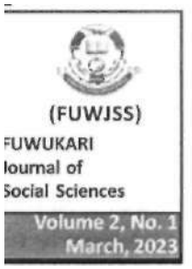
ASSESSMENT OF THE EFFECT OF UNIVERSA BASIC EDUCATION PROGRAMME ON SCHOOL TRANSITION RATE IN SELECTED LOCAL GOVERNMENT AREAS OF NIGER STATE, NIGERIA (2015-2022)



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Abstract

The Universal Basic Education Programme (UBE) is an offshoot of the defunct Universal Primary Education of 1976, which in contrast is a nine year continuous programme, and also a response by the Nigerian government to attain Education for All. To this end, the 1999 Constitution of the Federal Republic Nigeria, in section 18 sub sections 1 and 3 stated in part that "government shall strive to eradicate illiteracy". The implementation of the UBE Programme in Niger state commenced in year 2005 by an act of the State House of Assembly, Notice No 16. Volume 28 saw the establishment of Niger State Universal Basic Education Board and Local Government Education Authority in 2005. The state has recorded some achievements in the areas of school enrolment, retention and completion rates, but their position in North Central Nigeria remains a far cry as Niger state has the highest number of out of school children with 50% in primary school and 52.3% in junior secondary school as reported by EFA, (2015). A descriptive survey approach was used to generate relevant information, using observational study, questionnaires and interviews. The kruskal-Wallis One Way ANOVA was used to test the hypothesis at 0.05 level of significance. The findings of the study among others revealed that children are visibly seen involved in street hawking and street begging, and there are not enough junior secondary schools especially in the rural areas to support hitch free school transition. The study recommended among others the need of the Child Right Act to be fully enforced to protect children from street hawking and street begging, and that government should provide adequate junior secondary schools especially in the rural areas.

Keywords: UBE, School transition, Societal development.

Introduction

Education the world over remains one of the tools responsible for capacity building, by transforming a society into a developed nation. Education goes a long way to enable individuals of any given society to acquire the right skills, attitude, knowledge and habits which promotes greater interaction in the society. The National Policy on Education (NPE), states the fundamental role of education as an instrument par excellence for enhancing national development, (Federal Republic of Nigeria, 2004). This shows government's commitment in eradicating traces of illiteracy without prejudice to tribe, religion, social background and ethnicity through the implementation of Universal Basic Education (UBE) programme. At this juncture, it is important to know some landmark events, such as world conferences, human rights declarations and educational policies both internationally and locally that paved the way for the emergence of UBE Programme in Nigeria. The idea of free and compulsory education as a right of citizens, started in 1948, where a declaration was made by United Nation Organization, on education as a fundamental human right, which included right to basic education, (Doggoh, 2014). The declaration saw the introduction of Universal Primary Education (UPE) in Nigeria in January, 1955 by the government of Western Region, and then followed by its introduction in Lagos by January 1957, then the Eastern Region in February, 1957 (Omeje and Ogbo, 2019).

The Federal Government launched Universal Primary Education at the national level on 6th, September, 1976. This step by the Federal Government of Nigeria marked the beginning of educational growth in Nigeria. The Universal Primary Education had a promising start at the outset with the aim of eradicating illiteracy. Not too long after the take-off, the programme was besieged with a lot of challenges of poor implementation and was attributed to inability of the Federal Government to estimate the number of school age children, which ended having insufficient classrooms, inadequate funding. These were some of the problems which rendered the UPE programme unsustainable, which was later abandoned, (Obanya, 2000, Suleiman, 2012, Doggoh, 2014 and Shuaibu, 2014).

The Universal Basic Education (UBE) programme in Nigeria is not only a factor of past events but also contemporary events in order to improve the educational programme and also rectify the fall in standard of education in the country. Yusuf and Ajere (2012), the Universal Basic Education Programmeis in compliance with the World Conference on Education for All (WCEFA) which took place in Jomtiem Thailand from 5th to 9th March, 1990. Article 1 of the conference state in part that every child, person, youth or

adult should benefit from educational opportunities designed to meet basic needs, at the same time improve early child care through basic education, especially to the most vulnerable and the disadvantaged children. According to Edho (2009) cited in Onwubiko (2012) that EFA World Conference in Jomtiem Thailand did trigger the commencement of basic education in many parts of the world. The conference, which was well attended, came out with a blue print document entitled World Declaration on Education for All and framework of actions to meet basic learning needs (FGN/UNICEF, 2003). By this declaration vulnerable children, disadvantaged children, children in difficult circumstances and children from ethnic minority all have access to free and compulsory early education. It is evident that the development initiatives were designed ab-initio to provide a road map to the educational development agenda of the international community in the 21st century, (Dogoh, 2014).

The Universal Basic Education Act of 2004 made provision for the establishment of Universal Basic Education Commission (UBEC) on 7th of October, 2004. It was to serve as a regulatory and a monitoring body to coordinate and assess the activities of the programme in both the Local Governments and States level by ensuring all children are enrolled into schools, retained and also complete the 9 years mandatory basic education without obstruction. The State Universal Basic Education Board (SUBEB) and the Local Government Education Authority (LGEA) were saddled with the responsibility to ensure that children enroll into schools, retained, transit and complete the UBE programme, at the same time the girl child is given equal access to education.

The significance of this study can be seen in the light that education plays a very significant role in the development of any society. At the same time education gives meaning to livelihood as it helps to develop the mind of citizens to enable them cater for their basic needs which in turn brings about the desired change and social development. The opinions of respondents from questionnaires, interviews conducted and available secondary data from the study areas will help promoters of basic education both internationally and locally on recent issues on school access. At the same time to make amendments to existing policies, which will all contribute to the overall development of the programme not only in study areas but will serve as a model that will help increase children participation in basic education in the Nigerian society.

With the growing expectation for increased access to basic education the world over, people demand more for better services in education. The demand for better education is higher at the local level where most of the people live.

Hence there is need to scale up performance to coincide with the growing expectation of the people, (Jumare, 2015.) Thus, Niger state UBE programme is geared towards the development of basic education in the state by ensuring that children are able to access lower basic education and upper basic education with ease. The UBE programme in Niger State is to ensure more participation of children in the areas of school enrolment, retention, transition and completion, at the same time reduce gender disparity.

The study area is comprised of Six (6) LGAs, in Niger state. The selection of the sampled LGAs was done using the multistage random sampling technique. Niger state was divided into three senatorial districts namely: Zone A, Zone B and Zone C. Two LGAs were selected from each of the senatorial districts, using a purposive random sampling technique. The selection of the six (6) LGAs was done bearing in mind the categorization of urban and rural LGAs. Hence, Bida and Lapai LGAs were selected from Zone A Senatorial District, Chanchaga and Paikoro LGAs were selected from Zone B Senatorial District and Kontagora and Wusgishi LGAs were selected from Zone C Senatorial District. Bida, Chanchaga and Kontagora Local Government Areas were selected as urban settlements due to the availability of social amenities. Lapai, Paikoro and Wushishi Local Government Areas were selected as rural due to relative access to social amenities.

The period of the study is from 2015 to 2022, this enabled the study to measure the progress recorded in the administration of Abubakar Sani Bello the immediate past Executive Governor of Niger state who was democratically elected as the governor of Niger state in 2015. The study analyzed efforts of the administration in increasing children's participation in basic education in Niger state. The basis of choosing the time frame for the study became imperative due to the ranking of Niger state by EFA National Review of year 2015, prior to the coming of the administration. Niger State was adjudged to be the least performing state in basic education in North Central Nigeria having the highest number of OOSC in both lower basic education and upper basic education, of 50.0% and 50.2% respectively.

Statement of the Problem

Nigeria over the years has been confronted with a lot of difficulties in early education for children. The UBE programme was launched as a government initiative to achieve MDGs on EFA within the possible shortest time, by ensuring children get equal access to basic education. Education plays a significant role in human development, at the same time stimulate national development, political consciousness and integration (NSUBEB, 2018 & Sani & Jafaru, 2019).

The Federal Government, States Governments and Local Government Areas have committed huge financial, material and human resources to ensure that every Nigerian child acquires the minimum level of education. UBEC provided the sum of N162, 284, 117, 592.00 as intervention funds to the 36 states of the federation including Federal Capital Territory (FCT), from 2019 to 2022, and a total of N116, 072, 964, 294.33 was accessed.

There has been encouraging effort on the part of Niger state government, to ensure more school participation in basic education in the state. Niger state has been able to construct 6,159 classrooms, 960 VIP toilets, 11 libraries, 15 schools were fenced, 184,246 school furniture and 70 boreholes were provided among others from 2015 to 2020 (Niger State Ministry of Education, 2020). The relevance of Niger State Child Protection Act enacted in 2010 in protecting the fundamental human right of a child was re-emphasized by Governor Sani Bello in marking the 2023 children's day, *"as leaders of tomorrow, the children need basic education that will prepare them for the task ahead"*.Niger State Universal Basic Education Board (NSUBEB) has in continuous advocacies to critical stake holders to elicit support for the success of the programme to support school transition.

Jumare (2015), the relevance of basic education saw all tiers of government and other stake holders working hard to achieve the MDGs on basic education with strong policies and programmes put in place that directed all tiers of government and MDAs to incorporate those targets in their activities. These targets were directed to increase enrolment of children, school retention and school completion rate.

The Federal Government, State Government and Local Government Areas have committed huge financial, material and human resources to ensure that every Nigerian child acquires the minimum level of education. Adamu (2016), buttressed the importance of the UBE Act of 2004 in children's participation in basic education, which makes the programme compulsory, and penalties meted on parents or guardians who fail to comply in sending children to school, which ranges from fines to imprisonment or even both.

However, despite the collaboration and efforts of stakeholders to enhance the capacity of States and LGAs to ensure more children have access to basic education, the task has been overwhelming. Jumare (2015), agreed that basic education sector has faced serious challenges of ensuring that every school child completes the 9 years Basic Education cycle.

Abdullahi (2019), noted that in spite of these efforts, UNDP in 2009 ranked Nigeria as one of the countries with high illiteracy especially among children. The average Gross Enrollment Ratio (GER), shows that only 55% of Nigerian children go to school, OOSC is estimated to be about 7 million with about 2/

3 being girls. Millions of Almajiri children still remain out of school. National Review by EFA in 2015 showed that 30% of school children drop out from primary schools and only 54% transit to Junior Secondary Schools (JSS), this tends to affect school retention and completion (EFA, 2015).

UNICEF report on the state of OOSC in Nigeria in year 2022, showed that Nigeria has the highest number of OOSC in the world, with an estimated 10.5 mchildren who are not in school. This figure indicates that 1/3 of the children population is not in school, and one out of every five OOSC in the world is found in Nigeria. This has further plunged Nigeria into educational crises, where 35% of children who attend primary school do not transit to upper basic education. This made half of Nigerian children not to be in secondary school in year 2021, (Osogbo, 2022)

Local Governments are saddled with the responsibility of payment of teachers and non-teaching salaries, at the same time maintaining the infrastructures and facilities provided in schools. They carry out enrolment campaigns at their various LGEAs; make sure that there is effective collaboration between schools and School Base Management Committee (SBMC) in various localities to ensure full participation of children in basic education (NSUBEB, 2018 & Odewale, 2019)

Niger State has expended material and human resources; however, the state is yet to actualize the mandate it set for its self, which states in part ".....to ensure that all children of school age have access to quality basic education....." Niger State has recorded slow progress in children's participation in basic education like many northern states. Adamu (2016) noted that Niger state has fundamental issues in the implementation of basic education in some areas which is hindering school access. The study seeks to answer the following research question: Has Universal Basic Education Programme affected school transition rate in selected LGAs of Niger State?

Objective of the Study

The main objective of the study is to examine the effect of Universal Basic Education Programme on school transition rate in selected LGAs of Niger State.

Hypothesis of the Study

H_{0i}: Universal Basic Education programme has no significant effect on school transition rate in selected LGAs of Niger state.

