

**AN APPRAISAL OF THE IMPLEMENTATION OF UNIVERSAL
BASIC EDUCATION (UBE) PROGRAMME IN KOGI STATE.**

BY

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DECLARATION

This thesis is an appraisal of the implementation of Universal Basic Education (UBE) programme in Kogi state.

I hereby declare the originality of this research work. The research was carried out by me as a student in the Faculty of Education, Ahmadu Bello University Zaria. To the best of my knowledge, no study in this area has been undertaken by researchers in the Faculty of Education, Ahmadu Bello University, Zaria. All quotations are indicated by quotation marks and sources of information are adequately acknowledged by means of references.

Iliyasu, Medinat

Signature-----

Date-----

CERTIFICATION

This thesis titled “AN APPRAISAL OF THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION (UBE) PROGRAMME IN KOGI STATE’. Meets the regulation governing the award of a Master Degree in curriculum and Instruction (Social Studies) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge.

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DEDICATION

I dedicate this research work to my darling and loving father, Late Pa. Iliyasu Oloyede who worked tireless till his last days on planet earth to educate me. Papa I miss your soft spoken advice you always give.

May Allah grant you Al'jana Firda'us. [Amen]

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ABSTRACT

Taking into consideration the factors that led to the introduction of Universal Basic Education (UBE) programme such as rectifying the existing distortions in the basic education sub-sector of the educational system, reducing drastically the incidence of drop-out from the formal school system, ensuring the acquisition of appropriate levels of literacy and many more; this has made the general populace to be keen about the implementation of the UBE programme with rapt attention in the country because Education is said to be a dynamic instrument of social change which can be used to develop a nations total resources. The Universal Basic Education (UBE) is an ambitious educational programme, which was initiated and launched by the government and the people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as to accelerate national development. The slow pace of the implementation of the programme in Kogi State and Nigeria at large is a source of concern to all citizenry and this has made the researcher to go into researches to appraise the Implementation of Universal Basic Education (UBE) programme in Kogi State to ascertain if there are constraints to the programme implementation success, not only that, lot of scholars have written one or more articles, some in textbooks, journals and magazines to appraise the implementation programme of UBE. In this research work, survey, documentary sources and some oral questions were used in appraising the implementation programme of UBE in Kogi State. T-test statistical method was used for analysis based on the hypotheses underlying the study, research questions were advanced for the investigation. The major findings after the analyses and interpretations of data collected from the respondents shows that female respondents were more, and there were more respondents' with second degrees and with experiences in their career and from their responses, it was clear that implementation of Universal Basic Education can not be successful outside human and material resources. Some suggestions and recommendations were made for the implementation and improvement of Universal Basic Education (UBE) programme in Nigeria, with particular reference to Kogi State.

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OPERATIONAL DEFINITION OF TERMS

Education: - system of formal teaching and learning as conducted through schools and other institutions. Levels of education in modern societies can go from preschools to colleges and universities

Appraisal: - A judge or opinion of something, especially one that assess effectiveness or usefulness.

Enrolment: - The number of people registered for something e.g. a class, a sharp increase in student enrolments.

Gender: - The sex of a person or organism, as it relates to male and female pupils in Universal Basic Education Programme.

Disparity: - Lack of equality between people or things e.g. differences in male and female education in Nigeria.

Curriculum: The subjects taught at an educational institution, or topics taught within a subject.

Infrastructure: - The large – scale public systems, service and facilities of a country or region that are necessary for economic activity, e.g. schools/classrooms needed for Universal Basic Education Programme implementation

Plan:- System for achieving objectives: a method of doing something that is worked out in advance. e.g. the sequential Universal Basic Education programme plan.

The UBE:- Universal Basic Education, this is a basic education meant for learners over a nine- year formal education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education has been aptly described as a dynamic agent of social change that brings about rapid development of nation [Obasanjo, 1999]. Thus the need for free educational system to ensure acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills solid foundation for life- long learning(Tijjani,2004). The Universal Basic Education (UBE) is an ambitious educational programme, which was initiated and launched by the government and the people of Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration.s

President Olusegun Obasanjo flagged off the Universal Basic Education (UBE) programme on the 29th of September 1999 in the historic city of Sokoto in Sokoto state. Universal Basic Education is a programme initiated by the Federal government to rectify the existing distortions in the Basic Education sub-sector of the educational system. The major

goals of Universal Basic Education is to bring about positive changes by making the programme implementation responsive to the needs of the people and ensuring that the individuals and communities become actively involved in the provision of Basic Education just like the slogan *“education for all is the responsibility of all”*. Globally, the Universal Basic Education is conceived to embrace formal Education up to the age of 15 years as well as adult and non-formal Education including Education of the marginalized groups within the society. The organization of African Unity (OAU), now African Union (AU) Decade of Education for Africa (1997 – 2006), which required African States to generalize access to quality basic education as a foundation stone for sustainable socio-economic development. (Nigerian Federal Ministry of Education, 2000). The specific objectives of the Universal Basic Education Programme, as outlined in the implementation guidelines of the Federal Ministry of Education, (2000), are as follows:-

- Developing in the entire citizenry a strong consciousness and a strong commitment to its vigorous promotion.

- The provision of free Universal Basic Education for every Nigerian child of school age.
- Reducing drastically the incidence of drop outs from the formal school system through improved relevance, equality and efficiency.
- Catering for the learning needs of young persons who for one reason or another have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education.
- Ensuring the acquisition of the appropriate levels of literacy, education and ethical, moral and civic values needed for laying solid foundation for life –long learning.

A Universal Basic Education Commission was established by Act of the National Assembly as a way of ensuring the proper implementation of the objectives of the Universal Basic Education Programme. It is the responsibility of this commission to coordinate the activities of the programme through out its first nine years 'gestation period', from 2001 to 2009 and beyond (Nigerian Federal Ministry of Education. 2000). It is expected that the compulsory nature of the

Universal Basic Education Programme will ensure that more girls are enrolled in the primary and junior secondary schools being the stages that lay the foundation for the educational attainment of children. The Universal Basic Education guidelines also aim to correct the gender disparity in education by ensuring that all children of school age including girls are to enroll in schools. The UBE programme is intended to be Universal, free and compulsory, thereby emphasizing that the parents have obligations to send their children to school. Furthermore, sanctions will be imposed on persons, societies or institutions that prevent children, adolescents and youth from benefiting from the programme. (Nigerian Federal Ministry of Education,2000). This harsh posture of the Federal Government in ensuring compliance with the Universal Basic Education Programme by all citizens is very laudable. It gives hope of bridging the wide gender disparity in educational attainment of children in Nigeria in the near future.

1.2 Statement of the problem

Education has been a tool for development in all nations of the world including Nigeria.

Therefore, Nigerian government under the leadership of President Olusegun Obasanjo decided to introduce the Universal Basic Education [UBE] programme to rectify the existing distortions in the Basic Education sub-sector of the Educational system.

The level of illiteracy is increasing among the populations that are supposed to be the target of UBE. The rate of school dropout is increasing daily. Level of skills acquisition does not seem to be materializing for graduates of UBE. In view of the objectives of the Universal Basic Education programme, these primary constraints to education are supposed to be addressed by Universal Basic Education. Why then do they still exist especially in my study area? Kogi state.

Therefore, this study was designed to find out these problems, why they are not being tackled especially in the study area , Kogi state.

1.3 Research questions

The following research questions were raised to guide the researcher into the investigation of the problems thus:

1. Is the effect of Universal Basic Education programme Implementation felt in Kogi state by the populace?
2. Has the implementation affected the enrolment of pupils in Kogi state?
3. What are the opinions of the teachers' and the UBE personnel on the implementation of Universal Basic Education in terms of facilities and infrastructure?
4. Are there qualified and adequate teaching personnel for the implementation of UBE in Kogi state?
5. What are the conditions of the instructional materials for the skills acquisition in Kogi state?

1.4 Hypotheses

1. There is no significant difference between the opinions of the UBE personnel and the teachers on the effectiveness of UBE programme in Kogi state.
2. There is no significant difference between the members of education board and the teachers on the rate of pupils' enrolment into schools as regards to UBE programme in Kogi state.

3. There is no significant difference between the UBE personnel and the teachers on the provision of facilities for the UBE programme in Kogi state.
4. There is no significant difference between the UBE personnel and the teachers in their opinion on the adequacy of instructional materials for the UBE implementation in Kogi state.
5. There is no significant difference between the opinions of the personnel of UBE and the teachers of primary and secondary schools level of the effectiveness of the objectives of UBE programme.

1.5 Objectives of the study

1. The objective of the study is to appraise the implementation of the Universal Basic Education programme and the extent to which it has achieved its aims and objectives.
2. To establish the relationship between the pupils enrolment and the implementation of the programme.
3. To examine the effect of the programme implementation in Kogi state.

4. To appraise the relationship between the teachers and the UBE personnel and the implementation of the programme in Kogi state.
5. To suggest ways by which constraints identified can be solved or minimized in Kogi state and Nigeria at large.

1.6 Significance of the study

The significance of the study lies in its concern to appraise the implementation of the Universal Basic Education programme and suggest ways of tackling constraints to the implementation if any. It is hoped that, if constraints are identified and solutions proffer, a lot of progress and improvement will be made in the programme implementation in Kogi state and Nigeria as country. The study can also provide the universal Basic Education planners, Administrators, the government and Associations and Organizations interested in the Universal Basic Education with vital information on how best to implement the programme in Nigeria and Kogi state in particular.

1.7 Basic Assumptions

It is assumed that Universal Basic Education Programme has affected the literacy levels of the targeted populace.

It is also assumed that Universal Basic Education has helped the beneficiaries in acquiring skills that will enable them earn a living.

Another basic assumption is that, there are more to be done in terms of provision of instructional materials and other infrastructural facilities to make the programme achieve its aims and objectives.

1.8 Scope and Delimitation of the study

The study focused attention on the appraisal of the implementation of the Universal Basic Education programme in Kogi state with a view to identifying constraints to the implementation if any and proffering solutions to make the programme better in terms of implementation in Kogi state.

The study compared the responses of the Universal Basic Education personnel who are the planners and the teachers in the Universal Basic Schools who are the implementers of the outlined plans in ten (10) local government areas of Kogi state.

The local government areas are:

1. Ogori/magongo local government
2. Okene local government
3. Okehi local government
4. Adavi local government
5. Kabba/Bunu local government
6. Yagba west local government
7. Ijumu local government
8. Koton-karfe local government
9. Ofu local government
10. Olamaboro local government

According to records, there are (21) local government areas in Kogi state . For the purpose of this study, ten (10) out of these 21 local government areas are selected. This is to ascertain an in-depth appraisal of the implementation of the Universal Basic Education programme in Kogi. The needed data were gathered from these ten (10) local government areas of the state.

1.9 Summary

This study appraised the implementation of Universal Basic Education programme in 10 local government areas of Kogi state.

Five research questions and five hypotheses were formulated in order to investigate the relationship between variables such as enrolment, personnel and instructional materials and the implementation of the UBE Programme.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

This chapter sets out to review some relevant literature materials and studies generally on Universal Basic Education. In this study, related literature was reviewed on concepts of planning, students' enrolment, in-adequate funding, the problem of continuity in government policies, inadequate classrooms and infrastructure and the implementation of the Universal Basic Education Programme.

2.1 HISTORICAL BACKGROUND TO UNIVERSAL BASIC EDUCATION (UBE) PROGRAMME

Farrant (1974), defines "education as that life-long process of development of an individual in all human domains; morally, spiritually, physically, intellectually and emotionally, so that the individual may fit well into the society". Education is the systematic development and cultivation of the mind and other natural powers by inculcation. It begins in the nursery, continues through school and also through life. At the moment, completion of primary school does not equip a child with the

necessary life skills to become self reliant. Thus for any Nigerian child to be considered functionally literate and numerate, he or she must successfully complete nine [9] years of schooling.

Adeniyi (1981) stated that “education is a method of leading people out of ignorance through the socialization of human beings and constant training of the child to adjust to the changing world. The definitions of education above have several things in common, one of these is that, education is a process, which starts at birth and continues for as long as the individual lives. Secondly, the individual education enables developmental potentials that give service not only to individual but also to the community at large , Universal Basic Education (UBE) programme, therefore is an educational programme or scheme fashioned out in such a way that the beneficiaries will live up to the expectations of the society.

