figure 4.1: Percentage of Qualified Teachers in Sampled States.

FCT has 97% qualified teachers, Benue 90%, Nasarawa 60% and Niger 44%. The chart indicates that the quality of UBE teachers in the various states in North-Central geo-political zone of Niger differ significantly in terms of professional training and qualification. Generally NCE dominates the percentage of the qualified teachers in this zone.

4.3 Inferential Analysis

The research hypotheses were tested using inferential statistics as follows:

Hypothesis 1: There is no significant difference in the implementation of the UBE programme in north-central geo-political zone of Nigeria.

This hypothesis was tested using Mann Whitney U-test and presented as follows:

Table.4.5a: Computation of teachers' responses to items 1-7

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7
Mann-Whitney U	16405.000	16058.500	17817.000	17729.500	17920.000	18336.500	16467.500
Wilcoxon W	31630.000	31283.500	33042.000	32954.500	33145.000	33561.500	42118.500
Z	-3.280	-3.502	-1.686	-1.800	-1.646	-1.328	-3.044
Asymp. Sig. (2-tailed)	.001	.000	.092	.072	.100	.184	.002

a. Grouping Variable: location

U-critical @ n (20) = 127

Table 4.5b: Computation of Students responses item 1-7

	Item1	Item2	Item3	Item4	Item5	Item6	Item7
Mann-Whitney U	46620.000	51160.000	44020.000	47626.500	48183.000	52627.500	45660.500
Wilcoxon W	60816.000	65356.000	58216.000	61822.500	62379.000	66823.500	59856.500
Z	-2.713	-.810	-3.606	-2.150	-1.986	-.182	-2.907
Asymp. Sig. (2-tailed)	.007	.418	.000	.032	.047	.856	.004

a. Grouping Variable: location

U-critical @ n (20)= 127

The analysis of items 1-7 of research instrument for Teachers and students using Mann Whitney U test as shown in table 4.7a and 4.7b above. The table (4.7a and 4.7b) indicate that all the calculated U values are higher than the critical U value (127) at n(20) Ho is therefore rejected. This implies that there is significant difference in the implementation of UBE programme in North-central geo political zone of Nigeria.

Hypothesis 2: There is no significant difference in teacher motivation, retraining and retention between primary schools and junior secondary schools in north central geo political zone of Nigeria. The diagram below shows the analyses of items 14-20 of teacher's instrument using Mann Whitney Test.

Table 4.6a: Test Statistics for teachers responses

	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20
Mann-Whitney U	15551.500	17889.000	15841.500	14349.500	16630.500	17896.000	17300.500
Wilcoxon W	24867.500	27205.000	50821.500	49329.500	25946.500	27212.000	26616.500
Z	-2.564	-.071	-2.153	-3.498	-1.303	-.054	-.641
Asymp. Sig. (2-tailed)	.010	.944	.031	.000	.193	.957	.522

a. Grouping Variable: sch.type
U-critical @ n (20)=127

Hypothesis 3 was tested using Mann Whitney u test. In this test items (14-20) of the UBEPAQ for teachers were analyzed. The results presented in Table 4.9a above showed that the calculated U of all the items was higher than the critical U at n (20) which is 127. The decision therefore is to reject Ho and to retain Ha. This implies that there is a significant difference in teacher motivation, retraining and retention between primary schools and junior secondary schools in north central geo political zone of Nigeria.

Table 4.6b: Test Statistics for student's responses item 14 and 15

	Item14	Item15
Mann-Whitney U	67507.000	76978.000
Wilcoxon W	1.501E5	1.548E5
Z	-4.145	-.955
Asymp. Sig. (2-tailed)	.000	.340

a. Grouping Variable: sch.type
U-critical @ n (20)= 127

Mann Whitney test was used to analyze the students UBEPAQ items 14 and 15 at n920) and it showed as seen in Table 4.9b above that the calculated U of 67507.00 for item 14 and 76978.00 for item 15 were all higher than the critical u which is 127 therefore Ho was rejected and Ha retained indicating significant difference in teacher motivation and retention in Primary and Junior secondary Schools in UBE.

Table 4.7a: Test Statistics for teachers item a-q

	a	b	C	d	e	f	g	h	i	j	K	L	m	n	o	p	q

H-val.	43.69	37.68	37.68	103.5	39.84	100.3	56.90	13.83	3.030	4.903	.000	.000	.000	.000	2.220	60.62	71.22
df	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
Asymp. Sig.	.000	.000	.000	.000	.000	.000	.000	.128	.963	.843	1.000	1.000	1.000	1.000	.987	.000	.000

a. Kruskal Wallis Test

b.Grouping Variable: sendistrict

H-critical =16.92

Hypothesis 4: there is no significant difference in the availability of teaching materials /infrastructure in the senatorial districts in north central geo- political zone of Nigeria. This hypothesis was analyzed using Kuscal wallis test. Item a-q of UBEPAQ for teachers and students were analyzed.

In the course of the analysis of this hypothesis it was found out that calculated H-value of items A,B,C,D,E,F,G,P and Q were higher than the H critical while items H,I,J,K,L,M and O were less than H critical therefore values of the mean scores was calculated and found to be 33.8478 which is higher than the H critical which is 16.92 the decision therefore was to reject Ho and to retain Ha.

Table 4.7b: Test Statistics for students items a-q

	a	b	C	d	e	f	g	h	i	j	K	L	M	n	o	p	q
H-val.	17.29	18.11	40.83	22.07	6.301	19.19	225.5	98.10	191.6	137.0	212.6	45.85	19.65	61.94	90.21	133.3	82.44
df	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
Asymp. Sig.	.047	.034	.000	.009	.709	.024	.000	.000	.000	.000	.000	.000	.020	.000	.000	.000	.000

a. Kruskal Wallis Test

Table 4.7b: Test Statistics for students items a-q

	a	b	C	d	e	f	g	h	i	j	K	L	M	n	o	p	q
H-val.	17.29	18.19	40.83	22.07	6.301	19.19	225.55	98.10	191.66	137.70	212.6	45.85	19.65	61.94	90.21	133.3	82.44
df	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
Asymp. Sig.	.047	.034	.000	.009	.709	.024	.000	.000	.000	.000	.000	.000	.020	.000	.000	.000	.000

b. Grouping Variable: sendistrict

H-critical = 16.92

In analyzing hypothesis 4, Kuskall wallis, test was employed and items a-q of the students UBEPAQ were analyzed using the Kuskal wallis test the results obtained as shown in Table 4.10b indicates that apart from item e which has a calculated H value of 6.301, the rest of the items had H calculated which was higher than H critical which was 16.92. This means the Ho has to be rejected and Ha retained indicating that there is significant difference in the availability of teaching materials/ infrastructure between the senatorial zones in north central geo- political zone of Nigeria.