Operationalization

Universal Basic Education

The concept of Universal Basic Education is made up of three distinct words. In the work of Aluede (2006) cited in Nakpodia (2011), universal is defined

as the whole people without exception. Basic means which anything rests. It is also the root or bottom or the foundation from which other parts gets support, while education will be interpreted to mean the act of bringing up or training of a child through instruction and in the process bring about the strengthening of his powers of body and mind to be able to understand his culture.

The National Policy on Education, Section 3 states that Universal Basic Education is the type of education compromising 6 years of primary education and 3 years of junior secondary school, which is free and compulsory, (FGN, 2007).

School Transition Rate

School transition rate refers to learners who have successfully completed their lower basic education (primary six) in the current academic calendar and have proceeded to enroll into their first year of their upper basic education (Junior Secondary School one) in the preceding academic calendar, which is often expressed as a percentage of pupils who enrolled into the final grade of lower basic education (primary six) the previous year.

Literature Review

The Universal Basic Education Programme was launched in the year 1999 to give free education to all Nigerians, in other to curb down the high level of illiteracy in the country by increasing children school enrolment rates, retention rates, transition rate, completion rates and increase girl child participation in basic education especially in northern Nigeria where the girl child access to basic education is very low. With these clear objectives of basic education, this section will focus mainly on two distinct parts, the theoretical framework and literature review. Under the literature review the concepts are discussed as applied in the study, at the same time the study will review each of the concept empirically. This will enable the study to fill the gaps left by previous writers at the same time improve on previous studies on issues limiting to school access in Niger State. Systems theory will be used to guide the study; hence the systems theory will analyse basic education in the perspective of systems theory, the significance of theory to basic education and the application of the theory to the day study.

The Concept of Basic Education

Jenn (2020), prior to basic education, the educational system lacked the impetus to give learners the direction that will enable them to attain affluent opportunities needed for their all-round development, which in turn makes individuals self-reliant. Jenn (2020) perceived that basic education is important in human development, that learners go to school and obtain different

certificates and even higher degrees, after completing school, these individuals many at times end up not being self-reliant and able to cater for their basic needs. Hence it becomes difficult to counter the challenges they are bound to face in a dynamic world. For any society to overcome such challenges, Mahatma Gandhi saw the need for basic education in the society, (Jenn, 2020).

The idea of early education has its origin from the Jewish civilization which dates back to 5000 BC where boys attained early education under Jewish Rabi (Ogunu and Nwadiani, 1998 in Udensi, 2012).This early learning in the Jewish communities did instigate the Greeks to adopt a similar early learning method, (Udensi, 2012). Plato a Greek philosopher that children are born with defined level of knowledge in them. The relevance of early education to these children is to remind them and help them understand the world they live is better. Plato did also state the importance of early education to help the child socialize by knowing the right values and morals of the society. That early learning is not all about acquiring knowledge but should be able to develop that early skill in a child. To Plato this is possible, that if children were to become builders, he gave a brilliant suggestion in early skill development of a child which is consistent with the objectives of the modern UBE programme, by saying that such a child should play at building houses. The teacher's role is to help develop that skill towards directing the child's inclination and pleasures via early learning towards their final aim in life, (Aleksov, 2018).

Basic education remains fundamental to the development of any form of education be it formal or informal. Basic education is the fundamental right of citizens. One of the earliest notions of basic education could be traced back as far back as 1948. The Universal Declaration of Human Rights (UDHR) that was adopted in 1948 by 58 member states of United Nation (UN) General Assembly, recognized basic education as a fundamental human right, hence education at the basic level must be compulsory and free, (Article 26i of UDHR in Willmore, 2021). The declaration of 1948 states that basic education is simply the legal right of every child, should be accessible, compulsory, promoting equality and responsible for meaningful development among others (UDHR, retrieved June 23, 2022). This declaration further shows that for every citizen to benefit from basic education, government has to provide such education which is a right of every citizen as their fundamental human right.

Basic education as a programme can bring about the national development every society craves for. With basic education human personality can further be strengthen as it helps to develop human mind and reshape the thinking of that individual. Hence achieving basic education in the society simply means

promoting the freedom of the individuals. The relevance of basic education does not end at the early stages of learning, it brings understanding, friendship, tolerance which is not limited to individuals but also nations. This will help bring religious tolerance, mitigate racial discrimination and also promote world peace (Wilmlmore, 2021)

Basic education has a lot of relevance to humanity, which regardless to the age everyone has the right to acquire it. This was the case of Nganga Marne, when the Kenyan government announced the commencement of free primary education; he enrolled at the age of 84 years as a great grandfather to enable him acquire basic education. He enrolled into basic one with children of six years old in his school uniform. He believed that with basic education he will be able to read the Bible he craved for and satisfy his curiosity to know if the preachers read it correctly. This shows the relevance of basic education which is compulsory at the elementary and fundamental stages, but also remains free regardless of who wants to acquire it (UN, retrieved June 24, 2022). Basic education as perceived by Kanno and Onyeachu (2018) in Amaddioha and Akor (2020) it is the education given at the foundational level. It is an early education given at the early schooling years. This was also corroborated by Nwana (2002) in Amaddioha and Akor (2020) as that education given at the foundational level, and that basic education remains to be the baseline of education on which all other forms of education depend on for advancement. With these perceptions, it shows clearly that basic education in this context means that it is the educational foundation like a building which all other forms of education depend on for support. This early education remains the basis of stability and determinant of the entire educational building of an individual can possess and have in the future (Adioha and Akor, 2020). This indeed has made basic education to be very relevant in the development of every society.

This early form of education helps to determine to a very large extent the educational success or failure of the other stages of education that will come after it. This has made basic education to be carefully implemented by policy makers at the LGA, States and National Level as it remains an effective tool responsible for the eradication of illiteracy and in turn achieving national development and growth.

School Transition Rate

Transition plays a key role as an educational indicator in basic education as stated by UNESCO Institution of Statistics (2009), it provides the information of school children that have been admitted into their first grade of learning in upper basic education in a given school year, which is usually

expressed in percentage of children that were able to enroll into the final year of lower level of learning in basic education, which is in the previous academic year. UIS (2009) stated the relevance of school access or rather transition from lower basic education to higher basic education will help the programme to measure the output of school participation in basic education. This school indicator helps to measure access to education at the same time determines education selectivity, which could be as a result of financial requirement or other factors.

UIS (2009), effective school monitoring is only possible when there is available data, which must be up to date. Hence there is need for schools to maintain a school register, at the same time conducting of annual school survey will help provide up to date data. High school transition is a good indicator of children's participation in learning. Low school transition often or not signifies problem of children moving from one academic cycle to the other, this simply depicts the inefficiency of the learning system or government policies and inadequate schools for seamless transition among others.

Werunga (2011), that in basic education there is a flow of students from one educational level to another, which is denoted as "transition", it is an integral part of any educational development. It helps in measuring how educational development is either balanced or unbalanced between two different levels of education. The inability of children progressing from lower basic education to secondary school by Ebel (1979) in Werunga (2011) is as a result of some factors that exist both in the society and in the school. This argument was corroborated by Kariuki (1976) in Werunga (2011), these societal factors tend to limit the children from progressing to the next level of learning after their completion of primary education. That school factors such as school rules, teachers, physical learning facilities. On the other hand the societal factors hindering transition are; parents occupation, parent educational level and students attitude to schooling among others. All these factors tend to constraint transition. He concluded that the concern of low school retention is not only limited to Africa, but rather a global concern, since transition to secondary school helps to empower individuals both socially and economically.

Olakcuna (2017) to appreciate the concept of transition in basic education, there is need to classify it into some categories, this has become very important, due to the fact that there exist a contrast in school transition in rural and urban areas, at the same time school transition varies from one region to the other. Hence transition is the percentage of learners that progress from lower basic education to junior secondary school. Those are the children that completed their lower basic education in the previous school session and are currently enrolling into their first year in junior secondary school. These school

transition has three (3) categories, where 90%and above is considered to be high school transition rate, 50% to 89% is considered to be medium school transition rate and below 50% is considered to be a low school transition rate. She argued that the level of education of parents to a great extend determines how far a child receives basic education. It is the level of education of parents that aspire parents to see their children attain a higher level of education than them. This in turn helps to shape the schooling environment of these children in their society.

Opoh & Ayade (2018) to understand the concept of transition it has to be defined along- side the concept of school enrolment. The age children enroll into lower basic education will determine the number of children that will finally transit to upper basic education. Late school enrolment remains a major factor hindering school transition. When children enroll late into basic one, the age they complete basic six might hinder them from progressing to secondary school. This observation has a big challenge in nation's basic education, where age becomes a factor for children to stay or opt out of basic school after basic six.

Kirimi and Wainyego (2016) did posit that achieving basic education is by making sure children complete their primary school and proceed to secondary school is a key goal of millennium development goal. This effort to improve school transition in schools is as a result of the fallout of the conferences held in Jotiem, Thailand in 1990 and world Education Conference Forum in Dakar Senegal in April, 2000. School transition is very important to the full educational development of every child as it creates opportunities for them in life and also helps develop their skills which in turn help their adulthood life. In spite free educational programme in Kenya and developing countries, school transition is well below average.

Kirimi and Waiyego (2016) noted that the head teacher in the school has a key role to play in his delegation of duties to other staff, since he is seen as the chief executive of the school. The head teacher need to know that transition from primary school to secondary school has to be through effective collaboration and teamwork from both his members of staff and the immediate community must work as one unit. It is important for the head teacher to work closely with the community, because the children are products of the community. The success of school transition will also depend on how the community responds to the needs of the school. The input of teacher factor to the success in school transition was further supported by Muchira (2015) in Kirimi &Waiyego (2016) that effective leadership style of the school head teacher also can improve school transition. The way the head teacher relates with teaching staff, non-teaching staff and learners is very important in

producing a conducive learning environment. This will help discussions to be encouraged and learners view will equally be heard. Griffin (1994) did posit in Kirimi and Waiyego (2016) the need for learners to have a sense of belonging in their own future, as they are not only coming to learn and go, but also partners in progress. This tends to encourage learners to stay longer years in school; hence instead of them dropping out from school, they stay back to transit from lower basic education to upper basic education and hopefully complete their basic education.

Mwikya (2019), education transmits knowledge from one generation to the other, at the same time valuable skills and values. This is possible when children are able to progress from primary to secondary school. Hueblar (2017) in Mwikya (2019) did state that school transition rate is very important as it helps measure the percentage of learners who are able to make progress in their studies from one level of schooling to the next level of learning. School transition among learners is very important to show how balanced is educational development is between the two levels of education. However low transition rate from primary to secondary school remains a key concern, as education remains that key factor in empowering citizens of a country towards a meaning development, Acheampond (2016) in Mwikya (2019).The major reason for this low transition in these African regions according to Bruns & Mingat (2003) in Mwikya (2019) is that transition from primary to secondary school in some African regions is not compulsory as in western industrialized developed societies of the world. Failure of children's transition from primary school to secondary school can pose a big challenge to many learners and their families if not properly monitored or handled, will only add up to the endless number of out of school children in any society.

Olakucuna (2017) argued that a major factor limiting transition is the few secondary schools available for children to transit to in some province in Kenya, at the same time these few secondary schools are disproportionately distributed in favour of the urban areas. This has made transition to be even lower in rural areas. These uneven educational opportunities between the urban rich and the rural poor, when it comes to the availability of secondary schools tends to hinder transition more in rural areas, (Olakucuna, 2017).

Theoretical Framework

Systems Theory

The world we live in is a complex system composed of subsystems that interact with each other with each having clearly defined boundaries and coherent dynamics. Systems theory was originally proposed by biologist Karl

Ludwig von Bertalanffy in the 1930s to simplify world complexity to human mind and make it more understandable. The development of the theory came as a result of the author's perceived need for a theory to guide research in multiple fields. His theory helped to provide a common framework that created and shared a common language that researchers and writers from different disciplines can use to communicate their findings. Simply put, systems theory is used to understand how things around us work. Systems theory looks at the world as a system composed of smaller subsystems.

According to Oguche and Raba (2001) in Suleiman (2012), the system theory, developed by Getzels and Guba (1957), is regarded by many as the most fundamental theory in the field of educational administration. Getzels and Guba developed the model for explaining social behaviours. Getzels and Guba (1957) conceived the system as involving classes of phenomena, which are conceptually independent with roles and expectations fulfilling the goals of the system and the individuals with personalities and need dispositions who inhibit the system.

