

**EVALUATION OF THE IMPLEMENTATION OF UBE PROGRAMME IN  
PRIMARY SCHOOLS IN NSUKKA EDUCATION ZONE OF ENUGU  
STATE**

**BY**

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**JANUARY, 2015**

**TITLE PAGE**

**EVALUATION OF THE IMPLEMENTATION OF UBE PROGRAMME IN  
PRIMARY SCHOOLS IN NSUKKA EDUCATION ZONE OF ENUGU  
STATE**

**A THESIS PRESENTED TO THE DEPARTMENT OF EDUCATIONAL  
FOUNDATION, UNIVERSITY OF NIGERIA, NSUKKA IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF  
MASTER DEGREE IN EDUCATIONAL ADMINISTRATION AND  
PLANNING.**

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This is to certify that Abutu, Joseph David, a postgraduate students in the Department of Educational Foundation with Registration number PG/M.Ed/11/58867 has satisfactorily completed the requirements for course and research work for the award of the degree of master in educational administration and planning. The work embodied in this thesis is original and has not been submitted in part or full for any other diploma or degree of this university or any other university.

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## **DEDICATION**

To God the father and to my dear wife, Joy and our children, Samuel, Majesty, wisdom, Vera and Marvin.

## ACKNOWLEDGMENT

This study could not have been successfully carried out without the assistance of different people during the various stages of the work.

First and foremost, my profound gratitude goes to my supervisor, Dr. (Mrs.) Uju Nwobi for her abundant patience and generosity. I am very fortunate to have worked with a supervisor who was so involved with my research. Her commitment, encouragement and cooperation helped me to achieved the most challenging goal of M. Ed programme. I also wish to acknowledge the contribution of Dr. L.K. Ejionueme, Dr. A. Ikechukwu Iloanya and Dr. A.U. Okere, Rev. Fr. Dr. G.C. Abiogu and Mr. Oguche Monday to the success of the research work.

I am obliged to the source of inspiration from Chinedu, who's specialization in data analysis (SPSS software) made this work a reality. I also acknowledge the financial and moral support of my parents Mr. and Mrs. D. Abutu and my siblings; Abraham, Esther, Michael, Caroline and Ogboda. I am grateful as well for their regular prayers.

Also I am very much indebted to my dear wife, Mrs. Joy Abutu for her encouragement, strong support and understanding and to my children, I express my overwhelming gratitude for their love and assistance in prayers throughout the period of my academic struggle.

Above all, I give God thanks for his unmerited favour, guidance, protection and provision throughout my academic pursuit. He is worthy to be praised.

## ABSTRACT

*This study evaluated the implementation of UBE programme in primary schools in Nsukka Education Zone of Enugu State. To guide this study five research questions were posed and five null-hypotheses were formulated. The design of the study was a descriptive survey design. The population comprised of 2,673 made up of 238 head teachers and 2,435 teachers of UBE primary schools in Nsukka Education Zone of Enugu State. The sample constituted of 40 head teachers and 80 teachers drawn from 3 local government areas of the zone. A total of 360 respondents participated in the study. A 30-item questionnaire was used for data collection. Mean rating and t-test were used in answering the research questions and testing of the null-hypothesis respectively. The findings showed among others that infrastructural facilities,, instructional material, trained teachers and funds are not adequately available to a high extent for the effective implementation of UBE programme in the primary schools. Also the findings of the study regarding the constraints to the effective implementation of the UBE programme revealed that lack of proper supervision of teaching and learning in primary schools, inadequate provision of instructional materials and infrastructural facilities to primary schools. Poor finding of educational programme and poor statistical data on UBE primary schools were to a high extent constraints to the effective implementation of the UBE programme in primary schools. Based on this, recommendation were made which include: that government should recruit more teaching staff for the primary schools and provide adequate training incentives, infrastructural facilities, instructional materials and funding for the effective implementation of the UBE programme in the schools in Nsukka Education Zone.*

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# CHAPTER ONE

## INTRODUCTION

### **Background of the Study**

Education in all countries of the world has been considered very important for personal and societal development. Nigeria is one among the nations of the world that values education. In her National Policy on Education (FRN, 2004) Nigeria sees education as an excellent instrument for effecting national development. Thus, education will be used to achieve the nation's needs. The policy document provides guidelines on the education of Nigerian society. It contains the philosophy of the nation's education, levels of education and their objectives, beginning with pre-primary, through primary, secondary to tertiary education.

All over the world, primary education has been regarded as the most important as well as the most accessed by people. This perhaps may be due to the fact that it is the foundation of the whole educational pursuit, which is expected to provide literacy and enlightenment to the citizens. Oni (2008) posited that the importance of primary education can be seen in the sense that all beneficiaries of the other levels of education by necessity have to pass through this level. Federal Republic of Nigeria in her National Policy on Education (2004) defined primary

education as the kind of education given in an institution for children aged 6-11 years plus, and it constitutes the bedrock upon which the entire educational system is built. It is in view of the indispensable role of education in the development of man and modern society, particularly the primary education that various declarations on education were made at the global level. Such declaration includes The 1984 Human Rights Declaration which states that everyone has right to education, which will be free at least in the elementary school. The Jomtein Declaration on Education for All (EFA) by the year 2000. The New Delhi 1993 Declaration on E-9 Countries in 1993 (the nine countries with the largest concentration of illiteracy of which Nigeria is a member) which was later reaffirmed in Recife, Brazil (2000) by calling for a massive eradication of illiteracy within the shortest possible time span.

Based on the above declarations among others, the then president of Nigeria, Chief Olusegun Obasanjo on 30<sup>th</sup> September 1999 launched the Universal Basic Education (UBE) Programme in Sokoto State. The launching of the programme was appreciated by many Nigerians who considered the programme a good opportunity for improving the literacy level of Nigerians as well as solving the problem of the educational system in Nigeria. Basic education, according to Federal Republic of Nigeria (2004), is a type of education comprising of 6 years of primary education and 3 years of junior secondary school education. The policy

stipulates that basic education shall be free and compulsory. The scheme shall include adult and non-formal educational programme at primary and junior secondary school levels for both adult and out-of-school youths. The UBE programme has three main components, namely: Universal, Basic and Education. Universal here means that the programme is for everyone, irrespective of tribe, culture or race and class. The term Basic depicts that it is fundamental or essential, and that it must be given at all cost. It is on this factor that every other thing rests on, without it, nothing may be achieved. It is the root for the acquisition of any knowledge (Eddy & Akpan, 2009). UBE programme can thus be seen as that type of education that every individual must have; it should not be a privilege but a right, and it should be the sum total of an individual's experiences no matter his class or background. The mission of Universal Basic Education is to serve as a prime energizer of national movement for the actualization of the nation's vision. This will mobilize the nation's creative energies to ensure that Education for All becomes the responsibilities of all (UBE, 2005).

The UBE arrangement is that the First Nine Years must be free, uninterrupted and compulsory. The goals of UBE, according to Federal Ministry of Education (2000), are to universalize access to basic education, provide conducive learning environment and to eradicate illiteracy in Nigeria within the shortest possible time.

The UBE programme as described above has realistic and laudable objectives which, if adequately planned and implemented well, will no doubt improve the literacy level of Nigerian citizens and enable them to live fulfilling lives and contribute meaningfully to the growth and development of the country. It is important to note that similar educational programmes introduced in Nigeria were unsuccessful. According to Mgbodile (2000), Ogbonnaya (2003) and Ukeje (2000), the problem of Nigerian educational system does not lie with adequate knowledge and policies, but with effective planning and sustainable implementation. They recalled that the Universal Primary Education (UPE) programme, which was introduced by our past leaders, had in the end failed. Such failure, according to them, is attributed to several factors, among which are inadequate trained teachers, inadequate infrastructural facilities, inadequate instructional materials, inadequate fund, and lack of effective supervision.

Infrastructural facilities and instructional materials are factors that facilitate and promote teaching and learning and they include items like class rooms, furniture, libraries, administrative block, etc. Trained teachers are special brand of men and women that have received training on coaching, supervising and guiding pupil/students to achieve outstanding feats in life. Fund, on the other hand, refers to the sum of money saved or made available for a particular purpose. These resources, according to Mohammed (2004), have to be of appropriate quality and

quantity to meet the minimum standard of promoting any meaningful teaching and learning. Some experts particular Okoli (2007) have observed that the responsibility for providing these facilities and resources in public schools lie with the government.

The Universal Basic Education Commission (UBEC), which is the government agency responsible for monitoring the implementation of UBE programme, in its 2013 Annual Report revealed that transformation of the education in the area of school infrastructural development has been achieved through judicious use of FGN-UBE intervention funds. It is the view of the commission that adequate allocations are made for the provision of basic education in the country. They noted that the UBE programme has been on the funding priority list of the government. This the report observed, was buttressed by the government huge allocation to State Universal Basic Education Boards (SUBEBs) in the 36 states and FCT for both capital expenditure for erection of building and purchase of equipment and recurrent expenditure for the payment of salaries, services, among others. Specifically the reports showed that UBE marching grants statutory allocations to the 36 states and FCT from 2005-2013 was N200, 392, 601, 491. 67. and out of this figure N159, 734, 113, 067.03 has been accessed by the 36 states and FCT, while the sum of N1, 312,500.000 has been expended on the development of the new 9-years basic education curriculum in the year 2007.

The UBE matching grants are funds that are jointly contributed by both Federal and state governments on equal basis; it is 70% of the 2% consolidated revenue funds. The matching grant is to be utilized in the implementation of the programme as follows:

- 5% on Early Child Care Development Education (ECCDE)
- 60% on primary school education.
- 35% on junior secondary school education.

The 70% of the above funds are to be used for the provisions of infrastructural facilities, instructional materials, training and retraining of teachers, among others. (UBEC, 2013)

From the foregoing, there seems to be no doubt that the Federal Government is genuinely concerned about the provision of basic education to her citizens. According to FME (2013), the FGN/UBE initiative at the basic education started way back 2009. Till date, about 96, 326,675 books on mathematics, English, languages, Basic science and technology, social studies for primary schools and library resources materials for junior secondary schools have been procured and distributed to public basic education institutions across the country. The goal of this exercise is to attain the pupil to book ratio of 1:1 in all subjects.

In terms of contents, a new 9-year basic education curriculum has been reviewed. According to Obioma (2013), the subjects in the old curriculum are being reduced from 20 subjects to 10, and the reason was that the old curriculum was full of content repetition, and hence the need for the correction. The basic contents of the reviewed 9 -year basic education curriculum include the following.

- For primary (1-3) English language, mathematics, one Nigeria language, Basic science and technology under which are physical and health education and computer studies/ICT. Others are pre-vocational studies, comprising of Home-economics, agriculture and entrepreneurship, religious and value education, security education, cultural and creative arts, as well as Arabic language which is optional. These subjects are offered by pupils in primary 4-6 with the addition of French language while business studies is added to the subject listing for JSS1-3. Still in the new reviewed curriculum, pupils in primary 1-3 are to offer a minimum of seven subjects and maximum of eight subjects while those in primary 4-6 are to take a minimum of eight (8) subjects and maximum of nine (9) subjects. And those in JSS1-3, are to offer a minimum of nine (9) subjects and a maximum of (10) subjects in all (Obioma, 2013). Worthy of note is that the new basic education curriculum was structured into three 3 components namely:

- Lower basic education for primary 1-3
- Middle basic education for primary 4-6
- Upper basic education for JSS1-3

These subjects and contents of the new curriculum, according to Obioma (2013), will follow systematically from primary 1-JSS 3, thus the programme therefore, is one of the visible dividends of democracy in the country. Its launching became necessary as the Obasanjo- led administration came into power in 1999 and met an educational system that was in a state of decay. Teachers were poorly trained and motivated. There was high rate of illiteracy as a consequence of high dropout rates, and poor infrastructural conditions in schools. Thus, the introduction of the UBE is meant to positively transform the nation's basic education level and to meet the context of the global vision of EFA (FGN,2004).

Today, the UBE is here with us and it aims at equipping individuals with knowledge. In this state, people welcomed the programme in its totality. The Enugu State Universal Basic Education Board (ENSUBEB) in its report of 2013 revealed that the introduction of UBE in the state was like an answered prayer because many Enugu citizens have been praying for empowerment, adding that so far, the Board has accessed a total of N4,301,175,672.00 between 2005 and 2013 from the FGN/UBE intervention funds and the state government is ensuring that

qualified teachers are recruited while effective monitoring mechanism is maintained to guarantee that the programme is successfully implemented in the State. In support of this claim, Ortunaya (2013) revealed that Enugu State Government is poised to improve the educational content of its school curriculum, in terms of quality and quantity, and this would be achieved through the recruitment of qualified teachers, and provision of educational facilities such as books, classrooms, desks, chairs as well as renovation of dilapidated schools structures across the state.