According to the implementation guidelines for the Universal Basic Education Programme (2000), attention will be given to public enlightenment and social mobilization. The document also states that teachers will always be an integral

part of the process of conceptualization, planning and executing. This study therefore, assessed the extent of primary school teachers' awareness of Universal Basic Education six years after its launching. Findings show that, the extent of primary school teachers' awareness and involvement is still very low. This is regrettable especially as the Universal Basic Education (UBE) programme has taken off with the registration of pupils for the programme, since the introduction of Western Education in 1842, regions, States and Federal government of Nigeria have shown keen interest in Education.[Ejiogu 1991] Government began to participate in the running of Primary Education with the first Education Ordinance for Lagos and Gold coast in 1882.

Evidence of government's interest in Education can be seen in her:

1. Introduction of Universal Primary Education (UPE) in the Western Region on the 17th January 1955.
2. Introduction of Universal Primary Education in Lagos then Federal Territory in January 1957.
3. Introduction of Universal Primary Education in the Eastern Region in February, 1957.

4. Launching of Universal Free Primary Education on 6th September 1976.
5. The publication of the National Policy on Education in 1977 which is unequivocal in its insistence of functional universal and qualitative Education. The policy declares government intention to use a variety of strategies for the provision of Universal Basic Education for all citizens.
6. The launching of Universal Basic Education (UBE) on 30th September 1999. The Universal Basic Education is where we are today. There are other Educational Programmes like the Distance Learning System (DLS), Nomadic Education, National Open University, and the Universal Basic Education in Nigeria.

The Universal Basic Education is defined according to the Universal Basic Education (UBE) annual report (2001) as:

“The foundation of life long learning that comprises a wide range or variety of formal and non-formal Educational activities and programmes designed to enable learners acquire functional literacy as well as equipping individuals with such knowledge, skills, attitude and so on that will enable meaningful living, contribute to the development of the society: derive maximum social, economic and cultural benefits from the society; and discharge their civic obligations completely. The National Policy on Education (1981), conceptualizes Education as the process that helps to develop the whole man and discover potentials towards achieving goals”

According to Fafunwa (2004), Education was brought to Nigeria by the missionaries. The objectives and goals of Education then were to facilitate reading and writing of the Bible so as to enhance the missionary aim of disseminating good news. At the onset of colonialism in Nigeria, the objectives changed though not completely, the aims were shifted to reading, writing and calculation (simple arithmetic) as well as to train steward for the colonial masters and translators, to propel trade and exchange. The Universal Basic Education (UBE) programme in Nigeria came as a timely antidote to the Education Irregularities that was befalling Nigeria.

Omoniwa (2000), states that “the launching of the Universal Basic Education programme is not an incidental development given the history of Nigeria Education”.

The Universal Basic Education Programme has its conceptual foundation in the constitution of the Federal Republic of Nigeria (1999) which states in section 18 as follows:

“Government shall direct its policies towards ensuring that there are equal and adequate Educational opportunities at all levels. Government shall eradicate illiteracy, and to this end, Government shall as and when due provide:-

1. Free compulsory and Universal Primary Education.
2. Free Secondary Education
3. Free University Education and;
4. Free adult literacy programme.

Universal access to Education has been the prime target for Nigeria, since the middle of the 1970's when the Universal Primary Education (UPE) Scheme was introduced. Predictably, the pupils' enrolment burgeoned rapidly from 6.2 million in the 1975/76 session to 14.8 million in 1992. As usual, this burst of educational activity brought in its wake a plethora of changes, some positive, others very problematic. The over whelming unanticipated results of this sudden Educational expansion evidence a profound shortage of learning facilities including space, a severe dearth of teachers and funds to implement the system. Loud grumbling started to be heard from parents and the general public because of the cost imposed on them from a programme that was purported to educate the children free of charge.

The Educationally conscious Nigerians began to lose faith in the Universal Primary Education (UPE) Scheme disparaging the government's effort to finance the system which many concluded was a nightmare. The teachers' morale suffered some battering.

Various kinds of levies were re-imposed on parents by some state governments in a bid to salvage the collapsing scheme. All these happened despite the excellent objectives and philosophy of the programme which were enunciated optimistically in the National policy on Education published in 1977. In 1950, the Universal Declaration of Human ***Rights asserted that “every one has a right to Education”***. This declaration triggered efforts from all countries of the world to Universalize Basic Education.

In Africa, at the Addis Ababa conference of 1961 African Ministers of Education set 1980 as the target for all African countries to achieve Universal Primary Education. Many African Nations, Nigeria inclusive made efforts to meet this target. Though many countries spent between 25 and 40 percent of their annual budgets on Education alone, none was able to achieve the target. In fact many nations began to lose their grounds which they had gained because of economic depression faced by rapid population growth and general poverty.

The mid-eighties witnessed a renewal effort and a determination to achieve the Basic Education for all. Greater attention started to be paid to the needs of such under served

groups such as illiterate men and women, nomadic as well as the handicapped. The most important activity for Basic Education was the world conference in Jomtien, Thailand from 5th to 9th March 1990, this conference was organized by the World Bank. UNDP, UNESCO and UNICEF and came up with a document entitled “World Declaration on Education for all and frame work for Action to meet Basic Learning Needs”.

Since this document became a sort of blue print for all countries of the world, Nigeria was encouraged to step up educational activities to achieve Education for all. One of such activities was the situation and policy Analysis of basic Education in Nigeria, which was carried out Nation wide from 1991-93.

Basic Education, therefore, means the type of Education, in quality and content that is given in the first level of Education. This concept changes from country to country. In Nigeria for instance, basic education was equated with six (6) years of primary schooling but now, the concept is expected to cover or take care of the three years of junior secondary school into basic education with the new Universal Basic Education (UBE) programme.

In conclusion therefore, this brief historical background has been given to clarify the world's position on Basic Education, and how Nigeria and Kogi state in particular, is working in partnership with other world development agencies to attain an educational boom.

2.2 Plan and implementation of Universal Basic Education Programme

The success of the Universal Basic Education Programme implementation can only be achieved if the implementation is gradually and sequentially carried out.

Detailed and strategic planning is needed to ensure the success of the implementation of the Universal Basic Education Programme. One sure way of ensuring this is by sequential implementation that will start by focusing on the primary one cohort of 2000/2001 and progressively ensuring qualitative education for them over a nine-year basic (Formal) Education cycle (i.e. 2000/2001 to 2008/2009). The progressive and cumulative nature of this approach will be as follows:

UBE Year 1 - Primary 1 class of 2000/2001

UBE Year 2 - Primary 1-2 classes of 2001/2002

UBE Year 3 - Primary 1-3 classes of 2002/2003

- UBE Year 4 - Primary 1-4 classes of 2003/2004
- UBE Year 5 - Primary 1-5 classes of 2004/2005
- UBE Year 6 - Primary 1-6 classes of 2005/2006
- UBE Year 7 - Primary 1-6/JSS a classes of 2006/2008
- UBE Year 8 - Primary 1-6/JSS 1-2 classes of 2007/2008
- UBE Year 9 - Primary 1-6/JSS 1-3 classes of 2008/2009

During this 9 years 'gestation period' of this programme, states and local government progressively will improve the condition of teaching and learning in schools through:

1. Teacher quality improvement
2. Up-dating of infrastructural facilities
3. Enhanced availability of instructional materials.

The first devoted to revitalizing junior secondary education through improved access, relevance and efficiency.

The Universalization of Basic Education for all is a major constraint facing Africa. The inability of African states to implement the action plan on education for all is caused by a number of constraints including political instability, low economic growth, poverty, civil wars, and high illiteracy rates. UNESCO (1995) emphasized that "Education for All" is an

indispensable pre-requisite for fulfilling all other pre-conditions for a culture of peace. Nigeria has made appreciable efforts to implement the 1950 Universal Declaration Human Right by entrenching this concept in her constitution. Essential aspects of this declaration are that:

1. Everyone has the right to education
2. Elementary Education shall be compulsory while technical and professional education shall be made generally available.
3. Higher Education shall be equally accessible to all on the basis of merit, and
4. Parents have a right to choose the kind of Education that shall be given to their children (Akinkugbe 1994).

The Universal free primary education of 1976 was launched with good intention and purpose. It was to be the main corner stone in Nigeria's determination to produce a literate society. Unfortunately the programme suffered major setback from the country.

Ejiogu (1991) observed that "the Universal Primary Education (UPE) scheme gradually died off as a result of:

1. Poor financial standing (dwindling economy)
2. Over estimation of our potentialities
3. Problem of accurate data and;
4. Political instability and poor management”

Constraints to the Universal Primary Education (UPE)

Programme implementation should be guided against to avert a recurrence of such constraints to the implementation of the Universal Basic Education (UBE) programme which was launched in 1999, planning is one of the very significant elements or functions of management whether in business enterprises or not-for-profit organizations and government departments. The plan and planning component is essentially the first step in any management process. The other activities and functions depend to a large extent on the efficiency of the planning process.

A plan and planning model for Universal Basic Education (2000) would use the following premises:

Approach: goals down, plans-up. All relevant parties to be involved, including teachers, school management, local and state education administrations, and parents through Parents Teachers Association.

Horizon: a minimum of 3 years before take off, to allow an expanded Nigeria certificate in Education (NCE) Programme to let out the first set of graduate, Nigeria Certificate in Education (NCE) is the minimum qualification for teaching of JSS students. Take off date should therefore be September 2003. Hundred percent funding by Federal Government of Nigeria for minimum of 5 years i.e from year 2000-2003 that is 3 years preparatory to take off and 2 years post commencement. There after, teachers' emoluments to be met fully by the Federal Government of Nigeria (FGN) while states and Local Government Areas would take care of infrastructure and supplies (except if fiscal federalism is practiced in the future). All secondary schools to teach vocational subjects so that students who cannot continue after JSS can have vocations. Examination to be de-emphasized as means of measuring progress. Rather, continuous assessment should be emphasized so as to allow pupils to have the opportunity of going as far as possible in formal education, particularly in the JSS to acquire vocational training. From the review of related materials to the study, it can be observed that the Universal Basic Education Programme plans and execution were systematically and sequentially drawn out.

2.3 Universal Basic Education: Enrolment and Expansion Programme.

The successful operation of primary education programme, like any other programme, depends on useful data collected within the area of operations. Since statistics are backbone of any serious planning process, data collection is a vital aspect of the functions of state Primary Education Boards and Local government education Areas. Some important information that will be required in data collection include:-

1. Pupils enrolment:- This should feature: - Number of male and female pupils
 - Number of pupils per class
 - Number of streams
 - Number of classes.
2. Pupils enrolment ratios: These include:
 - Attendance
 - Growth
 - Progression
3. Information on teachers: This involves:
 - Teachers (Males and Females)

- Teachers by qualification
4. Information on physical facilities
 - Number of classrooms
 - Availability of toilet, store, library, laboratory, staff room, play fields among many other facilities
 5. Information on non-teaching staff members based on their function:- Security (watchman), store keeper or store officers, cleaner, messengers and many others. For the success of Universal Basic Education, data must be adequately gathered to enhance the programme.

According to Gidado (2001), one of the problems the Universal Basic Education programme (UBEP) was faced with at inception was the non-availability of accurate school-based statistics, which were pertinent for proper planning and implementation of the programme. For sure, the problem is not limited to Universal Basic Education programme. The data problem was also identified as among the problems that bedeviled the former Universal Primary Education (UPE) programme. Gidado (2001), further observed that the projection for number of children to plan for were wrong by about

30 percent, that, of course, had serious implications for the provision of infrastructure and teachers, among others.

Fagbohun (2002) observes that problem of accurate and timely statistics frustrates policy formulation and administration in all sectors of the Nigerian economy. He cites an international labour organization (Umission to Nigeria in 1981, which noted that “policy making in Nigeria, given the present state of statistics, is like trying to run through the forest in the dark without torch light” (P.iii). Hence most times in Nigeria, planning is done without recourse to relevant information (Ogbonna, 2002). The Universal Basic Education Programme implementation Guidelines (2000) captures the myriad of problems besetting data in Nigeria.

