ASSESSMENT OF THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN JUNIOR SECONDARY SCHOOLS IN YOBE STATE, NIGERIA

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DECLARATION

I declare that the work in this dissertation entitled "ASSESSMENT OF THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN JUNIOR SECONDARY SCHOOLS IN YOBE STATE, NIGERIA" has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been dully acknowledged in the text and a list of references provided. No part of this disertation was previously presented for another degree at this or any other institution.

_____ _____

Ibrahim MUHAMMAD Date

CERTIFICATION

This dissertation entitled ASSESSMENT OF THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN JUNIOR SECONDARY SCHOOLS IN YOBE STATE, NIGERIA BY Ibrahim Muhammad meets the regulations governing the award of the master degree of Curriculum and Instruction of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my late Father Muhammad Umar and my late Mother Hauwa Abubukar. May their soul rest in peace amen.

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ABSTRACT

This research work assessed the Implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State, Nigeria. The study was conducted using five objectives which were translated into research questions and hypotheses. Descriptive survey design was adopted with 5862 as population of the study, using the sample size of 365 based on the recommendation of sample size table prepared by Research Advisers (2006). The instrument used for data collection was questionnaire titled Assessment of the Implementation of Universal Basic Education Programme Questionnaire (AIUBEPQ). It was validated, pilot tested and found at 0.81 reliability coefficient. Mean, standard deviation and bar chart were used for descriptive analysis and chi-squire was used for inferential analysis. The research findings revealed that: all the five null hypotheses were rejected which further opined that, there was adequate enrollment in some junior secondary schools in the study area but in some schools like Government Day Junior Secondary School Garanda and Government Day Junior Secondary School Bulanguwa the students' enrolment was not encouraging; Yobe State Government is trying her best in the recruitment of Universal Basic Education teachers, but there are still challenges as regards to the teachers' posting to schools located in rural areas. However, politics and favourism have significant influence in the process of teachers' posting in the study area. Based on the findings five recommendations were proffered which include; there is need for stakeholders to enlighten those communities outside metropolitan cities on positive implication of students' enrolment in to Universal Basic Education Programme and its contribution to societal development; and wrongful political interference and favourism should be abstained while posting Universal Basic Education teachers among other recommendations.

TABLE OF CONTENTS **Page**

CHAPTER TWO: REVIEW OF RELATED LITERATURE

CHAPTER THREE: RESEARCH METHODOLOGY

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

LIST OF TABLES

LIST OF APPENDICES

OPERATIONAL DEFINITION OF TERMS

The following terms were used in this work as:

Assessment: process of investigating the extent to which universal basic education programme is being implemented in Yobe State.

Implementation: putting all policy regarding Universal Basic Education programme into practice, to achieve the target goal.

Universal Basic Education Programme: free and compulsory education to Nigerian children from primary one to junior secondary three.

National Policy on Education: this refers to the written document enacted by Federal Republic of Nigeria with the aim to guide its total educational system in the country.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Education is the life-ware of any meaningful development. The Federal Republic of Nigeria (2009) states the need for functional education, to be relevant, practical and to acquire the relevant skills and the development competences for the individuals to live in and contribute reasonably to the development of the society. This means that the quality of instruction at all levels has to be channeled towards instilling the core values of competence necessary for self-reliance and poverty reduction.

The fact that education has been identified as a veritable instrument for enhancing individual, community and national development, at the international scene, there was declaration of human rights worldwide in 1948, which includes the right to education (at least basic education), which was seen as a right for everybody to actualize the notion of all nations in the word that education was generally considered as instrument for development. Also the 1959 United Nation declaration of child rights includes right to basic education and Nigeria is an active member of the United Nation Organization (U.N.O.). In 1968 there was an international conference in Paris with "the world crisis in education" as theme. This conference threw it's weight to the previous declarations.

In 1990, a world conference on education was held in Jomtien, Thailand, which was popularly called Education For All (EFA), the outcome of this world conference on education was to be adopted by all countries in a bid to reduce drop out and illiteracy rates in every society. For Nigeria to be in line with this recommendation, the UBE

programme was launched by the federal government on 30th September, 1999 in Sokoto with Prof. Emeritus Pai Obanya as National Coordinator (Federal Ministry of Education, 2000).

Federal Republic of Nigeria (2000) highlighted the objectives of Universal Basic Education to include; the development in the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion, provision of free, universal basic education for every Nigerian child of school going age, reducing drastically the incidence of drop outs from the formal school system through improved relevant, quality and efficiency and catering for the learning needs of young persons. The Universal Basic Education (UBE) is more ambitious programme than that of the universal primary education (UPE), the universal basic education is intended to inculcate more forcefully on the life of Nigerians than the universal primary education. Although the Universal Basic Education is a programme, it is also an educational programme for the acquisition of functional literacy and skills, the type of education that will inculcate an understanding of the need for unity such that is required in Nigeria the development of conduct and attitudes that can foster unity, patriotism and tolerance, special emphasis should be place on peace and unity, that unites us in our diversity. It is necessary to be noted what it takes to make a nation strong and self-reliant, above all to impact into the citizenry a sense of belonging so as to make them for effective respond to their responsibility.

The objectives also include laying of sound basis for scientific and reflective thinking, development of sound attitudes, giving every child the opportunity of developing

manipulative skills that would enable him or her function effectively in the society (Babalola, 2000). Since the Universal Basic Education scheme includes the junior secondary schools, the national policy on education stipulated the objectives of junior secondary schools to include effective thinking, communication skills, making of relevant judgment, making the student a useful member of one's family, understanding basic facts about health and sanitation, understanding and appreciating one's role as a useful member of the country (Babalola, 2000). These objectives are more likely achieved in Junior Secondary Schools than at the end of the six years primary school level. For Universal Basic Education programme as an innovative policy to be translated into reality and success, the issue of infrastructural provision, provision of instructional materials, recruitment of teaching staff, instructional supervision among other issues must be taken into consideration. This therefore shows a great need to carry out this study in order to assess the implementation of universal basic education programme in junior secondary schools in Yobe State, Nigeria.

1.2 Statement of the Problem

Universal Basic Education is a programme aimed at addressing problems of access, quality and equity in primary and junior secondary schools. It is a 9-year educational programme of six years duration for the primary segment and three years of junior secondary. These two levels of basic education are universal free and compulsory for all Nigerian children aged 6 to 15. This is with the hope to fulfill the nations' commitment to education for all (EFA) by the year 2015 and the MDGs. Thus, the success of this programme can only be achieved when there is adequate provision of

infrastructure, adequate provision of instructional material, effective instructional supervision among other provisions.

Despite the fact that, there is serious hope and speculations upon the Universal Basic Education programme, this programme is still in dare need of about 40,000 qualified teachers, 336,467 class room, 336,144 additional chairs and desks and 950,430 units of toilets (National Union of Teachers News, 2007 and Road Map to Nigerian Education Sector, 2009). The teachers of Universal Basic Education also appear to be dissatisfied with their remuneration and conditions of service, in addition, poor or inadequate provision of teaching/learning facilities like libraries, laboratory equipments, books and so on. With these problems, the free and compulsory promise attached to the programme also seems to be only a paper work.

In view of the aforementioned problems, the researcher intended to carry out this study to assess the implementation of Universal Basic Education programme in junior secondary schools in Yobe State, Nigeria in order to see whether adequate and quality teachers are being recruited, the level upon which policy related to provision of infrastructural provision to Universal Basic Education Programme is being implemented among other targets.

1.3 Objectives of the Study

The objectives of this study are to:

1. determine the level of students' enrolment at Junior Secondary Schools of Universal Basic Education Programme in Yobe State;

2. find out the extent to which teachers are recruited for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State;
3. examine the level of provision of instructional materials for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State;
4. identify the extent of implementing Universal Basic Education Programme in relation to infrastructural provision in Junior Secondary Schools in Yobe State; and
5. ascertain the level of instructional supervision of the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

1.4 Research Questions

The following research questions are put forward to guide this study:

1. What is the level of students' enrolment at Junior Secondary Schools of Universal Basic Education Programme in Yobe State?
2. What is the level of teaching staff recruitment for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State?
3. What is the extent to which instructional materials are being provided for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State?

4. What is the extent of implementation of Universal Basic Education Programme with regard to infrastructural provisions in Junior Secondary Schools in Yobe State?
5. What is the extent to which instructional supervision is being carried out for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State?

1.5 Research Hypotheses

The following hypotheses were formulated for this study:

1. there is no significant difference in the level of students' enrolment at Junior Secondary Schools of Universal Basic Education Programme in Yobe State;
2. there is no significant difference in the level of teaching staff recruitment for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State;
3. there is no significant difference in the level of provision of instructional materials for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State;
4. there is no significant difference in the implementation of Universal Basic Education Programme in relation to infrastructural provision in Junior Secondary Schools in Yobe State; and
5. there is no significant difference in the extent to which instructional supervision is being carried out for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

1.6 Basic Assumptions

The study is based on the following assumptions that:

1. the students enrolment rate in Universal Basic Education Programme in Junior Secondary Schools in Yobe State is in line with the aim of its establishment to provide equal educational opportunities for all;
2. there are enough and qualified teaching staff recruited for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State;
3. the instructional materials are adequately provided for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State;
4. the Universal Basic Education Programme policy with regard to infrastructural provision is being implemented in Junior Secondary Schools in Yobe State; and
5. the instructional supervision is being carried out effectively for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

1.7 Significance of the Study

The study is on the assessment of the implementation of Universal Basic Education programme in junior secondary schools in Yobe State, Nigeria. The work will greatly benefit the curriculum students, Universal Basic Education Commission, State Universal Basic Education Board particularly at Yobe State level, curriculum

planners, local government education authority, other researchers, parents and the general society among other beneficiaries.

Curriculum students will benefit from this study by revealing to them the current status of Universal Basic Education programme with regards to policy implementation in relation to infrastructural provision, provision of instructional materials, teaching staff recruitment, instructional supervision and the level to which the programme is being implemented in Yobe State.

Curriculum planners are part of the beneficiaries from this study. This will assist them to discover the area that gives problem in the process of implementation and to determine whether the programme will be reviewed, altered or changed completely.

The study will also benefit Universal Basic Education Commission as it will help them to ascertain the rate of pupils' enrollment and retention in Universal Basic Education Schools in Yobe State. This can be used to explore the prevailing student-teacher ratio in the programme and to make an inference on whether the effective implementation of Universal Basic Education Programme could be achieved in Yobe State.

State Universal Basic Education Board will benefit from this study as the study will unveil the true state of infrastructures, learning facilities, teaching staff recruitment, instructional materials and instructional supervision in Universal Basic Education Schools in Yobe State. It is hoped that this will be used as a basis for promoting effective provision of infrastructure and learning materials in Universal Basic

Education Schools in Yobe State and Nigeria in general for effective teaching and learning.

Researchers will also benefit from this study by using some part of the literature and the findings of this study. They can also use this study to review an empirical study if they find it relatively relevant to their research work.

Parents and the general society will greatly benefit from the study as the study will explore the true state of infrastructures, learning facilities, teaching staff recruitment, instructional materials and instructional supervision in Universal Basic Education Schools in Yobe State. This will help them to concentrate on what is expected from them for effective implementation of the programme under study.

1.8 Scope of the Study

This study intent to assess the implementation of Universal Basic Education programme in junior secondary schools in Yobe State, Nigeria. The research is limited to Nguru Universal Basic Education Inspectorate Zone, Yobe State. This zone consists of Nguru, Machina and Karasuwa local government areas in which all the three local governments will be found in the North Senatorial Zone of Yobe State. The study is specifically concerned with the level of students enrolment rate in Universal Basic Education Programme in Junior Secondary Schools in Yobe State, the level of teaching staff recruitment for the implementation of Universal Basic Education Programme, the extent to which instructional materials are being provided for the implementation of Universal Basic Education Programme, the extent to which Universal Basic Education Programme policy implementation in relation to

infrastructural provision and the extent to which instructional supervision is being carried out for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter as the name implies 'review of related literature' discusses the theoretical framework, conceptual framework which include; concepts of assessment, implementation and universal basic education programme, functions and activities of universal basic education programme, implementation of universal basic education programme. The chapter also reviewed universal basic education and infrastructural provision, universal basic education and the provision of instructional materials, universal basic education and staff recruitment, universal basic education and instructional supervision and strategies for universal basic education programme assessment, empirical studies as well as summary.

2.2 Conceptual Framework

The researcher under this broad heading reviews some aspects that are relatively relevant to the research. Some of these concepts include; concepts of assessment, Implementation, and universal basic education programme.

2.2.1 Concept of Assessment

Assessment and evaluation are two words that are used interchangeably by some experts in the field of evaluation. But to others, the term evaluation is broader and involves making judgments about the merit or worth of something (Yusuf, 2012:123). According to Wheeler cited in Makamure (2010), the terms assessment and evaluation are often used indiscriminately and interchangeably. But for clarity, evaluation is broader term which includes not only the process of determining what the actual

educational outcomes are, it involves judgments about the nature and desirability of any demonstrated changes. And judgment cannot be made until some assessment has been carried out. This means assessment is a pre-requisite to evaluation. In light of the above, both the assessment and evaluation will be discussed differently under this framework.

An assessment is a systematic process of determining merits in which processed educational objectives are obtained by pupils (Khanzode, 2004). Wheeler as cited in Makamure (2010), opined that, assessment will be used as a term for the process of investigating the status of an individual or group, usually with reference to expected outcomes. It is some sort of scale upon which individuals can be ranked with respect to what they can do or what they know. Assessment was also described as assigning marks, selecting individuals for special opportunities or the quality of instructional materials, assessing the effectiveness of various approaches to instruction and many other kinds of activities (Herzberg cited in Babo, 2015). According to Ejebo (2001), assessment can involve both active and passive forms of observing a programme. A programme like UBE can be assessed to ascertain the attainment of its strength and weaknesses. Assessment may be defined as any method used to better understand the current knowledge that a student possesses. It is the process of collecting, synthesizing, and interpreting information to aid in decision making (Okoro, 2000). According to Dietel, Herman and Knuth cited in Babo (2015), this implies that assessment can be as simple as a teacher's subjective judgment based on a single observation of students' performance, or as complex as a five-hour standardized test.

