
**ASSESSMENT OF UNIVERSAL BASIC EDUCATION (UBE) PROGRAMME IN
PUBLIC SCHOOLS IN KADUNA SOUTH (2016-2020)**

BUBA AHMED, Ph.D

Department of Political Science,
Kaduna State University, Kaduna.
E-mail: ahmedbubasamaru@gmail.com
Phone No.: 08065632187

NASIR TAJUDEEN OMEIZA

Department of Political Science,
Kaduna State University, Kaduna.
E-mail: deennasir10@gmail.com
Phone No.: 07030802156

Abstract

The journal evaluated the implementation of UBE programme in primary and junior secondary schools in Kaduna South, Kaduna State between 2016 and 2020. Descriptive method was utilised using a sample of five schools randomly picked from both sections with 10 teachers randomly selected in each school to answer the questionnaires and the head teacher or the representative of each was interviewed. The questionnaires returned were analysed in frequency and percentages and the interviews used to support the findings. The findings showed among others that instructional and infrastructural facilities, trained teachers and funds are insufficient to a high extent for effective implementation of UBE programme in Kaduna South L.G.A between 2016 and 2020. Thus, the study recommended that government should provide instructional materials, infrastructural facilities and head teachers of primary and junior secondary schools be properly trained in order to guide the conduct of other teachers who are not functional in the implementation of the UBE programme among others.

Keywords: Basic Education, Infrastructural Facilities, Instructional materials, UBE, Kaduna South. Introduction

Education is considered globally to be very important in developing one self and societal development. Nigeria, no doubt is one of the countries which value education hence her National Policy on Education (FRN, 2004), Nigeria considered education as means of achieving national development. It emphasised this through the policy document which provides guidelines, philosophy, levels of education and their objectives from pre-primary through the tertiary education (David, 2015).

Primary education is considered the most important and most accessed due to the fact that it is the foundation of any academic pursuit, expected to expose one to literacy and enlightenment. As Oni (2008) puts it, the importance of primary education is seen

in the beneficiaries of the other levels of education as necessitated by the primary education itself. Federal Government of Nigeria in her National Policy on Education(2004) defined primary education as the kind of education acquired in an institution for children of age 6-11 years plus, and it forms the bedrock on which the whole educational system is built. It is in view of this indispensable role that various declarations were made at international levels. These declarations include, the 1984 Human Rights Declaration which states that everyone has the right to education; it should be free at least at elementary level. The Jomtein Declaration on Education for All (EFA) by the year 2000. The New Delhi 1993 Declaration on E-9 comprising nine countries with the largest concentration of illiteracy which Nigeria is one of the members, and later reaffirmed in Recife, Brazil(2000) by calling for the eradication of illiteracy within a short period of time(David,2015:13).

It is in view of the above that the former President Chief Olusegun Obasanjo on 30th September 1999 launched the Universal Basic Education (UBE) Programme in Sokoto State. Many Nigerians appreciated the programme and considered it as an opportunity to do away with illiteracy and solving the problem of education in Nigeria. But it suffered legislative approval until May 26, 2004 when the Act was signed into law. During the launching of the programme, UBE, the honorable minister viewed that the universal education is a response to the call for education for all nations of the global community. It was envisaged that the implementation of the programme would move Nigeria from its current 51% close to 90%. The primary and pre-primary are very important background for which consolidation would be made at the junior secondary level of the programme hence ensuring the attainment of Millennium Development Goals (MDGs) number 2 by 2030. Achieving it means having adequate infrastructural facilities, instructional materials, tuition free, free uniforms, enrolment, retentions and recruitment of qualified teachers and motivation mechanism in place (Augustine, 2019; Mgbodili, 2003; Ogbonnaya, 2003; Jegede and Obayan,2000; UBEC, 2009; David.2015).

The above minimum standard together with the aims and objectives of the Universal Basic Education (UBE) programme will be used in this study as a gauge in the assessment of the programme between 2016 and 2020 in Kaduna South.