First, national population censuses have always
been over-politicized and so it has not been
easy to extrapolate school age population

Figures from published population census data, secondly, there is a great deal of imperfection and lapses in (existing) published educational statistics, with the result that they cannot be of use in planning. Thirdly, the technical capacity for data collection and analysis (in terms of appropriate type of equipment and appropriate

know how) skill leaves much to be desired. Fourthly, there is the whole issue of lack of data awareness: the need for efficient record keeping at all levels and a lack of awareness of the importance of data in planning and decision making. Fifthly, educational statistics in Nigeria come from a variety of sources with a wide range of approaches as well as of focus. All those factors make enrolment figure determination difficult. Even 'guesstimate' as statistical basis for any reasoned guessing is not there (P.20); from the above explanations about the state of data in Nigeria, the truth therefore, is that , data about pupils enrolment, attendance and retention; teacher quantity and quality, basic school infrastructure and instructional materials are not readily available to decision makers, planners, researchers and the general public. Even when data are available, they may not be accurate and hence may not be a sound basis for the Universal Basic Education Programme implementation. This could arise from deliberate inflation of data, which is common in Nigeria (UBE, 2002). The enrolment rate in Nigeria have never been constant as improved in some cases and decreased in others, but the fact remains that there was never a time when all school age children were in school. In 1996 for example, 21 million children were of

school age, out of which 14.1 million were enrolled while 6.9 million were not enrolled (Animalu, 2000]. In 1997, although there was an increase in the enrolment figure, the problem of having school age children out of school was still experienced. In that year, 15.5 million children were enrolled in schools as against their total population of 19.5 million. This clearly indicates that 4 million school age children were not in school (Azare, 2000).

In the past three years, there has been significant improvement in the organization and condition of public schools. As recently as 1999, and as the following data shows, these schools were in deplorable state, of the 332,408 class rooms in the country's 44,292 primary schools, only 42 percent (14,134 classrooms) were in good condition. Over 47 percent of the classrooms needed renovation. An additional 285,920 blocks were needed to accommodate about 511,9393 more classes.

The number and quality of available teachers was also cause for concern. For example, only 429,048 qualified teachers were available to teach 20,698,549 children. These figures indicate an average ration of one teacher to 48 pupils, as against the universally accepted standard of one teacher to 40 pupils. But the more critical

issue involved the drastic fall in school enrolment. In 1991, the number of pupils that enrolled in primary schools nation wide was 16 million. Seven years later (1998) it dropped by almost 14 percent to 13.8 million pupils. This decline varied from state to state, while the disparity in the enrolment of boys and girls was also evident.

2.4 Funding Universal Basic Education Programme in Nigeria and Kogi state.

The intention as declared in the policy of the Universal Basic Education (UBE) like its predecessor, Universal Primary Education (UPE) should be free. It is however true that, financial burden on government often forces parents to get involved in funding this basic level of Education since most parents are poor, the children remain poorly equipped to learn. It is hoped that the Federal Government will provide the bills of funding with the state government assisting sufficiently to ensure that the poverty-stricken parents contribute minimal funds for this level of Education in the new dispensation.

Funding for Universal Basic Education implies all the following in Nigeria.

1. Mobilization of sufficient funds (from different sources) for the magnitude of activities needed for the realization of the objectives of the programme.
2. Prioritizing the use of available funds to cover areas that will really make a difference (e.g teachers, girls education, infrastructure, equipment and textbooks etc.) ;
3. Ensuring equitable distribution of funds among various levels, types and sub-sector of Education;
4. Eliminating wasteful spending, as much as possible.

In Nigeria, as in all other countries of Africa, the financing of Education is a major issue. Funds are needed for other areas competing for government attention. The funds are not really available due to fluctuating commodity prices, while the debt overhand makes the funding of social development almost impossible. In view of the importance of Universal Basic Education, the government of the Federation will consider financial resources mobilization for its execution. The already high budgetary provisions of the federal, state, and local governments will be further reinforced with part of the revenue from the Education Tax Fund (ETF), as well as by contributions

from a variety of sources: Non-governmental organizations bilateral partners, multilateral agencies, the private sectors and the civil society, while the Nigerian government recognizes its role as the major provider of funds for Universal Basic Education, it is also acknowledged that Universal Basic Education shall also be funded by various States and Local Governments with support from the Federal Government through its intervention fund. Hence, Kogi State has ways of funding the programme: such as fund from the State Government, Local Government and Federal Government intervention fund.

The World Bank is among the group of institutions that the Federal Government has entered into partnership with in the implementation of this Universal Basic Education scheme. The World Bank supports capacity building projects that will enable states and local councils to manage and implement the scheme efficiently. It also provides technical expertise and assistance in planning and budgetary for the Universal Basic Education at state and local council levels. It has already extended a credit sum of \$55 million for the scheme, while the

Federal Government is expected to contribute \$6.11 million as counter part funding.

The Universal Basic Education Commission (UBEC) said only school communities that judiciously spent the first tranche of funding under its community self help projects, would be considered for the second tranche. This self help projects under the Universal Basic Education intervention funds were flagged-off with the release of 1.98 billion Naira to 4,407 school communities as first tranche disbursements.

Gidado, (2001) the then Executive Secretary of Universal Basic Education commission (UBEC) said at the flag-off of the monitoring of the first tranche projects that additional 666 million naira to deserving school communities. (New Nigeria Newspaper, July 25, 2006, pg 27). All these modalities are various ways of funding the Universal Basic Education programme and also monitoring the use of funds.

The Universal Basic Education Fund, established through the Act of the National Assembly, will be a major source of financing the Universal Basic Education Programme. This represents funds deducted directly from the Federation

Account, from, which shall be defrayed all the expenditure incurred by the Federal Government in pursuance of the provisions of the Act establishing the Fund.

The Federal Executive Council (FEC) on 27 April approved the use of two percent of the consolidated National Revenue Fund for the execution of Universal Basic Education programme in 2005. The then information and National Orientation Minister, Chief Chukwuemeka Chikelu, after the weekly Federal Executive Council meeting said, the formula for the distribution of the fund to states on the basis of equality will be (75 percent), special programme to rectify the imbalance in basic education development in specific states (14 percent), states performing well in accordance with set criteria (5 percent), states for school-feeding-programme to increase enrolment, retention and nutritional level of children (2 percent), states and other education providers dealing specifically with the physically and mentally challenged (2 percent) and for administrative and other purposes (2 percent). Funding is the key to development of any programme and the most important pre-requisite for quality. Universal Basic Education Programme

is capital intensive that requires continuous financial support, if the programme is to succeed, the various levels of Government must make permanent arrangements to ensure uninterrupted financial contribution support to the programme.

2.5 Policy Issues Considered in Relation to Universal Basic Education Programme

“It is an in-contestable fact that education is an important investment that no nation can afford to miss”. This is because education plays a central role in the overall development of the individual and society. In line with this view, Nigeria like other modern nation-states, have expressed the belief in the power of education as a pivot in national development process through the various governments policies and committed massive investments in the education sector. Policy is said to be a course or general plan of an action, the National policy on education (2004) apparently depicts the government recognition and adoption of education as an instrument par excellence for enhancing national development.

Yoloye (1992) states that, since the attainment of political independence of Nigeria in 1960, several educational laws,

policies, and programme have been formulated, planned and implemented at different levels of the nation's educational system in efforts to provide education that will improve the quality of life of the Nigerian citizenry as well as to facilitate the overall development of the nation." Similarly Fatai (2004) states that the hallmark of national development is based on the amount of knowledge and ideas invested in the citizenry". Therefore, the introduction of the universal basic education (UBE) programme by the Federal government in 1999 did not come as a surprise and is just one of such programme that government has introduced to promote education for national development.

However, in an attempt to implement the Basic Education Programme, policy issues in relation to the universal basic education programme were outlined as follows:-

- i. Special attention will be given to special groups, implying that the special needs of all sectors of the population will be taken into consideration
- ii. Encouragement for the provision of facilities for early childhood education and development, with due attention

given to the needs of specific social groups and geographical zones of the country, bearing in mind, the need to lay a solid foundation for life-long learning right from early childhood. Nigeria's efforts to uphold and renew its commitment to the provision and promotion of basic education for all as required by a number of covenants and protocols to which Nigeria is a signatory.

These include:

The Jomtien (1990) Declaration and framework for action on basic education for all.

The Durban (1998) statement of commitment to the promotion of education for all. The management structure of the universal basic education programme is a model in co-operative and consultative federation, involving all the three tiers of government and even extending to the community level. The Federal Government initiated and launched the programme to:-

1. Provide minimum standards and guide lines for its operation
2. Provide general oversight and monitoring

3. Mobilize domestic and international support for the programme
 4. Initiate and intervenes in critical areas of need for the success of universal basic education
 5. Provide support for core national institutions for implementing key aspects of the programme, such as; National Teachers' Institute (NTI) for the pivotal teacher-training programme (PTTP).
 6. Nigerian Educational Research and Development Centre (NERDC) for curriculum development.
 7. Federal Inspectorate Service (FIS) for quality control.
 8. The National Institute for Nigerian Languages (NINLAN) for training and re-training of teachers in Nigerian languages.
 9. The National Commission for Nomadic Education (NCNE) for the education of nomads and migrant fisherfolks.
 10. The National Mass Education Commission (NMEC) for the implementation of the adult and non-formal education component of the Universal Basic Education Programme.
- At the state level, state Governments formulated policies

too for the Universal Basic Education in their various states.

11. To see to the day-to-day running of the programme in their states.
12. Recruit, discipline and promote teachers on grades level 07 and above.
13. Pay the salaries of junior secondary school teachers
14. Establish and maintain state primary Education boards and other state level Universal Basic Education agencies.

Policy issues of the Universal Basic Education at the Local Government level are:

- a. Establish and maintain local government Education Authorities in their areas.
- b. See to day-to-day operations of the programme in their areas.
- c. Recruit, discipline and promote teachers and other primary school level staff in their areas.
- d. Pay the salaries of primary school teachers in their areas.

The Federal Government proposed the establishment of the Universal Basic Education, Commission (UBEC) through appropriate channels. The Universal Basic Education Commission is hoped to take charge of these functions:

- i. Prescribe minimum standards for basic education throughout the country.
- ii. Co-ordinate, supervise and monitor the implementation of the Universal Basic Education Programme.
- iii. Initiate and monitor the execution of specific programme for the attainment of Universal Basic Education objectives after consultation with all state governments and stakeholders.
- iv. Sensitize and mobilize stakeholders for their effective involvement and participation in the Universal Basic Education Programme.
- v. Collate, analyze and publish information relating to basic education in Nigeria.
- vi. Carry out regular personnel audit in each state of the Federation.

- vii. Disburse Universal Basic Education funds to states, local governments and any other Federal Government agency that is implementing any aspects of the Universal Basic Education Programme based on approved guidelines.
- viii. Carry out regular audit of Universal Basic Education funds at the states, local governments and other agencies implementing the Universal Basic Education Programme.
- ix. Carry out such other activities that are relevant to the discharge of its functions. All the above, are government policies in relation to the Universal Basic Education Programme which serves as a guide to the implementation of the programme.

2.6 Universal Basic Education programme Facilities and Infrastructure

Infrastructure and facilities refer to those physical and spatial enablers of teaching and learning. They include classrooms, libraries, laboratories, workshops, play grounds, school farms and gardens, as well as provisions for water and sanitation. (Implementation guidelines for UBE, FME, 1999). These listed infrastructure and facilities have to be of the

appropriate quality, size and quantity to meet the minimum standard for promoting any meaningful teaching and learning under the Basic Education programme.