Funding, administration and implementation of basic education programme are gradually becoming the responsibility of not only the government but that of the members of the communities through Parents-Teachers Associations (PTAs) and Community Based Organization (CBOs). According to UBEC (2013), the self help projects of the UBE programme were designed as a strategy to involve the community and private sector participations in basic education delivery through the initiation, execution, administration and ownership of designed school projects. The self-help strategy has proved to be very rewarding in providing requisite infrastructure and services within the school environment as well as galvanizing popular community support and involvement in UBE delivery. The strategy as observed in the report has instituted transparency and accountability in resource management, paved way for community ownership of the UBE programme, and

has increased the opportunity for easier access to quality and equity in UBE delivery. Additionally, the strategy has several deliverable key infrastructural components and other facilities that are essential for the effective implementation of the UBE programme. Therefore, by introducing UBE in the country, the government has opened school doors for all, and as such all hands must be on deck to keep the doors open.

However, despite the above evidence with respect to the efforts being made by the various governments and bodies for providing the UBE schools with basic educational resources like infrastructural facilities, trained teachers, instructional materials, funding and others. There appear to be contrasting reports as to the availability, adequacy or quality of these resources for the effective implementation of the programme at all levels. Sobechi (2004) shares the view that some UBE schools lack infrastructural facilities and instructional materials especially in the rural areas; because what passed as schools are make-shift structures that look more like farm shades. The facilities on the ground are less encouraging to the very few teachers, who were posted to the areas. Supporting this view, Central Bank of Nigeria (2010) reported that there are inadequate infrastructure and facilities in many schools in Nigeria. Contributing, Ahmed (2003) revealed that in most schools in the country, teaching and learning take place under uncondusive environment.

Lack of basic teaching and learning materials in schools, hinders the fulfillment of educational objectives. Dare (2008) reported that the inadequacy of statistical data has always affected the provision of educational resources such as books, laboratory equipment, audio-visual materials, among others, which in themselves constitute major challenges to the successful implementation of the UBE programme. Many of the schools do not have these materials and where they are available, they are inadequate and outdated. The overall problem, regarding general inadequacy of infrastructural facilities, teaching materials and amenities in Nigerian educational system is well captured by the former Minister of Education, Oby Ezekwesili, when she said that the physical infrastructure in Nigerian schools is below standard and grossly insufficient. The basic amenities such as water and light are seriously lacking (Ogunjinu 2009).

The occurrence of this kind of situation in the UBE schools perhaps may have very unfavourable effects on the UBE programme, as they may hinder the attainment of its objectives. One of the objectives of the UBE programme is to reduce the incidence of drop-out in the education system. It is unfortunate that the programme is yet to achieve this objective. Many experts, such as Obasola (2008), Olupchunda (2013) and Ogunjinu (2009), observed that the cases of drop-out pose a serious challenge to the UBE programme. Ogunjinu (2009) revealed that of the 42.1 million children below 14 years of age, only 25.8 million, representing 61.2%

of the total population, were in school at the secondary school level; only 30% of the population that should be in school are in school in Nigerian primary schools. What this means is that the remaining part of the population are outside the school system. Olupchunda (2013) revealed that there are an estimated 10.5 million of six years old Nigerians who had no access to early childhood education and a large number of school age children who labour for their parents or simply roam the streets during school period.

These drop-out rates depict the level of access to education by the Nigerian children, which by implication betrays the universalization of education in Nigeria. Many reasons have been adduced for the inadequate access to education which includes cost of schooling, namely: cost of books, equipment, uniform, and tuition and examination fees. Others are illness, poverty and economic benefits of education. This situation as described above poses a serious challenge to the successful implementation of UBE programme. The rationale for the introduction of UBE in Nigeria is fundamentally based on the fact that many Nigerians, both youths and adults, are illiterate, poor and do not contribute meaningfully to the development of the nation (Ugwuoke, 2011). Considering the importance of the UBE scheme to national development and growth, Aluede (2006) opined that close examination of the implementation of the UBE programme should be done, since the objectives of the programme do not differ significantly from the objectives of

the failed UPE scheme, which failed because of inadequate infrastructural facilities, instructional material, trained teachers, and funding. This suggests periodic evaluation of these resources in the implementation process of the UBE programme, to find out their current status in terms of availability/adequacy. Evaluation, according to Ali (2006), is the qualitative value or judgment we make about something or someone based on quantitative data derived from testing, monitoring, measuring and appraisal and/or assessment. Implementation, on the other hand, is the act of executing a plan, police, idea etc. Ogbonnaya (2003) referred to it as the process of carrying out an objective or a plan. For the purpose of this study, availability is concerned with the ability to find or obtain, while adequacy is concerned with sufficiency or being enough of these resources in the implementation of the UBE programme in primary schools.

The Federal Ministry of Education minimum guidelines for the establishment of schools in Nigeria specified the minimum requirements on physical facilities, human resources, fund, and other resources needed. In Enugu State, the minimum guidelines on physical facilities recommended for the establishment of primary schools include 2/5 Hectares of land with Certificate of occupancy, 3 Classrooms at inception with a dimension of 9m x 12m and a class size of 18 pupils. Other requirements are administrative block of 1 room with a store, a functional library, first aid room, 4wc toilet facilities, 1 football field and a

farm/fish land for effective operation of the schools. On the minimum requirements on human resources for the establishment of a primary school in Enugu State, a minimum qualification of National Certificate Education (NCE) with Teachers Registration Council of Nigeria (TRCN) of not less than 5 years experience was recommended for head teacher, while NCE is recommended for a teacher and at least 3 NCE teachers must be in a school at inception. The minimum guideline on fund as specified by the Ministry of Education's guideline is that at least N2million must be in school's bank account.

The above minimum standard, together with UBE guidelines (1999) that are the aims, objectives and policies of the programme, was used in this study as the benchmark for determining the extent of implementation of the UBE programme in primary schools in Nsukka Education Zone of Enugu State.

## **Statement of the Problem**

Over the years, the implementation of basic education programme in Nigeria has been facing lots of constraints, and it seems like the problem of the Nigeria educational programme does not always lie with adequate knowledge and policies, but the effective implementation of the programme.

The Universal Primary Education (UPE) programme which is one of the basic education programmes introduced in the country in the past seems to have failed due to several factors, and such factors were attributed to non-availability of fund, lack of trained teachers, lack of infrastructural facilities, poor supervision of the programme, inadequate instructional materials, among others. There also seem to be lots of obstacles affecting the implementation of the current Universal Basic Education (UBE) programme primary schools in Nigeria, particularly in Nsukka Education Zone of Enugu State. Most of the UBE primary schools are bedeviled with overcrowded classrooms, poor funding of the school activities, inadequate infrastructural facilities, non-availability of functional library, inadequate instructional materials, poor supervision and monitoring of the school programme among others. All these are challenges for the effective implementation of UBE programme in Nigeria. Thus, the problem of this study is to find out what the extent of the implementation of UBE programme in primary schools in Nsukka

Education Zone of Enugu State is. It was against this background that the researcher embarked on this study.

### **Purpose of the Study**

The main purpose of the study is to evaluate the implementation of the UBE programme in primary schools in Nsukka Education Zone of Enugu State using the Federal Ministry of Education's guidelines for the establishment of primary schools in Nigeria and the UBE guidelines (1999) as the benchmark. Specifically, the study sought to find out:

1. The extent of availability of infrastructural facilities for the effective implementation of the UBE programme in primary schools;
2. The extent of availability of instructional materials for the effective implementation of the UBE programme in primary schools;
3. The extent of availability of trained teachers for the effective implementation of the UBE programme in primary schools in Nsukka Education Zone of Enugu State;
4. The extent of adequacy of funds for the effective implementation of the UBE programme in primary schools; and

5. The constraints to the effective implementation of UBE programme in primary schools in Nsukka Education Zone.

### **Significance of the Study**

The findings of this study will have both theoretical and practical significance. Theoretically, the findings of the study will provide data that would be useful for clear understanding of system theory. It is expected that the findings will help to explicate the findings of the theoretical propositions of the theory. This could influence the effective implementation of UBE programme in primary schools.

The system theory as propounded by Von Bertalanffy in 1968 tries to explain the existence of different interrelated parts, such that the interaction of any part affects the whole system; and the performance of a system depends on how the various elements in the system work together. The findings of the present study will be theoretically significant because it will contribute additional empirically-derived theoretical body of knowledge on system theory. The results of this study will strengthen the tenets of this theory, and will help to expand the body of knowledge in the area of implementation of UBE programme in primary schools.

The results of this study will be of practical benefits to the government, administrators of primary schools, teachers and society in general. It will be of

benefits to the government because when evaluation is done, the area of weakness in the implementation process of the UBE programme in primary schools will be revealed, and this will help the government to propose possible strategies for improvement on the implementation process.

The results of this study will be of benefit to UBE teachers, for when instructional and infrastructural facilities are provided in UBE schools, teaching and learning will become more effective and meaningful.

It is also hoped that his study will be of immense benefit to school administrators (head teachers) for when educational resources are provided into UBE schools in their rightful quantity and qualities, administrative functions are done in effective ways, and they will be able to implement the UBE programme effectively.

The result of this study will benefit society, because when teaching and learning in the UBE schools are done effectively, the major objective of the scheme, which is the acquisition of appropriate level of literacy and life skills, will be greatly achieved and society will become crime-free and a better place for all to live in.

Finally, it is hoped that this study will add to the existing body of knowledge which might be harnessed for further research in this field and other related fields.

## **Scope of the Study**

This study was delimited to all UBE primary schools in Nsukka Education Zone in Enugu State. The Zone is among the six education zones in the state, which are: Agbani, Awgu, Enugu, Obollo-Afor, Udi, and Nsukka. The zone is made up of three local government areas, namely Uzo-Uwani, Igbo-Etiti and Nsukka, and the choice of the zone was based on the researcher's observation of the problems facing the UBE primary schools in the zone possibly as a result of poor implementation of UBE programme in the area.

In terms of content, the scope of inquiry was limited to the evaluation of the extent of availability of infrastructural facilities, instructional materials, trained teachers funds and the constraints to the effective implementation of UBE programme in primary schools in Nsukka Education Zone of Enugu State.

## **Research Questions**

The following research questions were posed to guide the study:

1. To what extent are infrastructural facilities available for the effective implementation of the UBE programme in primary schools?
2. To what extent are instructional materials available for the effective implementation of UBE programme in primary school?

3. To what extent are trained teachers available for the effective implementation of the UBE programme in primary schools?
4. To what extent are funds adequate for the effective implementation of the UBE programme in primary schools?
5. What are the constraints to the effective implementation of the UBE programme in primary schools?

### **Hypotheses**

The following null hypotheses guided the study and were tested at 0.05 level of significance.

H<sub>0</sub><sub>1</sub> There is no significant difference between the mean ratings of head-teachers and teachers on the availability of infrastructural facilities for the effective Implementation of the UBE Programme in primary schools in Nsukka Education Zone.

H<sub>0</sub><sub>2</sub> There is no significant difference between the mean ratings of head-teacher and teachers on the availability of instructional materials for the effective implementation of the UBE Programme in primary school in Nsukka Education Zone.

H0<sub>3</sub> There is no significant difference between the mean rating of head-teachers and teachers on the availability of trained teachers for the effective implementation of the UBE Programme in primary schools in Nsukka Education Zone.

H0<sub>4</sub> There is no significant difference between the mean ratings of head-teachers and the teachers on the adequacy of funds for the effective implementation of the UBE Programme in primary schools in Nsukka Education Zone.

H0<sub>5</sub> There is no significant difference between the mean ratings of head-teachers and teachers on the constraints to the effective implementation of the UBE Programme in primary schools in Nsukka Education Zone.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

This chapter presents review of related literature under the following Sub-heading: conceptual framework, theoretical framework, the review of empirical studies and summary of literature review.

#### **Conceptual Frame Work**

- Concept of Evaluation
- Concept of Implementation
- Concept of UBE Programme
- Importance of UBE in Enugu State
- Requisite Educational Resources for the Effective Implementation of UBE
- Constraints to Effective Implementation of UBE Programme
- The Role of Head Teachers and Teachers in the Implementation of UBE Programme.