Application of the System Theory to the Study

The universal basic education programme is confined to the educational system, with clear goals and objectives set by policy makers to ensure all children of school age are enrolled into school and also complete the 9 year mandatory programme. The theory is able to analyse the impact of basic education in early learning in Niger state. For this reason the systems theory is believe to be a self-appraisal model as the output can be measured against other factors to ascertain the level the set goals and objectives have been achieved after receiving the desired input.

Niger State Universal Basic Education Board (NUBEB) at the input stage provide various resources to help increase school enrolment at the same time with special emphasis on the girl child to reduce gender disparity in basic education. Enrolment drive in Niger state has become very important as Niger state as at 2015 had the highest number of OOS children in both primary school and JSS in North Central (EFA National Review, 2015).

Schools in Niger state receive various inputs namely physical resources, human resources and financial resources, which are all geared to increase enrolment at the input stage. The programme receives funding via matching grant from UBEC which is contributory between Niger state and UBEC. The state in the month of August, 2022 made its 50% matching grant contribution of about N2 billion for its 2019, 2020 and 2021 outstanding, to enable it access the equivalent from UBEC. This fund is to provide additional physical resources like more schools, classrooms, and general renovations, which in

turn will increase children participation in basic education in the state. The local government on the other hand is saddled with the responsibility to provide human resources. Hence there is constant recruitment of administrative staff and teachers who are the main implementers of basic education. Teaching and learning can only take place through teachers, which without them the quest of achieving national development will not be possible. The overall inputs received enable children access to basic education, shortfall of these key inputs was what made the UPE of the 70's to be aborted, as it was tagged an educational system that could not address the educational needs of Nigerian children of school age.

The second stage is known as the thorough stage, which is also known as the processing stage, at this stage it is expected that school retention is increased, school transition is increased, school dropout rate is decreased and also girl child participation is encouraged. Those responsible for the success of basic education in Niger state in this stage are, school administrators, staff of NUBEB, SBMCs and staff of the LGEAs among other, they are to add value to the work that is already in progress, it is as a result of this Shaw (2006) in Lunenberg (2010) did conclude that some kind of work is done in the system to produce the desired output. For this reason, UBE administrators and other take holder are expected to put earlier inputs into judicious use and also coordinate them to reflect the goals and objectives of the programme. This inputs will help school administrators to provide a very conducive teaching and learning environment for both learners and staff. The overall expected outcome will be increased learners retention rate, reduced gender disparity and higher transition rate to upper basic education.

Output, is the flow of responses, which comes out of the system to the environment. Hence output reflects the success of basic education in Niger state, as it serves as the score card, after all inputs have been processed. Hence the output at this stage is expected to show a reduction in the school dropout rate, appropriate level of literacy and numeracy attained, improvement in gender parity. The output will show where Niger state ranks in the country in terms of the attainment of the set goals and objectives of UBE. The output stage is very important as it serves as a summary indicator that measures the success of basic education in Niger state. These outputs are the results of transformation that has taken place in the processing stage. This is achieved via proper educational implementation. Outputs always relate to decisions earlier taken in distant past, hence outputs are important in basic educational programme as it helps to influence educational development in the society and also determine the need and form of each succeeding round of inputs in basic education, (Lolo, 2019).

Feedback enables an appraisal of the programme given set objectives and what has been actually achieved. This very important aspect is often or not over looked, but without this stage the system flow will be incomplete. The programme as an open system can only thrive via feedback, where its set goals and objectives can be measured against actual achievements overtime, as it will tell us state of school enrolment, OOSC, girl child participation and completion rates among others in the various communities in Niger state, if actually children participation in basic education in the aforementioned areas has improved. This makes feedback a dynamic process, through which information about the outputs is communicated back to the system so that necessary changes can be made and bottle necks removed. This type of communication makes the UBE programme be like a loop made up of interdependent parts.

Feedback is responsible for policy change, amendments, new innovation, ideas etc. this has made our educational system to evolve over time via new innovation, example is the school feeding programme introduced in Niger state in year 2015, which saw droves of children returning to school. Once feedback is communicated to the system, it will result to subsequent system change or modification to bring a better result or improvement. It is important to note that when the educational system lacks feedback the UBE programme will likely operate in an unusual and unresponsive manner, at the end fail to achieve set goals and objectives or loose support; hence the need for another educational policy may likely arise. Feedback continues to link information in order to improve the working of the system behaviour and responses. Hence feedback is an output-information-imputation-re-communication- re-computation process.

The environment which surrounds the schools in Niger state impacts on it politically, socially and economically in its operation and organization. The schools operate in a climate of policy and accountability, which they respond in their internal operations. Today basic education in Niger state is faced with political instability, where insurgency and kidnaping is the order of the day. In the face of insecurity a lot of communities have been sacked in some rural areas in Niger state. Children in those communities don't go to school, as the schools have been shut down. The social environment is also a challenge in the state, where religious belief, culture, society and level of parental education determines who goes to school and who does not. The school is also faced with economic factors, which has to do with funding the programme.

The components of systems theory applied to the study corrects the consequences of the whole process of basic education which measures actual output, with the inflow of new and better processes and inputs. Hence a

circulatory relationship between inputs and outputs is developed. The systems theory improves the working and success of UBE Programme through input-conversion-output-feedback process, as the theory is applied in every level of development of the programme in other to improve basic school education.

Methodology

This study adopts a mixed method cross-sectional research design. This design was adopted because it has both quantitative and qualitative attributes. The quantitative attribute enables the researcher to collect quantitative data from randomly selected respondents in the study as well as the use of descriptive and inferential statistical tools for data analysis so that findings from the sample can be generalized on the entire population of the study; while the qualitative attribute enables the researcher to achieve a higher level of understanding and accuracy about the subject matter under investigation by using qualitative data collected through in-depth interviews with key members of the target population. Consequently, through the adoption of this research design, the researcher was able to estimate an ideal sample size for the study using a robust method that specifies the desired margin of error of the estimation, while key members of the population were purposively selected for in-depth interviews in the study.

The population of the study consists of Teachers in UBE primary schools, Teachers in UBE Junior secondary schools, PTA members of the various UBE schools, School Base Management Committee (SBMC) members, and LGEA administrative staff in six selected Local Government Areas of Niger State. Secondary information collected from the Niger State Universal Basic Education Board (NSUBEB) revealed that there is a total of 10,176 Teachers of UBE primary schools, Teachers of UBE Junior secondary schools, PTA members of the various UBE schools, SBMC members, and LGEA administrative staff in Bida, Chanchaga, Kontagora, Lapai, Paikoro, and Wushishi LGAs of Niger State which constitute the target population of the study.

Prior to the selection of sample members from the target population of the study, an optimum sample for the study was determined scientifically using the Yamane sampling size determination technique. This technique of estimating the optimum sample size enables researchers to carry out the estimation using a stated allowable margin of error, especially when the population size is finite and known. Thus, using the total population size (N) of 10,366 and e = 0.05, the optimum sample size for the study is:

$$n = \frac{10176}{1+10176\ (0.05)^2}$$

$$n = \frac{10176}{1+10176\ (0.0025)}$$

$$n = \frac{10176}{26.44}\ H" 385$$

This implies that a total sample size of 385 respondents is ideal for use in this study in order to achieve a minimum precision of 95 percent from the results and findings of the study.

Since the study intends to generalize findings from sample to entire population, and since it intends to collect both quantitative and qualitative data, both probability and non-probability sampling approaches were utilized. The probability sampling approach employed is the proportionate stratified random sampling technique, while the non-probability sampling approach is the purposive sampling technique.

This study used data from primary and secondary sources. The primary data and their source was generated through field work by the researcher with the help of six research assistants. The major techniques employed here to generate the data for the survey were through the use of a structured questionnaire administered to some randomly selected members of the target population, and in-depth interviews carried out with some key members of the target population.

The study used secondary data and their source collected from the bulletin of Niger State Annual School Census 2019 and Research's Survey 2022, and bulletins, publications, and journals of UBE and NSUBEB. This source of data helped in providing information and data that enriched the literature review and theoretical framework of the study.

The questionnaire and interview guide in this study were validated using the Content Validity Index (CVI) and face validity techniques, respectively. The questionnaires in this study were administered to four academics and two independent research experts to evaluate the questions. The questionnaire used in this study has a CVI of 0.905 (90.5%), which is an indication that the validity of the instrument is very good. This is in line with the position of Amin (2005) who posited that a content validity index of at least 0.70 (CVI e" 0.70) is considered as an acceptable validity.

The interview guide in this study was validated using the face validity technique. The results of the face validity assessments revealed a reasonable level of harmony among the evaluators. This is an indication that the instrument is valid for the collection of qualitative data on the subject matter.

Before the actual administration of the questionnaires to respondents, the

researcher conducted a pilot study aimed at pre-testing the research questionnaire as well as to determine its reliability. This study used the internal consistency reliability method to determine the reliability of the questionnaire. The Cronbach's alpha reliability test was used as it is one of the most common internal consistency reliability methods. The result of the Cronbach's alpha test returned a Cronbach's alpha coefficient of 0.715, which according to Taber (2018) is a good reliability rate for a questionnaire to be used in collecting quantitative data in a research study.

Consequently, a total of 385 respondents were randomly selected from the UBE primary schools, UBE junior secondary schools, SBMC members, PTA members, and administrative staff of LGEA in the selected LGAs in the study. Following the selection of the 385 respondents in the study, a copy of the research questionnaire was administered to each of them. This implies that a total of 385 copies of the research questionnaire were administered to the respondents for onward completion and submission of the completed questionnaires to the researcher. The researcher also purposively selected a total of 30 key teaching staff from the UBE primary and junior secondary schools, and administrative staff of LGEA in the selected LGAs for oral in-depth interviews. Each interview session was to last between 45 to 55 minutes. Through this procedure, the researcher was able to collect the quantitative and qualitative data required in conducting this study.

The qualitative data collected in this study using questionnaire was analyzed using descriptive and inferential statistical tools and the results displayed in tables. Thus, frequency, percentage, mean, and standard deviation were used in analyzing the data, while One-Way Analysis of Variance test (One-Way ANOVA) was used to test the research hypothesis at 5% level of significance.

Data Presentation and Analyses

Response Rate

A total of 385 copies of the research questionnaires were administered to the selected respondents in this study of which only 355 completed copies were retrieved or returned. However, only 349 copies of the retrieved/returned questionnaires were valid for use in the study. A summary of the response rate analysis according to LGA is given in Table 1.1:

Table 1. Number of Questionnaires Administered and Valid Ones Retrieved by LGA

LGA	Copies of Questionnaire Administered	Copies of Questionnaire Retrieved/Returned	Returned Copies of Questionnaire Found Valid for Use	Response Rate (%)
Bida	76	70	70	92.1
Chanchaga	116	107	105	90.5
Kontagora	37	35	34	91.9
Lapai	55	52	51	92.7
Paikoro	80	73	71	88.8
Wushishi	21	18	18	85.7
Total	**385**	**355**	**349**	**90.6**

Source: Researcher's Response Rate Analysis Result, 2022.

Based on the results in Table 1, it can be observed that for Bida LGA a total of 76 questionnaires was administered, out of which only 70(92.1%) valid ones were returned/retrieved. For Chanchaga LGA, a total of 116 questionnaires was administered, out of which only 105(90.5%) valid ones were returned/retrieved. For Kontagora LGA, a total of 37 questionnaires was administered, out of which only 34(91.9%) valid ones were returned/retrieved. For Lapai LGA, a total of 55 questionnaires was administered, out of which only 51(92.7%) valid ones were returned/retrieved. For Paikoro LGA, a total of 80 questionnaires was administered, out of which only 71(88.8%) valid ones were returned/retrieved, while for Wushishi LGA, a total of 21 questionnaires was administered, out of which only 18(85.7%) valid ones were returned/retrieved.