Hypothesis 4: There is no significant difference in the quality of UBE Teachers in the various states in north central geo-political zone of Nigeria.

Table 4.8: H-Test Statistics for Qualification

H-cal.	31.544
Df.	3
Asymp. Sig.	.000

a. Kruskal Wallis test

b. Grouping variable state

c. *H-crit = 7.8**1***

This hypothesis was tested using Kruskal Wallis test at 0.05 significance level, while the degree of freedom was 3, the results shows that H calculated (31.544) is higher than H-critical (7.81) as can be seen in Table 4.11 above. The decision therefore is to reject H0, and to retain Ha: this implies that there is significant difference in the quality of UBE teachers in various states in north central geo-political zone of Nigeria. This means sampled states like FCT, has 97%, Benue 90%, while others like Nassarawa has 60% and Niger 44% of qualified teachers.

4.4 Major Findings of the Research

This research conducted on the assessment of the implementation of UBE programme in North Central Geo- Political zone of Nigeria came up with the following as major findings:

1. That there is significant difference in the implementation of UBE programme in north central geo political zone of Nigeria. The urban dwellers have higher educational consciousness and are more committed to its vigorous promotion than their rural counterparts. There is also significant difference in the enforcement of "free and compulsory" UBE law among the states in the zone of the study. This is observed with some states collecting levies and giving books in their UBE schools while some are not doing this
2. There is significant difference in teacher's motivation, retraining and retention between UBE primary schools and junior secondary schools in the zone in question. While junior secondary schools have little or no problems of salary payments, their primary school counter parts are owed salaries for months and are the worst hit with low societal status and are more willing to leave their job for

another. The level of retraining is however, generally low as workshops are organized for both but they are denied in-service training/study fellowship.

3. The provision of teaching materials and infrastructure was generally low although the provision was slightly better in some of the sample senatorial districts.
4. There is significant difference in the quality of UBE teachers in the states involved in this study. In Niger state qualified teachers constituted 44%; in Nasarawa state 60%, Benue 90% and FCT 97%. Most of the qualified teachers were NCE holders indicating minimum or low qualification.

4.6 Discussion of Findings

Universal Basic education programme in Nigeria (UBE) is a very important programme which has the potential for complete eradication of illiteracy on the Nigerian soil, this has implications for achieving education for all (EFA) and positioning Nigeria at the threshold of political, social and economic break through this is in line with the views of Ogbuagu (2009) that "rapid quantitative expansion of educational opportunities is the key to national development; the more education ,the more rapid national and individual development". This implies that the more effective the implementation of the UBE programme, for greater achievement, the more the chances of individual and national development all round.

The research was carried out with a view to ascertaining the extent of enforcement of the free and compulsory basic education act of 2004 in north central geo-political zone of Nigeria, ascertained the impact of UBE in developing educational consciousness in the entire citizenry and commitment to its vigorous promotion and the extent of teacher motivation among other things. The study came up with these findings that are discussed below: The implementation of UBE programme in the study area was not consistent with the law establishing it. The level of

educational consciousness and its promotion is higher in the urban areas or among urban dwellers than the rural dwellers in north central geo- political zone of Nigeria. This is in view of the fact that responses to questionnaire item 1 and 2 in section A indicated 226 against 174 teachers disfavoring the fact that most parents are aware of UBE programme and its benefits and are committed to its vigorous promotion, the same figure also objects to the fact that UBE programme has made most Nigerians aware of the need for at least basic education. This means a larger percentage of about 56.5 of the respondents disagree with the fact that most parents are aware of the UBE programme and are committed to its vigorous promotion neither did they agree that most Nigerians are aware of the need for at least basic education.

This finding confirms the high illiteracy figure in Nigeria (only 35 million out of about 150 according to New Nigerian Newspaper of 3/9/11) after more than a decade of the existence of UBE programme in the country. The findings are also supportive of the publication of new Nigerian newspaper of 3/9/2009 that only about 35 million Nigerians out of about 150 million were literate. It is also in agreement with the view of National Planning Commission (NPC, 2004) that only 49% of adult Nigerians are literate. And that most of the illiterates live in rural areas. This means even at present, the educational consciousness and its promotion and even awareness is still not as high in rural areas as it is in urban areas where much of the population dwells. This is also suggestive of the fact that, the awareness creation medium of the UBE programme is either weak or not properly focused to reach the rural areas. It should be noted that the student responses also flow in the same direction as that of teachers as urban students had higher affirmation of educational awareness than rural students in students UBEPAQ items 1-7.

On the other hand this finding could be why some children of school age are till today not enrolled in UBE and it is a dangerous pointer to the fact that the dream of wiping out illiteracy

by 100% as stated by UBEC (2005) may not be actualized by 2015 as desired by the nation as a commitment to Education for all. This finding contradicts that of UBEC (2006) that, "Intensive advocacy and social mobilization by UBE engendered greater awareness and reception of UBE agenda". This means despite the increased enrollment of pupils that greeted the introduction of free and compulsory education in Nigeria, the non-adherence to the implementation guidelines may have hampered its sustainability leading to increased dropout cases.

Ajaegbo (2009) said "many students still dropout of school as a result of economic and social factors such as poverty, early marriage/motherhood, and so on". This may also have curtailed increased and continuous enrollment in the programme.

Another finding was that there exist significant differences in the enforcement of the "free" and "compulsory" UBE law in the various states in the north central geo- political zone of Nigeria. This is noticed in the high mean score of both the teachers and students responses to items 8-13 of both UBEPAQ 1 and 2. item 8 which required the respondents to say whether they have neigbours who are of school age but do not attend school show a high mean score of between 225.95 and 150.69 this indicates that while most Nigerian children of school age go to school, there is still a good percentage that does not go to school or that have dropped out of school. The responses to item 10 also points to the fact that no parent or guardian has been prosecuted for not enrolling their wards or children in school.

On the other hand high student's positive response to item 11 of their UBEPAQ i.e. 440.15 in Nasarawa, 330.18 in Benue, 440.86 in Niger and 362.47 in F.CT are indicative of the fact that most UBE schools collect levies contrary to specifications in UBE act. 2004 sections 9 and 10 that 'the services provided in public primary and junior secondary schools shall be free of

charge and that a person who receives or obtains any fee contrary to the provisions of the UBE act 2004 commits an offence and is liable on conviction to a fine not exceeding N10, 000 or imprisonment or a term of 3 months or both'.