The idea of current knowledge implies that what a student knows is always changing and that we can make judgments about student achievement through comparisons over a period of time. Assessment may affect decisions about grades, advancement, placement, instructional needs, and curriculum. The Herzberg's, Dietel, Herman and Knuth's views on assessment has direct bearing with the direction of this study because, they are with the opinion that, an assessment may affect decisions about grades, advancement, placement, instructional needs, and curriculum.

a. Characteristics of Good Assessment

Good assessment information provides accurate estimates of students' performance and enables teachers or other decision makers to make appropriate decisions. Dietel, Herman and Knuth cited in Babo (2015), contend that the concept of test validity captures these essential characteristics and the extent that an assessment actually measures what it is intended to measure, and permits appropriate generalizations about students' skills and abilities. For example, a ten-item addition/subtraction test might be administered to a student who answers nine items correctly. If the test is valid, we can safely generalize that the student will likely do as well on similar items not included on the test. The results of a good test or assessment, represent something beyond how students perform on a certain task or a particular set of items; they represent how a student performs on the objective which those items were intended to assess.

A second important characteristic of good assessment information is its consistency, or reliability. Will the assessment results for this person or class be similar if they are gathered at some other time or under different circumstances or if they are scored by

different raters? For example, if you ask someone what his/her age is on three separate occasions and in three different locations and the answer is the same each time, then that information is considered reliable. In the context of performance-based and open-ended assessment, inter-rater reliability also is essential; it requires that independent raters give the same scores to a given student response.

Other characteristics of a good assessment for classroom purposes include: the content of the tests (the knowledge and skills assessed) should match the teacher's educational objectives and instructional emphases, the test items should represent the full range of knowledge and skills that are the primary targets of instruction, expectations for student performance should be clear and the assessment should be free of extraneous factors which unnecessarily confuse or inadvertently cue student responses.

b. **Purposes of Assessment**

The reasons why we assess vary considerably across many groups of people within the educational community. Who needs to assess? And purpose of assessment is shown in table 2.1 below as provided by Dietel, Herman and Knuth cited in Babo (2015):

Table 2.1: Purposes of Assessment

Who Needs the Assessment?	Purposes of Assessment
Policymakers	Policymakers use assessment to: * Set standards * Focus on goals * Monitor the quality of education * Reward/sanction various practices * Formulate policies * Direct resources including personnel and money * Determine effects of tests
Administrators and school	Monitor program effectiveness planners use assessment to: * Identify program strengths and weaknesses * Designate program priorities * Assess alternatives * Plan and improve programs
Teachers and administrators	Make grouping decisions use assessment to: * Perform individual diagnosis and prescription * Monitor student progress * Carry out curriculum evaluation and refinement * Provide mastery/promotion/grading and other feedback * Motivate students * Determine grades
Parents and students use	Gauge student progress assessment to: * Assess student strengths and weaknesses * Determine school accountability

2.2.2 Concept of Implementation

The term ‘implementation’ according to Hornby (2000), is an act of putting into effect a plan already mapped out. Implementation simply means putting a plan, scheme, decision, proposal, intention, an agreement, policy or idea into effect. It is the bedrock of any plan, the determinant of a plan’s success or failure. It is the moving force of any plan without which a plan ‘is only good intention’ (Mezieobi, 2013:67). Universal

Basic Education implementation, therefore, refers to a process and series of activities concerned with instilling life into a dormant or inert programme plan or document, in the sense of operationalizing it with a view to achieving specified educational objectives. Universal Basic Education implementation entails putting into practice the officially prescribed courses of study, syllabuses, subjects and other activities in relation to policy document of Universal Basic Education Programme (Chikumbi & Makamure, 2000).

Curriculum implementation is the most vital aspect of any curriculum process; this is due to the fact that, no matter how well a curriculum may be planned, it will remain a paper document that cannot bring its objectives to bear on the lives of the people or the society. It is the implementation of the curriculum that makes it to yield its benefits to the society (Babalola, 2004). It is at the implementation stage that many excellent curriculum plans and other educational policies are buried without a trace. This has made curriculum implementation in UBE programme an issue for discussion in this study. What then is curriculum implementation? According to Mkpa (1987) cited in Doggoh (2009), curriculum implementation is the task of translating the curriculum document into the operating curriculum by the combined efforts of the teachers, the students and others concerned. Babalola (2004), sees curriculum implementation as the multifarious activities of translating a complex curriculum conception in the form of a design or plan into new patterns of practical actions useable and realizable in a teaching learning milieu. On his own part, Doggoh (2007), defines curriculum

implementation as the process of putting into actual practice, what has been planned in the curriculum document.

Curriculum implantation is the process of putting all that have been planned as a curriculum document into practice in the classroom through the combined efforts of the teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials psychological and social environment (Onyeachu, 2008). Okebukola (2005), defines curriculum implementation as the translation of the objectives of the curriculum from paper to practice. He says that process begins when the curriculum is handed over to the teacher and ends when the learners have been exposed to the learning experiences prescribed by the curriculum. The activities, of curriculum implementation includes: practical work such as experiments, interaction (student-teacher, student–student, student–materials) workshops, field trips, lectures, and evaluation which is normally followed by feedback. The success of curriculum implementation is normally determined by the extent to which the curriculum manifests in the behavior and performance of the learners. It is the content of the curriculum that the teacher successfully input in the learner that manifest through the behavior and performance of the learners.

This manifestation is in form of skills, knowledge and attitudes and it is on the basis of these manifestations that the curriculum can be said to be achieved. This relationship is diagrammatically shown in figure 1.

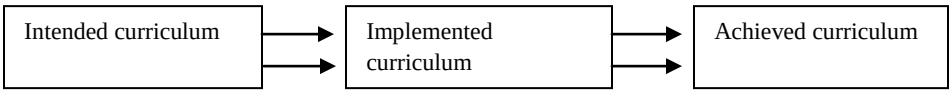

Fig. 1: Diagram for curriculum implementation adapted from okebukola (2005)

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

2.2.3 Educational Development in Nigeria

Since independence, the successive administrations of the Nigerian nation have shown interest in and concern for the development of education. Realizing the role that education plays in national development, Nigerian governments have continued to venture into various educational policies and programmes with the expectation of meeting the country's need in the areas of human and infrastructural development. According to Gideons and Sorkaa (2008), some of the policies that have evolved include the Universal Primary Education (UPE) programme of the Western and

Eastern regions, the take over of schools from the missionaries, the establishment of unity schools and the introduction of UPE nationwide. The UPE was introduced across the country by the Federal Government in September 1976, still with the intention of meeting the educational needs of the Nigerian citizenry. However, a decade after its introduction, according to Fafunwa (1986), the educational outcomes showed that the nationalobjectives were not being fully realized.

The failure of the programme was blamed on lack of fund, poor planning and implementation. Later on, the 6-3-3-4 system was also introduced nationwide by the Federal Government precisely in 1982. This system of education required a child to spend 6 years in primary school, 3 years in junior secondary school, another 3 years in senior secondary school, and 4 years in a tertiary institution. It replaced the 6-5-4 system that was in operation before its introduction. Gideons and Sorkaa (2008), however, noted that most of these educational policies and programmes in Nigeria were always implemented without a reliable assessment of the country's needs, without proper funding and without monitoring and evaluation. Expectedly, despite the 6-3-3-4 system, the rate of illiteracy was still high, the conditions of the schools' infrastructures deplorable, school dropout was increasing and unprecedented poverty, unemployment, crime and other vices still were the order of the day. Then the need for a more responsive education in the country became imminent especially following the outcome of the Jomtien World Conference held in 1990 and the declaration of Education for All (EFA) by the year 2000 at that conference. This was also followed a decade later by the Millennium Development Goals (MDGs) which re-emphasized the

EFA message, packaging it into eight main goals. The MDGs were an eight point agenda adopted by 149 World leaders on how to curb the problem of poverty and its attendant problems in the under developed countries of the world. This decision was reached at the United Nations Millennium Summit held in September 2000. The outcome of the summit was a declaration committing all member countries, including Nigeria, to strive and achieve the following goals by the year 2015.

Goal 1 -Eradicate extreme poverty and hunger

Goal 2 -Achieve Universal Basic Education

Goal 3 -Promote Gender Equality and empower Women

Goal 4 -Reduce Child Mortality

Goal 5 -Improve Maternal Health

Goal 6 -Combat HIV\AIDS, Malaria and other diseases

Goal 7 -Ensure Environmental Sustainability.

Goal 8 -Develop a global partnership for development (Eze, 2008).

The introduction of the UBE in Nigeria was therefore a positive move by the country's administration to strive to achieve the MDGs and to address the agitations and yearnings of the Nigerian people for an educational system that would be more relevant to the socio-economic, political and cultural background of the country. It also showed Government's commitment to the total eradication of illiteracy in the country.

2.2.4 Universal Basic Education Programme

Basic education is fundamental to human and national development. It is the foundation upon which other levels of education are built and a necessary requirement for human and national progress (Tahir, 2006). The provision of basic education for all citizens, according to Ochoyi and Danladi (2008) has been a global objective which Nigeria like some other nations sets out to achieve through the Universal Basic Education (UBE) programme. The need for such intervention scheme in the nation's educational system is borne out of the realization of the role of education in an individual's life and in the promotion of social, political and economic development in every nation. It is said that no nation can rise above its educational level.

Basic Education means the type of education, in quality and content, that is given in the first level of education. However, there are variations in its scope and duration from country to country. In Nigeria for instance, basic education was equated with six years of primary schooling in the past. Currently basic education is extended to include the three years of Junior Secondary School. Universal Basic Education (UBE) is conceived to embrace formal education up to age 14 or 15, as well as adult, Nomadic and non-formal education including education of the marginalized groups within the Nigerian society. In a clear form, Universal Basic Education (UBE) is a reformed programme in Nigeria's basic education delivery (from primary one, all through to junior secondary school class 3) and is to reinforce the implementation of the National Policy on Education (NPE) in order to provide greater access and ensure quality throughout the Federation as it is free and compulsory (Adomeh, Arhedo &

Omoike; 2007). UBE is a scheme and process of fulfilling the aim of Education For All (EFA) as endorsed at the World conference on education held in Jomtien in 1990. According to the world conference on education, basic education is made free and available to all and sundry, thus emphasizing free access, equity, efficiency, literacy, numeracy and lifelong skills for all.

Before the introduction of the UBE programme, the existing policy and programme of government for education was found to give rise to distortions, high rate of dropouts, narrow curriculum content and half baked graduates that did not meet the needs of the society. The UBE scheme was therefore launched to address these problems by providing free, universal and compulsory basic education to all children regardless of sex, age, ethnic or religious inclinations, language or status. It is also to accommodate comprehensive adult literacy programme. The scheme is therefore designed to ensure adequate and qualitative education that is directed towards the achievement of the nation's objectives. The Universal Basic Education (UBE) programme was launched on 30th September 1999 by the then President of Nigeria, President Olusegun Obasanjo. The programme is designed to provide free and compulsory education for children in the primary and junior secondary schools in the country. President Obasanjo on launching the scheme assured that the many problems that bedeviled the 1976 Universal Primary Education (UPE) programme would not be allowed to hamper the 9-year basic education programme. He further pointed out that the scheme is aimed at arresting the decline and decay as well as expanding and improving on the UPE scheme. Prior to the launching of the UBE, a child starts primary school at the

age of 6 years or thereabout and graduates with a first school leaving certificate. He then takes a common entrance examination that qualifies him/her for admission into a secondary school. The UBE came as a replacement of this system. The UBE involves 6 years of primary school and 3 years of junior secondary school culminating in 9 years of uninterrupted schooling. Transition from one class to another is automatic, though assessed through continuous assessment.

The UBE programme is designed to remove distortions and inconsistencies in basic education delivery and to reinforce the implementation of the National Policy on Education. It is also to provide greater access to basic education and ensure its quality throughout the country. The Universal Basic Education Act (2004) defines Universal Basic Education as early childhood care and education, the nine years of formal schooling, adult literacy and non-formal education, skills acquisition programmes and the education of special groups such as nomads and migrants, girl-child and women, almajiri, street children and disabled groups. UBE is therefore more comprehensive than UPE or other programmes of the Federal Government on education. According to the Implementation Guidelines for the UBE, the scheme stresses the inclusion of girls and women and a number of underserved groups; the poor, street and roaming children, rural and remote population, nomads, migrants, workers, indigenous people, minorities, refugees and the disabled. The formal education system is only one of six components included in UBE. Others relate to early childhood, literacy and non formal education or apprenticeship training for youths outside the formal education

system (Nigeria, 2000). The UBE programme took off in September 2006 in the country.

Universal Basic Education Programme is a 9-year educational programme of six years duration for the primary segment and three years of junior secondary. These two levels of basic education are universal free and compulsory for all Nigerian children aged 6 to 15. The Universal Basic Education programme also stimulate learning from the early years of 3 to 5+ which is called early child care development and education (ECCDE) (Universal Basic Education Training Manual, 2000). The Federal Government of Nigeria's implementation blue print of Universal Basic Education (2000) defines Universal Basic Education as the foundation of sustainable life long learning. It provides reading, writing, and numeracy skills. It comprises a wide variety of formal and non-formal educational activities and programmes designed to enable learners acquire functional literacy. Universal basic education in the words of Ajaye (2002) is not a static term that is related to years of schooling or limited to formal schooling; it is a process to be determined by every nation according to its evolutionary development needs. In Nigeria, it is not only academic but skills acquisition inclined as well. Thus the involvement of artisans in the teaching of UBE pupils is essential for the success of UBE programme. Obidike (2005) sees basic education in Nigeria as an educational programme that is compulsory for all children between the ages of six and fifteen years which is aimed at eradicating illiteracy. He further adds that, it is equally geared toward consolidating literacy, numeracy, the acquisition of social and appropriate life skills. Specifically, it emphasizes acquiring

the skill of learning how to learn, and the preparation of the learner for lifelong learning. According to Popoola (2001), the goals of the UBE are to universalize access to basic education, engender a conducive learning environment, and eradicate illiteracy in Nigeria within the shortest possible time. Thus, Universal Basic Education is the hub of national development.