Literature Review

According to a study on Southwest Pupau Basic Education Programme (2019) the programme was meant to help the poor and it had five key outputs which include; to improve and allow access to the basic education programme for the privileged with a view to increasing enrolment and retention rates, particularly at Junior middle school level, improved teaching and learning outcomes with focus on teacher quality and train approximately 77,000 teachers on participatory teaching approaches and effective use of distance learning , improved system of school management to promote the interest of the target populace, girls and boys, focusing on improving

leadership at the school level and improving standard of school management, including support to school development planning and head teacher training, improved capacity of monitoring and evaluation systems to bring out policy and practice in favour of the most disadvantaged girls and boys , focusing on improving the government's capacity to monitor and evaluate education programmes in Southwest China and finally, improved capacity of government education systems to better meet the needs of the most disadvantaged girls and focusing on developing the capacity of Provincial Education Departments and country Education Bureaux to manage their education.

The five key output pointed out above can be replicated in Nigeria since the target is the poor, girls and boys in the society which is also the aim and objectives of Basic Education Programme in Nigeria which seeks to enroll the disadvantaged children into the nine year programme just like China. The level of development of China in education and population are far more than Nigeria and Kaduna state in particular.

Abdulgafar (2015) identified 12 goals of ending poverty of which education and lifelong learning is number 3. There is a gap which is the total disconnection between the ideal situation and the present educational reality. Failure of government to implement the respective provisions of the National policy on Education constitutes the gap that needs to be urgently bridged hence this study is to bring out those gaps for government to fill.

Rwanda's case was initially restricted to primary and the remarkable improvement led to the inclusion of the secondary between 2003 and 2008. The feat was achieved with the cooperation of the community. Similar programme was also introduced in Botswana with village reading room's project and English language as a second language and it helped in achieving the aim of the programme (Common Wealth Hub, 2019; Adult Basic Education Programme (ABEP, 2014).

The Rwandan educational system is similar to Nigeria except that it is being introduced on a piecemeal i.e. from 6 years of primary education to three years junior secondary school and 12 years cycle of senior secondary and beyond. Unlike Rwanda, Nigeria's public primary school and secondary school are owned and managed by the State and federal government. Botswana model on the other hand, was also similar with a slight difference from Nigeria Universal Basic Education, 2004. For instance, while the former is seven years, the latter is nine years. Also, Botswana model is divided into formal and informal system which has children and adult literacy as its concern. But the UBE emphasised on basics from primary and junior secondary schools.

Ghana provided a different model of basic education where children were allowed to go to the farm and do their house chores in the morning and thereafter go for the programme in the afternoon before they are integrated into the formal school from

grades 2 to 4 with the community facilitating the selection of the facilitators using the local language to teach the children prior to transition to school in literacy, numeracy, and life skills over a period of nine months since 2014 (Sabates, 2018).

The above submission provides information that could help in reducing the rate of illiteracy in Nigeria as children would be taught in their local dialect if adopted before they go into the primary school. The community, volunteers and hours of study are doable in Nigeria as every locality has local language and educated people who can take up the challenge in training these children before they are ripe for primary education. Adopting the method is not a bad one but must be accountable since government and international organizations would assist in the finances of the programme.

Igbokwe (2015) asserts that the Universal Basic Education (UBE) programme has been reviewed several times from 1988, 2008 and 2012 of which implementation started from 2014 to meet Millennium Development Goals (MDGs) and National Economic Empowerment and Development Strategy (NEEDS). Ten subjects comprising; English language, Mathematics, Religion, National values and Arabic as optional among others. These subjects are for lower (primary 1-3), middle classes (primary 4-6) and the upper basic education (junior secondary 1-3). It concluded that it is not enough to have a programme but a machinery in place to implement it hence workshops, in-service training and short courses be introduced to train teachers on how to bring experience to learners as fun using local materials in the immediate environment of the learner. It is clear that the virtual learning system today makes things easier for children to learn most especially during the lockdown as a result of the COVID-19 pandemic.

Abah (2003) revealed the implementation of the Family Life HIV Education (FLHE) curriculum and the UBE 2004-2008, using descriptive statistics and concluded that with increasing pupil enrolment in public schools, classrooms and qualified teachers are not equitably distributed in the various regions of the country. It concludes that the implementation of the FLHE curriculum through the UBE programme would have an impact on the fight against HIV based on the total number of primary schools quality teachers, and number of pupils. It should be implemented fully, hence stakeholders in the education sector should advocate for increased political commitment to instigate the upgrade of primary school infrastructure in rural areas among other recommendations.