This also means that in actual sense, there is no free education in Nigeria or the extent of freeness of UBE schools is very minimal and or not complete. And is at variance with the provisions of UBE Act 2004. The research found out that withdrawal of children or wards has continued unabated with no evidence of prosecution of any parent or guardian and levies of different sorts are charged and paid in UBE schools in north central geo- political zone contrary to the UBE (2004) law's provisions without anybody being harassed. The extent of free and compulsoriness of the implementation of the UBE act 2004 varies from state to state in the zone. In some states like Nassarawa and FCT, basic text books like maths and English are provided while some don't. this also contradict Section 9 of the UBE Act 2004 which says all the services provided in UBE shall be free of charge these include tuition, books, instructional materials and furniture.

This research also found out that the rate of teacher motivation in the UBE primary schools differs significantly from that of the UBE junior secondary schools. This can be seen from the higher mean ranks of items 14-20 and 14 and 15 of teachers and students UBEPAQs respectively. The mean rank of item 14 of teachers UBEPAQ shows 209.59 for primary school teachers against 182.85 for junior secondary schools. This item states that salaries 'of UBE teachers are equal to that of other civil servants in my state'. The responses of the teachers indicates that their salaries are equal to that of other civil servants but in the other items like fringe benefits which is captured in item 17, the primary school teachers indicated low support to the view that teachers enjoy all the fringe benefits that other civil servants enjoy this means that

even though their basic salaries maybe the same, other civil servants enjoy other fringe benefits which UBE teachers do not enjoy and this places the other civil servants at a higher take home pay point and higher social status in North central geo- political zone generally and the sampled states in particular. This amounts to poor motivation and retention as teacher support network (2006) says "making the schools an attractive place, permitting in-service training, creating a good work life balance among other things are important factors in the motivation of workers" (teachers). It is also in agreement with the view of Olubebe (2006) that "the higher the prestige of the job, the greater the Job satisfaction and thus the higher the retention of workers on the job."

This finding is at variance with the provisions of the implementation guidelines that "efforts will be intensified to raise the professional development of Teachers ….. and that Teachers emoluments will be paid regularly and will be kept at a level that is commensurate with their job" it also says "there shall as well be other incentives and welfare packages". The responses of the Teachers clearly shows that the implementation guideline/UBE act (2004) are not been implemented to the later.

The finding is however in conformity with the opinion of Olufunke (2006) that "the ability of the employer to meet the motivational needs of the employees (teachers) can prevent them from leaving the organization i.e. retains them at the organization. No wonder the mean ranking for teachers UBEPAQ item 19 is supported by both primary and Junior secondary school teachers 200.71 for primary school teachers and 200.09 by junior secondary school teachers. These implies that both are not well motivated and are always willing to leave teaching job for another because they are not well motivated.

Students UBEPAQ item 14 and 15 also show students responses from primary and Junior Secondary school students all indicating high support for this view item 14 shows 369.77 for primary school and 432.16 for junior secondary school and the items says teachers often complain that they are not well paid, this implies that most of them hear of the complains of their teachers about insufficient pay which could be gross pay or total take home pay. Their high support in item 15 of 40.90 for primary school responses and 392.88 for junior secondary school respondents for item 15 which states that "many teachers have been leaving teaching job with UBE for other jobs" is an expression of the teachers dissatisfaction with their level of motivation on the UBE job. This finding also proves right the claim by Tahir (1999) in Sam- Ugwu (2009) that "nobody wants to go into teaching because of poor remuneration and declining status of teachers in Nigerian society".

It is important to note that there is significant difference in teacher motivation between primary and junior secondary Schools in UBE i.e. their level of motivation and retention differ or is not uniform. While in UBE Junior secondary Schools most of their teachers are on contract appointments that does not permit promotion and increment in some of the states studied, their primary school counter parts are on permanent and pensionable appointment that permit promotion and increments even though they are in many cases denied these benefits.

This research also found that, there is general lack or short supply of basic infrastructure/ teaching materials in UBE schools. The descriptive analysis of the facilities list shows law mean score for most of the items a-q by both teachers and students respondents. The 17 item list shows 13 of the items having a mean score of either 1 or slightly above 1 which indicates either not available or, available but not operational. The items with the best mean scores are items like i which is toilet, q which is chalk, a which is class room and b which is desk and seats. This how

ever does not speak of their quality but their availability and usage. This implies that even though they may be available and operational in some cases, there state or conditions are deplorable. E.g. the researcher observed that some of the class rooms are not commented on the floor, they have no ceilings and there are insufficient desks and seats in some schools while in some, common but very important facilities like water were either absent or in a very poor condition; some schools use huts for classes while others used deep wells that have no cover as a source of drinking water. The state of the staffrooms was also equally poorly furnished in many schools this aggress with the findings of Adepoju and Fabiyi(2007) in their study of existing situation in primary schools in Nigeria that 12% of the pupils in primary school sit on bare floor, 30% classrooms have no ceilings and 77% pupils lack textbooks. It is also in line with the findings of Nwadi (2007) that "there is the near absence of libraries and laboratories as well as workshops in almost all the nations' primary and secondary schools.

The high mean score for item (a) which is 'classroom' and (b) which is 'desk/seats' is a pointer to the fact that the UBE/government has done much in terms of the provision of these facilities especially in urban centers however much more needs to be done especially in the rural areas. It is also in support of the findings of Iniobong (2009) in Akwa -Ibom state primary schools that inadequate infrastructure and teaching materials constitute one of the major hindrances to effective curriculum implementation at that level in the state.

Also this research found out that the quality of UBE teachers in north central geo-political zone is significantly different among the states. This claims is anchored on the fact that all the states have N.C.E. teachers dominating the list of qualified teachers (which is the minimum qualification required) Niger and Nasarawa have a high percentage of unqualified teachers, F.C.T. with the highest number of qualified teachers have about 3% of unqualified ones

while Benue that is next to F.C.T. has up to 10% of unqualified teachers on their list. Niger state has 56% of unqualified teachers while Nasasrawa has up to 40%.

