

Emerging Perspectives on Universal Basic Education

Edited by

Soji Oni

A Book of Readings on Basic Education in Nigeria

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DEDICATION

This book is dedicated to all lovers of education in Nigeria.

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FOREWORD

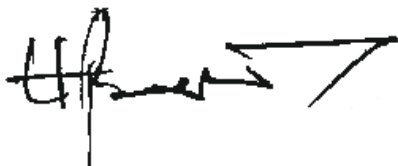
The book **Emerging Perspectives on Universal Basic Education in Nigeria** is a collection of papers by members of the academia from different backgrounds. The collection could not have come at a better time as the Universal Basic Education programme is running to its second decade of implementation in Nigeria.

The Universal Basic Education programme was launched in September, 1999, but the enabling law was not passed until 2004. The goal of the programme is to ensure that all children of school going age, irrespective of their physical and socio-economic background, access quality basic education and acquiring literacy, numeracy and life sustaining skills.

There is no doubt that progress has been achieved towards attaining the objectives of the programme. Enrolment in school has progressively increased, more schools and facilities have been provided as well as increase in the number of teachers recruited and trained for these levels of education. However, this is not to claim that there are no challenges in the implementation of the programme. There are more grounds to cover. There are issues with enrolment, attendance and completion as well as quality. As the Commission continues to address these, it is constantly looking out for opinions and suggestions from stakeholders on all aspects of the UBE implementation. This is why I consider the publication of this book as timely.

The contributors have touched on diverse issues relating to basic education implementation from which the Commission will certainly benefit. The book will also be of interest to other stakeholders, especially those who are actively involved one way or the other in the Universal Basic Education programme.

I commend the Editor and the contributors for their efforts in broadening our horizon on the UBE programme. I have no doubt that some of the papers will generate healthy discussions and further studies. That is the hallmark of academic engagements. The book is highly recommended to the general public.



Dr. Hamid Bobboyi
Executive Secretary
Universal Basic Education Commission, Abuja

PREFACE

As sociologist, we see education as a social institution through which a society's children are taught basic academic knowledge, learning skills, and cultural norms. Meaning that education is a process of acquiring skills, obtaining relevant knowledge and cultivating requisite aptitudes in order to survive in this rapidly changing technology-driven world. It is the process whereby individuals are provided with the means, tools and knowledge for understanding their society and its structures. This is in agreement with the views of Emile Durkheim that saw education as society's means of guaranteeing continuation of its existence by assimilating new individuals into it. Education helps the child to learn how to use the resources already developed by society and possibly help the child expand from this base.

The agitation and concern for quantity and quality education is reflected in the inauguration of Education for All (EFA) in Jomtien (Thailand) in 1995 and Dakar in 2000. This was followed by a meeting called by the 56th General Assembly of the United Nations to discuss the implementation of the Millennium Development Goals (MDGs). In pursuit of this, Nigeria's educational system has witnessed a catalogue of changes in policies and programmes, which necessitated the introduction of Universal Basic Education in 1999.

Basic education which refers to formal, non-formal, and informal public and private activities which supposed to meet the basic learning needs of people of all ages. This includes; instruction at the first or foundation level, on which subsequent learning can be based, encompassing early childhood and primary (or elementary) education for children, as well as education in literacy, general knowledge, and life skills for youth and adults.

In Nigeria, the Basic Education is extended into lower secondary education because it is seen as the core of a sound educational foundation. It is the major step towards building a sound mental system for the young learners within the age range of 5 years to 14 years. It is the foundation upon which other levels of education are built and a necessary requirement for human and national progress. Likewise a fundamental to human and national development. In other words, Basic Education supposed to bring growth and development to the young ones intellectual capacity as well as their morals, attitudes and how they relate to those around them. Thus, every child is entitled to have a qualitative and sound education for a more promising prospect. Therefore the UBE in Nigeria which is a product of this initiative was designed to ensure that adequate and qualitative education is directed towards achieving the nation's objectives, because a country's development lies solely in its educational system. The high standard of quality education in the nation will give rise to improved changes in the nation's administration.

The Universal Basic Education (UBE) which was introduced by the Federal Government of Nigeria in 1999 aimed specifically to reduce the level of illiteracy, accelerate national development and improve the fallen-standard of education in order to avoid the crises that besieged the implementation of the erstwhile Universal Primary Education (UPE) scheme that was launched in 1976. The UBE was a major strategy of the Nigerian government to achieve Education for All (EFA) by the year ended 2015 as part of the global Millennium Development Goals (MDGs). Now, 2015, has come and gone, , despite

government efforts and concerns for the UBE programme in Nigeria, one in every five of the world's out-of-school children is in Nigeria. Even though primary education is officially free and compulsory, about 10.5 million of the country's children aged 5-14 years are not in school. Only 61 percent of 6-11 year-olds regularly attend primary school and only 35.6 percent of children aged 36-59 months receive early childhood education. In the Northern part of Nigeria, the picture is even bleaker, with a net attendance rate of 53 percent. Getting out-of-school children back into education poses a massive challenge. (UNICEF)

When the Universal Basic Education was introduced, the expectation was that development of Nigeria will be accelerated because of inherent values in education. The Universal Basic Education's mission is to serve as a prime energizer of national movement for actualization of the nation's UBE's vision, working in concert with all stakeholders. This is to mobilize the nation's creative energies to ensure that education for all becomes the responsibilities of all.

The question now is:

Has the UBE been able to achieve the required objectives and dividends of EFA ?

What are the problems which the former UPE had which militated against it?

What strategies were involved in the implementation of UBE?

How can access to UBE be improved to bring the out -of-school children back to school?

What strategies could be put in place to further help the implementation of UBE?

Programme in Nigeria so that it can achieve the desired goals?

Is UBE sustainable, profitable and desirable?

The goal of the book ***Emerging Perspectives on Universal Basic Education*** is to update readers on problems and prospects of Universal Basic Education in Nigeria. As we all know that, when issues of Nigeria's educational system is raised; the first sets of thoughts that come to mind is decline in standard, deterioration of facilities, examination malpractice; poor implementation of policies etc. ***Emerging Perspectives on Universal Basic Education*** explore the ups and downs of the UPE (Universal Primary Education) initiative in Nigeria in the context of the country's chequered political history and in the light of its geographical, social, and political complexity. It is this peculiar context that has determined the extent of the success or otherwise of UBE to date. This book of readings has seven (7) major sections, that contains forty eight (48) scholarly chapters that were written by scholars using different professional academic perspectives. These chapters covered the following areas:

1. Access to Universal Basic Education
2. Curriculum issues in Universal Basic Education
3. Evaluation of Universal Basic Education
4. Management of Universal Basic Education
5. Quality assurance in Universal Basic Education
6. Information and communication Technology in Universal Basic Education
7. General issues in Universal Basic Education.

These and some other areas have been adequately covered by contributors to this book of reading.

Overall, this is an outstanding book of readings written by scholars who have drawn on their experiences acquired through working in higher education institutions and

research institutes in Nigeria. The book addresses issues with far-reaching implications for Basic Education in Nigeria and this is recommended for broad spectrum of education policy makers, educators, researchers, practicing teachers, education faculty lecturers, and undergraduates and post graduate students in education. Do have a pleasant and pleasurable time in reading it.

Adesoji Oni Ph.D

Editor

September, 2022

ACKNOWLEDGEMENT

Sabbatical leave is a period to develop skills, both personal and professional. A time to rest and recharge. A time to generate new ideas, time to rest, recuperate and be more productive, effective and responsible. My one year sabbatical at the Universal Basic Education commission afforded me such opportunities and time to interact extensively with policymakers in education and to see how these policies transformed into implementation.

I must appreciate the Governing Council of the University of Lagos for granting me the approval to embark on the one year sabbatical leave.

My sincere appreciation to the Executive Secretary of Universal Basic Education Commission, Dr. Hamid Bobboyi - a very humane leader, thorough, friendly, sound, technocrat per-excellence and a good boardroom manager. And many thanks also to his lieutenants; for providing me the enabling environment to work during my sabbatical leave. I have enjoyed working directly with:

Deputy Executive Secretary (Services)- Dr. Isiaka Olayinka Kolawole- a modest brother, friendly and caring administrator.

Deputy Executive Secretary (Technical)- Prof. Bala Zakari- a scholar per excellent, attentive, good manager, unassuming and hardworking administrator.

Special Assistant To the Executive Secretary- Malam U.Y. Ismaila – Punctilious, diligent, organized and persnickety.

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And above all, I appreciate my love, caring and God-given wife- Titilayo Soji-Oni, who passionately took care of the home front while I was away. She did not allow the children to feel the vacuum of their itinerant father. She will call me at least 3 times a day to ask about my welfare and my feeding. May your light continue to shine brighter.

Above all I give God the glory, honour and adoration to God for seeing me through the sabbatical.

Section One

ACCESS TO BASIC EDUCATION IN NIGERIA

CHAPTER 1

GENDER DISPARITY AND EQUAL ACCESS TO BASIC EDUCATION OPPORTUNITIES IN NIGERIA: A CASE FOR THE GIRL-CHILD

Chiedozie-Udeh, Nneka

Introduction

Globally, there are around 5.5 million more girls than boys of primary school age that were out of school in 2018 (UNICEF, 2020). Likewise, lower secondary school witnessed a gap of 16% and 15% respectively for girls and boys of adolescent age that were out of school. Breaking the figures further, it revealed that more than one-fifth of children between six and 11 years old, and one-third of youths between 12 and 14 years old, were out of school, while almost 60% of them were youths between the ages of 15 and 17. Although two-thirds of countries in the world have attained gender equality in primary education enrolment, there still exist disparity against girls in many other nations (UNICEF, 2020). Amongst the regions faced with gender gaps in education, UNESCO Institute of Statistics (2018) noted that Sub-Saharan Africa has the highest percentage of girls of all school age-groups being denied access to education compared to boys. Hence, they estimated that for every 100 boys of primary school age who were out of school, another 123 girls lacked the right to education.

In Nigeria, where primary education is free and compulsory, UNICEF (n.d.) recorded that over 10 million children between the ages of 5 and 14 were out of school. From the nation's population of children, only 61% of 6–11-year-olds consistently attend primary school, while merely 35.6% of children aged 36–59 months receive early childhood education (National Bureau of Statistics (NBS), 2020). Correspondingly, measuring gender disparity between girls and boys with the rate of enrollment and completion at basic levels of education, Nigeria girls still experiences low attendance at the primary level, while participation at the junior secondary revealed a narrowing result. Details from the 2020 reports on basic education enrollment and participation by the NBS disclosed that between 2015 and 2016, early childhood care development and education (ECCDE) enrolment for girls recorded 49.52%, while primary school enrollment stood at 48.39% in the year 2018 for females. An estimated number of out-of-school girls at primary school level in 2018 was 37.80%, whereas 51.26% of girls finished primary school in 2017. For the junior secondary school enrollment in 2017, the figure disclosed 52.58% males and 47.42% females, respectively whereas in the same year, the

completion rate at the junior secondary school level for females was 49.75% and 50.25% for males.

With the foregoing statistics, it is obvious that Nigeria is faced with gender disparity in its basic education system, which has made imperative to understand the consequences of gender disparity on access to UBE, especially as it affects girls in the country. Subsequently, this paper will suggest some ideas on how to increase gender balance in access to quality basic education and thus achieve the desired goal of Sustainable Development Goals 4.

Universal Basic Education (UBE): An overview

Early education provides a framework for lifelong learning. One of the core areas of concern listed in the Beijing Platform for Action issued in 1995 is achieving universal access to and completion of elementary education for all girls and boys (UNICEF, 2020). Because the formal education system of a society represents what it officially accepts as appropriate values and activities for children's learning through the human and financial resources it allocates, the Nigerian Government recognized basic education as the foundation for its economic and social development (Bernard, 2001). In Nigeria's 1999 constitution, Chapter II, Section 18 (3), it stated, however, that the Government "shall as and when practicable provide free, compulsory, and universal primary education, free secondary education, free university education, and a free adult literacy programme" (FRN, 1999 Constitution). Therefore, to achieve this commitment, the Federal Government of Nigeria launched the Universal Basic Education (UBE) Programme in 1999 as a reform initiative aimed at increasing access to and ensuring the quality of basic education across the country (Ejere, 2011).

The Universal Basic Education Programme which was inaugurated on September 29, 1999, was aimed at providing a nine-year free and mandatory education that includes six years of primary, three years of junior secondary, nomadic, and adult education (Agusiobo, 2018). To ensure the achievement of UBE goals, the Federal Government issued certain strategic instructions and put some plans in place to counter elements that hampered the implementation of comparable Universal Primary Education (UPE) in the past (Daura & Audu, 2015). Notwithstanding the strategies, UBE was stalled for five years due to lack of enabling legislation (Tsafe, 2013). So, in 2004, the Universal Basic Education law was enacted to fast-track the attainment of education for all followed by the establishment of the Universal Basic Education Commission (UBEC) in the same year (Awhen et al. 2015). The commission was entrusted with the responsibility of coordinating the UBE programme nation-wide (Ejere, 2011).

The legislation mandated free, nine years continuous and compulsory primary and junior secondary schooling for all children aged 6–15 years. In addition to nine years' formal schooling, the Act covered adult literacy and non-formal education, skills acquisition programmes and the education of special groups including nomads and migrants, street children, and children with disabilities. All 36 states and the Federal Capital Territory (FCT) have domesticated the UBE Act (Akunga, 2008). The UBE Act 2004 imposed appropriate punishment against parents who failed to comply with the programme's provisions (Agusiobo, 2018).

Therefore, it could be summed up that the singular idea of the UBE was to accomplish an all-inclusive and affordable education for every category of Nigerian citizenship. Subsequently, to augment the UBE, promote general basic education enrollment and keep

children in school, especially girls, several other programmes have been implemented. For example, the Nigerian Child Rights Act (CRA), which was passed at federal level in 2003, enshrined, among other privileges, the rights of all children to free and compulsory primary education and to freedom from discrimination (Child Rights Act, 2003). The Act specifically stated in section 15 that every child has the right to free, compulsory, and universal basic education and it shall be the duty of the Government in Nigeria to provide such education; every parent or guardian shall ensure that his child or ward attends and completes his/[her] primary school and junior secondary education. It is pertinent to note that 25 states have domesticated the Child Rights Act, while it is yet to be localized by 11 states in the north (Assim, 2020).

Further to the CRA, the National Policy on Education (NPE), 6th edition, emphasized the consolidation of pre-primary, primary, and junior secondary education into a 10-year basic education in line with the UBE and its formation (FRN, 2014). The NPE explicitly defines basic education as that given to children from 0–15 years with the goal of providing diverse basic knowledge and skills for educational advancement, social development, self-determination, wealth generation, and patriotism. So, looking at the UBE and supplemental laws (UBE Act, Child Rights Act, NPE etc.) years later, there have been some challenges and prospects encountered. In the opinion of Anaduaka and Okafor (2013), some of the challenges of UBE encompassed inadequate funding, imprecise data for planning, poor monitoring and evaluation, poor public enlightenment, and lack of teacher motivation. Further discussion on the challenges will be done in a later section with a specific reference to gender inequality.

Women's participation in Universal Primary Education (UPE) and UBE

Historically, Nigerian women have come a long way through the path of marginalization in education. Okeke-Ihejirika (2004), in a narrative from the period that formal education commenced in Nigeria by the missionaries and later by the colonial government, painted a gross underrepresentation situation for the females. Prior to the introduction of European formal education, young children were trained for adulthood based on the cultural dictates of specific ethnic groups, girls and boys were assigned different roles as per their gender (Makama, 2013). Among the three major ethnic groups in Nigeria—Hausa, Yoruba, and Igbo, Oluwagbemi-Jacob and Uduma, (2015) claimed girls were destined to be wives thus, they were raised to be domestic, good wives, moral, and capable of caring and assisting her husband financially, protecting her children and supporting the family through farming and trading.

Precisely, the girl child was nurtured to be hardworking from her parent's house because it would be beneficial in her husband's house. According to Okeke-Ihejirika (2004), in the North dominated by Muslims, the elitist women were married into privacy with cowives, and the men went into trade, religion, and government. Rural families, on the other hand, had both men and women involved in farming. In the southern axis, Yoruba women were known to be successful petty traders and farmers in the rural areas while in Igboland, young boys joined their fathers in the farm and forest for hunting and the girls helped their mothers with household chores and farm work.

So, at the initial stages of colonial administration in Nigeria, only males profited from formal (Western) education in Igboland (Chuku 2005). In this regard, every aspect of female socialization revolved around marriage and procreation and apprenticeship in her mother's trade. In a similar vein, the missionaries' introduction of formal education to the

status quo had no effect on the underrepresentation of girls in school. Though the missionaries encouraged both male and female students to attend school, their primary purpose was to prepare females to serve as housewives for the growing number of male elites (Okeke-Ihejirika, 2004). As a result, their school expansion programmes increased female enrolment but did not close the gender gap. Thus, gender disparities in primary school attendance persisted even after Nigeria's independence, with females following behind boys, notably in the northern part of the country. See table 1 for a statistical breakdown

Table 1 : Primary and Secondary Schools Enrolment by Gender (1955-1960) (%)

	Year	Girls	Boys
Primary School	1955	30	70
	1956	33	67
	1957	35	65
	1958	36	64
	1959	37	63
	1960	37	63
Secondary school	1955	13	87
	1956	16	84
	1957	18	82
	1958	20	80
	1959	20	80
	1960	21	79

Note. Data is compiled from Nigeria annual digest of educational statistics 2 no.1 (Lagos: Federal Ministry of Education, 1962; Annual Abstract of Statistics, Lagos 1962 and adapted from Okeke-Ihejirika (2004).

Despite the passage of time and several intervention programmes, the enrolment figures for girls have not changed for the better. Statistical results showed that from 2016–2018, the percentage of primary and junior secondary schools' enrollment for girls fell below average when compared to boys (National Bureau of Statistics, 2021). Within the same review periods, girls ranked low in the rate of completion for both primary and junior secondary educations as presented in table 2. In a similar case, data from the National Commission for Nomadic Education indicated that female admission into nomadic primary school in the years 2016, 2017 and 2018 were less than 50 percent as shown in table 3.

Table 2 : Basic Education Enrolment and Completion by Gender (%)

	Year	Girls	Boys
Early childhood care development education	2013/14	48.38	51.62
	2014/15	49.87	50.13
	2015/16	49.52	50.48
	2016/17	50.88	49.12
	2017/18	49.87	50.13

Primary School	2016	47.50	52.50
	2017	47.50	62.50
	2018	48.39	51.61
Junior Secondary School	2016	46.69	53.31
	2017	52.58	52.58
	2018	48.31	51.69
Completion			
Primary 6	2017	48.21	51.79
Junior Secondary School	2017	47.72	52.28

Note. Data is from UBEC and Federal Ministry of Education and adapted from the Nigerian Bureau of Statistic's 2021 report on men and women in Nigeria.

Table 3 : Nomadic Primary School Enrolment by Gender (%)

Year	Girls	Boys
2016	47.04	52.96
2017	47.32	52.68
2018	49.72	50.28
2019	64.76	35.24

Note. Data is from National Commission for Nomadic Education and adapted from the Nigerian Bureau of Statistic's 2021 report on men and women in Nigeria.

Gender Challenges towards Equal Access to UBE

The importance of education is highlighted in both the Beijing Platform for Action and the requirements in SDG 4 for achieving gender parity in all levels of education. So, the goal of gender parity in education demands that society be interested in the outcome of education, women's participation, and educational quality, including teaching staff level and the level of scientific plus technological knowledge transferred in the process. This is in line with UNICEF's position on gender equality, which provided that both men and women, boys, and girls, should be allowed to realize their full human rights and potentials to contribute to and benefit from national growth—economic, social, cultural, and political (UNICEF, 2017). It practically involves giving students of both sexes equal access to full educational programmes (Okoli, 2007). Therefore, in contrast to what gender equality entails, Okoroma (2005) argued that most institutions in the country (social, political, economic, religious, and so on) have been structured to favor males, putting females continually at a disadvantage. Jaiyeola and Aladegbola (2020) supported the argument by claiming that girls continue to trail behind boys in secondary education enrollment due to a variety of factors such as traditional practices that favor a boy child over a girl child, early and forced marriages for girls, as well as domestic and sexual violence.

In research that sought to find out if gender balancing was included in the UBE programme's implementation plan, Okoroma (2005) discovered that the execution of the UBE scheme was gender biased to the disadvantage of the girls due to traditional preference for male children, lack of adequate sensitization by the government, less

successful parents who place a greater emphasis on their male children and believe that female children are immediate assets to the family, early marriages, or involvement in other economic pursuits for monetary gain. Also, poverty, ignorance, and poor educational support from the government are other factors that obstruct the attainment of equal educational opportunities for women and men. Okoli (2007) posited that some men perceive women as threats when educated, so they would not support girl child education. In affirmation, Olawoye et al. (2004) observed that while boys and girls have nearly equal access to primary education, boys outnumber girls in secondary school and higher education. This is due in part to parental preferences for boys to have more education, and in part to girls marrying at a young age.

Furthermore, Vandima (2020) argued that some practices in Nigerian society left no doubt about the discriminatory treatment of people based on their gender. Precisely, cultural, and religious tenets both in the north and south have negatively influenced some parents' decisions about sending their daughters to school (Okoroma, 2005). Their reasoning can be traced back to ancient customs and values that regard female education as unnecessary because women are thought to have been designed for childbearing and domestic chores for their husbands to be (Nwogu, 2015). Similarly, armed conflicts and humanitarian crises have had a significant impact on Nigeria's educational development and equal access. Thousands of children are driven out of school each year because of crises, conflicts, and natural disasters in some states of the federation (Nwogu, 2015).

For instance, the abduction of Chibok and other schoolgirls by *Boko Haram*— a sect that does not support "Western education" and forbids it for women, has consequently reduced the number of girls enrolled in the northern Nigeria region (Izarali, Masakure, & Shizha, 2016). It is estimated that over 2000 women and girls have been abducted by *Boko Haram* since 2014 (BBC News, 2017). Also, patriarchal stumbling blocks are constraints placed on the path of achieving gender parity in education for women (Okeke-Ihejirika, 2004). More so, methods in Nigeria's inadequate educational institutions sometimes contribute to inequality rather than promote equality by denying access to those who fail the competitive examinations, as such denying them their right to education (Nwogu, 2015).

Prospects of UBE towards achieving Sustainable Development Goal (SDG) 4

The United Nations in its Sustainable Development Goal (SDG) 4 has the objective to achieve an "inclusive and equitable" education and promote lifelong learning opportunities. For UBE to achieve the prospects of SDG 4, all stakeholders must work together to ensure equal access to education. Precisely, Aja et al. (2017) suggested that on the Nigerian Government's side, the research and statistics sections of education boards and ministry of education's planning should be reinforced through capacity training for effective operation, to aid with accurate data for planning purposes. In agreement, Ossai (2021) maintained that Governments and education stakeholders must build permanent planning, policy, design, and implementation mechanisms that prioritize girls' voices; they must also change their focus from programme delivery to enhancing learning outcomes. Nwogu (2015) suggested that country's quota system for common entrance examination should be abolished because it is perceived to elevate mediocrity and a barrier rather than enshrining equality of access as its supporters envision. Involving communities is also critical to promoting parental support and ensuring that the most vulnerable children (such as girls) have access to educational interventions, particularly in remote and marginalized areas (Ossai, 2021). Upholding

this view, Akunga (2008) claimed that community leaders can play a critical role in addressing issues of low priority for girls' education, child labor, early marriages, and prejudiced opinions of 'Western' education, religious, and cultural beliefs, and practices if they are properly informed. In support, Ejere (2011) posited that to ensure sustained community participation and equity in basic education, public enlightenment and community engagement should be persistent activities in UBE implementation to encourage full participation by all segments of Nigerian. In a similar manner, Rufai cited in Vadima (2020) proposed that using radio, television, and newspapers, among other media, could be helpful in realizing the prospect of SDG 4 for girls since such moves promote public awareness and campaign on the importance of female education, from elementary to secondary levels and beyond.

Conclusion

Analysis has shown that there still exists gender disparity against girls in access to basic education across the globe. For example, the figure from UNICEF 2020 report on gender disparity in education showed that universally, 55% of girls within primary school age were out-of-school in 2018 while in the lower secondary school population, girls comprised 49% of the out-of-school children in 2018 and 54% in 2000 respectively (UNICEF, 2020). The report stated that Sub-Saharan Africa ranked highest in the overall rates. Further evaluation of basic education enrollment in Nigeria showed a lopsided number with more boys than girls especially at primary school level and a lower percentage rate of enrolment and completion for girls at the junior secondary schools. This implies that less females than males go through primary school to junior secondary school and beyond.

However, in a bid to bridge the existing gap in education, the Federal Government of Nigeria established the UBE to provide a nine-year free and mandatory education that includes six years primary, three years junior secondary, nomadic, and adult education. To enforce the goals of UBE, the UBE Act 2004 and other relevant laws were enacted with strategies and provisions for sanctions against defaulters of the programme. Although in 2018, the estimated number of out-of-school boys outnumbered girls, researchers have noted that gender bias inherent in the execution of the UBE scheme has been consistent. Some of the concerns included government's failure to provide the necessary environment and resources for the programme's success. Others were traditional, religious, and social factors that disenfranchise the education of girls. Furthermore, armed conflicts and humanitarian crises contributed to the lack of access to basic education for girls, especially in the northeastern region of the country.

In conclusion, this paper posits that failure to incorporate a gender-responsive approach into UBE has a high cost not only for the girls themselves but also for policymakers, communities, and the development of the whole country. Therefore, it has become essential to create changes that lead to equal opportunities for female and male learners and education that allows them to reach their full potential and achieve SDG 4. Consequently, it is useful to develop girl-friendly school environments and assist communities to sustain girls' education with the help of a toolkit developed by Pulizzi and Rosenblum (2007) which includes policy development, research, advocacy, training, and publicity.

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CHAPTER 2

ACCESS TO BASIC EDUCATION IN NIGERIA: ISSUES AND CHALLENGES

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Introduction

Education is one of the important instruments for national unity, nation-building, democracy and peaceful coexistence in Nigeria. Education, being an “instrument par excellence” as enshrined in the national policy on education (FGN, 2014) is an aggregate tool for effecting social change in the society, human capacity development, national reconstruction and sustainable development. Notwithstanding the relevance of education to the human society which cannot be overemphasized, yet access to education especially at the basic education level seems a difficult task in many countries and societies including Nigeria. The importance of education to eradication of illiteracy coupled with the need to ensure that citizens enjoy access to quality education led to the launching of the Universal Basic Education (UBE). Also, Governments of several nations during the two world education summits of the 1990 ‘Education For All’ (EFA) and year 2000 UNESCO world education forum, concerned about the issues of access to quality education and high rate of illiteracy especially in the sub-Saharan African countries, signed a treaty to show their commitments which led to the introduction of ‘EFA Goals’ and ‘Millennium Development Goals’ (MDGs). These goals identified the need for citizens of a country to have equitable access to a Universal Basic Education (UBE) at all levels of the education system and programmes (which included the formal and non-formal education sector) for eradication of illiteracy within the shortest possible time (FRN, 2014) and for environmental sustainability.

By the year 1999, the UBE programme was launched in Nigeria which also led to the introduction of the UBE Act and establishment of UBE Commission at the central level of government and equally the State boards of education at the State government level (FRN, 2014; FRN-UBE Act, 2004). The Consortium for Research on Educational Access, Transitions and Equity (CREATE, 2022) noted that in 1990 national leaders and international development agencies met in Jomtien in Thailand and committed themselves to universalizing access to primary schooling by 2000. The stakeholders met again in Dakar, Senegal in 2000 to review the achievements made. It was observed that the set goals were far from being achieved, hence the need for the extension of the target to the year 2015. The commitments to ‘Education For All’ was expected to have resulted in a more equitable access and participation in basic education. It was expected to reduce the gap in population of lower levels of gendered inequity, and smaller variations in enrolment rates between rich and poor and urban and rural areas. It was also expected to reduce the gap in population of a smaller spread of achievement between the best and worst performing schools. However, studies have shown that despite the huge proportion of financial allocation, Sub-Saharan Africa has remained by far the most undereducated more than other regions (CREATE, 2022). Similar experience can be shared with South Asia, whereby the growing inequalities led to uneven access to basic education and their governments including development agencies have equally fallen short in ensuring that

all children complete schooling successfully (CREATE, 2022). Obviously, the essence of the UBE was to provide 'free universal' access to quality education and to bridge educational gaps. The quest to bridge educational gaps existing throughout the States in Nigeria required the need for effective access to all-round education. Yet equitable access to the UBE programme in many States in Nigeria seems to have posed a difficult task. The Federal Ministry of Education (FME, 2015) reported that participation in primary education is still low in comparison with primary school age population, with enrolment being particularly problematic, especially in some of the Northern States which still persist up till this present time. The problem of access to UBE programme discussed in the chapter is commonly associated with such issues and challenges connected to inadequate funding and other financial issues, curriculum related issues, infrastructural related issues and challenges, traditional and cultural barriers, problem of insecurity, among others (Akor, 2021; CREATE, 2022; Ejere, 2011; FME, 2015; Opoh, Okou & Ikang, 2015). Moreover, educational access according to Stauber and Amaral (2015) is a crucial theme in current educational research which must be seriously addressed. Access to UBE implies making it possible for everyone who is entitled to education to receive it regardless of race, colour, ethnicity, physical disabilities. Access to education for the World Affairs Council (2018) is defined as having equal opportunities to take part in any educational system. While, some individuals and ethnic groups face barriers to equal access in most countries, citizens have equal access to basic education. Therefore, the issues in relation to access to the UBE in Nigeria have been discussed in this chapter.

Access to Education Explained

The word access as indicated according to most scholars from different perspectives have different meanings. But in relation to this paper, access to the UBE programme means making it possible for everyone who is entitled to UBE throughout the Nigerian States to receive it without further discriminations or discrepancies. It means equity and fairness in providing education without restrictions. According to Stauber and Amaral (2015) access to education also means accessibility; that is, making an educational programme available to all. For Stauber and Amaral, where there is accessibility to education, there is always equity and equality. Besides, equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential (definition of fairness) and that all individuals reach at least a basic minimum level of skills (definition of inclusion). An academic system that practices educational equity is a strong foundation of a society that is fair and thriving. However, inequity in education is challenging to avoid, and can be broken down into inequity due to socioeconomic standing, race, gender or disability (Sethi, 2020). The International Disability Alliance (2018) described access to education as the ability of all people to have equal opportunity in education, regardless of their social class, race, gender, sexuality, ethnic background or physical and mental disabilities. Lewin (2015) took a different view in describing access to education. For Lewin, access to education like the UBE programme includes: on schedule enrolment and progression at an appropriate age, regular attendance, learning consistent with national achievement norms, a learning environment that is safe enough to allow learning to take place, and opportunities to learn that are equitably distributed. Where the quality of learning and teaching varies widely, and where it is rationed by price or by other factors that constrain access, it is important to ensure that improvements in access to education are equitable and do not increase learning opportunity for some at the expense of others. Enhanced equity is an essential condition of an expanded vision of access (Lewin, 2015). The Great Schools Partnership (2014) described access to education as

the ways in which educational institutions and policies ensure or at least strive to ensure that students have equal and equitable opportunities to take full advantage of their education. Increasing access to education as further expressed by the Great Schools Partnership, generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain courses or academic programmes. Factors such as race, religion, gender, sexual orientation, disability, perceived intellectual ability, past academic performance, special-education status, English-language ability, and family income or educational-attainment levels in addition to factors such as relative community affluence, geographical location, or school facilities may contribute to certain students having less “access” to educational opportunities than other students.

From the above definitions, access to education for the Great Schools Partnership (2014:1) will incorporate the following composition of:

1. Access to assistive technologies, accommodations, or modified school facilities and transportation vehicles that make full participation in school programmes possible for students with various forms of disability.
2. Access to equal opportunities in educational programmes and activities regardless of gender, race, or sexual orientation, including extracurricular activities and sports.
3. Access to adequate health care and nutritional services, including free or reduced-price school breakfasts and lunches to ensure that children living in poverty are not attending school sick or hungry.
4. Access to adequate public transportation to attend public schools and charter schools that may or may not be located near student homes.
5. Access to preschool or kindergarten or ECCE so that pupils enter school prepared to learn and succeed academically regardless of income level or a family’s ability to pay for early childhood education.
6. Access to intensive instruction in the English language or academic language for students who cannot read, write, or speak English, and access to interpreters and translated documents for non-English-speaking students, parents, and families, including multilingual translations of school policies, academic materials, parent communications, event announcements, website content, etc.
7. Access to counselling, social services, academic support, and other resources that can help students who are at risk of failure or dropping out remain in school, succeed academically, graduate with a diploma, and pursue postsecondary education.
8. Access to individualized education programmes (IEPs) for special-education students, access to mainstream classrooms and academically challenging content through inclusion strategies, which includes access to any trained professionals or specialized educational resources that may be needed to ensure that the needs of special-education students are being met.
9. Access to advanced-level learning opportunities such as honors courses or Advanced Placement courses, dual-enrollment opportunities, or other programs that historically required students to meet prerequisites before being allowed to enroll in a course or participate in a programme. By eliminating certain prerequisites or other barriers, schools can increase access to more challenging academic content, stronger preparation for postsecondary success, and college-level learning.

10. Access to technology, including high-speed internet connections and adequate hardware (computers, laptops, tablets) and software (particularly learning applications) so that students have equitable access to the same digital and online learning opportunities regardless of their family's income level or ability to pay for these technologies.

In all, the whole idea about access to UBE programme in Nigeria focuses on the provision of a qualitative and equitable basic education that is compulsory, free and universal for children between the ages of 0-15 years and adults in the non-formal education system irrespective of their gender, age, sex, race or tribe, among others (FRN, 2014). Given this understanding of what access to education entails, the UBE programme has further been explained in the next section.

Universal Basic Education (UBE) Explained

The Universal Basic Education (UBE) programme initiative as indicated by Victor (2019) was projected towards providing greater access to and ensuring qualitative basic education throughout Nigeria. It was also targeted at reducing the level of school dropout and improving relevance, quality, efficiency and acquisition of literacy, numeracy, values, life skills for life long education and useful living. Universal basic education which was basically the focus of "Education For All" (EFA) movement led by UNESCO is also part of the "Millennium Development Goals" (MDGs) whose objectives is to see that the illiteracy and poverty level in developing countries are reduced to the barest minimum. The core of the UBE programme was and still remains to provide access to free and quality basic education to Nigerian citizens. The Federal Ministry of Education (2015) and Victor (2019) further stressed that the basic right of every child be it Nigerian or otherwise under the UBE programme is to have *'a free access to, universal and compulsory basic education for every child of primary and junior secondary age'* as education is the life force of any nation. Universal basic education is the basic foundation to which a strong and prosperous nation is built and also a stable ground to raise and develop an upright and productive citizen that is useful to the nation in terms of economic and all round development. Universal basic education scheme was introduced in Nigeria to address the grievances and yearnings of the Nigerian citizens for an educational system that would be more relevant to the socio-economic, political and cultural background of the country. The Universal Basic Education programme which succeeded the former 1976 Universal Primary Education (UPE) programme (Anaduaka & Okafor, 2013) was set in motion on the 30th of September, 1999 by former President Olusegun Obasanjo. The programme was aimed at providing free and compulsory education for children in primary and junior secondary schools. It is a 9-year educational programme which involves 6 years in primary school and 3 years in junior secondary school which adds up to 9 years of continuous schooling (Victor, 2019). According to Amuchie, Asotibe and Audu (2015), the Universal Basic Education is the transmission of fundamental knowledge to all facets of the Nigerian society from generation to generation. It has three main components of; Universal, Basic and Education. The term "Universal" connotes a programme that is meant for all facets of the society for the rich, poor, the physically fit and the disabled, the brilliant fit, the dull, the regular students and the dropouts including every other individual that is ready to acquire knowledge.

The term "Basic" as further stressed by Amuchie, Asotibe and Audu (2015) relates to the base, take off point, fundamental, essential, spring board, bottom line they required and of course expected; it therefore shows that basic education is the starting point in the

acquisition of knowledge. Without basic education, higher education cannot be acquired. It therefore implies that basic education is mandatory for all citizens. It is that type of education that can help an individual function effectively in the society (Adewole, 2000 cited in Amuchie, Asotibe & Audu, 2015). Basic education is the form of education which is essential for life. Emon and Okpede (2000) described it as the form of education which is essential for life. They also saw UBE as the form of education which must equip an individual with necessary skills to survive in his or her environment. It should be a practical and functional education. Furthermore, the idea of “Education” in the UBE connotes transmission of knowledge from generation to generation. In the UBE programme, it is expected that theoretical and practical knowledge are transmitted to learners in its simplistic form. This involves starting from the scratch and being able to carry the learner along. This education is the aggregate of all the processes by which a child or young adult develops the abilities, attitudes and other forms of behaviours, which are of positive value to the society in which he lives (Amuchie, Asotibe & Audu, 2015).

UBE by definition must provide minimum education. Citizen should have easy access to it and it should be free. In the implementation guideline for UBE programme there is a UBE ‘commission which runs the affairs of the UBE. They also set up minimum standards of primary, junior secondary and adult literacy throughout Nigeria (Amuchie, Asotibe & Audu, 2015; Centre for Public Impact, 2017). It is expected that stiff penalties should be imposed on persons, societies or institutions that prevent children, adolescents and youths from benefiting from UBE (Adewole, 2000 cited in Amuchie, Asotibe & Audu, 2015). UBE is also expected to provide basic education which is expected to be terminal. Such education (UBE) is not meant for school age children alone, it is also designed to take care of the educational needs of young peoples and adults who have not had the opportunity to receive adequate schooling. Thus the UBE programme will include nomadic education, education of migrant fisherman, school drop outs, out of school children and adult education.

Obanya (2000) opined that the scope of the UBE programme cover the provision of:

- i. Programme/initiatives for early childhood, care and socialization;
- ii. Education programmes for the acquisition of functional literacy;
- iii. Out of school and non-formal programmes for updating knowledge and skills;
- iv. Special programmes for nomadic; and
- v. The formal school system from the primary to junior secondary school, among others.

With the scope of the UBE programmes, the goals and objectives of the programme have been indicated in the national policy on education by the Federal Republic of Nigeria (FRN, 2014) and disclosed in the next section. More so, for the Universal Basic Education programme to be truly free and universal, efforts must be made to check those factors that are known to have hindered the success of the programme in the past which includes access to the UBE.

Objectives and Goals of UBE as stated by the Federal Republic on Education (FRN, 2014) in the National Policy on Education

The UBE programme according to the FRN (2014: 6) incorporates the following:

- a. 1-year of Pre-Primary Education
- b. 6-years of Primary
- c. 3 years of Junior Secondary Education

However, the objectives of the UBE programme has been stipulated under section 3 of the National Policy on Education by the Federal Republic of Nigeria (FRN, 2014: 5) as follows:

- i. Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
- ii. The provision of free, compulsory, universal basic education for every Nigeria child of school age group.
- iii. Reducing drastically the incidence of drop out from the formal school system.
- iv. 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.
- v. Ensuring the acquisition of the appropriate levels of literacy, manipulative and life skills as well as the ethical, moral and civic values needed for laying the foundation for lifelong learning.

From the above objectives of the UBE programme, the goals of the basic education aspect of the programme as further indicated by the FRN (2014: 6) are to;

- a. Provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement;
- b. Develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities;
- c. Inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour;
- d. Inspire national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, colour, ethnic, and socioeconomic background; and
- e. Provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limits of the child's capability.

All these objectives and goals showcases that the UBE programme is vital for national development which have been discussed in the next section.

Importance of the UBE in National Development

The UBE programme has been of great importance and relevance to national development in the country. As indicated by scholars like Anaduaka and Okafor (2013) and Ejere (2011), the UBE has been Nigeria's positive response to the achievement of Education for all (EFA), Millennium Development Goals (MDGs) and the present Sustainable Development Goals (SDGs). Generally, the UBE has assisted in the reduction of educational gaps, reducing parents financial burden by providing free education for all, aided increase in children enrolment in schools. Through the home grown school feeding programme, the UBE has not only impacted positively on the increase of students' enrolment but completion rate, among others. However, the importance of the UBE to national development has been pointed out by Victor (2019) as follows;

1. MDGs Achievement: The millennium development goals are goals which every developing country should strive to achieve as it brings about a more fulfilled and prosperous nation. The main objective of MDGs is to eradicate poverty and hunger which is the bane of many developing nations especially Nigeria. Universal basic education helps to ensure that the MDGs are attained by giving the educational foundation to which

solutions to overcome social, political and economic problems are analyzed in an environment of learning and its recipients puts to good use the knowledge acquired to ensure a more productive nation. When individuals are empowered poverty and illiteracy gives way to a more comfortable life.

2. Reduction in Child Labour: UBE programme has helped to reduce child labour and prostitution in the sense that it provides free and compulsory education for children between the ages of 6 and 16 years. When children are in school, the need for the unnecessary exploitation of a child would not arise as the child's educational right is effectively exercised. Child labour being a menace in most developing countries like Nigeria has been brought under control as the universal basic education has seen to the fact that children who are to be in school are in school because it is compulsory and free of access. Although, the FME (2015) report still showed that child labour is still in existence in the country.

3. Ensures Quality Education: The scheme ensures that quality education is provided to its recipients as the curriculum touches subjects that are important to a country's development and it inculcates in young learners the principles, values and ideologies of each subject which in the long run will be useful in the country's administration and development. It also equips young learners with attitudes, beliefs that would help shape them positively. The scheme also ensures quality education by improving the teaching profession, through regular seminars and trainings, and the inclusion of best global practices in order to meet the national and community needs.

4. Reduction of Gender Inequality: Universal basic education helps to reduce the issue of gender inequality towards educational attainment by giving opportunities to a female child to have that basic education that would help her contribute her quota to the country's development. The female child can hold any position in the society be it politically or otherwise due to the universal basic education which has helped to produce more educated women.

5. Employment Opportunities: The scheme helps to provide jobs as schools are in need of teachers to teach in the primary and secondary schools and this help to reduce the unemployment rate and also contribute to economic development of the nation. The universal basic education is also meant to put an end to unemployment by ensuring greater access to education at the developmental stage of one's life, thus the aim of producing worthy citizens will be easily met.

6. Reduction of Poverty: Universal basic education reduces the rate of poverty by producing competent and creative individuals who engage in one form of job or the other to improve their standard of living. By being resourceful entrepreneurs they create jobs that improve the economic development of the nation and also the rate of crime due to lack of employment would be reduced as more individuals would be engaged in something productive which the Universal basic education was supposed to make sure of. However, the FME (2015) report still showed that poverty is still on the increase which has worsened in this present time.

7. Crime Reduction: Universal basic education is to help in the reduction of crime as it inculcates in individuals the moral values, beliefs, attitudes and principles that would help the individual become resourceful to himself and the society. An educated individual

would find more ways to be engaged in something productive and not engage in crime. The scheme will also lessen the scourge of crime. Youths who are morally and intellectually cultivated will be worthy beneficiaries of the programme.

8. Help to Parents: The universal basic education has helped parents reduce the financial burden as the education programme is basically free. As such their wards can supposedly receive a sound and qualitative education. Therefore, parents will be relieved of the burden of hefty fees charges, as they will be expected to send their kids or wards to school without paying a kobo.

9. Better Healthcare: Universal basic education helps the child by providing food to them at no cost and a well fed child runs no risk of falling ill and the universal basic education initiative has helped to see that the child feeding and health is properly taken care of.

10. Motivation for Students: Universal basic education has made learning fun, interesting and free and with its other benefits of free feeding and health care which makes it attractive for children to want to attend school and not been seen roaming the streets thereby reducing the rate of school dropout in the society. The Centre for Public Impact (2017) attested that as of the year 2015, Nigeria ranked 103 out of 118 countries in UNESCO's Education for All (EFA) Development Index, which took into account universal primary education, adult literacy, quality of education, and gender parity. UNESCO's 2015 review of education in Nigeria found that enrolment at primary and junior secondary levels had greatly increased since 2000. However, transition and completion rates remained below 70%. Enrolment rates increased by 130% for secondary education in the period from 2000 to 2013 (based on the latest available statistics from the World Bank), but decreased by 4% for primary level.

Reports from the Federal Ministry of Education (FME, 2015) revealed that access to basic education has improved since inception. Between 2009 and 2013, the number of primary schools in Nigeria rose from 58,595 to 61,305, an increase of 5 per cent. At the Junior Secondary School (JSS) level, the number of schools increased from 10,410 in 2009 to 11,874 in 2013. Although progress has been made towards access to basic education provision at primary and junior secondary levels, much more remains to be done, both in quantity and quality. The quality of education given at basic education level is still adjudged below standard as evidenced in the products of this level (State of Education Report [SER], 2013 cited in FME, 2015). The Federal Ministry of Education (FME, 2015) reported further that participation in primary education is still low in comparison with primary school age population, with enrolment being particularly problematic, especially in some of the Northern States. Notwithstanding, the Federal Government of Nigeria has made several commitments and interventions to ensure that there is equality and free access towards the implementation of UBE programme in the country. Thus, this has been discussed in the next section.

Government Involvement in Promoting Free Access to UBE in Nigeria

To demonstrate Government commitment and involvement towards the delivery of UBE programme in Nigeria, and ensure access to a free and universal UBE in Nigeria; provisions for proper administration of the UBE were made in the National Policy on Education and the UBE Act was introduced in 2004. Equally, a Commission known as Universal Basic Education Commission (UBEC) and State boards – State Universal Basic Education Boards (SUBEB) were established and inaugurated to coordinate activities and

support the implementation of the UBE both at the national and state levels. Some of the policy initiatives from the 2004 UBE Act as observed by the Centre for Public Impact (2017) includes the following:

- a. The 2004 UBE Act requires and compels every government in Nigeria to provide compulsory, free, UBE for every child in primary and/or junior secondary school.
- b. It establishes that all services in public primary and junior secondary schools are to be free of charge and penalties are prescribed for those who do not comply. Penalties are prescribed for persons who charge or receive fees in respect of primary and junior secondary education in public schools.
- c. Parents have a duty to enroll their children, and make sure they complete the basic education cycle, with penalties prescribed for noncompliance. Magistrate courts to have jurisdiction over certain offences.
- d. Transition from primary to junior secondary (JSS) shall be automatic, as basic education terminates at the JSS level. Emphasis is placed on effective continuous assessment while final examination and certification will be at the end of nine-year basic education programme.
- e. The secondary education system is structured in such a way that the JSS component is disarticulated from the Senior Secondary (SSS).
- f. Notwithstanding the statutory responsibility of states and local governments to provide primary and secondary education the Act provides for Federal Government's intervention in basic education as assistance to the States and Local Governments for the purpose of maintaining uniform and qualitative basic education throughout Nigeria.
- g. There is a national body established at the Federal government level to be known as the Universal Basic Education Commission (in this Act referred to as "the Commission") and which is charged with the responsibility of coordinating the operations of the UBE in the Federation. Also, at the State level, there is established for each State, a State Universal Basic Education Board (in this Act referred to as the "Education Board"). There is established, for each Local Government Area of a State and each Area Council of the Federal Capital Territory, Abuja, a Local Government Education Authority (in this Act referred to as "the Local Education Authority") which shall be subject to the supervision of the Education Board. According to the UBE Act the National Primary Education Commission Act is repealed.
- h. A provision is made to finance the UBE from:
 - i. a federal government grant of not less than 2% of its Consolidated Revenue Fund,
 - ii. funds or contributions in form of federal guaranteed credits, and
 - iii. local and international donor grants. In this regard, funding availability for the programme has not actually been a limitation but rather its allocation and accessibility. It is on record that between 2000 and 2008, the sum of NGN22.6 billion that had been allocated to some public tertiary institutions, state Ministries of Education and Universal Basic Education Boards by the Education Trust Fund was not accessed during the period. Similarly, human capacity for UBE delivery has been a constraint on programme delivery. A UNESCO report states that the government committed to have the human resource base necessary to manage and implement the UBE Scheme by 2015 (Centre for Public Impact, 2017).

With government commitments and interventions to the UBE programme, there have been expansion in school enrolment coupled with the provision of physical facilities such as in the construction of new classrooms, building, provision of basic amenities in schools, among others. Teachers employment also increased in many schools. But these developments have not been consistent because in the present time the UBE has been facing a lot of serious challenges which has affected its access in many States (Centre for Public Impact, 2017). Never minding the important positive impact of the UBE programme in national development coupled with government commitment and interventions towards the implementation of the UBE, yet there some issues and challenges inhibiting access to the UBE programme in Nigeria which has been discussed in the next section.

Issues and Challenges Inhibiting Access to the UBE in Nigeria

The Consortium for Research on Educational Access, Transitions and Equity (CREATE, 2022) report showed that over 60 million children of primary school age are not in school. A further 60 million of lower secondary age do not attend. Since 2010 these numbers have remained stubbornly resistant to interventions to universalize access to education despite repeated global commitments to deliver on the promises of education for all. Most are in Sub-Saharan Africa including Nigeria and South Asia. In reality, there are far more than 60 million primary age children whose right to basic education is denied. Many fail to attend regularly, are seriously over age for the grades they attend, and alarming numbers do not achieve basic skills after 6 years or more of schooling. If these “silently excluded” children are counted, then the numbers without meaningful access to primary schooling are well over 250 million. And, if the basic education cycle includes lower secondary, then this number is itself a substantial underestimation of the children whose right to education is compromised. Akor (2021) reported that a survey conducted by UNICEF and the Nigerian government shows that Nigeria has the highest number of out of school children in the world at 13.2 million, an increase from the 10.5 million children a decade ago. This is not to mention the huge infrastructure deficit and depreciating teacher quality plaguing many of the Nigerian schools in various States. A national summary statistics profile of students’ enrolment in basic education according to their age has been shown by UBEC (2018) in table 1 below.

Table 1: 2018 Indicator Profile for Basic Education Institutions in Nigeria as obtained within the Six Geopolitical Zones from Public Schools according to School-going Age

SN	Basic Education Indicators			
001	Demographic Information	Male	Female	Total
1	Age 0 – 2	10,198,050	9,416,753	19,614,803
2	Age 3	2,968,089	2,983,723	5,951,812
3	Age 3-5 (Pre-Pry)	9,203,921	8,162,747	17,366,668
4	Age 5	3,311,232	2,945,962	6,257,193
5	Age 6	3,327,788	2,960,691	6,288,479
6	Age 7	3,346,288	2,979,191	6,325,479
7	Age 6-11 (PRY)	21,546,523	19,295,423	40,841,946
8	Age 11	2,174,458	1,863,824	4,038,282
9	Age 12	2,581,458	2,270,824	4,852,282
10	Age 12-14 (JSS)	7,873,614	6,962,248	14,835,862

11	Age 14	2,662,092	2,401,962	5,064,054
12	Age 15 and above	2,327,618	2,091,160	4,418,778
13	Total	49,784,123	50,890,290	100,674,413

(Source: UBEC, 2018a)

From the above basic education students' enrolment population table, the number of females (50,890,290) in the UBE schools is more than the males (49,784,123). The above statistics shows that access to basic education is still low in Nigeria compared to the large number of population of over 10,193,918 male and female out-of-school primary level children of ages between 6 and 11 years; (with 422, 962 primary school pupil dropouts and 131,093 junior secondary school student dropouts respectively); within the 36 States and FCT, Abuja (UBEC, 2019) which were supposed to be in basic education schools in Nigeria; and their numbers has equally drastically increased since the COVID-19 pandemic coupled with the insecurity challenges. Akor (2021) opined that even with the grim statistics above, more and more States are failing to access their UBE intervention funds because they could not afford to make their matching grants, and those that access the funds either mismanage them or divert them to other uses aside improving basic education in their states. This situation has been proved to be responsible by some factors and challenges (CREATE, 2022).

The Centre for Public Impact (2017), FME (2015), Opoh, Okou and Ikang (2015) and other scholars observed that there are issues and challenges which still inhibit access to the implementation and delivery of the UBE programme across the States in Nigeria and they include the following:

Funding and other Financial Issues and Challenges: According to the Federal Ministry of Education (FME, 2015), the underfunding and underutilization of UBE Funds has become a major challenge in the access to the UBE programme. Several reasons have been given for non-accessibility of the funds and they are:

- a. Insufficient consultation with the States in the design, access and implementation of the UBE Programme, including project selection;
- b. Inadequate policy coordination across the three tiers of government in the implementation of the UBE programme;
- c. Lack of capacity within States to use funds in accordance with the guidelines;
- d. Complex conditions for accessing the funds and the associated bureaucracy;
- e. Lack of capacity and political will at the federal level to amend guidelines in light of experience and to drive through disbursements;
- f. The suspension of disbursements due to "sharp practices" in expenditure, which has occurred in several states;
- g. A lack of willingness of States to give counterpart funding for matching grants.
- h. Pace of disbursement on the part of UBEC which has been subject to major delays.

The fact that quarterly allocations can be rolled over indefinitely does not provide a strong incentive for State governments to commit their matching funding. Therefore, access to ECCE, pre-primary education and primary education in many States is low due to poor government funding and relative high cost of private provision (FME, 2015). Opoh, Okou and Ikang (2015) observed that the problem of underfunding of the UBE can be attributed to the present economic, social and political conditions in many State governments in Nigeria. Owing to the nature of primary education and the school system in general, government gives less concern to issues of funding, provision of infrastructure

and supply of qualified and experienced teachers. Given the obvious importance of teachers, problems associated with poor funding has affected other areas in supporting newly qualified teachers and a lack of career development opportunities in school settings often combine to make teachers' effectiveness difficult. Policy environment is a critical factor in policy implementation. Dwindling economic fortunes worsen the problem of underfunding of the UBE programme. Hidden cost of education is also negatively affecting the achievement of access to the UBE and its objectives. These are associated costs of sending children to school such as uniforms, textbooks, note books, pencils, biros and even Parent Teachers Association (PTA) levies. Despite declarations that the UBE is meant to be free and compulsory, many children are not in school to have access to the programme because of hidden costs.

Accumulated Un-Accessed Funds: None accessing of FGN intervention funds by some SUBEBs has become a big challenge to access of the UBE programme. This is because funds allocated on counterpart basis is not being accessed as earlier mentioned thus hindering the delivery of the UBE scheme. It is on record that between 2000 and 2008, the sum of N22.6 billion that had been allocated to some public tertiary institutions, State Ministries of Education and Universal Basic Education Boards by the Education Trust Fund was not accessed during the period (Yakubu Publication, 2009 cited in FME, 2015).

Disposition of Policy Makers and Implementers: The attitude or behaviour of policy implementers tend to affect its accessibility and performance. Many policy makers and implementers seem to lack commitment to the achievement of the goals of the UBE programme. Teachers are expected to play pivotal role in the implementation of the UBE programme, yet sufficient attention is not being paid to their motivation to the utter neglect of policy essence. Several studies like those of Ajayi (2007) and Omokhodion (2008) cited in Opoh, Okou and Ikang (2015) have shown that teachers in Nigeria are poorly motivated which affects access to the UBE. In fact, teachers had in recent times embarked on chain of industrial actions before government accepted 27.5% pay raise for professional teachers across the States. Even now, this pay rise is yet to be fully implemented in some States (Opoh, Okou & Ikang, 2015).

Problem Associated with Poor Enrolment: The Federal Ministry of Education (FME, 2015) reported further that participation in primary education is still low in comparison with primary school age population, with enrolment being particularly problematic, especially in some of the Northern States.

Curriculum Related Issues and Challenges: The high quality of the national school curriculum is undermined by the generally low quality of teachers to implement it, translating into low levels of learning achievement (FME, 2015). According to Isangedighi (2007) and Opoh, Okou and Ikang (2015), the teacher is a significant factor in the quality of curriculum delivery and standard of education at all levels. But the basic education level in Nigeria according to Ejere (2011), is plagued by acute shortage of professionally qualified teachers. Another case in point by Opoh, Okou and Ikang (2015) is the lukewarm attitude of many state governments to the Federal Teachers Scheme (FTS) that is meant to assist them with needed manpower in UBE accessibility and curriculum implementation. Despite the importance of the FTS to quality UBE delivery, numerous teachers under the scheme have suffered untold hardship in their states of deployment particularly with regard to accommodation which the states are to provide. To make matter worst, in some States when UBE teachers finish their mandatory 2 years' service,

they do not absorb them into their teaching service automatically as envisaged. Also, ICT has not been fully integrated and implemented in the basic education curriculum to promote access to quality education in the schools.

Infrastructural and Facilities Challenges: The FME (2015) reported that infrastructure and furniture are inadequate and in dilapidated states; sanitary facilities and toilets are inadequate in schools throughout the federation. Also, the system of collecting comprehensive, relevant data for planning school infrastructure and facilities is generally weak, therefore, negatively affecting access to the UBE programmes in the States. Most researchers such as Mezieobi, Fubara and Mezieobi (2013), Opoh (2011) and Opoh, Okou and Ikang (2015) revealed that overcrowding and shortage of classrooms (a situation where students learn under trees shade), poor sanitation facilities and teaching equipment are militating against effective teaching and learning in the UBE schools. Sadly, Oloruntoyin (2011) stressed that many of the buildings were erected in the late 1950s and early 1960s with mud blocks. Today they are not only a health hazard but also potential death traps. In fact, in many States, classes are being held in the open during the dry season and when the raining season sets in children are crowded into the few available ramshackle buildings.

Traditional and Cultural Barriers: There are social and cultural barriers that are hindrances to female participation. The lack of enforcement of the UBE Act, 2004 has had negative impact on enrollment and retention of the UBE programme.

Insecurity Issues and Challenges in the States: Insecurity issues and challenges, especially in parts of the Northern States coupled with the Southern States is drastically affecting UBE programme implementation and accessibility. The persistent insecurity challenges coupled with the kidnapping of children and girls in schools have kept many children away from schooling therefore, affecting access to the UBE programme. Akor (2021) opined that one of the major challenges to the UBE access is that of security especially in the Northeast and Northwest States where the Boko Haram insurgency and banditry has effectively forced children out of school. What is more, with the targeting of schoolchildren by the insurgents and bandits, schooling becomes a dangerous game and parents will prefer to keep their children at home.

Suggestions for Way Forward

The following suggestions have been made as a way forward for further improvement towards promoting access to the UBE in Nigeria. First of all, the Governments (Federal, State & Local) must ensure adequate policy implementation of the UBE in order to improve accessibility. Also, policy initiatives and directives of the UBE Act should be effectively and well implemented. All penalties and punishments prescribed on law offenders should be effectively implemented on offenders to increase access to the UBE programme. Others will include the following:

- Government should ensure adequate funding of the UBE to encourage access to the programme. The federal government should ease States accessibility to funds in order to positively impact on access to the UBE. To address this worsening problem of the UBE, governments at the state and local levels must shoulder higher responsibility for boosting basic education by allocating more funds to the sector. Also, Anti-corruption agencies such as the Independent Corrupt Practices Commission (ICPC) and Economic and Financial Crimes Commission (EFCC) should monitor closely the disbursement and utilization of UBE funds at all levels

of governance. Also, ensuring States access to the UBE intervention fund yearly, they should endeavour to promptly fulfill their counterpart obligations. States indicted over failure to forward their counterpart funds should be severely sanctioned to act as deterrent to other States.

- The quality of education should be highly promoted in the UBE programme through the resources provision and support from the teaching resources, improved and restructured curriculum, constant training, retraining and development of human resources, effective implementation of support programmes like the school feeding and health programmes, encouragements from educational support services like strengthening guidance and counselling, ICT deployment in schools, among others. To overcome the problem of acute shortage of qualified and trained teachers to cope with expected increase in students' number, there is need for the training of teachers in the right quantity and quality. They should also be made to benefit from training and capacity building for the acquisition of pedagogical skills. This will assist in making positive impact on access, enrolment and pupil's retention in the UBE programme.
- Adequate infrastructure, facilities and other necessary resources should be available and highly mobilized in the schools by the government and other education stakeholders such as financial institutions, private individuals, PTA, among others in order to increase accessibility of the UBE. Every school should be provided and supported with adequate infrastructure and other physical facilities like classrooms, laboratories, libraries, computer centres, potable water, electricity, toilets and furniture.
- The Federal, State and Local government should organize constant public orientation and enlightenment programmes through the mass media on the importance of basic education to national development and by so doing, political will from the general public including most government agencies will be gained and guaranteed for support of the UBE programme. The success of UBE plan depends on the commitment and support from stakeholders such as parents, community members, teachers, church and donor agencies, and all levels of government. There is need to ensure sustained community participation and ownership of basic education. As such, public enlightenment and social mobilization should be a continuous process in UBE implementation so as to engineer full participation by all sections of the Nigerian society particularly at the community level.
- Government at all levels should ensure adequate, efficient and constant supervision and monitoring of schools to ensure their compliance with the UBE directives coupled with their developments in order to promote access to the UBE.
- Both the Federal and State Governments should devise effective means of ensuring the security and safety of all children and students in the schools. Since insecurity has been a major challenge in Nigeria, the Federal government can seek for outside assistance from foreign nations to aid in curbing and tackling the issue of insecurity in Nigeria in order to improve and promote access to the UBE in the country. However, perpetrators of this acts of insecurity and kidnapping of children must be brought to justice and jailed to curb their tendencies of continual raiding of schools and innocent children.

Conclusion

The UBE as observed in the past, has made significant impact and improvement in the society by tremendously increasing students' enrolment and controlling the level of students' dropout in the schools, among others, but today the UBE cannot be seen as such because of the problem of access attributed to the programme implementation and other challenges. Access to the equitable UBE in some States in Nigeria has become a serious issue and great matter of concern in this present time. Today, there is high rate of incessant dropouts and poor enrolment of pupils and students from school in the various States of the federation coupled with issues government underfunding, State government noncompliance to policy initiatives and directives, infrastructural challenges, among others. All these issues and challenges when pulled together affects access to the UBE in Nigeria, Therefore, calling for absolute redress. This paper has extensively discussed issues or matters surrounding access to the UBE in Nigeria. Issues discussed in the paper are in connection with the objectives and goals of the UBE programme, importance of the UBE in national development, government involvement in promoting access to the UBE in Nigeria, and the issues and challenges inhibiting access to the UBE programmes in Nigeria. Suggestions for further improvement towards promoting access to the UBE in Nigeria was also provided.

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Section Two

CURRICULUM ISSUES IN BASIC EDUCATION IN NIGERIA

CHAPTER 3

CURRICULUM DESIGN AND BASIC EDUCATION IN NIGERIA: A CRITIQUE

Audi, Abubakar Ahmed; Alaku, Monica Emmanuel & Jatau, Stephen

Introduction

The term curriculum has been derived from Latin word “Currere which means “race course” run way on which one runs to reach a goal. Accordingly, curriculum is the instructional and educative programme which the learners want to achieve their goals, ideals and aspirations. That is why for most persons today, curriculum is equated with courses, programmes, subjects or syllabi (Danladi and Akinola, 2012). Many scholars have defined curriculum in similar ways. A look at some of these definitions by various authorities authenticates the above statement. Curriculum is defined by Baba (2005) as the planned interaction of pupils with instrument, content, materials resources and process for evaluating the attainment of education objectives. Denga (2012) described curriculum as the plan and unplanned experience to which learners are exposed to within and outside the school environment for individual and collective growth. Sowell (2014) also sees curriculum as what is taught to learners. This broad definition include the intended and unintended information, skills and attitude that are communicated to learners whether in schools or in other location where teaching takes place.

Curriculum has to be designed in order to achieve its objectives. Curriculum design is a term used to describe the purpose, deliberate and systematic organisations of curriculum. It is the intentional planning, organisation and design of learning strategies process, materials and experiences towards define learning or performance outcomes (Dodd, 2020). Curriculum design focuses on the creation of overall course blue print, mapping content to learning objectives, including how to develop a course outline and build the course (Dodd, 2020). Therefore, each learning objectives is met with assessment strategies, exercises, content, subject matter analysis and interactive activities. The curriculum design can be segmented in many forms. These include subject-centred, learner centre and problem-centred design. The Universal Basis Education Curriculum encompasses these designs.

Historical Background of UBE

Over the years; both federal and state governments had put in place a number of policy provisions to ensure that the goals of education at the basic level of the education system are achieved for national development. The historical antecedent of curriculum development in Nigeria began with the arrival of Christian missions in 1842 and the establishment of missionary schools (Emeh et al, 2011). They stated further that between 1842 and 1889 Christian missionaries alone opened, maintained, controlled as well as defined the objectives, contents and instructional methods including the curriculum of those schools. Following the agitations of elite Nigerians, several commissions were set

up by colonial masters to review the education system in Nigeria (UBE, 2018). Other landmark events that appeared to have influenced curriculum development in Nigeria after independence include the establishment of the Nigeria Educational Research Council (NERC) and the National Curriculum Conference (NCC) in 1969.

The proceedings of the NCC gave rise to the National Policy on Education (UBE, 2018). It was first published in 1977 and revised occasionally. Consequently, educational systems like 7-5-4 and 6-3-34 systems were introduced. Each of these levels described in the systems, except the tertiary level, curriculums were developed by the Nigeria Educational Research Development Council in line with the objective of each level. In 1999 the Nigerian Government introduced the Universal Basic Education (UBE). The introduction of the UBE brought remarkable change in classroom management techniques, supervision and curriculum development in Nigeria (Ayo, 2008). With the introduction of UBE programme in 1999, the Nigeria Education Research and Development Council (NERDC) were saddled with the responsibility of developing the UBE curriculum. According to Obioma (2012), NERDC re-structured and re-aligned all Primary and Junior Secondary Schools into 9-year Basic Education Curriculum for implementation in Nigeria Basic Schools. The implementation of the 9 year Basic Education Curriculum which was developed for the attainment of education for all goals: EFA, NEEDS and MDGS commenced nationwide in September 2008 in primary one and Junior Secondary One (JSS1) respectively (UBE, 2000).

The Philosophy of Universal Basic Education

The National Policy on Education from which the Universal Basic Education (UBE) programmes derive its establishment clearly states the objectives of Nigerian education and indicates that philosophy of the nation's education is based on the integration of the individuals into a sound and effective citizen and the provision of equal opportunities for all citizens at the primary, secondary and tertiary levels. The curriculum for the various levels therefore aims at fulfilling the objectives of the National Policy of Education. Education at the basic education level therefore gives emphasis to sound educational foundation that is expected to develop permanent literacy and numeracy and the laying of a sound base for scientific reflective thinking. Thus, the philosophy of the 9 year Basic Education Curriculum as stipulated in the National Policy on Education (NPE, 2014) is that every learner who has gone through the 9 year of basic education should have acquire appropriate levels of literacy, numeracy, manipulative, communicative and life-skills as well as the ethical, moral and civic values required laying a solid foundation for life-long learning as a basis for scientific and reflective thinking.

Universal Basic Education Curriculum

The 9-year Basic Education Curriculum (BEC) was developed in response to Nigerians need for relevant, dynamic and globally competitive education that would ensure socio-economic and national development, specifically, BEC was developed to ensure that learners at the basic education level are capable to compete favourably anywhere in the world in terms of knowledge, skills, technique and values and tide (FRN, 2012). The curriculum accommodated the functions of both National Economic Empowerment and Development Strategies (NEEDS) and the millennium Development Goals (MGDS). Thus, BEC addresses among other things, the issues of value orientation, poverty eradication, critical thinking, and entrepreneurship and life skills.

It is important to highlight the three components of the curriculum according to the corresponding levels and the age of the pupils and students from primary 1-3, 4-6 and JS1-3. The 9-years Basic Education Curriculum (Basic1-9) has three components namely:

- Lower Basic Education Curriculum for primary 1-3 (age 6-8 years)
- Middle Basic Education Curriculum for primary 4-6 (age 9-11)
- Upper Basic Education Curriculum for Junior Secondary School (JSS) 1-3 (age 12-14)

The curriculum has the following subjects: English Studies, one Nigerian Language, Mathematics, Basic Science and technology, Religion and National Values, Cultural and creative Arts, Pre-vocational Studies, French and Business Studies. Thus, the frame work of the curriculum is designed to properly accommodate pupils and students needs/interest as well as make provision for appropriate core and elective subjects for a well-rounded education at the different age levels. At primary and Junior Secondary Schools NERDC have revised the 9-year Basic Education Curriculum (BEC) to be in line with global best practices and eliminate content overload, repetitions or duplications, within and across subjects. The implementation of the revised version of the curriculum commenced in September, 2014 with primary 1 and JSS 1 content, with the gradual phasing out of the first edition of the 9-year Basic Education Curriculum

Universal Basic Education (UBE) training manual (2018) identified 7 features of the revised UBE Curriculum as follows:

- Reduction of subject overload with compromising quality in line with global practice.
- Elimination of subject matter overlap, repetitions and redundancies
- Subjects are divided into core compulsory and elective subjects.
- Content organisations are thematic and special.
- Systematic connection between primary and Junior secondary school contents
- Introduction of technology, vocational subjects, Business Studies, Agriculture, French and Religious Studies.
- Inclusion of contents on global issues.

Implementation of UBE Curriculum

Curriculum implementations is sum total of all the organised activities geared towards the actualization of the goals and objectives of the curriculum. Garba (2004) viewed curriculum implementation as putting the curriculum into work for the achievement of the goals for which the curriculum is designed. Okebukola (2004) described curriculum implementation as the translation of the objectives of the curriculum from paper to practice. Japa (2008) observed that implementation is simply the set of activities directed towards putting a programme into effect. Therefore curriculum implementation involves the interaction between teachers, learners and other stakeholders in education geared towards achieving the objectives of education. In Nigeria, the 9-year Basic Education Curriculum (BEC) was produced and distributed to all public primary schools nationwide in 2007 and its implementation commenced nationwide in primary 1 and JSS 1 classes in September, 2008. It was implemented to provide free, universal and compulsory basic education for every child age 6-15 years (FRN, 2004). Also its implementation was geared towards the attainment of the targets of National Economic Empowerment and Development Strategies (NEEDS). The implementation of the Basic Education Curriculum is overseen by the UBE commission (Asotibe et al, 2015). Okoroma (2006) further elaborated that Implementation of Basic Education and management in Nigeria is the responsibility of local Education (LGEAs) under the supervision of state universal basic

education commission (SUBEBs) and the Universal Basic Education Commission (UBEC) at the federal level. The first batch of JSS students graduated in 2011 while primary school pupils would have entered class one of the Junior Secondary by September 2014. However, its effective implementation is marred by so many challenges.

Challenges of Implementing Basic Education Curriculum

The Basic Education Curriculum (BEC) has some laudable objectives capable of ushering development of our nation. However, researchers have shown that these challenges below could have marred the effective implementations of the Basic Education Curriculum (BEC).

Inadequate Supply of Human Resources

The required human resources for the implementations of the basic education curriculum are inadequately supplied to the schools. For the BEC to be effectively implemented, the human resources vis a vis teacher who are the implementers must be qualified and adequately supplied to the schools. Akinsola (2013) identified the teacher as a major factor in student learning. It is disturbing to find out that most basic education schools do not have adequate qualified teachers. Most of these teachers appear to have a challenge of very poor quality in classroom. They can't deliver effectively in the classroom. As Ukeje (2006) expressed that the qualification and experience of teacher is a pre-requisite to the quality of outcomes of curriculum delivery by the teachers. Couple with the problem of unqualified teachers, is lack of basic competencies needed by teachers. This is why teachers do not perform to the level expected from them. Evidence has shown that in many of the basic education schools all over the country that in subjects like English Studies, Mathematics, Basic Science and Technology and Pre-vocational Studies, learners performed poorly.

Lack of Understanding of BEC and Misgiving by Teachers

In line with the directive of the National Council on Education (NCE), the Nigerian Educational Research and Development Council (NERDC) developed the new 9-year Basic Education Curriculum. To implement effectively, the teachers require good understanding of BEC content. It is on record that the essence of basic education curriculum was not understood by many of our teachers. Some of these teachers could not see clearly the difference between the contents of the old curricular and the new 9-year Basic Education Curriculum (BEC). Consequently, teachers find it difficult in implementation of BEC. Effective implementation of BEC required that teachers should be familiar with modern method of teaching which involves learner centre not the old way of teaching (UBE 2018).

Inadequate Supply of Material/Industrial Resources

Another major problem in implementing BEC is inadequate supply of resources. There are shortages of infrastructural facilities like classrooms, laboratories, equipments and other instructional materials such as subject curricular, teacher's guides and text books and other teaching aids in the basic education schools. This result to no meaningful curriculum implementations since materials for teaching and learning are not readily available. Otemuyiwa (2017) attested to this fact that inadequate resources derail the effective implementation of the Basic Education Curriculum. This inadequacy of resources is further compounded by the expansion in school population which later outstripped the capacity to provide the material resources need.

Inadequate Incentives and Welfare Packages for Teachers

Teacher motivations are those factors that operate within the school system which if not available to the teacher would hamper performance, cause stress, discounted and frustration, all of which subsequently reduce student quality output. Unfortunately our teachers who are charged with the implementation of the basic education curriculum are not provided with enough allowances. Motivation of teachers such as early payment of salaries, provision of in-service training etc. by government is low when compare with the level of tasks assigned to them as confirmed by Otemuyuwa (2017). This affects the implementation of the Basic Education Curriculum.

Inadequate Funding of BEC

In Nigeria, fund allocated for education is grossly inadequate in the budget. The poor financial commitment to education sector generally solved down implementation of the Basic Education Curriculum (BEC). In view of this, Nwachuku (2005) lamented that because of the present level of underfunding of education by the government, the public sector of education has witnessed stagnation and decay. Therefore, the desire for effective implementation of the BEC has been difficult to achieve because of its attendant cost implication as government financial input is inadequate. The adverse effect of inadequate funding can be seen in the irregular payment of teacher's salaries, ill equipped school libraries, laboratories and shortage of infrastructural facilities in many basic education schools. The issue of funding, of course is a function of what priority government accords to, and how much money they decided to spend generally on education sector of the economy.

Poor Development of Teachers in Basic Education Curriculum

Poor involvement of teachers in matters relating to development of Basic Education Curriculum either in planning or reform and that make good performances impossible, no matter the teacher's methodological competence, unfortunately teachers are not involved at this step of curriculum process. The teacher takes the final decision as regards the actual learning experiences to be provided and so not involving or incorporating him/her in the planning and development process is like separating the curriculum from infrastructure. Therefore, teachers are not involved in development of the basic education curriculum which affect its implementation (Olakunle, 2019).

Conclusion

The curriculum establishes the foundation of what learners are expected to know, do and understand through their educational experiences. The ultimate goal for curriculum design is to deepen learning and support learners in gaining important core competencies such as critical and creative thinking, skilful communication and demonstrating care for self and others. In view of that, the basic education curriculum has been designed to achieve certain educational goals. Curriculum design focusses on the teachers and learners. It takes into consideration learners needs, interest and goals that shape their education. Teachers apply learning standard according to the type of curriculum design to engage learners in flexible and relevant learning experiences that encourage them to pursue their passions while building a sense of personal identity. Teachers also make professional judgement about curriculum design in other to be responsible to learners needs, interest, background, curiosity and passions.

Recommendations

In order to ensure effective implementation of the Basic Education curriculum at both the primary and junior secondary schools levels the following suggestions are recommended:

1. Massive recruitment of professional teachers as a measure to tackle the inadequate teachers in the basic schools.
2. Teacher's professional development. Government should embark on regular training and re-training programmes in form of seminars, conferences, in-service training programmes and workshops should be organised at regular intervals in order to improve teacher's performance.
3. Increased provision of material and infrastructural resources. Government should increase provision of materials that are pedagogically sound, relevant and physically durable.

Also, well equipped libraries with books and more classrooms should be built in schools to accommodate the increasing school enrolment. Therefore, provision of adequate material/infrastructural resources should be seen by the government as an integral part of education funding that must be in-corporate into the planning process of our education system. A part from provision, and effective distribution strategies in line with the needs of the schools should be used.

4. Provision of adequate enlightenment on basic education programme. Positive involvement of parents and other stakeholders in the implementation of basic education curriculum to the actualization of the objectives of the basic education programme. These calls for adequate and well organised sensitization programme to achieve it. Government therefore should adequately fund NERDC to carry out enlightenment campaign on the general public on the importance of basic education and the expected roles of the stakeholders on regular basis.
5. Provision of adequate funding for implementation, adequate funding is crucial to effective implementation of the basic education curriculum and by implication to the success of the basic education programme generally. Therefore, government should create enabling environment that will encourage private sector, non-governmental organisations and other international development partners to participate more in the funding of the universal Basic Education (UBE) programme. Government should also increase her finances on UBE in order to achieve its targets and objectives.

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CHAPTER 4

EFFECTIVE CURRICULUM IMPLEMENTATION OF BASIC EDUCATION AT PRIVATE SCHOOL LEVELS IN OGUN STATE

Dorgu, Theresa Ebieri & Adediran, Amos Adekunle

Introduction

In many nations of the world and Nigeria inclusive, there has been continuous effort for improved educational systems, which resulted in some kind of shift in curriculum planning, implementation and specific efforts on the part of the governments to develop policies for transforming education. Over the past two to three according to Dorgu(2021) decades, different Nigerian governments have shown interest in transforming education system in that they have come up with various educational policies and programmes to ensure that they achieve their goals. Such efforts generally led to the introduction of the universal Primary Education (UPE) in 1976 and 6-3-3-4 system in 1985 (Six years in primary school, three years in Junior, three years in senior secondary school respectively and four years in the university. Yet, the desired educational goals have not been met as many policies and programmes were poorly implemented (Obanya in Dorgu, 2021).

The latest venture by the Federal Government of Nigeria was hinged on its emphasis and the need to implement curriculums full in schools, among others, to improve the quality of education provision and service delivery Federal Government of Nigeria (FRN, 2013). Education is widely accepted by many nations to be one of the most important needs for the well-being of any society. It is seen as a powerful instrument of social progress without which neither an individual nor a nation can attain professional growth. Hence, the need for quality provision implementation and service delivery has been the centre stage. In this view, Obanya in Dorgu (2021) posits that there is need for good schools, good teachers and administrators.

Given its importance the Federal Government of Nigeria (FRN, 2013) adopted education as an instrument par excellence for national development and therein places much emphasis on it, as a necessary condition for realizing the five national goals. It states that education shall continue to be highly rated in the national development plans because education is the most important instrument for change. In other words, it is effective for any fundamental change in the intellectual and social outlook for society has to be proceeded by an educational revolution Federal Government of Nigeria (FRN, 2013).The National Policy on Education objectives for basic education sector is to prepare the people for useful living in the society as well as participate in higher education Federal Government of Nigeria (FRN, 2013). From the stated objectives, therefore, basic education should develop in each Nigerian child the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society towards nobler ends.

The expectation is that these well-articulated objectives of basic education according to Adeleke (2012) can only be achieved if all the issues involved in implementation of policies, curriculums and programmes at secondary education level are addressed. This means that providing resources, facilities and funds in right quantity and quality and the effective management of these resources are major determinants for the achievement of these broad goals. The school, in collaboration with the government, will ensure the existence of a germane environment that will help the achievement of these goals.

While these efforts in force achieved some of the desired goals, there is still an accusation that Nigerian educational system, which was known for very high standards over the years, has deteriorated. There is a public outcry about the deterioration in quality of public and private education provided for Nigerian citizens, especially at basic education levels. Scholars such as Ajibola (2008), Mohammed (2005) and Obanya in Marinho (2009) also noted with gross dissatisfaction that the quality of education delivery and output in Nigerian education sector today cannot bring about any significant desirable transformation.

Uwaifo and Uwaifo(2009) view curriculum as a systematic process in which an organization envisions its future and assesses its basic reason for being. Among many definitions for curriculum, it may be said that “it is the total sum of all the experiences provided to the learners under the guidance of the school” (Marinho, 2009:44).The term curriculum implementation when mentioned according to Reeves in Ajibola (2008) immediately brings to mind a disciplined and thoughtful process that links the values, mission, and goals of a school system with a set of coherent strategies and tasks designed to achieve those goals. Its aim is to develop a better road map to guide the organization to a place through, focusing on the institution’s mission, objectives, strengths, weaknesses, opportunities and threats. Scholars, such as Bryson in Anderson and Adediran (2021) states that curriculum implementation is a set of concepts, procedures and tools designed to ensure the execution of the syllabus, objective and aim of education at secondary school level. Furthermore, Goodstein in Anderson and Adediran (2021) view it as a systematic process in which an organization envisions its future and assesses its basic reason for being.

During the process of curriculum implementation, we may find obstacles that vary with the curriculum itself, such as location, political situation, economic situation, teacher preparation, facilities and other factors, which make it more complex to execute. Let’s take funding, which is essential for the successful implementation of a curriculum. A school requires that the teachers are appropriately trained to be able to dominate the competences of whatever is changing; be it a subject, a laboratory experience or the whole school curricula. In a nutshell, without the proper funding the accessibility of new materials, equipment or technology would be appropriated (Anderson & Adediran, 2021).

Curriculum implementation is a very important tool for school improvement and it keeps the organization focused. It is pertinent to note that if improved and qualitative education is desired by any government or individuals for its citizens, adequate attention should be given to curriculum implementation in the education system by ensuring that adequate resources (human and material), equipment, facilities and funds are provided to enable the principals and teachers implement curriculum in the best way (Udoka, 2021).

Proper implementation of the curriculum ensures the schools, stakeholders and proprietor with a clear future of how a rapidly changing environment can help to shape the critical decisions that their schools face and equally how it conditions the resources that the schools are likely to have to carry out their decisions. Curriculum implementation, however, entails putting into practice the officially prescribed courses of study, syllabi and subject. The process involves helping the learner acquire knowledge, skill or any other experiences included in the curriculum (Ezewafor & Iyere, 2021). The curriculum implementation cannot take place without the learner. The learner is central in curriculum implementation, therefore implementation takes places as the learner acquires the planned or intended experiences, knowledge, skills, ideas & attitudes, aiming to enable him/her to function effectively in a society (Uzodinma,2004).

Curriculum implementation is, therefore, a critical phase in curriculum cycle where selected techniques and strategies are put into use through selected tools, such as the syllabi and scheme of works, lesson plans and notes, teaching- learning resources, relevant textbooks and other reading resources, and above all general conducive reading environment. These problems/challenges according to Ezewafor and Iyere(2021) include non-implementation of education curriculum, dilapidated infrastructures, inadequate staffing, ill-motivated teachers, poor funding, lack of essential facilities, poor quality assurance owing to various training limitations, poor quality entrants (higher level), too much emphasis on paper qualification, which led to a disparity between educational philosophy and objectives on the one hand, and the practice on the other, contextual problems of rapid transformation, improper mission interpretation, inappropriate curricula, students' unrest, paucity of academic staff as well as problem of staff retention, lack of quality assessment, and research, unsuitable policy environment and other organizational and management issues pertaining to school administration, among others (Obanya, 2008).

Given these problems in the education sector, the Federal Government of Nigeria mandated the effective or full implementation of curriculums in schools, especially private schools. Private schools administrators are therefore increasingly being urged to implement the curriculums provided by the government and bring about transformation in their schools (Dorgu, 2021). The principal/head teacher is looked upon as the chief executive officer expected to ensure the full implementation of the curriculums in school using his or her experience, knowledge and wisdom, etc. He or she is essentially the organizer and implementer of curriculums, plans, policies and programmes meant to achieve specific educational objectives. His administrative tasks include carrying along the staff both academic and nonacademic and students in an environment conducive to the maximum development of the learners (Udoka, 2021). The extent to which principals/head teachers possess the ability to effectively transform their schools through full implementation of the curriculums is a matter of concern, given that most private school heads struggle with enormous shortage of everything. It would seem also that the heads lack sufficient knowledge of how to effectively implement curriculums (Uwaifo & Uwaifo, 2009).

It is a general expectation that when schools are transformed, the learners, staff and community are positively affected to enhance national transformation. In other words, curriculum implementation is an indispensable tool for the success of any educational programme. Effective implementation of the curriculum will cause a shift from quantity to quality and the achievement of system-wide transformation as desirable goals is the

thrust. This according to Ezewafor and Iyere (2021) will enhance the most promising strategy for sustained, substantive school improvement in building the capacity of school personnel to function as a professional learning community. As it was mentioned before, there could be numerous reasons that work as barriers at the time of implementing a curriculum. These could be both extrinsic and intrinsic to the school. No matter the origin, it becomes pertinent and exerts a force against the proper execution of the curriculum implementation process. Therefore, it is imperative to research on the

Objectives of the Study

The objectives of the study are to:

1. To find the problems private schools do encounter in implementing the basic education curricula
2. To examine adequacy of the quantity of available teachers of basic education subjects in private secondary schools for effective implementation of the curricula.

Research Questions

In order to fulfill the objectives of the study, the following questions were raised for the study:

1. What are the problems private schools do encounter in implementing the basic education curricula?
2. How adequate is the quantity of available teachers of basic education subjects in private secondary schools for effective implementation of the curricula?

Methodology

The study adopted a descriptive survey research design. This design was taken for easy collection of data from all the groups of the population by selecting samples from the chosen population. Population comprises of all teachers in private secondary schools in Sagbama local government, Bayelsa State. Simple random sampling technique was used to select ten (10) private secondary schools in which ten (10) teachers were selected from each of the chosen private schools in Sagbama local government, Bayelsa State to make a total of one hundred (100) as sample for study. A self-developed questionnaire was used as instrument for data collection. The questionnaire contained items on the main title of study. To ensure the validity of the instrument, the researcher gave the draft of the questionnaire to the experts to restructure the instrument in line with the research questions. To determine the reliability of the instrument, a pilot test was conducted and the scores were tabulated and the Pearson Product Moment Correlation Coefficient formula was applied and a correlation coefficient of 0.72 was obtained. On the basis of the corrections done on the questionnaire items, and the test-retest reliability coefficient computed, the instrument was judged adequate, valid and reliable for the purpose of gathering relevant data for the study. Data collected was analyzed using simple percentage statistical tool.

Results

Table 1: What are the problems private schools do encounter in implementing the basic education curricula?

S/N	ITEMS	NO		YES		TOTAL	
		Freq (N)	Percent %	Freq (N)	Percent %	Freq (N)	Percent %
1.	Inadequate funding	70	70%	30	30%	100	100%
2.	Poor school management	85	85%	15	15%	100	100%
3.	Inadequate teachers and Ineffective teaching method	90	90%	10	10%	100	100%
TOTAL		235	78%	55	22%	300	100.00

The table above shows the percentage of respondents. In item 1, 70 respondents representing (70%) disagreed with the statement while 30 respondents representing (30%) agreed with the statement. In item 2, 85 respondents representing (85%) disagreed with the statement while 15 respondents representing (15%) agreed with the statement and in item 3, 90 respondents representing (90%) disagreed with the statement while only 10 respondents representing (10%) agreed with the statement.

Table 2: How adequate is the quantity of available teachers of basic education subjects in private secondary schools for effective implementation of the curricula?

S/N	ITEMS	YES		NO		TOTAL	
		Freq (N)	Percent %	Freq (N)	Percent %	Freq (N)	Percent %
1.	Teachers in private school have at least NCE	50	50%	50	50%	100	100%
2.	Teachers professional affect their implementation of curriculum in private school	36	35%	64	65%	100	100%
3.	Teachers in private school have high level of teaching experience	49	50%	51	50%	100	100%
TOTAL		135	45%	155	55%	300	100.00

From the table above in item 1, 50 respondents representing (50%) agreed with the statement while 50 respondents representing (50%) disagreed with the statement. In item 2, 36 respondents representing (36%) agreed with the statement while 64 respondents representing (6%) disagreed with the statement and in item 3, 49 respondents representing (49%) agreed with the statement while 51 respondents representing (51%) disagreed with the statement. 135 respondents representing 45% concur while only 155 respondents representing 55% disconcerted with the statement.

This table indicates how adequate is the quantity of available teachers of basic education subjects in private secondary schools for effective implementation of the curricula.

Discussion of Findings

Based on table 1, 235 respondents representing 78% disconcerted while only 55 respondents representing 28% concur with the statement. This shows the problems do private schools encounter in implementing the basic education curricula. This statement was in line with Woolman (2006) who noted that lack of qualified teachers, lack of equipment and inappropriate teaching methods, lack of infrastructural facilities, lack of laboratory or well-equipped laboratory and large class size are in agreement are factors that greatly affect effective implementation of curriculum in private school at the Basic education level. 135 respondents representing 45% concur while only 155 respondents representing 55% disconcerted with the statement.

The table 2 indicates how adequate is the quantity of available teachers of basic education subjects in private secondary schools for effective implementation of the curricula. The findings agreed with Adeleke (2010), who observed that highly qualified teachers follow good approaches in teaching and that students taught by this grade of teachers have greater academic performance because of positive attitude of the teachers. He further stated that high qualified teachers present their materials in an interesting way that gives the students a feeling of understanding and mastery of the subject. If teachers with higher educational qualifications are employed to teach in private secondary schools, the curriculum objectives of each subject will be achieved and the entire society will benefit from the knowledge acquired.

Conclusion

Nigerian educational curriculum was considered appropriate in terms of goals and content in meeting the philosophy of Nigerian educational system but found weak in its method of implementation in private school. The factors hinders the effective curriculum implementation include: inadequate funding, poor motivation of teachers, lack of adequate time to cover subjects curriculum, inadequate teachers, lack of equipped laboratories; voluminous nature of some subjects curriculum content, large class size, overwhelming number of activities demanded by the curriculum, inadequate professional development, poor management of laboratories, lack of effective supervision and monitoring, poor utilization of available science teaching materials, poor preparation of subjects teachers, inadequate infrastructures and poor use of innovative teaching method.

Recommendations

Results of the research study revealed several remarkable findings. Based on the findings, the following recommendations are made:

1. The Federal and State governments should make it a point of duty to build infrastructural facilities, including functional workshops in all secondary schools across the nation with adequate provision of workshop equipment, instructional materials, and tools to make teaching and learning of the skill-based subjects meaningful. This way, students will have the opportunity to engage in practical works, which is a major aspect of the curriculum.
2. Teachers in private schools should be supported through continuing professional development and motivation to enable them to implement or carry out the curriculum effectively for the national development.

3. Private school administration should supervise their teachers in order to fully implement the curriculum in their various levels.
4. Government should therefore inspect the various private school to ascertain the level at which they carried out their activities in their school.
5. Parents, teachers, principals, students, policy makers and other education stakeholders should be made aware of the findings of this study, during such fora as Parent-Teachers Association meetings, Town Hall meetings, seminars, conferences and workshops.

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CHAPTER 5

CHANGES IN THE SCIENCE CURRICULUM AT THE BASIC LEVEL AND ITS IMPLICATION FOR POST BASIC EDUCATION

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Introduction

This chapter focussed on a brief tracking of the major changes that has taken place over the years in the science curriculum at the basic level of education in Nigeria and to articulate the implication of the current curriculum which is the product of numerous changes on post basic education. The basic level of education in this article means the first nine years of schooling of the Nigerian child. The major implication of the basic science and technology curriculum is that it does not promote the holistic view of science. Recommendations were made based on the deep analysis of the curriculum.

Science Curriculum under Universal Primary Education

Science curriculum development in Nigeria before the year 1980 involved uncoordinated efforts in different regions and states. In the western region, Universal Primary Education (UPE) began in 1955 and the duration of primary education is not the same in the region as others in Nigeria. In the same period, Lagos state, primary education was eight years while in other areas in the western region students spend six years in primary school. The universal primary education in the Eastern region kicked off in 1957 and their primary education is eight years (Ejiogu, 2001). The North seems uninterested in the approach of the East or West towards primary education (Csapo, 1983). There was primary education in the North but not as aggressive as it was in eastern, and western regions and the duration is seven years.

In this period, students were taught Nature study and Gardening because this is the science subject in the school curriculum in 1950s during the UPE (Ogunniyi, 1986). Primary schools were known as standard schools. In standards one and two, one weekly period was recommended for nature study and gardening. In standard three and beyond, three weekly periods were recommended for gardening and nature study (Adesoji, 1999). Nature study and Gardening covers simple gardening techniques, weather observation, soil structure and formation, external appearances of birds, insects and lizards, and plant's structure. Generally, there was no planned curriculum and the teachers just taught what they were taught as a student (Ogunleye, 1999). The teaching and learning of nature study were not without challenges (Adesoji, 1999). Leading among them is that girls were excluded in classes where nature study and gardening were taught (Ogunleye, 1999). Needlework was the alternative for girls (Adesoji, 1999). Teachers also made use of nature corners and instructional materials were not, explored by the pupils. The text materials used were written by, European authors (.

In the early 1960s, various elementary science projects were developed in the United States of America. Leading among them were the Elementary School Science Project of the University of California, Beckley 1962, and Elementary-School Science Project (E-SSP) of Utah State University 1964. These innovative programmes changed the face of primary science globally. The philosophy of elementary science studies is that whatever a child learns is more meaningful and the child tends to make recall when he learns through self-discovery. Elementary science studies suggest that the school should provide children with an opportunity to explore living and non-living things and the relationship that exists between them (National Academy Press, 2007).

This E-SS project had great impact on Nigeria because Prof Babatunde Fafunwa who was Dean of the Faculty of Education at the University of Nigeria along with Mike Savage who was part of E-SS in the United States of America pioneered the project in Eastern Nigeria. Several workshops were held for teachers and the programme was later introduced to primary schools. That was the first time science became known as elementary science at the primary school level in any part of Nigeria (Amen-Anegbe, & Adeoye, 2010).

In the 1970s, the state replaced the regions as the federating units of Nigeria. Several science projects were going on in these states at this time. Nature study was replaced by elementary science in all states (Federal Ministry of Education, 1980). There were committees at the regional and state levels deciding what primary education must look like (FME, 1980). The Spectrum of the committee on education covered subject specialists, government officials, teachers, few parents and religious leaders. The committee came up with a curriculum plan that contains objective content materials and texts for teaching science.

For example, the old Oyo state Elementary Science Curriculum recommends that every class must have a science table that should be neatly, and properly kept. Specimens should be labelled with a brief note in all classes. Specimens not in current use should not be on the science table (Oyo State Elementary Science Curriculum, 1974). Pupils should be encouraged to keep proper records of their science activities throughout the course. The curriculum gave the teacher so much liberty such that the order in which the topics listed in the syllabus were not necessarily in the order in which they were treated. The teacher was given some liberty to sequence based on the needs of the learner.

Another example is the old Bendel State Elementary Science Curriculum, which had entirely different objectives from Oyo and other states. Only the Northern states had uniformity because they were all part of the Primary Education Improvement Study (PEIS) in 1970. Initially, the Northern State Primary Science Project was implemented by the region and when the PEIS came, all the then six northern states had the same primary science. The PEIS covered other subjects in primary school. The science curriculum had its objectives and centrally the programme intends to develop pupils' spirit of inquiry and scientific approach to issues (Ogunleye, 1999).

Universal Primary Education (UPE)

The Universal Primary Education (UPE), was launched in 1976. UPE has a lead role because it made primary education free and compulsory for every Nigerian child. Also, the National Policy of Education made science a compulsory subject in schools so that every child will be exposed to science (Ejiogwu, 1999).

At independence, Nigeria adopted a 6-5-2-3 system of education, thus: 6 years of primary education, five years of secondary education; two years of the sixth form also known as Higher School Certificate; and three years of University education. After the National Curriculum Conference of 1969 and the National Policy on Education released in 1977, adjustment was made in Nigerian primary schools that were running programmes that exceeded six (6) years. The National Policy on Education (FRN) 1977, revised in 1981, took effect in 1982. Science became a compulsory subject in primary school for the first six years of the Nigerian child.

The first Unified Primary Science Curriculum was developed in 1980. The curricular of various state primary science projects were harmonised. The main goal of the science curriculum at the primary school level, according to the unified curriculum, was to give the Nigerian child the opportunity to manipulate with suitable equipment, and material, in a situation encouraging social interaction (NERC, 1980). The objectives of the first unified curriculum were as follows: observe and explore; develop basic science process skills, (including observing, manipulating; classifying, communicating, inferring, hypothesizing, interpreting data and formulating models; to develop functional knowledge of science concept and principles; explain simple natural phenomena; develop a scientific attitude: including curiosity, critical reflection and objectivity; apply the skills and knowledge gained through science to solving everyday problems in his environment; develop self-confidence and self-reliance through problem solving activities in sciences; Develop a functional awareness of and sensitivity to the orderliness and beauty of nature (Ogunleye, 1999).

Science Curriculum under Universal Basic Education

The Universal Primary Education which was launched in 1976 was replaced by the Universal Basic Education (UBE) in 1999 by the Federal Government of Nigeria. Universal Basic Education (UBE) was formally launched by President Olusegun Obasanjo on 30th September 1999. It was a reform programme aimed at providing greater access to and ensuring the quality of basic education throughout Nigeria. The goal of the programme is to provide “free, universal and compulsory basic education for every Nigerian child aged 6-15 years (Chikwenze & Chukweneke, 2012). This means other than six years of compulsory education, UBE pursues nine years. The nine-year programme is divided into three categories as follows: Lower Basic (Primary 1-3), Middle Basic (Primary 4-6) and Upper Basic (J.S.S 1-3) respectively.

The objectives of UBE are to:

- “Develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
- “Provide free, universal basic education for every Nigerian child of school-going age;
- “Reduce drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency);
- “Cater for the learning needs of young persons who, for one reason or another, have had to interrupt their schooling, through appropriate forms of complementary approaches to the provision and promotion of basic education;
- “Ensure the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral, and civic values needed for laying a solid foundation for lifelong learning (Ube.gov.ng).

The last objective of UBE cannot be achieved without science teaching. As a result of this, the initial arrangement of science education in the primary school and the junior secondary school were merged in order to take care of the new nine year programme. Hence, the elementary science of primary school was merged with the integrated science of Junior Secondary School. The new subject is called Basic Science. The Basic Science was to meet the target of the 9-year Basic Education Programme in the context of the National Economic Empowerment and Development Strategies (NEEDS) and Millennium Development Goals (MDGs). It was to reflect depth, appropriateness and inter-relatedness of the curricula contents from the primary level to Junior secondary school level. It was to cover the emerging issues such as value reorientation, peace and dialogue including human right education, family life (HIV/AIDS) education, entrepreneurial skills and so on. To achieve these, the following objectives were stated, it was to enable learners to:

1. Develop interest in science and technology.
2. Acquire basic knowledge and skills in science and technology.
3. Apply their scientific and technological knowledge and skills to meet societal needs.
4. Take advantage of the numerous career opportunities offered by science and technology.
5. Become prepared for further studies in science and technology.

Aims of the Curriculum

The goals emphasized science (Biology, Chemistry and Physics), and Technology (Basic Technology, and Information Technology). However, in the selection of contents, three major issues were identified and these include; Globalisation, Information and Communication Technology (ICT), and Entrepreneurship education. In addition, some other relevant contents were infused into the curriculum such as Environmental Education (EE), Drug Abuse Education (DAE), Population and Family Life Education (POP/FLE), and Sexually Transmitted Infection (STI) including HIV/AIDS. To achieve a holistic presentation of science and technology contents to the learners and having in mind the relevant contents, the curriculum was arranged using the thematic approach and they were to cover knowledge, skills and attitude requirements. The themes are: You and the Environment; Living and Non-living things; You and Technology; You and Energy. These themes were organised in the following sequence: Lower basic one to Lower basic three, Middle basic one to Middle basic three, and Upper basic one to Upper basic three. An overview of the contents of the curriculum shows that the content leans more on the biological sciences, followed by the physical sciences while chemical sciences has little or no content in the curriculum. However, these could be revised to achieve balance between the three subjects that make up the basic science in the curriculum.

Changes in the Curriculum of Basic Science

The Basic Science Curriculum innovation in 2007 was needed when the country targeted the 9-year Basic Education Programme of National Economic Empowerment and Development Strategies (NEEDS) and Millennium Development Goals (MDGs) now Sustainable Development Goals (SDGs) to replace the existing integrated science curriculum. It was harnessed to cover pressing issues like value reorientation, peace and dialogue such as human right education, family life (HIV/AIDS) education, entrepreneurial skills and so on. This curriculum needed to highlight the depth, appropriateness and inter-relatedness of the contents from the primary level to junior

secondary level. To fully understand the changes that exist in the basic science curriculum, a comparison will be done to the curriculum in use, which is the integrated science (FME, 2007).

Table 1: A comparison of the Integrated Science curriculum of 1985 to the Basic Science curriculum innovation of 2007.

S/N	Items	Integrated Science Curriculum	Basic Science Curriculum
1	Objectives of the curriculum	<ol style="list-style-type: none"> 1) Observing carefully and thoroughly. 2) Reporting completely and accurately what is observed. 3) Organising information acquired. 4) Generalising information acquired 5) Generalising on the basis of acquired information. 6) Designing experiments (including controls where necessary) to check prediction. 7) Using models to explain phenomena where appropriate. 8) Continuing the process of inquiry when new data do not conform to prediction. 	<ol style="list-style-type: none"> 1) Develop interest in science and technology. 2) Acquire basic knowledge and skills in science and technology. 3) Apply their scientific and technological knowledge and skills to meet societal needs. 4) Take advantage of the numerous career opportunity offered by science and technology. 5) Become prepared for further studies in science and technology.
2.	Subject combination/ content infusion	Biology, Chemistry, and Physics	Biology, Chemistry, Physics, Information and Communication Technology (ICT), Entrepreneurship Education, Environmental Education (EE), Drug Abuse Education (DAE), Population and Family Life Education (POP/FLE) and Sexually Transmitted Infection (STI) including HIV/AIDS
3.	Curriculum Approach	Thematic Approach	Thematic Approach

4.	Themes	<ol style="list-style-type: none"> 1. You as a living thing. 2. You and your home. 3. Living components of the environment. 4. Non-living components of the environment. 5. Saving your energy. 6. Controlling the environment. 	<ol style="list-style-type: none"> 1. You and the environment. 2. Living and Non-living things. 3. You and technology. 4. You and energy.
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Source: NERDC curriculum for integrated science and basic science, 1985 and 2007. Analysis of the two Curricula

It could be observed that the Integrated Science curriculum had eight objectives while the Basic Science curriculum had five objectives. The subject combination/content infusion had increased from three subjects (Biology, Chemistry and Physics) in Integrated Science to Biology, Chemistry, Physics, Information and Communication Technology (ICT), Entrepreneurship Education, Environmental Education (EE), Drug Abuse Education (DAE), Population and Family Life Education (POP/FLE) and Sexually Transmitted Infection (STI) including HIV/AIDS in Basic Science. Both curricula chose the thematic approach to content presentation. However, the Integrated Science curriculum had 6 themes while the Basic Science curriculum has 4 themes. In the selection of contents, Chemistry content representation in the curriculum had reduced drastically while Biology and Physics contents representation were increased with Biology greatly represented, followed by Physics and Chemistry. In addition, some Basic Technology concepts were included in the Basic Science curriculum under the theme - you and technology in the lower and middle levels. However, purely science topics were considered at the upper basic level (JSS I - III), thus, there was the need to change “theme 3” from “you and Technology” to “science and development” at the upper basic level. The curriculum content for Integrated Science was arranged into topic, performance objective, content and activities while the Basic Science curriculum was arranged into contents, performance objectives, teachers and learners activities and evaluation guide (FME, 2007).

Changes in the Basic Science and Technology Curriculum

The Basic Science and Technology Curriculum was revised in 2012. It was developed during the tenure of Dr Goodluck Ebele Jonathan as the President of the Federal Republic of Nigeria. It was a product of the restructuring of four (4) primary and Junior Secondary School (JSS) curricula. The curriculum was to identify and group related disciplines thereby achieving a reduction in subject listings for related UBE subjects like Basic Science, Basic Technology, Physical and Health Education, Computer Studies/Information Communication Technology (ICT) were brought together to create a new subject curriculum called Basic Science and Technology. The review process particularly made efforts to further reduce the overload within and across the merging subjects without compromising depth, appropriations and interrelatedness of the curricula contents (Ewesor and Itie, 2015). However, these are the reasons for the new curriculum:

- 1) Recommendation from the Presidential Summit on Education in 2010 to reduce the number of subjects offered in primary and junior secondary schools.

- 2) Feedback from the implementation of the repetition and duplication of concepts as the major cause of curriculum overload.
- 3) Need to encourage innovative teaching and learning approaches and techniques that promote creativity and critical thinking in learners.
- 4) Need to promote the holistic view of science at the basic education level for better understanding of the contemporary and changing world.
- 5) Need to infuse emergent issues that are national and global concern such as sensitivity, globalisation and entrepreneurship.

The science and technology curriculum objectives were set to help achieve the goals of the curriculum. The objectives took precedence from the Basic Science curriculum, which had five (5) aims by increasing it to seven (7). The two included objectives are: Avoid drug abuse related vices and Be safety and security conscious. These two are tailored to the rising cases of drug abuse and other crimes in the society. Secondly, based on the high insecurity in the country, students need to be conscious about their environment and should be able to decipher when there is danger. The curriculum was arranged based on the four (4) subjects that were brought together to form the new science and technology curriculum. The curriculum was arranged based on the framework with the following headings: Topic, Performance Objectives, Content, Teacher Activities, Student Activities, Teaching and Learning Resources and Evaluation Guide. The four subjects were classified as the “THEMES while each theme had sub-themes to complement the themes weakness in terms of the direction of the content (FME, 2012).

Basic Science as a theme has the following three as sub-themes: Learning about our environment, you and energy and science and development. In JSS 1 only two sub-themes were highlighted, “Learning about our environment” and “you and energy”. JSS2 has two sub-themes highlighted and they include learning about our environment and you and energy. In JSS3 all the sub-themes were highlighted and there include learning about our environment, you and energy and science and development. It shows that the duplicated content has been removed, however more emphasis seems to be on the biological aspects of science rather than an integrated approach showing lapses in areas where it is noticeable that it has less topics from the chemical sciences (FME, 2012).

Basic Technology as a theme has the following five as sub-themes: understanding basic technology, materials and processing, drawing practice, tools, machines and processes, and safety. In JSS 1 only four sub-themes were highlighted and they are: understanding basic technology safety, drawing practice, tools, machines and processes. In JSS2 four sub-themes were highlighted and it includes: safety, materials and processing, drawing practice, tools, machines and processes. In JSS3 three sub-themes were highlighted and it includes: materials and processing, drawing practice and tools, machines and processes. Physical and Health Education as a theme has the following six as sub-themes: basic human movement, sports and games, health education, moving our body parts, athletics and contact and non-contact games. JSS1 has Basic human movement, sports and games as sub-themes. JSS2 has basic human movement. JSS3 has moving our body parts, athletics, contact and non-contact games and health education.

Information Technology (IT) as a theme has the following four as sub-themes: Basic computer operations, computer ethics, Computer application packages and Basic knowledge of information technology. JSS1 has basic computer operations and concepts,

computer ethics as sub-themes. JSS2 has basic computer operations and concepts, computer application packages, and basic knowledge of information technology as sub-themes. JSS3 has basic computer operations and concepts, basic knowledge of information technology and computer application packages as sub-themes. (FME, 2012)

Implications of the changes on Basic Science Curriculum

The implications of the changes in the Science Curriculum under the Universal Basic Education will be considered under the following themes:

1. **The faulty rationale** – The Basic Science changed to Basic Science and Technology that is currently implemented under UBE was changed due to the rationale earlier stated. A closer look at the second reason, it seems as if it is wrongly conceived because the content of the Basic Science, Basic Technology, Physical and Health Education, and Information Technology that overlaps were not thoroughly examined. For instance, among the topics with overlap is safety in Basic four. It is seen in both the Basic Science and Physical and Health Education theme. The students are expected to learn about safety.

Table 2: Repeated Content in the Basic Science and Physical and Health Education Themes of the Basic Science Curriculum

Subject	Objectives	Content
Basic Science	State the meaning of Safety and right to life List ways of keeping Safe at home school Road List the Simple Safety Devices State the advantages of road safety	Meaning of Safety: right to life; right of everyone to use the road without being injured or killed Ways of Keeping Safe at home, school on the road Simple Safety Devices Advantages of road safety
Physical and health Education	Define Safety State Causes of Accident List the safety rules to prevent accident State the meaning of road safety List road safety guidelines Distinguish between general crashes and road traffic crashes State the meaning of medicine vigilance Identify examples of adverse medicine reactions State Steps to be taken in the event of any adverse reaction due to medicine intake	Meaning of Safety Causes of Accident Prevention of Accidents Meaning of Road Safety Road Safety measures Road safety guidelines for pedestrians, cyclists, motorcyclist and animals Consequences of not observing road safety guidelines General Crashes Road traffic crashes Medicine vigilance

The portions highlighted in red showed the duplicated content which the curriculum of Basic Science and Technology curriculum purported to avoid. The contents of this curriculum was arranged based on the previous subject and not issues. For instance, if there was a theme named “man and his environment” in the curriculum, the issue of safety would have been under it. During implementation of the curriculum, the second rationale was defeated, because this is just an example of duplication and repetition, which exists in the curriculum being implemented.

The third rationale which indicated that the curriculum of Basic Science and Technology was developed to encourage the innovative teaching and learning approaches and techniques. Unfortunately, there was no part of the Basic Science and Technology curriculum in which the intended approaches and techniques were spelt out clearly. Rather, the guided inquiry and activity-based teaching approach, which has been the strategy of teaching that all the science curriculum in Nigeria recommended were suggested. Moreover, there is no evidence that making subject that existed alone previously as themes can encourage teachers to deploy innovative approaches and techniques during implementation.

2. Threat to the fundamental Unity of Science

The fourth rationale is the need to promote the holistic view of science at the Basic Education level for better understanding of the contemporary and changing world. The fundamental unity of science is being compromised in several ways in the implementation of the Basic Science and Technology curriculum in several ways among which are:

- a) In Nigeria, this is the first time the broad field approach to curriculum development was used and the existing teacher education provided no teacher the capacity to teach more than one or two of the themes of the basic science and technology curriculum. The minimum qualification to teach at the Basic education level in Nigeria is the Nigerian Certificate of Education (NCE). A teacher can specialise only two areas of the four themes. A NCE graduate with specialisation in Integrated Science/Computer Science will be able to teach only the Basic Science and Information Technology themes, another who specialises in Physical and Health Education and Integrated Science will be able to teach the related themes effectively.

In the twilight of UPE, In 1973/1974, federal government took over all the Grade II Teacher Training Colleges of Education in Nigeria in order to train teachers for Universal Primary Education which the government proposed to take off September 1976. The teacher training equipped the teacher for the teaching job ahead of them. Similarly, Integrated Science Teacher Education Project (NISTEP) was developed to improve the quality of both in-service and pre-service teachers implementing the Integrated Science curriculum at the junior secondary school level in Nigeria (Wuyep, 1996). The six years project of 1989 to 1994 was necessary because the Integrated Science curriculum requires the teachers to be vast in both scientific and science related themes, which are the basis of integration of the said curriculum.

Unlike the NISTEP and UPE teacher preparation, there is no clear-cut effort on the part of the government to tinker with the existing teacher education programme so as to ensure that a single teacher is trained to effectively teach with adequate

consideration for the multidisciplinary nature of Basic Science and Technology curriculum.

Presently the subject is taught in schools by a team of teachers with the various disciplines of the themes. Students have separate notes and textbooks for different themes at the upper basic level. The assessment is done separately in some cases while in other cases the themes are assessed together after separate teaching. The themes do not enjoy the same level of attention. The implementation is compartmentalised knowledge and the learners have no holistic view of science, which the curriculum intends. The curriculum is also mute on who is to teach and how it should be taught and examined.

- b) Some contents are not related to science in its true core and epistemology. Games and sports subtheme do not have any link with the big ideas of science. The core big ideas of science according to Harlen (2015) are: material in the universe is made of very small particles, object can affect other objects at a distance, changing the movement of an object requires a net force to be acting on it, total amount of energy in the universe is always the same but energy can be transformed when things change or are made to happen, the composition of the earth and its atmosphere and the processes occurring within them shape the earth's surface and its climate, the solar system is a very small part of millions of galaxies in the universe, organism are organised on a cellular basis, organism are organised on a cellular basis, organism require a supply of energy and materials for which they are often dependent on or in competition with other organisms, genetic information is passed down from one generation of organism to another, and diversity of organism. Living and extinct, is the result of evolution. Globally, big idea of science along with the ideas about science like application of science to ethical, social, economic and political implications; knowledge produced by science is used in some technologies to create products to serve human ends, scientific explanations, theories and models are those that best fit the facts known at a particular time and science assumes for every effect there is one or more causes curricular are basis for the development of science curriculum and selection of content at the elementary level.

Table 3: Themes of Science Curriculum at the Elementary Level in the United Kingdom and Nigeria

England and Wales	Northern Ireland	Scotland	Nigeria
Scientific Enquiry	Investigating and Making in Science and Technology	Skills in Science Investigation	Basic Science
Life Processes and living things	Knowledge and Understanding of Science and Technology	Earth in Space	Basic Technology

Material and their properties	Physical Processes	Energy and Forces	Information and Communication technology
Physical Processes	Materials	Living things and processes of Life	Physical and Health Education
	Living Things	Developing Informed Attitudes	

The Nigerian theme of Basic Science and Technology curriculum emerged out of convenience. The expected rigour and adequate analysis of the content that should inform the integration were excluded. Many of the contents in Basic Technology, Physical and Health Education, and information Communication Technology are not related to big science ideas. The names of the themes are not comparable to what is obtainable in the United Kingdom and it shows that no integration was done but merger. The scope of integration of Basic Science in the old curriculum is basically Biology, Chemistry and Physics but the individuality of the components were not retained. Even the themes of the old curriculum did not reflect these subjects that were integrated.

Table 4: Difference between Integrated Science and Non-Integrated Science

SN	Characteristics of Integrated Science	Characteristics of Non-Integrated Science
1	Traditional subject matter boundaries are phased out	Individual identity of Physics, Chemistry and Biology are maintained
2	The course usually last for 2 or 3 years and is sequential	The course usually last for 3 or 4 years and is sequential
3	The sequence tries to avoid duplication of content	Duplication of topics unavoidable in some cases e.g electrolysis
4	The course usually serves as general education function	The course usually serve a specialist's education function
5	The course is organised around a selected unifying theme or topic	The course is not organised around a theme which unifies individual subjects

Source Bajah (1983) in Opara 2011

The Basic Science and Technology Curriculum had characteristics of a non-integrated science curriculum. A feeble attempt was made at widening the scope of integration and it was not done successfully. At the early stage of science, learning pupils develop explanatory insights in specific domains. The major domains, which the pupils use to explain nature, are mechanics, folk's Biology, some aspects of Chemistry, and folk Psychology. Children's reasoning about science does not show the independence of knowledge domains but the deep interaction between the domains and reasoning. Hence, the curriculum that makes the child not see the interplay is counterproductive in

preparing the child for the problem, which they will solve in future. Pupils do not also conceive problems from the perspective of any domain. Hence, the problem that is linked to a domain may not make sense to them and hence they have difficulty solving problems.

Implication of changes in Science Curriculum to Post Basic Education

1. Poor Subject representation: Some of the subject are not properly represented in the curriculum thereby not preparing students for the future in such subjects. For example the content leans more on the biological sciences, followed by the physical sciences while chemical sciences has little or no content in the curriculum. These should be revised to show equal representation of the individual subjects.
2. Interdisciplinary nature of the curriculum: This curriculum is to show the students that these subjects are related in nature. Thereby teaching them science holistically to further drive home this ideology. For example, the study of energy in physics is closely related to the study of energy in biology and chemistry.
3. Multidisciplinary nature of the curriculum: the curriculum has been fused in attempt to showcase the vast multidisciplinary nature of science so as to ensure that the students understands the two or more courses can be combined to form an array of fields for example biochemistry, biophysics, biotechnology and so on.
4. Early Exposure to science: Students are exposed to science from lower basic to upper basic to enable them understand and appreciate science at the senior level.
5. No teacher trained from teacher training institutions such as colleges of education and faculties/institutes of education at the university level to handle this combined curriculum. Thereby, some of these contents may not be properly handle to foster its unity and uniqueness.

Conclusion

The importance of science education at the basic level of education cannot be underscored. Apart from laying the foundation for building the manpower required for national scientific and technological development, it also offers citizens the required scientific literacy for everyday life and decision making. The Basic Science and Technology curriculum at this time contains so many inadequacies that could negatively impact on the post basic science education, skills acquisition and future scientific literacy of citizens of students at the basic level.

Recommendations

1. If the scope of science taught at basic level in Nigeria is widened, the justification must go beyond reducing the subject, which the child is exposed to, at the basic level. This is because several topics in Physical and Health Education, Basic Technology and ICT themes do not fit into the globally acceptable standard of what the child ought to learn in the name of science.
2. If the scope of integration must accommodate the sub themes as they are presently, it is very important to review with the aim of changing the themes such that the integration principle of Bajah (1983) will be adhered to and comply with. In such case, the Names of the subjects will no longer be themes. The new suggested themes are science expansions of Bajah (1983) proposed Integrated Science module.
 - a) Energy theme: this covers concepts like energy and society demands, kinds of energy, energy and waste, food and life, energy and pollutants, simple machines and mechanical advantage and sources of force and work in original

Bajah's proposition. However to accommodate the new contents all that is under the concepts of nutrition in the health education subtheme in the Physical and Health Education theme fits into food and life. In the same manner, all that is under the subtheme of you and energy in the basic technology theme of the present curriculum can fit into the simple machines and mechanical advantages in Bajah's 1983 module.

- b) Matter: this covers basic substances, classification of living and non-living things, variety, natural matter, man-made matter, storehouse of matter, behaviour of matter, and behaviour of basic substances. This will accommodate all the contents in the subtheme living and non-living things of the basic science theme of the present curriculum. For instance, content like changes in nature fits into the variety concept in Bajah's proposition.
 - c) Society: This covers controls in science, nature (urban/rural), environmental control, pure scientist research, applied scientist produce, environmental education, and industrial energy consumption. This will accommodate many contents in basic technology and information and communication technology sub themes because they are all examples of products of applied scientific research. Basic technology subthemes like understanding technology, which covers materials and maintenance, basic motor vehicle parts and drawing instruments, are outcomes of applied scientific research. This is also applicable to sub themes like basic computer operations, which covers topics like computer games, care and protection and much more in the information technology theme of the basic science and technology. In order to accommodate the subtheme of sports and games, the module may be expanded to accommodate it. Such that topics like athletics, ball games can be viewed as human activities that promote good health in the society. This will also eradicate the duplication of contents that the curriculum failed to address. Students will no longer be overloaded.
3. The teachers prefer the old curriculum which the four themes of the Basic Science and Technology curriculum existed as separate subjects. In a recent study, Omilani and Abimbola (2022) found out that 76.7% of the basic teachers sampled in sixteen states of the federation indicated their preferences for the old curriculum. This implies that teachers who are the main stakeholders are not satisfied with this present curriculum and they are implementing it as they did the old. It is important that adequate attention is paid to the teachers in terms of what is the type of science curriculum they wish to implement and what are the topics that will make up the contents.

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CHAPTER 6

PRAGMATISM AND CURRICULUM REFORMS AT THE BASIC EDUCATION LEVEL IN NIGERIA: IMPLICATIONS FOR COMMUNITY DEVELOPMENT

Achi Anthony Ndubuisi & Onyema Patience

Introduction

Every nation presents through its curriculum contents, its teacher education processes basic views, ideologies and philosophy of that nation. These "basics" contribute to the formation of individual and national identity. The school curriculum is therefore the means that any nation uses to achieve its educational objectives (Aggarwal, 2006). It is through this means that doctors, accountants, lawyers and others are prepared for the nation. In other words, the nation uses its school curriculum content to produce various kinds of manpower needed in all fields of endeavours in the country. It is therefore important to note that culture impinges upon the curriculum in many ways. Consequently, the school curriculum must reflect cultural differences, real-life experiences, needs, interests of the learner as well as certain elements the society considers worthwhile. In short, what is learnt in school should reflect Nigerian culture. This is why Osokoya (1995) emphasizes that curriculum must be selected from the culture.

The content and activities of the school programme have been the subject of educational debate. This has resulted in competing alternatives on what should be the content of the school curriculum. In some cases, these competing alternatives emerge in the form of differences about the actual content of schooling; what actually is curriculum and what should be the emphasis of curriculum organization. For example, should curriculum emphasize content or subject? Should the curriculum be child-centered? Should it include other activities that take place in the school? Should it be selected from the culture, or based on diverse needs, interests, and experiences of both the learner and the society?

All the above issues that are raised and considered pertinent to the educative process have ramifications in the curriculum. All of them have curriculum implications, for it is through the curriculum that every philosophy of education finds its fulfillment and actualization. Whether today's education is to help to solve today's problems and to assist the young to acquire the knowledge, skills, attitudes, and values that will enable them to be responsible and effective citizens in the world of tomorrow, will depend, by and large, on the educators' and the society's approaches to the curriculum. On the other hand, the content of the curriculum and the nature of its implementation will depend on such philosophical perceptions as the nature of man and society and the issues relating to human values and human destiny.

Globally, education is one of the veritable and potent instruments for change and transformation in the sociopolitical, scientific and technological spheres of every nation.

The basic education level, though paradoxically neglected in Nigeria is a base and/or foundation of the entire educational system. This is why the importance of a functional and pragmatic primary education curriculum is needed to drive home the national development agenda. The Universal Basic Education (UBE) Programme was introduced in Nigeria in 1999. Hence, the introduction of the 9-Year Basic Education Curriculum (BEC) in schools by the Nigerian Educational Research and Development Council (NERDC) by realigning all extant Primary and Junior Secondary School Curricula to meet the key targets of the UBE programme. In view of some contemporary and national concerns and to make the curriculum more pragmatic, relevant, interest generating to the young learners and in line with global best practices, the 9-year BEC was revised in 2012 and its implementation commenced in 2014. This paper examined pragmatism as a philosophical theory with emphasis on knowledge acquisition, experiential curriculum vis-a-vis the structure, special features and the implementation strategy of the Revised 9-Year Basic Education Curriculum.

Conceptual Clarifications

Universal Basic Education (UBE)

Basic education is the education given to children aged 0-15 years. It encompasses the Early Child Care and Development Education (0-4) and 10 years of formal schooling. Early Child Care and Development Education however is segmented into ages 0-4 years, situated in daycare or crèches, fully in the hands of the private sector and social development services. Whilst ages 5-6 (Pre-Primary) are within the formal education sector. For purposes of policy coordination and monitoring, the Federal Government instituted a Universal Basic Education (UBE), with the following objectives:

- a. Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
- b. the provision of compulsory, free and universal basic education for every Nigerian child of school age;
- c. reducing the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency;
- d. catering through appropriate forms of complementary approaches to the promotion of basic education, for the learning needs of young persons who for one reason or another have had to interrupt their schooling; and
- e. ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills, as well as the ethical, moral, security and civic values needed for the laying of a solid foundation for life-long learning.