#### **Theoretical Framework**

- Functionalism Theory
- System Theory

## **Review of Related Empirical Studies**

- Enhancing the Implementation of UBE Programme in Nigeria
- Constraints to Effective Implementation of UBE in Obollo-Afor Education Zone of Enugu State
- Problems Militating against the Implementation of Free and Compulsory Education Policy
- Head-teachers' Competencies for Implementation of UBE
- Perceived Impact of UBE on National Development in Nigeria

## **Summary of Literature Review**

### **Conceptual Framework**

### **Concept of Evaluation**

Several definitions of the concept of evaluation reflecting different approaches are found in educational literature. Okoro (1991:1) defined evaluation as "the appraisal of the worth or value of things or action and the making of appropriate decisions on the basis of such appraisal". According to Okoro, evaluation in education is concerned with the collection of data and the use of such data in assessing the effectiveness or quality of a programme or performance.

Stufflebean (2003) posited that evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives. In his view, Chiaka (2000) regarded evaluation as the gathering and combining performance data with a weighted set of goals to produce comparative or numerical ratings. He categorized evaluation as either formative or summative. According to him, formative evaluation is concerned with evaluation that takes place during the development process of the programme or products, while summative evaluation is the evaluation of the final product.

Supporting the above view, Ali (2006) is of the view that evaluation is the qualitative value or judgment we make about something or someone, based on quantitative data derived from testing, monitoring, measurement, appraisal and/or assessment. According to him, formative evaluation provides assessment of project quality and it is conducted during the project development process for the purpose of providing data that can be used to continue to update/reform/improve the project. Summative evaluation, on the other hand, provides assessment data for certifying a project as being successful (Ali, 2006). The purpose of this type of evaluation, he said, is to appraise the effectiveness of a fully developed project, which will serve as a basis for making a decision whether the project will continue or be discontinued. Evaluation, therefore, can be defined as a process of determining the value of a programme with the view of taking decision on that

programme. This study is an evaluative study, and it assesses the implementation of the UBE programme in primary schools in Nsukka Education Zone with the intention of making appropriate decisions based on the findings of the work.

### **Concept of Implementation**

Implementation is the act of executing a plan, a policy or an assignment. Ogbonnaya (2003) views implementation as the process of carrying out objectives or a plan. It is the process of performing a task, an activity or objective. Okoli (2007) described it as the state where the preparation made earlier, the plans, designs and analyses proposed are tested to see how real they are. Implementation therefore, connotes the activities of transforming ideas and policy into an identified objective.

### **Concept of UBE Programme**

Universal Basic Education Programme is a people's programme. The Federal Government is essentially the initiator and guide to the prosecution of the programme. Realizing the problem of education at the basic level, the Federal Government came up with a clear policy of expanding access to education to all Nigerians and restoring the system to its past glory. This, in practical terms, means aggressive enrolments-derives, massive training and retraining of teachers, provision of instructional materials, infrastructural facilities, funds and

modernizing the curriculum to be in line with the country's needs and aspiration (UBE 2004).

The UBE arrangement is that the first nine years must be free, un-interrupted and compulsory. According to Ogbonnaya (2003), UBE programme is not a new development in Nigeria, the reason being that there had been the UPE scheme of the Western Region in 1955; there was also the UPE policy of the Eastern Region in 1957 and the Federal Republic of Nigeria UPE scheme of 1976. In Nigeria, according to Egwu (2004), there were many other reviews and evaluation exercises to reposition education. Three types of secondary school came on stream-modern schools, grammar schools and technical schools. Primary schools were called at different time elementary, Basic and fundamental schools and in the Northern Nigeria, they had to experiment with a four-year primary schools, and 4-year middle school system.

As earlier mentioned, in 1955, the Western Region of Nigeria started free and compulsory UPE scheme. There was no school fees charged; the number of school years was reduced from 8 years to 6 years and policy of automatic promotion was introduced. The 6-6 methods were introduced for primary and secondary schools in Western Nigeria with a 3-year modern school system which taught commercial and technical subjects. In 1957, Eastern Region of Nigeria joined the UPE programme, though she shortened the years of schooling at the

primary level from 7 years to 6 years. In the same year, the Northern Region reviewed her educational system under the Othman Commission and created the Local Education Authorities (LEAs). During the 1970s, Nigeria adopted a 6-5 strategy with 6 years of the primary and 5 years of the secondary school education. In 1977, the National Policy on Education (NPE) formulated the system of 6-3-3-4, though many education experts such as (Ukeje, 1996) and Ugwu (2004) had argued that the Nigerian education system has been a colossal failure, since it has little or no practical relevance in finding solution to the real problem of society. The curricula are irrelevant and teachers are not qualified to cope with the demands of the contemporary social challenges.

Consequently, the National Education Research Council (NERC), Science Teachers Association of Nigeria (STAN), among others were mandated to review school curriculum in Nigeria. The Federal Government of Nigeria's launching of UPE programme in 1976 increased enrolment rate in primary schools in the country. Some educationists including Adesina (1977), Nwagwu (1976) and Taiwo (1981) described the UPE programme as being of immense benefits to Nigeria in mobilizing her human resources, adjusting its educational imbalance and providing, for the Nigerian children, equal access to education. According to Taiwo (1981), salutary adjustment to the education programme were already made or being made as the management of primary education was being passed to the

local government under the supervision of state and federal government inspectors and the state administrators. He also observed that the state ministries of education were stepping up their training programme for unqualified teachers, and the state governments were mobilizing all available financial resources for improving the quality of education generally and primary education in particular.

Despite the achievement of the UPE programme in mobilizing human resources, adjusting the nation's educational imbalance and providing Nigerian children with access to education, Ogbonaya (2003) and Oni (2008) argued that a number of factors were responsible for the failure of the UPE programme of 1976. One of such factors, they noted, was the issue of inadequate funds for the implementation of the various aspects of the programme such as payment of teachers' salaries and allowances, construction of classroom blocks, procurement of textbooks, teaching aids, among others. Also the scheme, they noted, was not well-planned.

In 1999, the UPE of the FGN was changed into UBE which was launched by President Olusegun Obasanjo in Sokoto State. According to UBE Mini Summit (2005), basic education will cover primary, junior secondary and nomadic education as well as adult literacy. Basic education is aimed at equipping individuals with knowledge, skills and attitudes that will enable them to:

- Live meaningful and fulfilling lives;
- Contribute to the development of society;
- Derive maximum social, economic and cultural benefits from society; and
- Discharge their civil obligation completely.

The UBE programme is born out of the fact that Nigeria is a signatory to the (1990) Jomtein Declaration on Education for All (EFA) by the year 2000 and a member of the group of E-9 (nations committed to the total eradication of illiteracy). The UBE vision is that at the end of 9 years of continuous education, every child who has passed through the system should be able to acquire appropriate level of literacy, numeracy, communication, manipulative and life skills and be employable, useful to him and society at large.

### **Objectives of Universal Basic Education**

According to UBE implementation guideline, the principal objective of the programme is to remove all obstacles to life-long education for millions of Nigerian citizens (FME, 1999). In more specific terms, UBE programme is intended to achieve the following principal objectives:

- Developing in the entire citizens a strong consciousness for education and a strong commitment to its vigorous promotion;

- The provision of free, universal, basic education for every Nigerian child of school going age;
- Reducing drastically the incidence of dropout from formal system (through improved relevance quality and efficiency);
- Catering for the learning needs of young persons who, for one reason or another, have had to interrupt their schooling through appropriate forms of complimentary approaches to the provision and promotion of basic education; and
- Ensuring the acquisition of the appropriate level of literacy, numeracy manipulative, communicative and life skills as well as the ethical, moral and civil values needed for laying a solid foundation for life-long learning (FME, 1999).

### **Importance of UBE in Enugu State**

The launching of the UBE scheme by the former head of state, Chief Olusegun Obasanjo in Sokoto State on the 30th September 1999 and its follow-up launching in Enugu State on 3rd April 2003 by Governor Chimaroke Nnamani, are a clear testimony of the civilian administration's commitment to the provision of basic education. At the launching of the programme, Enugu State Government was

charged with the responsibility of providing accessible and affordable education for all citizens at the grassroots. The launching in the state led to the establishment of Enugu State Universal Basic Education Board (ENSUBEB) with the task of providing and managing basic education programme in the state. Without education, man is but a slave, as education is not everything but nothing strives without education (Okugbe, 2009). Obasanjo, at the launching of the UBE scheme in Sokoto State, decried that òa child starved of education is like a child without food. The success or failure of the UBE is a reflection of the overall outcome of the pupils/students after schooling periods. The objectives of the UBE programme are to remove all obstacles to life-long education for millions of Nigerian citizens who otherwise could have been denied the opportunity to education. According to Olupchunda (2013), there are an estimated 10.5 million six-year old Nigerians who have no access to early childhood education, and a large number of school age children who labour for their parents or simply roam the streets during school hours.

Basic education in the state remains the only indispensable tool for the development of the state. When the state educational system is developed, chances are that there will be a developed Enugu child and a better Enugu State tomorrow. Considering the country's current economic and security challenges, education remains the only instrument and best way of solving the challenges. Nwobi (2008)

summarized the broad objectives of education as the only instrument for national building, self-realization, and socio-economic and technological progress. The realization of these lofty goals is of paramount concern to the people of Enugu State, and UBE helps to address this. The government is aware of the key role of UBE in the achievement of these noble objectives. The importance of UBE in the state was stressed by the Governor Chimaroke Nnamini, during the launching of UBE in the state. The question on how to tackle school fees problem, which could be one of the reasons for drop-out among school-age children, was answered by addressing it and ensuring that no Enugu State person will grow up an illiterate on account of the inability of his/her parents to pay schools fees.

To sustain the UBE programme in the state, his Excellency Barr. Sullivan Chime led administration embarked on the provision of instructional materials to the 1,152 UBE primary schools in the state, trained commensurate teaching staff to handle teaching and recruited 2,000 teachers. In addition, the government constructed more classrooms and renovated others to ensure the effective implementation of the basic education programme in the state (Ortunaya, 2012).

As claimed by the administration, in the past pupils in some schools in the state used to sit on bare floor because there were no chairs and desks. This condition depressed staff morale and made pupils uncontrollable and difficult to teach. The renovation and provision of instructional materials/infrastructural

facilities across the state primary/secondary schools have restored staff morale and fortified professional confidence. Enugu State, with an estimated population figure of 3.2 million has 21% of the population in the basic education level. A few of the unprivileged are from the rural communities of the state where little or no attention has been paid. The importance of the UBE in the state can be felt by the maximum stride in school construction and renovation of dilapidated ones in such areas. According to UBE (2012), Enugu State has a total number of 1,152 UBE primary schools with an enrolment figure of 209, 250 pupils in all.

### **Requisite Educational Resources for the Effective Implementation of UBE Programme**

Educational resources as noted by Universal Basic Education (2000) are the factors which make education possible. It is the view of the agency that educational resources provide the prevailing atmosphere which enables the realization of effective implementation of the UBE programme. It listed the resources to include infrastructural facilities, instructional materials, quality or trained teachers and adequate funding.

### **Infrastructural Facilities/Instructional Materials**

Infrastructural facilities are referred to as factors that will facilitate and promote teaching and learning. They include classrooms, furniture, libraries, laboratories, teachers' quarters, textbooks, sport equipment, administrative blocks,

among others. According to the Federal Ministry of Education guideline for the establishment of primary schools in Nigeria, a minimum of 2/5 hectares of land with a certificate of occupancy, with a dimension of 9m x 12m and 3 classrooms of 18 pupils will be required at inception. Administrative block of 1 room with a store, a functional library, first aid room, 4WC toilet facilities, 1 football field and a farm/fish land are also required for the establishment of a primary school in Enugu State.

Mohammed (2004) observed that these facilities have to be of the appropriate quality, size and quantity to meet the minimum standard for promoting any meaningful teaching and learning. According to Edem (2006), it is the duty of the Ministry of Education or the board of education to make furniture, equipment, textbooks and expendable materials available to schools, for their inadequacy constitutes another source of frustration and disillusionment among teachers.

African leaders, earnestly desire good educational programmes for their people, but in many cases the resources to achieve them are so meager that little progress can be made. Whatever resources are available, however, are often not properly utilized due to poor planning which ignores educational goals and the types of school and the number of classrooms required if the quality of education is to be maintained. The ultimate aims of using the appropriate materials is to enhance learning in our schools and increase teachers' adaptability, reduce their

over-dependence on just verbal means of teaching, and bring out the best of their teaching skills as trained teachers.