In all the states, NCE which is the minimum qualification accounts for up to 50% of the qualified teachers. This means that there is a reasonable percent of qualified teachers in all the sampled states and the minimum qualification dominates the percent of the qualified teachers in north central geo-political zone. This findings disagrees with the views of Surma and Mude (2000), NCCE (2002), Adepoju and Fabiyi (2007) that "there is gross inadequacy of Teachers in UBE in terms of quality it also disagrees with. Anyogu (2008) who claimed that, "in Nigerian schools generally, personnel are in short supply both in quality and quantity".

Another finding of this research was that the implementation of UBE curriculum was not consistent with the law/guidelines of the programme. This is noticed in the negatively low mean score of the students and teachers responses to related items that touch on curriculum implementation for instance, on the availability of pre- primary classes, in students item 19, most students strongly disagreed thereby giving a mean core of 1.3 while item 21 of teachers which is also on pre-primary class availability also had low mean score of 1.8 implying that most teachers either strongly disagreed or disagreed. This means that early childcare and development education (ECCDE) aspect of UBE is not implemented by many UBE schools. This disagrees with the roadmap to Nigerian education (2009) which specifies that ECCDE is part and parcel of UBE and that UBE shall span from 3 years of early child care education, 6 years of primary education and 3 years of junior secondary school which shall all be free and compulsory.

The subjects that form the curriculum of UBE like the major Nigerian languages (Igbo, Hausa and Yoruba) are found not to be taught in most UBE schools in North central geo-

political zone, also subjects like basic science and technology, computer science /ICT are either not taught or taught without practical while the use of local crafts men and women to teach local crafts to students is also not done in most UBE schools in north central geo -political zone of Nigeria. Students mean score to item 24 and teachers mean scorer to item 26 which are 1.359 and 1.815 respectively are indicators to the above claim and they are all in non-conformity with the UBE guidelines (2000) which states that these subjects will be taught with practical in UBE schools. The absence of the laboratories for practical also confirms the findings of Nwadi (2007) that "there is the near absence of libraries and laboratories as well as workshops in almost all the nations' primary and secondary schools.

4.6.1 Implications of the Findings

The research has shown that the implementation of UBE programme is not pursued articulately in the North-central geo-political zone with the view to actualizing its objectives. This implies that the actualization of Education for all (EFA) by the 2015 is a mirage or a dream that is not likely to come true and in the same vein the education related millennium development goals (MDGs) may not be actualized on the targeted time. The consequence of this apart from high level of illiteracy in the geo-political zone is that, it will promote poverty rate and under development in the north central geo-political zone of Nigeria.

The low quantity of Teachers and their poor motivation on another part have their negative consequence on implementation as they could be responsible for poor quality of the graduates that are turned out from the UBE schools and poor retention of the teachers who though employed continue to search for greener pasture as they continue to move to other places or sectors of the work force at the slightest opportunity there by creating perpetual state of low quantity teaching and learning in the zone at basic education level and poor foundation for higher

education. This situation is heightened by poor provision of teaching materials and infrastructure in the schools which is also discovered to be prevalent in the UBE schools in the north-central geo-political zone.

Also most of the respondents were of the view that there is in actual sense no "free and compulsory" basic education as almost all the respondents' opined that collection of assorted, levies is still going on in UBE schools and nobody in the zone has been prosecuted either for charging levies or not sending their children or wards to school, the implication of this finding is that, the government is seen as merely playing politics with the UBE programme or the UBE law is only a paper work that lacks practical application and that the government is not committed to ensuring that it succeeds. This is capable of making the people of north central geo-political zone to loose faith in the government and her policies and to take the government and her agencies unserious even in the future.

Another finding of this research is that there is no significant difference in implementation of UBE curriculum in primary and junior secondary schools in north central geo-political zone of Nigeria. The UBE Curriculum is not implemented completely as some major subjects are not taught in most of the UBE Primary and Junior Secondary Schools for instance the Nigerian languages are not taught and the use of local craftsmen and women in teaching local crafts to students is not employed. The implication is that as long as the UBE programme remains, it can not actualize its objectives since it is the curriculum actualization that leads to the attainment of the objectives of any educational programme.

The findings of this research have far reaching implications for the education –sector in north central geo-political zone of Nigeria and the nation at large. The research findings have specific implications to UBEC, SUBEBS and LGEAs.

Universal Basic Education Commission (UBEC)

The study found out that the level of educational awareness and commitment to educational development is higher among urban dwellers than their rural counterpart. The implication is that UBEC have to strengthen their educational awareness machinery to ensure that higher level of awareness is created in the rural areas. This they can achieve through production of jingles in Nigerian languages, use of town criers and community leaders.

Collection of levies and withdrawal of wards/children from UBE Schools has continued unabated implying that UBEC has not been committed to the task of ensuring strict implementation of UBE law in the geo-political zone.

Teacher motivation, retraining and retention were found out to be low in the geo-political zone. The implication is that UBEC has to device means or strategies of motivating teachers in UBE programme in order to obtain optimum input from the teachers to guarantee the actualization of the objectives of the UBE programme.

The partial implementation of UBE Curriculum in UBE Schools which was found by this research has the implication of hindering attainment of UBE Curriculum objectives. UBEC therefore have to step up actions geared towards full implementation of UBE Curriculum in north-central geo-political zone.

Implications for SUBEBs

The implications of none or delayed payment of UBE teachers in some states in North-central geo-political zone is that SUBEBs are not doing enough to motivate teachers in the UBE programme, this could be why teachers continue to move out of the UBE employment in search of greener pastures and the none commitment of the ones that remain leading to low academic achievements of the UBE pupils.

Inadequate provision of teaching materials and infrastructure deficiency was found to be prevalent in North-central geo-political zone especially in the rural UBE Schools. The implication of this finding to SUBEBs is that as coordinators of the programme at the state level, they should liaise with the state governments to ensure adequate provision of the facilities in the Schools especially in the rural areas, otherwise, this might hinder effective implementation of UBE Curriculum in their states.

Another finding was that the quality of UBE teachers was low in terms of professional qualification. This holds the implication of lowering the quality of teaching and learning that goes on in the UBE Schools. Thus SUBEBs should ensure that qualify teachers are recruited in their states; they could also liaise with their state governments to recruit from other states where their states cannot provide the needed professional teachers in sufficient quantity and quality.