The emphasis on implementation of family life education in Imo State shows the importance of it and as stated earlier, education is universal or cuts across human endeavor. However, the focus of the research is the implementation of the UBE programme in primary and junior secondary schools in Kaduna South.

The essence of the Universal Basic Education (UBE) programme is to make education

affordable for all without discrimination in order to eradicate poverty, encourage national integration among others. It is expected that after 9 years of the child education, he or she would have acquired appropriate level of literacy, numeracy, communication, manipulation of life skills and be employable. Teachers perception counts in the implementation of the programme and the challenges that confronted the former policy called Universal Primary Education (UPE) which includes; insufficient infrastructure, instructional materials among others and there was low perception of teachers hence the need for general awareness campaign for teachers through seminars and workshops, more teachers be employed among other recommendations. There is no doubt today that these identified problems are still there in these schools (Obiunu, 2015; Atanda and Bello, 2015; UBEC, 2009.)

Amuche and Kukwi (2013) assessed the perception of stakeholders of the implementation of basic education programme in north central using evaluative design. The conception of education is not completely a new term to the Nigerian society and that within the last decade; it has assumed a global significance and its meanings have been broadened. The expanded vision of Universal Basic Education (UBE) comprises the universalising of access and promotion of equality, focusing on learning and enhancing the environment of learning and strengthening partnerships. To enhance faithfully compliance of the covenant and make the UBE programme relevant to the socio-cultural environment, the UBE has had its objectives defined. The universal basic education is a response to section 19 of 1989 Nigerian constitution which reads "Government shall direct its policy toward ensuring that there are equal and adequate education opportunities at all levels". the section is replicated in section 18(1) of the current 1999 constitution because the goals of the UBE programme are to universalise access basic education, engender a conducive learning environment and eradicate illiteracy in Nigeria within the shortest possible time hence the need for the critical stakeholders comprising the Federal State Ministry of Education, Universal Basic Education Board (SUBEB) among others should intensify efforts in ensuring the effective implementation of the programme.

Adepoju and Fabiyi (ND) assessed basic education programme in Lagos using cross sectional survey of both descriptive and exploratory which entail once and for all observation of some of the different stakeholders of the programme. The Schools in the study lacked infrastructural facilities, funds are inadequate and teaching and learning materials. The local community are expected to assist government in the three tiers of government should be responsible for the funding of the programme. The study revealed that only small group(17.8%) of respondent agreed that government is taking care of their needs and majority(82.2%) claimed that their parents were largely responsible for funding their expenses. Therefore, massive provision of infrastructure, teaching and learning materials including computer would enhance high productivity.

There is no doubting the importance infrastructure and other materials for the effective implementation of the programme as pointed out by the above study but failed to touch other areas such as the monitoring and evaluation and enrolment and retention which are also part of this research.

Ogbonnaya (2009) and Nasir (2019) in their separate study argued that the roles of the Head Teachers and Teachers cannot be over emphasized. The Head Teachers of Primary and Junior Secondary Schools are considered to be both members and leaders of the Staff, Students and Pupils in the institution. They are the Director and Chief Executive of the Schools. Their functions can be seen from three categories, namely; general, administrative and institutional leadership. For instance, on institutional leadership, they plan the School Curriculum in line with the aims and objectives of Universal Basic Education Act (2004), encourages teachers, students and pupils to use available teaching facilities and as well supervise the institutional activities of teachers. They also help and encourage teachers for professional growth as well as evaluate and reports Students or Pupils progress. A teacher on the other hand, guides students or pupils, impart knowledge, skills and influences their behavior with a view to achieving outstanding height in life. The choice of Head teachers and teachers as respondents in this study is appropriate because they have direct responsibility of ensuring the effective implementation of the Universal Basic Education (UBE) in Primary and Junior Secondary schools hence the need for their proper training.