### **Trained Teachers**

Trained teachers, according to Ude (2006), are special brand of men and women who spend considerable part of their lives in guiding, directing and influencing the thoughts, molding the behaviour and feelings of others. Teachers are therefore, wise and trusted counselors because they can coach, supervise and guide pupils/students to achieve outstanding feats in life. Imagine a school without adequate trained teachers. Would such a school make any academic progress? According to FRN (2004), no educational system can rise above the quality of its teachers. Teaching, therefore, is not only a paper-shutting kind of job. It has meaning, worth and value; it gives one the opportunity to touch a young and impressionable life and make it better. It is, therefore, important to note that society, the pupils/students, curriculum planners and the government needs the teachers to help the learners to imbibe positive attitude towards national unity and respect for the state. This objective can only be achieved if teachers in our schools are well trained.

Edeze (2004) observed that a drive to improve primary and post primary education in the state should enlist the co-operation of all. A functional and

participatory education in Enugu State is desired; the provision of quality teachers in primary and junior secondary schools in Enugu is also needed. This could be attained through the training and retraining of teachers. According to the Federal Ministry of Education (2005), the minimum qualification for head teacher is National Certificate in Education (NCE) and registration with Teachers Registration Council of Nigeria of Nigeria (TRCN) of not less than 5-years, while (NCE) was recommended for primary school teachers and at least 3 NCE holders must be in the school at inception.

From the foregoing, for UBE programme to achieve its set objectives, teachers' training institutions should be equipped to raise more qualified teachers for the many UBE schools in the state, and of equal importance is the provision of adequate motivation and equipment to the teachers for effective and efficient performance. There is need to sustain increase in enrolment/ transition rate in the state and reduce the rate of drop-out in both primary and junior secondary schools.

The achievement of an educational programme such as the UBE will depend, to a large extent, on adequate financial support or funding. Fund, according to Ogbonaya (2012), is a sum of money saved or made available for a particular purpose. It could be called money or financial resources. Funding is, therefore, fundamental to the delivery of education to any society. Many crises that have bedeviled our educational system today are traceable to inadequate funding.

The implication is that the success of the UBE programme implementation is predicated on the identification and procurement of adequate funds (Enyi, 2005). According to the Ministry of Education's guideline for the establishment of schools in Enugu State, a minimum of 2 million naira was recommended to be in a school's bank account at inception. Unfortunately in Nigeria, as in all other Africa countries, the financing of education is a major issue. Sobechi (2004) wondered that if one of the objectives of the UBE may mean the absence of direct school fees payable by the pupils and students, what about the supply of books, chairs and school buildings. To ensure their adequacy, somebody always has to finance it in one form or the other. Therefore, for the UBE programme to be effectively implemented, governments and all stakeholders need to ensure that adequate funds are provided.

### **Constraints to Effective Implementation of UBE Programme in Enugu State**

Fourteen years after the launching of the programme, it has turned out more a burden than the blessing it was meant to be. A lot of factors are impeding its successful implementation. These factors include inadequate planning, inadequate trained teachers, poor funding, corruption, poor supervision and monitoring, among others (Ogbonnaya, 2013).

## **Inadequate Planning**

One of the greatest social problems facing the education sector of most developing nations is the rapidly increasing demand for quality education by people in the face of steadily decreasing resources for it. This has necessarily increased awareness of the need for effective planning and implementation of all educational programmes. Planning, according to Mgbodili (2003), refers to the activities of the manager or chief executive related to defining and clarifying goals, purpose and objectives, investigating conditions and operational-related purpose as well as considering possible alternatives and recommending changes to be made. Planning is considered the backbone of successful business enterprises. It is a very important and a crucial stage in the management process for the success or failure of any organizational goals depends greatly on it. The overall purpose of planning is the attainment of result, which must be related to the objectives. Oboegbulem (2003) observed that Nigeria as a developing nation has to plan her education very well. Poor planning, one could recall, is one of the factors responsible for the failure of UPE of 1976. It is, therefore, a constraint to any educational programme. The planning process, as outlined by Adesina (1981), starts with the issuance of directive by a government agency such as the National Economic Council or the National Executive Council and ends with the appraisal of the plan by the Ministry of Education and then implementation by administrators. The planning process and

goals are usually linked with the ideology and programmes of the political party in power.

In the preparation of programme plan, no serious efforts are made to create a link between the objectives of the plan, its programme and the factor resources needed to implement the plans and the differences between short-term and long-term plans. The objectives of the plans are ambiguous because no consultations were made with the experts and professionals trained in education planning. For the UBE programme, the case is the same; the initial enthusiasm with which the policy was greeted caused an explosion in the population of pupils and students at the primary and junior secondary school levels (UBEC,2013). Unprepared for such a deluge, the government agencies could not maintain good supervision or even keep the role. In Enugu State, the government has to resort to the services of volunteer teachers to fill in the shortfall recorded as a result of shortage of trained teachers in the UBE schools. Oboegbulem (2003) pointed out that the uniqueness of the difficulties of educational planning in Nigeria from the First National Development Plan (1962-1968) to the fifth of 1986 and to date has been associated with lack of trained personnel to make the plan operational, lack of adequate financial resources to cope with the magnitude of projects and over-centralization of policy making. The actual implementers of educational plans were not involved during the planning stage. The slow bureaucratic procedures in offices and

government establishments have led to the failure of bigger educational plans.

Another serious problem or factor that is affecting the implementation of the UBE programme in Enugu State is lack of well-trained teachers. A functional and participatory education in the state is in dire need, especially as it concerns the provision of quality trained teachers in primary schools. This can be achieved through training and retraining of the existing teachers in the system and the recruitment of more qualified ones for the many UBE schools in the state.

A major problem UBE programme is facing in Enugu state is that government does not mobilize enough funds for the vigorous activities needed for the realization of the programme objectives, and even the ones she mobilized is being embezzled through contract falsification. Fund is fundamental to the effective delivery of education to any society. No educational programme can be effectively implemented without the adequate availability of funds (Ogbonaya 2013). The intent of the UBE as declared in the programme statement is that education should be free, like in its predecessor UPE, but what we are seeing now is that the financial burden on government often forces parents to get involved in the funding of the basic level of education. How free is basic education in Enugu State? Since most parents are poor, the children remain poorly equipped to learn. The funds released by the Universal Basic Commission to the State Universal

Basic Education Boards (EUSBEB) are often mismanaged; thus shifting the burden to parents in term of levies. This negates the UBE spirit at the outset.

The UBE declaration of (2000) stipulated that "The Federal Government shall provide the bulk of funds while the state government assists sufficiently to ensure that the poverty stricken parents contribute minimal funds". Despite the huge budget allocated to the Enugu State Universal Basic Education Board (ENSUBEB), education still eludes millions of its citizens. The adverse effects of underfunding have led to increase in the rate of drop-out, non-completion of new projects in the UBE schools, and poor provision of incentives for effective teaching and learning. Others are poor motivation and inadequate provision of equipment to teachers for effective and efficient performance in UBE schools in the state. According to Ikoya (2000), "despite bloated annual budgets for funding, the UBE programme including massive aid from local and international communities for successful implementation, there are indications that several schools are still plagued with inadequate physical facilities for the effective implementation of the UBE.

Other factors militating against the UBE implementation in the state include inadequate infrastructure. In the rural areas, what passed as schools are make-shift structures that look like farm shades. The infrastructure on the ground is less encouraging to the very few teachers who are posted to the rural areas. Although

the Chime- led administration is committed to providing the needed infrastructural facilities, in some cases, the teachers in the rural areas had to bring their own chairs from home just as the pupils and students do. With this situation, according to Sobechi (2004), it is not easy to maintain good supervision or even keep the roll. The number of pupils and students coming to school keeps on fluctuating; the number that turns up for learning depends either on whether it was a market day or on the will of their parents. On market days, some of those who are actually registered for school could be seen carrying firewood or other farm produce to the market.

The indifference of some people to education in the state is one of the factors affecting the successful implementation of the UBE programme. In one breath, they appear really at a loss on what could be the benefits from reading and writing. In another, they seem to believe that educating the girl child is a disadvantage since, in their thinking; it does not position or allow for early marriage. Some families do not give education any consideration even as the state is an educationally advantaged state. Emphasis is often placed on the farm, marriage and trading. But with the introduction of UBE programme in the state, those families grudgingly allow their children, mostly males, to go to school. Then it was discovered that after primary school, a greater percentage of these children could not continue their education. Sobechi (2004) observed that there seems to be low

level of enlightenment that can raise the consciousness of these groups of people to education, especially that of the girl child. The predominant feeling among the parents is that education is a kind of license to receive cash reward from the government. Since this could not happen, they feel that leaving their wards in school is a sheer waste of their productive time that would have been spent on the farm, trading or getting ready for marriage. There could be need to establish a platform for continuous and collective dialogue on vital educational problems and issues in both primary and post-primary education levels in the state by stakeholders.

Another constraint to the effective implementation of the UBE programme in the state is examination malpractice. This may be on the account of the age of those who are in the primary schools or junior secondary schools. The testing method has been flawed. The rate at which these students cheat in examinations is alarming. Examination malpractices are eroding the benefits of the UBE programme. Some parents/guardians who wish to hurry their children/wards into certification and/or further education aid the students in certain cases. Their desperation is not matched with hard work.

As a matter of fact, in Enugu State, government alone cannot maintain education single-handedly; parents need to change their desperation for their wards/children certification and join hands with the government for the effective

implementation of the programme. Poor supervision and monitoring of the UBE schools in the state is a constraint to UBE implementation. Lack of supervision /monitoring of schools for upwards of a year is one of the major drawbacks in the education sector. Obinaju (2001) observed that educational supervision is concerned with those particular activities and aspects which maintain and promote the effectiveness of teaching and learning in school. According to Onoyase (1991), supervision is an action directed towards the implementation of teaching/learning process. Supervision, therefore, is the life-wire concerned with the efficiency and effectiveness of the UBE scheme. Ezekwesili (2007) said that there has been no inspection and supervision of schools in the decade. Supervision of schools is the heart of quality assurance in education. The constraints to effective supervision and monitoring of the UBE schools in Enugu state are further attributed to inadequate vehicle for monitoring, inadequate office accommodation, lack of funds, among others.

In summary, the constraints to UBE programme implementation in Enugu State include inadequate trained teachers, inadequate infrastructural facilities and instructional materials, poor planning of the scheme, increased drop-out rate in rural areas in the state. Non-implementation of new minimum wage to the teachers, poor administration of ENSUBEB, bad school location, evasion of classroom by teacher due to poor motivation by the government, among many others.

## **The Roles of Head Teachers and Teachers in the Implementation of UBE Programme**

Head teachers in primary schools are seen as both members and leaders of the staff and pupils in the institution. The head teacher is the director of activities and indeed the executive head of a primary school. He is, therefore, seen as the accounting officer. According to Ogbonnaya (2009), the authority of the head teacher in primary schools can be viewed in three categories, namely general, administrative and instructional leadership. Generally, he/she is charged with the responsibility of ensuring the co-operation of teachers by studying their backgrounds, capabilities and interests. This will help him/her to assign them duties according to their abilities. It is also within his/her authority to maintain healthy relationship with parents and guardians through PTA meetings. He/She is equally to update teachers' knowledge and arrange for seminars, induction courses and orientation of new teachers. Administratively, the head teacher is responsible for the planning, co-ordinating and directing staff and pupils. He/She also manages school buildings, facilities and equipment as well as provides physical and human resources. The head teacher's authorities on instructional leadership including planning the school curriculum in line with the state aims and objectives of primary education (2004), He/she encourages teachers and pupils to use available teaching facilities, and as well supervise the instructional activities of teachers. Also he/she helps and encourages teachers for professional growth as well as

evaluates and reports pupils' progress. A teacher, on the other hand, guides, directs and influences the behaviour of their pupils to achieve outstanding feats in life. The choice of head teachers and teachers as respondents in this study is appropriate because they all have direct responsibility of ensuring the effective implementation of the UBE programme in primary schools

## **Theoretical Framework**

This section reviews some theories that are related to the present study, and the study is anchored on functionalism and system theory.

### **Functionalism Theory**

Emile (1964) introduced the term functionalism, and defined it as a set of contribution expected from various units in a society to ensure its stability. The functionalism theory emphasizes on the consensus and order that exist in society, focusing on social stability and shared public values. The theory tries to enhance one's ability to problem solving and assisting greatly in the performance of complex institutions that make up society. Based on this fact that individual contribution in a society can enhance the stability of society and increase the performance of the complex institution there-in, the present study wants to ascertain whether adequate provision of educational resources and the collective contributions of the government, administrators, teachers and education

stakeholders in Nigeria will positively influence the effective implementation of UBE programme in primary schools in Nsukka Education Zone of Enugu State.