Implications to Local Government Education Authorities (LGEAs)

The implications of the findings of this study are more relevant and applicable to Local Government Education authorities (LGEAs) since they are closer to the people, these implications include: they should ensure strict supervision of UBE teachers under them to ensure that the UBE Curriculum is adequately implemented, they should also ensure adequate provision of teaching materials and infrastructure in UBE Schools under their domain, They should ensure complete enforcement of UBE law, they should intensify awareness campaigns in their domains and they should also monitor the UBE programme with more seriousness and commitment in their domain to ensure that the programme does not fail.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The research attempted to assess the UBE programme in North Central geo-political zone of Nigeria. The research objectives includes; to assess the implementation of UBE programme among the states in North central Geopolitical zone of Nigeria, to ascertain the extent of enforcement of the 'free' and 'compulsory' aspects of the UBE law in the study areas, to find out the extent of teachers motivation, retraining and retention in UBE in the zone to examine the provision of teaching materials/infrastructure for effective implementation of UBE curriculum in the zone. To find out the quality of UBE teachers in the various states in the zone and to ascertain the extent of implementation of UBE curriculum is UBE primary and junior secondary schools in the zone related research questions and hypotheses, the research reviewed appropriate literature relating to the research under study.

The research design was descriptive survey design. Three (3) States were sample - Benue, Nassarawa, Niger and Abuja in the geo political zone, 20 local government areas in the study area, 2 from each senatorial district; 800 students and 400 teachers within the sampled schools only students in the graduating classes were used for the study method of randomizations employed were hat and pick method and Purposive sampling.

The instrument used for data collection was the structured questionnaire; the data collected was analyzed using descriptive and inferential statistics like Mann Whitney-U and Kruscal Wallis tests.

This study revealed that:

1) The implementation of UBE programme has generally being incomplete (partial) in North Central geopolitical zone of Nigeria. The development of educational consciousness and its vigorous promotion between urban and rural dwellers in north central geo political zone of Nigeria is more real or positive among urban dwellers than rural dwellers and there is significant difference in the enforcement of free and compulsory' aspects of UBE law among the states in North-Central geo-political zone of Nigeria with all the states not enforcing the law completely.
2) Teacher motivation and retention between primary and junior secondary schools in UBE in north central geo-political zone of Nigeria is generally poor though the UBE primary schools appear to be better motivated since most JSS UBE teachers are on contract appointments and suffer irregular payment.
3) The provision of teaching materials and infrastructure among the senatorial districts in north central geo-political zone of Nigeria is generally poor but the extent to which they exist varies in the geo-political zone.
4) The quality of UBE teachers among states in north central geo-political zone of Nigeria varies greatly Niger State had 44% of qualified teachers, Nassarawa 60%, Benue 90% and FCT 97%. N.C.E. Teachers dominate the qualified group. Also

the implementation of UBE curriculum in UBE primary and junior secondary schools in north central geo-political zone of Nigeria is partial and varies from schools, location, local government area, senatorial zone and state.

5.2 Conclusion

Based on it's findings this study concludes that the implementation of UBE programme in North Central geo-political zone of Nigeria has not been consistent with the UBE act (2004), rather, it has been partial and not in conformity with it's implementation guidelines.

For instance collection of levies and withdrawal of pupils has continued with no challenge to the culprits any where. Also, the teaching of the major Nigerian languages is not done neither are craftsmen and women employed to teach their crafts to pupils in the zone.

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

5.3 Recommendations

Based on the findings of this research, the following recommendations have been put forward:

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

geo-political zone, these strategies could include mass rallies, announcement at community and religious gatherings newspaper advertisements, etc.

The use of mass media in airing jingles in different languages spoken within the geo-political zone could also yield positive results.

2. The use of "enter-educate" method should also be employed. This method involves presenting messages in form of drama/ entertainment which help to pass messages of education nature to the people. This can be done in public gatherings and in market squares.
3. The Nigerian police should be alerted and empowered to enforce the UBE law. This can be done as they liaise with the school heads and Parent Teachers Associations (PTA). They may as well paste the police phone numbers in schools and strategic places for call so that they can get information on non-enrollment of children as well as illegal charging of levies in UBE schools.
4. There should be prompt and adequate remuneration of UBE teachers so as to tame corrupt tendencies of teachers/ head teachers. This can also go a long way to motivating teachers towards optimum performance and production of high quanlity graduates.
5. The government, companies and well to do individuals as well as philanthropic individuals / organizations should be encouraged to contribute to the development of UBE through the provision of teaching materials/infrastructure in UBE schools. On the other hand, this can be made mandatory so that all companies and contractors operating in the geo-political zone must pay some percentage of their

profits to the development of UBE to ensure adequate provision of facilities for the implementation of the programme in the geo-political zone.

6. There should be adequate motivation of teachers through the provision of incentives like good houses, car/vehicle loans, upgrading of staffrooms to give them befitting out look and other motivational incentives to boost their morale and in addition massive campaigns to promote their status in the society. Their salaries/entitlements should be paid as at when due and their promotions regularized in the geo-political zone.
7. There should be massive employment of qualified teachers to fill in the vacancies in the teaching service in north central geo-political zone of Nigeria especially for deficiency areas like Nigerian languages. The unqualified teachers should be sent on in-service training. Also regular seminars/ conferences should be organized during holidays to update the knowledge of serving teachers in the geo-political zone.
8. There should be introduction of special allowances like science teacher's allowance, rural teachers allowance and Nigerian language teacher's allowances; these will attract interest in these areas or fields and ensure continuous influx of capable teachers in the areas.

5.4 Suggestions for Further Studies

Since no research can be exhaustive, this research is no exception and as such this research work has identified the following areas for further studies in the north central geo-political zone of Nigeria and beyond:

1. Studies on ensuring pupil enrollment and completion in UBE programme.

2. Studies on eliminating the bottlenecks to a successful UBE implementation.
3. Studies on quality and quantity production and provision of teachers for UBE programme (especially for the states with high numbers of unqualified teachers).
4. Assessment of the implementation of UBE programme in individual states in the north central geo-political zone and the other geo-political zones in the country.
5. A study on the general learning environment in UBE schools.

5.5 Contributions to Knowledge

The study "assessment of the implementation of UBE programme in north central geo-political zone of Nigeria" is a profitable research venture that has contributed much to knowledge, such contributions include:

1. It has identified problems in the UBE programme that are hampering the successful implementation of the programme in north central geopolitical zone such as poor provision of facilities, poor motivation of teachers, non or partial enforcement of the UBE Law, low educational awareness especially in rural areas, and partial implementation of the UBE curriculum. Since identifying a problem is the first and most important step towards solving the problem, this will pulse a challenge to education sector policy makers and implementers who will begin a search for more viable solutions even beyond the recommendations of this research study.
2. The identified problems will also draw the attention of UBEC, SUBEB and LGEA officials towards correcting the anomalies identified to ensure the successful implementation of UBE programme in north central geo-political zone and in other geo-political zones in the country.