The idea behind the UBE is that at the end of nine years of basic education, every Nigerian child would have been properly equipped to contribute meaningfully to the development and growth of his/her immediate society. This can be done by putting into action the skills acquired during the period.

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

As a result of several post Jomtien meetings and resolutions which culminated into the 8 (eight) Millennium Development Goals (MDGs) in 2001. The Millennium Development Goals (MDGs) No. 2 is a precursor to the Universal Basic Education

(UBE) in Nigeria. Anyaogu (2009) observed that UBE scheme is a response to the Universal Declaration of Human rights to Basic Education and the worldwide call to Education for All (EFA). UBE was launched by the Federal Government in 1999 in Sokoto State and was replicated at the State levels. Okoro (2010) Stated that the UBE Act of 2004 and the National Policy on Education (2004) compelled every government in Nigeria to provide access to basic and functional education from primary to junior secondary school. On this premise Okorocha (2002) described UBE as the provision of schooling, training, instruction and supervision for skill, trade, and professional acquisition taken as fundamental or starting point for all Nigerians without restrictions of any kind. Commenting on the expanded vision of UBE Okoro (2010) explained that UBE:

i. is a lot more than 9 years of schooling;
ii. is not to be equated with Universal primary education;
iii. is directed at children, youths and adults;
iv. is diversified in terms of basic learning needs;
v. focuses on learning;
vi. is lifelong and begins at birth; and
vii. is the responsibility of the state and whole society.

As an educational reform that is geared towards the development of human persons there is need for continuous enhancement and improvement of educational services that will guarantee standards. Some of the policy initiatives that have formed the major characteristics of UBE are captured by Onu (2010) to include:

i. free education;
ii. compulsory uninterrupted 9 years of primary and Junior Secondary education;
iii. provision of mid-day meals to enhance access to education and retention of Learned material;
iv. diversified curriculum to enhance relevance;
v. disarticulation of junior Secondary from senior secondary and integration of Primary and junior secondary education;
vi. introduction of rudiments of computer;
vii. appropriate and continuous teacher professional development courses; and.
viii. community ownership of schools including participation in decision–making.

A cursory look at the above features reveals that items 1-3 tailor majorly toward liberalization of access to education which is the objective of Education for ALL (EFA). Items 4-8 are ways of ensuring functionality, quality and relevance. Reflecting on the universal Basic Education Commission (UBEC) Act (2004) Tahir (2010) reiterated that the full and successful implementation of UBE is hinged on sound policy, good governance, transparency and well-thought-out plans. Others are clear implementation strategies, steady disbursement of funds, and right caliber of personnel to manage programme, continuous monitoring and evaluation.

Benefits of proper implementation of the UBE programme

The Universal Basic Education programme if properly implemented as opined by Eze (2008) would help in:

1. **Ensuring quality in Nigerian Education:** Education, it has been said, is qualitative to the extent that it is functional. Since the new curriculum for basic education derives from the immediate needs of the Nigerian State, education would therefore be more functional as the recipients of it would then be more useful in the society.
2. **Achievement of the MDGs**: The MDGs according to Eze (2008) are ends in themselves but they are also the means to a productive life, to economic growth and to peace and stability. The central need for member countries to work towards the attainment of the MDGs is for the eradication of poverty and its attendant horrors which the UBE strives to achieve. When individuals are empowered, poverty paves way for a more fulfilled life.
3. **More Jobs for Nigerian Citizens**: Enrollment of children in schools is expected to increase at an alarming rate with UBE, and with such increase in the number of schools and students, more teachers will be needed to be employed. This would create enormous job opportunities and so more individuals would be engaged in the labour market, thereby bringing about a reduction in the level of unemployment in the country.
4. **Curbing of Indiscipline and Crime:** The idle mind is said to be the devil's worship. When someone is idle and of course religion is not a powerful dynamic force in the individual, crime can take over. UBE is designed to provide individuals with basic education enough to enable them live a more productive life in the society. Furthermore, where many Nigerian children are

not taught the values and norms of their society in schools and then perhaps no one mentions them at home either, the children can easily yield to crime. The removal of moral and civic education from the curriculum was indeed a mistake. It made a bad situation worse. But with the UBE curriculum, such values as would help a child grow up as a good citizen have been built back into the curriculum.

5. **Reduction in Child Labour:** The International Labour Organization ILO (2001) defines child labour as some type of work done by children under the age of 18. According to them, child labour include full time work done by children under 15 years of age that prevents them from going to school or that exposes them to health risks. Compulsory basic education is the key to ending this exploitation and abuse of a child's right to education. Children who attend school are less likely to be engaged in such hazardous and exploitive jobs. Moreover, since the major reason for child labour is poverty and UBE is supposed to be free, parents would also not have any reason not to send their children/wards to school.
6. **Reduction of Gender Imbalance in Educational Attainment:** The UBE program will help to produce educated women that can contribute meaningfully and effectively to national development. The development of any nation no doubt depends largely on inputs made by all her citizens, and considering the fact that women constitute about half of the Nigerian population, Nigeria may well be undermining the contribution of about half of

its citizens if women are not given opportunity to go to school. Interestingly, the UBE programme focuses on gender imbalance with a view to reducing it to the barest minimum for the benefit of the country.

7. **Reduction of the Level of Poverty**: Poverty is a disease. In the face of poverty, people strive frantically and labour so much, engaging in any kind of activity that will fetch them their daily bread. This paves way for a lot of anti-social behaviors such as arm robbery, prostitution, human trafficking, etc. But one factor that can eradicate poverty is employment which itself is gained after an individual have had some sort of training in a school or have learnt some kind of trade or skill, which are all what UBE provides for.
8. **Better Health for the Nigerian Child**: Realizing the importance of food for the intellectual as well as the physical well being of an individual, the Federal Government of Nigeria in September 2005, launched its home-grown school feeding and health programme aimed at providing highly nutritious meals to primary and junior secondary school students underthe UBE scheme. This for some children could be the only good meal they would be able to have in a day and it will help to enhance their health status. Poverty and consequently poor eating habits increase the risk of child malnutrition which has adverse effect on growth and intellectual development.
9. **Help to Parents All Parents Want to See Their Children Grow up Normally**: The primary school age is a time when a child goes through remarkable physical changes of all kinds and so their food intake becomes a

critical aspect of this growth and development. The UBE programme makes provision for feeding of the students in schools and such would reduce the burden of impoverished parents. Moreover, UBE is free and so parents are also helped to have their children in school and yet spend less.

10. **Motivating Students to Enroll in Schools:** The rich curriculum of the UBE and also the home-grown school feeding and health programme can encourage students to enroll and be regular at school especially children in rural communities where poverty level is high, school enrollment low and drop-out rate high. A child who would not be sure of getting food at home would rather prefer to go to school where it is certain that he would have a good meal. With this positive attitude developed, the child's interest in school and in learning may from there be ignited.

Steps Towards Proper Implementation of UBE

1. **Adequate Funding UBE scheme**: judging from its provisions is obviously capital intensive and so requires adequate funding for the programme to succeed. Government should therefore strive to make funds available for the proper implementation of the programme.
2. **Provision of Infrastructure and Other Facilities in Schools:** Educational facilities are imperative to qualitative UBE programme in Nigeria. Facilities such as textbooks, libraries, classrooms, seats and tables, laboratories, computers, technical/vocational equipments, electricity, etc are all very important for the effective implementation of the UBE scheme. There is

therefore the need for adequate supply of these facilities and such facilities when provided should not be diverted.

3. **Recruitment of Enough Competent Teachers:** There is also need for recruitment of enough trained teachers for the effective implementation of the UBE programme. There should also be re-training of teachers already on the job to ensure that they update their knowledge base.
4. **Better Motivation for Teachers:** Teachers should be properly motivated to render quality service by regular payment of their salaries and improvement in what they are paid. With adequate motivation and remuneration, the teachers can then work with renewed spirit and commitment to the UBE scheme.
5. **Effective Monitoring/Evaluation:** The program should be monitored and evaluated regularly to ensure that the system does not deviate from the set goals.

2.3 History of Universal Basic Education Programme

The national education system in the case of Nigeria has been a witness to numerous changes in policies, programs, and frameworks. Some of these changes are favorable in the eyes of other people. However, in other instances, it is simply seen as a reflection of a fragmented system characterized by the failure to deliver anticipated benefits and achieve its specified goals. Up to this point, however, the current context of universal basic education in the Nigeria is bound by uncertainty, and such pose serious threats to the country and its citizens basically because their future is vague as well (Aluede, 2006).

The idea of universal education was first introduced in 1955 when the universal primary education scheme was inaugurated by the government of Western Nigeria. The Eastern Nigerian government launched its own universal primary education in 1957. In Northern Nigeria, education was provided free by government in a bid to make children attend school (Adeyemi, 2007). Thus, at its onset, the universal primary education scheme had been undertaken by regional government. There was no Federal Government intervention until 1976 when the universal primary education (UPE) was launched to cover the whole country. The period of universal primary education (UPE) marks the unprecedented growth at all levels of education which includes primary, secondary and tertiary education in Nigeria. The Murtala Mohammed/Obansanjo military regime launched the UPE scheme in October 1976. The regime made primary education programme free. Universal Basic Education (UBE) is actually an expansion of UPE. Instead of ending it in primary 6, it now extended to the first three years of secondary education which is junior secondary school. In 1990, a world conference on education was held in Jomtien, Thailand, which was popularly called education for all (EFA), the outcome of this world conference on education was to be adopted by all countries in a bid to reduce drop out and illiteracy rates in every society. For Nigeria to be in line with this recommendation, the Universal Basic Education programme was launched by the federal government on 30th September, 1999 in Sokoto with Obanya as National Coordinator (Federal Ministry of Education, 2000).

To be provided with a quick overview on the most significant developments of the universal basic education in Nigeria, the following faces can be considered:

The Past

The current contexts of universal basic education in Nigeria can be traced from as early as 1955 from the Universal Primary Education Scheme which stipulates a variety of comprehensive laws in the field of education in West Nigeria. In the following years, both the Eastern and Northern Nigerian governments also had in place their respective universal education programs. However, the federal government entered the scene only in 1976 with the commencement of the universal primary education in all of the regions within the country. It has resulted into the provision of a unified and singular framework for educating Nigerians. Although education at the primary level has been made available for free during the period, a number of criticisms became evident because of its perceived failure to deliver the goals which are anticipated. In 1977, the National Policy on Education was introduced. It is expected to guide the initiatives of the government in the provision of education to its citizens who outline the commitment of the government towards strategies which can help in the presence of a better education system.

In September 1999, the universal basic education has been finally launched (Adeyemi, 2002). The universal primary education in Nigeria, recognized as the predecessor of the universal basic education scheme, has been directed towards the possibility of increasing the number of attendance or enrolment in schools, as well as the provision of an excellent opportunity to correct the current imbalances. The goals have been met at some angles. However, it has been criticized that it did not consider some of the basic problems which have become evident. These problems include the availability of

competent educators, the provision of a conducive learning environment, textbooks and other resources, curriculum development, and classroom supervision and management, among others (Asagwara, 1997). The universal basic education in Nigeria was passed into a law in 2004 as an implementation of the government initiative to achieve the Millennium Development Goals in education, specifically the area which deals with the presence and provision of Education for All.

This is also a government effort to enhance horizontal democratization of education through massifiying the basic education in Nigeria. Prior to this policy related to universal basic education, Nigerians needed to study six years to complete their primary education, three years for junior secondary, three years for senior secondary, and four years to finally complete tertiary education. One of the reasons on why its success rate has been very limited is the fact that attendance to the educational institutions of children who should be already going to schools has not been made compulsory during its implementation (Ejieh, 2009).The universal basic education in Nigeria has experienced various failures in the past, attributed to a variety of reasons. For instance, the country's large population, the style of governance (often being attributed as lacking transparency and accountability), and the multitude of thrusts towards such educational framework have all made it harder for its goals to be realized. The last problem identified is in line with the fact that numerous policies and initiatives have been in place, in the absence of adequate support and funding, making them result into very limited level of success. The presence of over 350 various languages and two main religions have also been highly influential in the low level of

success in the initiatives of the regional and federal government to make education better in the country (Brown, 2009). These problems have been addressed, although not sufficiently, through a multitude of initiatives, such as the establishment of the universal basic education scheme.

The Present

Without a doubt, the current universal basic education in Nigeria is a product of the past scheme which has failed to deliver significant success rate. It has been replaced with a new scheme with the anticipation that it will be able to deliver more positive outcomes that what has been previously implemented. Under this framework, all of the tiers of the government have been obliged by a mandate to provide free access to education for all the citizens of Nigeria. Students are required to attend compulsory 9 years in primary education and junior secondary education, in which the former should be completed for a period of 6 years while the latter should be completed in a period of 3 years. Under the current ruling of the legislations about this educational scheme, parents are endowed with the responsibility to enroll their children and ensure that the years they spend in school are completed. Apart from the fact that the national government provides assistance in terms of having free tuition, there are also free educational services which can be enjoyed by the students (Ejieh, 2009).

The universal basic education implemented in Nigeria can be broken into three different components. According to a study, the “universal” component of the program specifies that it is for all the members of the Nigerian society, regardless of their

economic status and how they are perceived in the country. The word “basic”, moreover, denotes that it serves as the foundation of further education for the citizens. It is also regarded as the foundation of a brighter future which waits ahead of them. Lastly, “education” connotes the transmission of knowledge into various generations of Nigerian. The last component also presents a culture of highly competent and individuals who are vital for the development of the nation (Uko-Aviomoh, Okoh, & Omatseye, 2007).In the current time, the Universal basic Education Commission is one of the areas of the government which holds prime responsibility in the management and development of the educational scheme in the country, including the provision of an assurance that the desired goals are being achieved at a significant level.

Although the said commission is the one with the authority in primary basic education, it cannot be denied that there are also other actors who are currently acting as highly influential. Some of these other actors include the National Commission for Nomadic Education, State Universal Basic Education Boards, Local Government Education Authorities, and other branches of the country’s national government. The overlapping and overarching presence and functioning of the various actors in the education scheme currently in place has often been attributed as one of the main reasons why it does not yield significantly effective results compared to the education systems of other countries (Kelleher & Isyaku, 2008). This simply means that there is no clear identification of authorities and function, in relation to the implementation of universal

basic education. There is a tendency to lead into multiplicity of roles ending up into confusion as to who should be responsible for some specific initiatives.