## **System Theory**

Bertalanffy (1968) tried to explain the existence of different interrelated parts such that the interaction of any part affects the whole system. The performance of a system depends on how the various elements in the system work together. The system theory emphasizes the interdependency of various units that make up a system. The non-interaction of one unit might result to non-performance of the whole system. Based on this, system theory is relevant to this study because this study is interested in ascertaining whether the adequate provision of educational resources and the healthy interdependence of government, UBE school administrators and teachers in UBE schools will positively influence the effective implementation of UBE programme in primary schools in Nsukka Education Zone of Enugu State.

## **Related Empirical Studies**

### **Enhancing the Implementation of Universal Basic Education in Nigeria**

Obidike & Nwanneka (2013) studied the implementation of UBE in Nigeria. The purpose of the study was to find out what should be done in order to enhance the effective implementation of UBE. The study was guided by three research

questions and three hypotheses. The sample of the study was 315 respondents consisting of 85 local government authorities, UBE staff and 250 UBE teachers. A survey research design was adopted for the study. A checklist was the instrument used to collect data for the study. Mean and standard deviations were used to answer the research questions and t-test statistics was used to test the hypotheses. The findings showed that financial constraint and mismanagement, poor planning and cultural and religious factors are some of challenges hindering the effective implementation of UBE programme in Nigeria. Its recommendation among others include adequate funding for proper utilization of UBE fund, sufficient motivation of teachers by the federal government as well as giving adequate attention to cultural and religions problems hindering access to education. From the above study, three research questions and hypotheses guided the studies while in the present study was guided by five research questions and five hypotheses..

### **Constraints to Implementation of the Universal Basic Education (UBE) Programme:**

Uja (2008) carried out a study on the constraints to effective implementation of the UBE in Obollo-Afor Education Zone of Enugu State. The study adopted survey research design. Three research questions and three null hypotheses were formulated for the study. The population for the study was six hundred and twenty (620). A 30 ítem questionnaire was developed and administered to six hundred and twenty (620) respondents (120 teachers and 400 parents) in Obollo-Afor

Education Zone of Enugu State. The data collected were analyzed using mean score. z- Test statistics was employed in testing the null hypothesis. The study found out that the Universal Basic Education in Nigeria is a laudable project which is capable of transforming the citizens into well-educated individuals it, however, discovered the UBE programme, and is besieged by multiple problems which constitute hindrances to its effective implementation in Obollo-Afor Education Zone in Enugu State. The study found out that the constraints to the effective implementation of the UBE include poor planning of the UBE programme, poor funding of the UBE scheme, politicization of the UBE scheme, inaccurate statistical record of population, poor awareness and mobilization campaign, mismanagement of educational funds, insufficient number of qualified teachers in schools, embezzlement of the funds by administrators, poor attention to teachers education and training by the government, poor school infrastructural facilities, poor provision of instructional materials and inadequate motivation of teachers.

In the light of the findings, the researcher recommended that the government should provide adequate funds for the UBE scheme; the government should conduct a fresh census in order to acquire accurate population statistics for a sound re-planning of the UBE programme. This study is related to that of Uja (2008) in the sense that both studies focused on factors that constitute challenges to effective implementation of UBE programme across Enugu State.

## **Problems Militating against the Implementation of Free and Compulsory Education Policy**

Nwachukwu (2006) studied the problem militating against the implementation of free and compulsory education policy in Ebonyi State. The study used all the twelve principals and sixty-five teachers in the public schools in Onisha Local Government Area. Questionnaire was used for data collection. The research design was survey, while mean was used for data analysis. The data indicated that fund and school plant facilities are grossly inadequate, teacher/principals are not involved in policy formulation but implementation only. Teachers supply is needed for a review to enable parents to come as to reduce the implementation problems and make UBE to succeed.

It was the purpose of the study to establish through the opinion of principals and teachers the extent of the success of free, compulsory education and the problem militating against its implementation in Ebonyi State. The researcher used five research questions and three hypotheses. The above findings have implications for the government, and recommendations were made to minimize the problem militating against free and compulsory education in Ebonyi State.

This present study is related to that of Nwachukwu (2006) in the sense that both studies adopted the same methodology in achieving their purpose but differs on the numbers of hypotheses used.

## **Head Teachers' Competencies for the Implementation of UBE**

Ugwu (2005) carried out a study on head teachers' competencies for effective implementation of Universal Basic Education (UBE) Programme in Obollo-Affor Education Zone of Enugu State. Five research questions were formulated to guide the study. Questionnaire was used to elicit information from 1,600 primary school teachers from 160 primary schools sampled in Nsukka Education Zone of Enugu State. Mean scores of weighted frequency based on four point scale of Strongly Agree, Agree, Disagree and Strongly Disagree were used to answer the five research questions. A mean score of 2.50 and above was accepted as a positive decision, while below 2.50 was regarded as negative decision. The findings of the study showed that the head teachers require some competencies for effective school supervision, and, therefore, recommended that the list of competencies identified be adopted by head teachers and supervisors as a guide in effective implementation of UBE programme. It also recommended that series of workshop should be organized for the head teachers, UBE supervisors and others for upgrading their knowledge.

This present study is related to that of Ugwu (2005) in the sense that both studies focused on issues around improving the implementation of UBE in the state but only differed on the number of samples used in the studies.

## **Perceived Impact of Universal Basic Education on National Development in Nigeria**

Adebola (2007) carried out a study on the perceived impact of UBE on national development in Nigeria. The purpose of the study was to investigate the perceived contribution of UBE to national development in Nigeria. The sample of the study was 1000 persons consisting of 30 SUBEB staff, 250 teachers, 360 students and 360 parents selected through multi-stage sampling procedure. A questionnaire entitled (PUBENDQ) was used for data collection. Five (5) research questions were generated, while data were analyzed through descriptive statistics. The study revealed a remarkable departure from the former UPE programme in the present UBE programme, provision of infrastructure though not adequate at present and devotion of adequate fund by the government though with no transparency in the disbursement of such UBE fund, among others. It was recommended that the present administration should endeavour to build and consolidate on the implementation of UBE, and provide adequately some essential facilities that would make the programme to adequately contribute to national development. From the above study reviewed, a multi-stage sampling was used, and the purpose of the study was to investigate the perceived contributions of UBE programme to national development. The present study used proportionate stratified random sampling technique while the purpose of the study is to evaluate

the implementation of UBE programme in primary schools in Nsukka Education Zone of Enugu State.

### **Summary of Literature Review**

Literature was reviewed under conceptual framework, theoretical framework and related empirical studies. Concepts of evaluation, concept of implementation and concept of Universal Basic Education (UBE) programme were discussed from different perspectives. Evaluation was seen as a type of qualitative value or judgment we make about something or someone based on quantitative data derived from testing, monitoring, measuring, appraisal and/or assessment. On the other hand, implementation is the act of executing a plan, policy, idea, assignment or any other task. The Universal Basic Education (UBE) is a type of education comprising of 6 years of primary education and 3-years of junior secondary school levels for both adult and out-of-school youths. From the literature reviewed, system and functionalist theorists claim that positive contribution of all units may influence the effective operation of both a system and society.

Based on this assertion that the contribution of various units will enhance stability in the operation of a system, the present study will want to ascertain whether adequate provisions of infrastructural facilities, trained teachers, fund and

instructional materials will positively influence the effective implementation of UBE programme in primary schools in Nsukka Education Zone of Enugu State.

From the related empirical studies reviewed, it was seen that studies done under the UBE programme implementation were insufficient; these in-sufficient studies on UBE programme and the contradictory findings on its effective implementation, gave impetus to the present study to evaluate the implementation of the programme in UBE primary schools in Nsukka Education Zone of Enugu State.

## **CHAPTER THREE**

### **RESEARCH METHOD**

This chapter describes the procedure to be adopted in carrying out the study. It is presented under the following sub-headings: design of the study, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

#### **Design of the Study**

The design for this study was a descriptive survey research design. Descriptive survey research design, according to Nworgu (2006), aims at collecting data on, and describing in a systematic manner, the characteristic features or facts about a given population. This research design was considered appropriate for this study because it describes a situation as it is and identifies present conditions of the existing situation. Hence, the research design helped the researcher to have in-depth and representative information on the implementation of the UBE programme in primary schools in Nsukka Education Zone of Enugu State.

## **Area of the Study**

The study was conducted in primary schools in Nsukka Education Zone of Enugu State. The education zone is made up of three local government areas, namely Uzo-Uwani, Igbo-Etiti and Nsukka. Nsukka Education Zone was chosen for this study based on the researcher's observation of the problems facing the UBE primary schools in the zone possibly as a result of poor implementation of UBE programme in the area. The familiarity of the researcher with the terrain and locations of UBE primary schools in the area for easy distribution and collection of data also necessitated the choice of Nsukka Education Zone for the study.

## **Population of the Study**

The population of the study comprised of 2,673 made up of 238 head teachers and 2,435 teachers in 238 primary schools in Nsukka Education Zone.

(Source: Enugu State Universal Basic Education Board, 2013).

## **Sample and Sampling Technique**

The sample for this study was 360 respondents comprising of 40 head-teachers and 80 teachers drawn from the three local government areas that make up Nsukka Education Zone. That is, 120 head teachers and 240 teachers were selected from the primary schools in the three local government areas totaling 360 respondents. The study employed proportionate stratified random sampling technique in the selection of the subjects.

The choice of the proportionate stratified random sampling technique was based on the fact that the technique allows each stratum in the proportion to be given the same weight in the sample. This is in accordance with Ali (2006) who stated that in proportionate stratified random sampling, the relative proportions of strata in the sample does not correspond to their relative proportion in the population, irrespective of their weight in the proportion; each stratum is assigned the same weight in the sample.

### **Instrument for Data Collection**

The instrument that was used for data collection in this study was questionnaire developed by the researcher. It was entitled "Evaluation of Implementation of UBE Programme in Primary Schools Questionnaire (EIUBPSQ)". The questionnaire was considered appropriate for this study because it elicited information from the respondents on the extent of the Implementation of UBE Programme in Primary Schools in Nsukka Education Zone of Enugu State.

The instrument was a 30-item instrument scored on a 4-point rating scale of Very High Extent (VHE) 4 point, High Extent (HE) 3 point, Low Extent (LE) 2 points, Very Low Extent (VLE) 1 point. The questionnaire was divided into two sections namely: A and B. Section A sought for demographic information of the respondents. Section B which has 30 items was divided into 5 clusters A, B, C, D

and E. Cluster A, sought information on the extent of availability of infrastructural facilities. Cluster B; sought information on the extent of availability of instructional materials. Cluster C was on the extent of availability of trained teachers. Cluster D sought for information on the extent of adequacy of fund for the effective implementation of the UBE programme in primary schools, while Cluster E sought for the opinions of the respondents on the constraints of effective implementation of the UBE programme in primary schools.

### **Validation of the Instrument**

Face validity and content validity of the instrument were established. The instrument was validated by three experts, one from measurement and evaluation and two from educational administration and planning, all from the Faculty of Education, University of Nigeria, Nsukka. The experts vetted the adequacy of the instrument, whether the items are relevant to the research questions and hypotheses they address. The validatees also checked the clarity of language used in the instrument and also refined it. Comments from the experts were taken into consideration in the final modification of the instrument (see appendix A for the validated instrument)

## **Reliability of the Instrument**

The reliability of the instrument was established. To ascertain the reliability of the instrument; the researcher conducted a trial testing with five head teachers and fifteen teachers from UBE primary schools in Obollo-Afor Education Zone of Enugu State. Twenty copies of the validated instrument were trial tested to generate data used to determine the internal consistency of the instrument. The data collected were analyzed using cronbach alpha and the value obtained for each cluster are: 0.81 for cluster A, 0.74 for cluster B, 0.71 for cluster C, 0.83 for cluster D and 0.74 for cluster E, while 0.76 was obtained as the overall reliability index. This was considered appropriate because it provides more stable measure homogeneity, and the items are mutually scored.

## **Method of Data Collection**

Direct delivery and retrieval method was applied in the administration of the questionnaire on the respondents. The researcher used three research assistants, who were briefed on how to administer and retrieved the copies of the questionnaire from the respondents.