Thomas (2009) asserts that it is part of series of working documents aiming to support the creation and implementation of urban development strategies in Nine Millennium Cities in Sub-Saharan Africa. The study explores the educational situation in three Local Governments of Kaduna State comprising Chikun, Kaduna North and Kaduna South and examines the recent successes and challenges in education sector. The study revealed that one national policy that drastically changed the course of education in Nigeria was the introduction of Universal Basic Education (UBE) in 1999 which mandates all children of school age of free basic education of Primary Six and Junior Secondary 1-3. There are currently a number of additional institutions delivering educational services in Kaduna. There are many Nomadic, Quranic and Islamiyyah schools in operation. The drop in the enrolment in 2001 according to the SUBEB Department of Planning, Research and Statistics (PRS), was attributed to the communal disturbances that forced people to leave the State and travel to their family homes. Since that time, Kaduna State has experienced other violent outbreaks spurred on by ethnic or religious discord, no explanation was provided for the drop in enrolment figures in 2005.

The above study revealed that School Feeding, tuition free schools and free uniforms would increase enrolment in all the UBE schools across the three study areas and beyond, in addition to teachers' motivation to teach and adequate infrastructure to

withstand the population of pupils and students that would be registered.

The study above revealed some of the reasons why enrolment dropped and the state of infrastructural facilities in the Zone where this research was conducted. It is up to this study to show whether those factors revealed are still there and also try to find out other factors responsible for the effective implementation of the programme between 2016 and 2020.

Theoretical Framework

The study adopts the system theory as a theoretical framework to understand and analyse the state of implementation of Universal Basic Education Programme as regards the topic under study.

The study adopts theoretical models of policy analysis which simplify and clarify our thinking about politics and public policy as well as identify important aspects of policy problems. It is in this sense that this article seeks to employ the System theory of public policy making process to provide explanation on the implementation of Universal Basic Education (UBE) in Kaduna South of Kaduna State of Nigeria. Importantly, the Systems Theory of public policy draws its analogy from the political system theory developed by David Easton (1957); who is regarded as the pioneer of system analysis. According to him, "a political system is a form of interaction in any society through which binding and authoritative allocations and decisions are made" (Easton, 1957; Easton, 1973; Haruna, 2019; Obi, 2006).

Easton analyses political activity by employing the paradigm of the biological system whose life processes interact with each other and with the environment to produce a changing but nonetheless stable bodily state. Public policy in this sense is the response of the political system to forces brought to bear on it from the environment. The Systems Theory portrays public policy as an output or process of the political system. The basic assumption of this theory is that a system will respond to its environment and will seek to preserve itself. The political system functions by getting inputs from its environment. These inputs are events in the environment which evokes responses from it. The inputs could be demand that value be allocated in a particular way or they could be support, that is, expressions of approval for a particular decisions by government. The inputs from the environment undergoes a conversion process within the political system and come out as outputs which are usually authoritative decisions such as government policies, judicial decisions, acts of parliament promulgated by the authorities (Easton, 1957).

As an activity, policy making is located squarely within the vortex of a nation's education system. But what is Universal Basic Education and what role does it plays in shaping education policies in Nigeria? People's appreciation of basic education is the commanding height of a nation's political system setting political and administrative goals and standard for institutions for the purpose of actualising state objectives. Thus

we speak of institutions of the state such as the legislature, the executive and the judiciary within the context of Universal Basic Education (UBE) programme. These institutions are assigned specific functions in furtherance of the mandate of a nation's political system. To express UBE and SUBEB merely as a set of institutions shaping and dictating the policy direction and decisions of the state is to simplify a complex phenomenon. A fundamental characteristic of same in the political system is that it creates and allocates values. Indeed, it is fundamental in the politics of resource allocation in basic education programme and education development of Nigeria, Kolb, 1978 (cited in Haruna, 2019).

Conversely, systems theory of public policy provides a convenient umbrella for capturing the complexity of the public policy making process which provides a valuable springboard to our inquiry into the causes and consequences of governmental actions and inaction in the political economy of the Nigerian state. In addition to this, systems theory poses a number of questions on how the relationship between the environment and the political system and how the characteristics of the political system in turn affects the content of public policy. In this connection, the systems theory of public policy provides a framework for explaining the actions of government on the various sectors of the political system of the Nigerian state like education, manufacturing among others.