The Future

The government and other significant actors in the implementation of the universal basic education in Nigeria envision its strengthening and its ability to deliver the goals which have been earlier specified. In the future, one of the possibilities which can be considered in the case of Nigeria would be the execution of the necessary modifications in its current curriculum to be able to make the mode of education more responsive of the current time and needs. Changes in the content of education in the future are anticipated to also alter the ways at which teachers currently handle their students and execute their lessons. A change in perspectives in classroom management, as well as on the things which are being thought, are seen as being necessary to be able to improve basic education in the country. In addition, it is also anticipated that new technologies will be integrated into teaching and classroom management in the future. This will make the education scheme more effective and can also help in increasing the skills and competence of the students. It is also anticipated that teaching models will be changed as well as changes in curriculum development to help make universal basic education more comprehensive and to prepare the students for further education in order to help them be provided with a more extensive knowledge (Ajibola, 2008). Most importantly, teacher education in Nigeria is also a priority for strengthening universal basic education because of the belief that the success of the entire education scheme will be largely dependent on the

competency of these teachers and their ability to engage students in a more effective learning program (Durosaro, 2006).

2.3.1 Objectives of Universal Basic Education Programme

Federal Republic of Nigeria (2000) highlighted the objectives of Universal Basic Education as follows:

i. developing in the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion;
ii. provision of free, universal basic education for every Nigerian child of school going age;
iii. reducing drastically the incidence of drop outs from the formal school system through improved relevant, quality and efficiency; and
iv. catering for the learning needs of young persons.

In addition to what Federal Republic of Nigeria (2000) highlighted as objectives of Universal Basic Education, it was still opined in the guidelines for the implementation of UBE programme, that the aims and objectives as enshrined in the UBE guideline (FME, 2004, p. 9) are:

i. to develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
ii. to provide free, compulsory, Universal Basic Education for Nigerian children of school age;
iii. to reduce drastically, drop-out rate from the formal school system through improved relevance, quality, and efficiency;

iv. to cater for drop-out and out-of-school children and adolescents through various forms of complementary approaches to the provision and promotion of basic education; and

v. to ensure the acquisition of the appropriate level of literacy, numeracy, manipulative and life skills needed for laying the foundation for life long learning.

It is in recognition of the above attractive objectives of the UBE that Obanya (2000, p.40) opined that, "UBE is a programme with a strong emphasis on all round development of its beneficiaries". He equally stressed that the UBE programme aims at cutting across all Nigerian children and adolescents in all social conditions, geographical location, irrespective of sex, in and out of the formal school system. The UBE scheme is designed to cover the primary, junior secondary and nomadic education as well as adult literacy. The scheme aims at laying a very broad foundation of education on which the future of the country's economic, social, political and technological advancement would depend. Youth unemployment is an index of underdevelopment. The UBE scheme is out to reduce this phenomenon to its barest minimum through its provisions for those who for one reason or the other had to drop out of the formal school system as well as those youth and adolescents who have not gone to school at all.

2.4 Implementation of Universal Basic Education Programme

The main goal of the implementation of the universal basic education program is to make basic education, which is basically composed of nine years of schooling at

different levels, accessible and available for free for the benefit of every Nigerian child. Its objective is to promote the presence of objective thinking, relevant judgment, improvement of communication skills, increasing productivity within the family and the society, and understanding the role of the individual in relation to the pursuit of national progress and development. In addition, this kind of basic education scheme is also expected to allow children have a way of thinking, skills, and attitude which can help them, in the future, to advance in the society at which they belong (Adeyemi, 2007). In the work of Edho (2009), the author has noted that the vision of the universal basic education in Nigeria is to allow every child, after spending the required 9 years in education program, to demonstrate skills related to numeracy, literacy, communication, and manipulative and life skills. This will be useful not only for the child but for the entire society as well. It should be achieved while having the necessary civic, moral, and ethical skills. Furthermore, the mission of universal basic education in the country is to act as being a rational energizer for having an assurance that the goals are achieved and that all the parties concerned are working in support of each other for the eventual realization of its motives.

To achieve successful implementation of the Universal Basic Education programme, there are certain things to be considered which according to Onyeachu (2009) includes adequate infrastructure, adequate instructional materials, adequate number of qualified teachers, adequate information and communication technology equipment, adequate funding as well as the adequate motivation of teachers.

Adequate Teacher Motivation: The fact that adequate and qualified teachers are required for effective curriculum implementation is no longer news as the national policy on education (2004) says no education system can rise above the quality of its' teachers. Beyond the recruitment of qualified and adequate teachers is the fact that the teachers need to be motivated adequately in order to obtain their dedication to duty. Edemobi (2007) posits that, for successful Universal Basic Education programme, teachers who are responsible for helping students acquire knowledge, skills and practical orientation essential for self as well as notional development must be effectively motivated. He stressed further that without adequate teacher motivation, the objectives, the vision, and purpose of Universal Basic Education cannot be achieved. Akpojotor (2007) adds that if they are not motivated and become uncommitted, apathetic, uninspired the whole nation is doomed. Onuh (2003) sums it up by saying, if sophisticated equipment, facilities and fund are not well utilized by dedicated and highly motivated teachers, Universal Basic Education goals in Nigerian schools could not be achieved at all level of educational programme.
Funding: Adequate funding is vital for the implementation of UBE programme. This is because money is required for the procurement of teaching materials necessary for effective teaching/learning. Without which no meaning learning can take place since UBE is aiming at "laying a foundation for life-long education" (Obanya, 2000). Effective learning that can guarantee practical application in real life is necessary, this can not be possible without funds. Regrettably, evidence exist that between 1997-2002, federal governments' budgetary allocation to education declined from 12.3% -

9.1% mean while united nations organization (UNO) recommends at least 26% (World Bank, 2004 cited in Road Map to Nigerian education sector, 2009). Also some times funds allocated to education sector are not accessible e.g by July 16th, 2009, N53b meant for UBE in 2008 was not yet accessed (source: The Nation Newspaper Thursday 16th July, 2009). This delay in the release of funds could amount to poor implementation of Universal Basic Education Programme.

Adequate information and communication equipment are also required for effective curriculum implementation. This is because UBE has in its objectives the "acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills needed for laying a strong foundation for life-long learning" this means computer literacy, computer and allied manipulative skills, internet communication skills which provide a strong foundation for life-long learning are all part of UBE. The implication is that, computer studies should be effectively taught in UBE schools. This requires enough computers in schools and adequate/stable power supply. This situation is not so as Tabotndip (2009) says many hired teachers from computer centers go to schools to teach computer science without computer sets. This is done on payment of fees by every student as agreed upon with the school management/head.

Adequate Number of Qualified Teachers: For effective Universal Basic Education implementation to be enhanced, adequate numbers of teachers are required and these teachers must also be qualified in terms of educational training too. This is due to the fact that free and compulsory education policy has brought about population explosion in schools (Onocha, 2007). Coupled with the number of teachers which already has

been in short supply is now grossly in adequate to manage the learners for quality education to be achieved. Commenting on the situation, Okeke (2004) observed that "the teacher constitute the most vital factor of any national education system, upon their number, devotion and quality depends the effectiveness of any educational progremme".

2.5 Universal Basic Education and Infrastructural Facilities

To enhance the learning environment, massive investment in school infrastructure improvements is needed. There is need for a complete overhaul of primary education infrastructural facilities, monitoring of its leadership, teachers and use of resources for education by multi-stakeholder's forum. Every primary and junior secondary school according to Ejere (2011) should be provided with adequate infrastructure and other physical facilities like classrooms, laboratories, libraries, computer centres, potable water, electricity, toilets and furniture.

Infrastructural facilities according to Abdul (2001) includes all facilities that make learning environment suitable for effective teaching and learning in schools such as classroom, buildings, laboratories, workshops, libraries, toilets, desks, chairs, tables and so forth. He also stresses that these facilities are very vital for learning to take place in schools successfully. Their shortage in schools during the era of U.P.E partly accounted for the failure of that educational programme. The implication is that, where facilities like the classroom are not available or are in short supply, students learn under harsh environment and as such grasp little or nothing resulting in poor achievements and non attainment of educational objectives. Denga (2000), observes

that the introduction of UBE in 1976 brought about a plethora of changes including an over-whelming increase in enrolment which resulted in a shortage of learning facilities, whereas the basic schoo1 facilities such as classrooms, libraries and playgrounds are critically in short supply. Classrooms are overcrowded and inadequate such that many classes are held under trees and on open grounds. Sad enough, proper teaching cannot be done in these unorthodox makeshift classrooms because pupils' learning in quantity and quality will be intangible and poor due to lack of facilities. The lack of adequate infrastructure in the Nigerian education programme is thus another issue without any contention. The evidence of dilapidated school buildings is everywhere and sadly, sometimes in places one does not even expect; even in reputed government schools. The primary schools are worse hit. Dike (2003) reports that about 2,015 primary schools in the country have no buildings of any type.

Infrastructural facilities play significant roles in Universal Basic Education schools particularly, and the education system generally. Infrastructural facilities like the classroom buildings create a conclusive environment for learning by screening away distractions like cold, excess sunshine, noises from moving vehicles and people and so forth. The laboratories make the learning environment friendly and conducive for carrying out practical by virtue of their special designs. Others facilities like the toilets help to provide conveniences readily thereby saving time and embarrassment and therefore making life comfortable in the schools. The recreational facilities provide opportunities for relaxation and recreation and sometimes indirectly turn out to make a profession for some learners. Teaching materials help to make the lesson to have long

lasting effect on the learners. They also make learning more concrete and not abstract. They also make the lesson more real and as such more applicable to real-life situations. They also save time for both the teacher and the learners as they help the learners to learn faster. Adequate provision of these facilities (infrastructural facilities) in schools facilitates the attainment of educational objectives and reduces failure rate as well as promotes school enrollment and retention of learners (Manguwat & Awuya, 2009). Ayogu (2004), reported that "the state of infrastructure in primary schools today is alarming and very worrisome" he stressed that in most schools, the buildings are dilapidated while in some especially in rural areas, classes hold under tree shades.

Commenting on the state of infrastructural facilities in Nigerian schools, Teboho (2000) said, the present infrastructural condition impart negatively on the quality of education offered in the country (Nigeria) and contributes to brain drain and high dropout rate of learners. In most UBE Schools, these materials are in short supply thereby leading to poor quality of teaching less retention of studied material for life application and poor quality of graduates. There is therefore the need for adequate infrastructure and teaching materials in UBE schools if optimum results are to be achieved. These should be made available in sufficient quantity and quality.

The Role of Communities in Facilities Provision for Universal Basic Education Programme

Considering the enormity of facilities that are needed for the effective performance of Nigerian schools, the Universal Basic Education Scheme has adopted the

collaborative/partnership approach. Thus the Federal, State and Local Governments on the one hand and the International Development Partners such as the World Bank, Commonwealth of Learning, UNESCO, UNICEF, DFID, JICA, USAID, etc. NGOs, CBOs and the civil society on the other hand, are complementing one another's efforts in the advancement of the UBE programme. Specifically, the Federal Government as the initiator of the programme deals on policy articulation, quality control, evaluation and research. It also supports states, local governments and communities with funds to construct and renovate classrooms, train and re-train teachers and procure instructional materials. The day-to-day operation of the programme is done at the state, local government and community levels. International Development Partners have been involved in such areas as capacity building and the strengthening of personnel and institutions executing different aspects of the programme. For example, the World Bank and DFID through the Primary Education Project (PEP) II are assisting 16 States in the implementation of UBE. On the same project, the World Bank, UNESCO and USAID are assisting with funds to collect and process a backlog of basic education data.

The Japanese government DFID has also provided different forms of technical assistance. Opportunities for strategic partnership still exist in so many other areas including provision of mid-day meals, provision of additional infrastructure and facilities, staff training and research. The provision of education for all has been seen as the responsibility of all. Communities, as one of the stakeholders, are expected to

play significant roles in ensuring that the quest for the provision of adequate facilities is achieved.

2.6 Universal Basic Education and Instructional Materials

Teaching materials according to Gbamanja (2002) can be considered as curriculum materials. Agbi, (2004) refers to them as instructional resources; Maduabum (1996) calls them teaching aids and resources; Agishi and Afaor (2003) call them instructional media. Just as they carry different nomenclatures, they are also defined differently to Agbi (2004) they refer to all those facilities, materials and equipment used by the teachers to illustrate, explain and emphasize a lesson in order to make it clearer to the learners. In other words they are the devices which can be used to make learning experiences more real, more realistic and more dynamic. Surma and Doggoh (2007) refers to them as materials that teachers employ or make use of in the course of their teaching so as to ensure that learning experiences appeal to more than one sense organ of their learners in order to enhance effective learning and long lasting impact. On the other hand, Agishi and Afaor (2003) say "they are the materials which can help to extend the range of various experiences of learners in any teaching/learning situation".

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

chalkboards, real objects, scientific chemicals for experiments, posters, T.V sets, DVDs, VCDs, projectors, film slides and so forth.