According to the Federal government of Nigeria (2013) as stated in the National Policy of Nigeria, Basic Education, to be provided by Government, shall be compulsory, free, universal and qualitative. It comprises:

- 1-year of Pre-Primary
- 6 years of Primary
- 3 years of Junior Secondary Education.

The goals of Basic Education are to:

- a. Provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement:

- b. develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities:
- c. inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour:
- d. inspire national consciousness and harmonious co-existence, irrespective of differences in endowment. religion, colour, ethnic and socioeconomic background; and
- e. provide opportunities for the child to develop manipulative skills that will enable the child function effectively in society within the limits of the child's capability.

Curriculum

The term curriculum is very complex to define. Consequently, myriads of definitions abound based on individual perceptions of the concept, which of course is a reflection of their educational aims and objectives. It is a concept that cuts across all areas of study, as such those in the field of education conceptualize it differently from others. Still among the curriculum experts, there are divergent opinions regarding the definition of curriculum.

The curriculum simply put is a programme of activities designed so that pupils will attain by learning, certain specifiable ends or objectives. It addresses questions such as what learners should learn and be able to do, why and how well. The objective of "curriculum" is to provide learners with the knowledge, skills, values and attitudes to be successful in their lives (United Nations Educational, Scientific and Cultural Organization, 2006). There can be no curriculum without objectives. As a plan a curriculum has two other elements: a content to be used and methods to be used to bring about learning. Content has to do with the subject matter of the various areas of logically distinct forms of knowledge pupils should learn e.g. mathematics, history, languages, etc. Methods are the type of activities pursued by teachers and pupils together in discussions, group work, surveys, demonstration, film and TV viewing and so on. There is a very close relationship between the content and methods of the curriculum. This is because the content used often depends closely on the sort of methods employed, and vice-versa. However, changes in content do not always entail changes also in methods. Granted certain objectives, and methods, one can in many cases change the contents and so also that given certain objectives and a specific content one can vary the actual methods employed. In effect, to a degree content and method of curricula can be considered independently given a set of objectives even if it is too simple to regard them in stark isolation.

Experiential curriculum: It is self-evident in Education that the curriculum reflects the ends of education. The best articulator of the ends of education for the pragmatists or the progressivists is Dewey. In *Democracy and Education*, Dewey advanced the notion that growth is the sole end of education. In his context, growth is realized in the domain of experience when the individual is acquiring the ability to see the relationships and interconnections between various experiences in the divergent aspects of the learning process. According to him, growth is life and life is development. As he put it:

Our net conclusion is that life is development, and that developing, growing, is life. Translated into its educational equivalents, this means (i) that the educational process has no end beyond itself; it is its own end; and that (ii) the educational process is one of continual reorganizing, reconstructing, transforming.

This implies that education has no "ultimate" ends since no ends must be sought outside the educative process itself.

In the context of the foregoing educational goal, what then would the curriculum consist of? Evidently, the traditional subject matter curriculum which had for centuries been the corner, stone of formal education was not an adequate framework for the achievement of the progressive educational objective. For the pragmatists, the curriculum should instead consist of the activities concomitant with living. This means that, for them, the school curriculum will consist of all the experiences of living which the youngsters undergo under the auspices of the school.

The traditional curriculum tended to emphasize preparation for life. For the progressivists, this is all wrong. The curriculum is not a preparation for adult life, it is not a means to any "ultimate" end, it is life itself. The traditional subject matter areas, especially the content subjects like history, geography, mathematics, and science were too compartmentalized and often too abstract in their presentation, to engender growth. If they must be taught, they must be broken down in a manner that will make them comprehensible and meaningful to the youngsters. The pupils must perceive in them relevance to their day-to-day living. Their participation in the learning activities must enrich their experience in order to engender growth. Furthermore, the curriculum must be child-centered. It must appeal to the learners' interests and, therefore, it must not be rigid but flexible enough to accommodate the individual differences of the youngsters. There must not be any watertight subject matter requirements for all pupils without exemptions.

The scope of the school curriculum has been enlarged to include all the experiences of living which the pupils undergo under the auspices of the school. Some of the school activities traditionally characterized as "extracurricular," such as dramatics and athletics should be given a new status of dignity in curriculum construction parallel to that of subject matter classes. Acknowledging the dynamic nature of societies, which pragmatists are very concerned with, the school curriculum must not fail to accommodate this phenomenon of changes occasioned by it. It must be constantly reviewed and modified to meet and reflect the changing circumstances. Like all other human values, the curriculum must constantly be put to the test of experience for its validation.

Curriculum Reform

Just as the term curriculum appears not to have a universally accepted definition, likewise the act of producing vicissitudes in a prevailing curriculum. Synonymously used terms for curriculum reform include curriculum development, review, change, innovation and reform.

Alieme & Osiesi (2015), contend curriculum development as a planned, purposeful, progressive, and systematic process to create positive improvements in the educational system. Nyamida (2020), defined curriculum development as the multi-step process of creating and improving a course taught at a school or university whose broad framework includes stages of analysis, building, implementation, and evaluation. These definitions has two important components - planning of learning opportunities, and evaluation. Curriculum development is therefore implies a process which involves planning and evaluation.

Cambridge Advanced Learner's Dictionary (2022) regards review as "a general consideration of past events or situation," "a re-examination of a decision", "a critical evaluation" of say a book, and "to consider again". All these views amount to the same thing - evaluation or re-evaluation of something past, including decisions. Curriculum review therefore takes into consideration one of the components indicated by Nyamida (2020), that is, evaluation.

Hancock, Dyk, & Jones, (2012) define curriculum change as the transformation of the curriculum schemes for example its design, goals and content. Sulaiman, Ayub, & Sulaiman, (2015) defined Curriculum change as "any alteration in any of the aspects of curriculum". Hancock, Dziwa (2013) noted that where there is "intrinsic newness", it becomes innovation. Curriculum change actually does not necessarily include follow-up. This implies that if the National Examination Council (NECO) for instance introduces a new subject or a new topic in a subject into the syllabus, there is change or innovation, but they need not follow up to ensure that the target - the pupils - benefit.

The term reform implies some form of change(s) in the system. In the words of Karl Marx, the only permanent change in life is change itself. The attempted goal of change is the perfection of the system. Curriculum reform is therefore more far reaching than curriculum development. It agrees with curriculum review in that it questions the past and the present with a view to ameliorating the future. Curriculum reform, involves serious, sometimes dire and histrionic changes which would have national and sector-wide implications. Seen in this light, reform is not an ad-hoc exercise but one which requires the time and attention of experts who should use a multi-disciplinary approach to ensure success while also warding off negative, unintended consequences. It is evident therefore, that programmes such as Universal Primary Education (UPE), Universal Basic Education (UBE), Nomadic Education and others are good examples of curriculum reform because they have socio-political, economic and cultural implications, and are not ad-hoc in nature but programmes with expected far reaching, sustainable and with enduring impact on the society. In this paper, reform and review will be used interchangeably because both recognise critical re-appraisal as a basis for change

Pragmatism

The word pragmatism has its root in the Greek word 'pragma', which means "work". Pragmatism has been conceived as a "philosophy of workability which encourages us to seek out the processes and do the things which work best to help us achieve desirable ends" (Achi, Momodu Obucha; Nwafor, 2016). Pragmatism is "a new name for an old way of thinking". It is "the attitude of looking away from the first things, principles, categories, supposed necessities; and of looking towards last things, fruits, consequences, facts".

Pragmatism, as a school of thought grew out of American life and experience; it was not initially an academic movement. Hence, it is seen as America's contribution to the history of philosophical thought. Some may associate pragmatism entirely with America, but it is worthy of note that it had its intellectual antecedents in some Greek thinkers such as Heraclitus (5th Century B.C), who propounded the idea of the inevitability of change, among others. Aggarwal (2006), states that the pragmatic approach is traceable to Protagoras, a sophist in the ancient Greece, who postulated that: "Man is the measure of all things". Other earliest traces of pragmatism could also be found in the works of Francis Bacon, John Locke, J. J. Rousseau, Charles Darwin, C. S. Pierce and Williams James. It is important to state, that although pragmatism is a twentieth century philosophy, it owes

much to the contributions of Charles Saunders Peirce, William James and John Dewey who developed the philosophical elements that give it the consistency and system it requires.

Pragmatist epistemology

Dewey, Peirce, and like-minded pragmatists, knowledge (or warranted assertion) is the product of inquiry, a problem-solving process by means of which we move from doubt to belief. Inquiry, however, cannot proceed effectively unless we experiment—that is, manipulate or change reality in certain ways. For the pragmatists, knowledge is action based. It is interactive. According to Adaeze (2008), the pragmatists believe that knowledge only results when in various interactions we experience the consequences of actions and note the action-consequence-relation of different experiences and use this to solve subsequent problems. In other words, knowledge is man-made. It is created by man through interaction with the things or the objects in his environment.

Pragmatism is a philosophy of change hence the belief that the universe and all its components are in a state of flux. Consequently, the pragmatists opine that the constant changes that occur in society comes with new challenges and problems. In the same vein, they maintained that opportunity for creation of new knowledge often arises when problems are encountered in our environment or when there is a departure from the usual pattern or order of events and things constitute a puzzle or problem for us. Thus, for the pragmatists, knowledge is flexible and functional. It does not consist in the mere stocking of information, rather it consists in the individual's ability to constantly reorganize and reconstruct his experiences to meet new challenges. In other words, knowledge is amendable to revision as more problem situations arise and more data become available. It is not a quality waiting to be discovered or some abstract entity up in our heads, it cannot remain celibate; it must mate with action, knowledge divorced from action is meaningless.

Hence, for an idea or knowledge to be true, it must work in practice or produce satisfactory results (solve our problems). Truth for the pragmatists therefore, lies in the functionality or workability of an idea. However, they pointed out that because the world we live in is a constantly changing one, what works today may not work tomorrow. As such, for them, there are no absolute truths. What is true is always changing.

The pragmatists reject tradition and authority as genuine sources of knowledge. Instead, they consider the scientific method as a very reliable source of knowledge as well as a vital tool for problem solving. Accordingly, they assert that when we are confronted with a problem, or when there is an unwelcomed 'shift from the usual order of events, we should employ the scientific method, that is, we should:

- a. clearly identify the problem;
- b. collect sufficient or adequate relevant data or facts concerning the character of the problem being investigated;
- c. use the facts or data collected to advance a number of plausible explanations or hypothesis;
- d. design and carry out experiment to determine the accuracy or other wise of the hypothesis; and "
- e. re-experiment to confirm the result.

According to the pragmatists, if after the above steps have been carefully carried out, and any of the formulated hypotheses is found to have accurately explained, controlled, predicted or offered practical solution to the problem, it is considered true. The scientific method forms a major part of the truth establishing mechanism of pragmatism. Today, the scientific method is employed in almost all fields of studies, including education.

Pragmatism and curriculum reform in Nigeria

Basic education curriculum in Nigeria have gone through many spheres. Loosely speaking, we can say Nigeria has had six (6) different curricular: 3 regional curricular and 3 national curricular. These include the: Indigenous Education Curriculum; Missionary Curriculum (1842 – 1882); Colonial curriculum (1882 – 1926), The 6-3-3-4 curriculum; The 9-Year BEC and The Revised 9-Year BEC

Indigenous Education Curriculum: Fafunwa (1974) stated that the Nigerian indigenous education has seven cardinal points. These were the purpose of education – the education needs of the time. The seven purpose of education include to: develop the child’s latent skills; develop the child’s character; inculcate respect for elders and those in authority; develop intellectual skills; acquire specific vocational training and to develop a healthy attitude towards honest labour; develop a sense of belonging and participate actively in family and community affairs; and understand, appreciate and promote the cultural heritage of the community at large.

With the unique education needs, the indigenous peoples of Nigeria needed a curriculum to achieve the goals. Amaele (2017) noted that the contents of Nigerian indigenous education curriculum include:

- Technology – weaving, sculpturing, blacksmithing, carving, farming, fishing, cattle rearing, hair plaiting, dress making, bead weaving, leatherwork, pottery, brick making, basket weaving, raffia works, mat weaving, etc.
- Citizenship – Activities on character building, since conformity was necessary;
- Physical Education – Physical training through physical contests, wrestling, perseverance activities, etc.;
- Arts and crafts – carving, painting, modelling, artistic and creative pursuits, songs and dances, masquerades etc.;
- Arithmetic – counting, games, etc.;
- Science – Study of facts about natural environments: a father moves about with his son, introducing him to the names of different objects, plants, animals, etc.;
- History – including stories about the gods, traditions of various societies which were preserved in folklore and regarded as legends which pass from one generation to another.

Methods of teaching included: indoctrination, modelling, initiation ceremonies, reward and punishment, imitation, role play, oral literature, poetry, instruction, observation, intention, participation, apprenticeship. Emphasis is laid on practical knowledge, skills and character.

The indigenous Nigerian education is well structured into four levels that are sacredly guided. One may not skip a level. There was little or no space for “special children”. Everyone must proceed the levels religiously. The levels of education under this curriculum include: Infancy – ages 0 to 5; Childhood – ages 6 to 12; Adolescence – ages 12 and above; Higher Education – Secret Cult & traditional medicine

The Missionary Curriculum (1842 – 1882). Although Islamic Education existed long in (Northern) Nigerian before the advent of the Christian missionaries, the current (secular western) education in Nigeria traces its origin to the missionaries. Ajayi stated that although the missionaries had the same general aims of education which was to evangelize Nigerians, the mission schools had no uniform curriculum. For example, while the Catholic mission schools used Portuguese as medium of instruction; the non-Catholic mission schools used English Language. Nonetheless, education historians often find a common ground for the curriculum of the mission schools. Experts generally agree that the mission schools originated the 3R's curriculum in Nigeria which will later be inherited by the colonialists. The 3 R's stand for Reading, 'Riting and 'Rithmetic.

This once again demonstrated how curriculum is a means to an end. The missionary curriculum perfectly meets their aims for educating the Nigerians at the time: They needed Nigerians that are able to Read the Bible so as to preach to, and convert the locals; hence they made reading a key component of their curriculum. The Nigerians who were to do this evangelism work also needed to be able to write to the foreign missionaries. So the foreign missionaries included Writing. Finally, the foreign missionaries wanted Nigerians that could carry out businesses in the names of the missionaries and also interpret during business transactions. This creates the need for basic Mathematics, hence Arithmetic was included in their curriculum. Aside these contents of the missionary curriculum, Amaele (2017) said the missionaries also taught subsidiary subjects like agriculture, nature study, craft.

The colonial period presented a system of education that was summarily described as irrelevant the needs and aspirations of developing nations. The content of education offered was said to be bookish (Castle, 1972; UNESCO, 1974), irrelevant (Cameron & Dodd, 1970) and incoherent (Castle, 1972). Ashby (1964) and Sinclair (1976) summarised the content of the colonial education as the "3R's" which they contended was merely training the African beneficiaries to beshopkeepers, interpreters for the white men and village catechists.

The post-colonial era/The 6-3-3-4 System. The post-colonial period extends to the present time beginning from 1960 when Nigeria gained independence. The period marked a huge transformation in the course of education system and curriculum development in Nigeria. There was a phenomenal increase in schools and school enrolment. This was partly due to free educational programme introduced in Western and Eastern regions. Education eventually became an avenue for obtaining greater influence, affluence and access to political power in Nigeria (Oyeleke & Akinyeye, 2013).

Subsequent to the 1969 conference held between September 8 and 12, 1969, a seminar was organized on "A National Policy of Education" in 1973 under the chairmanship of Chief S. O. Adebó. The seminar was attended by various bodies such as Conference of Teacher Training Colleges, Nigerian Union of Teachers, Primary School Administrators, Officials, State and Federal Ministries of Education, UNESCO Team, etc. The outcome of the seminar was the modification of the 1969 conference papers and the adoption of National Policy on Education. In the policy, the 6-3-3-4 system of education was adopted to be practiced in Nigeria. Ehindero (1986) observed that the policy marked the end of 135 years of colonial domination and influences on our curriculum. "It gives a Nigerian and indeed an African touch to our educational system".

In 1976, Universal Primary Education (UPE) scheme was launched by Obasanjo regime. The basic tenets of the UPE were mandatory six years free education for all primary school age Nigerians. This was accompanied by certain reforms targeted towards ensuring Nigerian students attaining numeracy and literacy skills and that they are adequately prepared to become productive members of their communities.

After the revision of the NPE, the government officially launched the 6-3-3-4 system of education in September, 1982, many states were not prepared to implement it until 1983. The 6-3-3-4 system of education means six years of primary education, three years of junior secondary, three years of senior secondary and four years of tertiary education. Accordingly, suitable curriculum was developed for the system of education. The 6-3-3-4 system emphasized academic and pre-vocational education. The curriculum was broad/comprehensive. It contained all the subjects as in the UBE edition – even more since each subject stood on their own unlike the UBE that compacted some subjects. As a result of the extensive length of subjects, the curriculum divided the subjects into two – the core and the elective subjects. This also aligns with the 1980 West African Senior School Certificate Examination (WASCE). In addition, vocational subjects were included and language policy changed. Originally, the plan was that continuous assessment would serve as the method of assessing the learners at the junior level while state and national examination would be used at the senior school level.

The Universal Basic Education (UBE) in Nigeria is a nine (9) year “free, universal and compulsory basic education for every Nigerian child aged 6-15 years”. It was launched on the 30th September 1999 by the Federal Republic of Nigeria with the goal of eradicating illiteracy, ignorance and poverty. It was also aimed as a stimulant to accelerate national development, political consciousness and national integration. Former President of Nigeria, Olusegun Obasanjo flagged UBE in Sokoto, Sokoto State as a strategy for the achievement of Education for All (EFA) and the education-related Millennium Development Goals (MDGs). The programme, however, was not able to take off immediately after its launch as it did not have legal backing. Therefore, initial UBE-related activities were carried out only in areas of social mobilisation, infrastructural development, provision of instructional materials, etc. The UBE bill was signed into law by former President Obasanjo after its passage by the National Assembly on 26th May 2004. The UBEA Act makes provision for basic education comprising Early Child Care Education (ECCE), Primary and Junior Secondary Education (Yamma, and Izom, 2018; Obamwonyi, and Aibieyi, 2014; Aja, Eze and Eke, 2014).

The main beneficiaries of the programme are:

- a) Children aged 3-5 years, for Early Children Care and Development Education (ECCDE);
- b) Children aged 6-11+ years for primary school education;
- c) Children aged 12-14+ years for junior secondary school education (FGN, 2013)

Its scope included the following expansion of activities in basic education:

- a) "Programmes and initiatives for [ECCDE];
- b) "Programmes and initiatives for the acquisition of functional literacy, numeracy and life skills, especially for adults (persons aged 15 and above);
- c) "Out-of-school, non-formal programmes for the updating of knowledge and skills for persons who left school before acquiring the basics needed for lifelong learning;

- d) "Special programmes of encouragement to all marginalized groups: girls and women, nomadic populations, out-of-school youth and the almajiris (Qur'anic student);
- e) "Non-formal skills and apprenticeship training for adolescents and youth, who have not had the benefit of formal education."

Structure and special features of the Revised 9-Year Basic Education Curriculum:

The school curriculum is a dynamic and open document that is constantly changing with the needs, challenges and aspirations of the society. Thus, in the light of the feedback on the implementation of the 9-Year BEC received from numerous stakeholders in Nigerian education system and the contemporary global and national concerns, the Nigerian government revised the 9- Year BEC in 2012 in line with global best practices as in Kenya -7 subject, Tanzania - 8 subject, United States of America - 6 subject, Malaysia and Indonesia - 9 subject offerings (Obioma, 2012). The curriculum revision process involved identification and grouping of related disciplines such as Christian Religious Studies/ Islamic Studies, Social Studies, Civic Education, and Security Education to create a new composite or cluster of Revised BEC subject called Religion and National Values. Key concepts in the former curricula now form integrating threads for organizing the contents of the new subject into a coherent whole.

The philosophy of the Revised 9-Year Basic Education Curriculum centres on the fact that every learner who has gone through the 9 years of basic education should have acquired appropriate levels of literacy, numeracy, manipulative, communicative and life skills; as well as the ethical, moral and civic values needed for laying a solid foundation for a life-long learning; as a basis for scientific and reflective thinking.

The revised 9-Year Basic Education Curriculum (BEC) was structured into three levels, namely; (i) Lower Basic Education Curriculum (Basic 1-3) for primary 1- 3 (age 6-8 years); (ii) Middle Basic Education Curriculum (Basic 4-6) for primary 4-6 (age 9-11) and (iii) Upper Basic Education Curriculum (Basic 7-9) for Junior Secondary School (JSS 1-3) age 12-14

The Revised BEC comprises ten (10) subjects namely: 1. English Studies, 2. Mathematics, 3. Basic Science and Technology (Basic science, Basic Technology, Physical and Health Education, Information Technology), 4. Religion and National Values (Religious studies (CRS), Islamic Studies, Social Studies, Civil Education and Security Education), 5. Cultural and Creative Arts 6. Business Studies, 7. Nigerian Languages, 8. Pre-vocational Studies, 9. French, 10. Arabic (FME, 2012).

Implementation strategy of Revised 9-Year Basic Education Curriculum

Dike (2014) remarked that it is not enough to produce curriculum, it is even more important to put in place machinery that will ensure that its ideals are realizable through effective classroom practices. For instance, even though the implementation of the Revised 9-Year BEC has just commenced systematically in Primary 1 and JSS 1, it is known (Abakpa, 2013; Akpan, 2012; Okpala, 2011; Igbokwe, 2015) that the structures and appropriate activities that foster effective implementation of the curriculum are either inadequate or lacking in Nigerian schools. Foremost among the myriad of challenges of Basic Education in Nigeria are the issues of teacher quality and development, lack of enough specialist teachers; dearth of relevant support materials for teachers and inadequate supervision and mentoring of teachers. Thus, to realize the ideals of the 9-

Year BEC, relevant support materials that will aid the effective delivery of the curricula content in schools are being provided. Such materials include computers, functional laboratories, learner-centred textual materials prepared by NERDC and some publishers to generate learners' interest and challenge them in innovative and creative thinking. Basic Education teachers are also being trained and retrained in their subject areas on continuous basis, and resources are being provided for the acquisition of consumables and non-consumable items required for teaching and learning of the curriculum contents.

Further to these, the Federal Government of Nigeria through NERDC has produced very detailed teachers guides in each of the ten subjects for effective implementation of the Revised 9-Year BEC. The teachers guide in each subject covers the following seven (7) units on how to:

- Understand the revised curriculum;
- Break the curriculum into syllabus, scheme of work, unit of work and lesson plan;
- Plan lesson using Modern Teaching Approaches;
- Teach topics and concepts that learners find difficult to learn;
- Find, access and develop resources for teaching; and
- Assess learners in each subject area.

Specific innovative classroom practices illustrated in the teachers guides include:

- Purposive learner-learner; teacher-learner and school-school collaborations;
- Deployment of ICT and other technologies to support learning;
- Quality interactions (learner-learner, learner- teacher, learner-resource material interactions) taking place in the classroom;
- Issues arising from the learner's environment as the focus of teaching and learning activities.

In addition, series of national workshops using interactive and activity –based approaches have been organized to train the teachers in the use of the teachers guides for effective delivery of the contents of the Revised 9-Year Basic Education Curriculum in the ten subject areas. These measures are being taken to ensure effective delivery of the curriculum and hence make the young learners ultimately create change in their environment.

Implication of pragmatism and curriculum reform for community development

1. **Functional education and experience-based curriculum.** To the pragmatist, education is not what we acquire today which cannot be employed to solve future problems. Education should develop in the students the ability to constantly apply previous experience to meet the challenges of present and future problems. Education comes from experience since knowledge is created and acquired through experience. As such, the school curriculum should be experience based including activities which lead to learning through experience. It should be in terms of the learner's nature and not lie outside his or her experience.
2. **Education for Self-Reliance:** Education should aim at developing and making the individual capable of overcoming the problems of his environment and, because the world is constantly changing, there are no readymade answers to problems. Hence, education should develop the unique abilities of an individual which will make him to rely more on his own abilities than on tradition and custom in solving his problems.

3. **Practical Approach to Education:** Education for the pragmatists is not bound to tradition. Thus, the school should provide learners with the opportunity or avenue to test everything through their own experience. On their part, teachers should always develop relevant scientific and practical methodology in imparting knowledge in their students.
4. **Democratic Living.** Education should be a way of initiating the younger generation into the democratic way of life. Education should help the individual to understand the meaning of democracy, the principles, the implications, the justifications and its relation to other principles of human conducts and practices. Additionally, the school should be organized and managed in a democratic manner, in which there is a free flow of ideas and of discussions, participation of staff and given the free hand to govern students themselves in planning and students
5. **Flexible Education.** Because knowledge is always changing, then, the goals of education and the means of achieving it must also be flexible. Education must from time to time be amenable to revision in order to take care of new challenges in the society whenever they occur.
6. **Lifelong Education.** Education should be seen as starting from birth and lasting till death and structured to accommodate the accelerated pace of changes in society. It should be hinged on the fact that learning is an ongoing process that is never restricted to age. It should improve and reinforce the young for present and future challenges as well as offer adults' broad opportunities for self-renewal and social advancement. Formal education should not be seen as enough. Lifelong education as a means to improve the insufficient education received in the formal school system and to provide education for young adolescents and adults who have never had the opportunity of going to school should be encouraged. There should be provision for continuing education, distance education, extension education and adult literacy programmes.
7. **Relevant Education.** The school which is one of the ways of attained education cannot be seen as separate from the society. The school is an integrate part of the society established by, the society to help meet her needs and solve her problems. The school curriculum must therefore, be based on experiences and problems arising from the society. The goals of education must be clearly set out in terms of their relevance to the needs of the individual and those of the society in consonance with the ever-changing realities of the environment. Accordingly, the school should provide learning experiences that are useful. As Kilpatrick, an ardent follower of John Dewey said, "rid the schools of dead stuff".
8. **Learning by Doing.** There should be less emphasis on book work-and more hands in experimentation. Learning should take place by the student actually carrying out physical activities like dissecting, stitching, cooking, typing, carving, drawing and building, rather than listening to lecture or merely watching a demonstration.
9. **Education Should Serve as an End and a Means.** Education should develop man and serve as a tool for individual and social transformation. It should be an instrument for meeting needs and solving problems. Pupils should be able to make use of the knowledge gained or else the knowledge is not only useless but also harmful. "Currupto Pessima", as Whitehead calls it.

Conclusion

The chapter discussed the emerging issues in the 9-Year basic education curriculum in Nigeria from the pragmatist perspective with emphasis on knowledge acquisition (pragmatist epistemology), experiential curriculum vis-a-vis the structure, special

features and the implementation strategy of the Revised 9-Year Basic Education Curriculum. It established that several restructuring attempts to improve the programme have taken place but the implementation has been hampered by a lot of problems.

In conclusion, much has been done over the years within the context of curriculum dynamics, but we are yet to witness outstanding and stable improvement, development, innovations and adjustment. The series of reforms so far obviously have not radically influenced basic education in Nigeria. There is need for a paradigm shift of faulty policies to result-oriented policies that would meet the challenges of curriculum processes. Stakeholders should take up the challenge and genuinely join hands together towards building a strong and formidable world class education system in Nigeria. It however became a reference point to the discussion of education policy and to certain initiatives and gave a renewed sense of priority for developing basic education.

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Section Three

EVALUATION OF BASIC EDUCATION IN NIGERIA

CHAPTER 7

EXPLORING THE HISTORICAL PERSPECTIVE OF BASIC EDUCATION SCHEME IN NIGERIA: PROSPECTS AND CHALLENGES

Udo, Esuabanga Ekanem & Emanu, Inemesit Edem

Introduction:

The society has a way of life; the way of life is in the culture of the society. It is the society's culture that defines social norms which in turn, determine those aspects of behaviours which are accepted as ethical and normal as well as the ones that are not. Therefore, for the individual to internalize the norms of behaviour accepted as ethically normal in the society, adequate and timely education of the individual in that direction is very necessary (Esuabanga, 2014). Ikpe (2005) stated that without education, man would still be living in a state of nature with little or no self-awareness, basic knowledge and understanding of his environment as well as lacking the basic skills required for him to live a satisfied life. Education is therefore an investment in human resources which results in transforming the lives of individuals and societies. Education is such an indispensable tool to man and society for sustainable development that a responsible government should make it an inalienable right of every citizen to acquire. In Nigeria, successive governments have over the years made a number of commendable attempts towards improving the quality and quantity of the nation's education system. A remarkable attempt in that direction was organizing the National Curriculum Conference in 1969. The conference participants criticized the Nigeria education system of the 1960s as being too theoretical and too elitist. For that reason, one of its recommendations was the need to adjust or modify the education system in line with the culture of the Nigerian society and the contemporary world settings. In 1973, a special committee was set which resulted to the drafting of a document, the National Policy on Education which was published in 1977 and revised in 1981, 1998, 2004 and 2013 accordingly. The desire for quality education in Nigeria could also be observed in the different phases of educational policies and programmes which have been introduced by successive governments in Nigeria over time. Historically, educational reforms, policies and programmes in Nigeria could be said to date back to the late 19th Century, specifically 1882 when the colonial government started indicating interest in the education of Nigerian people (Babatunde, 2014). From that period, several policies, reforms and programmes of education have been issues of national concern in Nigeria. The objective of this chapter is to explore the historical perspective of Universal Basic Education (UBE) scheme in Nigeria, its prospects and the likely factors that may pose challenges to the scheme. It is therefore the hope of the writer that at the end of this chapter, readers will be able to:

1. Explain the concept of UBE scheme as an off-shoot of the defunct UPE
2. Outline the main objectives of the UBE scheme
3. Provide a historical overview of Universal Basic Education scheme in Nigeria
4. Evaluate the prospects of the UBE scheme in Nigeria
5. Discuss the likely factors that may pose challenges to the UBE scheme in Nigeria.

Concept of Universal Basic Education

The concept of Universal Basic Education could be best understood from the perspective of the meaning of education generally. The construct 'education' has been given different socio-philosophical explanations by different societies and scholars. Etymologically, the word education is coined from the Latin word "Educo or Educare" meaning 'to draw out', 'to bring up', 'to lead', 'to nurture' or 'to train' an individual mentally, physically and morally (Morrish, 2004). Built around this understanding, contemporary scholars have come to define education in various ways. Fafunwa in Umoren and Ogbodo (2001), conceptualized education as aggregate of all the processes by which an individual develops skills, abilities, attitudes and other forms of behaviours which are of positive values to the society which he lives. Udoh (2010) described education as the process by which the individual acquires the many physical, social, moral and technological capacities demanded of him by the society for effective living and functioning within the society. Denga (2008) defined education as the process of acquiring relevant skills, basic knowledge as well as accepted attitudes and behaviours among other capabilities which are of positive values to the individual in particular, and the society which the individual lives as a member. Ibia (2006) explained education as the process by which the society through schools, colleges, universities and other institutions deliberately transmit its cultural heritage from generation to generation.

While, Etuk, Udosen and Edem (2004) conceptualized education as a process of growth and development taking place as a result of the interaction of the individual with his physical and social environments. UNESCO (1968) defined education as a life-long process of developing the individual in all human dimensions - morally, spiritually, physically, intellectually and emotionally - so as to enable the individual fit well into the society. Ikpe (2005) stated that education is a method of leading people out of ignorance through socialization and constant training of the individual to adjust to the changing world. This manner of conceptualizing education explains why education becomes a direct responsibility of the society. These manners of conceptualizing education explain why education becomes a direct responsibility of the society.

In tandem with the definitions proffered in favour of education, Oyedale and Abolade (2018) described the Universal Basic Education programme as an educational scheme that is fashioned in such a way that the beneficiaries will, at the long run, become potentially useful to self and the community in which they live as members. UBE is an acronym that stands for 'Universal Basic Education'. UBE is an educational mobile strategy used for the transmission of fundamental knowledge to all facets of the Nigerian society from generation to generation (Amochie, Asotibe and Abdul, 2015). As an education scheme, UBE was launched on September 30, 1999 by the president of Nigeria, His Excellency, Chief Olusegun Obasanjo, The UBE scheme is designed to have a span of nine years with a wider scope which include six years primary education and three years Junior secondary education. As a concept, the UBE scheme has three components, these are, Universal, Basic and Education.

'Universal' connotes a programme or thing or activity that is meant for all facets of the society without discriminating the poor from the rich, or, women from men, or, the young from the old, or, the disable from the physically fit, or the dull learner from the fast learner as well as the drop-out youths from the regular. Simply put, the scheme is meant to touch every life and provide benefit to every individual who is ready to acquire knowledge. Denga and Ekoja (2008) said that the term 'Basic' relates to the base, take off

point, fundamentally essential, spring board, bottom line, among other such terms that could be used to explain a starting point of an activity. In tandem with 'basic', the target groups are provided with basic education to make them useful to self and the society. Accordingly, the term 'education' could be explained as the training of the individual to bring out the potentials in him – knowledge and skills – such that would make him take active part in the socio-economic and political activities as a member of his society (Ikpe, 2005). Put more succinctly, basic education is a starting point in acquisition of knowledge without which higher education cannot be acquired, hence, basic education is mandatory for every person who desires to acquire knowledge and skills (Nwadiani, 2012).

Adigwe and Owan (2019) described UBE as the form of education which is essential for life. The writers also viewed UBE as the form of education which lays the foundation with regards to the necessary knowledge, skills and other capabilities that the individual requires to survive in his environment. In other word, the UBE scheme should provide a practical and functional education for the individual since it is an integrated scheme which aimed at enabling training of the child from childhood to acquire basic skills and knowledge such that would make the child a functional adult. This intention was authenticated and documented in the National Policy on Education that:

"...Basic education shall be of 9-year duration comprising of 6 – years of primary education and 3 years of Junior Secondary education. It shall be free and compulsory. It shall also include adult and non-formal education programmes at primary and junior secondary education levels for adults and out-of-school youths. Section 16 explains that the goals of UBE shall be the same as the goals of the levels of education to which it applies, that is, primary education and junior secondary education and adult and non-formal education" (NPF, 2004, p. 13).

Universal Basic Education connotes an education that starts from the primary school level of education to the end of the Junior Secondary education. It is Universal Basic Education because, being the first pillar of formal education in the educational system of any nation, it is used as a vehicle to provide basic education universally to all without any discrimination based on gender, religion, region, tribe or residential location.

Tracing the history of UBE as a rebirth/off-shoot of the defunct Universal Primary Education(UPE) scheme

The western form of education was formally introduced in Nigeria in 1842 by European Missionary societies who could only manage education at their capacities to particularly propagate their religious dogmas. The colonial government started indicating interest in sponsoring formal education in Nigeria in 1872 when, after series of appeals for assistance, the colonial government supported the Missionary groups with a token of 30 pounds for the first time (Babatunde, 2014). It could be stated here that it was actually in 1882 when the colonial government's interest was made manifest with the introduction of the 1882 educational ordinance even-though, the ordinance, was parochially meant to serve only Lagos colony and the Gold Coast. By 1886, the colonial government extended her interest to cover other parts including the northern and southern protectorates of Nigeria when she introduced the 1886/18887 education ordinance for Lagos and protectorates of Nigeria.

These actions were not just taken in abeyance, it was the result of various agitations by the nation's elites and community leaders who as early as that time were able to indicate

some attributes of understanding of the positive implications and value of formal education to the individual and the nation. This was followed by the 1916 education ordinance for the new Nigeria nation which amalgamation took place in January, 1914 by Sir, Lord Frederick Lugard, the first Governor-General of Nigeria. The 1916 Education Ordinance openly declared the Nigerian government's direct interest to provide education to the Nigerian child such that will make him become useful to self and the Nigerian society. Jonnie (2005) submitted that the Nigerian government's interest in the education of her citizens in the 1950's was in tandem with the United Nation's 1948 declaration of 'Right to Basic Education' for all. From that time, the Nigerian governments, military and civil, has adopted different strategies which could be mirrored from the different educational schemes/programmes and policies test-run overtime in an effort to provide quality, functional and practical education to the Nigerian child. Some of the policies and programmes include the following:

- (i) Introduction of Universal Primary Education (UPE) in the western region in January, 1955
- (ii) Introduction of Universal Primary Education (UPE) in the then Federal Capital Territory of Nigeria – Lagos - in January, 1957
- (iii) Introduction of Universal Primary Education (UPE) in Eastern region in January, 1957
- (iv) Introduction of Universal Primary Education (UPE) in September, 1976 by the Federal Military Government of Nigeria as a national education scheme. By this, the UPE scheme was given a national outlook as the federal government decided to take a direct responsibility of providing basic education for the child at the primary school level.
- (v) Introduction of the National Policy on Education (NPE) in 1977 with which the federal government documented the kind of education desired for the development of her citizens and the development of the nation at large. The NPE also prescribe the direction, content and curricula in line with the stages of education of the child. By this, the federal government of Nigeria vowed to see provision of education as her direct investment and responsibility.
- (vi) Finally, the Universal Basic Education (UBE) scheme was launched on 30th September, 1999. The UBE scheme is the current education scheme in Nigeria.

The 1946 Richard's constitution and its regionalism tendency vis-a-vis the 1952 Macpherson constitution have been recognized for their role in the introduction of Universal education in Nigeria. It was the 1946 constitution that gave powers for the first time to the regions to legislate on certain vital areas which education was one, even-though, their legislations were to be ratified and approved by the central government (Jonnie, 2005). This period actually marked the beginning of power devolution to the regions and an era of self-determination in education. The idea of self-determination in education became manifest during the reign of Sir Macpherson from 1949 when the three regions were allowed the right to elect their regional political leaders and to decide the kind and direction of education in their respective regions. Education was strongly emphasized by the regional political leaders and this desire was strengthened under the 1952 constitution.

It was the western region under the Obafemi Awolowo led regional government that exhibited a predetermined zeal to provide basic education for all children of school age

in that region without any discrimination. In order to make that gesture a reality, a bill was passed in 1952 to introduce Universal Primary Education Programme (UPE) which eventually started in January, 1955 in the western region. With the UPE scheme, education was made universal and free in the western region. This implies that each region could develop the kind of education suitable for their people. The success of the UPE programme in the western region attracted the interest of the eastern region which also introduced UPE programme in the eastern region in 1957. The power given to the regions was, as it were, in tandem with the 1948 UN declaration of Right to Education for all. Even-though the UPE scheme failed after a couple of years of experimentation in the western region, it is still on record that quite remarkable achievements were recorded. Children were provided education free without discrimination, teachers were trained and new classroom structures were constructed to accommodate the pupils, among other areas of achievements.

The Universal Primary Education (UPE) programme in western region of Nigeria was the first of its kind in Africa. Following the observed educational gap among the various states in the northern, eastern and western Nigeria which was very obvious particularly, after independence in 1960, it was found very credible to revisit the UPE education scheme and to make it a national education programme if Nigeria must reduce the high level of illiteracy among her citizens. This gesture was made manifest in 1976 when the Universal Primary Education (UPE) scheme was launched to start in September of 1976 under the military government of General Olusegun Obasanjo. The objective of the 1976 UPE scheme was basically to ensure universal and free education for all Nigerian children at the start of the scheme, and, to be made compulsory from 1979. The credit as it were, still goes to Western region of Nigeria where the foundation of universal and free education was laid. Unfortunately, the 1976 UPE scheme suffered serious challenges and setbacks which according to Abubakar (2004), anchored on poor planning, poor programme management as well as poor funding and low supply of vital educational resources to keep the scheme alive. Arising from the outlined variables, the UPE scheme could not record the expected success; hence, it collapsed in the early parts of 1980's. Kosemani and Okorosaye-Oribite (2005) stated that the challenges faced by the 1976 UPE scheme anchored on lack of adequate classroom structures, lack of qualified teachers, poor condition of service for teachers, lack of funds and the government's lackadaisical and lukewarm attitude towards the management of the scheme.

Adamu (2002) wrote that the efforts of the governments, both civil and military, on issues of education could be used to explain Nigeria's desire for a quality educational scheme that could provide the kind of education required to meet the demands, yearnings and aspirations of the Nigerian people in line with their socio-cultural, economic and political life. This desire must have been the reason why successive Nigeria governments encouraged teachers' involvement in conferences at both national and international levels on education. Onuma (2016) outlined some of the conferences to include but not limited to the Ministers of Education in Africa conference held in Addis-Ababa in 1961, 'Education For All' conference held in Jomtien, Thailand in 1990's as well as the different phases of the United Nation Education, Science and Cultural Organization (UNESCO) conferences at different locations, among others. The consideration of the end results of the conferences boils down to the need to revisit the defunct UPE scheme once again. This time, the objective was made more manifest and more accommodative than either the 1955 UPE in the western region or the national UPE programme of 1976 which was initiated by the federal government of Nigeria. The

name of the new education scheme is the Universal Basic Education (UBE) scheme which is currently in operation in Nigeria. The objectives of the UBE scheme have been observed by Esuabanga and Ekanem (2020) as applaud-able; and, that the scheme was planned to accommodate children of school age, adults and youths who either had no opportunities to attend formal school or, for one reason or the other, happened to drop out of school. According to the UBE Annual report (2001) the UBE scheme is:

"... The foundation of life-long learning that comprises a wide range of formal and non-formal educational activities and programmes designed to enable learners acquire functional literacy as well as equipping individuals with such knowledge, skills and attitude that enables meaning living, contributes to the development of the society, derive maximum social, economic and cultural benefits from the society and discharge their civic obligations completely" (UBE, 2001).

Olujide (2004) pointed that the launching of the UBE scheme is not an accidental development given the history of Nigeria's education. The implication is that right from time, the yearning of Nigeria as a nation has been that of restoring quality in her education system in relation to eliminating illiteracy among her citizenry.

Objectives of the UBE Education Scheme

According Olaniyan (2006) the implementation guideline provided by the Federal Ministry of Education in February, 2000 for the UBE scheme aims at achieving the following objectives:

- i. To develop in the entire citizens of Nigeria a strong consciousness for education and a strong commitment in its vigorous promotion;
- ii. To provide free compulsory, universal basic education for every Nigerian child of school age;
- iii. To reduce drastically, drop-out rate from the formal school system through improved relevance and efficiency
- iv. To cater for drop-out and out of school children and adolescents through various forms of complimentary approaches to the provision and promotion of basic education
- v. To ensure the acquisition of the appropriate levels of literacy, manipulative and life skills as well as the ethical moral and civic values needed for laying the foundation for life-long learning.

Prospects of the Universal Basic Education

The educational system of any society or country is normally designed in line with the basic philosophy of life of the society in question. Such a design is often made manifest in the ideas, preferences and objectives of the education system. Accordingly, the philosophy behind the UBE scheme in Nigeria has been observed to be founded on the belief that the scheme would be veritable and versatile enough in achieving development for the individual and the nation in general. Amakon and Obi (2007) said that the UBE scheme is considered to be versatile in providing children, youths and adults with the basic knowledge, skills and attitudes that are judged as desirable for the individual now and for the future. For instance, the national curriculum conference that was held in 1969 stated clearly that the content of Nigeria's education must reflect the past, the present and the future of the dynamic Nigerian society. Bearing this in mind, a closer examination of the objectives of the UBE scheme reveals that just like educational policies and programmes that were designed before the UBE, the national goals set to achieve through education still remain very specific. The goals include:

1. The inculcation of national consciousness and national unity;
2. Inculcation of the right type of values and attitudes for the survival of the individual and the Nigeria society;
3. Training of the mind in the understanding of the world around; and
4. The acquisition of appropriate skills, abilities and competence both mental and physical as equipment for the individual to live in and contribute to the development of the society(NPF, 2004).

Since the introduction of the UBE scheme, reputable Nigerian scholars have in their educational capacities and experiences offered to closely monitor the objectives and implementation strategies of the UBE scheme to find out the prospects of the scheme in achieving its objectives as well as the likely challenges that may hinder the survival of the scheme. However, the prospects and the likely factors of the UBE scheme in Nigeria are summarized below:

Prospects of the UBE scheme in Nigeria:

The UBE scheme has been observed many scholars including Kosemani and Okorosaye-Oribite (2005), Esuabanga, Uyanga and Emana (2019), Olujide (2004), among others to have the prospect of achieving its objectives in the right direction with the estimated time-frame. Below are some of the factors which could account bfor the prospects of the UBE scheme:

- (i) **Increase in School Enrolment:** The introduction of the UBE scheme just like the defunct UPE has brought about a tremendous increase in school enrolment. Trends in enrolment from 1999 to 2003 show that primary school enrolment has consistently increased over the years for both the male and females from 7%, 8%, 11% and 44% in 2000, 2001, 2002 and 2003 respectively; Primary six completion rate also increased steadily from 65% to 83% in 2001 and 98% in 2003 (Aluede, 2005). With these, there is a high hope that the objectives of the UBE scheme shall be achieved in the near future.
- (ii) The UBE scheme has stimulated the government's and NGO's synergy in providing funds, teaching/learning materials and office facilities such as office tables, chairs, books and laptops for personnel as well as computers and printers, books, functional libraries, projectors and white/marker boards, etc to schools as practical efforts and strategies of encouraging practical teaching and learning in school.
- (iii) Training and retraining programme of the teaching and non-teaching staff of primary and junior secondary schools through the School based/Cluster workshops have become a major activity under the UBEC, Abuja. In Cross River State for instance, SUBEB always ensures that training/ development programmes opportunities for teachers are provided across the three quarters of the year. With this arrangement under the UBE scheme, teachers are also encouraged to attend seminars, workshops and conferences in order to keep them abreast with practical teaching particularly, in the new normal. This is a good prospect of the scheme.
- (iv) With the UBE scheme, there has been an observed direct inclusion of only individuals with teaching qualifications ranging from NCE to first degree with bias in education; for the teaching job. These individuals are those who possess the skills and understanding and flexibility in adopting teaching methods that suit their target group.
- (v) One of the major factors that make the UBE scheme very prospective in achieving

its objectives is that it is encompassing in its contents and coverage as it is planned to cater, not only regular pupils and students, but also the out of school youths and adults.

Possible Challenges of UBE Scheme

The challenges of a successful implementation of the objectives of the UBE scheme in Nigeria have been observed to revolve around poor planning and implementation attitude and corruption. Abubakar (2004) observed that the UBE scheme was framed to act as a catalyst of sustainable democracy and nation building unfortunately, the curricula content for the various school levels under the UBE scheme in addition to paucity of funds have been observed as some of the factors that would pose challenges to the achievement of set objectives of the UBE scheme. The reason according to Kosemani and Okorosaye-Orubite (2005), is because education curricula under the scheme have tended to alienate the Nigerian child from community rather than integrate them into the community.

This might be the reason why Tijanni (2004) and Esuabanga, Uyanga and Eman (2019) suggested the need to review and enrich the basic education curricula to ensure that the contents meet individuals' needs on the one hand and the national goals which education is positioned to achieve for the nation, on the other hand. Below are the different correlated factors against the achievement of UBE objectives:

Poor Planning and Poor Implementation Attitude

Planning in an organization is more encompassing as it goes to include a road map for implementation, funding, strategy of providing human and material resources, monitoring, among others which are combined to achieve set objective. On the contrary, Tijani (2004) observed that just like the defunct UPE programme in Nigeria which collapsed as a result of wrong and shabby planning attitude, the current UBE scheme follows the same trend as it is planned in the same shabby manner. The implication is that the scheme could be rendered ineffective in its effort towards implementing and achieving the objectives set. For instance, a lot of youths and adults particularly, in the rural settings are unable to benefit from the scheme because the planners seem not to give a strong preference to the rural setting and this to a great extent makes the universality of the scheme questionable.

Inadequate Funding of the UBE Scheme

Adequate funding is the pivot around which the wheel of success of any investment rotates. The Federal Government of Nigeria in her National Policy on Education confirms that education is a huge investment (FGN, 2013). This understanding might be the reason why the Federal Government of Nigeria had accepted the responsibility of seeing education as its responsibility for the sake of national development and economic stability. Besides, without adequate supply of funds it would be difficult to acquire the relevant human and material resources necessary to make the UBE scheme effective. Against this backdrop, a closer evaluation of funding of education under the UBE scheme by the Federal Government reveals government's ineptitude tendency towards the mandatory benchmark of the United Nations Education, Scientific and Cultural Organization (UNESCO). The UNO mandated that countries should allocate at least 26 percent of their annual budget to education as a global hall-mark to fight illiteracy especially in developing countries which Nigeria is one (Akpan and Akpan, 2013 and Ekpe and Matthew, 2013). A review of national budgetary allocation to education from

2004 to 2018 could attest to the Federal government’s failure to keep to the UNESCO agreement. Oweh (2013) affirms that education sector in Nigeria still faces the problem of inadequate funding with regards to the benchmark advocated by UNESCO as shown in the table.

Table 1: Showing Nigeria’s Budget and Allocation to the Education Sector from 2004 to 2018

Year	Budget Allocation Expected (N)	Actual Allocation (N)	% of total budget
2004	1,849,400,000,000	93,770,000,000	5.071
2005	1,846,000,000,000	92,000,000,000	4.989
2006	1,900,000,000,000	92,000,000,000	4.842
2007	2,300,000,000,000	186,000,000,000	8.097
2009	3,049,000,000,000	221,019,000,000	7.249
2010	5,160,000,000,000	249,009,000,000	4.826
2011	4,972,000,000,000	306,003,000,000	6.155
2012	4,877,000,000,000	400,015,000,000	8.202
2013	4,987,000,000,000	426,053,000,000	8.543
2014	4,962,000,000,000	493,000,000,000	9.936
2015	5,068,000,000,000	392,002,000,000	7.735
2016	6,061,000,000,000	396,006,000,000	6.534
2017	7,444,000,000,000	550,000,000,000	7.389
2018	8,612,000,000,000	605,008,000,000	7.025
Total	55,192,000,000,000	867,581,500,000	7.022

Source of Data: Central Bank of Nigeria Statistical Bulletin (2018).

Ifionu and Nteegah (2013) asserted that the budget is a key government tool for the implementation of social, political and economic policies and priorities which the Universal Basic Education programme is positioned to achieve for the nation. It is therefore very unfortunate that Nigeria has been one of the developing countries that has consistently allocated less than 15% of its total budget to education since 2004 (Jonnie, 2005; and Akpan and Akpan, 2013). To a great extent, this attitude is observed to be a major challenge that may likely cause the UBE scheme to fail.

Inconsistent UBE Teachers Development Programmes

One of the strategies for achieving the objectives of the UBE is consistency in training and re- training of teachers to ensure that they are well equipped with the strategies and teaching methods required for the teaching responsibilities in the right direction. Unfortunately, many of the teachers that were placed on probation for three years under the UBE scheme from 2004 were refused permanent employment after their years of probation. Instead, permanent appointment is given to people who have no professional qualification in education in the name of “PLACEMENT”. According to Obayan (2002) no

educational system can rise above the level of its teachers. In his own contribution Fafunwa (2004) opined that no significance change in education can take place in any country unless its teaching staffs were well trained and retrained. The reason is because the teacher plays a central role in the actualization of educational goals as well as ensuring the survival of the entire educational system.

In the previous free education schemes, the 1976 UPE, teachers were in very short supply leading to the employment of mediocre, market women and half-baked individuals (Abubakar, 2014) This view was enforced by Adamu (2002) who noted that the crash programme of the UPE attracted the wrong calibres of people into the teaching profession. In relation to the present UBE scheme, most of the teachers are not given the required training and retraining. As such, most of them are unable to make adequate use of the resources provided to aid effective lesson delivery. Worthy of note is that the retraining programmes for teachers are sponsored by the government. It is only disheartening that the funds meant for the retraining programmes are often times illegally used in some other directions by those who are supposed to be the custodians of the funds and the projectors of the retraining programmes for teachers (Akpan and Akpan, 2013). Inconsistency of the retraining programmes for teachers is therefore one of the many factors that could render the UBE scheme ineffective in achieving its objectives.

- (a) Siphoning of Teaching/Learning and other Educational Facilities by those who are supposed to provide security for them. Most of the teachers and education managers are private schools owners. These people are often times at the forefront of diverting most the valuable school facilities and teaching/learning materials to their different privately owned schools. This attitude is a likely factor that may cause the UBE scheme to fail.
- (b) Lukewarm attitude towards making education universal, free and compulsory as stated under the objective of the UBE scheme. The UBE scheme is said to be fees free yet, other charges placed on primary school pupils as well as junior secondary school students are enough to generate a question such as 'how free is the scheme?'

Quality Assurance in Universal Basic Education

The essence of the Universal Basic Education as defined in the objectives highlighted earlier is to ensure that all school-age pupils have free and compulsory education, inculcate in the citizenry the continuous desire for education and national consciousness, and at the same time ensure that the learners acquired certain communication skills and moral values that will not only make them contribute to the development of the society but to lay a solid foundation for lifelong learning. Quality assurance in UBE is the continuous inspection, supervision, monitoring and evaluation of learning outcomes to ensure that they meet the goals and objectives of the UBE scheme.

As laudable as the objectives are, they cannot be achieved without continuous monitoring and supervision by statutory agencies in ensuring that the resources are made available for the attainment of the objectives. The National Policy on Education (2014), specified that quality assurance agencies in both the state/FCT educational secretary and local government in collaboration with the federal quality assurance shall be responsible for the organization of supervision and inspection of all educational programmes under their jurisdiction.

Conclusion

The UBE scheme has been observed as the off-shoot of the defunct Universal Primary Education which introduced in 1955 in the western region and nationalized in 1976 by the federal government of Nigeria during the military regime of General Olusegun Obasanjo. The introduction of UBE scheme is a continued search for quality education scheme to help in eradicating illiteracy in Nigeria. However, an evaluation of the UBE scheme has shown that the scheme has significant prospects of providing education for all for the sale of eradicating illiteracy in Nigeria. this could be observed in the increased pupil/students' enrolment, training and retraining of teaches, among others. On the opposite end of the UBE scheme lies some factors that have been identified as having the propensity of causing the UBE scheme to fail. Such factors include inadequate supply of funds, poor planning and poor implementation strategies, siphoning of UBE facilities and teaching/learning materials, among others.

Recommendations

The following recommendations were made as better strategies to adopt for effective implementation of the UBE programme.

1. Regular instructional supervision is very necessary if the objectives of the UBE scheme must not be defeated. Denga (2008) explained instructional supervision as the art of overseeing the instructional activities of teachers and other educational workers in a school system to ensure that they conform to generally accepted principles of teaching.
2. Monitoring of educational expenditure to guard against the incidence of fraud. The UPE programme was characterized by reckless spending, wastage and fraud. One of the major reasons for establishing the inspectorate unit in education has been to provide services in the area of monitoring the expenditure of public fund meant for education. Therefore, monitoring and evaluation is very important in order to check the quality of delivery of services and achievement of the UBE objectives in line with the funds supplied.
3. Adequate Planning and Projection: The UBE programme should be properly planned and adequately projected in terms of expected enrolment, quality and number of teachers required, infrastructural needs and equipments, among others. The UPE programme failed because of poor or improper planning and poor enrolment projection. This therefore stresses the need to appropriately plan and project the necessary factors for the successful implementation of the UBE scheme.
4. Funding: The UBE programme has been observed to be experiencing the issue of paucity of funds. The scheme should be properly funded. Ifionu and Nteegah (2013) opined that funds supplied to boost the UBE scheme should be properly utilized by individuals and groups concerned to sustain the programme. In order to achieve this, the government should first call for accurate projections and effective cost analysis before supplying funds. With this, the issue of under-funding could be checked.
5. Implementation of the Programme. Everybody should be involved in the implementation stage. Planners should not be isolated from those who will implement the programme (Oyodale and Abolade 2018)
6. The school administrator plays vital role of final implementation stage of the scheme. In other word, the school head in a free education system should not only supervise the teacher, but also see to the even and fair distribution of books, pencils, chairs and other materials made available to the children by the

- government and should be able to resist the temptation to embezzle UBE fund.
7. Training and retraining of teachers should be taken seriously if the objectives of the UBE scheme must be achieved. Thus, in order to be in tandem with the changing world of today, the UBE teachers need to keep pace with fast technological changes. To effectively achieve this, the teachers need to be trained and retrained regularly so that their content, method of teaching and use of instructional materials may be effective for the achievement of the UBE objectives.

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CHAPTER 8

APPRAISAL OF UNIVERSAL BASIC EDUCATION (UBE) IMPLEMENTATION IN SOKOTO STATE: SOCIOLOGICAL AND PHILOSOPHICAL IMPLICATIONS

Sarkinfada, Halima

Introduction

In its renewed efforts towards achieving the goals of education for all, in line with global concern for basic education and being a signatory to numerous conventions on basic education for all, the federal government of Nigeria launched the Universal Basic Education (UBE) in the country on 30th September 1999. According to the Federal Ministry of Education (1999), the U.B.E programme was conceived against the background of the failure of the Universal Primary Education (U.P.E) which was launched in 1976. While launching the U.B.E programme in Sokoto in 1999, the then President, Olusegun Obasanjo indirectly admitted the failure of the former U.P.E, when he declared: “we cannot afford to fail this time around. It is a re-packaged version of the 1976 U.P.E. The president therefore, indicated that UBE is an ambitious and more comprehensive programme involving formal and non-formal strategy aimed at meeting the basic learning needs of citizens.

The broad aim of the basic education is to enable the learners acquire knowledge, skills and attitudes that will assist them to live meaningful and fulfilling lives, contribute to the development of the society, derive maximum social, economic and cultural benefits from the society and discharge their civic responsibility competently. These aims suggest that the universal basic education is all embracing, learners-oriented and problem solving-centred. The objectives of the Universal Basic Education scheme as articulated by the Federal Republic of Nigeria include among others, the provision of compulsory, free and universal basic education for every Nigerian child of school age and ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills as well as the ethical, moral, security and civic values needed for the laying of a solid foundation for lifelong learning.

Education is one of the institutions in the society, which affects and is affected by the social environment in which it operates. Sociology of education is an attempt to investigate the influence of such social institutions as family, marriage, custom, the social structure and economy on the institution of education. On the one hand and the influence of education on these institutions as well. Philosophically, education is a custodian of policy that governs the social system and controls the implementations of policies based on certain principles that allow education to be accessible with little or no effort as the policy infuses in the child the right to be educated

Sociology attempts to study the various intuitions, which make up a society as well as their effect on each other. Sociology of education similarly is concerned with not only studying how various social institutions affect the institution of education but on studying

the institution of education itself as self-contained micro societies in which Universal Basic Education (UBE) is one of them

Objectives of UBE Programme

The specific objectives of Nigeria's Universal Basic Education (UBE) include:-

1. Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
2. The provision of free, universal and compulsory basic education for every Nigerian child of school-going age;
3. Reducing drastically the incidence of drop-out from the formal school system through improved relevance and efficiency;
4. Catering for young persons who, for one reason or another, have had to interrupt their schooling, as well as, other out of school child complementary approaches to the provision and promotion of basic education ;and
5. Ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative and life skill, as well as, the ethical, moral and civic values needed for laying a solid foundation for life-long learning.

What these objectives stress, first and foremost, is that Nigeria's UBE is conceived as a people's programme. The entire citizenry has to take full ownership of it. UBE is also conceived as one with a strong emphasis on all-round development of its beneficiaries. Furthermore, it is aimed at reaching the unreached, such as those children, youth and adult with special needs, migrants, minorities and the rural/urban poor. The scope of the programme covers:

1. Programme/initiatives for early child care and socialization;
2. Educational programmes for the acquisition of functional literacy, numeracy and life skills, especially for adult persons aged 15 and above;
3. Special programmes for nomadic and migrant populations;
4. Out of school non-formal education programmes for updating the knowledge and skills of persons who left school before acquiring the basic needs for life-long learning;
5. Non-formal skills and apprenticeship training for adolescents and youths who have not had the benefit of formal education; and
6. The formal school system from the beginning of primary education to the end of junior secondary school (J.S.S).

Baikie (2002:62) "stated that the scheme involves four categories of children and adults that would receive some form of education. These include:

- i- Primary school pupils to be put through six years of schooling.
- ii- Junior secondary school students to be put through three years of schooling.
- iii- Pastoral nomads and migrant fisherman of school going age and.
- iv- Out of school children, youth and illiterate adults for non-formal education programmes".

In his appraisal of the UBE scheme as a means of achieving EEO in Nigeria Abubakar (2017) opines that the scheme was meant to revitalize the country's educational system and eradicate poverty and to genuinely universalize access to basic education to all children of school going age and equipping every individual with such knowledge and skills that will enable him/her to develop to the fullest capacity derive maximum social,

economic, political and cultural benefits from his/her membership of society and to fulfill other civil obligations.

In his assessment of UBE as a means for achieving Millennium Development Goal (MDG) on education in Nigeria. Arzika, (2014) stated that the Universal Basic Education (UBE) scheme was launched in the country in the year 1999 in Sokoto and passed into law in 2004 as one of the strategies aimed at implementing the educational component of the MDGs. He quoted Aluede as saying that the re-launching of a similar programme to UPE by the Federal Government of Nigeria indicates that there is something desirable which the scheme is expected to enable Nigeria achieve.

With the passage of the UBE Act, all tiers of government in the country were mandated to provide free, compulsory nine years Universal Basic Education of Primary and junior secondary school to all children of school going age. The act goes beyond these requirements as it encompasses programmes for early childhood care, adult literacy programmes, special programmes for nomadic and migrant fishermen and various complementary programmes for children and youths who are out of schools. However, he was quick to say that the scheme is leaving many issues unresolved which are likely to bedevil the successful implementation of the programme just as was the case with UPE. With the launching of UBE, therefore, it is expected that the Federal Government would make necessary provisions taking into account the shortcomings of the former UPE in order to ensure the success of UBE.

For two decades now since UBE was launched, but it becomes obvious that the Federal Government, the initiator of the programme, is no longer committed to the successful implementation of the scheme. The UBE scheme is faced with serious challenges and problems that confronted the former UPE. Critics of the UBE implementation are skeptical about the success of the scheme. For example. Akinbote in Ogunyemi (2002) noted that, while the master plan for the UBE programme was raised as far back as 1993, the programme eventually took off on a shoddy note.

Although the Federal Government in its statement of intention promised to address the issues and challenges that confronted the UPE in order to make success of it, not much has been done to make it succeed. Such issues as funding, infrastructural facilities, teacher factor etc. which affect the implementation of UPE are yet to be addressed to pave the way for the successful implementation of UBE scheme. Its implementation was expected to be done through efforts among Federal, State and Local Governments. Pai Obanya quoted by Bagudo (2019) stated that the articulation of UBE was a joint activity of the three tiers of government and the then three major political parties in the country. Also, all states of the Federation subscribed to this idea and made strong statement of political commitments to the programme; set up administrative mechanism for its execution and made financial provision for UBE in their 2000 budget. Therefore, it was expected that states would show commitment to UBE in the hope that Federal Government was going to make funds available for its implementation with the states being its agents as was the case with UPE unfortunately this did not happen especially in the states not controlled by PDP. The issue of funding would be assured from three major sources as follows:

- i) Regular improved budgetary provision by all tiers of government;
- ii) Supplementary sources from education tax fund; and
- iii) Contribution from a variety of stake holders.

Bagudo, (2011) opines that funding is very crucial to the success of UBE because it is supposed to be free, universal and compulsory. However, he asserted that funding UBE by the three tiers of government in a political dispensation, is not a comfortable arrangement. While education tax fund, as a supplementary source has been supporting the education system at the federal, state and local government levels, but contributions may be attracted from international donor agencies like UNESCO, UNICEP, World Bank agenda for the promotion of basic education in developing countries.

The issue of teacher factor would be addressed in collaboration with Teacher Associations, Universities, colleges of education and the National Teachers Institute (NTI). On the contrary, government was said to have embarked on a crash programme in teacher training based in the National Teachers Institute (NTI), while in some states, Grade II teacher training colleges were re-introduced. Again, at the inception of UBE in 1999, the much needed infrastructural facilities like classrooms and offices were not put in place. Building and furniture in primary schools, which ought to have been developed to support UBE, were either non-existent or in short supply, so there was acute shortage of furniture for both teachers and pupils, all over the country. This made it imperative for the government to provide all these to make learning meaningful. In consequence, the federal government constructed three blocks of classroom in each of the 774 local government areas of the federation. However, this modest effort by far, falls short of the envisaged pupil's enrolment. In addition to the above, there were issues of quality assurance, curriculum content, instructional materials and statistical data which are all crucial to the success of UBE. The implication of these was that the Federal Government did not learn lesson from the experience of UPE as both schemes share similar challenges and problems.

Counterpart Funding of the UBE in Nigeria

Education is a huge venture that necessarily demands huge investment, UBE as huge as it is cannot be an exception. Perhaps, it is for this reason the federal government introduced the concept of counterpart funding at the inception of UBE to ensure its successful implementation. Therefore, UBE jointly funded by the Federal, State and Local Governments. It should be noted that funding basic education is the sole responsibility of states. The Federal Government comes in as an intervention strategy. The Federal Government intervention in UBE will be through;

- i. Not less than 2% of the Consolidated Revenue Fund (CRF) of the Federal Government
- ii. Fund/contributions in form federal government guaranteed credits
- iii. Local/international donor grants
- iv. The federal intervention fund to states will be used for the purpose of broadening access, improvising quality and ensuring equity in basic education, the components of the intervention are as follows:
 1. Substantial part of the CRF will be disbursed to states as matching grants;
 2. Part of it will be disbursed to states for special intervention to support
 - a. Initiatives by states to correct educational imbalance up to 2010
 - b. Efforts by states to provide special education for the physically and mentally challenged
 - c. Efforts by states to implement school feeding programme
 - d. Disbursement of funds will be through SUBEB, for renovation, construction and furnishing.

3. Disbursement of grants to state will depend on the provision of 50% counterpart funds by states.
4. UBEC may withhold subsequent disbursement to state if it is not satisfied that the fund earlier disbursed had not been judiciously utilized
5. To access the funds, states shall present acceptable annual implementations plans based on EFA/MDGs and those projects and program that address their peculiar educational problems (UBEC, 2004).

The Federal Government approved the criteria for utilization of UBE intervention funds to states and federal capital territory as pre-primary education (5%) primary education (6%) and junior secondary education (35%) while the 2% CRF is disbursed to the states in the following proportions.

1. 70% matching grant (i.e. funds contributed by both federal and state governments on equal basis
2. 14% fund to address education imbalance among and within states
3. 50% funds for the implementation of the Home-Grown School Feeding and health programmer (HGSF & HP)
4. 50% incentive to states for good performance
5. 2% funds for the education of the physically and mentally challenged children
6. 2% funds for monitoring of UBE programmes

All these were meant to ensure successful implementation of UBE programme in the country. However, like every other policy of government, this policy has its own challenges. Idoko, (2013) noted that one of the greatest challenges facing the Universal Basic Education Commission (UBEC) has been the lack of political will by some state governments to draw their matching grants for the implementation of UBE programmes in their states. Critics of the policy pointed out that the reason for not accessing the intervention funds by some states is lack of political will to raise funds to pay their counterpart fund and the inability of some states to retire the initial grant from the federal government, poor and insincere inspection by the federal government on the utilization of the UBE intervention fund etc.

Better Education Service Delivery For All (BESDA)

This is yet another intervention programme recently initiated by the Federal Government in collaboration with the World Bank as part of efforts to improve the basic education sub-sector in the country. Specifically, the project is meant to address the challenges of quality assurance, access and management of UBE in Nigeria. While launching the project in Ibadan Oyo State, the Minister of education, Malam Adamu Adamu mentioned that BESDA project aims at strengthening Universal Basic Education, as well as, addressing the first pillar of Ministerial Strategic plan 2016 – 2019 on out of school children. He disclosed that Nigeria has the highest number of out of school children with an estimated population of 13.2 million in Sub-Saharan Africa. Therefore, the initiative is part of government's effort to strengthen the quality of basic education in the country to confront factors that deny children access to basic education.

The project would focus on 17 states drawn from the six geo-political zones in the country that would benefit from the grants. They include 13 states from the North-West and North-East geo-political zones; as well as Niger, Oyo, Ebonyi and Rivers states respectively. The World Bank which is the sponsor of the project provides funds for its implementation in the focused states. The money meant for the project is channeled to

State Universal Basic Education Boards of the various states concerned. The money could only be accessed based on the number of children enrolled in schools. Also, a state with higher number of girls in its enrolment is at an advantage.

Sokoto state being one of the focused states in the North-Western zone, was said to have accessed the first and second trenches for the implementation of the project in the state. A visit to State Universal Basic Education Board (SUBEB) revealed that the Board had procured instructional materials and laptop for distribution to schools under the board in some selected Local Government Areas in the state that benefit from the BESDA project. These are: Sokoto North, Silame, Binji, Kware, Bodinga, Illela, Goronyo and Tureta LGEA.

It is gratifying to note that the project has the potential to increase access and raise the standard and quality of basic education in Nigeria if faithfully implemented as the development objective of BESDA is to increase equitable access for out of children, improve literacy rate in the focus states as well as strengthen accountability for results, in basic education in Nigeria. The project mirrors the key priorities of the UBE programme i.e. increasing access, improving quality and strengthening literacy and accountability. All these relate to basic education and the children of basic education sub-sector. However, one of the challenges facing the project and which delay its implementation is the controversy between SUBEB and Ministry of Education over the control of the fund meant for the project. It should be noted that in all the 17 benefiting states, BESDA earmarked the sum of 220 Billion naira to be injected in the UBE programme of the states tagged as educationally disadvantaged to be utilised for result, oriented activities in the three result areas. These are:

- i) Reducing out of school children;
- ii) Enhancing and strengthening literacy on local and English languages; and
- iii) System Accountability.

Records have shown that Sokoto state had so far received two trenches of grants from BESDA and conducted training activities using the funds as part of strategic plan for the full implementation of the project. These include:

- 1) Graphics design for 3 days refresher training for master training;
- 2) Refresher training for master trainers;
- 3) Advocacy and sensitization meeting with Traditional Leaders on BESDA,
- 4) 3 days training for reactivation of gender officers;
- 5) 8 days training on early grade reading for Head Teachers & Teachers of Primary Schools in the benefiting Local Government Areas; and
- 6) Training of 229 coaches, mentors, 30 facilitators and 20 monitoring Team on EGR,
- 7) Advocacy and sensitization on BESDA;
- 8) Production of posters, stickers, advocacy books and graphics across BESDA LGEAs;
- 9) Monitoring of Community mapping by 26 monitoring teams and review of Medium
- 10) Term-Basic Education Strategic Plan (MTBESP) at Kano.

As part of the efforts to reduce the out-of-school children, the Ministry of Basic and Secondary Education (MOBSE) in collaboration with the State Universal Basic Education Board (SUBEB) organized an out-of-school children/Girl-child enrolment campaign in September, 2019. Thereafter, 576 centres using community mapping report on Boy-Child

were established in December, 2019 and 576 facilitators on Boy-Child education were recruited. In the same vein, 844 centres based on community mapping report on Girl-child were established while 844 facilitators on Girl-child were recruited. This led to enrolment of 42,200 learners in the 844 centres for Girl-Child Education. Also, 5,000 Admission Registers and another 5,000 Attendance Registers were provided to schools/centres in the BESDA LGEAs from December, 2019 to January, 2020. For record keeping, 1,420 mobile white Board and 1,000 markers and dusters as well as 71,009 mats were purchased for distributed schools in BESDA LGEAs. In order to reduce the burden on parents and encourage attendance 71,009 school uniforms were provided for free to the pupils in the schools under BESDA LGEAs.

For the purpose of enhancing and strengthening literacy on both local and English languages; the Ministry through SUBEB had recently procured and distributed 6269 copies of a Book titled: "Mukaranta" pupils Book 1 written in Hausa language. Dubarum Inganta Rayuwa, 71,009, Lissaji (Numeracy), Mukoyi Karatuda Rubutu, 71,009, Jagaran Malamai (Dubarum Inganta Rayuwa) 1,432, Jagoran Malami (Lissafi) 1,432, Jagoran Malami (MukoyiKaratuda Rubutu) 1,432; Transition to English pupils, Book 1 & 2, 62,697 and Teacher's Guide (Transition to English) 538.

As for the system accountability, the ministry produced 8013 forms to conduct annual school census across the 23 LGEAs for 2019/2020 academic session. It is pertinent to note that the key issues as far as BESDA is concerned are these three result areas. However, from the foregoing, it is clear that not much has been done to produce the designed result. What has been done so far is not enough. Considering the fact, that the state had received two tranches of the grant. So far, particularly in the area of system accountability. Although, attempts were made to some extent to reduce the number of out of school children, it is not clear how many of such out-of-school children were brought back to school, both boys and girls since inception of BESDA in the state. It is also not clear as to what has been done to integrate western education with Qur'anic education system to cater for the learning needs of Almajiri boys roaming the streets, and adults.

It is important to note that as far as provision of access to quality basic education is concern, in Nigeria, BESDA project offers yet other opportunities for the benefiting states to reposition their basic education system and be able to make the difference in the key result areas. This calls for sincere commitment on the parts of those involved in its management and implementation bearing in mind that serious sanction awaits any defaulting state.

Sociological and Philosophical Implications of UBE

Statistics have been used generously to show the deterioration that has occurred in education in Nigeria which I do not intend to repeat here. Suffice it to say that such indices as enrolments, drop-out rates, performance in inter al and external examinations and admissions rate into higher education, the picture that they create is of an educational system that is operating at a dysfunctional level, Militarization of education over the last two to three decades has given education a direction that led to nowhere and left the industry un a confused and uncoordinated state. The return of the country to democracy has provided us with the opportunity to start afresh and develop the vision and political will with which to build virile educational institutions side-by-side with a well-structured set of principles and philosophies which constitute corner stone of our education; revival

An essential aspect of our educational which is, in fact the foundations of our educational system, is the philosophy of Nigeria education. The philosophy is couched in very agreeable language and cannot be faulted for its nationalistic stance and its advocacy for the inculcation of the right attitudes and values for national development and national unity. Regrettably, virtually nothing has been done by the implementers of the national policy on education to integrate the sociological and philosophical foundations of education with the general and specific knowledge being acquired at all levels of our educational ladder. Our education therefore been given vacuum in that it not related to any defined national goal. Education is serving as a tool for personal aggrandizement of the individual. In a democracy such as the one in which we are today the task of education must be to provide a distinctive discipline, which would enable us to function effectively in a democratic society.

The subject of education is one of subject that has consistently remained a live issue in public discussion and debates all over the world because of significant role that education plays in the socio-economic development of any nation. In spite of the age of the institution of education, traversing all known human civilization the modern world is still grappling and struggling to unravel the intricacies of education with a view to making it more efficient, meaningful, relevant and qualitative. To buttress this fact we can refer to the developed countries of the Western world like American which is pumping money into an already sound educational system to reduce class sizes in American schools to below 25 learners per class. In Britain more money was budgeted for education for the purpose of raising literacy and numeracy standards of primary schools and the end product has been the best basic results in primary schools that Britain has had. These trends should serve to provide guidance to us on what we need to do in education to meet current demands particularly at the level qualitative education

Conclusion

The Introduction of the UBE is Nigeria's reply to the declaration of Education for All by the year 2000 and it also signifies its commitment to the total eradication of illiteracy. None should be taken of the fact that the word "universal" is used in describing the scheme in other words the scheme has a universal coverage and application. It is clear that if the teacher and the student must perform effectively in any sector of the UBE scheme, they must be given appropriate and adequate orientation in sociologically and philosophically that will prepare them for the task that will confront them on each sector

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CHAPTER 9

EVALUATION OF LEARNERS PERFORMANCE IN BASIC EDUCATION IN NIGERIA

Audi, Abubakar Ahmed; Jatau, Stephen & Awal, Umar Salis

Introduction

Evaluation goes beyond the meanings of testing and measurement. It connotes judgement of merit (i.e. passing value judgement on the worth of an event, object or entity using a set of criterion). Therefore, evaluation is a process of gathering valid information on attainment of educational objectives, analysing and fashioning the information to aid judgement on the effectiveness of teaching or an educational programme (Danaladi, 2006). Methods of evaluating student performance are often characterised as summative or formative assessment. Formative assessment is a process of evaluating the students' knowledge as they learn. Bulus (2016) also stated that it is a method of on-going assessment and it involves putting together a series of quick fire questions and exercises to help monitor the learners progress during the course or programme. It aims at informing the teacher about the learning experience of each learner and this takes place during the learning process (Garison and Ehringhaus, 2009). This means that formative assessment aims at helping learners grow and progress. Formative assessment involves a developmental approach and is designed to monitor and support the learning process. So it build on learning activities in a continuous basis, guiding the learner and the teacher through constructive feedback (Miker, 2010).

Summative assessment is given to learners at the conclusion of a specific instructional period. As Zakhe (2009) discussed, summative assessment is a type of evaluation which takes place at the end of learning experiences, course or programme and is always norm referenced. This usually refers to a major test or examination written at the end of the school term. According to Garison and Ehringhaus (2009), Summative assessment encompasses a series of assessment activities taking simultaneously resulting in an overall report on the performance of the learner. Summative assessment includes test, assignment, projects, quizzes and other graded course activities that are used to determine whether students have learned what they are expected to learn. Maarouf (2013) asserted that what make assessment summative is not design of the test or assignment per se, but the way it is used to determine whether and to what extent students have learned the material they have been taught. The continuous assessment make use of both summative and formative assessment.

Introduction of Continuous Assessment in UBE Programme

Assessment is a concept that is related to the educational system viewed from its description by host of authors and researchers alike. Palamba and Banta (2010) defined assessment as a systematic collection, review and use of information about education programmes undertaken for the purpose of improving students learning and development. Walvord (2014) argued that assessment is the systematic collection of

information about students learning using time, knowledge, expertise and resources available in order to inform decision about how to improve learning.

Continuous Assessment (CA) has been introduced into UBE programme since its inception. One of the landmarks in Nigeria educational system is the introduction of continuous assessment as an important component of curriculum evaluation in school (Ashenafi, 2018). The National Policy on Education (2016) prescribed that: Educational assessment and evaluations will be liberalised by basing them in whole or parts on continuous assessment of the progress of the learner. Continuous assessment in basic schools could refer to a system of assessment which is carried out at predetermined intervals for the purpose of monitoring and improving the overall performance of pupils (Awofola, 2013).

Continuous assessment of learners is defined as a mechanism whereby the final grading of learners in the cognitive, affective and psychomotor domains of learning systematically takes account of all their performance during a given period of schooling (Obioma, 2006). Based on this definition one could infer that CA is an assessment approach which involves the use of a variety of assessment instruments such as test, projects, portfolio, assignments etc. In addition, Awofola (2013) pointed out that CA is a continuous updating of judgement about performance of pupils in relation to specific criteria which allows cumulative judgement to be made about performance upon these same criteria at any time. CA is carried out in schools at periodic intervals for the purpose of improving the over-all performance of pupils and of the teaching/learning process (Obioma, 2006).

Characteristics of Continuous Assessment

Four characteristics of continuous assessment are commonly discussed.

Continuous Assessment is Systematic

Continuous assessment being systematic requires thorough planning: nothing is allowed to happen by chance. Bathel (2013) argued that it is not a hide and seeks business. Instead, teachers are expected to inform pupils on the following: number of assessments scheduled for the term, at what intervals and dates for each assessment; topics or modules on which assessment is to be based; the objectives domain to be assessed; the type of tools/techniques to be used; and the content/nature of reporting pupils.

Continuous Assessment is Comprehensive

Continuous assessment is comprehensive in nature. Mwebaza (2010) pointed out that it is interested in all areas of learning outcomes (cognitive, affective, psychomotor and psycho-productive). It therefore goes beyond the assessment of academic work only. Onuka (2008) stated that it is also considered comprehensive because it involves the use of a wide range of tools and techniques. The information regarding every aspect of a pupil's behaviour is required so as to arrive at a valid and reliable judgement of the pupil's total behaviour.

Continuous Assessment is Cumulative

Continuous assessment is carried out throughout the week and year, any decision to be made at any time on a pupil takes into account of all previous assessment records and decisions. This collaborates Awofola (2013) who described continuous assessment as continuous updating of judgement about performance of Students in relation to specific criteria which allows cumulative judgement to be made about performance upon these

same criteria at any time. This means that there should be repeated measurement of performance and all of such measurements are taken into consideration in presenting a picture of a student at a point in time. Any decision made on any Student at any time should also consider and take into account of all previous decisions about the student (Zakhe, 2009). If you look at the NPE (2013) provision on continuous assessment, you will see that it provides that assessment at the end of junior secondary school level must reflect the cumulative nature not basing decision about students on a single examination.

Continuous Assessment is Guidance-Oriented

Continuous assessment ensures that any information obtained on a pupil is used to guide the pupil's further development. In view of that, Plessis (2017) maintained that continuous assessment results are also feedback into the school system with the ultimate goal of improving the teaching-learning process and the entire educational system. Therefore, every information collected on the learner during the process of continuous assessment is used for further development of the learner. Sultan (2015) reported that the major reason why learners are assessed within a course of study rather than waiting until the end of the school term, school year or even end of the programme is to obtain information on the level of the learners' achievement and then use such information to assist the learners' in good time before it becomes too late. Miker (2010) noted that one of the main value of continuous assessment is that it helps to identify areas of strength and weaknesses in learners performance, teachers instructional strategies and the educational programme. The information obtain can be utilise as a sound basis for encouraging the learners' effort, for remediation of learning problems and necessary improvement of instruction (Onuka, 2008).

Continuous Assessment Tools in UBE Programme

Various continuous assessment tools technique may be used in assessing the teaching-learning process and environment as well as learning the outcomes associated with them. This is because no simple assessment tool or technique can give an overall true report on a pupil. The collection of information on each characteristic, behaviour activity or skill of learners may need a different kind of tool or technique. The teacher therefore should be capable of identifying and using all relevant tools and techniques for implementing continuous assessment in schools (Miker, 2010).

Maarruf (2013) mentioned that different strategies of continuous assessment can be selected by teachers to meet specific purpose and learners needs that when teachers do not use it in a formal way or properly, they cannot provide systematic information about the pupils learning. Such tools and techniques include written test, homework/assignment, project, interview, questionnaire, observation etc.

Written Test

The written test is an activity designed to test and measure knowledge, skills and ability of test-takers. In the same vain, (Bulus, 2016) described written test is part of assessment done with the purpose assessing the learners skills, abilities and knowledge on various matters that are relating to learning. There are two types of questions often used in written test. Multiple choice questions and essay questions. Akimu (2013) says that multiple choice questions requires the learner to supply or select the correct answer from a number of alternatives. Essay type test are those test in which the examinee is asked to discuss, enumerate, compare, state, evaluate, analyse, summarise or criticize, includes writing at a specified length on a given topic involving the process listed above (Akimu,

2013). Similarly, Bathel (2013) stated that in every essay type test learners are free to select, relate and present ideas in their own words.

Home Work/Assignment

This consists of specific tasks for pupils to be accomplished outside the school (perhaps at home) within a short period of time. Ughamadu (2007) stated that an assignment can be considered as an extension of class activities. This is because it is expected to provide an opportunity for learning as well as a basis for assessment. When you give an assignment to your students, they have the opportunity to consult books, people etc. to discover things for themselves. Home assignment may be inform of doing some Exercises, bringing some types of insects or leaves to school or finding information on a topic from parents, adults or peers. Home assignment should not be used or given as punishment to pupils, but as a way of developing pupil's ability to continue studying outside the school period and perform some duties independently.

Project

In continuous assessment, another significant instrument for the measurement of the pupil's level of academic performance is the project: Mattus (2010) mentioned that project is very important in the CA situation, because it can be used for assessment of all types of behaviours like cognitive, affective and psychomotor domains. It can be considered an integrative instrument. A project is a technique associated with providing solutions to a task may be in form of making models or using pictures, drawings, illustrations and other non-verbal forms of activities. Zakhe (2009) revealed that projects provide a basis for assessing originality, creativity, thoroughness, perseverance, cooperation etc. It also provides the opportunity for integration of knowledge and acquisition of skills.

Interview

Interview could be define as face to face interaction between the teacher and the learner for the purpose of assessing learning outcomes. Maarouf (2013) defined interview as an assessment technique which involves at least two people in either face to face, telephone or other electronic discussions with the main aim of gathering information. The person who is posing the question is called the interviewer, while the respondent is called the interviewee. The interview is usually held between the teacher and the learner. This form of CA is not commonly used by teachers in basic schools.

Portfolio

A portfolio is a purposeful collection of a learners work such as projects, journals, assignment etc. This is exhibit to the learner, parent, teacher and other interested bodies, the progress of the learner relation to expected outcome (Zakhe, 2007).

Questionnaires

Mwebaza (2010) says that questionnaire is a self-report assessment tool. Thus the respondents respond to the questions asked in writing. Akimu (2013) maintained that the questionnaire, if carefully constructed, can be used to get information on a respondents feeling, attitudes, interests the format of a questionnaire could be open-ended, close-ended or a combination of the two. Open-ended type of questionnaires requires all the respondent to write freely on an issue while closed-ended questionnaires require the respondent to choose from a list of options. In developing a questionnaire, Miker (2010) stated that efforts should be made to ensure that the language suits the

respondent. The questionnaire should also not be unduly long so as not to get the respondent bored. This is another strategy or tool of continuous assessment that is not commonly used by teachers in UBE schools.

Observational Technique

In observational technique, events that are directly observable are recorded as they occur and the information is analysed for the purpose of decision-making (Zakhe, 2009). The technique could be associated with formal and informal observations. In formal observations predetermined events are observed and recorded using predetermined schedules. Such formal observations are highly structured and follow objectives methods of collecting observation data. Bulus (2016) noted that the use of formal observation technique requires the observer to master how to recognize the relevant behaviour able traits and how to conduct the coding. The observer is also expected to record only the behaviours as they occur.

In informal observations, the recorded events are significant but not predetermined. The recording should be descriptive and accurate. It should also contain a description of the setting within which the event occurred (UBEP, 2008). Informal observation is a useful method of collecting assessment data especially in situations involving interactions among children. This continuous assessment tool is also not commonly used by teachers.

Rating Scale

Rating scales are tools for assessing behaviours especially overt ones. Its use involves a systematic procedure that requires the rater to observe record and evaluate at the time. Teachers need rating scales to collect information on class activity (e.g. punctuality), character (e.g. honesty), habits (e.g. cleanliness) and skill acquisition (e.g. basket).

Checklist

A checklist is an assessment tool which consists of a list of things, activities, events or behaviours which are recorded as they occur. However, Zakhe (2009) find out that a checklist (unlike a rating scale) cannot provide information on the quality, extent or frequency of occurrence of a recorded behaviour. It can also be used to provide assessment information on distinct but related teaching-learning process.

Sociometry

This is a technique of assessing the pattern of social relationship of a pupil in a group, and of finding out the extent to which the pupil is acceptable to his peers in a given situation. The technique can be used to identify stardom and isolate (UBEP, 2008). The teacher investigate the causes of “stardom” and develop it in the best interest of the pupil. Zakhe (2009) also reveal that the case of the “isolate” needs diagnosis and counselling and should be promptly addressed. Sociometric technique can be used formatively or summatively.

Challenges of Implementing Continuous Assessment in UBE Schools

The constraints to effective implementation of continuous assessment border on the following:

Inaccurate Record Keeping

Sometimes teachers are so busy with 'traditional' class work and co-curricular activities do not devote enough time to accurately record achievement test scores and responses from other assessment tools administered (Shulman, 2008).

Inadequate Data Processing/Storage Facilities

A very high percentage of schools do not have modern facilities (e.g. computers) for data processing and storage. Thus, practicing teachers are scared to scoring and analysing continuous assessment tests (Akinsola, 2013).

Teachers Negative Attitude

Teachers may bear negative feelings towards continuous assessment due to inadequate orientation and training. Olemuyiwa (2017) stated that this attitude of teachers to continuous assessment may be a problem area because of the extra work the teacher has to do for the success of the programme e.g. more regular tests, systematic and careful observation, frequent data processing and reporting. Teachers should therefore be well motivated to make them willing to perform these duties conscientiously.

Learners Negative Attitude

Pupil's attitude to continuous assessment tends to be negative. This is because most of the pupils associate continuous assessment with extra academic work. Zakhe (2007) confirmed that continuous assessment overburden learners with extra-academic work.

Teachers Incompetence

Many teachers in the basic schools do not have the competence to develop test items and other assessment tools. Ashenafi (2018) noted that many teachers have not been trained well on assessment, so they may not be doing an adequate job of using continuous assessment in the class. They also do not have competence for processing data obtained from the test scores and other assessment tools.

Overloaded Basic Education Curriculum

In an attempt to expand the scope of learning and other activities at the basic education level, curriculum developers and planners have introduced several new ideas into the curriculum which in some cases result in overloaded time-table for teachers. This may hinder effective continuous assessment in basic schools.

Large Class Size

People cited the large class in most basic schools as major challenge to effective implementation of continuous assessment. According to Awofola (2013), this is cause by large enrolment of children due to population explosion in the country. It resulted to heavy work load as teachers are required to mark and keep records of the progress of all learners. Consequently, a good number of teachers failed to appreciate the importance of conducting assessment regularly. Therefore, large class size may hinder a thorough assessment of every learner in the class in all behaviour domains. Continuous assessment strategies are narrowly focused on cognitive domain only.

Inadequate Number of Qualified Teachers

Teacher is very important in implementation of continuous assessment in basic schools. Akinsola (2013) confirmed that the teacher is the major factor in student learning and assessment. Therefore, Okaje (2008) writes that teachers are the pivot of any educational

system and policy. For continuous assessment to be effectively implemented, teachers who are the implementers must be qualified and adequately supply to the schools. This is lacking in basic schools as indicated by LASSA (2009). The absence of an adequate number of qualified teachers who are regularly re-trained and motivated is an impediment to the achievement of the desired objectives for continuous assessment.

Inadequate Monitoring and Evaluation of Continuous Assessment Practice in Basic Schools

Inadequate monitoring and evaluation of continuous assessment practice in basic schools is absence. Bathel (2013) revealed that the teachers are not properly monitored by the principals in terms of conducting and keeping adequate records of CA. Abbas (2012) indicated that supervisory officers from education body such as UBEB are not effective in monitoring and supervision of teachers due to some reasons. Supervision should be carried out properly by those concerns to know the ineffective teachers and correct them.

Conclusion

Evaluation is an essential component of the curriculum process. This implies that it is through evaluation of learner's performance that the aims, goals and objective of education can only be achieved. Consequently, continuous assessment as a form of evaluation has been introduced in basic schools in order to achieve the objectives of the UBE programme. Continuous assessment has come with various and variety of assessment tools that the teacher can use. This is because it assesses the learner in all domains of education: cognitive, psychomotive and affective domains. However, most teachers laid emphasis on written test and assignment without taken into cognizance the use of other assessment tools. Therefore despite the good characteristic of continuous assessment, it has not been able to achieve the desire objectives due to some challenges militating against its success. Frantic effort should be put in place by the government to curb the situation.

Recommendations

In order to ensure effective evaluation of learner's performance through continuous assessment, the following suggestions are recommended:

Accurate record keeping: teachers should devote enough time to accurately record test scores and responses from other assessment tools administered. Teacher should endeavour to use various assessments to access learner's performance.

Provision of adequate data processing and storage facilities in basic schools: modern facilities such as computers for data processing and storage should be adequately provided by government in basic schools. This will encourage teachers to use various continuous assessment tools if computers are available for use in the school.

Motivation of teachers: teachers should be well motivated to make them willing to perform their duties of evaluating learners conscientiously. This motivation will change teacher's notion of perceiving CA as extra-academic work.

Correcting learner's negative attitude: pupils and students negative attitude to CA should be corrected by the teacher. The teacher should help the learners build their confidence in CA and hence improved academic performance.

Provision of training opportunities on continuous assessment for teachers: many teachers in the basic schools do not have the competence to develop test items and other assessment tools. Training opportunities that will increase teacher's skills and competence such as work shop, seminars and symposium should be provided by the government for teachers on continuous assessment. Apart from improving teachers skills and knowledge of continuous assessment, it will also build teachers confidence and hence reduce negative attitude toward CA since they have acquired much knowledge of it than before.

Provision of infrastructural facilities and qualified teachers: government should provide adequate facilities such as chairs, desk and other learning and teaching materials to reduce the large class size. Again, in order to reduce large class size, government should provide more qualified teachers. All these will reduce the heavy work load of teacher and allow for adequate use of various assessment tools to evaluate learner's performance. So, when teachers have small class size with less work load, continuous assessment will be adequately carried out, since teachers have fewer number of learners to teach, conduct CA and keep records.

Adequate monitoring and supervision of teachers: government should encourage the supervisors from UBEB to improve their monitoring of teachers toward the conduct and keeping of CA records. If monitoring of teachers is adequate and defaulting teachers are corrected, it will curb the negative attitude of teachers towards CA.

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CHAPTER 10

PHILOSOPHICAL ASSESSMENT OF THE IMPLEMENTATION OF EDUCATIONAL POLICIES AND PROGRAMMES. 'A CASE FOR UNIVERSAL BASIC EDUCATION IN NIGERIA.

Audu, Bitrus Sule; Danladi, Jatau & Alaku, Emmanuel Monica

Introduction.

The historical development of educational policies and programs in Nigeria after political independence attracted several questions as result of the nature and manner to which educational policies and programs are being implemented. Educational policies and programs involved were defined according to our cultural background towards promoting human lives above poverty level. Educational programs and activities involved passed through different regimes (military and civilian) namely, Universal Primary Education (UPE) of 1976 and Universal Basic Education (UBE) being the current program under the gene of democratic system of governance and after many years of democratic governance in Nigeria, educational policies and programs receive less attention especially the basic nine years educational program. Universal Basic education in Nigeria was officially endorsed into action in 2004 as a global respond to the project of Education for All (EFA). Universal Basic Education is wider in scope than Universal Primary Education is being implemented according to democratic principles with the view of promoting quality and standards which will eventually leads to positive achievements in both science and technology all round, but with the nature of implementation of Universal Basic Education across Nigerian states is questionable. Many issues are overlapping and Nigerian citizen are complaining how educational policies and programs are not given adequate attention. This is because those elements responsible for the failure of UPE program found their huge base in the current UBE program. Some of these factors include, under funding of educational matters, malpractice in administration of schools, lack of accurate educational data, insecurity challenges and so forth. Therefore, the implementation of Universal Basic Education in Nigeria in line with the agreement reached at Daka world education forum call for thorough assessment

Educational policy and program of Universal Basic Education of 1999.

Nigeria as a democratic nation in Africa over the years witnesses catalogue of changes in her educational policies and programs which was revised in 1998 and 2004, to make it relevant to the development needs of the entire country. According to Wolman, there is observable relationship between education and national development in African countries as education continues to be a question of critical concern in many societies. Since education is an instrument of cultural transmission, as well as that of change in behaviors, constant revision of National Policy on Education in Nigeria find its popular support as a dynamic process of nation building that, most activities of education are always modified in order to fit appropriately in present world.

The federal government in 2004 endorsed Universal Basic Education program (UBE) for the nation. Universal Basic Education program in Nigeria like other African nations made education to be free and compulsory as part of the federal government effort in eradicating poverty in Nigeria. The structures of Universal Basic Education include nine years continued education (six years primary and three year junior secondary school education). Universal Basic Education in Nigeria as it was brought to achieve equal educational opportunities and eradicating poverty in parent who cannot withstand popular school fees and levies imposed by school principals. Universal Basic Education also aim at inculcate permanent literacy and numeracy in compliance with the Dakar World Education Forum which called for total eradication of illiteracy African nations by the year 2015 which Nigeria inclusive.

Therefore, National Policy on Education (2013) highlighted the following goals of Universal Basic Education in Nigeria

- Every government in Nigeria shall provide free and uninterrupted compulsory and universal basic education
- Every child of primary and junior secondary school age without any stoppage.
- Every parent shall ensure that his child attend free and compulsory education irrespective of ranks by completing nine years basic education from primary to junior secondary school.
- Funding of the Universal Basic Education program shall be federal and state government at 50% of the cost each.

Therefore, in order to achieve the goals of Universal Basic Education program, federal government of Nigeria for second attempt, adopted the National Policy on Education as an instrument per excellence for affecting national development. The Federal Republic of Nigeria, in their third edition of her education policy, stated that, the minimum standard for entry into teaching profession was raised from Teacher Grade II Certificate to the National Certificate on Education (NCE) and Degree Certificate for junior and post basic secondary education.

Bab Fafunwa (2003) opined that, the hope of Nigerian government was to use education as a tool for promoting national unity and for the total development of the individual as well as equipping the individual with knowledge and skills for adaptation into the larger society. It was also the intention that the far-reaching provision of the policy would transform all aspects of national life overtime.

Nwagwu (2016) further observed that, it has been revised to accommodate changes in the direction of education brought about technology development. The policy viewed and adopted the minimum standard of teaching profession for primary school, in order to achieve the national goals of secondary school education, the minimum qualification for teaching staff in all secondary schools shall be first degree certificate.

According to the former minister of education Ezekwensly in her statement quoted from Daily Trust News Paper (2005) stated that by the year 2014 all secondary school teachers who are holders of National Certificate in Education (NCE) will be deployed to primary schools to meet up the requirement stated in the UBE Acct 2004 blueprint. So, with this latest development, Nigerian policy on education, have in many areas of her policy statement created many confusion and problems, because, there are always serious

disparities between educational policy and the implementation problems in the context of different political ideology.

Nigeria as a democratic nation in African, have lasted for almost twenty years of democracy, Nigerian citizens are yet to benefit from all provisions contained in her policy booklet and that of UBE Act. 2004 The unsatisfactory state of education in Nigeria is the result of consequences and lack of proper planning towards it adequate implementation at once.

Igbuzor cited (2016) report on the analysis of national literacy rate, stated that, despite all efforts by Nigerian government assuring us quality and standards education in every tier of education, both basic and post basic schools lacks infrastructural facilities of all kinds, there is little improvement in literacy rates compared to the previous efforts in the area of primary and junior secondary school education nationwide. He further stated that, in many communities access to basic education is inhibited by gender issues and socio-cultural beliefs and practices among other factors. There are also wide disparities in educational standards and learning achievements at all levels of education because the system emphasizes on theoretical knowledge at the expense of skills acquisition. Many science schools laboratories are filled with out dated and unused materials this is followed by poor attitudes and lack of sensibility by many state governors has failed to implement the policy for quality all standard education state wide. In Nigeria, the policy despite endorsing the teaching of English language as the use of mother tongue in teaching the lower level of primary education.

Wolman further observed that Nigeria have almost 300 indigenous languages that may needs quality instructions using individual tongues for early primary levels, many of the smaller languages have no writer or chorography which makes materials production quite difficult. Wolman was emphatic that it is for this reason that English language remains the medium for instruction since independent. There are many uncountable problems in the current policy on education order this present democracy which some of these problems will be summarized in this paper presentation.

Critical Assessment of Universal Basic Education programs in Nigeria

Universal Basic Education program is all inclusive matters covering the nine years of basic education, indeed include pre-primary or early child-hood care and education, adult education, formal education, and non-formal education. The introduction of Universal Basic Education is Nigerian reply to the declaration of Education For All (EFA) by the year 2000, and also signifies its commitments to total eradication of illiteracy in Nigeria. It should be noted that the word "Universal" is used to described UBE scheme, in order words the scheme will have universal coverage and application, specifically covers the following;

1. Programs and initiatives for early childhood education and development
2. Programs and initiatives for the acquisition of functional literacy, numeracy and life skills, especially for adults aged of fifteen above
3. Special programs for nomadic population
4. Out of school children, non-formal programs for updating the knowledge and skills of persons who are left before acquiring the basic skills needed for life-long learning
5. Non- formal skills and apprenticeship training for adolescents and youth who have not had the benefits of formal education

6. The formal school system from the beginning of primary education to the end of junior secondary education (NPE 2013)

From the above lists of programs and activities contained in Universal Basic Education Guideline, it encapsulates all that is relevant to the nation in basic education. It is for this reason that UBE is considered as Nigeria's version of Education For All goals which were articulated in Dakar framework for action in 2000, among others include;

1. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills program
2. Improving all aspects of quality of education and ensuring excellence of all so that it recognizes and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills.

Permanent literacy and numeracy by implication means, children are expected after completing their basic education to be permanently accessible as reading skills and be able to read and write fluently, they are also expected to communicate effectively in English Language. The numeracy here refers to the population of learners who can solve simple mathematics equation within their entry ability. In more specific term, in acquiring other necessary skills life, trade, and craft for useful living in the absence of white collar job.

The National Policy on Education embraces one hundred percent transition from primary to junior secondary education. This is to ensure that learners are expected to learn useful skills and knowledge that will lead them to choose wisely in their future career.

Universal Basic Education despite its major aims and objectives that include, improving literacy, numeracy and effective communication. Presently, we are in scientific era of development, can every Nigerian child in their remote areas lay claims to the provisions of sound basic scientific and reflective thinking in public primary schools in Nigeria? Is there any concrete proof of improvement in literacy, numeracy and effective communication at the end of basic education in line with the stated general objectives? What are the necessary logical conditions set out by the federal government to tackle insecurity in Nigeria?

It is evident clear that significant number of primary leavers hardly meets up with quality and standards; this is because many learners including that of junior secondary schools cannot communicate effectively in English after the periods of nine years basic education. Furthermore, in the aspect of character and moral training for instance which is an objective for effective citizenship in Nigeria children suffers the highest level of incompetence, hence most learners do not have good background in character and moral training right from their parent home.

Research has also shown that significant figure of basic education leavers hardly meet up with the current standards, Musa and Dakun (2011) stated that 'children who complete primary/ junior secondary education in their large number can neither correctly write their names nor being acquainted with in-depth numeracy that can afford them to the opportunities to face the challenges of the present environments. Although such number cannot meet the set quality education, the transition policy remains, due to some other issues confronting the system. This shows that promotion from primary to junior secondary is automatic regardless of how well or poorly a child perform. This goes to

show that the system is actually in accord with qualitative education instead of quality involve, education to match the policy statement with positive action. This is because what constitute basic education for all in Nigeria strength was implemented partly, which most of the state governments failed to contributed from their states allocation for it takeoff. Federal government of Nigeria has leave so many issues unresolved which have dislocated the policy and program of Universal Basic Education just as the previous program of Universal Primary Education introduced in 1976.

The value attached to this newly introduced policy and program as tool for self reliance education, educational practice, especially the nine years basic educational activities and it services appeared to be a welcoming program to parent who cannot withstand imposed levies by school principals. The endorsement of UBE was brought to check the imbalances in between urban and rural schools as the most promising means of upward mobility for Nigerian children in both categories. Current process of empowerment rested on the strength of the federal government to re-tooling some of her past efforts towards updating the current situation of basic education with new method.

Owing to poverty level of the people, the National Policy on Education calls for free access and uninterrupted compulsory education at the levels of basic education along with free tuition including other imposed levies by schools principals. The assumption highlight, removal of tuition free will reduces poverty in most parents who cannot withstand most of the challenges of their children in schools. From the above sentence, implies that the principles of free access to education and also make it compulsory for all was designed to allow recipients to continue their career through apprenticeship, vocational and technical education necessary for self reliance.

Therefore, in pursuance to implement free and compulsory basic education, the 1999 constitution and National Policy on Education respectively among other provisions include eradication of illiteracy through provision of free and compulsory Universal Basic Education.

In view of the above provisions made the nation constitution blueprint and National Policy on Education, believes that Nigerian government have planned to implement the principle of free and uninterrupted compulsory education for all her citizens. The fourth edition of National Policy on Education re-affirmed that, the policy is aimed at making education especially primary and junior secondary schools to be free tuition fees.

Centrally to tuition free education in Nigeria can hardly amount to even two percent of the total cost of education. There are other cost like, Parent Teachers Association fee, sport and health levies including other financial obligation such as cost of transportation, living, feeding in boarding schools, accommodations, books and other stationeries, maintenance, science equipments if any, cost of writing materials, qualify teachers, extra-curricular materials comprises of sport equipments and liberated first aids boxes should be free donation to all basic schools even in their remotest areas. Therefore, if the federal government will not provide all the above mentioned to her basic schools, then individual parent must meet these expenses without government intervention, the free and compulsory education can never be realistic. All these educational services constitute ninety percent of a child education expenditures, if parent have procure these items stated above for their children in basic schools. The question, is basic education still free or it is payable? Access to education implies that all levels of basic education remain a

prorogation of the few parents who can afford enrolling their children in private schools, and this is a situation which has increase higher rate of Nigerian children who are out of school.

In the same vein, the African Independent Television (AIT) in their news which captured on 12th June 2012 stated that Nigerian has more than ten million Nigerian children that are out of school. In 2015 UBEC report realized in Daily Trust News Paper 27th July stated that Nigerian has thirteen million children who are out of school. In the recent concluded UBEC exercise on reliable educational statistics of Nigerian basic primary schools in the country, Nigerian still has the highest number of children that are out of school, this report was captured in speech made by former governor of Borno state on 27th may 2019 that fifteen million Nigerian children are out school especially the northern part of the country which carried the highest population.

From the above analysis of constraints in the implementation of the principle of free and compulsory education, all the policy statement highlighted in the National Policy on Education are mere shadow of the policy working polices of the government without fair implementation. How can one expect a policy and program of education continues talking of free and uninterrupted compulsory education where her young generation in millions are out of the policy implementation? Is the federal government aware of these prevailing constraints? Can any democratic government of the people make education at the basic level compulsory and leave many of her children to be seen daily on streets begging for food as result of insecurity? Can basic education be free and compulsory where there are acute infrastructural decay? Can free and compulsory educational aims and objectives be attained where most states are chained with several security challenges?

The concept of compulsory implies that a child has no option than to be forcefully trained to get basic education. The concept of free and compulsory basic education need not to be applicable in Nigerian education instead, basic education should be regarded as optional or children of school age because of many overlapping in the system. Gbari (2010) stated that the literacy and numeracy rate of the country stands at forty five to fifty percent being the least among the popular African nations like Ghana, Cameroon, Lesotho, Zambia and Equatorial Guinea

In terms of teacher training and teacher education, the problems which contributed to the failure of Universal Primary Education of the past still shared with the Universal basic Education many of the elements that make it unsuccessful. It is rightly defined that education unlocked the door to modernization, but it is often recognized and appreciated that it is the role of teachers that hold the keys to these modernization. This is because no educational policy can be stronger than it teaching staff, for the purpose of this final analysis; it is the teacher who translates policies into practice and theories into action

Therefore, the assessment of teaching staff in Nigerian basic schools is necessary, indeed teaching staff in any educational system are determinant of quality and standards. Implementation of Universal basic Education, has the federal government been able to make adequate provisions for enough teachers to implement basic education curriculum? This is because most public primary schools lack adequate and trained teachers in both quantity and qualities catering for the number of learners that are enrolled in basic schools. Now that the program is still in progress, what type of success has been recorded in the past and present? The standard of education at this level of primary education

being the foundational ladder is grossly sub-standard, the foundation emphasized remains unimproved and problems of literacy and numeracy rate remain unimproved.

By implication, the guests to give basic education to at least every Nigerian child are still a Dream yet to come.

According Gbari highlight the following factors are responsible for low enrolment and smooth transition program in Nigerian basic schools include;

1. Inability of most average parents to afford the incidental cost of education even when education is being pronounced free and compulsory
2. Lack of awareness of the importance of education among the average Nigerian parents
3. The economic crunch which make average parent to have their children into wages earns rather pre-maturely
4. Incident of unemployment making some parent to lose interest and value on education, of course these incidental cost contradicted the policy statement of free and uninterrupted compulsory basic education

Furthermore, Gbari believed that collapsing of the primary education with the junior secondary education stated that, it is compulsory to be in school up to the end of JSSE and not an answer to low involvement and high dropout rate. Contesting the above statement, it is so bias to say that, the failure of UBE is in the area of poor implementation of free and compulsory education, forgetting that financial implication is the strongest engine if UBE program is to succeed. Both federal and state governments failed in several ways of implementing UBE as stated in the policy guideline which was signed into action.. Therefore free and compulsory basic education will be possible if all states of the federation contribute to sponsor UBE program in their states. Financial implication is responsible for free and compulsory education this is because all the needed educational services cannot be provided without being finance.

However, if six years of compulsory education has to proved too burdensome to average and average low parents who are the majority, there is no justification for even extending some burden to 9-3-4 with the hope of solving the existing problems. The federal government needs to re-arrange some of the steps taken so far in the implementation of basic education program nationwide. Some of the incident that contributed to the failure of Universal Basic Education despite the introduction of Federal Teachers Scheme, to assists state governments in reducing the high grow of shortage of teachers in basic schools are similar to that of UPE program of 1976. The foundation of teaching and learning of pre-vocational and technical skills remains unimproved due to the nature of implementation of appropriate teachers' scheme introduced in 2006/2007 academic session, most state governments could not pay their allowances and other related services needed.

Assessment of quality control and management of basic education program .

However, in justifying quality control and management of programs and activities of Universal Basic Education towards realizing self reliance as an aim of education, is however, the concern of this research study. In doing this tedious exercise in relation to various programs and activities currently in used in our public schools, reveals low standards and lack of implementing qualitative schools programs leading to their products respectively. Therefore, a critical look at these constraints has been continuously seen in almost all the system of the government role and steps involve in

her methods of implementing educational programs and activities in our public institutions of teaching and learning. For instance, quality control of programs and activities of education towards building 'a united strong and self reliant nation' comprises of the following,

1. Adequate control and management of infrastructural facilities to reach all schools of both urban and rural schools.
2. Quality control of teaching personnel's / student ratio
3. Quality control of various examination bodies
4. Quality control of curriculum materials and instruction including evaluation of strength and weaknesses in activities.
5. Quality control and management of scarce resources to be share in equal bases.
6. Quality control of both public and private schools.
7. Quality decisions and action on how to implement educational programs for skills acquisition.

In view of the above lists educational services needed, National Policy on Education, in it fourth year strategic plan for the development of the education sector, reveals that, government are responsible for the provisions of all that is needed for quality and standard education at all level of education nationwide. These provisions which were ushered in her policy booklet have not been implemented practically in light with what contained inside her policy document.

Apart from the above, the following has been justified as being inadequate in supporting quality control of basic education programs and activities in Nigeria. These include,

1. Poor physical facilities, for instance, dilapidated classrooms / buildings
2. Ineffective control and management of both public and private schools.
3. Haphazard schools establishment with lower quantity of teaching personnel's
4. Poor motivational principles resulted to poor salary
5. Unnecessary license given to private individual to establish schools without proper inspection of the facilities available.
6. Lack of competent supervisors/ inspectorates team to supervise programs and activities in schools.

Major challenges of educational policies and programs in Nigeria.

- Literacy rate up not improve
- Poor management and control of basic education programs and activities in schools
- Insecurity challenges, boko haram, banditry, kidnappers,
- Farmer/herdsmen conflicts
- Social and inequality in Nigerian education
- Untrained and ill-equipped teachers/headmaster
- Lack of quality infrastructures facilities of all kind.
- Poor motivation measures.
- Inadequate fund to execute the physical plan
- Inadequate educational statistics
- Dilapidated classrooms
- No library and laboratories
- No recreational centers
- Outdated instructional materials

- Continuous assessment method which was change to transitional method does pave ways for proper selection base on performance.
- Lack of basic amenities of all kind.

Conclusion.

There is no deputing factor that education is a very crucial instrument used for the development of all Nigerian citizens. The present policy and program on education (UBE) has problems such as inequalities in access to basic education, poor infrastructural facilities, lack science equipments, lack of specialize teachers, poor curriculum supervision and evaluation, educational gap among the various states in respect of differences in the implementation of Universal Basic Education nationwide, dwindling financial resources and adequate infrastructure, poor salary, dilapidated classroom among others continue to impede the effectiveness of the educational system state wide. The relationship between education and democratic governance is a matter of critical thinking into the past and present problems confronting the system and suggested the possible measures for the attainment of the overall national goals using democratic principles at all levels to outgrow the system to a greater height.

The 1999 constitutional reviewed the country interest and needs in relation to the fact that education is the bedrock of every society, have not being effectively implemented and checked by the federal government. In synopsis, the National Policy on Education is dynamic and subject to amendment so as to make it relevant and effective in addressing the current societal problems and meeting the need of the pluralistic societies like Nigeria. But the implementation of these programs and activities in basic schools generally failed due to governmental factor. Therefore, it is believed that a stable democracy no doubt provide the necessary conducive environment for the effective implementation of the national education policy hence it is purely democratic oriented. This review of educational policy development will provide platform for comparative study of educational policies in both developed and developing nations with pluralistic societies who practice democracy like Nigerian.

The way forward

1. Accurate educational data (school enrolment) should be captured and considered when implementing programs and activities of basic education in Nigeria.
2. Federal government should re-visit all her current efforts on implementing the principle of free and uninterrupted compulsory basic education activities in Nigerian basic schools for the purpose of achieving her aims and objectives of education all round
3. Federal government should make provision for teacher education program by organizing seminars, workshops and conferences in order to update teachers with the current information on educational matters
4. Government should provide all the needed instructional teaching materials to all basic schools on equal basis
5. Federal government should implement twenty six percent budget deduction to sponsored educational matters as suggested by UNASCO without forwarder delay
6. Functional educational laboratories / library equipment should be supply to all schools in order to match our theoretical teaching in practical basis
7. Quality Assurance Department should be given all the needed help to ensure quality and standards education in our basic schools

8. The security boards need to be assessing in order to determine areas of strengths and weaknesses.

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Section Four

INFORMATION COMMUNICATION TECHNOLOGY IN BASIC EDUCATION IN NIGERIA

CHAPTER 11

UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTS) FOR ADMINISTRATION OF UNIVERSAL BASIC EDUCATION (UBE) PROGRAMME: PROBLEMS AND WAY FORWARD

Onuh, Uchenna Becky & Umeozor, Uzonna Juliana

Introduction

No nation can survive or remain sustainable in this present time without any form of education. Education is truly the bedrock of many countries and societies socio-economic, political and cultural development. It is one of the main instruments for national transformation, social change, likewise an aggregate tool for human emancipation and public enlightenment. Through education, rightful skills, competences and knowledge is acquired by individuals for their active contributions and participation in socio-economic activities within their environment. Given the relevance of education to both human and society development which can never be overemphasized; huge emphasis has always been placed on the effective administration and management of education for environmental sustainability and human progress by all countries of the world in the educational system. For instance, Governments of different nations on their meetings in several world education summits such as the 'Education For All' (EFA) summit held in Jomtien, Thailand and the Dakar, Senegal 2000 UNESCO's world education summit ushering the Millennium Development Goals (MDGs) now known as the Sustainable Development Goals (SDGs) gave their commitments by signing a treaty and agreement towards fighting and eradicating illiteracy within the shortest possible time (Federal Republic of Nigeria [FRN], 2014) through educational programmes like the Universal Basic Education (UBE).

The Nigerian government as one of the nations present at these world education summits, launched the Universal Basic Education (UBE) programme on the 30th September, 1999 at Sokoto during the past President Olusegun Obasanjo civilian administration. The Universal Basic Education (UBE) programme which was introduced into the Nigerian education system serves not only as an instrument for eradicating illiteracy but also for sustainable development in the society. The UBE as opined by Asanammy (2019) refers to the type of education, in quality and concept that is offered at the first level of education. The core of the UBE programme as further observed by Asanammy was and still remains to provide access to free and quality basic education to Nigerian citizens. The Government of Nigeria therefore, launched the Universal Basic Education as a reform programme targeted at the dwindling educational sector of the country at the time. Prior to the introduction of the UBE programme, there were several unsuccessful attempts towards using the Universal Primary Education (UPE) of 1955 and 1976 to tackle the problem of the revamping educational enrolments in Nigeria.

Despite the tedious efforts made to get the UPE running and functional to the Nigerian society, the programme flopped woefully and became unsustainable. The problem of poor school enrollment persisted until the early nineties when the UBE programme was introduced for every Nigerian child aged 6-15 years of age. As a result, its activities were limited until the UBE Act was signed in April 2004 leading to the establishment of a Commission at the Federal level and a State Education Board at the State level, that is, the Universal Basic Education Commission (UBEC) and State Universal Basic Education Board (SUBEB) respectively (Asanammy, 2019). More so, the goals and objectives of the UBE programme including those of the commission and State board are clearly defined for proper administration, coordination and control of education in the country. Beside some challenges, the UBE programme has made significant contributions and impacts towards national development in the country. Although, the effectiveness, plausibility (in terms of credibility) and sustainability of the programme cannot actively be realized in this 21st Century and technological age without administration of such educational support service as the Information and Communication Technologies (ICTs). The Information and Communication Technologies (ICTs) which continues to play significant role and make positive impact in the education sector, according Victor (2019), can simply be defined as the study or the use of computers for storing, receiving, analyzing, manipulating and transmitting of information used in the educational sector and the business sector as well. Presently, the world is in a computer age and gone are those days when everything has to be done manually or traditionally. Ugwuogo (2019) stressed that there is no doubt that technology (that is, ICTs) has come to stay and today the society is reaping its numerous benefits in all aspects of life from domestic activities to complex problem-solving activities. In all processes, it has added a lot of value to both the living processes and in all aspects of the educational processes. The benefits of using various ICTs in education are enormous.

One significant area different technologies have penetrated deeply and revolutionized is the indispensable field of learning, education and training. Technology has revamped the educational system from the generic system of group learning to a more individualized learning (Ugwuogo, 2019). This has proven to be more effective especially with people with disabilities e.g. autism, blindness and other physical and mental disorders. Also, individuals can learn anything and train themselves on different skillset on technology search engines “*just ask Google*”, electronic databases and social networking sites e.g. YouTube, Pin it, Reddit, etc (Ugwuogo, 2019). Therefore, the importance of information and communication technologies cannot be overlooked because its dominance extends to all sectors which includes education, government, health, sports, etc.

Examples of these ICTs which plays remarkable and significant roles in educational administration and management according to Vermaat (2019), include the use of computers and digital devices like laptops, desktops, palmtops, tablets and smart phones, Others include printers and scanners, fax machines, projectors, online technologies and social networks through the use of blogs, Facebook, zoom, Skype, WhatsApp, Instagram, YouTube, Twitter, among others (Vermaat, 2014). There are also emerging technologies such as robotics, virtual realities, Google Docs, educational platforms (Learning Management System as Moodle), cloud computing, games, among others which can equally be utilized in any educational setting and classroom. These online emerging technologies which requires Internet connections or connectivity to function have their own benefits to users in the educational setting and classroom (Neira, Salinas & Crosetti, 2017). In other words, all these information and communication technologies (ICTs) and

many others has assisted greatly towards improving the standard of learning with respect to the universal basic education in Nigeria (Victor, 2019). In the life of basic education in Nigeria, Victor further added that the role of information and communication technologies has helped to improve the learning process. Learning should be informative, educative, fun-filled, explorative, experiential and integrative (FRN, 2014); and in all these aspects, the information and communication technologies has made it possible. In the bid to be abreast with other countries in terms of computer literacy and technology, the curriculum of studies in basic education in Nigeria has included computer studies. In developed countries, the system of learning is more improved which greatly has impacted on the young minds through the ICTs. Also, in Nigeria, the way of learning has also improved as schools have adopted the computerized way of study which has helped to make teaching and learning more meaningful and fun (Victor, 2019). Notwithstanding the important roles of utilizing the ICTs in educational programmes like the UBE, yet there are some challenges and hindrances affecting the utilization of different ICTs in schools which calls for absolute redressing. Therefore, this paper discussed the importance of the utilization of information and communication technologies (ICTs) for administration of the Universal Basic Education (UBE) programme, also looking at the problems and way forward. Discussions in the paper were organized into different sections and few concepts defined as well.

Administration Defined

The word “administration “occurs in every organization including in the field of education. No educational programme can become efficient and effective to achieve its goals and objectives without proper or effective administration. Administration is generally important in education for effective coordination of both the human and material resources which would lead to goal actualization or achievement. According to Yadav (2021), administration involves the capacity to coordinate of activities of both human and material resources in a single organization, so adroitly that they would operate as a unit for achievement of goals. The basic aim of administration is the need to get things done for defined objectives to be accomplished. Administration in education therefore entails the process of bringing men and materials together for effective and functional teaching and learning in the school. It includes a process whereby the school administrator arranges and co-ordinates the resources available to education, for the purpose of achieving the goals of the educational system (Amadi-Eric, 2008).

Administration in education (which can be equally known as educational administration) also incorporates the process of coordinating human and material resources in order to achieve organizational goals (Igbinedion, 2018). Igbinedion further described administration in education as the systematic and methodical arrangement of the available resources and programmes in education for achieving educational goals. It is concerned with the successful implementation of educational policies and plans. Educational administration is the study and practice of managing the resources, tasks and communications involved in running a school. The focus of administration in educational institutions is the enhancement of teaching and learning for attainment of educational goals and instructional objectives. Manobog (2011) defined administration in education as a process of acquiring and allocating resources for the achievement of predetermined educational goals. Educational Administration is regarded as the process of integrating the appropriate human and material resources that are made available and made effective for achieving the purposes of a programme of an educational institution. Tumbaach (2021) described administration in education as a process concerned with

creating, maintaining, stimulating and unifying the energies within an educational institution towards realization of predetermined objectives. Yadav (2021) provided several definitions of administration in education (or educational administration) from different perspectives. According to Yadav, educational administration involves all those techniques and procedures employed in operating the educational organization in accordance with established policies. However, all the plans, policies and practices are bound to fail unless and until there is a sound educational administration in the school.

Educational administration also means practical measures adopted to ensure that the system of work used, will be of maximum assistance in carrying out the aims of education and for the benefit of learners. Educational administration is the process of integrating the efforts of personnel and of utilizing appropriate materials in such a way as to effectively promote the development of children and youth but also with the growth of adults and particularly with the growth of school personnel. Educational administration' is very comprehensive. It is concerned with the management of any organization or institution having an organized purpose, concerned with education of the group of individuals forming that organization.

Administration is therefore, fundamental in education. It is concerned with the implementation of educational plans in an efficient and effective manner, in the centers of learning. While the preparation of an educational plan is considered as the art of thinking out the maximum possible in a given situation, educational administration is considered as the act of realizing those possibilities fully and comprehensively (Yadav, 2021). From all the above explanations, the essence of administration in UBE is to promote and improve teaching and learning in the school system. It covers a wide area and subject matters that have direct bearing on teaching and learning which also includes the use of information and communication technologies in administration of the UBE programme.