3. The study has made recommendations towards tackling the identified problems which when adopted by appropriate bodies/stakeholders will ensure the successful implementation of UBE programme in north central geo-political zone and reduce illiteracy and its associated effects in the geo-political zone particularly and the country in general.
4. This study also provides an independent study on UBE programme assessment which can be compared with the ones sponsored by the government and U.N.O. that may be politicized for profit making.

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UBE PROGRAMME ASSESSMENT QUESTIONNAIRE (UBEPAQ)

Department of Education

Faculty of Education

Post-graduate school

Ahmadu Bello University

Zaria

20th June, 2011.

Dear respondents,

This questionnaire in your hand is an effort by a researcher who is researching on the topic "Assessment of the Implementation of UBE Programme in North-central geo-political zone of Nigeria.'

This is merely an academic research and so your kind co-operation is solicited. You are encouraged to respond to the questions as sincerely and objectively as possible with the assurance of confidentiality of treatment of the information that you will supply. Be also assured that the information you give will only be used for this research (academic purpose).

Thanks for your anticipated co-operation

Doggoh, B.T

APPENDIX I

UBE Programme Assessment Questionnaire (UBEPAQ) For Teachers.

Instruction: Tick or fill the information required of you in the questionnaire. Be as sincere and objective as possible.

SECTION A

1. Name of School……..……..
2. Local Government Area……
3. State…….
4. Location: Urban { } Rural { }
5. Sex; Male { } Female { }
6. Head Teachers Qualification ……
7. No. of Teachers in School ……
8. Your Educational Qualification: (Teacher)…….
9. Teachers Discipline/Specialization……..…..
10. No. of Students in School……..……
11. Sex Distribution of Students in your Class. Male { } Female { }
12. No. of Classes in School…….……

SECTION B

Tick your response (✓)

S/NO	ITEMS	**RATING**			
		SA	**A**	**D**	**SD**
1.	Most Parents are aware of UBE programme and its benefits and they are committed to its promotion.				
2.	UBE Programme has made most Nigeria citizens aware of the need for at least Basic Education.				
3.	There is close relationship between parents and the school management in UBE schools.				
4.	Parents are involved in the monitoring and supervision of UBE programme in UBE schools.				
5.	ÙBE has drastically reduced early marriages in your environment.				
6.	UBE has drastically reduced child abuse in your state.				
7.	UBE has drastically reduced the incidence of school drop-outs.				

SECTION C

Tick your response (✓)

S/NO	ITEMS	RATING			
		SA	A	D	SD
8.	You have children in your neighborhood who are aged between 6-12 years who do not attend any school.				
9.	You know children who enrolled in school or in your school but have dropped out (stopped schooling)				
10.	You have seen or heard the government prosecute parents/guardians who withdrew their children/wards from school.				
11.	Students pay certain levies like exam levy, PTA levy, school maintenance levy, project development levy, hand work etc in my school.				
12.	The government has made all parents/guardians in my state aware of the necessity of enrolling their children in schools.				
13.	Parents contribute to decision making in my school.				

14.	**SECTION D** Salaries of UBE teachers are equal to that of other civil servants in my state.				
15.	Teachers salaries are paid as at when due.				
16.	Teachers promotions are promptly and as at when due.				
17.	Teachers enjoy all the fringe benefits that other civil servants enjoy.				
18.	Teachers are always sponsored for in-service training/workshops by the government.				
19.	Teachers are always willing to leave teaching job for another because they are not well motivated.				
20.	Many of the foundation teachers of UBE programme are no longer teaching with UBE.				
21.	**SECTION E** You have early child care unit in your primary school.				
22.	You teach computer science with practical in your school.				
23.	You teach basic science and technology with practical in your school.				

24.	You teach Nigerian Languages in your school.				
25.	The language of instruction in primary 1-3 in your school is vernacular.				
26.	Your school engages local craftsmen/women to teach local crafts to students.				
27.	UBE monitoring officers do come to your school regularly to monitor teaching activities in the school.				
28.	Students who fail exams in your school are given automatic promotion.				

SECTION F

KEY

AAO –Available and Operational

ANO-Available but not operational

NA- Not Available

Tick your response (✓)

S/NO	ITEMS	RATING		
		AAO	ANO	NA
29.	All these materials are adequately available in your School and are used for teaching/learning.			

a.	Classroom			
b.	Desks/seats			
c.	Well equipped Library			
d.	Science laboratory			
e.	Educational technology laboratory			
f.	Computer science laboratory			
g.	Computer and computer accessories			
h.	Laboratory chemicals			
i.	Toilet units			
j.	Drinking water			
k.	Sports pitches			
l.	Film			
m.	T-v set			
n.	Radio tape recorder			
o.	Film slides			

p.	Chart/posters			
q.	Chalkboard/chalk			

APPENDIX 2

UBE PROGRAMME ASSESSMENT QUESTIONNAIRE (UBEPAQ 2)

FOR STUDENTS

SECTION A

Name of School:…… ……..……..

Local Government Area:…… …….

State:……

Location: Urban [ ] Rural [ ]…….….

Class of the Student……..No. in class ……

Sex: Male [ ] Female [ ]

SECTION B

Tick the options as may appeal to you.

KEY

SA- Strongly Agree

A - Agreed

DA_ Disagree

S D - Strongly disagree

S/NO	ITEMS	**RATING**			
		SA	**A**	**D**	**SD**
1.	Most Parents are aware of UBE programme and its benefits and they are committed to it's promotion.				
2.	UBE Programme has made most Nigerian citizens aware of the need for at least Basic Education.				
3.	There is close relationship between parents and the school management in UBE schools.				
4.	Parents are involved in the monitoring and supervision of UBE programme in their schools.				
5.	ÙBE has drastically reduced early marriages in your environment.				
6.	UBE has drastically reduced child abuse in your state.				
7.	UBE has drastically reduced the incidence of school drop-outs in your locality.				
8.	You have some of your neighbors who are aged between 6 – 12 but do not attend any school?				

9.	Some students who started schooling with you have stopped coming to school.				
10.	The parents of the children who withdraw from school or who do not enroll for school have been prosecuted by the police.				
11.	You have been paying certain levies like PTA levy, handwork levy, exam levy, project levy				
12.	Your parents have been made to know that if they fail to enroll their children or withdraw them from school, they will be prosecuted.				
13.	Your parents are normally called to school to meet With the teachers in order to take school decisions.				
14.	Teachers often complain that they are not well paid.				
15.	Many Teachers have been leaving teaching job with UBE for other jobs.				
16.	The school supplies you with your textbooks.				
17.	The school supplies you with exercise books.				