Instructional Resources are the objects that are used in teaching and learning situations. They are items that the Islamic studies teachers use to pass instructions to the learners to facilitate teaching on the part of the teachers and also to facilitate learning on the part of the learners. Ikerionwu (2000) refers to instructional materials as objects or devices which help the teacher to make learning meaningful to the learners. According to Aduwa-Ogiegbaen and Imogie (2005), these materials and resources including audio tape recorders, video tape recorders, slide projectors, opaque projectors, over head projectors, still pictures, programmed instruction, filmstrips, maps, chart, graphs and many more offer a variety of learning experiences individually or in combination to meet different teaching and learning experiences. Instructional resources are also referred to as teaching aids and according to Paquette (2004), they are divided into three categories namely:

1. **Visual instructional materials:** these are materials employed in a teaching and learning situation which can only be seen. They can only be visualized, they appeal to sight alone. These objects do not produce sounds and they cannot be heard. Examples of visual instructional materials include drawings, card boards carrying inscriptions, pictures, flash cards, photographs, calendars, diagrams, stickers, handbills, posters among others;

2. **Audio instructional materials:** these are materials that can produce sound but the speaker cannot be seen. These types of materials are equally used in teaching and learning situations and there are areas where they are of much relevance to specific topics where other materials cannot be employed for usage. For instance while teaching about the unity and omnipresent nature of Allah, some asked, "How can it be possible for one God to be present in all the places at a time? Those who asked this question based their argument on the reasoning ability of man and the logicality of such statement. Modern religious educators like other sound educational methodologists of the contemporary period agree that bringing visual objects to validate or answer the question raised above will not be appropriate. But a better, appropriate and adequate teaching material here can be a radio or telephone or tape-player. When a radio is put on during a programme session like health talk. A medical doctor who is invited to the studio is giving a talk on Swine flu. Here is a man or woman behind the screen discussing very useful topic and giving beneficial information to the generality of the people. This single person cannot be seen by majority of the people listening to him except those who are in the studio with him. Also, the talk he is giving is getting across to many people in different distant areas at a time within the period when the talk is in progress. The logic is that here, only one person is involved, not seen, but he is heard by many people or that his presence is felt in many areas at a time and no one doubts his singleness and existence. This logic is used to prove that God could

be One only and at the same time, His presence can be felt anywhere in the world (Paquette, 2004); and

3. **Audio Visual Instructional Materials:** the third group of instructional materials is audio visual materials. These are materials that combine both sounds and pictures. They are items that learners can see and at the same be heard. The best example here is the teacher who can be seen and be heard by the learners. These objects make learning real to the pupils. Examples of audio visual instructional materials are television, video C D player, video cassettes, computer systems, film projectors, CD Rom, Yahoo Messenger, Skype on the internet and on (Paquette, 2004).

2.6.1 Problems Associated with the Use of Instructional Materials

The rapid growth of electronic technology offers a formidable challenge to the electronics teacher, who may be almost paralyzed by the mass of details. However the use of practical instructional materials can simplify the learning process to a great extent. In order to ensure an effective teaching learning process, it is important for the teacher to be thoroughly acquainted with the teaching resources and services available to him. Instructional materials for electricity and electronics subjects' instruction at secondary schools are not adequately available; more so, how to make the best instructional use of those available with the modern innovation are grossly lacking and faced with a lot of problems in its use by electronics teachers (Aneale, 2005; Bello &

Shuaibu, 2013; Medugu, 2009; Umunadi, 2009; Taale & Mustapha, 2014). Some of the revealing problems as highlighted by these researchers include:

1. Poor teachers' professional knowledge and technical know-how to teach practical skill content areas of electronics;
2. Low teacher competence in the area of effective instructional resource utilization;
3. Failure to appreciate the importance of using instructional materials in promoting and understanding of electronics principles;
4. Insufficient awareness of types of instructional materials for use in teaching different electronics contents;
5. Insufficient time allocation to accommodate effective instructional materials utilization in electronics instruction;
6. Lack of finance to acquire or improvise needed instructional materials. . • Environmental factors such as little or non-availability of equipped library, laboratories, workshops, water supply, electricity and personnel also affects effective utilization of instructional materials;
7. Poor maintenance culture of existing instructional materials especially projected and manipulative types; and

8. Lack of opportunities for in-service training/refresher course for serving electronics teachers to update their knowledge periodically in the light of new research findings and resource development.

2.6.2 Strategies for Enhancing Teachers' Competence in the Use of Instructional Materials

Instructional materials are derived from various sources; they can be purchased, locally made, imported or even improvised when necessary for effective instructional delivery (Iwu, Ijioma, Onoja & Nzewuihe, 2011). The professional electronics teacher needs to note that every instructional material has its definite unique strength in teaching-learning situation. Furthermore, better teaching and faster learning of electronics principles can be facilitated by careful selection, development and skillful utilization of appropriate instructional materials by the competent teachers. Based on the foregoing, the following strategies are suggested to enhance the electronics teachers' competence in the selection, development and utilization of instructional materials for effective electronics instruction delivery:

1. Develop positive attitude towards the development and use of instructional materials in electronics instructional delivery in schools;

2. The instructional objectives, content learning activities and evaluation instruments should be taken into consideration by the teacher in the selection, development and utilization of instructional materials. In other words, maintain appropriateness of the materials to instructional objectives;

3. The electronics content for which the instructional materials is being selected, where in doubt, the electronics teacher should consult;

4. the aphorism that two good heads are better than one good head becomes more relevant in the field of education particularly in teaching;

5. Reflect individual differences of learners' characteristics in the use of instructional materials. This is because the age, level, interest, socio-economic background, learning style, physical skills of the learner often varies and hence materials to be selected, developed and used should relate to the individual differences of the learner. This is necessary because learners as human beings learn through various senses and hence the resources/materials that appeal to more than one sense should essentially be utilized;

6. Economic factor should be considered in selecting instructional materials for use in electronics lesson delivery. Finance is one of the major problems facing schools. Therefore, the teacher must consider the cost of financial implications of the resource to be selected for classroom utilization. There are a lot of resources in the local neighborhood which innovative teacher can exploit for the benefit of their students;

7. Before selecting or developing any resource, consideration should be given on the number of teaching/learning situations to which the resource can be applied. This is because it is more economical to buy or develop a material which has dual usage than one that can be applied in a single learning situation.

Therefore, acquisition of instructional materials having a wide range of practicability is essential;

8. The teachers should realize the need for improvisation if the cost of purchasing is high. Such improvisation is a way of increasing inquiry, curiosity, creativity and productive application of intellect; and

9. Development or improvisation of instructional materials could also be done concurrently with the students such as projects or group assignments in designing and manufacturing some gadgets of learning. This also promotes creativity among students.

2.7 Universal Basic Education Programme and Teaching Staff Recruitment

The importance of teachers in any educational programme cannot be over stressed, especially in the implementation of the Universal Basic Education programme. The success or failure of it will depend upon the teachers because of the nature of the programme. The number and quality must be meticulously planned to ensure adequacy of the teachers quantitatively and qualitatively. Aghenta (2000) further stressed that as a result of the comprehensive UBE programme the usual one teacher for a class/ arm will not be enough. Adamaechi and Romaine (2000) are of the view that the short supply of teachers led to the employment of "market women" half balked individuals. For Universal Basic Education or any educational programme or policy or innovation to be translated into reality and success, it must reach the classroom, the heart of teaching where the teacher is in charge. Teachers, in our

present day reality hold the key, thus, they can either unlock the classroom door for the programme, if they are well disposed to and enthusiastic about it or slam the door against it, carrying on as if nothing has changed, no educational planner should underrate the teachers' factors in any programme before it takes off (Ijaiya, 1997 cited in Doggoh, 2007).

The importance of teachers in any educational programme cannot be over stressed, especially in the implementation of the Universal Basic Education programme. The success or failure of it will depend upon the teachers because of the nature of the programme. The number and quality must be meticulously planned to ensure adequacy of the teachers quantitatively and qualitatively. Aghenta (2000), further stressed that as a result of the comprehensive Universal Basic Education Programme the usual one teacher for a class/arm will not be enough. Adamaechi and Romaine (2000) are of the view that the short supply of teachers led to the employment of "market women" half balked individuals. This view was reinforced by Ezeocha (1990) as reported in the work of Odo (2000) who noted that the crash programmes of the Universal Primary Education attracted the wrong caliber of people into the teaching profession, people who neither had the makeup nor commitment to do the job. Nevertheless, in spite of such crash programmes and subsequent recruitment of mediocre sub-standard teachers, teachers were still grossly inadequate. Dareng and Attah (2000) said teachers are nation builders and as such their training will equip them for laying a solid educational foundation right from the primary level.

Adequacy in terms of number of teachers per school per number of pupils/students could not be neglected. This is to say that a teacher is supposed to handle certain number of students beyond which his performance begins to diminish. However, with the dearth of teachers in Nigerian education system (Seat, 2006), shortage of teachers now compels teachers to teach above the maximum number required. This idea of few teachers teaching too many students is termed teacher inadequacy. This occurs when students –teacher ratio is high we say teachers are inadequate but when not beyond the maximum, it is assumed to be adequate. Federal Republic of Nigeria (2004) specifies that in early childcare development education the number of students to a teacher should be 20 students to a teacher and a helper/assistant. (that is, student-teacher ratio should be 20:1). In primary school the ratio is expected to be 35:1 while in secondary schools it should be 40:1, for vocational and technical, is expected to be a maximum of 20:1. When there is adequate number of teachers. (that is, in terms of students teacher ratio), teachers performance turns to be higher if all other variables of high performance are in place.

2.8 Universal Basic Education Programme and Instructional Supervision

Instructional Supervision is limited to helping teachers, to improve the quality of teaching and learning, then anyone who is involved in guiding, encouraging and motivating educational outcome of teachers or who comes in contact with teachers in a professional way such that the contact helps in promoting better teaching, such a person is a supervisor of instruction because in one way or the other, control is exercised over the teachers which results in positive change of their behaviour on the

basis of this, the instructional supervisors include the ministry of education, the school boards, school principal/headmaster as well as parents (Nwakpa, 2005:12). According to Olivia and Pawlas (2004) instructional supervision is a collegial, collaborative way of offering help to improve instruction. The definition was used as the standard to evaluate the link between instructional supervision and change in the school. The definition is one way of describing how instructional supervision can be defined to reflect changes in practice.

To this end, the researcher is with the view that, the instruction at all level of Universal Basic Education Programme should be supervised effectively particularly at junior secondary school level, which is the main target of this study. This can only be done while quality assurance officials and internal supervisors put a collaborated effort towards the attainment of Universal Basic Education programme. In view of this, the duties of quality assurance officials in ensuring the implementation of Universal Basic Education Programme according to Aderounmu and Ehiametalor (1985) cited in Babo (2015), include the following:

1. Planning: To see that the aims of supervision are achieved, the principles of planning must be applied to supervisory exercises right from the beginning.
2. Staffing: quality assuarance exercise exposes staff vacancies in schools in terms of grades and disciplines. As a follow-up activity, it is the duty of the supervisor to see that such identified vacancies are filled with qualified personnel;

3. Co-ordination: The quality assurance officers co-ordinates the activities of all that are involved in the school business and sees that collective decision making procedure is adopted in schools;
4. Observation: The quality assurance officer observes both teachers and students at work during the supervision exercise and at the end of the supervision session, the supervisor offers useful advice to all the involved participants for an improvement where necessary;
5. The quality assurance officers participate in curriculum development by offering useful suggestions to the body responsible for curriculum planning and development. Such as West African Examination Council (WAEC), National Examination Council (NECO), National Teachers' Institute (NTI), etc as the case may be.
6. Evaluation: The quality assurance officers in the process of carrying out their work evaluate the activities of the teachers and identifies their areas of shortcomings especially amongst the newly recruited as well as non professional teachers.

2.9 Assessment of Universal Basic Education Programme

Assessment according to Obioma (2001) is the process of obtaining value judgment regarding the extent to which the set targets are achieved or not. This means an assessment has to do with judgment concerning specific goals which have been presented to be achieved over a set period of time. Biao (2008) on his part defines assessment as the process of verifying whether the objectives and final goal have been

achieved. All the above definitions emphasis the achievement of goals which we must not forget that Universal Basic Education has goals and targets which are set with time frame to be achieved e.g ensuring that 50% of Basic Education schools attain conducive teaching and learning environment, that 50% of Basic Education teachers are computer literate and 10% of graduates are computer literate by 2009, and elimination of gender disparity in Basic Education by 2008 (UBEC, 2006).

The assessment in Universal Basic Education is supposed to be formative, summative and ex-post-facto assessment. Formative assessment should be carried out while Universal Basic Education programmes are on course so as to avail the stakeholders in Universal Basic Education of progress reports which will serve as a basis for progressive decisions regarding such projects. On the other hand, ex-post-facto assessment is carried out at the end of a particular Universal Basic Education project. This tells how successful or otherwise the products of the project are such as the quality of Universal Basic Education graduates. After the end of the nine year basic education schooling; summative assessment is done at the end of the project such as how many pupils enrolled into Universal Basic Education schools and how many completed the programme?

2.10 Problems/Challenges of the Universal Basic Education programme in Nigeria

Some of the problems/challenges of the UBE scheme include:

1. Inadequate funding: the UBE planning and Implementation Document (Nigeria, 2000) stated that the sum of 5 million dollars was estimated for

renovating the existing school structures and building new ones. Such an amount of money from all indications has not been disbursed for renovation of schools as most schools still have dilapidated structures with no libraries, laboratories, and other support facilities, and where they exist, they may not be well equipped;

2. Inaccurate data for planning: when data provided for planning is inaccurate, then decisions based on such data would be faulty. Dare, Onekata and Auwal (2000) pointed out that the National Population Census, for instance, which is expected to provide the most reliable data for educational planning and implementation has always been politicized. It is of course common knowledge that after each head count, figures are rolled out and in some cases, these figures may not quite represent the actual number of people in the locality. When planning is done based on such inaccurate statistical data, surely there would be problem;
3. Lack of enough competent teachers: the teacher-student ratio in the UBE scheme is put at 1:40. Obviously this is not what obtains in most UBE schools where some classes have up to 70pupils/students. This has therefore continued to be a big challenge to the government considering the cost implication of employing such a large number of teachers as the scheme demands;
4. Poor implementation of the new UBE curriculum: the teacher is an important and indispensable tool in the achievement of educational goals in all educational institutions. He is at the centre of knowledge and learning.

Curriculum process in Nigeria can be considered as consisting of 3 levels-what is intended, what is implemented and what is learnt or attained. Curriculum reform can therefore only be effective if teachers are trained and equipped with the skills to implement the intended curriculum, and such training often does not hold for all teachers;

5. Poor public enlightenment: there are parts expected to be played by all stake holders in the education business in the UBE scheme. However, most stakeholders seem unaware of these responsibilities and some are laws that must be obeyed. For instance, the enabling law of UBE has prescribed punishment for parents and guardians who keep their children and wards from school. Such offence is punishable by imprisonment or payment of fine. Yet even till date, young Nigerian children are still seen hawking and begging for alms on the roads during school hours and nobody does anything about it;
6. poor monitoring/evaluation: only through monitoring/evaluation can one be able to estimate the effectiveness of an educational enterprise and such monitoring/evaluation is often not done and
7. poor motivation of teachers: there is no doubt that the morale of Nigerian teachers is generally low. The teaching profession and teachers themselves are generally relegated to the background in terms of what they are paid as salaries by government and other owners of schools, and this goes a long way to affect their productivity.