UBE Defined

Asanammy (2019) referred to the Universal Basic Education (UBE) programme as the type of education, in quality and concept that is offered at the first level of education. The presence of the UBE programme has ushered in laudable developments in the educational system. The UBE in Nigeria which was introduced by the Federal Government in the year 1999 was intended to improve the educational sector in Nigeria. The UBE also regarded as the priority for developing countries and it is the focus of education for all (Victor, 2019). According to the Federal Republic of Nigeria (FRN, 2014), the UBE is the education given to children aged 0-15 years which encompasses the Early Child Care and Development Education (0-4 years) and 10 years of formal schooling (incorporating pre-primary, primary & junior secondary school education). Early Child Care and Development Education (ECCDE) is segmented into ages (0-4 years), situated in daycare or crèches, fully in the hands of the private sector and social development services; while ages 5-6 years (Pre-Primary) are within the formal education sector. In all, the basic education provided by the Government shall be compulsory, free, universal and qualitative and it comprises 1-year of Pre-Primary, 6 years of Primary, and 3 years of Junior Secondary Education. 'Universal' entails that the programme covers every school-going child in the society without discrimination. Basic symbolizes that the programme is for beginners, while 'education' is termed the acquisition of knowledge and skills obtained or developed through a learning process. In the same vein, Amuchie, Asotibe and Audu (2015) opined that the UBE is the transmission of fundamental knowledge to

all facets of the Nigerian society from generation to generation. It has three main components of; 'Universal' which connotes a programme that is meant for all facets of the society - the rich; poor, the physically fit and the disabled, the brilliant fit, the dull the regular students and the dropouts including every other individual that is ready to acquire knowledge.

The term "basic" relates to the base, take off point, fundamental essential, spring board, bottom line, they required and of course expected it therefore shows that basic education is the starting point in the acquisition of knowledge. Without basic education, higher education cannot be acquired. It therefore Implies that this basic education is 'compulsory', that is, mandatory for all citizens It is that type of education that can help an individual function effectively in the society. The idea of "Education" in the UBE programme connotes transmission of knowledge from general to generation. In the UBB programme, it is expected that theoretical and practical knowledge transmitted to learners in its simplistic form. This involves starting from the scratch and being able to carry the leaner along. This education is the "aggregate of all the processes by which a child or young adult develops the abilities, attitudes and other forms of behaviours, which are of positive value to the society in which he lives (Amuchie, Asotibe & Audu, 2015). Therefore, the goals of UBE programme as indicated by the Federal Republic of Nigeria (FRN, 2014) in section 2 of the National Policy on Education (NPE) have been stated further below.

Goals of the UBE Programme

For the purposes of policy coordination and monitoring, the Federal Government instituted the UBE programme with the following objectives of;

- a. Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
- b. Provision of compulsory free and universal basic education for every Nigerian child of school-going age;
- c. Reducing drastically the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency;
- d. Catering through appropriate forms of complementary approaches to the provision and promotion of basic education, for the learning needs of young persons who for one reason or another have had to interrupt their schooling; and
- e. Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral, security and civic values needed for laying of a solid foundation for life-long learning.

More so, the goals of basic education according to FRN (2014: 6) are to;

- i. Provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement;
- ii. Develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities;
- iii. Inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour;
- iv. Inspire national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, colour, ethnic, and socioeconomic background; and

- v. Provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limits of the child's capability.

The above objectives and goals showcase that the UBE programme in all ramifications is significant and beneficial to every aspect of the Nigerian society which has been further discussed below.

Significant Contributions of the UBE to the Nigerian Society

The UBE so far has made great significant contributions towards the development of the Nigerian society. According to Asanammy (2019), Ngada (2002), the UBE programme has great significance on nation-building and national development by ensuring the eradication of illiteracy, ignorance and poverty in the country. Since the introduction of the UBE in 1999 more children especially boys have been enrolled in the primary schools (Victor, 2019). Asanammy (2019) report revealed that in the past data shows that starting from 1999-2003 school enrollment continuously witnessed an increment for both females and males' pupils. 7%, 8%, 11% and 44% in 2000, 2001, 2002 and 2003 respectively. The numbers have continued to be on the rise over the years although, there was more boy-child registration in the primary level. Primary six completion rate also improved from 65% in 1998 to a whopping 83% in 2001. Furthermore, the presence of the Universal Basic Education has ushered in laudable developments in the educational system.

The Nigerian school curriculum as observed by Asanammy (2019) has undergone several refurbishments in terms of intensity and variety. These diverse contents were carried out to improve universal education suitable for current and future events in the country. A worthy mention is the introduction of Civic Education into the primary school curriculum in order to educate pupils on the tenets of civic responsibilities. Again important topics of importance were also fused into existing subjects in order to avoid overloading the school curricula. In the area of personnel development, thousands of UBE teachers have continuously been sponsored for training in different states at the colleges of education and universities. Untrained teachers have also been urged to undergo appropriate training courses meant for teachers. Various seminars, workshops and short courses on innovative teaching techniques and instructional materials improvisation have been organized in the all the geo-political zones in the country since UBE implementation (Asanammy, 2019).

The UBE further provides such functional education which include Vocational and Technical Education which will prepare the child for vocational skills and which will make him or her self-sufficient through self-employment; moral education which will prepare him as a responsible citizen of the nation and citizenship education and political education which will prepare him to participate actively and full in political and social development of his country. These aspects of knowledge if well inculcated into the child will prepare him building a better Nigerian society (Ngada, 2002). The system of education under the UBE programme is based on the dissemination and acquisition of demonstrable concepts which are of benefit to the environment and the individual and whose benefits can be easily evaluated e.g. education for improving their local trade, sanitation, health, physical fitness, political awareness and social adjustments. This type of education should be capable of providing self-reliance together with basic literacy and

numeracy, beside introducing new vocational, science and technical education for the development of the individual and his immediate environment (Ngada, 2002).

Apart from all the above mentioned significance, the UBE as further indicated by Asanammy (2019) and Ngada (2002), extends its activities to providing education programmes for the acquisition of functional literacy, numeracy and life-long skills, especially for adults (persons aged 15 years and above). Special programmes are equally provided for nomadic populations and out of school non-formal programmes available for updating the knowledge and skills of persons who left school before acquiring the basic education needed for lifelong learning. Also, non-formal skills and apprenticeship training is provided for adolescents and youths who have not had the benefit of formal education.

The UBE programme further provides educational opportunities through formal school system from the beginning of primary education to the end of the junior secondary school. Through the UBE, the government can achieve its millennium aim of eradicating diseases and poverty in Nigeria. However, notwithstanding the significant contributions of the UBE in the Nigerian society, yet, there are quite a few challenges affecting the implementation of UBE programme in Nigeria and they have been pointed out in the next section.

Few Challenges of the UBE Programmes in the Country

For effectiveness of the UBE programme in the country, the following challenges must be resolved as pointed out by Amuchie, Asotibe and Audu (2015), Ngada (2002): inadequate provision of facilities, differential distribution of resources, inadequate staffing in both quality and quantity, non-payment of teachers' salaries, lack of motivation of the teachers, inadequate and improper supervision, lack of guidance and counseling. inadequate funding and inconsistent educational policies, inadequate guidance and counselling services, lack of dedication and commitment on the part of teachers, inadequate academic and professional training for many teachers, among others. In all these challenges, the greatest is the one associated with the effective utilization of ICTs in the UBE programme which is the main focus of the paper and have equally been discussed in subsequent sections.

ICTs Utilization Defined

The Information and Communication Technologies (ICTs) have been previously defined by Victor (2019) as the study or the use of computers for storing, receiving, analyzing, manipulating and transmitting of information used in the educational sector and the business sector as well. Walubita and Mulauzi (2016) described ICTs as electronic or digital technological tools which includes communication hardware and software materials, mobile phones and multimedia, among others; and can be used to develop the human possibilities and to organize the world. According to Alfawaz and Ibrahim (2018), ICT centers on the use of such technologies like the computers, information, communication and multimedia technologies, which is often interpreted as the beginnings of a knowledge or information society. Chitale and Thakar (2015) described the ICTs as unified communication and the integration of telecommunications, computers which enable users to access, store, transmit, and manipulate information.

The term ICT is also used to refer to the convergence of audio-visual and telephone networks with computer networks through a single cabling or link system. ICT utilization

as described within the context of this paper entails the capabilities of mobilizing and accessing many of these emerging and modern technologies in educational programmes like the UBE. Therefore, utilization of various ICTs in UBE programme has a lot of advantages and benefits. For Siddiquah and Salim (2017), utilization of different ICTs in UBE improves the quality and the quantity of education and causes better innovative, creative and cognitive thinking, higher productivity, efficiency, and promotes better educational outcomes (Adeosun, 2010). Technologies assists to facilitate both instructional and learning process and has great influence on the teaching and learning processes. It provides opportunity for personalized, flexible and asynchronous learning and shifts the learning from teacher centered to student centered and hence is a catalyst for reforms about classroom, educational institute, community and system (Youssef & Dahmani, 2008). It enhances the learning of the students, helps the students to learn new skills set, promotes social mobility, helps the students to compete in a worldwide economy, and thus has a multiplier effect across the education system (UNESCO, 2014).

Computer and Internet affected the educational process more than the previous educational technologies. Utilization of technologies in the UBE programme facilitates both instructional and learning processes. In addition to audio and visual sense, computer and Internet activate the sense of touch of the user as well and provide the opportunity of higher interaction to the users for the development of their individual, creative, and intellectual abilities. Advanced forms of ICTs assisted instruction including computers and Internet assisted instructions require proper infrastructure including substantial computers and Internet resources (Siddiquah & Salim, 2017). Given the above explanations, a brief history of ICTs has been provided below.

Brief History of ICTs in Nigeria

The ICT is highly important in all aspects of the Nigerian education administrative processes and practices. It is the driving force of many monumental changes and innovations in the education sector. Specialists say that different ICTs are really changing the world, as such, ICTs opened access to education and knowledge in Nigeria. Therefore, the brief history of ICTs in Nigeria was drawn from the works of Agu (2018), Awolesi (2018) and Ugwuogo (2019). A big breakthrough in ICTs occurred in the 1960s, although, there were several attempts of the development of ICTs in the past from the European countries. For the above mentioned scholars, the computers, internet and web changed people's lives in Nigeria. Nigeria seen as the most populous country in Africa has huge urban growth rate at present time which is a good condition for the upsurge of Internet usage, and the usage of ICTs in such areas as education, health, agriculture, business, government, and transportation. Such development has been observed since the last 15 years. Prior to this time, the first commercial computer in the world was the UNIVAC I, developed by John Eckert and John W. Mauchly in 1951. It was used by the Census Bureau to predict the outcome of the 1952 presidential election. For the next twenty-five years, mainframe computers were used in large corporations to do calculations and manipulate large amounts of information stored in databases. Supercomputers were used in science and engineering, for designing aircraft and nuclear reactors, and for predicting worldwide weather patterns. Minicomputers came on to the scene in the early 1980s in small businesses, manufacturing plants, and factories.

In 1975, the Massachusetts Institute of Technology developed microcomputers. In 1976, Tandy Corporation's first Radio Shack microcomputer followed; the Apple microcomputer was introduced in 1977. The market for microcomputers increased

dramatically when IBM introduced the first personal computer in the fall of 1981. Because of dramatic improvements in computer components and manufacturing, personal computers today do more than the largest computers of the mid-1960s at about a thousandth of the cost. Although training in different skills has been on from right since the stone ages, Western Education was introduced into Nigeria in the 1840s. The Christian Missionaries landed on the shores of Nigeria with good tidings of reading and writing, opening schools in cities and villages in every corners of the country. It was in 1932, under colonial Britain, the Federal Radio Corporation of Nigeria was founded named the Radio Diffusion Service (RDS) as at then. This brought a lot of milestone developments in media and technology in Nigeria that virtually permeated all sectors. The National Information Technology Policy was approved in March of 2001. There also appeared such organization as National Information Technology Development Agency which made Nigeria an ICT-capable country and the main player in the ICT in Africa.

Nigeria started to use ICTs as a catalyst for sustainable development and the competitiveness on the international arena. In 2012, the new policy concluded a document of mission statements and vision of ICT policy in the country. So there was two point in the document: Vision: a) to make the country globally competitive and knowledge-based society. b) To integrate ICTs into the socio-economic development of the country. c) To transform Nigeria into a knowledge-based economy country. The strategic development plan "Vision 20-2020" contained many important goals for ICTs development. The globalization and impact of ICT on society made the development of ICT highly important for Nigeria as an emerging market. Recently, with the persistent ICTs development in Nigeria, many private schools are now adopting technology/ ICTs in classrooms, improving learning experience for both students and teachers. The Federal Government of Nigeria, in the National Policy on Education (Federal Republic of Nigeria, 2004), recognizes the prominent role of technologies in the modern world, and has integrated ICTs into education in Nigeria. To actualize this goal, the document states that government will provide basic infrastructure and training at every school level. At the junior secondary school, computer education has been made a pre-vocational elective, and is a vocational elective at the senior secondary school. It is also the intention of government to provide necessary infrastructure and training for the incorporation of technologies in the university education system. It should be noted that 2004 was not the first attempt the Nigerian government made to introduce computer education in schools. In 1988, the Nigerian government enacted a policy on computer education. The plan was to establish pilot schools and diffuse computer education innovation first to all secondary schools, and then to primary schools. Unfortunately, the project did not actualize beyond the sheer distribution and installation of personal computers (Aduwa-Ogiegbaen & Iyamu, 2005).

The Internet usage level in Nigeria in 2012 was less than 16% and this is a very low rate. In 2013, Nigeria had 1.38 Mbps of average download speed. The rate was extremely low in comparison with 10.1 Mbps - the download speed of USA. In 2012, 28.4% of the population were Internet users. In 2013, the download speed increased to 5.22 Mbps. Nigerian ICTs development is under the rapid transformations especially in the field of mobile communication. In 2013 about 83% of the population (166.6 million people) were active subscribers of mobile phones. ICTs has huge potential to transform a society. ICTs can reduce the rate of poverty and improve the economic and social status of people. It is difficult to overestimate the importance of ICT. Intellectuals and scholars gave a large number of definitions and important descriptions of ICTs. Information and

Communication Technologies has no universally accepted definition as further indicated by Awolesi (2018) and Ugwuogo (2019) because the methods, concepts and applications of ICTs are constantly evolving. Government also equipped some schools with computers. With telecommunications and Internet technology, people now have access to learning materials on the web and communicate with colleagues outside the country, distance learning has been greatly facilitated and research articles are available for use anytime and can be downloaded via various internet enabled devices. Hence, the use of ICTs gradually evolved from slates to notebooks to desktop and to portable devices like laptop, tablet, iPad and the likes (Agu, 2018; Awolesi, 2018; Ugwuogo, 2019).

Government Policy Statements on the Use of various ICTs in Schools

The use of various ICTs in UBE schools also has a legal backing as indicated by the Federal Republic of Nigeria (FRN, 2014) under several sections of the national policy on education. The Federal Government under sections 1 and 2 of the National Policy on Education (NPE) gave approval of the use of computer technologies (ICTs) in education pointing out that teaching and learning shall be made practical, activity-based, experiential and Information Technology (IT) supported (Federal Republic of Nigerian, FRN, 2014, pg.3). For effective functioning in a knowledge driven world, Government shall provide adequate infrastructure and develop capacity for effective utilization of IT to enhance the delivery of education in Nigeria (FRN, 2014, pg.15). Given the Federal Government's approval and directives on the application of technologies in education, the use of various ICTs has been incorporated and integrated into the schools' curriculum. Hence, various ICT tools for administration of UBE in schools have further been discussed.

Classification of various ICT Tools for Administration of the Universal Basic Education (UBE) Programme in Schools

The Information and Communication Technologies (ICT) plays remarkable role in children learning and can also be utilized for administration of UBE programme in schools. Many of these ICTs have been classified into various types ranging from hardware and software to online technologies and networking including the new emerging technologies. Examples of these ICTs as indicated by such authors like Adedokun-Shittu, Ahmad, Othman and Ahmad (2012), Maisamari, Adikwu, Ogwuche and Ikwoche (2018) and Walubita and Mulauzi (2016) includes; utilization of hardware equipment like laptops, desktops, ipads, tablet computers, printers and scanners, photocopiers, television including smart television sets, radio cassette players and tape recorder, DVD players, LCD, electronic whiteboard, internet modems, projectors, digital cameras, CD-ROMs and flash drives. Others include software materials and applications such as the PowerPoint, Microsoft word, Excel spreadsheet, internet services, computer-based/assisted instructions (CBI), videoconferencing, teleconferencing, communication software mounted on mobile phones, computer-assisted instruction (CAI), the internet, smart board/interactive whiteboard, fixed telephone networks, simulations/modeling and software/digital learning games, multimedia such as projectors, audio-video and so on. According to Adedokun-Shittu, Ahmad, Othman and Ahmad (2012), Maisamari, Adikwu, Ogwuche and Ikwoche (2018) and Walubita and Mulauzi (2016), computer-assisted instruction (CAI) offers pictures and sounds to support the natural ways that young children learn. Also, using computers improved the motivation of young elementary children in the writing process, show to improve learning outcomes in the classroom with the help of technology.

Maisamari, Adikwu, Ogwuche and Ikwoche (2018) identified the computer, email, internet, digital camera, scanner, video equipment, digital projector, digital calculator and digital printer as ICTs used in teaching and learning. The online technologies are usually applied through the Internet. According to the Techopedia Inc. (2021), online technology is used to describe activity performed while on the Internet. Miller (2021) gave few examples of these online technologies and networks, grouping them into different categories of video messaging technology and video discussion boards and screencasting. Others as identified by Neira, Salinas and Crosetti (2017) include Web 2.0 technologies (blogs, podcasts, social networks or networking such as Skype, YouTube, Instagram, chats, forums, platforms, text messages, Zoom, WhatsApp, among others), technologies that offer a direct or indirect real-world view to users (virtual worlds, Virtual reality), application programs (mobile applications, java script, html5, etc.), collaborative tools such as cloud computing, educational platforms (LMS as Moodle), games (Games on Facebook, etc.), educational resources (tutorials, open resources), online Google docs such as google classroom, google meet, google hangouts, etc and finally, software that uses 3D technology (3D animations). Online technologies also include texts shared through google docs; Images as photo journal; audio through podcasts; video and shares via YouTube; multimedia like the construction of wikis in a collaborative way and finally, blogs to generate and transmit knowledge on behalf of students or teachers; among others. Besides, the group of networks which serve as search engines include Google Chrome, Firefox, Microsoft Edge, among others (Neira, Salinas & Crosetti, 2017).

Areas of ICT Utilization in UBE Classroom Settings and their Significant Benefits

Many of these information and communication technologies can effectively be utilized or applied in the classroom settings. For Goodman (2021), many ICTs can serve as effective devices to conduct students' assessment and quiz, organize research and deliver instruction to a remote audience in which the Web and Internet are included as a tool, source or search for information, and present lessons in the classroom such as the Computer-assisted learning (CD-ROM). Also, the social media technologies are effective tools for teleconferencing. Richards (2020) drew attention on social media platforms such as Google classroom, Google Meet, hangouts and Zoom which offer a comprehensive playbook for educators that literally walk them through specific strategies and tactics that bring these and other technologies, into the online classroom. The goal is to use these platforms and other tools to make online learning interactive, immersive, and fun for both students and teachers. Goodman (2021) observed that the social media sites, such as Facebook, Twitter, YouTube, Wikis and Instagram, among others have seen an explosion in popularity in recent years. They bring together multiple pieces of digital technology to enable users to interact via text, photos, video, as well as form social groups. Social media applications rely almost entirely on user-generated content.

Goodman (2021) further identified other online emerging technologies which include among others; robotics, Blogs, Video Streaming, and eBooks. In explaining further, Goodman (2021) noted that digital robotic technology is becoming more sophisticated and widely used. Robotic machine is already commonly found in the manufacturing industry. They are also used for tasks that are dangerous to humans, such as detecting and defusing bombs. Scientists are also working on nanorobots, tiny robots that can be injected into the human body to carry out medical investigations and procedures. Digital technology has enabled the creation of blogs, which are now commonly found across the web. Video streaming can be used for numerous purposes to support teaching and learning. An individual can watch movies or shows online. One can also chat with people

online and see them live using applications such as Skype. One can watch or stream live events using live streaming. Sites such as YouTube provide numerous viewing options for information or entertainment. Streaming technology can increasingly be accessed through a variety of devices, including computers, televisions, and smartphones. eBooks enables users to access a multitude of reading materials from a single, portable device, so there is no longer the same need to carry around a lot of bulky, heavy books. It is easy to alter the font size and style to suit reader preferences (Goodman, 2021).

From all the foregoing discussions, there are great significant benefits towards using different ICTs in UBE classroom settings and they have been indicated by Victor (2019) as follows:

- 1. Improve the standard of learning:** The ICTs has helped to bring sunshine into the learning environment by improving the standard of learning. Through the computer, the way of learning is much easier and fun not only for the students but also for the teachers who do not have to go through the boring traditional method of note forming and coming to class to explain thoroughly which can be time-consuming. Walubita and Mulauzi (2016) found out in a study that children who use computers have been found to show greater gains in intelligence, structural knowledge, problem solving, and language skills compared with those who do not use technology in their learning.
- 2. Easy access to information:** ICTs has made information easily accessible for students through the use of the computer or any internet enabled device which greatly has changed the face of learning. With Google, students can gain wide access to educational materials which will help them greatly in their school work. Also, teachers can get information on topics that they are assigned to teach without visiting the library.
- 3. Access to a variety of learning resources:** ICTs aid numerous resources to enhance the teaching skills of teachers and the learning ability of students through audio-visual education.
- 4. Fosters interactive learning:** ICTs has made learning much more entertaining by promoting active participation in the classroom through interactive learning. Easy communication between the students and teacher is enabled and this in return makes learning much more exciting.
- 5. It enhances good record keeping:** ICTs has helped in keeping a record of students' assessment in school and also tracking the academic progress of each student in the school. It has helped to simplify the work of teachers by saving them the old methods of manually keeping students records.
- 6. Broaden the mind of students:** The ICTs has helped to broaden the mind of students in the classroom by exposing them to a wide range of information which the traditional way of learning would not cover. Osei, Larbi and Osei-Boadu (2014) opined that ICT is an essential part of a lifelong interest in learning in education and helps to accomplish task with minimum input.
- 7. Access to online libraries:** ICTs can be accessed in detail from online libraries and this has reduced the visit to the local library in the school. The information and communication technology has made it possible for learning to be much more comprehensive as information from online libraries is more explanatory and understandable.
- 8. Promote exciting ways to educate students:** If the way of teaching is boring, students tend to lose interest and as such learning would not be fun. The use of ICTs in basic education has helped to arouse the interest of students through multimedia which has made learning to be exciting. Osei, Larbi and Osei-Boadu (2014) found out in a study that

teachers' who use of ICTs played a unique and complementary role in technological literacy, knowledge deepening, knowledge creation, teaching pedagogy, professional development, curriculum and assessment, and school organization and administration.

9. Promotes collaborative learning: ICTs has helped group learning easier for students as it promotes collaborative learning amongst them.

10. Preparation of students for the future: ICTs in basic education has made a career path for students to be easily decided. It has helped to nurture and develop sound minds for the future which would impact greatly in the development of the country economically or otherwise.

Never minding these significant benefits of ICTs, many school have failed to constantly and persistently utilize the ICT in the classroom. There are yet some hindrance and problems affecting the use of ICT in UBE which has been disclosed in the next section.

Hindrances and Problems to ICTs Utilization in UBE Schools

Many researchers such as Idoko and Ademu (2010), Jegede, Ebio and Iroegbu (2019), Mohammed and Yarinchi (2013), Odera (2012) and Shehu and Na-Allah (2015) have identified the hindrances and problems to ICTs utilization in schools despite their great significance. Osei, Larbi and Osei-Boadu, (2014) acknowledge that despite all the advantages of different ICTs, the implementation of ICTs in schools is still not effectively adopted to support learning and teaching as intended; this situation then, is owing to some factors. In this paper, they have been discussed according to the different factors.

a. Financial Constraints Factors: Because the education sector is generally underfunded by government together with other non-governmental organizations, etc, this equally hinder the utilization of various ICTs in UBE schools. Therefore, the use concerning financial constraint factors to the utilization of ICTs is in connection with the inability of the government, private sector, non-governmental organizations, voluntary organizations and foreign agencies to adequately provide sufficient funds in order to boost appropriate utilization of ICTs in the schools. Also, corruption, fund diversion, mismanagement or misappropriation and embezzlement on the part of school administrators and external personnel like the top government officials, are also related factors associated with the issue of financial constraints impeding on the effective utilization of various ICTs in UBE programme. Jegede, Ebio and Iroegbu (2019) observed that the funds and budgetary allocation for the implementation of computer education is inadequate in the basic schools and this is affecting the utilization of ICT facilities in the basics schools. To run or operate a computer system needs a lot of financial resources. School administrators of basic schools are not provided with adequate funds to manage the various ICF infrastructural under their cares.

b. Infrastructural Provision Factors: The problems in connection to infrastructural provision factors include inadequate ICT resources in schools, shortage of infrastructure which is caused by inadequate funding, coupled with unstable power supply or electricity and the length of time for teachers to utilize the different ICTs in teachings, among others. Mungai (2011) cited in Jegede, Ebio and Iroegbu (2019) study observed that many schools are not yet connected to electricity especially in developing countries, Nigeria inclusive. In such countries, the government has not been able to connect all parts of the country to the national electrical grid. Consequently, those schools that fall under such areas are left handicapped and may not be able to offer computer studies. Mohammed and Yarinchi (2013) asserted that the inadequate power supply is one of the major problems confronting the teaching and learning process in Nigeria with particular

reference to computers among others as it brings about digression, failure to achieve the desired goals, and objectives in time. Odera (2012) reported that the infrastructural problems confronting the implementation of ICT in education include: non-availability of computers or inadequate supply of computers in most of the secondary schools; lack of proper teacher training to help them integrate computers into teaching and learning; lack of time to incorporate computers into the subject being taught; inadequate or lack of physical facilities to enable schools to introduce computer education and lack of relevant software. These highlighted factors had expressed other problems that can be attributed to poor implementation of computer education in this nation.

Abubakar (2016) study cited in Jegede, Ebio and Iroegbu (2019) opined that the low rate in the adaptation and application of the new technology especially in the public schools in north-eastern Nigerian is attributed to several factors which include inadequate ICT facilities in the schools, poor ICT policies, limited information infrastructures, poor perceptions of using ICT in education among teachers, students, and the school administrators. This proposed the quantity of PCs accessible in schools is insufficient for the students' populace (Stephen, 2013). Idoko and Ademu (2010) discovered in a study that provision of ICT infrastructure is often one of the most critical impediments to technology acceptance and integration in teaching and learning. They demonstrated that there is a persistent necessity for more ICT facilities if a nation is to effectively incorporate ICT into its public collages.

c. Teacher-Related Factors: Observing the teacher-related factors, Shehu and Na-Allah (2015) indicated that such factors as teachers' attitude, preparedness, initial training, anxiety and technophobia, ICT competence, among others, were responsible for their utilization of ICTs in UBE programme. For Shehu and Na-Allah, majority of the teachers implementing the Basic Education Curriculum had their initial training with the old teacher education curriculum which does not provide for ICT knowledge and skills to teachers. This category of teachers sees ICTs in education as alien. Also, in Nigeria, entrants into the teaching profession normally undergo an initial preparation in colleges of education, institutes and faculties of education in universities to obtain specialized knowledge, skills and methodology required for teaching. Unfortunately, in all these channels for initial training of teachers, the use of computers/ICTs is not given any precedence; hence teachers are incapacitated to use ICTs at workplace even after graduating from colleges and universities, because ICT devices were never used in teaching them while on training. It was equally found out by Shehu and Na-Allah (2015) that most teachers have limited interaction with computers and other forms of information and communication technologies right from the training stage.

This is confirmed by Idris (2013) who reported that, majority of college and university students in Nigeria are not ICT literate and do not even have e-mails, therefore, limiting the drive for ICT integration and utilization in education. Furthermore, many teachers who implement the Basic Education curriculum in Nigeria as indicated by Shehu and Na-Allah (2015) are highly deficient in general ICT competencies, thereby making them incapable to use them for instructional processes. A survey carried out on ICT competency standard for Teachers framework in Nigeria indicate low availability of infrastructure in the basic education system and poor teacher perception on use of ICTs in education (Shehu & Na-Allah, 2015). Similarly, a study conducted by Adomi and Kpangban (2010) on rate of ICT adoption and application in Nigerian secondary schools, identified several factors as causes of low level of ICT application in schools. They

reported these as some of the significant causes; inadequate ICT manpower in the school, lack of limited ICT skill among teachers, lack of poor perception of teachers and administrator on the role of ICT, poor ICT policy/project implementation strategy.

Osei, Larbi and Osei-Boadu (2014) confirmed in a study that factors such as inadequate time to use ICTs in class, lack of training in computer for teachers as in-service training, little previous knowledge about ICTs before joining the teaching profession, inaccessibility of computers in the schools and management ignorant about teachers' adoption of ICTs in classroom are the key barriers to institutions adoption of ICTs in teaching and learning. Buabeng-Andoh (2012) explained that personal characteristics such as educational level, age, gender, educational experience, experience with the computer for educational purpose and attitude towards computers can become impediments and influence the adoption and use of a technology. Buabeng-Andoh further reported that most schools both private and government, do not offer ICT training or retraining programmes to teachers which is also a challenge to their usage.

d. School Administration Factors: These factors include the school administrators support for ICTs utilization in school through ICTs facility provision, constant organization of ICTs training programmes for teachers, effective maintenance of ICT facilities and infrastructure in school, forming synergy with various stakeholders like the PTA for their support in ICTs utilization in school, among others. Tijani, Adeyemi and Omotehinshe (2016) expressed that in the case of Nigerian educational administrators, they lack the culture to effectively manage and maintain school facilities under their care. If the education system must develop, it is imperative that installation as well as maintenance of its existing facilities be given absolute priority.

e. Technological Factors: These factors are found within the high cost of purchasing many of the ICTs equipment coupled with the poor internet access and connectivity, ineffectiveness of the school administrator to constantly upgrade the ICT facilities in the school, among others. Buabeng-Andoh (2012) and Jegede, Ebio and Iroegbu (2019) found out in their studies that technological factors associated with high cost of many of the ICT resources, low access to internet connectivity and computers are barriers or hindrances to effective use of ICTs in schools. Walson and Okanu-Igwela (2019) opined that a country's educational technology infrastructure depends on the national telecommunications and information infrastructure. To this end, before any ICT-enabled programme is launched; policy-makers and planners must carefully consider buildings to house available ICT facilities, availability of electricity, and ambiguity to types of ICT. In areas where there are old school buildings, extensive retrofitting to ensure proper electrical wiring, heating/cooling and ventilation, safety and security will be needed. Gikas and Grant (2013), the implementation of online learning requires mobile devices such as smartphones, tablets, internet connectivity and laptops that can be used to access information anywhere and anytime; rather many of these devices are lacking in schools (Oghenetega, Umeji & Obue, 2014). Having discussed the challenges to ICTs utilization in UBE, some suggestions have been provided as a way forward towards promoting ICTs utilization for UBE programme administration in schools.

Way Forward Towards Promoting the Utilization of ICTs for Administration of the Universal Basic Education (UBE) Programme in Schools

1. The government should increase the funding of schools through adequate budgetary allocations. The private sector and Non-Governmental Organizations

(NGOs), voluntary agencies and international organizations should be encouraged to support the funding of UBE for effective utilization of ICT in the programme. The above statement is in line with the statement of Jegede, Ebio and Iroegbu (2019) who noted that the government should increase the funding of ICT education in all the basic schools across the country. Moreover, the 26% recommended by UNESCO to be allotted to education sector must be taken into consideration.

2. The government with the financial assistance from other bodies like the private sector, PTA, NGOs and financial institutions, should support schools through adequate provision of ICT infrastructure and resource provision in order to aid utilization of different ICTs in the UBE programme and schools. Jegede, Ebio and Iroegbu (2019) equally opined that the government should provide more ICT facilities to all the basic schools to enable the schools to deploy ICT facilities for teaching and learning in the classroom.
3. The teacher-related problems and hindrances to ICT utilization in UBE programme can be resolved through adequate teacher motivation, empowerment to boost their skills and teacher capacity building and development, among others. Shehu and Na-Allah (2015) remarked that special capacity building workshops/seminars that provide hands-on and minds-on opportunities for all participants should be organized for in-service teachers in primary and secondary schools to build capacity at the Basic education level. The central focus of the workshop should be practical application of ICTs in the classroom. In the same vein, talks, shows and discussions should be incorporated in the seminars to change the attitudes and mindset of in-service teachers about ICTs in teaching. Likewise, policy and curriculum provisions backed by infrastructural supplies for use of technologies to train teachers; including the application of Educational Technologies in microteaching and teaching practice at the initial teacher preparation stage; and promoting teachers' easy access to ICT devices, will aid to control the teacher-related factors hindering utilization of ICTs in UBE programme.
4. School administration factors should be resolved through the following means of employing effective maintenance strategies such as the preventive, routine, predictive and emergency strategies, for facility management in school; providing adequate support for teachers utilization of ICT in school through organization of capacity building programmes (like workshops, conferences, seminars, etc), effective monitoring and supervision of instructions, etc; and building/strengthening collaborations and partnerships with the school community in order gain their support towards their sponsorship, provision, development and maintenance of ICTs in school which will encourage their utilization.
5. The government and other education stakeholders like the PTA, private individuals and investors should support schools in the procurement of ICT facilities for their utilization in the UBE programme. Jegede, Ebio and Iroegbu (2019) opined that the government should also subsidize ICT facilities for teachers and students to enable them to buy their personal systems. Also, school administrators should ensure that they upgrade ICT facilities and resources in the school for their elasticity and durability.

Conclusion

Adequate access to and utilization of ICT in the UBE programme is critical to effective administration of this programme in the education system for goals achievement and equally by extension of great significance towards national development. As a matter of fact, the quality and relevance of the kind of education provided to any people determines how prepared they are to face future challenges and make significant contributions in the society for positive changes. This paper has extensively discussed matters relating to the utilization of information and communication technologies (ICTs) for administration of the Universal Basic Education (UBE) programme in different sub-headings, also looking at the problems and proffering solutions to a way forward. Hence, in this paper, various concepts were defined and a brief history of ICT in Nigeria also provided, Further discussions in the paper centered on the significant contributions of the UBE to the Nigerian society, government policy statements on the use of ICTs in schools, classification of various ICTs tools for administration of the Universal Basic Education (UBE) programme in schools, areas of ICTs utilization in UBE classroom settings and their significant benefits, and few challenges of the UBE programmes in the country, likewise, hindrances and problems to ICTs utilization in UBE schools. For quality education leading to the attainment of educational goals and instructional objectives to triumph in administration of the UBE programme in schools, adequate priority focus and attention must be given to effective utilization of ICTs.

Recommendations

The paper recommended the following that;

1. Government at all levels of education should show priority attention to ICT utilization in UBE programme through effective ICT policy implementation and adequate funding of the UBE programme.
2. Government with the financial support from the private sector should mobilize adequate ICTs for their effective utilization in UBE programme.
3. Teachers' ICT competency should be improved through constant training and retraining programmes to strengthen their utilization of the various ICTs in the UBE programme.

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CHAPTER 12

RAISING THE STANDARDS/QUALITY OF UBE TEACHERS THROUGH TECHNOLOGY-MEDIATED STRATEGIES AND RESOURCES

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Introduction

The Universal Basic Education (UBE) is an innovative programme geared towards providing education for all citizens of the nation, particularly children of school-going age. The importance of UBE programme in Nigeria cannot be overemphasized, because it provides the foundation for all other levels of education. Being a foundation programme, it is intended to ensure the attainment of the appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values needed for laying solid foundation for life-long learning (Balogun, 2002; Alade & Ayandele, 2011). The purpose of introducing this programme is to improve the efficiency, quality and relevance of education in the country with a view to increase the enrollment of students in schools and ensuring that the right skills and values are embedded in the students to help them in their life-long educational pursuit (Edho, 2009).

Universal Basic Education is designed to prepare people, especially the young ones, to adequately build a capacity that would get them ready for greater heights in education needful for them to behave, practice and act as responsible and progressive members of the society. In agreement with the recommendation of the World Conference on Education held in Jomtien, Thailand in 1991 Education for All (EFA), Nigeria launched its UBE programme to provide a nine year universal, free and dynamic education after eight years (1999). The said programme was designed to cover the rural population, nomadic population, urban slums, street children, almajeries, and children with special needs (Olaleye and Babatope, 2013). In essence, the Universal Basic Education programme has a great importance and it is relevant in the sense that it focuses on building strong consciousness and commitment to education. It provides free education which should inculcate in every Nigerian child of the school-going age, the basic knowledge and requisite skills for them to be able to cope and contribute to further development of the nation and the global community at large. Its implementation guidelines circulated by the Federal Ministry of Education in year 2000 (Amuchie, Asotibe and Audu, 2013) showed that the programme aims at achieving the following specific objectives:

1. Develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
2. Provide free, compulsory, universal basic education for every Nigerian child of school age group.
3. Reduce drastically, drop outrage from the formal school system through improved relevance and efficiency.
4. Cater for drop outs and out of school children/adolescent through various forms of complementary approaches to the provision and promotion of basic education.

5. Ensure the acquisition of the appropriate levels of literacy, manipulative and life skills (as well as the ethnical moral and civic values needed for laying the foundation for lifelong learning.

In addition, the Federal Government of Nigeria (FRN, 2013) provided nine-factor implementation guidelines meant to be vigorously approached so as to facilitate successful achievement of the stated objectives. The nine factors in the guidelines are:

1. Public enlightenment and social mobilization for full community involvement;
2. Data collection and analysis;
3. Planning, monitoring and evaluation;
4. Teachers: their recruitment, education, training, retraining, motivation, etc,
5. Infrastructural facilities;
6. Enriched curricula;
7. Textbooks and instructional materials;
8. Improved funding; and
9. Management of the entire process.

Moreover, the Universal Basic Education programme has been implemented for some time in the country, and investigation to reveal its level of compliance to standard or quality of the programme is inevitable.

Quality has been defined variously but basically in terms of scope and context. For example, it is described as measurement in relation to productivity (Gowon, 2000), as a customer-centric notion where meeting or preferably exceeding customer needs and expectations (Martin, Elg and Gremyr, 2020). The concept of quality is not limited to manufacturing sector, but extended to government agencies, healthcare, education and non-profit organizations. This is connected with the International Organization for Standardization (ISO) definition of quality as the totality of characteristics of an entity that bear on its ability to satisfy stated and implied needs (Juran, 2022).

Actually, quality suggests that a product functions as expected. It is the point at which a particular product, programme or activity meets the most expectation of the beneficiary as determined by the planners, particularly when all necessary materials, tools and content are put in the best conditions to evoke excellent performance. The concept of quality encompasses various aspects and areas of an educational programme including content, learning resources, teaching staff, non-teaching staff, assessment procedure, infrastructure, services and similar elements. Those who are saddled with the responsibilities of controlling quality are traditionally expected to serve as gate-keepers to ensure every aspect of the programme, project and all activities involved are carried out and followed up to details as originally specified in the policy. This is where quality assurance becomes imperative.

Quality assurance is the ability of educational institutions to spell out some set of the activities to pursue and meet the need of the use of manpower in relation to the quality of skills acquired by their products. It is attained when learners are imparted with objectives of which educational organization was established (Bello and Kamar, 2013; Omebe, 2015; Oguntimehin, 2018; keke-James, Igbokwe, Anyanwu and Ogbo, 2020). Quality assurance is ascertaining that, with all conditions for best performance provided, the system or programme yields the best results or measure up to best practices. It is a process that requires adequate formative and summative assessments. As stated in keke-

James, Igbokwe, Anyanwu and Ogbo (2020), the Federal Government of Nigeria in her education quality assurance service handbook stated that quality assurance involves systematic monitoring, evaluating, regulating and reporting of educational programmes and practices to ensure that acceptable standards are attained and maintained. The major focus of quality assurance is the attainment of pre-set goals and objectives of any programme or project. From the foregoing, it is understood that quality assurance practically involves holistic analysis of the measures of all elements of the programme in tandem with the expected functionality or achievable goals set by the planners. This cuts across how all categories of educational or learning resources whether people, equipment and tools, materials, settings and activities (Abimbade, 2016) involved in the implementation of the programme are utilised and carried out to meet the expected results.

Consequently, researchers have made efforts to assess the implementation of UBE programme in Nigeria and their studies have unveiled certain issues that bother on the quality of the policy. Studies have shown that in spite of the relevance of UBE programme, its implementation has faced myriads of challenges leaving the products incapable regarding the intended outcomes (Egbo, 2021). The challenges include, teacher incompetency, lack of contents and tools, insufficient funding by the government and other agencies, inadequate infrastructures and instructional materials and technology (Tsafe, 2013; Abutu 2015; Muftahu and Hazri, 2015, Egbo, 2021), thus, impinging on the quality of the programme. It is against this background that this paper presents its position on how ICT could be used as a tool to mediate quality of Universal Basic Education (UBE) programme in Nigeria, especially as it relates to the teacher factor.

The teacher is an indispensable factor in the implementation of any educational programme. The programme, of course has some form of curriculum. Whenever a curriculum is designed, it is done to achieve particular goals usually meant to assist the society to inculcate norms in form of acceptable knowledge, attitude and skills in its members. The major actor in the instructional system who is saddled with the responsibility of facilitating learners' acquisition of those intended learning outcomes is the teacher. Categorically, Olaleye and Babatope (2013) stated that teachers are the key factors in the primary school system including the pupils without whom the school would not be established, the teachers without whom the curriculum will not be delivered, the teaching and non-teaching staff without whom the academic activities cannot function for the realization of quality objective in education. Therefore, the teacher who is the one in direct contact with the learners, interpreting the content of the curriculum, promoting students' acquisition of the learning outcomes using the available and appropriate resources, is unique in the implementation of quality Universal Basic Education.

Previous studies on UBE policy implementation in Nigeria have x-rayed the various aspects of the programme over time. These aspects of the policy guidelines include issues of provision of tuition fees, educational services (school library, basic health scheme, counselling, educational resource centre and special teachers), teaching methods (Practical, Exploratory, and Experimental), Medium of instruction (Language of the environment), addition of French language, teacher pupil ratio, continuous assessment, agencies to encourage parents to send their wards/children to school, provision of basic infrastructure and training. In addition, the implementation is expected to cater for discouraging incidence of dropping out, appreciation of supportive agencies and

communities, training of teachers on the use of appropriate tools and technologies (Olaleye and Babatope, 2013; Arop, Owan and Ekpang, 2018; Oladimeji and Ogunyebi, 2019). These factors are imperative in the UBE implementation policy. Thus, systematic analysis or assessment of the UBE policy implementation has to be carefully carried out formatively.

In this regard, the qualitative analysis of Universal Basic Education policy implementation strategies in Nigeria by Arop, Owan and Ekpang (2018) revealed that majority of the educational services identified to be provided were lacking. For example, many schools are without libraries and where there is any, there is inadequate supply of books and other materials. Likewise, other services including counselling services, educational resource centre, basic health scheme, and specialist teachers are inadequate. Moreover, an assessment of the implementation of UBE by Oladimeji and Ogunyebi (2019) showed that the proportion of qualified teachers engaged in South-west zone was not in accordance and lower than what is provided for in the UBE implementation guidelines. In addition, the level of teachers' motivation, retraining and retention in primary and junior secondary schools in South-west zone of the country has not been consistent with the UBE Act. The researchers also observed that the teaching of the major Nigerian languages is not done in the implementation.

Obviously, failure to measure up to expectation of the UBE policy in respect of the above stated factors readily suggests that the kind of education we are practicing is devoid of standard. Thus, it is important to find ways by which these factors could be properly addressed to alleviate the prevailing unwanted degradation in the standard of the compulsory UBE programme, a reform programme which was originally designed and being implemented with the aim of providing adequate preparation of every school-age child irrespective of gender and geographical location in the country for responsible citizenry. This paper discussed how Information and Communication Technology (ICT) or technology-mediated strategies and resources could be explored to address some of the policy issues mentioned above and raise the standards of UBE teachers.

Generally, Information and Communication Technology (ICT) refers to a broad range of devices, gadgets, electronic systems in form of hardware and software used to enhance communication. ICT is used in education to facilitate students' achievement and other related learning outcomes. In this regard, we have technology driven modes and activities including Computer Assisted Instruction, Computer Assisted Learning, Computer Managed Instruction, and Computer Enhanced Learning. It has taken classroom instruction beyond the physical face-to-face interaction to interaction in the virtual environment. Teachers and students could take advantages of the affordances of the ICT to reach themselves to evolve learning without walls in both synchronous and asynchronous modes. The ICT- driven modes have created innovative platforms for learners and learning coaches or instructors to initiate and sustain meaningful collaboration, engagement, communication, creativity and critical thinking which are adjudged the twenty-first century skills. These technology-empowered avenues could be harnessed to stimulate successful implementation of UBE as they are employed to facilitate acquisition of desired behavioural changes in learners. Let us now look more closely at the issues, particularly those that relate to the teacher out of those identified in Arop, Owan and Ekpang (2018).

Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners for there are different types of learners in the classroom. It will assist teachers in meeting the global necessity to replace traditional teaching techniques with technology-based teaching and learning tools and facilities (Ghavifekr and Rosdy, 2015). Therefore, schools and other educational institutions which are supposed to prepare students to live in “a knowledge society” need to consider ICT integration in their curriculum (Ghavifekr, Afshari and Amla Salleh, 2012). The use of technology in education adds significantly to the pedagogical aspects, as the use of ICT leads to successful learning with the assistance and support of ICT elements and components (Jamieson-Procter et al., 2013).

Educational research clearly indicates that learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning (Ambrose, Bridge, DiPietr, Lovett, Norman (2010). That is, learning is not something done to students, but rather something students themselves do. A teacher can promote learning only by influencing what the student does or thinks and it can take place in and out of school, driven by children’s experiences. For example, mobile phones, radios and even computers are far more prevalent outside of schools than in, and can offer a range of educational experiences accessible to students wherever they are. The low cost of mobile phones and their penetration into rural areas has prompted experimentation with their potential to improve teaching and learning in resource-constrained countries like Africa.

Raising the Standards/Quality of UBE Teachers through Technology-Mediated Strategies and Resources

i. Provision of Educational Services

Educational services, here refers to activities listed in UBE policy. These include school library; (ii) basic health scheme; (iii) counselling; (iv) educational resource centre; and (v) specialist teachers of particular subjects such as Mathematics, Science, Physical Education, etc. Technological resources are now widely employed by professional in library and archival studies to facilitate their services in the school library. Traditionally, the school library is the central collection of varieties of teaching/learning resources to support primary and secondary school learners. Nowadays, this central book-house embraces ICT in the era of digital technologies. Information and Communication Technologies are used to automate library-related services. The school library can be stocked with appropriate models of the computer technology systems to aid collection, collation and circulation of books and other materials to students and teachers who are mostly the library users in the school system. More importantly, the teacher could use electronic books (e-books) to solve the problem of scarcity of copies of useful and needed books. The electronic copy of such particular favourite books on demand could be purchased by the authority and shared among the students, and with others in the region and beyond. In like manner, it is expected that special teachers are available in UBE schools, but they are scarcely available. Some of the activities the special teachers are meant to perform could be digitalized and played back for students to view. The government could liaise with Computer scientists and educational technology experts to design and develop relevant computer applications to meet the need.

Counselling of pupils and students could be enhanced using technology. Some students would rather prefer to speak up through a technology platform than to converse face-to-face with the school counsellor. This is an avenue by which counselling services in the school be greatly helped. The students who feel shy might be more disposed to provide all necessary information which would help the counsellor to do a proper job of counselling particular students and thereby help others as well. The educational resource centre is another service detailed to be provided under the UBE programme. It is meant to be facility where learners could visit to get more information about what they are being taught or some other topics of interest to them. It is expected to be equipped with resources capable of stimulating students' interest in educational issues. If information and communication technology resources are provided, students could access online space to keep abreast of activities in the global community, thereby inspiring their inquisitiveness and sourcing solutions to them.

ii. Practical, exploratory and experimental methods

Another important aspect of the implementation guidelines is the teaching methods. Technology has been directly applied to facilitate and motivate learners with adequate consideration for their diverse learning styles. A host of technology-mediated teaching strategies have been developed in this regard. For example, educational technology experts have developed instructional packages such as Digital storytelling packages, Gamification, and social media-based resources. Experts in the field could be consulted to develop packages on specific topics for different classes and varieties of purpose like practical, exploratory, and experimental in tandem with the curriculum. In short, the teacher could leverage on such technology like the Learner-generated content to provoke students' skills of exploration of the environment and thereby learning a lot about the concept under considerations (Adedoja and Olasunkanmi, 2017).

iii. Use of mother tongue as medium of instruction

There is a deficiency in this aspect of UBE implementation guidelines. As reported in Arop, Owan and Ekpang (2018), there is the problem of insufficient books to assist and how that those few ones are costly. As good as the policy is, it is unfortunate that not all are proficient at doing that effectively. In this regard, ICT could play a great role. As earlier mentioned, experts in the field of educational technology could be consulted to design and develop low cost but efficient, relevant and appropriate learning materials in various forms to salvage the challenge. Practically, experts and or the most fluent users of the mother language among the teachers could be organised to teach such topics on radio or the recorded lesson be played back in classroom with very cheap transistor radios or Mp3 players. Some of the lessons could be recorded in memory cards. The reviewed and certified recordings could then be shared electronically through social media platforms to assist other teachers and students. The recordings could also be played back in class or sent to parents' account or platform for students to watch repeatedly and learn to mastery.

iv. Progressive use of English as a medium of instruction and French taught as subject

There is a creditable provision in the implementation guidelines that from the fourth year, English shall progressively be used as a medium of instruction and the language of immediate environment and French shall be taught as subjects. Oftentimes, there is inadequate supply of French teachers to our schools. Where they are available, therefore, they are most times overwhelmed with the load of work. The more painful experience is the display of trivialising the subject. In today's world, information and communication

technology is attractive to young people. It has proven to be a major means of acquiring new knowledge, attitude and skills. Thus, it would be interesting to condition them to elicit appreciable learning outcomes with digital packages or relevant online technology driven solutions to facilitate their learning of languages. The electronic-content is an innovative mode of computer application in teaching and learning process. It has that propensity to catapult classroom instruction from a traditional way of teaching and learning process to a digital level. This include text, multimedia and animation. (Olasunkanmi and Odeleke, 2020). The technology is applicable to both the language of instruction as well as French as a taught foreign language. One of such solutions available in the online environment is the *Duolingo*, The Duolingo is a free language learning service. It affords users' learning of a language by helping them to translate the web, completing sentences and rating other users' translations. Munday (2016) finds Duolingo a user-friendly app that is enjoyed by students because of its accessibility on a mobile device, its gamification aspect, and the variety of tasks.

v. Teacher-pupil ratio

The implementation guidelines demand that the ratio of the teacher to pupil should be 1:35, but the experience in our classrooms differs. Contrariwise to the stipulated ratio, around fifty (50) and sometimes even much more are clustered together in the classroom. This simply makes it extremely difficult for the teacher to deliver the best. However, if Information and Communication technology is allowed to step in, the situation could be ameliorated. Similar to suggestion on the challenge of facing the use of mother tongue as medium of instruction, the issue of teacher-pupil ratio can be addressed with the intervention of ICT solutions. Audio and visual media that are locally relevant and appropriate can be designed and developed by learning technology experts.

Such cheap and cost effective materials can be digitally made available to pupils on social media platforms to support the classroom or used in the flipped classroom format. Flipped classroom is an active, student-centered approach that was formed to increase the quality of period within class (Ozdamli and Asiksoy, 2016). The flipped classroom is an approach in which the traditional classroom instruction pattern is reversed. In the traditional approach pupils/students are exposed to new materials right in the classroom but in the flipped class new reading or learning materials are made available first to students outside the classroom through the instrumentality of ICT. Later on, the classroom interaction is focuses on clarification of content earlier forwarded to learners. Flipped classroom is an active, student-centered approach that was formed to increase the quality of period within class.

vi. Medium of Instruction

Teachers must have appropriate ICT abilities to implement technology and be confident in using it in the classroom. Furthermore, in order to use ICT effectively in the classroom, teachers must first understand its educational role. According to Winzenried, Dalgarno, and Tinkler (2010), teachers who have completed an ICT course are more effective in employing technology tools in their classrooms than those who have not received such training. Teachers may use technology to boost their productivity, incorporate valuable digital tools to extend students' learning opportunities, and increase student support and involvement.

vii. Continuous assessment-based advancement for promotion

The guidelines for implementation of UBE programme states that advancement from one class to another shall be based on continuous assessment. This is another overwhelming experience for teachers due to large number of pupils to deal with. However, the advent of COVID-19 pandemic and the resultant lockdown effect on virtually the whole world brought a lot of innovation to the limelight. This include the use of information and communication technology for teaching and learning up to the university level (Olasunkanmi, 2020), assessing pupils and students at remote stations. In the said period of the sudden and prolonged detach from school environment, school administrators struggled to arrest the situation such that teachers are connected with pupils in their remote homes through technology (Olasunkanmi, 2021). When it then came to the issue of assessment, many of the teachers who had ICT skills employed web-based quiz apps to develop tests and administered them to students.

viii. Integrating Information and Communication Technology to education

The government of Nigeria recognises the noticeable role of Information Communication Technology in advancing knowledge and skills necessary for every child to cope and contribute meaningfully to development in our new and dynamic society. Government needs to provide technological devices like computer system, wireless laptop, handheld computing, video devices, and electronic video games for schools. Studies have shown that there is low level of ICT in the basic educational system in Nigeria (Ayeni, Akinyemi & Lawal, 2020). Government needs to provide all these basic infrastructure for schools because ICT will assist teachers to the global requirement to replace traditional teaching methods with technology- based teaching and learning tools and facilities. The government claimed that there is urgent need to integrate ICT to education in Nigeria. The implication is that UBE teachers must step up or be re-tooled and re-skilled so they could perform up to the standard. They have to be trained. Some aspects of the training could be conducted via simple, common and less data consuming social media platforms like, WhatsApp, Telegram and Facebook. The Universal Basic Education could be registered with Microsoft Innovative Educators (MIE) programme for quality training on relevant ICT learning tools from to time.

All these new technologies and strategies can enhance teaching and learning. For instance, computer aided learning comprises various multimedia material used for training purpose in different context that allows a degree of repetition. Another technology mediated strategy is computer mediated communication. Computer mediated communication refers to all communicative activity mediated through computer which include asynchronous such as computer conferences, audio and video conferencing. Other new technologies are gamification. Gamification makes teaching and learning to be fun. It involves using game-based elements such as point scoring, video game design to motivate students in learning environment. In addition, there is the blended learning approach. Blended learning is the combination of synchronous and asynchronous. It is also referred to as hybrid learning, which actually combines a method of teaching that integrates technology and digital media with traditional method. Also, learning management systems such as MOODLE, Edmodo and Schoology are useful for distance learning. It allows interaction between learners and teachers. All these technology mediated strategies can improve the UBE programme.

Conclusion

The Universal Basic Education policy is such a commendable policy that if well implemented should help the nation to experience a great advancement in preparing every school going age child to achieve their best. That is, it should provide a strong foundation upon which subsequent levels of education build, and the teacher is central to the implementation in tandem with the standard indicated in the policy. There has been problems of quality in terms of content, resources, assessment, infrastructure and teachers. However, if technology-mediated strategies and resources are carefully employed, the standards/quality of UBE teachers can be raised.

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Section Five:

MANAGEMENT OF BASIC EDUCATION IN NIGERIA

CHAPTER 13

MANAGEMENT OF BASIC EDUCATION IN NIGERIA: CHALLENGES AND PROSPECTS

Rejoice Kefas Sule

Introduction

Education remains one of the most powerful tools for both the development of man and transformation of the society at large. Many nations of the world have made it a priority. In 2004, Nigerian education policy was redefined to adopt education as an instrument per excellence for effective national development. Federal Republic of Nigeria (FRN, 2004) Primary education which is the foundation or bedrock upon which the entire educational system is built upon is also given priority in Nigeria. Recognizing the importance of primary education, all governments in Nigeria (past and present) have placed a premium on it by making primary education the centre piece of their educational policies.

The Universal Basic Education took its root from the United Nations Organization declaration of fundamental Human rights in 1984, that every child has the right to education. And that education shall be free and compulsory. This was re-emphasized at the Jomtien World Conference in 1990 for action on Basic Education by the year 2000. The policy on Universal Basic Education was launched on the 30th of September 1999 by President Olusegun Obasanjo at Sokoto. According to the Federal Ministry of Education (2000) Universal Basic Education encompasses Early Childhood Education, Primary, Junior Secondary and Nomadic education, as well as adult literacy with the aim of eradicating illiteracy, ignorance and poverty by providing free, universal and compulsory education for every Nigerian child aged 6-15.

Effective management is a necessary tool for the successful achievement of the universal basic education goals hence the programme was initiated to better the living standard of the Nigerian citizens through the provision of functional education for self-reliance. The coordination of human and material resources is adequately required to make functional and effective implementation of the Universal Basic Education Programme.

Concept of Education

Several works have been done by various schools of thoughts in an attempt to define education but the term education remains elusive. There seems to be no universally accepted definition of the word education. However, scholars tend to see it based on their own comprehension. According to Ravi (2005) "the concept of education is like a diamond, which appears to be different colours when seen from different angles" Education is the indisputable answer to the fast changing world. It is the key to the development of both human and natural resources of any nation. For it to be meaningful, impactful and effective it must be qualitative from the very onset which is at the basic

level. Afolabi and Loto (2012) posited education is a form of investment in human capital development, which brings economic that benefits and contributes significantly to the nation's future wealth by increasing the productive capacity of its people. Oluyole (2009) sees education as an instrument of socialization and that it has a dual significance. It is person-centered and societal-centered, education is not only powerful but it is also a process through which the individual's welfare of social reconstruction and knowledge is adequately utilized for all all-round living.

Al-Shuabi (2011) itemized benefits of education to include poverty reduction, higher income, health benefits, and economic growth among others. He added that education has the capacity to improve the capabilities of individual and contribute to self development. In the light of the above, education can be regarded as a necessary and essential requirement for national development, contributes to social stability and drives long-term economic growth.

Concept of Universal Basic Education

The need for equal educational opportunities for all her citizens ushered in various forms of reforms in the education sector. Universal Basic Education (UBE) is a reformed programme introduced by the Nigerian Federal Government with the aim of providing free, Universal and compulsory education for every Nigerian child between the age of 6-15 (from primary one, all through to Junior secondary school class 3) and is to reinforce the implementation of the National Policy on Education (NPE) in order to provide greater access and ensure quality throughout the Federation as it is free and compulsory (Adomeh, Arkedo&Omoike, 2007). Basic education is fundamental to human and societal development. It is the foundation upon which other levels of education are built and a necessary prerequisite for human and national development (Tahir, 2006, as cited in Anaduaka and Okafor 2013). According to Etuk, Ering and Ajake(2012), the primary target of the UBE policy was ensuring that every Nigerian child acquires a minimum of 9 years basic education. Universal basic education comprises of (9) nine year duration comprising (6) six years of primary education and (3) three years of junior secondary education. It also includes adult and non-formal education programmes at primary and junior secondary education levels to take care of those who dropped out of school.

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

The Universal Basic Education (UBE) programme of the Federal Republic of Nigeria was launched by President Olusegun Obasanjo on the 30th of September 1999 in Sokoto. The UBE programme as spelt out in the implementation guidelines which aims at achieving the following objectives

- i. Develop in the entire citizenry a strong consciousness for education and a strong commitment to it vigorous promotion
- ii. Provide free, compulsory, universal basic education for every Nigerian child of school age group
- iii. Reduce drastically, drop outrage from the formal school system through improved relevance and efficiency

- iv. Cater for drop outs and out of school children/adolescent through various forms of complementary approaches to the provision and promotion of basic education
- v. Ensure the acquisition of the appropriate levels of literacy, manipulative and life skills (as well as the ethnical moral and civic values needed for laying the foundation for lifelong learning)

There are three key elements of the UBE programme the basic aspect of the UBE connotes the very foundation of education, which all other levels are built upon. The Universal aspect of it connotes the fact that education is something vital to people all over the world and the free aspects of the scheme refers to the need for every child to have access to education regardless of their financial status.

The UBE programme has enormous implications for various spheres of the nation and must be properly managed for the achievement of the objectives. As education is concerned with the transmission of worthwhile values such as skills, knowledge and planned activities that can develop learner's potentials for human and national development, hence the need for all stakeholders of the UBE programme to ensure that it's aims and objectives are achieved with outstanding results.

The evolution of Universal Education in Nigeria

In 1955 the concept of universalisation of primary education began in the then Western Region of Nigeria under the Premiership of Chief Obafemi Awolowo who introduced the free, universal and compulsory education, popularly referred to as Universal Primary Education (UPE). With the introduction of the UPE, there was an educational revolution, not only in the West, but in Nigeria as a whole. In 1954 there were about 457,000 pupils attending fee-paying schools but by January, 1955, the figure rose to 811,000 representing over 56% increase in the enrollment. The number of primary school teachers rose from 17,000 in 1954 to 27,000 in 1955 (Marg Csapo). This was possible because the government had gone out to train teachers to meet the demands of the programme. The government of the Western Region had to increase the budget from £2.2 million in 1954 to £5.4 million in 1955 (Fafunwa, 1974; Oni, 2006). Actually, 90% of the budget on education was spent on primary education alone. By 1957/58 the recurrent expenditure on education from the funds of the region was £7,884, 110, which covered personal emoluments, other charges, special expenditure and grants-in-aids (Taiwo, 1980).

The feat achieved by the Western Region in terms of the UPE led the Eastern Region to embark upon its own 8 years free education scheme. Thus, in February, 1957 the universal primary education scheme was launched in the Eastern Region using the fire-brigade approach. The government started the programme without adequate planning; thus the needed finances for thorough execution were grossly inadequate. Summarily put, almost everything except the pupils, was absent. Unfortunately, due to pressure and lack of time for proper preparation, the schools were staffed by untrained teachers, therefore of low quality. The programme failed in just one year of its implementation (Oni, 2008).

The free and universal education programme was not limited to the Eastern and Western regions of the country. Before the advent of the aforementioned programme, the Lagos Colony, a Federal Territory also floated its own scheme in 1957. And at its inception it was met with huge success and acceptance as they had (96) primary schools with

(50,182) pupils, (1,646) teachers (Fafunwa, 1991). Prior to this time the Northern Region had been introduced to the Islamic form of education long before the Christianity (Western) education came into the country. Islamic education came into Nigeria by over 300 years before the arrival of Christian education around the 1840s (Oghuvbu, 2007). Hence, the region did not bother itself to embark on providing the Western education for its citizens. It seemed to be comfortable with the Islamic education, so they opted out of the race for in the provision of free universal primary education (Oni, 2008). So, the Northern region education was somewhat, retarded because the curriculum of education revolved round reading the New Testament, the catechism and the commandments in Yoruba. Classes were held in churches and teachers' salaries were paid from church funds. Then, Muslim parents did not wholly approve of such Western education because it was a Christian education in a Christian environment. Their fear was that their children would be converted to Christianity through such education. And as such there was notable progress on infrastructure, curriculum development and all its attendant benefits in the Eastern and Western parts of the country far more than it was in the Northern region.

Since, independence a lot of Education Laws, policies and edicts have been put in place, depending on the type of government being experienced in the country. In 1979, the Constitution puts education on the concurrent list, which implies that the responsibilities and authority in education would be shared among the three tiers of government i.e., federal, state and local governments. Between 1983 and 1999, a military era, decrees such as Decree No 16 of 1985, Decree 26 of 1988 and Decree 36 of 1990 were promulgated in Nigeria to guide and regulate the conduct of education in the country. A major policy made by the Federal Government was put in place in 1977; this was tagged the National Policy on Education. This policy was the outcome of a seminar convened in 1973 after the National Curriculum Conference. The 1977 policy has been revised thrice i.e., 1981, 1998 and 2004.

Since independence therefore, the general guiding principles of education in Nigeria is the equipping of every citizen with such knowledge, skills, attitudes and values which will give him the opportunity to derive maximum benefits from his membership of the society. The origin of extending education to all in Nigeria dates back to the era, when the Western Region government under the premiership of late Obafemi Awolowo launched the free Universal Education (UPE) (Eddy & Akpan, 2009). As a political response to the UPE programme in the Western Region, the Premier of the Eastern region launched his own UPE in the region. The general objective behind their respective educational programme was basically to increase primary education access to benefit children of school age

As can be shown from the foregoing, the universalisation of primary education in Nigeria initially was a regional project. That is, each region including the Northern region tried to develop its own programme of promoting education among its citizens. The process of making universalisation of primary education a national project started with the Obasanjo's regime in 1976 during the military rule. For the first time in the history of Nigeria, the UPE programme that originally started as regional project was redesigned by the national government to provide education for the Nigerian citizens by changing the content of UPE (Eddy & Akpan, 2009) to encompass the following philosophy of education as articulated in National Policy on Education. This philosophy emphasizes; the development of the individual into a sound and effective citizen; the full integration of the individual into the community and the provision of equal access to educational

opportunities for all citizens at all levels of education both inside and outside the formal school system (Ojowundu, 2008)

Since 1977, therefore the Federal Government of Nigeria through the National Policy on Education stipulates that every child has a right to equal educational opportunities, irrespective of any real or imagined disabilities. According to this policy, education is supposed to equalize opportunities so that any individual, regardless of background, can achieve success. The schools are expected to provide vocational training and preparation for later professional specialization. The schools are also expected to introduce them to activities not related to work appreciation of arts, the development of interest and hobbies, the inclination and skills to engage in recreational activities and the like. In essence, the thrust of education is manpower development, which is aimed at national growth and development. This is why the country made its policy on education to revolve round the philosophy and goals of the nation. The philosophy of education, as derived from the national goals, are the development of the individual into a sound and effective citizens; the full integration of the individual into the community and the provision of equal access to educational opportunities for all citizens at all levels of education both inside and outside the formal school system, (Eddy and Akpan, 2009).

Management of Universal Basic Education in Nigeria

The failure of educational policies in Nigeria is often blamed on poor funding, lack of infrastructure and poor implementation strategies. Agreed, to some extent but the major challenge is the quality of personnel charged with the responsibility of managing the programme, (Lenshie, 2013).

According to Fafunwa (2002) management is described as a distinct process consisting of activities of planning; organizing; and controlling performances to determine and accomplish stated objectives with the use of human and material resources. Peretomade (1999) also posited that management is a social or interactional process involving sequence of coordinated events such as planning, organizing, coordinating and controlling in order to use the available resources to achieve a desired outcome in the fastest and most efficient way. Thus, achieving the desired result expected from both school age children and adults under the (UBE) programme, effective planning, organizing, coordination and controlling of human and material resources is required. It therefore means that the success or failure of any educational programme depends largely on how effective management strategies are employed for proper implementation, since the expectation of the universal basic education (UBE) programme is hinged on making its beneficiary self-reliant and useful members of the society.

Management of education as a public service in Nigeria is a function of government at the Federal, State and Local levels. However, a Universal Basic Education Commission (UBEC) was established by an act of the National Assembly for the overall coordination of the UBE programme at the Federal Government Level Federal Republic of Nigeria (FRN 2000:10). The commissions mandate includes working in close collaboration with relevant Federal agencies ad parastatals and more importantly with state and local education boards (FRN 2000:11). At the State level, it is managed by the State Universal Basic Education Board (SUBEB) while at the Local Government level; the UBE is managed by the Local Government Education Authority (LGEA)

Strategic roles of UBE managers in primary education system in Nigeria

According to Babalola (2004) the strategic roles of UBE managers are as follows;

1. The Curriculum content of primary education needs to be articulated and ordered to agree with the child's development process. This means that school curriculum ought to be structured to facilitate the development of learner's aptitudes, interests and capacities, so as to enable the learner to leverage on both local and international opportunities to advance personal aspirations.
2. There is need for functional synergy among federal, state and local government with respect to collaboration and funding of primary schools as required by UBE Act of 2004, The Act demands synergy among the three tiers of government. It also created communications channels and understanding pertaining to funding of schools to provide facilities, quality teachers, textbooks, school uniforms and other consumables that lubricated operations of primary schools in Nigeria.
3. The quality of teachers in a given system determines to a large extent the quality of output from the system. The authorities need to regularly organize professional development exercises for teachers in order to build their capacities and strengthen their knowledge in diverse areas such as effective instructional methods, tolerance to students religious and ethnic diversities, language skills and other administrative matters within the purview of classroom teachers.
4. Effective management system is a necessity for fostering quality assurance in the school. Accurate record-keeping goes beyond aiding effective decision-making and accountability as it provides resources for strategic planning and implementation of quality assurance culture in today's school.

It is at the grass root level that the actual task of institutional management of the scheme takes place with the head teachers, teachers and other stakeholders at work in the various UBE schools.

Challenges of UBE

Despite the great strides and progressive achievements of the UBE it is still plagued by a few challenges such as:

1. **Poor Funding:** Insufficient supply of funds by the government have led to poor provision of infrastructural facilities for implementing the UBE programme is so glaring that, Mbuk & Agbor (2009), pointed out most of the primary and junior secondary schools are dangerously overcrowded and class size have grown too large for effective teaching to take place. In order to achieve the mission of the UBE scheme, an act tagged ``UBE ACT`` was enacted on the 26th of May, 2004. The act made provision of three sources of funding which are the federal, state, and local governments. The Federal government had decided to intervene in the provision of basic education needs 2% of its consolidated revenue fund; funds from local governments or international donor grants. However, it's quite alarming as it has been discovered that the finds provided by each tier in their budget is not enough to execute the UBE plans in Nigeria. This has been one of the UBE challenge and has brought about few implementation and achievement of the programme.
2. **Inadequate Facilities:** physical facilities are very important aspect of curriculum implementation on which the expansion of curriculum depends, it should be noted here that the success of the UBE programme is dependent on two resources namely; human and material resource, through the provision of physical facilities, model equipment and hand tools that are necessary for the vehicle of national

development to move. Despite the pronouncements, it was observed that there has been inadequate provision of facilities for the UBE programme to function well. Mbuk (2009) also stated, "It is expected that the current UBE programme is going to offset the problems that besieged the previous scheme (UPE) but as at now, there is inadequate infrastructural facilities as well as lack funds required for a functional programme". It is clear therefore that, the UBE programme requires adequate provision of infrastructure and facilities to function well but which is in short fall. Therefore, if the programme is to be functional, provision of adequate infrastructure and facilities are necessary.

3. **Ill-Prepared and Half-Baked Teaching Personnel:** Ill-prepared and half-baked teaching Personnel in the UBE programme has constituted a barrier for the programme to achieve sustainable development. There goes a saying that, "there`s no educational system that rises above the quality of its teachers". This view was further supported by Musa (2010) who stated that "the success of a curriculum largely depend on teachers handling it". Therefore, the quality of education is largely tied to quality and supply of teachers in the system. Today, the average Nigerian teacher is below the minimum requirement in the knowledge required for his discipline. The old teachers do not make effort to update their knowledge and competence and the young teachers are mostly ill-equipped. Knowledge is advancing at a speed that most of teacher institutions find it difficult to keep pace with. For effective teaching in the teacher`s area of specialization, the teacher should be knowledgeable in educational technology and uses of information for obtaining teaching aids. The teacher should be competent in obtaining and improvising simple instructional aids obtained locally. Moreover, the teachers are poorly paid and housed. The average Nigerian teacher performs his teaching duty in a poor working environment with gross inadequate facilities. He has no sufficient incentives to keep a happy in his teaching duty. Thus, teaching and learning has become a cheating. Therefore training, equipping and motivating those who move the educational system (teachers) should be regarded as the primary vision of Nigeria national development plan. In conclusion, teachers should also be sufficient in number to cope with the increasing enrolments. Above all, they should have incentives sufficient to keep a happy. Teachers are to carry out the teaching by example and precept and raise a generation of people who appreciate education as life-long occupation.
4. **Lack of Proper Monitoring and Supervision Of the (UBE) Programme:** Lack of proper monitoring and supervision of the (UBE) programme has been identified as one of the problems of the UBE programme. According to the National Policy on Education (2009) Government shall establish efficient inspectorate services at federal, state and local government levels for monitoring and maintaining set standards at all levels of education below the tertiary level. Federal, State ministries and local government education authorities in collaboration will carry out inspectorate supervision and inspection of all the educational institution under their jurisdiction where the inspectors shall:
 - a. disseminate information about instructional materials and tested effective teaching methods and good practices;
 - b. obtain information in respect of difficulties experienced by teachers in schools and institutions and further provide advisory solution through authorities;

- c. monitor and document the overall quality of education in schools and proffer practical and positive advice;
- d. organize meetings with and workshops for teachers when necessary with a view to improving their professional competence and;
- e. provide a strong sense of comradeship and professionalism among teachers.

Therefore, there should be proper monitoring and supervision of the UBE teachers because they are the translators of the programme. So from time to time the teachers are to be monitored and supervised and advised them on areas of need. Musa (2010) observed that most of the UBE schools are left to carry out their activities without monitoring and supervision and as a result of the many teachers do not plan their lessons well before going into the class for teaching and learning. The implication of lack of planning is that teachers do not carry out their teaching duty effectively. Therefore, if the UBE programme is going to serve as a catalyst for national development, effective monitoring and supervision of the teachers should be properly conducted. Those teachers that have difficulty in carrying out their teaching duty well, should be selected for retraining.

5. Poor Planning: According to Aiyepoku (2009), “the need for thorough and adequate planning is very important to minimize unforeseen problems”. In Nigeria, usually political decisions are taken before planners are requested to come and weigh the cons and pros of a reform. Even when planning is properly done, the government does not sustain such programme to reap its fruits before abandoning it. For instance the 6-3-3-4 system of education was introduced and shortly after, it was abandoned. Ogbonna (2003) observed the worrisome distortion in basic education data UBE (2002) requires for proper planning which drew attention to some of the factors fueling data inaccuracy and reliability. He asserted that, one of the major problems militating against proper planning of the UBE programme was explained in a situation where schools, local governments and states deliberately inflate data released to Federal authorities apparently to attract more resources from the federal government. He went further to say that, this UBE notes makes planning and programme implementation difficult as projections would be wrong because the data on which they were based were wrong. The resultant effects of data distortion in planning are not far fetch. In the first place, it will result into inefficient allocation of resources. Allocation of such critical resources as infrastructures, teachers, textbooks and other instructional materials will be based on spurious figures which often results in colossal wastes. While some schools, local governments and states will be over-supplied, others will fall short of the supply. As a result, such materials are locked up or allowed to rot away and even others sold in the open market. These schools, local government and states which were under-supplied remain to run their schools without them. Not only this, issues like teacher-pupil ratios, repetition, wastage and retention rates become difficult to arrive at because of such distortions of data for planning. Moreover, the distortion of data makes it more difficult to state or say what exactly is the average enrolment in each state of the federation or nationally bearing in mind that planning is properly carried out with regard to a total population figure of a given community, local government areas and state. These aforementioned problems have constituted setbacks to proper UBE programme implementation for sustainable development in Nigeria. It is

therefore necessary to ensure accurate data availability for proper planning of the UBE programme in the following ways;

- a. Ensure that head teachers and their teachers should provide the basic school record which should be kept and maintained at all times.
- b. Budgetary provision should be made for data collection, analysis and dissemination.
- c. Teachers who are the operators of UBE programme need to be sensitized on the need to keep accurate data for effective planning and implementation of the UBE programme for sustainable development in Nigeria.

Conclusion

This paper delves into the historical facts of the UBE, the concept of education, the concept of Universal Basic Education, the evolution of Universal Education in Nigeria, the Management of Universal Basic Education in Nigeria, the strategic roles of UBE managers in primary education system in Nigeria, the challenges that has plagued the UBE programme, suggestions and recommendations. It is very pertinent to state that the vision of the Obasanjo-led Federal Government of Nigeria to strengthen the foundation or reawaking Nigerian system of education by helping it to succeed. If the three tier-governments do not support this enviable education system, the progress and prospects of the UBE scheme would continue to be hampered and would eventually die a natural death like the UPE.

Recommendations

With reference to the above, the following recommendations are advanced to ensure that UBE programme achieves sustainable development particularly in the 21st century Nigeria.

- (a) Professionally unqualified teachers should not be enlisted as teachers in schools. They should be trained and retrained before entry into the teaching profession.
- (b) There should be proper monitoring and supervision of curriculum and teaching. It is not enough to curriculum and propose innovation. It is equally important to consider its translation as well. The translator (teacher) should be monitored from time to time for efficiency. This can be done through periodic supervision of the teacher to advise him on areas of need.
- (c) The average Nigerian teacher is poorly paid and housed. He needs incentives to motivate him to carry out his teaching duty effectively. Therefore, teachers are to be induced by giving them car loans, housing loans and other allowances to increase their commitment to teaching to ensure quality.
- (d) In-service staff development programme such as seminars, workshops for and conferences for teacher to keep them abreast in the new teaching methods and techniques.
- (e) Curriculum and teaching requires the provision of instructional materials that are necessary and relevant to each of the subjects offered in the schools content. This enhances teaching and learning by the teacher and the learner respectively and therefore, should be provided for.
- (f) Infrastructural and facilities: Enough infrastructure and facilities for effective teaching and learning should be provided. Empirical studies have shown that many of the primary and secondary schools are dangerously over-crowded and class sizes have grown too large for effective teaching and learning to place. Vocational schools are grossly inadequate to absorb the vocational students. In

such condition, it becomes difficult to carry out practical lessons in most of the practical oriented courses.

- (g) There should be more grants to be allocated to the education sector, So that training institutions, infrastructural facilities can be enhanced.
- (h) Our basic education must adopt a two-fold approach. We need to educate young children on the one hand and promote adult literacy and continuing education on the other hand to help develop their basic skills in child parenting, family management, civic participation and effective involvement in economic participation.
- (i) Educational experts should sensitize the government to become more aware of their services and contributions through regular publications of research findings in their areas of specialization. Professional educators may not be members of the National House. But the legislative power of their research cannot be ignored by any type of government, whether Military, Civilian or Traditional.

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CHAPTER 14

UNIVERSAL BASIC EDUCATION (UBE) IN NIGERIA: ISSUES AND PROSPECTS

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Introduction

Education in Nigeria and all over the world is an instrument to achieve economic, social and national development. A nation that does not give priority to the education of its citizens is like a nation groping in total darkness. Societies through ages have developed one form of education or the other. Education is as essential to man as life itself on the earth planet. It varies from time to time and it is a means of developing a Nation. Education is a means of acquiring knowledge, skills, attitudes, interests, abilities, competencies and the cultural norms of a society by people to transmit this life to the coming generations so as to enhance perpetual development of the society. (Adesua & Adamu, 2010). The FGN (2013) states that “Education is an instrument per excellence for effective National development”. That is why Kolawole (2019), explained that if Nigeria will match up with other Nations of the world, there is the need to encourage the right education for the majority in terms of right attitude, values and skills.

Nigeria embarked on free Primary Education programme in September 1976. The Government under the former General Olusegun Obasanjo made Primary Education free by introducing the Universal Primary Education Scheme. The Programme took off but before long collapsed due to poor planning, faulty statistics and inadequate funding. Moreover, due to the general low quality of Teachers recruited to man the Programme the system was short-lived. (Other Educational Developments Today: Thursday November 25, 2010) in Adamu & Adesua (2010).

The Longman Dictionary of contemporary English 6th Edition defines Education as the process by which one’s mind develops through learning at a school, college or university. Fafunwa (2004), described Education as all efforts made by a society to accomplish certain objectives considered desirable in terms of individuals and societal needs. However, Daniel (2010), opined that Education is an important means of making members of the society advanced in thinking and ability. Through Education the chains of poverty, inequality and low self esteem in the society can be broken.

Article 16 of the 1948 Universal Declaration of Human Rights emphasized that everyone has the right to education. It states that education shall be free, at least at the elementary and fundamental stages. Various efforts have been made both locally and internationally to reduce poverty, increase literacy, acquire skills for livelihood and make education free for all. The interest and agitation to provide quality education and to eradicate illiteracy and poverty is reflected in the following identified agenda:

1. Education for All (EFA) Conference, Jomtien, Thailand. The 6 Goals of EFA are to provide early childhood care and education, provide free and compulsory Primary Education for All, promote learning skills for young people and adults and

increase adult literacy by 50%. They are also to achieve gender parity by 2005 and gender equality by 2015, improve the quality of education. The goals of EFA also contributed to the meeting of the 56th General Assembly of the UN to discuss millennium development goals.

2. Millennium Development Goals. (MDGS). The MDGS Goals are to achieve Universal Primary Education, eliminate gender disparity preferably by 2005 and at all levels of Education not later than 2015.
3. Adult literacy is another important component of EFA.
4. The Federal Republic of Nigerian (FRN (1999) constitution which states that Government shall strive to eradicate illiteracy and to this end Government shall as when practicable provide:
 - a. Free compulsory and universal Primary Education.
 - b. Free universal Education.
 - c. Free adult literacy programme.

Universal Basic Education as a Concept and Policy Programme.

Universal to Oyedeji and Olateju (2019) covers all categories of people (the poor, the rich and physically challenged) who are ready and willing to benefit from Basic Education. To Aluede (2006), Eddy and Akpan (2009) it connotes programme for all irrespective of tribe, culture, race and class. Basic aspects connotes the foundation of Education in which other levels is built upon. It is the heart of Education. Basic Education is said to mean important foundation, springboard and the type of Education needed by Nigerian citizens to prepare for the advanced type of Education, such individual will receive later on in a person's life (Ufuoma, 2011). Ayodele (2022) explained that the strength of a building depends on the strength of the foundation. To corroborate this, the foundation of the education system is critical to the strength of the whole political system. He emphasized that the basis for quality and solid basic education is the structure on which other level of Education stands. Education itself is an instrument that can equip man to be active and be a productive citizen who will contribute his own quota to national development.

The UBE is a policy programme as well as a strategy that ensures greater access to quality basic education. It is a programme aimed at eradicating illiteracy, poverty and ignorance. Basic education is a type of education given to children in the first level of education, this varies from country to country. Primary education is the foundation level of the UBE, since the rest of the education system is built upon it and it is the key to the success or failure of the whole educational system. Any careless handling of the child at this level renders the child useless.

The aim of UBE as stated in the UBEC annual report is to increase national and political development, reduce the incidence of drop out from the formal school system and ensure acquisition of lifelong skills with moral and civic values needed for the beginning of a lifelong learning. (UBEC annual report, 2005).

The objectives of UBE as stated in the UBE Act (2004) are as follows: develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion, provide free, universal basic education for every Nigerian child of school age and reduce drastically the incidence of dropout from the formal school system (through improved relevance, quality and efficiency). They also include: cater for the learning needs of young persons who for one reason or another have had to interrupt their

schooling through appropriate forms of complementary approaches to the provision and promotion of basic education.

History/Antecedents of UBE Programme.

The history of UBE can be traced to the world's conference of Education for All (EFA) held in Jomtien, Thailand in March 1990 and the Millennium Development Goals (MDG) adopted by Nations of the world in 2000. The MDG according to Adunola (2010) proposed that children of educable age should be provided free, affordable and accessible education. Nigeria was a participant to the Jomtien world conference as well as a signatory to the document titled "World Declaration on Education for All". Article 1 of the document states that every person – child, youth or adult shall benefit from educational opportunities designed to meet their basic needs.

It was in response to the world's expectations and the compliance to the World's Conference on Education for All that the Universal Basic Education was formally launched by President Olusegun Obasanjo. The UBE was designed as an improvement of the Universal Primary Education (UPE) Scheme. Yusuf & Ajere (2018) explained that Nigerian government before and after independence had given priority and made efforts in the past to provide universal broad based education. Some of these attempts include the 1955, 1957 and 1967 UPE of old Western, Eastern and Northern regions respectively. The UBE was designed with the aim of providing access to "free, universal and compulsory basic education for every Nigerian child age 6 to 15 years" (Odukoya, 2011). The new system was structured 9 - 3 - 4, that is 9 years of basic education with Primary Education of 6 years, Junior Secondary School Education of 3 years and 4 years of University Education. UBE was to replace the 6-3-3-4 system of 6 years of Primary, 3 years of Junior secondary, 3 years of senior secondary and 4 years of University Education. (Odukoya, 2011).

President Olusegun Obasanjo while launching the UBE Programme in September 1999 stated in his address that the UBE was introduced in a bid to expand and improve the falling standard of education under the UPE Scheme of 1976. The new UBE accommodates children from Primary one to Junior secondary school three (JSS 3). It was designed to ensure nine uninterrupted years of formal education by providing free, compulsory education for every child of school age, reduce drop out and improve education relevance, quality and efficiency among other objectives stipulated in the UBE Act of 2004 (Universal Basic Education commission (UBEC, 2004). The UBE Programme kicked started in the year 2000/2001 academic session.

The UBE programme is adequately funded by international agencies such as the World Bank, USAID, UNICEF, UNESCO to implement the programme in form of grants and loans. World Bank report (2013) indicated that 300 million USD was expended on education in 2013. OECD (2018) report estimated that over 5% of the organisation proceeds was spent on education in Nigeria. The Universal Basic Education Commission (UBEC) is the Federal Government Agency that is responsible for coordinating the implementation of all aspects of UBE programme.

Issues in the Implementation of the UBE Programme.

Although government has made it a priority to educate every citizen through the UBE, it however appears that the programme could not fully fulfill its purposes and objectives

due to certain challenges. Oyebanji (2018) highlighted the challenges facing the successful implementation of the UBE programme in Nigeria.

Inadequate funds is a serious challenge. The programme is a laudable one but lacks adequate funds to implement its objectives. The UBE Act of May 26, 2004 made provisions of three sources of funding namely from the Federal, State and Local governments. The Federal government provided 2% of its consolidated revenue fund and funds from Local /international donor agencies. However, the funds provided by the 3 tiers of government from their budget is not adequate to implement and achieve the objectives of the programme.

Corruption is one of the greatest barriers hindering the effective implementation of the UBE programme. Funds made available for salaries and maintenance to implement the policy Programme are embezzled, squandered and misappropriated (Kolawole, 2019). To buttress this Oyebanji (2018), revealed that officials who handle the appropriation of funds are corrupt. They divert public funds for personal use, most of the funds meant for the education of school children are diverted to outrageous expenses and private property.

Inadequate infrastructure constitutes another great challenge. Many school children sit on bare floors and lack classroom boards. UNESCO (2010) in Adamu & Adesua (2010) revealed that 10 years after the introduction of UBE, primary schools across Nigeria still lacked basic supplies for teaching. Ten percent of sampled schools had no chalkboard, more than 50% had little supply of chalk, some classroom boards needed replacement. Also teaching materials such as charts and maps were missing in 42% of the schools while 44% had inadequate supply of these materials. Almost 98% of the schools had no science materials, this has been the situation till the present moment (UNESCO, 2010). To further corroborate this, Adesua (2014) indicates that classroom environment was a major motivating factor as well as the highest predictor of students' academic performance. Furthermore, Akomolafe & Adesua (2015), suggests that students in public secondary schools should be adequately motivated through provision of sufficient, modern and conducive classroom and renovation of those in dilapidated conditions by the government. Bolaji, Campbell – Evans and Gray (2019) however established that inadequate facilities to support teaching /learning were major challenges for managing education especially the UBE Programme.

In a related study, Sulaiman, Adepoju and Alhassan (2015), observed that some schools instruct pupils to provide their table or writing materials without considering their poor background. To further corroborate this, Kolawole (2019) revealed that despite the budgetary benchmark of 26% recommended by UNESCO to cater for the rising demands in education only 7.04% of the 8.6 trillion budgeted for Education was allocated to the sector in 2018 by the National Assembly. The total amount allocated to the sector was ₦6,058 billion with ₦435.1 billion for capital expenditure and ₦109.06 billion for the UBE commission.

Poor planning is a problem that affects the successful implementation of any education policies including the UBE programme. Wrong population figures, faulty data, lack of proper research are some of the factors responsible for poor planning. To corroborate this, Ejere (2011), stated that there are inadequate and poor data which poses difficulties to planning, which invariably hinders the implementation of the UBE. Yusuf and Ajere

(2018), revealed that statistics on children's enrollment, number of teachers, qualifications/demand, characteristics, statistics on building and other learning facilities are inadequate at present.

Inadequate supervision constitutes a challenge to UBE. Based on the UBE Act of 2004, the coordination of UBE programmes at the State and Local government levels is the responsibility of UBEC, however, lack of proper supervision of the State Universal Basic Education Boards (SUBEB) and Local Government Education Authority (LGEAs) has led to poor implementation at State and Local levels. This will expose children to unfavorable environment, with children taking classes in poor classroom environment. On the issue of instructional delivery, a study by Agbor (2018), revealed that instructional monitoring in schools was poor except by head teachers while record keeping practices in schools were below standard.

Poor management of facilities in schools is a great hinderance. Most of the primary schools established through the UBE programme are in a deteriorating condition. This, to Oyebanji (2018), tends to tarnish and ridicule the progress of the UBE programme in Nigeria. To further corroborate this Oyedeji and Olateju (2019), revealed that the infrastructure and facilities remain inadequate to cope with and reiterated that majority of the primary and secondary schools in Nigeria are in dilapidated buildings, no windows, doors, leaked roofs, cracked walls, no writing materials, laboratories, libraries, farm equipment for practicals, no science equipment for basic science, no furniture for teachers especially in rural areas. A related study by Oguniran, Isuku, and Longlong (2019), revealed that school facilities are overstretched as a result of students' population explosion in Ibadan, Oyo State. The available classrooms are either dilapidated, uncompleted or with floors showing holes of rodents and antlion larvae. If students are to make any meaningful progress it must be in a conducive environment to facilitate learning.

Issue of legal backing in UBE is a hinderance to UBE. At inception of launching the UBE Programme in 1999, the policy had no legal backing until 5 years after when the UBE Act was promulgated in May, 2004.

Issue of insecurity deserves attention. For about a decade, the Northern part of Nigeria has been seriously affected by insurgency, this has hindered the effective implementation of the UBE Programme. UNICEF (2021) stated that 2.8 million children are in need of education emergency support in three conflict states namely Borno, Yobe and Adamawa. Also 802 schools were closed down, 407 classrooms damaged, most of school children that are out of school are in the North East and North West. Similarly, Duru (2022) stated that the rate at which Benue State is producing illiterate children in the last five years due to insurgency caused by the activities of armed herdsmen is very worrisome. Children were out of school and reside in internally displaced camps, between 2011 to 2021, 21 out of 23 Local Government had been under attack.

Issue of dropout is of great concern. UNESCO (2014) revealed that 10.5% of 13.2 million school children are out of school in Northern Nigeria. This has led to increase in the number of youths engaged in banditry, kidnapping and all sorts of crimes. Nineteen percent literacy rate among primary school leavers are between ages 18 – 37. (RISE, 2019, WBG, 2018). Thus, more Nigerian children are out of school. The Federal Ministry of Education puts the figures of out of school children at 6.9 million in January 2021. SB

Morgan report in Deji – Folatile (2021), said that the figures rose to 12, 320,539 as at August 2021. Bauchi state had the highest figure with 1,239,759 out of school children, Katsina – 873,633, Kano – 837,479, Edo – 79,446, Oyo – 463,280, Osun – 260,222, Rivers - 196,581, Ebonyi – 151,000. (SB Morgan intelligence reports in Deji – Folatile, 2021).

Issue of COVID-19 pandemic challenges is of great attention. Forty million students were affected by the nationwide school closure due to the pandemic. To corroborate this Obiakor and Adeniran (2021) revealed that Nigeria suffered from the highest proportion of children who were out of school nationwide.

Learning loss has devastating effect. Closure of schools in COVID-19 pandemic period had led to learning loss both nationally and at state levels. The National Education Data Survey (NEDS) (2015) study on learning levels before the pandemic revealed that students in private primary schools achieved 74% literacy and 84% numeracy competencies while students in public schools achieved 44% and 56% respectively. To further worsen the case schools across the country moved students to the next school year upon resumption despite missing a full term and a half of the previous year.

Digital shift deserves attention. Due to advances in technology, most schools and families are unable to leverage technology for learning. Also, Nigerian's socio-economic disparities and poor infrastructure in technology is a challenge. Innovative approaches to incorporate learning technologies are very crucial to UBE implementation.

Issue of Teaching personnel deserves attention. Due to Federal Government directives that the minimum qualification of teaching personnel shall be NCE (FRN 2001), Teachers still need to be empowered with skills to help them perform administratively and pedagogically. (Chimombo, 2005). A related study by Akpan and Ita (2015) revealed that teachers' professional development is significantly related to quality universal basic education. The study recommends that government and relevant agencies should provide teachers professional ICT training so that they can be ICT compliant, development through in-service education to enhance effective institutional delivery and enhance sustainable quality Universal Basic Education.

Unwillingness of teachers to work in remote areas is a serious issue. UBEC places the shortage of Teachers to 280, 000 in public primary schools. In Zamfara the Teacher – Pupil ratio is 300:1 as at 2021.

Issues of Gender imbalance is receiving attention. There is a noticeable huge gender imbalance of the female enrollment which is lower than the males as revealed by Asodike and Ikpitibo (2014). The prevention of girls from attending schools in favour of boys is an issue of concern especially in the North. This Andzayi (2014), claimed was due to cultural roles and responsibilities of the girls within the home and community.

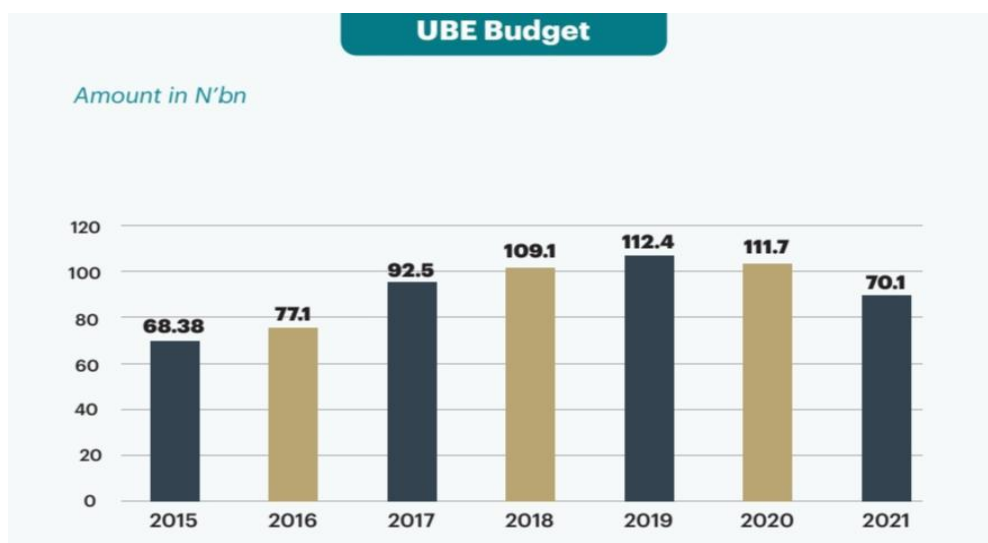
Issue of enrollment needs to be addressed. There are clear indications that huge numbers of children enroll into Primary schools all over Nigeria. Twenty million Nigerian children are within the Primary school age. This issue of high enrollment rate needs to be addressed while the space and facilities to accommodate the pupils should be put into consideration

Issue of funding is a perennial problem. FGN (2013) states that education is an industry that attracts huge capital. Basic education therefore requires huge funding from all tiers of government for proper execution. Federal government provides by law that 2% of its

Consolidated Revenue Fund (CRF) as intervention fund for implementation of the UBE programmes with the following sharing formular (Pre-primary 5%, Primary 6%, JSS 35%. (Anibueze & Okwo, 2013, UBEC, 2013., *How UBE Intervention fund is shared. educeleb.com*) The 2% CRF is however disbursed to states in the following proportions – 50% matching grants (for example, funds by Federal and state Government), 14% funds to address educational imbalance among and within states, 0.5% incentives to states for good performance, 2% funds for physically and mentally challenged, 2% funds to monitor UBE Programme, 10% for Teacher development and 15% for instructional materials. (Anibueze & Okwo, 2013, UBEC, 2013, *How UBE intervention fund is shared. Educeleb.com*). It is pertinent that for effective implementation of UBE programme, the issue of funding is germane and needs to be seriously tackled.

Table 1: UBE Budget Analysis. Amount in N’BN.

Year	Budget (N’BN)	Amount Released (N’BN)	Unassessed Amount
2015	63.12	63.12	952.29M
2016	77.11	77.11	3.55B
2017	95.19	95.19	6.22B
2018	113.73	113.73	18.14
2019	112.47	112.47	22.72B
2020	111.79	-	-
2021	70.1	-	-



(Source: 2021- Education..budget-Analysis-1.pdf...)

Figure 1: UBE Budget Analysis. Amount in N’BN.

Issue of matching grant/misplaced priority deserves attention. Billions of matching grants are yet to be accessed while some states like Ekiti seems to have access and used it on other priorities. As at March 2021, UBEC claimed that about ₦41.06 billion matching

grants are yet to be accessed by some states, only 30 states with FCT implemented the funds. In 2018, 6 states failed to access the funds namely Anambra, Imo, Kaduna, Kwara, Ogun and Plateau states. In 2019, 8 states failed to access it except 28 states and FCT. In 2020, no states implemented the matching grants. UBEC provides ₦500 million to each state per annum to improve infrastructure at the basic level. To access these funds, states are supposed to provide a counterpart funding of ₦500 million to have a total of ₦1 billion intervention fund since the money is strictly for the basic level of education, and projects are monitored to ensure that they are in line with the objectives of the Programme. For 22 years state government failed to make use of the opportunity and have not been investing this money on basic education. (Deji – Folutile, 2021).

Issues of Early Childhood Care and Development (ECCD). This is a component of the UBE programme. Education is given to children ages 0 to 5 years. Government's intention was to effect a smooth transmission of the child from the home to the school, but education at this level is implemented with different interpretation in day care, crèche and pre-primary schools as conceived by the government. Most private schools are more interested in changing fees than the services provided, moreover there are no provision of playground and relevant facilities to achieve goals of the overall development of the child. Most public primary schools lacked provision for this level of education.

Universal Basic Education: The Prospects.

The UBE programme if properly implemented has been observed to have a lot of prospects despite the problems and issues facing it. It is a panacea to solve illiteracy, ignorance, insecurity and many challenges that plague the nation. In the area of funding, government should provide adequate funds to make the implementation of the UBE programme a reality and huge success.

Corruption should be seriously tackled. There should be serious penalty for officials who embezzle funds meant for the implementation of the UBE programme, such people should be brought to book. Government, stakeholders and NGOs should ensure adequate provision of infrastructure and facilities for the implementation of the UBE programme so that the objectives of the programme can be actualized.

Proper planning should be made for successful implementation of the UBE programme and other educational policies especially in the area of pupils enrollment rate into the programme. Proper supervision and monitoring of the UBE programme should be ensured at all government levels so that there can be effective instructional delivery of the programme.

Good maintenance culture of infrastructures and facilities meant for the UBE programme should be imbibed as this will enhance conducive environment to facilitate learning. Insecurity deserves attention and should be seriously addressed as this will tackle insurgency and curb areas where children of school age are prone to insurgent attacks. Children of school age should be enrolled into the UBE programme as it will reduce illiteracy, poverty and all sorts of crimes associated among out-of-school children. Since it has been revealed by Obiakor and Adeniran, (2021) that the highest proportion of school children suffered from the COVID'19 pandemic nationwide, government and all stakeholders should adequately prepare and take care of unforeseen circumstances in times of pandemic.

Innovative approaches are crucial to the successful implementation of the UBE programme and should be incorporated into learning with the introduction of technology due to the shift in digital learning. Training and retraining of teachers deserves attention to enhance effective delivery and sustainable quality Universal Basic Education UBE. Also the issue of shortage of teachers should be addressed especially in remote areas.

More priorities should be given to education of the girl child so as to promote gender balance of school children under the UBE programme. Billions of matching grants meant for the UBE programme should be accessed and used for the successful implementation of the programme. The components of Early Childhood Care and Development (ECCD) should be adequately incorporated by both public and private schools for the overall development of children; ages 0-5 years since it's an aspect of the UBE programme.

That is why Victor (2021) buttress that Basic Education in Nigeria reduces illiteracy by equipping the learner with knowledge and values to cope with societal issues. It brings about effective communication in learners, helping them to interact and relate with people. It enlightens the child about their rights, eradicate gender inequality and reduces child labour, child trafficking and child abuse. Improving learning skills that would be useful for learners. Raises creativity and productivity that would help develop the child toward career path. Reduces poverty, since illiteracy leads to poverty. Creates job opportunities for Teachers who will teach and nurture students to have solid educational foundation. This reduces unemployment and contribute to the nation's growth.

UBE improves public health, since learners learn healthy habits to prevent disease and sickness, immunization, vaccinations and other forms of medical practices. Impacts on Democratic practices, such as knowledge of nonviolent ways, human rights, political stability and mutual understanding among groups in conflicts. Creates sound and upright citizens that will obey laws and eschew from criminal activities that could impede the progress of the country. Hence there is a saying that a good citizen must obey the law. Economic growth is ensured through Basic Education, learners become creative and contribute to the National growth.

Ayodele (2022) is of the opinion that Basic Education is not only a tool to reduce and ultimately eradicate illiteracy in Nigeria, it is one of the means to guarantee the right of the Nigerian child to Education, this he said may be the driving force for initiating the UBE Programme in Nigeria.

Conclusions and Recommendations.

This chapter has extensively discussed the history and antecedent of the UBE Programme, the concept of UBE, agencies involved with the implementation of the UBE Programme, problems and issues facing the successful implementation of the UBE Programme, UBE budget analysis and Prospects of UBE Programme. The UBE Programme if properly implemented will help to solve the myriads of problems and issues facing the Nation such as poverty, illiteracy, insecurity and contribute to National growth and development.

Based on the conclusion of the work, the following recommendations were made: Government should make Education a priority and make it available to all citizens. Government should allocate more funds to implement the Programme and the funds should be judiciously used. Budget allocated to the implementation of the UBE

Programme must be adequate and also adequately implemented. Human and material resources should be provided to successfully implement the UBE Programme. Qualified Teachers should be employed and trained to implement the programme. Corruption should be totally tackled and eradicated. There should be punishment for all categories of people who involve in corrupt practices that could hinder the implementation of the UBE Programme. The security of learners and Teachers should be guaranteed throughout the country especially in the Northern part of the country.

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CHAPTER 15

ORGANIZATION AND ADMINISTRATION OF GUIDANCE PROGRAMMES IN SCHOOLS AND THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION.

Olawole, Ayodeji Olorunfemi & Olugbemi, Oluwatoyin Ayinde

Introduction

Education in Nigeria is regarded as an instrument per excellence or social and economic engineering for national development in all spheres. This move made our nation to witness different policies from time immemorial. And these policies were conceived and implemented with different motives and intents.

The foremost law on education in Nigeria is the Constitution of the Federal Republic of Nigeria (CFRN; 1999). The constitution provides as its educational objectives the following: Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels. Government shall promote science and technology. Government shall strive to eradicate illiteracy; and to this end, Government shall as and when practicable, provide: (a) free, compulsory and universal primary education; (b) free secondary education; (c) free university education; and (d) free adult literacy programme (CFRN Const. Chap. II, § 18). National development and transformation is impossible without a vibrant and quality educational policy which is the reason why every reasonable government is expected to come up with educational programmes that will engender its prosperity and development. One of such educational policy in Nigeria is the Universal Basic Education (UBE). The U.B.E was designed to be the improvement of the Universal Primary Education (UPE) by addressing the loopholes of the previous programme (Federal Ministry of Education, 2000). But the reality is that according to observers, stakeholders, sector practitioners and major holders in the UBE programmes in the country the programmes are not in any way living up to its intended mandate by not addressing the loopholes of the former programme that is the Universal Primary Education.

The Universal Basic Education

The UBE being an education reform programme was launched by the Nigerian Federal Government in 1999 to ensure an unfettered access to 9years of formal basic education (Federal Ministry of Education Nigeria, 2000). This included 6years of primary education and 3years of secondary education. This is expected to be free and compulsory. Students are expected to acquire appropriate levels of literacy, numeracy, life skills, ethics and moral needed for laying a solid foundation for lifelong learning (Federal Ministry of Education Nigeria, 2000). As with developing nations around the world Nigeria as a country is bedeviled with non- implementation of policies and programmes.

Objective of UBE

The objectives of the UBE programme as stipulated by the Federal Republic of Nigeria FUN (2000) areas follows:

- i. Development of the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
- ii. The provision of free, universal basic education for every Nigerian child of school going age.
- iii. Reducing drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficient education).
- iv. Catering for the learning needs of young person who for one reason or the other, have had to interrupt their schooling through appropriate forms of complementary approaches to the provision of basic education.
- v. Ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical moral and civic values needed for laying a solid foundation for a life long learning.

The UBE policy ran into troubled waters as a result of the following identified problems in the course of its implementation process which include:

- i. absence of structure to enforce standards and ethical practices; lack of monitoring to enhance conformity to these standards (Sulaiman, 2008),
- ii lack of public sensitization on the value of education for children,
- iii. lack of commitment by policy implementers, the political nature of policy promulgation and implementation (Ejere, 2011);
- iv. poor policy resources, weak standards and vague objectives (Adeyemi & Ositoye, 2010)
- v. lack of human development to promote the programme (Aduwa-Ogiegbaen, 2006).

Several suggestions and solutions associated with the problems of implementation of the UBE programme have been unhelpful in tackling these problems. Guidance and Counselling is an initiatives that is aimed at providing information and skills for self-awareness and optimal use of student's potential for holistic growth and development (Muriith, 2017). This became a policy statement in the National policy on Education, it state that:

"in view of the apparent ignorance of many young people about career prospects and in view of personality maladjustment among school children, career officers and counsellors will be appointed in post primary institutions. Such qualified personnel is scarce, government will continue to make provisions for the training of interested teachers in Guidance and Counselling. Guidance and Counselling will also feature in teacher education programme" (National Policy on Education, 1981).

Consequently, this article is projected to discuss the Organization and Administration of Guidance programmes in schools and the implementation of Universal Basic Education. Specifically, it will address how the objectives of Guidance programmes in schools and the Roles of school personnels in the Administration of Guidance programames in schools could help in the successful implementation of the UBE by addressing the various problems confronting it.

Guidance Programmes in Schools

Guidance programmes refers to a comprehensive, developmental programme that is designed to assist students in their academic Journey in schools by addressing their intellectual, emotional and psychological needs.

A school guidance programme comprises a host of activities and tasks which is geared towards assisting the students to overcome their educational, vocational, personal or social problems that they face during the different phases of development inside or outside of school environment. It forms an integral part of school education and is non-instructional in nature.

A guidance programme contains various services which are inter-related but distinctively deployed. Guidance means to direct or give assistance to someone who needs it. Guidance is provided for at all levels of human existence by one person or another. In context guidance can help a student to solve personal, vocational, educational or any other problem that cannot be solved directly by him. In education guidance involves the maximum development of an individual to ensure that the individual can take his own decision. It also involves making an individual to be aware of his capabilities and skills.

Guidance ultimately ensures that an individual makes the right decision in all aspects of life so that the individual can experience an overall development without any reservation. Guidance is considered an integral part of education as it helps to achieve the goals of education which include assisting a person to realize his full potentials. If the main objective of education is the overall development of an individual, it is therefore true to say that guidance is also an effective tool to achieve this. Especially when it is seen as an integral part of education and not just a part of it.

Guidance programmes in schools

1. Orientation service - This is a type of Guidance programme that render services to students. It is used to assist them to adjust adaptively to their new school environment to pursue effective learning. The teachers themselves also undergo this type of programme, they get oriented on how to relate with students during classroom interaction. Orientation service is also vital towards the implementation of the UBE as it will help the student to understand the basic of the school programme and to also help in adjusting to their environment so they can experience all-round development academically, psychologically and socially. Knowledge about schools rules, study habit and interpersonal relationship can be disseminated during orientation programme organized by the school.

2. Information service - This type of service provides students with information on educational, vocational and social opportunities. It also provides how this information are used effectively. This service will help to give vital information that has to do with the first 6years of primary school and the first 3years of secondary school. This information will enhance their choice/decision making about courses and subject combination needed in the first 9years of their school life. This phase of school life is consistent with the Universal Basic Education (UBE). Therefore this one of the ways of meeting the objective of the programme.

3. Appraisal service - This involve the collection and interpretation of test instruments so as to provide effective counselling services to students. In UBE this service is important to allow for measuring how individuals student are faring academically and it also provide feedback on students who may need remedial programme alongside their normal classroom engagement.

4. *Placement service* - The purpose of this service is to ensure right placement on any programme, career or treatment. The school counsellor has a lot to offer in the UBE as the student transit from the primary to secondary school by gathering relevant information about students that can be used for their placement.

5. *Referral service* - This involve the counsellor and other school personnel referring students to other specialists who can render relevant services to them when needed. This service is so invaluable as it provide opportunity for other relevant personnel and specialist to help out on matters that the counsellor cannot handle. In the UBE other school personnel are co-opted to also make vital contribution to help in the implementation of goals of UBE.

6. *Follow-up* - This is a service which helps to monitor individual's progress report of performances in school or other relevant areas. In the UBE the counsellor's follow up effort is needed to concretize and measure the success or otherwise the whole 9years of the programme especially if it allows the participant to be able to fend for themselves and contribute to the progress of their immediate environment.

7. *Planning* - This involve all efforts geared towards making the students to benefit from UBE programmes. It include vocational training and planning in the form of providing resources and opportunities that clearly identify the relationship between subjects and their corresponding career or vocational path. This is to ensure that the future of the students is properly catered for in a way to prepare them to be able to live an independent and successful life. This kind of guidance service is given by a trained and experienced counsellor.

8. *Consultation*- This involves consultation within and outside of the school environment. Parents could make consultation within the school on how they are expected to partner with other personnel on the academic wellbeing of their wards. In the UBE programme consultation can be made on how to deliver effective services to parents, students and other outsiders that are involved in primary and early secondary school levels as it pertain to the UBE.

The following are the types of guidance and the area where guidance is needed most:

1. *Personal*: Personal guidance helps in the emotional, physical, spiritual, social and mental development of an individual. Personal guidance is needed by students who face personal problems that may be related to family, friends, parents, teachers and significant others. Personal guidance also helps an individual to view the social environment on the right perspective and help to make necessary adjustment in order to live a happier life. Personal guidance is required by all in all stages of life.

2. *Educational*: Educational guidance addresses several educational problems students face during their time in school. It is centered on every aspect of education. It covers curriculum, the methods of instruction, extra- curricular activities, discipline, problem of the teachers, retention of school work, preparing for examination and so on. This type of guidance is given to students so they can understand their potential and utilize them to optimum level. It also exposes the students to educational opportunities available to them which enable them to make appropriate choices among these opportunities. The main

aim of educational guidance is to enable students to make an educational plan based on their abilities, goals and interest,

3. Vocational: Vocational guidance helps an individual choose the right occupation or jobs. The major aim of vocational guidance is to help individual build a better future and choose the right career. It helps the individual to realize his potential and skill and then on the basis of that discovery decide the right career.

Objectives of Guidance programmes in schools

Investing in human capital development is the surest way to national prosperity. School guidance programme is one of the strategic platform of investment in the early primary and secondary school levels. It helps to prepare the way for future leaders and society builders. Aspiring a better future for them will impart greatly in the wellbeing of the society and the nation at large. Hence, the need to organize guidance services in the school.

Aims and objectives of organization of school guidance services are stated below:

- (i) To understand the needs, demands, potentialities, interests, attitude, aspiration and positions of the students.
- (ii) To assist students to understand themselves and develop self-concept within them.
- (iii) To train students for future education plan.
- (iv) To assist students for better adjustment in the school
- (v) To assist students for satisfactory assignment in the home.
- (vi) To assist students in determining their occupational choices.
- (vii) To help students for suitable adjustment in the community

The organization of school guidance services is a specialized service meant for the students to know various necessary data about them and to guide and suggest accordingly for their educational, occupational, personal as well social development. For this very purpose information are collected regarding student's abilities, intelligence, interest, aptitude, personality traits and extra talents.

The organization of guidance services comprise various occupational information's needed for the benefit of the students relating to a better job or occupation. Similarly to organize guidance services in schools trained teacher and counsellors are required. In-service training, pre-service training facilities should be given to initiate the school guidance programme. The organization of school guidance services include programmes for parent education and parental awareness. Besides, the organization of school guidance programmes includes different periodic seminars and workshops.

Role of school Personnel in the Administration of Guidance programmes in schools

The term personnel refers to everyone who has direct or indirect relationship with the students This include the principal, vice-principal, teachers students, counselors and non-academic staff such as clerks, messengers, gateman and drivers. Others connected with the school life are professional association members, employment agencies, resource person, old students association and Parents Teachers Association (PTA) members. The responsibility of coordination is one of the primary functions of the school counselor. The counselor cannot work in isolation from the other members of the school because every personnel has a role to play in order to ensure the success of the guidance

programme. All the members of staff are working together for the same purpose. The roles of some members of school personnel are discussed below.

The Principal

The principal's work involves planning, directing, coordinating and managing human and material resources. As the head, he/she is the liaison officer between the school and the Ministry of Education as well as the immediate community. He/she is potentially the most singularly important person in the development of guidance programme in the school being the chief executive officer in the school. In fact, the guidance programme can only succeed if it has the support and backing of the principal.

Essentially, the principal's role in the school programme are as follows:

- Explores and interpret the objectives of guidance programme to the teachers, parents and immediate community where the school is located.
- Encourages and motivates the staff to help and cooperate with the counselor
- Provides furnished office space for the counselor.
- Provides financial support and suitable facilities such as bulletin board, upto-date career library, stationery and other relevant facilities.
- Refers students, staff and parents to counselor for assistance.
- Allocates time officially for counselling.
- Supports continuous evaluation of the programme to ensure that it is fulfilling stated objectives.

The Vice-Principal

The Vice-Principal is appointed to assist the principal in the day-to-day running of the school. Guidance programme is one of school duties that the principal may assign to the vice principal. This shows that the support of the vice principal is highly needed as he/she also has strong influence in the operation of guidance programme in the school.

The Teachers

The teachers are the closest staff to the students. This is due to the extended contacts they have with students. This important position makes them very important in the guidance team. The following are their roles in educational guidance:

- Recognize, identify and refer students who need counseling (it could be in the area of academic, vocational or socio-personal) to the counselor.
- Assist in the diagnosis of some problems prone to some students in the school.
- Orientate and encourage the students to seek the help of a counselor by telling them the relevance of guidance and counseling.
- Assist in identifying other resource persons or helpers outside the school or among the PTA members.
- Prepare and make students' continuous assessment available to the counselor. The teachers are in fact the most useful allies of the counselor. For the implementation of the guidance programme to be successful, the counselor needs to develop a good rapport with the teachers. The counselor should be mindful of the fact that he/she needs the teachers more than the teachers need him.

The School Health Personnel

The medical team comprises the doctors, nurses, dentist etc. The medical team is needed in the school to provide basic preventive health services including routine checks for ear, nose, throat, eye and teeth problems. They also provide appropriate remedy for ailments

and advise students on basic hygiene rules. The medical can refer clients to the counselors and counselors too can refer clients to the medical personnel for adequate treatment of any ill health. The counselor should therefore develop good rapport with members of this team for the success of the school guidance programme.

Other non-academic staffs

Other non-academic staffs that have peculiar roles to play in the administration of guidance programme include the school drivers, clerks, messengers, librarian and gateman. For instance the gateman can carry out referral work since by virtue of his position within the school; he knows the habitual late comers and could provide this information to the counselor. Another example is the librarian, he/she can be helpful to the extent that he/she collects the books, journal and pamphlets on guidance, occupational information and provide necessary help to students for their use. In order to establish guidance services on firm footing it is essential to get cooperation of parent-teacher association, religious and labour organisations, etc.

The Parents

The role of the parents in guidance programme is realized through cooperation with the school authority and the counselor. The responsibilities of the parents include the following:

- They need to provide information which will be useful for the counselor to assist their children
- They need to consult with the counselor to know more about their children;
- They need to encourage their children to make use of the guidance services.
- They can act as resource persons during the school's career week.

Implementation of Universal Basic Education and Guidance programmes in schools

Without any controversy there has been a major decline in the quality of education in Nigeria, government and major stakeholders have taken some major steps in addressing this narrative such as provision of more funds, financing of teachers education, building of infrastructures etc but regrettably the situation looks irredeemable. This development has been traced to several factors all working side by side with a common purpose. In searching for answers guidance programmes is identified as a veritable tool needed to achieve academic awareness and achievement which is why the Universal Basic Education (UBE) was set up in the first case.

The guidance programme in school is designed to help the students to maximally internalize what education system imparted on them to the point of profitability and fulfilment. This is possible when all levels of our educational system embrace and give guidance services a pride of place during early education period. By implication vocational guidance will help the students to choose the right career or vocation that will enhance maximally their potential to the point of success and fulfilment. This is in line with Aquino and Alviar (1980) cited by Buadi (2003) who argued that the guidance and counseling programme in schools is not only for children with more obvious problems but for all students. To this end the Universal Basic Education reform should without hesitation avail herself the golden opportunity of guidance programme/ services in order to effectively implement its agenda and realize her goals.

The guidance programme in the school is a multi-faceted and comprehensive in nature, it covers a broad dimension of students services which help to strengthen and solidify

learning and will in turn help to achieve the objectives of the Universal Basic Education (UBE).

Guidance programme is structured in a way that it helps individual to understand himself and his world, make meaningful and realistic decision that will ensure progress and personal fulfillment. Failure to appropriate this will make development far reaching. If students, staff, and general public are not well psychologically prepared through guidance, the effective acceptance and utilization of educational materials and programmes may not be profitably achieved (Alao 2005).

It is important to also know that guidance programme is not only affective but also person oriented in a way that it is a veritable and essential in meeting the goals and objectives of Universal Basic Education (UBE). If Guidance and counseling according to Alao (2005) would be so placed in our National policy on education, it will go a long way in curbing waste in our educational system and will move the nation forward in terms of individual and national development.

Way forward

The challenges of providing guidance services are enormous and require urgent attention of government and other stakeholders with the school population vis-à-vis the number of available qualified guidance counselors must be considered in initiating and developing guidance programmes at all level of education. Arhedo, Adomen & Aluede (2009) affirm that school counsellors by virtue of their training and profession are strategists in the implementation of educational policies. In recognition of the importance role of guidance and counselling in the implementation of UBE, it was clearly stated in the National Policy on Education that guidance and counselling will feature in teacher education programme. Similarly, the U.B.E programme and the guidance programme should be fine-tuned in such a manner that the output will be rich and far reaching.

Trained and experienced personnel should be involved in the formulation and implementation of the policy of both the U.BE programme and that of the guidance programme. Enough funds needed for the successful implementation of UBE, teaching and learning material, resources, library centres should be promptly provided. Teachers, counsellors and other relevant personnel/ stakeholder should be actively involved and mobilized to ensure no one is left behind in the pecking order of impact.

The place of training in attaining excellence in any human endeavour is priceless. Therefore concerted effort should be made by all levels of government to train more qualified guidance counsellors and other school personnel that will take up these responsibilities in all levels of education in Nigeria. Similarly government should also accord guidance and counselling its rightful place in the U.B.E programme as well as specifically state in clear terms the function of the guidance counsellors.

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CHAPTER 16

STRATEGIES FOR THE EFFECTIVE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION (UBE) IN THE MIDST OF SECURITY CHALLENGES IN NIGERIA

Mu'azu Abba Jabir

Introduction

From the time immemorial, societies through ages have one form of education or the other. Education has been defined as what each generation gives to its younger ones which makes them develop attitudes, abilities, skills and other behaviours which are the positive values to the society in which they live (Fafunwa, 1974, as cited in Denen, 2020). In Nigeria for instance, education pre-dates the colonial advent into the country. In other words, even prior to the introduction of Western Education by the Christian missionaries in Nigeria; there were other systems of education viz: Traditional and Islamic systems of education. Throughout history therefore, Education is considered to be the bedrock of any meaningful and sustainable development that a country can experience.

Primary education – the world over – has been regarded as the most important as well as the most patronized by people. This is simply because, the success or failure of the entire education system are determined by this level, as all the beneficiaries of the other levels of education by necessity have to pass through it. In Nigeria for instance, even though primary education is officially free and compulsory, about 10.5 million of the country's children aged 5-14 years are not in school. Only 61 percent of 6-11 year-olds regularly attend primary school and only 35.6 percent of children aged 36-59 months receive early childhood education (UNICEF, 2022). In line with this key role which primary education plays in the individual's long life development as well as that of the entire nation, the Nigerian government has made several efforts in the past to provide broad-based elementary education through various educational policies and programmes with the aim of providing its citizen with basic knowledge, skills and attitudes that is necessary for nation building. These educational policies and programmes include the: Introduction of Universal Primary Education (UPE) in the Western and Eastern regions in 1955 and 1957 respectively; however, in 1976, the UPE program was redesigned and reintroduced as a national policy by the Federal Government to provide education for all the Nigerian citizens. Unfortunately, the UPE programme in general was faced with the problem of poor planning (such as inadequate funding and limited resources both human and material) which – inevitably – resulted into poor implementation. As a result, the program failed as the stated objectives were inadequately achieved.

As such, the need for a more robust educational programmes in Nigeria became necessary following the outcome of the Jomtien World Conference held in 1990 and the declaration of "Education for All (EFA) accord as well as the need to achieve the item two of the Millennium Development Goals (MDGs) adopted by world nations which proposed that, by the year 2015, children of educable age should have free, accessible education. This is what gave birth to the introduction of reformed UPE program known as: the Universal Basic Education (UBE) on the 30th September, 1999.