18.	The school supplies you with writing materials.				
19.	You have pre-primary class in your school.				
20.	You are taught computer science in your school with Practical.				
21.	You are taught basic sciences and technology in your School with practical.				
22.	Igbo, Hausa and Yoruba are taught as subjects in your School.				
23.	The language that is used for teaching in primary 1-3 in Your school is vernacular.				
24.	Your school engages local craftsmen and women to teach local crafts to students.				
25.	UBE supervisors do come to your school regularly to supervise teaching/learning activities in the school.				
26.	Students who fail exam in your school are made to repeat the class.				

SECTION C

KEY

AAO –Available and Operational

ANO-Available but not operational

NA- Not Available

Tick your response (✓)

S/NO	ITEMS	RATING		
		AAO	ANO	NA
	All these materials are adequately available in your school and are used for teaching/learning.			
a.	Classroom			
b.	Desks/seats			
c.	Well equipped Library			
d.	Science laboratory			
e.	Educational technology laboratory			
f.	Computer science laboratory			

g.	Computer and computer accessories			
h.	Laboratory chemicalss			
i.	Toilet units			
j.	Drinking water			
k.	Sports pitches			
l.	Film			
m.	T-v set			
n.	Radio tape recorder			
o.	Film slides			
p.	Chart/posters			
q.	Chalkboard/chalk			

APPENDIX 3

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Item 1	800	1.00	4.00	3.3900	.76723
Item 2	800	1.00	4.00	3.3613	.70097
Item 3	800	1.00	4.00	3.0237	.95882
Item 4	800	1.00	4.00	2.8788	1.11270
Item 5	800	1.00	4.00	3.1525	.94359
Item 6	800	1.00	4.00	2.9600	1.01350
Item 7	800	1.00	4.00	2.8150	1.03180
Item 8	800	1.00	4.00	3.0675	1.14437
Item 9	800	1.00	4.00	3.0562	1.04616
Item 10	800	1.00	4.00	2.2138	1.17571
Item 11	800	1.00	4.00	3.0337	1.14750
Item 12	800	1.00	4.00	2.3325	1.01771
Item 13	800	1.00	4.00	2.8262	1.02219
Item 14	800	1.00	4.00	3.2037	.96223
Item 15	800	1.00	4.00	2.7275	1.07340
Item 16	800	1.00	4.00	2.0250	1.12181
Item 17	800	1.00	4.00	1.9188	1.07870
Item 18	800	1.00	4.00	1.4812	.84145
Item 19	800	1.00	4.00	1.6987	.94690
Item 20	800	1.00	4.00	1.6437	.94098
Item 21	800	1.00	4.00	1.6638	.91336
Item 22	800	1.00	4.00	1.6787	.94825
Item 23	800	1.00	4.00	1.5900	.91676
Item 24	800	1.00	4.00	1.3563	.69817
Item 25	800	1.00	4.00	2.9775	.95820
Item 26	800	1.00	4.00	3.0438	1.12846
Item 27	800	1.00	4.00	1.2225	.48558
Item a	800	1.00	3.00	2.9175	.33291
Item b	800	1.00	3.00	2.7425	.58662
Item c	800	1.00	3.00	1.1700	.48103

Item d	800	1.00	3.00	1.0425	.25154
Item e	800	1.00	4.00	1.0262	.22500
Item f	800	1.00	3.00	1.0250	.19856
Item g	800	1.00	3.00	1.1250	.46599
Item h	800	1.00	3.00	1.0625	.33352
Item i	800	1.00	4.00	2.2100	.94181
Item j	800	1.00	3.00	1.7025	.80299
Item k	800	1.00	3.00	1.9400	.94870
Item l	800	1.00	3.00	1.0250	.18552
Item m	800	1.00	2.00	1.0100	.09956
Item n	800	1.00	3.00	1.0600	.32254
Item o	800	1.00	3.00	1.0600	.31468
Item p	800	1.00	3.00	1.8350	.93213
Item q	800	1.00	3.00	2.9137	.38600
Valid N (list wise)	800				

Ranks

	location	N	Mean Rank	Sum of Ranks
Item 1	Urban	632	410.73	259584.00
	Rural	168	362.00	60816.00
	Total	800		
Item 2	Urban	632	403.55	255044.00
	Rural	168	389.02	65356.00
	Total	800		
Item 3	Urban	632	414.85	262184.00
	Rural	168	346.52	58216.00
	Total	800		
Item 4	Urban	632	409.14	258577.50
	Rural	168	367.99	61822.50
	Total	800		

Item 5	Urban	632	408.26	258021.00
	Rural	168	371.30	62379.00
	Total	800		
Item 6	Urban	632	401.23	253576.50
	Rural	168	397.76	66823.50
	Total	800		
Item 7	Urban	632	412.25	260543.50
	Rural	168	356.29	59856.50
	Total	800		

Ranks

	State	N	Mean Rank
Item 8	Kogi	240	392.41
	Benue	240	425.31
	Niger	240	393.54
	Abuja	80	361.06
	Total	800	
Item 9	Kogi	240	401.82
	Benue	240	427.07
	Niger	240	405.91
	Abuja	80	290.64
	Total	800	
Item 10	Kogi	240	355.81
	Benue	240	491.52
	Niger	240	355.16
	Abuja	80	386.44
	Total	800	
Item 11	Kogi	240	440.15
	Benue	240	330.18
	Niger	240	440.86

	Abuja	80	362.47
	Total	800	
Item 12	Kogi	240	385.97
	Benue	240	437.20
	Niger	240	384.48
	Abuja	80	371.69
	Total	800	
Item 13	Kogi	240	463.65
	Benue	240	304.87
	Niger	240	464.42
	Abuja	80	297.78
	Total	800	

Ranks

	State	N	Mean Rank
Item 8	KogiI	240	392.41
	Benue	240	425.31
	Niger	240	393.54
	Abuja	80	361.06
	Total	800	
Item 9	Kogi	240	401.82
	Benue	240	427.07
	Niger	240	405.91
	Abuja	80	290.64
	Total	800	
Item 10	Kogi	240	355.81
	Benue	240	491.52
	Niger	240	355.16
	Abuja	80	386.44
	Total	800	
Item 11	Kogi	240	440.15
	Benue	240	330.18