2.11 Theoretical Framework

This study is based on Dewey's 'Human Capital Theory' (1916) who sees education as a necessity of life. He says it is not possible to transmit all the resources and achievements of a complex society without formal education. This is because in his view, formal education opens a way to a kind of experience which will not be accessible to the young if they are left to pick up their training in informal association with others since books and the symbols of knowledge are mastered. This means that, it is the nature of life to strive to continue and the process of striving to continue in life is a self-renewing process which can only be guaranteed and guided through formal education. Thus he maintained that what nutrition and reproduction are to physiological life, education is to social life.

This implies that as food and balanced diet (nutrition) are necessary for continuous and improved life (Physiologically) so is education to the society. This also means for the society to continue to function and develop, education is imperative. Also as reproduction is necessary for the continuous existence of life, so is Education to the society. That is, if formal Education ceases, continuity of societal values, culture, polity and social-economic life will also cease. Ocho (2005), support the views of Dewey (1916) as he says "Education makes man and man makes the world" he went further to say that," the ability of man to use the things of this world to improve life and living depends on education, the thrust, type quality and depth of education received, man's understanding of his place in the community, in the nation and in the world depends on his Education". He further says "the learned will shine as brightly as

the vault of heaven" implying that it is the educated that stand out in the society i.e they make the greater positive impact on their societies by contributing to its positive development in a manner that they are easily noticed by the society e.g Bill gates the inventor of computer soft wares, Henry ford the inventor of the motor car and so forth.

In the light of the above, Rusk (1969) cited in Ocho (2005) says, "those who are rightly educated generally become good men" Rusk (1969) therefore went further to say that "nobody should rule who is not willing to educate all the citizens to their fullest potentials" implying that every government should take responsibility for educating her citizens , Ocho (2005), then points out that the central purpose of education is virtue or character training, inculcation of values, acquisition of knowledge, understanding and physical skills.

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

This belief and theories of education portray Education as a cure to all societal ailments: be it poverty, ignorance, unemployment, backwardness in agricultural practices, science and technological backwardness, inventions and discovery dearths, poor or absence of viable manufacturing power and so forth (Olubadewo, 2007). These beliefs clearly depict the fact that education is a necessity for life and without it

development cannot occur also that “only educated population can command the skills necessary for sustainable economic growth and a better quality of life” (Olubadewo, 2007).

The researcher anchored this theory to the study as the theory says ‘education made a man and a man made the world; therefore, education is for all and the responsibility of all’. So also the present study is on Universal Basic Education where education for all serves as one of the major goals of the programme.

2.12 Empirical Studies

A study carried out by Jekayinfa (2007) on the provision of teachers for primary school section of Universal Basic Education in Ondo State. The study focused to determine the teaching staff recruitment in the implementation of Universal Basic Education Programme in Primary schools in Nigeria and pupils’ enrolment in the implementation of Universal Basic Education Programme in Primary schools in Nigeria among others, a survey design was adopted with 5724 population using sample size of 365. The instrument used for the study was questionnaire, the instrument was found reliable at 0.76 reliability coefficient and the statistical tools employed were frequency and percentages at descriptive level and chi-quire statistical tool at inferential level. The findings of the study shows that there is a student–teacher ratio of 97:1 in Bayelsa state (south-south) while Kwara state had the lowest ratio of the six sampled states 36:1 even then, in another north-central state (plateau) the nation was 53:1 Ondo state from South-Western Geo-political zone had 51:1, Katsina State in North west had 66:1 while Yobe state from North-east had 62:1. This clearly

shows that there was gross shortage of teachers for UBE in the primary school section across the nation.

This study is clearly relevant with the present study considering objective number three and the area covered by the study reviewed. Part of the area covered include Yobe State which is study area of the present study, also the present study is intended to investigate the teaching staff recruitment for the implementation of Universal Basic Education Programme.

Another research was conducted by Offor (2015), on the Assessment of the Implementation of the Universal Basic Education (UBE) in Imo State: Towards Qualitative Education. The study was aimed at ascertaining the availability and adequacy of educational facilities which are needed in schools to cope with the new enrolment. The population of the study consisted of all the principals in the 270 Junior Secondary Schools in Imo State. A sample size of 54 principals (20%) was drawn from both urban and rural areas using proportionate random sampling methods. Instrument for data collection involved checklist for availability and rating scale for adequacy of the facilities. Reliability coefficients of the instrument were ascertained using Cronbach apha method to be 0.71 and 0.68. Frequency counts, percentages, mean and standard deviation scores and chi-square statistics were used to analyze data. Results showed that most facilities were unavailable and available ones were appropriately utilised.

The study conducted by Offor (2015), is similar with the present study as they all concerned with the students enrolment and the facilities used for effective

implementation of Universal Basic Education Programme. The two studies are however differ because the former study was conducted in Imo State while the present study is concerned with Yobe State as the study area among other differences.

Sule and Oluwole (2015), conducted a study on the Assessment of the implementation of the Universal Basic Education Programme in Benue State of Nigeria. The study assessed the extent to which the UBE programme has been implemented in Benue State of Nigeria. Three research questions and two hypotheses guided the study. Descriptive survey design was adopted for the study. The population of the study comprised 22,768 public primary school teachers, 35 SUBEB staff and 2656 PTA and clan heads involved in the implementation of Universal Basic Education programme in Benue State, Nigeria. Therefore the total population of this study was 25,459. A sample of 1,171 was drawn from the population of 25,459 of the SUBEB staff, teachers, PTA Zonal Chairmen and Clan heads in Benue State was used for the study. Two instruments were developed and used to obtain the data for this study. They are; Universal Basic Education Programme Implementation Questionnaire (UBEPIQ), Universal Basic Education Programme Implementation Observation Schedule (UBEPIOS). The statistics used in the analysis included mean ratings, ranking and percentage along with bar graphs for the research questions. The hypotheses were tested using both independent and non independent Chi square tests. A mean cut-off point of 2.50 was used for decision making. Any mean score of 2.50 and above was accepted as been significantly different while any mean score below 2.50 was rejected

as not been significantly different. The inferential statistic of chi-square (x2) test of goodness of-fit was used to test the hypotheses at 0.05 level of significance.

The findings revealed that the extent to which public enlightenment influence implementation of the UBE programme in Benue State is good majority of teachers used for the implementation of UBE programme in Benue State were NCE teachers while the total number of qualified teachers (NCE, B. Ed and M. Ed) was 767 representing 67.4% of teachers and that the proportion of qualified teachers engaged was different and lower than what is provided for in the UBE implementation guideline.

The present and the former studies are similar in terms of their focus in determining the quality of Universal Basic Education Teachers for effective implementation of the programme. The two studies were also differ in terms location and area of coverage, where the former study was carried out in Benue State while the present study is aiming at covering Nguru Universal Basic Education inspectorate zone in Yobe State.

Tyoakaa (2014), also conducted a study on Universal Basic Education (U.B.E) Programme in Nigeria: Personnel and Infrastructural Assessment in Birnin Kebbi Local Government Area. Study was set to assess the level of readiness of primary schools in Birnin Kebbi local government area of Kebbi State, Nigeria, in terms of Personnel and infrastructure, in the implementation of the universal basic education programme of the Federal government. The study adopted a descriptive research design. A sample of thirty (30) primary schools was randomly drawn from the population of a hundred and four (104) Primary schools located in the Local

Government Area using stratified random sampling techniques (15 public and 15 private primary schools). Five (5) research questions and two null hypotheses were formulated to guide the study, while the main instrument designed for data collection was a Checklist or Inventory. The statistical analyses were done using simple statistics such as Mean, Percentages and t-test at 0.05 levels of significance. The analysis revealed a high level of readiness in terms of personnel, but infrastructurally, there have been a gross inadequacy in the provision.

The study carried out by Tyoakaa is similar with the present research as they all focus to find out the level of infrastructural provision and the recruitment of teaching personnel that can assist the implementation of Universal Basic Education Programme. The researches differ in terms of location and level. This is because the former study was conducted primary schools in Birnin Kebbi local government area of Kebbi State, while the present aiming at covering the Junior Secondary Schools in Nguru Universal Basic Education inspectorate zone in Yobe State.

Research was carried out by Emeka, and Olaowei (2015), on the Extent of Implementation of Minimum Standards of Basic Education for the Realisation of the Second Millennium Development Goal in Bayelsa State. The study was carried out in Salga Education Zone of Bayelsa State specifically to determine the extent of implementation of the minimum standards for basic education in order to ensure the realization of the second millennium development goal. The study adopted the descriptive research design. The population of the study comprised of all the 1,566 teachers of both public and private primary schools from the 102 public and private

primary schools in the zone. A sample size of 198 teachers from the 28 public and private primary schools was randomly selected. A questionnaire was used as the main instrument for data collection. Two research questions and one null hypothesis were formulated to guide the study. The research questions were answered using mean and standard deviation while the null hypothesis was analyzed using t-test statistic. Results show that both public and private primary schools are lagging in the strict implementation of stipulated minimum standards for basic education Hence, realization of the second MDG is still an illusion. Findings also indicate that the so-called inadequate resources (both qualified manpower and facilities/equipment) have also contributed to poor implementation of the minimum standards for basic education thereby resulting to the failure of Universal Basic Education programmes in achieving its goals/objectives.

The present and the former studies as they are all assessing the implementation of Universal Basic Education programme. The two studies were also differ in terms location and area of coverage, where the former study was carried out in Salga Education Zone of Bayelsa State, Nigeria, while the present study is aiming at covering Nguru Universal Basic Education inspectorate zone in Yobe State.

Another research was conducted by Nakpodia (2011), on the Teacher factors in the implementation of universal basic education programme in junior secondary schools in the south senatorial district of Delta State, Nigeria. The study was set to ascertain the the teaching staff recruitment in urban and rural areas in Delta State among other objectives. There were three research questions and three hypotheses to guide the

study. As a descriptive survey, 205 teachers were sampled from a target population of 2,040 teachers in 120 junior secondary schools. Questionnaire was used to generate data. Data were analyzed using the mean and z-test statistic. It was found that urban teachers' implementation of the UBE programme was significant to those in the rural areas. Also, the experienced teachers' implementation of the programme did not differ from the less experienced teachers. In addition, the perceptions of professional and non-professional teachers in the implementation of the programme did not differ.

The present and the former studies as they are all assessing the implementation of Universal Basic Education programme. The two studies were also differ in terms location and area of coverage, where the former study was carried out in south senatorial district of Delta State, Nigeria, while the present study is aiming at covering Nguru Universal Basic Education inspectorate zone in Yobe State.

2.13 Summary

The chapter reviewed so many issues that are relatively relevant with the title in question. Here, the researcher went ahead and reviewed concepts of assessment, implementation and Universal Basic Education, Dewey's theory who sees education as a necessity of life, brief history of Universal Basic Education, objectives of Universal Basic Education, implementation of Universal Basic Education, Universal Basic Education and infrastructural facilities, Universal Basic Education and instructional materials, Universal Basic Education and teaching staff recruitment, Universal Basic Education and instructional supervision, assessment of Universal Basic Education and empirical studies.

Upon all the studies reviewed under empirical studies, there is no single study conducted on the Assessment of the Implementation of Universal Basic Education Programme in Junior Secondary Schools in Nguru Inspectorate Zone of Yobe State, and no research conducted with the similar variables of the present research, these are the gaps intended to be filled by the present study.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the procedure and method to be used in the conduct of this research. It include; the research design, population of the study, sample and sampling techniques, instrument for data collection, validity of the instrument, pilot study and reliability of the instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

A descriptive survey design was adopted to assess the implementation of Universal Basic Education Programme in junior secondary schools in Yobe State. According to Ary, Lucy and Razavieh (2002), a survey design is used to obtain information concerning the current position of a phenomenon. A survey research design according to Welberge and Bowen (1977) cited in Haruna (2013), is appropriate for any study that involves a large population of respondents.

3.3 Population of the Study

The population of this study consists of students and teachers of Nguru Universal Basic Education Inspectorate Zone. The zone covered Nguru, Karasuwa and Machina Local Government Areas with nineteen (19) Junior Secondary Schools that were officially considered as Nguru Universal Basic Education Inspectorate Zone, Yobe State. Therefore, the total population figure is 5862 as shown in table 3.1.

Table 3.1: Population of the Study

S/No	Local Government Areas	Number of Schools	Students	Teachers	Total
1	Nguru	9	3930	106	4036
2	Karasuwa	5	1299	42	1341
3	Machina	5	447	38	485
	Total	19	5676	186	5862

Source: Nguru Universal Basic Education Inspectorate Zone, Yobe Stae (2015).

3.4 Sample and Sampling Techniques

The sample size for this study is 365 junior secondary school consisting of 241 and 124 students and teachers respectively from Nguru Universal Basic Education Inspectorate Zone. This is based on the recommendation of sample size scale preferred by Research Advisors (2006). Twelve schools were randomly selected from the Zone in which six were purposively selected from Nguru Local Government Area who has the highest number of schools, three schools from Karasuwa Local Government Area and three schools from Machina Local Government Area who have five-five schools. All teachers from the sampled schools were used as respondents while students were sampled from each of the sampled schools based on proportions. The distribution of sample size can be seen in table 3.2.