Universal Basic Education (UBE): Its Nature, Objectives, Scope and Implementation Strategies

i. Meaning and Nature of the UBE Scheme:

Operationally, the acronym (UBE) which stands for: Universal Basic Education, comprises three main components – ‘Universal’, ‘Basic’ and ‘Education’. ‘Universal’ connotes a programme that is meant for all facets of the society - the rich and poor, the physically fit and physically challenged, the brilliant and dull, the regular students and the dropouts including every other individual that is ready to acquire knowledge. ‘The term ‘Basic’ connotes that which is fundamental or essential indicating that basic education is the starting point in the acquisition of knowledge and that it is for all citizens. ‘Education’ connotes a process of bringing permanent and desirable change in behavior as a result of learning and experience. It is that type of education that can help an individual function effectively in the society.

Thus, Universal Basic Education is the transmission of fundamental knowledge to all facets of the Nigerian society from generation to generation. Okoro (2010) described UBE programme as an expression of the strong desire of the government to eliminate illiteracy by raising the level of awareness and general education opportunities of the entire citizenry in Nigeria. According to the Universal Basic Education Act (2004), Universal Basic Education" means early childhood care and education, the -nine years of formal schooling, adult literacy and non-formal education, skills acquisition programmes and the education of special groups such as: nomads and migrants, girl-child and women, Almajiri, street children and disabled groups. It is clear from the above provision that, the UBE policy aims at providing wide-ranging educational opportunities to the citizens than the UPE in terms of: accessibility, affordability, quality, equity, and inclusiveness

In line with the bureaucratic structure of the Nigerian education system of dividing the tiers of government into – federal, state and local/district governments of the federation, the body that is saddled with the responsibility of manning the affairs of the UBE programme at the federal level is known as the Universal Basic Education Commission (UBEC), while at the state level is known as the State Universal Basic Education Board (SUBEB), and at the local government level is known as the Local Government Education Authority (LGEA) where the schools are based.

ii. Objectives of the UBE Scheme:

The major aim of UBE is to increase the literacy rate of Nigerians by providing free education at the basic levels that is open to all citizens regardless of region, religion, sex, or socio-economic status. However, according to the implementation guidelines of the UBE (FRN, 2000), The UBE programme is aimed at achieving the following specific objectives: (i) Developing in the citizenry a strong consciousness for education and a strong commitment to its vigorous promotion; (ii) The provision of free, universal basic education for every Nigerian child of school going age; (iii) Reducing drastically the incidence of dropout from the formal school system (through improved relevance, quality and efficiency); (iv) Catering of the learning needs of young persons who, for one reason or another, have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education; and (v) Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values for laying a solid foundation for lifelong learning. (FRN, 2000)

iii. Scope of the UBE Scheme:

The scope and coverage of the UBE scheme is broader than that of the UPE which focusses only on providing education to primary school age children. More specifically, the UBE scheme covers the following areas: Programmes and initiatives for early childhood education and development; Nine years of formal schooling that comprised the 6 years of primary school and the 3 years of junior secondary school; Programmes and initiatives for the acquisition of functional literacy, numeracy and life skills, especially for adults (persons aged 15 and above); Special educational programmes for special groups such as: the Nomads, Migrants, fishermen, Almajiris, girl-child, refugees and individuals with special needs etc.; Skill acquisition programmes and non-formal education for the drop-out and Out-of-school children and; Non-formal skills and apprenticeship training for youth outside the formal education system (UBE, 2004).

iv. Implementation Strategies/Guidelines of the UBE Scheme:

In an attempt to avert the ugly past experience of non-realization of the objectives of the previous educational programs as well as to make the newly established UBE scheme functional and effective – the Nigerian government outlined implementation strategies/guidelines to facilitate the successful achievement of the UBE objectives. These include: (i). Public enlightenment and social mobilization; (ii). Data collection and analysis; (iii). Planning, monitoring, evaluation, (iv). Teachers; their recruitment, education, training, retraining and motivation, (v). Infrastructural facilities, (vi). Enriched curricula, (vii). Textbooks and instructional materials, (viii). Improved funding and (ix). Management of the entire process. Also, for the programme to be given an objective and purposeful monitoring especially in the area of public enlightenment and social mobilization, the Federal Ministry of Education emphasizes the involvement of the following categories of people at the local level: (a) The use the community based organization, because of their closeness to the grassroots; (b) Traditional institutions and traditional rulers should be involved because of their influence on their subjects; (c) The various religious schools should be targeted; and that (d) both Formal and non-formal approaches should be adopted (FME, 2000):

However, these well-drafted and stated objectives of the UBE with all of its implementation guidelines can only see the light of the day if the stakeholders involved, the implementers and the beneficiaries are physically, emotionally and socially stable living in a safe and secured environment devoid of security challenges whatsoever.

Security Challenges in Nigeria

a) Meaning of Security and Insecurity:

Security or insecurity is a multifaceted concept that can be explained differently by different people as it cut across all aspect of human endeavour. Essentially, security can be seen as the totality of measures put together to ensure protection of life and property of one and all. Precisely, Odekunle (2012) as cited in Ozoemena (2016) defined Security as a protection or defense of people against all kinds of victimization including protection from external militancy attack, economic want, poverty, illiteracy, disease or ill-health, political exclusion, social exploitation, criminality act, etcetera. Insecurity, on the other hand, is viewed by Achumba et al., (2013) as a state of being subject to danger, exposed to risk or anxiety.

b) Some of the Security Challenges in Nigeria

It is needless to say that Nigeria today is bedeviled with a quite number of security challenges that cut across all aspect of its life endeavor leaving behind deadly side and adverse effects on its national unity and development. The critical security challenge confronting Nigeria – according to Ozoemena (2016) – is identified with different names such as: kidnapping, Boko Haram, socio-economic agitations, boundary disputes, cultism, corruption, all manner of robbery including pen robbery, looting of the national treasury by some public officials, disorder and anarchy that go with the periodic elections, and aspects of organized criminality involving Herdsmen brutality. Others include ethno-religious conflicts, kidnapping, domestic violence, and thuggery - to mention but a few.

c) Causes of Security Challenges in Nigeria

Like in many societies, the sources of security challenges in Nigeria have been traced to a number of factors and explained by different researchers. For instance; according to Achumba et al., (2013) sources of insecurity could be categorized into two factors namely: (i). remote causes/factors and (ii). Immediate/proximate factors.

The remote factors include: lack of institutional capacity resulting in government failure, pervasive inequalities and unfairness, ethno-religious conflicts, conflict of perceptions between the public and government, weak security system, loss of socio-cultural and communal value system. On the other hand, immediate/proximate factors include: porous borders, rural-urban drift, and social irresponsibility of companies, unemployment/poverty, and terrorism.

d) Effects of security challenges in Nigeria

Security challenges in Nigeria affects the social, economic, political and even educational processes of individuals and societies at large. Generally, – at the individual level – all form of violence have been found to negatively harm the physical, psychological, mental and moral development of the person affected. On the other hand, security challenges result in destruction and looting of properties worth billions of Naira and significant loss of lives as well as social dislocations among the affected population. Undoubtedly, this has implications for the educational, health and social wellbeing of society at large.

In particular, one of the critical sector in Nigeria that suffered and still suffering the greatest negative effect of insecurity is the education sector. According to FME (2021), 'Armed conflicts affect education negatively; they can expose learners to trauma, psychological crises, mental health disorders and physical abuse. Disruption can lead to suspension of classes, which can last for long periods, and schools may end up being used as temporary evacuation centres'.

e) Nexus between Security and Education:

Obviously, one can postulate that: 'Education is directly proportional to national security'. That is, the higher the education level of a nation the stronger the nation's security and vice-versa. Stressing this postulation, Jonathan (2016) pointed out that, going by the UNESCO literacy rate by countries; the top ten most literate nations in the world are at peace, while almost all of the top ten least literate nations in the world are in a state of either outright war or general insecurity. That is why, the counter insurgency strategies – according to Jonathan (2016) – can be effective in fighting insecurity only in the immediate term, while education provides a long-term solution to insecurity. This is true because "through wars and weapons, we can only kill terrorists – but the ideology of terrorism can only be ended through education and enlightenment.

Besides, Sadiq (2013) asserted that an educated population is an asset to a nation due to the fact that education promotes national security as it inculcates desirable human traits like honesty, sincerity, hard work, punctuality, productivity, innovation, patriotism, selflessness, brotherhood, friendship etc. It also empowers people by inculcating life-long skills and know-how thereby liberating the individual from poverty and want.

Moreover, Education is a key component of safety and security in schools, as it enhances the understanding, sensitivity and overall capacity of stakeholders. Beyond this, education also prepares people for emergencies or disasters and equips individuals with strategies to mitigate, prevent and respond to them, even while building the resilience of the affected people (FME, 2021). Undoubtedly, this strong connection between the nation's security and its educational system will definitely reflect itself – positively or negatively – in the planning, implementation and evaluation of educational policies such as Universal Basic Education (UBE) scheme.

Security Challenges and UBE Implementation in Nigeria:

According to FME (2021) violence against children negatively affects enrolment at the basic level, especially as it concerns the girl child. Parents are known to have been discouraged from sending their girls to school out of fear for their safety. And this ultimately affect the smooth running of UBE programmes in Nigeria as safety and security in schools go beyond the physical and material safety to include environmental and psychological safety and security. Some of the areas of security challenges that affected the UBE implementation include:

- **Environmental security challenges:** the Abduction of 276 Chibok girls from their school followed by incessant attacks on schools – especially in the northern part of Nigeria – has created the mindset of associating or considering school environment as a danger zone that no loving parent will comfortably allow his children/ward to go in. consequently, this resulted in the reduction in the enrolment of students and increase the number of school drop-outs and as such posing great challenge on the successful attainment of the UBE objectives.
- **Health security challenges:** Although the UBE programme is yet to fully realize its outlined objectives as a result of several onslaught on schools by the Boko Haram; the outbreak of COVID-19 pandemic – which left some schools partially closed while others fully closed – has further posed a great challenge in the successful implementation of the programme. According to UNESCO (2021) Schoolchildren around the world have lost an estimated 1.8 trillion hours of in-person learning since the onset of the pandemic and subsequent lockdowns leading to younger learners been cut off from their education and the other vital benefits schools provide. Obiakor and Adeniran (2020) opined that UNESCO affirms that almost 40 million learners have been affected by the closures of school in Nigeria and 91% of these learners are in primary and secondary schools.
- **Physical/Social Security Challenges:** the wanton destruction of lives and property and incessant attacks on learning environment and other related social vices such as banditry, kidnappings etc. has resulted into the social dislocation of teachers, students and their parent from their birth place. Consequently, this has greatly hampered the smooth implementation of UBE program in Nigeria simply because, the full attention and social stability of students, teachers and other stakeholders involved in the implementation process of the UBE programme cannot be guaranteed while they are living as refugees or IDPs.
- **Economic/Financial security challenges:** lack of funding or misappropriation of funds has always been the major problem of UBE scheme especially at the

implementation phase. UBE as a universal and free educational policy consisting of both formal and informal approach to education always requires adequate financial intervention, but due the state of the nation economically and the problem of corruption the programme always faced the problem of improper implementation due to the insufficient funding. Experience has revealed that in some remote areas in Nigeria, schools are yet to be established there. The nomad's children are yet to have full access to education, even though nomadic schools were established in some areas, other areas are yet to benefit, hence due to financial problems, UBE is yet to be free, compulsory and universal as expected (Mohammed, 2021).

- **Psychological/Emotional security challenges:** The incessant killings and destructions – especially in northern part of Nigeria – has created psychological trauma, phobia and anxiety, living people in perpetual fear of uncertainty and misfortune. Many people are subjected or confined to refugee camps (IDPs) in their birth place across states boundaries as most economic activities are on the decline. This economic hardship further intensifies the situation by increasing the level of poverty, unemployment which in turn excavate more psychological disorder, anger, agitation, violent crimes against the government by individuals or groups. Undoubtedly, unquestionably, UBE programme cannot succeed in achieving its objectives under such psychological condition.

From the foregoing, it can be understood that the security challenges bedeviling Nigeria have contributed immensely in crippling the implementation of Universal Basic Education (UBE) in the country. Hence, to effectively and successfully implement the UBE programme as enshrined in its implementation guidelines amid these plethora of security challenges, not just innovative but also effective strategies must be put in place.

Strategies for the Effective Implementation of Universal Basic Education (UBE) in the Midst of Security Challenges:

The following are some of the strategies that will of guide in the effective implementation of Universal Basic Education (UBE) program in the midst of security challenges, for easy digest, it is categorized under sub-headings as: (i). curriculum-related strategies (ii). Government policy-related strategies (iii). Logistics-related strategies (iv). School security-related strategies

I. Curriculum-Related Strategies:

Establishment of Mobile Libraries: UBE covers learning in school and in other places. As a result, the vision of school library facilities must expand. Nursery and primary schools can have libraries, but for early childhood care, we will be concerned with home libraries and services to community and daycare facilities. School library service for nomadic populations will necessarily be mobile (usually transported by buses in some countries including Nigeria, by boat in Nigeria and Venezuela, by camel in Kenya, by donkey in Peru and Zimbabwe, and by cart in Nicaragua). Equally, serving the basic education needs of out-of-school adults and youth will require co-operation with public libraries, with school libraries as access points or providing shared facilities. Unfortunately, the school renovation and construction project of the UBE programme did not include provision of space for libraries. Failing to provide this essential facility according to Unagha (2008) will work against the objectives of UBE in Nigeria.

Introduction of Scientific, Technological and Vocational Literacy in the Early Years: Access to scientific, technological and vocational literacy must begin in the early primary years of education and extend through non-formal life-long learning. It must be available for all: females, males, poor, rich, rural and urban pupils in all cultures and societies. The intent of vocational literacy is to provide citizens with skills that make for self-reliance and life-long occupational independence. If we start early to inculcate in the pupils through a sustained UBE programme the basic science and technology culture, over time, hopefully we will develop a community of scientific and technologically literate populace. In line to this, in order to strengthen open and distance learning with effective E-learning solutions, ICT should be integrated into the formal school system by making provisions for the creation and supply of ICT equipment and experts to schools.

Inculcating Ethical Values through Moral Education: For UBE to be implemented effectively, schools must offer greater opportunities for effective reason-based moral education, through the development of the moral sensitivity of students and their capacity to make moral decisions. These theoretical learnings must be complemented by a proliferation of philanthropic and humanitarian projects by which students can display in action some of the moral principles and procedures learnt in classroom situations.

Transforming the Almajiri School System: Building human capacity is central to ensuring security and socio-economic development, the need to co-opt 'Almajiri' (Islamic traditional system of education) into universal basic educational programme activities, is crucial such as its modification into conventional school system through expanding its funds utilization. This is because these segment of people are easily aided or abetted by the insurgent activities due to their low level education and awareness as could easily be swayed by vary ideologies.

Creating Peace-Building Programs: Creating peace-building programmes involving parents; as well as building and sustaining participative structures and caring relationships among the school, families and the community. Peace concepts and values that promote a culture of peace may include: spirituality; human rights; non-violence; social justice; interfaith and intercultural solidarity; respect for diversity; common humanity; oneness with nature; human security; critical thinking; conflict resolution; conflict management and transformational skills; and the attitude of caring, empathy, and compassion (FME, 2021)

II. Government Policy-Related Strategies:

Poverty Alleviation and Fair Distribution of Wealth: Children from low-income families usually find it difficult to benefit from the – so to say – free basic education programme offered by the government. This is because efforts on poverty alleviation programmes had not yet yielded significant impact in Nigeria. For the implementation of UBE programme to be effective, strategies to improve the poverty alleviation initiative and the Nigerians general standard of living must be considered. There is also need for a fair distribution of wealth among the citizenry so as to bring about balancing in nation's economic developmental indices and resource allocation.

Establishment of More Nearby Schools: With the continuous destruction and/or displacement of schools by the insurgents or using them as military base, there is need for government – at all levels – to consider putting up more schools in order to counteract this ugly trend and enhance the student-teacher ratio to avoid overcrowding in the classrooms. The junior secondary schools should be planned as neighborhood schools as

stated in the National Policy on Education to relieve students from trekking long distance before getting to school.

Unified Awareness Campaign Strategy: The socio-cultural ill-perception – especially in the North – of ascribing Western Education as ‘Ilimin-Boko’ that is: fake education had already paralyzed the implementation of UBE scheme even before the advent of Boko-Haram activities. However, it is a well-known fact that the emergence of Boko-Haram ideology coupled with their insurgent activities against western education of abducting students and destructing schools has further decreased the interest of some citizens towards western education. As such, for UBE programme to be effectively implemented, there is need for collaboration of both government and nongovernmental agencies to engage in unified and rigorous campaign in order to create more awareness among the general public who still have some reservations about western education system. This awareness campaign is needed so as to erode from their minds the negatively-held belief on western education and encourage them to allow their children/wards benefit from the UBE programme, as well as alerting them on the consequence they might face of not compliance as enshrined in the UBE Act.

Revamping School Feeding Initiative: The impact of School feeding initiative goes far beyond the plate of food, to producing high returns in the critical areas of: education and gender equality, health and nutrition; social protection and local economies and agriculture. In the educational sector for instance; a child who would not be sure of getting food at home would rather prefer to go to school where it is certain that he would have a good meal. With this positive attitude developed, the child’s interest in school and in learning may from there be ignited. This initiative – according to WFP (2019) – has been found to show positive impact in both school participation (enrolment, attendance, completion) and learning (scores on cognitive, language and mathematics tests).

III. Logistics-Related Strategies:

Fostering School-Community Relationship: Schools exist in communities or towns and thus require harmonious co-existence with the hosting communities. It is required of a good administrator to move his school to the community and invite the community into the school through mutual understanding and assistance. Fostering school-community relations is a function of the school administrator and is considered very important in the achievement of the UBE goals. The school should be community-friendly and vice-versa.

Working with School-Based-Management-Committees (SBMCs): SBMCs are established by government to serve as a bridge between school and the communities they serve. SBMCs ensure effective utilization of physical resources, promote transparency in the management and utilization of school resources and ensure accountability in school finances. They help in the planning, decision making and general management of the school to ensure improved learning outcome. Incorporating the activities of the SBMCs in the management of UBE schools will go a long way in ensuring effective implementation of the programme.

Education for All is a Responsibility of All: There should be accountability in all facets of the system. Leaders, managers, parents/guardians, communities and the society must be involved in ensuring adequate implementation of UBE.

Developing Strong Community Support Network: Strong community support network should be provided for victims to ensure they recover from the mental trauma. This will include the training of teachers to recover from traumatic experiences. According to FME (2021): Promoting and providing support services for learners, such as counselling, and prompt referrals to child protection service providers, such as social welfare officers, medical services in hospitals, law enforcement agencies (police, Nigeria Security and Civil Defence Corps).

Establishing Crowd-funding Initiative: For the implementation of UBE programme to be effective and sustainable, government shouldn't be the only stakeholder in the process. Although major decisions could come from the top, actualization would be done by the participants or actors on the field. Invariably, these actors have something to contribute in order to promote effective implementation and increased impact. In this respect, crowdfunding initiative – where funds are raised for education through involvement of individuals, communities, Parents Teachers Association (P.T.A), private sectors, NGO's, international agencies etc. – could be a sustainable strategy to this feat. However, appropriate strategies should be put in place also to ensure that these funds are not misappropriated or diverted to private pockets.

Making Hotlines and Helplines Available in Schools: As a security-wise strategy; there is need to provide hotlines and helplines in schools to aid all members of the school community – learners, teachers, parents etc. – to find information and assistance related to violent acts and to make urgent reports of incidents of violence. These emergency numbers shall include that of the Police, Fire Service, hospitals (within the locality), ambulance services, Federal Road Safety Corps and nearest medical doctors. These numbers shall be posted in strategic places on school premises and updated regularly (FME, 2021).

School Security-Related Strategies

Making School Environment Secured: Security of the students, teachers and the school community is necessary for parents to enroll their children in the UBE programme. It is therefore imperative for government to work with local communities to ensure that the safest, most secure, and most accessible location is selected for all newly constructed schools and that, where possible, the new school is near a town. To achieve this; access to school premises shall be restricted to ensure that no person with the intention to cause harm gets access to the school. The head of the institution shall ensure that: a. all persons entering the school premises have necessary clearance or permission; b. school gates are locked at all times; c. parents who come to visit their children/ward have permission and do not disrupt any school activities during their visit; d. all persons or vehicles entering the school premises are properly documented and searched; e. school security personnel are always on duty (FME, 2021)

Revamping Safe-School-Initiative: According to the FME (2021), The Safe Schools Initiative was launched in Nigeria on May 7, 2014 by the UN special envoy for global education to help protect education in Nigeria following the abduction of the Chibok girls. The initiative has three components, namely: (i). The transfer of vulnerable learners in violence-affected communities to safe areas and boarding schools in states not affected by violence; (ii). The initiation of the safe school model in 10 schools in each of the 3 states

affected by the Boko Haram insurgency; (iii). The provision of high quality education to children affected by the conflicts and living in camps for internally displaced persons. Although the initiative is hampered by funds and logistics, the three components of the initiative form part of the framework for, and obligation of, the Nigerian government to ensure safety in schools in Nigeria. As a result, for the effective implementation of UBE programme, a comprehensive reevaluation and revamping of the safe schools initiatives is needed to extend beyond the original scope and be sufficiently funded.

Overhauling the General Security Outfit of the Country: Schools are only secured in so far as the larger society is secured. There should be private-public alliance in the transformation of the country's security system through ICT-based security networking. Nigerian border security should be tightened through concerted efforts with the neighboring countries. Internally, there is need to institute well-coordinated community policing or what is known as Civilian Joint Task Force (CJTF) to work closely with other conventional law enforcement agencies in Nigeria. Security post should also be mounted in every five kilometers away from each established schools or academic institutions of learning.

Setting up School Safety and Security Committees: According to FME (2021), all schools should set up school safety and security committees. The committee, which should comprise representatives of teachers, prefects/learners, Parent-Teacher Associations (PTAs), community members and so on, are to be responsible for taking on the safety agenda at the community and school level.

Demilitarization of School Environment: Schools are protected civilian objects under the rules of war. As a result, functioning educational institutions are not to be used for military purposes in any way. The Ministry of Education should liaise with relevant stakeholders to make security arrangements to ensure the protection of the transit routes, physical infrastructure, learners and teachers of these educational institutions. Security forces must also patrol these institutions and their transit routes and watch over the learners and teachers without creating military presence within the schools or within attack range of the institutions. (FME, 2021).

However, as for the non-functioning or abandoned educational institutions; FME (2021) further emphasize that, they are still not to be used for military purposes. Where, however, necessity demands (i.e., self-defense) or when there is no viable alternative to the use of the educational institution for military purposes, such institutions may be used for military purposes, but only for as long as it is necessary to obtain the required military advantage, after which security forces and their weapons, munitions, stores and so on must be evacuated, and the school must be promptly returned to its civilian character and reopened. Ideally, the use of schools, even abandoned ones, should be avoided at all costs. One possible alternative plan is for the military to bring its own temporary encampment structures.

Summing it up:

In its implementation guidelines, the National Policy on Safety, Security and Violence-Free Schools of the Federal Ministry of Education has precisely and concisely identified the following measures as what 'the responsible parties shall do to ensure the safety and welfare of learners and others in learning environments:

- (a). Implement policy on safety and security in schools.

- (b). Identify all possible areas that could constitute risks to life and property with a view to eliminating or mitigating such.
- (c). Install modern safety and security gadgets in schools (e.g., CCTV, fire extinguisher).
- (d). Fence and gate the school compound.
- (e). Station trained security personnel at the school gate.
- (f). require visitors to be given clearance before entering the school premises.
- (g). require learners and workers to always be in possession of their identity cards.
- (h). Conduct proper background checks before employing teachers and other employees.
- (i). Ensure that learners, instructors/facilitators, school based management committee and Parent-Teacher Association are trained on safety and security issues.
- (j). Ensure that safety and security clubs are formed in schools.
- (k). Ensure that central safety and security alarms and cameras are installed, monitored and maintained in strategic places.
- (l). Ensure that learners' bags are searched from time to time to prevent them from bringing dangerous weapons into the school.
- (m). Provide security emergency numbers to schools.
- (n). Provide psycho-social support to learners after a disaster

Conclusion:

Along with other sectors of human endeavor, the education sector in Nigeria has been witnessing a lot of hiccups especially in the implementation phase due to the numerous security and administrative challenges ravaging the entire system especially at the basic level. UBE scheme is one of the brilliant educational policies formulated by the Nigerian government to ensure the universalization of basic education to its citizens irrespective of region or religion. Nevertheless, it must be borne in mind that mere formulation of policies is unproductive and insignificant if it is not complemented with effective implementation, as it is only effectively implemented policies that can bring about prosperity and development. The current chapter examines the (UBE) scheme with a particular emphasis on its implementation strategies in the midst of security challenges in Nigeria. In doing so, the chapter, gave a general overview of the UBE program highlighting: its meaning/nature, objectives, scope and its implementation guidelines. The chapter further shed light on security challenges facing Nigeria giving special focus on the nexus between security and education. The chapter further discussed how the implementation of UBE scheme is being hampered by security challenges from different angles. Finally, the chapter culminates by mapping out strategies to be employed for UBE scheme to be effectively implemented in the midst of security challenges. With the belief that the current security challenges the country is witnessing are as a result of prolonged neglect of provision of qualitative basic education, It is hoped that when these strategies are duly employed, the UBE programme in particular and the education sector in general will experience a dramatic positive change in achieving its desired goals. It is therefore recommended that, for these strategies to see the light of the day in the implementation phase, corruption in and out of UBE scheme should be fought with vigor.

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CHAPTER 17

MANAGEMENT OF UNIVERSAL BASIC EDUCATION (UBE) IN NIGERIA

Mohammed, Hauwa

Introduction

The Federal Government of Nigeria first introduced the Universal Basic Education (UBE) programme in 1999 as a reform programme in education aimed at providing greater access to and ensuring the quality of basic education in Nigeria. The programme as a free, universal, and compulsory basic education was later backed by the UBE Act 2004, which made the provision for basic education consisting of Early Childhood Care and Education (ECCE), Primary and Junior Secondary education. The programme is seen as a demonstration of Nigeria's commitment to global protocols and conventions on education. These include the Rights of the Child Convention (1989) and the World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs (1990). One of the major goal of the UBE programme is to ensure that all children, regardless of ethnicity, religion, class, or gender, have access to quality basic education. Hence access, equity and quality are the cardinal pursuits of the UBE programme (<https://en.wikipedia.org/wiki>).

Basic education administration and management in Nigeria is the responsibility of Local Education Authorities (LGEAs) under the supervision of State Universal Basic Education Boards (SUBEBs) and the UBEC at the federal level (Uga & Fanan, 2019). There are a large number of other institutions, including: the National Commission for Nomadic Education (NCNE), the National Commission for Mass Literacy, Adult and Non-formal Education (NMEC), the National Teachers' Institute (NTI), the Nigerian Education and Research Development Council (NERDC), the National Commission for Colleges of Education (NCCE) and the Teachers' Registration Council of Nigeria (TRCN). According to Victor (2019), the Universal Basic Education is the foundation on which a strong and prosperous nation is built and also a stable ground to raise and develop an upright and productive citizen that is useful to the nation in terms of economic and all round development. Universal Basic Education scheme was introduced in Nigeria to address the grievances and yearnings of the Nigerian citizens for an educational system that would be more relevant to the socio- economic, political and cultural background of the country. Victor (2019) was emphatic that the National Policy on Education (Federal Republic of Nigeria, 2004) recognizes primary education as the foundation of the educational structure in the country and the initiative was projected towards providing greater access to and ensuring qualitative basic education throughout Nigeria.

Concept of Educational Management

Management comprises planning, organizing, staffing, leading or directing, and controlling an organization or initiative to accomplish a goal. Resourcing encompasses the deployment and manipulation of human, financial resources, technological resources, and natural resources. Management is also an academic discipline, a social science whose

object of study is the social organization. Management in education and organizations means to coordinate the efforts of people to accomplish educational goals and objectives using available resources efficiently and effectively. Educational management, as the name implies, operates in educational organizations or institutions. Thus, management of education or educational management implies the practical measures for ensuring the system works for achieving the goals or objectives of an educational institution. Matthew (2018) stated that educational management consists of the activities of the educational organization which is geared towards the attainment of the goals of teaching on the part of teachers and learning on the part of pupils. In other words, the essence of management in educational institutions is for the enhancement of teaching and learning, it involves the activities of forecasting and organizing resources for the achievement of the goals of the school.

Joseph (2018) sees educational management is a complex human enterprise in which different resources are brought together and made available to achieve and to accomplish the desire and expected goals or objectives. Basically scope of any subject or discipline refers to its subject matter, area, jurisdiction and breadth of it. Educational management constitutes the following aspects in its jurisdiction as its scope: (i) Production in education which means realization of the goals of education which have been set up by society, (ii) Educational management is also concerned with receiving and spending money necessary for the operation and activities of the educational machinery, (iii) Personnel management which is the framing and operation of policies and procedures for recruitment of workers and maintenance of goodwill and personal relationships among them and, (iv) Co-ordination is an important activity of educational administration, which ensures the close interrelation and integration of all the functional activities of the organization such as personnel, finance and production for desired results (Obi, 2003).

Some of the objectives of educational management in educational institutions are:

- Educational management helps in the achievement of institution's objectives i.e. it ensures school and college effectiveness.
- It improves planning, organizing and implementing and institution's activities and process.
- It helps in creating, maintain and enhancing a good public image of the institution.
- It helps in appropriate utilization of its human resources i.e teaching staff, non – teaching staff and students.
- It enhances efficiency of the institution i.e. it helps in attaining the goals with minimum cost and time.

Therefore, educational management is a comprehensive effort intended to achieve some specific educational objectives. It deals with the educational practices, whereas educational philosophy sets the goals, educational psychology explains the principles, educational administration tells how to achieve educational objectives and principles. It is the dynamic side of education (Jaiyeoba, 2006). In a democratic country like ours, educational management is a necessity. The purpose of educational management is to bring pupils and teachers under such conditions as will more successfully promote the end of education. Superior educational management, in fact, is basic to the satisfactory functioning of democracy. The purpose of educational management is to enable the right pupils to receive the right education from the right teachers, at a cost within the means of the state, which will enable pupils to profit by their learning.

Educational Management and the Basic Education Programme in Nigeria

Management of education in Nigeria dates back to pre-independence on the introduction of western education by the missionaries (Osmond, Kalu; & Okonkwo, 2018). Education in Nigeria is overseen by the Ministry of Education. Local authorities take responsibility for implementing policy for state controlled public education and state schools at a regional level. The education system is divided into kindergarten, primary education, secondary education and tertiary education.

Nwankwo (1987) cited in (Osmond, Kalu; & Okonkwo, 2018) emphasized that the management and administration of education reflects the earlier impact of the various agencies such as missionaries, British colonial government and Nigeria herself. Each of these agencies left foot print that has guided the educational administration, management and supervision in Nigeria. At the inception of western education in Nigeria around the 1840s education management and administration was solely in the hands of the missionaries. Within the periods, the colonial administration made an educational ordinance in 1882. Government was not interested in the management and administration of education it only made grants-in-aids available to schools.

The first colonial government intervention in the national education management, control and administration took place in 1887 with promulgation of the first Nigerian educational ordinance between 1887 and 1960, the colonial government and the nationalist played significant roles in the national educational management and administration. There were many educational codes policies, ordinance and commission aimed at proper management and administration of education. The country's nationalists having recognized the roles of education as an instrument of colonial liberation, played active part in the management and administration of the country's educational system. At independence in 1960, the management and administration of Nigeria education rest on Nigerians themselves. This period witnessed active participation by non-governmental agencies, communities, individuals, as well as government intervention.

Nigerians got fully involved in the management of education beginning from the time of the Richards constitution of 1946 with the creation of the regional governments who took control of the management and administration of Nigeria education. The most important giant step ever taken in the management and administration of the nation's education took place in 1969 with the convention of the national curriculum conference which led to the provision of the educational document christened national policy on education in 1977 that serves as a guide to the direction of our educational practice. The administration of education in Nigeria, changed between the civilian and the military rules from 1960-1999 when the education industry witnessed several policy inconsistencies and policy somersault (Osmond, Kalu; & Okonkwo, 2018).

The Universal Basic Education (UBE) programme was introduced by the Federal Government of Nigeria in 1999 at Sokoto, Sokoto State as a reform programme in education aimed at providing greater access to and ensuring the quality of basic education in Nigeria. It was launched on 30 September, 1999 by the former President of Nigeria, Chief Olusegun Obasanjo with the goal of providing free, universal and compulsory basic education for every Nigerian child aged 3-15years regardless of culture, race, tribe or class. Hence, access; equity and quality are the cardinal pursuits of the UBE programme.

The UBE vision statement is to ensure that every child that passes through the system acquires appropriate levels of literacy, numeracy, communicative, manipulative and life skills and be employable, useful to himself and the society at large by possessing relevant ethical, moral and civic values (UBEC, 2004). The UBE Programme is also Nigeria's strategy for the achievement of Education for All (EFA) and the education-related Millennium Development Goals (MDGs). For the UBE programme to be sustained there must be quality assurance monitoring and evaluation carried out on a regular basis. The research and planning units of the ministries of education should be well equipped to meet the challenges of the UBE programme. Close and continuous monitoring of the programme will reveal whether the stated objectives of the programme has been achieved. The monitoring and evaluation team should and may include: the ministries of education, the Joint consultative Committee, the National Council of Education (NCE), the Nigerian Educational Research and Development Council (NERDC), the Universal Basic Education Commission (UBEC), the International Centre for Educational Evaluation (ICCEE), the National Examination Council (NECO) and the West African Examination Council (WAEC).

Obanya (2000) conceptualize basic education as that form of learning required to build firm foundations for literacy and numeracy, to instill basic skills and most importantly, to use these skills learnt in the future. UBE is a close articulation of the formal and non-formal education. That is, it is a community based and functional education programme comprising of a wide variety of education programmes aimed at promoting reading, writing and numerical skills aimed at individual and natural development and empowerment. This goal of basic education is to help ensure a safer, healthier, more prosperous and environmentally sound world. To accomplish this, every child, youth and adult needs to participate in educational opportunities design to meet their basic learning needs. They need the basic skills, values and attitudes required to being able to survive, live and work in dignity in today's world. Every person needs the knowledge to improve the quality of their own life and to continue learning.

The main beneficiaries of the programme are:

Children aged 3-5 years, for Early Children Care and Development Education (ECCDE);
Children aged 6-11+ years for primary school education;
Children aged 12-14+ years for junior secondary school education.

The key elements and resources for the implementation of the UBE initiative were established in the UBE Act and the National Policy on Education (FRN, revised 2004). Some of the policy initiatives from this law include:

- It requires every government in Nigeria to provide compulsory, free, UBE for every child in primary or junior secondary school,
- It establishes that all services in public primary and junior secondary schools are to be free of charge - and penalties are prescribed for those who do not comply,
- Parents have a duty to enroll their children, and make sure they complete the basic education cycle - with penalties for noncompliance.

A provision is made to finance the UBE from - a federal government grant of not less than 2% of its Consolidated Revenue Fund (CRF), funds or contributions in form of federal guaranteed credits, and local and international donor grants.

Objectives of UBE Programme in Nigeria

UBE aims at ensuring every Nigerian child acquires a minimum of nine years basic education and according to the Universal Basic Education Commission (UBEC). The programme seeks to achieve the following major objectives:

- (i) developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
- (ii) the provision of free, Universal Basic Education for every Nigerian child of school going age;
- (iii) reducing drastically the incidence of drop-out from formal system (through improved relevance quality and efficiency);
- (iv) 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
- (v) ensuring the acquisition of the appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning (FGN, 2000).

Scope of the UBE

The compulsory and free universal education is designed to address the following expansion of activities in basic education:

- Programmes and initiatives for [ECCDE];
- Programmes and initiatives for the acquisition of functional literacy, numeracy and life skills, especially for adults (persons aged 15 and above);
- Out-of-school, non-formal programmes for the updating of knowledge and skills for persons who left school before acquiring the basics needed for lifelong learning;
- Special programmes of encouragement to all marginalised groups: girls and women, nomadic populations, out-of-school youth and the almajiris (Qur'anic student);
- Non-formal skills and apprenticeship training for adolescents and youth, who have not had the benefit of formal education (Osmond, Kalu; & Okonkwo, 2018).

Universal Basic Education Commission in Nigeria

The Universal Basic Education Commission (UBEC) simply known as UBEC is a Nigeria's federal government agency that has the mandate to formulate and coordinate all programmes of the Universal Basic Education and prescribe the minimum standards for basic education in Nigeria. The UBEC was established by the Compulsory, Free Universal Basic Education and Other Related Matters Act of 2004 to eradicate illiteracy, ignorance and poverty as well as to stimulate and accelerate national development, political consciousness and national integration to fulfil the national philosophy and goals of education which underlines with the country's aspiration to social, economic and political development. The Universal Basic Education Commission (UBEC) law (UBE Act, 2004) established the commission as the intervention agency responsible for the disbursement of the federal government universal basic education intervention to states and other stakeholders and the coordination of the implementation of the UBE programme throughout Nigeria.

The Law defines Basic education to include: "Early childhood care and development education, nine years of formal schooling (6 years of primary and 3 years of junior

secondary education, adult literacy and non-formal education, skills acquisition programmes and the education of special groups such as nomads and migrants, girl-child and women, Almajirai, street children and disabled groups" (UBE Act, 2004). It also defines the functions of the Commission include the following:

- (a) to formulate the policy guidelines for the successful operation of the Universal Basic Education Programme in the Federation;
- (b) to receive block grants from the Federal Government and allocate to the States and Local Governments and other relevant agencies implementing the Universal Basic Education in accordance with an approved formula as may be laid down by the board of the commission and approved by the federal executive council; provided that the commission shall not disburse such grants until it is satisfied that the earlier disbursements have been applied in accordance with the provisions of this Act;
- (c) to prescribe the minimum standards for basic education throughout Nigeria in line with the National Policy on Education and the directive of the National Council on Education and ensure the effective monitoring of the standards;
- (d) to enquire into and advise the federal government on the funding and orderly development of basic education in Nigeria;
- (e) to collate and prepare after consultation with the states and local governments, and other relevant stakeholders, periodic master plans for a balanced and coordinated development of basic education in Nigeria including areas of possible intervention in the provision of adequate basic education facilities which include:
 - (i) proposals to the Minister for equal and adequate basic education opportunity in Nigeria;
 - (ii) the provision of adequate basic education facilities in Nigeria; and
 - (iii) ensure that the Basic Education Curricula and Syllabi and other necessary instructional materials are in use in early childhood care and development centres, primary and junior secondary schools in Nigeria;
- (f) to carry out in concert with the States and Local Governments at regular intervals, a personnel audit of teaching and non-teaching staff of all basic education institutions in Nigeria;
- (g) to monitor Federal inputs into the implementation of basic education;
- (h) to present periodic progress reports on the implementation of the Universal Basic Education to the President through the Minister; (i) co-ordinate the implementation of the universal basic education related activities in collaboration with non-governmental and multi-lateral agencies;
- (j) to liaise with donor agencies and other development partners in matters relating to basic education;
- (k) to develop and disseminate curricula and instructional materials for basic education in Nigeria;
- (l) to establish a basic education data bank and conduct research on basic education in Nigeria;
- (m) to support national capacity building for teachers and managers of basic education in Nigeria;
- (n) to carry out mass mobilization and sensitization of the general public and enter into partnerships with communities and all stakeholders in basic education with the aim of achieving the overall objectives of the Compulsory Free Universal Basic Education in Nigeria;
- (o) to carry out such other activities that are relevant and conducive to the discharge of its functions under this Act; and

- (p) to carry out such other functions as the Minister may, from time to time, determine (UBE Act, 2004, p. 29).

The UBE Commission also collaborate with the state governments to facilitate its activities through their respective State Universal Basic Education Boards (SUBEBs) and the Local Government Education Authorities (LGEAs) established by law passed by each State House of Assembly. The UBEC's administration is headed by an executive secretary appointed by the president on the recommendation of Education Ministry. The highest decision making body of NCCE is the Governing Board headed by a Chairman and Secretary (which is the executive secretary of the commission) and members. The board members are representatives of federal ministries, institutions and professional organizations which include Federal Ministries of Education and Finance, Federal Colleges of Education (Technical), Federal Colleges of Education (Conventional), State Colleges of Education, Nigerian Academy of Education and Nigerian Union of Teachers (Buchi, 2017).

Functions of the Universal Basic Education Commission

The Universal Basic Education Commission performs a number of functions aimed for realizing its mandate. Some of the Functions of the commission according to Enang (2021) include:

a) Disbursement of funds released into the sector by the federal government:

It is the responsibility of the universal basic education commission to oversee the prompt disbursement of funds channeled by the government into the education sector. This is because the commission goes a long way to ascertain the current situation of the educational system and thus, knows how best to disburse.

b) It also helps to draft out the master plan for the development of the sector:

Being a commission that oversees universal basic education in Nigeria, it also draws and prepares a master plan for key decision-makers in the sector. This is achieved series of strategic meetings with key stakeholders in the sector. This goes a long way to ensure that there is a coordinated operation.

c) Provision of basic education facilities:

It is the responsibility of the universal basic education commission to ensure that the basic facilities that will ease learning are provided for use. This is only made possible through its series of inspections and supervision aimed at knowing the true status of the sector. Only then can remedial steps be adopted.

d) Advising the federal government on funding and development of the sector:

The universal basic education commission helps the government in decision making, through the art of giving timely information to the government for good policymaking.

e) Timely intervention in the education sector:

It has become a major role of the universal basic education commission to timely intervene on issues of serious concern in the sector. Ranging from the provision of instructional materials to erection and renovation of dilapidated structures, the universal basic education commission has done nobly in this wise.

f) Routine accreditation of teaching/nonteaching staff:

It is the responsibility of the universal basic education commission to routinely ensure accreditation of the teaching and non-teaching workforce in the education sector. This is to ensure that teachers are highly qualified so they deliver the best to the students while competing fairly with the international community.

In all, universal basic education has played a major role in restructuring the basic educational system in Nigeria. Over the years, the commission has lived up to the expectation prior to its mandate.

Importance of Universal Basic Education (UBE)

Victor (2019) identified the following importance of Universal Basic Education:

- a. **MDGs achievement:** The millennium development goals are goals which every developing countries should strive to achieve as it brings about a more fulfilled and prosperous nation. Universal basic education helps to ensure that the MDGs are attained by giving the educational foundation to which solutions to overcome social, political and economic problems are analyzed in an environment of learning and its recipient's puts to good use the knowledge acquired to ensure a more productive nation.
- b. **Reduction in Child labour:** Universal basic education helps to reduce child labour in the sense that it provides free and compulsory education for children between the ages of 6 and 14 years. When children are in school, the need for the unnecessary exploitation of a child would not arise as the child's educational right is effectively exercised.
- c. **Ensures Quality Education:** Universal basic education ensures that quality education is melted out to its recipients as the curriculum touches subjects that is important to a country's development and it inculcate in young learners the principles, values, ideologies of each subjects which in the long run will be useful in the country's administration and development. It also equips young learners with attitudes, beliefs that would help shape them positively.
- d. **Reduction of Gender Inequality:** Universal basic education has helped to reduce the issue of gender inequality towards educational attainment by giving opportunities to a female child to have that basic education that would help her contribute her quota to the country's development.
- e. **Employment Opportunities:** The universal basic education has helped to provide jobs as schools are in need of teachers to teach in the primary and secondary schools and this help to reduce the unemployment rate and also contribute to economic development of the nation.
- f. **Reduction of Poverty:** Universal basic education reduces the rate of poverty by producing competent and creative individuals who engage in one form of job or the other to improve their standard of living.
- g. **Crime Reduction:** Universal basic education helps in the reduction of crime as it inculcate in individuals the moral values, beliefs, attitudes and principles that would help the individual become resourceful to himself and the society. An educated individual would find more ways to be engaged in something productive and not engage in crime.

Challenges Facing the Implementation of Universal Basic Education in Nigeria

Nigeria have implemented several initiatives since the 1970s to improve their education sector, but they have had important challenges to their implementation, which have compromised the resources and infrastructure required to achieve these programmers' goals. Some of these challenges according to Oyebamiji (2018) are:

- **Lack of adequate funds:** The UBE programme objective is favorable and good for Nigeria but it lacks adequate funds for the execution of its functions and plans. The government adopted the UBE Act on May 26, 2004 and the Act considers three sources of

funding such as the federal, state, and local government. Precisely the federal government intervened in the general financial issue. Funds were found from domestic or foreign patrons. But it is not enough to achieve the UBE program goals and consolidated budget is too small. The funding from the government is not enough to cater for the increasing population of children that need basic education. Dilapidated classrooms, insufficient teaching aids and the likes tell the tale of insufficient funding.

- **Unlawful appropriation of accessible funding:** It is not a surprise that a lot of funds for achievements of the UBE programme were misused. This problem is evident in class equipment, namely children have to sit on the bare floor, so there is no appropriate furniture for the convenience of kids. The blackboards are in no better condition than class furniture. All this means that the significant part of the funds is misappropriated and misused.
- **Corruption:** This has been seen as a great barrier to the progress of the UBE programme in Nigeria. The problem of corruption is not only in Nigeria but all over the world. And it stops development of the UBE programme. Corruption is something that is difficult to root out but is one of the main challenges not only in the education sphere. Corruption is gradually becoming a norm which must be curbed immediately.
- **Nepotism/ cronyism:** This problem has eaten deep in public offices in Nigeria. Definitely, it has also affected the UBE recruitment commission in Nigeria. Many officials are been employed based on the advantages of having someone who is in the position of power. This has made some officials work below expectation due to familiarity and ties which in turn delays the progress and achievement of the UBE programme objectives. The official might either be in-experienced or far-off the required qualifications.
- **Low educational standard:** The standard of education in this scheme is very low. Children that acquire Universal Basic Education cannot compete favorably with their counterparts from other parts of the world.
- **Ignorance:** Despite the rising level of literacy, some parents still feel that their young children do not need education. They either send them to the farms, to hawk or to learn a trade. This happens especially to the females.
- **Lack of qualified and trained personnel:** Unavailability of qualified and trained personnel is one of the problems of the UBE in Nigeria. Unfortunately, many unemployed people seeking to work with UBE Commission, lacks the expertise and requirements of the commission. This has made the implementation of the UBE programme across Nigeria slow. When an untrained personnel is eventually employed to undertake duties meant for a qualified personnel, there will definitely be a drastic drop in the progress and achievement of the programme's objective. Qualified and trained personnel is one of the tools needed for the success of the programme.
- **Poor planning:** Inadequate planning places the success and the implementation of the programme in jeopardy. Everyone knows if you want to have great success, you have to make a plan. There are primary reasons for inadequate planning, and they are: wrong demographic data and inappropriate researches.

- **Improper inspection:** The UBE Act 2004 created the Universal Basic Commission (UBEC) on the 7th of October, 2004. It was made for regulating the implementation of the programme at the state and local administration. State Universal Basic Education Board (SUBEB) of each state and the Local government Education authorities (LGEAs) implement it. Incorrect and inadequate inspection can lead to the unfortunate implementation of the programme. The proper inspection can help us to see the good results of the programme. For example, if schoolchildren are attending classes in a hostile and unfriendly environment, local authorities during the inspection will eliminate this problem quickly. If there are non-qualified personnel, the appropriate control will resolve this in time. If there are lack or disappearing of local funds from the state budget, the adequate inspection will also eliminate such a gap. So, if such problems as non-qualified personnel, poor class equipment, inappropriate conditions for kids, etc. then we must admit that improper inspection is a big problem too.

- **Weak administration/ poor management:** Poor management and weak administration are one of the problems affecting the success of the UBE programme in Nigeria. The numerous completed projects which has been set down as a legacy are gradually fading away due to poor management. Many established primary schools by the UBE programme in the state and local government are deteriorating rapidly due to the handing over of the reins of management into wrong hands. This tends to tarnish and ridicule the progress of the UBE programme in Nigeria.

Insecurity: The current state of insecurity in the country keeps a lot of children away from the school, in the safety of their homes makes their children especially the females morally corrupt. They bluntly refuse to send their children to school.

- **Incomplete projects:** When production of the new projects begins, and there are no available funds for its full and successful implementation, it leads to various unfinished projects. Flagging-off of new projects when there are uncompleted projects on ground tends to cause diversion of attention and lose of focus. When a project is unfinished, it is yet to be categorize as a success. This leads to slow impact of the UBE programme in Nigeria.

Recommendations

The following recommendations were made as a way forward to the effective management of the Universal Basic Education Programme in Nigerian Schools:

- The government should increase allocation to the scheme so that the quality of education is improved through modern infrastructure and teaching aids.
- Teachers under this scheme should endeavor to constantly update themselves in their respective fields. They need to be trained and retrained regularly so that the content method and instructional materials may not turn obsolesces. Moreover, teachers' welfare should be a priority towards effective management of the UBE programme.
- Embezzlement of UBE funds should be thoroughly investigated and erring officials brought to book. The proper mode of punishment should be given to such people.
- The public should be regularly sensitized on the need for basic education. They should be made to understand that education enables individuals to make better and more calculated decisions, to their family and to the nation at large.
- Federal Government should provide regular and purposeful funds at regular intervals. This means that there should be no delays between last provision of funds and the next one. Therefore, for UBE to succeed, government should supply

adequate funds to the various agencies that are responsible for it and this should be a joint responsibility between the Federal, States and Local Governments.

- The Government as well as non-governmental organizations should set up effective monitoring and evaluation at regular intervals. This would ensure quality assurance in order to maintain a professional standard.
- The UBE programme should be properly planned and adequate projection should be made in terms of expected enrolment, required teachers, infrastructures needs and equipments. Effective cost analysis should be enhanced to avoid under-funding. The expenditure should be properly monitored to avoid wastage of scarce resources.
- Adequate efforts should be made by the Ministry of Education towards regular training and re-training of managers and administrators on all the issues surrounding UBE program for them to facilitate proper implementation.

Conclusion

The Universal Basic Education scheme is a good initiative of the Federal Government meant for advancement of the Nigeria. It is also very important as young minds are molded through this scheme. It is therefore paramount that proper attention is taken to ensure its continuous progress, creating and securing a better future for us all.

It is through proper management of the UBE programme that quality education can be assured. That is the duty of both the states and federal government to reach out and collaborate with Nigerian union of teachers and other stake holders in order to strengthen education through full implementation of the mission statement of the UBE programme by addressing the problems of managing the UBE and adopting good strategies of managing the programme for quality education. A successful management and administration of Universal Basic Education will not just be useful for individual development but for sustainable national development at large.

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CHAPTER 18

ACHIEVING EFFECTIVE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION (UBE) PROGRAMME IN NIGERIA THROUGH HUMAN RESOURCES DEVELOPMENT

Akudo, Florence Ukamaka

Introduction

Teachers are one of the most important human resources in the education system. They are crucial when it comes to the implementation of any education policy at the classroom level. Teachers stand at the forefront of the children learning. In fact, 'no education can rise above the quality of its teachers' (Federal Republic of Nigeria, 2014). Teachers therefore, form the hub on which quality Universal Basic Education (UBE) programme coupled with the implementation of the UBE can be actualized. Successful implementation of the Universal Basic Education (UBE) programme in Nigeria cannot be realized without efforts and contributions from important human resources such as teachers. Based on the above statements, many education stakeholders have continued to emphasize the importance of human resources development programmes for successful implementation of the UBE programmes. It is however an already known fact from most researchers that there are incompetent teachers in the UBE schools (Adeyemi, 2010; Amuchie, Asotibe & Audu, 2015; Obiunu, 2011). Many of these teachers lack the requisite pedagogical skills and competences to promote quality teaching and learning in the UBE schools which has consequences on children academic achievements. This situation which is equally challenging to the attainment of the UBE goals and objectives needs to be addressed for affective implementation of the UBE programme in Nigeria. Hence, this chapter discussed the importance of achieving effective implementation of UBE programme in Nigeria through human resources development. Few concepts such as implementation, UBE together with its goals and Human Resources Development (HRD) were disclosed in the chapter. Further discussions in the chapter were done in different subheadings looking into such issues in connection to teachers as important human resources for successful implementation of UBE Programme in Nigeria; training needs and staff professional development programmes for teachers in UBE scheme in Nigeria; importance of Human Resources Development (HRD) for effective implementation of UBE Programme; hindrances and challenges to effective Human Resources Development (HRD) in UBE Programme; and the way forward towards achieving effective implementation of UBE in Nigeria through Human Resources Development (HRD) Programmes.

Implementation

Implementation as described in this chapter refers to putting a plan of action into reality. It also entails the execution of policy plans for achievement of some goals and task. The IGI Global Partnerships (2022) described implementation as a specified set of activities designed to put into practice an activity or programme of known dimensions. It is a stage when the programme vision and plan become a reality. According to Durlak (2011), implementation refers to a specific set of activities designed to put into practice an

activity or programme. Implementation therefore, leads to better organization and management of resources. It increases accountability for everyone involved in the project, creates opportunities for more structured project timeline and daily workflow, and increases easier collaboration between team members (Asana, 2022). Implementation is however important because, it leads to the achievement of UBE goals and positive ends. Effective programme implementation requires set of activities that will lead to positive outcomes or yield good results. If a programme is implemented poorly or even moderately well, its goals are unlikely to be achieved, or the results will be less significant. With high quality implementation, success is more likely. Effectively implemented programmes stand a better chance of achieving intended outcomes and producing positive outcomes for children. Durlak (2011) opined that quality implementation is one critical factor associated with programme outcomes. For example, a review of UBE programme found out that implementation quality was the most important programme feature associated with outcomes. In some cases, several educational programmes have failed to achieve their intended outcomes or goals for clients when implementation was poor, whereas, in other cases, programme impact was much higher when there were reports of more effective implementation. During implementation, all activities, strategies or modalities are provided for proper execution of an action plan which is transformed into reality for achievement of goals and objectives of the programme. However, for successful implementation of the UBE programme in Nigeria, deployment of adequate human resources like quality teachers is highly crucial. Thus, the discussions on UBE and human resources provided in the sections below.

UBE and its Goals

The UBE is an acronym which fully means Universal Basic Education. The basic aspect of the UBE connotes the very foundation of education, which all other levels are built upon. The universal aspect of it connotes the fact that education is something vital to people all over the world. The 'free' aspect of the scheme refers to the need for every child to have access to education, regards of financial status. The UBE programme was an aftermath of the UPE programme which was launched in September, 1999 by the President Olusegun Obasanjo administration. According to the Centre for Public Impact (2017) and Obichie (2017), the UBE programme was introduced by the Nigerian federal government in 1999. The programme, however, was not able to take off immediately after its launch as it did not have legal backing. Therefore, initial UBE-related activities were carried out only in areas of social mobilization, infrastructural development, and provision of instructional materials. The UBE programme only took off effectively with the signing of the UBE Act in April 2004 (Centre for Public Impact, 2017). The scheme was introduced with the aim of providing free, universal and basic education for every Nigerian child between the ages of 6 and 15. Children between the ages of 6 and 11 were to undergo the primary school education; while those between the ages of 12 and 14+ were to undertake the junior secondary school education (Obichie, 2017). Therefore, the main beneficiaries of the programme as stated by the Centre for Public Impact (2017) were: Children aged 3-5 years, for Early Children Care and Development Education (ECCDE); Children aged 6-11+ years for primary school education; Children aged 12-14+ years for junior secondary school education. Nevertheless, the scope of UBE included the following expansion of activities in basic education, that is: programmes and initiatives for [ECCDE]; programmes and initiatives for the acquisition of functional literacy, numeracy and life skills, especially for adults (persons aged 15 and above); out-of-school, non-formal programmes for the updating of knowledge and skills for persons who left school before acquiring the basics needed for lifelong learning; special programmes of encouragement

to all marginalized groups: girls and women, nomadic populations, out-of-school youth and the almajiris (Qur'anic student); and non-formal skills and apprenticeship training for adolescents and youth, who have not had the benefit of formal education (Centre for Public Impact, 2017). Ever, since the implementation of the UBE programme, there have been some improvements to Nigeria's economic structure; however, this has been marginal. This has been evident in the fact that as at 2015, UNESCO ranked Nigeria 103 out of 118 countries, in its Education for All Development Index. The index takes various aspects of education into consideration; including quality of education, gender parity, universal primary education, and also adult literacy (Obichie, 2017).

The goals and objectives of the UBE programme in Nigeria as indicated by the Federal Republic of Nigeria (FRN, 2014: 5) are to:

- a. Develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
- b. Provide free, universal basic education for every Nigerian child of school-going age;
- c. Reduce drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency);
- d. Cater for the learning needs of young persons who, for one reason or another, have had to interrupt their schooling, through appropriate forms of complementary approaches to the provision and promotion of basic education; and
- e. Ensure the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral, and civic values needed for laying a solid foundation for lifelong learning.

Effective implementation and attainment of the above goals and objectives cannot be accomplished without deployment of adequate and quality human resources like the teachers in the basic schools. Asana (2022) observed that resource allocation is one of the best ways to reduce risk and for effective implementation of any plan of action. If a person can plan out what resources are needed for a project and ensure those resources are available, such a person will avoid the risk of running out of resources mid-project. Resources may therefore, include money, personnel, software, equipment, and other physical or technical materials. Time can also be a resource because the team members needed to complete the project may be working on other projects. However, with the UBE programme, this led to the increase in school enrolment and admissions. The Centre for Public Impact (2017) remarked that the implementation of the UBE programmes led to increased enrolment of pupils in the basic schools requiring more teachers' employment. UNESCO's 2015 review of education in Nigeria found that enrolment at primary and junior secondary levels had greatly increased since 2000 demanding the employment of quality and sufficient teachers in schools. However, transition and completion rates remained below 70%. Enrolment rates increased by 130% for secondary education in the period from 2000 to 2013 (based on the latest available statistics from the World Bank), but decreased by 4% for primary level. In its latest review of Nigeria's educational standing in 2015, UNESCO has concluded that although progress has been made in basic education, much more remains to be done, both in quantity and quality (Centre for Public Impact, 2017). Given its goals, aims and objectives, the issue of implementation of the UBE programme through effective human resources development has been of crucial need and importance. Although, the human resources in the school comprises the school administrators and leadership, students, teaching and non-teaching staff, however, the main focus of this chapter is on teachers as part of the human resources actively involved

in the implementation process of the UBE programme. Hence, the next section provides details clarification of Human Resource Development.

Human Resources Development (HRD)

Human resources are very essential factors during implementation of any educational policy or plan. No educational plan can successful achieve its goals and objectives without quality and efficient human resources such as the teachers. Human resources as described by Heathfield (2021) cited in the Wikipedia Encyclopedia are the set of people who make up the workforce of an organization, educational institution, business sector, industry or economy. They comprised workers or employees of an organization or educational institution. The persons employed in a business or organization; that is, personnel are referred to as human resources. The human resources of the school such as teachers need to be properly handled and managed to ensure good performances and high productivity. Osibanjo and Adeniji (2012) opined that the human resources of an organization are important assets for attainment of goals in the organization. These assets are essential and vital at varying degrees in the operations of any organization; however, human assets operate at the pivot of the operations. Human resources in an organization such as the school, therefore, control, guide, and manage the use of other assets or resources in order to achieve organizational goals and objectives. Given the important role of human resources in the school, their continuous development should be highly prioritized and treated with much considerations. Development however, according to Sakalasoorya (2020) is a process of improving the quality of all human lives with three equally important aspects. Development emphasizes process of social change which is required to produce economic advancement; and examines changes in social, psychological and political processes. Development is likely to achieve lasting satisfaction of human needs and improvement of the quality of life and encompasses: people centered activities which are necessary, hence, human beings are the resources in the concept. As part of the human resources management programme teachers in the UBE schools need constant development through effective in-service training programmes. The concern regarding employees' welfare in organizations as observed by (Heathfield, 2021) came on board in the 1990s in order to make employees increase their commitments to the organizations and also increase the level of their job satisfaction. Although, HRD concept was first introduced by Leonard Nadler in 1969 in a conference in US where he defined HRD as those learning experience which are organized, for a specific time, and designed to bring about the possibility of behavioural change.

Human Resource Development (HRD) is the framework that helps employees develop their personal and organizational skills, knowledge, and abilities which in turn improves an organization's effectiveness. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development (Heathfield, 2021). According to Osibanjo and Adeniji (2012) human resources development is the collective value of the capabilities, knowledge, skills, life experiences, and motivation of an organizational workforce. It is also referred to as intellectual capital to reflect the thinking, knowledge, creativity, and decision making that people in organizations contribute. Stewart and Scalia (2021) referred to HRD as the vast field of training and development provided by organizations to increase the knowledge, skills, education, and abilities of their employees. In many organizations, the human resources development process begins upon the hiring of a new employee and continues throughout that

employee's tenure with the organization. Many employees or teachers come into the school organization with only a basic level of skills and experience and must receive training in order to do their jobs effectively. On the other hand, some have the necessary skills to do the job, but do not have knowledge of the organization. HR development is designed to give employees the information they need to adapt to that organization's culture and to do their jobs effectively. HR development has the same goal: to make better employees. The purpose of HR development is to provide the 'coaching' needed to strengthen and grow the knowledge, skills, and abilities that an employee already has (Stewart & Scalia, 2021). The goal of development and training as further asserted by Stewart and Scalia (2021) is to make employees even better at what they do. The focus of all aspects of Human Resource Development (HRD) as observed by Heathfield (2021) is on developing a superior workforce so that the organization and its individual employees can accomplish their work goals in service to customers. Human resource development helps organizations develop their workforce through employee training and career development which improves organizational effectiveness and performance. By providing internal management training, an organization or school helps develop employees' strengths as well as their ability to contribute to the growth and continuous development of the organization. Human resource development also provides the means to identify and prepare employees for advancement, so that the institution's leadership is experienced and well trained. A highly trained workforce performs better, and when employees excel, the institution or school performs well. As such, human resources development also ensures the improved effectiveness of an organization, helping it to achieve its goals. Human resource development therefore, may include many different opportunities, activities, and employee benefits, such as: performance management and development, employee coaching, mentoring, succession planning, tuition assistance, and organizational development (Heathfield, 2021).

The benefits of HRD according to Osibanjo and Adeniji (2012) includes the following:

- a. Encourage the commitment of employees to increase their performance and also be loyal to the organization as a whole;
- b. Emphasis on the quality of employees engaged in organizations goes a long way in producing quality goods and services, which is of great benefit both to the customers and the organization;
- c. Ensuring flexibility plays an important part in the way employees are organized, this makes them to be adaptive and receptive to all forms of changes in all aspects of their jobs such as work hours; working methods and;
- d. Integrating organizational goals into strategic planning in order to make these policies cut across ranks and files of organization and ensuring that they are gladly accepted and implemented on daily routine by line managers.

From all the above explanations teachers are one of the important human resources needed for achieving success in the implementation of the UBE programme in Nigeria.

Teachers as Important Human Resources for Successful Implementation of UBE Programme in Nigeria

Teachers are one of the important human resources for achievement of the UBE programme in Nigeria. Hence, the National Policy on Education (NPE) stated that no nation can rise above the quality of its teachers (FRN, 2014). However, teachers are the pivot on which quality education hangs. Therefore, in recognition of the pivotal role of quality teachers, more emphasis is placed on teacher education and continuous

professional training and development to equip teachers and get them prepared for effective performance of their duties. Also, the NPE stated that all newly trained teachers shall undergo training through a formal process of induction and in-service training shall form an integral part of continuing teacher education; which is equally mandatory that all school administrators provide in-service education for teachers (FRN, 2014, p.43-44). The above statements showcased that teachers' development is a crucial factor not only for schools' development and goal accomplishment, likewise for effective policy implementation plan. A teacher on the other hand is an educated and experienced professional who guides learners in the teaching and learning processes. According to Korth, Erickson and Hall (2009), a teacher is simply one who teaches or educates others. Zango, Sani and Danlami (2010) disclosed that a teacher or teachers embrace all those persons in schools who are responsible for the education of pupils or students. Teachers are responsible for carrying out teaching. Teaching means a social process involving communication and interaction between the teacher and the students with the aim of improving the understanding of the students in the cognitive, affective and psychomotor domain areas of learning. The teacher gives directions, asks questions and accepts or rejects responses. However, a teacher must possess several qualities as having emotional and moral stability, knowledge and mastery of subject matter, showcase high intelligence and become experienced, have ability to teach and explain lessons in different ways, among others (Zango, Sani & Danlami, 2010). Notwithstanding all these qualities and responsibilities, teachers need to continually remain active and functional in the system in order to promote quality education. Thus, as quality teacher development programmes are developed and defined, field experience continues to be a critical component that can lead to powerful learning opportunities resulting in better-prepared teachers and enhanced students' learning. Inherent, however, to the success of the field experience reaching its intended purposes is the role of the classroom teacher (Korth, Erickson & Hall, 2009). From the foregoing, teachers are important human resources for the achievement of effective implementation of the UBE.

The introduction of the UBE programmes which was done with a great intent of providing quality education for all citizens in order to eradicate illiteracy and guarantee equal access to education was matched up with the implementation of certain action plans. Part of this implementation action plans for achievement of the UBE objectives besides the UBE policy, included adequate deployment of human resources such as teachers at the basic education school level due to increased enrolment and expansion of classrooms. Therefore, for effective implementation and attainment of the UBE goals quality teachers are needed. For Osibanjo and Adeniji (2012), teachers need to exhibit commitment, flexibility, quality and integration for implementation of the UBE. Under commitment, it is expected of teachers to identify the interests and goals of the UBE programme, and be aligned and committed in achieving these goals. In flexibility, teachers are expected to adapt willingly to change within the school structure, without any strife or prejudice. Quality entails that the high levels performance attainment of UBE schools depend largely on the quality of members of staff, that is, teachers and management of such schools. Integration involves the matching of human resources strategies to the needs of the UBE strategy (Guest, 1987 cited in Osibanjo & Adeniji, 2012). Many researchers therefore, through their studies have indicated the need for training UBE teachers as against their low quality and poor services/performances. Okoroma (2001) in his study on the evaluation of the 3-3 aspect of the National Policy on Education reported that among the factors which have hindered effective implementation of the policy included inadequate qualified staff/teachers. In a similar vein, Amuchie, Asotibe and Audu (2015) that one of

the challenges affecting effective implementation of the UBE programme in Nigeria is the problem of lack of qualified teachers. Since the teacher plays a central role in the actualization of educational goals as well as ensuring the survival of the entire educational system in the previous UPE (Universal Primary Education) free education schemes, teachers were in very short supply leading to the employment of mediocre, 'market women' and half-baked individuals (Adamaechi & Romaine, 2000 cited in Amuchie, Asotibe & Audu, 2015). This view was enforced by Ezeocha (1990) equally cited in Amuchie, Asotibe and Audu (2015) who noted that the crash programme of the UPE attracted the wrong calibers of people into teaching profession. Nevertheless, in spite of such crash programmes and the subsequent recruitment of mediocre and sub-standard teachers in the current UBE programme, the teachers are still grossly inadequate. Odo (2000) cited in Amuchie, Asotibe and Audu (2015) opined that at present, some non-professionals are being specially employed for the purpose of the UBE scheme with the hope that their quick orientation/training will be given to them after which they will serve as teachers under the scheme. The Centre for Public Impact (2017) gave a report that the low quality of teachers who implement the UBE programme, translates into low levels of learning achievements. However, to effectively achieve the objectives of implementation of UBE programme, teachers need to be trained and retrained regularly so that their content, method and instructional materials may not turn obsolete.

Akpakwu (2007) report showed that poor teaching could be due to the inadequacies of teacher qualification. Adeyemi (2010) report also indicated that for the UBE to succeed, adequate provision should be made to produce sufficient qualified teachers and make them relevant within the limit of their area of specialization. Obiunu (2011) study found out that acute shortage of qualified teachers in UBE programme resulted in poor outcome in the implementation of the UBE scheme. Obiunu further called for the revitalization of the educational programmes in Nigeria through research, manpower training and development. Similarly, Oguche (2006) asserts that the lack of qualified teachers posed a serious threat to the success of the UBE programme. Since teachers play a central role in the actualization of educational goals as well as ensuring the survival of the entire education system and for UBE to be specific need be to focus priority attention on HRD. As regards to all these reports from previous researchers, HRD programmes are required for successful implementation of UBE in school that wants to be dynamic and growth-oriented or to succeed in a fast-changing environment. Schools can become dynamic and grow only through the efforts and competencies of their human resources (that is, teachers). More so, personnel policies can keep the morale and motivation of teachers high, but these efforts are not enough to make the schools dynamic and take it in new directions. Teachers capabilities must continuously be acquired, sharpened and used. For this purpose, an "enabling" school culture is essential. When teachers use their initiative, take risks, experiment, innovate, and make things happen, the school may be said to have an "enabling" culture. Even a school considered to have reached its limit of growth, needs to adapt to the changing environment. No school is immune to the need for processes that help to acquire and increase its capabilities for stability and renewal. Thus, the essence of the discussions on the training needs of and staff development programmes for teachers in the UBE scheme in Nigeria.

Training Needs and Staff Professional Development Programmes for Teachers in UBE Scheme in Nigeria

It is important and critical to discuss the areas of training needs coupled with the staff professional development programmes for teachers in the UBE scheme in Nigeria. The

UBE scheme has long been launched and implemented but still there are few lapses associated with the HRD. Many teachers in the basic schools lack the requisite pedagogical knowledge and skills which have negative consequences on learners' academic performances and achievements. It is important to understand that teaching is an evolving skill because a good teacher like a good student keeps on learning within the framework of information. Teaching and learning go hand in hand, and teaching is truly lifelong process which makes it important for schools to invest immensely in the professional development of staff. It is a known fact those students who have well informed teachers tend to perform far better than their peers. Training of teachers must centre on subject-specific training and generic training that lead to the holistic development of all those concerned. Teacher continuous development is important for both experienced and novice teachers in the teaching profession. In other words, must get a hang of innovative pedagogy, interactive assessment techniques and use of differentiation in the classroom to enliven the teaching-learning process.

It is important that teachers also be aware of the different kind of learners under their care and ways of dealing with them, this is where good teacher training and development comes into play. Good HRD or teacher training leads to positive learning environments and in turn this leads to happy children who are more than willing to come to school. Today, there is a need to shift from traditional-based teaching that is largely based on theoretical educational processes to a technological-based and research-theory-based teaching that informs and inspires teaching practices. This is claimed to have a deep implication in education reflecting the fact that teachers should be in constant contact with technology and research for possible future teaching innovations and incorporating new research findings in their teaching practices to improve leaning and assure high-quality teaching. Teachers' professional training and HRD is a necessary ingredient to support innovative and beneficial teaching. With the challenges faced in the 21st Century classroom, teachers need adequate training and development to improve their pedagogical effectiveness, teaching methodologies and use of technology both within and outside the classroom. Various scholars including Heathfield (2021) highlighted most of the training needs for teachers in different areas and they include: induction training, coaching, computer training programmes, among others. Organizations have many opportunities for human resource development, both within and outside of the workplace. Human resource development can be formal or informal, and it can begin as soon as new employees are employed. Informal HRD could include: coaching by managers, mentoring by more experienced employees and collaborating with highly trained colleagues. The formal HRD includes in-classroom training, college courses, planned organizational change, and internal training provided by staff or a paid consultant or facilitator (Heathfield, 2021). Stewart and Scalia (2021) opined that HRD can come in different forms of on-the-job training or job shadowing, textbook or online education, growth opportunities, and compliance training.

On-the-job training refers to learning the aspects of a job while one is doing the job. An employee may know the basics of what the job requires, but specifics like which forms to use, where materials are stored, and how to access the computer systems may require on-the-job training. Job shadowing according to Stewart and Scalia (2021), is similar in that the employee watches another employee do the job in order to develop the proper skills. Another form of development is intellectual or professional development, which includes college or certification courses or job-specific trainings and seminars related to how to do one's job better. Many organizations invest heavily in providing training and

development to their employees in order to increase their knowledge and skills. With the growth of online learning, much of this training has become available via webinars and online courses, but it is still very common to conduct in-person trainings or attend training seminars or conferences with other professionals in the field (Stewart & Scalia, 2021). Many professionals also voluntarily take additional training and development courses in order to be seen as experts in their fields. Professional organizations often offer their members options to increase their development and many have specific certifications that must be obtained through extensive training and development. The Six Sigma certification, Professional in Human Resources (PHR) certification, and Certified Professional in Learning and Performance (CPLP) certification pointed out by Stewart and Scalia (2021) are just a few examples of these forms of international HRD abroad that require continued education, training, and testing.

Other examples of these HRD programmes have been disclosed further by scholars like Bingilar and Etale (2014), Obasi (2012), Omah and Pepple (2019), Out cited in National Open University of Nigeria (2020), among others and they include:

- a. **Induction and Orientation HRD:** This is training provided for new members in the school system. It is in the best interest of the organization to provide the newcomer with firsthand facts, with credible information about system conditions, and with other knowledge that may be required to effect his integration with the organization.
- b. **In-service Course for Teachers:** One most important concern and duty of the school head is the professional development of its staff through in-service training. Whenever possible and necessary, teachers should be given opportunities to attend relevant useful courses, which will update their knowledge in their subject areas and help some teachers and even the school heads upgrade their qualifications and thereby improve their conditions of service and prospects of advancement in the service. In-service courses are offered for teachers to obtain and upgrade their qualification likewise gain new certificates. Thus, teachers would be grounded in their knowledge and techniques of current development and problems in their respective area of discipline. Therefore, effective implementation of UBE programme is sustainable where a well-planned and coordinated teacher development programmes are available, as this would contribute to qualitative improvement in education.
- c. **Staff Seminar:** Seminars on selected topics can be organized for teachers as part of school programmes, and such seminar can contribute to staff professional development. There may be the very knowledgeable and experienced teachers among the staff who may be willing to lead discussions on such topics which are organized not only as a means of promoting staff professional growth but also as a way of improving staff relations and implementation of UBE.
- d. **On-the-Job-Training:** This is similar to the induction/orientation course and would also involve the use of vestibule training, mentoring, coaching, guided practices, team teaching, micro-teaching, in-house workshop, seminars and conferences, among others. The major objective of on-the-job training is acquiring new skills to be able to handle new jobs. Induction course is basically meant for new employees. However, on-the-job training can be extended to include old employees, if a new skill is introduced in the organization.
- e. **Off-the-Job-Training:** This is the type of training that can be conducted outside the workplace or school environment in the forms of conferences, workshops, seminars, computer-based training, apprenticeship and internship training, among

- others. It is usually conducted in classrooms where teachers are given both theoretical and practical knowledge on how to handle a particular operation.
- f. **On-and-Off-the-Job Training:** It combines classrooms instructions with practical instruction in the working environment. This has almost the same major objective with “Industrial Attachment” programmes for technicians or teaching practice for teacher trainees.
 - g. **Vestibule Training:** It is similar to “On-the-Job Training”. Here, teacher trainees are given instructions using the types of machines or materials they will operate in the working environment. In most cases, similar model machines are used for vestibule training. It is very costly and has the advantage of not interrupting the flow of work in operating departments. Example of such is the Business Apprentice Training Centre (BATC) being in operation in Kaduna State and a few other States in Nigeria.
 - h. **Refresher Courses:** It is used mainly to update knowledge and skills or externally or both. It is very useful and necessary with innovations through changes of ideas. It serves as a motivating factor where the teachers feel satisfied for being given the opportunity for learning.
 - i. **Conference Training:** This is not highly formalized since the teacher trainees are treated as participants and not just passive recipients. The theme chosen for conferences must be relevant to the organization’s objectives.
 - j. **Role Playing:** This is another training device that can be used in organizations; it can be used for executive development. The participants assume the roles or positions they are expected to occupy after the training and their performance are simultaneously evaluated and corrected where necessary by the training instructors.
 - k. **Sensitivity Training:** It is used for development of awareness to behavioural pattern of oneself and one’s colleagues. It is used to encourage mutual understanding among working group. It is highly recommended for leadership training and executive development.
 - l. **Supplementary Training:** Public or private institutions use the supplementary training method by sponsoring their employees in different institutions of learning.

Importance of Human Resources Development (HRD) for Effective Implementation of UBE Programme

The importance of HRD programmes for effective implementation of the UBE programmes cannot be overemphasized. Generally, HRD programmes will lead to the attainment of positive outcomes, educational goals and instructional objectives which has great positive significant impact on the achievement of national goals and development. Ejekwu (2014) opined that a well-motivated, committed and flexible work force can be achieved by a coherent approach to developing strategies in the areas of teachers’ development and quality of working life which is achievable through effective HRD programmes. Teachers to a great extent determine ultimately what happens to the educational policies. They are the most important resource for achieving educational objectives and they are always at the forefront of putting educational policies into action. Hence, the teacher needs to be equipped with the necessary skills for sustainable development through HRD. Shaba and Shaibu (2019) and Washington (2019) highlighting the importance of HRD opined that human resource development programmes are necessary for improving teachers teaching methodologies and pedagogy. These scholars further extensively discussed the importance and relevance of HRD programmes for successful implementation of the UBE in the 21st Century

technological and knowledge-based age. According to the aforementioned scholars Shaba and Shaibu (2019) and Washington (2019), HRD in the 21st century is important to the overall growth and development of the contemporary educator including the educational institution. Today's educational realm is full of multiple perspectives, technologies, and opportunities for both students and educational leaders. The goal of HRD for educators is to go beyond maintenance and to create sustainability and professional longevity. Acquiring and utilizing any professional development or training in the 21st century is essential for teachers who are responsible for implementing the UBE for three key reasons which are keeping learning relevant, creating teacher leaders, and adding knowledge to the current body of research in education. Teachers are life-longer learners who make an impact on the students and communities they serve. The impact made with students is a direct outcome of access to engaging, rigorous, and relevant HRD programmes (Shaba & Shaibu, 2019; Washington, 2019). Absence of access to quality HRD often result in a reduction of the impact teachers are likely to have during students' instructional time and less equipped teachers to effectively serve their communities. For teachers, HRD programmes allow for teachers to keep up to date on curriculum standards and the latest teaching strategies or techniques.

In terms of school-wide initiatives, HRD programmes increase the skill sets of individuals, and as a result, increases the overall value of the department and grade-level teams. Due to the need for continuous professional development, there are many models and methods of HRD including graduate education programmes, professional conferences, online training courses, and school and district-wide HRD cohorts. Human resource development programmes in the 21st century gives teachers the tools and skills to stay modern with the needs of students and allows them to plan ahead for changing trends in education. In order to realize areas of strength and areas that need attention for growth, reflective practice is necessary. Further reflecting on practices for the 21st-century teacher, involves reflecting on the best practices in curriculum and instruction. This also involves reflecting on strategies that are most effective in increasing students and institutional performance. Taking courses in graduate programmes or pursuing a full-time degree programme gives knowledge to the teachers and allows for reflective practice in their day-to-day educational roles. Successful HRD programmes in the 21st century in education therefore involve collaboration, expansion of knowledge, and increasing expectations for learning outcomes (Shaba & Shaibu, 2019; Washington, 2019).

Effective HRD comes from collaboration with other colleagues. One form of HRD that relies on collaboration with colleagues is the professional conference. This allows for teachers to learn best practices from each other and share lessons and knowledge that is specific to their field of education. Many conferences are often held by education associations that have specific members, goals, and collaboration opportunities for the learning consortiums. These professional groups and conferences can be national or on a statewide basis. Examples of educational associations that hold national conferences are the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), The National Education Association (NEA), The National Council of Teachers of English (NCTE), to name a few. Professional conferences with colleagues foster a sense of community and allow for networking with other educational leaders. Also, instructional coaches are present in some schools. For professional development of teachers, instructional coaches provide a resource for curriculum, mentorship, and addressing school culture and climate. The return on

investment with coaching and mentoring teachers is stability at the school. Along with stability, coaching allows for highly qualified teachers to collaborate with others and mentor new teachers. Administrators and teachers alike need effective coaching and mentoring in order to provide the best opportunities for personal growth and of their peers. Coaching and mentoring can be on an individual basis but also can be facilitated in a group setting. An example of this can be found in HRD cohorts and Professional Learning Communities (PLCs).

Establishing PLCs is another way to create an environment for mentoring and coaching for growth. Within PLC's are groups of teachers with diverse skills that build consensus around growth with student outcomes. During PLC meetings, members share knowledge, strategize to improve on goals, and facilitate professional development. This is also a time when teachers use data to analyze priority areas with students' learning and also showcase technology resources for growth. As knowledge is shared, teachers can take their best practices back into the classroom and throughout the school (Shaba & Shaibu, 2019; Washington, 2019). Due to the changing dynamics of instructional delivery, it is important to have an understanding of technology resources for teachers. HRD computer-based programme is beneficial in the areas of technology. Resources such as Grammarly, Schoology, Kahoot, and Flipgrid are just a few resources that help teachers deliver content and emphasize collaboration with both teachers and students. Utilizing technology during HRD also has the same effect with the participants. These same technology resources allow for information to be shared and knowledge to be built in the specific development areas. The value of HRD in the 21st century comes from the investments and outcomes of teachers and students, as well as the communities that are impacted by the betterment of the educational leaders (Shaba & Shaibu, 2019; Washington, 2019). Notwithstanding the importance and benefits of HRD programmes, yet there are some hindrance and challenges to effective utilization of HRD in the UBE programme. This has been discussed in the next section.

Challenges to Effective Human Resources Development (HRD) in UBE Programme
Scholars such as Bingilar and Etale (2014), Obasi (2012), Omah and Pepple (2019), and Okujagu (2013) identified most of the challenges to effective utilization of HRD in the UBE programme and among these problems include issues in connection with inadequate funding, misplaced priorities for HRD, inconsistency in the use of HRD for teachers, shortage of educational infrastructure and instructional resources, inadequate monitoring and supervision, among others. The above mentioned scholars asserted that the success of the implementation of the UBE hinges on adequate funding. Provision of educational infrastructure, training of professionally qualified teachers, procurement and maintenance of ICT resources, and production and distribution of instructional materials/resources are all capital intensive ventures, and so require huge amount of money to embark upon them. To add to this financial burden is the declaration by the Act that established the UBE. The Act asserts that UBE is free, compulsory and universal. Thus, the UBE project is a huge enterprise that ought to take a substantial chunk of the nation's budget, if it has to be well implemented (Osokoya, 2011). Because educational institutions are poorly underfunded, this has become a serious challenge to HRD and for effective implementation of the UBE.

The dwindling rate of teaching and research in UBE is due to underfunding of education. Lack of funds for effective human resource development has made some schools to be understaffed. Financial incentive is not a direct correlate of teachers' promotion. Okujagu

(2013) asserted that personnel development enables employees to learn to do their job in a manner that fits the employer's specification. In Nigerian schools, two groups of personnel are employed; they are the trained and untrained human resource. Managing human resources in the schools is not an easy task. For a staff to be able to give learning instruction efficiently and effectively for a desired output, he or she must have the teaching skills, knowledge and teaching methods which is acquired through constant HRD. Also, misplaced priorities for HRD by those in authorities and inconsistency in the use of HRD for teachers is also an obstacle. Priority attention is not given to HRD and this hinders effective utilization of this process in UBE. lack of educational infrastructure together with the shortage of instructional resources such as ICT affects HRD in UBE. a conducive learning environment with adequate educational infrastructure and instructional resources for HRD (Omah & Pepple, 2019). Because schools remain underdeveloped with less infrastructure that will boost HRD due to poor funding. The issue of irregular and poor school supervision and monitoring of programmes remains an obstacle to HRD in the UBE programme. Through constant supervision and monitoring, Nwaham (2011) noted both the incompetent and competent teachers are determined which gives room for HRD. Omah and Pepple (2019) opined that in most of the primary schools, school administration does not have time to carry out proper and routine supervision and inspection of the teachers in the classroom. They are supposed to examine subjects taught, the scheme of work, lesson note and classroom management. Again, the school administrators most times, do not go for in-service training on the modern teaching pedagogy and techniques; hence it becomes a case of "a blind man leading blind people". The school administrators should be going for professional development workshops to update their knowledge in the current principles of administration so that they equip themselves for the challenging tasks ahead. When all these challenges and hindrances are curtailed, this would lead to the utilization of HRD towards achieving effective implementation of UBE in Nigeria.

Towards Achieving Effective Implementation of UBE in Nigeria through Human Resources Development (HRD) Programmes

In achieving effective implementation of the UBE programme in Nigeria through HRD, scholars like Shaba and Shaibu (2019) observed the following factors that must be taken into considerations.

- i. Government should make adequate provisions of welfare packages, adequate incentives, sponsorship and scholarships for the teachers so as to encourage them to engage in HRD programmes in order to put in their best towards the implementation of the UBE programme.
- ii. Infrastructural facilities should be adequately provided for the UBE programme by the government so as to enhance the effective implementation of the programme and HRD.
- iii. School administrators should ensure that their teachers are regularly and consistently trained and retrained, the training should be elongated to ensure that teachers have more time to interact with one another as well as with resource persons so as to make them well equipped in implementing the UBE programme.
- iv. Government should set a standard of a minimum of first Degree in Education as highest qualification to teach in the UBE programme. They should not stop there but regularly monitor, supervise and check the performance of such teachers to ensure that the right people are on the job.

Conclusion

Achieving success towards effective implementation of the UBE programme cannot be actualized without human resources like the teachers, whose teaching responsibilities, efficiency, efforts, and contributions can highly be improved through constant HRD. This chapter however, extensively discussed issues surrounding achieving effective implementation of the UBE programme through HRD describing the main key concepts in the subject matter, also discussing teachers as important human resources for effective implementation of the UBE. The training needs and various types of HRD programmes such as the induction and orientation, in-service courses for teachers, seminar training, on-the-job, off-the-job training, among others were discussed in the chapter. The importance of HRD programmes in implementation of the UBE including the hindrance and challenges affecting HRD in UBE scheme were equally discussed in the chapter. These discussions have led further to making suggestions for improvement.

Suggestions for Improvement

To improve on the provision of HRD programmes for teachers so as to make significant impact towards achieving effective implementation of the UBE scheme, the following suggestions have been made:

1. There is need for adequate funding and budgetary allocation towards education (UBE especially) by government at all levels, in order to aid the constant provision and utilization of HRD for teachers. Also, the government should create a separate policy on HRD for UBE teachers training and development.
2. School heads must ensure that they organize constant HRD programmes for teachers' improvement through the use of resource persons, guest speakers, conferences, seminars, workshops, among others. However, school heads and other leadership should increase their consistency in organizing constant HRD programmes for the newly employed teachers in the system.
3. Scholarships and financial sponsorship on HRD should be provided at the basic education level by the government, private sector and other agencies like TETFund and financial institutions like the banks to positively impact on teachers' development.
4. Incentives and rewards provided through HRD opportunities should be accorded to teachers for their improvement.
5. The use of technology should highly be encouraged through effective ICT policy implementation strategies and incorporation into the curriculum for teachers' development. Hence, teachers' ICT proficiency and skills should be boosted through constant computer-based training and retraining programmes.

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CHAPTER 19

EDUCATION LAW AND SCHOOL POLICIES: IMPLICATIONS ON MANAGEMENT OF BASIC EDUCATION SCHOOLS IN NIGERIA

Oresajo, Nojeem Olasunkanmi

Introduction

Schools are social institutions empowered by laws, rules and regulations to perform the responsibilities of nurturing the hearts of learners (pupils and/or students), either old or young. Thus, schools are not expected to be managed or governed unilaterally by the school administrators and managers (Headteachers and Principals), without complying with policies and legal framework backing up every actions and inactions for which they were established.

It is believed that, basic education is the bed rock to other levels of education namely the senior secondary school (i.e., the Post-Education and Career Development as captured in National Policy on Education 6th edition; Federal Republic of Nigeria 2013/2014) and the tertiary institutions. Basic education institutions are purported to be free, universal and compulsory to every Nigerian child that is within the official school age. At this level of education, every Nigerian child is expected to acquire skills and knowledge to embrace positive attitudinal change. Basic level of education covers a period of 10 years that is, 1-year in the pre-primary school; 6-years in primary school and 3-years in the junior secondary school. Ayodele (2022) asserted that basic education as a tool that can reduce and eradicate illiteracy, poverty and criminalities in Nigeria and guarantee the rights of the Nigerian child to education.

It is therefore imperative to establish that, to have an effective basic education school management, the place of education law, school policies and legal issue cannot be over-emphasized. Thus, effective school management involves putting the necessary apparatus in place such as planning, directing, organising, and coordinating amongst other basic tools in ensuring that the available human and the material resources are used ultimately to achieve the basic educational goals, aims and objectives. Therefore, the implications of education laws, regulatory school policies and legal framework help the school administrators and managers a lot in promoting better basic education school management which is the focus of this study.

Education Law and the Basic Education

Educational institutions especially basic education like every other sector has its own body of rules and regulations, that governed the activities of the staff (teaching and non-teaching), learners (pupils'/students'), and other stakeholders such as government at the various tiers and the parents to mention but a few are not left-out in the system.

In other words, education law is the regulatory device which spells out the rights, duties and obligations of the government, ministries of education, teaching service

commissions, school management boards, boards of governors, School-Based Management Committees (SBMCs), school staff, students/pupils, parents and all other parties connected with education sector in Nigeria. Oni (2014) described education law as a compendium of all the rules and regulations endorsed by the state essentially to make provision for education and for purposes connected thereto. He went further to say that education law consists of legal provisions empowering appropriate authorities to implement certain educational policies.

Education law is considered as the body of the nation's laws that focuses mainly on educational matters and activities which bind and regulate the attitudes, characters and behaviours of the stakeholders in the education sector. Obadara (2010) considered education law as the enacted rules which give a legitimate command to societies with regards to the education of the youths. It is also rule and regulation or statute enacted by the government and enforceable through judicial processes to control or guide nation's educational practices.

According to Nwankwo (1986) in Obadara (2010), education law is any written or positive rule or collection of rules prescribed under the authority of the state or nation or prescribe or recommended by a body appointed by the government in power to do so on education. Oresajo (2020) viewed education law to be the crafted and drafted rules and regulations that are designed to serve as tools of check and balance that can be enforced at the law court of justice against any deviant and/or defaulters in the Nigerian educational system. These are the codified rules and regulations known as law designed to serve as the binding force that spell out the dos and don'ts of every member of an institution. National Open University of Nigeria (NOUN, 2013) in Oresajo (2020) posited that education laws are necessary because educational establishment or institutions are social organisation with many individuals and groups as stakeholders.

It is obvious that, education laws in the Nigeria education system, did not just emanate from the blues over the night. Its emergence can be traced back to 1882, when the first education ordinance was promulgated by the colonial administration. Since then, and till date, the nation's education system had experienced various education laws in form of education ordinances, education codes, executive orders, education decrees and edicts, education Acts, and education policies. Thus, these were experienced either during the colonial period, the military periods and/or the during the civilian governance of the country. The focus is to ensure sanctity and better standard of education system in Nigeria. More so, to enhance the fulfilment of educational goals, aims and objectives especially at the basic level of education.

It is interesting to know that, 1999 constitution of Nigeria as amended 2011 like other constitutions drafted in the recent times either by the colonial or the indigenous government administration (i.e., the military and the civilian) of the country recognized the importance and the significance of education. Therefore, chapter II of 1999 constitution, under the Fundamental Objectives and Directives Principles of State Policy; Section 18 (Sub-Sections 1-3) says:

- i. Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels;
- ii. Government shall promote science and technology;
- iii. Government shall strive to eradicate illiteracy; and to the end Government shall as and when practicable provide-

- (a). Free, compulsory and universal primary education;
- (b). Free secondary education;
- (c). Free university education; and
- (d). Free adult literacy programme.

It is therefore imperative to examine the Universal Basic Education Act 2004 which mainly addresses the basic level of education and the child right act 2003 and 2004.

Universal Basic Education Acts 2004

According to Oni (2014), Universal Basic Education Acts 2004 gave birth to the Universal Basic Education Commission (UBEC) with commencement date of May 26th a Wednesday, 2004 and this law emphasized a compulsory, free universal basic education.

In other words, the UBE Acts is divided into parts; Part I-IV and each addresses issues' relating to the basic education.

PART I focuses on the compulsory, and free universal basic education, etc. that:

- (1) Every Government in Nigeria shall provide free, compulsory and Universal basic education for every child of primary and junior secondary school age;
- (2) Every parent shall ensure that his child or ward attends and completes his/her (a) primary school education; and (b) junior secondary school education. Inability to send any child of school age to the basic education school in Nigeria by any parents and/or guardian would attract jail term if not option of fine at the first instance or both.

PART II addresses the establishment and membership of the universal basic education commission, etc., that a body to be known as the Universal Basic Education Commission shall have a Board with the following as members:

- (a) a part-time chairman who is a seasoned educationist;
- (b) one representative each not below the rank of a director from (i) the Federal Ministry of Education; and (ii) the Federal Ministry of Finance.
- (c) one member representing each of the six geo-political zones of the country;
- (d) one representative each from (i) the Nigeria Union of Teachers; (ii) the National Parents Teachers Association of Nigeria; and (iii) Women groups or societies;
- (e) two other members appointed on personal merit to represent a variety of interests;
- (f) one representative each not below the rank of a director from (i) National Teachers Institute; (ii) National Commission for Colleges of Education; (iii) National Commission for Mass Literacy Adult and Non-Formal Education; (iv) Nigerian Education Research and Development Council; and (v) National Commission for Nomadic Education;
- (g) the Executive Secretary of the Commission, who is the Secretary and Member;
- (h) two Deputy Executive Secretaries (Technical and Services) who shall assist the Executive Secretary.

In that wise, the Chairman and other members of the Commission shall be appointed by the President on the recommendation of the Minister. The Chairman and members, other than ex-officio, Executive Secretary and his two Deputies shall hold office for a term of 4 years in the first instance and may be re-appointed for a further term of 4 years upon satisfactory performance and no more. A member may at any time can be removed from office by the President for inability to discharge the functions of his office or for any fraudulent act or misconduct. A member may resign his membership by a notice in his hand writing, addressed to the President and that member shall, on the date of the

acceptance of the resignation by the President, cease to be a member of the Board of the Commission.

The functions of the Commission shall be to:

- (a) formulate the policy guidelines for the successful operation of the universal basic education programme in the Federation;
- (b) receive block grant from the Federal Government and allocate to the States and Local Governments and other relevant agencies implementing the Universal Basic Education in accordance with an approved formula as may be laid down by the Board of the Commission and approved by the Federal Executive Council; Provided that the Commission shall not disburse such grant until it is satisfied that the earlier disbursements have been applied in accordance with the provisions of this Act;
- (c) prescribe the minimum standards for basic education throughout Nigeria in line with the National Policy on Education and the directive of the National Council on Education and ensure the effective monitoring of the standards;
- (d) enquire into and advise the Federal Government on the funding and orderly development of basic education in Nigeria;
- (e) collate and prepare after consultation with the States and Local Governments, and other relevant stakeholders, periodic master plans for a balanced and coordinated development of basic education in Nigeria including areas of possible intervention in the provision of adequate basic education facilities which include:
 - (i) proposals to the Minister for equal and adequate basic education opportunity in Nigeria;
 - (ii) the provision of adequate basic education facilities in Nigeria; and
 - (iii) ensure that the Basic National Curricula and Syllabi and other necessary instructional materials are in use in early childhood care and development centres, primary and junior secondary schools in Nigeria;
- (f) carryout in concert with the States and Local Governments at regular intervals, a personnel audit of teaching and non-teaching staff of all basic education institutions in Nigeria;
- (g) monitor Federal inputs into the implementation of basic education;
- (h) present periodic progress reports on the implementation of the universal basic education to the President through the Minister;
- (i) co-ordinate the implementation of the universal basic education related activities in collaboration with non-governmental and multi-lateral agencies;
- (j) liaise with donor agencies and other development partners in matters relating to basic education; (k) develop and disseminate curricula and instructional materials for basic education in Nigeria. (l) establish a basic education data bank and conduct research on basic education in Nigeria;
- (m) support national capacity building for teachers and managers of basic education in Nigeria. (n) carry out mass mobilization and sensitization of the general public and enter into partnerships with communities and all stake-holders in basic education with the aim of achieving the overall objectives of the Compulsory Free Universal Basic Education in Nigeria;
- (o) carry out such other activities that are relevant and conducive to the discharge of its functions under this Act; and
- (p) carry out such other functions as the Minister may, from time to time, determine.

PART III addresses financing of the universal basic education which include:

1. Implementation of the Universal Basic Education financed shall be from:
 - (a) Federal Government block grant of not less than 2% of its Consolidated Revenue Fund;
 - (b) funds or contributions in form of Federal guaranteed credits; and
 - (c) local and international donor grants.
- (2) For any State to qualify for the Federal government block grant such State shall contribute not less than 50% of the total cost of projects as its commitment in the execution of the project.
- (3) The administration and disbursement of funds shall be through the State Universal Basic Education Board.

PART IV addresses establishment of states basic education board and local government basic education authorities that:

- (1) These shall be established for each State, a State Universal Basic Education Board.
- (2) The structure, functions, composition and tenure of office of the Chairman and members of the Education Board shall be prescribed by a law enacted for that purpose, by the House of Assembly of the State.

In the same vein, 1) These shall be established, for each Local Government Area of a State and each Area Council of the Federal Capital Territory, Abuja, a Local Government Basic Education Authority which shall be subjected to supervision of the Education Board.

- (2) The structure, functions, composition and tenure of office of the Chairman and members of the Education Board shall be prescribed by a law enacted for that purpose, by the House of Assembly of the State.

The implications of these parts contained therein in the UBE Acts 2004, are to provide guidelines to all relevant stakeholders in the basic level of education such as the schools' headteachers and principals for the management of basic education in Nigeria. These can as well as be seen as roadmaps to achieve the aims and objectives of education for all (EFA) and to reduce the rate of illiteracy in the country-Nigeria.

Child Right Acts 2003 and Basic Education

These are the deeds that addressed the benefits of every child in their country of birth, which must not be violated by anyone and not even their parents. Any attempt to violate or being violated by anyone such can be prosecuted at the law court of justice. Just as the adults are entitled to their various rights as contained in the nation's constitution, the children too are entitled to their fundamental rights.

The issue of child right acts is not peculiar to Nigeria alone. It is a global phenomenon in which the rights of the children are also respected. These fundamental rights of the children also include: right to be given name at birth; right to education; right to fair hearing; right to life; and right to the freedom of expression amongst others.

It could be observed that in 31st of July 2003, the National Assemble of Federal Republic of Nigeria (FRN) enacted the child's right act number 26. This acts comprises twenty-four (24) parts which includes: best interest of a child to be paramount consideration in all actions; right and responsibilities of a child that is right of a child; protection of the rights of a child; protection of children; children in need of care and protection; care and supervision; provision for use of scientific tests in determining paternity or maternity etc; possession and custody of children; guardianship; wardship; fostering; adopting; the

family court; child minding and day care of young children; state government support for children and families; community homes; voluntary home and voluntary organization; registered children's homes; supervisory functions and responsibilities of the minister; child justice administration; supervision; approved institutions and post-release supervision; the national, State and Local Government child rights; and miscellaneous.

The parts were arranged under the various sections as contained herein in the child rights as enacted by the National Assembly act number 26 of the 2003. The sections in the legal document were two hundred and seventy-eight (278).

Basically, the Child Right Act 2003; Part II captured as every child's "Rights and Responsibilities" as contained therein in the Nigerian 1999 Constitution to include:

- i. Right to survival and development;
- ii. Right to name;
- iii. Freedom of association and peaceful assembly;
- iv. Freedom of thought, conscience and religion;
- v. Right to private and family life;
- vi. Right to freedom of movement;
- vii. Right to freedom from discrimination;
- viii. Right to dignity to the child;
- ix. Right to leisure, recreation and cultural activities;
- x. Right to health and health services;
- xi. Right to parental care, protection and maintenance;
- xii. Right of a child in need of special protection measure;
- xiii. Right of a child to free, compulsory and universal primary education;
- xiv. Right of the unborn to protection against harm etc.

Having listed out the rights and responsibilities of every Nigerian child as contained in the child rights acts 2003 part II. It is obvious that, the place of the child rights acts cannot be over-emphasised in relation to basic education. More so, the UBE Acts 2004 stated clearly in **PART I** on the compulsory, and free universal basic education, etc. in other words that: (1) Every Government in Nigeria shall provide free, compulsory and Universal basic education for every child of primary and junior secondary school age; and (2) Every parent shall ensure that his child or ward attends and completes his/her (a) primary school education; and (b) junior secondary school education. Inability to send any child of school age to the basic education school in Nigeria by any parents and/or guardian would attract jail term if not option of fine at the first instance or both.

In the same vein, Federal Republic of Nigeria (2014) in the National Policy on Education 6th edition, Section 2; Paragraph 12 says that, basic education to be provided by Government, shall be compulsory, free, universal and qualitative. It comprises: 1-year of pre-Primary; 6 years of Primary; and 3 years of Junior Secondary Education. it is therefore imperative to establish that child rights act 2003 and 2003 as implication on basic education, in that wise, the relevant stakeholders in the management of basic level of education need to be mindful of what the policy documents are propagating as far as basic education is concerned in Nigeria education system.

School-Based Management Committee/School-Based Management System and its implications on Basic Education Schools Management

School-Based Management Policy (SBMP) is the document that spelt out and prescribed the roles and responsibilities of the School-Based Management Committee (SBMC)

members in schools' administration for an effective school management especially at the basic level of education. The policy document was tagged as the National School-Based Management Policy (NSBMP). It is a document designed by the Federal Government of Nigeria (FGN) through the Federal Ministry of Education (FME). It is designed in such a way that the immediate community members in which a school especially basic education is located are involved in certain level of decision-making process in respect of the school in question.

Federal Ministry of Education (2015) in the National School-Based Management Policy (NSBMP) chapter 1; Section 1:1 established that, the School-Based Management (SBM) system in Nigeria dates back to the colonial times when School Management Committees (SMCs) managed and raised funds for schools. The activities of these bodies, however, declined in the 1980s with the Federal Government's decision to take over all schools in the country. It went further saying that, the global reform of education of the 1990s and 2000s provided the impetus for the Nigerian Government to institutionalise the SBM system. In the view of this, the National Council on Education (NCE) at its 52nd Meeting in 2005 directed that all schools should establish School-Based Management Committees (SBMCs) to ensure that local communities participate in the school decision-making process. The Federal Ministry of Education (FME), through the Universal Basic Education Commission (UBEC), thereafter issued guidelines to all State Universal Basic Education Boards (SUBEBs) and Local Government Education Authorities (LGEAs) on how to establish SBMCs in their schools. In 2007, the government made the establishment of SBMCs mandatory. Although almost all schools complied with the directives, yet very few had functional SBMCs.

The policy document of the SBM under Section 1.3 depicts the national school-based management objectives to include: (i) provide avenues for all stakeholders in order to participate actively in school governance towards effective service delivery, improved access, equity and learning outcomes for learners; (ii) promote community interest in the school system and make the communities alive to their responsibilities in supporting the education of all children; (iii) create greater awareness and provide feedback for the wider community on issues that have to do with school governance, management, inclusion, regulations and learning outcomes; (iv) encourage harmonious relationship between the school, community, LGEA, Local Government Area (LGA) officials and the State educational agencies thereby creating links between government and the local communities for enhanced government-community relations; (v) facilitate and support disadvantaged groups and those with special needs within the community to have access to education; (vi) provide communities with capacity and mechanisms to demand accountability and transparency from duty bearers (including school managers, LGEAs, SUBEBs, SMOEs and FME); (vii) promote and support schools to achieve set targets/benchmarks to yield better learning outcome and effective management of schools; (viii) provide mechanism and framework for direct funding to schools for school improvement with SBMCs having over-sight functions on expenditures by the school management; (ix) encourage SBMCs, local communities, philanthropists and other stakeholders to engage in resource mobilisation for school improvement; (x) encourage stakeholders to create safe, friendly and conducive learning environment for all learners (xi) provide all stakeholders with opportunities to develop their capacities and competences in order to enhance their performance within the SBM system; (xii) provide a legal framework for involving all stakeholders, including the local communities, to participate in the planning, monitoring and evaluation of educational outcomes at the

school level; and, (xiii) provide and up-date a School Development Plan (SDP) on an annual basis.

In a nutshell, School-Based Management Committee (SBMC) is an ad-hoc committee set aside by the statutory organ of government to see to the affairs of governance at the school level especially at the basic level of education rather than leaving the school administration to the hand of school head solely.

It is obvious that, school-based management committees have implication on the management of the basic education schools in Nigeria. This is a body mandated by statutory policy document to be part of the school decision-making process at the basic level of education. Therefore, its implication cannot be over-emphasised in the management of the basic level of education in as much as government at the centre (Federal), State and Local Government respectively as the major providers of the required resources in the achievement of basic education set goals cannot do it alone without the involvement of other relevant stakeholders. To have other stakeholders' involvement in the management of the basic education schools call for the establishment of SBMCs in the schools.

School Policies and Legal Issues

Policy can be attributed to programme of action put in place to serve as guide to inform action and inaction of the stakeholders to an organisation such as the basic education school. Policies are the coded rules and regulated principles designed to guide the conducts and actions that are expected to be practiced by every member of a given organisation such as schools amongst other social and formal organization. Oyekan and Oresajo (2016) in Oresajo (2021) policy described as a rule that serves the purpose of ensuring that every official action of an organization must have a basis. It is an overall guide that gives the general limit and direction in which administrative actions will take place.

According to Oresajo (2021), school policies practices cannot be observed without the educational policy of the country. This means that a school head be it headteacher or principal of a school cannot just decide to come up with the school policies. If need be to craft the school policies the school head will have to identify with the educational policies of the country. Ekiti State School-Based Management Committee manual (2017) described school policies as a set of rules and/or guidelines for teachers, pupils and parents about how the school will carry out its duty of educating the children under its care. They are developed by the school itself, involving teachers, pupils and parents, and are designed to meet the specific needs of the school. If schools develop their own policy on any issue, they may expand upon national policies, but must not contrast or reduce the requirements contained in them. However, schools should have the following:

- i. Staff discipline policy;
- ii. Pupils/students attendance policy;
- iii. Pupils/students behaviour policy;
- iv. Homework policy;
- v. Health and environmental policy; and
- vi. Dress policy.

In a nut shell, policies are either externally or internally drafted, but then it behooves on the school administrators and managers, to take up the responsibilities of ensuring that,

the policies are observed by all and sundries such as the teachers, pupils/students and the parents in the school system of administration and management. In other words, it is of imperative to examine the most commonly legal issue in the school which is mostly traceable to the law of liability

Law of liabilities in school administration

This offers explanation of being accountable to one's actions and inactions during the course of performing one's official duties and responsibilities in the school system. In the course of doing the lawful assignment, if care is not taken, an officer (teaching, non-teaching and/or the school heads) in the school system, can commit an offence or crime, either intentional or unintentional.

If any offence is committed, whoever that is involved, he/she is liable (accountable) to the offence committed knowingly or unknowingly. The school staff (teaching, non-teaching and even the school heads) can commit crime against the pupils/students in the course of performing their lawful duties.

Mostly offences are committed in the school setting when administering punishments on the pupils/students as a way of melting discipline to correct unruly behaviour amongst the learners. When administering punishment, the school staff needs to be mindful of the types of punishment to be administered on their pupils/students, otherwise, such a staff would commit a crime of "**TORT**" For instance, the commonly punishment administered in the basic level of education is the corporal punishment. The corporal punishment involves the use of cane on the learners which might have committed one offence or the other warranting such a punishment device. The teacher using cane as a corrective measure for an unruly behaviour on the part of the learner may commit the crime of tort in as much as the cane penetrates into the body of the learner to the extent of sustaining damages and/or injuries in the body either temporary or permanent injuries and/or damages in the body.

Tort

This is a legal term used in describing civil wrong done against someone by somebody else, in which, the victim sustained injuries or damages either permanently or temporarily. The injuries or damages suffered by the victim of TORT, may be in the body or in properties.

Tort is a civil crime against humanity not a criminal act. It attracts compensation to the victim that is involved in the act, when the case is proving beyond the reasonable doubt. It does not attract any form of jail terms except otherwise, hence, there is an element of an intentional act on the part of the defendant.

To establish the case of TORT properly, the defendant must have one responsibilities or the other to render to the plaintiff, which should be legitimate duties, without any form of breaking the legal duties, but when performing the agreeable responsibilities, either intentional or unintentional, the defendant infringes injuries or damages on the body or on the properties of the plaintiff. The defendant has committed "TORT"

There are two parties involved in establishing the case of TORT, we have the defendant and the plaintiff. The plaintiff is the complainant whereas the defendant is the perpetrator of the act of TORT either intentional or unintentional. In the case of school, we have

teacher versus the student, school heads versus the pupils/students, staff versus staff (Superior to Subordinate). Both the school heads and their teachers are not likely exempted from committing the crime of "TORT", hence need may arise to administer discipline on the pupils/students if need be. Note, the un-carefree attitude or behaviour can lead to crime of TORT. Corporal punishment is mostly used in schools as a way of curbing indiscipline amongst the pupils/students. In the course of administering the corporal punishment, most of the time, the pupils/students do sustain one damages or other in their body either to be permanent or temporary. If such case should be instituted against the administrator of the corporal punishment, the case would be a TORT case.

Indicators of TORT

This refers to the prerequisites often leads to TORT and these include:

- A. ignorance;
- B. negligence;
- C. defamation of character; and
- D. sedition.

Ignorance: simply put as "I do not know". It means not seeing that an ugly incident would happen. It is interesting to know that, an ignorance is not an excuse before the law, therefore, care to know, care to verify, what you did not know and understand and also develop a mindset of foreseeing incidence before they happened.

Negligence: seems to be opposite in meaning to ignorance. It means you know but you decided to ignore. It is failing to do what is expected of you at the appropriate time. For instance, a chemistry teacher in the chemistry laboratory that arranged the acid for the students for their practical exercise and cares not to monitor the students in the laboratory may run into committing the crime of TORT, if any of the students should pour the acid on one another.

Defamation of character: this involves character assassination. It is also referred to as blackmailing. It is a spreading of falsehood information to dent or tarnishing another person's character. This is divided into two namely: libel and slander. **Slander** refers to the statement of falsehood against another person's character through the oral or verbal while **Libel** involves the print media and circulate round to tarnish the image of fellow beings.

Sedition: involves statement of incitement and instigation against one another (Oresajo, 2021).

The implications of the tort indicators is to avail the basic education level managers with the activities which they often engaged with in the course and process of performing their civic duties and responsibilities in the school system.

Administration of Disciplinary Actions on Teachers and the Learners

Administration in this context refers to procedural processes to be taken and needed to be taken before awarding legitimate punishment to an erring teacher and the students/pupils in the school system, be it primary, secondary and even the tertiary institutions. The issue of melting discipline is not only peculiar in the educational institutions alone. It is applicable in any other formal and/or informal organisations. It is a way of checking the excesses of people working in the same organisation and it involves systematic punishment awarding techniques and strategies which always depend on the

gravity of the offences committed. The magnitude of the offense committed would determine the punish. In the school system the following are the mostly offences committed by the teachers, non-teaching staff and the students/pupils, even the school heads are not excepted from committing one offence or the other. These offences include: absenteeism, skipping of lessons, not writing lesson note/plan, bully, telling of liars, fighting, stealing, vandalisation and malicious damage of the school's properties. Fraudulent act and the financial impropriety also found amongst the school staff.

Ozurumba, Ebuara, and Ukpung (2020) asserted that accepting employment, teachers are obligated by law to discharge their duties and be remunerated accordingly. Acts of discipline may be a cause to initiate disciplinary measures against a teacher. Such acts of indiscipline can be classified as anti-defiance and negligence. They may include absenteeism, dishonesty, sexual immorality, drunkenness, drug abuse, examination malpractice, insubordination, etc. Unnecessary punishment of students can also lead to disciplinary measures being taken against teachers. Thus, teacher is forbidden from administering corporal punishment on pupils/students. The responsibility is vested only in the school principal/head-teacher or his/her delegate. But, when it is established that, a teacher has committed an offence, for example, any of the following offences: refusal to go on transfer or serve in a particular area, conviction for felony or misdemeanour, immoral dealings with students/pupils, falsification, forgery, cruelty, fraud, embezzlement, negligence, disciplinary measures can be taken against such teacher. However, these may include any or a combination of the following dismissal, discharge, reduction in rank, withholding or deferment of increment, surcharge, suspension, reprimand, warning, etc (Part VI 1987 Edict, Rivers State Schools Management Board). Thus, Section 17 of the Constitution of Nigeria provides the basis for teachers' remunerations. The entitlement reflects the terms for which performance can be paid for. Ajayi (1984) in Ozurumba, Ebuara, and Ukpung (2020), states that, a secondary school teacher on tenure appointment is entitled to some allowances and fringe benefits apart from salary. Some of these include: (a) Annual leave; (b) Sick leave; (c) Maternity leave (of three months); (d) Casual leave (up to 5 days a year); (e) Study leave; (f) Car basic or transport allowance; and (g) Housing loan (up to a maximum of five times the teacher annual salary).

It is obvious that, the assertions of Ozurumba, Ebuara, and Ukpung (2020) were applicable to the teachers and that which did not except the school heads that is principals and the headteachers. What are the disciplinary actions expected to be melted on the students and pupils' whenever they err? Daku and Shinga (2019) portend that in Nigeria today, there are several forms of corrective measures used in basic education and post-basic education and career development schools which are often called punishment. The act of defiance knows no bound, because learners in whatever context and period, have the same tendencies towards going against existing norms. Having established this, they acknowledged that the most important thing is to administer corrective measures designed appropriately and rightly to certain type of offense committed by the learners.

The measures taken could be evaluated in the light of the philosophy of discipline that the system has appropriated for itself. It is therefore that certain number of disciplinary measures may include and not limited to the following: a). Detention keeping a defiant student in class or school while others are out; b). Dismissal from class and isolation sending misbehaving learners out of their classrooms or isolating defiant students who are disorderly from the rest of the class; c). Punishing the group for the offences of one person; d). Punishing the whole class when discovering the particular student who

commit the offence prove abortive; and e). Corporal punishment amongst other modern techniques and strategies for ensuring an effective disciplinary measure that would not lead into committing the crime of TORT by the school administrators and the staff.

Conclusion and Recommendations

It could be noted that, for an effective basic education management to take place and to fulfil the set goals, aims and objectives of the basic education in Nigeria, the place of education laws and school policies implications cannot be over-emphasized therefore the following were suggested the suggested recommendations.

1. It is high time for the government at the three tiers of government to engage in a serious system strengthening of the basic education institutions in Nigeria to forestall mismanagement of disciplinary action amongst the school administrators and managers.
2. Government should engage in a serious capacity development and building of the teachers and school administrators and managers on education laws and how to craft school policies.
3. There should be sensitization of the teachers and the school administrators on the use of disciplinary device especially corporal punishment, because mostly teachers administered corporal punishment wrongly.
4. The National University Commission (NUC) and National Commission of College of Education (NCCE) should review their teachers' education curriculum to incorporate education law and its implications on school management as a compulsory course of study at the NCE and the degree levels respectively. This would enable the would-be teachers to know from the onset the legal position of misused of disciplinary measures in the school system.
5. The Universal Basic Education Commission (UBEC), States Universal Basic Education Boards and the Teachers Registration Council of Nigeria (TRCN) should form a strong synergy in the mentoring of effectiveness and efficient use of the various school policies and other relative policies on basic education which disabuse the use of the corporal punishment amongst the teachers in schools. These organization needs to design pamphlets stating out inform of reminder to school practitioners the dos and don'ts, hence, legal sections and its penalties will be stated too. Most of the teachers this today, are ignorant of their action and inaction in the school system.

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Section Six

QUALITY ASSURANCE IN BASIC EDUCATION IN NIGERIA

CHAPTER 20

QUALITY ASSURANCE AND EFFECTIVE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN NIGERIA

Wordu, John Amaoge.

Introduction

All over the world, education is adjudged as the fulcrum for individual and societal development and a pillar for civilization. Hence, nations and individuals mobilize resources towards ensuring a robust educational system that will not only ensure sustainable human development but a social institution that will serve the needs of society. It is in the realization of this fact that the federal government adopted various educational policies and programmes that will not only meet the needs of the immediate society, forge togetherness, and social change but in compliance with international educational treaties.

It is against this backdrop that the federal government in 1976 launched the Universal Primary Education scheme to correct the regional, rural-urban and sex imbalances in the educational sector and invest in human capital. It is pertinent to mention that the scheme was borne out from the 1969 educational committee headed by Mr Somade that was charged with the responsibilities of determining the feasibilities of launching free education for all. The upsurge of the free education for all in the UPE scheme led to an unprecedented increase in enrolment at the primary level with the resultant effect of inadequate learning facilities like the classroom, a shortage of trained personnel and consequently the poor quality of education. The scheme failed because of lack of instructional facilities like school plants, instructional facilities, poor management, ineffective monitoring and supervision among others.

The abysmal failure of the UPE scheme led to the search for an alternative scheme that will meet the yearning of the Nigerian education populace, and in cognizance with the world conference on education held in Jomtien, Thailand in 1991 Education for All (EFA). The federal government launched the Universal Basic Education in 1999. The UPE is a precursor to the UBE since all strive to achieve free education for all. Thus, the UBE programme reflects the federal government's commitment to combat poverty and promote participatory democracy by increasing citizens' awareness and general knowledge (FGN, 2015). The Universal Basic Education programme is a nine-year basic educational programme launched and implemented by the federal government to eradicate illiteracy, ignorance and poverty as well as to stimulate and accelerate national development, political consciousness and national integration (UBE, 2004).

Universal Basic Education

The UBE was launched in 1999 but the enabling act was in 2004 which specified the mode of operation. It is pertinent to mention that the UBE Act of 2004 stipulated that

basic education consists of Early Child Care and Development Education, the primary and junior secondary education. The Early Child Care and Development Education consist of age 0-4 years which is classified as the daycare and crèches which are in the hand of the private sector and social development services while ages 5-6 are classified as preprimary and are under the formal education. (NPE, 2014).

Early child care and development are not only for a smooth transition from home to school but for holistic development of a child's social, emotional, cognitive and physical needs to build a solid and broad foundation for lifelong learning and wellbeing (NPE, 2014). However, the states and local governments are responsible to provide primary and secondary education but Federal Government intervention is to assist States and Local Governments to maintain uniform and qualitative basic education throughout Nigeria. The Act also specified that the financing of universal basic education is the responsibility of the state and local governments. However, the federal government pays 2% of the consolidated revenue fund to the development of universal basic programmes. Though this intervention fund is for state government, but not automatic because the state has to apply and certain conditions met before the individual state can benefit from such funds. Examples of such conditions are the existence of UBE law and the contribution of matching grant and development action plans.

The Act also provided the establishment of the Universal Basic Education Commission (UBEC) which is saddled with the responsibilities of implementing and coordinating programmes at the state and local government through the State Universal Education Board (SUBE) and Local Government Education Authority (LGEA) respectively.

Notable Features of UBE

In the past, the federal government has implemented several educational policies and programmes, but it appears that the introduction of Universal Basic Education is more robust and inclusive. The programme took cognizance of the less privileged and the vulnerable in society. The UBE scope is all-encompassing by including programmes for early childhood care, education and development, acquisition of functional literacy, numeracy and apprenticeship training for adolescents and youth who are not opportune to attend formal education. It also incorporated the vulnerable in the society like the child-girl education, almajiris, nomadic and out-of-school population to enable them to acquire skills for lifelong learning. Therefore, UBE consists of the three essential components namely the formal basic education, nomadic and literate education, and non-formal education for children who are not in school. (Ehijieme, 2000).

First, the UBE introduced early child care and development education, aged 6 -12 for primary education, while junior secondary education is the education pupils receive after primary education. The scheme provided compulsory uninterrupted nine years of primary and junior secondary school education that is free, universal and qualitative. With the view of inculcating to the pupils appropriate knowledge for educational advancement, national consciousness and values that will aid the individuals contribute meaningfully to the social development of the society. Others are the literacy, numeracy, and manipulative skills that will help the individuals lay a solid foundation for the lifelong learning process.

The UBE programme also expanded the curriculum to include information technology, security education and civic education etc. The essence of the introduction of these

subjects is to ensure that the students acquire certain communication and life skills, security and moral values that enable the students to lay a solid foundation for lifelong learning. Thus creating political awareness, civic duties and the responsibilities of the individuals in the society.

Also, the programme provided initiatives for the acquisition of functional literacy, numeracy and life skills for adults above school age. The out of schools, non-formal programmes for the adults that need to update their skills and knowledge needed for lifelong learning, and the special programmes for the vulnerable groups the girls, nomadic population, out-of-school youths and the almajiris, among others (Centre for public impact, 2017). The UBE Act also established non-formal education for adolescents and youths that do not have opportunities of attending formal education to acquire skills and apprenticeship training that will help them live a worthy life and contribute to the development of society. The hallmark of the new scheme is the separation of the junior secondary school from the senior secondary school. In a similar view, Alabekee and Ugwunba (2015), noted that the basic features of UBE are the appropriate continuous teacher professional development and the community ownership of schools including participation in the decision-making process.

Objectives of UBE

The objectives of Universal Basic Education are aptly captured in the National Policy of Education, (2014).

- i). To develop in the citizens a strong consciousness for education and a strong commitment to its vigorous development.
- ii). To provide free, universal basic education for every Nigerian child of school age.
- iii). To reduce drastically the incidence of drop-out from the school system through improved relevance, quality and efficiency.
- iv). To cater to the learning needs of young persons who had not completed their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education.
- v). to ensure the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values needed for laying a solid foundation for lifelong learning.

Quality Assurance

The concept of quality has remained on the front burner among service providers be it in the industrial sectors or service providers. Quality is usually the hallmark for the patronage of a particular product or service and the desire of the final consumer (Kotler and Gertner 2002). Quality simple means the specific standard desired of a particular product or service. The concept appears elusive because it is expressed in relative terms and is based on noticeable features used by the individual to differentiate a service or product from one another. Thus, it becomes difficult to have a uniform definition of what is quality. So, the emphasis will be to outline various expert opinions on what quality is.

The Oxford Advanced Learner's Dictionary (Eighth Edition), defines quality as the standard of something when compared to other things. In a similar vein, the International Standard of Organization (1994) defines quality as the totality of features and characteristics of a product or service that bear on its ability to satisfy stated needs. Therefore, for any product or service to be adjudged a quality product it must have certain characteristics that satisfy certain needs of the society or provides certain

predetermined requirements for the consumers. The concept of quality assurance is an emerging concept in educational service unlike in the business sectors where it is of utmost importance for the fitness of the products to the satisfaction of the consumers. Quality assurance in the educational sector became imminent as a result of the nose-diving standard of education necessitated by infrastructural decay, paucity of funds, and lack of educational facilities, among others.