## **Method of Data Analysis**

The research questions were answered using mean scores and standard deviation while independent t-test was used to test the hypotheses at 0.05 level of

significance. The mean ratings of the respondents were categorized by using the real limits of numbers of the responses made. The cut-off means score was fixed at 2.5, as a decision rule. Any item with a mean score of 2.5 and above was regarded as high extent while any mean below 2.5 was regarded as low extent. The qualitative interpretation of the means scores of the respondents is presented on the table below

**TABLE 1: QUALITATIVE INTERPRETATION OF FOUR POINT RATING SCALE**

<b>Range of mean scores</b>	<b>Qualitative Interpretation</b>	<b>Abbreviation of interpretation</b>
3.50 -4.49	Very High Extent	VHE
2.50-3.49	High Extent	HE
1.50-2.49	Low Extent	LE
0.50-1.49	Very Low Extent	VLE

## CHAPTER FOUR

### PRESENTATION OF RESULT

The results of the study are presented in tables in accordance with the research questions and hypotheses guiding the study.

#### Research Question 1:

To what extent are infrastructural facilities available for the effective implementation of UBE programme in primary schools?

**Table: 2 Mean Rating of Head teachers and Teachers on the Extent of Availability of Infrastructural Facilities for the Effective Implementation, of UBE Programme in Primary Schools**

S/N	Items	Head Teachers N=120			Teachers N= 240		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
1.	Most UBE primary schools have less than 6 classroom built on 9m x 12cm dimension	3.53	0.85	HE	3.14	0.91	He
2.	There are no WC toilet facilities in UBE primary school.	2.30	1.14	LE	1.62	0.97	LE
3.	There are no adequate classrooms blocks in UBE primary schools.	3.29	0.71	HE	3.28	0.88	LE
4.	Most UBE schools have inadequate furniture.	3.17	0.93	HE	3.22	0.87	HE
5.	There are functional libraries in all Ube primary schools.	1.75	0.91	LE	1.69	0.95	LE
6.	Most of the primary schools have no first aid medical facilities.	3.23	0.76	HE	3.11	0.77	HE
	<b>Cluster Mean</b>	<b>2.92</b>	<b>0.49</b>	<b>HE</b>	<b>2.68</b>	<b>0.49</b>	<b>HE</b>

**Key: VHE Mean very High Extent; HE means High Extent; LE means Low Extent while VLE means very Low Extent.**

The data from table 2 above indicated that both the head teachers and teachers are of the opinion that most UBE primary schools have less than 6 classroom built on 9m x12m dimension ( $\bar{X}$ =3.53 and  $x = 3.14$ ), that there are no WC toiled facilities in primary schools ( $\bar{X} = 2.30$  and  $1.62$ ), that there are no adequate classroom blocks in UBE schools ( $\bar{X} = 3.29$  and  $3.28$ ), that UBE primary schools have inadequate furniture ( $\bar{X}$ =3.17 and  $3.22$ ), that there are no functional libraries in UBE schools ( $\bar{X}$ =1.75 and  $x= 1.69$ ), and that most primary schools have no first aid medical facilities ( $\bar{X}$ =3.23.and  $3.11$ )

The result from the table above are indicative of the fact that both the head teachers and the teachers are of the opinion that infrastructural facilities for the effective implementation of UBE progamme in primary schools are not adequately available to a high extent in primary schools.

### Research Question 2:

To what extent are instructional materials available for the effective implementation of UBE programme in primary schools?

**Table 3: Mean Ratings of Head teachers and Teachers on the Extent of Availability of Instructional Material for the effective Implementation of UBE Programme in Primary Schools.**

S/N	Items	Head Teachers N= 120			Teachers N= 240		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
7.	Electronic teaching aids like audio-video computer are not available in UBE primary schools.	3.24	0.85	HE	3.12	0.91	HE
8.	The schools libraries are not properly equipped with books to cater for the needs of pupils in	3.36	0.93	HE	2.94	0.94	HE

various subjects.

9.	Most of the primary schools have no electronic appliance in the schools.	3.13	1.09	HE	3.03	0.80	HE
10.	There are inadequate physical educations of facilities for teaching practical subjects in primary schools.	3.10	1.11	HE	3.15	1.01	HE
11.	The ratio of pupils to textbooks in UBE primary schools is 1.1 in all subjects.	1.82	0.95	LE	1.67	0.95	LE
12.	Teaching materials like chawks, chalkboards and others are available in UBE schools.	3.32	0.82	HE	3.06	1.11	HE
<b>Cluster Mean</b>		<b>2.99</b>	<b>0.55</b>	<b>HE</b>	<b>2.83</b>	<b>0.48</b>	<b>HE</b>

**Key: VHE Mean very High Extent; HE means High Extent; LE means Low Extent while VLE means very Low Extent.**

Table 3 above revealed that head teachers and teachers are of the pinion that electronic teaching aids like audio-video are not adequately available in UBE schools ( $\bar{X}=3.24$  and  $\bar{X}= 3.12$ ), that schools libraries are not properly equipped with books to caters for the learning needs of pupils in various subjects ( $\bar{X}= 3. 36$  and  $\bar{X} = 2. 94$ ), that most of the UBE primary schools have no electrical supliance in the schools ( $\bar{X}= 31$  and  $\bar{X} = 3. 03$ ), that there are inadequate physical education facilities in primary schools ( $\bar{X} = 3. 10$  and  $\bar{X} 3 . 15$ ), that the ratio of pupils to text books in UBE primary schools is not 1:1 in all subjects. ( $\bar{X} = 1. 82$  and  $\bar{X} = 1. 67$ ) and that teaching materials like chawks and chalk board are available in UBE schools ( $\bar{X}=3. 32$  and  $\bar{X}= 3. 06$ )

The result of the table 3 above, are indicative that both the head teachers and the teachers are of the view that instructional materials for the effective

implementation of UBE Programme are not adequately available in UBE Primary schools to a high extent.

### Research Question 3

To what extent are trained teachers available for the effective implementation of UBE programme in primary schools?

**Table 4: Mean Ratings of Head teachers and Teachers on the Extent of Availability of trained Teachers for the effective Implementation of UBE Programme in Primary Schools**

S/N	Items	Head Teacher N= 120			Teachers N= 240		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
13.	Government need to recruited more teachers for the effective implementation of UBE programme	3.21	0.95	HE	3.02	1.02	HE
14.	All UBE schools teachers have NCE which is the minimum teaching qualification in primary schools	2.73	1.15	HE	2.55	1.05	HE
15.	There are no adequate training incentive for teachers in UBE schools	2.99	1.07	HE	2.76	1.02	HE
16.	There are adequate computer teachers in UBE schools.	1.49	0.86	VLE	1.68	0.79	LE
17.	Some qualified teachers opted out due to poor conditions of services in UBE primary schools.	3.23	0.99	HE	2.91	1.11	HE
18.	There are no trained teachers for special needs pupils in UBE schools	3.36	0.90	HE	2.93	1.14	HE
<b>Cluster Mean</b>		<b>2.83</b>	<b>0.60</b>	<b>HE</b>	<b>2.64</b>	<b>0.61</b>	<b>HE</b>

**Key: VHE Mean very High Extent; HE means High Extent; LE means Low Extent while VLE means very Low Extent.**

The result from Table 4 above showed that both head teachers and teachers are of the opinion that government needs to recruit more teachers for UBE primary schools ( $\bar{X} = 3.21$  and  $\bar{X} = 3.02$ ), there are no adequate training incentive for teachers UBE primary schools ( $\bar{X} = 2.99$  and  $\bar{X} = 2.76$ ), that some qualified teachers opted out of primary schools due to poor condition of services ( $\bar{X} = 3.23$  and  $\bar{X} = 2.91$ ), that there are no trained teachers for special education in UBE primary schools ( $\bar{X} = 3.36$  and  $\bar{X} = 3.93$ ), and that all UBE schools teachers have NCE which is the minimum teaching qualification in primary schools ( $\bar{X} = 2.73$  and  $\bar{X} = 2.55$ ).

The over all mean value of the head teachers ( $\bar{X} = 2.83$ ) and the teachers ( $\bar{X} = 2.64$ ) are all above the cut off mean score of 2.50, this is indicative of the opinion of the respondents that the trained teacher for the effective implementation of UBE programme in UBE primary schools have not been met to a high extent.

#### **Research question 4:**

To what extent are fund adequate for the effective implementation of UBE programme in primary schools?

**Table 5: Mean ratings of Head teachers and Teachers on the Extent of Adequacy of fund for the Effective Implementation of UBE Programme in Primary Schools.**

S/N	Items	Head Teacher N=120			Teachers N= 240		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
19.	Government votes adequate funds for the effective implementation of UBE programme	1.63	0.87	LE	1.53	0.71	LE
20	Fund for the effective implementation of UBE programme in primary school is not adequate	3.38	0.89	HE	3.16	2.19	HE
21.	Most UBE primary schools have up to N2 million in their schoolsø bank accounts for running their school	1.57	0.86	LE	1.68	0.81	LE
22.	Allowance and other entitlement of UBE teachers are not regularly paid in primary schools.	3.23	0.84	HE	3.16	0.81	HE
23	Active participation of private sectors in the funding of UBE will help the effective implementation of the program in primary schools.	2.94	1.13	HE	3.02	0.93	HE
24	Head teachers over-head allowance are not adequately paid in primary schools.	2.98	0.98	HE	2.92	0.90	HE
<b>Cluster Mean</b>		<b>2.62</b>	<b>0.54</b>	<b>HE</b>	<b>2.58</b>	<b>0.59</b>	<b>HE</b>

**Key: VHE Mean very High Extent; HE means High Extent; LE means Low Extent while VLE means very Low Extent.**

From table 5 above, it can be seen that items 19, 20, 21, 22, 23 and 24 are rated 1.63, 3.38 , 1.57, 3.23, 2.94 and 2.98 with standard deviation of 0.87, 0.89, 0.86, 0.84, 1.13 and 0.98 by the head teachers. The teachers rated the same item as 1.53, 3.16, 1.68, 3.16, 3.02 and 2.92 with standard deviation of 0.71, 2.19, 0.81, 0.81, 0.93 and 0.90. The overall mean value from the table above indicated that both the head teachers ( $\bar{X} = 2.62$  SD=0.54) and the teachers ( $\bar{X} = 2.58$  SD = 0.59) are of

the opinion that the adequacy of fund for the effective implementation of UBE programme in primary schools have not been met to a high extent.

### Research Question 5:

What are the constraints of effective implementation of UBE programme in primary schools?

**Table 6: mean ratings of Head teachers and Teachers on Constraints to Effective Implementation of UBE Programme in Primary Schools.**

S/N	Items	Head Teacher N= 120			Teachers N= 240		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
25.	Lack of proper supervision of teaching and learning in primary schools	3.50	0.65	VHE	3.13	0.85	HE
26.	Inadequate provision of instructional materials to primary schools.	2.53	1.08	HE	2.99	0.88	HE
27.	Poor funding of educational programmes at all levels 1	2.93	1.10	HE	3.12	0.86	HE
28.	Inadequate provision of infrastructural facilities in UBE schools.	2.51	1.19	HE	2.94	0.89	HE
29.	Lack of sensitization and mobilization of members of the public.	1.17	0.37	VLE	1.61	0.72	LE
30.	Poor statistical data on UBE primary schools	2.88	1.11	HE	3.26	0.89	HE
	<b>Cluster Mean</b>	<b>2.59</b>	<b>0.57</b>	<b>HE</b>	<b>2.84</b>	<b>0.45</b>	<b>HE</b>

**Key: VHE Mean very High Extent; HE means High Extent; LE means Low Extent while VLE means very Low Extent.**

Table 6 presented the opinions of the respondents on the constraints to the effective implementation of UBE programme in primary schools. Items 25-30 are rated as 3.50, 2.53, 2.93, 2.51 and 2.88, with standard deviation of 0.65, 1.08, 1.10, 1.19 and 1.11 by the head teachers. The teachers rated items 25, 26, 27, 28, 29, and 30 as 3.13, 2.99, 3.12, 2.94 and 3.26 with standard deviation of 0.85, 0.88, 0.86, 0.89 and 0.89. Also the overall mean value indicated that both the head teachers ( $\bar{X} = 2.59$ ,  $SD=0.57$ ) and teachers ( $\bar{X}=2.84$ ,  $SD = 0.45$ ) strongly agreed that all the items presented in table 6 above are constraints to the effective implementation of UBE programme in primary schools to a high extent except items 29 (lack of sensitization and mobilization of member of the public)which was rated as ( $\bar{X} = 1.17$ ,  $SD=0.37$ ) by the head teachers and ( $\bar{X}=1.61$ ,  $SD = 0.72$ ) by the teachers as constraint to the implementation of UBE programme in primary school to a low extent.

### **Hypothesis One:**

There is no significant difference between the mean ratings of head teachers and teachers on the extent of availability of infrastructural facility for the effective implementation of UBE programme in primary schools in Nsukka Education Zone.