An essential task in the planning process of Universal Basic Education Programme was a census of existing infrastructure and facilities. These facilities and infrastructure were assessed for their quality appropriateness and adequacy, and the findings are that the task of refurbishing dilapidated schools and building new ones is indeed enormous. In facing this challenge, the Federal Government will support the efforts of states and local governments in a big way, while the populace will be taken along the entire process, to ensure complete interface between school, and other forms of teaching-learning environments and their immediate communities, Long before the start of the ill-fated Universal Primary Education scheme, government realized the need to invest heavily in the states for the purposes of education. According to Sofolahan (1991) between 1974 and 1977 the Federal Government gave grants to all states to provide the additional classrooms required for all the anticipated number of

pupils of about 8 million between the ages 6 and 12 to be in school. Additional funds were provided for the renovation of existing classrooms and to assist the states with the running expenses of primary education. However, it would appear that with more than 6-7 years of the official launching of the Universal Basic Educational Programme, the impact of government preparatory strategies in terms of infrastructures and facilities is yet to be seen or felt. Infrastructural facilities play an important role in the quality of education. Peters (1971) listed equipment among others as one of the criteria for assessing the quality of education. Fafunwa (1990) also identified among other overcrowded classrooms, shortage of laboratory, poor state and problem of maintenance of equipment as observable shortcoming. Infrastructural facilities are referred to as the basic framework of any organization (Udoinyang, in Enaohwo and Umeoduagu, 1996). In other words, they are physical and special enablers of teaching and learning and include classrooms, libraries, laboratories, workshops, play fields, school farms and gardens. (Implementation guidelines for UBE, FME, 1999). The

Government has embarked upon mass rehabilitation of schools for the successful take off of the Universal Basic Education Programme, which is a welcome development. But the problem lies more with the maintenance of these facilities since it has direct effect on the continuity of the Universal Basic Education Programme, the above listed infrastructures and facilities have to be in appropriate quantity, size and quality to meet the demand of the programme.

2.7 Previous Studies on Universal Basic Education Programme: Implication for the Present Study.

From the review of previous studies, it is seen that Universal Basic Education Programme launched on 29th September 1999, both the Head of State and the then Minister of Education, made pronouncements which bothered on policy declaration. The main thrust of the policy declaration is that education is free and compulsory for all children up to the age of fifteen years. That is, primary and junior secondary levels are free and compulsory.

The review showed that as a result of the failure of the existing educational system, the need to re-structure and re-orientate the nation's educational system has brought about

the Universal Basic Education to fine tune the Education system.

Information from the website reveals that, the vision of Basic Education for national development, the Universal Basic Education (UBE) programme was launched in September 1999. In many ways the Universal Basic Education programme takes after the Universal Primary Education (UPE) programme, which was launched in 1976 by General Olusegun Obasanjo who was Military Head-of-State at the time. The Universal Primary Education Programme succeeded in increasing access to basic education and in doubling school enrolment in four years (from six million in 1976 to 12 million in 1980). However, successive administrations failed to sustain the programme. Like the Universal Primary Education programme, the Universal Basic Education provides free and universal Education. But the Universal Basic Education programme is also an improvement over the Universal Primary Education programme in a number of ways. Unlike the Universal Primary Education, for instance, which was a voluntary enrolment primary school programme, the Universal Basic Education is a compulsory education

programme for all children between the ages of 6 and 15. This way, it is able to accommodate pupils from primary to the junior secondary school (JSS) levels. The programme also devotes attention to producing qualified teachers and to expanding the quality and number of schools in the country. Finally, it embraces a comprehensive adult education programme.

2.8 Theoretical Framework on which present study is based.

“It is an established fact that education is the gateway to the development of any society. It is a basic need that leads to the development of all other sectors. In this case, no society can afford to down grade its educational system as it has direct link with the overall advancement of society. Since 1984 the United Nations adopted its Universal declaration of Human Rights in Article 26, which states,

“Everyone has the right to education. Education shall be free at least in the elementary and fundamental stages. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit”

(United Nations, 1967). By the 1970s, this objective had not been achieved. In the developing countries, less than 65% of school age children were enrolled in schools. In the 1980s the enrolment improved by only 3% that is 68%. The same trend continued up to the 1990s. the enrolment rate in the case of Nigeria have never been constant as it improved in some cases and decreased in others, but the fact remains that there was never a time when all school age children were in school. In 1996 for example, 21 million children were of school age, out of which 14.1 million were enrolled while 6.9 million were not enrolled (Animalu, 2000).

In Nigeria, the issue of equal educational opportunities is reflected in the new National Policy on Education (2004) where it provides for equal educational opportunities for citizens of the country. The National Policy on education provides for equal educational opportunities to ensure that each child undergoes basic education programme.

In an effort to equalize educational opportunities throughout the country, Nigeria introduced free, Universal Available Primary Education (UPE) in 1976. Although there was

a sharp increase in the enrolment ratio from 6 million in 1976 to 14.5 in 1982, the programme soon developed problems, which marked the beginning of the falling standard of education in Nigeria.

As Nigeria returned to democracy, the Government of President Olusegun Obasanjo introduced the Universal Basic Education (UBE) which is to be built on the concept of basic education for all as declared by the World Conference on Education. In March, 1990, the World Bank, UNESCO, UNDP, UNICEF, other United Nations agencies. NGOs and Islamic Educational Scientific and cultural Organization (ISESCO) organized a conference in Jomtien, Thailand. The meeting discussed basic education lasting nine years for all by the year 2000 and recognized:-

1. Education as a fundamental right:
2. The importance of education for a safer, healthier, more prosperous and environmentally sound world and for social, economic and cultural progress, tolerance and international cooperation;

3. The importance of education for personal and social improvement;
4. The value and validity of traditional knowledge and indigenous cultural heritage in their own right as promoters of development;
5. The deficiency of the current provision of education in terms of quantity, quality and relevance; and
6. The recognition that sound basic education is fundamental to the strengthening of higher levels of education and scientific and technological literacy and capacity (Banya and Elu, 1997). It was to work along this line that on September 30, 1999, the Federal Government of Nigeria officially launched the Universal Basic Education (UBE) programme in Sokoto, which marked another giant stride in the history of education in Nigeria. Every child in the country must stay in school for at least nine years before going to either the labour market or proceed for higher education in the new 9-3-4 system.

The programme merges the primary and the junior secondary school (JSS) levels of education.

The launching of the Universal Basic Education (UBE) has rekindled another hope in Nigerians who assumed that everything was put in place for the successful take off of the programme throughout the country. Arrangement from the local Government Councils, through the states to the Federal Government should have been concluded such as the required classrooms, trained teachers for the programme, working materials and others. Years later, those concerned with the development of education started doubting the successful implementation of the programme.

Although some structures have been put in place in some states, the concern of many at this point is how feasible is the successful implementation of Universal Basic Education Programme in Kogi State, especially in terms of manpower and adequate provision of infrastructures.

The major constraints on the implementation of Universal Basic Education programme in Kogi State could likely include inadequate funding, problem of the required number of teachers, use of out-dated curriculum and dilapidated institutional infrastructure (Animalu, 2000).

Therefore, the theoretical framework in which present study was based was to research on the mistakes of the past which are likely to be constraints to the new programme implementation and come up with solutions to the identified constraints. The issue of Universal primary Education (UPE), its problems and subsequent failure is still fresh in the memories of most Nigerians as such it will be highly regrettable if the new Universal Basic Education programme is allowed to fall into the same trap.

2.9 Management of the Universal Basic Education Programme

The body to take charge of the Universal Basic Education Programme was established by an Act of the National Assembly for the over all co-ordination of the Programme. This body is known as the Universal Basic Education Commission (UBEC), this came to be on the 7th of October, 2004. The Commission has the following responsibilities.

1. The commission shall prescribe the minimum standards of primary, junior secondary and adult literacy education through out Nigeria.

2. The Universal Basic Education commission shall inquire into and advise the Federal Government on the funding of Basic Education in Nigeria.
3. The commission shall collate, after consultation with all the state governments, periodic master plans for a balanced and coordinate development of Basic Education in Nigeria.
4. Make proposals to the Federal Government for equal and adequate Basic Education opportunities in Nigeria.
5. The commission shall ensure that the Basic National curriculum and syllabus and other necessary instructional materials are in use in all the primary, junior secondary and adult literacy institutions in the country.
6. The commission shall take charge of collation, analyses, and publications of information, relating to primary, junior secondary and adult literacy education in Nigeria.

The Universal Basic Education Commission (UBEC) shall carryout other activities that are relevant and conducive to the discharge of its functions under the enabling Act and such other functions as the commission may from time to time determine. The Universal Basic Education Commission shall work in close collaboration with relevant

Federal Agencies and parastatals and more closely with all the state and local education boards.

2.10 Those who will benefit from Universal Basic Education Programme.

1. The programme, Universal Basic Education is designed for Children aged 3-5 years for ECCDE, Children aged 6-11 years for Primary School Education and Children aged 12- 14 years for junior Secondary School Education. It also include and brings within its scope the following:
2. To bring programme and initiatives for the acquisition of functional literacy, numerically and life skills, especially for adults between (Ages 15 and above).
3. To give special programme for the nomadic populations and migrant fisher folks.
4. Cut-of-school children, non-formal programme for up dating the knowledge and skills of persons who left before acquiring the basics needed for life long learning.
5. Non-formal skills and apprenticeship training for adolescents and youth who have not had the benefit of formal education.

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

The Universal Basic Education Programme is intended to be universal, free, and compulsory. These terms imply that appropriate types of opportunities will be provided for the basic education of every Nigerian child of school-going age, that parents have an obligation to ensure that children in their care avail themselves of such opportunities, and that sanctions, will be imposed on persons, societies, or institutions that prevent children, adolescents and youth from benefiting from Universal Basic Education Programme.

2.11 The Curriculum in relation to the Universal Basic Education Programme.

Tanner and Tanner (1975) defined curriculum as the planned and guided learning experiences and intended learning out-comes formulated through the systematic reconstruction of knowledge and experience under the umbrella of the school, so as to ensure the learners contentious willful growth in personal social competence.

Pursuing the objectives of Universal Basic Education calls for enriched curricular in several dimensions.

1. Laying the foundation for life-long learning.
2. The inculcation of appropriate, levels of literacy, and numeracy.

3. Developing an aptitude for practical work and

The acquisition of socially desirable life skills, these have implications for what should be taught in schools, the way and manner in which they are to be taught, school organization, and the classroom work. The equally apply to all forms and conditions of out-of-school learning, which are also part and parcel of the education, a committee has been set up to review and enrich Basic Universal Basic Education Programme officials are also working with the National Education Research and Development Council (NERDC) to review primary and junior secondary curricular.

The aim is to remove aspect so the country's school curricular that are obsolete and irrelevant, and to accommodate new ideas that would enable students to function optimally in a fast changing world. The new curricula are also expected to accommodate the non-formal sector, which includes mass literacy programme and education for out-of-school children as well as the children of nomads, migrant farmers and fishermen. More support for this curricula review has been received from the National Commission for Colleges of Education [INCCE) and the Research and Development component of the World Bank-Assisted Primary Education Project 11. Existing

curriculum initiatives in the country will be drastically reviewed, in the light of the above, to make them more responsive to the demands of Universal Basic Education and the needs of the 21st century generation through a stronger emphasis on:

- a. Generic skills, such as communication, the spirit of enquiry, team work, and computer literacy.
- b. A deeper understanding of core subject disciplines, and
- c. The integration of key social and life skill into formal and non-formal educational activities, and
- d. Reducing curriculum overload. This will involve the full participation of all agencies working on curriculum development in the country. It will as a matter of course, involves teacher and other stakeholders.

Enriched curricular also implies a complete re-conceptualization of Examinations to press hard the point that education does not mean examination. Action in the area of textbooks and other instructional materials will be closely linked to the work to be done on enriching school curricular. Thus, teaching materials will be dependent on the demands of the curricular and not

simply on pressure from commercial publishers and donor agencies, nor on the dictate of old habit.

2.12 Towards an Effective Implementation of the Universal Basic Education Programme.

The Universalization of Basic Education for all is a major constraint facing Africa. The inability of African states to implement the action plan on education for all is caused by a number of constraints including political instability, low economic growth, poverty, civil wars, and high illiteracy rates.

UNESCO (1995) emphasized that “Education For All” is an indispensable pre-requisite for fulfilling all other pre-conditions for a culture of peace. Nigeria has made appreciable efforts to implement the 1950 Universal Declaration of Human right by entrenching this concept in her constitution.