Quality assurance in education is ensuring that the institution meets the demands of the society in the process of teaching and learning, the process of teaching- the calibre of teachers, the learners-the enrolment of students, the environment and the infrastructures that aid teaching and learning. Put differently, the quality assurance in education is the process of ascertaining the curriculum, the pedagogy, the input which consists of the students' enrolment, the financial investment into the system, the output which consists of the final product, ie the graduation of the students, and the rate of dropout, and the entire educational environment that facilitate the learning process.

Strategies of Quality Assurance in Universal Basic Education

The frontline group that is saddled with the responsibilities of ensuring that the goals of UBE are achieved is the quality assurance agencies that are not only autonomous but are supervised by the minister of education or commissioner of education as applicable. Thus, this brings to the fore that the primary objectives of quality assurance are not only to set the standards but ensure that the standard is maintained and improved in all instructional activities. It is also within the purview of the agencies to conduct research on the challenges encountered by teachers in the process of teaching, provide plausible solutions, and disseminate any innovation therein.

It is however, imperative to note that the National Policy on Education (2014) recognized quality assurance officers who are saddled with the responsibilities of ensuring that the educational activities are aligned with UBE objectives. This is achieved through inspection, visitation, organizing meetings and workshops with the view to obtaining information concerning the challenges that impinge on educational activities and proffer practical advice on how to improve instructional activities (FGN, 2014). It is still the onus of quality assurance officers not only to monitor, document and publish the quality of education in schools, but also to disseminate instructional materials that will aid effective teaching and learning.

To achieve the aforementioned goals, there are agencies with primary responsibilities of supervising, inspecting and monitoring the process of teaching and learning to ensure that the minimum standard is maintained and quality assurance of instructional activities adhere in every facet of teaching and learning. The Universal Basic Educational Commission (UBEC) has a department of quality assurance that is charged with the responsibility of ensuring high-quality basic education. The main function of the department is to prescribe and maintain minimum standards, monitor, appraise and evaluate the UBE programme through the following mechanisms:

- I. designing and implementing quality assurance activities and programmes for UBE,
- II. establishing performance indicators for monitoring and evaluation of UBE programmes,
- III. carrying out regular quality assurance in Basic Education Schools in Nigeria,

- IV. setting monitoring and ensuring maintenance of minimum standards,
- V. preparing and reporting to UBEC management on quality assurance activities in Basic Education Schools,
- VI. conducting National Assessment of Learning Achievements in Basic Education (NALABE) and National Unified Continuous Assessments (NUCA) on regular basis,
- VII. developing an instrument for various monitoring activities of the commission. (ubec.gov.ng).

It is imperative to mention that the Ministry of Education as the supervisory ministry is also empowered through statutory agencies to ensure quality assurance through regular inspection and continuous supervision of instructional and learning activities. The major strategies for ensuring that the minimum standard is maintained through visitation, supervision, inspection and monitoring. It is pertinent to emphasize that these strategies aim to enhance teaching and learning, ascertain challenges that impinge effective teaching, and try to provide solutions or innovations that will enhance teaching. In a similar vein, Ogunsanju (1983) posits that supervision is a way of persuading people to desist from applying wrong procedures in the process of achieving the organizational goals as well as encouraging good human relations in the organization.

In the educational system supervision is the process of overseeing the instructional and other educational activities, and ensuring that the stated goals of education are achieved in content delivery, methodology and all facets of teaching and learning. The essence of supervision is not necessary to detect errors but to enhance the process of teaching and learning. It also helps build confidence in the teachers, improve their abilities and help the entire management of the system. The following are the roles of supervisors in the UBE:

- The inspection of school programmes to ensure it is consistent with the philosophy of the scheme.
- To ensure that the programme is functioning optimally and resources judiciously utilized
- To ensure that records are kept following the educational laws
- To give professional advice to the teachers and lead principals and teachers to improve the teaching and learning process
- Ensure that the standard is not only maintained but improved. (Oluremi & Oyewele, 2013).

It is obvious that for the supervisor to discharge the aforementioned roles, they need to be professionally trained in the rudiment of not only teaching but also the technique of supervision. This brings to the fore the need for teacher education as one of the techniques for quality assurance. The National Policy of Education (2014) recognizes that the minimum qualification for teaching in the basic school is the Nigeria Certification of Education (NEC). In recognition of the pivotal role of teachers in the implementation of educational policies, the teachers need to be professionally trained and retrained to be equipped with professional skills that will enable them to discharge their duties in the most effective ways.

Teacher education is the preparation and equipping of the potential teachers with theory and practice of teaching and learning that will enable the teachers to be effective and efficient in the process of imparting skills and knowledge in a classroom setting

(Wordu, 2018) Teacher education is anchored on the following premise to improve the knowledge of potential teachers, the mastery of subjects, understanding the psychology of child development, classroom management, organizational skills, development skills and competencies in the use of educational resources.

Thus, for UBE programmes to achieve the desired targets, teachers should be trained in the latest classroom technology that will enhance effective teaching. The teachers must not be seen as the custodian of knowledge but as facilitators of learning experience and in the process, make teaching students' centred.

Major Inhibitors of the UBE Scheme

The central objective of the UBE scheme is for all Nigerian children of school age to have easy and unfettered access to basic education that is free and compulsory with uninterrupted nine (9) years of schooling. These laudable goals make the teacher a critical holder in the implementation of UBE programmes and policies. The teacher becomes a veritable resource that is expected to ensure that the desired quality of education is achieved. Unfortunately, there are empirical shreds of evidence that teachers are in short supply in the basic education classes, coupled with unqualified teachers and unavailability of instructional resources undermining the implementation of recommended curriculum, thus hindering the attainment of educational goals. (Agabi and Onuoha, 2020, & Adegoke and Mefun, 2016).

The situation is further compounded by the fact that teachers are poorly paid with very low economic advancement prospects when compared with other professionals (Agabi, 2021). Despite this unenviable status of teachers, they are expected to achieve educational goals even in the face of diminishing educational resources. Thus, teachers are compelled to improvise educational resources to ensure teaching and learning, and this is inimical to the attainment of UBE educational policies and programmes.

Another factor that had impeded the attainment of educational goals of the UBE is the overcrowded classroom as a result of free and compulsory education. This was aptly observed by Agabi (2021), that educational policies in Nigeria are mostly thwarted in public schools in the guise of free education. This is further compounded by excess workload arising due to a short supply of the needed manpower that will enhance the realization of educational goals.

Basic education classes are not only impeded by the dearth of qualified teachers, but also by infrastructural decay, and deficiency in instructional resources that will aid effective teaching and in the process inculcate to the learner the appropriate level of literacy and communication skills for a solid foundation for lifelong learning. In the midst of all these, teachers are compelled to teach and improvise the needed resources that will enhance teaching and learning, but in so doing the quality is compromised and implementation is skewed against educational policies.

At this point, it is imperative to note that the intermittent closure of schools arising from various forms of strikes and agitation for better living wages by teachers has also contributed in no small measure to undermining the educational goals of the UBE programmes. The insecurity and the latest kidnapping of students had hampered the attainment of educational goals, and in most cases have led to psychological depression, and the resultant effect is withdrawal from school, low self-esteem and restricted access

to education.

Another salient factor undermining the effective attainment of UBE policies and programmes is poor completion of educational levels of basic education. The desire of parents to ensure that their children graduate early; the habits of jumping from one school to another to avoid spending the required minimum of years required in basic education, and therefore disinvest the students with the benefits of the expanded curriculum.

In summary, the federal government review of EFA (2015), lucidly itemizes the challenges of attaining education for all as low participation in primary education as compared to the increasing number of children out of school. UNICEF report in 2015 stated that about 10.5 million children are out of school despite the free and compulsory education. These numbers are unabated because of the activities of insurgencies in the North-East. Also, there are economic barriers and socio-cultural norms that deprive the people in the North-Nigeria of accessing formal education, especially the child girl. Others are low quality of teachers to effectively implement the national curriculum, thus resulting in a low level of learning, dearth of basic infrastructures, poverty, child's labour and non-accessing of federal government intervention funds by SUBEBS.

Way forward

Quality assurance begins with the teachers and the use of available educational resources in the attainment of educational goals under the supervision of well-trained quality assurance officers. Therefore, the role of teachers in the effective attainment of the UBE programmes cannot be overemphasized. So, the government should employ qualified teachers and education should be on the front line charge of every government. The teachers should be trained and retrained in pedagogy.— There should be an improved welfare package for the teacher to make teaching attractive, like improved salary, and regular promotion, among others.

Integrate the inspectorate division and quality assurance office for proper coordination, and it should be empowered through adequate training, seminars and workshop. Training of managers and the line managers in the school system for adequate mentoring of the subordinates for effecting achievement of educational objectives.

The federal government intervention funds should be increased from 2% to 5% to enable the state government to build additional educational plants and decongest the existing classrooms, and avoid overcrowding classrooms. 1:35 teacher/pupil, as stipulated in the National Policy on Education (2014), should be adhered to in all the basic classes.

Non-governmental organizations, civil organizations and government should collaborate and enlighten the populace on the importance of formal education through innovative sensitization and advocacy activities.

Conclusion

The laudable objectives of the UBE scheme of providing free and compulsory education, inculcating to the learner the moral values, and basic communication skills that will enable the learner to live lifelong learning, and contribute to the development of the society will be a *marge* without a professional teacher who can translate and implement educational objectives into reality. Therefore, the paper concluded that merely training

teachers in the methodology of teaching and learning may not be the silver bullet that will ensure effective implementation of the UBE scheme, except the continuous monitoring and supervision of teaching and learning by the regulatory agencies.

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CHAPTER 21

THE ROLE OF UBE FUNDING ON THE QUALITY OF BASIC EDUCATION IN NIGERIA

Okeke, Emeka Paul & Alhassan, Halima S.

Introduction

Universal Basic Education (UBE) Programme was introduced in 1999 by the Federal Government as a reform programme to provide greater access to, and ensure quality basic education throughout Nigeria. The programme was used as a strategy for achieving Education for All (EFA) target and the education related Millennium Development Goals (MDGs). This effort was to guarantee uninterrupted access to nine-year formal education (six years of primary education from ages 6-11 and three years of junior secondary education from ages 12-14) as well as providing Early Childhood Care Development and Education (ECCDE between the ages of 3-5). The basic component of the UBE connotes the very foundation of education which all other levels of education are built upon. The universal aspect indicates provision of education which provides a set of minimum knowledge. The 'free' side of the scheme refers to the need for every child to have access to education, regardless of financial status. Since the programme began, there have been some improvements in Nigeria's education sector; however, this has been marginal (UBEC, 2017). This was evident in the 2015, UNESCO ranking where Nigeria ranked 103 out of 118 countries, in its Education for All Development Index (UNESCO, 2015). The index takes various aspects of education into consideration; including quality of education, gender parity, universal primary education as well as adult literacy.

One of the major challenges the government has faced in carrying out the UBE scheme since inception, has been the lack of adequate funding on one side and the sluggish participation of sub-national governments on the scheme on the other hand. Given its aims and objectives, the issue of how the UBE scheme would be funded is very fundamental. Unfortunately, the funds which have been allocated by successive governments to fund the programme have not been commensurate with the demand of the scheme to realize its lofty objectives (Athanasius, 2018). This, as observed had led to poor implementation of the programme, especially by the State governments which seems to be responsible for the dearth of facilities that are supposed to support basic learning that are in bad shape all over Nigeria. These make mockery of government's campaign on improving the fortunes of education with poor quality of teachers at the basic level that leaves a lot to be desired, raising the question of government's commitment to realizing its educational goals.

The main focus of this study was to examine the role of UBE funding on quality basic education, with specific attention to school infrastructure, provision of instructional materials and teachers' training.

Conceptual Issues.

The following concepts were discussed under the following;

Overview of UBE Programme in Nigeria

Generally, in the world all over, basic education is considered as the most important level of education that prepares children for other levels of education. It is the type of education, in quality and content, that is given in the first level of education. However, there are variations in its scope and duration from country to country. In Nigeria for instance, basic education was equated with six years of primary schooling in the past. Currently basic education is extended to include the three years of Junior Secondary School. Universal Basic Education (UBE) is conceived to embrace formal education up to age 14 or 15, as well as adult, Normadic and non-formal education including education of the marginalized groups within the Nigerian society.

The main consideration is that this level of education provides the foundation for other levels of educational exercise which is expected to train people into functional citizens. Basic education as predetermined by the National Policy Education is the type of education given in a formal institution for children between the ages of 6-11 years, and constitutes the bedrock upon which other levels of educational is built (FGN, 2013). Owing to the recognition and the importance of this level of education to the development of mankind, several declarations particularly on basic education were made at the global level due to the observed large number of out of school children in the world caused by several factors (economic, political and cultural). Key among these declarations is the Jomtein Declaration on Education for All (EFA) in the year 2000 which target is that by the year 2015 all citizens of the United Nations member states should at least have basic education. It was based on this premise, Chief Olusegun Obasanjo on the 30th September, 1999 launched the Universal Basic Education (UBE) Programme in Nigeria. The programme was launched with the aim to improve the literacy level of Nigerians as well as providing solutions to the challenges of basic education.

Basic education, as espoused by the Federal Republic of Nigeria (2004), is the type of education that comprised of 6 years of primary education referred to as the lower basic education and 3 years of junior secondary school education referred to as the upper basic education. To ensure the attainment of the UBE programme, it was stipulated that education at this level shall be free and compulsory which also include adult and non-formal educational programme at primary and junior secondary school levels respectively for both adult and out of schools youths.

There are three main components of Universal Basic Education programme which are Universal, Basic and Education. The Universal component of the programme implies that the programme is designed for every citizen, irrespective of tribe, culture or race and class. The Basic component illustrates the fundamental basis that the programme must be given at all cost. Thus, it is on this that other thing rests on, which without may not achieve the goal of the programme. It is the root for the acquisition of any knowledge (Eddy & Akpan, 2009). Universal Basic Education programme as legislated by the Federal Government of Nigeria was therefore, made compulsory and free for all Nigerians which would not be considered as a privilege but a right to all citizen irrespective of their class or background. Thus, the mission for the introduction of Universal Basic Education is to serve as a main stimulant for the nation's aspiration to ensure Education for All (EFA)

and the attainment of basic education targeted goals in the Millennium Development Goals (MDGs) (UBE, 2017).

Universal Basic Education Funding

Providing every child with an equal opportunity and qualitative education has been a central challenge in public education (Kaldick-Jamabo, 2018). Ironically, the purposeful and practical allocation of resources to support equitable access to high-quality learning opportunities is a major component of the National Policy on Education at the federal, state and local government levels (Kaldick-Jamabo, 2018). Education funding is purposeful and is aimed at attaining functional and quality education. It is indeed, having an eye on the attainment of statutory provisions of set objectives as indicated in the National Policy on Education.

Funding the education sector as observed has been a very big unresolved question in Nigeria right from the pre-colonial period till date. In all front, funding the education sector has been a big challenge to each successive government that comes on board in Nigeria. Funding the education sector has been a cog in the wheel of education development in Nigeria. As a result of this Nigeria is considered to be one of poorest funded education sector even in Africa where she is adjudged to be the giant, of the continent, bearing in mind that education is the foundation upon which developed societies are built. In other words, nations that thrive, invest in education as a tool for the development of skills which could be used to produce wealth, create and sustain a suitable society.

Nigerian governments both military and civilian were also accused of underfunding the education sector. The country has never met the United Nations specification of 26% annual budget allocation to education. In a similar case, Nigeria was rated as the tenth worst and deviant country in funding education (UNICEF, 2015). Yet she hopes to use education as the instrument for economic, social and political development. A number of Nigerians had long seen education as the surest way of making Nigeria both free and great. They had long seen education as the catalyst to political and economic development in Nigeria. More so, the education decay in Nigeria began in the late 90s when the sector was starved of funding (BudgIT, 2018). The spending by Nigerian Government in the education sector is relatively low when compared with other African countries. In 2014, according to Index Mundi, Ghana spent 21.7% of its budget expenditure on education which shows its commitment to improving the sector, compared with Nigeria's 10% in the same year despite the fact that Nigeria has a larger population and even more resources. As expected, basic education needs proper funding, and investment in quality basic education is expected to bring the highest returns to individuals, societies and countries. Corroborating this, Okebukola, (2016) maintained that there is always a better outcome for children who have access to equality basic education programmes as they are likely do better in secondary education and in life.

The Universal Basic Education Commission (UBEC) fund is an annual grant by the federal government to help states upgrade their primary education facilities in order to provide a good education for children across the nation. To access this fund, state governments are required to provide equal fund to match the federal government's grant. Unfortunately, many states fail to facilitate these funds even when they are aware that many children in their states studied under unacceptable conditions. The UBE counterpart funds constitute 50 per cent of the gross revenue realized by UBEC in a

preceding year meant to be disbursed to states in accordance with a sharing formula approved by the Federal Executive Council. Correspondingly, States are expected to provide an equal amount of the money as counterpart funds to be able to access the funds from the Federal Government. Despite this, Nigeria is faced with pathetic learning facilities across all states which make mockery of her desire to improve the education sector. In a report titled: "Unaccessed Matching Grant" by UBEC shows that as at September 2018, 24 states had not accessed the UBE grant that was released in April 2018 (UBEC, 2018). The unaccessed funds amount to N29.5 billion. The report noted further that, in April 2018, UBEC began disbursement to the states including the Federal Capital Territory at approximately N1.3 billion each. However, only 13 states including the Federation Capital Territory have accessed the grant, this further explains the rot in the nation's education system.

A Demographic Health Survey that was conducted by the United Nations Children Fund (UNICEF) and the Nigerian government in (2018) shows that the population of out of school children in Nigeria rose from 10.5million to 13.2 million in 2016. Presently, Nigeria is ranked as having the highest number of out of school children in the world as a result of inadequate funding that have affected the education sector. It was disturbing that education was not made a priority of any government and hence only few state governments had accessed the UBE fund up till date. The irony of the crisis is that a government, which claims that it lacks money to fund education is spending several billions of Naira to fight insurgency, kidnapping, armed robbery and banditry" (Premium Times, 2018)

The Role of Funding in UBE Programme

The campaign for increased mobilization of funding for basic education is not unanticipated, especially for the purpose of fulfilling the basic human right of free and compulsory Universal Basic Education. Article 26 of the 1948 Universal Declaration of Human Rights states that: *"Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory"*. However, rising population and economic uncertainties in Nigeria have limited the ability of various states to meet this important objective. Despite the efforts of international donors and multilateral agencies to bridge the funding gap for basic education in Nigeria, education financing gap still remains wide (Athanasius, 2018).

Basic education in Nigeria is funded by the three arms of government. However, each state government has services it provides for its populace which are in form of capital project and recurrent expenditures that would also impact education. Most states in Nigeria do not have the capacity to generate high internally generated revenue, which means that most states would not be able to fund the education sector effectively due to high dependence on allocation from the central government which is predicated on oil revenue.

On Local Government funding, the local governments are not entirely autonomous of states governments in Nigeria even as each is separate by law. This tier of government has access to little fund to spend on education making it difficult to meet the educational needs at that level. On the other hand, the federal government funds the basic education through the UBEC intervention funds which in most cases are not accessed by the state governments to provide education needs in the states (Eddy & Akpan, 2009). As

observed, inadequate funding could affect the provision of Universal Basic Education needs as examined in the following sub-headings.

Provision of School Infrastructure

The place of infrastructure in educational activities is an issue that has continued to generate debate among educational stakeholders. This is because teaching and learning cannot take place in a vacuum and as such the need for quality infrastructure becomes very imperative. The infrastructure provided in the school helps to make teaching and learning tangible rather than abstract as it were in the past when there was dearth of physical facilities in schools. In accordance with this, Alimi, Ehinola & Alabi, (2012) in their study on School types, facilities and academic performance of students in senior secondary schools found that quality of infrastructure in the school relates to academic performance of students. The quality and quantity of facilities provided in the school environment goes a long way to determine the direction, meaning and relevance of educational activities. However, for these benefits to be derivable there are several physical infrastructures that must be provided in the school that requires adequate funding among which are:

Laboratories: Students also need well equipped laboratories especially for taking practical related subjects. It is however unfortunate that most schools lack the right quality of laboratory facilities as the school is forced to improvise where none exists. This may explain why some students perform badly in practical related subjects. The construction of laboratories is essential for the success of the school system and the government must also ensure that these laboratories are well equipped so that students can acquire the right level of skill and knowledge that is needed for societal development.

Sport Facilities: The need for the construction of sport facilities as part of the physical infrastructures needed in the school is non-negotiable. Sport facilities are essential for the development of the psychomotor domain of the students. Sport facilities also provide an alternative career path for students who are unable to cope with the cognitive demand of education. This means that students are most likely to lose from all sides when the school lacks the needed sport facilities which can be provided to help develop the sport life of the learner. The provision of sport facilities contribute to quality education by providing the learner with exposure to co-curricular learning content which can be acquired for personal and national advancement. These sport facilities must also be provided in such a manner that the individual sport needs of the students and teachers are taken into consideration for the overall benefit of all stakeholders.

Office Blocks: Teachers also require a well-furnished office space to be able to discharge their responsibilities conscientiously. The construction of office blocks as part of the facilities needed for guaranteeing quality basic education is essential because it provides the right environment for the teacher to plan and evaluate quality teaching and learning activities. The office space provided must also be as comfortable as possible so as to make the teacher relaxed in the discharge of his or her duties. When office blocks are not provided for teachers, it can lead to cases of teacher's absenteeism and students will also find it difficult to get the attention of their teachers in finding solution to educational problems.

Teacher Training

Teacher training is a fundamental component of quality education all over the world. This is because the teacher is at the center of all educational activities in the school and their approach to teaching and learning greatly determines whether or not educational goals and objectives will be attained. For this reason scholars such as Adirika (2014), Akanbi (2014) emphasized that no nation can rise above the quality of her teachers. This is because teachers play essential roles in the educational advancement of any nation. However, the extent of contribution that the teacher can make depends on the quality of training provided for the teachers by the government.

Monitoring and Supervision

Supervision fundamentally is a quality control measure in UBE which entails the practice of monitoring the performance of school staff, noting the merits and demerits and using befitting and harmonious techniques to amend the weaknesses while still improving on the advantages, thereby increasing the standard of schools and achieving educational goals. It could be seen as an interaction between two or more persons for the improvement of an activity. In a related manner Adepoju (1998) asserts that monitoring and supervision of schools involves a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and group. He maintained that school monitoring and supervision brings about improvement in instruction by teachers which enhances teaching and learning. Basically, school supervisors do not only evaluate what the teachers teach to the students or the projects carried out by the school administrators, they also help in giving honest, accurate and definite report on the schools they supervise relating them to the expectations of the education inspectorate in achieving the goals of education (Pistole and Watkins 1995).

Supervision as an educational activity is carried out for the following reasons according to Ojelabi (1981).

- i. To make sure that the minimum standards that was set for the schools are adhered to. The intention of this being to provide relative equal educational opportunity for all children by ensuring that set school standards are maintained.
- ii. To provide a forum through which purposeful and constructive advice can be rendered for the sake of improving the quality of teaching in school through improvement of educational facilities.
- iii. To make sure that prudence is maintained in the way and manner that public funds are spent in running the schools.
- iv. To make available to the appropriate authorities true position of human and material resources as they concern the schools through supervision reports. Some of the components examined by the monitoring and supervisory officers include availability of space in the school environment, size of classes, state of facilities, staff strength and appropriateness of teaching qualification of teachers as well as the supervisors' perception of other numerous difficulties that the school has to contend with.
- v. To stimulate and provide guidance in the display of desirable education practices while noting the various negative education practices.
- vi. To provide a verifiable foundation upon which various courses of action can be initiated by the teachers and principal locally within the school, the monitoring officers and government on a larger scale.

However, Modern education systems like other social and economic system have become increasing complex. The problems faced by the educational institutions in Nigeria are characterized by numerous challenges such as poor funding, student population explosion, examination malpractice, indiscipline, inadequate provision of educational resources and poor academic performance among students' absenteeism of teachers and students among others. It is further noted that these factors impact negatively on the education institutions and requires effective monitoring and supervision to ensure quality control in the school system. Thus, if funds are accessed and appropriated for monitoring and supervision of UBE activities, then there is the expectation that report on the teaching and learning in schools as well as school projects will emerge and necessary actions taken where necessary. On the other hand, where the funds are not available for the supervisory functions, the quality of education will be compromised.

Instructional Materials

Instructional materials are those materials used by a teacher to simplify their teaching. They include both visual and audio-visual aids and could either be concrete or non-concrete. These instructional materials bring life to learning by stimulating students to learn. Certainly, the use of instructional materials in the classroom has the potency to aid the teacher in explaining new ideas clearly, which would result to better students' understanding of the concepts being taught (Kadzera, 2006). Similarly, Okwor and Ike (1995) defined instructional materials as equipment used for teaching and learning which could be in form of objects, pictures, charts, media or slide projection which is aimed at achieving the objectives of teaching and learning in the school.

The state of infrastructure in basic schools in Nigeria today leaves more to be desired and the search for effective and efficient delivery of instruction to pupils remains a major concern to education actors. Thus, the major factors that could be responsible for the underachievement of pupils in most basic schools are shortages/absence of instructional materials which undeniably have major role to play in teaching and learning processes in the school system. As noted by (Ikeobi, 2010), there are insufficient classrooms, smart boards, whiteboards, media tools, textbooks, charts and library in most schools that could help pupils understand better what is being taught.

Similarly, it has been acknowledged that the major component of effective curriculum application is the instructional materials (NERDC, 2007). Hence, for effective teaching and learning process to take place in the school environment, there must be an inclusion in the use of instructional materials in lesson plan by every teacher to make pupils understand and appreciate the concepts discussed in the classroom. This is because the more a learner involves in practical learning, through chart simulations and pictorials, the greater the impression in the mind, and the longer the retention of what has been learned. This could be justified by the aphorism that images last longer in the mind, when a learner correctly sees and hears. When an audio-visual aid is correctly used, it will help in retention of the acquired knowledge. But when these materials are not provided for by UBE as a result of inadequate funds by the state, learning and teaching suffers a setback that could further affect enrolment, dropout and pupils retention in basic schools in Nigeria.

Conceptual Framework

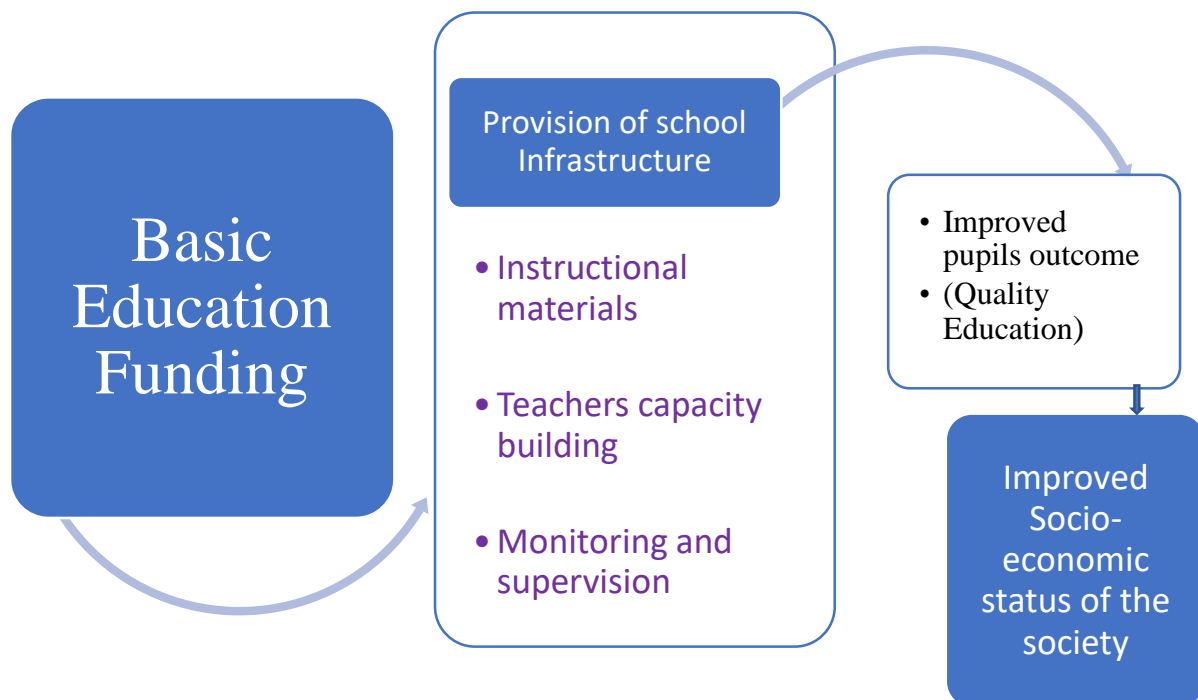


Fig. 1. UBE Funding Framework; Adapted from Kaldick-Jamabo, 2018 and modified by the authors.

Participatory funding of basic education by various stakeholders would lead to provision of class rooms, instructional materials, teachers training, enhance monitoring and supervision of schools and provide for pupils with special needs. It was also the postulation that if basic education is adequately funding, it will possibly improve pupils learning outcome that would ultimately bring about improved socio-economic status of the society if the people are educated.

Conclusion

The essence of Universal Basic Education (UBE) was to provide free and uninterrupted formal education for every Nigerian child of school-going age; reduce the incidence of drop-out through improved relevance and quality education, and to ensure the acquisition of appropriate levels of manipulative, communicative and life skills, as well as ethical, moral and civic values needed for laying a solid foundation for life-long learning. Counterpart financial support is thus required by the sub-national governments to reduce the teeming out of school children in Nigeria. The delay and failure by some states of the federation to access the matching grants, would further impact on the endangered population of out of school children in Nigeria which is the largest in the world today and impinge on the human capital development of the country.

Recommendations

- The state was not up to date in accessing UBE funds. It is true that some states in Nigeria are not economically resilient, as most of them are dependent on monthly allocation from the Federal government. The State should as a matter of importance create education development account. The savings from this account would be used for counterpart funding of UBE and other education related development in the state.

- School infrastructure and instructional materials for teaching and learning were found to be in bad shape and inadequate, especially at the semi-urban and rural educational zones in the state. This was adduced to failure of the state to access UBE fund and undue attention to educational facilities outside the city centre. The state should give serious attention to the payment of UBE counterpart funds so as to improve the standard of school infrastructure and instructional materials that would aid improved teaching and learning in the state especially at the semi-urban and rural educational zones in the state.
- Teachers' training programme was found not to be regular in the state as a result of lack of fund from the state universal basic education which by legislation should provide constant teachers capacity building. For quality education to be entrenched in the nations' basic education system, the state government should engage meaningfully with captains of industries, philanthropists and donor agencies in the state in building state education development account that would enhance payment of UBE counterpart fund to enable the state universal education board carry out her statutory functions in ensuring regular teachers' training programmes.
- Governments at subnational should have the political will in providing education related needs in the state especially in the rural and semi-urban areas to enhance inclusive education development in the state.
- Pressure Groups in the state such as the CSOs and CBOs should engage the government constructively in areas where they are not performing, especially in the area of education and human capital development.

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CHAPTER 22

QUALITY ASSURANCE ISSUES IN THE MANAGEMENT OF BASIC EDUCATION IN NIGERIA

Ezugoh, Theodorah Chinelo; Agu, Anthonia Ngozi & Egwu, Joyce Uche

Introduction

The Universal Basic Education (UBE) is one of the educational programmes introduced by the Nigerian Federal Government to tackle the problems of illiteracy, ignorance, crimes, poverty, gender inequality, unemployment, child labour and prostitution, among others, in order to stimulate and accelerate development of the society. The UBE was basically introduced into the Nigerian education system to inculcate into recipients' or youth practical skills, rightful knowledge and competences that will enable them make use of their potentials for positive contributions towards the world of work and national development. Therefore, UBE as a Lifelong Learning Education (LLE) programme must equip the learners with new skills and competences for achieving those goals required for a fundamental change in the way learning takes place (Ogwudire, Okoruga & Ukpai, 2006). Ever since the UBE was launched in the country in the year 1999 by President Olusegun Obasanjo's administration, it has made significant contributions to and impacts on both human and society development.

So far, the Universal Basic Education (UBE) has led to increase in children/students enrolment and reduction on the rate of dropouts in the basic schools (Anaduaka & Okafor, 2013). Emechebe (2012) observed that the MDGs report 2010 indicated that Nigeria has made progress in net enrolment of primary school children (although this may seem to be quite different in the present era where students' enrolment is retrogressively dwindling/declining in the UBE programme). Besides, Emechebe further noted that there has been increase in the net enrolment of primary school in Nigeria from 68% in the year 2000 to 88.8% in 2008. This indicates greater access to primary education. However, the survival rate, that is, the number of pupils starting primary one who reached primary 5 in the years 2000, 2001, 2002, 2003 were, 97%, 97%, 96% and 84% respectively. The completion rate for the UBE programme in the past showed progressive increase in the number of pupils who enrolled in primary one and were able to complete primary 6. In the year 2000, the completion rate was 76.7%, which progressed to 82% in the year 2004 (Emechebe, 2012). The UBE programme however, continues to serve as an important instrument for both economic development and achievement of the goals of the "Education For All (EFA)", "Millennium Development Goals (MDGs)" and "Sustainable Development Goals (SDG)" (Anaduaka & Okafor, 2013; Ejere, 2011; Federal Ministry of Education (FME), 2015). Given the importance and relevance of the UBE towards human capacity building and empowerment, economic prosperity and national development in the Nigerian society, yet the programme suffers lot of difficulties as regarding the enhancement of effective programme quality control and management. More so, there has been great difficulties in the management of the UBE programme in Nigeria which

has been a serious challenge during the past defunct Universal Primary Education (UPE) programme including, and also affecting the present UBE. There has been a lot of management issues and challenges preventing the attainment of quality assurance in the UBE programme (Mogbeyiteren, Azeez & Abina, 2019; Njoku, Chukwumezie & Ani, 2018; Oluremi & Oyewole, 2013). Nevertheless, for effectiveness and improvement in the management of the UBE in Nigeria which leads to achievement of educational goals and objectives including other positive outcomes, priority attention and active concern must be given to both the internal and external quality assurance indices or indicators. Over time, the problems and issues surrounding quality management and control of the UBE programme for achievement of quality assurance has been a matter of discourse for many education stakeholders and government agencies. The State of Education Report (SER, 2013) cited in the Federal Ministry of Education (FME, 2015) indicated that the quality of education given at basic education level is still adjudged below standard as evidenced in the products of this level. The issue of poor quality and management of the UBE has really affected pupils' enrolment and completion just as observed by Emechebe (2012) in the past years. According to Emechebe, although good progress has been demonstrated in the UBE in early years of the programme, but subsequent reports indicated that the years 2004, 2005, 2006, 2007 and 2008, showed steady retrogressive decline of 74%, 74%, 74%, 74% and 72% respectively in pupils' enrolment, which was still same decline in the year 2014 and continues (FME, 2015).

This is quite interesting as these years of decline coincides with the period when more teachers have been recruited and trained, more school buildings have been provided and so on. This shows that more emphasis is on the quantity of pupils enrolling in primary school than in the quality of the outcomes. Thus, as more children are enrolling in primary school, more are also dropping. In addition, the completion rate as indicated in the 2010 MDGs report also showed a steady decline. In the year 2007, the completion rate of pupils' in the UBE retrogressively declined to 67.5% (Emechebe, 2012). The above analysis shows weakness and deficiencies in both the management and internal efficiency of the UBE programme in Nigeria, therefore, raising a lot of doubts and questions on the possibility of attaining quality assurance in the UBE programme; an indication that meeting the target in the future years may be difficult. As observed in the paper, one of the core and serious issue affecting the implementation and sustainability of the UBE programme in Nigeria for realization of positive outcomes and goal attainment is the problem of effective management of the UBE usually responsible by some quality assurance issues. Therefore, the quality assurance issues surrounding the management and implementation of the UBE in Nigeria which are equally good measures for the programme efficiency and effectiveness in serving the recipients has warranted the discussions in this paper. Thus, this chapter will discuss quality assurance issues in the management of universal basic education in Nigeria. Discourse and conversations on the subject matter made by the scholars in this chapter will be done in different subsections focusing on the history, trends and goals of the UBE in Nigeria. Other discussions in the chapter will center on the need for quality assurance in the management of UBE in Nigeria; the internal and external quality assurance indicators for effective management of the UBE in Nigeria; and quality assurance issues and problems affecting effective management of UBE in Nigeria. The chapter will end by providing way forward towards improving effective management of the UBE in Nigeria for attainment of quality assurance. Moreover, few concepts will equally be explained in the chapter.

Quality Assurance (QA) Explained

The term quality as conceived in this paper means something that has worth, goodness or zero defects. It can be equally referred to as the degree at which an educational programme maintain high level of excellence in serving the clients or recipients for attainment of positive outcomes and goal(s) achievement. Quality from various scholarly perspectives connotes that a programme has exceptional standards together with fitness of purpose, that is, satisfying what is intended, has value of money through efficiency and effectiveness, has zero defects and showcases consistency and transformational change. The OECD (2006) perceived quality as the totality of features and characteristics of a product or service that bears on its ability to satisfy stated or given needs. It involves that which makes something what it is, its characteristic elements, basic nature, its kind and the degree of excellence of a thing or its distinctions. It is usually focused on high level of merit or superiority of something that gives especial worth or value. Scott, Yeld and Hendry (2007) definition of quality focuses on three specific areas, namely:

- a. Fitness for purpose, an evaluation of how well an organization or programme fulfills its stated mission.
- b. Value for money, is judged on the basis of efficiency and effectiveness in the provision of teaching and learning in an educational programme.
- c. Transformation entails the development of the learner through effective teaching and learning that meets the needs for social and economic growth. Transformation in UBE is underpinned by quality assurance mechanisms for the need of quality education and a fair chance of academic success.

Given all the above definitions of quality, quality assurance (QA) as described by Bassey, Owan and Agunwa (2019) are a series of events, affairs, processes, services that are provided and rendered to ensure that there is proper control, organization, and coordination of educational activities to meet the expected quality for goal actualization. Quality Assurance (QA) include actions taken to view the quality requirements, auditing the results of control measures, and the analysis of the performance of both staff and students in order to ensure that appropriate quality standards and procedures are appropriately implemented in the school. According to the Techopedia (2017), quality assurance (QA) is the process of verifying whether a product meets required specifications and customer expectations. QA is a process-driven approach that facilitates and defines goals regarding product design, development and production. QA's primary goal is tracking and resolving deficiencies prior to product release. Looney and Clemson (2018) asserted that quality assurance consists of the systematic review of educational programmes and processes to maintain and improve their quality, equity, and efficiency. Lim (2020) expressed that generally the term 'quality assurance' is understood to refer to all the policies, attitudes, actions and procedures directed to ensuring the maintenance and enhancement of quality. It incorporates terminologies such as quality management, quality enhancement, quality control systems, and quality assessment which are various means through which quality assurance is ensured.

A brief history of QA in Nigeria as asserted by Mogbeyiteren, Azeez and Abina (2019) showcases that its origin can be traced to several events when the Minister of Education was empowered to maintain standards, and quality of education in the country in line with the National Minimum Standards on Education and Establishment of Institutions Act 16 of 1985 in conjunction with the 1999 constitution of Federal Republic of Nigeria. This function was carried out by setting minimum standards, maintaining and constantly improving all schools in the Federation. In an attempt to achieve uniform standards, the

Federal Ministry of Education delegated the task to the Federal Inspectorate Service department but not legally backed up by legislation to cover all schools. This was seen as a major shortcoming which was rectified through the Act 16 of 1985 as amended to provide adequate legal backing for ensuring quality assurance at elementary and post elementary education levels. Alaba (2010) emphasized that the Amendment Act provided the opportunity for quality assurance in Nigeria education to shift from the old system of school inspection to constant and continuous monitoring accompanied with new operative mode of evaluation. He equally identified eight (8) components of quality standards as highlighted by the National Educational Quality Assurance Policy that is, *Learners Welfare and Participation; Learners Achievement and Standards; Care guidance and Support; Leadership and Management; School Community Relationship; Learning Environment; Teaching and Learning; and Curriculum and other activities*. Therefore, the rationale behind quality assurance in basic schools as further observed by Bassey, Owan and Agunwa (2019) is to ensure that planned educational policies, educational programmes and educational activities are driven to meet best practices. As regards to the above definition, quality assurance approaches and indicators in management of any educational programme may include adoption and deployment of mechanisms that are internal and external to schools. The internal mechanisms may include self-evaluation and assessment, leadership effectiveness, effectiveness in the coordination of entire educational processes and programmes, staff efficiency and appraisal, effectiveness in adequate mobilization and utilization of educational/teaching resources and classroom-based student assessments, among others. External mechanisms may include efficiency of external agencies such as the government and regulatory agencies towards management of educational programmes, effective conduct of school supervision/inspection by the respective agencies, national or regional school evaluations and/or large-scale student assessments, among others (Looney & Clemson, 2018). According to the Techopedia (2017) an organization's QA approach generally emphasizes management, knowledge, skills, personal integrity, confidence, quality relationships and infrastructure. From the above definitions of QA, management has thus been further explained.

Management Explained

Management as applicable to education has been conceived in this paper as the effective coordination and control of both human and material resources for achievement of educational goals and objectives. According to the Indeed Editorial Team (2021), management is the coordination and administration of tasks to achieve a goal. It is the process of planning, organizing, directing and monitoring the efforts of the members of the organization and the use of resources of other organizations in order to achieve organizational goals set. Such management activities include setting the organization's strategy and coordinating the efforts of staff to accomplish these objectives through the application of available resources. Gautam (2013) described management in different perspectives using other scholars' definitions and according to him, management is the specific process of planning, organizing, staffing, directing and controlling the efforts of the people who are engaged in activities in business organization in order to attain predetermined objective of such organizations. Management is to forecast, to plan, to organize, to command, to coordinate and control activities of others (Henri Fayol). Management is defined as the process by which a cooperative group directs action towards common goals (Joseph Massie). Management is the art of getting things done through people (M.P. Follett).

Management is therefore a distinct process consisting of planning, organizing, actuating and controlling; utilizing in each both science and arts, and followed in order to accomplish pre-determined objective (George R. Terry). However, for enhancement and attainment of quality assurance in the UBE programme, management functions and practices such as planning, controlling, coordinating, organizing, documentation and reporting, staffing, budgeting, communication and leadership, among others, are highly essential and required (Indeed Editorial Team, 2021). Management therefore, is definitely a unique process that consists of the actions of planning, organizing, and controlling performed in order to determine and achieve the goals that have been determined through the use of human resources and other resources. With the above definitions, it is important that quality assurance is enhanced and established in UBE through effective programme management. Therefore, the historical trends of the UBE programme has further been discussed in the next section.

History, Trends and Goals of the UBE in Nigeria

The historical trends of the Universal Basic Education (UBE) programme in Nigeria can be traced to the time of introduction of the free Universal Primary Education (UPE) by the Regional Governments. Moreover, as observed by the Centre for Public Impact (2017), the UBE was launched in Nigeria on September, 1999, with the goal of providing “free, universal and compulsory basic education for every Nigerian child aged 6-15 years”. The programme, however, was not able to take off immediately after its launch as it did not have legal backing. Therefore, initial UBE-related activities were carried out only in areas of social mobilization, infrastructural development, provision of instructional materials, etc. The UBE programme only took off effectively with the signing of the UBE Act in April 2004 and the UBE Commission and State Boards were established. But prior before the UBE programme, there have been in long existence the Universal Primary Education (UPE) introduced in the 1950’s by the Western and Eastern Regional governments in Nigeria. Oni (2008) and Onojete (n.d.) gave a remark that the UPE dates back to the 1950’s following the Macpherson constitution of 1951 which granted democratic rights to the citizens to elect members to the regional House of Assemblies of the three Nigerian regions. The assemblymen had powers to raise and appropriate money and also to pass legislations concerning health, education, agriculture and local government. The elected governments in Western region and later in the East selected an ambitious literacy and educational programme to see through that most primary school age pupils attend primary schools. Macpherson Constitution, among other things, made education a regional matter and the country as at that time could boast of only three strong political parties. These were National Council of Nigeria and the Cameroons (N.C.N.C.), Action Group (A.G.) and Northern People’s Congress (N.P.C.) These parties were very popular and in control of government in the Eastern Region, Western Region and Northern Region, respectively (Oni, 2008). Furthermore, Macpherson Constitution, among other things, made education a regional matter. Each of the three regions, that is, Eastern Region, Northern Region and Western Region was, henceforth, free to raise funds and enact laws on education. By July 1952, the Minister of Education, Western Region, Hon. S.O. Awokoya, presented a sessional paper on the educational policy of the region to the House of Assembly. It was to be “one of expansion and reorientation (Sessional Paper, 1952, p.5 in Oni, 2008). This policy for expansion was a six-year free primary education programme billed to start in 1955. From this target year, primary education in Western Region would be free and compulsory. Later on, universal replaced compulsory as no compulsion was evident. On January 17, 1955, the government of Western Nigeria launched the six-year free primary education scheme. The statistical report from Oni’s

(2008) work revealed that three hundred and ninety-one, eight hundred and fifty-nine (391,859) children appeared for registration in primary class I in six thousand, two hundred and seventy-four (6,274) schools. The attendance, in all the classes, altogether, was eight hundred and eleven thousand, four hundred and thirty-two (811,432). Four years after the commencement of the free primary education programme in the Western region, the number of primary schools had gone up to six thousand, five hundred and eighteen (6,518) with one million, eighty thousand, three hundred and three (1,080,303) pupils attending them. The budget on education by the government was £2.2 million in 1954. It shot up to £5.4 million in 1955 (Oni, 2006, p.52, 53). By 1957/58, the recurrent expenditure on education from the funds of the region was £7,884,110. The amount covered personal emoluments, other charges, special expenditure and grants-in-aid (Taiwo, 1980, p.117). N.C.N.C. criticized the bold attempt at universalizing primary education in the Western Region especially the tax measures planned by the government to supplement the finances for the programme. As soon as it was clear to N.C.N. C. that A.G. would not change its plan to embark on the free universal primary education (UPE) scheme (which eventually came into being and commenced on 17 January, 1955, just as indicated by Onojete, n.d.), the rivalry between the two parties made the Eastern Regional Government to make announcement in 1953 of its intention to embark on free universal four-year junior primary education covering infant I, infant II, standard I and standard II (Oni, 2008).

Under the Eastern region UPE scheme, the Local Authorities would bear 45 percent of the financial burden. For one thing, although the financial resources of the Eastern Region were not as buoyant as those of the Western Region; the government went ahead further to launched the UPE scheme in February 1957 using fire brigade approach. Almost everything, except the pupils, was absent. The time for good planning was not enough. The needed finances for thorough execution were grossly inadequate. Most of the teachers were of poor quality. The classrooms and necessary educational equipment were inadequate. The management of the scheme was poor outright. Owing to so many problems, the scheme had a bad beginning. The programme failed in just a year after it was started. The government had no option other than to change to free, universal primary education for the first two years.

Generally, observations from Oni (2008) and Onojete (n.d.) showed that the UPE scheme in Nigeria suffered greatly owing to some serious problems. Pupil enrolment in 1956 was nine hundred and four thousand, two hundred and thirty-five (904,235). It went up to one million, two hundred and nine thousand, one hundred and sixty-seven (1,209,167) in 1957. Lagos, a federal territory, equally participated in the universality of primary education. It started free UPE in January 1957. As at that time, it had ninety-six (96) primary schools having fifty thousand, one hundred and eighty-two (50,182) pupils. The children were taught by one thousand, six hundred and forty-six (1,646) teachers (Fafunwa, 1991, p.174). The Lagos City Council bore full responsibility on education, among other responsibilities. The Northern Region which seemed not interested opted out of the race in the provision of free UPE. Admittedly, about half the number of children in the country was in the region, the leaders never gave serious consideration to the issue of UPE. It appeared the region was so comfortable with the Islamic system of education which had been prevalent for centuries (Oni, 2008). Nigeria got her political independence on October 1, 1960 and in that year, the country had fifteen thousand, seven hundred and three (15,703) primary schools with two million, nine hundred and twelve, six hundred (2,912,600) pupils in attendance.

It was rather disturbing that a few years after independence, the numbers went down (Oni, 2008). In 1964, there were fourteen thousand, nine hundred and seventy-six (14,976) with two million, eight hundred and forty-nine thousand, five hundred (2,849,500) pupils in attendance. (Adesina & Ogunsaju, 1982, p.2). Sixteen years after independence, precisely on Monday, September 6, 1976, Lieutenant-General (later General) Olusegun Obasanjo, the Head of State and Commander in-Chief of the Armed Forces, launched the free UPE scheme. This was the first time the UPE programme was launched nationwide (Onojete, n.d.). The landmark event took place at Oke Suna Municipal Primary School, Lagos. With effect from this date, primary education would not only be free but in addition be universal in all the then nineteen states of the federation as at that time (Oni, 2008). Government planned that it would be compulsory from 1979. Admission into the six-year primary education programme was to be offered to six-year-olds and those who would be six years in the calendar year. The federal government budgeted N300 million for making available school buildings and equipment and N200 million for the training of teachers. Two million, three hundred thousand (2,300,000) children were projected to be enrolled in primary class I. Projection of additional teaching staff and classrooms was put at 59,500 and 36,000, respectively. Three million (3,000,000) kids showed up for registration. Five million, five hundred thousand (5,500,000) others joined the new intakes. Altogether, about eight million, five hundred thousand (8,500,000) children started receiving formal instruction in primary classes I to VI. In just six years, pupil population rose from 6 million in 1975/76 academic session to 15 million in 1982. (Fafunwa, 1991, p. 218).

During the Second Republic (1979–1983), the Unity Party of Nigeria made primary education, among other levels of education, free and universal in the south-west geopolitical zone. In all the five states, that is, Lagos, Ogun, Ondo, Bendel, and Oyo, which the party controlled, no child paid tuition fee. In addition, reading and writing materials were provided for every pupil free of charge. The UPE scheme introduced in 1976 also faced the same quality assurance challenges of underfunding, poor management, inadequate inspection of schools, shortage of educational resources, poor teacher preparation and poor quality instructions, poor policy implementation, quality challenges, equity and access challenges, among many others, like its other attempts in the past (Oni, 2008; Onojete, n.d.). Oni (2008) opined that poor projection was also an important issue that has affected UPE in Nigeria. In the case of the UPE scheme of 1976, for instance, the projection was 30 per cent underestimation. Previous projections were not better either. Oyelade and Abolade (2018) opined that the UPE that was launched for all Nigerians by the Federal government of Nigeria in 1976 increased pupil enrolment phenomenally at the primary school level throughout the country. According to Gidado (2001:11), 'the UPE brought a phenomenal increase in enrolment from 6 million in 1976 to 12 million in 1980'. Despite the laudable attempts made by Nigerian government to enable citizens acquire free basic education, the problems of access, equity, quality, disparity, gender biases, inadequate facilities, insufficient funds and so forth confronted the education. However, the Federal government felt that the free education should even be extended to the end of Junior Secondary Schooling (that is, it should not end at the end of primary school). This is because of the aforementioned advantages of mass enlightenment, and greater socio-economic and political abilities that the beneficiaries would be able to have. Moreover, the beneficiaries would have more knowledge and skills for personal development and societal development (Oyelade & Abolade, 2018). Although, the UPE scheme was not sustained in Nigeria due to some challenges, yet the need to launch a free primary education for eradication of illiteracy within the shortest possible time and for

sustainable development in countries was still felt not only in Nigeria but all over the world which became an international concern. By 30th September 1999, the new UBE scheme or programme was launched by the civilian President Olusegun Obasanjo in compliance to the previous agreements and treaties by different countries Governments during the 1990 Jomtien (1990) Conference on Education for All (EFA) and the 2000 Senegal, Dakar UNESCO World Education Summit. Following the commencement of the programme in Nigeria, the UBE Act was signed into law in 2004. The UBE Act drew its legislative authority from section 18 (3) of the 1999 Constitution of the Federal Republic of Nigeria, which enjoined government to provide free and compulsory basic education (Oyelade & Abolade, 2018). The UBE Act further made provisions for the mode of operations of the programme, funding of the programme, and establishment of a UBE commission (UBEC – Universal Basic Education Commission) at the national level and State Boards of Education (SUBEB) at the state level. In the area of finance, the UBE Act provided for the utilization of 2% of the Consolidated Revenue Fund (CRF) for basic education delivery. 70% of the fund is reserved as a matching grant for the implementation of state level projects, while 5% of the 70% UBE Matching Grant is allocated for Early Childhood Education, 60% for primary education and 35% for junior secondary education. The funds are utilized as follows: - 70% for infrastructural development; - 15% for supply of instructional materials; - 15% for care-giver/ teacher professional development (Oyelade & Abolade, 2018).

The UBE programme notwithstanding, is meant to ‘Universal’, that is, more encompassing to accommodate all children within the age range; ‘Free’ for all children, that is, without discrimination of race, ethnicity and country; ‘Compulsory’, that is, a ‘*MUST*’ for all children. The programme has been structured and designed to provide a 9-years basic education for all children from ECCDE/preprimary education, primary education and junior secondary schooling.

The UBE has been introduced with certain goals as stipulated by the Federal Republic of Nigeria (FRN, 2014) in the National Policy on Education (NPE) and represented in Oyelade and Abolade (2018:238); they are as follows;

- a. developing in the entire citizenry, a consciousness for education and a strong commitment to its vigorous promotion;
- b. providing a free universal basic education for every Nigerian child of school going age;
- c. reducing drastically, the incidence of disinterest in formal school system through improved relevance and efficiency;
- d. catering for the learning needs of young persons who for one reason or the other had interrupted their schooling through appropriate form of complementary approach to the provision and promotion of basic education;
- e. ensuring the acquisition of the appropriate level of literacy, numeracy, communicative life skill and the ethical, moral and civic values for life-long learning;
- f. providing programmes/initiative for early childhood care and socialization;
- g. providing education programmes for the acquisition of literacy, numeracy life skills especially for adults (persons aged 15 years and above);
- h. providing special programmes for nomadic population;
- i. providing out of school, non-formal programmes for updating knowledge and skill of persons who left school before acquiring the basic needs for lifelong learning;

- j. providing non-formal skills and apprenticeship training for adolescents and youths who have not had the benefit of formal education; and
- k. starting the formal school system from primary one to the end of the junior secondary school.

Given the goals of the UBE, the main beneficiaries of the programme as observed by the Centre for Public Impact (2017) are: Children aged 3-5 years, for Early Children Care and Development Education (ECCDE); Children aged 6-11+ years for primary school education; and Children aged 12-14+ years for junior secondary school education. The scope of the UBE included the following expansion of activities in basic education; that is: programmes and initiatives for (ECCDE); programmes and initiatives for the acquisition of functional literacy, numeracy and life skills, especially for adults (persons aged 15 and above); out-of-school, non-formal programmes for the updating of knowledge and skills for persons who left school before acquiring the basics needed for lifelong learning; special programmes of encouragement to all marginalized groups: girls and women, nomadic populations, out-of-school youth and the almajiris (Qur'anic student); non-formal skills and apprenticeship training for adolescents and youth, who have not had the benefit of formal education (Centre for Public Impact, 2017). Additionally, for efficiency and effectiveness in the management of the UBE programme in Nigeria, which is equally geared towards quality assurance (QA), the following decisions were taken by the Federal Government as observed by Oyelade and Abolade (2018). They include; the separation of Junior Secondary School (JSS) from the Senior Secondary School (SSS) as well as separation of Primary School from the Junior Secondary School where such arrangement exists. This is with a view to improving the effectiveness of management of the UBE scheme with reference to access and quality control. Another decision is the tracking of funds, as well as making the implementation of the programme compliant with the stipulations of the UBE Act and the National Policy on Education, both of which stipulate the current 9-3-4 education structure in Nigeria (that is 9 years in the basic school, 3 years in senior secondary school, and 4 and above years in the tertiary institutions). Further decisions taken was approval of the Universal Basic Education Commission (UBEC) and State Universal Basic Education Board. Recommendations were made by the National Council on Education (NCE) that Continuous Assessment (CA) would be the dominant instrument for evaluating Learning Achievement at the basic education level. Thus, there will be only one final examination at the end of JSS 3 to be conducted by States and/or existing examination bodies as approved by government. Also, transition from primary to junior secondary schools would not only be automatic but would also be total. This is in conformity with the section of the UBE Act that emphasizes free, compulsory and uninterrupted 9-year Basic Education in Nigeria. There should be abolition of the National Common Entrance Examination in order to enhance the implementation of the universal nature of the UBE, and to ensure 100% transition rate from primary VI to JSS 1. Need be for the streamlining of the over-crowded nature of subjects offered at the basic education level; and the NCE approved a subject structure as the new 9-year basic education curriculum. The 9-year basic education curriculum has been developed by the National Education Research and Development Council (NERDC) (Oyelade & Abolade, 2018).

The curriculum is expected to be refocused on meeting the goals of the National Economic Empowerment Development Strategies (NEEDS), Education for All (EFA), the Millennium Development Goals (MDGs) (Olubodun 2008:75-76), likewise the Sustainable Development Goals (SDGs). The above imply that appropriate opportunities are provided

for the basic education of every Nigerian child of school going age. Parents and guardians have an obligation in ensuring that their children and wards avail themselves of the opportunities, and that sanctions await persons, societies, or institutions that prevent children and youths from benefitting from the UBE scheme/programme (Osokoya, 2008:23). From all the foregoing therefore, thus the need for quality assurance in the operations and management of the UBE programme in Nigeria.

Need for Quality Assurance in the Management of UBE in Nigeria

The need for quality assurance in the management of the UBE programme in Nigeria which can equally be enhanced through the establishment of several departments and units as observed by UBEC (2021) is to ensure systematic monitoring, evaluation, regulating and reporting of Educational programmes and practices to ensure that acceptable standards are attained and maintained. Quality Assurance (QA) is a dynamic process that provides the needed guidance and support to schools for improved learning outcomes for learners. Since management of schools entails the active control and coordination of activities, hence, the need for QA. With the functions of UBEC, QA is needed for appraising school effectiveness and efficiency (through teaching and learning and assessing the quality of Basic Education provisions in schools). QA is necessary for prescribing, monitoring and maintaining minimum standards in basic education provisions; and for the assessment of learning achievements at the Basic Education level in Nigeria (e.g. National Assessment of Learning Achievements in Basic Education – NALABE). QA is necessary for the liaising with other Departments of the Commission in the development of appropriate instruments for the purpose of evaluating their field activities. QA is required for coordinating and monitoring the activities of Zonal and State Offices. QA is needed for receiving and collating Quarterly Administrative Reports from Zonal Offices. For collaboration with various Development Partners in the monitoring of programmes and projects in Basic Education institutions, QA is required; and it is needed for carrying out any assignment that may be directed by the Executive Secretary and/or Management (UBEC, 2021). Eze, Achuonye and Uzochina (2015) are of the view that QA is an organizational plan of action formed by those involved in the delivery of service to the recipients of the service. It is an action aimed at excellence for service delivery, therefore, its focus is on such factors as: learners' entry behaviours, characteristics and attributes including some demographic factors that can inhibit or facilitate their learning. It also focuses on other factors as: the teacher entry qualification, values, pedagogic skills, professional preparedness, subject background, philosophical orientation etc. The teaching/learning processes including the structure of the curriculum and learning environment. Measurement and standardization of academic attainments. Evaluation of quality of work during supervision. Use of competent skilled teachers and administrative/supervising personnel. Dissemination of information to teachers and students. Use of educational technologies with a view to increasing the efficiency of teaching as the area is technical in nature. New research and development to invigorate educational activities. Promoting effective guidance and counselling services which is necessary for new entrants in the programme before they fall by the way side. Factors such as the outcomes, which are defined for different levels in terms of knowledge, skills and attitudes including appropriate and relevant instruments to assess these objectives are also included (Njoku, Chukwumezie & Ani, 2018). Dhaka (2011) attested that the following are the major need for quality assurance in the education system and they include that QA serves as an indispensable component of quality control strategy in management of basic education. To ensure and maintain the standard of management of basic education at all levels, QA is requisite. To assist in monitoring and supervision of

the management of basic education, QA is also requisite. Others include: to determine the quality of the teacher input in management of basic education, QA is needed. To determine the number of classrooms needed in the basic education based on the average class size so as to ensure quality control in management of basic education; and coupled with the fact to determine the level of adequacy of the facilities available for quality control in management of basic education, QA is essential and formidable.

Mogbeyiteren, Azeez and Abina (2019) opined that QA is requisite for effective management of the Nigerian basic education based on the under listed rationale and they include in order to ensure that: standards are set in order to guarantee a minimum quality for every aspect of the educational programmes; facilities correspond with latest requirements and technologies available in sufficient numbers and well-maintained; the value and success of educational programme is achieved; a strong link between the curricular and the needs of the labour market are established through close interaction; with the results that graduates are most likely to find suitable employment as this will help to lower unemployment rates; the delivery methods allow for a maximum learning effect; higher status are improved upon; attractiveness in the educational programme is guaranteed; the learner benefits from sufficient practical and theoretical elements through the training; educational system developed in ways that allow enough flexibility for the individual to move from one educational thread to another; and that teaching and training staffs are well qualified, knowledgeable about the world of work and available in sufficient numbers. Thus, to reposition the management of basic education so as to play beneficial role in societies, the importance or the roles of quality assurance should be adhered to (Mogbeyiteren, Azeez & Abina, 2019).

From all these discussions, quality assurance is needed in the management of the UBE programme in Nigeria in order to guarantee the efficiency and effectiveness of the programme on recipients or clients who are the learners for the realization of the goals and objectives of the UBE together with the development of the Nigerian society. QA is required and highly needed for the smooth operations and quality control of the programme in the areas of infrastructural and facilities provision and development, resources maintenance and preservation, quality programme supervision and monitoring, among many others (Njoku, Chukwumezie & Ani, 2018; Oluremi & Oyewole, 2013). In all, QA assurance variables and indicators such as ensuring quality learners, quality processes, quality content, quality inputs, quality curriculum and teaching-learning processes, quality outcomes and outputs are positively affected and included in management of basic education in Nigeria. And all these indicators also form the internal and external QA indicators (Enueme, 2014). On this note, it is however important to discuss the internal and external QA indicators for effective management of the UBE in Nigeria in the next section.

Internal and External Quality Assurance Indicators for Effective Management of the UBE in Nigeria

Scholars like Alade and Ayandele (2007) generally identified the QA indicators for successful management of the UBE as including class size, student/teacher ratio, school size, fund, methods of instruction and resource availability, curriculum, methods/teaching strategies, staff welfare, evaluation techniques, supervision, monitoring, maintenance culture and effective leadership. According to the aforementioned scholars, the progress and sustainability of management of the UBE programmes like on these QA indicators. For instance, Alade and Ayandele (2007) opined

that the progress and success of it needs enough money. The money invested in a programme is a strong determinant of the gain. Funding of the programme by the federal government, state government contribution, local government participation and private bodies donations are needed for "the procurement of relevant resources. By implication, finance could constitute a serious limiting factor to the successful implementation of UBE. Also, money being invested on UBE should be appropriately expended by the concerned quarters and accountability of such monetary investment should be honestly pursued. Therefore, the QA indices or indicators necessary for the effective management of the UBE in Nigeria has been categorized into two in this paper; namely, the internal QA indicators and the external QA indicators. These two QA indicators have further been expanded by Mbakwem and Okeke (2007).

For Mbakwem and Okeke (2007:308), those internal QA indicators necessary for effective management of the UBE programme in Nigeria are not only limited to the under listed:

- a. **Quality of Learners' Intake/Admission:** One crucial factor in attaining QA graduates as opined by Enueme (2014) and Mbakwem and Okeke (2007) is the quality of learners' intake admitted into the programme in the first instance. This has serious relationship with the quality of products output. Therefore, there should be a controllable number of learners admitted into the UBE for realization of QA in the management of the UBE.
- b. **Relevance of Academic Programme:** Discussions on the academic programme boarders much on the UBE curriculum which must be of great relevance to the learners. Other areas relating to the issue of academic programme includes quality contents as regards to the class size, student/teacher ratio, methods of instruction and resource availability, methods/teaching strategies adopted and time, which ensures that quality instructions are provide (Enueme, 2014). Alade and Ayandele (2007) opined that the issue of academic programme relevance is of particular significance in any discussion on qualitative education and curricular matters. With the conception that UBE curriculum has social relevance, the pursuance of its curriculum implementation should aim at achieving the objectives. The outcome of management of the UBE programme should be at par with the intended objectives. Furthermore, the time available for learning is an important QA factor or indicator towards achieving UBE objectives in the country. Although, Nigeria education as a whole is still faced with the challenge of ensuring that the amount of time input or duration, which goes into a programme and the time spent on task by teachers is increased considerably. Flexible time specifications, time management, and adequate arrangement of working hours arc vital for UBE success. This consideration would work effectively if the obstructions in the school academic programme and year is also reduced to the best minimum through adequate consultations between educational institutions and government representatives on issues that may eventually cause abnormal closure of schools in Nigeria (Alade & Ayandele, 2007).
- c. **Learners' Evaluation Procedure:** The procedures for learners' evaluation as observed by Enueme (2014) is part of the internal QA indicator associated with the attainment of quality process of the UBE. Alade and Ayandele (2007) opined that objective evaluation techniques are important in judging the worth, quality, significance and degree of success on an executed programme. This is with a view to rating, correcting, improving or changing a part or the whole project. Evaluation in UBE at various levels of management and completion should not be haphazardly carried out. Machineries within the programme management like the

teachers, school administrators and other supervisors should participate in learners' evaluation activities for reliabilities of good results upon which improvement could be done. Learners' evaluation techniques or strategies and instruments should be put to reliability test for standardization and valid evaluation outcomes (Alade & Ayandele, 2007).

- d. **Teacher Quality (process input):** According to Alade and Ayandele (2007), Enueme (2014) and Mbakwem and Okeke (2007), the quantity and quality of the teaching staff utilized in the UBE programme would determine how QA is enhanced and guaranteed. Therefore, teacher quality is a strong QA indicator for goal achievement in management of the UBE programme. The success of UBE programme in Nigeria can be enhanced by providing systematic programme to develop staff; increasing professional opportunities and staff incentives; and defining career paths. Only competent personnel with adequate knowledge, pedagogical skills and techniques are capable to transmit cherished beliefs, vital knowledge and essentials of the cultural heritage. We should remember that no system can surpass the quality of its personnel or functionaries. In essence, teacher quality and human resource development is a vital antecedent QA indicator (Alade & Ayandele, 2007). It is also important to note that the management of the teaching and non-teaching activities in UBE programme comes up at the implementation phase. In order to fine-tune the lukewarm posture and the absence of dedication on the part of any erring staff, objective personnel management is important. The woes and hydra-headed problems that have bogged down and scuttled the growth and continued development of education in Nigeria for some time in the areas of managerial/administrative activities in schools should not be allowed to infect UBE. If at all it has infected it, it should not be allowed to lead to a total loss of hope and efforts into the programme. If the human resources are well tutored, managed and administered, there will be better productivity. Managerial competency is therefore, advocated for. Provision of adequate working tools for UBE staff and commensurate remuneration could boost the morale of the working staff. There must be unceasing drive to enhance staff welfare by promoting deserving staff, provision of bonuses, special packages, prompt payment of salaries and allowances, and visible pension scheme for the staff. This transaction indicator determines how much efforts the management of UBE programme put into its operation. In order to enrich learning, the pedagogical practices for basic education activities should accommodate the teaching innovations on ground. Concerted efforts by the teaching personnel to adopt and adapt new and relevant methods, strategies and techniques/approaches while transacting with learners will help in reversing the perennial dismal performance of school-going youths at all levels of UBE scheme and the non-formal group (Alade & Ayandele, 2007).
- e. **Quality and Quantity of Facilities, Educational Resources and Infrastructure:** How adequate the quality and quantity of facilities, educational resources and infrastructure provided in the UBE programme determines how QA will be attained. Teaching and learning facilities, resources and infrastructure are important internal QA indicator that will lead to achievement of both educational goals and instructional objectives in the UBE programme. Alade and Ayandele (2007) noted that massive production and rehabilitation of infrastructural facilities in educational institutions would improve the learning environment. The construction of enough classroom blocks, libraries, laboratories, offices and provisions of furniture in adequate proportion is also an essential antecedent QA

indicator of what can come out of UBE. They largely determine teacher: learner ratio and take care of population explosion. The gross inadequacies of instructional materials which have obviously affected Nigerian education over the years should not be allowed to have a carryover effect on UBE programme. Instructional materials like textbooks, stationeries and numerous other instructional aids should be continuously provided by the appropriate quarters. The introduction of computer application which is a new development in Nigerian education history and activities needs more government attention for it to go round (Alade & Ayandele, 2007).

- f. Use of Instructional Supervision: The use of effective instructional supervision according to Alade and Ayandele (2007) is concerned with the working staff punctuality and dedication to duties for the programme success. For a significant progress on the BLUEPRINT OF UBE in Nigeria to be made, a day-to-day/time-to-time or regular evaluation of UBE put in place at various levels and quarters is of great importance. This aims at ensuring that the scheme is carried out as planned, done to specification, and for quick detection of error or mistakes, and for proper correction, It is a means of ensuring that the scheme serves the intended purpose. Supervisory roles in management of the UBE is to fulfill supervisors' functions of directing the programme activities. Efforts should be made as regards, to appreciate the skills and abilities possessed by individual staff and guide them to make optimum use of such skills and abilities with adequate motivation not as authoritarian supervisors in the management of the UBE (Alade & Ayandele, 2007).

In addition, Mbakwem and Okeke (2007:309) pointed out those external QA indicators necessary for effective management of the UBE programme in Nigeria which is centered on two important key areas of:

- a. Government Funds: Effective management of the UBE for QA is obtainable through adequate improved government funding and budgetary allocations. Salisu and Olusanya (2007) opined that adequate funding for effective management of the UBE programme in the country will definitely gear towards the attainment QA. Since government funding of education has drop drastically other external sources of funding through private contributions, endowments, fees/levies, gifts, rentals and aid from international organizations should be highly encouraged.

- b. Programme Monitoring and Inspection by SUBEB: According to Mbakwem and Okeke (2007), UBEC and SUBEB are the bodies entrusted with the responsibility of the UBE programme monitoring and inspection in Nigeria. SUBEB and the Local Education Authorities (LEAs) monitors the UBE at the state and local levels for ensure programme effectiveness. When effective and constant programme monitoring and inspection are properly conducted, the external inspectors help to make schools sit up and keep to academic standards maintained in the UBE (Mbakwem & Okeke, 2007). Jimoh (2007) observed that such aspects under UBE programme which should be consistently monitored and inspected for review will include the curriculum design, content and implementation in schools/basic education; instructions basic education; monitoring of students' progression, achievement, enrolment and completion rate; periodic assessment of human and materials resources available in the UBE; and constant monitoring of input process and output of the system.

From all the discussions gathered in this section, it can be deduced that employment of both the internal and external QA indicators or mechanisms will certainly lead to effective management of the UBE for attainment of quality assurance in Nigeria. However, there are certain QA challenges and issues which has continued to inhibit effective management of the UBE programme in Nigeria and the have been disclosed in the next section.

Quality Assurance Issues and Problems Affecting Effective Management of UBE in Nigeria

There are so many QA issues and problems bordering and preventing effective management of the UBE in Nigeria. Most of these QA issues have been discussed as follows:

a. Inadequate and Underfunding of the UBE: The Quality Assurance (QA) issue concerning inadequate and underfunding of the UBE is one of the serious issues and problems affecting effective management of the UBE programme in Nigeria. It has been observed that Government funding both in the past UPE and present UBE programme is very poor and low in order to attain QA and effective service delivery. Olubodun (2008), Osokoya (2008) and Oyelade and Abolade (2018) opined that one of the challenges confronting the management of the UBE scheme is inadequate funding. Severe budgetary constraints in Nigeria had contributed to the slow pace of educational scheme implementation and management, particularly the UBE and had led to heavy dependence on donor assistance. It is important to note however, that the political government in Nigeria has not considered the challenge very seriously in order to take drastic steps and measures to correct these inadequacies in funding, supply of facilities and teachers in the UBE programme (Buhari, 2016:2, 3, 45).

b. Poor Mobilization of Educational Resources in the UBE: Quality Assurance (QA) issues and problems as regards to poor mobilization of educational resources and infrastructure as regards to the deployment of teaching and instructional materials, ICT, construction of adequate classrooms, school buildings and teacher accommodation, among others which is gearing towards effective management of the UBE for QA has not been effectively realized in the programme. Supporting the above statements, Enueme (2014) and Oyelade and Abolade (2018) stressed that another challenge confronting the Universal Basic Education programme in Nigeria is dearth of enough educational resources and physical facilities. For the UBE to meet the minimum standards in the provision of meaningful basic education in the country, adequate physical facilities and educational resources have to be provided in appropriate quantity and greater magnitude, quality and size. Osokoya (2008:24) pointed out that the large size of the country and the attendant high population growth rate has put a great strain on the available educational resources and infrastructure provided by government. Of course, the mobilization of these resources is highly dependent of the availability of up-to-date educational database. But there is a situation of lack of reliable and relevant educational database such as school population of children aged 6-15, school enrolments, and enrolment projections in the UBE. Also, Nigeria is observed not to have reliable data. This situation has given rise to a great deal of imperfection and lapses in published educational statistics which could not be of good use in effective planning and management of the UBE. Osokoya (2008:24) stated that this was a major factor that led to the failure of the defunct Universal Primary Education (UPE) in Nigeria.

c. Poor Policy Implementation: Poor UBE policy implementation involves the inability of the Government at the various levels of federal, state and local governments including the other respective implementing agencies, body, commission and boards to effectively and sufficiently take the necessary steps or actions towards executing the plans set out for the UBE. Here, the policy directives and plans on ensuring that a child enjoys a full uninterrupted 9-year schooling, abolishment of common entrance examination, detachment of JSS classes from SSS classes, sanctions for defaulting parents and school administrators for non-compliance to policy directives, involvement of private stakeholders including non-governmental organizations in administration of the UBE, among others, have not been well implemented affecting QA of the programme. Ejere (2011) opined that UBE policy implementation problems border more on factors such as the policy standards and objectives; policy resources; inter-governmental communications and enforcement, characteristics of implementing agencies; economic, social and political conditions; and disposition of policy implementers. This includes government failure and inability in meeting up with the policy objectives of the UBE and maintaining high programme standards through reliable data and a list of projects (infrastructure, instructional materials and professional development) proposed for implementation to achieve the objectives of the UBE programme for a given period. Also, the inadequacy of policy resources such as the human (teachers, supervisors, etc) and material resources (teaching resources and infrastructure, etc) tends to undermine the successful implementation of the UBE programme. In addition, many primary and junior secondary schools across the country lack adequate physical facilities and instructional materials which are considered essential tools in the teaching and learning process. Infrastructures in public schools around the country remain in shambles. Various government agencies at the three levels of governance in Nigeria –federal, state and local government are involved in the implementation of the UBE programme. These include the Universal Basic Education Commission (UBEC) at the federal level, the State Universal Basic Education Board (SUBEBs) in the 36 states as well as the Federal Capital Territory, Abuja and the Local Government Education Authorities (LGEAs) in the 774 local government areas of the country. It has been observed that the many agencies / parastatals involved in the UBE implementation have brought fragmentation and conflict of roles / responsibilities (Nigeria, 2008 cited in Ejere, 2011). The large number of government agencies participating in the implementation of the UBE programme nationwide is bound to create co-ordination and communication problems. The UBEC has been rather ineffective in terms of co-ordination and ensuring compliance of implementing agencies to UBE guidelines. An example is the refusal of states to meet conditions that would allow them draw counterpart funds provided by the federal government for the UBE programme. Many states have not even accessed the funds up to 2006/2007 matching grant. The UBE intervention fund is meant for the provision of additional classrooms, teaching and learning materials as well as the training and retraining of teachers (Compass Wednesday, February 3, 2010 cited in Ejere, 2011).

Another case in point is the lukewarm attitude of many state governments to the Federal Teachers Scheme (FTS) that is meant to assist them with needed manpower. The FTS was initiated by the federal government as a response to the increasing demand for teachers in public schools. Despite the importance of the FTS to quality UBE delivery, numerous teachers under the scheme have suffered untold hardship in their states of deployment particularly with regard to accommodation which the states are to provide. The implementing agencies also suffer from lack of executive will. With the possible exception of federal unity schools, most primary and junior secondary schools in many parts of

Nigeria are not being effectively monitored and supervised by the appropriate agencies in order to maintain uniform national minimum standards (Ejere, 2011). The economic, social and political conditions of the country have made matters worse for effective implementation of the UBE. That is, the dwindling economic fortune occasioned by the global economic meltdown and poor management of the economy coupled with the lack of political will, have equally worsen the problem of underfunding of the programme (Ejere, 2011). Oyelade and Abolade (2018) and Olubodun (2008:81) observed that there has been poor implementation of the Universal Basic Education (UBE) scheme due to lack of political will on the part of some state Chief Executives who did not share the vision of the UBE. Olubodun maintained that such State Chief Executives were opposed to the centralization of the control of basic education sub-sector in Nigeria.

d. Inadequate Inspection and Instructional Supervision: Quality Assurance (QA) issues in connection with inadequate and inconsistency of inspection from UBEC and SUBEB officials have persistently affected the management of the UBE for attainment of QA in Nigeria. Oluremi and Oyewole (2013) opined that it has however been observed that the UBE schools are not well supervised due to some constraints such as shortage of funds, obsolete equipment, inadequate number of experienced personnel, also the inability of inspectors to assist teachers to improve their performance. Notwithstanding, supervision of educational programmes is usually carried out by inspectors through State and Federal Ministries of Education. These inspectors visit schools on scheduled periods to observe teaching and learning in various schools; and these methods however, are not empirically enough to tell whether the UBE programme is effective. Oluremi and Oyewole further commented that there is need to use the National assessment strategy for supervision and quality control, which requires assessment of macro indicators of the entire system. These indicators are access, enrolment, retention, attrition rates, availability of infrastructure, instructional facilities and the level of funds. All supervisions and quality control procedures must focus on the input, processes and outputs for effective management of the UBE programme in order to enhance QA. There should be an effective supervisory system well-funded to monitor the management of activities of both the teachers and the students to assure quality in the system (Osaat & Nzokurum, 2021).

e. Poor Infrastructural and Facilities Maintenance: A lot of infrastructure and facilities in basic education schools are in bad and devastating state as a result of poor maintenance culture. Alade and Ayandele (2007) opined that poor maintenance culture is a cankerworm that has eaten deep into numerous educational policies and practices in Nigeria. Nigeria maintenance culture must improve. It is either we maintain what we have or lose it. For any meaningful and long lasting management of the UBE, maintenance of all the resources which go into the programme should be practiced in a routine manner. Asodike (2014) revealed that the availability of adequate school building, classrooms, chairs and other facilities are necessary to the attainment of objectives of an educational system. However, the increase in school enrolment at this level does have corresponding increase in infrastructural development in schools. A common scene at the universal basic level is that of half completed or dilapidated and overcrowded classrooms lacking basic equipment and facilities with unhygienic toilets. The Universal Basic Education which cuts across primary and junior secondary level of education has been introduced without any positive re-structuring and maintenance of the school plant. Attempts to improve are just renovations of old structures; this makes it difficult for management and

administration to administer the Universal Basic Education effectively for attainment of quality assurance (Oluwole & Gire, 2019).

f. Teacher Related Issues: QA teacher related issues includes those factors as regards to their inadequacy/shortage in number in schools, poor quality due to poor initial teacher education preparation and training from teacher education institutions and qualification, application of wrong teaching methods and techniques during instructional delivery, lack of teacher involvement in constant professional capacity building and in-service training programmes, teachers poor utilization of instructional materials during instructional delivery, teachers incompetency or lack of proficiency in use of digital technologies and ICT, poor or inadequate teacher motivation and empowerment, among many others. Oyelade and Abolade (2018) opined that inadequate teaching personnel with relevant qualifications and motivation have been among the sore points of the Universal Basic Education scheme in Nigeria. At the inception of the UBE in the year 2000, there was the need for additional 772,338 teachers for a successful take-off (Osokoya, 2008:25). According to Osokoya (2008:25) and Okpanachi, (2012:39) geographical disparities worsened the situation because some Nigerian states had and are still currently having teacher-pupil ratio as high as 1:70 and above, instead of the universally accepted ratio of 1:35 or 40. On the aspect of poor or inadequate teacher motivation and empowerment, Oluwole and Gire (2019) observed that the Universal Basic Education teachers are not adequately empowered as they seem not to keep pace with technological changes and operate under very pathetic conditions such as; inadequate salaries, overcrowded classrooms, lack of promotion and increment, obsolete materials for teaching/learning and others. Teachers need to be empowered with skills which will enable them identify their own problems and seek solutions to these problems. As at present, it can be observed that the Federal Government has posted many N-power teachers to UBE study centers without adequate training regarding teaching and learning at the basic level.

The Way Forward

Given all the QA issues and problems discussed earlier, the following suggestions have further been made as the way forward for improvement towards effective management of the UBE below.

1. All governments (federal, state and local) should ensure adequate funding of the UBE to improve management of the programme for QA. Mogbeyiteren, Azeez and Abina (2019) opined that quality assurance model should be adopted like Total Quality Management (TQM) to improve quality in all the educational system. Government should make adequate provision to fund schools to enable smooth running of the school activities and to support implementation of programmes.
2. Government priority attention and efforts should be channeled towards adequate accessibility of educational resources for effective management of the UBE. Mogbeyiteren, Azeez and Abina (2019) added that provision of facilities like electronic library and ICTs should be made compulsory for the UBE schools. However, there is also the need to encourage financial assistance and resource contributions from the private donors.
3. Effective policy implementation is essential for effective management of the UBE for QA, therefore, all concerned stakeholders should support the implementation plans by strictly adhering and complying with the policy directives, standards and objectives. As

part of improving on policy implementation, political will on the part of the government and general public should be highly encouraged and boosted for all stakeholders' support of UBE which will make positive impact towards management of the programme for QA. Alade and Ayandele (2007) attested that adequate and continuous orientation and increasing awareness of the society on the purpose of UBE programme cannot be underscored. The importance of basic education (Universal) for Nigerian children and illiterate adults should not be a once in a while affair. People's enthusiasm should be aroused towards it through appropriate mobilization of efforts. In doing this, rural dwellers should not be kept in the dark for this universal basic education programme is not mainly for the urban dwellers. It is indeed pertinent to stress that Universal Basic Education (UBE) must not die.

4. There is need for government and respective agencies to focus on regular supervision and inspection of UBE schools to positively impact on their effective management for QA.

5. School heads and administrators should be encouraged through adequate funding from the government and private sector to improve on infrastructural and facilities maintenance. Also, the school heads should effectively employ facilities maintenance strategies such as the emergency, predictive, corrective, routine strategies, among others, for infrastructural management and maintenance for QA in the UBE. extent Alade and Ayandele (2007) commented that there is the need to also stress that the investment on resources for the success of UBE. Since we cannot afford to keep the recipients of UBE inactive, individuals, government and corporate bodies should work co-operatively to improve the maintenance culture of the country. It is on this ground that the scheme which is over nine years old since it took off in January 2000 will be successful to an appreciable.

6. Teachers are one of the most important and essential educational personnel in school that will guarantee effective management of the UBE programme for QA, therefore, all quality assurance matters and issues relating to them as regards to their motivation, empowerment and continuous professional development which affects their efficiency, effectiveness and productiveness for quality outcomes and realization of objective in the UBE should be given adequate attention and treated seriously with maximum care. Mogbeyiteren, Azeez and Abina (2019) mentioned that government should ensure that every teacher possess enviable and mouldable qualities to achieve the maximum standards. Mogbeyiteren, Azeez and Abina added further that there should be provision of educational materials like textbooks in all subjects for better understanding. Special allowance should be given to teachers which will serve as motivation and can equally serve as a strategy of payment of inducement allowance to teachers serving in areas with difficult terrain. Also, institutions responsible for the training of non-professional UBE teachers should be re-introduced. Every class, up to junior secondary should be taught by a qualified and competent teacher with a minimum of Nigeria Certificate in Education (NCE), and minimum of a first degree in relevant subject(s) in the junior secondary school. Every learner should be continuously assessed by the teacher to ensure that sufficient progress is being made. Every school should have a school development plan which is based on rigorous self-evaluation and spells out the areas for teacher improvement. Research into new teachers' education technologies to ensure increase in teacher's efficiency should be encouraged and government is to give support to teachers for greater improvement in the pedagogical skills through consistent staff training and retraining. The school is to provide a safe working and learning environment for learners

and teachers to support effective management of the UBE for QA (Mogbeyiteren, Azeez & Abina, 2019).

Conclusion

Achieving the goals coupled with attainment of positive results in the UBE programme cannot possibly be actualized or met without resolving all the quality assurance (QA) issues and problems bordering on effective management of the programme. Effective management of the UBE programme seem to have become one of the greatest challenges affecting the implementation of policy directives and attainment of standards of programme over the years. This situation calls for total and absolute redress for QA to triumph in management of the UBE programme. This chapter however, focused its discussions on QA issues in the management of UBE in Nigeria describing some key concepts; likewise looking the historical trends and goals of the UBE in Nigeria, internal and external quality assurance indicators for effective management of the UBE in Nigeria, need for quality assurance in the management of UBE in Nigeria, and quality assurance issues and problems affecting effective management of UBE in Nigeria. The way forward towards improving effective management of the UBE in Nigeria for attainment of quality assurance was equally provided in the paper.

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CHAPTER 23

UNIVERSAL BASIC EDUCATION IN NIGERIA AND THE ROLE OF COUNSELLING IN ENHANCING QUALITY

Auwal, F.A

Introduction

The Universal Basic Education as defined by the (2004) act is the nine years formal (school), non-formal (skills acquisition programme) and special groups (disabled) education of children. The term Universal Basic Education refers to something which is a fundamental or crucial that must be given or had. It is the root for acquisition of any knowledge, which other educational pillars rest on and without it nothing can be achieved (Ajaye & Afolabi, 2009). As stated by Tahir, (2006) any necessary requirement for national and human progress relies on UBE, which conforms with Nigeria's 1999 constitution which states in section 18 that... government shall eradicate illiteracy; to this end, government shall as and when practicable provide a free and compulsory, primary education, free secondary education, and free adult literacy programmes. Tahir, (2006) sees UBE as a foundation upon which other levels of education are built and a necessary requirement for human and national progress. UBE is a policy reform measure of the federal government of Nigeria,

The objectives of UBE as contained in the UBE Act (2004) are to:

1. develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
2. provide free, universal basic education for every Nigerian child of school going age
3. reduce drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency)
4. cater for the learning needs of young persons, who for one reason or another, have had to interrupt their schooling, through appropriate forms of complementary approaches to the provision and promotion of basic education.
5. Ensure the acquisition of appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying solid foundation for life-long learning.

Problems of Universal Basic Education

The UBE programmed was established and aimed at eradicating illiteracy among Nigerian communities both rural and urban, it was to provide free education to every child but along the way some issues leads to unsuccessful development of the programmed which millions of children today where found roaming about the streets, cities, towns, villages of the nations as a result of inability to attend school becomes victims to child trafficking, abuse, school dropout, hawking, torture, hardships and so on.

1. **Lack of funding:** Government was unable to provide the desired funds to be sufficient to provide free education, which as a result leads the financial burden to be on the parent regardless of their status.

2. **Unprofessionally trained/ qualified teachers:** lack of qualified teachers lead to the poor academic achievement and lack of required necessary skills in handling the activities and responsibilities of both the school and students.
3. **Population:** there's no competency among the teachers or staffs due to high population of students in the classrooms which leads to much workloads and loss of interest among the teachers. Molagun, (2007) concludes in his study that between seventy and ninety percent (70% -. 90%) of the teachers agreed that they are facing a lot of problem as a result of over population in their classes.
4. **Lack of infrastructural facilities and instructional materials:** There is shortage and poor supply of classroom facilities which lead to crowdy and less conducive environment of learning for both the teachers and students.
5. **Monitoring:** poor management, there are no standard committee that supervises of what is running and going around on basic education system and centers. Musa (2010) observed that most of the UBE schools are left to carry out their activities without monitoring and supervision and as a result of the many teachers do not plan their lessons well before going into the class for teaching and learning.
6. **Unstable Political Government:** the political system of the nation is dynamic, each successful government tries to change or adjust the UBE curriculum or implementation based on her interest which leads to changes in the implementation.

Role of Counselling in Enhancing Universal Basic Education Counselling

A lot of literature exists about the role of counselling in enhancing Universal basic Education, for example Yusuf (2007) opined that guidance and counseling is a noble profession whose importance in the educational system of Nigeria is becoming increasingly recognized by the country's educational planners and policy makers. This may be why the federal government specified in the National Policy of Education (2004) that for the goals of primary education to be achieved, counselling should be one of the services to be offered in primary schools.

Counseling is a unique profession due to its importance in the scheme of things. Counsellors must ensure that their guidance services are rendered in schools to help in facilitating efforts at giving quality education to all Nigerians (Esere, Omotosho&Eweniyi, 2010). Modo (2008) defined Counseling as a helping relationship between the counselor and the counselee. it aimed at helping the counselee adjust properly to family, school, peer association, and society in general. According to Willey and Andrew(2011), counseling involves two individuals one seeking help and other a professionally trained person who helps to solve problems, orient and direct him towards a goal which lead to his maximum development and growth. Okonkwo and Anagbogu (2002) opined that counseling is a process of helping a troubled person to understand himself and his work so as to feel and behave in more personally satisfying manner. Okoye *et al.* (2000) defined counseling as an interactional relationship designed to facilitate the personal development of information leading to effective decision taking and awareness of self.

Guidance and Counseling as an integral part of education is centered directly to function and prepare individuals to assume increasing responsibility for their own decisions, responsible for their ability to develop their own ability to make intelligent choices (Gibson, 2008 ;kauchak 2011).

Some specific aims of the school guidance and counseling program includes the following (Gibson, 2009 in Lunenburg, 2010):

1. **To Provide for the Realization of Student Potentialities:** To all students, the school offers a wide choice of courses and co-curricular activities. A significant function of education is to help students identify and develop their potentialities. The counselor's role is to assist students to distribute their energies into the many learning opportunities available to them. Every student needs help in planning his major course of study and pattern of co-curricular activities.
2. **To Help Children with Developing Problems:** Even those students who have chosen an appropriate educational program for themselves may have problems that require help. A teacher may need to spend from one fifth to one-third of his time with a few pupils who require a great deal of help, which deprives the rest of the class from the teacher's full attention to their needs. The counselor, by helping these youngsters to resolve their difficulties, frees the classroom teacher to use his time more efficiently.
3. **To contribute to the Development of the School's Curriculum:** Counselors, in working with individual students, know their personal problems and aspirations, their talents and abilities, as well as the social pressures confronting them. Counselors, therefore, can provide data that serve as a basis for curriculum development, and they can help curriculum developers shape courses of study that more accurately reflect the needs of students. Too often, counselors are not included in curriculum development efforts.
4. **To Provide Teachers with Technical Assistance:** Pre-service teacher training institutions typically provide very limited experience with the more technical aspects of guidance work. Thus, a need exists in most schools for assistance with guidance and counseling functions essential to the educational program. Specifically, the guidance counselor is qualified to assist teachers with selecting, administering, and interpreting tests; selecting and using cumulative, anecdotal, and other types of records; providing help and suggestions relative to counseling techniques, which teachers can use in counseling their students; and providing leadership in developing and conducting professional development of teachers in guidance functions.
5. **To contribute to the Mutual Adjustment of Students and the School:** Guidance has a responsibility for developing and maintaining a cooperative relationship between students and the school. Teachers and counselors must be cognizant of *The Role of Guidance and Counseling in Effective Teaching and Learning in Schools* RAY: *International Journal of Multidisciplinary Studies* 42 students' needs. Students also must make adjustments to the school. They have a responsibility to contribute something to the school. A major contribution of students is that of making appropriate use of the school's resources and working toward accomplishments. Such mutual adjustment of students and school is facilitated by providing suggestions for program improvements, conducting research for educational improvements, contributing to students' adjustment through counseling programme.

Borrow (1983) observes that it is the role of guidance and counselling programme to provide the students with the necessary information about the courses availability and the qualifications required for each course. Such information will assist students develop realistic self-concept according to their academic capabilities.

Some Role of Guidance Services School Counsellor in Enhancing Good Quality of Universal Basic Education

1. Guidance services are professional aids given by counselors in schools to enhance individual growth and development, and to improve student's performance. This will help student make maximum progress and success in school subjects, has some personal meaning to his/her behavior, and to develop realistic goals, plans, and values for further behaviors.
2. Guidance services are needed by school children to resolve academic, vocational, social, and personal problems.
3. School counselors have lots of roles to play towards the successful implementation of UBE through guidance services such as educating the parents of their responsibilities, information service, appraisal service, placement service, referral service, counseling service, evaluation service, and follow up services and so on laying a solid foundation for life-long learning.
4. They need to monitor documentation about student's information and academic performance in their schools which can be further used in the future.
5. School counselors should be enlightening parents about their responsibilities towards their children at school. For example, punctuality, neatness and morality. The children at school need uniform good enough for school attendance.
6. The Guidance Counselor should not create a room of breach of trust between him and the parents and also the students.
7. Parents should also be counseled not to withdraw their children for early marriage or forced marriage, hawking, truck pushing or other forms of human trafficking experiences.

Conclusion

Counseling also help students in career choice to vying to their appropriate area that they are good at instead of following their peers in choosing a wrong career part. The education of a child needs constant mentoring hence guidance is inimical to their growth and development in a complex society that we are today.

Recommendations

1. Training of qualified well trained teachers: (Olori et al, 2005 & Obong, 2006). Dike (2005) opined that teachers should be properly trained in modern technologies in order to enable them educate students who would be expected to function effectively in their modern work environment and to compete in the global market place.
2. Enough supply of school's infrastructural facilities and the supply of learning materials and equipment.
3. The need for UBE to set up supervision and evaluation committee.
4. School children should constantly visit the guidance counselor for therapy if they have any issue that is of burden to them.
5. The guidance counselor should see the school child as his / her child, friend, and someone that needs helps as in a medical doctor patient relationship.
6. Schools should have evaluated the school counselor from the feedback of the students that they counsel from time to time with the objective of encouraging them to do better job of guiding the students.
7. Adequate funding: government need to provide adequate funding to meets up with the teacher's salary, allowances. Funds should be provided for each students education so that those from poor hoe background can meet up with the schooling

- standard and receive good and sound education. Increment of teacher's salary to meets with other private or international staffs.
8. Establishment of guidance and counseling service: since guidance and counseling service is for all, an implementation of compulsory guidance and service center in all the school should be established, which the guidance and counseling services will assist the society in defining the needs of basic education to their children along with dealing with personal social, behavioral, academic problems of the students.
 9. Adequate provision of infrastructural facilities and instructional materials: we are in digital era that public schools should supply enough infrastructural facilities and instruction materials that will meet up the standard of the schools, not our societies to be sitting on mats, floor, uncompleted building or unsecure building more especially in the rural area but they should be supplied with the new digital era technology of learning. Therefore more buildings, classes and schools should be established to reduced high population in classes and workloads over teachers and also achieved the UBE Teacher-Student Ratio 1:40.
 10. Government should recruit qualified and trained teachers: education of our children should left the hand of unprofessionally trained teachers that gets their jobs through political officers; there should be a standard of recruitment of qualified teachers and other school administrators.
 11. Government should adhere to the same UBE implementation: as democratic and political nation, each government should adhere strictly to the previous implementation and curriculum of the UBE, changes should be obviously made as the need to do so not base on politics.
 12. A good monitoring and evaluation committee should be provided to be looking forward about what is going on and running on the schools and education system in the whole nation.

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CHAPTER 24

QUALITY OF INPUTS INTO UBE SCHOOLS AND ERADICATION OF LEARNING POVERTY IN NIGERIA

Orji, Christopher Michael

Introduction

Learning Poverty is the inability of age 10 school children to read simple or appropriate comprehension passages. The efforts directed at eradicating this negative phenomenon of learning poverty in Nigeria are germane. However, the efficacy of these efforts may largely be predicated upon the possibilities of qualitative inputs into the basic schools. The natural anticipation is that qualitative input predisposes school-age children below the age of 10, to proper and appropriate cognitive development as a necessary condition for the mastery of literacy skills among lower and middle basic children thereby leading to the elimination of learning poverty (World Bank 2019). The mastery of basic numeracy and literacy skills are cardinal to the objectives of the Universal Basic Education in Nigeria. The availability of qualitative inputs as stipulated in the minimum standards is a necessity. Indeed, research has demonstrated that the quality of input into basic education is among the most important educational factor in predicting the learners' achievement and learning outcomes,

Constitutionally, Nigerian governments (at national and sub-national levels) have concurrent legislative functions and commitment to education. Operationalising these functions and commitment had remained a pre-requisite to the improvement of pedagogical cum learning outcomes at all levels of education with particular emphasis on basic education. The UBE Act of 2004 has placed on the Universal Basic Education Commission (UBEC) the leadership role of setting, monitoring and maintaining minimum standards in all aspects of the UBE Programme. Therefore, UBE programmes and projects must be seen to have the appropriate provisions and tools needed for the attainment of requisite quality assurance in the basic schools nation wide.

The festering problem of learning poverty is a clear indication that there are palpable deficits in the quality of inputs in terms of physical facilities, teaching and administrative skills leading to low-capacity utilisation in the basic school systems (Dove, 2003; D'Amour, 2008; Shekarau, 2014). To underscore the need for quality input and properly situate the crisis that may be precipitated by the poor pedagogical outcome, the concept of Learning Poverty was conceived by the World Bank and developed alongside the UNESCO Institute for Statistics. Learning poverty means being unable to comprehend and read a simple text by age 10. This indicator brings together schooling and learning indicators: it begins with the share of children who have not achieved minimum reading proficiency -as measured in middle basic schools. According to a World Bank report, in low and middle-income countries, 53 per cent of children are below the learning poverty line, (World Bank 2019).

Shortcomings in the quality of the learning process, invariably remain a leading contributor to the observed human capital deficit in underdeveloped economies, Nigeria inclusive. While the present poor quality of input holds down learning, the resultant poor education outcomes may have wider implications for the future prosperity of individuals and the nation. The concern, therefore, is that the quality of the inputs at the basic education level which is considered paramount to the attainment of the goals of UBE may have been compromised. Consequently, the eradication of learning poverty may become unattainable. Again, one of the fundamental global targets in basic education is the anticipated age-specific literacy skill that supposes that all school-age children should be able to read by age 10. Though seemingly simplistic, yet this foundational literacy is fundamental to further learning and perhaps future earning. Therefore, enhancing the ability of basic school children to read is not only an inalienable right of children but the foundational step for learning and future earning too. When this is not achieved further intellectual development and civic responsibility of the affected children could be arrested and future careers may be affected. However, the challenges that confront the learners whose capacity to learn is challenged are avoidable if the necessary steps could be taken early enough to understand the problem. This will simplify process of proffering early solutions in terms of enhancing the quality of inputs.

In recent times, it is becoming clearer that though many children are in school, not much learning may be taking place. The palpable deficiency in learning is probably occasioned by the deficient inputs in UBE programmes and projects. While there are millions of children who are not even in school at all, those in schools are not acquiring the fundamental skills. Yet, without successful pivotal learning at the basic education level, learners' interactions and integration at higher levels of learning and into the world of work later in life may be affected too, (Berk,1985; Babalola, 2010; UNESCO 2015; World Bank 2019). This is the very epicentre of the learning crisis that may eventually muddle up national human capital formation effort and the attainment of Sustainable Development Goals (SDGs 4).

Moreover, if the human capital formation processes needed to power learners' future careers are circumscribed, individual and national development may be affected in the long run. Hence, there is a need to observe the consequences of inactions. The average Human Capital Index (HCI) across countries is 0.56; this is an indication that by the age of 18, a child born today will be only 56 per cent as productive as a child would be under the benchmark of complete education and full health. The observed low HCI score arising from a learning crisis occasioned by poor pedagogical outcomes culminating to learning poverty, may not be unconnected to the quality of inputs among other factors, (Tout, Zaslow, Halle, & Forrey, 2009; World Bank, 2019). Indeed, studies have demonstrated that teachers and instructional material quality are among the most important educational factor in predicting the learners' achievement and learning outcomes, (McLaughlin, 1987 Maduwesi, 1999; Uyang, Ojong-Ejeh, & Ejeje, 2017). Hence, ascertaining the current level and quality of inputs are needful thus offering the basis for future and further intervention in the basic education in Nigeria.

Statement of the Problem.

The United Nations General Assembly was among the first world organisations to identify the inherent challenges of poor inputs and poor outcomes in basic education., and the need to consider the education of under 10 children as very important. Therefore, in 1989 at the convention on the Right of the Child, the UN General Assembly stipulated proper

child development as the inalienable right of all children. Nations were urged to decide quite clearly and early what they intended to do with their young children. In the Declaration of the Rights of the Child, there is a strong indication that the children, because of their peculiar physical and mental immaturity needs special safeguards, protection and care, (Bernard van Leer Foundation 1990; UNESCO 2015; World Bank 2019). The Conventions on the Rights of the Child place special emphasis on the primary caring and protective responsibilities towards children because of their vulnerability and need for special care and protection. Furthermore, in 1990, the Bernard van Leer Foundation, and UNICEF, among others, organised a World Summit for Children at Jomtien as part of efforts to improve the quality of life of children and protect their rights. If age 10 children cannot read, it is then clear that poor quality of input is in the offing and all other future education-related personal and communal endeavours may be at risk.

The foregoing invariably highlights the urgent need for a society-wide commitment to investing more in enhancing children's corresponding cognitive development. This will be the starting point in eliminating learning poverty; it is as important as eliminating extreme earning poverty, stunting, or hunger. The UBE policy, programmes and projects have been implemented in the last two decades. However, in the course of implementation of the programme it is needful to know the present state of quality indicators and facilities for learning in UBE schools (Coombs, 1980; Domike and Odey, 2014). It is on this basis that the study investigated the quality of inputs in UBE schools vis-à-vis the eradication of learning poverty at the national and sub-national levels (in some selected states across the six geopolitical zones) in Nigeria,

Research Questions

The following research questions guided the study:

- i). What is the current status of quality indicators in the basic education schools at national and sub-national levels?
- ii) What is the extent of the availability of learning-enhancing facilities in the basic education schools at national and sub-national levels?

Literature Reviews

Given that human capital is the most important component of the wealth of nations, a premium can be placed on the process of human capital formation by focusing on the right management approach to the basic education subsystem (Bruns, Mingat & Rakotomalala, 2003; Babalola, 2010; Federal Republic of Nigeria -NPE 2013; Amanchukwu, Stanley & Ololube, 2015). Indeed, the importance of human capital grows as countries become more prosperous. For instance, human capital in high-income and developed economies, (Organization for Economic Co-operation and Development - OECD, countries) human capital makes up over 70% of their wealth, where as it is about 41% of the national wealth in resource-rich but poor countries of the world, Nigeria inclusive. (World Bank 2019). Policy failure cum failures in basic education efforts and non-compliance to policy prescriptions are mutually reinforcing, (Coombs, 1980; McLaughlin, 1987; Shekarau 2014; UNESCO 2015; Amanchukwu, Stanley & Ololube, 2015).

While the quality of inputs into UBE schools vis-à-vis the eradication of learning poverty in Nigeria is the focus here, the availability of minimum standards for UBE implementation is predicated upon the quality of inputs, effective management of resources and deriving quality products and outcomes in the course of the

implementation of the policy is also important. However, an unwholesome approach to policy implementations is proven to be detrimental to the possibilities of quality inputs, which may be having drastic negative effects on the learners and thus exacerbating the problem of learning poverty, (Anna 2001; Bbabalola 2010; Anaduaka & Okafor 2013; Aja, Egwu, Aja-Okorie, Ani, & Amuta, 2018).

Though the World report, did not capture Nigeria's perspective of learning poverty; specifically, among the poor countries, the level was as high as 80 per cent. The implication of the foregoing is that about 80% of school-age children will struggle to connect to the world of work. The very future consequence of the problem requires thorough and further empirical investigations. This is becoming a common experience for the educated but poorly groomed graduates, this particularly, portends immediate danger (Berk, 1985; European Commission, 1997; FMoB&NP 2017). While it is recommended that six per cent of Gross National Product (GNP) be set aside to deliver quality education this is not the case in Nigeria. Moreover, bilateral support for and aid to education is declining, and aid to basic education too, (Afolayan 2014; Adedeji 2015 & Taiwo 2018).

Consequent to the shortfall in funding, the physical infrastructure and particularly human capacity were affected in course of implementation of the UBE programme. Teacher capacity development had falling short as there were few capacities building programmes for teachers as well as fewer school facilities for on-the-job training, (Daura and Audu, 2015). The factors against learning in basic schools and exacerbating learning poverty were not identified and tackled from the inception of UBE at the turn of the millennium, (Jardine-Ledet, 1999; Akinbote, Oduolowu, & Lawai, 2001). The preponderance of factors that are not favourable to learning will certainly engender high levels of illiteracy. These are early warning signs that all global educational goals and other related Sustainable Development Goals are in jeopardy. Progressive and sustainable increments in the quality of inputs and reduction in learning poverty are far too slow to meet the SDG aspirations (Jardine-Ledet, 1999; Dennis & O'Connor, 2013; Clifford, Cryer & Harms, 2018). It is estimated that at the current rate of improvement, in 2030, about 43% of children will still be learning poor (World Bank, 2021). There is a strong need for an enhanced quality of inputs to encourage learners' cognitive development and forestall the possible consequences of learning poverty.

Methodology

The study adopted Ex-posit facto research design; data were obtained through secondary source, particularly from the UBE website. The national figures were further decomposed into north-south divided. Moreover, a total of six (6) states, one from each geo-political zone were randomly selected to illustrate with figures the current state of facilities and inputs. It is needful to state that the states used were purposively selected as a fair representative of the prevailing situations in the constituent sub-national entities.

Presentation of Current Status and Quality Indicators in Basic Schools in Nigeria

Question 1:What is the current status of quality indicators in the basic education schools at national and sub-national levels?

Table 1: The Current Status of Quality Indicators in the Basic Education Schools at National and Sub-National Levels

Learners in Basic Education (ECCDE, PRY & JSS)	National	South			North		
		Enugu	Lagos	Rivers	Kogi	Gombe	Kano
	31,236,624	316,327	843,961	304,415	302,224	576,186	3,942,267
Number of Classrooms in Basic Education	570,188	13,012	14,618	10,379	4,476	9,611	47,567
Number of Good Classrooms	300,892	6,664	0,513	5,478	7,717	5,315	31,050
Learners/Classroom ratio	1: 55	1:24	1:58	1:29	1:21	1:60	1:83
Learners/Good Classroom ratio	1:104	1:47	1:180	1:56	1:39	1:108	1:127
Percentage of Good Classrooms	1: 53	1:51	1:72	1:53	1:53	1:55	1:65
Learners/Qualified Teacher Ratio in ECCDE schools	1:520	1:51	1:106	1:131	1:34	1:66	1:245
Learners/Qualified Teacher Ratio in Primary school	1:55	1:27	1:59	1:19	1:20	1:55	1:90
Learners/Qualified Teacher Ratio in Junior sec school	1: 27	1:12	1:36	1:11	1:10	1:12	1:29

Source: UBE Website accessed 30/10/2021

From Table 1: Basic School Statistics in some selected states in Nigeria, at the national level, the total number of basic school classrooms were 570,188, but only a total of 300,892 which is about (52.8%) were in usable conditions. The Percentage of Good Classrooms from the selected states, were generally less than 75% as indicated thus, 51%, 72%, 53%, 53%, 55%, 65% for Enugu, Lagos, Rivers, Kogi, Gombe and Kano, states respectively. Except for Lagos (72%) and perhaps Kano (65%), the rest the usable classrooms were hovering around the national average of 52.8%. in the selected states. Learners/Good Classroom ratio at national level stood at 1:104 and in the selected states, were; 1:47, 1:180, 1:56, 1:39, 1:108, 1:127 for Enugu, Lagos, Rivers, Kogi, Gombe and Kano, states respectively. Learners/Qualified Teacher Ratio in Early Childhood Care & Development Education (ECCDE) schools had a national average of 1:520, and in the selected states; 1:51, 1:106, 1:131, 1:34, 1:66, 1:245, for Enugu, Lagos, Rivers, Kogi, Gombe and Kano, states respectively. Learners/Qualified Teacher Ratio in Primary school 1:55, 1:27, 1:59, 1:19, 1:20, 1:55, 1:90 for Enugu, Lagos, Rivers, Kogi, Gombe and Kano states respectively.

Question 2: What is the extent of the availability of learning-enhancing facilities in the basic education schools at national and sub-national levels?

Table 2: Available Facilities in Basic Schools at National and Sub-National Levels

Security/Health/Learning Facilities Enhancing	National	South			North		
		Enugu	Lagos	Rivers	Kogi	Gombe	Kano
Total No of all Basic Education Schools	76,827	1,488	1,454	1,261	2,514	1,822	7,046
No of Schools with Safe Drinking Water	26,621	213	1,046	507	495	538	3,907
Schools with Safe Drinking Water	34.65	14.31	71.94	40.21	19.69	29.53	55.45
No of Schools with Source of Power	14,884	272	1,212	456	195	190	2,634
Percentage of Schools with Source of Power	19.37	18.28	83.36	36.16	7.76	10.43	37.38
No of Schools with Health Facilities	33,276	972	1,221	416	611	640	4,468
Percentage of Schools with Health Facilities	43.31	65.32	83.98	32.99	24.30	35.13	63.41
No of Schools with Fence	14,641	187	1,201	576	144	216	2,232
Percentage of Schools with Fence	19.06	12.57	82.60	45.68	5.73	11.86	31.68
No of Schools with Library	10,140	353	589	302	118	84	775
Percentage of Schools with Library	13.20	23.72	40.51	23.95	4.69	4.61	11.00

Source: UBE Website accessed 30/10/2021

From Table 2: the total number of basic education schools at national and sub-national levels in Nigeria was about 76,827 but in terms of the available facilities in basic schools from the selected state basis, indicated that; the percentage of schools with Safe Drinking Water at national and sub-national levels in Nigeria was only about 34.65% among the selected states, there was 14.31%, 71.94%, 40.21%, 19.69%, 29.53%, 55.45% for Enugu, Lagos, Rivers, Kogi, Gombe and Kano states respectively. The percentage of schools with a source of power was 19.4% was the national average, while the following 18.28% 83.36%, 36.16%, 7.76%, 10.43%, 37.38% for Enugu, Lagos, Rivers, Kogi, Gombe and Kano states respectively. The percentage of Schools with Health Facilities at national and sub-national levels in Nigeria was below average at 43.31%, among the selected states, there was 65.32%, 83.98%, 32.99%, 24.30%, 35.13%, 63.41%, for Enugu, Lagos, Rivers, Kogi, Gombe and Kano states respectively. The percentage of Schools with perimeter fence at national and sub-national levels in Nigeria was only about 19.06%, among the selected states, there was 12.57%, 82.60%, 45.68%, 5.73% 11.86%, 31.68% for Enugu, Lagos, Rivers, Kogi, Gombe and Kano states respectively. The percentage of schools with libraries, at national and sub-national levels in Nigeria, was only about 13.20%, among the selected states, there were 23.72%. 40.51%, 23.95%, 4.69%, 4.61%, 11.00% for Enugu, Lagos, Rivers, Kogi, Gombe and Kano states respectively. Summarily, the facilities available were largely below average in many states as the case may be in all the five (5) categories of facilities; safe drinking water, power source, health facilities, perimeter fencing and libraries as recorded in the state under review.

Key Issues on Basic Education Status and Learning Poverty

The basic education facts and figures examined had indicated that the inputs tailored towards enhancing the quality of learning in UBE programmes were poor and not at the optimal level of learning that can hinder the festering learning poverty. Similarly, Table 1 indicates the import of available and usable classrooms for learning is best demonstrated by the indicator of Learners/Good Classroom ratio with the national average of 1: 104 (one good classroom for 104 pupils; the problem of inadequate classroom blocks for pupils usage was too far from the norm (1:40). The UBE policy had stipulated that there should be sufficient classrooms but this is not so as indicated in table 1; the classrooms would most probably be rowdy, such that full concentration of the learners because of the prevailing class size. Again the high teacher-pupil ratio as indicated in Kano (1:90) and Gombe (1:55) thus showing that both classrooms and class teachers would not suffice to meet the immediate need of the learners thus reinforcing learning deficits. The poor or outright non-compliance to policy prescriptions is undesirable and would impact

negatively on the learners (Dove, 2003; D'Amour, 2008; Shekarau, 2014); poor quality inputs herein would likely be mutually reinforcing with unassailable negative learning outcomes, (Coombs, 1980; McLaughlin, 1987; Shekarau 2014; UNESCO 2015; Amanchukwu, Stanley & Ololube, 2015; Taiwo 2018).

Consistently with other poor indicators, safe drinking water as important as it might be, was poorly available in basic schools in all the southern and northern states, except Kano and Lagos states with, 55.4% & 71.94%, safe drinking water their basic schools respectively. The percentage of schools that are linked to the national grid or with any other source of power and functional electricity averaged, 19.7% at the national level. In the rest of the states, schools that were linked to the national grid or with any other source of power were below the national average, with some states as low as 7.76%, except Lagos (83.36%), Rivers (36.16%) and Kano (37.38%). Therefore, the revolutionary effect of electricity on modern teaching and learning process remains absent in the majority of schools as only 19.7% of schools are connected to power sources which may not translate to available of electric power in the school workshops, laboratories and libraries. The availability of physical and human capacities are a necessity and prerequisites for learning. Consequently, some researcher (Uyang, Ojong-Ejeh, & Ejeje, 2017; Orji, 2021), had bemoaned the present level of inputs as an indication of unpreparedness of our universal basic education to confront challenges or unreadiness for a paradigm shift as a prerequisite for global competitiveness.

The percentage of schools with health facilities at national and sub-national levels in Nigeria was below average at 43.31%. The selected states were less than the national average of 65.32%, 83.98%, 32.99%, 24.30%, 35.13%, 63.41%, for Enugu, Lagos, Rivers, Kogi, Gombe and Kano states respectively. The percentage of Schools with perimeter fence at national and sub-national levels in Nigeria were only about 19.06%, The facilities available in all cases were largely below average in all the five (5) facilities (safe drinking water, power source, health facilities, perimeter fencing and libraries as recorded in the states under review. The findings again pointed to the unpreparedness to achieve qualitative education for all (UNESCO Report 2015; Orji, 2021). Given the current spate of kidnapping of school children and general insecurity in Nigeria and the northern part of the country particularly, the problem of very low coverage of perimeter fencing indicates clearly that the schools are not safe for learning. In the books to read are not there in the library the situation is rather deteriorating as qualitative inputs are not revamped according to Taiwo (2018)

Conclusion

Conclusively, the problem of poor input is real and at this pace of development of basic education, learning poverty may be unwittingly exacerbated and thus compounding other social and economic challenges for our nation. The observed poor or outright non-compliance to UBE policy prescriptions is undesirable and would impact negatively on the learners side by side with poor quality inputs that reinforcing unassailable negative learning outcomes.

Suggestions for the improvement of UBE Programmes and Projects

The present level of input into basic education is grossly inadequate and how it may be exacerbating the emerging and vexatious issues of learning poverty has been discussed too. However, salvaging the situation requires that the various policymakers and stakeholders should consider: -

- i. the need to improve the level of funding available for UBE projects and programme implementations. Concerted effort must be made to ensure that those funds are able to get to the right priority programmes and projects.
- ii. not throwing the available funds to basic schools' problems, rather projects implementers should ensure a painstaking, transparent and judicious application of funds in a most prudent manner.
- iii. setting targets and timelines that could measure the effort in terms of the inputs and how such measured efforts could be leading to eradication of learners' problem, this will ensure that learning is actually taking in the basic schools.
- iv. expediting action on quality teacher recruitment and capacity building to address the yawning gap in the availability of qualified teaching staff at the basic schools nationwide.
- v. ensuring that safe school initiatives be revisited to provide a secure learning environment with perimeter fencing/gates, basic health facilities and access to power and safe drinking water.

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CHAPTER 25

QUALITY ASSURANCE: A TOOL FOR EFFECTIVE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION (UBE) PROGRAMME IN NIGERIA

Iyala, Felix Emeka & Yakubu Sani

Introduction

Basic education is fundamental to human and national development. It is the foundation upon which other levels of education are built and it forms the basis for human and national growth. The provision of basic education is borne out of the realisation of the role of education in an individual's life and the promotion of social, political and economic development of every nation. The provision of basic education for all citizens has been a global objective that Nigeria like other nations of the world maps out to achieve. The Universal Basic Education (UBE) programme is designed to eliminate distortions and inconsistencies in basic education delivery and to reinforce the implementation of the National Policy on Education (Ochoyi & Danladi, 2018).

Meaning of Universal Basic Education

The UBE Act (2004) defined Universal Basic Education as early childhood care education, the 9 years of formal schooling, adult literacy and non-formal education, skills acquisition programmes and the education of special groups. The Implementation Guidelines for the Universal Basic Education stresses the inclusion of girls and women and several underserved groups; the poor, street children, rural and remote population, nomads, migrants, workers, indigenous people, minorities, refugees and the disabled into the UBE scheme.

The Universal Basic Education (UBE) Act of 2004 was enacted to formalize the implementation of the UBE scheme and to finally have it translated as a law to be directed towards the provision of compulsory basic education to all Nigerians with the support of the government and other relevant stakeholders. The UBE Act also made it possible for the Universal Basic Education Commission (UBEC) to be established as a means of ensuring that the objectives of the scheme are achieved, hence, the creation of School-Based Management Committee. It is envisaged that the implementation of Universal Basic Education (UBE) would lead to eradication of illiteracy which has been a long time problem in the Nigeria (Arhedo, Adome & Aluede, 2009).

The specific objectives of UBE as stated in the implementation guidelines of UBE by the Federal Republic of Nigeria (2000) include:

- a. developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotions;
- b. provisions of free Universal Basic Education for every Nigerian child of school-going-age;
- c. reducing drastically, the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency);

- d. catering for the learning needs of young persons who for one reason or another have their schooling interrupted and dropped out; and
- e. ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, cumulative and life skills as well as the ethical, moral and civil values needed for laying a solid foundation for life-long learning.

The Place of Quality Assurance in the Implementation of UBE Programme in Nigeria

The objectives of UBE highlighted above may remain a mere dream or an exercise in futility without quality assurance mechanisms for effective implementation of the programme in Nigeria. Quality Assurance in the basic education system entails all-encompassing activities which include the various processes, policies and actions through which the quality of basic education is developed, improved and maintained. It goes beyond quality control and lays more emphasis on the quality of end-products to ensure that minimum standards are achieved (Federal Ministry of Education, 2015). Quality assurance is a practical process of assuring quality inputs, quality outcomes and quality academic achievements of pupils. Quality input describes the worthiness of teachers, trainees, textbooks, the technology for delivery and curriculum content. Quality of the process deals with the teaching and learning activities which involves lesson plan, instructional delivery, classroom management, control of student-teacher ratio as well as the pattern of pupils' assessment and evaluation.

Pragmatic Strategies for Effective Implementation of UBE in Nigeria

Implementation refers to the use of different strategies such as the provision of infrastructures, reduction of dropout, retention and supervision to enhance the attainment of the goals of UBE programmes. It is the process of bringing about outcomes that are congruent with the original intention through achieving adequate outputs. It is the practical activities and measures that are directed towards the fulfilment of providing free education to the citizens. Implementation requires practical expression through the use of clear guidelines to ensure that the UBE programme does not remain at the policy stage, rather, the impact of the programme is expected to be felt by pupils (Awuor, 2016). Effective implementation of the UBE programme calls for a critical assessment of the policy and objectives by providing a framework within which to actualize the programme through targeting; cost and financing issues; monitoring and evaluation of activities to ensure that the programme achieves its laid down objectives.

The pragmatic strategies for implementation of Universal Basic Education include the following:

Funding Arrangements

Funding plays an inevitable role in the implementation of the UBE scheme. Funding is the provision of financial resources to finance a programme or project. In the educational system, funding is the provision of money and other material resources to enhance teaching and learning in the school system. The level of funding determines the adequacy and relevance of school buildings, quality teachers, furniture, monitoring, supervision, evaluation, transportation and quality curriculum. Adequate funding of the UBE programme is important as it will help for payment of teachers' salaries, construction of adequate school blocks and conducive classrooms and purchasing of instructional materials (Ujah, 2008). The UBE Act of 2004 made provision for three main sources of funding for the implementation of the UBE as follows:

1. Federal government grant of not <2% of its consolidated revenue funds or contributions in the form of federal guaranteed credits and local or international donor grants;
2. the state government can only benefit from the federal government block grant meant for the implementation of the UBE if it can contribute at least 50% of the total cost of the project. This is to enhance the state's commitment towards the UBE scheme, and
3. the local governments are also expected to contribute their quotas towards to the implementation of the UBE scheme.

Provision of Quality Physical Facilities

Physical facilities are parts of the major indices that contribute positively towards the successful implementation of the UBE programme in Nigeria. In the face of inadequate provision of physical facilities, teaching and learning may not take place effectively. Such physical facilities are writing materials, buildings, furniture and an environment that is suitable for learning. Proper teaching cannot be done in unorthodox makeshift classrooms. It is quite unfortunate as the evidence of dilapidated school buildings and other physical infrastructures are seen in many UBE schools in the nooks and crannies of Nigeria. To further stress the importance of teaching facilities, Oladimeji & Ogunyebi (2019) lamented thus: *How can our children enjoy potentialities inherent in these instructional facilities which include developing in the child scientific attitudes such as honesty, patience and appreciative feelings, helping a child in a real-life situation rather than memorization and regurgitation of facts and finally adding to the child's knowledge base such as creativity, carefulness, open-mindedness, accuracy and objectivity?* Infrastructural facilities are important components of every school and their absence or inadequate provision may prevent effective implementation of an educational programme.