The table also shows that in totality, 385 questionnaires were administered to respondents in the study, out of which only 349(90.6%) valid ones were returned/retrieved. This implies that an overall response rate of 90.6% was achieved in this study, which is deemed to be a very good response rate for the researcher to continue with the study. Consequently, data analysis for each LGA in the study was carried out based on the number of valid returned questionnaires for each LGA (that is, Bida LGA – 70, Chanchaga LGA – 105, Kontagora LGA – 34, Lapai LGA – 51, Paikoro – 71, and Wushishi LGA – 18).

Table 2 Respondents' Opinions and Views on UBE School Transition Rate in Bida LG

	Frequency	Percent
Strongly Agree	12	17.1
Agree	25	35.7
Undecided	6	8.6
Disagree	17	24.3
Strongly Disagree	10	14.3
Total	70	100.0
Q2: Late school enrolment reduces transition rate to junior secondary school		
Strongly Agree	12	17.1
Agree	24	34.3
Undecided	7	10.0
Disagree	18	25.7
Strongly Disagree	9	12.9
Total	70	100.0
Q3: There are enough junior secondary schools in the communities for smooth school transition		
Strongly Agree	5	7.1
Agree	14	20.0
Undecided	9	12.9
Disagree	31	44.3
Strongly Disagree	11	15.7
Total	70	100.0
Q4: Inability to perform school task can hinder transition to higher basic education		
Strongly Agree	11	15.7
Agree	27	38.6
Undecided	5	7.1
Disagree	17	24.3
Strongly Disagree	10	14.3
Total	70	100.0
Q5: Teachers are trained periodically on requisite transition skills		
Strongly Agree	6	8.6
Agree	15	21.4
Undecided	7	10.0
Disagree	32	45.7
Strongly Disagree	10	14.3
Total	70	100.0
Q6: High primary school dropout affects transition to junior secondary school		
Strongly Agree	7	10.0
Agree	28	40.0
Undecided	5	7.1
Disagree	17	24.3
Strongly Disagree	13	18.6
Total	70	100.0
Q7: Poverty can be responsible for non-transition to junior secondary school		
Strongly Agree	12	17.1
Agree	27	38.6
Undecided	6	8.6
Disagree	15	21.4
Strongly Disagree	10	14.3
Total	70	100.0

Strongly Agree	13	18.6
Agree	25	35.7
Undecided	9	12.9
Disagree	16	22.9
Strongly Disagree	7	10.0
Total	70	100.0

Q9: Non-school participation of children lowers transition rate to secondary school

Strongly Agree	6	8.6
Agree	13	18.6
Undecided	8	11.4
Disagree	34	48.6
Strongly Disagree	9	12.9
Total	70	100.0

Q10: Parents make effort to ensure their children transit from primary to junior secondary school

Strongly Agree	12	17.1
Agree	30	42.9
Undecided	5	7.1
Disagree	16	22.9
Strongly Disagree	7	10.0
Total	70	100.0

Source: Researcher's Field Survey, 2022

Table 2 shows the distributions of respondents' opinions and views on UBE school transition in Bida LGA. The distribution of responses to the question on whether the UBE programme had increased school transition revealed that most of the respondents 25(35.7%) agreed with this assertion, while the least 6(8.6%) were undecided. This implies that majority of the respondents from Bida LGA agreed that the UBE programme had increased school transition rate. This is an indication that the UBE programme has increased school transition rate in Bida LGA.

The distribution of responses to the question on whether late school enrolment reduces transition rate to junior secondary school revealed that most of the respondents 24(34.3%) agreed with this assertion, while the least 7(10.0%) were undecided. This implies that majority of the respondents from Bida LGA agreed that late school enrolment reduces transition rate to junior secondary school. This is an indication that late school enrolment reduces transition rate to junior secondary school in the UBE programme in Bida LGA.

The distribution of responses to the question on whether there were enough junior secondary schools in the communities for smooth school transition revealed that most of the respondents 31(44.3%) disagreed with this assertion, while the least 9(12.9%) were undecided. This implies that majority of the respondents from Bida LGA disagreed that there were enough junior secondary schools in the communities for smooth school transition in the UBE programme. This is an indication that there are no enough junior secondary schools in the communities for smooth school transition in the UBE programme

in Bida LGA.

The distribution of responses to the question on whether the inability to perform school task could hinder transition to lower basic education revealed that most of the respondents 27(38.6%) agreed with this assertion, while the least 5(7.1%) were undecided. This implies that majority of the respondents from Bida LGA agreed that the inability to perform school task could hinder transition to lower basic education in the UBE programme. This is an indication that the inability to perform school task can hinder transition to lower basic education in the UBE programme in Bida LGA.

The distribution of responses to the question on whether Teachers were trained periodically on requisite transition skills revealed that most of the respondents 32(45.7%) disagreed with this assertion, while the least 6(8.6%) strongly agreed. This implies that majority of the respondents from Bida LGA disagreed that Teachers were trained periodically on requisite transition skills in the UBE programme. This is an indication that Teachers are not trained periodically on requisite transition skills in the UBE programme in Bida LGA.

The distribution of responses to the question on whether high primary school dropout affects transition to junior secondary school revealed that most of the respondents 28(40.0%) agreed with this assertion, while the least 5(7.1%) were undecided. This implies that majority of the respondents from Bida LGA agreed that high primary school dropout affects transition to junior secondary school in the UBE programme. This is an indication that high primary school dropout affects transition to junior secondary school in the UBE programme in Bida LGA.

The distribution of responses to the question on whether poverty could be responsible for non-transition to junior secondary school revealed that most of the respondents 27(38.6%) agreed with this assertion, while the least 6(8.6%) were undecided. This implies that majority of the respondents from Bida LGA agreed that poverty could be responsible for non-transition to junior secondary school in the UBE programme. This is an indication that poverty can be responsible for non-transition to junior secondary school in the UBE programme in Bida LGA.

The distribution of responses to the question on whether regular campaigns were carried out by SUBEB, schools and communities on school transition revealed that most of the respondents 25(35.7%) agreed with this assertion, while the least 7(10.0%) strongly disagreed. This implies that majority of the respondents from Bida LGA agreed that regular campaigns were carried out by SUBEB, schools and communities on school transition in the UBE programme. This is an indication that regular campaigns are carried out by SUBEB, schools and communities on school transition in the UBE programme

in Bida LGA.

The distribution of responses to the question on whether non-school participation of children lowers transition rate to secondary school revealed that most of the respondents 34(48.6%) disagreed with this assertion, while the least 8(11.4%) were undecided. This implies that majority of the respondents from Bida LGA disagreed that non-school participation of children lowers transition rate to secondary school in the UBE programme. This is an indication that non-school participation of children does not lower transition rate to secondary school in the UBE programme in Bida LGA.

The distribution of responses to the question on whether parents made effort to ensure their children transit from primary to junior secondary school revealed that most of the respondents 30(42.9%) agreed with this assertion, while the least 5(7.1%) were undecided. This implies that majority of the respondents from Bida LGA agreed that parents made effort to ensure their children transit from primary to junior secondary school in the UBE programme. This is an indication that parents make effort to ensure their children transit from primary to junior secondary school in the UBE programme in Bida LGA.

Table 3 Descriptive Statistics for Average Responses on UBE School Transition Rate (Bida LGA)

Category of Respondent	Sample Size (n)	Mean	Std. Deviation
SBMC	3	2.9333	.49329
PTA	4	2.4250	.65511
Primary School Teacher	49	3.2000	.84063
Junior Secondary School Teacher	10	2.7500	.91682
LGEA Administrative Staff	4	2.1750	.35000
Total	70	3.0214	.85328

Source: Researcher's Descriptive Statistics Output, 2022.

Table 3 shows the output of the descriptive statistics analysis carried out on the average responses on UBE School Transition across category of respondents in Bida LGA. The Table shows that SBMC with a sample size of 3 has a mean response of 2.933 with standard deviation of 0.493. PTA with a sample size of 4 has a mean response of 2.425 with standard deviation of 0.655. Primary school Teacher with a sample size of 49 has a mean response of 3.200 with standard deviation of 0.841. Junior secondary school Teacher with a sample size of 10 has a mean response of 2.750 with standard deviation of 0.917, while LGEA administrative staff with a sample size of 4 has a mean response of 2.175 with standard deviation of 0.350. The Table also shows that Bida LGA with an overall sample size of 70 has an overall mean response of 3.021 with standard deviation of 0.853 for UBE school transition rate.

This overall mean response (3.021) is an indication that majority of the respondents from Bida LGA agreed that UBE programme has significant effect on school transition rate. This is what the One-Way ANOVA seeks to test for statistical significance.

Table 4 ANOVA (Bida LGA)
Dependent variable: Transition Rate

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.611	4	1.653	2.463	0.047
Error	43.627	65	0.671		
Total	50.238	69			

Source: Researcher's One-Way ANOVA Test Output, 2022.

Table 4 shows the output of the One-Way ANOVA test carried out to test the third null hypothesis in this study (H_{03}: UBE programme has no significant effect on school transition rate in Bida LGA of Niger State). The Table shows that the test returned an F statistic value of 2.463 with (4, 65) degrees of freedom, and an associated P value of 0.047. Since the P value is less than 0.05, it is an indication that the third null hypothesis (H_{03}) of no significant effect has to be rejected at 5% level of significance. Hence, we conclude that the UBE programme has significant effect on school transition rate in Bida LGA of Niger State ($F_{(4, 65)} = 2.463$, $P = 0.047$).

Table 5 Respondents' Opinions and Views on UBE School Transition Rate in Chanchaga LG

Q1: The UBE programme has increased school transition	Frequency	Percent
Strongly Agree	13	12.4
Agree	57	54.3
Undecided	10	9.5
Disagree	17	16.2
Strongly Disagree	8	7.6
Total	105	100.0
Q2: Late school enrolment reduces transition rate to junior secondary school		
Strongly Agree	10	9.5
Agree	14	13.3
Undecided	7	6.7
Disagree	62	59.0
Strongly Disagree	12	11.4
Total	105	100.0
Q3: There are enough junior secondary schools in the communities for smooth school transition		
Strongly Agree	12	11.4
Agree	57	54.3
Undecided	10	9.5
Disagree	19	18.1
Strongly Disagree	7	6.7
Total	105	100.0
Q4: Inability to perform school task can hinder transition to higher basic education		
Strongly Agree	10	9.5
Agree	58	55.2
Undecided	12	11.4
Disagree	17	16.2
Strongly Disagree	8	7.6
Total	105	100.0
Q5: Teachers are trained periodically on requisite transition skills		
Strongly Agree	12	11.4
Agree	58	55.2
Undecided	9	8.6
Disagree	21	20.0
Strongly Disagree	5	4.8
Total	105	100.0
Q6: High primary school dropout affects transition to junior secondary school		
Strongly Agree	13	12.4
Agree	56	53.3
Undecided	11	10.5
Disagree	17	16.2
Strongly Disagree	8	7.6
Total	105	100.0
Q7: Poverty can be responsible for non-transition to junior secondary school		
Strongly Agree	8	7.6
Agree	16	15.2
Undecided	4	3.8
Disagree	65	61.9
Strongly Disagree	12	11.4
Total	105	100.0
Q8: Regular campaigns are carried out by SUBEB, schools and communities on school transition		
Strongly Agree	15	14.3
Agree	50	47.6
Undecided	8	7.6
Disagree	20	19.0
Strongly Disagree	12	11.4
Total	105	100.0
Q9: Non-school participation of children lowers transition rate to secondary school		
Strongly Agree	15	14.3
Agree	52	49.5
Undecided	7	6.7
Disagree	19	18.1
Strongly Disagree	12	11.4
Total	105	100.0
Q10: Parents make effort to ensure their children transit from primary to junior secondary school		
Strongly Agree	10	9.5
Agree	15	14.3
Undecided	7	6.7

Source: Researcher's Field Survey, 2022

Table 5 shows the distributions of respondents' opinions and views on UBE school transition in Chanchaga LGA. The distribution of responses to the question on whether the UBE programme had increased school transition revealed that most of the respondents 57(54.3%) agreed with this assertion, while the least 8(7.6%) strongly disagreed. This implies that majority of the respondents from Chanchaga LGA agreed that the UBE programme had increased school transition rate. This is an indication that the UBE programme has increased school transition rate in Chanchaga LGA.