1. Everyone has the right to education
2. Elementary education shall be compulsory while technical and professional education shall be made generally available.
3. Higher education shall be equally accessible to all on the basis of merit, and;

4. Parents have right to choose what kind of education that shall be given to their children (Akinkugbe 1994).

The Universal Free Primary Education of 1976, was launched with good intention and purpose. It was to be the main corner stone in Nigeria's determination to produce a literate society. Unfortunately, the programme suffered major setback from the economy, political and social systems of the country.

Ejiogu (1991) observed that the Universal Primary Education (UPE) scheme gradually died off as a result of:

1. Poor Financial standing (dwindling economy)
2. Problem of accurate data of;
3. Political instability and poor management;

Constraints to the Universal Primary Education (UPE) programme implementation should be guided against to avert a recurrence of such constraints to the implementation of the Universal Basic Education (UBE) programme, which was launched in 1999.

2.13 Universal Basic Education Commission and the Organizational Structures.

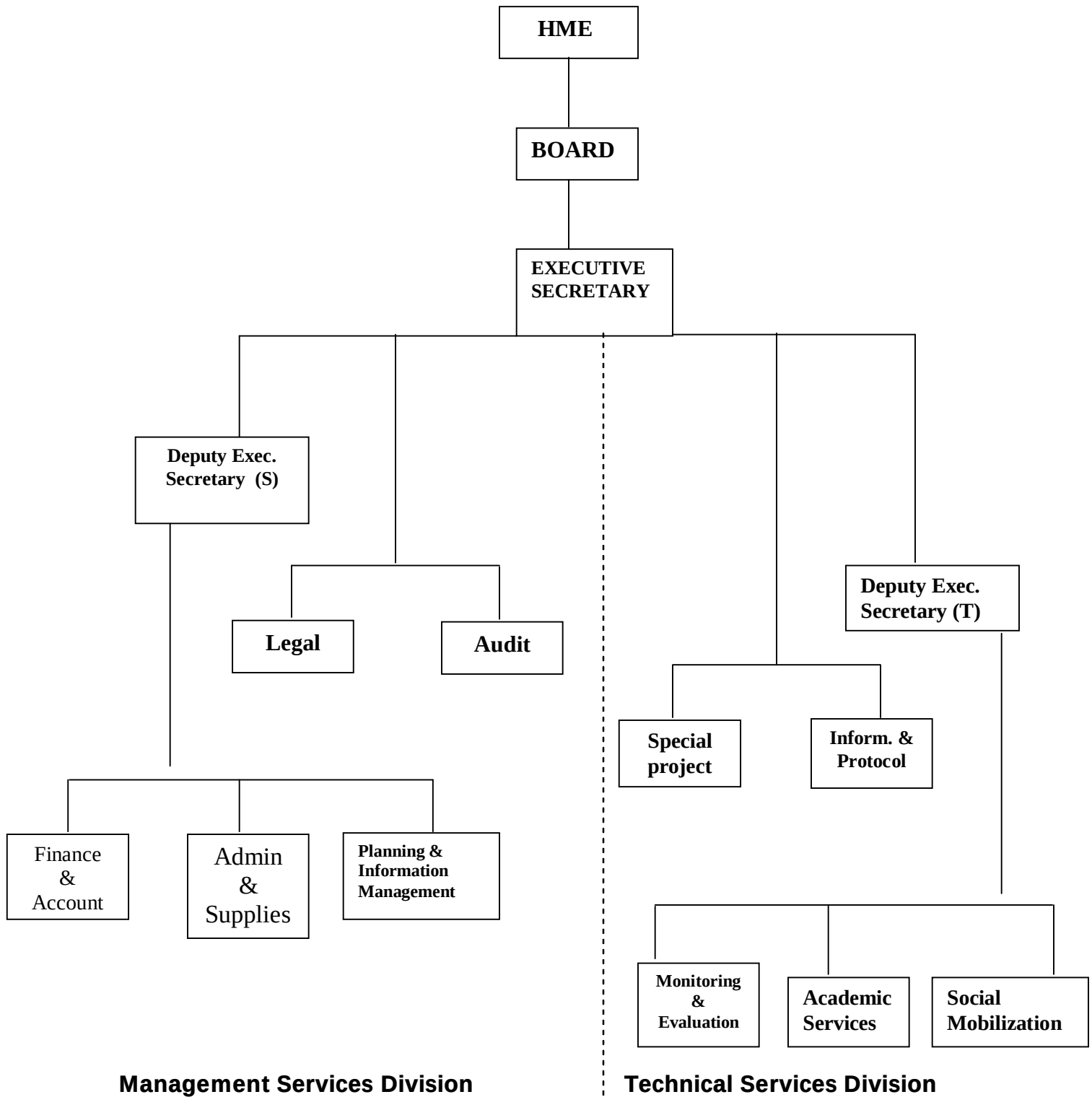
The word 'Administration' according to Ozigi [1980] means coordinating the efforts of people towards the achievement of goals.

He is of the view that administration of organization aims at improving organization lines of activities. Organizational structure according to Webs definition means an institution or functional group such as a business of a society". It can also be said to be ways in which work is arranged and allocated among members of an organization so that the goals of the "organization" can be most efficiently achieved.

The process of organizing is dividing up the work that is to be done among areas of employees and linking together these areas and jobs in order to form a unified whole, (a single working Unit where all of its parts work together to achieve the organization's goals).

In order to structure an organization, the divisions of work need to be taken and organized into logical groupings, to show how these areas are linked to each other. The hierarchy, level of authority and responsibility, and its formal channels of communication; hence the Universal Basic Education Commission is systematically structured for successful implementation of the Universal Basic Education programme.

2.13.1 Universal Basic Education Commission Organizational Structure. (Organogram)



Source: Information on UBE (UBEC) 2004

2.14 Review of empirical studies

Series of works have been written on the Universal Basic Education on which this research work is based. Universal Basic Education programme was launched in Nigeria to bridge the existing gap in education sector.

According to Igborgbor (1999),” the Universal Basic Education (UBE) programme in Nigeria must work: This assertion is at once an expression of hope and a warning”. The hope inspired by the programme is that, it will give Nigerians the opportunity to revamp the educational system and make it to serve the country as it should. The education industry to him can only be ignored by any nation at its own peril.

In the light of this, Obanya (2000) sees Universal Basic Education (UBE) as a necessary first step to eradicate some major educational ills. He went further to divide the steps into two folds; one to promote a better understanding of the *raison d'être* and the *modus operandi* of UBE; and to generate ideas for its successful actualization, Universal Basic Education in Nigeria can be said to have both international and national antecedents. More importantly, the

term basic education' itself has no acceptable definition as well as its particular (i.e. national, international, and local) applications.

The international antecedents of UBE can be traced to the Universal Declaration on Human Rights (1948) which embodies the right of every citizen to Education and with strong emphasis on compulsory and access to basic education.

Universal Basic Education; Implications for qualitative Teacher production and Astitute Utilization. In this paper, it is noted that there are lots of regrettable developments, disappointments, and frustrations that abounds in the contemporary Nigerian educational system. Some of these problems according to Isyaku Kabiru the then Executive Secretary, National Commission for colleges of Education (NCCE), could be traced back to the unplanned Universal Primary Education (UPE) experiment of the Mid – Seventies. Schools now complain about massive population explosion in pupils' enrolment and yet as much as 30% of school age children in some parts of the country lack access to formal education. There are inadequate and poor infrastructural facilities in almost all existing schools. Staffing is grossly inadequate in both quantity and quality. Poor funding is a perennial issue. Breakdown in school discipline is manifest in

examination malpractices, emergence of secret cult societies, violent demonstrations and massive destruction of government property.

Teachers are dissatisfied and disenchanted leading to incessant strikes and closure of educational institutions.

The problems are legion at various level of Nigerian education.

In the view of Obani (2006), the introduction of the Universal Basic Education (UBE) programme and the stipulation that, it is compulsory for every child of school –age to be in school, the school population will consist of a varied collection of learners with different learning capacities, needs, problems, styles and difficulties. With all these laudable programmes of Universal Basic Education (UBE), this research is set to appraise the implementation programme of UBE in Kogi state to ascertain if there are constraints or impediments to the successful implementation and how can such identified impediments or constraints be reduced or completely eradicated?

2.15 Summary on Review of Literature

The Universal Basic Education programme, initiated and launched by President Olusegun Obasanjo is an ambitious educational programme to eradicate illiteracy, ignorance, and poverty as well as stimulate and accelerate national development, political consciousness and National

Integration. The purpose of this programme is to make education more meaningful to the learners. To achieve these objectives of the Universal Basic Education Programme, constraints to the Implementation must be identified and relevant solutions suggested.

The purpose of this study has been to know the means or ways of proffering solutions to constraints identified to the implementation of the programme in Kogi State and Nigeria at large such as the problems of funding, in-adequate teaching personnel and infrastructure etc.

The researcher has reviewed a number of works, both published, unpublished and information from the internet, as relate to the topic of the study. In the review, attention was focused on the funding, infrastructure/classrooms, policy issues, enrolment and expansion, plan and its implementation and the historical background to the Universal Basic Education programme, and it is found that the successful implementation of Universal Basic Education [UBE] Programme in Nigeria and Kogi state in particular can not be discussed outside the human and material resources which are known to be essential factors to a successful implementation of Universal Basic Education Programme.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

For any research project to be accurately carried out, its concept and over view must also exist in the mind of the researcher. The research needs to be carried out in accordance to laid-down procedures of research writing. This chapter therefore took into cognizance those laid- down procedures such as: research design, population, sample and sampling procedures. Others include instruments for data collection, validation, and reliability of instrument, administration of instruments, pilot study, data analysis technique and the summary.

3.2 Research design

In this study, and in a bid to go into the research work to collect valid, adequate and reliable information, the under listed instruments were employed.

- i. Survey method
- ii. Documentary/ oral interview

Survey is taking a general view or examining the general condition of a particular thing. Documentary sources on the other hand mean written or printed materials to be used as a record or evidence. It

also provides number of facts. Hence this work was based on documentary sources and sample survey, as survey research is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be a representative of the entire groups.

3.3 Population of the study

The population of this study covered the total of twenty (20) schools from ten (10) local government areas of Kogi state in North central of Nigeria.

It involves one hundred (100) teachers in UBE schools and one hundred (100) UBE officials, totaling two hundred for both teachers and UBE officials as constituting the population for the study.

Table 3.1 sampled local government areas and selected schools and UBE offices for the study.

S/NO	L.G AREAS	SELECTED SCHOOLS	SELECTED UBE OFFICES
1.	Adavi L.G	L.E.A Eyindudu	UBE office, Ogaminana
2.	Ijumu L.G	L.E.A Ogidi	UBE office, Iyamoye
3.	Kabba/Bunu L.G	St. Andrew's Kabba	UBE office, Kabba
4.	Koton –karfe L.G	L.E.A K/Karfe	UBE office, Obanda
5.	Ofu L.G	L.E.A Ejula	UBE office, Ochadamu
6.	Ogori /Magongo	St. Peter's (Ang)	UBE office, Akpafa
7.	Okehi L.G	L.E.A Okengwen	UBE office, Ihima
8.	Okene L.G	St. Andrew's, Okene	UBE office, Okene
9.	Olamaboro L.G	L.E.A Ogugu	UBE office, Imane
10.	Yagba West	L.E.A, Egbe	UBE office, Egbe

Source: Field work (2008)

3.4 Sampling and sampling technique

To ascertain an in-depth appraisal of the implementation of the Universal Basic Education (UBE) programme in Kogi state, this study randomly selected the ten (10) schools and ten (10) UBE offices from the selected local government areas. The ten (10) local governments were selected from the three (3) senatorial districts of the state. In each of the local government areas, one school and one UBE office was selected, making a total of (10) schools and (10) UBE offices in all.

Ten (10) teachers and ten (10) UBE officers were sampled, that is, a total of 20 respondents from each selected local government, making a grand total of 200 respondents s randomly sampled. Questionnaires were administered to the teachers and the UBE personnel.