Employment of Quality Teachers

Effective implementation of UBE requires the employment of quality teachers as Ogbonnaya (2019) observed that the effective implementation of the UBE programme is hinged on the employment of quality teachers to enhance effective teaching and learning. UBE guideline is centered on the provision of qualified teachers for the effective management of its programme. Teachers are very important in the school system as they help to determine the outcome of every educational programme. This is because the success or failure of any school system depends highly on teachers (Federal Republic of Nigeria, 2014). Teachers are the live wire of the school system. As a result, to achieve qualitative teaching and learning in the UBE programme, adequate fund is required for the employment of sufficient teachers to enhance the appropriate teacher-pupil ratio for the programme. Teachers are the vital resources needed to implement the UBE programme as their inadequacy may constitute a serious constraint to effective implementation and provision of basic education to all children of school-going-age in Nigeria which is the major focus of the Universal Basic Education (UBE).

Regular Supervision of Teaching and Learning Activities

Supervision is a planned activity designed for the improvement of instructional activities. This implies that supervision involves a set of activities that help to enhance effective teaching-learning. Supervision is the panacea for quality education. Supervision of activities in UBE is meant to facilitate the improvement of classroom management skills of teachers. It makes the incompetent teachers to develop confident and help them to

undertake their responsibilities efficiently. Supervision examines continuously the schools' instructional goals and assesses teachers' performance to meet such goals. The roles of supervisors in the UBE in the view of Olalaye and Babatope (2013) are as follows:

- 1) Inspection of all aspects of a programme to ensure they are run according to the philosophy and objectives of the scheme.
- 2) To ascertain that the programme is functioning optimally and that public funds are used judiciously.
- 3) To assess and report on the efficiency of the teaching-learning process in different schools.
- 4) To provide the ministry of education with current information on basic education standards, problems and potentialities of every school supervised.
- 5) To ensure that records are kept under the relevant education laws and regulations.

Community Involvement in the Implementation of UBE Programme

Community involves in the UBE programme through the sensitisation of members by the relevant agencies. It is the role of the government to ensure that public enlightenment and social mobilisation for participation in UBE programme are properly carried out in all the states of the federation. For UBE programme to be successfully implemented, community members where a school is located must be fully involved through decision making, funding and supervision of projects. The essence of community involvement through public enlightenment and social mobilisation is to create awareness of the privileges and rights to ensure that stakeholders view UBE as the peoples' oriented educational programme. Community members as major stakeholders in the Universal Basic Education programme are expected to collaborate with the government in the following areas in the implementation of basic education according to UBEC Act (2004):

- 1) Collaboration in the prompt repairs and renovation of blown-off school roofs.
- 2) Construction and innovation of school through community effort.
- 3) Mobilisation for enrolment of school-aged children in schools.
- 4) Provision of infrastructural and instructional facilities in school to support the effort of the government.
- 5) Assist in the procurement of books for school libraries.
- 6) Provision of school uniforms and books for pupils.
- 7) Assist in the provision of teaching and learning facilities for schools.
- 8) Pooling of resources by community members to execute projects for schools.
- 9) Provision of conducive school environment enhance effective teaching and learning.
- 10) Checkmate child trafficking through enrolment of school-aged children to schools.

Challenges of Implementation of UBE Programme in Nigeria

The effective implementation of the Universal Basic Education scheme in Nigeria is confronted with the following challenges:

1. Inadequate Funds: The successful implementation of Basic Education in Nigeria is limited by poor funding as both the states and local governments have abandoned the responsibility of UBE funding to the Federal Government alone. The 2004 UBE Act specified three sources of funding for the programme but, unfortunately, the responsibility of providing funds for UBE is left to the federal government. The poor funding has resulted in inadequate funds to provide free uniforms, writing materials, free meals among others (Oladimeji & Ogunyebi, 2019). It is sympathetic to note that many

Nigerian children are still on the streets due to dropouts or complete inability to have access to basic education. This means that Nigeria is yet to fully provide education for all the citizens which is one of the objectives of the UBE programme.

2. The Problem of Embezzlement of Funds: The limited funds allocated to states are sometimes embezzled and diverted for different uses by some government officials. UBE funds in some states in Nigeria are used for political campaigns and other personal projects by the state governors and members of the State Universal Basic Education Board (SUBEB). At the moment, the situation in Nigeria is that the position of SUBEB chairmen in the various states is normally given to Governors' personal friends or family members to aid the diversion and embezzlement of the limited funds allocated to the states.

3. Insufficient and Unqualified Teachers: Basic education in Nigeria is characterised by a shortage of professionally qualified teachers to contribute towards the successful implementation of the UBE programme. At the moment, they are inadequate teachers to teach the numerous students that are being enrolled by UBE schools. To remedy the situation, the federal government under the leadership of President Muhammadu Buhari have been recruiting both professional and unprofessional teachers under the N-Power Teach programme since 2016. Unfortunately, the majority of the beneficiaries are untrained teachers who accepted the teaching appointment just to earn a living, as such, they would not make useful contributions towards the effective implementation of UBE programme in Nigeria.

4. Inadequate Provision of Physical Facilities: The free nature of the UBE programme influenced the high rate of enrolment of pupils into the scheme but unfortunately, the teaching and learning facilities such as shortage of classrooms, chairs, writing materials, library facilities, internet facilities, computers, laboratory equipment and instructional aids are hindering the successful and effective implementation of the UBE programme in Nigeria.

5. Security Challenge

Security has recently emerged as a serious threat and challenge to the proper functioning and effective implementation of the UBE programme in Nigeria. For example, the activities of the Boko Haram in the North-East, Movement for the Actualisation of Sovereign State of Biafra (MASSOB) in the South-East, Niger Delta Avengers in the South-South, Oodua People's Congress (OPC) in the South-West, the activities of herdsmen in the North-Central among others are adversely affecting the UBE. Apart from the above security issues posed by the regional agitators, it is disheartening to observe the violent acts being committed in different parts of the country daily. Such violent acts range from the kidnapping of students and teachers, bombing of school buildings, killings, molestation and abuse of human rights of staff and students. To be candid, the pupils are not saved to attend schools freely under the security situation in Nigeria and it is worrisome as they watch such acts, hear them every day in the national news as well reading them in the newspapers. The above security challenges cannot help in the proper implementation of the UBE scheme in Nigeria.

Conclusion

The universal basic education (UBE) programme is a response to the universal declaration of human right in 1948 by United Nations Organisation (UNO) which

stipulated that every citizen has the right to education. Every member state of the United Nations including Nigeria is signatory to the declaration. As such, the federal government of Nigeria recognizes education as an instrument par excellence for effective national and sustainable development. Education is a right of all Nigerian citizens irrespective of gender, age or ethnic background. UBE programme identifies stakeholders and allocates responsibility to each of them in clear terms. These responsibilities are not mutually exclusive but rather, there are rooms for mutual interdependence. The guidelines for operating the UBE programme acknowledges that the implementation of the programme should be collaborative exercise with quality assurance mechanisms to embrace the three tiers of government, civil society organisations, private individuals, communities, corporate bodies, international donor agencies among others.

Recommendations for Effective Implementation of UBE Programme in Nigeria

The suggestions would help to enhance the effective implementation of the UBE Programme in Nigeria:

1. The Federal Government of Nigeria through the UBEC should solicit special intervention funds from donor agencies like United Nations Educational Scientific and Cultural Organization (UNESCO), European Union (EU), African Union (AU) among others to complement the funds allocating to the programme by the federal government to enhance the effective implementation of UBE programme to achieve its lofty goals.
2. The federal government should set up a special agency to comprise the community members, school boards, SUBEB members and other stakeholders to monitor the disbursement of funds for the execution of UBE projects in any school. In this regard, any case of embezzlement and diversion of funds when identified should be reported to the Economic and Financial Crime Commission (EFCC) for proper investigation and punishment to limit the incessant manners of misappropriating the funds meant for implementation of the UBE programme in Nigeria.
3. Since the free basic education has brought about the enrolment of students more than the available teachers, it is suggested that the government should carefully undertake enrolment planning to ensure that employment of teachers and the admission of students into the UBE programme correspond with each other to facilitate the successful implementation of the programme.
4. The SUBEB in all the states should solicit financial aids from philanthropists and corporate organisations to assist the government in providing school physical facilities such as classrooms, laboratories, computers, potable water, electricity, toilets and furniture to facilitate the effective implementation of the UBE programme in Nigeria.
5. All the state governments in Nigeria should work in collaboration with communities' "Vigilante" where schools are sited to provide security services to secure the lives and property to avoid killings and kidnapping of pupils and teachers that prevent the effective implementation of the UBE programme in Nigeria.

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CHAPTER 26

SOCIOLOGICAL ANALYSIS OF UNIVERSAL BASIC EDUCATION POLICY IMPLEMENTATION STRATEGIES AND EDUCATIONAL QUALITY IN NIGERIA

Goteng, Solomon Bodang & Walu, Rosaline

Introduction

Every society desires reduce illiteracy especially in modern societies. This is due to the fact that education is one of the vital indices used in the measurement and categorization of nations as developed or developing. Education is an instrument a society can use to address her challenges. It is generally regarded as one of the tools to aid improvement in the quality of human life and in the general progress of the society. It has also been seen as a good way of reducing the existing gap between the members of the society who are rich and those that are poor. Education is meant to better the life, needs, and aspiration of the people and thereby making it the powerful instrument of social, economic, and cultural transformation necessary for achieving the national goals, aims, and objectives. For these reasons and many more the education system of every nation should be developed with the help of an achievable, workable, and realistic policy to meet up with the expected goals by every government/institution of each country.

This could be the reason why Nigeria became a signatory to the 1990 Jomtiem Declaration of Education for All (EFA). In response to EFA and the declaration, Nigeria repositioned its key role towards a new education vision by establishing the Universal Basic Education programme which takes universal access to basic education as fundamental.

Historical Development of UBE in Nigeria

Universal Basic Education (UBE) refers to education offered at the primary school up to the junior secondary level. It is the foundation upon which other levels of education are built. It is a nine (9) years educational programme designed to eradicate illiteracy, ignorance and poverty as well as to stimulate national development. Efforts aimed at making primary education universally available and accessible in Nigeria can be traced back to the regional government days. According to Eddy and Akpan (2009), the Western region under Chief Obafemi Awolowo as its premier started a free and compulsory primary education programme in 1955. Two years after this programme kicked off, the Eastern regional government followed suit and the North also attempted this policy. With the introduction of the Universal Primary Education (UPE), there was an educational revolution, not only in the West, but also in Nigeria as a whole. In 1954 there were about 457,000 pupils attending fee-paying schools but by January, 1955, the figure rose to 811,000 representing over 56% increase in the enrollment. The number of primary school teachers rose from 17,000 in 1954 to 27,000 in 1955 (Fafunwa, 1974). This was possible because the government had gone out to train teachers to meet the demands of the programme. The government of the Western Region had to increase the budget from £2.2 million in 1954 to £5.4 million in 1955 (Oni, 2008).

As a political response to the UPE programme in the Western Region, the premier of the Eastern region launched UPE in 1957 in the region (Daura and Audu, 2015). The general objective behind their respective educational programme was basically to increase primary education access to benefit children of school age. While the UPE programme in the West was characterized by story of success, the same cannot be said of UPE programme in the Eastern region as it was characterized by a short period of planning resulting into numerous problems. Among the problems are inadequate facilities, inadequacy of inspection, poor teaching personnel preparation, inadequacy of teachers and instruction (Gideons and Sorkaa, 2008). The free and universal education programme was not limited to the Eastern and Western regions of the country. The Lagos Colony, a Federal Territory also floated its scheme in 1957. At its inception, there were 96 primary schools with 50,182 pupils. These pupils had 1,646 teachers (Fafunwa, 1991). The Northern Region had been introduced to the Islamic form of education ever before the Western education came into the country. Islamic education came into Nigeria by over 300 years before the arrival of Christian education around the 1840s (Oghuvbu, 2007). Oni (2008) explained that the region did not bother itself to embark on providing the Western education for its citizens. It appeared to be satisfied with the Islamic education, so they opted out of the race for the provision of free universal primary education.

However, Universal Primary Education (UPE) with a national undertone was introduced into Nigeria by Olusegun Obasanjo as a military head of state in September 1976 and was re-launched as Universal Basic Education (UBE) in 1999 in Sokoto State. The programme has undergone reforms ever since it was re-launched. Among the reform was 6-3-3-4 became 9-3-4. The Universal Basic Education (UBE) Programme is a nine (9) year basic educational programme, which was launched and executed by the government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration. The UBE Programme is Nigeria's strategy for the achievement of Education for All (EFA) and the education-related Millennium Development Goals (MDGs). According to Adesina (2006), the philosophies behind the introduction of UBE in Nigeria are three-fold thus:

1. The development of the individual into a sound and effective citizen,
2. The full integration of the individual into the community, and
3. The provision of equal access to education opportunity for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system.

The Universal Basic Education's mission is to serve as a prime energizer of national movement for actualization of the nation's UBE's vision, working in concert with all stakeholders. This will mobilize the nation's creative energies to ensure that education for all becomes the responsibilities of all (Ejere, 2011). The Universal Basic Education Commission in its annual report in 2005 listed the objectives to include: ensuring unfettered access to 9 years of formal basic education, the provision of free, universal basic education for every Nigerian child of school-going age, reducing drastically the incidence of drop out from the formal school system, through improved relevance, quality and efficiency and ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values needed for laying a solid foundation for lifelong learning.

Universal Basic Education Implementation Strategies in Nigeria

According to FRN (2013), the goals of Universal Basic Education shall be the same as those of primary and junior secondary education. Since UBE combines pre-primary, primary and junior secondary education, the following implementation strategies of UBE were outlined:

1. UBE shall be tuition free, Universal and compulsory.
2. The following educational services shall be provided: (i) school library; (ii) basic health scheme; (iii) counselling; (iv) educational resource centre; (v) specialist teachers of particular subjects such as Mathematics, Science, Physical Education, etc.
3. Teaching shall be by practical, exploratory and experimental methods.
4. The medium of instruction in the primary school shall be the language of the environment for the first three years. During this period, English shall be taught as a subject.
5. From the fourth year, English shall progressively be used as a medium of instruction and the language of immediate environment and French shall be taught as subjects.
6. For effective teaching and learning, the teacher-pupil ratio shall be 1:35;
7. Advancement from one class to another shall be based on continuous assessment;
8. Special efforts shall be made by all appropriate agencies to encourage parents to send their children to school.
9. Government shall therefore provide basic infrastructure and training for the realisation of UBE goals at the school level.
10. The Primary School Leaving Certificate shall be based only on continuous assessment and shall be issued locally by the head teacher of the school;
11. Everything possible shall be done to discourage the incidence of dropping out at the primary level of education. However, if this occurs, provision shall be made in the context of adult and non-formal education to enable such early leavers to continue with their education
12. Government welcomes the contributions of voluntary agencies, communities and private individuals in the establishment and management of primary schools alongside those provided by the state and local government as long as they meet the minimum standards laid down by the Federal Government.
13. In recognition of the prominent role of Information Communication Technology in advancing knowledge and skills necessary for effective functioning in the modern world, there is urgent need to integrate Information and Communication Technology to education in Nigeria.
14. Students who complete junior secondary school shall be streamed into: (i) the senior secondary school; (ii) the technical college; (iii) an out-of-school vocational training centre; or (iv) an apprenticeship scheme. The streaming shall be based on the result of tests to determine academic ability, aptitude and vocational interest.

Etuk, Ering and Ajake (2012) affirmed that a close examination of the UBE programme shows that the programme is a noble policy by government especially when one considers its objectives. What more could a developing society like Nigeria desire in terms of education, than to have all its school age children be in school? If one considers the fact that education is a veritable tool for advancing any nation, especially a developing one like Nigeria, then one can conclude that the UBE programme is worth executing since its aim is to empower future leaders educationally, for the purpose of advancing the country.

However, while it can be accepted that the UBE programme is worth executing, especially going by its objectives and scope, it is also important to point out that there are some identified problems that should be tackled. These include among others the following:

Provision of tuition free, Universal and compulsory education

It was the aim of UBE to provide free, compulsory and universal education to every Nigerian Child of school going age. The effective implementation of this strategy will have provided opportunity and access for every Nigerian child to be educated. However, this strategy has not been adequately implemented as many parents are being observed paying fees to most junior secondary school students, including registration for the Basic Certificate Examination. The situation is not also different, as many levies are being paid in public primary schools and junior secondary schools by parents and guardians. Many Nigerian children of school going age are not even in schools which indicate that proper measures are not in use to ensure the universality of the Basic Education.

Provision of educational services

The following educational services were identified to be provided as part of the UBE implementation strategy: counselling services, educational resource centre, school library, basic health scheme, specialist teachers in some key subjects. So far, many of the primary schools are without libraries, without adequate supply of books and other materials. Many public primary and junior secondary schools do not have any professional guidance counsellor. The quality of basic health services rendered in public primary schools have not been observed to be different from the regular national immunization programme which is not part of UBE plans. Many teachers are employed without any educational background, and even the mode of selection is based on politics or connection.

Practical, exploratory and experimental methods of teaching

It was specified as part of UBE implementation plans that efforts were going to be made in order to ensure that the quality of teaching provided is practical, exploratory, and experimental. The proper implementation of this strategy would have ensured that learning is made more concrete and real as opposed to the abstract concepts currently thought. It can be said that, this is the most unfortunate policy strategy of the UBE programme because it is in reality, very rare to see any public primary or secondary school teacher delivering lessons with such teaching methods. Instead, what is common is the traditional method of “talk-chalk” that is widely in use by most primary and junior secondary school teachers. The facilities necessary for experimental and exploratory teaching and learning are missing due to the poor provisions.

Teacher-pupil ratio

It was stipulated in the implementation guidelines that the teacher-pupil ratio shall be 1:35. Unfortunately, this strategy has not been implemented by the Government. In many states of the federation, many pupils in primary schools are assigned to one teacher. The situation is so worse such that some teachers have over 50 pupils which does not give room for effectiveness by the teacher.

Discouraging incidence of school drop-out

It was specified as part of the implementation strategies of the UBE programme that, the Government will do everything possible to discourage the incidence of school drop-out rates from the school system. The policy did not prescribe what will be done to discourage

the rate of school drop-out from the primary schools. Again, due to the failure of the Government to provide free education to all Nigerian Children of school going age, many pupils whose parents could not meet up with such financial demands from the school system are left with no other option than to disconnect from schools.

Provision of infrastructure

The need to provide infrastructures by the Government was clearly stated in the UBE implementation blueprint. The purpose was to ensure that there are adequate classrooms, libraries, buildings, laboratories, and other materials for effective teaching and learning. The effective implementation of this strategy is highly questionable especially given the fact that many primary schools are utilizing buildings that are dilapidated and worn out.

Funding

It was stipulated clearly that the Government at all levels will support the UBE scheme with the necessary funds for effective implementation of the programme. Unfortunately, the annual budgetary allocations channeled towards education generally, has never met the 26% benchmark set by UNESCO. In fact, the Education Rights Campaign (ERC) has described the 7.04 per cent allocation to education in the proposed 2018 budget as unacceptable, as it condemned it in strong terms, calling for upward review of budgetary allocation to education to meet the United Nations Education and Scientific Organisation, UNESCO's recommendation of 26% (Olaniyi, 2017). It can be inferred from the foregoing that if there are shortfalls in the nation's budget towards education, UBE will also be affected since it is a subset of the education system.

Collaboration with voluntary agencies, communities and private individuals

The need for the inclusion of communities and private individuals in the implementation of UBE scheme has to some extent, been beneficial to the programme. This is because many private individuals make donations to the programme, many communities also support the UBE programme by rendering certain services like building some structures, keeping the school environment clean. But most at times these donations made by the private individuals are being mismanaged.

Integration of ICT to the UBE scheme

The National policy of education prescribed there shall be integration of Information and Communication Technologies into the UBE programme. This will have help in raising learners that will be able to function in a dynamic economy and adapt to the technologically changes of the 21st century. Some efforts have been made in some States to improve the quality of teachers to this end. It is evident that some state governments made efforts to equip teachers with computer systems in order to upgrade them and make them more digital. However, these computers were not offered for free, deductions were made above the market value of such computer systems.

Furthermore, in 2013 the computers provided to teachers were sub-standard as opposed to the ones provided in 2018 (Hardman *et al.* 2008). Due to lack of awareness coupled with greed, and the high deductions made, many teachers sold their computers at a very cheap rate to business people and other private individuals. That is why it is common to see such computers in popular computer business centres instead of classrooms. Despite these efforts, there was no evidence in terms of the supply of ICT equipment to all the schools for effective teaching and learning. Few secondary schools in some States were

supplied with ICT equipment like UPS, computer sets, and printers, without any corresponding source of electricity.

Basic Education Curriculum

Following widespread criticism of the curriculum for being overloaded and outdated, with an overemphasis on transmission of knowledge rather than acquisition of transferable skills, new curricula are currently being rolled out at primary and Junior Secondary School level. Many schools lack the relevant curriculum documents (including syllabuses and teaching guides) and there is generally a shortage of Science and Technology teachers and adequate Science facilities in school, combined with low ICT penetration.

The Medium of Instruction

National policy is that the 'mother tongue' will be used for Primary 1–3, before a 'progressive' transition to English-medium teaching. In practice, teaching at primary and JSS level generally involves a lot of code-switching between Hausa, Igbo or Yoruba and other community languages. English as the medium of instruction is a major impediment to teaching and learning and a cause of dropout and low learning outcomes, as exams and textbooks are in English. Low proficiency in English runs right through basic education, with many teachers as well as pupils having limited English. It is therefore a matter of concern that English is even being used in some lower primary and pre-school classes.

Attitudes toward the medium of instruction issue differ: most senior education officials want English as the medium of instruction, most pupils want bilingual teaching, and parents' and teachers' views are mixed. English as medium of instruction is associated with better educational and socio-economic opportunities despite language-learning research evidence in other African contexts indicating that pupils need a good foundation in their first language(s) before changing to another medium of instruction. More research is needed on language use in the Nigerian classroom and its impact on learning, teaching and assessment, with greater inclusion of pupils' views on the subject, especially those of minority ethno-linguistic groups. In particular, the actual practices of bilingual and multilingual classroom teaching – especially in urban areas need more in-depth research, followed by consideration of the implications for teacher deployment, teacher education and textbook production.

Teaching Methods and Assessment

Although poor teaching is also a cause of non-enrolment, truancy, school dropout, poor performance and migration to the private sector, few published empirical studies have focused solely on the quality of teaching and learning, beyond two large-scale and predominantly quantitative surveys one funded by UNICEF (Hardman *et al.* 2008) and one by ESSPIN (Davison 2010). In particular, there is little in-depth classroom-based research available on the processes (both formal and informal) of teaching and learning at either the primary or the junior secondary school level. Information is also lacking on the specific interactions that pupils find most helpful in learning and on whether/how they differ in different types of school (e.g. Islamiyya, government, single-sex, boarding, etc.).

Research suggests there is very little variation in lesson structure across subjects or levels, with traditional didactic methods predominating. In some project-supported states there appears to be some change toward more interactive and 'learner-centered' teaching but robust evidence is lacking as to whether the recorded surface features of

such teaching (e.g. putting pupils into groups, praising pupils or using a teaching aid) actually constitute better teaching or whether they have helped improve learning. Teachers clearly need more support and guidance in the area of assessment – both formative and summative – and in record-keeping in order to be able to monitor pupil/student progress.

Teacher–Pupil Relations

Very little is known about teacher–pupil relations, or about their effect on participation in school and on pupil learning, beyond what has been said in several studies about high levels of corporal punishment and ‘psychological violence’ by some teachers, reported in the national study on violence in schools (Federal Ministry of Education (FME), 2007b). A national teacher motivation study (Sherry, 2008) suggests such behaviour is a result of teacher frustration at being unable to help pupils learn in difficult circumstances.

Pupil–Pupil Relations

The research suggests that teachers are not necessarily aware of the negative impact some activities can have on individual pupils. More research is needed in this area, and teachers and pupils need to be sensitised to the negative impact some activities of individual pupils. There is similarly very little research on pupil–pupil relations. Some research has provided evidence of peer bullying and physical and sexual harassment based on gender and age. Although there is some suggestion that antagonistic peer relations may result in truancy and eventual dropout, much more research is needed in this area, including on ways in which children play and interact socially in schools. In general, more needs to be known about the emotional, affective side of teaching and learning, from both the teachers’ and the pupils’ perspectives.

The Problems of UBE Scheme

The UBE scheme is confronted with lot of factors are impeding on its successful implementation. These factors include inadequate planning, inadequate trained teachers, poor funding, corruption, poor supervision and monitoring, among others (Ogbonnaya, 2013).

Inadequate Planning

The overall purpose of planning is the attainment of result, which must be related to the objectives. 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.

Inadequate Trained Teachers

Another serious problem or factor that is affecting the implementation of the UBE programme 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.

Poor Funding

A major problem UBE programme is facing 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).

Inadequate Infrastructure

Inadequate infrastructure is another factors militating against the UBE implementation. 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. 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.

Examination Malpractice

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.

Poor Supervision and Monitoring

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. 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 are further attributed to inadequate vehicle for monitoring, inadequate office accommodation, lack of funds, among others.

UBE and Educational Quality in Nigeria

It is important to have a look at the basic ingredients that define quality in education. It has long been found that quality is never an accident; it has always been the result of high intentions, sincere efforts, intelligent mission statement and focused as well as skillful implementation. In education, there is a broad agreement on a number of issues that define quality. They include higher academic standards, vigorous curricula, skilled and experienced teachers, updated textbooks, state of the arts laboratories and computing facilities, small class sizes, modern buildings and conducive environment for learning, strict discipline, involving parents amongst others (Achi, 2003). It is a most useful thing to look at three broad factors. The national educational philosophy has been used for this purpose since 1948. It has always been part of the philosophy that education helps in

upward movement of the individual in the social ladder. The National Policy on Education has defined the goals of education as well as enumerated the tools for achieving these goals. It is indeed a most comprehensive and thoughtful document. It is now important to also include that education could act as a source of empowerment when the quality is such that it will improve the ability of the citizenry to compete effectively in the world. In addition to the issues enumerated earlier for promoting quality, there is the need to add the issues of local needs adaptability and accountability. The society also must create a culture of developing reliable statistical data base that will promote ability to project its needs at all levels.

The need to improve higher education should begin with giving greater attention to our preschool, elementary, secondary, and vocational schools. These areas are the building blocks of society's educational foundation, as not everyone needs a university education. Thus, the society must make meaningful use of the current Universal Basic Education (UBE) program, which is expected to provide free education to children between the ages of seven to seventeen (Umar & Adoba, 2001). In addition to the free primary education, the government should guarantee free lunch for the needy students, as no child can learn while hungry. To supplement the efforts of the government, the private sector should assist in the form of financial and material donations, and collaborate with institutions of higher learning to help the primary and secondary schools to improve their teaching standards, governance, and their community relations.

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CHAPTER 27

QUALITY CONTROL OF BASIC EDUCATION IN NIGERIA: POLICY OPTION

Oyekan, Opeyemi A.

Introduction

The Universal Basic Education (UBE) Program is an educational program aimed at eradicating illiteracy, ignorance and poverty. It is in compliance with the Declaration of the World Conference on Education for All (WCEFA) which was made in Jomtien, Thailand in 1990, and stating clearly in Article 1 that every person - child, Youth on Adult - shall be able to benefit from educational opportunities designed to meet their basic needs. This declaration was reaffirmed at the World Summit for Children also held in 1990, which stated that all children should have access to basic education by the year 2000.

The World Summit for Children placed a lot of emphasis on raising the levels of female literacy. In a bid to achieve education goals, the Dakar World Education Forum was held as a follow-up meeting to the WCEFA where new sets of goals were set to be attained by the year 2015. The goals include:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. Ensuring that by 2015 all children, with special emphasis on girls, children in difficult circumstances and from ethnic minorities have access to and complete free and compulsory primary education of good quality;
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.
4. Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
5. Improving all aspects of the quality of education, and ensuring excellence for all, so that recognized and reasonable learning outcomes are achieved, especially in literacy, numeracy and essential life skills. Similarly, the Millennium Development Goals (MDGs) adopted in September 2000 at the United Nations Millennium Declaration, has two of the eight goals devoted to education. They are goal 2 (to achieve universal primary education) and goal 3 (to promote gender equality and empower women).

Basic education is fundamental to human and societal development. It is the foundation upon which other levels of education are built and a necessary prerequisite for human and national development (Tahir, 2006; in Anaduaka & Okafor 2013). According to Etuk, Ering and Ajake (2012), the primary target of the UBE policy was ensuring that every Nigerian child acquires a minimum of 9 years' basic education. Universal basic education

comprises (9) nine-year duration comprising (6) six years of primary education and (3) three years of junior secondary education. It also includes adult and non-formal education programs at primary and junior secondary education levels to take care of those who dropped out of school (National Policy on Education 2004; Aboluwodi, 2015). Tahir (2008) in Aboluwodi (2015) averred that Universal Basic Education is designed to ensure free access to education, reduce the rate of dropout to the minimum, make education relevant to the needs of learners and make education a lifelong enterprise. He maintained further that the cardinal concerns of Universal Basic Education are deeply noted in how to meet the basic learning needs of children, adolescent, youth and adults. For Obanya (2004) in Aboluwodi (2015), the emphasis of Universal Basic Education Policy is “education” rather than schooling. Obanya (2004) in Aboluwodi (2015) maintained that UBE policy has to do with the all-round development of the child. That is, a life-long learning program aiming at improving the literacy level of the children and adults.

The Nigerian National Policy on Education (2007) that education is for:

- (a) The development of an individual into a morally sound, patriotic and effective citizen
- (b) The total integration of the individual into the immediate community, the Nigerian society and the world as a global village
- (c) The inculcation of national consciousness, values and national unity and
- (d) The development of appropriate skills, mental, physical and social abilities/competencies and of empowering the individual to live in and contribute positively to society. Quality control cuts across educational institutions and agencies based on global practices designed to meet the expected standard just like producers will like to produce products that meet the standard expectations of customers (Oyekan 2012). To ensure relevant stakeholders are applying the new practice, educational managers, quality assurers in ministries, agencies have roles to play.

Overview of Universal Basic Education in Nigeria

Universal basic education in Nigeria evolved from the 1955 Universal Primary Education Scheme which operated in western Nigeria. In subsequent years, the Eastern and Northern governments also had in place their respective universal education. The federal government came into the scene only in 1976 with the commencement of the universal primary education in all the regions within the country. The consequence was the provision of a unified and singular framework for educating Nigerians (Salihu & Jamil 2015).

The Universal Basic Education (UBE) program was launched on 30th September 1999 by the then president of Nigeria, President Olusegun Obasanjo. The purpose of the program is to provide free and compulsory education for children in the primary and junior secondary schools in the country. On launching the program, the president assured that the many problems that bedeviled the 1976 Universal Primary Education would not be allowed to distort the 9 years’ basic education program (Anaduaka & Okafor, 2013). The UBE program is designed to remove distortions and inconsistencies in basic education delivery and to reinforce the implementation of the National Policy on Education. It is also Nigeria’s response to the achievement of Education for all (EFA), Millennium Development Goals (MDGs) and the present Sustainable Development Goals (SDGs). The UBE is aimed at enabling all children in the Nigerian society to participate in the free 9

years of schooling from primary one to junior secondary school (JSS) three classes. The intention is universal and compulsory (Anaduaka & Okafor, 2013; Ejere, 2011). UBE is more comprehensive than UPE or other educational programs of the Federal Government (Anaduava and Okafor, 2013). Based on the implementation guidelines for the UBE, the program stresses the inclusion of girls and women and a number of underserved groups; the poor, street and roaming children, rural and remote population, nomads, migrants, workers, indigenous people, minorities, refugees, disabled and all categories of people. The formal education system is only one the of six components included in UBE. Others relate to early childhood, literacy and Non-formal education or apprenticeship training for youths outside the formal education system (Nigeria, 2000; cited in Anaduaka and Okafor, 2013).

Objectives of Universal Basic Education (UBE) Policy In Nigeria

Ejere (2011), emphasized that the main objective of the UBE program is “to lay the foundation for lifelong learning through the inculcation of appropriate learning, self-awareness, citizenship and life skills”. However, he outline the specific objectives of the program to include:-

- i. Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
- ii. The provision of free, compulsory, universal basic education for every Nigeria child of school age group.
- iii. Reducing drastically the incidence of drop out from the formal school system.
- iv. 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.
- v. Ensuring the acquisition of the appropriate levels of literacy, manipulative and life skills as well as the ethical, moral and civic values needed for laying the foundation for lifelong learning (Nigeria, 2000; cited in Ejere, 2011).

Concept of Universal Basic Education (UBE) in Nigeria

The UBE program is an education policy formulated to represent Nigeria government strategy for achieving Education for All (EFA) accord. Okoro (2010) described UBE program as an expression of the strong desire of the government to eliminate illiteracy by raising the level of awareness and general education opportunities of the entire citizenry in Nigeria. The objectives of UBE as contained in the UBE Act 2004 are to:

- (1) Develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
- (2) Provide free, universal basic education for every Nigerian child of school going age;
- (3) Reduce drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency);
- (4) Cater for the learning needs of young persons, who for one reason or another, have had to interrupt their schooling, through appropriate forms of complementary approaches to the provision and promotion of basic education;
- (5) Ensure the acquisition of appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying solid foundation for life-long learning.

The aforementioned Act also provided the legal framework for the implementation of the UBE program but despite all these arrangements, the program is yet to be fully

implemented after nineteen years of its launching in 1999. The question in everybody's mouth is what was actually wrong? Although education is generally supposed to be separated from politics but it is impossible to separate politics from education because it is the political agenda of the government in power as presented to the State and National Assemblies that shapes the policies government adopt to achieve educational objectives of state and federal governments (Ekechuckwu 2016)

Policies are made by people's representatives in the government for the career civil servants to implement under their supervision. It is this background that politics has been conceived as a struggle for who gets what?. It is because politics has to do with lobbying processes for resources control and or allocation in any given time and place. Adie et al. (2015) saw politics of education as a complex inter-relationship among interest groups across the education structure who wants to serve particular goals or needs to suit the interest of the government in place. The story is the same at all levels of education, and junior secondary school is not an exception (Oyekan 2012)

Junior secondary schools are institutions controlled and managed by the government through the universal basic education board (UBEB) to provide education to those who have completed primary education, and prepare them for higher education and or useful living. Although education is in the concurrent list in the constitution of the Federal Republic Nigeria, all public junior secondary schools except unity schools are within the purview of the state government that notwithstanding, it is the National policy on Education that gives direction to all levels of education ((NPE 2014). Every public junior secondary school is headed by a principal usually referred to as school administrator because he/she is charged with the responsibility to ensure the realization of the educational objectives at that level. People are supposed to be appointed by the State Universal Basic Education Board (SUBEB) to the position of a principal based on experience and sometimes through quota system. This basically accounts for the differences in the managerial ability of the principal vis-à-vis the school performance. It is the responsibility of the state government through the appropriate Agencies, Boards and Ministry of Education to initiate policies and programs that will enable her achieve the objectives of Aja et al. 85 UBE in junior secondary education in their respective states.

The Concept of Policy

Policy is an official statement of government intentions on different sectors of government. It is the activities involved in getting and using power in public life and being able to influence decision that affects a country or a society (Asamonye et al., 2015). This implies that policies take long processes to be formulated, decided upon, adopted, implemented, violated, evaluated, revised and rescinded. For instance, the national policy on education which provides the principles, guideline, programs, persons, contents, methods, supervision and evaluation of in-put/output process to achieve educational goals in Nigeria did not spring up overnight. It came into being as a result of many conferences and High-powered committees that brainstormed to put together what we know today as a National Policy on Education (NPE) which has been revised in 1981, 2004, 2008 and 2013. It is in this regard that Okunamiri (2010) defined educational policies as course of action recommended and adopted by the leaders (government agents, political power? As expedient or essential to the issues and problems of education which may take the form of ordinance, code, edict, decree or law dependent on the type of government in place.

In the same vein, Osokoya (2011) stated that educational policy is the statement of intentions of the government and the envisaged means of achieving those aspects of its national objectives that have to rely on the use of education as a tool. The concept of educational policy therefore denotes the determination of major educational objectives, the selection of methods of achieving and the continuous adaptation of existing programs to the problems that face a government. Education policy in the context of this study can therefore be described as the collection of laws and rules that govern the operation of an education system. It encapsulates a government's expressed intentions and official enactments, as well as its consistent patterns of activity or inactivity. Bolaji et al. (2015) opine that education policy intends to bring to life the perspectives, realities and tools for negotiating the political order of education in order to effect the desired improvement in the education system in line with the changing society. It is the ambiance of politics that develops policies which means that politics shape the policies in education. Every government desires to make basic education accessible to all citizens that is why the UBE program was introduced in Nigeria.

Overview of Policy Implementation in Nigeria

It is understandable that every government that comes to power has its own political agenda which shapes social programs, governance structure and public institutions. These are accompanied with changes invariably seen as policy change which sometimes are changes made in order to alter the political balance of power or even exercise political coercion to manoeuvre opponent. It is worthy to note every level of education in Nigeria has its own fair share of these political intrigues; that is why Imam (2001) noted that the effect of change in government (which brings about changes in policy) on the goals of education and mobilization of resources is a proof to ineffective implementation of various programs canvassed for by the National policy on Education, and has relegated hopes and optimism to the back-state. The gap that often exists between policy formulation and implementation calls for inquiry to identify factors that constrain the effective implementation of educational policies especially at the junior secondary school level. Okoroma (2001) in his study on the evaluation of the 3-3 aspect of the National policy on education observed that the following factors have hindered effective implementation of the policy. They are:

- (1) Inadequate qualified staff
- (2) Inadequate physical facilities/equipment
- (3) Insufficient funds, and
- (4) Non-availability of guidance and counseling services corroborating these findings

The Department for International Development (DFID) report according to Yakwan and Alagi (2015) noted that secondary schools in Nigeria operate in a very challenging environment, with two few qualified teachers, poor infrastructure and unpredictable state of funding all contributing to poor learning outcomes for students in secondary education. Similarly, Yakwan and Alagi (2015) identified poor communication process, capability problem and dispositional conflicts as general explanations for unsuccessful implementation of educational policies and programs. It is on this back-drop that Yakwan and Alagi (2015) averred that politics of the nation Nigeria over the period of democratic rule has hindered a holistic policy implementation model for the collective interest of Nigerians, and observed that major education stakeholders are not involved in the formulation of education policies but are left to implement the policies without the needed resources. They also noted that saddling politicians who have little or no knowledge in educational management with the responsibility of education policy formulation and

corruption at all levels have taken their toll on the challenges to the implementation of educational policies and programs in Nigeria. Lending voice on the challenges to effective planning and implementation of educational policies and programs, Nwankwo cited in Ekechukwu (2016:10) maintained that planning and implementation of educational policies in Nigeria is faced with many challenges among which includes:

- (1) The cart before the horse syndrome
- (2) Dearth of reliable statistical data
- (3) Population explosion
- (4) Depressing economy
- (5) Bureaucracy
- (6) Inadequate finances
- (7) Inadequate qualified manpower and political instability.

In the same vein, Okoroma (2006) identified planning with unreliable data, lack of political will, insufficient funds and corruption as the major hindrances to the implementation of educational policies in Nigeria. Yawe (2015) gave the following reasons for planning in education they are:

- (1) To clearly identify and define the desired end results of educational operations
- (2) To ensure that limited educational resources are rationally allocated among the various competing educational demands and program
- (3) To ensure that educational interests, needs and demands of various interest groups like students, staff parents and members of the school community are harmonized with those of the society
- (4) To achieve the national objectives of education, and
- (5) To avoid wastages by providing just the type and quantity of educational service needed in the society

He noted that policy implementation in Nigeria is a problem due to different conflicting factors resulting from poor policy planning; although planning comes first before policy formulation but proceeds implementation. Unfortunately, educational policy plans and goal attainment have been irrevocable due to implementation constraints. It is against this backdrop that Okoroma (2006) maintained that the problem of policy implementation is traceable to the planning stage which comes immediately after policy formulation. She noted that good planning that can facilitate effective implementation ought to consider such factors as the planning environment, social, political, financial and statistical problems. Adzongo and Agbe in Yawe (2015) observed the following factors as constraints to educational policy implementation in Nigeria and they include:

- (1) The nature of the economy
- (2) The non-economic factors (culture and tradition, attitudes)
- (3) Tiers of government
- (4) Availability of resources
- (5) Public pressure
- (6) Ambiguity or lack of specificity in policy directives and frequent changes in policy as a result of change in government.

Furthermore, Louis et al. cited in Ekechukwu (2016) pointed out that extensive bureaucratization and fostering hierarchical reporting relationship characteristic of bureaucracy most of the time stifle timely dispensation of duties which invariably delay actions on government policies and programs in education. Bureaucracy is a system of administration characterized by specialization of functions, adherence to fixed rules and

hierarchy of authority usually represented by civil service not elected representatives (Merriam, 2018). In Nigeria today, the political influence in the education policy issues has negatively impacted on the civil service system that is regarded as a contemporary institution with the purpose of creating an efficient way of organizing public organizations. In numerous instances, many policies have been marred by poor implementation strategies emanating from bureaucratic procedures due to overbearing political influences (Salihu & Jamil 2015).

The bureaucrats (civil servants) in the civil service sometimes out of frustration and in defense of their office, device a way of placing obstacles on the policies that are formulated by political officials especially for policies they have contrary views or those that are not of direct benefit to them. Similarly, Bolaji (2014) contended that the relationships between the bodies of UBE policy implementation in Nigeria are not consistent with the realization of education outcome as it relate to the implementation of basic education policy because of the issue of control. He noted that there is no clear unambiguous and explicitly stated bureaucratic roles defining the agencies of implementation (SUBEBs and MOEs) in the states with regard to UBE implementation. The Nigeria's EFA Development index is less than 0.8 that is why Nigeria is ranked 132 out of 133 countries of the world on the level of implementation of basic education and this scenario has been attributed to government rhetoric without will power (Bolaji, 2014). Generally, corruption and unethical behavior among public and civil service officials has been alluded as a serious impediment to implementation of education policies in Nigeria (Ezekwesili, 2013). Having reviewed the opinions of scholars on the implementation of educational policies in Nigeria especially the UBE, it is the desire of this study to critically look into the challenges to the implementation of UBE policy in Nigeria and its implications to educational planners.

Origin of Quality Control

Quality is seen as the basic and primary commitment of any organization, particularly educational organization. The Minister of Education was empowered to maintain standards, and quality of education in the country in line with the National Minimum Standards on Education and Establishment of Institutions Act 16 of 1985 in conjunction with the 1999 constitution of Federal Republic of Nigeria. This function was carried out by setting minimum standards, maintaining and constantly improving all schools in the Federation. In an attempt to achieve uniform standards, the Federal Ministry of Education delegated the task to the Federal Inspectorate Service department but not legally backed up by legislation to cover all schools. This is seen as a major shortcoming which was rectified through the Act 16 of 1985 as amended to provide adequate legal backing for ensuring quality assurance at elementary and post elementary education levels. Alaba (2010) emphasized that the Amendment Act provided the opportunity for quality assurance in Nigeria education to shift from the old system of school inspection to constant and continuous monitoring accompanied with new operative mode of evaluation. He equally identified eight (8) components of quality standards as highlighted by the National Educational Quality Assurance Policy:

- Learners Welfare and Participation;
- Learners Achievement and Standards;
- Care guidance and Support;
- Leadership and Management;
- School Community Relationship;
- Learning Environment;

- Teaching and Learning;
- Curriculum and other activities.

Quest for Quality in Universal Basic Education Programme

At different levels in Nigeria education, the term quality has often been used as a grading word. Its definition is however as varied as the number of commentators who have addressed the concept. The expressions used in describing the concept of quality have evidently served as a standard to express concern on the "decline in the quality of education" in Nigeria. According to Webster's New Dictionary of English Language, the concept of quality is described severally with the following terms: "degree of excellence", "degree of conformity to standard" and "inherent good traits"⁵. Adeniran (2003) identified some definitions of quality thus:

- is determined by the degree [o which the previously set objectives are met;
- is defined as fitness for a purpose;
- can be defined in terms of added value;
- is the satisfaction of the user;
- is defined by both learning environment and students' outcome (p. 112)

Quality, as it affects UBE, is the satisfying level of its operation and the product potentials to live meaningful and fulfilling lives. Although, quality in education is seen as a controversial issue, with no universally accepted criteria to determine it, its pursuance for a successful Universal Basic Education (UBE) in practice is very significant in education. Quality in education is a level of measurement in relation to productivity (Gowon, 2000). It determines human and societal development. In the words of a renowned scholar and cited in Adeniran (2003), "Quality is like love: Everybody talks about it, everybody knows and feels it, but when we try to define it, we are at a loss". In order to avoid a total loss of quest for quality in UBE program therefore, and to achieve what UBE is designed for, vital indicators hold a significant place.

Critique of Universal Basic Education (UBE) Policy in Nigeria

An examination of the UBE policy shows that a number of problems have bedeviled the policy considering its main thrust and specific objectives.

A major constraint or challenge of the UBE program is inadequate funding. The federal government takes the lead in setting policy and financing basic education through transfers to states, financial responsibility for basic education is shared between the states and local governments. Local governments are charged with paying salaries and allowances of primary school teachers. In spite of the shared responsibility for UBE financing by the three tiers of government, funding has remained an issue. Similarly, funds estimated for renovating the existing school structures and building new ones are hardly disbursed. Most schools have dilapidated structures with no libraries, laboratories and other support facilities (Ejere, 2011; Anaduaka and Okafor, 2013). The problem of qualified teachers has continued to be a big challenge to the UBE program. The scheme lacks qualified teachers which can adequately accommodate pupils of the junior secondary category who under the 9-3-4 system of the UBE policy would become integral part of the primary schools. The lack of unskilled teachers affects pupils to the extent that they graduate without being equipped with the required educational skills that match with that level of education. The implication is that the objective of the Universal Basic Education enhancing literary and basic life skill acquisition have not been achieved (Anaduaka and Okafor, 2013; Etuk, Ering and Ajake, 2012).

Inadequate data for planning is a major setback facing the UBE program. Inadequate and poor data pose planning difficulties and implementation challenges. Unreliable data prevent adequate projections in terms of expected enrolment, required teachers, infrastructural needs and equipment. When data provided for planning are inaccurate, the decisions based on such data would be faulty (Ejere, 2011; Anaduaka and Okafor, 2013). According to Salihu and Jamil (2015) one of the ways to assess the effectiveness of the UBE Scheme is to look at the availability of infrastructures needed for its implementation. They noted that infrastructure such as classroom, books, and other learning materials are insufficient to meet the goals of the program, and to ensure access by everyone. The UBE program is confronted with the issue of inadequate learning facilities which affect the learning conditions of the pupils negatively thus defeating the goals and objectives of the programs. Shortage of equipment, infrastructures, text-books and instructional materials are undermining the successful implementation of the UBE program. Without the provisions of adequate textbooks and instructional materials, it is difficult to implement the school curriculum (Etuk, Ering and Ajake, 2012).

Poor management of available resources and corruption also contribute to the problems confronting the UBE program. Mismanagement is observed in the UBE sector especially in the area of funds allocated to the program. Funds that are meant for execution of projects are diverted into personal pocket. The corrupt attitude of stake holders discourage teachers and create unnecessary bottle necks and even outright hindrances to the furtherance of issues that will make for the success of the UBE program (Ejere, 2011; Etuk, Ering and Ajake, 2012).

The teacher is an important and indispensable tool in the achievement of educational goals in all educational institutions. Curriculum reform should involve teachers inputs. Curriculum reform can therefore be effective if teachers are trained and equipped with skills to implement the intended curriculum, and such training should be for all teachers (Anaduaka, and Okafor, 2013). In spite of the inefficiencies or inadequacies of the program, many still agree that the universal basic education in the country has been highly significant in changing the political, social and economic context of the country. If one agrees to the fact that education is a veritable tool for advancing any nation, especially a developing country like Nigeria, then the UBE programme is worth executing since its aim is to empower leaders educationally for the of advancing human and national development (Salihu and Jamil, 2015; Etuk, Ering, and Ajake, 2012).

Supervision and Universal Basic Education (UBE)

The importance of supervision in UBE cannot be overemphasized, this is because supervision is the panacea for quality education. Supervision in UBE includes among others, improvement of teaching and learning which helps teachers in class management. It makes the incompetent teachers confident and enhances the identification of good qualities possess by teachers. Supervision examines continuously schools instructional goals and assesses teachers performance in meeting such goals. The roles of the supervisors in the UBE include the following.

- 1) Inspection of all aspects of the program to ensure they are run according to the philosophy and the objectives of the scheme.
- 2) To ascertain that the program is functioning optimally and that public funds are used judiciously.

- 3) To assess and report on the efficiency of the teaching learning process in the different schools.
- 4) To supply the ministry of education with current information on the education standards, problems and potentialities of the school supervised.
- 5) To examine record keeping in accordance with the relevant education laws and regulations.
- 6) Offer professional advice and guidance to teachers, and lead teachers and principals to improve the teaching learning process, the school tone and improvement with a view to raising the standard of education. For the supervisors to carry out these enormous duties, they need to be professionally trained in educational supervision. It has however been observed that the UBE schools are not well supervised due to some constraints such as shortage of funds, obsolete equipment, inadequate number of experienced personnel, also the inability of inspectors to assist teachers to improve their performance. Tuoyo, (1999) noted that the government should expand the inspectorate division to ensure regular inspection of all schools, motivate the supervisors with attractive remuneration and conditions of service to get their best in UBE Programme.

Strategies for Quality Control in Universal Basic Education (UBE).

In this 21st century, various techniques of supervision are used. These include classroom visitation and observation, teachers conference, interschool visitation, micro-teaching and workshops. These techniques may not be applicable in all situations. Supervision of educational programs is usually carried out by inspectors through State and Federal Ministries of Education. These inspectors visit schools on scheduled periods to observe teaching and learning in various schools. These methods however are not empirically enough to tell whether the program is effective. The suggested strategies especially for Universal Basic Education scheme are:

➤ ***National Assessment and continuous Assessment of Educational Progress***

The National assessment strategy for supervision and quality control requires assessment of macro indicators of the entire system. These indicators are access, enrolment, retention, attrition rates, availability of infrastructure, instructional facilities and the level of funds. All supervisions and quality control procedures must focus on the input, processes and outputs.

➤ ***Continuous Assessment***

Continuous Assessment is another strategy of achieving quality assurance in the U.B.E program if properly used. Continuous assessments is defined as a mechanism whereby the final grading of a pupil /student in the cognitive, affective and psychomotor domains of behaviour takes account of schooling. Such an assessment involves the use of various modes of evaluation for the purpose of guiding and improving learning performance of the students (FME 1982).

Generally continuous assessment can be used as a device strategy for monitoring, supervision and quality control of the educational progress in UBE scheme. This is because, information of the pupils/students academic performance under the UBE program can be obtained easily using continuous assessment strategy. Another approach to quality assurance in UBE is termed Total Quality management (TQM) Cole (1996) sees it as approach that is based on a positive attitude to quality at every level in the organization. TQM has its genesis in the work of Professor Ishikawa, who while training

supervisors on quality process came to the realization that worker participation in the quality process can ensure the achievement of quality standard, provide feedback to supervisor and manager about quality problems and secure workers' commitment to quality. When workers form part of the total quality production process, quality assurance becomes participative or collaborative (Cole 1996) (Bush & Coleman 2000).

The main features of TQM according to Cole (1996) include prevention of errors rather than detection. TQM can be an internal arrangement by each school to prevent wastage rather than rectify it. It recognizes the autonomy of the school to handle its own affairs. Most private schools have already started some form of TQM, this strategy can also be adopted in UBE schools where each teacher will be a client to the next teacher by ensuring that he passes on to the next class at least near perfect pupils both in academic performance and behavior. School based quality assurance will therefore be a continuously built school-wide culture of progressive program involving all staff, students and parents in the effort to produce well balanced, high quality pupils from year to year. There is every expectation that TQM will become a reliable tool for improving school quality in Nigeria for effective, TQM schools, adequate funding and free hands to operate should be provided.

Conclusion and Recommendations

The UBE program is a very huge enterprise which needed effective monitoring and supervision. For successful implementation of the scheme, quality control measures have to be in place. In this paper suggested strategies were made for quality control of the scheme such as periodic supervision of all domains of behaviours of students, Teachers, Conducive atmosphere, Qualifications of teachers, the ratio of teacher to pupil, current textbooks library facilities, journals, magazines, dailies, standard classrooms, adequate funds for capital expenditure and effective management of funds. All these variables should be effectively controlled for quality assurance in UBE scheme.

The following recommendations must be considered:

1. All the three tiers of government, Federal, State and Local should be involved in monitoring and evaluation of UBE scheme to enhance quality data on enrolment figures, personnel and infrastructure.
2. There is need to employ qualified supervisors with the training in educational supervision these supervisors need to be motivated by providing them with vehicles that will allow for accessibility into schools in rural area.
3. A valid instrument for measuring learning achievement should be developed. Standards should be set as guidelines for equipping all the schools.
4. Managerial skills of head teachers in monitoring and supervision should be improved.
5. UBE schemes should be adequately funded in order to enhance productivity and maintenance of standard.
6. Infrastructural facilities in schools should be adequately provided for students /pupils
7. Continuous assessment should be encouraged and reinforced as an important aspect of quality assurance in UBE program.
8. Total quality management where collaborative efforts of teachers, students, community, parents are utilized to prevent wastage in schools should be encouraged.

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CHAPTER 28

FUNCTIONALITY AND SUSTAINABILITY OF BASIC EDUCATION THROUGH QUALITY ASSURANCE

Ekott, Imoh Bernard & Jimmy, Kingsley Effiong

Introduction

Understandably, the 1948 Universal Declaration of Human Right emphasized the right to education and international concern for basic education begun in 1960. In retrospect, Nigerian's first attempt at Basic Education with Universal Primary Education (UPE) scheme was launched on September 8, 1976 by the Olusegun Obasanjo Military Administration, and charged with the responsibility to; mobilize the nation's human resources, redress educational imbalance between the south and the North, and to provide equal access to education for all Nigerian children. According to Ibia (2011), the UPE scheme capsided because of factors such as inadequate planning, poor protections of pupils enrolment, lack of a central coordinating, supervising and monitoring agency, recruitment of poorly trained and untrained teachers, lack of facilities and inappropriate legislation to back up the scheme. Unifun in Okoro, & Nosike (2013) mentioned teacher – students' ratio of 1: 100, lack of library and non-payment of salary.

Arguably, the sad state of affairs which include but not limited to inadequate planning, recruitment of poorly trained and untrained teachers affected the policy negatively because pupils were not adequately supervised, taught as a result the programme was disrupted. According to Ibia (2011), the recognition of education as a vital instrument for positive development perhaps led the Federal Government of Nigeria to re-launch the Universal Basic Education (UBE) in Sokoto on the 30th September, 1999 with Professor Pai Obanya as National coordinator to replace the Universal Primary Education (UPE). One thing about UBE scheme is that, it was launched by President Olusegun Obasanjo who performed the initial launching of Universal Primary Education (UPE) in 1976 in Sokoto, and at the same place (Okoro and Nosike, 2013). Ibia (2011) maintains that, Basic education was first mooted as a global concern at the World Conference on Education for All (EFA) held in Jomtien – Thailand in 1990. The Conference Saw Basic Education as entailing inter alia:

- i) An enlarged view of education to integrate formal, non-formal and informal possibilities for the development of human potentials.
- ii) A strong emphasis on learning, meaningful success in acquisition of basic skills of literacy and numeracy in addition to essential life skills.
- iii) An affair that is a lot more than government business, but that of governments, non-government organizations, and the entire civil society, working from a common understanding for common purposes (Ibia,2011)

Justifiably, Nigeria being a signatory to the Jomtien Declaration further participated in the various deliberations concerning Education for All (EFA). Thus, in 1992 the scope of basic education in Nigeria was expanded from the six years of primary schooling to include pre-

primary, primary, the first three years of secondary education i.e. junior secondary school, mass literacy for adolescents, adult and women education (Osokoya, 2017). The Federal Government of Nigeria participated in the summit of Heads of nine high population countries in New Delhi, the side summit at Copenhagen 1995 and the Ministerial Review Meeting at Bali 1995. In addition, Nigeria government took several major initiatives influencing and guiding activities geared towards Education for All (EFA) goals. The objective of the scheme was to lay a solid foundation for a life-long learning for all Nigerians by ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative as well as communicative life skills. In add section (2) sub-section (2) of the National Policy on Education (2013) stipulated the following objectives;

1. Developing in the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion;
2. The provision of free, universal basic education for every Nigerian child of school age;
3. Reducing the incidence of drop-out from formal school system, through improved relevance quality and efficiency.
4. Catering through appropriate forms of complementing approaches to the promotion of basic for the learning needs of young persons who for one reason or another have had to interrupt their schooling; and
5. Ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills as well as ethical, moral security and civil values needed for the laying of a solid foundation for long life learning.

According to the Federal Ministry of Education Implementation Blue Print (1999), the Basic Education aimed at equipping individuals with such knowledge, skills and attitudes that will enable them:

1. To live meaningful and fulfilling lives
2. To contribute to the development of the society
3. To derive maximum social, economic and cultural benefits from the society; and
4. To discharge their civil obligations adequately.

Matthew, Uneh and Isong (2020) opined that, as very lofty and desirable the objective of UBE has been, its implementation as seen in the component of the scheme depended on the government in power. Observably, the present challenges of the UBE has been inappropriate infrastructures, shortages of qualified teachers, poor funding, unavailability of educational services, lack of effective monitoring and supervision. This could be improved if enough qualified teachers are recruited as well as monitoring and supervision. Akpan 2010 cited in Matthew et al (2020) lamented that, the Nigeria government in a frantic effort to achieve a stable and excellent system of education has experimented on UBE and most of these programmes could not stand the test of time. Thus, the necessity of quality assurance, which is a way of preventing mistakes and defects in manufactured products and avoiding problems when delivering products or services to customers. Hence, can adequate mix of quality assurance in UBE programmes ensure functionality and sustainability of the UBE in Nigeria? This is the thrust of the chapter.

Concept of Education

Education is a polymorphous as well as a wider concept. To some laymen, education is schooling which is the formation that takes place in a formal setting in a specialized place called the school, with a systemic body of knowledge known as the curriculum that is

being directed by specialists called the teachers. On the other hand, education also includes the informal and non-formal that are not meant to be carried out in a specialized setting, but which can take the form of learning a skill or a trade. Being a polymorphous cum a wider concept, education trains, teaches, initiates, drills, conditions, instructs, and indoctrinates. Probably, it is on this premises that Peters (1967) in Ekanem (2009) averred that it would be a mistake or an act of committing educational suicide to think of educating as the name of one and only one particular activity. Hence, Peters further puts forward three criteria for education thus:

- “Education implies the transmission of what is worthwhile to those who become committed to it;
- Education must involve knowledge and understanding and some sort of cognitive perspective which is not inert;
- Education at least rules out some procedures of transmission on the grounds that they lack willingness and volunteers on the part of the learners”.

This implies that what is useful and meaningful should be given to the learners and measures must be created to ensure the objectives are achieved. Hence, education constitutes a formidable instrument for peace, socio-economic growth, improved health and poverty reduction. It opens doors, unlocks opportunities, empowers and liberates the individual, as well as expands all potentials for sustainable development on a global perspective. Suffice to say that education is the totality of all the nomenclature and paraphernalia with requisite cultural and social contents available in a specialized and none specialized setting by which individuals are developed in all ramifications for the betterment of the social system. Obot cited in Ekott, et al (2020) asserted that education is a form of learning in which the knowledge, skills, attitude and habits of a group of people are transmitted from one generation to another through teaching, training or research either with autodidact or the guidance of an informal teacher. In other words, to successfully implement education in a way that centres on acquiring knowledge, skills, attitude and good habits there are some standard procedures which should facilitate the process, however, the lacking of these procedures makes quality assurance inevitable. Expectedly, these standard procedures should begin at the foundational stage which UBE appears to represent or performs.

Basic Education: Meaning and Goals

Pursuant to the commitment to the global education for all (EFA) initiative, the Millennium Development Goals (MDGs) as well as the national development goals encapsulated in the National Economic Empowerment and Development Strategy (NEEDS) document. Basic Education is by law, compulsory for all children of school age in Nigeria (FRN, 2013: iv). According to the Federal Republic of Nigeria, in the National Policy of Education (2013), section (2) sub-section (10) Basic Education is the education given to children aged 0-15 years. It encompasses the Early Childhood Education, however, is segmented into ages (0-4) years situated in daycare or crèches, it appears this is fully in the hands of the private sector and social development services, while ages 5-6 are within the formal education sector. Section (2) sub-section (12) of the policy stipulated that, Basic education is to be provided by government and it shall be free, compulsory, universal and qualitative. It comprises.

- 1 – year of kindergarten
- 6 – years of primary
- 3 – years of junior secondary education.

According to Okoro and Nosike (2013) Universal Basic Education is 'free' and universal like before, in addition, it will be compulsory. This is in line with the basic philosophy of the UBE programme which entails free compulsory education for all Nigerian children for the first nine years of education excluding pre-primary to cover six years of primary education and three years of junior secondary school education under the 9-3-4 system. Under the system, the primary education which is education given in an institution for children aged 6-11 plus which covers the first six years of formal education, is identified as the lower and middle basic level, while the junior secondary education is the first three years of schooling, children receive after primary education and before the last three years of secondary education is the upper basic level. UBE Act 2004 cited in Okoro and Nosike (2013) defined basic education as early childhood care and education for nine years of formal schooling, adult literacy and non-formal education skills acquisition programmes. This means that the basic education is aimed at equipping every Nigerian child with functional knowledge, skills and attitude to live meaningful and fulfilling lives, contribute to the development of the society and discharge civic responsible competently. Notably, the lofty objectives of the scheme appear to be underachieved hence, the necessity of quality assurance.

Conceptualizations of Functionality and Functional Education

According to Hornby (2010), functionality simply entails the quality in something of being very suitable for the purpose it was designed for or the purpose that something is designed for or expected to perform. Therefore, functionality in basic education is the specific role or the function of basic education is expected to perform where it is practiced. For instance, functionality of basic education should ensure that pupils learn life coping skills, get functional knowledge, right attitude to live, contribute to the development of the society and discharge civic responsible competently. Functionality ensures that basic education in Nigeria specifically has intended is performing the cardinal functions it was designed for. In other words, since basic education in Nigeria is a conglomeration of Early Childhood Care, Development and Education (ECCDE), Kindergarten Education (KE), Primary Education and Junior Secondary Education. To ascertain the functionality, some questions are necessary. Are all the components of basic education performing and achieving the objectives as planned? Does government perform its roles as well as private individual? These and many more constitute the epicenter of functionality as it concerned Universal Basic Education.

Functional education is that type of education that equips the recipient with the knowledge and skills needed for the performance of productive tasks. Good cited in Maduegbunam & Okafor, (2014) defined functional education as education for which there is an anticipated application, which thus assumes that the learner has immediate meaning, transferable into action for his learning activities. Maduegbunam and Okafor further lamented that, Nigerian education has not been functional because too much emphasis has been placed on theoretical and academic knowledge. The position of the authors imply that, education as practice in Nigeria is not commensurate with the expectation and the aspiration of the society. In other words, some of what functional education is expected to instill in the learners like respect for constituted and encouragement of positive values are not easily noticed among the beneficiaries of basic education.

Functionality in education is the continuous reconstruction of experience and which increases the ability to direct, the course of subsequent experience. For functionalists,

since knowledge comes through the processing of experience by intelligence, using the problem-solving method, the aim of education as elucidated by the functionalist is therefore the development of the learners' ability to deal with future problems (Ekanem, 2009). This appears to be lacking in Nigeria, for instance, there are social, political, economic challenges the country had encountered in the past which are still biting the nation today. Functionality also entails that a process or product works well to perform their assigned tasks. According to Ibia & Ette (2011) education for the functionalists is life itself and not just a preparation for life; children should not be passive learners. They should rather be active ones who are capable of taking part in and directing their own affairs. Furthermore, functional education should be useful or serve a practical purpose (functionalism). It should also serve as a means of gaining employment or earning a living (instrumentalism). To the functionalists, knowledge gained from diverse areas should be pulled together for the purpose of solving life problems. Learning for the pragmatists must involve practical exercises. It should involve problem solving. The problem solving method places emphasis, not on the activity of the teacher and his authority, but on the activity of the child. To them, the best way to teach children how to develop their plans and tackle the problems they encounter is not by theory but by developing problem solving skills using real life situations, which should take into consideration the present needs, interest and ability of the child.

Most policies and programmes of the UBE scheme, for instance, seem to end at government reserve schools or areas without getting to all the 774 local government areas in Nigeria. Apart from the activities of the government, some private individuals who assumed the responsibilities of promoting the scheme are doing that basically to satisfy their interests. For examples, most pre-primary and primary schools established in Nigeria lack the necessary documentation as well as the quality heralded by the policy. Again, some pupils have completed learning at UBE level without acquiring the stipulated skills and technique to live with. Therefore, functionality of basic education could be conceived as the capacity of the scheme to be useful and impactful at existent in every LGA as well as giving the succeeding generation hope of inclusive education in Nigeria. It implies giving every Nigeria child an opportunity to be a functional member of the state irrespective of the social class, religion, tribe, and political affiliation through basic education.

According to the national policy on education (2013) functional education is ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative as well as communicative life skills by the learners. In other words, when all our citizens acquire least basic literacy; it may lead to improvement in their productivity, popular participation in democratic process and improved social interaction. On the other hand, some of the principles of functionality according to Ludwig (2022) include but not limited to tasks, operation, performance, duty, effective, suitability, need, and convenience. In other words, functionality ensures that there are tasks, operation, performance, duty, effective, suitability, need as well as convenience. For instance, there should be responsibilities, process; actions on the responsibilities, the action must be real, appropriate and easy. Relating these principles to UBE implies that all the policies and programmes should be designed in line with the principles.

The concept of sustainability focuses on achieving human wellbeing and quality of life, pursued through the maintenance, care and equitable use of natural and cultural resources. Sustainability calls for constant efforts to initiate programmes and executing

them for the overall interest of the people. It is a systematic concept relating the continuity of economic, social, institutional and environment aspect of human society as well as non-human environment (Ikpekgu and Evans-Obinna, 2022). Sustainability in education is a learning and change process which is relevant to people, communities and organizations. Its ambition is to engage learners in thinking critically and creatively about the future as well as in considering the systemic changes that are needed to improve quality of life across the globe (Western Sydney University, 2018).

The authors (Ikpekgu and Evans-Obinna, 2022; Western Sydney University, 2018) listed the principles for sustainability in education as transformation and change which involves equipping people with the skills, capacity and motivation to plan and manage change towards sustainability within an organization, industry or community, education for all and lifelong learning which is driven by a broad understanding of education and learning that includes people of all ages and backgrounds and at all stages of life and takes place within all possible learning spaces, formal and informal, in schools, workplaces, homes and communities, systems thinking that aims to equip people to understand connections between environmental, economic, social and political systems. Envisioning a better future implies engages people in developing a shared vision for a sustainable future. Other are critical thinking and reflection that, values the capacity of individuals and groups to reflect on personal experiences and world views and to challenge accepted ways of interpreting and engaging with the world, participation which recognizes participation as critical for engaging groups and individuals in sustainability and partnerships for change that focuses on the use of genuine partnerships to build networks and relationships, and improve communication between different sectors of society. Relating these principles to the current study implies that, UBE policies or programmes should incorporate these principles to ensure that the project create a lasting impact in the lives of the learning and by extension the society. For instance, the capacity of individual learners in UBE scheme should be developed in a way that reflects personal experiences and world views and to challenge accepted ways of interpreting and engaging with the world as against accepting thing dogmatically.

Quality Assurance and Education

A quality assurance programme is defined as the sum total of the activities aimed at achieving that required standard (Storey, et al 2000). According to Koko et al (2013) quality assurance was first used in the Western world as a proof that a product met certain acclaimed standard. It is a way of preventing mistakes and defects in manufactured products and avoiding problems when delivering products or services to customers. It could be defined as a part of quality management focused on providing confidence that quality requirements will be fulfilled. Quality assurance is a management method that is defined as all those planned and systematic actions needed to provide adequate confidence that a product, service or result will satisfy given requirements for quality and be fit for use. Quality assurance in education could be conceptualized as the necessary measures put in place in educational organizations to achieve the expected outcomes. Therefore, it could be viewed as the ability of educational institution to meet the need of the users of human resource in relation to the quality of skills acquired by the people. Therefore, quality assurance in UBE could mean ensuring the supremacy of the special features in the policy which may include, but not limited to proper monitoring and supervision, adequate infrastructure, qualified teachers, adequate funding and de-politicization of the UBE programme. Through quality assurance, government could evaluate the current UBE status as well as work towards ensuring that the programme

achieves its desired objectives. This means that, all programmes and activities in UBE should be geared toward producing quality products and services. The principles of quality assurance according to *Papp (2014)* are 'fit for purpose' (the product should be suitable for the intended purpose); and 'right first time' (mistakes should be eliminated). Admittedly, the introduction of basic education was good or suitable because education is very essential; however, it was not at right first time. This was exemplified in the introduction of UPE scheme and the failures that were associated with it. Therefore, the reintroduction of UBE programme needs to be jealously fortified in order to prevent another breakdown. This makes quality assurance inevitable.

Talcott Parsons perspective on Structural Functionalist Theory is used to support this study. Parsons identifies and maintains that there are four functional objectives a system must possess for success to be achieved. These include adaptation, goal attainment, integration and latency (AGIL). This implies that, a system must cope and adapt to its environment and adapt environment to its needs. A system must define and achieve its primary goals, regulate the interrelation of its component parts. It must maintain and renew both motivation of individuals and the cultural pattern that create and sustain the motivation (Okeke, 2016). Relating these functions to the current work suggest that, the Universal Basic Education programme should adapt to the Nigerian environment to accomplish its goals, ensures every unit and sub-unit works in one accord. Furthermore, new ideas and inspirations should be made available to the learners in a way that lasting impacts are created and sustained for continuity. In other words, these principles should be properly factored through quality assurance where some elements of the structure might have essential objectives to achieve or vice versa.

Achieving Functionality and Sustainability in UBE through Quality Assurance

Quality assurance is defect prevention strategy which ensures that a product or a process is well- structured to forestall every unforeseen calamity or collapse. Since UBE programme is foundational setting, it is compelling to ensure that every policy concerning UBE is functional and sustainable by ensuring that all the loopholes like poor supervision, monitoring, and lack of funds are sealed through quality assurance measures. This is necessary because over the years Nigerians have seen many well -written UBE policies stopped soon after they had started. For example, education for all (EFA) is for every school age children and adults, observably there are many Nigerians who had not gotten this basic education. Again, the federal government had stipulated the feeding of pupils in all basic education level in Nigeria, the teachers -pupils' ratio of 1:35, secured conducive learning environment, healthy social environment and physical security. However, these policies are not executed without some pitfalls, such as inadequate number of teachers, short supply of teaching materials and poor monitoring in view of the challenges; the functionality and sustainability of the UBE has been a suspicious policy. Anyanime et al (2020) opined that, the UBE programme is faced with multiple problems which have made it difficult to achieve its goals. The authors submitted that two decades after, Nigeria is far below one hundred percent in UBE implementation.

This multiple problems make quality assurance very necessary .Quality assurance is the ability to satisfy requirements, while sustainability is the ability to continue to do so over time. Sustainability is about the long-term health of an organization. It involves understanding how the system will survive and thrive in the future. Therefore, it is necessary to examine the extant UBE programmes to identify common problem and how to solve it. Thus, quality helps people achieve their goals now, but sustainability ensures

those goals are met tomorrow as well. This means that, qualified teachers should be involved in planning and implementation processes, the teachers -pupils ratio should be maintained, infrastructures be provided as well as other related programmes as some quality assurance measures.

Conclusion

UBE programme as intended can yield impressive fruits not only for the government in power and the current generation of learners but to the respective successors if certain standard procedures are set and maintained by the policy makers. The paper concludes that quality assurance is vital and should be embraced by all educators especially those saddled with the responsibility of planning and implementing UBE project

Recommendations

Based on the conclusion reached, the following recommendations are raised

1. The Government of Nigeria should appoint or employ quality assurance experts to form part of the Technical Team to manage the policy road map for UBE programme.
2. Based on past experiences, relevant line of ministries, local and national education authorities should establish and enforce stringent policies and measures from policy through implementation levels across the country, to prevent unnecessary defects in the UBE programme.
3. The concept of functional education and quality assurance as precursors for improving the standard of education in Nigeria should be given adequate attention and publicity by stakeholders.
4. The Nigerian Government, as well as private investors in education should be fully committed to the course of ensuring that, at every stage of planning and implementation, standard is maintained and practiced in a way that sustainability is assured.

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CHAPTER 29

QUALITY ASSURANCE IN BASIC EDUCATION

Luka, Lawson

Introduction

Nigeria like many other developing countries of the world has invested so much in education. This is because of the belief that education is an instrument par excellence for national growth and development (Federal Government of Nigeria, 2004). In line with Education for all (EFA) and the Millennium Development Goals (MDGs), the Federal Government of Nigeria launched an educational policy in 2004, which has among other features, the Universal Basic Education (UBE) programme which was launched in the year 1999 at Sokoto by the then President, Chief Olusegun Obasanjo (Etuk, Ering and Ajake, 2012).

The Universal Basic Education Programme according to Opara (2011) is situated and placed within the global quest for Education for All (EFA) in Jomtien (Thailand) in 1995 and Dakar in 2000. The UBE programme is designed to remove distortions and inconsistencies in basic education delivery and to reinforce the implementation of the National Policy on Education. Universal Basic Education is Nigeria's response to the achievement of Education for all (EFA), Millennium Development Goals (MDGs) and the present Sustainable Development Goals (SDGs). The UBE is aimed at enabling all children to participate in the free 9 years of schooling from primary one to junior secondary school (JSS). The intention of the programme is universal, free and compulsory (Ejere, 2011 & Anaduaka and Okafor, 2013).

The trend in many countries including Nigeria has been towards restructuring the schools in ensuring quality assurance. Twenty three (23) years after the launching of the UBE programme in 1999, the quality of education being provided for children has been a source of great concern for a long time. There were a lot of complaints about the low performances of children, failure rate, poor reading and writing skills and high dropout rates among students at all levels. The current educational system in Nigeria makes people doubt its potential effectiveness. This therefore calls for more action from the government to fully realize the development of the nation and its citizens (Radwan & Pellegrini, 2010).

As it is well known today, the problem that government has is in reconciling access with quality in the provision of standard education. But, it is abnormal to describe education as anything that lacks quality. (Yoloye, 2005) agrees that quality must characterize education at every stage. What goes on in Nigeria primary and secondary schools today is pathetic. These days, one seldom hears of inspectors of education the reasons put forward by those concern indicates that it is partly because there are now more schools than before, but this need not to be so. The real reason is that, particularly after their ill-advised taken over all primary and secondary schools by the government of the

federation. Education has become bureaucratized and subjected to the un-enterprising attitude of the Nigerian Public Service. It is doubtful, if children in schools today have seen an inspector visit their schools. That is why today many primary and secondary schools are in fact turning into shopping malls (Adegbesan, 2011).

Olayemi (2001) noted that the depreciation that has endangered public schools is undoubtedly the major cause that led to the emergence of private schools in the country especially at the basic education level. It is in line with the above that this chapter focuses on quality assurance at the Universal Basic Education level in Nigeria. For the sake of clarity and easy understanding, the chapter is organised under the following sub-headings:

- ❖ Concept of Universal Basic Education (UBE)
- ❖ Aims and Objectives of Universal Basic Education (UBE)
- ❖ Historical Antecedents of Universal Basic Education in Nigeria
- ❖ Universal Basic Education Policy of 2004
- ❖ Concept of Quality Assurance
- ❖ Basic Requirements for ensuring Quality Assurance in Universal Basic Education (UBE)
- ❖ Strategies for ensuring Quality Assurance at the Universal Basic Education (UBE) level
- ❖ Factors Militating against ensuring effective Quality Assurance in Universal Basic Education (UBE)
- ❖ Conclusion and Recommendations

Concept of Universal Basic Education (UBE)

Universal Basic Education (UBE) is conceptualised variously by various scholars, agencies and organizations. Basic Education means the type of education, in quality and content, that is given in the first level of education. However, there are variations in its scope and duration from country to country. In Nigeria for instance, basic education was equated with six years of primary schooling in the past. Currently basic education is extended to include the three years of Junior Secondary School. Universal Basic Education (UBE) is seen as education that is a close articulation of the formal approaches to the mechanism of awakening on all round development of human potential (FME 2000). According to Mvendaga (2014) Universal Basic Education (UBE) programme is a Federal Government's policy to bring education to the door steps of every Nigerian. Anyabolu (2000) defines Universal Basic Education as a form of education that is meant to equip recipients with the necessary skills to survive in his environment.

The Federal Government of Nigeria (FGN, 2000) sees Universal Basic Education as the foundation for sustainable lifelong learning that provides reading, writing and numeracy skills. On their part, Enoch and Okpede (2000), describes Universal Basic Education as a form of education which is essential for life. Similarly, Baikie (2000) conceptualise Basic Education as that type of education, in quality and content, that is given in the first level of education. This construct changes from country to country. In Nigeria, basic education was equated with six years of primary schooling in the past but currently basic education is extended to include the three years of Junior Secondary School. Universal Basic Education (UBE) is conceived to embrace formal education up to age 15, as well as adult and non-formal education including education of the marginalized groups within the Nigerian society (Jika and Lawson, 2011). The Universal Basic Education (UBE) program in Nigeria is a compulsory access to a nine-year basic education launched by the Federal

Republic of Nigeria to eradicate illiteracy, ignorance and poverty. It was meant to stimulate and accelerate national development, political consciousness and economic self-reliance (Ebenuwa-Okoh, 2012).

In essence, Universal Basic Education (UBE) is conceived to embrace formal education up to age 14 or 15, as well as adult, Nomadic and non-formal education including education of the marginalized groups within the Nigerian society. In a clear form, Universal Basic Education (UBE) is a reformed programme in Nigeria's basic education delivery (from primary one, all through to junior secondary school class 3) and is to reinforce the implementation of the National Policy on Education (NPE) in order to provide greater access and ensure quality throughout the Federation as it is free and compulsory (Adomeh, Arhedo & Omoike; 2007).

Aims and Objectives of Universal Basic Education (UBE)

Ejere (2011) emphasized that the main objective of the UBE programme in Nigeria is "to lay the foundation for lifelong learning through the inculcation of appropriate learning, self-awareness, and citizenship and life skills". This means that the universal basic education program is to make basic education accessible, available, and free and for the benefit of every Nigerian child.

However, the followings are the objectives of objectives of UBE according to FRN (2013):

1. developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
2. the provision of compulsory, free and Universal Basic Education for every Nigerian child of school going age;
3. reducing drastically, the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency;
4. Catering through appropriate forms of complementary approaches to the promotion of basic education, for the learning needs of young persons who for one reason or another, have had to interrupt their schooling; and
5. Ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills, as well as the ethical, moral, security and civic values needed for laying a solid foundation for life-long learning.

From the above and in attempt to achieve the objectives of UBE, the UBE programme is intended to be universal free and compulsory to achieve that due attention would be given to public enlightenment and social mobilization on the UBE programme. To further strengthen the programme, teachers will always be an integral part of the process of conceptualization, planning and executing.

Historical Antecedents of Universal Basic Education in Nigeria

According to Muftahu and Hazri (2015) the national education system in the case of Nigeria has witness numerous changes in policies, programs, and frameworks. Some of these changes are favourable in the eyes of some people. However, in other instances, it is simply seen as a reflection of a fragmented system characterized by the failure to deliver anticipated benefits and achieve its specified goals.

Patrick (2000) in Yusuf & Ajere (2008) reiterated that Nigeria has made efforts in the past to provide broad-based education through various programmes that culminate in the launching of the UBE programme in 1999. These programmes include:

1. Introduction of Universal Primary Education (UPE) in Western Region on 17th January 1955.
2. Introduction of Universal Primary Education in the Eastern Region in February 1957.
3. Introduction of UPE in Lagos (then Federal Capital Territory) in January 1957.
4. The 1969 curriculum conference that gave birth to the National Policy on Education.
5. Launching of Universal Free Primary Education on 6th September 1976
6. The publication of the National Policy on Education in 1977, which has its focus on functional, universal and qualitative education. The Policy declares Governments intention to use a variety of strategies for the provision of Universal Basic Education for all citizens.
7. The launching of Universal Basic Education (UBE) on 30th September 1999.
8. The enactment of the Universal Basic Education Law (Act) in 2004.
9. The development of the Universal Basic Education curriculum in 2008
10. The revision of the 2008 Universal Basic Education curriculum in 2014.

From the above description of the antecedent of UBE in Nigeria, it is clear that the Universal Basic Education Law (Act) in 2004 is the most recent law guiding the UBE programme in Nigeria. It is in line with this that the focus in the next unit will be on the UBE policy and the UBE Act of 2004.

Universal Basic Education Policy and the UBE Act of 2004

The Universal Basic Education (UBE) Act 2004 mandates the Universal Basic Education Commission (UBEC) to provide free instructional materials to learners in the basic education sub-sector. In executing this mandate UBEC utilises the approved 15 per cent of the two per cent of the UBE intervention funds in providing diverse instructional materials to public schools. Government's emphasis on improved instructional materials to learners is in recognition of the fact that the availability and effective utilisation of instructional materials in schools enhances quality teaching and learning and consequently leads to improved learning outcomes.

Skopje (2007) defines policy as "course of action or inaction chosen by the Government to address a given problem or interrelated set of problems, or the way in which the courses of action for achieving the appropriate goals are determined". A Policy is an official statement of government intentions on different sectors of government. It is the activities involved in getting and using power in public life and being able to influence decision that affects a country or a society (Asamonye et al., 2015). Osokoya (2011) stated that educational policy is the statement of intentions of the government and the envisaged means of achieving those aspects of its national objectives that have to rely on the use of education as a tool.

The policy of education in Nigeria did not spring up overnight. It came into being as a result of many conferences and high powered committees that brainstormed to put together what we know and have today as a National Policy on Education (NPE) which has been revised in 1981, 2004, 2008 and 2013. The National Policy on Education in Nigeria is a document that provides and gives a general overview of education and educational programmes in Nigeria with particular reference on the aims and objectives of the various levels of education in the country, the Mission and Vision of the programme.

The vision of the Universal Basic Education (UBE) according to the UBE Act 2004 is that: at the end of 9 years of continuous education, every child should have acquired appropriate and relevant skills and values and be employable in order to contribute his/her quota to national development. The Federal Government of Nigeria (2004) stated that the UBE programme covers the following areas;

1. Early Child Care Development and Education (ECCDE)
2. Six years of primary Education
3. Three years of junior secondary education. (Tahir, 2006)

In essence, the Vision, Mission, and Core Values of UBE programme frame the fundamental purpose and organising principles of the UBE programme. The UBE Vision provides a compelling image of the fondest hopes and dreams and dreams of the programme, while their Mission expresses why they exist.

Furthermore, the Federal Government guidelines for the implementation of Universal Basic Education (2000) outlined the targets of the policy as follows:

1. Ensuring that school-age children are in school.
2. Ensuring 100% transition to upper basic education (JSS) at the end of lower and middle basic education (six years of primary education).
3. Ensuring that completers of Basic Education possess literacy, numeracy and basic life skills, as well as ethical moral and civic values.
4. Ensuring that all teachers in Basic Education institutions possess the Nigerian certificate of education.
5. Review of basic education curriculum to conform to the reform agenda.
6. Achievement of 100% awareness on HIV/AIDS in schools.
7. Establishment of an effective institutional framework for monitoring learning and teaching.
8. Ensuring active involvement in and participation and eventual ownership of schools by local communities (www.ubec.gov.ng)

Concept of Quality Assurance

Ajayi and Adegbesan (2007) define quality as the totality of the features of a process, product or service on its performance, in 'customers' or clients' perception of that performance. It is not just a feature of a finished product or services but involves a focus on internal processes and outputs and includes the reduction of wasted and the improvement or productivity. Quality Assurance in education according to Federal Ministry of Education (2019) involves systematic monitoring, evaluating, regulating and reporting of educational programmes and practices to ensure that acceptable standards are attained and maintained. It is a dynamic process that provides the needed guidance and support to schools for improved learning outcomes for learners. Quality Assurance (QA) is a management method that is defined as "all those planned and systematic actions needed to provide adequate confidence that a product, service or result will satisfy given requirements for quality and be fit for use. Quality assurance is an effective management, monitoring, evaluating and reviews of the input resources by transformation process to produce quality results towards meeting the set standards and expectations of the society (Ayeni, 2012).

According to Universal Basic Education (2002) quality assurance is the total and holistic process concerned with ensuring the integrity of an outcome. In other words, Quality Assurance is fundamentally focused on planning and documenting those processes to

assure quality including things such as quality plans and inspection and test plans. Ciwar (2005) stated that quality assurance is the practice of managing the way goods are produced or services are provided to make sure they are kept at a high standard. This means that Quality Assurance refers to all the planned and systematic activities implemented within the quality system that can be demonstrated to provide confidence that a product or service will fulfil requirements for quality. Relating quality assurance to Basic Education revealed that it is the systematic practice of verifying or determining whether the products of UBE actually acquired the knowledge, skills, attitudes and values expected of them at that level via the curriculum offerings.

In analysis, according to Nwagwu and Yoloye in Fadipe and Oyedele (2000) quality assurance in education systems includes quality of inputs, quality of teachers, instructions and evaluation procedures among others and must be properly supervised for sustenance.

The need for quality assurance in our primary schools cannot be overemphasized in order to ensure quality of teaching and learning. According to Adegbesan (2010) in Okwuba and Umezina (2018: 89), the following are the major needs of quality assurance in our basic education system;

- a. To ensure how the financial resources available could be prudently and judiciously utilized.
- b. To assist in monitoring and supervision of education for proper standards to be maintained.
- c. To determine the level of adequacy of the facilities available for quality control.
- d. To determine the number of classrooms needed based on the average class size to ensure quality control of education.
- e. To determine the quality of teachers' input.
- f. To ensure and maintain high standard of education in basic education.
- g. To serve as indispensable component of quality control strategy in basic education.

Basic Requirement for Ensuring Quality Assurance in Universal Basic Education

Based on the need for a shift of emphasis in education discourse from how much and how many to how well; from more to better (Obanya, 2001) is of the view that quality assurance in Universal Basic Education requires a number of provisions, and these provisions include:

1. **Provision of Facilities:** Ehiametalor (2001) defines facilities as: "those factors which enable production workers to achieve the goals of an organization." Facilities which enable primary schools to be run effectively are needed adequately in order to assure quality. Onyeachu (2006) observes that pupils learn better when facilities like buildings, comfortable seats for teachers and pupils are available.
2. **Provision of Instructional Materials:** To assure quality in basic education, instructional materials have to be provided in sufficient quality. This is because of its importance for effective teaching and learning. Mkpa (2007) therefore suggests that for effective results, adequacy of resource supply to the productive process has to be consistently maintained.
3. **Constant Re-Training of Primary School Teachers:** Bassey and Archibong (2001) are of the opinion that retraining of existing teachers to acquaint them or create awareness at a general level and highlight new ideas to the various subjects are some of the ways of assuring quality at primary education level.

4. **Updating Teachers Knowledge and Skills:** Updating teachers' knowledge and skills is one of the enhancement strategies towards maintenance of good quality teachers for primary level of education. In an attempt to encourage teachers to update their knowledge, FRN (2004) stipulates that every teacher should go on learning to update his / her knowledge of the subject matter and methodology.
5. **Provision of adequate Number of Qualified Teachers:** Quality cannot be assured in primary level of education, if schools are not equipped with adequate number of qualified teachers. Federal Republic of Nigeria (2004) had earlier recommended through her National Policy on Education that minimum qualification into teaching profession should be Nigerian certificate in Education; this is a move towards maintaining quality teachers. Quality teachers are necessary because as Ojo (2006) says: "good teachers mean good education, which in turn translates into tremendous power in the hands of people. That is power to transform the society into a better place."
6. **Provision of adequate Funds:** To assure and maintain quality in primary education, Onyeachu (2008) noted that enough fund should be allotted for payment of teacher's salaries, building of new classrooms, and renovation of school buildings, purchase of equipment, furniture and instructional materials.

Based on the above discussions it is clear that the basic requirement for ensuring quality assurance in universal basic education include: Provision of Facilities, Provision of Instructional Materials, Constant Re-Training of Primary School Teachers, Updating Teachers Knowledge and Skills, Provision of adequate Number of Qualified Teachers and the Provision of adequate Funds

Strategies for Ensuring Quality Assurance in Universal Basic Education (UBE)

The suggested strategies for ensuring quality in Universal Basic Education are numerous but the major ones are:

1. **Ensuring Quality Assurance through Access and equity:** According to Ojedele (2007), the trend of students transiting from the junior secondary school to other level of education has not been encouraging as it has been falling short of the expectation. This means that to achieve quality assurance, there is the need to have access and equity and remove the issue of variation in access at the Universities, Polytechnics and Colleges of education.
2. **Ensuring Quality Assurance through Inspection:** Quality assurance can be achieved through inspection. According to West- Burham, (1994) inspection usually involve an assessment of available facilities and resources in an educational institution with a view of establishing how far a particular educational institution has met prescribed standards, inspection is assessment oriented exercise.
3. **Ensuring Quality Assurance through Monitoring:** Ehindero (2001) revealed that Monitoring which is seen as the process of collecting data at intervals about ongoing projects or programmed within the school system is used as a strategy for ensuring quality in Universal Basic Education because the aim of monitoring is to constantly assess the level of performance with a view of finding out how far the set objectives are being met and achieved.
4. **Ensuring Quality Assurance through Programme Evaluation:** Evaluation in Universal Basic Education could be diagnostic, formative or summative. Evaluation according to Ijaiya (2001) is used as a quality assurance strategy

because the aim of evaluation, a quality assurance strategy, is to see how the system can be assisted to improve on the present level of performance.

5. **Ensuring Quality Assurance through Quality control:** quality control is one of the strategies for establishing quality assurance in the education system at all levels. Ojedele (2007) views that; quality control should be of concerns to the country in its drive towards technological development. For Quality control to be successfully carried out, as a strategy for quality assurance, there is need to examine the qualification of teachers, gender of the teachers, the adequacy of the curriculum, availability of equipment in the required number as well as the proper use of the processes involved in the various skills to ensure that the finished products are of high standard.
6. **Ensuring Quality Assurance through Supervision:** Supervision is an attempt at bringing about improvement in the quality of instruction. Supervision involves staff as essential part of the process. It is a way of advising, refreshing, encouraging and stimulating staff (Onocha, 2002) to work toward achieving quality assurance.
7. **Ensuring Quality Assurance through Total Quality Management (TQM):** TQM as an approach is based on a positive attitude to quality at every level in the organization. Bush and Coleman (2000) stated that when workers form part of the total quality production process, quality assurance becomes participative or collaborative and there is every expectation that TQM will become a reliable tool for improving school quality in Nigeria for effective, TQM schools, adequate funding and free hands to operate should be provided.

The discussion in the unit above revealed that the suggested strategies for ensuring quality in universal basic education are numerous but the major ones are: ensuring quality assurance through access and equity, ensuring quality assurance through inspection, ensuring quality assurance through monitoring, ensuring quality assurance through programme evaluation, ensuring quality assurance through quality control, ensuring quality assurance through supervision, ensuring quality assurance through total quality management (TQM)

Factors Militating against Ensuring effective Quality Assurance in Universal Basic Education

Quality assurance in Universal Basic Education is plagued by myriad of challenges and these according to FME (2009), FRN (2004), Ejere (2011) include:

1. **Lack of Standardized and Uniform Quality Assurance Tools and Reporting Mechanisms:** FME (2009), reports that standardized and uniform quality assurance instruments and reporting mechanisms are lacking in our educational system. Hence, quality assurance agencies develop, design and utilize tools that they are favourably disposed to without recourse to the fact that a common curriculum is in use. This in turn yields a reporting mechanism that is also not uniform, hence, creating discrepancies and variances in the feedback from the field. Decision making is therefore hindered given this condition. In addition, some of the tools in use can best be described as archaic, obsolete and out-of-date; hence, they have become ineffective, inefficient and irrelevant for data gathering on quality assurance.
2. **Frequent changes in Policies and lack of continuity:** The term “policy” can be explained as statement, which expresses goals, and the means of achieving them. Policy provides a roadmap for actions tailored towards meeting specific goals. Education policies, which may take the form of ordinance, code or even an act,

have been observed to change with changes in the political leadership in Nigeria (Ekundayo, 2010). The inconsistencies in our educational policies have been argued to be responsible for the poor service delivery in the system. This has made quality education impossible in Nigeria

3. **Lack of Qualified Teachers:** This is one major and outstanding challenge of quality assurance in the primary school. A large number of teachers with certificates below the Nigeria Certificate in Education (NCE) still abound in the system (FME, 2009) as FRN (2004) declares that the minimum qualification for entry into the teacher profession shall be the Nigeria Certificate in Education (NCE). Maduwesi in Okujagu (2009), laments that the quality and quantity of teachers produced in Nigeria over the years fall short of national expectation and needs, and this remains a big challenge to the education system. The current crop of primary school teachers is unqualified to the extent of not being sufficiently resourceful and, nationally and globally competitive. Not being globally competitive is even a more serious challenge given the fact that Nigeria aims at becoming one of the 20 strong economies/countries by the year 2020, yet teachers at its foundation level of education are far from being Information and Communication Technology (ICT) compliant. This is a dangerous threat to quality assurance in primary schools.
4. **Lack of equipments:** lack of equipment, infrastructures, text-books and instructional materials are undermining the successful implementation of the UBE programme. Without the provisions of adequate textbooks and instructional materials, it is difficult to implement the school curriculum (Etuk, Ering and Ajake, 2012).
5. **Inadequate Funding:** Similarly, funds estimated for renovating the existing school structures and building new ones are hardly disbursed. Most schools have dilapidated structures with no libraries, laboratories and other support facilities (Ejere, 2011; Anaduaka and Okafor, 2013).
6. **Corrupt attitude of stake holders:** The corrupt attitude of stake holders discourage teachers and create unnecessary bottle necks and even outright hindrances to the furtherance of issues that will make for the success of the UBE programme (Ejere, 2011; Etuk, Ering and Ajake, 2012).

Conclusion and Recommendations

A cursory look at the education system shows that the demise of quality especially in the primary level has been slaughtered on the corridor of the struggle to obtain or secure certificate as a meal ticket. Quality needs to be restored in the Nigeria education system. It could be collective activities which would involve all stakeholders in education. These distinct bodies should therefore attend to their responsibilities in the system if quality assurance is to stand firm in our education system. In this 21st century, various techniques of quality assurance are used. These include classroom visitation and observation, teachers' conference, interschool visitation, micro-teaching and workshops. The UBE programme is a very huge enterprise. For successful implementation of the scheme, quality control measures have to be in place.

There is no doubt that the current Universal Basic Education is a major improvement on the Universal Primary Education. However, it is one thing to create policies, it is an entirely different thing to implement and execute them effectively. The policy has been put in place and government seems determined to pursue its implementation and execution. The successful implementation and execution of the UBE programme rests

largely on the readiness of government to address the lapses so far identified. This paper thus recommends that as the key player in the UBE programme, government should ensure that:

1. An independent professional quality assurance body should be established to fashion out a comprehensive quality assurance document (in terms of policy), regulate quality assurance practices and develop tools or instruments that will be effective, efficient and relevant for use.
2. Capacity building exercises should be organized for quality assurance agents.
3. Corruption should be tackled vigorously.
4. Government should increase the budgetary allocation to the education sector in regard to the recommendation of UNESCO that 26% of the Gross Domestic Product (GDP) should be allocated to the sector. Also, government at all levels should increase the funding of education especially the UBE programme.
5. Teacher training institutions should intensify effort in producing well-grounded and adequately qualified teachers to teach in primary schools for improved or high academic gains
6. Primary school teachers should be trained to be ICT compliant as to be able to lay a good ICT foundation for their pupils.
7. Teachers should be properly motivated to render quality service and in designing or upgrading UBE curriculum, teachers should be part of the team.
8. The issue or problem of infrastructure and other facilities should be address to enhanced conditions of learning. Just like there is Tertiary Education Trust Fund for Tertiary institutions in the country, there is a scheme introduced to help in terms of providing infrastructure and other facilities for UBE programme.
9. The scheme should employ more teachers to meet the current demand. There is need for training and re-training of teachers already employed to meet modern teaching pedagogy.
10. There is the need to ensure that teachers are exposed to frequent training and re-training

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Section Seven

GENERAL ISSUES IN BASIC EDUCATION IN NIGERIA

CHAPTER 30

UNIVERSAL BASIC EDUCATION IN THE “NEW ERA”: FOCUS ON THE NEED FOR LEADERSHIP TRAINING

Eze, Thecla Amogechukwu

Introduction

With diversity in curriculum, students and teachers in the junior secondary schools, the need for the principals to acquire knowledge, skills and disposition needed to adequately perform the role of leadership is crucial. Principals are the major agents and pillars in the promotion of school effectiveness, especially at the basic education level. The role of the principal is becoming more complex and the demands of the 21st century, ever increasing. Deliberate attempts to prepare them for the task ahead is salient.

School leaders play a vital role in the provision of quality education. They create conditions for effective teaching, learning and provide necessary resources. They also help to create and maintain a positive school climate, motivate teachers as well as the students. Bush and Glover (2017) rightly observed that leadership is second most important factor influencing school and learner outcomes. Their roles continue to evolve in response to new challenges including security and accountability in the education sector.

Education all over the world is important for both personal and societal development. Considering governments' huge investment in education, its output in terms of the quality of students' performance academically and morally do not tally. Probably, in order for this to improve, great leaders are required as the National Association of Secondary School Principals (2013), assert that great schools do not exist apart from great leaders. With these contemporary demands to improve schools and curb deficiency, a school principal needs to display a series of appropriate effective management and leadership skills to bring the school to a high level of achievement and maintain school effectiveness. Improving school leadership through leadership training should be a priority in the Universal Basic Education programme as there seems to be a particularly noteworthy observation of the empirical link between school leadership and improved student achievement.

Concept of Universal Basic Education

Education is a process of passing down knowledge from one generation to the next, thereby bringing a positive change in the behaviour of the educated. It equips the individual with survival skills as well providing a means to transmit knowledge, values and skills across generation, enabling societies to set the foundation for thriving in the future. (High Level Political Forum on Sustainable Development, 2019). The Federal Government of Nigeria in recognition of the value of education in Chapter 11 of its Constitution: Fundamental Objectives and Directive Principles of State Policy.

In Section 18, subsection 1-3, it states

1. Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.
2. Government shall promote science and technology.
3. Government shall strive to eradicate illiteracy; and to this end Government shall as and when practicable provide-
 - a. Free, compulsory and universal primary education;
 - b. Free secondary education;
 - c. Free university education; and
 - d. Free adult literacy programme.

Nigerian Constitution 1999, p.14

This constitution gives the basic framework for education. The Nigerian education system is structured into early child care and development, basic education, post-basic and tertiary education. Basic education is the foundational education and by law compulsory for all children of school age. The other levels of education are built on it, which makes it a very crucial part of the education system. It is made up of 9-years compulsory unbroken schooling, starting from primary to junior secondary school. It is supposed to be made available to every Nigerian child irrespective of tribe, status, religion or ability.

Universal basic education as a deliberate educational policy is designed to address the access to quality basic education to all school aged children in Nigeria. The policy was conceived and adopted in 1999 following the Jomtien Declaration on Education for All conference held by world leaders. In this conference, it was agreed that education should be made compulsory for the first nine years of school for every child. It was backed by an act of parliament and passed into law in 2004 by the Chief Olusegun Obasanjo led government.

The programme is made up of six years of compulsory free primary education and three years junior secondary education which is also free. Other forms of education such as adult and mass literacy, education for nomadic children as well as migrant fishermen are also included. The objectives of this compulsory basic education include:

- . Enable all Nigerian citizens acquire knowledge,
- skills and healthy attitude that could assist them live meaningful and fulfilling lives
- contribute to the development of the society;
- derive maximum social, economic, and cultural benefits from the society; and
- discharge their civic responsibilities effectively.

Aside these objectives, Section 2 of the National Policy on Education deals extensively with basic education, specifically stating that basic education is the education given to children aged 0-15 years. Furthermore, it explains that it encompasses the Early Child Care and development (0-4) and 10 years of formal schooling. For the purposes of coordination and monitoring, the Federal Government instituted a Universal Basic Education (UBE) with the following objectives:

- a. Developing in the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion.
- b. The provision of compulsory, free and universal basic education for every Nigerian child of school age.

- c. Reducing the incidence of drop-out from formal school system through improved relevance, quality, and efficiency.
- d. Catering through appropriate forms of complimentary approaches to the promotion of basic education, for the learning needs of young persons who for one reason or another have had to interrupt their schooling; and
- e. Ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills, as well as the ethical, moral, security and civic values needed for laying of a solid foundation for life-long learning.

Since its adoption in 1999 and subsequent implementation, various authors have written on different issues concerning this programme ranging from challenges of its implementation, availability of physical and human resources, supervision of instruction to the quality of its output. These have highlighted the issues bedevilling its implementation. These scholarly contributions seem not have had the desired improvement expected.

One aspect of the implementation of this programme seems not to have attracted much attention: the training of Universal Basic Education school leaders, that is the principals. Government recognises the need to train teachers as it states in the National Policy on Education that all teachers in educational institutions shall be professionally trained. The attention here is more the training of teachers and silent on that of principals. The assumption is that as a teacher rises in the profession, he would have garnered enough experience to successfully lead a school. Unfortunately, this seems to be failing as principals have not led schools to produce the desired results in many parameters.

School Leadership

A leader is the person who influences through his/ her behaviour, the behaviour of the people in his/her group (Pashiardis & Brauckmann, 2009). Leadership is often used as a process whereby an individual influences a group of individuals to achieve a common goal. School leadership therefore may be viewed as a process whereby school leaders influence teachers, other professionals in the school and students to achieve the goals of the school system. The leader in the school system is the principal.

The principal is the head of the school and as such has to provide the leadership, instructional and otherwise needed to achieve the set educational goals. He provides strategic direction in the school with duties and responsibilities that includes both general, administrative to improving school infrastructure. In attempting to provide leadership in schools, principals need to well acquainted with Nigeria's philosophy and goals of education which is based on the development of the individual into a sound and effective citizen and the provision of equal opportunities for all citizens of the nation at all levels both inside and outside the formal school system.

Importance of School Leadership

School leadership is important as it helps to create a climate for effective teaching and learning. The importance of school leadership cannot be overemphasized as the Organization of *Economic (2008) research in the field of education suggests that school leadership plays an important role in modernizing education systems in order to meet the challenges in the education sector of the 21st century. Ekpoh & Akeke (2017) also described it well as they stated that no organization can exist, succeed or achieve its set goals, without leadership.

School leadership is essential in improving student's outcome. Poor performance of most students may not totally be separated from the performance of the school principals. Laying credence to this, Louis, Leithwood, Wahlstrom and Anderson in National Association of Secondary School Principals (2013) found not a single case of a school improving its students achievement record in the absence of talented leadership. This is because they claim that leaders have the potential to unleash latent capacities in organizations. This led them to conclude the link between principal leadership and student learning: leadership is only second to classroom instruction among all school-related factors that contribute to what students learn at school. It therefore becomes necessary that principals be knowledgeable in quality leadership skills to make schools more effective to produce desired results.

Leaders take charge of a situation to bring it to an expected conclusion. As this seems to be the case, school leadership therefore should be treated like a vocation, and not left for every teacher who has progressed in the teaching by the number of years served in the profession. Since leadership has this much influence in overall school performance, leadership therefore, should be treated as a specialist position and requires specific professional preparation. Leadership and management training programmes are vital for developing and sustaining effective leadership practices. The leadership of the principal need to be up to date in administration and management best practices as Bush (2013) posits that principals' role has become more complex and demanding in the 21st century. This he attributes to increasing accountability and the need to produce good student outcomes to enable countries to be competitive in an increasingly global economy.

Need for Leadership Training

Leadership training involves a concerted effort to train individuals who deliberately wish to occupy leadership positions in organization, be it school or industries. As societal needs change, the demand on schools and their leaders also changes. These demands often result in school reforms and this will affect how school leadership will be perceived. The role of the school leader has shifted, according to the Council of European Union (2009), from just managing school buildings and budgets to providing accountability related to teachers performance and students success.

E.U. considers leadership and experience essential for the successful management of schools, therefore it has a deliberate policy that encourages Member States to make continuous professional development (CPD) and leadership training more frequently and broadly available to school leaders, and teachers who aspire to school leadership positions. Greenfield and Bush et.al in Moorosi and Grant (2013) argue that there is an increasing evidence that the quality of leadership provided by the school is dependent on the quality of the leaders' preparation experiences.

Concerns for leadership deficiencies in the school system has given rise to call for leadership preparation. Principals are supposed to ensure that all students are successful on assessment tests and if otherwise the principals are viewed as ineffective. Aguba (2009) believes that leadership plays a vital role within the school setting especially now that most Nigerians believe that the standard of education has fallen. This fall in standard of education he attributed partly to poor leadership in the school organization. In the same vein, Ogunode, Wama and Dilmurod (2020) identified weak leadership as one of the challenges facing educational administration in Nigeria.

In view of this, various authors, Arikewoyo, (2009), Ibara, (2014) advocate systematic professional development programmes for prospective and practicing principals. The need to promote a specific education in school leadership is recognized worldwide, Crow, Lumby and Pashiardis in Jensen (2016). Jansen (2016) revealed that the United States was virtually alone in educating school leaders up until the 1980s. Bush (2018) makes a compelling case and posits that leadership is a specific occupation requiring specific preparation in view of the increasing complexity of the demands facing school leaders in recent years.

The changing landscape in the responsibilities of school administrators, Opeyemi (2013) is another factor that also brings this need to the fore. According to him an effective leadership preparation is crucial for school administration as it will create opportunity for principals to acquire relevant skills and knowledge which can be used to address the challenges faced by schools in the 21st century.

In another development, Wallace Foundation (2013), in a particularly noteworthy finding noted the empirical link between school leadership and improved student achievement. In their perspective, effective principals perform five key practices well:

- shaping a vision of academic success for all students.
- Creating a climate hospitable to education.
- Cultivating leadership in others.
- Improving instruction.
- Managing people, data and processes to foster school improvement.

As it stands presently with the UBE, especially with the low performance in the learning outcome (Eze 2017), the principals need to be trained for the optimum performance of the programme. More so as Danbaba, Panshak and Ibrahim (2021) recognise the school principal as a key player in determining the performance of school as they play a crucial role in refining school outcomes by influencing the motivations and capabilities of the teachers, as well as the school climate and environment. It could be argued though, that the level of performance in the school system is determined by the quality of the input and school process variables, Ochuba (2008), states that these can only be driven by a skilled principal. Trillium Lakeside District School Board (2008), the Ontario Institute for Educational Leadership, the principal and vice principal are critical to the development of excellent teaching, excellent schools and ultimately, enhanced student achievement.

Leadership Training for Principals in Nigerian Schools

In Nigeria, school heads are appointed based on their qualification and experience on the job. Arikewuyo (2013) observed and rightly so that teaching experience appears to be the major yardstick currently used to promote teachers to the rank of school principal. Brauckmann, Pashiardis, Arlestig (2020) indicate that this could be done in combination with skill development as they state:

School leaders today require leadership skills for strategic resource management and for guiding teaching and learning. The skills needed for such role, which can be distributed, cannot be developed solely in one programme, but rather in a combination of learning, coaching and practicing that develops formally and informally. What is required is knowledge of how best to combine these approaches to provide a holistic learning experience to meet the needs of leaders at different career stages (Brauckman, Pashiardis & Arlestig, 2020, p.5)

Lately political affiliation seems to have gained some space in the criteria for the appointment of principals. Ikegbusi, Chogbo-Okeke and Modebelu (2016) identified the role of politics in the appointment of principals and has attributed this to the poor performance in the system. They assert that appointment of school is done by the ministry or commission in charge of education in various states. The minister who is at the helm of affairs is a politician whose main interest might not be quality but party interest. Therefore, inappropriate persons might be appointed and as such, management might not be successful.

Conclusion

Through the years challenges of the universal basic education has looked in many areas, none on the principals' leadership training to become more effective and efficient based on best practices. As emphasis on accountability is on the rise, and students struggle to meet set standards, the school is expected as never before to improve students' outcomes. This makes a case for strong leadership that can bring about significant improvement in learning. Given the importance of leadership for school improvement and effectiveness, this should be given a thought. Notwithstanding some of the weaknesses in the programme, the initiative to prepare school leaders formally for leadership roles is a step in the right direction and could provide the needed solution to the poor performance of the UBE outputs. While a good teacher has the potential to make a positive difference in a child's life, it is even truer that a qualified leadership in a school can have a monumental impact on the school and the community as a whole. Leaders not only set the stage for learning, they can take concrete steps that lead to students learning, In this way they can exert a direct and identifiable influence on learning outcomes.

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CHAPTER 31

PROMOTING ENTREPRENEURSHIP EDUCATION THROUGH BASIC EDUCATION FOR ECONOMIC SUSTAINABILITY

Dambam, Abba Abdullahi & Yahai, Mohammed

Introduction

Basic education is the core sound of educational foundation. It is the major step towards building a sound mental system for the young learners within the age range of 6 years to 14 years. Basic education is the foundation upon which other levels of education are built and a necessary requirement for human and national progress. It is fundamental to human and national development. Basic education brings growth and development to the young ones, intellectual capacity as well as their morals, attitudes and how they relate to those around them. Every child is entitled to have a qualitative and sound education for a more promising prospect. The basic education initiative was designed to ensure that adequate and qualitative education is directed towards achieving the nation's objectives. The basic education was targeted at every child having a free, universal and compulsory basic education regardless of age, sex, ethnic or religious backgrounds, language or status.

Basic education focuses mainly on the primary and junior secondary level. A reduction in the illiteracy rate starts with basic education. Being able to read and write reduces any form of personal insecurity. Exposure to various subjects gives an insight on what children at the primary and junior secondary level will encounter in the future that might be used to solve some basic problems that might arise. Having knowledge about these subjects not only broaden their horizon but helps in developing their minds and impact positively on their general views of the world. Basic education helps to drastically reduce the rate of illiteracy in the society by equipping the young learners with the knowledge, skills and values needed to cope with the everyday societal issues.

Learning how to read, write and perform simple arithmetic calculations which is part of the day-to-day activities of everyday life will not only improve the country's development but also that of the recipient of the basic education in the long run. Basic education helps to inculcate in the young learners how to interact and relate with people around them and the school is a better platform where children from different backgrounds come together under one umbrella to receive basic teachings that would impact on them positively. It reduces child labour, child trafficking and enables every child to be able to stand up for themselves and not be subjugated to any form of child abuse from the society at large. Basic education helps to improve the learning skills of young learners on key subjects that would be of great importance to them in the future.

Subjects that would be further studied in the secondary and tertiary institutions that would propel them towards their career path. Improved learning skills thereby raises creativity and productivity which would develop the society. Through basic education young learners would be prone to healthy habits that would prevent sickness and any

form of disease. Basic education helps to develop sound standard of individual conduct and behavior thereby creating a good and upright citizen who obey the laws of the country and avoid criminal activities that would impede on the country's progress. The foundation speaks of a strong building and if the foundation is lacking in the necessary quality materials then the building will tend to fall and this applies to children at the primary level who needs strong educational foundation so that in the long run it would be beneficial to themselves and the nation.

In an effort by the government to reduce the continued increasing rate of unemployment within the young graduates, too much dependence on government jobs and to enable the graduates depend and manage private businesses so as to become self-reliant, the Government in 2006 directed all Nigerian Higher Education Institutions to include Entrepreneurship Education as a compulsory course for all students with effect from the 2007/2008 academic session. So that after graduation the citizen will come out with something meaningful to depend on, apart from government jobs and in turn help to boost employment rate as well the Nigerian economy.

Consequently, Maryam (2015) said that a research evidence which proves that the rate of unemployment in Nigeria is still 80% every year, this showed that the tertiary education students are still not comfortable with the compulsory entrepreneurship education. This is because of lack of stimulation at the foundation level. According to Akpoveta (2009) in Okoli (2013) said that the increasing incidence of youth unemployment particularly graduate unemployment in Nigeria has been associated with existing weaknesses in the nation's educational system which places more emphasis on paper qualification than functional or pragmatic education. This result in production of unemployable graduates not suited for the labour market. Damuchi (2001) captured the present manpower-labour market discrepancy scenario, he observed that the Nigeria educational system has failed to produce workers with adequate technical, cognitive and attitudinal skills required to meet the labour market demands

Too much dependency on the white collar jobs. Many graduates are still of the belief that government work is the only work that can provide income and security. This dependency crippled many of us that even after retirement we want to come back to government through contracts or political appointments. Based on these persistent problems, the paper is advocating for the promoting of Entrepreneurship education at grassroots level (i.e. Basic Education) as a means of arresting the stigma of too much dependence on government jobs, producing unskilled graduates, reducing the rate of unemployment etc.

What is Basic Education?

According to English Dictionary Basic education refers to the whole range of educational activities taking place in various settings that aim to meet basic learning needs. According to the (International Standard Classification of Education [ISCED], 1997), said basic education comprises primary education and lower secondary education. In countries, Basic Education often includes pre-primary and adult literacy programmes. (United Nations Educational, Scientific and Cultural Organisation [UNESCO], 1994) defined Basic Education to formal, non-formal and private activities intended to meet the basic learning needs of people of all ages. It includes instruction at the first or foundation level on which subsequent learning can be based.

The UBE Act of 2004 specified the followings as beneficiaries:-

- 1) Children aged 3-5 years, for Early Children Care and Development (ECCDE)
- 2) Children aged 6-11+ years for primary school education
- 3) Children aged 12-14+ years for junior secondary education

Brief History of Basic Education in Nigeria

According to Anero (2014) prior to independence and for Nigeria to meet the societal demands, primary education has witnessed some structural changes Asodike (2010) reports that the duration of primary education during the period of 1926-1930 was eight years and six years in 1930-1947. In 1951 constitution, it was split into two junior and senior, while in 1952, it was eight years duration, four years of junior primary (Infant I & II; Standard I & II) and four years of senior primary (standard III & IV) with the attainment of independence in 1960, the different regional governments adopted various systems. The Eastern region adopted seven years, the Northern region also had seven but with four years of junior and three years of senior primary. The Western region six years. But Nigerians has seriously criticized the British colonial regime on issues of relevance, comprehensiveness and focus of the system of education provided to Nigerians. Among several other agitations, Nigerian leaders and educators were particularly worried that the British system of education had emphasis on academic subjects, educational opportunity was restricted to few people and that the British Grammar school system of education was trans-imposed on Nigeria without due consideration to the culture, environment and the aspirations of Nigeria as a country (Nwangwu, 2003) in (Adiele 2006). The above agitation and the zeal to have productive and progressive Nigerians the 1969 National Conference on Curriculum Development was organized to fashion out a philosophy for Nigerian Education. The outcome of the conference was the inauguration of a National Policy on Education in 1977 for the entire country (Adile, 2006)

Universal Free Primary Education (UPE) was introduced nation-wide by the federal government of Nigerian in September 1976, with the major intention of taking care of the educational demands of Nigerians. But decade after the introduction of the UPE the educational outcomes showed that the national educational objectives were not fully realized due to certain national problems such as financial problems, insufficient competent teachers, overcrowded classrooms, narrow curriculum content and high rate of drop-outs.

In responses to the agitation for a more functional and qualitative educational systems a new educational system known as the 6-3-3-4 was introduced nation-wide in 1982 by the federal government of Nigeria. The educational system stressed the point that a child shall spend six years in primary school, three years in Junior Secondary School, another three years in Senior Secondary and four years in a tertiary institution. After a decade of the introduction of the 6-3-3-4 system of education, it was observed by educational analysts that there has been general lack of consistency in Nigerian's educational policies, the system and national objectives. This presupposes that the educational objectives of the 6-3-3-4 system of education have not been fully realized partly because of the inherent problems of the U.P.E which were not effectively tackled before the commencement of the new educational system.

Furthermore, poor implementation strategy led to the non-attainment of the national objectives of the 6-3-3-4 system of education. This further led to the agitations for a more functional educational system that is very much relevant to the socio economic, political

and cultural backgrounds of Nigerian. Therefore, as a positive reaction to the earnings of Nigerian the federal government under the leadership of President Olusegun Obasanjo introduced the Universal Basic Education (U.B.E) in 1999. Although the educational programme has commenced nationwide, Taiwo (2011) stated that the programme was aimed to universalize access to and ensure quality in basic education for every Nigerian child of school going age. The fundamental aim is to get rid of all impediments to educational participation and extend educational provision of good quality to all categories of children. The UBE programme is distinctive in that it has widened the scope of basic education from the traditional primary level to include junior secondary school education as well. Like all other educational innovations, the successful implementation of UBE lies predominantly on the extent to which the child aspect is taken into consideration because of the sustainable development of the nation. And empowerment of pupils involved inculcating and fostering in them the right knowledge, skills and attitudes for the attainment of self-actualization and capacity to participate responsibly in the socio-economic and political life of the nation. (Taiwo, 2011)

The UBE programme is a reform measure, which is aimed at addressing inequality in educational opportunity at the basic level both in terms of access and quality, specifically, the programme was introduced by the federal government in order to remove distortions and inconsistencies in the basic education delivery and to reinforce the implementation of the national policy on education. These are in addition to providing greater access to and ensuring quality basic education throughout the country.

The Federal Government enacted the compulsory, free, universal basic education Act, 2004. Meanwhile, it is important to state that the UBE Act drew its powers from Section (3) of the 1999 constitution, which enjoined government to provide free and compulsory basic education as well as item 60 (c) on part 1 of the second schedule of the constitution, which conferred powers on the national assembly to make laws with respect to setting minimum standards of education at all levels. Above all, the constitution further provides that states and local governments are the owners of basic education institutions and should therefore be the managers of such institutions. However, the power relating to the setting of minimum standards of all aspects of education in the country are rested with the federal government.

We can thus conclude by saying that UBE is a nine – year educational intervention programme by the federal government, which is designed to eradicate illiteracy, ignorance, and poverty with the aim of stimulating and accelerating national development, political consciousness, national integration and development. The guidelines for operating UBE programme recognises the need to build effective bridges and create linkages between governments, civil society organizations, private provider and communities so that the provision of basic education shall be the collective responsibility of all (Taiwo, 2011).

The introduction of the U.B .E is Nigeria's positive reaction to the Jontein Declaration of Education for all by the year 2000, and it also signifies its commitment to the total eradication of illiteracy. It sees education in its broadest sense of a close articulation of the formal, non-formal and informal approaches as an instrument for the awakening and all--round development of the human potential. The implementation document on U.B.E (2000) explained the meaning and scope of U.B .E as the foundation for sustainable lifelong learning for the acquisition of numeracy skills. In Nigerian context, basic

education includes primary, junior secondary and nomadic education as well as adult education.

Objectives of U.B.E.

The national objectives which U.B.E seeks to achieve include:

- (a) Developing the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
- (b) The provision of free Universal Basic Education for every Nigerian child of school age
- (c) Reducing drastically the incidence of drop-out from the formal school system through improved relevance, quality and efficiency.
- (d) Catering for the learning needs of young persons who for one reason or another, have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education and
- (e) Ensuring the acquisition of the appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethics, moral and civic values needed for laying a solid foundation for lifelong learning.

The above UBE objectives reflected the Jomtein Education For All as well as the implementation of Millennium Development Goals to ensure qualitative education for all which was set to be achieved before 2015 but still the number of out of school children continue to increase based on a survey conducted in 2015 by the United Nations Children's Fund (UNICEF) indicates that the population of out of school children in Nigeria has risen from 10.5 million to 13.2 million, the highest in the world (Timothy, 2018).

There is a need to ask this question. Has the inherent problems which militated against the effective implementation and the attainment of the desired objectives of U.P.E and 6-3-3-4 systems of education been tackled to create favourable conditions for the implementation of the objectives of U.B.E? The envisaged problems of U.B.E are similar to those problems that militated against effective implementation of the U.P.E and 6-3-3-4 system of education in Nigerian which include, inaccurate data for planning, inadequate funding, supply of competent teachers, infrastructure facilities, poor implementation of curriculum content, poor public enlightenment and social mobilization, poor monitoring thwarted the efforts of U.B .E scheme. It is against this background the paper sees the impact of introducing entrepreneurship education at the basic level and it may solve and arrest some of the problems associated with basic education and with the hope of upbringing self-reliant and self-dependent citizens.

What is Entrepreneurship Education?

The word entrepreneur was originated from French Language to described people engaged in military expedition in 16th century. Later it was frequently applied to contractors handling government projects and architects (Ogbondah, 2017). It was first applied to business by Richard Cantillio an Irish man who lived in France in 1755. Cantillio said that the essence of the function of the entrepreneur is to bear risk (Akanbi, 2002) in (Ogbondah, 2017). Psychologist defined entrepreneur as "need for achievement" Economists refers it to "bearing the risk of buying at certain price and selling at uncertain price" while Schumpeter perceived it "as a man who perceives business opportunities and takes the advantage of the scarce resources to use them".

Therefore an entrepreneur means one who undertakes tasks in a production process. It also refers to a manager of a firm. It may be defined as the willingness and the ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the identified opportunities (Okoli, 2013). It is also perceived as what occurs when an individual develops a new venture or a new approach to an old business or a unique way of giving the market place a product or service by using resources in a new way under conditions or risk (Ilhekwoba, 2007). According to Nwangwu (2007) defined an entrepreneur as a person who possess the ability to recognize and evaluate business opportunities, assemble the necessary resources to take advantage of them and take appropriate action to ensure success. Centre for Entrepreneurship and Development Research (CEDR) opined that an entrepreneur possesses the analytical and ICT skills required in work place, problem solving/decision making, technical skills as exhibited by his ability to appropriately apply required knowledge to the workplace, proficient in the use of instrument due to adequate practical experience, sound mind that easily comprehends problems and high solution proffer ability (Ogbondah, 2017).