The distribution of responses to the question on whether late school enrolment reduces transition rate to junior secondary school revealed that most of the respondents 62(59.0%) disagreed with this assertion, while the least 7(6.7%) were undecided. This implies that majority of the respondents from Chanchaga LGA disagreed that late school enrolment reduces transition rate to junior secondary school. This is an indication that late school enrolment does not reduce transition rate to junior secondary school in the UBE programme in Chanchaga LGA.

The distribution of responses to the question on whether there were enough junior secondary schools in the communities for smooth school transition revealed that most of the respondents 57(54.3%) agreed with this assertion, while the least 7(6.7%) strongly disagreed. This implies that majority of the respondents from Chanchaga LGA agreed that there were enough junior secondary schools in the communities for smooth school transition in the UBE programme. This is an indication that there are enough junior secondary schools in the communities for smooth school transition in the UBE programme in Chanchaga LGA.

The distribution of responses to the question on whether the inability to perform school task could hinder transition to lower basic education revealed that most of the respondents 58(55.2%) agreed with this assertion, while the least 8(7.6%) strongly disagreed. This implies that majority of the respondents from Chanchaga LGA agreed that the inability to perform school task could hinder transition to lower basic education in the UBE programme. This is an indication that the inability to perform school task can hinder transition to lower basic education in the UBE programme in Chanchaga LGA.

The distribution of responses to the question on whether Teachers were trained periodically on requisite transition skills revealed that most of the respondents 58(55.2%) agreed with this assertion, while the least 5(4.8%) strongly disagreed. This implies that majority of the respondents from Chanchaga LGA agreed that Teachers were trained periodically on requisite transition skills in the UBE programme. This is an indication that Teachers are

trained periodically on requisite transition skills in the UBE programme in Chanchaga LGA.

The distribution of responses to the question on whether high primary school dropout affects transition to junior secondary school revealed that most of the respondents 56(53.3%) agreed with this assertion, while the least 8(7.6%) strongly disagreed. This implies that majority of the respondents from Chanchaga LGA agreed that high primary school dropout affects transition to junior secondary school in the UBE programme. This is an indication that high primary school dropout affects transition to junior secondary school in the UBE programme in Chanchaga LGA.

The distribution of responses to the question on whether poverty could be responsible for non-transition to junior secondary school revealed that most of the respondents 65(61.9%) disagreed with this assertion, while the least 4(3.8%) were undecided. This implies that majority of the respondents from Chanchaga LGA disagreed that poverty could be responsible for non-transition to junior secondary school in the UBE programme. This is an indication that poverty cannot be responsible for non-transition to junior secondary school in the UBE programme in Chanchaga LGA.

The distribution of responses to the question on whether regular campaigns were carried out by SUBEB, schools and communities on school transition revealed that most of the respondents 50(47.6%) agreed with this assertion, while the least 8(7.6%) were undecided. This implies that majority of the respondents from Chanchaga LGA agreed that regular campaigns were carried out by SUBEB, schools and communities on school transition in the UBE programme. This is an indication that regular campaigns are carried out by SUBEB, schools and communities on school transition in the UBE programme in Chanchaga LGA.

The distribution of responses to the question on whether non-school participation of children lowers transition rate to secondary school revealed that most of the respondents 52(49.5%) agreed with this assertion, while the least 7(6.7%) were undecided. This implies that majority of the respondents from Chanchaga LGA agreed that non-school participation of children lowers transition rate to secondary school in the UBE programme. This is an indication that non-school participation of children lowers transition rate to secondary school in the UBE programme in Chanchaga LGA.

The distribution of responses to the question on whether parents made effort to ensure their children transit from primary to junior secondary school revealed that most of the respondents 61(58.1%) disagreed with this assertion, while the least 7(6.7%) were undecided. This implies that majority of the respondents from Chanchaga LGA disagreed that parents

made effort to ensure their children transit from primary to junior secondary school in the UBE programme. This is an indication that parents do not make effort to ensure their children transit from primary to junior secondary school in the UBE programme in Chanchaga LGA.

Table 6 Descriptive Statistics for Average Responses on UBE School Transition Rate (Chanchaga LGA)

Category of Respondent	Sample Size (n)	Mean	Std. Deviation
SBMC	2	3.1000	0.1414
PTA	2	1.8000	0.0000
Primary School Teacher	79	3.2266	0.6023
Junior Secondary School Teacher	18	3.0278	0.6702
LGEA Administrative Staff	4	2.9250	0.6801
Total	105	3.1514	0.6349

Source: Researcher's Descriptive Statistics Output, 2022.

Table 6 shows the output of the descriptive statistics analysis carried out on the average responses on UBE School Transition across category of respondents in Chanchaga LGA. The Table shows that SBMC with a sample size of 2 has a mean response of 3.100 with standard deviation of 0.141. PTA with a sample size of 2 has a mean response of 1.800 with standard deviation of 0.000. Primary school Teacher with a sample size of 79 has a mean response of 3.227 with standard deviation of 0.602. Junior secondary school Teacher with a sample size of 18 has a mean response of 3.028 with standard deviation of 0.670, while LGEA administrative staff with a sample size of 4 has a mean response of 2.925 with standard deviation of 0.680. The Table also shows that Chanchaga LGA with an overall sample size of 105 has an overall mean response of 3.151 with standard deviation of 0.635 for UBE school transition rate. This overall mean response (3.151) is an indication that majority of the respondents from Chanchaga LGA agreed that UBE programme has significant effect on school transition rate. This is what the One-Way ANOVA seeks to test for statistical significance.

Table 7 ANOVA (Chanchaga LGA)

Dependent variable: Transition Rate

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.584	4	1.146	3.070	0.020
Error	37.338	100	0.373		
Total	41.922	104			

Source: Researcher's One-Way ANOVA Test Output, 2022.

Table 7 shows the output of the One-Way ANOVA test carried out to test the

third null hypothesis in this study (H_{03}: UBE programme has no significant effect on school transition rate in Chanchaga LGA of Niger State). The Table shows that the test returned an F statistic value of 3.070 with (4, 100) degrees of freedom, and an associated P value of 0.020. Since the P value is less than 0.05, it is an indication that the third null hypothesis (H_{03}) of no significant effect has to be rejected at 5% level of significance. Hence, we conclude that the UBE programme has significant effect on school transition rate in Chanchaga LGA of Niger State ($F_{(4, 100)} = 3.070$, $P = 0.020$).

Table 8 Respondents' Opinions and Views on UBE School Transition Rate in Kontagora LG

Q1: The UBE programme has increased school transition		
	Frequency	Percent
Strongly Agree	4	11.4
Agree	18	51.4
Undecided	3	8.6
Disagree	8	22.9
Strongly Disagree	2	5.7
Total	35	100.0
Q2: Late school enrolment reduces transition rate to junior secondary school		
Strongly Agree	4	11.4
Agree	16	45.7
Undecided	5	14.3
Disagree	7	20.0
Strongly Disagree	3	8.6
Total	35	100.0
Q3: There are enough junior secondary schools in the communities for smooth school transition		
Strongly Agree	4	11.4
Agree	5	14.3
Undecided	2	5.7
Disagree	19	54.3
Strongly Disagree	5	14.3
Total	35	100.0
Q4: Inability to perform school task can hinder transition to higher basic education		
Strongly Agree	4	11.4
Agree	14	40.0
Undecided	3	8.6
Disagree	9	25.7
Strongly Disagree	5	14.3
Total	35	100.0
Q5: Teachers are trained periodically on requisite transition skills		
Strongly Agree	4	11.4
Agree	8	22.9
Undecided	1	2.9
Disagree	17	48.6
Strongly Disagree	5	14.3
Total	35	100.0

Q6: High primary school dropout affects transition to junior secondary school		
Strongly Agree	4	11.4
Agree	16	45.7
Undecided	5	14.3
Disagree	7	20.0
Strongly Disagree	3	8.6
Total	35	100.0
Q7: Poverty can be responsible for non-transition to junior secondary school		
Strongly Agree	4	11.4
Agree	15	42.9
Undecided	5	14.3
Disagree	8	22.9
Strongly Disagree	3	8.6
Total	35	100.0
Q8: Regular campaigns are carried out by SUBEB, schools and communities on school transition		
Strongly Agree	4	11.4
Agree	17	48.6
Undecided	5	14.3
Disagree	7	20.0
Strongly Disagree	2	5.7
Total	35	100.0
Q9: Non-school participation of children lowers transition rate to secondary school		
Strongly Agree	3	8.6
Agree	7	20.0
Undecided	2	5.7
Disagree	18	51.4
Strongly Disagree	5	14.3
Total	35	100.0
Q10: Parents make effort to ensure their children transit from primary to junior secondary school		
Strongly Agree	3	8.6
Agree	7	20.0
Undecided	2	5.7
Disagree	17	48.6
Strongly Disagree	6	17.1
Total	35	100.0

Source: Researcher's Field Survey, 2022

Table 8 shows the distributions of respondents' opinions and views on UBE school transition in Kontagora LGA. The distribution of responses to the question on whether the UBE programme had increased school transition revealed that most of the respondents 18(5.4%) agreed with this assertion, while the least 2(5.7%) strongly disagreed. This implies that majority of the respondents from Kontagora LGA agreed that the UBE programme had increased school transition rate. This is an indication that the UBE programme has increased school transition rate in Kontagora LGA.

The distribution of responses to the question on whether late school enrolment reduces transition rate to junior secondary school revealed that most of the respondents 16(45.7%) agreed with this assertion, while the least 3(8.6%) strongly agreed. This implies that majority of the respondents from Kontagora LGA agreed that late school enrolment reduces transition rate to

junior secondary school. This is an indication that late school enrolment reduces transition rate to junior secondary school in the UBE programme in Kontagora LGA.

The distribution of responses to the question on whether there were enough junior secondary schools in the communities for smooth school transition revealed that most of the respondents 19(54.3%) disagreed with this assertion, while the least 2(5.7%) were undecided. This implies that majority of the respondents from Kontagora LGA disagreed that there were enough junior secondary schools in the communities for smooth school transition in the UBE programme. This is an indication that there are no enough junior secondary schools in the communities for smooth school transition in the UBE programme in Kontagora LGA.

The distribution of responses to the question on whether the inability to perform school task could hinder transition to lower basic education revealed that most of the respondents 14(40.0%) agreed with this assertion, while the least 3(8.6%) were undecided. This implies that majority of the respondents from Kontagora LGA agreed that the inability to perform school task could hinder transition to lower basic education in the UBE programme. This is an indication that the inability to perform school task can hinder transition to lower basic education in the UBE programme in Kontagora LGA.

The distribution of responses to the question on whether Teachers were trained periodically on requisite transition skills revealed that most of the respondents 17(48.6%) disagreed with this assertion, while the least 1(2.9%) were undecided. This implies that majority of the respondents from Kontagora LGA disagreed that Teachers were trained periodically on requisite transition skills in the UBE programme. This is an indication that Teachers are not trained periodically on requisite transition skills in the UBE programme in Kontagora LGA.

The distribution of responses to the question on whether high primary school dropout affects transition to junior secondary school revealed that most of the respondents 16(45.7%) agreed with this assertion, while the least 3(8.6%) strongly disagreed. This implies that majority of the respondents from Kontagora LGA agreed that high primary school dropout affects transition to junior secondary school in the UBE programme. This is an indication that high primary school dropout affects transition to junior secondary school in the UBE programme in Kontagora LGA.

The distribution of responses to the question on whether poverty could be responsible for non-transition to junior secondary school revealed that most of the respondents 15(42.9%) agreed with this assertion, while the least

3(8.6%) strongly disagreed. This implies that majority of the respondents from Kontagora LGA agreed that poverty could be responsible for non-transition to junior secondary school in the UBE programme. This is an indication that poverty can be responsible for non-transition to junior secondary school in the UBE programme in Kontagora LGA.