3.5 Instruments for data collection

In order to collect data for the study, the research used the following instruments:

- i. Questionnaire
- ii. Documentary sources
- iii. Oral interview

These above instruments were employed on issues such as infrastructure, personnel, facilities, enrolment and instructional materials. A total of two hundred and ten (210) questionnaires were distributed to seek the people's opinion on the appraisal of the UBE programme implementation in Kogi state.

3.5.1 Description Of Instruments

The instruments employed for this research were questionnaires and oral interview. The questionnaires were carefully

drawn and tagged THMQEPINPES for [Teachers and UBE Personnel] on the appraisal of the implementation of Universal Basic Education programme in Kogi state. Oral interview was another instrument used for the purpose of this research work and few structured interview were employed to gather useful information.

3.5.2 Questionnaire

Questionnaires were given out for the purpose of this research work, so as to facilitate the effectiveness of facts findings on the appraisal of the Implementation of Universal Basic Education programme in the study area.

The questionnaire contains sections A and B, the section 'A' deals mostly with the respondents' personal background like sex, Educational qualifications, working experiences and respondents' designation, either as UBE personnel or UBE teacher. The section 'B' contains five (5) items such as questions or statements on effectiveness of the UBE programme (ii) pupils' enrolment, (iii) availability of facilities (iv) instructional materials and (v) adequacy of personnel.

3.5.3 Oral Interview

An interview simply means verbal interaction between an interviewer and the interviewee. The interview was to enable some facts to be collected from some authorities and senior officers of UBE programme personnel, and senior teachers with vast experiences. The interviews were structured and conducted face to face.

The questions asked were based on the UBE programme implementation in Kogi states.

3.6 Pilot study

Pilot study was conducted with the designed instrument at SUBE primary school, Gaskiya, Zaria. The purpose of the pilot study was to determine and ascertain the suitability of the designed instruments for the study as well as to test the easiness with which the respondents could provide the required information. Twenty –five (25) copies of the questionnaires were sorted out among the thirty that were given out to teachers of the SUBE primary school, Gaskiya.

The collected and sorted out data were coded and subjected to statistical test in order to obtain the instrument's reliability.

3.7 Validity of instrument

The instruments (draft questionnaire) for data collections were at first given to lecturers and planners for their comments. Through their advice, some questions were deleted and some re-modified. The approved instruments were given to some experienced test, measurement and evaluation expertise. The content and face validity of the questionnaires were obtained through a test rates method that led to the production of a set of questionnaire numbering 1-30 items which was divided into sections covering the areas of investigation of the study.

3.8 Reliability of instrument

Reliability refers to the ability of a test to measure consistency under varying conditions that can produce measurement errors (Harbors 1999). The scores of results obtained from the use of questionnaire section 1-5 were subjected to half reliability estimates as well as Brown formular to determine the reliability of the instrument.

3.9 Administration of instruments

After the validation of the research instrument, the researcher administered and collected the data or information with the help of

some selected members of staff of the selected schools and some personnel of UBE offices in the selected local government areas.

The researcher visited the Universal Basic Education House, Head – Quarters, Wuse zone 4, Abuja to have some oral interview with some top UBE officials. In addition to the oral interview, some relevant documents such as UBE guidelines, journals and some vital and informative books on UBE programme were made available to the researcher.

In the overall selection, 79 which represent 39.5% were the total respondents of the males, while 121 or 60.5% were females. Out of 210 of the questionnaires 10 copies were discarded because they were either not properly filled or not returned

Therefore, 200 copies of the questionnaires were correctly filled and returned. Consequently, analyses of data collected were based on the 200 copies of the questionnaires filled and returned.

3.10 Statistical Techniques

Data collected from the administered questionnaires were translated into meaningful and quantitative data through tallying the correctly

filled and returned copies. Descriptive and inferential statistics were used.

Descriptive statistics of percentage % frequency (f) mean (Σ) and frequency tables were used in analyzing the data.

One tail t-test procedure was used in the testing of all the five (5) hypotheses formulated.

The use of t-test was necessary to test the observed mean value of the respondents on the investigated variables. The alpha level was set at 0.05 for the rejection or otherwise of the null hypothesis or not. The data collected through the use of questionnaires were analyzed with the statistical package for the social sciences (SPSS) 13th edition, data gathered from the oral interview served as supports in the discussion, in order to cover the areas that were not covered by the items on the questionnaires.

3.11 Summary

The procedure adopted in conducting this study has been discussed in this chapter. The results were presented using frequency tables, this was done in order to present clear and vivid picture of the research findings. In conclusion, descriptive and inferential statistics were used in the analyses.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents results and discussions of data collected for the study on the appraisal of the Implementation of Universal Basic Education (UBE) programme in Kogi State. The results are drawn to show the personal data of respondents.

Data collected were analyzed and the results were presented in three parts. The first part deals with the personal information of respondents which were analyzed using simple percentage, inferential statistics for the analysis of the research questions and t-test for the hypotheses testing, other discussions were made also in this chapter. Research questions and hypotheses raised and formulated in chapter one for the study were addressed and tested accordingly.

4.1 Presentation of Data

A total of two hundred and ten (210) questionnaires were distributed to seek for the respondents' opinion on the appraisal of the implementation of the Universal Basic Education programme in Kogi State.

The results here are based on ten (10) Local Government Area. Representatives of the Universal Basic Education personnel and teachers selected from Kogi State, which has twenty-one (21) Local Government Areas.

The questionnaire on respondents' personal information.

TABLE 4.2: Gender of the respondents

Gender	Frequency	Percentage
Male	79	39.5%
Female	121	60.5%
Total	200	100.0

Source: Field work (2008)

Table 4.2 shows that the workers or the respondents were made up of male and female. There were 39.5% which is 79 out of the 121 which stands for 60.5% female respondents. This above shows that the respondents' comprises both sexes at the time of the study and that the female respondents' were more in number.

TABLE 4.3 Educational qualification of the respondents

	Frequency	Percentage	Valid percentage	Cumulative percentage
B.A	24	12.0	12.0	12.0
B.ED	52	26.0	26.0	38.0
M.A	49	24.5	24.5	62.5
M.ED	46	23.0	23.0	85.5
M.SC	29	14.5	14.5	100.0
Total	200	100.0	100.0	

Source: Field work (2008)

A look at table 4.3 reveals that the majority of the respondents' are B.Ed holders. They represented (26.0%) of the total number, there were 46 Master in Education (M.Ed) holders representing (23.0), 29 representing those with Master in science which is (14.5%) 24 which is (12.0%) represents those respondents' with Bachelor in Arts (B.A) and 49 which is (24.5%) are those with Masters in Arts (M.A). from these breakdown, it can be concluded that the respondents are very qualified to be able to respond effectively to the questionnaires given to them to seek their opinion on the study topic.

TABLE 4.4 Working experiences of the respondents

No of years	Frequency	Percentage
Less than 1yr	12	6.0
1-3yrs	46	23.0
4-6yrs	10	5.0
7-10yrs	2	1.0
11-15yrs	1	.5
16 and above	129	64.5
Total	200	100.0

Source: Field work (2008)

From the table above, 12 which is (6.0%) out of the total number of respondents had worked for less than 1 year, 46 which is (23.0%) belong to those who have been working between 1-3yrs, 10 respondents' which is (5.0%) are categories of workers with 4-6yrs work experience, 2 respondents' which stands for (1.0%) were those with 7-10 yrs experience in work and (. 5%) that is 1 respondent falls under 11-15 yrs of working experience and the last categories of the respondents' were those who had worked for between 16years and above and they were 129 representing large number of the respondents which is (64.5%).

This shows that the respondents' experiences varies and this will enable them give their opinions based on their various experiences on the research topic, the appraisal of the

implementation of universal basic education programme in Kogi State.

TABLE 4.5 Designation of respondents'

No	Frequency	Percentage
UBE Personnel	56	28.0
Teacher	144	72.0
Total	200	100

Source: Field work (2008)

Table 4.5 indicates that there are 56 Universal Basic personnel which represents (28.0%) of the respondents' and (72.0%) which is 144 respondents', these respondents were teachers' in the universal basic education schools.

From the above, the universal basic education personnel who are the policy makers and the teachers in universal basic education schools who are policy implementers, they will conveniently and effectively contribute and respond to the questionnaires since both the personnel of UBE and the teachers are partners in progress in the provision of basic education in the study area.

4.2 MEAN SCORES OF RESPONDENTS' ON RESEARCH QUESTIONS

One of the major objectives of this study was the determination of the effectiveness of the Universal Basic Education Programme in the study area. To achieve this objectives, the following research question was raised:

Is the effect of Universal Basic Education Programme Implementation felt in Kogi state?

To answer this question, fact finding items were used in measuring the respondents' responses on the effectiveness of UBE Programme. The expressed opinions of the respondents on the selected items for measuring effectiveness were scored in mean and standard deviation on table 4.2.1

Table 4.2.1: Mean scores of respondents' on the effectiveness of UBE Programme

S/NO	VARIABLES	N	UBE PERSONNEL		TEACHERS	
1.	UBE programme and UPE scheme objectives are similar.	100	Mean	SD	Mean	SD
			1.10	.30	1.22	.48
2.	UBE programme has good intention of improving education standard in Nigeria.	100	1.44	.54	1.36	.52
3.	There is adequate fund for the implementation of UBE programme	100	2.32	1.03	2.43	.99
4.	Desired goals and objectives of UBE programme are visible.	100	2.14	1.02	2.24	1.13
5.	The UBE planning intervals should be every 10 years.	100	1.20	.62	1.11	.43
6.	The UBE is generally s accepted by other agencies of education.	100	2.69	1.08	2.67	1.04

Source: Field work (2008)

The mean scores of the respondents', irrespective of their status in the table indicated that they considered the universal Basic Education Programme to be effective. In the first item, the mean scores for the two groups (1.10 for UBE personnel and 1.22 for teachers respectively) meant that neither of the two groups disagreed with the notion. From the observed mean scores of the respondents' on the effectiveness of UBE

programme, it could be right to affirm that the variables have similar perceptions on the subject.

APPRAISAL OF THE ENROLMENT OF PUPILS' IN THE UBE PROGRAMME.

The second objective of the study was the appraisal of the enrolment of pupils' as regards the UBE implementation programme in Kogi state. To achieve this objective, the following research question was raised. Has the implementation of UBE programme affected enrolment of pupils'? To appraise pupils' enrolment, the opinions of the respondents' were measured in scored mean and standard deviation on table 4.2.2

Table 4.2.2: Mean scores of respondents' on pupils' enrolment as regards UBE programme.

S/NO	VARIABLES	N	UBE PERSONNEL		TEACHERS	
			Mean	SD	Mean	SD
1.	The pupils enrolment into UBE is high.	100	2.25	1.20	2.31	1.24
2.	Admission into higher institution is enhanced by UBE programme	100	1.30	.85	1.08	.46
3.	The UBE programme will accommodate all the targeted pupils.	100	3.14	1.10	3.42	1.03
4.	The rate of pupils graduating from one class to another in UBE programme is enhanced.	100	3.45	.97	3.35	1.08
5.	There are centres created for the purpose of UBE programme enrolment	100	2.40	1.02	2.51	1.00
6.	Parents and guardians contribute positively in the enrolment of pupils into UBE Programme	100	3.36	1.08	3.58	.91

Source: Field Work (2008)

Table 4.2.2 depicted mean scores of respondents' answers on the research questions on the pupils' enrolment as regards UBE programme.

Observation of the mean scores as shown on the table explains that the enrolment of pupils into UBE programme is encouraging.

Table 4.2.3

Appraisal of facilities and infrastructure for UBE implementation programme.

The third objective of the study was the appraisal of the available facilities and infrastructure as regards UBE programme.

The associated research question to this objective is: what are the opinions of the respondents' on the implementation of UBE in terms of facilities and infrastructure.

TABLE 4.2.3: Analyzed the question, the items suggested in relation to the availability of facilities and infrastructure for UBE programme implementation in the study area were measured along the four point scales.

The responses of the two groups (UBE personnel and Teachers) are expressed in means and standard deviations.

TABLE 4.2.3: Mean scores by the two groups on the facilities and infrastructure for implementation of UBE programme in Kogi State.