Entrepreneurship Education according to Ojo, Abayomi and Faith (2014) prepares youth to be responsible and enterprising individuals who become Entrepreneurs or entrepreneurial thinkers by exposing them in real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome, Ebele (2008) in Ojo (2014) entrepreneurship education is the teaching of knowledge and a skill that enables the students to plan, start and run their own business. It is also defined by Swarland (2008), entrepreneurship education aims to stimulate creativity in students, enables them to identify opportunities for innovation and motivate them to transform the ideas into practical and targeted activities whether in a social, cultural or economic context. They further stated that entrepreneurship education entails teaching students, learners and would-be business people, the essential skills required to build viable enterprise, equipping the trainees with skills needed for taking responsibility and developing initiatives of prospective trainees. Izedonmi (2006) states categorically that, it is a process of preparing trainees for self-employment while Okereke and Okorofofor (2011) in Ojo, Abayomi and Faith (2014) assert that entrepreneurship education has been acknowledged world wide as a potent and viable tool for self-empowerment, job and wealth creation.

Entrepreneurship in education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. The objective includes development both of personal qualities and attitudes and formal knowledge and skills of beneficiaries (Maryam, 2015) the primary goal of entrepreneurship education according to Odegard (2004) is to strengthen the individual's ability to see and exploit opportunities in an economic, social and cultural context. The role of education system is, thus, to stimulate attitudes and behavior that promote the capacity for collaboration, creativity and innovation in children and young people (Maryam, 2015). Williams (2011) asserts that entrepreneurship education is a learnable process that can be taught, nurtured, supported and enhanced through various types of education and training. He further stressed that entrepreneurship education is a process of training secondary, undergraduate and postgraduate students to acquire resourceful skills to aid productivity and self-reliance in society Ivowi (2009) emphasized that educating an individual entrepreneurially makes him to be equipped with enabling skills to live peacefully and productively in a dynamic society (Ogbondah and Nwogu, 2017).

Reason for Promoting Entrepreneurship Education in UBE

According to Timothy (2018) more than 13 million Nigerian school age children are out of school despite the government in 2000 officially declared basic education to be free and compulsory to all Nigerian citizens and ensuring all school-age children are in school has been identified as one the goals of UBE. The realization of this goal is however seriously challenge by poverty. (UNICEF, 2015). A number of parents as Oloko (1990) revealed, send their children to either serve as domestic help i.e. house helps/domestic servants or hawkers, just to supplement family income. Charles et al (2006) even stressed that more parents have become involved in engaging children in child labour because of the high pay it yields to them. For the children caught up in child labour, entrepreneurship education at basic education can entice them back to school, because their parent had already developed their interest in income generation, element of accounting and profit maximization skills.

The research evidence which proves that the rate of unemployment is still 80% every year showed that the tertiary education student are still not comfortable with the compulsory entrepreneurship education. This is because of lack of stimulation at the foundation level. According to Akpoveta and Agbomah (2009) in Okoli (2013) said that the increasing incidence of youth unemployment particularly graduate unemployment in Nigeria has been associated with existing weaknesses in the nation's educational system which places more emphasis on paper qualification than functional or pragmatic education. This result in production of unemployable graduates not suited for the labour market. Damuchi (2001) captured the present manpower-labour market discrepancy scenario, he observed that the Nigeria educational system has failed to produce workers with adequate technical, cognitive and attitudinal skills required to meet the labour market demands.

Persistence insecurity of different type ranging from Boko haram, kidnapping, bandits, arm robbery, etc. put the country into critical condition of safety and they are all associated with the rate of unemployment which exist in the country. Too much dependency on the white collar jobs. Many graduates are still of the belief that government work is the only work that can provide income and security. This dependency crippled many of us that even after retirement we want to come back to government through contracts or political appointments Entrepreneurship education at grassroots level is the only means of arresting this stigma.

Students' poor performance or failure in a course is responsible on some factors at any level of education. The poor performance of entrepreneurship education at tertiary institution and propose moving the course to primary school level, what is the assurance do we have for successful implementation? Care must be taken to ensure that the factors responsible for ineffective implementation of the course at tertiary institutions are not present in primary schools. What is the guarantee for affective and successful implementation? Bearing in mind the present poor conditions and situation of the primary schools in Nigeria.

Strategies of Promoting Entrepreneurship Education in UBE

The Basic Education Curriculum already has the objectives of producing self – reliant graduates, which by the end of the 9 – period of basic education would be able to self – sufficient through entrepreneurship. The following factors are therefore critical in achieving the objectives:

1. Application of Entrepreneurship Education in all subjects: Entrepreneurship should be taught to students in all disciplines. Many business ideas emerge from non-business disciplines but are often ignored because students were not sufficiently educated in the knowledge and skills required.
2. Collaboration with the local community: School Based Management Committee (SBMC) should serve as a collaborating link between school and the local community for community supports to promoting entrepreneurship in schools. Entrepreneurial skills and attitudes provide benefits to the society. Thus, schools, local businesses and the social sector must network together to provide adequate training in entrepreneurship. There is need for a 10 close cooperation and more contact between school and various stakeholders in the society to promote entrepreneurship.
3. Develop teacher's capacity in Entrepreneurship Education:- To effectively promote entrepreneurship in schools, teachers' competence must be carefully assessed. Teachers, as important role models, must possess requisite knowledge of entrepreneurship to be able to motivate students in developing a positive attitude toward entrepreneurship. Focusing on entrepreneurship in teacher training and providing courses in competence development to working teachers are critically important.
4. Develop the capacity of education managers:- Attitudes of school owners and managers must be positively disposed towards promoting entrepreneurship in schools.. Giving educational institutions the legitimacy and motivation to work on entrepreneurship will promote entrepreneurship in schools.
5. Focusing on entrepreneurship in curricula and management documents: The school owner's competence and insight should be developed among school managers.
6. Providing conducive or enabling environment for entrepreneurship: The education environment is experiencing rapid evolution. The traditional models of education management are being eroded due to learning technologies and changes in student demands based on life-long learning precepts. Education providers can create an enabling environment which fosters entrepreneurship in a way which includes both the traditional values of education and the contemporary demands of providing post - secondary learning opportunities.

Entrepreneurship is a learnable process that can be taught, nurtured, supported and enhanced through the existing laws which, if strictly implemented can promote entrepreneurial ideas and endeavours to emerge and be developed within the desired conducive learning environment (Maryam, 2015).

Positive reinforcement and motivation are the key elements in enhancing efficiency and productivity in any organization, by producing all what is needed without touching the teacher's welfare is another setback to the realization of the above entrepreneurship benefits. Teachers working conditions and welfare are the major factors to be considered, the more teachers are rehabilitated the more output can be realized. Teacher's conditions in Nigerian schools is pathetic and need urgent intervention.

Benefits of Entrepreneurship Education in UBE

It is therefore pertinent to state that entrepreneurship education is a major source through which the objectives of the nine-year basic education could be achieved bearing in mind that the use of the psychomotor domain as learning involves the total child who

is learning the use of other domains. It is also important to point out here that if development is to be sustained in Nigeria, the child should be exposed to entrepreneurship education right from the basic education level. This exposure will help him or her to make a good career choice from childhood and pursue it through senior secondary and tertiary levels. Such a child will grow up to be a job creator instead of job seeker and job creation is a key to sustainable development. This becomes imperative given the high rate of unemployment in Nigeria. In the light of the above, this study examines strategies for achieving sustainable development in Nigeria through entrepreneurship education at the basic education level.

From the goal of basic education, it is understandable that entrepreneurship learning in the nine-year basic education can help in producing graduate who can be described as a total child. Integrating entrepreneurship in the basic education level can also help in producing graduate who can understand what a career choice is all about and work towards achieving his or her career choice, and as well see the need to be a producer rather than a consumer, a self-reliant, independent job creator rather than spending years after actualizing his or her dream career.

Entrepreneurship education definitely exposes an individual to his/her given potentials which will enable him/her fit into the right career choice. If one is adequately and effectively exposed to entrepreneurship education early in life, then utilizing varieties of methods and understanding of the world of works will be an easy task. Thus motivation, capturing of new ideas, enthusiasm, development of spirit of hard work and team spirit will be the watch word of the individual in question- thereby contributing effectively to the Nigerian society and the world at large.

The rationale behind entrepreneurship education according to Nwangwu (2007) include to:-

- a) Produce youths who are job creators and not job seekers
- b) Reduce unemployment among youths
- c) Inculcate in the youths the spirit of entrepreneurship which will enable them to be creative and innovatively to exploit business opportunities
- d) Inspire and encourage these youths to establish career in small and medium scale enterprises
- e) Expand economic activities to rural and less developed areas
- f) Equip the youths with the skills that will enable them compete favourably in a technologically driven society (Igbondah and Nwogu, 2017)

The above rationale can hardly be realized in the Nigerian context, look at the dilapidated classrooms, ill-equipped libraries and laboratories and lack of adequate and qualified teachers in our schools are the major obstacles. In a situation where learning take place under shade of trees or persistent poverty in the community learners cannot grasp what is expected and to become meaningful in the society. Adequate measures must be put in place like adequate provision of infrastructure, teachers' welfare, political barriers, corruption should be addressed and much also total adherence to the implementation guide are part of the measures to be taken.

Conclusion

Developed countries emerged not just like nightmare but through diversifying the economy by involving both private and public sectors, promoting Entrepreneurship Education at the basic level could adversely improve the Nigeria economy if proper funding and infrastructural facilities were provided for basic schools and in doing so, political barriers must be eliminated to enable even the rural schools benefitted.

Teachers are the curriculum implementers and for entrepreneurship education to be well implemented, teachers welfare must be rehabilitated as well as their strategies to teaching should be up to date based on the current trends of teaching through capacity building workshops. By creating enabling and conducive teaching and learning environment couple with good teachers' welfare, skillful pupils with the capability of creating jobs in the society can be produced. By achieving this, the schools could produce many entrepreneurs in the nation as well as reducing too much dependence on the government and subsequently improve the standard of living and the economy in general.

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CHAPTER 32

BASIC EDUCATION PROGRAMME AND THE GIRL-CHILD EDUCATIONAL DEVELOPMENT

Ekesionye Ngozi Edith

Introduction.

Universal Basic Education was an outcome of a burning desire and commitment by the African States to generalize access to quality basic education as a foundation stone for sustainable socio-economic development of the continent. And so the Universal Basic Education programme (UBE) was officially launched in Nigeria on 30th September, 1999 in Sokoto State by the then President, Olusegun Obasajo. According to Federal Republic of Nigeria (2004), the launching was aimed at eradicating illiteracy, ignorance and poverty as well as stimulating and accelerating national development, political consciousness and national integration. In support of this, Ekesionye (2012) reported that UBE programme was launched as a reform to stimulate and promote national development, political consciousness and national integration in accordance with Jomtien Declaration and framework of Action on Education for all. Obanya (2004) had earlier described the programme as a level, type and form of learning needed to build firm root in literacy and numeracy, to inculcate basic life skills, and more importantly, consolidate the skill of learning how to learn. In other words, one can clearly state here, that the UBE programme has the sole purpose of ensuring that illiteracy is reduced to its barest minimum among the citizens and population of Nigeria in the nearest future. Nevertheless, whichever way the Universal Basic Education programme is being looked at, the fundamental principle of UBE in Nigeria is that everybody must have access to basic education comprehensively and co-educationally.

Meanwhile, the specific objectives of UBE scheme as stated by the Federal Ministry of Education 1999 are as follows;

- Developing the entire citizenry, a strong commitment to its vigorous promotion.
- Provision of free Universal Basic Education for every Nigerian child of school age.
- Reducing drastically the incidence of drop out from the formal school system.
- Catering for young persons, their schooling as well as other out of school children or adolescent through appropriate form of complementary approaches to the provision of UBE.
- Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for the long life living (FRN, 2017p11).

However, among other things that the UBE programme aims at achieving is ensuring compulsory education of Nigerian child up to junior secondary school level. Interestingly, it also focuses upon gender disparity (with girl-child and women as the disadvantaged) which is an obvious feature of Nigerian educational landscape. There is a wide disparity between males and females in Nigerian educational sector. Nigeria is a patriarchy society. Patriarchy feeds the message that men should wield power and women should occupy a subordinate position in all area of the society. This sounds outdated, yet persistent point of view. Patriarchy fuels education inequality and a host of other disparity along the lines of gender on national and international level regardless of women experiences, educational qualifications and abilities, believing that male child will stay back to take responsibilities of the family while a girl-child will be married off, and so they see it as a waste of money spending on a girl-child education (Ekesionye,2020). The patriarchy nature of the society therefore, foster the perception that women are less competent than men, maintaining superiority of boys over girls and for that reason, some girls are denied the opportunity to acquire formal education. In a situation where they are allowed to attend school, a good number of them are later withdrawn for one reason or the other before completing their education. These adversely affect women as evidenced in the percentage of women employed as full time academic staff ranges from the highest of 50% in Jamaica to the least of 9.5% in Ghana, with a Commonwealth average of 24%. The smallest percentages were found in Ghana 9.5%, Nigeria 13.6%, Tanzania 11.0%, Zambia 10.9%, and Zimbabwe 9.8% all in Africa (Egunjobi,2008).

It was therefore a most welcome development when the Federal Government of Nigeria, in 1999, decided to provide and launch the Universal Basic Education as one of its cardinal programmes with a view to reducing the existing gender imbalance in educational attainment to the barest minimum and also ensure accelerated development in Nigerian society. This is because women have been found to possess demonstrable leadership qualities and qualifications which makes them excel in all fields of human endeavor (Azikiwe 1994; ekesionye 2012). However, there are myriad of challenges facing the Universal Basic Education in Nigeria. According to Danmole (2012), the challenges are not insurmountable rather they provide opportunities for better planning and redirection of the programme towards the achievement of the country's goals and visions in education. This chapter intend to appraise the challenges of the UBE programme and its implications to girl-child in Nigeria.

Strategies put in place for the achievement of goals of UBE Programme.

The obvious challenges facing the UBE programme are many and varied and that is why the Federal government mapped out strategies and guidelines which will be duly followed in order to achieve the objectives of UBE programme. The strategies are as follows;

1. The federal government's intervention shall provide assistance to the States and local governments in Nigeria for the purposes of uniform and qualitative basic education throughout Nigeria.
2. Every government in Nigeria shall provide free, compulsory and Universal Basic Education for every child of primary and junior secondary school age.
3. Every parents shall ensure that his/her child or ward attends and completes primary and junior secondary school education.
4. The stakeholders in education in a local government area shall ensure that every person who has the care and custody of a child performs the duty imposed on him/her under the universal education Act 2004.

5. Emphasis on curriculum diversification, relevance and adequately covering individuals and community needs and aspiration.
6. Emphasis should be placed on effective continuous assessment while final examination and certificate will be taken at the end of nine year basic education program.
7. The secondary school system should be restructured to ensure that JSS is disarticulated from SSS as stipulated in the National Policy on Education (FME,2008).These are some of the features as well as the guidelines which depicts its relevance in the pursuance of the aims and objectives of Universal Basic Education program in Nigeria.

Challenges facing Universal Basic Education Programme

Challenges in the context of this paper means the likely difficulties that are encountered in the implementation of UBE programme in Nigeria. These challenges are reported to include non-compliance to the dictates of the law establishing the UBE programme, which emphasizes that the programme will be free and compulsory for all. Reports have shown that parents and guardians are compelled to pay a large amount of money as PTA/development levies, to purchase desks, benches, books and school uniforms, which in most cases are not affordable by the parents (Edun 2008; Ajaero, 2011). This development may prevent parents from sending their wards to school and or withdraw their children which is against the spirit of UBE programme. Administratively, the problem of the two arms of the UBE programme (primary and junior primary arms) has been reported. Edun (2008) showed that the primary arm is under the control of State Universal Education Board (SUBEB), while the secondary arm is under the control of Post Primary Teaching Service Commission (PPTSC). The two boards may be working with the same zeal and vision which may run contrary to the realization of the UBE goals.

Inadequate material and human resources for the operation of UBE programme constitute the major challenges (Ajaero, 2011). The report shows that in most States of the federation, the implementation of the UBE programme are grossly inadequate and in most cases teachers are poorly remunerated. The planned teacher/student ratio of 1:40 has never been realized and so there is always overcrowding of classrooms. The poor motivation inform of poor salary of teacher may be the cause of brain drain being recorded in schools in some States of the federation. Poor provision of infrastructures, like libraries, science library facilities, teaching and learning materials and lack of provision or maintenance of the existing ones are also among the challenges facing the successful implementation of the programme (Onu and Ugwuoke 2011). This report shows that after many years of operating UBE program, many schools are still having problems of infrastructural development which are essential for effective learning.

Poor funding has also been reported to characterize most of the problems faced by schools under the UBE programme (Obanya, 2004). This development has negatively affected both the capacity utilization of the schools as well as the working conditions of the teachers. Inadequate monitoring and coordination equally pose a challenge to the successful implementation of UBE and has given room for laxity, embezzlement and lack of transparency.

The Girl Child.

Biologically, a girl-child is a female offspring from birth to 18 years of age. This is the basic stage before she enters the adulthood. The period covers early childhood education like

crèche, nursery, primary and secondary school. During this period, the young child is totally under the care of adult who may be her parents, guidance or older siblings (Okeke, Nzewi and Njoku 2008). During this period, the girl child is malleable. She builds and develops her personality and character. According to Ekesionye (2022), a girl child during this period, is absolutely dependent on the significant others. Those whom she models her behavior from through observation, repetition and imitation. Her physical, mental, social, spiritual and emotional development start and progress to get to the peak at the young adult age. Naturally, a girl-child develops earlier than the male counterpart. A girl-child of about 5 years has started helping in the house chores like washing plates, tidying and sweeping the rooms and compounds, helping in cooking like pounding pepper among other things. However, the extent the girl child can give help is dependent on the training given to her and the environment under which the girl was brought up (Ekesionye, 2022).. The male counterpart at this stage is yet to start playing, hence parents pampers the male child. Thus, the discrimination against girl child starts at that early time indicating preference for male child. This practice of male preference in Nigeria often times deny the girl child access to education, recreation, economic opportunities and the right to choose her partner, thereby violating the rights of girl child.

It is quite unfortunate that some girls are denied the opportunity to acquire formal education. In a situation where they are allowed to attend school, a good number of them are later withdrawn for one reason or the other before completing their education. The reason is mainly because many parents in African society give preferential treatment to male child especially in matters concerning education. Male child, they believe will stay back in family to take responsibilities while the girl child will be married off to another family, thus, they see it as a waste of money spending on a girl child education. By doing this, the society is oblivious of the concomitant effects of what they are doing. They are by their actions cutting their nose to spite their face. The implication is that the girl child is made to live in their shadows. They are denied opportunity to have education and other rights. Girl child is socially exploited and her rights are abused. She is denied the extra-power and wider horizon that education brings. The psychological effect of this is that the girl child internalizes the low value accorded to her by the society and see herself as second-class citizen who cannot compete with male child. The development continues to circulate and perpetuates from generation to generation (Ekesionye,2022).

A girl child is vulnerable to a myriad of circumstances in Nigeria. In many cultures and societies, the girl child is denied her human right and sometimes her basic needs. She is at increased risk of sexual abuse and exploitation and other harmful practices that negatively affect her fullest potentials. The status of a girl child is significantly less than that of the male counterpart in many countries of the world. This situation makes a girl child more vulnerable to discrimination and neglect. Thus, Robin (2008: 1) submitted that;

Things are indeed fallen apart for a girl child in Nigeria on a daily basis. The girl child in Nigeria is living in a perilous times. She is indeed an endangered species. She is haunted by predator men that will not take their praying eye away from her. She is abused because of her gender and sex, she is vulnerable and treated as an object instead of a human being. As a result of man's avariciousness, the center of her world cannot hold any longer. She dread walking along the street because of men's amorous gazes and at times, molestations.

The above indention has clearly defined the status of a girl child in Nigeria, especially as it concerns rape and unwanted pregnancy. The bleak condition of a girl child will further be illustrated by the reported abduction saga of the chibok school girls by Boko Haram. Nobody talks about the chibok girls any more. Besides chibok girls ugly story, other stories of school girls abduction by the Bandicts have been on the rise. Young girls are target of kidnap for ransom purposes. Hardly a day passes without hearing a case of a young girl kidnapped simply because she is a girl and can be used to bargain for huge ransom.

Girl-Child and Access to Education.

Access to education concerns with the availability, convenience, and ability to be educated. It means the right to education. It is also the opportunity provided to a girl-child to be educated. Obviously, different levels of government make provisions for the education of their citizens, but the provisions most of the times do not take cognizance of the peculiarities of the girl-child. In this situation, the girl-child may not have access to education, which is a fundamental human rights. All children needs intellectual development, motivation and skills that will equip them for successful work and life-long learning.

The reason for the education of all children irrespective of gender is because the child is born helpless and has to rely entirely on parents and other members of the society to survive and satisfy her growth needs in all ramifications. Secondly, the degree and quality of participation in the life of a society depend to a large extent on the degree and quality of her education. Education will enable her to perform her political and other citizenship duties and exercises the right pertaining them effectively. Every generation receives its education from an older generation, therefore, every generation has a duty to reciprocate by educating the generation that comes after it (Azikiwe, 1994).

However, researchers have shown that millions of girls do not have access to school despite the concerted efforts to push the course forward. Okeke, Nzewi and Njoku (2008) identified child-labor, poverty, quest for wealth, bereavement, truancy and broken home as a clog in the wheel of girl-child access to education. It was reported by BBC news (2006) that African patriarchal and societal view point favours the boys over the girls because boys maintains the family lineage. However, the wide spread operation of patriarchal system of social organization, customary early marriage, incidence of early pregnancy in and out of marriage among others adversely affect the participation of girl-child in formal education. More so, heavy domestic and subsistence duties by females, especially in rural areas, generally lower regard for the value of female life, all these combined in each case to affect girl-child access to education (Azikiwe, 1994).

Implications of the Challenges of Universal Basic Education to the Girl Child Educational Development.

There are a number of implications of the challenges of Universal Basic Education to the girl-child in Nigerian society. UBE programme aims at ensuring compulsory education of all Nigerian child. It also focuses upon gender disparity with a view to reducing gender imbalance in educational attainment to the barest minimum. The challenges has been noted which includes illegal levies imposed on the students, poor funding, inadequate trained man-power, remuneration, poor maintenance, inadequate provision of physical facilities among others.

The illegal levies on students by the school authority which is against the spirit of UBE programme is a burden on the parents, this may compel the poor parents to be selective in their choice of who will benefit in the training of their children, the situation which may call for preferential selection of male child and leaving the girl-child's inert potentials untapped. The consequences also may lead to drop-out, child-labour, unwanted pregnancy, early marriage and by extension, under development of the society. Also the rate at which the girl child have access to education will drop thereby widening the gap of illiteracy among women and maintaining the status of the girl-child as a second class citizen.

According to FME (2008 :65), achieving the objectives of the UBE programme, vigorous efforts will be made to counter the factors which are known to have hindered the achievement of the goals of Universal Primary Education (UPE) programme. This is because UBE was an off-shoot of UPE which was introduced in 1995 by the regional government of western Nigeria and in 1996 at the national level by the Olusegun Obasanjo military administration to provide free and compulsory education to children at the primary school level (Adebola, 2007). Unfortunately, the programme failed because of enrolment explosion, shortage of teachers, inadequate infrastructural facilities etc., which emerged at the early stages of the implementation of the programme resulting in failure to achieve the objectives (Azikiwe, 2008).

Achieving the objectives and goals of Universal Basic Education therefore, will depend on the degree to which the following conditions are met and appropriate approaches developed to improve them.

- Ensuring proper data collection/accurate statistical analysis,
 - Prudent management of education funds,
 - Effective planning, monitoring and evaluation,
 - Ensuring adequate funding,
 - Providing enriched curricula,
 - Provision of adequate infrastructural facilities,
 - Procurement of textbooks and other instructional materials,
 - Taking proper care of teachers; their recruitment, training, motivation and other needs,
 - Encouraging public enlightenment and social mobilization for full community involvement
- (FME, 2017 :13).

With these areas attended to properly, the compulsory nature of the UBE programme will ensure that more of the girl- child are enrolled in schools and also ensure that they complete their education at the primary and secondary levels with some of them proceeding on to a higher levels of education. This development will go a long way in ensuring a larger literate female population in the future. It is an established fact by researchers that enabling girl-child education is crucial for national development. The role of women both inside and outside the society cannot be under estimated. The obvious belief is that when you educate a man, you educate one person but when you educate a woman, you educate a family and the whole nation. The idea is that education of every child starts from family and mothers are the first teacher. Educating a girl child produces mothers who are educated and who will in turn educate their children, care for their families and provide children. Educating the girl-child translates to better health for the future generation, reduction in child morbidity and mortality thus, triggering a

snowball effect of achieving all other sustainable development goals in a viable manner. Education offers the girl-child an improved opportunity to be less dependent on men in later life. It increases her prospects of obtaining work outside the home.

In the same line, the children of educated women are more likely to go to school than the children of the illiterate women. Girl-child education spurs exponential positive effect on socio-economic development for generation to come. It is the best investment in a country's national development. It is an obvious experience that educating the girl-child enhances growth rates and reduces social disparities. This is because as women acquire education, the percentage of man-power resource of the nation increases. In other words, more people acquire mental skills and capabilities necessary for work-life. Education of a girl child has a profound effect on the national development as lack of education has been linked to low birth weight, poor health, high mortality rate in children and mothers, poor nutrition, poor sanitation, high illiteracy rate and low life expectancy. Thus, the implications of the UBE programs to the girl-child education development could be summarized as follows;

- The implication on the future generation; by educating the girl-child, she is far more likely to ensure that her children also receive education, their children also are less likely to die young, they are less likely to contract HIV/AIDs, and thus less likely to pass it on to their children.
- Decrease mental mortality; educated women are with greater knowledge of health care and thereby have fewer pregnancy. They are less likely to die during pregnancy, childbirth or during the post-partum period. Following those development of more female health care providers to assist with prenatal medical care, labor and delivery will be produced.
- Decrease child marriage; child marriage sometimes involve girls as young as 10 to 12 years of age resulting to the end of the girl's schooling. The result is illiterate young mothers without adequate tools to build healthy educated families.
- Decrease population explosion; educated women tend to have fewer healthy babies thereby decreasing the extent of being victims of domestic and sexual violence.
- Increase involvement in political process; educated women are more likely to participate in political discussions, meetings and decision making which in turn promote a more representative and effective government. Educated women have a greater chances of escaping poverty, living healthier and more productive lives, and raising the standard of living for their children, families and communities.

Conclusion

There are lots of challenges facing the implementation of UBE programme and a number of implications of the programme to the girl-child development. In seeking to achieve the objectives of UBE program, vigorous efforts will be made to counter the factors which are known to have hindered the achievement of the goals of the UPE (Universal Primary Education) programme. When this is done, the nature of UBE program will ensure that more girl-child are enrolled and at the same time complete their education in both primary and secondary school levels with some of the girls proceeding to higher institutions. This will go a long way to produce a more literate women population in the future, educated women professionals who are capable to fill the erstwhile vacuum created in the important job positions in the society which are seen as men's reserved positions before because of women's lack of quality education. Hence, it will enable them make a better contributions to national development.

In the same way, the educated women will also be in a better position to participate more actively in the political activities of the nation and hence, provide stiffer competition to men who have dominated the Nigerian political scene, and thus, more effective participation of women in national development.

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CHAPTER 33

SUGGESTED APPROACHES TO IMPLEMENTATION OF THE PROPOSED OPEN SCHOOLING PROGRAMME FOR BASIC EDUCATION IN NIGERIA

Okon, Akpan Louis

Introduction

In October, 2021, there was invitation extended to me for participation on a workshop organised by Universal Basic Education Commission (UBEC) to tinker on the draft framework of a work plan for the implementation of open school programme for basic education in Nigeria. At first, I received the invitation with unprecedented enthusiasm on the ground that atleast an intervention programme is on the pipeline to address Nigeria out-of-school children in which the National Population Commission (2020) and National Bureau of statistics (2021) put the figure at 10.2 million. But on the second thought, I came to the realisation that some intervention programmes (nomadic education, almajiri education and adult education programme) which were earlier put in place by the government did not address this menace. In fact, the failure of these intervention programmes was due to government inconsistency on policies formulation and implementation or outright underfunding of the programmes. That aside, I was extremely surprised that UBEC could introduce the intervention programme during the coronavirus disease (COVID-19) outbreak when the federal government complained of scarcity of funds. Furthermore, I was compelled to ponder over why the commission is coming up with this programme when it could not effectively implement 9 year basic education in Nigeria which could have addressed the challenge of out-of-school children in the country. Olateru-Olagbegi (2015) had earlier said that 9-Year Basic Education Curriculum (BEC) was a step in the right direction, but the ineffective implementation of the programme has completely derailed the stated objectives of the 9-Year. The uncertainties hovering my mind were put to rest when Lawal (2021) asserted that in spite of the fact that the previous intervention programmes did not see the light of the day in context of addressing out-of-school children in the country, no responsible government should rest or look the other way regarding this crisis shaking the very foundation of the nation's education. From the narrative above, this chapter seek to propose some selected approaches the initiator(s) of the proposed open school programme for basic education should adopt for implementation in order to accomplish the objectives of the programme. For clarity sake, the chapter is teased based on the following sub-headings; meaning of open school system, brief history of education system in Nigeria, causes of out-of-school children, needs for open schooling system and suggested approaches to be adopted for

effective implementation of the proposed open school programme for basic education in Nigeria.

Meaning of Open School System

It is extremely difficult, if not impossible to reach a consensus on the meaning of open school system. This position is based on the fact that there are many authors in education which look at the concept differently. Be that as it may, effort is geared towards presenting the meaning of the concept based on the available literature in order to arrive at a workable definition for this study. Gidado, Alabi and Bakri (2008) conceptualised open school as a system which entails the physical separation of the school-level learner from the educator or instructor and the use of unconventional teaching methodologies, information and communications technologies to bridge the separation and provide the education and training to learners. Jegede (2021) went a step further to say that the programme is a model of schooling in which a wide range of flexible method is adopted to provide structured and learning opportunities for people. In a similar circumstance, Commonwealth of Learning (COL) (2013) opined that open school programme is a viable alternative to supplement and complement primary education and can be provided by standalone, independent distance education institutions, Manyamba, Phundulu, Vally, Muchesa and Mosselson (2021) be managed as part of the education ministry within a specific parastatal. From the conceptualisation of open school programme stated above, one can deduce that it is free of conventional or traditional school attendance with flexibilities in the context of choosing program independent of one's age, attending classes, assessment, and time frame for people who either drop out of school, never attend school or adults who did not complete schooling but want to use the opportunity to be educated and children with special educational needs. From the look of things, open school system is out to remove all obstacles impeding learning such as age-related, financial, geographic, infrastructure or time related and so on. In open school system, it is expected that pupils or children should take responsibility for what they study, how they learn, paces at which they work, time in which they want to be assessed.

Nigeria System of Education

Before the advent of western education, traditional education was operational in Nigeria. This type of education was free from unemployment, corruption, pupils' attrition and poor academic achievement of students among others. However, with the advent of formal education, traditional education was relegated to the background. With the introduction of formal education by the Europeans, various education systems were adopted since the birth of Nigeria in 1914. The amalgamation of the Northern and Southern protectorates of Nigeria, however, brought people of different ethnic groups and faith together, as one country thereby creating a pluralistic society that necessitated the adoption of a regional structure for Nigeria (Imam, 2012). Educationally, between 1914 and 1944, three forms of education namely Islamic, traditional and western education co-existed side by side. The Northern part of Nigeria adopted Islamic education, Southern Nigeria adopted a mixture of traditional and western education. From 1944 to 1960, the country witnessed educational expansion which led to promulgation of the 1948 Education Ordinance. This ordinance saw the decentralisation of educational administration in Nigeria. Fast forward, 4-4-6-3 system of education was introduced in South of Nigeria where four year was spent in junior primary education, another four year for senior primary education, a six year secondary education and three year for university education (Taiwo, 1980). On the other hand, Northern part of Nigeria used 4-3-6-3 system in which four years was spent in junior primary education, three

years in middle education, six years in secondary education and three years in tertiary education. In 1969, the National Curriculum Conference was convened and fashioned a new educational system which identified new national goals and also determined the future and direction of education in Nigeria. This led to the taking over of all missionary schools by the government. At this juncture, a unified educational system was introduced and it was based on the 7-5-2-3 educational policy, that is, 7 years of primary education, 5 years of secondary school, 2 years of Higher School Certificate Level, and 3 years of university education. Few years after of introduction this system (7-5-2-3), another system known as 6-5-2-3 was borrowed from Britain and applied in Nigeria without reference to the peculiar nature of social, economic and manpower needs of the country. Years after the implementation of 6-5-2-3 education system, it was replaced with 6-3-3-4 education system. Unlike the previous system which was borrowed from Britain, the 6-3-3-4 system of education was borrowed from United States of America (USA). The issue whether the 6-3-3-4 education system in the country was successful is a discourse for another day. Currently, it is being speculated at different quarters that the federal government had introduced 9-3-4 system of education in the country. The notion is very confusing on the ground of the on the points highlighted below; firstly, primary level of education still terminates at primary six level and certificate of completion issued to pupils at that level. Secondly, pupils' transition from primary six to nine is still optional. Many pupils who graduated at this level of education could not proceed to and complete junior secondary school certificate. UBEC Report (2018) reported that all pupils who completed primary six class in Nigeria, less than 38.6 per cent annually could not transit to junior secondary school level. Therefore, it is my humble prayer that if the country is operating 9-3-4 system, certificate of completion should be issued to pupils after 9 years education.

Causes of Out-of-School Children in Nigeria

There are various causes of out-of-school children in Nigeria. Scholars such as Gana, Idris, Sabitu, Oche, Abubakar and Nguku (2018); Olofintoye and Ekpenyong (2021) has come up with the position as per the causes of the menace. Notwithstanding these scholars' assertion, I therefore theorised that out-of-school children in Nigeria is caused by the following discussed below.

Corruption in Nigeria

From my personal point of view, corruption induces poverty. According to Transparency International Corruption Perception Index (2020), Nigeria is regarded as the worse place to do business due to high level of corruption perpetuated by government officials and politicians. In fact, Nigeria ranks 149 out of 183 countries, three places down compared to 2019 results. In Nigeria, politics is not used as a vehicle for the empowerment of Nigerians, rather than it is for self-enrichment and oppression. Politicians in the country lived in affluent, whereas, majority of Nigerians live in abject poverty. No day passes-by without print media, television stations or radio houses reporting corrupt practices perpetuated by the government officials or politicians. For instance, it was aired over the radio that a former minister of petroleum in the country stole billions of dollars and her jewellery worth over fifty-eight million dollars were also recovered. Similarly, over six billion naira meant for school feeding programme at the primary school level was embezzled and the money was traced to the bank account of top government officials. These were just few cases of corrupt practices in the country. One would agree that with the high level of corruption in the country, provision of basic amenities such as education

which is fundamental right of every Nigerian child is denied which eventually result in out-of-school children.

Get Rich Quick Syndrome

In the time past, eminent Nigerians such as Dr Azikiwe, Chief Awolowo, Wole Soyinka, Okadigbo, Ola Rotimi, Alele Williams, Udo Udoma to mention just a few got to the top of their careers through education. This old generation used education to fight for Nigeria's independent. In fact, they were nationally and internationally recognised because of their accomplishment in education. This trend has changed in recent times. Now, youths in Nigeria have been bedevilled by the wave of 'get rich quick syndrome.' Currently, every young person in the country want to be rich by all means. Most of the young boys dabble into diabolical means to get money, while girls goes into prostitution. Furthermore, some of these boys engaged in kidnapping, armed robbery and all manners of fraudulent activities to make money. Boys popularly known within Nigerian context as 'yahoo boys' engage in defrauding foreigners. In recent times, a woman and child was caught by one of the security agencies for 'yahoing' an American of over three million dollars. Another good example is the issue of a Nigerian by name Ramon Abbas who is commonly called as Hushpuppi is being questioned by Federal Bureau of Intelligence (FBI) for defrauded various individuals and multinational companies. The situation get worse as the society which supposed to frown at these hideous activities, instead, reward them with different chieftaincy titles. This invariably compel other youths to follow the footsteps of their contemporaries and it eventually leads to out-of-school children in the country.

Importation of Education System

One of the problems facing Nigeria is the issue of 'importation syndrome.' The country import everything including education. In fact, 6-3-3-4 education system was imported from USA without teasing its relevance within Nigerian context. It is sadden that most subjects taught in our schools has no basic relevant to our situation. For instance, it is absolutely irrelevant to teach children who live in deep rural areas such as Ikot Ubo in Akwa Ibom State, Ikare in Ondo state or Sakalawa in Kano state whose parents' occupation is either fishing or goldsmith 'introduction to computer application'. Here, the subject content is alien to the children. Moreover, lack of electricity in these areas to power computer gadgets if at all there are provided by the government for application is another challenge face by the children. This imply that school children faces serious challenges which compel them to drop out of school hence swell already high number of out-of-school children in Nigeria.

Poverty in Nigeria

Nigeria is a country with abundant natural and human resources. However, in the midst of the plenty, 78% of her citizens lives in extreme poverty. Out of this figure, the pilot study I conducted revealed that majority of the children are major food providers in their families. In fact, Adedotun, Morenikeji and Odaibo (2010) stated that an average Nigeria's child toils all day from one refuse dump site to the other excavating discarded food from the tables of the rich men and women in the society. In spite of working from dust to dawn to cater little for the family, their effort was futile hence they look hungry, starved and malnourished. Therefore, education to hungry children is nothing but a misplaced priority, this significantly impact out-of-children in Nigeria.

The Need for Open School System in Nigeria

Nigeria's education system has been plagued by various challenges ranging from poor implementation of education policies, poor funding of education, poor enrolment in some states, high rate of students' drop out, absenteeism, high rate of out-of-school children, among others. In addition to the above assertion, Alabi, Alabi and Bakri (2017) added that there are noticeable regional variations in area of accessibility to formal education in the country. They went on to say that the Net Attendance Ratio (NAR) among children is far lower than expected, and it is at its lowest point for six year olds (39%) and highest for nine year olds (67%). Official figure from UBEC (2018) claimed that NAR is 86% in the South West of Nigeria than in the North West which is about 28%. Another noticeable grey area is the gender gap in access and participation in primary education. It has been indicated that girls' enrolment in primary school in North West in the year 2020 is 32 %, while the number of boys stands at 68%. In the North East girls and boys enrolment stands at 45% and 55% respectively. Additionally, same variations occurred in favour of boys in other regional zones in Nigeria except in South East where girls' enrolment at the primary level is more than boys. In order to arrest the challenges, the federal government instituted programmes such as nomadic schools for nomadic children, migrant schools for migrant fishermen children, almajiri schools for almajiri children, inclusive education, adult education and mass literacy programme, among others. Though, a remarkable achievement has been recorded in these areas. In fact, it is appropriate to submit that these interventions projects were meant to curb gender variation, low enrolment, reduce drop out in primary education, remove children from the street, educate nomadic children, reduce illiteracy rate among adults, educate almajiri children, and inclusiveness of special needs children.

On the other hands, Nigeria has witnessed a surge in criminality ranging from kidnapping, rituals, rapes, prostitutions, yahooing, stealing and fighting. On 25th August, 2021, the Nation Newspaper reported that out of the 1000 repented Boko Haram members, about 62% are between the ages of 12 and 16. Moreover, there were concrete evident that majority of them who carried out this act are out-of-school children. This call for concern among stakeholders in education sector and different tiers of government hence there is strong need for introduction of open school system to cater for these group of people in the country.

Approaches for Implementation of Proposed Open School System

Nigerians are known for conceptualisation of laudable programs and formulation of good policies for the programs. However, immediately the conceptualisation and eventual formulation of policies to back up these programs, the actual implementation of the policies become an uphill task. One of the political activists Comrade Edwin Madunagu said some years ago that Nigerians are very good at the policies formulation, but when it comes to its implementation we are worse off. In Nigeria, there are many failed projects spread all over the country as a result of poor or none implementation of the policies by government officials. It is unfortunate that one cannot established whether poor or none implementation of these policies is as a result of lack of technical knowhow or political will. I will rather leave the debate on the domain of scholars and political analysts for possible response. We are left with no option than to examine few failed government programmes which were caused by poor implementation of the policies. First, Universal Primary Education (UPE) introduced in 1976 was one of the laudable programme of General Obasanjo administration. This programme actually took off very well. In fact, there was huge pupils' enrolment occasioned by the introduction of the programme.

However, this programme could not last immediately the advent of civilian administration led Alhaji Shehu Shagari due to policy summersault of the new administration. Correspondingly, the case of nomadic education introduced in 1986 during the military era of General Ibrahim Babangida was little better, The reason why one would say the programme reasonably achieved its mission was that General Ibrahim Babangida who introduced is from nomadic extraction, therefore, he wanted his people (nomads) to be benefited in order to compete in all spheres with their counterparts in the south. However, immediately General Ibrahim Babangida left office, the programme started experiencing challenges due to policy change.

Seeing many failed laudable projects which were caused by poor policies implementation across Nigeria, we fervently pray that the proposed open school system should not suffer the fate. African adage has it that 'it is better to look for black goat during the day because when darkness arrives it will be difficult for it to be seen.' In line with this African adage, it is appropriate to say that for smooth and effective implementation and sustainability of the open schooling system in Nigeria, the following steps should be taken.

Pupils Should not Attend Classes in an Open School System

A well-researched but unpublished manuscript I conducted on pupils' convenience in attending classes in a regular formal school system has revealed that pupils especially the matured ones refused to attend classes regularly due to domestic responsibilities. It was further established through findings that many adult students preferred to attend to family needs rather than regular class attendance. Also, a study by Gezahegn, Semagn and Shaka (2021) on school attendance by housemaids have shown that the majority of them (maids) felt absolutely uncomfortable attending lessons in the morning because of being involved in domestic chores. Findings has it that many housemaids missed the first two lessons every morning due to late school arrival. Based on the discourse, it is appropriate to suggest that the proposed open school system should not adopt conventional school attendance. The reason for this position is based on fact that pupils have their routines from dusk to dawn. In fact, some maids works for their bosses till very late at night, therefore, compelling them to attend classes from 8 o'clock to 2 daily will be effort in futility. My take is that pupils should be allowed to learn when they are free at any time of day or night. In other words, flexibility in class attendance should be permitted because of students' peculiarities.

No Timeframe for Examination

It is not acceptable to adopt conventional school system where students are converged at a particular examination hall, on a particular place and on a particular period for either for formative or summative assessment in an open school system. In Nigeria, all open and distance institutions adopts this method of assessment. This is completely unacceptable. If we are operating open and distance education system, why do we opt for regular school system examination model? Setting a certain time of the week(s) for examination for all the students is wrong considering the unique and peculiarity of each student. If open school system is really 'open' as the name implies, it is expected that no timeframe should be allotted for examination for students. At this juncture, it is advocated that each student should go for his/her examination anytime he/she feel ready and comfortable for it.

Issuance of Certificate on Completion of 9 Years Open Basic Education

In one of the classes with my doctoral students, we engaged in an intense argument on education system adopted by Nigeria. While some students said that it is 6-3-3-4 system, others said that it is 9-3-4. The big questions I posed for them to tease are, why do we

give terminal examination and also issue certificate of completion at primary school six level if we are operating 9-3-4 system? Again, if actually we are adopting this system (9-3-4), is it appropriate to call the first phase of 3 level after primary 6 'upper primary school' instead of junior secondary school? Here, my position is that if we are operating 9-3-4 system, certificate of completion should be issued after 9 years open basic education instead of 6 years. In light of the above, certificate should be issued to pupils on completion of 9 years schooling in open school system.

Mode of Curriculum Delivery Should be through Mobile Telephone, Radio, Television and Blended Learning

Studies conducted by Felisoni and Godoi (2018); Adedoyin and Soykan (2020) have shown that students learn effectively using technologies. In the same manner, Perraton (2004) averred that at its peak the adoption of combined technologies of radio, television, print and supported group study effectively enhance basic education to children and adults in Latin American country. Today, coronavirus disease otherwise known as Covid-19 has open the education space through which technology is used for teaching and learning process. Most students learn at home using various devices such as smartphone, laptop, television and radio and other electronic gadgets. For instance, the management of National Open University of Nigeria introduced online teaching and learning during Covid-19. In fact, most of these students sat for their examination online wherever they live. In the same manner, it will be appropriate for online learning to be applied on the proposed open basic education in the Nigeria. The application of online learning at this level will ensure pupils learn effectively. After all, Aghajani and Adloo (2018) argued that modern use of network and online applications has contributed positively to online learning which eventually leads to students' high academic achievement.

Curriculum Contents should Reflect Learners' Environment

Here, I am compelled to narrate an encounter I had with some nomadic pupils in the field during my doctoral research programme some years ago. It was very disturbing to be informed by many of my participants (nomadic pastoralist children) that some of subjects taught in nomadic schools does not reflect sociocultural background of the nomads. They stated that subjects such as geography, history, elementary science, among others taught did not have local content, hence they queried why local climatology which bordered on wind direction, waves from the Atlantic Ocean, tropical fish caught from cross river, river Niger, river Benue, Imo river were not taught. Instead, tycoon, hurricane, earthquakes and mackerel which are prevalent in the temperate regions were taught in their schools. The pupils averred that infusion of alien content into the curriculum is confusing hence cause attrition in many nomadic schools. From all indications, I, therefore, advocate for the inclusion of local content in the curriculum in the proposed open school system for pupils' easy adaptability and applicability of the content to Nigerian situation.

Provision of Adequate Fund for the Programme

It is truism that many laudable education projects in Nigeria suffered from poor funding. From all indications, funding of education at all levels in Nigeria is below the benchmark recommended by the United Nations Educational Scientific and Cultural Organisation (UNESCO). This international agency recommended that twenty-six per cent of the national budget and six per cent of the gross domestic products (GDP) should be allocated to education. However, what is obtainable in Nigeria is far below the recommended figure. From administration of President Olusegun Obasanjo in 1999 to President Muhammedu Buhari's own in 2022, the national budget allocation to education is always

below thirteen per cent annually. This situation is not so different in the states where in 2017, about 33 states of the federation allocated almost eight per cent of their combined total budget estimates to education compared to 2016 when N653.53 billion (10.70%) of N6.1 trillion was allocated to education in Nigeria. This is absolutely inadequate considering the important of education to nation economy. Therefore, it is my candid view that enough fund should be allocated and release to the proposed open school programme so that the goals of its establishment will be met. Similarly, UBEC should also approach some international agencies for funds to finance and other instructional materials the programme.

UBEC should Divorce Herself from Owning the Programme, Rather, this Programme Should be Owned by the Community

In Nigeria, any project established by either federal, states or local government is regarded as government project, instead of community or 'our' project. Some Nigerians' attitude towards such project is very disturbing. It is very common to see government schools being turn into wedding halls. Frankly speaking, some states universal basic education commission school's buildings have been turned to village meeting halls. Besides, many schools' tables and chairs meant to be used by pupils during classes are either broken or left at the mercy of extreme weather condition by members of the community. Atimes, computer gadgets and books supplied to schools by the government were either stole or vandalised by the community. In fact, there is a popular believe among Nigerians that government property is nobody's property. With this mind, the proposed open school programme should be community-based. In other words, UBEC should divorce herself from ownership of the programme. Any community in which the proposed open school is sited should take ownership it. The responsibility of protecting the school's infrastructures should be that the community members. When this is done, it will ensure safety and lifespan of the items.

Recruitment of Community Members as Teaching and Non-Teaching Staff

It is obvious that Nigeria adopted federal character in the recruitment of staff into its establishments to ensure an even distribution of positions and representation of geographical zones, states and local government areas. Most projects sited in some communities by either the federal, states, or local government areas refused to employ community members. The government usually send non-natives to manage these projects instead of natives. In cases, even environmental health attendants are employed outside the community in which the project(s) is/are sited. Apparently, some the projects managers could not speak local dialect, hence community-establishment relationship faces a lot of challenge. Most times, the community members in which the project is sited sees it as government's project, therefore, refused participation. This leads to none or under-utilisation of the project. In light of the position, UBEC should ensure that all teaching and non-teaching staff are recruited from the community and the neighbouring communities in which the open school programme is sited. It is hope that when this done, community members will embrace it and they will ensure that their wards participate on the programme.

Conclusion

From all indications, the chapter looked at open school system proposed by UBEC. Reason advanced for initiating the project was to reduce or eliminate huge number of out-of-school children in the country which was put at a staggering 10.2 million. The causes of out-of-school children was critically highlighted and discussed. The effects of

out-of-children have resulted in various social vices. In curbing the menace, UBEC proposed introduction of open school system in Nigeria. Having realised that many laudable projects rarely succeed in the country due to its poor implementation, it was appropriate to advance approaches to be adopted in making sure that the proposed open school system is effectively implemented to avoid it from being one of the numerous failed projects.

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CHAPTER 34

HOW HAS THE UNIVERSAL BASIC EDUCATION (UBE) PROGRAMME FARED?

Oni, Margaret Bola

Introduction

Education is a necessity and a prerequisite for human capital formation, economic growth, recovery and sustainable national development. The concept of the universal basic education may not be a new idea totally in Nigeria. The Universal Basic Education can actually be regarded as an offshoot of the Universal Basic Primary Education (UPE) scheme, which was launched in the country in 1976. However, the UPE scheme was abandoned mid-way during its implementation but with the re-introduction of the UBE Programme there is a need to know how the Programme is faring.

Individual and societal development depended on basic education. It serves as the foundation for all levels of education as well as personal and national development. According to Etuk, Ering, and Ajake (2012), the primary goal of the UBE programme is to ensure that every Nigerian child received at least 9 years of basic education; with the purpose of eradicating illiteracy at all levels of human development and giving basic educational opportunities to all Nigerians, regardless of ethnicity, appearance, religious affiliation or class. The National Policy on Education (2004) was motivated by a goal to end poverty, improve national development indices and enhance political awareness.

The same policy defines Basic Education as the type of education activities that takes place in various settings which aims at meeting the basic learning needs of pupils from ages 6 – 15. This comprised 6 years of primary education and 3 years of junior secondary school. The emphases of the UBE policy were on the compulsion and the universality of access, and this policy provision is expected to stimulate and accelerate national development, self-actualization and national integration which agree with the Economic Recovery and Growth Plan of the government (UBE 2005; Federal Ministry of Budget and Planning, 2017).

The UBE Programme was introduced in 1999 by the Federal Government of Nigeria as a reform programme intended for the provision of quality basic education and equal opportunities for access. It was to: (1) Ensure smooth flow without break in access to a 9-year formal education by making basic education FREE and COMPULSORY for all children of school-going age; (ii) Provide Early Childhood Care, Development (ECCDE), and Education (iii) Six years of primary education (iv) Three years of junior secondary education. (2) Improve the relevance, quality, and efficiency of education; and (3) opportunity for acquiring literacy, numeracy, life skills, and values for lifelong education and meaningful living. The Child Rights Act of 2003 was enacted in response to curb and ensure parents' provide their children with access to school. (1) Every child has the right to free, obligatory, and universal basic education, and it is the responsibility of the

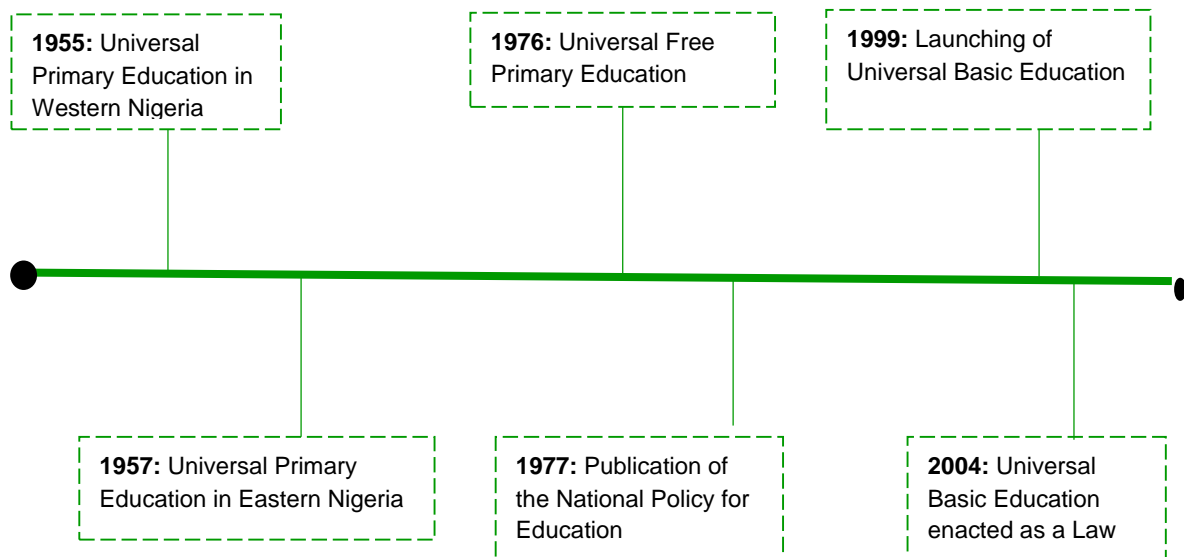
Nigerian government to provide such education. – (2) Every parent or guardian is responsible for ensuring that his or her child or ward completes (a) primary school education and (b) junior secondary education. - (3) Every parent, guardian, or person in charge of a child who has finished his primary education must make every effort to enrol the child in a junior secondary school. (Child’s Rights Act, 2003). However, due to parental and guardian illiteracy, they appear to be unaware of their responsibilities and associated laws as outlined in the UBE empowering statute. The crime is punishable by jail or a monetary fine. During school hours, however, school-aged youngsters are spotted peddling or begging for alms.

Despite the fact that Nigeria signed the World Declaration on Education for All in 2015, the implementation of the Universal Basic Education Programme (UBEP) is plagued by serious problems such as a high dropout rate after primary school and a poor transition to junior secondary school, among others. The purpose of this research is to determine the impact of the UBE Programme on the completion of basic education in Nigeria. UNESCO found in its 2015 review of Nigeria's educational status that, while progress has been achieved in basic education, much more needs to be done with regards to primary school enrolment.

Historical Developments in Basic Education Delivery in Nigeria

The 1955 Universal Primary Education Scheme, which was in existence in Western Nigeria, paved the way for universal basic education in Nigeria. The Eastern and Northern governments implemented their respective universal education programmes in the following years, and the Federal government finally entered the picture in 1976 with the implementation of universal primary education in all of the country's regions. As a result, a unified and uniform educational framework for Nigerians was established (Salihu and Jamil, 2015). The goal of the Programme is to provide pupils with free and compulsory education in elementary and junior secondary institutions. The President promised at the start of the Programme that the problems that plagued Universal Primary Education in 1976 would not detract from the 9-year basic education Programme (Anaduaka and Okafor 2013)

Trends and Developments in the Basic Education Landscape



The current basic education effort in Nigeria has three distinct but not mutually exclusive components, namely, Early Childhood Care Education (ECCE), Primary Education and Junior Secondary Education. The Universal Basic Education Commission in its annual report in 2005 listed the objectives of the Universal Basic Education to include;

- i. ensuring unfettered access to 9 years of formal basic education;
- ii. the provision of free, universal basic education for every Nigerian child of school-going age;
- iii. reducing drastically the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency; and
- iv. ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning.

To achieve the above-mentioned objectives three sources of funding for the implementation of the UBE were identified; the Federal Government Grant of not less than 2 per cent of its consolidated revenue fund; funds or contributions in the form of Federal Guaranteed Credits and local or international donor grants (UBE 2005). Although the Act covers both the State and the Local Governments, the State government can only benefit from the Federal Government block grant meant for the implementation of the UBE only if it can contribute at least 50% of the total cost of the project. This is to ensure commitment to the project.

The UBE Programme was created to eliminate biases and irregularities in the delivery of basic education. It is Nigeria's response to the Millennium Development Goals (MDGs), as well as the Sustainable Development Goals (SDGs). It aims to assist all Nigerian children in receiving a free nine-year education. The goal is universal and obligatory (Anaduaka and Okafor, 2013; Ejere, 2011). The initiative prioritises the inclusion of girls and women, as well as a variety of neglected populations such as the poor, street children, rural residents, migrant workers, indigenous people, minorities, refugees, and the disabled; and people of all categories, according to the UBE's implementation guidelines. UBE projects are implemented by deliberate and concerted efforts between UBEC and State Universal Basic Education Boards (SUBEBs), Local Education Authorities (LEAs), and Basic Education stakeholders at all levels in order to fully realize EFA goals and the SDGs in every state in Nigeria.

Education is viewed as an acceptable and veritable instrument for national development. It is the products of education that transforms the society. (Thom-otuya & Inko-tariah, 2016). Education equally impacts on the moral rectitude of the society and quality of life. According to Anaduaka and Okafor (2013), no development can occur at all without education and no peace without development. One of the laudable programmes aimed at ensuring equal educational opportunities to all Nigerian citizens is the Universal Basic Education (UBE) programme.

In Nigeria, all levels of government have been given a mission to provide free education to all citizens. Children must complete six years of elementary school and three years of junior secondary school in order to graduate. Parents are expected to enrol their children and guarantee that the years they spend in school are completed, according to the current ruling of the regulations governing this educational plan. Students can make use of free education programmes in addition to the national government's assistance in the form of free tuition (Ejeh, 2009). The programme's "universal" component means that it is open

to all citizens, regardless of their economic situation or how they are considered in the country.

Following the enactment of the Act, the Universal Basic Education Commission (UBEC) was established to coordinate the sourcing and disbursement of funds. The Act provides three sources of funding for the implementation of the UBE, which summarily, include;

1. Federal government grant of not less than 2% of its consolidated revenue fund, funds or contributions in the form of federal guaranteed credits and local or international donor grants.
2. The state government can only benefit from the federal government block grant meant for the implementation of the UBE if it can contribute at least 50% of the total cost of the project. This is to ensure the state's commitment to the project.
3. The local government is to contribute its quota too to the implementation of the scheme

The Objectives of UBE Policy and Basic Education Delivery in Nigeria

The broad objective of UBE in Nigeria is to set the basis for lifelong learning by instilling appropriate learning, self-awareness, citizenship, and life skills which then translate into some specific objectives being examined under the following subheadings for a clearer perspective of the issues.

Objective 1: Ensuring Unfettered Access to 9 Years of Formal Basic Education

In a general sense, access can be described as the means or possibilities of entering a place. Access to basic education, specifically refers to the ways in which basic educational sub-system and policies are aligned and implemented to ensure or, at least, strive to ensure that children of school age have equal and equitable chances to take full advantage of basic education. Thus, access to basic education is the unrestrained freedom and equal opportunity of a child; having unfettered or seamless progress throughout the first 9 years of schooling. Hence, the operators optimize the components of basic education towards the development of the child for successful schooling experiences and future assimilation into the world of work. Access to basic education from the foregoing, simply means that admissions is open to those who are of school age to the end of basic education. And having successfully completed junior secondary school, are granted entry into senior secondary schools without any discrimination, and liberalising opportunities for every potential student to have equal opportunities to attend basic school (UBE 2005; Salihu & Jamil, 2015). It entails making it possible for every child to be availed the opportunity of basic education and to receive it. This implies that obstacles that may prevent anyone from taking advantage of the opportunities should be removed. Thus, every child of school age is provided with the opportunity for basic education and should be in school without any hindrance.

Making basic education accessible to the poor, street children, rural residents, migrant workers, indigenous peoples, minorities, refugees, and the disabled; and people of all categories are among the laudable intents of UBE. The extent of accomplishment of this objective is however, a matter of debate, even though stakeholders at all levels are convinced that much has been done in enlarging the access to basic education since the inception of the Programme. Enrolment into the Programme has increased. At the onset of the Programme a lot of effort was devoted towards ensuring an increased number of schools in the rural areas and for the urban poor according to the UBE's implementation guidelines (UBE 2005; Salihu & Jamil, 2015). However, when speaking on the issue of

access, the UBE policy objectives has fallen below expectation as the number of out-of-school children increased from 10.5 million in 2010 to 13.2 million children in 2017 and 14million in 2019, (UNESCO 2015; Taiwo 2018; World Bank 2019). The glaring failure of the unfettered access policy objective of UBE Programme is attested to by these millions of children who are not even in school at all. Again, transition from primary to junior secondary school is not seamless; since basic education is expected to end at the junior secondary school level, having to take examination for the purpose of admission into junior secondary schools is an unnecessary exercise.

Objective 2: The Provision of Free, Universal Basic Education for Every Nigerian Child

Basic education as the name implies is a basic human right that provides numerous opportunities for every child and prepares children for life and better integration into the society. Hence, every citizen must have free basic education. Provision of free basic education is of paramount importance if the goal of the system in bringing about societal development among others is to be attained. However, operationalising this free provision of basic education in Nigeria has become a herculean task due to the inability of many states' basic schools to provide equal and free opportunity to prospective seekers of basic education which often results in lowering the standards in basic education system, Uyang, Ojong-Ejeh. & Ejeje, (2017).

If the second objective of basic education is to be achieved, there is need for government at all levels to ensure that appropriate or commensurate increase in the school plant and other human resources that are needed to achieve the goal of free and the universality of basic education. Government must ensure that the facilities needed are provided and maintained. The free and universality goal of basic education can only be meaningful if basic education becomes functional to all beneficiaries - when there is adequate number of schools, provision of facilities and equipment for meaningful teaching and conducive learning environment. The UBE Programmes must be implemented by deliberate and concerted efforts between UBEC and State Universal Basic Education Boards (SUBEBs). The Local Education Authorities (LEAs), and Basic Education stakeholders at all levels must also be involved in order to fully realise the Education for all-EFA goals and the SDGs in every state, throughout Nigeria.

Despite the government's implementation of the free UBE programmes, the number of children not in school has increased due to limited ability of some of the states to make necessary provisions for free education and to pay the counterpart fund needed to access the UBE grant (Duru, P., Erunke, J., Nanlong, M. & Odama, 2020). There are several states in Nigeria that are insolvent, and this has made it difficult for them to access the UBE fund. Similarly, some of these states inherited huge debt profiles from previous administrations which have further limited their ability to pull monies together to access the UBE grant to be able to operationalise the free provisions of basic education, (Shekarau, 2014; Taiwo, 2018). The aspect of relieving parents is not achieved and the programme did not alleviate the other costs of schooling for low-income families. This is due to the fact that there are still other expenses that parents/guardians must attend to (school uniform, admission fees, examination fees, transportation, health care etc.).

Objective 3: Reducing Drastically the Incidence of Drop-Out from Basic Schools

Nigerian basic education has been over-burdened by high population growth and a significant demographic bulge in favour of school age children. The rapid expansion of

the nation's basic education in recent decades is quite commendable. However, there is also a failed attempt to deliver the resources to accommodate the demand. Therefore a substantial number of would-be pupils have been inadvertently turned away from the system. Although it is the aim of the government to provide adequate access to basic education for those who are of schooling age, the increase in enrolment over the years has made very apparent, the critical challenge of finding the necessary resources to support such massification of basic education. The entire absorption capacity of the basic school system in Nigeria is challenged, and constituting an encumbrance even up to higher education level, but this challenge is not peculiar to Nigeria, (Muftahu & Hazri, 2015).

The problem associated with the lack of capacity of the system to absorb and retain the number of school age children seem to have been exacerbated by increase in population which has led to an expansion in the demand for basic schools which is invariably an increase in the private and public cost of education. In this circumstance, dropping out of basic school is seemingly inevitable. Home-grown school feeding programme was introduced to help retain children in school and take a portion of the private cost to education off the shoulders of the parents. One of the critical problems poor people are daily faced with is the issue of not having enough food at home, and children from such poor households are likely to be denied the needed nourishment necessary to aid their development. Thus, school meals are a good way to channel vital nourishment to poor children and reduce private cost to parents. More so, having a full stomach also helps them to concentrate better on their lessons (WFP, 2010).

It also motivated parents to send their children to school instead of keeping them at home to work or care for siblings (WFP, 2015). As school feeding programme aimed at retaining children in schools floundered, dropout behaviour seems to be on the increase. According to National Bureau of Statistics Formal Education Sector Summary Report (2010-2012), close to 3 million children aged 6 to 14 years had never attended school in Nigeria. This represents 8.1% of the population of children within that age group. Also, reporting for the same period, about a million children aged 6 to 14 years dropped out of school. This represents 3.2% of the population of children in that age group that never attended school in Nigeria. This is most likely the reason why Nigeria did not achieve the MDGs Goal 2 which proposed all children of school age to have acquired basic education by the year 2015, the National Bureau of Statistics (2016). The net attendance for basic school in 2014, stood at 68.7% compared with 2012, which was 71%.

It can be seen that the increase in dropout rates (not children who have not been to schools at all) have increased the out-of-school children from 10.5 million in 2010 to 13.2 million children in 2017 and 14million in 2019, (UNESCO 2015; Taiwo 2018; World Bank 2019 NBS2021). In countries where school attendance is low, the promise of at least one nutritious meal each day boosts enrolment, reduced truancy and promotes retention of children in schools. This newly introduced as aspect of the UBE Programme was not successful and retaining children school is failing with foreseeable consequences.

Objective 3: The Acquisition of Literacy, Numeracy, Manipulative, Communicative and Life Skills, As Well As the Ethical, Moral and Civic Values Needed for Laying a Solid Foundation for Life-Long Learning.

Qualitative education provides an avenue for the acquisition of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values

needed for laying a solid foundation for life-long learning. It further enhances an understanding of the social political environment and cultural integration. All these are desirable in multi-cultural society like Nigeria. However, qualitative basic education can only be achieved in a conducive teaching/learning environment. In the words of Aguba and Ar (2016), it cannot be achieved in a system without adequate teaching and learning facilities as well as professional and well-remunerated teachers and these require adequate funding. Also, there are huge deficits in the physical and human infrastructure at the basic education level - dilapidated classrooms and ill-equipped workforce being common features because a huge portion of the UBE funds remained non-accessed. It is envisaged that the Federal Government's matching grants will fill the funding deficit gap at the basic education level; it is, however, a source of concern that many states delay or fail to access the matching grants because they default in the payment of their counterpart funds as at when due. The failure to access the funds has therefore reinforced the assumption that states place a low priority on basic education (Adedeji, 2015; Eze & Chidobi, 2017; Aguba & Ani, 2016). As at August 31, 2018, a total sum of ₦51 billion was not accessed by states, while as at the same date, only 13 of the 36 states and Abuja accessed the 2017 UBE matching grants totalling ₦18,008,804,569.70k (Duru, Erunke, Nanlong, & Odama, 2020). Poor funding and lack of prudent utilisation of funds had ensured that there are millions of children who are not even in school at all, while those in schools are not able to obtain the right kind of fundamental skills as a prerequisite for future development, (Taiwo 2018; Duru et, al 2020; World Bank 2021). Yet, this can only be achieved at the basic education level such that learners' interactions and integration at higher levels of learning and into the world of work later in life is not affected.

Conclusion

From available documented evidence, as indicated from the foregoing sections, while basic school enrolment supposedly continues to rise, there is no corresponding decrease in the number of out- of- school children. The number of schools may have increased but no sufficient effort was made to engage parents whose children and wards are out-of-schools. Neither the parents nor the government had sought to test the provisions of Section 2 of the UBE Act (2004) on free and compulsory basic education in the court of law. But the only increase recorded so far come from the private basic schools which continue to spread across Nigeria. The inadequacy of basic schools, learning facilities and insufficient carrying capacity of the basic schools in Nigeria to cope with the high demand for basic education occasioned by population explosion has put much pressure on the UBE Programme, it is therefore noted that access to qualitative basic education in Nigeria has not fared well and has constituted a serious and unfolding challenge that requires immediate and deliberate commitment and action by all stakeholders..

The Way forward

1. It is important that the Federal Government carry out a concurrent review the UBE Policy and other related policies like Home-grown School-Feeding Programme that would make the actualisation of the UBE objectives more realisable
2. Legislation should be worked upon to establish more realisable and reliable sources of funding to UBE projects and programmes.
3. Transparent and responsible fiscal management regimes should be introduced with dire consequences for violating such stringent financial regulatory framework and allied rules.

4. In order to solve the problem of distance of home to school (transportation fare), state ministries of education, Local education Boards should be advised to strictly make use of home addresses in allocating pupils to schools.
5. Section 2 of the UBE Act (2004) need to be enforced. Erring parents need to be punished to serve a deterrent to other parents. Once the Act is seen as paper tiger by stakeholders it's violation will be over-simplified.

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CHAPTER 35

SOCIOLOGY AND UNIVERSAL BASIC EDUCATION IN NIGERIA

Ayeni, Olaoluwa Temitope

Introduction

Sociology is as old as the creation of the world and man to have control which invariably makes interaction and meaning to actions evident which is the essence of sociology as the science of society. Man is a social animal and lives in a society. Society is made up of a network of human relationships which can either be at the micro or macro level. The word sociology is derived from the combination of the Latin word 'socius'; meaning 'companion' and the Greek word 'logos' meaning 'the study of'. The word means the study of companionship or social relations. Auguste Comte, a Frenchman is traditionally considered to be the father of sociology. Comte is accredited with the coining of the term sociology. Sociology essentially deals with social life, social change, the social causes as well as the consequences of human behaviours. People interact within the context of the structure of groups, organizations, and societies are the major sociological inquiring of the modern-day. Sociology is a behavioural science, which studies the social system, actions and interaction of individuals in society. It seeks to explain the nature of social order, social disorder, and the factors characterizing man's social life. (Teira, 2003).

There are many definitions of sociology as there are sociologists. For instance, Satapathy (2000) observed that sociology mainly focuses on the social relationships in society and how they affect various institutions in day-to-day activities. A network of social relationships is called society. Kingsley Davis defines sociology as "the general science of society". To him, sociology focuses on the institutions and interactions that exist among the people and their relation to the environment where it occurs. According to Park and Burgess, "Sociology is the science of collective behaviour" Marshall Jones defines sociology as the study of Man - in- relationship - with men. Max Weber defines sociology as "the science which attempts the interpretative understanding of social action in order thereby to arrive at a causal explanation of its cause and effects". Sociology encompasses all the elements of society; that is social relation, social stratification, social interaction, culture and institutions. Society is the sole concern of sociology. The central concern of sociology is the social relationships of mankind. While among the social institutions in the society, education in which the universal basic education in Nigeria is meant to equip the Nigerian child with the necessary basic knowledge that would make him or her functional member of the society.

Relationship between Sociology and Education

Sociology studies the relationship and interactions that exist among the various institutions in the Society. Institutions are structures established to perform some functions for the well well-being of the society. The relationship between the structures is termed a social system. A social system according to Hess (1999) is a totality composed

of interdependent parts. The parts that constitute the system are joined together stably and they mutually depend on one another for survival. Education as a part of the social system deals with preparing the children to become full members of the society. In the process of making them full members, the society fashions out its cherished values, norms, skills and cultural patterns to be communicated and inculcated into the younger generation towards its survival and continuity in the future. According to Gremin (2000), education is a deliberate systematic transmission of knowledge and acquisition of skills and sensitivities of culture.

Ajayi (2000) opines that it is a society that determines the educational system, aims and method based on its needs and interests signalling variations in content, method and objectives in education among the societies. Education in all its forms and totality seeks not to transform the society via human capacity development but with innovations, skills services and techniques for socio-economic and cultural transformation. The educational system remains the drive-through through which the state or society realizes its educational objectives.

The Idea of the UBE in Nigeria

In tandem with the Millennium Development goals (MDGs), the Federal Government of Nigeria launched a new educational policy in 2004, which has among other features, the Universal Basic Education (UBE) programme. Arguably, the Nigerian Education System has witnessed a catalogue of changes in policies and programmes because of political instabilities both in military and civilian eras. This beclouds meaningful planning in Nigeria's Educational System. Some of these changes have appeared to several people desirable while to others undesirable. This could be very dangerous particularly, as the future of Nigeria and Nigerians will be determined by the level of education being acquired. Basic Education is the foundation for sustainable lifelong learning. It provides reading, writing in numeracy skills. It comprises a wide variety of formal and non-formal educational activities and programmes designed to enable learners to acquire functional literacy. In the Nigerian context, basic education includes primary, junior Secondary and Nomadic Education as well as Adult Literacy. The Universal Basic Education encompasses the following levels of education in hierarchical order: Early Childhood Care Development or Pre-School/Nursery/kindergarten, Primary Education, Junior Secondary Education and the non-Formal Education. It could be adduced that Universal Basic Education is concerned with not only the young children but also Adolescent and Adults who did not have the ample opportunity of formal education. The main tenet of Universal Basic Education is to make sure that the many school-age children in the country today who are involved in hawking and other vices go to school. It is expected to be mandatory for all pupils within the target group in the 21st century (Okonkwo & Obineli, 2013).

The rationale behind the Universal Basic Education was perhaps rooted in the fact that education is an instrument of national development and transformation, as such: the role of education in the march towards development for any nation cannot be overemphasized and that education is generally concerned with the transmission of worthwhile values such as skills, knowledge and planned activities that can develop learners' potentials for national development according to Anaduaka and Okafor (2013). In this regard, education could be considered not as an escape from poverty but as an instrument for transformation and the development of the entire psyche of the total man.

Lower Basic Education and Its Origin in Nigeria

The idea of lower basic education in Nigeria is associated with the philosophy that a child's earliest experiences have an immense influence on the entire life of the adulthood which is rooted in Froebel's kindergarten curriculum which was unique because it was based on learning through play, an understanding of nature, and art appreciation. Here, there seems to be a consensus that Froebel believed that childhood should be separated from adulthood and sought to create a learning environment that would interest and accommodate young people, asserting that children's earliest experiences would shape their entire lives (Abdul, Asghar, Asad, Ghayoor & Saira, 2013). Froebel's educational idea itself has a direct link with the Montessorian method in terms of play and games provided for the child. Furthermore, it has been argued previously that there is an ongoing agitation for the implementation of the Montessorian method in the public schools in Nigeria rather than it being a thing of private individuals who make it a form for privileged children whose parents could afford it.

In the first instance, the question that comes to mind in the study of this nature is: what is the lower basic education in Nigeria? What are its purpose and structure? What are the challenges and shortcomings of implementing the full lower basic education in Nigeria? In an attempt to proffer an answer to the first question, Oburuoga (2016) argued that basic education is the education that every child, youth and adult benefits from based on the educational opportunities designed by a country to meet their elementary learning needs. Oburuoga adds that it is intended to equip learners with skills of literacy, numeracy, problem-solving as well as functional knowledge attitudes and generative skills that are determined by the environment. He states that the lower basic education is perceived as a takeoff board for preparing the citizens to meet the demands of the present Millennium. Hence, becomes necessary to look at the lower basic education curriculum and find out how much it has so far contributed to the achievement of the Millennium development goals.

It could be argued historically that the lower basic education programme is an offshoot of the Universal Basic Education which was part of the global initiatives to achieve Education For All (EFA) in 2015 in an attempt to reduce the problem of illiteracy and ignorance in Nigerian society to the barest of minimum level. In an attempt to respond to the global initiatives to achieve Education For All, the Federal Government of Nigeria launched the Universal Basic Education (UBE) programme in 1999. It could be argued that before this time, the government of General Olusegun Obasanjo had launched a Universal Primary Education in 1976 in what Akinjide(2015) observed to be the government's attempt to make universalization of the primary education a national project. Antecedents of the programme showed that it was abandoned mid-way; it is noted wealthy to mention here that the emergence of Universal Basic Education came at a time when the world needed efforts to tackle the problems of illiteracy, ignorance and diseases. This made it possible for almost the entire world to embrace the idea, and many countries especially in the third world like Nigeria started implementing it to meet the need of the time.

Arising from the above-painted scenario in the context of Nigeria, universal basic education embraces early childhood education which is six years of primary education in the context of this study is the lower basic education and three years of junior secondary school education which is termed the upper basic education. Then there is also the non-formal programme which is set to take care of those who dropped out of school. Akinjide

(2015) noticed that the target clientele are: children, adolescents, youth and adults which are those whose basic learning needs can be met to effect positive changes in the society. Deductively, the lower basic education could be seen as the education offered to children between the ages of six and nine to twelve as the case may be. It is the education that is fundamental and the bedrock on which the child's future career is built.

Basic education in the Nigerian concept can be said to be the provision of education from the primary up to and including the first three years of the secondary level of education. This means that education should be available to citizens who are willing to participate or benefit from the primary level which normally begins at the age of 6 for the majority of Nigerians. At this level, students are expected to spend at least six years and finish with a primary school leaving certificate and then take a common entrance examination to qualify for admission into the Federal or State Government Secondary schools in the country (Otomiewo, 2011).

The lower basic education as part of the Universal Education (UBE) programme is founded first and foremost on Nigeria's adherence to the universal declaration on human rights in 1948 which takes universal access to basic education. Amadioha (2008) observed that this point is reinforced by section 18 of the 1999 Nigeria constitution during the regime of President Olusegun Obasanjo, dealing with the fundamental principles of state policy that specified that the Government shall strive to eradicate illiteracy; and to this end Government shall as well when practicable provide; free, compulsory and universal primary education, free university education; and adult illiteracy programme. Amadioha noticed that the UBE was fashioned to actualize the ideas expounded in the National Policy on Education (1981 and 1997) which articulates: 'Universal basic education, in a variety of forms, depending on needs and possibilities, shall be provided for all citizens: life-long education shall be Nigeria's educational policy, educational activities shall be centred on the learners for maximum self-development and self-fulfilment: and efforts should be made to relate education to overall community needs.

Conversely, Adepoju and Fabiyi (2017) have argued that the act of the Federal Republic of Nigeria which gives a legal basis to basic education provides a compulsory universal basic education and stipulates penalties for parents who fail to comply with the provision. The issue of the relevance of the school curriculum to society has raised doubts as it has been observed that there is a growing rate of poverty which is an indicator of problems in the system. It was, therefore, suggested that it should be so structured that each individual will be equipped to perform some six life roles, for example, role as an individual, a producer, a citizen, a national consumer and a family member. As far as the provision of human and material resources is concerned, for the UBE to succeed, adequate provision should be made to produce sufficient qualified teachers and make them relevant within the limit of their area of specialization. Salaries need to be paid as at when due because it serves as a motivation factor towards productivity. This suggests that the lower basic education as part of the entire programme of the Universal Basic education was designed to fill the previous gaps in the Universal Primary Education of 1976. The question one needs to answer is whether the goals of the programme are being met or there are shortcomings, the remaining of this reflection would examine these aspects.

The Structure and Curriculum of the Lower Basic Education in Nigeria

Whenever the word 'structure' is mentioned, it indicates well-planned step by step procedures on which a particular goal of a given programme is to be achieved. The structure is a skeletal map of a particular programme that gives the direction of how the programme should be run. While curriculum gives a detailed subject that should be included in the programme of the educational system. Here, Moyinoluwa (2015) argues that the curriculum provides a basis for the contents, performance objectives, and activities for both teachers and learners, teaching and learning materials and evaluation guides are well stated in the curriculum of a given programme. It could be deduced from this assertion that attempts to operate outside the curriculum render any educational programme impotent. What is then the structure and curriculum of the lower basic education in Nigeria?

Godfrey-Kalio, Duruamaku-Dim and Kalio (2015) argued that when the curriculum is seen from the perspective of learning embraces all the experiences of the learner under the supervision of the school. It is therefore implied that curriculum implementation involves taking decisions on the selection of learning experiences to be imparted, the content, its organization and making conscious efforts to ensure that each phase of the curriculum process is implemented in line with its set objectives to achieve the overall goals and objectives of the educational programme. It could further be seen as the organized knowledge that society presents to the learner to achieve pre-determined goals of education. Hence, these writers maintained that the curriculum becomes relevant if it addresses current and anticipated needs, problems and aspirations of the learner and society. Godfrey-Kalio, Duruamaku-Dim and Kalio (2015) said that the structure of the basic education curriculum is to allow for proper planning in such a way to make the learning sequence simple, logical and practical. The proposed structure of basic education subjects includes: English studies, one major Nigerian language (Igbo, Yoruba or Hausa), Mathematics, Basic Science and Basic Technology, Social Studies, Civic Education, Cultural and Creative Arts (CCA), Religious Studies, and so on are incorporated in the basic education curriculum. These subjects are expected to provide the child among others, with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement.

Moyinoluwa (2015) observed that the Revised 9-Year BEC comprised the following subjects: English language, Mathematics, Basic Science and Technology, Religion and National Values Education, Cultural and Creative Arts, Business Studies, Nigerian languages, Pre-Vocational Studies, French and Arabic presented in the table below. English Studies, Mathematics, One major Nigerian Language (Hausa, Igbo or Yoruba) Basic Science and Technology; Basic Science, Basic Technology, Information Technology, Physical & Health Education (PHE), Religion and National Values Education; Social Studies -Civic Education -Religious Studies (CRS/IRK) - Security Education, Cultural & Creative Arts (CCA) and Arabic Studies (Optional) which have been approved by NICE.

Before the emergence of the separate lower, Middle and Upper Basic Education, the structure of the 9-Year Basic Education Curriculum was such that subject offerings ranged between ten and sixteen from Primary I to JSS III and almost every subject was a stand-alone subject. For example, Basic Science, Basic Technology, Physical & Health Education, Computer Studies/ICT, Christian Religious Studies/Islamic Studies, Civic Education, Home Economics, Agricultural Science, and Business Studies were all separate subjects. Igbokwe (2015) agreed with Moyinoluwa (2015) when he submitted that core

compulsory subjects in the lower are: English Studies, One Major Nigeria Language (Hausa, Igbo or Yoruba), Mathematics, Basic Science and Technology, Social studies, Civic Education, Cultural and Creative Arts (CCA), Christian Religious Studies/ Islamic Studies, Physical and Health Education (PHE), Computer Studies/ICT and one elective subject either in Agriculture, Home Economics or Arabic Language.

Purpose of the Lower Basic Education in Nigeria

It has been argued above that the lower basic education in the universal basic education is six years of compulsory schooling, Muftahu and Hazri (2015:150) argued:

The main goal of the implementation of the universal basic education program is to make basic education, which is composed of nine years of schooling at different levels, accessible and available for free for the benefit of every Nigerian child. Its objective is to promote the presence of objective thinking, relevant judgment, improvement of communication skills, increasing productivity within the family and the society, and understanding of the role of the individual in the pursuit of national progress and development. In addition, this kind of basic education scheme is also expected to allow children to have a way of thinking, skills, and attitude which can help them, in the future, to advance in the society to which they belong.

Furthermore, Muftahu and Hazri (2015) cited Edho (2009) agreeing and buttressing the above fact, when he noted that the vision of the universal basic education in Nigeria is to allow every child, after spending the required 9 years in an education program, to demonstrate skills related to numeracy, literacy, communication, and manipulative and life skills. This will be useful not only for the child but for the entire society as well. This should be achieved while having the necessary civic, moral, and ethical skills. Conversely, the mission of universal basic education according to these writers in the country is to act as being a rational energizer for having an assurance that the goals are achieved and that all the parties concerned are working in support of each other for the eventual realization of its motives. This fact as they noted was well articulated in the Federal Government of Nigeria (2004) in the National Policy on Education which recommends, "Basic education shall be of 9 years duration, comprising 6 years of primary education and 3 years of junior secondary education. It shall be free and compulsory. It shall also include adult and non-formal education programmes at primary and junior secondary education levels for the adults and out-of-school youths". In another word, the programme was also designed for the re-adjustment of the youth as well as the development of the child's survival skills which would enable him or her to be a functional member of the society.

Orji (2012) also attested to the above facts when he argued that the goal of the programme is to develop the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion, providing free and compulsory, universal basic education for every Nigerian child of school-going age, reducing drastically the incidence of early leaving from the formal school system, catering for the learning needs of young persons who, for one reason or another, have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education, ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life-skills as well as the ethical, moral and civic values for laying a solid foundation for lifelong learning. He added that the philosophy of the curriculum is that every learner who has gone through 9-years of basic education should have acquired appropriate levels of literacy, numeracy, manipulative and life skills; as well as the ethical, moral, and civic values needed for laying a solid

foundation for life long – learning as a basis for scientific and reflective thinking.

The Curriculum and Teaching Method of the Lower Basic Education

The analysis of the structure and the curriculum as seen above reflect a curriculum that is dominated by the societal values that need to be imposed on the child. The view expressed by Ering,(2014)suggests that the lower basic education programme is tailored toward a teacher-centred curriculum when he stated categorically that reforms of education may build new schools, make changes in the structure and curriculum recommend and prescribe teaching methods and aids, but only the teacher can apply them. This implies that, without adequate teachers, any educational reform (including UBE) can fail. Teachers are the bedrock of attaining any educational aims and objectives (including those of UBE). Furthermore, he maintained that the quality and calibre of teachers that serve the educational system of a country could serve as an index of the development and progress of the country and that the quality and even quantity of teachers in UBE could serve as indicators of the success or failure of the programme.

In the same vein, Osokoya (2013) argues that the New Basic Science and Technology (BST) curriculum covers three strands of basic education in Nigeria. The strands are lower basic education (primary 1-3); middle basic education (primary 4-6) and upper basic education (Junior Secondary School 1 – 3). In the Junior Secondary School, however, the subject is split into Basic Science and Basic Technology for more in-depth teaching and learning of the rudiments of science and technology respectively. Osokoya (2013) observed that while Ihebeve (2009) proffering solutions to challenges teachers face in their efforts to realize the goals of universal basic education in Nigeria stated the need for a student (pupil) oriented climate. This means that the teachers are expected to make the interest of the pupils to acquire knowledge paramount in their minds and act accordingly. The country's National Teachers' Institute (NTI) clarifies that the general objective of BST is to enable pupils to observe and explore the environment using their senses and their hands. The Institute have the under listed as the reasons why BST programme is an important aspect of the 9-year Universal Basic Education.

Similarly, but the aspect of in-service teacher education, Babalola (2014) also reports that curriculum and programmes were not addressing the needs of the serving teachers. Attention was particularly drawn to the poor state of the “sandwich” and distance education programmes usually organized for serving basic education teachers to upgrade or certificate them. Concerning the post-basic teachers, it was reported that few programmes existed for their professional development. Regarding organizational issues, it is equally observed that funding, monitoring and evaluation continued to be inadequate. Based on the available scientific evidences, the Federal Ministry of Education identified the following ten persistent challenges facing Nigeria in her efforts to improve teacher education and therefore, requiring policy attention: low ability to attract competent people into the teaching profession; low quality of entrants to teacher education institutions; infrastructural decay and inadequate learning equipment in teacher education institutions; insufficient mastery of curriculum content by teachers and lack of subject-specific methods of instruction haphazard teaching practice supervision and induction; insufficient professional development and training of teacher educators at all levels; low opportunities for [or low ability to update] continuing professional development and career improvement of serving teachers; irregular upgrading of teachers“ knowledge and skills in a rapidly changing world; unsustainable

funding of teacher education; and insufficient monitoring and evaluation of previous teacher education policies to ensure effective enforcement and implementation.

Challenges of the Implementation of the Lower Basic Education

As part of the problems of implementation of the lower basic education in Nigeria, is the fact that the programme has been saddled with a myriad of problems which serve as an encumbrance against its optimal performance and growth. This fact is well articulated in the submission of Igbokwe (2015) that the structures and appropriate activities that foster effective implementation of the curriculum are either inadequate or lacking in Nigerian schools. He observed that among the myriad challenges of Basic Education in Nigeria, are the issues of teacher quality and development, lack of enough specialist teachers; the dearth of relevant support materials for teachers and inadequate supervision and mentoring of teachers. It is also seen in the observation of Igbokwe (2015) there is a lack of relevant support materials that will aid the effective delivery of the curricula content in schools, such materials include computers, functional laboratories, learner-centred textual materials prepared by NERDC and some publishers to generate learners' interest and challenge them in innovative and creative thinking. Finally, there is a lament on Basic Education teachers are needed to be trained and retrained in their subject areas continuously, and resources are needed for the acquisition of consumables and non-consumable items required for teaching and learning the curriculum contents.

Some of the challenges facing the full execution of lower basic education in Nigeria are also highlighted by Oburuoga (2016) as follows:

Inadequate funding of the programme: Such a gigantic project as the UBE programme demands a huge sum of money. Unfortunately, the fund allocated to education as a whole is not enough to finance the UBE programme alone not to talk of other levels of education in the country. Much money is needed to sponsor researchers, seminars and workshops, provision infrastructural facilities and so on.

Inadequate infrastructural facilities: She observed that even though some schools have so far been favoured with the new UBE blocks, seats and other such facilities, are still lacking in many schools where teachers and their pupils stay under trees to have their lessons. Some schools still operate in very dilapidated classroom blocks without the necessary infrastructural facilities.

Inadequate staffing/insufficient number of teachers: The rise in the enrollment figures demands a corresponding increase in the numbers. Since the closure of teacher training colleges, the only means of turning out teachers is the production of NCE teachers by colleges of education, the NTI also produces NCE teachers through the sandwich programmes. If these NCE teachers were recruited as they finish the programme there would be enough primary school teachers. On the contrary, no recruitment is yet going on in some states. The situation now is that the teacher ratio situation is higher than the stipulated ratio of 1 to 40 pupils.

Adepoju and Fabiyi (2017) argued that Universal access to education has become a prime target for Nigeria in the last four decades and that Nigeria is a signatory of World Declarations on Education for All. The United Nations Organization (UNO), in article 26 of the Universal Declaration of Human Rights states in part that everyone has the right to

education, and this shall be free in the elementary and primary stages. The implication of this is that at the national and international levels, Nigeria is committed to the provision of basic education to all its citizens. As such, many attempts have been made in this direction but no appreciable positive results have been recorded. The problem of implementation continues to be a perennial problem to the fulfilment of a constitutional and social obligation to make access possible to all children as well as the necessary provisions that would make the programme meet its stated objectives.

Akinjide (2015) shares the same view on the problems facing the proper execution of the basic education when he stated that the Universal Basic Education programme in Nigeria is faced with multiple problems currently making it difficult to achieve the goals of Education For All in 2015. He maintained that unfortunately, some of these problems are those that led to the failure of the earlier education systems in the state. Identify the problems like lack of proper planning and monitoring, the politicisation of the programme, improper funding, lack of accurate data, and lack of involvement of teachers in the programme. In addition, he said that the presence of these problems has made it difficult to achieve close to a hundred per cent results in Universal Basic Education in Nigeria. Interestingly, the major area of focus for the government now is primary and junior secondary education. The other programmes like non-formal education and life-long learning only feature on papers, for lack of adequate strategies to sustain their implementation. Likewise, though governments have tried to sustain the in-service training policy, there has been little or no success in the areas of emphasis on skills acquisition in primary and secondary schools. It is noted in the report of Akinjide (2015) that the rate of dropout among these secondary school students is still high, and also Nigeria has a large number of out-of-school children and young adults with limited literacy and numeracy skills who have little hope of ever joining the formal workforce.

Shortcomings of the Lower Basic Education

Arising from the challenges discussed above, it could be stated categorically that there is the problem of teacher-centred curriculum, inadequate funding of the programme, lack of adequate infrastructural facilities, and inadequate staffing/insufficient number of teachers. Apart from these, Anaduaka and Okafor (2013) stated that there is a shortcoming of poor implementation of the New UBE Curriculum. The teacher is an important and indispensable tool in the achievement of educational goals in all educational institutions. He is at the centre of knowledge and learning. The curriculum process in Nigeria can be considered as consisting of 3 levels- what is intended, what is implemented and what is learnt or attained.

According to Anaduaka and Okafor (2013), there is also a shortcoming of poor Public Enlightenment. There are parts expected to be played by all stakeholders in the education business in the UBE scheme. However, most stakeholders seem unaware of these responsibilities and some are laws that must be obeyed. For instance, the enabling law of UBE has prescribed punishment for parents and guardians who keep their children and wards from school. Such offence is punishable by imprisonment or payment of a fine. Yet even to date, young children have still been seen hawking and begging for alms on the roads during school hours and nobody does anything about it. Finally, there is a shortcoming of poor Monitoring/Evaluation; the purpose of monitoring/evaluation of any program is to find answers to such questions as: What did the programme set out to achieve? Has the programme been implemented as planned? What steps/factors in the programme have either helped or hindered the achievement of the objectives?

Conclusion

A critical assessment of the universal basic education in Nigeria indicates that it has not achieved that aspect of building functional members of the society as one of the salient social institutions aimed at developing the knowledge capacity of the citizens in enhancing other social institutions in the country. The universal basic education in Nigeria from a sociological angle is meant to produce the human resources needed in other social institutions in the Nigerian society which is far inadequate with weak social institutions in the country.

It is evident with the rising of terrorism, banditry, kidnapping, cultism and other prevalent social – vices in the country that the universal basic education designed to take care of the societal challenges is yet to fully explore the sociological tools in tackling the menaces which reflect the failure of the universal basic education.

The issue of child labour and the increase in out of school children shows that the universal basic education program is yet to meet the societal needs in achieving a sane society which the programme is designed to address leaving a lacuna between universal basic education and society.

It becomes inevitable that the universal basic education must be redesigned in such a way to meet the current reality of the society with much emphasis on the sociological aspect of the education for the proper working of the society since education is the mirror of the society. The high rate of moral decadences in the society even among the pupils is an eye-opener to reality that there is need for the restructuring of the programme cum curriculum to explore more sociological tools which will enable the recipients internalize the ideal societal values for responsible citizenship and peaceful coexistence.

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CHAPTER 36

INTELLIGENCE QUOTIENT AND SOCIAL STUDIES ACADEMIC ACHIEVEMENT IN LOWER PRIMARY SCHOOL: RELATED THEORIES, CONCEPTUAL AND EMPIRICAL REVIEWS

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Introduction

Social Studies is one of the fundamental subjects that revolve round the total life of an individual, right from early childhood to adulthood. It is a subject that prepares and develops children holistically for remarkable adulthood. Social Studies is connected with human beings in all facets in order to make it possible for individuals to live happily, comfortably and peacefully co-exist within the nation and the world at large. It is an amalgamation of subjects like History, Government, Civics, Economics, Sociology or Anthropology and Geography. As a totality of experience that a learner is being exposed to, it enables them to study people in relation to their social, academic, economic, cultural, physical and psychological lives. It is concerned with shaping and an individual in a way that fosters peaceful coexistence of people and engaging in effective activities that could aid the growth and development of their society and nation at large.

This means that a country requires citizens who are not only critical and constructive thinkers, but also those who have strong social, political, and environmental values. Through its contents and techniques, Social Studies as a discipline and as a way of life aims to provide young learners with such knowledge, values, and skills. Its material is diverse and distinct, and its methods are rich in diversity (Ifegbesan & Lawal, 2017). The prime purpose of Social Studies is to help youngsters develop the ability to make informed and useful decisions for public interest as citizens of a diverse and multicultural, democratic society in an interconnected globe. This assertion indicates that a subject like Social Studies requires both cognitive development and emotional maturity of an individual in order to enhance a learner's academic performance (Babatunde, Benedict & Adu, 2016).

Kapur (2018) submitted in his findings that attitude of pupils, low intelligence quotient, school resources, leadership aspects, skills and abilities of the teachers, classroom environment, role of parents, social circle, visual and hearing impairments, counselling and guidance services among others as some major factors responsible for poor academic performance of pupils. Among all these factors listed above, this study gives close consideration to the intelligence quotient of the pupils as related to their academic achievement in Social Studies.

Kpolovie (2016) asserted that intelligence could be effectively defined, as assessed by the Culture Fair Intelligence Test, which has been approved for usage and has been verified and certified in Nigeria as the overall mental ability to rapidly learn, answer novel

problems, rectify abstract problems, create associations, effortlessly understand concepts precisely, think in a rational way, act thoughtfully, and most efficiently adapt to one's surroundings. Likewise, intelligence is an essential factor which can determine academic achievement in schools, and has an important role in pupils' future success. Similarly, Intelligence has an impact on a pupil's capacity to acquire new knowledge and information and use it as a foundation for processing and solving an issue. Individuals' cognitive abilities, such as reasoning, memorizing, understanding, having to learn, cognitive flexibility, and communicative skills, are strongly linked to intelligence. Furthermore, intelligence quotient (IQ) is a common term used to describe a set of mental functions that includes reasoning, planning, problem-solving skills, abstract thinking, concept comprehension, linguistic usage, and learning.

To this end, IQ is simply referred to as an individual's ability to respond appropriately to a stimuli received (Pratama, Syamsuri, Adi & Aloysius, 2015). Also, from the medical point of view, Adeboye, Katibi, Adegboye, Ojuawo, Afolabi, Buhari, Adegunloye, Bello, Omefe and Abdulazeez (2018) asserted that the intelligence quotient (IQ) is a numerical representation of a person's intellectual level when compared to the statistical distribution for his or her age range. It is calculated on numerous traditional scales by dividing the mental age (as established by psychometric tests) by the chronological age and multiplying the result by 100. A hundred is the average IQ score. It is normally distributed in the general populace.

Intelligence quotient increases with age up to about 18 years and then for the most part, adult life is rather stagnant. Those with an IQ of above 130 are extremely intelligent, whereas those with an IQ of less than 70 are learning disabled especially in the presence of mal-adaptive behaviour at the onset prior to developmental age which is 18 years. Therefore, for proper and adequate development of pupils' intelligence quotient, there is need for parents to possess good social economic background in order to provide adequate balanced diet for their children right from conception throughout the stage of early childhood till early adulthood. Also, there is need for good schools with stimulating and conducive environments for learning. Some other scholars further stated some underlining key factors that also contribute to the overall development of IQ are prenatal environment (like maternal nutrition and health status), natal events (like term of delivery, birth weight, etc.) or post-natal environment and daily habits (Bhinde, Patalia & Joshi 2015). Without addressing the above factors, one cannot achieve the optimum IQ. Likewise, academic performance is the prime motive for educators to improve students' learning and achievement. Academic achievement is one of the criteria used to evaluate pupils learning outcomes. It is the process of assessing a student's behavioral change at the end of a lesson. Students' success and academic progress are influenced by factors such as school types, their socioeconomic background, parental education, their intellectual level, personality, and so on. Both environmental and biological variables influence intellectual growth. As academic achievement is a good predictor of a pupil's academic success, it is important to identify the extent to which intelligence determines academic performance in order for children with average or even lower IQ to maximize their academic results (Chandra & Azimmudin, 2013). Hence, it is against this background that, this study is set to critically examine the intelligence quotient and lower primary school pupils' achievement in Social Studies in Osun State, Nigeria.

Related Theories

This study was premised on psychometric theory of intelligence under different contributors like Sir Francis Galton, Alfred Binet and Spearman. Psychometric theories are based on a model that portrays intelligence as a composite of abilities measured by mental test. The concept of intelligence as it is used today in the calculation of the intelligence quotient (IQ) can be traced back to Sir Francis Galton's work from around 150 years ago. Psychometrics began at the end of the nineteenth century, when Francis Galton established the Anthropometric Laboratory with the goal of determining psychological attributes through experimentation. Many alternatives to the psychometric technique have been proposed since then: sharpness of vision, colour sense, and eye judgment were some of the first factors of interest to be measured (Galton, 1884).

Galton used a range of exercises to try to measure such qualities, recording performance consistency and reaction times. Such tests produced a great deal of data, which led to questions that inspired the birth of psychometric theory as we currently know it. Almost quickly, two key characteristics of testing were discovered (Kelley, 1927). The first referred to the question of whether a test gave consistent results when used in similar situations. The concept of reliability was introduced in this query. In general, according to Borsboom and Molenaar (2015), a testing instrument is reliable if it produces the same results when applied to people with the same level of the measured attribute under the same conditions (e.g., to what degree does an IQ test yield the same score if applied to people with the same level of intelligence?). The test's ability to measure what it claims to measure is the second critical question. The term "validity" is defined in this question. Although, there are various definitions of validity, the textbook definition is that a testing instrument is valid if and only if it measures what it is supposed to measure (e.g., an IQ test is valid if and only if it actually measures intelligence). Finally, Galton felt that a person's intelligence might be determined by how hard they could squeeze their hands or how sensitive they were to musical pitch. Psychometric theories are generally concerned with the structure and organisation of mental abilities.

Sir Galton, the founding father of psychometric first introduced the concept of keenness of sight, colour sense and judgement of eyes in the assessment of children's intelligence. Galton believed that children with high attention span, high level of concentration and with good visual perceptions tend to have high intelligence quotient when assessed on tasks relating to all these and in turn perform better academically and vice versa. Another major proponent of psychometric theories is Theodore Simon (1873-1961), a Frenchman, and Alfred Binet (1857-1911), a Frenchman, who both rejected the Galtonian tradition, preferring to measure higher mental abilities such as judgement, comprehension, and reasoning. The approach became hugely popular after Lewis M. Terman (1877-1956) brought the Binet-Simon Intelligence Test to the United States and used a revised version of it. Originally developed to measure the intelligence age of weak students in France, the strategy became widely popular after Lewis M. Terman (1877-1956) brought the Binet-Simon Intelligence Test to the United States and used a revised version of it. When the Binet-Simon Scale was first introduced in the United States, it sparked a lot of attention. Lewis Terman, a Stanford University psychologist, standardized Binet's original exam using a sample of American volunteers. This adapted test, first published in 1916, was called the Stanford-Binet Intelligence Scale and soon became the standard intelligence test used in the United States.

Stanford–Binet Intelligence Scales (or Stanford–Binet, more commonly) is an independently administered intelligence measure, which Lewis Terman, a psychologist at Stanford University, revised from the initial Binet–Simon Scale. The Stanford–Binet Intelligence Scale was published in 2003 and is now in its fifth version (SB5). It is a cognitive and intelligent measure used to diagnose young children's developmental or intellectual disabilities. The test analysed five weighted variables, which include verbal as well as nonverbal subtests. Knowledge, quantitative reasoning, optical-space cognition, working memory and fluid thinking are the five parameters being evaluated. The Fifth Edition (SB5) of Stanford–Binet Intelligence Scale is focused upon the intelligence assessment scholarship framework. It evaluates all levels of capability in people with a broader age continuously and efficiently. It can also calculate multiple capacity dimensions (Ruf, 2003). The SB5 employed two concepts which are: Reliability and Validity. They are briefly explained below.

Reliability

Split-half reliability, standard error of calculation, plotting of test information curves, test-retest stability, and inter-scorer agreement are among the reliability tests performed on the SB5. The average IQ score for this scale has been found to be reasonably constant over time (Janzen, Obrzut, & Marusiak, 2004). Split-half reliability was used to assess internal accuracy, which was found to be significant and equivalent to other cognitive batteries (Bain & Allin, 2005). On average, the median inter scorer correlation was .90 (Janzen, Obrzut, & Marusiak, 2004). The SB5 has also been shown to have high precision at advanced levels of performance, making it particularly useful for assessing giftedness in children (Bain & Allin, 2005). Training effects and experience with testing procedures have only had a minor impact on retest reliability, but they have proved to be negligible. Because of the small mean variations in reliability, read administration of the SB5 can be done every six months rather than every year (Bain & Allin, 2005).

Validity

Roid received skilled opinions about the fairness of items and item quality, as well as items related to giftedness evaluation, which led to the discovery of content validity (Bain & Allin, 2005). With the SB5 scores, the potential for a variety of comparisons, particularly within or across factors and verbal/nonverbal domains, has been appreciated (Bain & Allin, 2005). Conclusively, Binet-Simon scale was created to identify kids who required educational assistance by measuring variations in their cognitive abilities (Urbina 2011). Lastly, Charles Spearman, a British Psychologist and a Mathematician (1863-1945), also made a significant contribution to the field of psychometric theory. Charles Spearman invented the statistical procedure known as factor analysis in 1904. Spearman claims that children who did well in one mental ability test also did well on others, whereas those who did poorly on one test also did poorly on others. Spearman invented factor analysis, a quantitative approach for examining patterns of individual differences in test results, to find the underlying reasons of these performance disparities. Linked variables are assessed for connection to each other in component analysis, and then the correlation of the similar items is evaluated to determine clusters or groups of the variables.

Spearman assessed how well participants performed on a variety of intelligence-related tasks. Pitch discrimination, weight and colour perception, directions, and arithmetic are examples of such tasks. He noticed that those who performed well in one area also performed well in others when he analysed the data he gathered. With this information, Spearman came to the conclusion that our cognitive skills are influenced by a single core

factor. This type of intelligence was named "general intelligence" by Spearman. All individual disparities in test scores, he found, are due to only two types of causes. The first and most essential aspect, which he refers to as the "generic factor" or "g," is present in all intelligence-related tasks. In all respects, if a task necessitates intelligence, it necessitates "g" regardless of the task. The second element is unique to each test. When someone undertakes an arithmetical reasoning test, for instance, his or her performance is dependent on a general factor that is common to all tests (g) and a specific factor that is connected to whatever mental operations are needed for mathematical concepts as opposed to other types of reasoning. Academic success, time reaction, employability, occupational prestige, generated income, and originality were all found to be connected with g. (Jensen 1982).

Alfred Binet and Theodore Simon took it a step further by assessing higher-order cognitive skills like judgment, interpretation, and logic. He and his colleague Simon devised questions that focused on skills such as concentration, memory, and problem-solving that are not expressly taught in schools. Binet used these questions to figure out which ones were the most accurate indicators of school achievement. He rapidly recognized that certain kids could answer more advanced questions that older kids couldn't, and vice versa. Based on this observation, Binet proposed the notion of mental age, or a measure of intellect based on the average skills of children of a given age group, by introducing the concept of intelligent quotient (IQ). This allows the researcher to take her approach even further by assessing kids of the same age range at various levels in lower primary school to identify their degree of intellect, as mental age is not always the same as chronological age. As a result, the researcher put students of class II through III through the same intellectual quotient test, which included higher ability functions. Their ability to answer higher mental ability through the intelligence question test helps to determine their mental age and the level of their intelligence quotient across the lower primary level.

Finally, Charles Spearman, who is credited with developing the factor analysis theory, felt that related variables should be assessed for correlation to one another, and then the correlation of the linked items should be evaluated in attempt to discover clusters or groups of different factors. When analyzing data, Spearman concluded that there must be one central factor that influences cognitive abilities termed general intelligence. He believed that there is a general factor possessed by every individual that is used to solve problems that are general in nature while the 's' factor on the other hand is used to deal with specialized skills. This factor analysis is identified to be the underlying sources of differences in performances in test scores in pupils. He believed that any pupils with the general factor will be able to perform well in all tasks relating to intelligence. He believed that pupils who performed well in cognitive test will be able to perform well in other tests because of the dominant 'g' factor. Structured intelligence tests, which evaluate 'g', are widely used in education for a variety of reasons, including the fact that they quantify cognitive ability, are easy to conduct, time saving, extremely reliable, and consistent. Other intelligence tests based on recent multi-dimensional theories exist in addition to g-based intelligence tests. However, due to their poorer subtest consistency, most of these tests make it difficult to estimate IQ (Coates, James and Baldwin, 2005). Educators frequently choose to employ IQ tests that can be administered quickly and provide quantifiable results that can be trusted (Coates, James and Baldwin, 2005). Considering the aforementioned benefits, educators have embraced standardized g-based intelligence assessments for more than a century.

Conceptual Review

Social Studies

Social Studies is a social science subject taught at all basic levels, Colleges of Education and tertiary institutions in Nigeria. The subject cultivates in learners the right attitudes, values and morals that will make them effective citizens and help them contribute positively to the development of the country. Social Studies exposes children to the total experience within their environment which they need in order to live actively and successfully in the world (Ogundare, 2010). Nigerian Educational Research and Development Council-NERDC (2008) defined Social Studies as a functional course that deals with everything that happens in the human society and the way man manages his life socially, physical and intellectually. More also, research findings over the years have revealed the importance of Social Studies as the basic tools for cultural understanding, citizen responsibilities and economic development. It is also recognized to play a vital role in contemporary societal issues.

Quartey and Afful-Mensah (2014) noted Social Studies is a study that gives young people the resources they need to solve personal and community challenges. As a result, Social Studies is a field of study that seeks to change or modify learners' behaviour in the path of acceptable attitudes and values through a process of understanding human beings' relationships with their surroundings and the willingness to supply answers to various complementing issues. This is in order to guarantee their continued existence, having been provided with the appropriate resource base. Education in Social Studies helps students to gain social awareness (i.e., people and places, knowledge of close and far [Geography], now and then [History] and civic effectiveness: the ability to think and act as a democratic citizen in a diverse nation and an interdependent world). It is a subject area of research attempting to bring together a wide range of historical, political, economic, sociological, geographical and anthropological subjects aimed ultimately at a holistic understanding of the society (Frost & Rowland, 2009).

Lawal and Oyeleye (2003) postulated that while cultivating democratic effectiveness, Social Studies helps students to respect their origins, explore their pasts, and consider their backgrounds, as well as recognize the interrelationships between individuals through time, societies, and cultures. Students will gain an understanding of how societies function through Social Science, as well as the knowledge and skills that will enable them to make informed and rational decisions that are expected of responsible and active citizens in a democratic society. It will teach them to value diversity and gain self-and other-respect while also teaching compassion and tolerance. Students can learn critical thinking and self-reflection skills as they learn about how experiences, beliefs, and views vary around and within cultures, helping them to build their own identities. So, it is important to give good consideration for the subject like this where the survival of every society lies (Jiboku, 2002).

Primary Education

Primary education is universally accepted as the foundation laying level of education in all nations of the world. It provides the mini-structural framework on which the quality of other levels of education is anchored. The International Standard Classification of Education- ISCED (2011) posited that primary education normally starts between the ages of 5 – 8, and it is designed to give a sound basic education in reading, writing and Mathematics along with an elementary understanding of other subjects to establish a

solid foundation for learning. Primary education is the education given to children aged 6- 12years (FRN, 2014). Children spend six years in primary schools and graduate with a school-leaving certificate. Subjects taught at the primary level include Mathematics, English language, Basic Science and Technology, Christian Religious Studies Islamic Studies, Social Studies, Agricultural science, Home economics and one Nigerian language. According to the National Policy on Education (2014), the objectives of primary education are to:

- a) Inculcate permanent literacy, numeracy and the ability to communicate effectively;
- b) Lay a sound basis for scientific, critical and reflective thinking;
- c) Promote patriotism, fairness, understanding and national unity;
- d) Instill social moral norms and values in the child; and
- e) Develop in the child the ability to adapt to the changing environment.

The (UNICEF) believes that providing children with primary education has many positive effects. It decreases poverty, decreases child mortality rate, encourages gender equality and increases environmental understanding.

Intelligence Quotient

The term "Intelligence Quotient (IQ) refers to one's level of intellect. The word was coined in 1912 by William Stern, a German psychologist. When Stern learnt about IQ assessments, he employed intelligence quotients to standardize the results of the evaluations he knew about. French psychologist Albert Binet developed the world's first intelligence quotient (IQ) test in 1926. In today's world, we refer to this as the Stanford-Binet Scale. IQ categorization is the practice of IQ test publishers of labeling IQ score ranges with group titles such as "superior" or "average," and categorising them as such (Wechsler, 2012).

It is possible to evaluate a person's intellect by measuring his or her Intelligence Quotient (IQ), which is a ratio based on standardised exams. For the first time, German philosopher and psychologist William Stern used the German phrase Intelligence quotient to explain the concept of intelligence quotient in his book 'The Psychological Methods of Testing Intelligence' published in 1912. These tests are often not a direct measure of intelligence, but rather a solution of an equation of intelligence, age, which is generated by multiplying the test's questions by a hundred, which is a generally closed figure of intelligence, rather than a direct measurement of intellect (McCall, 1983).

Classification of Intelligence Quotient

According to Morgan, Knig, Weisz and Schopler (2006), Intelligence Quotient can be classified and described as presented in Table 2. The Table also indicates the percentage of population having each of IQ.

Table 2.1: Classification, Description and Percentage of Population of IQ

Intelligent Quotient	Description	% of Population
130 and above	Very superior	2.2
120 – 129	Superior	6.7
110 – 119	Bright normal	16.1
85 – 109	Average	59.1
70 – 84	Borderline	13.6
55-69	Mildly mentally retarded	2.1

40 – 54	Moderately retarded	mentally	0.1
25 – 39	Severely	mentally retarded	0/0003
Below 25	Profoundly retarded	mentally	0.0000005

Source: MORGAN, King, Weisz & Schopler, 2006

Academic Achievement

It is the degree to which a student, teacher, or school has achieved their short- and long-term academic objectives that is measured by academic performance. As defined by the Encyclopedia Britannica, academic performance is the assessment of students' success in a range of academic courses. Teachers and education authorities often evaluate students' achievements based on their classroom performance, graduation rates, and scores on standardized examinations. Graduating from elementary school and earning diplomas from secondary schools and bachelor's degrees are seen as signs of academic accomplishment. As described by Lindquist (1957), accomplishment may be defined as the degree to which a person can execute on preconceived facts and ideas both numerically and qualitatively. Notice that Lindquist used the word "capacity to perform" while describing his abilities. A student's capacity to perform is conceived as the intellectual ability to accomplish in learning disciplines such as language, arts and Mathematics from just an educational standpoint (Mayer, 2011). According to Steinberger (2002), this same premise of achievement encapsulates pupil competence; it is multi - faceted; it is closely interwoven to human functioning in the cognitive domains, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, from a student's life in public school to their post-secondary years and into their working lives.

The idea of academic success, according to Koretz (2007), is particularly prevalent in the social sciences, where it refers to the mastery of knowledge and abilities. It may also be described as one's ability to do well on a given exam or task. In addition, schooling system has been conceptualized as having both inputs and outputs. Students' quantitative traits may be viewed as school inputs, but student's achievement test scores can be seen as measures of school output, (Hanushek and Wobmann, 2009). The measurement of students' performance has piqued the attention of teachers, policymakers, and researchers in recent years. This is especially true in Nigeria, where the Minister of Education established the National (Ministerial) Committee on Monitoring of Learning Achievements in 2012, which has since become a model for other countries. The Committee was tasked with the duty of establishing a national design that would institutionalise learning assessments in Nigeria and elevate them to the level of international best practices and standards.

Researchers have used a number of different approaches to evaluate students' academic achievement. Performance and accomplishment may be evaluated via school-based assessments such as final grades, grade point averages, and teacher evaluations, among other things. Specific categories of academic performance are measured by standardised achievement tests, but other researchers such as McCall, Evahn and Kratzer (1992) suggest that standardised achievement tests are almost equivalent to IQ tests (Petrill & Wilkerson, 2000). Standardized achievement tests are more trustworthy and more strongly connected with cognitive capacities than grades since instructors' evaluations of pupils may be impacted by students' personal traits (Jensen 1982).

Educators, policymakers, and parents are all concerned with educational accomplishment as an educational output, thus academics have concentrated their attention on the underlying variables of achievement, and specifically, how educational outputs differ, depending on the qualities of the input data. Students' educational results have been investigated via a series of questions, which have looked at aspects such as parental involvement and school climate, as well as determinants such as race and ethnicity.

Empirical Review

There are so many studies on intelligence quotient, gender and its environmental determinants all over the world. Imlahi (2015) used many tests and analyses in his study, Intelligence quotient and its environmental factors in children, data were collected through questionnaires and intelligence assessment to analyse the relationship between the intelligence quotient (IQ) and some of the environmental factors that were narrowed down to the eight elements: TV, Gender, Sleep, Breakfast, Parentless, Grades, Sport, and Home issues. The sample, which comprised 74 students, was subjected to a separate variance t-test, ANOVA analysis, and Multiple Regression analysis. Because sleep helps to relax mental and physical strengths and organize memories and ideas, any drop in sleeping hours will result in decreased productivity, an increase in heart issues, and, most importantly, a decline in intelligence quotient. Furthermore, since they underline the importance of both in children's life, sport and breakfast have a significant link to IQ. Finally, family problems increase a child's IQ by pushing them to think more slowly.

Also, Naderi, Abdullah, Tengku Aizan, and Sharir (2010), disclosed in their study where students' intelligence was assessed using three different intelligence tests, the results showed no significant difference between males and females in terms of which aspect of intelligence was linked to academic achievement, despite the fact that intelligence was not related to academic achievement for both genders. As a consequence, differing characteristics of intelligence and academic accomplishment do not matter for males and females when examining the link between intelligence and academic achievement. This might be one of the explanations behind the ambiguous findings of earlier research on the link between intelligence and academic success. One possible explanation for this result is that men and girls who have not succeeded in particular facets of intellect are less likely to succeed in other areas. The results of this investigation are in line with previous research (Deary Strand, Smith & Fernandes, 2007). Many academicians and psychologists' assertions are called into doubt by the present research. Furnham and Buchanan (2005) discovered that intellect differed between men and women. Males had much higher estimations of general intellect than females, according to the researchers' findings. Sophie, Danielle, Dolan, de Geus, Colom and Boomsma (2006) discovered that sex disparities on the subtests of the intelligence test were due to sex variations in general intelligence. With the exception of digit of symbol substitution, men outperformed females on all subtests (information, arithmetic, and matrix thinking).

Empirical Review on Intelligence Quotient and Academic Achievement

Kpolovie (2016), in his research, titled "Intelligence and Academic Achievement" A Longitudinal Survey," shed further insight on the relationship between intelligence and academic achievement, despite the fact that Social Studies was not one of the subjects evaluated in the longitudinal survey. In his findings from this longitudinal research study series, Kpolovie (2016) confirmed that a student's academic or cognitive achievement in a single subject (for example, mathematics) is equivalent in terms of both junior

secondary and senior secondary schooling with other cognitive tasks, such as the English language (Kpolovie & Obilor, 2013). When knowledge is held constant or partly accounted for, there is no longer a significant correlation between academic achievement in Mathematics and English Language.

These findings back up scientific findings that students' academic achievement ratings across seemingly unrelated school subjects are positively correlated as a reflection of an underlying general intelligence, as proposed by Charles Spearman (Spearman, 1927) and confirmed by other researchers' work (Gottfredson, 2008; Hunt, 2011; Plomin and Spinath, 2004; Kamphaus, Winsor, Rowe, Kim, 2005; Horn McArdle, 2007; Johnson, Nijenhuis & Bouchard Jr, 2008; Mackintosh, 2011; Davidson & Kemp, 2011; Flynn, 2011; Deary, 2012). The findings corroborate those of Lindwall, Ljung, Hadžibajramović and Jonsdottir (2012) on academic achievement in 4th and 7th grade; Veltmann, Raudsepp, and Pullmann (2011) on general mental ability predicting mathematical achievement; Lipi (2013) on students' intelligence and academic achievement in Albanian Universities; and Deary, Stand, Smith, and Fernandes (2007) on intelligence and educational achievement, all of which found a statistically significant relationship between intelligence and educational achievement. As established in earlier research, mathematics and English language accomplishment are highly influenced by an intelligence component, general mental capacity or general intelligence, but this study will focus on Social Studies in terms of intelligence.

In conclusion, Akubuilu, Iloh, Onu, Ayuk, Ubese and Ikefuna (2020), who studied academic performance and intelligence quotient of primary school students in Enugu, found that the percentage of children with optimum IQ was higher than that of children with suboptimal IQ in their research. This was in contrast to findings from other research that used the same method to measure IQ. Similar studies found that 69.7%, 62.7 percent, and 83.4 percent of respondents had substandard intellect respectively (Ejekwu Ene-Obong and Oguizu, 2012). Akubuilu et al. (2012) found a link between age and IQ. Those with the highest IQ scores were much younger than those with the lowest IQ scores. Raven's test was also completed much better by the younger age group (less than 10 years), according to Ejekwu et al. (2012). It has been hypothesized that younger children pay more attention to instructions, which might explain why they do better.

In Ethiopia, Abebe, Geleto, Sena and Hailu (2017) found that pupils in grades 4 and above had a better chance of excelling academically. This is due to the fact that for efficient learning, sustained attention, which grows with age, is required, and younger children lack it. In this research, there was a substantial link between IQ, academic achievement, and socioeconomic level, with those in the middle and lower classes having lower IQs than those in the top class. They had a two-to-three-fold higher chance of doing poorly than the upper class. Lower socio-economic indices had a substantial impact on intelligence scores, according to Adedeji, John, Okolo, Ebonyi, Abdu, Bashir (2017) and Ejekwu et al. (2012), whereas Abebe et al. (2017) and Ampofo and Osei-Owusu (2015) found a link between academic achievement and socio-economic status. Akubuilu et al. (2012) went on to say that a third component might regulate the association between socioeconomic class, IQ, and academic performance. The lower IQ is mostly due to the unfavorable environmental circumstances that come with poverty. Indicators of social disadvantage, such as the risk of diseases/illnesses such as iron deficiency anemia, undernutrition, and a poor level of parental education, are widespread among people in

lower socioeconomic groups and may contribute to cognitive impairment (Asmare, Taddele, Berihun & Wagner, 2018).

Conclusion

It could be concluded that the psychometric theory of intelligence portrays intelligence as the sum of one's mental test-measured ability as various proponents believed that intellectual activity depends upon a general ability which helps to apply relationships to raw but similar situations. In addition, the theory believes that children who perform well in various tasks relating to intelligence such as quantitative reasoning, picture concept, comprehension, vocabulary, block design could also perform well in other areas.

Recommendations

- i. Intelligence quotient test should be frequently conducted for pupils as this will enable teachers and school managers identify pupils' abilities and overall achievement in Social Studies.
- ii. Parents should be educated on the intelligence abilities of their children so as to set realistic expectations based on their children's ability and overall academic performance.

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CHAPTER 37

DISCIPLINING SCHOOL ADOLESCENTS AT BASIC EDUCATION LEVEL IN NIGERIA

Orji, Evelyn Ijeoma

Introduction

Ensuring discipline in-school adolescents at the basic education level in Nigeria has become one of the basic needs of educational objectives because of the dire need to have disciplined individuals in our educational system. Given this mission, school administrators, teachers, and all those saddled with the responsibility to discipline are to engender an inclusive social environment that promotes fair play, health, safety, and learning. The role of discipline in the 21st-century society is to ameliorate the lowering moral standards and negatively reinforce indiscipline among adolescents and proliferate of negative models of behavior in our school system.

The discussion in this chapter is organized under the following objectives;

- The basic education in Nigeria
- School as a social system and the prime role of discipline
- Profile of in-school adolescents
- Forms of indiscipline manifestation or conducts among in-school adolescents
- Risk factors that dispose in-school adolescents towards misconduct.
- Whose responsibility is it to discipline students in schools – the rights and discipline
- Perspective on students' rights and discipline
- Students' rights violation
- Assessing the practice of corporal punishment and alternative forms of school discipline and their impacts.