**Table 7: Summary of t-test analysis on the mean responses of Head teachers and Teachers on extent of availability of infrastructural facilities for the effective implementation of UBE programme primary schools**

S/N	Group	N	$\bar{X}$	SD	Df	t-value	Sign tailed)	(2 Decisions
1	Head teachers	120	2.92	0.49				
					358	-2.98	0.000	S
2	Teachers	240	2.68	0.49				

**The mean difference is significant at the .05 level**

Table 7 above presents the t-test analysis of the mean rating between the head teachers and teachers on the extent of availability of infrastructural facilities for the effective implementation of UBE programme in primary schools. From the table 7 above, it can be observed that the calculated t-val at 358 degree of freedom and 0.05 level of significance is 0.000. Since the calculated t-val of 0.000 is less than 0.05, the null hypothesis is rejected. Therefore, there is significant difference between the mean ratings of head teachers and teachers on the extent of availability of infrastructural facilities for the effective implementation of UBE programme in primary schools.

### **Hypothesis Two:**

There is no significant difference between the mean ratings of head teachers and teachers on the extent of availability of instructional materials for the effective implementation of UBE programme in UBE primary schools in Nsukka Education Zone.

**Table 8: Summary of t-test analysis on the mean responses of Head teachers and Teachers on extent of availability of instructional materials for the effective implementation of UBE programme in primary schools**

S/N	Group	N	$\bar{X}$	SD	Df	t-val	Sign (2 tailed)	Decisions
1	Head teachers	120	2.99	0.55				
					358	-2.98	0.003	S
2	Teachers	240	2.83	0.48				

The mean difference is significant at the .05 level

The t-test analysis in table 8 above showed that the level of significance set by computer as 0.03 is less than 0.05 level of significance chosen by the researcher to test the null hypothesis. Since the t-val at 358 degree of freedom and 0.05 level of significance is less than 0.05, the null hypothesis is rejected. This means that there is significant difference between the mean ratings of head teachers and teachers on the extent of availability of instructional material for the effective implementation of UBE programme in primary school.

### **Hypothesis Three:**

There is no significant difference between the mean ratings of head teachers and teachers on the extent of availability of trained teachers for the effective implementation of UBE programme in primary schools

**Table 9: summary of t-test analysis on the mean responses of Head teachers and Teachers on extent of availability of trained teachers for the effective implementation of UBE programme in primary schools**

S/N	Group	N	$\bar{X}$	SD	Df	t-val	Sign tailed)	(2 Decisions
1	Head teachers	120	2.83	0.60				S
					358	-2.80	0.005	
2	Teachers	240	2.64	0.61				

**The mean difference is significant at the .05 level**

The table 9 above showed that the t-val at 358 degree of freedom and 0.05 level of significance is 0.005. Since the t-val of 0.005 is less than 0.05. The null hypothesis is rejected. This implies that there is significant difference between the mean ratings of head teachers and teachers on the extent of availability of trained teachers for the effective implementation of UBE programme in primary schools.

#### **Hypothesis Four:**

There is no significance difference between the mean ratings of head teachers and teachers on the extent of adequacy of fund for the effective implementation of UBE programme in primary schools.

**Table 10: Summary of t-test analysis on the mean responses of Head teachers and Teachers on extent of adequacy of fund for the effective implementation of UBE programme in primary schools**

S/N	Group	N	$\bar{X}$	SD	Df	t-val	Sign tailed)	(2 Decisions
1	Head teachers	120	2.62	0.54				
					358	-0.69	0.49	NS
2	Teachers	240	2.58	0.59				

The mean difference is not significant at the .05 level

The Table 10 above presents the t-test analysis of the mean ratings between the head teachers and teachers on the extent of adequacy of fund for the effective implementation of UBE programme in primary school.

From the table, it can be seen that the calculated t-val at 358 degree of freedom and 0.05 level of significance was 494 since the calculated t-val of 494 is higher than 0.005, the null hypothesis is accepted. This implies that there is no significant difference in the mean ratings of head teachers and teachers on the extent of adequacy of fund for the effective implementation of UBE programme in primary schools.

### **Hypothesis Five:**

There is no significant different between the mean ratings of head teachers and teachers on the constraints to the effective implementation of UBE programme in primary schools.

**Table 11: Summary of t-test analysis on the mean responses of Head teachers and teachers on constraints to the effective implementation of UBE programme in primary schools**

S/N	Group	N	$\bar{X}$	SD	Df	t-val	Sign (2 tailed)	Decisions
1	Head teachers	120	2.59	0.57				
					358	4.57	0.000	S
2	Teachers	240	2.84	0.45				

**The mean difference is significant at the .05 level**

The t-test analysis in table 11 above showed that the level of significance set by computer as 0.000 is less than 0.05 level of significance chosen by the researchers to test the hypothesis. Since the t-val calculated at 0.000 is less than 0.05, the stated null hypothesis is rejected. This implies that there is significant difference in the mean ratings of head teachers and teachers with regards to the extent constraints affects the effective implementation of UBE programme in primary schools.

## CHAPTER FIVE

### **DISCUSSION OF RESULTS, CONCLUSION, IMPLICATIONS, RECOMMENDATIONS AND SUMMARY OF THE STUDY**

This chapter presents the discussion, conclusion, educational implications, recommendation limitations and suggestions for further studies based on the results of the study. The discussion was done according to the research questions and the hypotheses that guided the study.

#### **Discussion of Findings**

##### **To what extent are infrastructural facilities available for the effective implementation of UBE programme in primary schools?**

The findings of research question one above indicated that both head teachers and teachers are of the opinion that most UBE primary schools have less than 6 classrooms built on 9m x 12m dimension, there are no WC toilet facilities in the primary schools, there are inadequate classroom block, there are no adequate furniture, there are no functional library and no adequate first aid medical facilities for the effective implementation of UBE programme in primary schools to a high extent. .

The findings is in agreement with that of Egwu (2008) who reported that most of the required infrastructural facilities such as well equipped libraries,

laboratories and standard classrooms in Nigeria schools are in adequate and lacking in most cases, a situation that has posed a lot of challenges to the teachers in effective delivery of their services in the schools. Hence, Egwu (2008) concluded that the low standard of education found across the country today is caused by bad school facilities infrastructures, where most of the required facilities and infrastructure are available, they are dilapidated in condition, making the situation more critical thereby, resulting in challenges affecting quality teaching in the schools system. Contributing further, Williams (2003) revealed that a common sight in Nigeria schools is that most students stand by the windows to receive their lessons thereby compelling the teachers to shout on top of their voices with tremendous amount of energy lost in order that UBE students will hear the teachers.

The test of the hypothesis one above showed that there was significant difference in the opinion of the two groups of respondents, and hence the hypothesis was rejected, the hypothesis was tested using t-test analysis in which the t-calculated value of 0.000 is less than the critical table value of 0.05 making the null hypothesis to be rejected. This is to say that there is significant difference between the opinions of the head teachers and teachers regarding the extent of availability infrastructural facilities for the effective implementation of UBE programme in primary schools.

**To what extent are instructional materials available for the effective implementation of UBE programme in primary schools?**

The finding of this study in respect of research question two above showed the views of both the head teachers and the teachers on the extent of availability of instructional materials for the effective implementation of UBE program in primary schools. The findings revealed that electronic teaching aids like computers and audio-video sets are not available in primary schools to a high extent, with mean value of ( $\bar{X}=3.24$  and  $\bar{X}3.12$ ) for both, head teacher and teachers. The school libraries are not also equipped with modern books to cater for the needs of pupil in various subjects, with mean of ( $\bar{X}3.36$  and  $\bar{X}2.94$ ) for head teachers and teachers.

This finding is in line with the result of the study conducted by Baba tope (2010) on problems of school facilities in south west Nigeria. Baba tope reported that there are case of gross inadequacy of instructional materials such as current text books, dictionaries and electronics teaching aids among others in Nigerian schools. Adequate provision and maintenance of instructional material are required for a successful implementation of UBE programme in Nigeria (Abdulkareem, 2000) supporting this view, Anih (1987) see instructional materials as providing experiences which will develop understanding and enhance thinking among others.

The test of the hypothesis showed that the null hypothesis of no significant difference between the mean ratings of head teachers and teachers was rejected. The hypothesis was tested using t-test analysis in which the level of significance set by the computer 0.003 was less than 0.05 level of significance chosen by the researchers hence, the null hypothesis was rejected. This implied that there is significant difference between the opinions of the head teachers and teachers regarding the extent of availability of the instructional material for the effective implementation of UBE programme in primary schools.

**To what extent are trained teachers available for the effective implementation of UBE programme in primary school?**

The result of research question 3 above indicated that head teachers and teachers were of the opinion that some qualified teachers in UBE schools opted out due to poor condition of service, there are no training incentive for teachers in UBE schools, there are inadequate computer teachers in primary schools, there are no teachers for special need students in UBE schools to a high extent. The above findings is in line with some of the findings of the study of Ibrahim (2004) that most teachers of agricultural science in secondary schools could not teach some topic in soil and animal science effectively which reveals their level of inability to teach and poor quality. The findings of this study is also in agreement with that Gbamarya (2012) whose finding showed the inability in most teachers in carry out

their responsibility with diligences, lack of qualified teachers in primary schools in the study area, failure of teachers in playing great role in curriculum planning and lack of assessment or evaluation skills affect the achievement of most education objective in school.

The test of the hypothesis showed that the null hypothesis of no significant different between the mean ratings of head teachers and teachers was rejected. The hypothesis was tested using t-test analysis in which the level of significance set by the computer 0.005 was less than 0.05 level of significance chosen by the researchers hence, the null hypothesis was rejected. This implied that there is significant difference between the opinions of the head teachers and teachers regarding the extent of availability of the instructional material for the effective implementation of UBE programme in primary schools.

**To what extent is fund adequate for the effective implementation of UBE programme in primary schools?**

Research question 4 above sought to find out the extent of adequacy of fund for the effective implementation of UBE programme in primary schools. From the result obtained, it is evident that all the head teachers and teachers were of the opinion that fund are not adequate for the effective implementation of UBE programme in primary schools.

The analysis revealed that both the head teachers and teachers are of the opinion that government's fund allocation for the effective implementation of UBE programme is not adequate, allowances and other entitlement of UBE teachers are not adequately paid in primary schools, head teachers' over-head allowance are not adequately paid to a high extent. These clearly imply that adequacy of fund for effective implementations of UBE programme in primary schools have not been met.

The findings is in agreement with that of Ade-Ajayi (2003) on a similar study on challenges of effective schools management in Nigeria, that the funding of the educational system by the government in recent times has not been effective in the sense that the share of the government expenditure going to the education sector has been on the declining state, resulting in poor performance of the sector. This is also evident in the report of Brand Berry (2008) who stated that stakeholders have been lamenting over the poor quality of education in Nigeria with a slim allocation every year in the nation's budget.

Puyate (2008) concluded that in adequate funding of educational system is a major barrier in the achievement of the desired result of the system.

The test of the hypothesis also revealed that the null hypothesis of no significant different between the mean ratings of head teachers and teachers was rejected. The

Hypothesis was tested using t-test analysis in which the level of significance set by the computer 0.49 was higher than 0.05 level of significance chosen by the researchers hence, the null hypothesis was accepted. This implied that there is no significant difference between the opinions of the head teachers and teachers regarding the extent of availability of the instructional material for the effective implementation of UBE programme in primary schools.

### **What are the constraints to the effective implementation of UBE programme in primary schools?**

The findings of the study as regards to research question 5 above showed that both the head teachers and teachers are of the opinion that all the items presented in cluster 5 are constraints to the effective implementation of UBE programme to a high extent. The major findings are lack of proper supervision, inadequate provision of instructional materials and infrastructural facilities, poor funding of education programme and poor statistical data on UBE primary schools among others. Confirming the above finding, Ogbonnaya (2003) and Mbaeze (2002) indicated that there has been little or lack of political will to conceive, plan and implement a national educational programme in a systematic and sustainable manner, coupled with this problem is the twin problem of death or absence of reliable data.

As a result, fore cast and projections are always overtaken by events. There are usually the numerous unforeseen and unpredictable circumstances in governments' conduct of its affair. Often the people are not carried along, and as such governments' affairs attract little or no involvement of the governed.

Thus far, UBE has had its fair share of failure to the poor quantity and quality inputs that include inadequate teachers' supply, poor up grading facilities for personnel, poor infrastructure and inadequate materials.