S/NO	VARIABLES	N	UBE PERSONNEL		TEACHERS	
			Mean	SD	Mean	SD
1.	There are enough schools to accommodate the enrolled pupils in UBE programme.	100	1.68	.86	1.80	.91
2.	Government should build more schools basically for UBE programme	100	2.42	.84	2.55	.78
3.	There are adequate class rooms for the Universal Basic Education Programme.	100	1.64	.72	1.53	.70
4.	There are shortages of seats at UBE schools.	100	2.11	1.32	2.20	1.41
5.	Some junior secondary school classrooms be converted into UBE school.	100	1.81	1.08	1.65	.87
6.	Some facilities in Universal Basic Education schools are obsolete.	100	2.21	1.30	2.06	1.35

Source : Field Work (2008)

In terms of the adequacy of the facilities and infrastructure for effective implementation of UBE Programme in Kogi state, and from the mean scores in the table, the two groups agreed that there are adequate facilities and infrastructure for the implementation of UBE programme in Kogi state. The mean scores for the two groups on the item (1) for UBE personnel are

1.68 and 1.80 for teachers respectively. These levels of mean scores were also observed among the respondents' with respect to the adequacy of levels of infrastructure required for the implementations of UBE programme.

Though the two groups (UBE personnel and Teachers) agreed that the quantity of the facilities and infrastructure were adequate but they seem not to agreed unanimously with the qualities of the available facilities and infrastructure for the implementation of UBE programme. This is seen in the relatively lower score by the two groups in item 6 in the table.

TABLE 4.2.4: Appraisal of the condition of the instructional materials for the skills acquisition in the study area.

The fourth objective of the study was aimed at assessing the condition of the instructional materials. These include the materials for skills acquisition and their functionality.

What are the conditions of the instructional materials for skills acquisition in Universal Basic Education Programme in Kogi state?

How functional are the instructional materials for skills acquisition in the UBE programme implementation?

The respondents' opinions to the instructional materials were assessed and their opinions expressed in means and standard deviation in table 4.2.4.

Table 4.2.4: Mean scores of respondents' on the conditions of instructional materials for skills acquisition

S/NO	VARIABLES	N	UBE PERSONNEL		TEACHERS	
			Mean	SD	Mean	SD
1.	Instructional materials for the acquisition of skills in UBE are available.	100	2.39	1.16	2.25	1.19
2.	There is no provision for instructional materials in UBE schools.	100	2.86	1.33	2.96	1.36
3.	Some of the instructional materials are not functional.	100	2.12	1.13	1.66	1.16
4.	Instructional materials in UBE schools are inadequate.	100	2.25	.99	2.30	1.05
5.	Some of the instructional materials provided are irrelevant to UBE schools programme.	100	2.23	.96	2.05	.97
6.	The government should be made to provide special instructional materials for UBE schools.	100	2.41	1.01	2.51	.93

Source : Field Work (2008)

The mean scores by the two groups (UBE personnel and Teachers) in the table revealed that the respondents' were of the opinion that there are appropriate and functional instructional s materials for skills acquisitions in UBE Programme

Implementation. This is seen in the mean respondents' to item 2,3,4 and 5 in the above table. All the respondents' were of the opinion that the instructional materials are available. But there was no agreement on the part of the groups in the functionality of some instructional materials as revealed by their mean scores on some of the instructional materials are not functional as shown in item 3.

4.2.5 Assessment of adequate and qualified personnel for the implementation of UBE Programme in Kogi state.

The fifth objective of the study is the examination of adequate and qualified personnel for UBE programme implementation. Towards this end, a systematic appraisal of the personnel in relation to UBE Programme implementation in Kogi state will be carefully done.

Are there qualified and adequate personnel for the implementation of UBE programme in Kogi state? Among the items appraised in line with the qualified and adequate personnel were whether personnel of UBE are knowledgeable enough to direct the programme effectively to achieve its aims

and objectives. Others include welfare package, special incentives and training and re-training programme for UBE personnel and teachers. The opinions of the respondents' on the items are expressed in means and standard deviations in table 4.2.5

Table 4.2.5: Mean scores of respondents on qualified and adequate personnel for the implementation of UBE programme in Kogi state.

S/NO	VARIABLES	N	UBE PERSONNEL		TEACHERS	
			Mean	SD	Mean	SD
1.	Personnel of UBE are knowledgeable enough to direct the programme effectively to achieve its aims and objective.	100	2.44	1.06	2.31	.80
2.	There are no competent hands to implement the UBE programme to a success.	100	2.21	1.07	2.31	.80
3.	In-adequate welfare package hampers the out-put of the personnel of UBE schools.	100	2.41	1.29	2.44	1.36
4.	Some of the personnel are not qualified enough to carry out the implementation programme.	100	2.6900	1.0796	2.7100	1.0376
5.	There should be training and re-training programme for UBE personnel to keep them informed on the needs of the programme from time to time.	100	2.2500	1.2008	2.4000	1.2391
6.	There should be special incentives for UBE personnel to enhance and motivate them to work in order for the realization of the goals of the programme.	100	1.26	.78	2.9107	1.0493

Source : Field Work (2008)

From the responses of the groups, this can be seen in the mean responses of the groups to item 5 where they agreed that the training and re-training scores for the two groups were 2.2500 and 2.4000 for UBE personnel and teachers respectively.

In a similar way, the respondents' were of the opinion that the UBE personnel are knowledgeable to direct the UBE programme effectively to achieve its aims and objectives, there be also welfare package to be provided to enhance the output of the UBE personnel and the teachers. These opinions are indicated with mean scores for items 1 to item 4 in the table respectively.

From the above it can be deduced that UBE programme implementation in the study area and in Nigeria at large can not succeed outside human and material resources. For the programme to be properly implemented, some constraints that could stand against its success must be avoided.

4.3 Testing of Hypotheses

Five hypotheses were formulated in this study and were aimed at determining possible significant difference between the teachers in universal Basic Education schools and the personnel in universal basic education board (office) opinions on the appraisal of the implementation of the Universal Basic Education (UBE) programme in Kogi State.

Hypothesis 1: there is no significant difference between the opinion of the UBE personnel and the teachers on the effectiveness of UBE programme in Kogi State. To test this above hypothesis, the scores of the two groups were therefore subjected to a 2 tailed t-test procedure. The t-test was used in testing this hypothesis because of the two levels of the independent variables involved in the test to determine any significant difference in the opinions of the respondents on the effectiveness of UBE programme in Kogi State.

Table 4.3.1: This showed the t-test analysis of the opinion of the UBE personnel and the teachers on the effectiveness of UBE programme in Kogi State.

Table 4.3.1

Variable	NO	$\bar{X}$	SD	df	t-value	P	t-critical	Decision
UBE personnel	100	11.2400	2.5470	198	.644	.084	1.96	N/S
Teacher	100	11.0300	2.0323					Accepted

Source: Field work (2008) t-calculated value = .644
P=.084

From the above table, the observed significant level (P) is .084 which is greater than $(\alpha) = 0.05$. the t- calculated of .644 is less than the t- critical of 1.96 at 198 degree of freedom (df) this implies that there is no significant difference in the opinion of the teachers and UBE personnel on the effectiveness of UBE programme in Kogi State. The hypothesis is thus ACCEPTED. This finding helps to show that the opinions of both the UBE personnel and the teachers are in congruence and this is attested to by the result of the analysis.

Hypothesis2: there is no significant difference between the opinions of the members of education board (UBE) and the teachers on the rate of pupils' enrolment into schools as regards Universal Basic Education (UBE) programme in the study area. The hypothesis 2 was aimed at establishing, if there is any significant difference in the opinions of teachers and UBE

personnel on the rate of enrolment of pupils into schools as regards to UBE programme implementation.

Table 4.3.2

Variable	NO	$\bar{X}$	SD	df	t-value	P	t-critical	Decision
UBE personnel	100	11.8600	3.0219	198	1.765	.248	1.96	N/S
Teacher	100	10.9900	3.8938					Accepted

Source: Field work (2008)

t-calculated = 1.965 P = .248

The table above shows the observed significant level (P) is .248 which is higher than $\alpha = 0.05$. the t-calculated of 1.765 is lower than the t-critical of 1.96 at 198 degree of freedom (df) this implies that there is no significant difference in the opinion of the UBE personnel and the teachers on the rate of pupils enrolment into schools as regards the Universal Basic Education (UBE) programme implementation in Kogi State.

Thus, the null hypothesis is RETAINED. Furthermore, the mean (X) score shows that statistically, there is no significant difference.

Hypothesis 3. there is no significant difference between the opinions of the UBE personnel and teachers on the provision

of facilities for the UBE programme implementation in the study area.

The hypothesis was aimed at determining the effort of government in the provision of facilities for the UBE programme implementation in Kogi State.

Table 4.3.3

Variable	NO	$\bar{X}$	SD	df	t-value	P	t-critical	Decision
UBE Personnel	100	12.0200	2.9678	198	.851	.842	1.96	N/S
Teacher	100	11.6700	2.8500					Accepted

Source: Field work (2008)

t – calculated = .851

P=. 842

From the table, it is observed that the significant level (P) is .842 which is greater than $(\alpha) = 0.05$, t – critical of 1.96 at 198 degree of freedom (df) and the t- value of .851. This indicates that there is no significant difference between the opinions of the UBE personnel and the teachers on the provision of facilities for the UBE programme implementation in Kogi State. Thus, the null hypothesis is ACCEPTED.

Hypothesis 4: there is no significant difference between the UBE personnel and the teachers in their opinion on the adequacy of instructional materials for the UBE programme implementation in Kogi State.

The hypothesis was aimed at establishing if there is any significant difference between the opinions of the UBE personnel and the teachers on the adequacy of instructional materials for the implementation of UBE programme in Kogi State

Table 4.3.4 shows the t – test analysis of the opinions of UBE personnel and the teachers on the adequacy of instructional materials for the implementation of UBE programme in Kogi State.

Variable	NO	$\bar{X}$	SD	df	t-value	P	t-critical	Decision
UBE personnel	100	14.1100	3.5044	198	.840	0.68	1.96	N/S
Teacher	100	13.7400	2.6728					Accepted

Source: Field work (2008)

T – calculated = .840

P=0.68

The table above observed significant level (P) of 0.68 which is greater or higher than $(\alpha) = 0.05$. The t – calculated of .840 is lower than the t – critical of 1.96 at 198 degree of freedom (df).

This explains that there is no significant difference between the opinions of UBE personnel and teachers on the adequacy of instructional materials for the implementation of UBE programme in Kogi State.

Thus, the null hypothesis is RETAINED.

The null hypothesis is accepted on the basis that instructional materials are important in any educational set up, therefore, for UBE programme implementation to be successful, there must be adequate instructional materials.

Hypothesis 5: there is no significant difference between the opinions of UBE personnel and the teachers of primary and secondary school levels on the effectiveness of the objectives of UBE programme.

This hypothesis V was aimed at establishing, if there is any significant difference in the opinions of UBE personnel and teachers of primary and secondary school levels on the effectiveness of the objectives of the programme implementation in the study area.

Table 4.3.5: shows the t- test analysis on the opinions of UBE personnel and the teachers of primary and secondary school levels on the effectiveness of the objectives of UBE programme implementation in Kogi State.

Variable	NO	$\bar{X}$	SD	df	t-value	P	t-critical	Decision
UBE personnel	100	11.8600	3.0219	198	1.765	.248	1.96	N/S
Teacher	100	10.9900	3.8938					Accepted

Source: Field work (2008)

T – calculated = 1.765

P= .248

The table 4.3.5: shows that significant level (P) is .248 which is higher than (a) 0.05, the t – calculated is 1.765 which is lower than

the t – critical of 1.96 at 198 degree of freedom (df). This implies that there is no significant difference between the opinions of the UBE personnel and teachers of primary and secondary school levels of UBE programme implementation in the study area. The null hypothesis is therefore RETAINED. The mean score ($\bar{X}$) shows that there is no significant difference statistically.

4.4 Summary

This chapter presented the results and the analysis of data gathered and the hypothesis testing. The five null hypotheses were tested using the t -test at 0.05 level of significance. In the analysis, the calculated value of ' t ' in each hypothesis is less than the critical value. Consequently, all the five hypotheses were RETAINED. This implies that the opinions of teachers and the personnel of UBE in Kogi State on the topic of research are not at variance. Therefore, the respondents gave relevant answers.