As a way of using the system theory of public policy to analyse this work, Okere, 2002 (cited in Haruna, 2019), defines a political system as that system of interacting in any society through which binding and authoritative allocations are made and implemented. This implies that an organisation interacting with an environment, influencing it and being influenced by it and there are also many interacting internal parts which constitute parts of the arrangement that the society employs in formulating and pursuing its collective good (Almond & Powell, 1980). The three vital components of Easton's definitions of political system constitute authoritative allocations, values and society.

Methodology

The paper adopts mixed method which is both primary and secondary sources of data collection comprising the questionnaire, interview, books, journals, newspapers, online materials among others respectively, and descriptive statistics was used to analyse the returned questionnaires from the five randomly selected schools from five wards out of the 13 wards of the local government clustered and transcribed interview of the principals of the selected schools to be able to come up with the findings.

Data Presentation and Interview

This section presents results and analysis of findings. Survey results are presented in frequency distribution tables according to the research questions. The in-depth

interview findings on the other hand are presented to complement the survey report. In collecting data for this journal, fifty questionnaires were administered, retrieved and analysed. In addition, five (5) in-depth interviews were conducted on the head of each school or his representative in line with the research objectives.

Analysis of Tables

Table 1: Sex of the Respondents

Variables	Frequency	Percentage (%)
Male	25	50
Female	25	50
Total	50	100

Source: Field Survey, 2022

Table 1 above revealed that, 25 (50%) of the respondents were males while 25 (50%) also were females. It shows that both male and female respondents have equal percentages.

Table 2: Marital Status of the Respondents

Variables	Frequency	Percentage (%)
Single	8	16
Married	41	82
Divorced	1	2
Widowed	0	0
Total	50	100

Source: Field Survey, 2022

Table 2 above shows that, 8 (16%) of the respondents are single, 41 (82%) are married, 1 (2%) is divorced and nothing was recorded from the widowed. It shows that large numbers of the respondents are married.

Table 3: Age of the Respondents

Variables	Frequency	Percentage (%)
18-30	5	10
31-40	20	40
41-50	19	38
51-60	6	12
61 and above	0	0
Total	50	100

Source: Field Survey, 2022

From the table 3 above, 5 (10%) of the respondents are between the ages of 18-30, 20 (40%) are between 31-40 years, 19 (38%) are between 41 and 50 years of age, 6 (12%) ranges between the ages of 51 and 60 years and there was no record for 60 years and above. It therefore, shows that those between the ages 31 and 40 years participated more in the survey.

Table 4: Educational Background of the Respondents

Variables	Frequency	Percentage (%)
Informal	0	0
Primary	0	0
Secondary	0	0
Tertiary	50	100
Total	50	100

Source: Field Survey, 2022

Table 4 above shows that, 50 (100%) of the respondents have tertiary education background and no response was recorded for the informal, primary and secondary respondents.

Table 5: School Status of the Respondents

Variables	Frequency	Percentage (%)
Head Teacher	5	10
Teacher	39	78
School Bursar	2	4
Exams Officer	4	8
Total	50	100

Source: Field Survey, 2022

In table 5, 5(10%) of the respondents are the head teachers, 39 (78%) of the respondents goes to the teachers, 2 (4%) responded to the questionnaires and 4 (8%) of the respondents goes to the examinations officers. It shows that teachers participated more in the survey.

Table 6: Respondents' view on how long they have been in the school in Kaduna South LGA

Variables	Frequency	Percentage (%)
Less than one year	4	8
One to ten years	24	48
Eleven years and above	22	44
Total	50	100

Source: Field Survey, 2022

Table 6 above revealed that, 4 (8%) of the respondents lived between one and ten years and 22 (44%) of the respondents lived in the area for eleven years and above. Thus, majority of the respondents falls between one to ten years which is 48%.