Also the test of the hypothesis showed that the null hypothesis of no significant difference between the mean ratings of head teachers and teachers was rejected. The hypothesis was tested using t-test analysis in which the level of significance set by the computer 0.000 was less than 0.05 level of significance chosen by the researchers hence, the null hypothesis was rejected. This implied that there is significant difference between the opinions of the head teachers and teachers regarding the of the effective implementation of UBE programme in primary schools.

## **Conclusion**

The study sought to evaluate the implementation of UBE programme in primary schools in Nsukka education zone of Enugu State. Based on the findings of this study, the following conclusions were made:

It can be concluded that the perception of head teachers and the teachers regarding the extent of availability/non-availability of infrastructural facilities for the effective implementation of the UBE programme in primary schools was high. Given the overall mean value of both the head teachers ( $\bar{X} = 2.92$ ,  $SD = 0.49$ ) and teachers ( $\bar{X} = 2.68$ ,  $SD = 0.49$ ). The findings of this study actually confirmed that infrastructural facilities for the effective implementation of UBE programme are not adequately available to a high extent and that has led to the ineffective implementation of UBE programme in primary schools in Nsukka education zone of Enugu State.

The result of the study also revealed that the instructional materials for the effective implementation of UBE programme in primary schools are not adequately available to a high extent in the study area. The findings further shows that inadequate funds can hamper the operation of universal basic education hence, money is needed for recruitment of teachers, trained teachers, and provision of infrastructural facilities as well as instructional

material for the effective implementation of the UBE programme in primary schools.

### **Implication of the Study**

This subsection deals with the implications of the study. The findings of this work have implication for the State Universal Basic Education Boards (SUBEB), the government, the primary schools pupils and the society.

The result of this work revealed that most UBE primary schools lack adequate trained teachers, infrastructural facilities, instructional materials, funding among others which have adversely affected the effective implementation of UBE programme. The SUBEB, can then use this information to know the areas of need in the implementation process of UBE programme in primary schools. This gesture will then enable adequate and qualitative provision of the needed resources thus, controlling greatly the incident of non- availability and inadequacy of these resource in UBE primary schools.

The findings of this work also have implication for the government which serves as the major financier of the UBE programme. The information will help the government to know how the allocated fund and materials meant for the implementation of UBE programme was used. The SUBEB can then be requested to

explain why several services in the UBE primary schools are not satisfactory, if adequate allocation for their provision had been perfectly made by the government.

The findings made by this work will also enable the government to revisit the allocation formula by increasing the amount of money and materials made available to UBEB. The allocation of adequate fund to UBE schools would also be looked into with the view of amending any deficiency. There is also implication to primary schools pupils as they may utilize the results to find out why despite their efforts of going to schools they can not achieve their educational objectives of acquiring the appropriate level of literacy, numeracy, manipulative, communicative as well as life skill needed for laying a solid foundation for life- long learning.

The society can also utilize the findings of this work, the primary school products produced by the UBE schools are used by the society to achieve national goals with the revelation made by the study on the status of pupils' performers in primary schools, certain bodies or individual in the society may be attracted by this state of affair and thus make financial assistance to the UBE schools for the proper provision of all the require educational resources that will lead to the effective implementation of the UBE programme in primary schools.

## **Recommendations of the Study**

On the basis of the above findings, the researcher made the following recommendations for improvement bearing in mind the importance of quality education for all.

1. Government should organize regular seminar and workshop for teachers to enable them to make meaningful contributions for the effective implementation of UBE programme in the primary schools.
2. Head teachers of primary schools in Nsukka education zone should be properly trained as to guide the conduct of other teachers who are not functional in the on-going implementation of the UBE programme.
3. Government should recruit more teaching staff for the primary schools and provide adequate infrastructural facilities, instructional materials and funding for the effective implementation of UBE in primary schools.
4. Parents with in the education zone should throw their lots and provide basic facilities that are required for effective teaching to take place. This is needed because the government cannot provide all the needed facilities for the implementation of UBE programme
5. The finding of the study further revealed that most schools in Nsukka Education Zone have over-crowded classroom. Both government and individual should provide additional assistance to the development of classroom structure and building of additional library facilities with the aim of resolving the problem of over-crowded classes in the primary schools.

6. Capital grants allocation for universal Basic Education should be improved and increase by the government and be supported with the individuals with the intension of providing sufficient funds for successful implementation of UBE programme.
7. Furthermore, low standard of education as a factor that hinders successful implementation of the UBE programme can be over-come with the seriousness of the educational stakeholders. This calls for all hands to be on deck for proper funding, monitoring, and recruitment of teachers, training, and retraining of teachers for perfections.

### **Limitations of the Study**

The study has the following limitations

1. Teachers and head teachers were used as respondents from whom the data for the study were gathered. Therefore, other groups of respondents such as supervisors, UBEC and ESUBEB officials from whom such data could also be collected were not used in the study.
2. The study was geographically limited to Nsukka Education Zone of Enugu State. Therefore, no effort was made to investigate the Implementation of the UBE programme in other Education Zone of the state.

3. The investigation of the Implementation of UBE programme in Nsukka Education zone of Enugu state was limited to 6 years lower basic (primary schools) in the area. Therefore, the 3 years UBE upper basic was not considered in this study.

### **Suggestions for Further Study**

Based on the strength of the findings in this study, the researcher suggested that further research work be done in the following areas.

1. Strategies for effective financing of UBE programme in contemporary society.
2. Constraints to effective implementation of UBE programme.
3. Investigation could be carried out on the impact of UBE programme on the National Economy.

### **Summary of the Study**

This study focused on the evaluation of the implementation of UBE programme in primary schools in Nsukka Education Zone of Enugu State. The specific purpose sought to find out the extent of availability of infrastructural facilities, instructional material and adequacy of fund for the implementation of UBE programme in primary schools in Nsukka education zone of Enugu State, it was discovered that investigation of this nature has not been carried out in Nsukka

Education Zone of Enugu State from the existing literature and it created a gap that this study sought to fill. The study was descriptive survey design. The population of the study was 2,673 comprised of 238 head teachers and 2,435 teachers from primary schools in Nsukka Education Zone of Enugu State. The sample for the study was 360 made up of 120 head teachers and 240 teachers drawn randomly through stratified sampling techniques from the three local governments in Nsukka Education Zone.

The instrument for data collection was 30- item questionnaires. The data collected were analyzed using mean, standard deviation and t-test statistic to test the hypotheses at 0.05 level of significance. The findings of the study revealed that infrastructural facility, instructional material, trained teachers and funds available for the effective implementation of UBE programme in the primary schools. Also the findings of the study regarding the constraints to the effective implementation of the UBE programme showed that lack of proper supervision of teaching and learning in primary schools, inadequate provision of instructional material to primary schools. Poor finding of educational programme, inadequate provision of infrastructural facilities in UBE schools and poor statistical data on UBE primary schools are to a high extent constraints to the effective implementation of the UBE programme in primary schools. The recommendation include: that government should recruit more teaching staff for the primary schools and provide adequate

training incentive , infrastructural facilities, instructional materials, funds among others for the effective implementation of the UBE programme in primary schools in Nsukka Education Zone.

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## **APPENDIX A**

Department of Educational Foundation

University of Nigeria,

Nsukka

17 July 2014

Dear Respondent,

### **QUESTIONNAIRE**

I am a masters degree student of the above named university. I would appreciate it if you help me by responding accurately to the items on the questionnaire attached.

This questionnaire is being administered to you to enable me obtain information on the implementation of UBE programme in primary schools in Nsukka Education Zone of Enugu State.

Your candid response will be used in high confidence as you are not expected to indicate your name.

Your co-operation is highly solicited.

Yours faithfully,

Abutu, Joseph David

PG/M.ED/11/58867

## EVALUATION OF THE IMPLEMENTATION OF UBE PROGRAMME IN PRIMARY SCHOOLS QUESTIONNAIRE (ELIUPPSQ)

### SECTION A: Personal Data of Respondents

Please kindly fill in the space provided as it concerns you.

1) Name of school \_\_\_\_\_

2) Local Government Area \_\_\_\_\_

3) Status: Head-teacher [  ] teacher [  ]

SECTION B: Information on the Implementation of the UBE Programme in primary schools.

Could you please tick (ç) against the option that best indicates your chosen response to each of these items, using the following 4 point rating scale:

Key:

Very High Extent (VHE) = 4

High Extent (HE) = 3

Low Extent (LE) = 2

Very low Extent (VLE) = 1

**CLUSTER (A)**

What is the extent of availability of infrastructural facilities for the implementation of UBE programme in primary schools?

<b>S/N</b>	<b>ITEMS</b>	<b>VHE</b>	<b>HE</b>	<b>LE</b>	<b>VLE</b>
1	Most UBE primary schools have less than 6 classrooms built on 9m x 12cm dimension				
2	There are no WC toilet facilities in UBE primary school.				
3	There are no adequate classrooms blocks in UBE primary schools.				
4	Most UBE schools have inadequate furniture.				
5	There are functional libraries in all Ube primary schools.				
6	Most of the primary schools have no first aid medical facilities.				

**CLUSTER (B)**

What is the extent of availability of instructional materials for the effective implementation of UBE programme in primary schools?

<b>S/N</b>	<b>ITEMS</b>	<b>VHE</b>	<b>HE</b>	<b>LE</b>	<b>VLE</b>
7	Electronic teaching aids like audio-video computer are not available in UBE primary schools.				
8	The schools libraries are not properly equipped with books to cater for the needs of pupils in various subjects.				

9	Most of the primary schools have no electricity supply in the schools.				
10	There are inadequate physical educations of facilities for teaching practical subjects in primary schools.				
11	The ratio of pupils to textbooks in UBE primary schools is 1.1 in all subjects.				
12	Teaching materials like chalks, chalkboards and others are available in UBE schools.				

### CLUSTER (C)

What is the extent of availability of trained teachers for the implementation of UBE programmes in primary school?

S/N	ITEMS	VHE	HE	LE	VLE
13	Government need to recruited more teachers for the effective implementation of UBE programmes				
14	All teachers in UBE schools have NCE which is the minimum teaching qualification.				
15	Some qualified teachers in UBE schools opted out due to poor condition of service.				
16	There is adequate training incentive for teachers in UBE schools.				
17	There are inadequate computer teachers in primary school				
18	There are no teachers for special need students in UBE schools.				

## CLUSTER (D)

What is the extent of adequacy of fund for the implementation of UBE programme in primary schools?

S/N	ITEMS	VHE	HE	LE	VLE
19	Government votes adequate funds for the effective implementation of UBE programme				
20	Fund for the effective implementation of UBE programme in primary school is not adequate				
21	Most UBE primary schools have up to N2 million in their schools' bank accounts for running their school				
22	Allowance and other entitlement of UBE teachers are not regularly paid in primary schools.				
23	Active participation of private sectors in the funding of UBE will help the effective implementation of the program in primary schools.				
24	Head teachers over-head allowance are not adequately paid in primary schools.				

## CLUSTER (E)

What are the constraints hindering the effective implementation of the UBE programme in primary schools?

S/N	ITEMS	VHE	HE	LE	VLE
25	Lack of proper supervision of teaching and learning in primary schools				
26	Inadequate provision of instructional materials to primary schools.				
27	Poor funding of educational programmes at all levels 1				
28	Inadequate provision of infrastructural facilities in UBE schools.				
29	Lack of sensitization and mobilization of members of the public.				
30	Poor statistical data on UBE primary schools				

**APPENDIX B**  
**RELIABILITY**

**SCALE: CLUSTER A**

**Case Processing Summary**

	N	%
Cases valid	20	100.0
Excluded <sup>a</sup>	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of items
.810	6

**Scale: CLUSTER B**

**Case Processing Summary**

	N	%
Cases valid	20	100.0
Excluded <sup>a</sup>	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure

### Reliability Statistics

Cronbach's Alpha	N of items
.740	6

Scale: CLUSTER C

### Case Processing Summary

	N	%
Cases valid	20	100.0
Excluded <sup>a</sup>	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of items
.710	6

**Scale: CLUSTER D**

**Case Processing Summary**

	N	%
Cases valid	20	100.0
Excluded <sub>a</sub>	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of items
.830	6

**Scale: CLUSTER E**

**Case Processing Summary**

	N	%
Cases valid	20	100.0
Excluded <sub>a</sub>	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure

### Reliability Statistics

Cronbach's Alpha	N of items
.740	6

### Scale: OVERALL RELIABILITY

#### Case Processing Summary

	N	%
Cases valid	20	100.0
Excluded <sup>a</sup>	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure

### Reliability Statistics

Cronbach's Alpha	N of items
.761	30