Table 3.2: Sample size Distribution

S/No	Local Government Area	School's Name	Students	Teachers	Total
1	Nguru	Government Day Junior Secondary School Central	52	17	69
		Government Day Junior Secondary School Hausari	37	19	56
		Government Day Junior Secondary School Girgiri	51	14	65
		Government Day Junior Secondary School Nguru	22	11	33
		Government Day Junior Secondary School Dumsai	8	8	16
		Government Day Junior Secondary School Bulanguwa	4	6	10
2	Karasuwa	Government Day Junior Secondary School Jajimaji	23	10	33
		Government Day Junior Secondary School G/Guna	14	8	22
		Government Day Junior Secondary School Bukarti	14	7	21
3	Machina	Government Day Junior Secondary School Garanda	6	8	14
		Government Day Junior Secondary School Dolen-Machina	6	9	15
		Government Day Junior Secondary School Machina	4	7	11
	Total		**241**	**124**	**365**

3.5. Instrumentation

A questionnaire and interview were designed by the researcher as an instruments for data collection in this study. This is based on the recommendation of Razavieh (2002), who said a questionnaire is used to obtain information concerning the current position of a phenomenon. The instrument was tagged Assessment of the Implementation of Universal Basic Education Programme Questionnaire (AIUBEPQ). The questionnaire designed consist of fifty (50) items using four points modified Lickert scale starting with SA (Strongly Agree), A (Agree), SD (Strongly Disagree) and D (Disagree).

3.5.1 Validity of the Instrument

The questionnaire titled 'Assessment of the Implementation of Universal Basic Education Programme Questionnaire' (AIUBEPQ) was subjected to face and content validation by the researcher's supervisors from Department of Educational Foundations and Curriculum, Faculty of Education Ahmdu Bello University, Zaria. This is with the view to scrutinize the instrument, by checking the items with the objectives and hypotheses of the study. This was done in order to ensure that the measuring instrument have measure thoroughly and accurately what they intend to measure.

3.5.2 Pilot Study

A pilot study is usually conducted in a research to determine the reliability coefficient of the research instrument. Thus, questionnaire was administered to students and teachers. The subjects for the pilot study were outside the sampled schools. This is to ensure the confidentiality of the instruments against proper administration of the instrument on the target sample. However, it was conducted in Government Day Junior Secondary School Bogo which is not within the sampled schools.

3.5.3 Reliability of the Instrument

The data obtained from the pilot study were analyzed to determine the internal consistency of the instruments in question. The Pearson Product Moment Correlation was used to analyze the data collected from the pilot study by way of split half using Statistical Package for Social Sciences (SPSS). The instrument was found reliable at 0.81 reliability coefficient. This result confirmed the reliability of the test which

according to Spiegel (1992)*;* an instrument is considered reliable if it's reliability coefficient lies between 0 and 1, and that the closer the calculated reliability coefficient to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient to 1, the more reliable is the instrument. This therefore confirmed that the instrument designed for this study was highly reliable.

3.6 Procedure for Data Collection

The researcher in collaboration with the research assistants pay a visit to the schools concerned and administered the instrument to the students and teachers. Two research assistants were trained for a period of five hours on how to administer the instrument. The questionnaire as the instrument of the research in question consists of fifty items. The researcher and the research assistants completed the administration of the questionnaire within the period of six (6) weeks and the researcher finally, collate them together for analysis. Three hundred and sixty five (365) questionnaire was administered upon which two hundred and fourty one (241) was given to the students while one hundred and twenty four was given to the teachers (124).

3.7 Procedure for Data Analysis

After the collection of data from the respondents, descriptive statistics of mean and standard deviation were used to answer the research questions while inferential statistics of chi-squire (Goodness of fit) was employed for hypotheses test in order to take decision. The choice of chi-squire as a statistical tool used in analyzing the data is due to the fact that, the data generated is discrete and ordinal in nature. The computation of the data was done at 0.05 alpha significant level.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND RESULTS

4.1 Introduction

This chapter presented the result and analysis of data collected for the study. The descriptive and inferential statistics were used using frequency, percentages, mean and standard deviation for demographic data and research questions respectively, and chi-squire was used to test the hypotheses analysis. The chapter presents the results in form of descriptive and inferential statistical analysis, major research findings as well as discussion of findings.

4.2 Analysis of Demographic Data

This section presents demographic analysis of the respondents. The analysis covers the status, gender and location/local government areas of the respondents.

Table 4.1: Frequencies and Percentages of Teachers and Students

Status	**Frequencies**	**Percentages**
Teachers	124	34%
Students	241	66%
Total	**365**	**100%**

Table 4.1 presents the frequencies and percentages of teachers and students and the table shows that the teachers' frequency is one hundred and twenty four (124) which is equivalent to thirty four percents (34%) while the students' frequency is two hundred and forty one (241) which is equivalent to sixty six percents (66%).

Table 4.2: Frequencies and Percentages of Male and Female

Gender	Frequency	Percentages
Male	197	54%
Female	168	46%
Total	**365**	**100%**

Table 4.2 presents the frequencies and percentages of male and female where it shows that the male's frequency is one hundred and ninety seven (197) which is equivalent to fifty four percents (54%) while the female's frequency is one hundred and sixty eight (168) which is equivalent to forty six percents (46%).

Table 4.3: Frequencies and Percentages of Respondents Based on Local Government Area

Location	Frequency	Percentages
Karasuwa	76	21%
Machina	40	11%
Nguru	249	68%
Total	**365**	**100%**

Table 4.3 presents the frequencies and percentages of respondents from Karasuwa, Machina and Nguru Local Government Areas which shows that the respondent's frequency from Karasuwa is seventy six (76) which is equivalent to twenty one percents (21%) while the respondent's frequency from Machina is forty (40) which is

equivalent to eleven percents (11%) and respondent's frequency from Nguru is two hundred and forty nine (249) which is equivalent to sixty eight percents (68%).

4.3 Answering Research Question

The respondents' views collated based on the items prepared for the five research questions were analyzed using mean and standard deviation, and the results were presented in a tabular form research question by research question.

Research Question 1: What is the level of students' enrolment at Junior Secondary Schools of Universal Basic Education Programme in Yobe State?

The respondents' views were recorded and analysed using mean and standard deviation to determine the level of students' enrolment at Junior Secondary Schools of Universal Basic Education Programme in Yobe State.

Table 4.4: Mean and Standard Deviation Scores on the level of students' enrolment at Junior Secondary Schools of Universal Basic Education Programme in Yobe State.

N	Mean	Std. Deviation
365	3.464	0.997

Result presented in table 4.4 showed that, the mean score of 3.464 which is above the bench mark of 2.50. This revealed the existence of difference in the level of students' enrolment at Junior Secondary Schools of Universal Basic Education Programme in Yobe State. While the standard deviation value of 0.997 signifies that the respondents were closer to one another in their responses which means there is difference in the

level of students' enrolment at Junior Secondary Schools of Universal Basic Education Programme in the study area.

Research Question 2: What is the level of teaching staff recruitment for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State?

The respondents' views were recorded and analysed using mean and standard deviation to examine the level of teaching staff recruitment for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

Table 4.5: Mean and Standard Deviation Scores on level of teaching staff recruitment for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

N	Mean	Std. Deviation
365	3.479	0.922

Result presented in table 4.5 revealed that, the mean score of 3.479 is above the bench mark of 2.50 which means the level of teaching staff recruitment for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State differ from school to school and from one location to another. While the standard deviation value of 0.922 signifies that the respondents were closer to one another in their responses which confirmed the difference in the level of teaching staff recruitment for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

Research Question 3: What is the extent to which instructional materials are being provided for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State?

The respondents' views were recorded and analysed using mean and standard deviation to ascertain the extent to which instructional materials are being provided for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

Table 4.6: Mean and Standard Deviation Scores on the extent to which instructional materials are being provided for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

N	Mean	Std. Deviation
365	3.531	0.759

Result presented in table 4.6 showed the mean score of 3.531 which is above the bench mark of 2.50. This revealed a difference in the extent to which instructional materials are being provided for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State. While the standard deviation value of 0.759 signifies that the respondents were closer to one another in their responses which confirmed the difference in the extent to which instructional materials are being provided for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

Research Question 4: What is the extent of implementation of Universal Basic Education Programme with regard to infrastructural provisions in Junior Secondary Schools in Yobe State?

The respondents' views were recorded and analysed using mean and standard deviation to determine the extent of implementation of Universal Basic Education Programme with regard to infrastructural provisions in Junior Secondary Schools in Yobe State.

Table 4.7: Mean and Deviation Scores on the extent of implementation of Universal Basic Education Programme with regard to infrastructural provisions in Junior Secondary Schools in Yobe State.

N	Mean	Std. Deviation
365	4.066	0.813

Result presented in table 4.7 revealed the mean score of 4.066 which is above the bench mark of 2.50. This showed the existence of difference in the extent to which infrastructural facilities are provided for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State. While the standard deviation value of 0.813 further signifies that the respondents were closer to one another in their responses which mean the extent to which infrastructural facilities are provided for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State differ from school to school.

Research Question 5: What is the extent to which instructional supervision is being carried out for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State?

The respondents' views were recorded and analysed using mean and standard deviation to examine the extent to which instructional supervision is being carried out

for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

Table 4.8: Mean and Deviation Scores on the extent to which instructional supervision is being carried out for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

N	Mean	Std. Deviation
365	2.542	0.719

Result presented in table 4.8 revealed the mean score of 2.542 which is up to the bench mark of 2.50. This signifies that the extent to which instructional supervision is being carried out for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State differ from school to school and from location to location. While the standard deviation value of 0.719 further revealed that the respondents were closer to one another in their responses which mean the difference exist in the extent to which instructional supervision is being carried out for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

4.4 Hypotheses Testing

The Chi-squire was used throughout in testing the five formulated hypotheses.

Hypothesis One: There is no significant difference in the level of students' enrolment into Universal Basic Education Programme at Junior Secondary School level in Yobe State.

The data collected was recorded and analysed using chi-squire to examine the difference in the level of students' enrolment into Universal Basic Education Programme at Junior Secondary School level in Yobe State.

Table 4.9: Chi-square Analysis on the level of students' enrolment into Universal Basic Education Programme at Junior Secondary School level in Yobe State.

	$\chi^{2\text{-cal.}}$			$\chi^{2\text{-crit.}}$		
N		**Df**	**q**		**p-value**	**Decision**
365	176.010	363	0.05	7.81	0.01	Significant

Table 4.9 above showed that, the chi-squire calculated as 176.010 at α= 0.05 with df= 363 and chi-squire critical= 7.81 and the p-value 0.01 < α=0.05 level of significance. This means the p-value calculated at 0.01 is less than 0.05 alpha level of significance, this showed the significant difference in the level of students' enrolment into Universal Basic Education Programme at Junior Secondary School level in Yobe State. Therefore, hypothesis one which stated that there is no significant difference in the difference in the level of students' enrolment into Universal Basic Education Programme at Junior Secondary School level in Yobe State.

Hypothesis Two: There is no significant difference in the level of teaching staff recruitment for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

The data collected was recorded and analysed using chi-squire to determine the difference in the level of teaching staff recruitment for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

Table 4.10: Chi-square Analysis on the level of teaching staff recruitment for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

	$\chi^{2\text{-cal.}}$			$\chi^{2\text{-crit.}}$		
N		**Df**	**q**		**p-value**	**Decision**
365	222.715	363	0.05	7.81	0.01	Significant

Table 4.10 revealed that, the chi-squire calculated as 222.715 at α= 0.05 with df= 363 and chi-squire critical= 7.81 and the p-value 0.01 < α=0.05 level of significance. This means the p-value calculated at 0.01 is less than 0.05 alpha level of significance which showed the significant difference in the in the level of teaching staff recruitment for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State. Therefore, hypothesis two which stated that there is no significant difference in the level of teaching staff recruitment for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State, was however rejected.

Hypothesis Three: There is no significant difference in the level of provision of instructional materials for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

The data collected was recorded and analysed using chi-squire to examine the difference in the level of provision of instructional materials for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

Table 4.11: Chi-square Analysis on the level of provision of instructional materials for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

	$\chi^{2\text{-cal.}}$			$\chi^{2\text{-crit.}}$		
N		**Df**	**α**		**p-value**	**Decision**
365	271.120	363	0.05	7.81	0.01	Significant

Table 4.11 shown that, the chi-squire calculated as 271.120 at α= 0.05 with df= 363 and chi-squire critical= 7.81 and the p-value 0.01 < α=0.05 level of significance. This means the p-value calculated at 0.01 is less than 0.05 alpha level of significance which showed the significant difference in the level of provision of instructional materials for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State. However, hypothesis three which stated that there is no significant difference in the level of provision of instructional materials for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State, was rejected.

Hypothesis Four: There is no significant difference in the implementation of Universal Basic Education Programme in relation to infrastructural provision in Junior Secondary Schools in Yobe State.

The data collected was recorded and analysed using chi-squire to determine the difference in the implementation of Universal Basic Education Programme in relation to infrastructural provision in Junior Secondary Schools in Yobe State.

Table 4.12: Chi-square Analysis on the difference in the implementation of Universal Basic Education Programme in relation to infrastructural provision in Junior Secondary Schools in Yobe State.

	$\chi^{2\text{-cal.}}$			$\chi^{2\text{-crit.}}$		
N		**Df**	**α**		**p-value**	**Decision**
365	238.564	363	0.05	7.81	0.01	Significant

Table 4.12 revealed that, the chi-squire calculated as 238.564 at α= 0.05 with df= 363 and chi-squire critical= 7.81 and the p-value 0.01 < α=0.05 level of significance. This means the p-value calculated at 0.01 is less than 0.05 alpha level of significance which showed the significant difference exists in the implementation of Universal Basic Education Programme in relation to infrastructural provision in Junior Secondary Schools in Yobe State. Therefore, hypothesis four which stated that there is no significant difference in the implementation of Universal Basic Education Programme in relation to infrastructural provision in Junior Secondary Schools in Yobe State, was rejected.

Hypothesis Five: There is no significant difference in the extent to which instructional supervision is being carried out for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

The data collected was recorded and analysed using chi-squire to determine the difference in the extent to which instructional supervision is being carried out for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

Table 4.13: Chi-square Analysis on the extent to which instructional supervision is being carried out for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

	$\chi^{2\text{-cal.}}$			$\chi^{2\text{-crit.}}$		
N		**Df**	***α***		**p-value**	**Decision**
365	237.031	363	0.05	7.81	0.01	Significant

Table 4.13 revealed that, the chi-squire calculated as 237.031 at $\alpha = 0.05$ with df= 363 and chi-squire critical= 7.81 and the p-value $0.01 < \alpha = 0.05$ level of significance. This means the p-value calculated at 0.01 is less than 0.05 alpha level of significance which showed the significant difference exists in the extent to which instructional supervision is being carried out for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State. However, hypothesis five which stated that there is no significant difference in the extent to which instructional supervision is being carried out for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State, was rejected.