Table 7: Respondents' response on the extent of infrastructural facilities for the implementation of UBE programme in the schools in Kaduna South LGA

Variables	Frequency	Percentage (%)
Most UBE primary and secondary schools have insufficient classrooms	20	40
There is no toilet facilities in UBE schools	11	22
Most UBE schools have inadequate furniture and libraries	15	30
Most of the UBE schools have no first-aid medical facilities	4	8
Most UBE schools have all of the above	0	0
Total	50	100

Source: Field Survey, 2022

Table 7 revealed that, 20(40%) of the respondents are of the view that most UBE primary and secondary schools have insufficient classrooms, 11(22%) of the respondents are of the view that there are no toilet facilities in UBE schools, 4 (8%) of the respondents viewed that most of the UBE schools have no first –aid medical facilities, 15 (30%) of the respondents are of the view that most UBE schools have inadequate furniture and libraries and no response was recorded for most UBE schools have all the view above. It shows that majority of the respondents, (40%) viewed that most UBE primary and secondary schools have insufficient classrooms.

Table 8: Respondents' response on the extent of availability of infrastructural materials for the effective implementation of UBE programme in primary and secondary schools

Variables	Frequency	Percentage (%)
Electronic teaching aids like audio-video computer are not available in UBE schools	10	20
The school libraries are not properly equipped with books to cater for the needs of pupils/students in various subjects	16	32
Most of the schools have no electricity supply in the various subjects	21	42
Teaching materials like chalks, chalk boards and others are available in UBE schools	2	4
Most schools have all of the above	1	2
Total	50	100

Source: Field Survey, 2022

Table 8 above indicated that, 10 (20%) of the respondents are of the view that electronic teaching aids like audio-video computers are not available in UBE schools, 16 (32%) of the respondents indicated that school libraries are not properly equipped with books to cater for the needs of pupils and students in various subjects, 21 (42%) of the respondents asserts that most of the schools have no electricity supply in the school, 2 (4%) of the respondents aid that teaching materials like chalks, chalk boards and others are available in UBE schools and 1 (2%) of the respondents viewed that most of the schools have no electricity supply in the school have all of the above. This implies that most of the respondents viewed that most of the schools have no electricity supply in the school.

Table 9: Respondents' response on the availability of trained teachers for the implementation of UBE Programme in Primary and Secondary Schools in Kaduna South

Variables	Frequency	Percentage (%)
Government need to recruit more teachers for the effective implementation of UBE programmes	20	40
All teachers in UBE schools have NCE which is the least teaching qualification	17	34
Some qualified teachers in UBE schools opted out due to poor condition of service	13	26
There are inadequate computer teachers in UBE schools	0	0
There are no teachers for special need students and pupils in UBE schools	0	0
Total	50	100

Source: Field Survey, 2022

In table 9 above, 20 (40%) of the respondents responded that government need to recruit more teachers for the effective implementation of UBE programme, 17 (34%) responded that all teachers in UBE schools have NCE which is the minimum teaching qualification, 13 (26%) of the respondents viewed that some qualified teachers in UBE schools opted out due to poor condition of service and no response for the inadequate computer teachers and no teachers for special needs students and pupils in UBE schools. It clearly shows that there is a need for government to recruit more teachers for effective implementation of the programme.

Table 10: Respondents' response on the extent of adequacy of fund for the implementation of the UBE programme in UBE schools in Kaduna South

Variables	Frequency	Percentage (%)
Government votes adequate fund for the effective implementation of UBE programme	19	38
Fund for the effective implementation of UBE programme in schools is not adequate	20	40
Allowance and other entitlements of UBE teachers are not regularly paid in UBE schools	2	4
Active participation of private sectors in the funding of UBE will help the effective implementation of the programme in primary and secondary schools	7	14
Head teachers over head allowance are not adequately paid in UBE schools	2	4
Total	50	100

Source: Field Survey, 2022

Table 10 above shows that, 19 (38%) of the respondents responded that government voted adequate fund for the effective implementation of UBE programme, 20 (40%) of the respondents are of the view that fund for the effective implementation of UBE programme in schools is not adequate, 2 (4%) of the respondents viewed that head teacher's over head allowance are not adequately paid in UBE schools. The views shows that fund for the effective implementation of UBE programme in the schools is not adequate by the majority view.