The distribution of responses to the question on whether regular campaigns were carried out by SUBEB, schools and communities on school transition revealed that most of the respondents 17(48.6%) agreed with this assertion, while the least 2(5.7%) strongly disagreed. This implies that majority of the respondents from Kontagora LGA agreed that regular campaigns were carried out by SUBEB, schools and communities on school transition in the UBE programme. This is an indication that regular campaigns are carried out by SUBEB, schools and communities on school transition in the UBE programme in Kontagora LGA.

The distribution of responses to the question on whether non-school participation of children lowers transition rate to secondary school revealed that most of the respondents 18(51.4%) disagreed with this assertion, while the least 2(5.7%) were undecided. This implies that majority of the respondents from Kontagora LGA disagreed that non-school participation of children lowers transition rate to secondary school in the UBE programme. This is an indication that non-school participation of children does not lower transition rate to secondary school in the UBE programme in Kontagora LGA.

The distribution of responses to the question on whether parents made effort to ensure their children transit from primary to junior secondary school revealed that most of the respondents 17(48.6%) disagreed with this assertion, while the least 2(5.7%) were undecided. This implies that majority of the respondents from Kontagora LGA disagreed that parents made effort to ensure their children transit from primary to junior secondary school in the UBE programme. This is an indication that parents do not make effort to ensure their children transit from primary to junior secondary school in the UBE programme in Kontagora LGA.

Table 9 Descriptive Statistics for Average Responses on UBE School Transition Rate (Kontagora LGA)

Category of Respondent	Sample Size (n)	Mean	Std. Deviation
SBMC	2	2.9000	0.4243
PTA	3	2.5333	1.0066
Primary School Teacher	23	3.2217	0.5776
Junior Secondary School Teacher	4	2.9250	0.7455
LGEA Administrative Staff	3	2.0667	0.5033
Total	35	3.0114	0.6893

Source: Researcher's Descriptive Statistics Output, 2022.

Table 9 shows the output of the descriptive statistics analysis carried out on the average responses on UBE School Transition across category of respondents in Kontagora LGA. The Table shows that SBMC with a sample size of 2 has a mean response of 2.900 with standard deviation of 0.424. PTA with a sample size of 3 has a mean response of 2.533 with standard deviation of 1.007. Primary school Teacher with a sample size of 23 has a mean response of 3.222 with standard deviation of 0.578. Junior secondary school Teacher with a sample size of 4 has a mean response of 2.925 with standard deviation of 0.746, while LGEA administrative staff with a sample size of 3 has a mean response of 2.067 with standard deviation of 0.503. The Table also shows that Kontagora LGA with an overall sample size of 35 has an overall mean response of 3.011 with standard deviation of 0.689 for UBE school transition rate. This overall mean response (3.011) is an indication that majority of the respondents from Kontagora LGA agreed that UBE programme has significant effect on school transition rate. This is what the One-Way ANOVA seeks to test for statistical significance.

Table 10 ANOVA (Kontagora LGA)

Dependent variable: Transition Rate

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.435	4	1.109	2.838	0.042
Error	11.720	30	0.391		
Total	16.155	34			

Source: Researcher's One-Way ANOVA Test Output, 2022.

Table 10 shows the output of the One-Way ANOVA test carried out to test the third null hypothesis in this study (H_{03}: UBE programme has no significant effect on school transition rate in Kontagora LGA of Niger State). The Table shows that the test returned an F statistic value of 2.838 with (4, 30) degrees of freedom, and an associated P value of 0.042. Since the P value is less than 0.05, it is an indication that the third null hypothesis (H_{03}) of no significant effect has to be rejected at 5% level of significance. Hence, we conclude that the UBE programme has significant effect on school transition rate in Kontagora LGA of Niger State ($F_{(4, 30)} = 2.838$, $P = 0.042$).

Table 11 Respondents' Opinions and Views on UBE School Transition Rate in Lapai LG

	Frequency	Percent
Q1: The UBE programme has increased school transition		
Strongly Agree	6	11.8
Agree	14	27.5
Undecided	3	5.9
Disagree	18	35.3
Strongly Disagree	10	19.6
Total	51	100.0
Q2: Late school enrolment reduces transition rate to junior secondary school		
Strongly Agree	11	21.6
Agree	19	37.3
Undecided	3	5.9
Disagree	13	25.5
Strongly Disagree	5	9.8
Total	51	100.0
Q3: There are enough junior secondary schools in the communities for smooth school transition		
Strongly Agree	6	11.8
Agree	14	27.5
Undecided	5	9.8
Disagree	17	33.3
Strongly Disagree	9	17.6
Total	51	100.0
Q4: Inability to perform school task can hinder transition to higher basic education		
Strongly Agree	11	21.6
Agree	18	35.3
Undecided	4	7.8
Disagree	13	25.5
Strongly Disagree	5	9.8
Total	51	100.0
Q5: Teachers are trained periodically on requisite transition skills		
Strongly Agree	6	11.8
Agree	13	25.5
Undecided	4	7.8
Disagree	19	37.3
Strongly Disagree	9	17.6
Total	51	100.0
Q6: High primary school dropout affects transition to junior secondary school		
Strongly Agree	11	21.6
Agree	20	39.2
Undecided	4	7.8
Disagree	11	21.6
Strongly Disagree	5	9.8
Total	51	100.0
Q7: Poverty can be responsible for non-transition to junior secondary school		
Strongly Agree	10	19.6
Agree	20	39.2
Undecided	4	7.8
Disagree	12	23.5
Strongly Disagree	5	9.8
Total	51	100.0
Q8: Regular campaigns are carried out by SUBEB, schools and communities on school transition		
Strongly Agree	6	11.8
Agree	11	21.6
Undecided	4	7.8
Disagree	21	41.2
Strongly Disagree	9	17.6
Total	51	100.0
Q9: Non-school participation of children lowers transition rate to secondary school		
Strongly Agree	11	21.6
Agree	18	35.3
Undecided	4	7.8
Disagree	13	25.5
Strongly Disagree	5	9.8
Total	51	100.0
Q10: Parents make effort to ensure their children transit from primary to junior secondary school		
Strongly Agree	6	11.8
Agree	13	25.5
Undecided	4	7.8
Disagree	19	37.3

Source: Researcher's Field Survey, 2022

Table 11 shows the distributions of respondents' opinions and views on UBE school transition in Lapai LGA. The distribution of responses to the question on whether the UBE programme had increased school transition revealed that most of the respondents 18(35.3%) disagreed with this assertion, while the least 3(5.9%) were undecided. This implies that majority of the respondents from Lapai LGA agreed that the UBE programme had increased school transition rate. This is an indication that the UBE programme has increased school transition rate in Lapai LGA.

The distribution of responses to the question on whether late school enrolment reduces transition rate to junior secondary school revealed that most of the respondents 19(37.3%) agreed with this assertion, while the least 3(5.9%) were undecided. This implies that majority of the respondents from Lapai LGA agreed that late school enrolment reduces transition rate to junior secondary school. This is an indication that late school enrolment reduces transition rate to junior secondary school in the UBE programme in Lapai LGA.

The distribution of responses to the question on whether there were enough junior secondary schools in the communities for smooth school transition revealed that most of the respondents 17(33.3%) disagreed with this assertion, while the least 5(9.8%) were undecided. This implies that majority of the respondents from Lapai LGA disagreed that there were enough junior secondary schools in the communities for smooth school transition in the UBE programme. This is an indication that there are no enough junior secondary schools in the communities for smooth school transition in the UBE programme in Lapai LGA.

The distribution of responses to the question on whether the inability to perform school task could hinder transition to lower basic education revealed that most of the respondents 18(35.3%) agreed with this assertion, while the least 4(7.8%) were undecided. This implies that majority of the respondents from Lapai LGA agreed that the inability to perform school task could hinder transition to lower basic education in the UBE programme. This is an indication that the inability to perform school task can hinder transition to lower basic education in the UBE programme in Lapai LGA.

The distribution of responses to the question on whether Teachers were trained periodically on requisite transition skills revealed that most of the respondents 19(37.3%) disagreed with this assertion, while the least 4(7.8%) were undecided. This implies that majority of the respondents from Lapai LGA disagreed that Teachers were trained periodically on requisite transition

skills in the UBE programme. This is an indication that Teachers are not trained periodically on requisite transition skills in the UBE programme in Lapai LGA.

The distribution of responses to the question on whether high primary school dropout affects transition to junior secondary school revealed that most of the respondents 20(39.2%) agreed with this assertion, while the least 4(7.8%) were undecided. This implies that majority of the respondents from Lapai LGA agreed that high primary school dropout affects transition to junior secondary school in the UBE programme. This is an indication that high primary school dropout affects transition to junior secondary school in the UBE programme in Lapai LGA.

The distribution of responses to the question on whether poverty could be responsible for non-transition to junior secondary school revealed that most of the respondents 20(39.2%) agreed with this assertion, while the least 4(7.8%) strongly disagreed. This implies that majority of the respondents from Lapai LGA agreed that poverty could be responsible for non-transition to junior secondary school in the UBE programme. This is an indication that poverty can be responsible for non-transition to junior secondary school in the UBE programme in Lapai LGA.

The distribution of responses to the question on whether regular campaigns were carried out by SUBEB, schools and communities on school transition revealed that most of the respondents 21(41.2%) disagreed with this assertion, while the least 4(7.8%) were undecided. This implies that majority of the respondents from Lapai LGA agreed that regular campaigns were carried out by SUBEB, schools and communities on school transition in the UBE programme. This is an indication that regular campaigns are carried out by SUBEB, schools and communities on school transition in the UBE programme in Lapai LGA.

The distribution of responses to the question on whether non-school participation of children lowers transition rate to secondary school revealed that most of the respondents 18(35.3%) agreed with this assertion, while the least 4(7.8%) were undecided. This implies that majority of the respondents from Lapai LGA disagreed that non-school participation of children lowers transition rate to secondary school in the UBE programme. This is an indication that non-school participation of children does not lower transition rate to secondary school in the UBE programme in Lapai LGA.

The distribution of responses to the question on whether parents made effort to ensure their children transit from primary to junior secondary school revealed that most of the respondents 19(37.3%) disagreed with this assertion, while the least 4(7.8%) were undecided. This implies that majority of the

respondents from Lapai LGA disagreed that parents made effort to ensure their children transit from primary to junior secondary school in the UBE programme. This is an indication that parents do not make effort to ensure their children transit from primary to junior secondary school in the UBE programme in Lapai LGA.

Table 12 Descriptive Statistics for Average Responses on UBE School Transition Rate (Lapai LGA)

Category of Respondent	Sample Size (n)	Mean	Std. Deviation
SBMC	5	3.0600	1.4826
PTA	6	2.6000	1.5748
Primary School Teacher	30	3.1367	0.9757
Junior Secondary School Teacher	7	3.2143	1.2536
LGEA Administrative Staff	3	2.8333	0.2887
Total	51	3.0588	1.0969

Source: Researcher's Descriptive Statistics Output, 2022.

Table 12 shows the output of the descriptive statistics analysis carried out on the average responses on UBE School Transition across category of respondents in Lapai LGA. The Table shows that SBMC with a sample size of 5 has a mean response of 3.060 with standard deviation of 1.483. PTA with a sample size of 6 has a mean response of 2.600 with standard deviation of 1.575. Primary school Teacher with a sample size of 30 has a mean response of 3.137 with standard deviation of 0.976. Junior secondary school Teacher with a sample size of 7 has a mean response of 3.214 with standard deviation of 1.254, while LGEA administrative staff with a sample size of 3 has a mean response of 2.833 with standard deviation of 0.289. The Table also shows that Lapai LGA with an overall sample size of 51 has an overall mean response of 3.059 with standard deviation of 1.097 for UBE school transition rate. This overall mean response (3.059) is an indication that majority of the respondents from Lapai LGA agreed that UBE programme has significant effect on school transition rate. This is what the One-Way ANOVA seeks to test for statistical significance.

Table 13 ANOVA (Lapai LGA)

Dependent variable: Transition Rate

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.767	4	0.442	0.348	0.844
Error	58.397	46	1.269		
Total	60.164	50			

Source: Researcher's One-Way ANOVA Test Output, 2022.