4.4 Summary of Findings

The following are the major findings revealed by this study:

1. There was significant difference in the level of students' enrolment into Universal Basic Education Programme at Junior Secondary School level in Yobe State;

2. Significant difference exist in the level of teaching staff recruitment for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State;

3. There was significant difference in the level of provision of instructional materials for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State;

4. Significant difference exist in the implementation of Universal Basic Education Programme in relation to infrastructural provision in Junior Secondary Schools in Yobe State; and

5. There was significant difference in the extent to which instructional supervision is being carried out for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

Discussion of findings

In view of the hypotheses tested and research questions answered, findings from the study were discussed as follows: the result in table 4.9 showed the significant difference in the level of students' enrolment into Universal Basic Education Programme at Junior Secondary School level in Yobe State. Descriptive result in table

4.4 also showed mean score of 3.464 which is above the bench mark of 2.50. This revealed the existence of difference in the level of students' enrolment at Junior Secondary Schools of Universal Basic Education Programme in Yobe State. While the standard deviation value of 0.997 signifies that the respondents were closer to one another in their responses which means there is difference in the level of students' enrolment at Junior Secondary Schools of Universal Basic Education Programme in the study area. Responses further confirmed that despite an adequate enrollment were recorded in some junior secondary schools in the study area but in some schools like Government Day Junior Secondary School Garanda and Government Day Junior Secondary School Bulanguwa the students' enrolment was not encouraging. This finding is in agreement with Doggoh (2007) who found that the extent of enrolment for the implementation of UBE act 2004 varies from state to state in north central geo- political zone. In some states, the students' enrolment was excellence while some was poor enrolment was based on location.

Inferential result in table 4.10 revealed the significant difference in the in the level of teaching staff recruitment for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State. And descriptive result in table 4.5 showed the mean score of 3.479 is above the bench mark of 2.50 which means the level of teaching staff recruitment for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State differ from school to school and from one location to another. While the standard deviation value of 0.922 signifies that the respondents were closer to one another in their responses

which confirmed the difference in the level of teaching staff recruitment for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State. The responses further disclosed that despite Yobe State Government is trying her best in the recruitment of Universal Basic Education teachers there is still challenges as regards to the teachers' posting to schools located in rural areas. Some respondents agreed that politics and favourism have significant influence in the process of teachers' posting in the study area. The finding disagreed with the finding of Tyoakaa (2014) who revealed a high level of readiness in terms of teaching personnel in the implementation of Universal Basic Education Programme in Kebbi State.

The result in 4.11 revealed the existence of significant difference in the level of provision of instructional materials for the implementation of Universal Basic Education Programme in Junior Secondary Schools in the study area. The result in table 4.6 showed the mean score of 3.531 which is above the bench mark of 2.50. This revealed a difference in the extent to which instructional materials are being provided for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State. While the standard deviation value of 0.759 signifies that the respondents were closer to one another in their responses which confirmed the difference in the extent to which instructional materials are being provided for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State. Whereas responses however disclosed that the provision of instructional materials for the implementation of Universal Basic Education

Programme varies from one location to another. The finding agreed with the finding of Umunadi (2009) who found that the so-called inadequate material resources has contributed to poor implementation of the minimum standards for basic education thereby resulting to the failure of Universal Basic Education programmes in achieving its goals/objectives.

The result in 4.12 revealed that significant difference exist in the implementation of Universal Basic Education Programme in relation to infrastructural provision in Junior Secondary Schools in Yobe State. And descriptive result in table 4.7 is inconformity with the inferential analysis in table 4.12, where descriptive result showed that, the mean score of 4.066 which is above the bench mark of 2.50. This showed the existence of difference in the extent to which infrastructural facilities are provided for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State. While the standard deviation value of 0.813 further signifies that the respondents were closer to one another in their responses which mean the extent to which infrastructural facilities are provided for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State differ from school to school. The responses of individual respondent further revealed that schools located within metropolitan cities have better infrastructural facilities than those in the rural areas which appear to be a factor bedeviling the implementation of Universal Basic Education Programme in some location within the study area. This result of the present study is partially in agreement with Offor (2015) which showed

that most facilities were unavailable and available ones were not appropriately utilised.

The inferential result in table 4.13 revealed the existence of significant difference in the extent to which instructional supervision is being carried out for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State. Whereas the descriptive result in table 4.8 further revealed the mean score of 2.542 which is up to the bench mark of 2.50. This signifies that the extent to which instructional supervision is being carried out for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State differ from school to school and from location to location. While the standard deviation value of 0.719 further revealed that the respondents were closer to one another in their responses which mean the difference exists in the extent to which instructional supervision is being carried out for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

CHAPTER FIVE
SUMMARY, CONCLUSION, RECOMMENDATIONS

5.1 Summary

In chapter one, the researcher presents background to the study, statement of the problem, five objectives of the study upon which were appropriately translated into research questions and hypotheses, and five basic assumptions too were drawn from the objectives of the study. The chapter went further to discuss issues like significance and scope of the study. Chapter two, titled review of related literature discusses the review of relevant literature considered related to the work under investigation. Issues reviewed in this chapter include: the conceptual framework which covers the Concept of Assessment, Concept of Implementation, Educational development in Nigeria, Universal Basic Education Programme,

Other reviews include; theoretical Framework, History of Universal Basic Education Programme, Objectives of Universal Basic Education Programme, Implementation of Universal Basic Education Programme, Universal Basic Education and Infrastructural Facilities, Universal Basic Education and Instructional Materials, Problems Associated with the Use of Instructional Materials, Strategies for Enhancing Teachers' Competence in the Use of Instructional Materials, Universal Basic Education Programme and Teaching Staff Recruitment, Universal Basic Education Programme and Instructional Supervision, Assessment of Universal Basic Education Programme, Problems/Challenges of the Universal Basic Education programme in Nigeria, Empirical Studies as well as summary. However, the purpose of this chapter three is to give detailed account of the research methodology adopted in the study. The chapter

covered the research design, study population, sample and sampling procedure, instrumentation, validity and reliability of the instrument, procedure for data collection as well as method of data analysis. The researcher also presents both the descriptive and inferential analysis derived from the data collected in the field and finally major findings of the study were sum up, discussed and presented.

5.2 Conclusions

Based on findings of this study, the researcher concluded that, despite an adequate enrollment were recorded in some junior secondary schools in the study area but in some schools like Government Day Junior Secondary School Garanda and Government Day Junior Secondary School Bulanguwa the students' enrolment was not encouraging, Yobe State Government is trying her best in the recruitment of Universal Basic Education teachers there is still challenges as regards to the teachers' posting to schools located in rural areas. However, politics and favourism have significant influence in the process of teachers' posting in the study area, provision of instructional materials for the implementation of Universal Basic Education Programme varies from one location to another; schools located within metropolitan cities have better infrastructural facilities than those in the rural areas which appears to be a factor bedeviling the implementation of Universal Basic Education Programme in some location within the study area and the difference exists in the extent to which instructional supervision is being carried out for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

5.3 Recommendations

Based on the findings of the study, it was recommended as follows:

1. There is need for stakeholders to enlighten those communities outside metropolitan cities on positive implication of students' enrolment in to Universal Basic Education Programme and its contribution to societal development;

2. Wrongful political interference and favourism should be abstained while posting Universal Basic Education teachers;

3. Adequate and relevant instructional resources should be provided to aid the implementation of Universal Basic Education Programme without given any priority to schools' location;

4. Equal consideration and treatment should be given to all schools while allocating infrastructural facilities to schools under Universal Basic Education; and

5. Quality assurance officials should endeavour to supervise all schools under Universal Basic Education irrespective of considering a distance or proximity of a school.

5.4 Contribution to Knowledge

Based on the findings of the study, the research has contributed to knowledge in the following faces:

1. There was adequate enrollment in some junior secondary schools in the study area but in some schools like Government Day Junior Secondary School Garanda and Government Day Junior Secondary School Bulanguwa the students' enrolment was not encouraging;
2. Yobe State Government is trying her best in the recruitment of Universal Basic Education teachers there is still challenges as regards to the teachers' posting to schools located in rural areas. However, politics and favourism have significant influence in the process of teachers' posting in the study area;
3. Provision of instructional materials for the implementation of Universal Basic Education Programme varies from one location to another in the study area;
4. Schools located within metropolitan cities have better infrastructural facilities than those in the rural areas which appears to be a factor bedeviling the implementation of Universal Basic Education Programme in some location within the study area; and
5. Significant difference exists in the extent to which instructional supervision is being carried out for the implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State.

5.5 Suggestions for further Studies

Other researchers can go further to carry out the following studies:

1. Assessment of the implementation of Universal Basic Education Programme in North-East Geo-Political Zone in Nigeria; and
2. Influence of politics on the implementation of Universal Basic Education Programme in North-East Geo-Political Zone in Nigeria.

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APPENDIX A

QUESTIONNAIRE ON ASSESSMENT OF THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN JUNIOR SECONDARY SCHOOLS IN YOBE STATE

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

Dear Sir,/Madam,

QUESTIONNAIRE

I am a postgraduate student in the above-mentioned institution, currently conducting a research on the topic "Assessment of the Implementation of Universal Basic Education Programme in Junior Secondary Schools in Yobe State".

I implore you to go through the following questions and tick the appropriate options provided. You are assured that your responses will be treated with utmost confidentiality and would be used only for the purposes of this research.

Thank you for your cooperation.

Yours' Sincerely,

Ibrahim MUHAMMED,

SECTION A: BIO-DATA

Please tick (√) in the appropriate box

1. Status: (a) Student ( ) (b) Teacher ( )

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

3. Local Government Area: (a) Nguru ( ) (b) Machina ( ) (c) Karasuwa ( )

Keys:

SA=Strongly Agreed

A=Agreed

SD=Strongly Disagreed

D=Disagreed

SECTION B

Please tick (√) the appropriate column that suits your assessment

S/N	The level of students' enrolment in to Universal Basic Education Programme at Junior Secondary Schools level in Yobe State	SA	A	SD	D
1	Children aged 12-15 years enroll in to either lower, middle or Basic Education level are appropriate to their age in Yobe State				
2	There are children enrolled in school or in your school but have dropped out (stopped schooling)				
3	Free feeding is use to assist in successful and effective enrollment of Universal Basic Education programme				
4	The government has made all parents/guardians in my state aware of the necessity of enrolling their children in schools.				
5	Universal Basic Education has drastically reduced the incidence of school drop-outs				
6	The UBE Programme has made most Nigeria citizens aware of the need for at least Basic Education.				
7	Parents are involved in the monitoring and supervision of UBE to ensure regular students enrolment				
8	Because of adequate students enrolment in to UBE programme in the state, the classes were overcrowded				
9	The students enrollment in to UBE programme is always encouraged because it is tuition free				
10	The Universal Basic Education students have interest in school activities				

S/N	The extent to which teachers are recruited for the implementation of Universal Basic Education Programme	SA	A	SD	D
11	There is massive recruitment of teaching staff for the implementation of Universal Basic Education Programme				
12	There are adequate and quality teachers in all the subjects taught in my schools				
13	Government are no longer recruiting teaching staff for Universal Basic Education Programme				
14	Government do encourage those pass through teacher education programme to write application				
15	Teachers are well motivated through in-service training/workshops and seminars				
16	Salaries of Universal Basic Education teachers are equal to that of other civil servants in the state				
17	Teachers salaries are paid as at the time due				
18	Teachers promotions are promptly and as at time due				
19	Universal Basic Education teachers enjoy all the fringe benefits that other civil servants enjoy				
20	Teachers recruited are adequate for the implementation of UBE programme				

S/N	The extent to which Instructional Materials are Being Provided for the Implementation of Universal Basic Education Programme	SA	A	SD	D
21	Government is frequently providing instructional materials to the school				
22	Teachers in my school do improvise instructional materials				
23	The school community assist my school with some instructional resources				
24	Specialist like nurses, engineers and so on do come to the school to serve as human resources that can be use to aid teaching and learning				
25	Other community resource persons like police, soldiers and so on do come to class as a resource persons whenever the need arises				
26	All technologically-based instructional materials are available in my school				
27	Teachers in my school are conversant with the technologically-based instructional materials				
28	The students always learn better when they are taught with instructional materials				
29	The students are always becoming interested in a lesson delivered using instructional materials				
30	Teaching and learning interaction is effective when instructional materials are used				

S/N	The extent of implementation of Universal Basic Education Programme with regard to infrastructural provisions in Junior Secondary Schools in Yobe State	SA	A	SD	D
31	Universal Basic Education Programme have been very good with regard to the infrastructural provision				
32	There are adequate and relevant infrastructures for the implementation of UBE programme in Yobe State				
33	The infrastructural facilities provided to schools were regularly supervised				
34	There is absolute maintenance of infrastructural facilities available in schools				
35	Government is always ready to provide infrastructures needed for Universal Basic Education Programme				
36	The infrastructural facilities provided assist in achieving effective teaching and learning				
37	There is well equipped Library in all the schools in Yobe State				
38	There is Computer science laboratory that are equipped with functional computers in all the schools				
39	There is a very good sports pitch in the schools				
40	All the infrastructural facilities provided to my school are accessible				

S/N	The Level of Instructional Supervision for the Implementation of Universal Basic Education Programme	SA	A	SD	D
41	Universal Basic Education supervisors do come to your school regularly to supervise teaching/learning activities in the school				
42	Supervisors evaluate Universal Basic Education teachers especially the newly recruited ones				
43	Quality assurance officials assess both teachers and students of Universal Basic Education when they visit my school				
44	Quality assurance officers discuss the educational theory and current development in schools with teaching staff				
45	supervisors participate in the selection of teachers to provide high quality instructions				
46	Universal Basic Education quality assurance officials perform their duties effectively				
47	Teachers always ready to teach when supervisors comes for supervision				
48	Universal Basic Education supervisors are competent enough to supervise instruction				
49	Universal Basic Education teachers always ready to adjust their instructional activities whenever an observation is made by the supervisors				
50	Supervision of instruction is done by Universal Basic Education supervisors following the appropriate procedure				