Table 11: Respondents' response on the constraints hindering the effective implementation of the UBE programme in UBE schools in Kaduna South

Variables	Frequency	Percentage (%)
Lack of proper supervision of teaching and learning in UBE schools	21	42
Inadequate provision of instructional materials to pupils and students	16	32
Poor funding of educational programmes at all levels	9	18
Inadequate provision of infrastructural facilities in UBE schools	4	8
Lack of sensitisation and mobilization of members of the public	0	0
Total	50	100

Source: Field Survey, 2022

Table 11 above shows that, 21 (42%) of the respondents responded that lack of proper supervision of teaching and learning in UBE schools, 16 (32%) of the respondents are of the view that inadequate provision of instructional materials to pupils and students, 9 (18%) of the respondents are of the view that poor funding of educational programmes at all levels, 4 (8%) of the respondents said that inadequate provision of infrastructural facilities in UBE schools and no view was recorded from lack of sensitisation and mobilization of members of the public. Thus, majority of the respondents which is 24 (42%) viewed that lack of proper supervision of teaching and learning in UBE schools in Kaduna South is responsible for the slow pace of educational development in the area.

Table 12: Respondents' response on the review of the UBE programme in Kaduna South Local Government Area

Variables	Frequency	Percentage (%)
Strongly Agree	37	74
Agree	12	24
Disagree	0	0
Strongly Disagree	1	2
Undecided	0	0
Total	50	100

Source: Field Survey, 2022

Table 12 above indicates that 37 (74%) of the respondents strongly agree that there is the need for government to review the UBE programme in Kaduna South, 12 (24%) agree and 1 (2%) strongly disagree that there is the need to review the UBE programme but no response from the views on disagree and undecided. This implies that there is a need to review the UBE programme in the study area.

Interviews Conducted

In an interview regarding the introduction of the Universal Basic Education in 1999, this school head teacher asserts that:

The programme targets pupils in primary 1-6 and Jss1-3 in order to improve the standard of basic education in Nigeria. But there are issues of funding which are not sufficient, infrastructural facilities such as classrooms, instructional materials, toilets and laboratories. All these have hampered the progress of the programme (Interview 1, GGSS Ungwa Muazu).

Also, other respondent revealed that:

The introduction of the programme is good but due to insufficient text books and other teaching aids, teachers are left to provide it for themselves. Therefore, teachers should be provided for what they need and prompt payment, qualified teachers should be employed; infrastructure should be provided to prevent students and pupils from sitting on the ground to receive classes (Interview 2, GJSS Kargi, Tudun Wada and all other interviewees).

In his own submission, this head teacher stated that:

The programme states that the minimum qualification should be National Certification in Education (NCE) and you find out that there are still people using grade two teaching certificate. Every teacher should specialise in a particular subject but you find out that one teacher would be taking two to three subjects due to lack of teachers, facilities such as laboratories of science, technology and computer which must be separated but we only have them combined in one laboratory. Teacher-pupil or students ratio is supposed to be from 1-35 but we have more than 100 pupils in a class, no football field, no mini-clinic or at least first aid box in each class, toilet facilities which should be 1 to 20 pupils and teachers own be separated but we have only two here, our source of water here is well water as there is pipe borne water, no electricity, monitoring and evaluation that should be at least once in a term is sometimes once in a session and teachers are not regularly trained hence we cannot make meaningful achievement. Therefore, government should look into all these for the effective implementation of the programme (Interview 5, LEA primary school, Ungwa Makama, Barnawa, Kaduna South).

Discussion of Findings

The findings of this study indicated that both head teachers and teachers are of the opinion that most UBE primary and secondary schools have less spacious classrooms, hence children have to sit on the floor to receive classes, there are no Water Closet (WC) toilet facilities in the primary and secondary schools, there are no adequate furniture, no adequate first aid medical facilities and functional library for the

students and pupils to acquaint themselves in terms of assignments, read for test and prepare for examinations and further readings. The availability of these items identified would ensure the effective implementation of the UBE programme in Kaduna South.

The findings also revealed that electronic teaching aid like computers and audio-video sets were not available. The schools are supposed to be supplied with latest computers with internet connected to them. Even though electricity was not also available, provisions can be made for an alternative power supply so as to make use of it for effective implementation of the UBE programme.