CHAPTER FIVE

5.0 Findings, Conclusion and Recommendations

5.1 Introduction

This chapter attempts to give a summary of the purpose and major findings of the study titled; AN APPRAISAL OF THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION (UBE) PROGRAM IN KOGI STATE.

The chapter also enumerated some recommendations based on the findings. It is hoped that the recommendations made in-respect of this research will be looked into and implemented by those in-charge of the Universal Basic Education Program Implementation.

5.2 Findings

From the information gathered in the course of the study, the data analyzed and the general literature review, the findings related to the study are as follows:

The questionnaire on the respondents' personal information and the data gathered on gender of the respondents' shows that female respondents' were more in number than the male respondents' as the time of the research, from table 4.2, the female respondents' were 121 which is (60.5%) and the male having 39.5% which represents 79 respondents'.

The educational qualification of the respondents' from the analysis on table 4.3 shows that the respondents' with second degree such as Master in Arts (M.A), Master in Education (M.Ed) and Master in Science (M.Sc) are higher or more in number than those with first degrees, there were 49 respondents' (24.5%) Master in Arts, 23.0% which stands for 46 respondents', with Master in Education and 29 respondents' representing 14.5% with Master in Sciences. Those with first degree in Arts were 24 representing 12.0% and 52 respondents' with Bachelor degree in Education (B.Ed), from the above findings, it can be seen that most of the respondents' are highly educated and very qualified to respond accordingly to the questions asked in respect to the implementation of Universal Basic Education program in Kogi State.

Table 4.4 analysis the respondents' working experiences and in the findings, it was seen that the respondents' with long working experience or years were more as 129 which stands for 64.5% were those who have worked for 16 years and above, one respondent had worked for between 11- 15 years. 2 respondents' were those who worked for between 7 -10 years, 23.0% represents 46 respondents' who had worked for between 1-3 years, while 12 respondents'

representing 6.0% are those whose working experience is less than a year as at the time of this field work.

It is vividly seen that majority of the respondents' are experienced workers and can confidently give their views on the Universal Basic Education Program Implementation in Kogi State.

Table 4.5 shows the respondents' designation that is, either as a teacher or as a UBE personnel. The analysis showed that 144 which is 72.0% are teachers teaching in UBE schools while 28.0% representing 56 respondents' are UBE personnel. Both the UBE personnel and the teachers are partners in progress as teachers are implementers and the UBE personnel are planners. They adequately and conveniently contributed and responded to the questions.

There were five (5) hypotheses formulated in this study to determine possible significant differences between the opinions of teachers in Universal Basic Education schools and the personnel in Universal Basic Education board (office) on the appraisal of the implementation of the universal Basic Education (UBE) Program in Kogi State.

Hypothesis 1: has to do with the significant difference between the opinion of the personnel and the teachers on the effectiveness of

UBE programme in Kogi State, the scores of 2 groups were subjected to a 2- tailed T-test procedure to test the hypothesis and from the table or the result, the tested hypothesis was ACCEPTED. This is so because the t-calculated of .664 is less than the t-critical of 1.96 at 198 degree of freedom (df) and at 0.05 confidence level this is to say that there is no significant difference in the opinion of the teachers and the UBE personnel on the effectiveness of UBE programme in Kogi State.

Hypothesis 2 is on significant difference between the opinions of the members of education board (UBE) and the teachers on the rate of pupils enrolment into schools as regards Universal Basic Education Programme in Kogi. This was RETAINED because the t-calculated of 1.765 is lower than the t-critical of 1.96, it shows that the opinions of both the UBE teacher and the UBE personnel shows no significant difference as their opinions are similar.

Hypothesis 3: There is no significant difference between the opinions of the UBE personnel and teachers on the provision of facilities for the UBE programme in Kogi State. This is to determine the government's effort in the provision of facilities for the UBE programme Implementation in Kogi State.

Table 4.8 shows that the null hypothesis is ACCEPTED because the t-calculated of .851 is lower than the t-critical of 1.96 at 198 degree of freedom (df). The opinion of the teachers and the UBE personnel does not vary. It also shows that provision of facilities for the UBE programme Implementation is vital, as this will make the implementation successful.

Hypothesis 4, there is no significant difference between the UBE personnel and the teachers in their opinion on the adequacy of instructional materials for the UBE programme Implementation. There is no variance in the opinions of UBE personnel and the teachers on the adequacy of instructional materials as shown in the table 4.9 as the t-calculated of .840 is lower than the t-value of 1.96 at 198 degree of freedom this explains that there is no significant difference between the opinions of UBE personnel and the teachers, therefore, the null hypothesis is ACCEPTED, it is accepted because instructional materials must be adequate for smooth running of any educational set up to achieve its aims, goals and objectives, hence UBE can only succeed if there are adequate instructional materials.

Hypothesis 5; this has to do with determining the significant difference between the opinions of UBE personnel and the teachers

of primary and secondary school levels on the effectiveness of the objectives of UBE programme. The result of the findings on table 4.10 shows that there is no significant difference in the opinion of the UBE personnel and the teachers of primary and secondary school levels as regards the effectiveness of the objectives of the UBE programme because the significant level (P) is .248 which is higher than (a) 0.05 while the t-calculated is 1.765 which is lower than the t-critical of 1.96 at 198 degree of freedom. Therefore, the null hypothesis is RETAINED. Statistically, there is no significant difference as the mean score (X) shows.

5.3 Conclusion

In conclusion of this therefore, the appraisal of the implementation of Universal Basic Education (UBE) Programme shows that the programme implementation in Kogi State and Nigeria at large can not be understood outside the issues of human and material resources which were identified as grossly inadequate and these could stand as constraints to the implementation of Universal Basic Education Programme in Kogi State. In view of this identification of some constraints therefore, the authority concerned should take a bold step to provide all the necessary infrastructure, other enablers and

manpower to effect positive change in Universal Basic Education Programme Implementation to achieve its set goals.

5.4 Recommendations

A number of recommendations were made based on the research findings as thus;

1. The planning should be sequential. This will make the programme implementation successful.
2. The staff (teachers) welfare or condition of service should be improved. This will enhance the staff performance.
3. There is need for all to participate fully and contribute in funding education, and funds made available for education sector should be judiciously utilized for the purpose it is meant.
4. There is also the need to recruit more qualified and competent staff members to compliment the efforts of those already there.
5. There should be enriched curriculum for the programme to achieve its goals and objectives especially for skills acquisition by the learners.
6. The formulation of educational policies and the related plans should, as much as possible, reflect the available resources. In addition, adequate funds should be made available for proper

implementation of Universal Basic Education Programme in Kogi state and the country at large.

7. Reliable population census and statistical data should be made available regularly in the country to enable the policy makers formulate policies that are possible to implement.
8. The public should be adequately enlightened about educational programs to secure public co-operation.
9. A careful consideration should be given to the political setting under which educational plans are made and political stability encouraged in Nigeria.
10. Educational planners must be provided with necessary equipment, tools and materials that are essentials for their effective operation.

5.5 Recommendations for further research:

Further research could also investigate into the topic above on the areas the present researcher could not penetrate for more knowledge on the above topic.

5.6 Limitation

In the course of this research work, minor problems were encountered in the area of distribution and collection of

questionnaires. A total of two hundred and ten (210) questionnaires were distributed and two hundred (200) were collected at the end losing about ten (10) questionnaires.

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APPENDIX A

Department of Education,
Faculty of Education,
Ahmadu Bello University
Zaria.

The Head of Education,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Through,
The Head of Section (Social Studies)
Faculty of Education,
Ahmadu Bello University,
Zaria.

Dear Sir,

REQUEST FOR LETTER OF INTRODUCTION

I humbly request for letter of introduction from the faculty (Education) to enable me carryout my research (field work) in my study area.

I am a student of master degree in Faculty of Education (Social Studies) M.Ed/Educ/44351/2004/05 currently carrying – out a research titled: An Appraisal of the Implementation of Universal Basic Education (UBE) Program in Kogi State.

Thanks for your usual co-operation.

Yours faithfully,

Medinat Iliyasu

APPENDIX B

Department of Education,
Faculty of Education,
Ahmadu Bello University,
Main campus,
Zaria.

Dear Respondent,

QUESTIONNAIRE ON APPRAISAL OF THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN KOGI STATE.

I am a student of master degree programme in the above – mentioned institution carrying out a research on the above topic in partial fulfillment for the Award of master's degree in education (M.Ed).

You are kindly requested to sincerely and promptly complete this questionnaire by responding to the following information seeking items, you are assured of strict confidentiality with regards to every response or opinion you offer here.

Your response will be highly appreciated. Thanks in anticipation of your co-operation.

Yours faithfully,

Medinat Iliyasu

APPENDIX C

QUESTIONNAIRE ITEMS

SECTION A

Personal Information: Please tick the appropriate column:

1. Sex : Male [] female []
2. Highest Educational Qualifications Attained:
 - a. B.A []
 - b. B.Ed []
 - c. M.A []
 - d. M.Ed []
 - e. M.Sc []
 - f. N.C.E []
 - g. Diploma Ed []
 - h. GD II []
 - i. Ph.D []
3. Working Experience
 - a. Less than 1 year []
 - b. 1-3 year []
 - c. 4 -6 years []
 - d. 7-10 years []
 - e. 11 – 15 years []
 - f. 16 years and above []
4. Designation
 - UBE personal []
 - Teacher []

SECTION B

Please use the keys below as a guide to tick as appropriate:

Keys:

SA - Strongly agree

A - Agree

DA - Disagree

SD - Strongly disagree

SECTION 1: EFFECTIVENESS OF THE UBE PROGRAMME

S/NO	STATEMENT	SA	A	DA	SD
1.	Universal Basic Education Programme and Universal Primary Education Scheme Objectives are similar				
2.	Universal Basic Education Programme has good intention of improving educational standard in Nigeria				
3.	There is adequate funds for the implementation of UBE programme				
4.	Desired goals and objectives of the UBE programme are visible				
5.	Universal Basic Education Planning intervals should be every 10 years				
6.	The Universal Basic Education is generally accepted by other agencies of Education				
	SECTION 2: PUPILS ENROLMENT				
7.	The pupils enrolment into universal Basic Education is high				
8.	Admission into higher institution is enhanced by UBE programme				
9.	The programme will accommodate all the targeted pupils.				
10.	The rate of pupils graduating from one class to another in the UBE programme is enhanced				
11.	There are centers created for the purpose of universal Basic Education programme				

	enrolment				
12.	Parents and guardians contribute positively in the enrolment of pupils into UBE programme				
	SECTION 3: FACILITIES/INFRASTRUCTURE				
13.	There are enough schools to accommodate the enrolled pupils in universal Basic Education programme				
14.	Government should build more schools basically for UBE programme				
15.	There are inadequate classrooms for the universal Basic Education Programme				
16.	There are shortages of seats at Universal Basic Education schools				
17.	Some junior secondary school classrooms should be converted into universal Basic Education school programme use.				
18.	Some facilities in Universal Basic Education schools are obsolete				
	SECTION 4: INSTRUCTIONAL MATERIALS				
19.	Instructional materials for the acquisition of skills in UBE are available				
20.	There is no provision for instructional materials in UBE schools				
21.	Some of the instructional materials are not functional.				
22.	Instructional materials in UBE schools are inadequate				
23.	Some of the instructional materials provided are irrelevant to UBE school programme				
24.	The government should be made to provide special funds for instructional materials in UBE schools				
	SECTION 5: PERSONAL				
25.	Personnel of UBE are knowledgeable enough to direct the programme effectively to achieve its aims and objectives				

26.	There are no competent hands to implement the UBE programme to a success				
27.	In-adequate welfare package hampers the out-put of the personnel of UBE schools				
28.	Some personnel are not qualified enough to carry out the implementation programme				
29.	There should be training and re-training programme for UBE personnel to keep them informed on the needs of the programme from time to time.				
30.	There should be special incentives for UBE personnel to enhance and motivate them to work in order for the realization of the goals of the programme				