Table 13 shows the output of the One-Way ANOVA test carried out to test the third null hypothesis in this study (H_{03}: UBE programme has no significant effect on school transition rate in Lapai LGA of Niger State). The Table shows that the test returned an F statistic value of 0.348 with (4, 46) degrees of freedom, and an associated P value of 0.844. Since the P value is greater than 0.05, it is an indication that the null hypothesis (H_0) of no significant effect cannot be rejected at 5% level of significance. Hence, we conclude that the UBE programme does not have significant effect on school transition rate in Lapai LGA of Niger State ($F_{(4, 46)}$ =0.348, P = 0.844).

Table 14 Respondents' Opinions and Views on UBE School Transition Rate in Paikoro LG

	Frequency	Percent
Q1: The UBE programme has increased school transition		
Strongly Agree	9	12.7
Agree	14	19.7
Undecided	7	9.9
Disagree	30	42.3
Strongly Disagree	11	15.5
Total	71	100.0
Q2: Late school enrolment reduces transition rate to junior secondary school		
Strongly Agree	6	8.5
Agree	37	52.1
Undecided	4	5.6
Disagree	14	19.7
Strongly Disagree	10	14.1
Total	71	100.0
Q3: There are enough junior secondary schools in the communities for smooth school transition		
Strongly Agree	8	11.3
Agree	13	18.3
Undecided	6	8.5
Disagree	32	45.1
Strongly Disagree	12	16.9
Total	71	100.0
Q4: Inability to perform school task can hinder transition to higher basic education		
Strongly Agree	6	8.5
Agree	39	54.9
Undecided	4	5.6
Disagree	12	16.9
Strongly Disagree	10	14.1
Total	71	100.0
Q5: Teachers are trained periodically on requisite transition skills		
Strongly Agree	5	7.0
Agree	12	16.9
Undecided	9	12.7
Disagree	34	47.9
Strongly Disagree	11	15.5
Total	71	100.0

Q6: High primary school dropout affects transition to junior secondary school		
Strongly Agree	6	8.5
Agree	40	56.3
Undecided	4	5.6
Disagree	11	15.5
Strongly Disagree	10	14.1
Total	71	100.0
Q7: Poverty can be responsible for non-transition to junior secondary school		
Strongly Agree	6	8.5
Agree	43	60.6
Undecided	4	5.6
Disagree	10	14.1
Strongly Disagree	8	11.3
Total	71	100.0
Q8: Regular campaigns are carried out by SUBEB, schools and communities on school transition		
Strongly Agree	6	8.5
Agree	14	19.7
Undecided	7	9.9
Disagree	32	45.1
Strongly Disagree	12	16.9
Total	71	100.0
Q9: Non-school participation of children lowers transition rate to secondary school		
Strongly Agree	6	8.5
Agree	39	54.9
Undecided	4	5.6
Disagree	14	19.7
Strongly Disagree	8	11.3
Total	71	100.0
Q10: Parents make effort to ensure their children transit from primary to junior secondary school		
Strongly Agree	5	7.0
Agree	16	22.5
Undecided	7	9.9
Disagree	32	45.1
Strongly Disagree	11	15.5
Total	71	100.0

Source: Researcher's Field Survey, 2022

Table 14 shows the distributions of respondents' opinions and views on UBE school transition in Paikoro LGA. The distribution of responses to the question on whether the UBE programme had increased school transition revealed that most of the respondents 30(42.3%) disagreed with this assertion, while the least 7(9.9%) were undecided. This implies that majority of the respondents from Paikoro LGA disagreed that the UBE programme had increased school transition rate. This is an indication that the UBE programme has not increased school transition rate in Paikoro LGA.

The distribution of responses to the question on whether late school enrolment reduces transition rate to junior secondary school revealed that most of the respondents 37(52.1%) agreed with this assertion, while the least 4(5.6%) were undecided. This implies that majority of the respondents from Paikoro LGA agreed that late school enrolment reduces transition rate to junior

secondary school. This is an indication that late school enrolment reduces transition rate to junior secondary school in the UBE programme in Paikoro LGA.

The distribution of responses to the question on whether there were enough junior secondary schools in the communities for smooth school transition revealed that most of the respondents 32(45.1%) disagreed with this assertion, while the least 6(8.5%) were undecided. This implies that majority of the respondents from Paikoro LGA disagreed that there were enough junior secondary schools in the communities for smooth school transition in the UBE programme. This is an indication that there are no enough junior secondary schools in the communities for smooth school transition in the UBE programme in Paikoro LGA.

The distribution of responses to the question on whether the inability to perform school task could hinder transition to lower basic education revealed that most of the respondents 39(54.9%) agreed with this assertion, while the least 4(5.6%) were undecided. This implies that majority of the respondents from Paikoro LGA agreed that the inability to perform school task could hinder transition to lower basic education in the UBE programme. This is an indication that the inability to perform school task can hinder transition to lower basic education in the UBE programme in Paikoro LGA.

The distribution of responses to the question on whether Teachers were trained periodically on requisite transition skills revealed that most of the respondents 34(47.9%) disagreed with this assertion, while the least 5(7.0%) strongly agreed. This implies that majority of the respondents from Paikoro LGA disagreed that Teachers were trained periodically on requisite transition skills in the UBE programme. This is an indication that Teachers are not trained periodically on requisite transition skills in the UBE programme in Paikoro LGA.

The distribution of responses to the question on whether high primary school dropout affects transition to junior secondary school revealed that most of the respondents 40(56.3%) agreed with this assertion, while the least 4(5.6%) were undecided. This implies that majority of the respondents from Paikoro LGA agreed that high primary school dropout affects transition to junior secondary school in the UBE programme. This is an indication that high primary school dropout affects transition to junior secondary school in the UBE programme in Paikoro LGA.

The distribution of responses to the question on whether poverty could be responsible for non-transition to junior secondary school revealed that most of the respondents 43(60.6%) agreed with this assertion, while the least 4(5.6%) were undecided. This implies that majority of the respondents from

Paikoro LGA agreed that poverty could be responsible for non-transition to junior secondary school in the UBE programme. This is an indication that poverty can be responsible for non-transition to junior secondary school in the UBE programme in Paikoro LGA.

The distribution of responses to the question on whether regular campaigns were carried out by SUBEB, schools and communities on school transition revealed that most of the respondents 32(45.1%) disagreed with this assertion, while the least 7(9.9%) were undecided. This implies that majority of the respondents from Paikoro LGA disagreed that regular campaigns were carried out by SUBEB, schools and communities on school transition in the UBE programme. This is an indication that regular campaigns are not carried out by SUBEB, schools and communities on school transition in the UBE programme in Paikoro LGA.

The distribution of responses to the question on whether non-school participation of children lowers transition rate to secondary school revealed that most of the respondents 39(54.9%) agreed with this assertion, while the least 4(5.6%) were undecided. This implies that majority of the respondents from Paikoro LGA agreed that non-school participation of children lowers transition rate to secondary school in the UBE programme. This is an indication that non-school participation of children lowers transition rate to secondary school in the UBE programme in Paikoro LGA.

The distribution of responses to the question on whether parents made effort to ensure their children transit from primary to junior secondary school revealed that most of the respondents 32(45.1%) disagreed with this assertion, while the least 5(7.0%) were undecided. This implies that majority of the respondents from Paikoro LGA disagreed that parents made effort to ensure their children transit from primary to junior secondary school in the UBE programme. This is an indication that parents do not make effort to ensure their children transit from primary to junior secondary school in the UBE programme in Paikoro LGA.

Table 15 Descriptive Statistics for Average Responses on UBE School Transition Rate (Paikoro LGA)

Category of Respondent	Sample Size (n)	Mean	Std. Deviation
SBMC	6	2.3833	0.5193
PTA	7	2.5714	1.1339
Primary School Teacher	47	3.0830	0.7013
Junior Secondary School Teacher	6	3.0833	0.9704
LGEA Administrative Staff	5	2.7800	0.9176
Total	71	2.9521	0.7908

Source: Researcher's Descriptive Statistics Output, 2022.

Table 15 shows the output of the descriptive statistics analysis carried out on the average responses on UBE School Transition across category of respondents in Paikoro LGA. The Table shows that SBMC with a sample size of 6 has a mean response of 2.383 with standard deviation of 0.519. PTA with a sample size of 7 has a mean response of 2.571 with standard deviation of 1.134. Primary school Teacher with a sample size of 47 has a mean response of 3.083 with standard deviation of 0.701. Junior secondary school Teacher with a sample size of 6 has a mean response of 3.083 with standard deviation of 0.970, while LGEA administrative staff with a sample size of 5 has a mean response of 2.780 with standard deviation of 0.791. The Table also shows that Paikoro LGA with an overall sample size of 71 has an overall mean response of 2.952 with standard deviation of 0.791 for UBE school transition rate. This overall mean response (2.952) is an indication that majority of the respondents from Paikoro LGA disagreed that UBE programme has significant effect on school transition rate. This is what the One-Way ANOVA seeks to test for statistical significance.

Table 16 ANOVA (Paikoro LGA)

Dependent variable: Transition Rate

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.012	4	1.003	1.665	0.169
Error	39.765	66	0.603		
Total	43.777	70			

Source: Researcher's One-Way ANOVA Test Output, 2022.

Table 16 shows the output of the One-Way ANOVA test carried out to test the third null hypothesis in this study (H_{03}: UBE programme has no significant effect on school transition rate in Paikoro LGA of Niger State). The Table shows that the test returned an F statistic value of 1.665 with (4, 66) degrees of freedom, and an associated P value of 0.169. Since the P value is greater than 0.05, it is an indication that the third null hypothesis (H_{03}) of no significant effect cannot be rejected at 5% level of significance. Hence, we conclude that the UBE programme has no significant effect on school transition rate in Paikoro LGA of Niger State ($F_{(4, 66)} = 1.665$, $P = 0.169$).

Table 17 Respondents' Opinions and Views on UBE School Transition Rate in Wushishi LG

	Frequency	Percent
Q1: The UBE programme has increased school transition		
Strongly Agree	2	11.1
Agree	5	27.8
Undecided	1	5.6
Disagree	7	38.9
Strongly Disagree	3	17.7
Total	18	100.0
Q2: Late school enrolment reduces transition rate to junior secondary school		
Strongly Agree	2	11.1
Agree	8	44.4
Undecided	1	5.6
Disagree	4	22.2
Strongly Disagree	3	16.7
Total	18	100.0
Q3: There are enough junior secondary schools in the communities for smooth school transition		
Strongly Agree	2	11.1
Agree	5	27.8
Undecided	1	5.6
Disagree	7	38.9
Strongly Disagree	3	16.7
Total	18	100.0
Q4: Inability to perform school task can hinder transition to higher basic education		
Strongly Agree	2	11.1
Agree	8	44.4
Undecided	1	5.6
Disagree	4	22.2
Strongly Disagree	3	16.4
Total	18	100.0
Q5: Teachers are trained periodically on requisite transition skills		
Strongly Agree	2	11.1
Agree	5	27.8
Undecided	1	5.6
Disagree	7	38.9
Strongly Disagree	3	11.7
Total	18	100.0
Q6: High primary school dropout affects transition to junior secondary school		
Strongly Agree	2	11.1
Agree	8	44.4
Undecided	1	5.6
Disagree	4	22.2
Strongly Disagree	3	16.7
Total	18	100.0
Q7: Poverty can be responsible for non-transition to junior secondary school		
Strongly Agree	2	11.1
Agree	8	44.4
Undecided	1	5.6
Disagree	4	22.2
Strongly Disagree	3	16.7
Total	18	100.0
Q8: Regular campaigns are carried out by SUBEB, schools and communities on school transition		
Strongly Agree	2	11.1
Agree	5	27.8
Undecided	1	5.6
Disagree	7	38.9
Strongly Disagree	3	16.7
Total	18	100.0
Q9: Non-school participation of children lowers transition rate to secondary school		
Strongly Agree	2	11.1
Agree	8	44.4
Undecided	1	5.6
Disagree	4	22.2
Strongly Disagree	3	16.7
Total	18	100.0
Q10: Parents make effort to ensure their children transit from primary to junior secondary school		
Strongly Agree	2	11.1
Agree	5	27.8
Undecided	1	5.6
Disagree	7	38.9

Source: Researcher's Field Survey, 2022

Table 17 shows the distributions of respondents' opinions and views on UBE school transition in Wushishi LGA. The distribution of responses to the question on whether the UBE programme had increased school transition revealed that most of the respondents 7(38.9%) disagreed with this assertion, while the least 1(5.6%) was undecided. This implies that majority of the respondents from Wushishi LGA disagreed that the UBE programme had increased school transition rate. This is an indication that the UBE programme has increased school transition rate in Wushishi LGA.