	Niger	240	440.86
	Abuja	80	362.47
	Total	800	
Item 12	Kogi	240	385.97
	Benue	240	437.20
	Niger	240	384.48
	Abuja	80	371.69
	Total	800	
Item 13	Kogi	240	463.65
	Benue	240	304.87
	Niger	240	464.42
	Abuja	80	297.78
	Total	800	
Item 16	Kogi	240	398.78
	Benue	240	409.30
	Niger	240	403.35
	Niger	80	360.71
	Total	800	
Item 17	Kogi	240	419.02
	Benue	240	383.62
	Niger	240	417.79
	Abuja	80	334.21
	Total	800	
Item 18	Kogi	240	391.46
	Benue	240	402.88
	Niger	240	390.46
	Abuja	80	440.37
	Total	800	

Ranks

	schtype	N	Mean Rank	Sum of Ranks
Item 14	PRI.	406	369.77	150128.00
	JSS.	394	432.16	170272.00
	Total	800		
Item 15	PRI.	406	407.90	165607.00
	JSS.	394	392.88	154793.00
	Total	800		

Ranks

.	Sen.dist	N	Mean Rank
Nasarawa	1	80	391.66
	2	80	395.20
	3	80	415.54
Benue	1	80	410.96
	2	80	410.96
	3	80	371.71
Niger	1	80	381.84
	2	80	395.59
	3	80	415.54
Abuja	1	80	410.96
	Total	800	
Nasarawa	1	80	418.14
	2	80	389.51
	3	80	419.95
	4	80	408.91
	5	80	338.16
	6	80	391.37
	7	80	404.30
	8	80	396.06
	9	80	414.43

	10	80	419.04
	Total	800	
VAR00039	1	80	354.77
	2	80	406.28
	3	80	408.48
	4	80	413.24
	5	80	460.14
	6	80	375.09
	7	80	354.77
	8	80	400.81
	9	80	413.24
	10	80	413.24
	Total	800	
VAR00040	1	80	397.53
	2	80	392.50
	3	80	402.31
	4	80	392.44
	5	80	432.88
	6	80	397.53
	7	80	397.53
	8	80	392.44
	9	80	402.31
	10	80	392.44
	Total	800	
VAR00041	1	80	398.52
	2	80	398.52
	3	80	403.52
	4	80	393.50
	5	80	408.44
	6	80	403.48
	7	80	398.52
	8	80	398.46

	9	80	403.52
	10	80	393.50
	Total	800	
VAR00042	1	80	407.87
	2	80	398.11
	3	80	393.00
	4	80	393.00
	5	80	418.13
	6	80	397.96
	7	80	407.87
	8	80	398.04
	9	80	393.00
	10	80	393.00
	Total	800	
VAR00043	1	80	385.68
	2	80	371.50
	3	80	371.50
	4	80	376.58
	5	80	551.93
	6	80	442.28
	7	80	385.68
	8	80	371.50
	9	80	371.50
	10	80	371.50
	Total	800	
VAR00044	1	80	390.36
	2	80	385.50
	3	80	385.50
	4	80	395.59
	5	80	475.38
	6	80	410.54
	7	80	390.36

	8	80	385.50
	9	80	385.50
	10	80	395.59
	Total	800	
VAR00045	1	80	530.78
	2	80	472.78
	3	80	365.87
	4	80	385.23
	5	80	191.28
	6	80	304.42
	7	80	520.07
	8	80	478.25
	9	80	361.64
	10	80	390.59
	Total	800	
VAR00046	1	80	416.70
	2	80	504.33
	3	80	461.72
	4	80	365.54
	5	80	229.38
	6	80	277.56
	7	80	406.47
	8	80	500.61
	9	80	469.54
	10	80	369.45
	Total	800	
VAR00047	1	80	533.81
	2	80	276.65
	3	80	395.60
	4	80	517.07
	5	80	277.61
	6	80	281.13

	7	80	519.96
	8	80	294.93
	9	80	384.64
	10	80	517.07
	Total	800	
VAR00048	1	80	392.00
	2	80	402.16
	3	80	392.00
	4	80	392.00
	5	80	407.01
	6	80	436.82
	7	80	392.00
	8	80	402.04
	9	80	392.00
	10	80	392.00
	Total	800	
VAR00049	1	80	396.00
	2	80	401.06
	3	80	396.00
	4	80	396.00
	5	80	415.98
	6	80	405.99
	7	80	396.00
	8	80	400.99
	9	80	396.00
	10	80	396.00
	Total	800	
VAR00050	1	80	390.56
	2	80	395.37
	3	80	385.50
	4	80	390.56
	5	80	455.56

	6	80	420.53
	7	80	390.56
	8	80	395.25
	9	80	385.50
	10	80	390.56
	Total	800	
VAR00051	1	80	389.39
	2	80	394.40
	3	80	384.50
	4	80	389.58
	5	80	409.13
	6	80	475.19
	7	80	389.39
	8	80	394.28
	9	80	384.50
	10	80	389.58
	Total	800	
VAR00052	1	80	342.08
	2	80	310.03
	3	80	380.71
	4	80	422.36
	5	80	590.95
	6	80	504.31
	7	80	336.56
	8	80	319.85
	9	80	372.84
	10	80	419.19
	Total	800	
VAR00053	1	80	420.50
	2	80	415.36
	3	80	420.50
	4	80	400.97
	5	80	350.73
	6	80	339.81
	7	80	415.42
	8	80	415.42
	9	80	420.50
	10	80	400.97
	Total	800	

Ranks

	schtype	N	Mean Rank	Sum of Ranks
Item19	Pri.	406	473.29	192157.00
	Jss	394	325.49	128243.00
	Total	800		
Item20	Pri.	406	453.82	184252.00
	Jss	394	345.55	136148.00
	Total	800		
Item20	Pri.	406	433.99	176200.00
	Jss	394	365.99	144200.00
	Total	800		
Item22	Pri.	406	426.90	173320.00
	Jss	394	373.30	147080.00
	Total	800		
Item23	Pri.	406	422.46	171517.50
	jss	394	377.87	148882.50
	Total	800		
Item24	Pri.1	406	387.65	157387.00
	Jss	394	413.74	163013.00
	Total	800		
ITEM25	Pri.1	406	384.87	156258.00
	JSS	394	416.60	164142.00
	Total	800		
Item26	Pri.	406	391.72	159037.00
	Jss	394	409.55	161363.00
	Total	800		