All the schools visited have no Basic Science Laboratory, Basic Technology Laboratory and Computer Science Laboratory. Most of them combined the Basic Science and Technology in one Laboratory. It is either they have computer laboratory or only laboratory for Basic science and technology which should have been separated. The ideal should be a situation where each laboratory should be in a separate building or structure within the school for easy identification and implementation of the programme. This is most important now that the world is a global village where information is at our finger tips with the aid of internet using public electricity or privately designed power supply such as solar power or battery charged devices solely for the functioning of the laboratories.

A situation where one teacher is taking two to three subjects is not healthy and would not bring about productivity. In one of the schools visited, a particular teacher was taking Mathematics, Basic Science and Basic Technology, he was claiming that they are related being science subjects and because of insufficient teachers. While it would have been justifiable because of lack of teachers in the school, it is not healthy for effective learning on the part of the students, pupils and even the teacher involved because low productivity can easily set in because of the work load. A teacher is supposed to handle a particular subject for the session for consistency and effective implementation of the UBE programme.

The toilet facilities in all the schools visited shows that teachers and students or pupils were separated but the basic requirement of 1-20 standards were not met. It can be improved upon by increasing it from the usual 2 toilets (one for teachers and the other for the students/pupils) to the required number depending on the population of students or pupils as the case may be.

Another area of importance is the issue of electricity. The UBE schools need to be supplied with electricity either through the public power supply or independent one such as solar power to power the classrooms, laboratories, the clinic if there is one and the administrative blocks.

Instructional materials are an issue that must be tackled as most teachers were left to provide same for the teaching of the students or pupils. Teachers are usually provided

with lesson note and lesson plan at the beginning of the session and that is the end thereby leaving them to buy same when they exhaust the materials from their pockets despite the lack of prompt payment of salary and unnecessary deductions by the government. Also, they had to improvise the instructional materials with card board since it is not forthcoming from either the government or the school management.

The major constraints to the effective implementation of UBE programme are lack of proper supervision of the programme, inadequate provision of instructional materials, infrastructural facilities, funding of education programme and poor statistical data on UBE primary and secondary schools hinders it.

Conclusion and Recommendations

The study evaluated the implementation of the Universal Basic Education (UBE) in Kaduna South Local Government Area, Kaduna State. It concluded that the perception of head teachers and the teachers regarding the extent of availability or non-availability of instructional materials and infrastructural facilities for the effective implementation of the programme in both primary and secondary schools was high which led to the ineffective implementation of the programme in Kaduna South hence resources are needed for more teachers to be recruited and properly trained, more instructional and infrastructural facilities for the smooth running of the programme. Thus, this study recommends that:

1. Government should provide adequate instructional materials and infrastructural facilities, particularly spacious classrooms, and at the same time recruit more teaching staff to handle the children.
2. Head teachers of primary and secondary schools should be properly trained in order to guide the conduct of other teachers who are not functional in the implementation of the UBE programme.
3. Capital grants allocation for The UBE programme should be improved and increased by the government and be supported with the well meaning individuals and Parent Teachers Associations (PTAs) with the intension of providing sufficient funds for successful implementation of the UBE programme.
4. There should be provision for three laboratories comprising the Basic Science Laboratory, Basic Technology Laboratory and Computer Laboratory and a clinic in all the UBE schools.
5. Finally, salary and emoluments of teachers should be promptly given to them.

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Appendix I

LIST OF HEAD TEACHERS INTERVIEWED IN PUBLIC SCHOOLS IN KADUNA SOUTH, KADUNA STATE

S/N	NAME	POSITION	SCHOOL	DATE	TIME
1	Anonymous	Head Teacher	GGSS Ungwa Muazu	20/06/2022	10:48am
2	Anonymous	Head Teacher	GJSS Kargi, T/Wada	01/07/2022	08:52am
3	Anonymous	Head Teacher	LEA Prim. School, Kagoro	30/06/2022	11:22am
4	Anonymous	Head Teacher	LEA Prim. School Babandodo, Kakuri	07/07/2022	12:00pm
5	Anonymous	Head Teacher	LEA Prim. School, Ungwa Makama, Barnawa	25/07/2022	1:00pm

Source: Field Interview, 2022