The distribution of responses to the question on whether late school enrolment reduces transition rate to junior secondary school revealed that most of the respondents 8(44.4%) agreed with this assertion, while the least 1(5.6%) was undecided. This implies that majority of the respondents from Wushishi LGA agreed that late school enrolment reduces transition rate to junior secondary school. This is an indication that late school enrolment reduces transition rate to junior secondary school in the UBE programme in Wushishi LGA.

The distribution of responses to the question on whether there were enough junior secondary schools in the communities for smooth school transition revealed that most of the respondents 7(38.9%) disagreed with this assertion, while the least 1(5.6%) was undecided. This implies that majority of the respondents from Wushishi LGA disagreed that there were enough junior secondary schools in the communities for smooth school transition in the UBE programme. This is an indication that there are no enough junior secondary schools in the communities for smooth school transition in the UBE programme in Wushishi LGA.

The distribution of responses to the question on whether the inability to perform school task could hinder transition to lower basic education revealed that most of the respondents 8(44.4%) agreed with this assertion, while the least 1(5.6%) was undecided. This implies that majority of the respondents from Wushishi LGA agreed that the inability to perform school task could hinder transition to lower basic education in the UBE programme. This is an indication that the inability to perform school task can hinder transition to lower basic education in the UBE programme in Wushishi LGA.

The distribution of responses to the question on whether Teachers were trained periodically on requisite transition skills revealed that most of the respondents 7(38.9%) disagreed with this assertion, while the least 1(5.6%) was undecided. This implies that majority of the respondents from Wushishi LGA disagreed that Teachers were trained periodically on requisite transition skills in the UBE programme. This is an indication that Teachers are not

trained periodically on requisite transition skills in the UBE programme in Wushishi LGA.

The distribution of responses to the question on whether high primary school dropout affects transition to junior secondary school revealed that most of the respondents 8(44.4%) agreed with this assertion, while the least 3(5.6%) was undecided. This implies that majority of the respondents from Wushishi LGA agreed that high primary school dropout affects transition to junior secondary school in the UBE programme. This is an indication that high primary school dropout affects transition to junior secondary school in the UBE programme in Wushishi LGA.

The distribution of responses to the question on whether poverty could be responsible for non-transition to junior secondary school revealed that most of the respondents 8(44.4%) agreed with this assertion, while the least 1(5.6%) was undecided. This implies that majority of the respondents from Wushishi LGA agreed that poverty could be responsible for non-transition to junior secondary school in the UBE programme. This is an indication that poverty can be responsible for non-transition to junior secondary school in the UBE programme in Wushishi LGA.

The distribution of responses to the question on whether regular campaigns were carried out by SUBEB, schools and communities on school transition revealed that most of the respondents 7(38.9%) disagreed with this assertion, while the least 1(5.6%) strongly disagreed. This implies that majority of the respondents from Wushishi LGA disagreed that regular campaigns were carried out by SUBEB, schools and communities on school transition in the UBE programme. This is an indication that regular campaigns are carried out by SUBEB, schools and communities on school transition in the UBE programme in Wushishi LGA.

The distribution of responses to the question on whether non-school participation of children lowers transition rate to secondary school revealed that most of the respondents 8(44.4%) agreed with this assertion, while the least 1(5.6%) was undecided. This implies that majority of the respondents from Wushishi LGA agreed that non-school participation of children lowers transition rate to secondary school in the UBE programme. This is an indication that non-school participation of children lower transition rate to secondary school in the UBE programme in Wushishi LGA.

The distribution of responses to the question on whether parents made effort to ensure their children transit from primary to junior secondary school revealed that most of the respondents 7(38.9%) disagreed with this assertion, while the least 1(5.6%) was undecided. This implies that majority of the

respondents from Wushishi LGA disagreed that parents made effort to ensure their children transit from primary to junior secondary school in the UBE programme. This is an indication that parents do not make effort to ensure their children transit from primary to junior secondary school in the UBE programme in Wushishi LGA.

Table 18 Descriptive Statistics for Average Responses on UBE School Transition Rate (Wushishi LGA)

Category of Respondent	Sample Size (n)	Mean	Std. Deviation
SBMC	3	3.0000	0.0000
PTA	2	3.0000	0.0000
Primary School Teacher	9	2.8889	0.7817
Junior Secondary School Teacher	2	3.0000	0.0000
LGEA Administrative Staff	2	3.0000	0.0000
Total	18	2.9444	0.5393

Source: Researcher's Descriptive Statistics Output, 2022.

Table 18 shows the output of the descriptive statistics analysis carried out on the average responses on UBE School Transition across category of respondents in Wushishi LGA. The Table shows that SBMC with a sample size of 3 has a mean response of 3.000 with standard deviation of 0.000. PTA with a sample size of 2 has a mean response of 3.000 with standard deviation of 0.000. Primary school Teacher with a sample size of 9 has a mean response of 2.889 with standard deviation of 0.782. Junior secondary school Teacher with a sample size of 2 has a mean response of 3.000 with standard deviation of 0.000, while LGEA administrative staff with a sample size of 2 has a mean response of 3.000 with standard deviation of 0.000. The Table also shows that Wushishi LGA with an overall sample size of 18 has an overall mean response of 2.944 with standard deviation of 0.539 for UBE school transition rate. This overall mean response (2.944) is an indication that majority of the respondents from Wushishi LGA disagreed that UBE programme has significant effect on school transition rate. This is what the One-Way ANOVA seeks to test for statistical significance.

Table 19 ANOVA (Wushishi LGA)

Dependent variable: Transition Rate

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.056	4	0.014	0.037	0.997
Error	4.889	13	0.376		
Total	4.944	17			

Source: Researcher's One-Way ANOVA Test Output, 2022.

Table 19 shows the output of the One-Way ANOVA test carried out to test the null hypothesis in this study (H_0: UBE programme has no significant effect on school transition rate in Wushishi LGA of Niger State). The Table shows that the test returned an F statistic value of 0.037 with (4, 13) degrees of freedom, and an associated P value of 0.997. Since the P value is greater than 0.05, it is an indication that the third null hypothesis (H_{03}) of no significant effect cannot be rejected at 5% level of significance. Hence, we conclude that the UBE programme has no significant effect on school transition rate in Wushishi LGA of Niger State ($F_{(4, 13)} = 0.037$, $P = 0.997$).

Findings on the Opinions of Respondents on School Transition Rate

Our responses collated from the field survey carried across the study areas, most respondents in Bida LGA, Chanchaga LGA, Kontagora LGA were of the opinion that Universal Basic Education has a significant effect on school transition rate. This claim by respondents in the three LGAs was further supported by the hypothesis testing at 0.05 level of significance where the P value was less than the level of significance in the four LGAs. However respondents in Lapai LGA, Paikoro LGA and Wushishi LGA had a contrary opinion that the UBE programme has no significant effect on school retention. Most of the respondents were of the opinion that lack of commitment on the part of parents to make sure their children transit to upper basic education and inability of children to perform school task is hindering school transition.

The findings from the study from the interviews conducted revealed that the cost implication to transit to junior secondary has prevented many children from going to JSS 1, as all children are expected to have uniforms, books, broom, hoes and payment of PTA among others. This cost implication in reality is what some parents cannot afford, and no child can transit to upper basic education without he or she having a pair of the required school uniform.

From the observational study on school transition rate it was clearly observed that the number of primary school far outnumber the junior secondary schools in the study areas. This has limited a lot of children to be able to transit and complete their basic education. This was further corroborated by Annual School Census Report of 2019, where Bida LGA, Chanchaga LGA, Kontagora LGA, Lapai LGA, Paikoro LGA and Wushishi LGA have 54, 36, 57, 161, 201 and 66 primary schools respectively and also have 14, 10, 16, 25, 26 and 10 junior secondary schools respectively.

The findings of this study on school transition is consistent with earlier empirical studies of Kirmi (2016) who carried out a study on Learners Transition Rates from Primary Schools to Secondary Schools. That the high dropout rate from primary school is responsible for low school transition

from lower basic education to higher basic education. Mwikya (2019) carried out a study on influence of Cost of Education on Transition Rates from Primary to Secondary Schools. The study clearly pointed out the cost implication to transit from lower basic education to upper basic education as the major hindrance limiting children from completing their basic education, as low income families cannot afford cost of books, uniforms and text books among others

Conclusion

Based on available data gathered in the cause of the study on the Effects of Universal Basic Education on school transition rate in selected LGAs in Niger state, it is evident that the state has made progressive efforts in terms of school transition rate in the study areas. The state over time in collaboration with other stake holders from time to time do carry out sensitization campaigns on the need for parents to allow their children enroll into schools and make sure they complete the programme. However, available statistics have it that Niger state has the highest number of out of school children in north central Nigeria, with primary school having 50% of its population out of school while the junior secondary school has a population of 52.3% out of school, (Education for All National Review, 2015). This statistics is evidence that more work needs to be done in Niger state on the part of the state government, SBMC, GEP, international communities etc to help bridge the gap between the children of school age that have enrolled and OOS children. It is out of this commitment that Niger state embarked on the school feeding programme to make sure children participate in basic education.

Recommendations

Based on our available findings, the study was able to come up with various recommendations, which is consistent with the earlier findings in the study. We believe that these recommendations should be able to improve Universal Basic Education programme not only in Niger state, but in Nigeria as a whole.

There is urgent need to increase intervention funds to address shortage of policy resources especially in rural areas. There is shortage of junior secondary schools in rural communities. The consequence of this on school transition is that children who have completed primary school would have to go out of their immediate communities to access junior secondary school.

There is need for the Niger State Child Right Protection Agency to live up to its name by exercising the powers bestowed upon it by law to reach out to children by making sure they have a dignified life, protect them from abusive, dehumanizing condition, ranging from street begging, street hawking during

school hours etc. hence parent or guardian found in any act violating the child right should face the law, especially those who engage their children in street begging.

The school feeding program remains a commendable project as higher enrolment rates were recorded and school dropouts were seen returning back to school. However this programme needs to be sustained as the programme has not been consistent due to its cost implication of feeding students at an estimated 1.2 billion in every 20 days, Daily Trust 22 November, 2017. For this programme to succeed it has become paramount that it has to be included in the State yearly budget, as this is believe it will bring consistency and possibly sustained.

Due to the danger that illegal gold mining is posing to children's education and their lives in Niger state, as a matter of urgency there is need for government to act fast by putting a task force to curb this illegal gold mining, by closing all illegal mining fields in the state, as this business is thriving at the moment in the state despite arrests made by police in the time past.

There is need for school curriculum to be redesigned to make it a learner centered curriculum, this can be possible by involving more stakeholders in the designing of the new curriculum such as teachers in urban areas, teachers in rural areas, educational secretaries, administrators, international bodies, children, parents etc. findings of study did fault school curriculum as a major factor affecting child school retention, as it is viewed to be geared more towards beautiful certificates and not addressing basic needs of these children for survival.

Schooling during seasonal activities also needs to be addressed, like during the farming and the harvest season the school turnout drops as children are always engaged in farming and harvest activities. Hence there is need for the UBE program to introduce afternoon shifts in schools, as this will enable children attend school in the afternoon once they return from their farm work. This issue is more prevalent in the rural areas where farming is their major source of sustenance.

Collection of any form of fees need be abolished and punishment be meted to those found wanting, schools in Niger State collect 200 naira flat rate as PTA from children, children pay for school badge, pay for report cards etc, all these are not supposed to be, as the programme is meant to be free education. Government should provide school badges and report card for school children. These little costs and expenses could be enough to make children stay away from school, especially when parents or guardians are not able to provide children with such monies.

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