The Basic Education in Nigeria

The Universal Basic Education (UBEC) programme in Nigeria covers nine(9) years of free and compulsory formal basic education. Basic education covers primary education (6years of schooling), and junior secondary education (3 years of schooling).(ubec.gov.org). Basic education is the minimum education obtainable in the Nigerian education system. It has two levels , the lower basic (primary 1 to 6) and the upper basic(JSS1 to JSS3). To Akor and Amadioha (2020),basic education is the most fundamental education that is given to citizens It is the foundational educational level (Kanno & Onyeachu, 2015), therefore all further educational offerings depend on the its success in building up individuals with marketable skills that would enhance self reliance (Fowowe, Akinkuotu & Shittu,2009) and job creation ability. A reflection on the well articulated objectives of the UBE programme would imply that apart from developing permanent literacy ,numeracy and communication skills,,the recipient should be well socialized in desirable societal norm and values for functional and adaptive

life in any place he or she chooses to live. It is also expected that a successful completion of upper basic, an individual is awarded the minimum first school leaving certificate, which is the Junior Secondary School certificate (JSSCE) or the Basic Education Certificate Examination (BECE). The society also expect that the basic education school leavers are disciplined and have acquired the competency expected and aptitude for any desired vocation or transition to senior secondary school.

School as a Social System and the Prime Role of Discipline

The school is a social unit or organization operating as a system, it ensures the collective role-play of members to achieve set educational goals and objectives. The school being a formal organization has a defined organizational structure that is arranged hierarchically beginning from the management down to the lowest cadre. A typical organizational structure is seen in the school's organogram where from the top is the principal or head teacher and their deputies, down to other teachers and to the students or pupils. These hierarchical organizations sometimes are in two parts; the organogram for teaching staff and the other for non-teaching staff. The essence of this organized role is for orderliness.

The school runs a bureaucratic structure with rules and regulations and defined roles or responsibilities for members. This forms a social climate encompassing formal interpersonal relationships.

Administratively, the principal, head teacher and other teachers including the school guidance counselor directs the behavior and teaching of students or pupils. Ideally, the line of authority and communication should flow from top to bottom fulfilling the hierarchy structured in the organogram. For example, Obedience should flow from bottom to top with respect being shared in reciprocation. However, these expectations do not always turn out as intended as people would disobey the rules and flaunt the regulations. Hirschi (1969) in his theory of crime noted that humans have a natural instinct to deviate; a result social control is inevitable in society. Hence the social controls in the school are the administration of rules and regulations and enforcing compliance through sanctions and punishments. Therefore, the prime role of discipline is to maintain order, thrive morals, and respect the rights of all individuals for peaceful and cohesive interpersonal relatives in the quest to attain the goals of education.

Schools in their discipline practice are expected to mold students' character to align with positive societal ideals. This should be achievable through the school curriculum and co-curricular activities that are targeted at inculcating a positive lifestyle of discipline. The school should promote moral values with the intention to discipline students in character and learning. Through subjects like Religious Education, Social Studies, Civic Education, Government and History, children should learn and internalize positive attitudes and behaviors. Sustainably through co-curricular activities like sports, drama and theatre, students should learn responsibility and leadership behaviors to become good leaders in their time. Though children should learn morality from their homes, the school is still expected to consolidate on desirable behavior patterns that the child brings with him to school and negatively reinforce the undesirable behaviors. Therefore, discipline is very important for everyone, particularly for the proper adjustment and adaptation of the growing individual. Supporting the role of discipline in a person's wellbeing, Edinyang, Ushie, and Umoh (2018) noted that the central idea of education is mainly the transmission of knowledge and societal values. Therefore, building the goals of school discipline includes;

1. Maintaining an adequate social school environment for learning.
2. Maintaining orderliness, cohesiveness, and social adjustment.
3. Promoting unity and cooperation
4. Inculcating social skills needed for effective interpersonal relations
5. Building trust in members of the school community especially between teachers and pupils or students to promote learning and disciplined behavior.
6. Promoting school unity, collective identity, oneness, and reputation
7. Inculcating socially desirable norms and values into pupils and students in preparing them for proper adaptation and adjustment in the larger society.
8. Impacting positive influence on both the individual and the classroom environment
9. Helping pupils and students learn about consequences, instill collective values, and to encourage behavior that is acceptable for the classroom (users.metu.edu.tr., 2016)
10. Promoting positive correction of questionable behavior within the classroom. (Education Development center, 2013).
11. Learning to own one's behavior contributes to positive growth in social-emotional learning. (Chadsey & McVittie, 2006)

Profile of In-school Adolescents

Adolescence is a period of the human life span between childhood and adulthood. Some authorities peg this period as between ten to 19 years of age (World Health Organization, 2014). The adolescence period is characterized by rapid physical maturation, pubertal changes, and sexual maturation. Hall (1904) noted that the rapid changes during this period of life cause lots of confusion, worries, and problems for some adolescents. Adolescents are individuals within the adolescence period of life. They are teenagers and those who are in the school system be it at any level of education could be regarded as in-school adolescents.

Physically, intellectually and behaviorally, three distinct but interrelated phases of adolescence can be identified. These are;

Early adolescence (10-13 years) is characterized by a spirit of growth, and the beginning of sexual maturation. At this level of development, young individuals are beginning to think abstractly.

Mid adolescence (14-15 years) show the completion of the main physical changes as the individual develops a stronger sense of identity, manifesting a stronger ability in an interpersonal relationship with friends and peers. The cognitive pattern becomes more reflective during this period.

Later adolescence (16-19 years) show a more adult looking young person. The adolescent now has a distinct identity and more settled ideas and opinion.

These changes experienced by a typical adolescent human being may vary for many due to individual differences as determined by biological make up, and or environmental influences. These differences are part of the challenges for educators in their role to discipline in-school adolescents and promote their moral development. The focus on moral development in adolescence has been driven by many reasons which include;

- Adolescence is seen as the foundation for adulthood – therefore discipline received has far reaching effect on adult person's adjustment.

- Adult moral character is given shape in adolescence. That is by controlling the influences acting on the adolescent to help set the moral character development on the correct path.
- Adolescence has qualities that make it developmentally distinct from childhood. As a result of these distinct qualities, the moral character can be transformed between childhood and adulthood.
- Adolescents spend less time with their parents and more time with peers. As a consequence, adolescents are probably more influenced by their peers. Therefore, undisciplined peers would serve as negative models.
- Age-graded changes are experienced. Among these are transition into romantic relationships as a consequence, moral life has new challenges, opportunities, and influences.
- Adolescents demonstrate a variety of skills and expertise related to moral life such as abilities to infer the perspectives of others, understand the self, and solve social problems (Eisenberg, & Fabes, 1998)

Forms of Indiscipline Manifestation or Conduct Among in-School Adolescents

The problem of indiscipline among in-school adolescents in many schools in Nigeria has continued to be debated by education stakeholders, particularly on how to proffer a lasting solution to it. The reason is that everyone is affected by the quality of behavior of students in school. A disciplined student is one whose actions and inactions and behavior conform to the pre-determined rules and regulations of the school (Ali, Dada & Isiaka 2014). Indiscipline behaviors are undesirable and can lead to questions about the quality of disciplinary practices in schools and the quality of education society is delivering to her young ones.

Indiscipline is any form of misbehavior that a student can manifest in the course of learning in the class, and social interaction in the home and school environment. Some of these misbehaviors or conducts include the following; disobedience, stubbornness, disrespectfulness, hostility, violence, use of abusive or foul language, stealing, lateness, inappropriate uniform, troublesomeness, arrogance. Among other unruly behaviors such as drug abuse and theft (Nwaniki, 2018). Indiscipline manifestation among in-school adolescents also includes delinquent behaviors, bullying, and dishonest activities (Orji, 2021). Indiscipline among in-school adolescents' manifests in the form of minor infractions, major infractions, and intolerable offenses. Students manifest different types of indiscipline behaviors such as boycotting lessons, watching and practicing pornography, lies telling, violence, dishonest, disobedient to teachers, school prefects, and administration, raping, alcohol consumption, confronting and stabbing teachers in schools, vandalism, lateness to school, cultism, drug abuse, insulting or assaulting, stealing and rioting (Ngwokabuenui, 2015), among many unruly activities. Depending on the gravity of these misbehaviors, students are disciplined accordingly.

Risk Factors that Dispose in-School Adolescents towards Misconduct.

Risk factors refer to those causes or determinant factors that dispose in-school adolescents towards misconduct or indiscipline. According to Nwaniki (2018), the causes of Indiscipline in the school are associated with: over-protective guardians, peer pressure, inconsistency of punishments, poor parental care, and drug abuse.

Whose Responsibility is it to Discipline Students in Schools? – The Rights and Discipline

In a legal principle derived from the English law of 1970, teachers are considered to be authority figures that may act like parents to discipline the child just as their parents do (Conte, 2000). Conte further noted that based on legal/religious opinion that it is acceptable for parents to physically punish their children. Thus, it is fully acceptable for the teachers to act like parents. Implying that teachers have the right to discipline students in school just as parents at home have the right to discipline their wards at home. This means that teachers acting as 'Locus Parentis' to children in school have every right to discipline them.

Mbua (2003) avers that the principal is the ex officio of the disciplinary council that tries students whose conduct is not satisfactory. Therefore, principals as the administrative head of the school have records of students' indiscipline and are in a better position to explain to other stakeholders like parents the conduct of their children or wards based on insights from the reviewed literature it can be concluded that the right to discipline in-school adolescents belongs to the school authority figures recognized as constitutional members of the school administration. These persons include the principals or head teachers and their deputies, classroom and subject teachers, Labor masters/mistresses, and students' prefects. These authority figures have the responsibility to interpret the rules and regulations guiding students' conduct and to administer appropriate sanctions to defaulters and rule breakers with the view to correct and modify unwholesome conduct.

Perspective on Students' Rights and Discipline.

The term discipline is applied to the punishment that is the consequence of breaking the rules and not adhering to regulations. Discipline is for guidance and control of pupils' or students' behavior. Discipline set limits to help members of the social unit relate more appropriately and uphold moral behavior which promotes a conducive atmosphere for learning and social interactions. The school organization is governed by rules and regulations, which are communicated to all usually in a handbook. The handbook may contain expected standards of school uniform, school punctuality, social conduct, and general academic expectation.

The aim of discipline is to set limits restricting unwholesome behaviors, attitudes and delinquent tendencies that can obstruct academic activities, school routines, undermine school policies, norms and traditions (users.metu.edu.tr.; 2016).

Students Right Violation

Human have rights and as citizens of a society they have fundamental human rights that help them live and function as law-abiding people under the constitution and laws that bind them. Based on this, students as humans and citizens just like their tutors, teachers and other members of the school community also have rights. Members of the school community have an ethical responsibility for one another and to treat people with fairness and dignity. Issues of violation of student rights occur in the school on a daily basis (gross action and inaction, negligence of student needs, etc.) but most often they are overlook because of a lack of proper understanding about responsible behavior that members should have towards one another. Another reason why these issues occur according to Dunklee and Shoop (1986), is that teachers' programmes often do not prepare teachers to understand the relationship of the constitution, statutes, and judicial

decisions to the daily process of delivering their services such as in teaching advising and in supervision. Taylor (2001) avers that, in this 21st century, the vast amount of legal action requires educators to possess a basic understanding of the laws that impact them and the concerns that arise frequently in education law.

Therefore, it should be seen as a necessary requirement to help the teacher and school administrators gain and practice this understanding. There are a lot of atrocities being committed in the school system these days in the name of correcting the misbehavior of students. Understanding education law is imperative in basic education for better service delivery in a friendly learning environment (Orji, 2022).

There are two specific subcategory of education law that are specifically relevant for teachers. These are tort liability and students' rights. Teachers must recognize, respect, and uphold the dignity and worth of students as individual human beings and therefore deal justly and considerably with students. This legal responsibility mandates that teachers and school administrators and all those who are authority figures are expected to underrated students and avoid violation of those rights knowingly or unknowingly. Also the education law outlines how teachers can be held professionally accountable if they engage in any misconduct which could put a student at risk (Department of Education Certification Regulations 2010).

In the school system teachers have always been looking upon as more knowledgeable. In teachers-students relationships or interactions, they have the right to position of power over their students. In like vein the students should abide under their direction. Each party respects the cordial relationship, therefore knowledge of education law is important for effective basic education delivery.

Education Law

This refer to the statutes, regulations, cases and policies governing education and the resolution of disputes in educational institutions. Students' discipline at Basic Education level is one of the issues for resolution within the law.

Education laws in Nigeria include; National examination Council Act, (NECO)Establishment Act, National Secondary Education Commission (EDC)Act, Nigerian Education Bank Act, West African Examination Council Act, Universal Basic Education Act, Child's Rights Act, African Charter on Human and people's Right (<https://thenigerianlawyer.comzeduca...>). With these laws, supposedly to guide individuals' behavior in school governance and discipline, it is expected that the school authority figures comply with them(Oloko, 2014). The Child Right Act.2093(CAP C50) section 11(d) states that "no child should be held in slavery or servitude, while in the care of a parent, legal guardian or school authority, or any other person or authority having care of the child" (Koko & Osazuwa,2019). However, and unfortunately too, in discipline of students some teachers and administrators do so without knowing the legal implications of violating students' fundamental human rights (Ambode, 2010). This is probably because, they do not know or are over-zealous in discipline or letting out bottled aggression. The 1999 constitution of the Federal Republic of Nigeria notes that any chastisement that amount to an inhuman treatment is a breach of the fundamental right to dignity of human person. (Section 34). The inhuman treatment being an intentional interference amounts to assault and battery, which the educational law related to criminal matters forbids in Nigerian schools. In the Criminal Code Acts(CAP77). sections 252 to 253 and sections 351 to 369, Penal Code (CAP89). sections 264,391 and 400.

Therefore, since students at the basic level of education in Nigeria are human subjects, their fundamental human rights should be respected and not violated during the course of their schooling years. These fundamental rights as contained in the 1999 constitution are: Right to Life, the right to dignity of human person, the right to personal liberty, the right to fair hearing, the right to private and family life, the right to freedom of thought, conscience and religion, the right to freedom of expression and the press, the rights to peaceful assembly and association, the right to freedom of movement, the right to freedom from discrimination and the right to acquire and own immovable property anywhere in Nigeria. In line with adequate knowledge of the law, anyone can seek redress in cases of violation of any of the above rights by engaging the services of a good lawyer through the state or the federal High Court in Nigeria.

Summary of Necessary Legal Reform to Achieve a Full Prohibition of Corporal Punishment in School.

Prohibition is still to be achieved in the home, alternative care settings, daycare schools, penal institutions, and as a sentence for crime.

Article 295 of the Criminal Code (South) article 55 of the Penal Code (North) and the Sharia penal codes in the Northern States confirm the right of parents to use force to 'correct their children.

The near universal acceptance of a degree of violence in childrearing necessitates clarity in law that all corporal punishment is prohibited however light. These provisions should be repeated and prohibition enacted of all corporal punishments by parents and others with parental authority (like school authority), thus, corporal punishment should be prohibited in all educational setting.

Assessing the Practice of Corporal Punishment and Alternative Forms of School Discipline and their Impacts.

Punishment is associated with means to effect positive changes in behavior that is subjecting a defaulting or rebelling person to a condition that would help him or her realize the mistake made and make a change towards acceptable behavior. Santrock (2006) defined punishment as a consequence that decreases the likelihood of a behavior re-occurring. According to the Dictionary of Psychology, punishment is any stimuli that an organism seeks to avoid or escape. Two forms of punishment often used are positive and negative punishment. Positive punishment is when a behavior decreases after being followed by an unpleasant stimulus, while negative punishment is when a behavior decreases when a positive stimulus is removed from it. Also, aversive events are applied as a punishment to change from undesirable behavior to desirable one.

Dwartzky (1981) observed that people's experiences in life may strengthen some behaviors while other experiences may weaken or eliminate some other behavior. The author noted that both positive punishment and negative punishment are aversive stimuli and their effects are temporary except when reinforcement or punishment contingency remains in effect.

In the Nigerian school system, several deterrent measures for misbehavior and indiscipline are applied as punishment. Some of these are reprimands, warnings, scolding, expulsion, supervision, and reporting to parents or guardians of the students among others. However corporal punishment through bound in many climes remains prevalent in many schools (Orji, 2020).

Corporal punishment is a disciplinary measure applied to students who misbehave or disobey rules or flouts regulation of their school. It is a physical punishment administered by an authority figure to a student who is reported to have committed an offense or disobeyed rules. There are three types of corporal punishments in schools according to legalserviceindia.com, they are; Physical punishments, Emotional punishment, and Negative reinforcement. Physical punishment which sometimes passes as corporal punishment, which is any behavior taken to cause physical pain or discomfort in response to a student behavior. It includes;

- Making the child stand as a wall chair
- Keeping the schoolbags on their heads
- Making the child stand for the whole school hours in the sun
- Make the child kneel down while working on the class task
- Making the child's hands up for long minutes
- Holding ears with hands passed under the legs
- Tying of the child's hands
- Making the child do several sit-ups
- Making the child sit under the teacher's desk
- Canning and pinching the child
- Twisting the ear lobes

Emotional punishments refer to behavior directed towards the students that humiliates the individual psychologically, thus interfering with the individual's self-esteem and development. It includes;

- Slapping by the opposite sex
- Scolding, abusing, and humiliating
- Label the child according to his or her misbehavior and parade him or her around the school
- Make the child stand at the back of the class and take a lesson from there
- Suspend student for a few days or weeks
- Pinning paper on a child's back with the label 'I am a fool', 'I am a donkey' etc.
- Takes the child to Junior and Senior Classes to humiliate him or her.
- Removing the shirts of the boys.
- Removing the sandals of the child to walk barefoot for the whole day.

Negative reinforcements refer to a type of reinforcement that increases a desired behavior by taking away something that the person finds unpleasant or uncomfortable with. This includes;

- Detention during the break and lunch
- Locking the child in a dark room.
- Call for students to bring explanatory letters from the parents
- Sending the child home or keeping him or her outside the gate
- Making the child sit on the floor on the classroom.
- Making the child run around the building or in the playground.
- Sending the child to principals
- Making the child to teach in the class.
- Making the child stand till his or her t teacher for the next subject comes in.
- Giving oral warnings and letters in the diary or calendar
- Asking a child to remain in class while others are recreating outside
- Deducting marks from submissions

- Make child pay fines for any misconduct
- Ask a child to stay outside the class while others are receiving lessons
- Make the child sit on the floor for one period, day, week, or month.
- Putting a child's name in the black book.

Alternative Forms of School Discipline

The impact of corporal punishment on student's behavior necessitates that school discipline should promote the alternative discipline which is inherently restorative and fosters desirable academic and pro-social behavior, and emotional disposition among students.

These alternative forms are widely used in the western world according to Civil Rights Data Collection, (2014). They are as follows:

Use of restorative practices

Restorative discipline is a way of dealing with misbehavior without only punishing offenders. It focuses on repairing the harm done to people. Applying the five restorative questions below could help administrators administer effective discipline devoid of punishment. The following questions should be asked in a typical situation; what happened? What were you thinking of at the time? What have you thought about since? In what way have they been affected? What do you think you need to do to make things right?

Use of positive behavioral interventions

Positive behavioral interventions and support in student discipline promote safety and prosocial behaviors. In this kind of discipline, students are taught about behavior expectations in the different school routines, academic and social settings. Students should know the behavior expected in classroom learning, playground, excursion, and retreats. A positive behavior intervention strategy (PBIS) is a school-wide framework for preventing, reducing, and replacing problem behaviors (Fluke & Peterson, 2013). PBIS is an intervention intended to improve the climate of schools using system-wide positive behavior interventions to discourage disruptive behaviors (Christoferson & Callohan, 2015). According to Fluke & Peterson (2013), essential PBIS components include; teaching students behavioral expectations, acknowledging and rewarding appropriate behavior, monitoring and correcting behavioral errors, and using data/information for decision making. The authors noted that schools that successfully implement PBIS are likely to have peculiar characteristics such as; a positive school climate and an environment that discourages misbehavior. There is a need to create a friendly school climate at the basic education level to help students accept corrections for their misbehavior, internalize responsible behavior, and participate effectively in their learning.

Trauma-informed and brain aligned discipline

School administrators, teachers and all those responsible for discipline ought to know their learners more deeply and understand the source of their misbehaviors before implementing any discipline. This first investigation is critical because some misbehaviors may be triggered by trauma. Traumatic events have become endemic in the Nigerian society today; as such, there is hardly a day without news of banditry, insurgency, kidnapping, rape, murder, arm robbery, and even other life-threatening natural disasters such as; landslides, floods, fire, the outbreak of infectious diseases like Covid – 19 pandemic, yellow fever to mention a few. Because traumatic events are

experienced in our society, many people including learners at basic education level may become vulnerable to Post Traumatic Stress Disorder (PTSD). As a result, it will be unfair and a violation of the fundamental human right to respond to student's maladjustment and poor learning behavior by administering corporal punishment, be it physical, emotional punishment or negative reinforcement. Orji, Gbande and Ajah (2021) observed that some schools respond to trauma-induced misbehaviors with corporal punishment and fines because such behavior disorders are perceived as outright offenses.

Impacts of Corporal Punishment on Students' Behavior

Most types of corporal punishment inflict pain on the recipients. Continuous punishment may generate unhealthy disposition and behavior that can undermine students' efforts to learn and socialize freely in the school. The impact of corporal punishment on student behavior are enormous and some of them are presented in the next subheading.

Behavioral/Emotional Related Impacts

- Induced fear in students about their teacher.
- Mistrusting the safety of their school could lead to frequent absenteeism.
- Student manifests resentment about the school authority, this may lead to students' unrest and rioting.
- Students may manifest low self-esteem and this may affect their academic self-efficacy.
- Students viciously learn violence and agnation which affect their personal dealing with others later in life.
- Aggression and anger generates among students.
- Emotional and post-trauma from painful experiences of corporal punishment.
- Assault and unruly behavior may increase because the effect of corporal punishment and misbehavior is just momentary, a relapse may occur hence defeating the use of corporal punishment.
- Breed timidity and undermines student's ability to exercise their fundamental human rights in future.

Summary

The chapter dealt with discipline in-school adolescents at the basic education level in Nigeria; indiscipline issues among basic education learners constitute serious challenges to the education system. This is evident in the different forms of disciplinary measures applied to curb unruly behaviors and other rule infractions among students. However, prevalent among these practices is corporal punishment, which has negative impacts on students' rights and overall well-being. Therefore, the chapter stressed the importance of creating a more conducive school environment that can foster effective discipline devoid of practices that violate students' fundamental human rights.

Recommendation

1. School personnel should avail themselves of the application of more humane discipline practices such as those alternative forms of discipline mentioned in this chapter to avoid violation of students' rights.
2. Schools should organize workshops and training for teachers and other school personnel responsible for enforcing discipline to acquaint them with the knowledge of human rights and fundamental human rights of students and other costs necessary to guide their action and inaction while disciplining in school adolescent.

3. Teacher training program should expose teacher trainees to basic information on the ethic of teaching profession and education law for proper guidance of their conduct with students in school to avoid violation of students' rights and litigation issues against them.
4. Government and private school owners should create a conducive school environment free from stressors. The atmosphere of the school should support the use of alternative forms of discipline practices like positive behavior intervention strategies (PBIS).

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CHAPTER 38

STRUCTURE AND FUNCTIONING OF UNIVERSAL BASIC EDUCATION IN NIGERIA: PROSPECT AND CHALLENGES

Mukadam, Tijani Babatunde

Introduction

Education is one of the basic social institutions in every human society. August Comte (1778-1857) refers to education as one of the static institutions in every human society alongside family, religion, economy, and government. It is a permanent feature of every human society. Education is a social process. It is a condition for survival in the sense that through it, norms, values and knowledge are transmitted from adults to young ones from generation to generation in order to ensure the continuity of the human race. A community or social group sustains itself through continuous self-renewal, and this takes place by means of the educational growth of immature members of the group. Corwin cited in Daramola, (2003). Through education, a society transforms the uninitiated and seemingly alien beings into robust trustees of its own resources and ideals. It is through education that the child learns the cultural values, that is, the norms, the aspirations, the values, the beliefs, and so forth of the society he/she belongs. Education is a process of imparting or acquiring general knowledge, developing the power of reasoning and judgments, and generally preparing one's self or others intellectually for mature life. Roshni cited in Emeri (2014). define education as a process whereby the immature members of a group or society are brought to maturity through the influence of the environment. An individual is said to be mature when he has been conditioned to the habits, attitudes, values and customs of the group to which he belongs. Hence the federal government of Nigeria adopted education as an instrument of excellence due to its manifest and latent functions (NPE 2013).

With about 10.2 million out of school children (UNESCO 1999), Universal Basic Education (UBE) was introduced in Nigeria by the Olusegun Obasanjo administration in 1999 in order to give every Nigerian child the opportunity to access qualitative, free and compulsory basic education. UBE replaces the Universal Primary Education (UPE) which was introduced in 1976. In order to ensure the effective coordination of the UBE programme, the federal government established through an act of parliament the Universal Basic Education Commission (UBEC). The federal government also enacted a law that regulates the UBE programme in the year 2004. (UBE ACT 2004). The act provides for an inclusive participation by all stakeholders (Government at all levels, Parents and the learners)

This chapter discusses the prospect and challenges of The UBE programme from the sociological perspective with the view to determine how well the programme has served its need.

The Structure of Universal Basic Education (UBE)in Nigeria

The 1999 constitution listed Education under the concurrent list meaning that both state and federal government can legislate on education . Consequently, the UBE act(2004) . Provides for an inclusive regulation by the three tiers of government. Viz; federal , state and local government. At the federal level, the Universal Basic Education Commission (UBEC) is saddled with the responsibility for coordinating all aspects of UBE implementation including funding .According to UBEC(2021) ‘The Federal Government’s intervention provide assistance to the States and Local Governments in Nigeria for the purposes of uniform and qualitative basic education throughout Nigeria. Every Government in Nigeria provide free, compulsory and universal basic education for every child of primary and junior secondary school age.State Universal basic Education (SUBEB) manages the UBE scheme at the state level with inputs from the Local Government . According to the National Policy on Education (NPE, 2013) the UBE is structured to last for a period of ten (10) years. And it is divided into ;

- 1 year of Pre- primary education
- 6 years of primary education
- 3 years of junior secondary school

The Pre-Primary Education

According to the NPE. (2013) the pre-primary education is the education given to children before the start of primary education. Put differently , it is the education given to children before they attain the age of six (6) years. The pre-primary education is scheduled to last for one (1) year . it is part of the Early Childhood Care development and education(ECCDE) . It is completely under the control of private education providers though regulated by the various ministries of education both at the state and federal level (UBEC and SUBEB). In Ogun state for example , the pre-primary education is part of the EECD , it is monitored by the ogun state ministry of education , science and technology through the zonal education office . Though the age range and the curriculum differs from school to school . the table below gives a summary of Pre-Primary education in Ogun state.

Table 1: Pre-Primary Education in Ogun State

CLASS	AGE RANGE	DURATION	
RECEPTION	0-11/2	1	
KG	1 1/2- 3 years	1	
Nursery 1	3-4 years	1	
Nursery 2	4-5 years	1	Pre- Primary Education

Source : Zonal Education Office , Owode

The Primary Education .

This is a six year of education at the primary school level formally known as universal primary education (UPE) It is the second component of universal basic education (UBE) . The six year of primary education is similar across the 36 states both at the private and public sector level .Although with a little bit moderation by private schools. The curriculum is same with the pupils offering 10 subjects namely;

- i. Mathematics
- ii. English studies
- iii. National value education(NVE which consist of Social studies ,civic education and security education

- iv. Pre vocational studies (which consist of Agricultural science and home economics)
- v. Basic science and technology (which consist of integrated science and introductory technology)
- vi. Creative and cultural Arts (CCA)
- vii. One Nigerian language
- viii. French
- ix. Christian religion studies or Islamic religion (CRS/IRS)
- x. Arabic

Pupils are expected to proceed to junior secondary school without witting any formal examination though the use of continuous assessment is seriously emphasized.

The Junior Secondary School

The junior secondary school is the 3rd components of the UBE . it is the first three years of the secondary education system . Students are exposed to the same curriculum like that of primary school with the inclusion of Business studies. According to the national policy on education, (NPE,2013) , students are expected to write a comprehensive examination at the end of the 3rd year known as Basic Education Certificate Examination (BECE) it is conducted by National examination council (NECO) for unity school and interested private schools and state ministry of education for state owned schools and interested private school.

Sociological Perspective (Theoretical Framework)

Sociological perspective refers to sociological view of social phenomenon (social life), that is, a set of assumptions upon which analysis of social phenomena is based and which, typically include ideas about the nature of human beings, of society and of the interaction between the individual and society . Ezewu in Oni .and Dube, &Gwirayi, (2021).Sociological perspective enable sociologist to explain why things happen the way they happen. It enable us to analyze a given phenomenon and offer a sociological explanation. The sociological perspective explore in this chapter are :

1. Structural functionalism
2. Conflict perspective.

Functionalism, also called structural functional theory, sees society as a structure with interrelated parts designed to meet the biological and social needs of individuals who make up that society. It is the oldest of the main theories of sociology. In fact, its origins began before sociology emerged as a formal discipline. It grew out of the writings of English philosopher and biologist Herbert Spencer (1820–1903) who likened society to a human body. He argued that just as the various organs in the body work together to keep the entire system functioning and regulated, the various parts of society work together to keep the entire society functioning and regulated (Spencer 1898). By parts of society, Spencer was referring to such social institutions as the economy, political systems, healthcare, education, media and religion. Spencer continued the analogy by pointing out that societies evolve just as the bodies of humans and other animals do (Maryanski and Turner in Daramola (2002). One of the founders of sociology, Emile Durkheim, applied Spencer's analogy to explain the structure of societies and how they change and survive over time. Durkheim believed that earlier, more primitive societies were held together because most people performed similar tasks and shared values, language, and symbols. They exchanged goods and services in similar ways. Modern

societies, according to Durkheim, were more complex. People served many different functions in society and their ability to carry out their function depended upon others being able to carry out theirs. Durkheim's theory sees society as a complex system of interrelated parts, working together to maintain stability (Durkheim 1893). According to this sociological viewpoint, the parts of society are interdependent. This means each part influences the others. In a healthy society, all of these parts work together to produce a stable state called dynamic equilibrium (Parsons 1961). According to the structural functionalist analysis education has manifest and latent functions . The manifest functions of education are the intended consequence of education while the latent functions are the unintended consequence of education . some of the manifest consequence of education are ;

1. Transmission of Culture : Education helps to transmit the culture of the society to the young ones. Through education the norms, value and knowledge are transmitted from adults to young ones from generation to generation in order to ensure the continuity of the society. Therefore , education is defined from sociological point of view as the process of cultural transmission and renewal .it is through education that the child learn about the dos and don't of the society. In educational institutions the behavior is regulated to accept the general norms.

2. Agent of Socialisation : Education socializes the young ones . Education plays an important role in socializing the individual to fit into, and perpetuate the social system. .According to Corwin cited in Daramola(2002) Through education, a society transforms the uninitiated and seemingly alien beings into robust trustees of its own resources and ideals. It is through education that the child learns the cultural values, that is, the norms, the aspirations, the value, the beliefs needed to survive where ever the journey of life may take him.

3. Acquisition of knowledge and skills: Education helps the learners to acquire knowledge, skills and character needed to become a functional members of the society .The child acquires the necessary skills needed for survival. thus, he become useful to himself and the society. Education helps to train the child to become organized individual self and social self . The I and WE into a disciplined stable and meaningful unity.

4. Job Placement and Credentialing: Educational institutions sort out learners for future market. It plays the role of grading learner's outcome to fit them to different future jobs. High achievers will be trained for higher jobs and low achievers will be fitted in less important jobs. The behaviour of members of society is regulated in such a way that they accept their roles in the society according to their social status

5. To inculcate Patriotic Spirit in the Learner. Education helps to facilitate the patriotic spirit in the learner, according to the Functionalist analysis , educational objective is basically concerned with the central question of how social system is maintained. This focus has narrowed down the functionalist search for an answer to value consensus – a collective conscience consisting of common values, norms, beliefs and sentiments without which social solidarity and cohesion would be impossible.Value consensus thus forms the fundamental integrating principle that binds the various parts of society together. If members share and remain committed to the same norms and values,social order will be maintained. Differences of interests are regarded as of minor and Secondary importance compared to those that all groups share in common. (Ezewu in Oni, 2021) .

Implications of the Structural Functionalism Theory for Universal Basic Education(UBE) in Nigeria.

The UBE programme is designed to inculcate values and raise morally upright individuals capable of independent thinking. At the end of the UBE scheme, the learners are expected to have internalised the culture of their immediate environment. They are expected to understand at-least the basic cultural values of their immediate environment like greeting, dressing, dancing etc. This cardinal objective of the UBE scheme is in tandem with manifest function of education as emphasized by the structural functionalist analysis

The UBE is supposed to develop patriotic young people equip to contribute to social development. The UBE scheme is expected to train the learner to be able to fit into the society by understanding the norms and values of their immediate environment. Another objective of the UBE is to Provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation, and educational advancement. The UBE graduate are expected to have acquire enough knowledge and skills that will enable them to earn a decent living. So also it is the objective of the UBE to Provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limit of the child's capabilities.

One of the manifest function of education which the UBE scheme try to promote is patriotism. The UBE have as one of its cardinal objective Inspiring of national consciousness and harmonious co-existence irrespective of differences in endowment, religious, ethnic and social-economic background in the learner. This perhaps is the reason for the introduction of subjects like National Values Education (NVE) in UBE curriculum. Learners are expected to offer this subject from basic one to basic nine in order to internalize this value.

Conflict Perspective on Education

Another sociological theory with a macro-level view, called **conflict theory**, looks at society as a competition for limited resources. Conflict theory sees society as being made up of individuals who must compete for social, political, and material resources such as political power, leisure time, money, housing, and entertainment. Social structures and organizations such as religious groups, governments, and corporations reflect this competition in their inherent inequalities. Some individuals and organizations are able to obtain and keep more resources than others. These "winners" use their power and influence to maintain their positions of power in society and to suppress the advancement of other individuals and groups. Of the early founders of sociology, Karl Marx is most closely identified with this theory. He focused on the economic conflict between different social classes. As he and Fredrick Engels famously described in their *Communist Manifesto*, "the history of all hitherto existing society is the history of class struggles. Freeman and slave, patrician and plebeian, lord and serf, guild-master and journeyman, in a word, oppressor and oppressed" (1848).

Conflict theory claims that society is held together by the ability of dominant groups to keep others subordinate, thus inequality is legitimized (Sadonik, 2001). This theory also sees the preserving of power of those who dominate the society where the educational system is responsible for the status quo (the downcast lower classes into being obedient workers).

Furthermore, conflict theorists argue that schools sort along distinct class and ethnic appearance where schools train those in the working classes to accept their position as a lower class member of the society. Besides that, education is assumed not to be as a social benefit or opportunity, but as a powerful means of maintaining power structures and creating a docile work force for capitalism.

To some extent, conflict theorists agree with the functionalist that social institutions were organized to meet basic social needs, however, they do not agree that social institutions work for the common good of everyone in the society. For example, the homeless people have less power and resources to promote their own interests when they are opposed by the dominant social groups. Besides, the social institutions in conflict theory such as the government maintain the privileges of the wealthy and powerful while contributing to the powerlessness of others.

A detailed analysis of Marxian theory to education revealed that the institution of education like any other social organization, can only be understood at any given time in terms of the operative mode of economic production. Pierre Bourdieu (1999) for instance showed how differences in years of schooling have continued to expand over time, a situation he links to differences in modes of economic production. According to him, "since the eighteenth century, the single school system has been replaced by a dual educational system, each branch of which is matched not to an age group but to a social class – the lycee (or the college ... for the middle classes and the elementary (or primary) school for the common people". For instance, under capitalism, longer years of schooling was intended to prepare children from particular social backgrounds who can afford the cost to inherit the privileges of their parents. This position draws from Samuel Bowles' posit that unequal education only leads to the reproduction of the social class division of labour.

One area of the institution of education which writers of the Marxian line of thought have focused is the social relations in schools. According to them, this always mirrors the social relations of production in the larger society. Samuel Bowles and Herbert Gintis put forward what they referred to as the correspondence principle, according to which "the educational establishment in response to pressures from the capitalist class and others will attempt to structure the social organization of schooling so as to correspond to the social relations of production (1976, p. 216). They reason that differences in rules, expected modes of behaviour and opportunities for choice between college and secondary school students lies in the fact that the two levels are preparing for different levels of labour requirements under capitalism.

Similarly, the type of relationships that exist between teachers and learners, following this correspondence principle always mirrors that of the operative economic mode outside. They observe that schools under capitalism are characterized by asymmetrical relationships between teachers and learners in the same way as those of order, control and obedience to the establishment. Taking this operative mode of economic production on the institution of education and the correspondence principle together, Marxists are in agreement that even matters of curriculum and knowledge are never neutral. They are always shaped by the twin factors of economy and those who wield power.

In Marxist thinking those who control the means of production (who have power) impose their meaning to what constitutes knowledge. They categorize knowledge into two in line

with the two broad social class divisions and the different job requirements that are associated with them. The first knowledge category is the type that is unsituated, uncontested and abstract and is open to those who are to assume superior positions in society. The second is for low status groups and is practical and oral in nature. This knowledge categorization, Marxists believe, impacts on items in the curriculum. Academic education which promotes abstract knowledge comes to be viewed as superior to vocational education which yields to practical knowledge. Marxist thinking views these dichotomies as unnecessary and advocates instead the union of thought and action, knowing and doing, the abstract and practical. At the same time they concede that as long as there exists laboring and elite classes in society so long will these dichotomies and their associated scales of preference or value persist. These dichotomies, Marxists believe will always make the schools to train for different brackets in life with the result that technical education will always be despised as it remains a sure route to low status manual employment.

Marxians are of the belief that all attempts to bring any level of change in the education system are bound to be fruitless unless such changes are preceded by changes in the economic infrastructure of society. In this way issues like equal educational opportunity or the attempt to use schools to achieve equality in the society as a whole is bound to fail as long as the larger society remains unequal. Similarly, schools on their own can never solve the problem of unemployment no matter the amount of curriculum restructuring that takes place.

Implications of The Conflict Theory for Universal Basic Education (UBE) in Nigeria.

Data obtained from the UBEC(2020) reveals that about 31% of learners from low social origin terminates their education at the end of basic education between 2015-2019) whereas 69 % of those from high social economic background proceeded up to the university level thereby reinforcing the inequalities and stratification in the society. This justified the claim of the Marxians that education rather than promote social mobility impede social mobility

Suggestions and Recommendations

In the light of the findings reported, the following recommendations are made

1. Government and her agencies (UBEC, SUBEB) involved in the running of the Universal Basic Education(UBE) should formulate appropriate policy that will promote equal access to education and remove all obstacle standing in the way of realization of the Education for All (EFA) agenda.by promoting enrolment into the UBE scheme through incentives such as: free meal , free uniform , free health care and free textbooks. The current school feeding programme should be sustained but there is room for improvement.
2. Similarly, government should ensure compliance with the rules and regulations of UBE scheme in other to ensure that all children within the school age are enrolled in school and the appropriate penalty is given to defaulters. (both parents and pupils).
3. Government should endeavour to sustain the current policy of no tuition fees at the nations ivory towers to encourage children from low socioeconomic background to seek higher education
4. Government and non-governmental organisation should also consider granting scholarship to brilliant indigent students as a way of encouraging them to further their education.

5. Parents and guardians should be sensitized on the benefits inherent in education to encourage them to send their child(ren) and ward(s) to school.
6. Cultural practices and social vices such as; early marriage, child abuse, child's trafficking etc. should be seriously discouraged.

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CHAPTER 39

IMPACT OF BROKEN HOMES ON THE PSYCHO-EDUCATIONAL ADJUSTMENT OF PUPILS IN THE BASIC EDUCATION

Tseuve, Daniel Terhemem & Azuaga, Becky Nguikyom

Introduction

Education world over has been accepted as the bedrock for social, economic and technological growth and development (Ogunshola, 2012). Every nation that has advanced did so because of the quality and level of education given to her citizenry. The type of formal functional education that has lofty objectives like Universal Basic Education (UBE). Universal Basic Education (UBE) is a policy and attempt by the Federal Government of Nigeria to provide education to the teeming youngsters in the country (Umar, 2021). The UBE programme was introduced in the year 1999 by the then president, Olusegun Obasanjo. The aim of the programme is to provide greater access to education and ensure equal access and quality of education throughout the country. It is the type of education meant for children from ages 6-15 (the first level of education). According to the Universal Basic Education Act as cited by Umar (2021), the Objectives of UBE are: to develop in the entire citizens a strong consciousness for education and commitment to its vigorous promotion; to provide free, universal basic education for every Nigerian child of school age; to reduce the incidence of drop-out from formal school system; to provide for the learning needs of young persons, who for one reason or another, have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education; and to ensure the acquisition of appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying solid foundation for life-long learning. Looking at these objectives, it is no doubt that they are all encompassing to produce a well-balanced individual who can fit into the society and a well-adjusted moral person who can contribute positively to the development of the country. As stated in the objectives, UBE is free and intended for all children irrespective of social-economic status. No child is to be left out. This level of education is the foundation upon which other advancement in education are hinged on and therefore need to be properly laid so as to achieve the stated objectives. Learners at this level should be well motivated and all impediments standing as obstacles be removed to pave way for the smooth success of the programme.

According to Iorvaa (2018), Family is the child's first place of social organization, as a result children acquire initial education and socialization from the parents and other significant persons in the family. Family lays the psychological, moral and spiritual foundation in the overall development of the child. Where and when there is harmony within the family, it translates to a happy home for the child. In happy homes, healthy and peaceful coexistence prevail amongst family members, which in turn breed healthy and

happy children. However, it is a matter of worrisome to note that some homes are broken, that is the members are not living/staying together either as a result of death, separation, divorce or the like. A broken home in this context, refers to a home that is characterized with single a parent, as result of divorce or separation of one of the parents.

The task of raising responsible children is a joint responsibility of the mother, father and the society at large. When both parents put in efforts to raise children, they create a soft solid ground that propels children to higher educational achievement (Iorvaa, 2018). Students who come from intact homes supported by both parents are well adjusted and psychologically stable. Such students are socially and emotionally stable as their emotional intelligence is very high. This is quite opposite of the students who come from broken homes where parents do not join hands in the training and raising of children.

The Longman Dictionary of Contemporary English defines broken home as a family that no longer lives because the parents have divorced or separated. According to by Hurlock as cited by Frank, (2012), a broken home is defined, as a home where one of the parents is dead, separated, divorced or a vocation that necessitate long absence of one or both parents. Similarly, Conkline, (2006) defined a broken home as one in which one of the partners loses his/her spouse by death separation, divorce, desertion or single parenting. Deborah as cited by Ogbuide, Odiase & Omofuma, (2002), see broken homes as a situation where two spouses separate leaving the children to the hazard of the society.

According to Watson (2008), relationship between parenthood and the mental health of children is a complex one. The quality of life of children, mental health, emotional well-being, personal development, educational attainment, physical development, self-determination, social inclusion and a host of others all depend on the how the family nurtures the children.

According to Ortese (1998), a child who comes from the family where both parents are present will be taken care of and such a child will be socialized in the best possible way. This is because the mental and social health of children depend largely on the efforts of both parents playing complimentary roles in bringing up the children. This assertion is further supported by Salami (1998) who postulated that children from broken homes are usually associated with anti-social behaviour and poor academic records. The problem of deprivation of a second parent is bad enough when the remaining parent cannot cope with the resultant problems. This invariably implies that, a happy home transcends to a happy learning in school.

The challenges of broken homes on the life of children are inexhaustible. This is why Denga (2002) decried that children from broken homes are less likely to succeed in school than children who come from intact families. This is because when the resources from both parents are put together, it go a long way to provide the educational needs such as school fees, educational materials, and extra lessons. Children from broken home lack the stamina to succeed academically as the resources may not be enough to cater for the educational needs of children, since the income is from one source. According to Fraser (2004), psychological home condition arising mainly from illegitimacy of the children; the label of the adopted child, broken homes, divorce, separation and parental deprivation are likely to cause poor or abnormal adjustment. Life in a broken home can be stressful for both the child and the parents. Such families are faced with the challenges of inadequate resources, social, academic and emotional problems as noted by Schultz

(2006). Fosukun (2011) noted that children that fell within this category lack motivation, the parents are unable to provide the basic needs of the children. Subsequently, their academic performance will be adversely affected. Ogunshola (2012) also observed that a broken home does not only have negative influence on the academic performance of children, it also embraces emotional trauma which can give birth to other problems such as mental retardation, anxiety, different kinds of phobia and personal social problems such as inferiority complex, truancy and examination malpractice.

Contrary to broken homes is intact homes which Udoma (2012) explains that they are homes in which the parents are not separated or divorced, but live together irrespective of circumstances. The intact family according to Oburu (2014), is a home in which the parents are not separated or divorced, but live together irrespective of circumstances. Children from intact homes are less aggressive and perform better in their academic work. Such children are well catered and provided for. Children from intact homes are less aggressive and perform better in their academic work. Such children are well catered and provided for. The experience in the broken home is contrary to that of the intact family.

Theoretical Framework

This work is hinged on Abraham Maslow's hierarchy of needs. According to Denga (2002), Maslow postulated that human actions are motivated in order to achieve higher needs. As a humanist, Maslow believed that people have an inborn desire to be self-actualized, to be all they can be. In order to achieve these ultimate goals, however, a number of more basic needs must be met first such as the need for food, safety, love, and self-esteem, from basic needs to more complex needs. This hierarchy is most often displayed as a pyramid. The lowest levels of the pyramid are made up of the most basic needs, while the more complex needs are located at the top of the pyramid. Needs at the bottom of the pyramid are basic physical requirements including the need for food, water, sleep, and warmth. Once these lower-level needs have been met, people can move on to the next level of needs, which are for safety and security. As people progress up the pyramid, needs become increasingly psychological and social. Soon, the need for love, friendship, and intimacy become important. Further up the pyramid, the need for personal esteem and feelings of accomplishment take priority. Maslow emphasized the importance of self-actualization, which is a process of growing and developing as a person in order to achieve individual potential. Maslow reiterated that the moment these needs are not met, an individual may become fixated and it will become difficult for the person to move to the next level of development successfully.

Children who come from broken homes manifest diverse needs for proper adjustment as found by researchers like Ogunshola (2012), Fosukun (2011) and (Scultz 2006). Such pupils lack motivation for study, basic learning materials. They are being deprived of the physiological needs which are important for the survival of the individual and their healthy development. The psycho-social support of warmth, love and affection from both parents will be lacking and they become fixated. Such pupils will hardly achieve educationally at an optimal level.

Exploring some Empirical Studies

Other researchers have tried to investigate the relationship between broken homes and academic performance and presented their findings thus; The research by Yakubu (2017) investigated the influence of broken homes on academic performance among primary

school pupils in Paiko Local Government Area of Niger State. The study employed descriptive survey design. A total of 300 primary six pupils from broken home took part in the study; out of which sixty-nine (23%) pupils whose parents are dead, one hundred and eleven (37%) pupils from separated parents and one hundred twenty (40%) pupils from divorced parents. Academic Performance Test score on English Language and Mathematics (APTELM) was used for data collection. Three research questions were answered with mean and standard deviation and three hypotheses were tested using t-test statistics at 0.05 level of significance. Results of the analysis indicated that parental death had no significant differential influence on the academic performance of primary school Boys and Girls. Similarly, result also showed no significant differential influence of parental separation and divorce on academic performance of primary school pupils in the study area. Finally result of analysis also revealed a significant differential influence of parental care on academic performance of primary school pupils brought up by either the fathers or the mothers. Based on these findings, it was recommended that Counsellors, School Psychologists, Teachers and school authorities should pay attention to set of pupils that lost their parents through proper counselling and other supportive services, in order to make them focused on their academic activities. Pupils from separated and divorce parents should be encouraged and given all support to enhance their academic performance irrespective of gender through counseling interventions.

Ogbeide, Odiase and Omofuma,(2013) worked on Influence of broken homes on secondary school student`s academic performance in Esan West Local Government Area of Edo State, Nigeria. A stratified random sampling method was employed to select four schools from the population of schools and also 25 students were selected from each sampled school which cut across JSS1 to SS2. Five students where again selected from each class making a total of 100 respondents used for the study. The respondent comprised of 48 students from broken homes and 52 from intact homes. The instrument for data collection was a questionnaire entitled: Influence of Broken Homes on Secondary School Students Assessment Test (IBHSSAST). The questionnaire was administered to the 100 respondents and data collected were analyzed using t-test statistical method. The result indicated that there is a difference in the academic performance of the students from broken homes and those of intact homes. The result further shows that those from intact homes performed better academically than their counterpart from broken homes.

Causes of Broken Homes

It will not be out of place to understand the causes of broken homes so as to guide against such acts that will lead to disintegration of marriages which may have adverse effects on pupils and their learning. Disagreement and clashes in marriage are human attributes found in any marriage. They could be minor such that management can be easy or major and though that management cannot be easily done. Some factors that look minor if not properly managed can degenerate into bigger ones that may eventually lead to the failure and of the marriage. Below are some of the factors that can be responsible for the collapse of the marriage:

Emotional Immaturity: According to Akinade (2015), some people marry when they are not emotionally mature it. This can cause conflict in marriage that may eventually lead to its collapse. People who are not emotionally matured cannot withstand stress that may manifest itself during marriage. It should be understood that stress can come from any angle in the union. It is good that women and men should marry when both are emotionally matured to handle storms that may arise in marriage. It is disheartening to

note that parents sometimes do choose and marry for their children when the children are not ready to decide who and when to marry. This practice may lead to divorce when the either party is able to decide what he/she wants.

Financial Problem: Availability of money is very important in the sustainability of any marriage. One of the issues about which couples fight is money. This is because poor financial status of the family signifies that the needs of the family cannot be met. In the other way round, if one spouse wants to prepare and save up for emergencies and the other is much carefree about the matter, the marriage will probably experience some problem that may eventually lead to the separation of the marriage.

Inadequate Information about each other: Many people enter into marital relationship without adequate information about behaviours of each other including sexual behaviours. Ifelunni and Egbochuku (2019) said that it is wrong for couple to come into marital union without adequate information about each other. They opined that every intending couple should avail himself or herself of adequate knowledge including sexual behaviours and sexual satisfaction. Particularly, Ifelunni and Egbochuku (2019) said sexual satisfaction heals marriages and so if couples are timid about this and are in conflict, their marital crisis may not be resolved.

Adultery: This is also known as marital unfaithfulness. Infidelity is the major cause of broken marriages. In the words of Akinade (2015), 'some people calculatingly indulge in unfaithfulness to their partners'. Faithfulness to one another is the act of keeping the marital vows. If a spouse finds out that his or her partner engages in extramarital affair, the other partner may become hurt, very angry and even violent. Adultery can lead to separation and divorce.

Lying: Some people build their foundation of marriage on lies. Some people during courtship, lie about themselves, their family, qualification jobs, position, health status and other factors just to marry and unsuspecting spouse. Lies before marriage makes the other partner to build high and faulty expectations which are very high to come by in reality while in marriage. This is what Lar, Okpede and Bulus (1992) referred to as 'entering marriage with cozy expectations'. Marriage may scatter when the husband found out that his wife had undeclared child before marriage and had lied to him from the beginning. The same may happen if the husband had earlier married and concealed to his intending wife. When the other partner finds out latter that he or she was deceived, and the expectations are not met, such a partner may quit the union.

Interference: Interference from in-laws especially the parents of the spouses as well as other members of the family can cause the breakdown of marriage. The African tradition has it that once a person is married to another person, he or she becomes a son or daughter in-law. This means access to the house is unlimited. Some parents of the couple believe that the newly married should take instructions from them on how to manage their home. Such parents instead of guiding the couple only when situation arises and when they newly couple ask for counsell, they would always enforce their will on them. This development can sometimes cause problem in the marriage that may lead to the end of the marriage.

Cultural/Religious Difference: This is a situation whereby two people from different cultures coming together in marriage. The two partners come from two different

biological, social and economic backgrounds. This implies that the two may be different and not similar in many ways. When the partners later discover some shocking family history, tradition and practices that are contrary to theirs, instability may certainly set in. closely related to the issue of culture is the issue of religion. Nigerians are very religious people. People of mixed faith have found to have high incidence of marital failure than those who practice the same faith Ifelunni and Egbochuku (2019).

Barrenness: Another most shattering problem in marriage is failure to have children. According to Wieland (1980), the supreme purpose of marriage according to Africa people is to bear children (especially the males), to build a family, to extend life and hand down the living torch of human existence. When this expectation becomes unrealistic, the best option is to divorce.

It is therefore important that couples try to humanly possible avoid such acts that would lead to divorce or separation where pupils will be left in the emotional turmoil such that it will affect their learning.

Relationship between Broken Homes and Psycho-Educational Adjustment of pupils.

It is pertinent to understand the link between broken homes and academic performance and also note that learning under the UBE programme is not an exception. Academic performance according to Adediwura and Tayo (2007) generally referred to how well a pupil is accomplishing his or her tasks and studies. According to Coulson (2008), academic performance really means three things; the ability to study and remember facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge and being able to think for yourself in relation to facts and thirdly, to be able to communicate. According to Pruett (2010), is the level of performance attained via the combination of inputs from pupils' motivation and conduct.

In discussing about the factors that affect learning, Denga (2002) motioned that emotional factor is fundamental. He opined that emotional disturbance arising from unstable and broken home can make a child with high intelligence quotient achieve very little. The study done by Kapambwe (2001) also found that pupil from broken home have emotional problem which in turn lead to poor academic performance in school because they are unable to turn their energies and attention in the direction of learning, such children are dominated by more urgent unfulfilled psychological and emotional needs. Because of these unfulfilled psychological and emotional needs, learning becomes less urgent and irrelevant. The children, instead of concentrating on school work, direct their attention on how they would satisfy their urgent needs. Children need Love, affection and motivation and these ingredients seem to be lacking in children from broken homes for both sexes. Douglas (2011) also stated that in most broken homes, the children are generally at disadvantage because they are usually deprived academically, economically, socially and culturally. Therefore, pupils who come from broken homes always have a deficit learning.

Another important factor in learning that cannot be overemphasized is motivation. Motivation, according to Santrock (2008) involves the process that energize, direct and sustain behaviour until the goal is achieved. When a desire is not satisfied, there is a state of restlessness or disequilibrium. This restlessness furnishes the energy for the responses needed to achieve the desirable goals. A lack of motivation is manifested in an individual's indifference in learning, lack of interest in learning, a weak drive towards goal attainment.

A learner who is not motivated does not take school work seriously. Such learner shies away from class activities, absent himself from school without good reasons and is not keen in doing school work and assignments. In a nut shell, an unmotivated learner reluctantly attends to learning demands and invariably achieve lower than expected. There is a drop in the academic performance, simply because of the reduced parental educational support they receive, the divorce itself and the reduction of parental involvements afterward will cause emotional and other related problems (e.g. problems of concentration for the children involved and hence indirectly lead to poor academic achievement among pupils from broken homes compared to pupils from two-parent families.

Yakubu (2017) observed that children from broken households have lower grades, lower test scores and higher dropout rates on average than those from two-parent households. These results are also influenced by factors such as the education level of parent and their level of involvement and the impact caused by the absence of a parent. Pupils from broken families are likely to receive less parental encouragement and attention with respect to educational activities than pupils who live with both biological parents. Pupils from broken families often have lower educational expectations, less monitoring of school work and less supervision than pupils from intact families.

Socially, children from broken homes are less socialized than those from intact families. Children from broken homes are more aggressive. According to Yakubu (2017), Broken home is believed to exercise some detrimental effect on the emotional status of pupils. The center for marriage and families at the Institute for American Value (2005) notes that marital breakup (broken home) is associated with a higher incidence of antisocial behaviors as the parent appears less able to supervise and monitor their children and these will go a long way to influence on pupils' academic performance. Oota (2019) reported of how a 23-year-old boy in Nassarawa State killed his stepmother. According to the news report, the duo's mother was divorced and the culprit concluded that it was his step mother that was responsible for the separation. During the interview, he disclosed that living without the father makes life miserable for him. The implication of this is that children from broken homes can become bullies and hostile in schools. They will transfer the aggression from home to other students and teachers in the school.

Another important factor that can be stressed is the role plays by the financial resources on academic pursuit. The loss of income that generally goes together with family disruption can be hindrance to academic advancement. Ortese (1998) explains that after divorce, household expense cannot be shared any longer, which is also called a loss of economies of scale. The most direct effect of this loss of income on educational/academic achievement of children is the fact that the quality of the school they attend generally is lower. The higher the income of parents the more possibilities they have to live in neighborhoods with good public schools or to send their children to a school of their preference. Income can also affect school outcomes through enabling a child to participate in extracurricular activities like lesson after schools, special trips or summer camps. Such activities improve pupil skills directly, but also indirectly via generally intellectual stimulation, which impact positively on subsequent learning.

Conclusion

The objectives of Universal Basic Education (UBE) are lofty and for all round development of and an individual. However, for the objectives to be attained, pupils who are the target

must be happy, emotionally stable and the homes where they come from must be supportive enough to provide enabling environment and atmosphere for the achievement of the objectives. The family is the child's first place of contact with the world. The child acquires initial education and socialization from parents and other significant persons in the family. The family lays the psychological, moral, and spiritual foundation in the overall development of the child. Children from broken homes suffer parental deprivation and basic psychological and social support that warrant their proper adjustment. Such abnormal conditions of the home, are seen to have a detrimental effect on school performance of the child. Life in a single parent family or broken home can be stressful for both the child and the parent and thus affect the implementation of the UBE programme.

Recommendations

1. Guidance Counsellors should encourage and give all support to children from broken homes to enhance their academic performance.
2. Couples who are divorced or separated should plan adequately for the up keep and education of their children.
3. Couples should resolve their marital differences to avoid divorce. They should understand that separation impedes academic performance of students.
4. Intending couples should attend pre-marital counselling before marriage, while the married couples should also attend marital counselling so as to get prepared and acquire the knowledge and skills of handling marital problems.
5. Teachers should refer pupils identified to be underperforming for counselling as some may be victims of failed marriages.

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CHAPTER 40

THE TEACHER AS A BUILDER OF KNOWLEDGE AND MEDIATOR IN THE GAP OF LEARNING

Jokthan, Esrom Toro

*“And I sought for a man among them,
that should make up the hedge,
and stand in the gap before me for the land...”*
(Ezekiel 22:30 King James)

Introduction

The world over, education is given a status of fundamental human right and that an individual irrespective of age, gender, race or any imagined disability has the right to education. It is response to this that several countries in which Nigeria is inclusive made giant strides towards providing free basic education for its citizens especially children of school-going age. There were previous attempts in Nigeria to the provision of free basic education in 1955 by the then Western Regional government attempted it but it failed UPE due to several reasons.

Free Universal Basic Education was resuscitated in Nigeria in 1999 after the declaration of World Human Rights, Nigerian government conceived UBE as the nation’s way of achieving overall development using education as a tool by which a society hands down its knowledge, culture, norms and values. It envisions that the 9year basic education is for every child to acquire basic literacy, numeracy, communicative and imaginative skills necessary for child survival in the society and to reduce over dependency on government white collar job. Today, most of the beneficiaries of the Universal Basic Education (UBE) are children who require a solid foundation to be laid by the teacher. In this case, the teacher is the mediator between child growth and development in the pursuance of learning. The teacher as a builder will be the one to facilitate the laying of foundation as the child grows and develops; the teacher will require some training in education.

Becoming an expert builder takes time and experiences as it has to do with exposure and professionalism. During the training period, the student teacher will be exposed to the principles and practice of effective teaching. A trained teacher is equipped enough to stand in the gap of teaching learning. He is a builder of learners and can adequately assist or guide learners to utilize information in ways that will bring about change to them.

The Gap and Laying Foundation of Learning

John Locke likened the mind of new born baby as a white paper void of character and without any ideas. So, at birth, a gap is naturally created that must be filled as the child grows and develops; while several agencies will play the role of filling the gap, one of such

is the teacher. At this stage learning materials will come through the child's experience either via gateways of learning i.e. senses or from mind reflection on information received from the senses.

As the child grows learning process is self-directed i.e. the child can decide on what to learn and how to learn it or he is directed by someone (teacher). This type of learning can be controlled through effective utilization of teaching materials and application of relevant strategies that enhance learning. Learning that is directed by teachers with the involvement of students allow for democracy during lesson delivery. Formal learning takes place in schools where teachers are involved because of their training and work experiences. Teacher's involvement is as a result of his acquisition of relevant skills and knowledge that he has acquired from teacher training institutions contribute a lot in filling the gap of learning among children. Teacher's professional training and experiences influence choice of materials that are suitable for child age. The teacher is also required to choose appropriate methods of lesson delivery.

The teacher assumes the role of a builder by laying the foundations of knowledge when children reach certain level of readiness and maturity. The state of readiness of a child when a teacher takes over is called teachable moment. Three things will guide the teacher if pupils are ready to learn and they also show interest in the things they do, the teacher should ensure sustainability of their learning interest and they should be encouraged to practice what they have learnt.

The teacher as a builder of knowledge should know the interests and needs of children and should plan programs along with them. When students respond positively in whatever engagement with the teacher they should be rewarded. This is not to say, they should not be punished when they refuse to take corrections. The teacher as a builder should provide guidance, this is key in building their foundations. Childhood foundations play a great part in the way a person later adjusts to life. UBE teachers especially those in primary classes should strive to lay a good foundation. According to Hurlock (1978), guidance is especially needed in early stages of learning something when the groundwork is being laid.

Universal Basic Education teachers should know the basic rudiments of guidance and counselling so that they can apply such knowledge in helping students lay good base. Any structure that has a well laid foundation is likely to withstand any obstacle on its path. The UBE teacher needs to be well prepared to face the challenges of teaching. Teacher should be encouraged to develop interest and positive attitudes towards his job. The teacher as a builder should be friendly towards all children. As a builder of children's future in terms of learning, character and morality, the teacher should guide them to find happiness and are led to know things that may lead to happiness.

The Teacher

Jokthan (2007), quoted Webster's dictionary that a teacher is someone whose occupation is to instruct: also, the Advanced Learner's Dictionary (2015) defines a teacher as "a person whose job is teaching especially in school." If the job of teacher is to instruct or teach then his major task is to transfer knowledge or skills to those that need to acquire them. Students' activities should not be limited to their presence in the class. The teacher should encourage them to make meaningful contributions under his guidance to the process of learning. A teacher as a builder of knowledge should test knowledge for the

purpose of evaluating progress that is made. The teacher should provide remedial services; special consideration to low achievers and slow learners. The UBE teacher should recognize that he is a learner just as much as the student. The teacher as a builder and mediator in the gap should see his role as a guide of the learning activity. In this connection the teacher serves as one who creates the necessary conditions that will make learning meaningful and pleasurable. He should also, provide leadership in quest for knowing by not only providing available information to the learner but also developing in the latter the capacity to inquire into things and search for new ideas and approaches to the problems of life.

The concept of standing in the gap, sees the teacher as a mediator of learning, this is, one who assist the learner to search and utilize information in ways which will bring about observable benefits both to him and to the larger society. If the teacher should be an effective builder of knowledge and standing the gap it is logical to expect him to meet special requirements:

- a. He should understand the individual learner for whom he serves as a mediator (his physical, mental, emotional, social and other characteristics).
- b. He should possess some ideas of how knowledge can be derived, organized and shared with the learner. Functioning in those ways underscores the relevance of teacher training.

Teacher Training

The objective of education is believed to be a veritable instrument for building and sustenance of nation. What a nation becomes is dependent on the type and quality of education of its citizenry because no nation can rise above her educational system. School is the mirror of the society and an agent of societal change (Ukeje, 1999). Teaching becomes a process of filling the gap and teachers are facilitators of teaching and learning. This implies that the classroom teacher is accountable for the destiny of a nation because there is a strong tie between his instructional activities, the eventual outcome of his instruction and the development or otherwise of the nation. Since sensitive or negative influence of teacher's actions has multiplying effects on the destiny of persons, groups and nations, teaching becomes an overwhelming responsibility. The teachers' responsibility is made more cumbersome by the fact that his effectiveness is measured in terms of how much learners will benefit from his professional expertise or led astray by those actions of his that undermine professionalism.

For the teacher to be an efficient builder of pupils and also to stand in the gap, he needs to be trained to be able to fill the gap. His training name stages takes several years. The minimum qualification for teaching in Nigeria as in Teachers Registration Council Nigeria handbook (2002) is Nigerian Certificate in Education, NCE. BA/B.Sc (Education) and B.Ed. in any of program, the teacher in training is exposed to the pedagogy of teaching. At some point, he undergoes practical field experience for some time where as a student teacher he is accessed by expert teachers. All trained teachers must register with the Teachers' Registration Council of Nigeria (TRCN). As it is, there are four categories of teachers' registration. Holders of PhD in Education or PhD plus their equivalent are in 'A' category; MEd in Education and equivalent Postgraduate Diploma in Education (PGDE) are in 'B' category and 'C' are for those with first degree in education or degree plus education or their equivalent, PGDE and finally, those with the Nigeria Certificate in Education (NCE) are in 'D' category.

The pedagogical skills required by teachers must be in line with the challenges faced by the society. Best teachers are needed for the development of high competent and needed skills in the UBE program. The duties of teachers according to Saulawa (2014) include the following:

a. Academic responsibilities:

- i. It is the duty of all UBE teachers to teach diligently and faithfully the subjects assigned to them.
- ii. UBE teachers should encourage pupils and students in the pursuit of learning.
- iii. UBE teachers should inculcate by precept and example of the highest regard for morality and all other virtues to their students.
- iv. UBE teachers should maintain proper order and discipline in the classroom and while on duty in the playground.
- v. Every UBE teacher in public/private schools should be in the classroom at least 5 minutes before the time prescribed and should remain throughout the official school hours unless due to illness or other unavoidable causes.
- vi. No UBE teacher should be absent in school except reasons acceptable to the principal or board of the school. Teachers who must be absent should personally write to state reasons and expect reply before they embark on their plan to be away.
- vii. UBE teachers are expected to conduct themselves in the class in accordance with ethics of the teaching profession. The time table should also be accessible to the pupils or students.
- viii. UBE teachers should attend all meetings called by the principal/head teacher of the school; usually it is such meetings that matters that will promote the advancement of education will be discussed and decisions to be taken.
- ix. UBE teachers should as a matter of duty test and evaluate periodically the attainment of their pupils and students and render assistance those in need.
- x. Heads of schools should provide parents or guardians with information in writing on the pupils about school progress, attendance and punctuality.

2. Co-curricular Activities

- i. All UBE teachers should participate in co-curricular activities such as duty master/mistress etc.
- ii. Unless with expressed permission, no teacher should embark on any business for profit in the school premises during school hours.
- iii. Teachers should keep any confidential documents of the school secret unless they assigned to divulge such documents by the principal or school management.

Teaching and Learning

Teaching is an active, constructive process in which the teacher assumes the role of a strategic planner, making decisions about contents and the appropriate instructional strategies. Teaching can be said to be a deliberate and planned activity. It is purposeful (goal oriented), coherent (structured) and meaningful (bridges the gap between the known and the unknown) and functional (usable and transferrable). All these imply that effective teaching consist of helping students to acquire and use knowledge, learn to think and solve problems.

A good teacher should have passionate love for the job, the learners, the subjects, and possess the qualities expected of the teaching profession. Genuine and professionally

trained teachers are able to play an important role in the learning of an instructional material by:

- a. Observing individuals and tries to understand these present abilities, interests and needs as that will serve as a take up point for and later will help the teacher evaluate to know progress made.
- b. Stimulate and encourage him to explore them further.
- c. Help to provide further experiences of such a nature as he comes probably used in satisfying the needs and curiosities he feels at the moment (Jokthan, 2007).

What effective teachers should do

Effective teachers must see themselves as artist as “teaching is art” not science (Higet, 1972). However, Garba (2020), describes the roles and responsibilities of an effective teacher as;

- i. a facilitator of learning: He guides and aids leaning activities within and outside the classroom.
- ii. a disciplinarian: He disciplines erring students that manifest undesired behaviours in order to correct them.
- iii. an examiner: He examines over time the extent to which students have learnt what are expected to learn.
- iv. a referee: He controls the: who, how, where and when should certain learning activities take place just as in football.
- v. a judge: He judges disagreement among students; during debate, quiz and football.
- vi. a curriculum planner: he is also an agent of curriculum planning. He plans together with other education stakeholders all the learning experiences students are to be exposed to in the course of their studies.
- vii. an agent of socialization: He exposes students and members of the society to modern lifestyles and technological innovations and makes them understand they are part of the global society.

Conditions that facilitate learning

Prospective UBE teachers should be conversant with the objectives of UBE programme in Nigeria as outlined in the UBE act of 2004 which includes.

- i. Develop in the entire citizenry a strong consciousness for education and a strong commitment to vigorous promotion.
- ii. Provide free, compulsory, universal basic education for every Nigerian child of school age group.
- iii. Reduce drastically, dropout rate from the formal school system through improved relevance and efficiency.
- iv. Cater for dropouts and out of school children /adolescents through various forms of complimentary approaches to the provision and promotion of basic education
- v. Ensure the acquisition of the appropriate levels of literacy, manipulative and life skills.

All the UBE teachers should be guided by the objectives above as they do their work as teachers. However, Oyetunde (2004), suggests what teachers should do for effective teaching and learning to take place and they include some of the following.

- a. Organize and explain the content in ways appropriate to students’ abilities: all UBE teachers must deliberately cause to understand the content of what to teach. Their knowledge of the subject cannot guarantee successful teaching, effective teachers

should know beforehand the difficulty level of their subject and prepares appropriate methods that can simplify the lesson. They can do effectively if they have taken into cognisance the students' previous knowledge. They should get relevant materials and devise examples and analogies that will help clarify key points, they should relate one topic to another and assess whether students are learning what is being taught.

- b. Create an environment for learning: effective teachers should establish and maintain good rapport with their pupils, are attentive and responsive to pupils' needs, communicate realistic expectations, give appropriate feedback on students' work and respect diverse talents and ways of learning. They encourage cooperation among pupils.
- c. Selecting and organizing materials: The UBE teacher has to select and organize materials to be learned. This may look simple but it is complicated, and complex. A teacher should take into account that pupils/students should not only be developed intellectually which cognitive domain, other domains (affective and psychomotor) should also be developed. The materials to be used should be organized to suit their ages and developmental stages.
- d. Guiding and directing learning: the UBE teachers guide or direct learning of his pupils/students. For optimum learning to take place, the teacher should observe very closely what his pupils/students do in and out of class and he should relate relevant things they do when teaching them. When students respond positively to things learnt, they should be motivated to learn more. Students should be drilling over so that learnt materials should remain in them.
- e. Evaluation of students and self: UBE teacher should know how well he has done as a teacher and that can be achieved if pupils are tested. Teacher should prepare his test and administer same to the pupils. Results of test should be made known to students immediately. Parents should also know the progress their children are making at schools and demand report from their wards and the schools.

Functions of the Teacher as a Learning Facilitator

His first function is to plan what to teach, how to teach it and the manner in which the outcome of teaching is going to be measured. Related to this is the issue of developing the ability to inquire and experiment with ideas in the minds of learners. It is needless for teachers to have a group of children who do no more than absorb whatever the teacher provides. Learning is an active process in which the learners are supposed to relate whatever is newly taught to their previous experience. Based on such relationship, he would be able to determine how best to use the additional knowledge.

The second function of the teacher as a facilitator is that he should estimate the educational needs of each child. This means that in the process of interacting with learners, the teacher should be able to determine what the students can do, with the view to deciding what each child is expected to do afterwards. Whether English, Mathematics, Basic Science and Technology, etc. The major roles and functions of a teacher is that he should be able to anticipate students' difficulties and undertake remedial works in order to facilitate learning activities.

The third function of the teacher is to establish the proper climate for learning to take place. In order to be able to this, there must be indications that the teacher accepts the learners for what they are worth. The teacher should show them love, respect, sincerity, these are qualities which the teacher must bring to his class. This is important since a

positive attitude to students help to sustain feelings of self-esteem and in turn makes them favourably disposed to the worth of the school.

The teacher is also expected to maintain contact with the home of each learner and the larger community. He should show interest in appreciating the social circumstances of children placed in his care. The importance of this comes from the fact that it is not always appreciated that a child's inability to learn may be linked to cases that have no direct relationship with classroom work. Poor learning may be as a result of hunger, emotional stress or poor health condition. Part of the custodian function of the teacher is to look for the causes of unwanted behaviour, and be able to provide appropriate responses. Some of these cases can be recognized by the teacher alone while others require assistance from the members of the child's family or even others in the larger family. Apart from bridging the gap between the teacher as guide to learning by the learners, the teacher will need to determine how well the learner has profited from the learning activity. The teacher must be able to assess the extent to which his instructional activities imparted so that he can prepare some remedial steps.

The UBE teacher serves as a motivator of learning. The ability of the students to learn is to a large extent dependent on what the teacher does to arouse their interest in school work and to bring them to appreciate the importance of education as a human activity. The job of motivating learners implies that the teacher has some understanding of individual differences in the physical and psychological makeup of human beings. This ability makes it possible for him to recognize that some learners are slow in benefiting from ideas and skills while others are fast.

The teacher should develop positive values in the students. In school, students are supposed to be led into such values that encourage respect for elders and authority, corporation, regard for beauty, good citizenship, creativity and all the qualities that work towards the good of the human society. For the teacher to organize learning activities effectively, he should understand "how" and "why" people learn. It is not enough gathering the children in an enclosure in the name of teaching them, there must be efforts to learn about the conditions that favour teaching individuals.

Conclusion

The mind of a new born child is blank (called *tabula rasa*): this means there is a gap at birth. Environment brings in certain activities to make print and fill in the gap. Learning that is directed from outside requires guide or a mediator. This mediator who is a teacher must be trained in the pedagogy and skills suitable for learning and to fill the gap. Teachers must receive training and be certified by appropriate organization, the TRCN their training enables them to function well as builders of people. Teachers that will be engaged in the UBE program have the task of laying a solid foundation in other words they are responsible for ensuring that the child acquires relevant education that would enable him survive and compete with others in the world and equally be useful to self and the larger society. Any solid structure that is built on a rock will not be blown away by the storm.

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CHAPTER 41

THE DEFUNCT UPE IMPLEMENTATION AND REVITALIZATION OF THE UNIVERSAL BASIC EDUCATION

Isah, Habiba & Yauta, Sani Ahmed

Introduction

The government places a premium on primary education. It holds that the foundation laid at the primary level determines what is accomplished at the secondary and tertiary levels of education and that the educational imbalance in the country will be addressed with full primary enrollment.

This chapter explains the Universal Primary Education UPE, the challenges faced by the UPE, and why it ceased to exist. The emergence of the Universal Basic Education and its objectives with guidelines and modalities of the UBE's implementation, challenges, and Prospects, as well as the advantages of the UBE revitalization. This chapter is therefore developed to attain the following objectives: to describe the defunct UPE and why it fails, identify and explain the challenges faced by the UPE, identify and explain the benefits of the UBE, determine the goals of the UBE, explain the implementation of guidelines and modalities of the UBE, explain the challenges faced by the UBE, provide ways of improving the UBE as the way forward.

The Defunct UPE

Universal Primary Education (UPE) was a defunct educational system that began in the mid-1950s as a result of the Macpherson constitution of 1951, which provided residents democratic rights to elect representatives to the three Nigerian regions' regional Houses of Assembly. Assemblymen may raise appropriate funds as well as pass laws in the areas of health, education, agriculture, and local government. The elected governments in the Western area, and later in the East, devised a comprehensive literacy and education program to ensure that the majority of primary-school-age children attend primary schools. Further, on September 6th, 1976, the federal government under the leadership of General Olusegun Obasanjo began the Universal Primary Education (UPE) program, which was the first time the program was launched countrywide.

What is achieved at the secondary and tertiary stages of education, according to the government, will be primarily determined by the foundation created at the primary level? In addition, full primary enrolment will address the country's educational imbalance (Charles, 2017). In evaluating Nigeria's primary school situation, the Universal Primary Education Act was introduced to make primary education free and obligatory throughout Nigeria as soon as feasible. As a result, educational development is critical and urgent. It must be regarded as a national emergency, second only to war, in terms of importance. As stated in section 3, paragraph 14 of the National Policy on Education, the general objectives of primary education are; the inculcation of permanent literacy and numeracy,

the ability to communicate effectively; the laying of a sound basis for scientific and reflective thinking; citizenship education, as a basis for effective participation in and contribution to the life of the society; character and moral training and the development of sound attitudes; developing in the child the ability to adapt to his changing environment; giving the child opportunities for manipulative skills that will enable him to function effectively in the society within the limits of his capacity; and providing the basic tools for further educational advancement including preparation for trades and crafts of the locality (NPE, 2014).

Action was taken by the government to kick start the program but there was no time to train enough teachers, the scheme's introduction resulted in the recruitment and hiring of unskilled instructors. The plan was officially launched on September 6, 1976 leading to the recruitment of 48, 780 extra teachers. As a result of the increased number of schools, there was also a rise in the number of non-teaching employees. Finally, the numerous UPE. Plans entailed a significant financial investment (Tanimu, 2018). As a result, the government faces major hurdles in providing the necessary resources and a well-articulated primary education curriculum. Therefore, the government cannot attain the stated objectives without the necessary number of trained teachers, desks, classrooms and instructional equipment, and faculties.

In addition, to harmonize the many sub-systems involved in the scheme, systems concepts will be applied. These sub-systems comprise competent and qualified teaching staff, precise and faultless teaching equipment, and educational materials. The evaluation of the UPE plan using the Gal technique reveals that the primary education goal of permanent literacy and numeracy in the populace, especially in the west, was met more than in the other parts of the country.

In 1976, over 0.7 million students were without teachers, desks, benches, or a classroom, and no financial preparations were made for them. Inadequate planning funds, shortage of professional planners with a specialization in primary school planning, insufficient qualified teachers, lack of data, corruption, and political instability, as well as poor capacity development of planners, policy instability, inadequate planning tools, and political influence, began to swirl which eventually became a signal to the downfall of the UPE. Universal Primary Education was reintroduced in 1999, bringing a new dimension to schooling that the government kept revisiting. (Charles 2017).

Challenges Faced by the UPE

The Universal Primary Education in Nigeria was plagued by numerous issues concerning implementation. Tanimu, (2018) postulated the following issues:

1. **Teacher Inadequacy and Poor Instruction:** Qualified instructors are required to teach in primary schools. Unfortunately, there are insufficiently skilled teachers to deal with the pupils. The government is willing to hire instructors who are less qualified at the expense of those who are qualified. The National Policy on Education specifies a teacher-to-student ratio of 1:30. This, on the other hand, has been abandoned. Even in Federal Government schools, it is not uncommon to have 40 to 50 students in classes. Two classes may be combined and be taught by a single teacher in some instances.
2. **Poor Primary School Administration**
There used to be two types of primary school management: a. the monitoring and management of primary education were taken up by the local government

education authorities, and the Ministry of Education supervised and managed primary schools through various management organs, resulting in confusion and conflict of interest between the State Ministries of Education and the Ministries of Local Government, as evidenced by the diversion of education funds to other projects and irregularities in teacher salary payment. According to Charles (2017), Decree No. 2 of 1991 transferred Education to the Exclusive List, while Decree No. 3 of 1991 transferred Primary Education control and finance to the Local Government Education Authority, thereby abolishing the National Primary Education Commission. This arrangement harmed primary education.

3. Inadequate Teacher Preparation

Some institutions (for example, colleges of education, faculties of education in universities, and education departments in some polytechnics) are tasked with teacher education. Numerous factors go into teacher preparation. Teaching Practice, on the other hand, is an essential component of teacher education. The internship provided to teachers in training (i.e. teaching practice) for a maximum of twelve weeks in a three-year degree is insufficient. If teaching is to be on par with other professions such as law or medicine, the internship period must be comparable to other professions' internship periods.

4. Inappropriate Application of Primary School Objectives

The National Policy of Education (2004) clearly states the reformed general objectives of primary education, this includes the following:

- a. Permanent reading and numeracy, as well as the ability to communicate effectively.
- b. The establishment of a solid foundation for scientific and reflective thought.
- c. Civic education provides a foundation for effective involvement in and contribution to society's life.
- d. Character and moral growth, as well as the development of a positive attitude
- e. Encouraging the child's ability to adjust to his changing surroundings.
- f. Providing basic tools for further educational endeavors, including preparation for local trades and crafts, within the limits of the child's capacity.
- g. Providing basic tools for further educational endeavors, including preparation for local trades and crafts. (NPE, 2014).

For the objectives to be met, education in general, and elementary school in particular, requires a significant amount of funding. However, education is rarely a top priority for governments at all levels but it was discovered that what is required in the implementation of the objectives exceeds the budget allocated for the educational sector. The number of teachers does not rise; rather, it falls because of the low pay for teachers, and many of them abandon the profession. Therefore, the objectives of primary education are difficult to attain in Nigeria due to low finance and insufficient inspection.

For example, in Nigeria, there are numerous issues with primary school inspection. First and foremost, inspectors have difficulty doing their duties. Lack of transportation to schools, lack of equipment, and the politicization of education are all issues they face. Furthermore, the inspectors are not sufficiently motivated to carry out their responsibilities. The pay for school inspectors has always been low due to lack of money, the inspectors are unable to conduct as many inspections as they would like during the school year. Due to the weather and driving difficulties in rural locations, they hardly

inspect schools properly (Charles, 2017). Inspectors and inspections are not well received by instructors. Inspectors pose a threat to teachers. As a result, school inspectors are met with hostility.

The situation of the country's primary schools needs improvement from the government because it suffers crumbling walls, the students sit on the ground or the floor, many schools lack suitable playgrounds and recreational amenities, and teachers and students are unable to obtain the required textbooks and instructional materials that aid teaching/learning processes.

The Fall of the UPE

Many have criticized the Universal Primary Education plan for its lack of good planning, which has resulted in inadequate educational equipment in classrooms, insufficiently educated instructors, and a decline in the provision of quality education. The Department for International Development (DFID) explains the issues and obstacles that developing nations face in achieving UPE targets, as well as solutions and priorities for governments and the international community. This included the territories of Sub-Saharan Africa, South-West Asia, and Latin America. According to DFID (2017), all countries can achieve UPE and gender equality if they prioritize it and international funding organizations follow through on their commitments.

The countries with the worst education indicators are those in which the majority of poor children do not receive primary education. Poor families are more likely to have less education, and poor children are more likely to drop out of school. Dropout rates are greater in areas where education is of poor quality. Teacher training, textbooks, curriculum, and school infrastructure should all be considered. As a result, achieving UPE will necessitate governments to prioritize basic education in their development programs.

According to the department for international development (2001), the challenge of universal Primary Education Strategies for achieving the international development targets includes wider inclusion of approaches that show flexibility and variety in design, to cater for the diverse circumstances in which the children live, involving the private sector, non-governmental organizations, and religious institutions not just as capacity-gap fillers but also as partners in achieving the targets of the UPE, adopting a flexible policy framework and producing clear codes of conduct for governments and funding agencies, and supporting capacity-building for systematic monitoring of accurate and timely quality assessment data and Gender equality which requires a fundamental change in governments and societies to ensure all policies, strategies and institutional practices provide equal opportunities for boys and girls.

Nigerians who cared about their education began to lose faith in the UPE program, criticizing the government's efforts to fund the system, which many saw as a nightmare. The unexpected and overwhelming consequences of the UPE scheme's fast educational expansion revealed a significant shortage of learning facilities, including space, as well as a severe shortage of teachers and funding to administer the system. Parents and the general public began to voice their dissatisfaction with the cost placed on them by a program that was supposed to educate their children for free. In addition, the morale of the teachers was harmed. In an attempt to save the scheme, some state governments introduced various types of charges on parents.

Despite the excellent objectives and philosophy of the programme which were enunciated optimistically in the National Policy on Education published in 1977. The Universal Primary Education (UPE) plan took off as a result of a substantial increase in enrolment from 6.2 million students in 1975/76 to 14.8 million students in 1992. The UPE experienced a rapid enrollment of pupils which called for more funding and proper planning. Due to financial difficulties and lack of proper planning caused by unanticipated enrollment expansion and political issues, the program ultimately failed. Poverty, social issues, child labour, and shortage of schools and teachers in some rural areas are among others, another key impediment to UPE implementation is primary stakeholders' inability to assist their children with school obligations leads to the fall of the UPE (Osokoya, 2010)

The Emergence of the UBE

The Federal Government of Nigeria first implemented the Universal Basic Education Program (UBE) in 1999, during the Obasanjo (civilian) administration, intending to broaden the focus and scope of the previous Universal Primary Education Program (UPE), which was implemented in 1976. Primary education is undeniably important to the government because it was viewed as the foundation of both secondary and higher levels of Education. The system was established to provide free, universal, and basic education to all Nigerian children aged 6 to 15 (FME, 2004).

The UBE Act 2004, which created provisions for basic education consisting of Early Childhood Care and Education (ECCE), Primary Education, and Junior Secondary Education, later backed up the UBE Program as a free, universal, and compulsory basic education program. Nigeria's educational system has seen some advances since the program began. Furthermore, the adoption of Universal Basic Education has resulted in significant advancements in education. Since then, the substance of primary education in Nigeria has changed dramatically, both in terms of diversity and intensity.

It should be remembered that the introduction of the National Policy on Education in 1977, followed by amendments in 1981, 1998, and 2004, necessitated a dramatic overhaul of the school curriculum to reflect the new educational philosophy in Nigeria. In the recent past, appropriate curriculum materials for the school system were designed to strengthen universal education to fit into the dynamics of current events and the immediate future in Nigeria. (Education, 2003).

Goals of the UBE

One of the main objectives of the UBE program is to ensure that all children, regardless of ethnicity, religion, socioeconomic status, or gender, have access to a good basic education. Hence, the UBE program's three main goals are access, equity, and quality. According to Charles (2017), Basic Education refers to the sort of education provided in the initial level of education, both in terms of quality and content. From country to country, its structure varies. In the past, basic education in Nigeria was equal to six years of primary schooling. The three years of Junior Secondary School are now included in basic education, therefore, the Universal Basic Education (UBE) is a concept that encompasses formal education up to the age of 15, adult and non-formal education, as well as education for marginalized groups within society. It is a policy reform move by Nigeria's Federal Government that is in keeping with the 1999 constitution's state

objectives, which was stipulated in section 18 that "the government shall eradicate illiteracy.

For this purpose, the government shall provide free and compulsory education as soon as possible. The program's aims, according to the Universal Basic Education Commission (UBEC) (2004), include: instilling a strong awareness of education and a strong commitment to its aggressive promotion in the entire populace, providing free, universal basic education to every Nigerian child of school-going age, dramatically lowering the rate of drop-out from the formal school system, and assuring that suitable levels of literacy, numeracy, manipulative, communication, and life skills, as well as ethical, moral, and civic values, are acquired to create a solid basis for life-long learning.

Some major goals of the UBE as drafted by Yusuf and Ajere (2000.) include:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, with special emphasis on girls, children in difficult circumstances, and from ethnic minorities have access to and complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education, and ensuring excellence for all, so that recognized and reasonable learning outcomes are achieved, especially in literacy, numeracy, and essential life skills.
7. Government's intention to use a variety of strategies for the provision of Universal Basic Education for all citizens.

The Implementation of Guidelines and Modalities of the UBE

The implementation guidelines for the Universal Basic Education program published by the Federal Ministry of Education emphasized that due attention would be given to public enlightenment and social mobilization. And the teachers will always be an important component of the ideation, planning, and execution processes.

As stated in FME (2004), the guidelines include:

1. Creating awareness and social mobilization to ensure community involvement for the success of the program.
2. Data collection and analysis of the current situation of the needs and problems of pupils and schools.
3. Monitoring teachers, evaluating teaching-learning activities, and proper planning for the success of the program.
4. Recruiting, educating, training, retraining, and motivating teachers to achieve the set goals.
5. Infrastructural facilities to aid teaching-learning processes.
6. Enriched curricula and extra-curricular activities in the schools.
7. Textbooks and teaching materials for better facilitation of the teaching-learning processes.
8. Improved finance and

9. Management of the entire process to achieve the set goals (FME, 2004).

Challenges of the UBE

The UBE also have its challenges in implementation. According to Tanimu (2018), the following are some of the UBE's potential issues:

1. Obtaining funding as stated in the policy, the goal is for Universal Basic Education to be free. It is true, however, that the government's financial burden typically pushes parents to help support this fundamental level of schooling. Because the majority of parents are poor, their children are ill-equipped to learn.
2. Problem of supervision of what happens at Basic Education Centers.
3. The issue of the distance between home and school. Most youngsters in rural regions walk more than 2 kilometres from home to school. This technique is likely to deplete children and lead to tardiness, absenteeism, and truancy. Basic Education Centers should be created within 1 to 1.5 kilometres of where people live.
4. Insufficient statistics on the number of children enrolled, the number of teachers, their qualifications, and demographic features, as well as statistics on buildings and other learning facilities. This lack of information has the potential to stifle planning.
5. There is no well-defined program to facilitate child care and basic education at the interface between parents and schools.
6. Competition between Private Basic Education Centers and Public Basic Education Centers. Individuals have the right to run schools in Nigeria, just as parents have the right to seek the finest education for their children, in a democratic atmosphere (Tanimu, 2018).

The way forward;

As a way forward, suggestions for improvement in the UBE program have been made below:

1. Creating Awareness

The general public should be educated on the importance of basic education regularly. They must be taught that education allows people to make better, more measured decisions, which benefits their families and the country as a whole. The Universal Basic Education (UBE) program is critical because it shapes the minds of young people. As a result, sufficient care must be given to ensure that it continues to progress to ensure a brighter future for all.

2. Sufficient Financing

The government and non-governmental organizations like UNICEF, World Bank, SENSE etc should raise funding for the scheme to improve educational quality by implementing new facilities and instructional tools. Sufficient funds are required from the federal government which will provide substantial finances, with state governments assisting sufficiently, to ensure that poor parents invest minimal funds for this level of schooling, prompt payment of staff salaries and provisions and maintenance of Infrastructure.

3. Provision of Adequate Infrastructure

Government should provide adequate classrooms and teaching-learning fertilities to ensure that students do not sit under trees or in open areas. Secure classroom facilities are especially important in rural locations, where the number of school children may

outnumber the available learning space. Our new educational culture must place a strong emphasis on collaboration between the government and other development agencies to address education funding, skill development, and facilities for both children and teachers.

4. Adequate Supervision

Adequate supervision of staff and fostering a maintenance culture of the school's physical activities and teaching approaches are required for effective delivery of the program. In the absence of regular inspection by the inspectorate, some instructors may engage in other business during school hours. Due to lack of supervision, this unprofessional behaviour causes discipline issues hence, the need for adequate supervision.

5. Raising Educational Standards

Teachers participating in this program should strive to stay current in their professions regularly. Teacher workshops on the best techniques to teach children should be held regularly.

6. Provision of Adequate Security in Schools

Because of the current condition of insecurity in the country, many youngsters prefer to stay at home rather than attend school. Government should therefore take security measures to protect both teachers and students in schools. Students must feel free and secure for them to be socialized following the nation's democratic needs.

7. Implementation of Research Recommendations

Educational specialists' contributions to the government by publishing research findings in their fields of expertise regularly should be taken seriously with full implementation. Also to ensure that the program's objectives are met, the implementation guideline should be strictly followed.

The Benefits of Revitalization of the UBE

Universal basic education serves to prevent child labour by providing free and obligatory education for children aged 6 to 15. When children are at school, there is no need for them to be exploited because their educational rights are effectively enforced. The government's weapon in the fight against illiteracy in the country was the universal basic education program. Its goal was to eliminate discrepancies and distortions in the delivery of basic education while also bolstering the country's educational strategy. Universal basic education is crucial because it shapes teaching and learning at the most fundamental levels.

Bello (2015), gave the importance of universal basic education as follows:

1. MDGs Achievement

The millennium development goals (MDGs) are goals that every developing country should strive to achieve as it brings about a more fulfilled and prosperous nation. The main objective of MDGs is to eradicate poverty and hunger which is the bane of many developing nations, especially Nigeria. Universal basic education contributes to the achievement of the MDGs by providing an educational foundation on which solutions to social, political, and economic problems can be analyzed in a learning environment, and recipients can put their newfound knowledge to good use to make their country more productive. Poverty gives way to a more pleasant life when people are empowered.

2. Reduction in Child labour

Universal basic education helps to reduce child labour in the sense that it provides free and compulsory education for children between the ages of 6 and 15 years. Because a child's educational right is effectively exercised when they are in school, there is no need for unnecessary exploitation of the youngsters. Child labour, which is a major problem in most developing nations, has been addressed by universal basic education, as evidenced by the fact that children who are required to attend school do so since it is both compulsory and free.

3. Ensures Quality Education

Universal basic education ensures that quality education is meted out to its recipients as the curriculum touches on subjects that are important to a country's development. It also instills in young students the concepts, values, and ideologies of each topic, which will be important in the country's administration and development in the long term. It also gives young people the attitudes and values that will help them grow constructively.

4. Reduction of Gender Inequality

Universal basic education has helped to reduce the issue of gender inequality in educational attainment by providing a female child with the opportunity to receive a basic education that will enable her to contribute her fair share to the country's growth. Due to universal basic education, which has helped to develop more educated women, a female child can assume any position in society.

5. Employment Opportunities

Universal basic education has helped to provide citizens with jobs opportunities as schools require teachers to teach in primary and secondary schools, and this helps to reduce the unemployment rate in societies and also contributes to the nation's economic development.

6. Reduction of Poverty

Universal basic education reduces the rate of poverty by producing competent and creative individuals who engage in one form of job or the other to improve their standard of living. By being resourceful entrepreneurs, they create jobs that promote the nation's economic development and lower crime rates owing to a lack of work, as more people are engaged in something constructive, which Universal Basic Education ensures.

7. Crime Reduction

Universal basic education helps in the reduction of crime as it inculcates in individuals the moral values, beliefs, attitudes, and principles that would help the individual become resourceful to himself and the society. An educated individual would find more ways to be engaged in something productive and not engage in crime.

8. Helps Parents

Universal basic education has helped parents in reducing the financial burden as basic education is free and as such their children or wards can receive a sound and quality education for free.

9. Better Healthcare

Universal basic education helps the children by providing food to them at no cost and a well-fed child runs no risk of falling ill, the universal basic education initiative has helped to see that the child's feeding and health are properly taken care of.

10. Motivation for Students

Universal basic education has made learning fun, interesting, and free and with its other benefits of free feeding and healthcare it makes it attractive for children to want to attend school and not be seen roaming the streets thereby reducing the rate of school dropout in the society (Bello, 2015).

Conclusion

Basic Education has been a major concern in both developing and under-developing countries. It has been one of the major focuses of the Government putting measures to ensure the achievement of Universal primary education and later Universal Basic Education. The UPE failed as a result of poor implementation and strategies including a lack of funds to sustain the program. The UBE took over to continue with new guidelines and implementation strategies which achieved more than the UPE but have their challenges that need to be addressed for better results. This includes proper funding and implementation strategies with honesty and adequate supervision among others.

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CHAPTER 42

EMERGING SECURITY THREATS AND THE IMPLEMENTATION OF BASIC EDUCATION IN NIGERIA

Marafa, Murtala

Introduction

The importance of education to nation building justifies its inclusion in the national development plan of every nation. This is because of the awareness of the importance of education to raising the quality of life for mankind. It is pleasing to state that the relationship between education and development is well established such that education remained a key index of development. It was also on record that schooling improves productivity, health and reduces child abuses and labor as well as bringing about empowerment (Marafa, 2020 as cited in Education for All, EFA, 2002). In a larger sense, education opens the door for all children to participate in developmental activities. This is because education is dynamic both as a process and a system and as such, the more secure the society becomes, the more enlighten, tolerant and productive the system, citizens and the nation become. To achieve this, all hands must be on deck to ensure a safer and enabling environment devoid of any form of security threats. In recognition of the importance of education, the Federal Government of Nigeria (FGN) launched the Universal Primary Education (UPE) scheme in 1976. It is worrisome to report that the UPE scheme was abandoned midway. However, the FGN under the leadership of Chief Olusegun Obasanjo re-launched similar programme to UPE called Universal Basic Education (UBE) in 1999.

The UBE programme is a nine (9) years basic educational programme which was launched to eradicate illiteracy, ignorance and poverty as well as stimulating and accelerating national development, political consciousness and national integration. The implementation process of the UBE programme has been on since 1999, but achieving significant progress was hampered by emerging security threats among other challenges in many parts of the country. This ugly development impinges on national security as it has negative effects on the implementation of UBE scheme. Conversely, securing schools might not just end at physical security of the learning environment. Arrangements must be made to extent issues of security to encapsulate parents, teachers, students, facilities, vehicular movement, food vendors, and visitors among others. If security is compromised in schools, the psychological effects on students, teachers and parents would affects implementation of UBE scheme. In this case, securing schools is not limited to deployment of security agents but includes the capability of all stakeholders to deal with any emerging security threat.

Nigeria has been experiencing many security threats which are either man made or environmental/natural. Presently, the atmosphere in the country is filled with distrust, suspicion and tension with agitation for secession and drums for sectarian violence

beating across the six geopolitical zones. Kidnaping for ransom, financial crimes, trans-border crimes, religious intolerance, political assassinations, drugs peddling and human trafficking, cultism, armed robbery, unconventional war and terrorism by non-state actors like Boko-Haram Terrorists (BHT), Killer Herdsmen and Indigenous People of Biafra (IPOB) activities among others have become the order of the day. The most devastating security threat in recent times is the armed bandits' activities, kidnapping and killing of school children. The incessant attacks by these deadly groups on schools and students resulted in creating fear in students, teachers and parents as well as destabilizing academic activities and destructions of educational facilities within the affected communities.

Mosindi (2020) reported that the re-occurrence of insurgencies and terrorism in the country for two decades so far have posed serious security challenges and retarded the rate of development in the country. It is important to state that most of the insurgencies and terrorisms had their remote and immediate causes hinged on cultural, political, Socio-economic, educational, religious, and ideological issues. The activities of these deadly groups have seriously weakened the political, economic, agricultural and educational activities in the country especially within the affected states. In spite of the efforts made by Nigerian security agencies, Kidnapping of persons for ransom, killing including school children persisted. The resistance of these deadly groups and the inability of the security agencies to overrun their strongholds in some parts of the country have adversely affected the implementation of UBE in the country.

The emerging security threats have far reaching consequences on the nation's implementation of UBE. It is important to state that every security threat irrespective of where it occurs potentially put at risk the livelihood and wellbeing of every Nigerian including school aged children. Security threats could be man-made, nature made, or a combination of both. In this regard, the lives and livelihood of parents and their children are continually at risk from one form of security threat situation to another (Bolaji, 2009; Ekwo, 2005). This is reality of the situation at hand as the rate of kidnapping of school children is on the rise in some parts of the country. At the backdrops of this ugly development, this paper examines the objectives and scope of UBE, nature of emerging security threats, effects of security threats, and roles of security agencies, factors affecting the efforts of the security agencies and strategies to be adopted in containing the emerging security threats.

Objectives and Scope of Universal Basic Education

The UBE programme is a reform measure aimed at addressing inequality in educational opportunities and distortion in the basic education sector. It reinforces the implementation of the National Policy on Education and ensures access, equity and quality of basic education throughout the country. The implementation document on UBE explained clearly the meaning and scope of UBE as the foundation for sustainable lifelong learning for the acquisition of basic skills. In this context, basic education comprised of early childhood care development and education, six years of primary education and three years of junior school education. The UBE seeks to achieve the following objectives:

- a. Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
- b. The provision of free universal basic education for every Nigerian of school-going age.
- c. Reducing drastically the incidence of drop out from the formal school system.

- d. Catering for the learning needs of young persons who for one reason or another have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education.
- e. Ensuring the acquisition of the ethical, moral and civil values needed for the lagging of a solid foundation for lifelong learning (Lawal 2008; FRN, 2014).

The objectives of UBE appears to be laudable, the emerging security threats remained one of the impediments to achieving effective implementation of UBE in some parts of the country. Therefore, the government must be serious at all times to protect and secure educational facilities under UBE for effective implementation. It is gratifying to state that Nigeria is blessed with abundant human and material resources; however, the image of UBE implementation is at its lowest ebb due to emerging security threats and many other challenges. It is the conviction of this paper that UBE is a serious business which requires huge resources and strong commitment on the part of all stakeholders as well as sound security measures on ground so as to reposition the UBE for enhanced performance. This is with a view to achieving effective implementation of the UBE Scheme across the states. It is important to state that emerging security threats are topical issues and everyday problems in many parts of the country. All hands must be on deck to properly address the disturbing issue from the roots so as to fully realize the objectives of UBE in Nigeria. The questions therefore to answer are, what are the nature of emerging security threats undermining the efforts of stakeholders in realizing the objectives of UBE in Nigeria.

Emerging Security Threats in Nigeria

The nature of emerging security threats in Nigeria occasioned by activities of armed bandits, kidnappers, BHT, IPOB and other criminal elements is getting out of hand. Initially, it seemed that situation ought to easily be put under control. However, it became obvious that the nation security apparatus were ill equipped and overwhelmed to tackle the emerging security threats ravaging the country's developmental efforts. There is a general concerns about the growing state of insecurity in Nigeria recently. Despite the claim of outstanding economic growth by the government, the level of national security does not appear to be favorable for proper implementation of UBE against the backdrops of security threats occasioned by activities of kidnappers, armed bandits, killer herdsmen, BHT, IPOB and ethno-religious violence among others. The country in recent times has experienced a number of threats to its national security which brought about incessant killings, economic sabotage and destruction of national assets (Buratai, 2018; Mosindi, 2020; Abdullahi, 2021). In this case, the nature of security threats in Nigeria is enormous and dynamic. These threats are categorized into internal, external and trans-border threats as follows:

Internal Threats: Internal threats to national security have affected the nations' development effort tremendously. This is because the country has been grappling with myriad of insecurity issues for over two decades. These security threats include poverty, unemployment, out of school children, political instability, armed banditry, terrorism and insurgency, ethno-religious crisis, sabotage, socio-economic crimes, kidnapping, farmers and herdsmen clashes as well as natural or man-made disasters among others.

External Threats: External threats deal with international issues. In this regards, the dynamic nature of international politics requires that the Nigerian military maintain a high level of readiness to abide by the foreign policy thrust. These amongst others include

economic diplomacy and commitment to international peace and security. In spite of this policy thrust, several threats of external dimension persist. One of such threats emanates from the porous and ill-defined nature of Nigerian's borders. This situation calls for the need for border communities to be accorded a special place in national defense and security measures. There are other external threats arising from spillover effects of local conflicts in neighboring countries in the form of banditry, subversive penetration and hostile activities against Nigeria's vital and critical infrastructures.

Trans-Border Threats: The trans-border threats include terrorism, cybercrime, climate change, epidemics, and pandemics, proliferation of small arms and light weapons as well as weapons of mass destruction. In this situation, the government, military and other security agencies have over the years maintained a robust focus in collaboration with the international community to limit the country's vulnerabilities (Buratai, 2016; 2018; Mosindi, 2020; Abdullahi, 2021).

Effects of Emerging Security Threats

The insecurity situation in the country is a hindrance to a meaningful educational growth and development. This is because terrorism/ insurgency, kidnapping, banditry and their philosophy oppose national development as they always destroy or disrupt developmental efforts. Apart from the Nigerian civil war (1967 – 1970) and COVID-19 pandemic, no other single event of complex emergency in the country has had adverse effects on education as the current insecurity issues in the country (Echebiwe, 2014; Bolaji, 2009; Ekwo, 2005). The objectives of these national security threats are to dampen the moral and aspiration of the society. However, when a nation faces security challenges, not only the citizens and the investment atmosphere suffer, the educational growth and development will also be polluted and distorted (Olorundare & Upahi, 2013). This ugly trend would also lead to declining in interest and enrolment of children in schools. This is worrisome as some of the states in the country are still lagging behind in terms of student's enrollment. The security threats situation would also discourage credible foreign and domestic investors and investments in the education industry. Hence, the nature of insecurity in Nigeria affects the implementation of UBE in various ways. Some of these negative effects are highlighted as follows:

- a. **Getting Injured and Loss of Life:** Getting injured and loss of life are the most terrifying effects of insecurity. The humanitarian consequences of insecurity have resulted in an estimated 20,000 death (Wikipedia, 2021). For instance, former president Goodluck Jonathan in May 2014 claimed that deaths related to BHT activities left at least 12,000 people dead and 80,000 people critically injured (Echebiwe, 2014; Mosindi, 2020). In similar vein, many students were kidnapped by terrorists/ insurgents. Many of the students were also killed at the hands of their captors. This ugly trend has drastically reduced the enrolment of children in schools located at the crisis areas. Many schools were also closed because of fear of being killed or kidnapped by insurgents or armed bandits. Teachers and students were also injured trying to escape from being attacked by terrorists.
- b. **Creation of Fear in Teachers and Students:** Creation of fear in the mind of teachers, parents and Students is one of the strategies adopted by the criminal elements to force the target to its desired behavior. Insurgency, kidnapping and terrorist attack instill fears in the minds of the members of communities. This has become more imminent following the series of adoption of students from their

various schools. Typical examples were adoption of large number of students in Borno, Yobe, Kaduna, Katsina, Zamfara, Kebbi and Niger states. However, the national dailies and radio stations have been using these cases of school adoptions and attacks as their headlines. This type of publication does not only create fear and uncertainty in the minds of parents, teachers and students but raises the morale of the criminals as their devilish acts have received wide publication.

c. **Destruction of Facilities and Equipment:** Destruction of educational facilities and equipment is one of the activities of the insurgents especially the BHT as the major goal of the insurgents is to put a stop to what it deems westernized. As a result, educational facilities and equipment becomes some of their major targets of attacks. These types of destruction become the order of the day. At some point, many schools were forced to close due to insurgents' attacks. In this case, facilities and equipment rusted, mutilated, dilapidated and expired. Some of these facilities and equipment include laboratories, libraries, classrooms, offices, hostels, clinics, halls, books, scientific apparatus, chemicals, reagents and specimens among others. This situation has adversely affected the implementation of UBE in Nigeria especially in the affected states.

d. **Destabilizing Academic Activities:** Destabilizing Academic Activities is among the wish list of the insurgents. In this case, schools were forced to close because of incessant attacks. In addition, academic calendar of schools in the affected states become distorted. Since the beginning of insurgency/terrorism in the country, many schools couldn't get it together in terms of smooth academic activities. Learning activities were not held because so many days, months or even years were completely lost. This is really shocking as many school aged children were forced to live in IDP camps. This situation is an ugly one as it has tremendously affected the implementation of UBE in Nigeria.

e. **Diversion of Education Fund to Security:** Diversion of UBEC fund to security is another adverse effect of security threats on implementation of UBE. In this situation, funds meant to improve schools and UBEC activities are diverted to security sector. For over two decades, the country couldn't meet up with the 26% UNESCO bench mark of its total budget to education annually. This is worrisome as many schools were left dilapidated due to poor budgetary allocation to UBEC and education sector generally.

f. **Paralyzing the Socio-Economic Activities:** Paralyzing the socio-economic activities is another adverse effect of security threats on UBE implementation. The insecurity situations have rendered many parents jobless and as such, were not able to afford school expenses for their children. Businesses were also destroyed as no one goes to farm or market. The recent trend of insecurity exposed Nigeria's deficiency in terms of funding. The government has been borrowing money to fund budget for some time because of numerous security threats. This is not a good story as many households couldn't afford three square meals not to even think of sending their children to school. Financial problems have posed many children to drop out of schools. This is because their parents who normally support them financially lost their jobs or, could not go to farms due to insecurity issues in their towns and villages (Ekwo,2005; Echebiwe, 2014; Mosindi, 2020; Abdullahi, 2021; Yusuf, 2022).

Roles of Security Agencies in Managing the Emerging Security Threats

The Nigerian security agencies are constitutionally mandated to confront any external and internal aggression against Nigeria and Nigerians. Security agencies perform several appropriate roles in order to combat the security threats. Some of these roles are as follows:

- a. **Intelligence Gathering:** Intelligence gathering is one of the strategies adopted to get firsthand information on security threats in a particular location. In this regard, the security agencies are to deploy intelligence personnel to crisis prone areas including IDP camps and schools. These efforts would constantly keep criminal elements on the back foot and provide field commanders sufficient time and options to respond to the existing and emerging threats associated with implementation of UBE.
- b. **Security Awareness and Education:** Security awareness and education are important in crisis areas. This is because there is the need to galvanize the populace to understand the dynamics and specific nature of threats to national security. The Nigerian security agencies through their respective directorates of public relations and education are to sensitize the general public on the measures to protect schools and entire population from the consequences of security threats. In addition, the ministries of information at the federal and state levels should be advised by the successive leadership of the security agencies to key into the galvanization of the populace to support the security agencies especially the military and government's effort as well as discredit the activities of criminals.
- e. **Cooperation Among Security Agencies:** Cooperation among security agencies is crucial to defeating the security threats. This is because it has been proven that no single individual agency can effectively tackle threats to national security on its own. It is crucial that synergy is developed with others to maximize the strength and mitigate the weakness. In all the crisis areas, security agencies have played prominent roles in support of the threats prone communities. The military, Nigerian police, Nigerian Security and Civil Defence Corps, Custom and other security agencies should be deployed to provide security to the liberated towns and villages in Borno, Yobe and Adamawa States to provide security cover to educational facilities. This is with a view to instilling confidence in students and teachers (Yusuf, 2022; Buratai, 2018; Compendium of Nigerian Army Transformation, 2020).

Factors Affecting the Efforts of Security Agencies in Combating the Emerging Security Threats

The security agencies are confronted with a lot of factors in its effort towards tackling the emerging security threats in Nigeria. Some of these factors are:

- a. **Foreign Conspiracy:** Foreign conspiracy at individual level especially in the alleged use of mercenaries by local insurgents and militants with small light weapons is a serious challenge. A lot has to be done to ensure that are sensitize to desist from collaborating with criminals to sabotage fellow citizens.
- b. **Informants:** Informants to insurgents, militants and other non-state actors are a major challenge to the success of operations by security agencies in providing the desired security cover to communities. Most of these informants are

unfortunately Nigerians who ought to be positively contributing to the development of the country and whose children are supposed to attend schools. The informants provide information to non-state actors who destroy the educational facilities as well as other facilities they and their relations are supposed to benefit from. The governments at various levels and could utilize the various agents of socialization to preach peace to the informants so as to repent.

c. Influx of Illegal Arms and Ammunition: Influx of illegal arms and ammunition is one of the major obstacles to addressing the issue of insecurity in Nigeria. In this situation, illegal fire arms and Improvised Explosive Devices (IEDs) materials are usually smuggled into the country through its borders. Most of these fire arms came to the criminal elements through Malian and Libyan rebels. They normally exchange arms for money. The fact that the weapons are small, light and collapsible makes them easy to be counselled and moved on camels and donkeys in specially crafted skin bags. It is reasonable to state that the influx of fire arms to the hands of criminals has adversely affected the efforts of the security agencies in combatting the insecurity issues.

d. Involvement of Scammers: Involvement of scammers for dialogue is only targeted at getting money from the governments. In this case, various state governments were duped and deceived by the so called repentant armed bandits or BHT. These criminal elements presented fictions peace proposal that ended up as a scam. These criminals turned the situation into a gold mine in states such as zamfara, Katsina, Borno, Yobe, Adamawa, Kebbi, Niger and Sokoto states. In so many cases, the insurgent/ armed bandits agreed to lay down their arms but later came back stronger to attack.

e. Effects of Weather and Terrain: Effect of weather and terrain is another factor undermining the effort of the security agencies in combatting the security threats. In this regard, a significant part of the Northern part of the country is sandy while that of the south is mostly marshy and liable to floods. In addition, rainy season has also contributed to making the terrain marshy. This situation has consequently undermined the efforts of the security agencies in addressing the security challenges. This situation has negative effects on the successful implementation of UBE.

f. Large Expanse of Land: Large expanse of land is one of the factors affecting the efforts of the security agencies in addressing the national security threats. Most of the states where the insecurity situation persist, occupies large expanse of land. The land is quite large considering the area security agencies need to provide security to residents of major towns and settlements affected by consequences of the emerging security threats (Buratai,2018; Abdullahi, 2021).

Strategies to be Adopted in Managing the Security Threats

In response to the emerging security threats in Nigeria, several strategies could be adopted in overcoming them. In this situation, the state governments are to partner with the security agencies for intelligence sharing through promotion of synergy among the security agencies. Other measures that could be taken by government and the security outfits are based on constitutional provisions, acts of various security agencies, global views as well as conventions and protocols which are all geared towards achieving a focussed response to the emerging security threats. There is the need to be proactive and design a strategy to foil, avoid or minimize the impact of an attack or any security threats as mentioned in subsequent paragraphs. The following safe school tips could be adopted as precautionary measures to content the emerging security threats:

a. Communication: Communication is important in every school. In this case, school management should dedicate real time communication network to pass information to all stakeholders such as PTA, Security Agencies, NEMA and community leaders among others. Effective communication need to be established among all stakeholders at all times. This is with a view to making everyone to be at alert before, during and after likely security threats, if communication is timely, the threats could be avoided or mitigated.

b. Threat Analysis: Threat analysis need to be conducted in threat prone environment where schools are situated. Hence, security threats vary from locality to locality and region. In this country, certain areas are prone to various kinds of threats ranging from manmade and natural such as kidnapping, terrorism, killer herdsmen, armed robbery/banditry activities, flood disaster, building collapse and epidemic/pandemic such as lassa fever, cholera outbreak and COVID-19 among others.

c. Estimating the likely Threats: Estimating the likely threats base on '5 Ws' where, when, who and what is important. When would it likely occur, that the probable time, season and period? Who will likely cause the threat, target responsibilities and tasks of the respective stakeholders in an event of crisis? What would be the probable magnitude of the threats, the reason for the security threats and what does it intend to achieve.

d. Constant Staff Check: Constant staff check and vetting becomes necessary. This is with a view to getting data on every member of staff and students of the school. There is also the need to constantly have security threats dialogue with community for awareness purpose.

e. Perimeter Fence: Perimeter fence with CCTV cameras and solar source of power to power the gadgets should be provided to all schools within the threats prone environment. Escape routes and muster points should be designated in schools. Staff and students should be appointed to alert the victims and manage security situations to avoid panic.

f. Teaching and Learning Disaster Management: Teaching and learning disaster management should be an everyday activity in schools located at the threat prone areas. Crisis prevention techniques should be taught to staff and students. The students should be engaged in adapting, developing and testing strategies to be adopted in containing any likely security threats. School disaster management team should be constituted. Teachers and students should be trained to respond to disasters that may occur during school hours including preparation to host displaced children and teachers. Practice simulation drills for expected and recurring disasters should be practiced frequently.

g. Developing Security Tips: Developing security tips in booklets for staff and students comprehension becomes necessary. The booklets should contain building structural and non-structural measures and early warning alarm/signs to security agencies and communities. Give security updates to parents and security agencies to be abreast with the situation. Schools' community should avoid panic and stay calm at all times. State and Federal Governments should provide standby transportation system and team for evacuation in case of emergency. Close the school down when attack is imminent in liaison with Security agencies and school management including State and Federal Governments.

h. Blocking Access Roads: Blocking access roads that leads to school from different axes is important. The school should ensure uniform dress code and identity card check at the gate. Vehicular movement and parking space must be monitored and searched for strange and false items always. The schools should ensure continuous vetting of staff, casual workers, administrative staff and watch behaviour against extremist ideas and cultism tendencies. School management must remain vigilant against new types of extremist and

terrorist recruitment pattern engaging communities been targeted by terrorist recruiters.

i. Dug-out Trenches: Dug-out trenches round schools provide very good and less expensive protection to schools. The main advantage of the trenches is the instillation of fear in the minds of unwanted persons. At least, the trenches would send suspicion in the mind of the unwanted persons that there are likely security personnel or other deployments in the trenches. In addition, before the unprepared unwanted person crosses the trenches, there is the possibility of having him arrested. So the trenches also delay unwanted persons from getting into the schools easily.

j. Watch Towers/Sentry Posts: Watch Towers/Sentry Posts round the school could provide early warning and first line protection to the school to the extent that unwanted visitors could be delayed and denied access to the school facilities. The Watch Tower/Sentry Posts should always be manned by trained security personnel (DSSS, 2014; Physical Security Survey Report, 2021; Abdullahi, 2021).

Conclusion

The security threat in Nigeria has not only remained resistant to attacking strategies, but continues to expand its scope in different dimensions. Much has been said and written about the nature, strategies, consequences and activities of criminal elements in the country. The Nigerian security agencies are aware of their roles and trying their best, but their best is not enough to contain the situation at hand. Officers and men of the security agencies have sacrificed their lives in an effort to provide counter approach to the insecurity issues in Nigeria. It is the conviction of the writer that the solution to any societal ills is the provision of quality education to school aged children. This is because education as an instrument of change strives to solve societal problems such as illiteracy, diseases, extremism, unemployment, tribalism and poverty among others. This is with a view to averting any adverse effects of not educating the children in future. In this regard, all stakeholders in education and security sectors are to put all efforts in place so as to avoid situations that will lead to insecurity. The government must provide adequate security for schools in violence-prone-communities in the country to ensure effective implementation of UBE scheme.

This paper share many thoughts on some of the nature of security threats, effects of security on UBE implementation, and efforts the security agencies in combatting the security threats. The paper also exposed some of the factors affecting the efforts of the security agencies. A lot need to be done in our responses as stakeholders to contribute to the current efforts of the governments in securing the nation. It is hoped that this submission has stimulated your interest and provided the platform for more fruitful discussions on the issue of securing the nation for achieving implementation of developmental efforts.

Recommendation

As seen in this *chapter*, dealing with emerging security threats has far reaching implications on the implementation of UBE. In order to ensure that the objectives of the UBE scheme are not jeopardized, the following recommendations are made:

- a. Federal and State governments should continue to provide all necessary supports to the security agencies so as to bring an end to the insecurity situation in the country.
- b. The military authorities should deploy more security personnel to all the schools in crisis prone-states to provide security cover to staff and students of the schools.

- c. Federal government should increase the budgetary allocation of the UBEC in order to procure modern sophisticated security gadgets for all schools.
- d. The military, police, DSSS, federal and state governments should regularly organise seminar and conferences on security awareness and consciousness for staff and students in universities, polytechnics, colleges, secondary and primary schools in all the states.
- e. UBEC should ensure continues training and security awareness of pupils/students and staff periodically in all UBE schools.
- f. UBEC should equip schools with modern security gadgets like CCTV cameras, body and vehicular scanners among others to be placed at strategic location.
- g. Dedicated funds should be set aside by UBEC for security in schools, implementation monitoring and emergencies.
- h. School principals/head teachers should avail themselves with emergency numbers of security agencies within their domain for easy reach while seeking avenue to identify themselves with the head for security update on regular basis.

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CHAPTER 43

ATTITUDE TOWARDS SELF-DISCLOSURE AMONG JUNIOR SECONDARY SCHOOLS PUPILS DURING COUNSELLING SESSIONS IN ANAMBRA STATE: THE ROLE OF OUTCOME EXPECTATIONS

Obibuba Ijeoma M.

Introduction

Self-disclosure refers to the deliberate revelation of information about one's self to other, the information may range from personal thoughts, feelings and attitude, to experience that receivers are unlikely to learn from someone else. In general, disclosing personal information implies interpersonal affinity and that the communicator is willing to trust message receivers. Self - disclosure is a process of communication by which one person reveals information about themselves to another. It includes thoughts, dreams, fears, goals, preferences and experiences.

However, it is the verbal aspects of disclosure which have received the lion's share of attention in the psychological literature.

Despite the proliferation of guidance and Counselling departments and offices across all institutions and federal establishments including the grassroots level in Nigeria, psychologists and educational Counsellors have decried low degree of self-disclosure between Counsellors and clients during Counselling sessions (Baysden, 2018; Davis, 2019; Pandit, 2018; Masaviru, Mwangi & Masindano, 2018). In addition, studies (Rosenfeld & Civikly, 2018; Goodstein & Reinecker, 2018; Derlega, Winstead, & Greene, 2018; Tang et al., 2020; Wood, 2019) have shown that even the provision of enabling environment by all government establishments and institutions the degree of self-disclosure among clients to Counsellors has continue to witness a downward trajectory overtime. The implication of this trend is that cases of suicide, poor educational outcomes, psychological and emotional trauma for pupils have continued to rise.

However, talking too much about ourselves early in a relationship may not facilitate the development of friendship because too much disclosure might be viewed as being insecure. As a result, self-disclosure may lead to rejection because of not being liked or accepted (Steinberg, 2019). Nevertheless, self-disclosure is subject to various issues and factors. A number of factors influence when to disclose and when not to disclose. Self-disclosure can also have a dark side, particularly if the recipient is unhelpful or rejecting (Ayeni & Popoola, 2015; Bala & Otitoju, 2017). Therefore, it is against this backdrop that this paper seeks to provide answer to the research questions below:

What relationship exists between outcome expectations and attitude towards self-disclosure among junior secondary schools pupils during Counselling sessions in Anaocha Local Government Area of Anambra State?

Conceptual Review

Self-disclosure

Cozby et al. (2018) conceptualize self-disclosure as "any information about himself which Person A communicates verbally to Person B". This broad definition sets these criteria: (i) self-disclosure must contain personal information about Person A, (ii) the information must be verbally communicated to a target Person B, and (iii) the information must be verbally communicated by the discloser. The definition proposed by Worthy, Gary and Kahn (2016) places further restrictions on what is to be considered self-disclosure. They defined self-disclosure as "that which occurs when A knowingly communicates to B information about A which is not generally known and is not otherwise available to B". Therefore, following this formulation, the criteria of intentionality and privacy were added to the operational definition.

Goodstein and Reinecker (2018) considered still another element to be an important parameter of self-disclosure. Pointing out that such aspects of the self as feelings, values, ideas, and experiences are more central or important to the individual, they contended that self-disclosure should be limited to the "intentional revealing of these more central aspects of the self". Combining the elements offered by these writers, there are six criteria for self-disclosure first, it contains personal information about the discloser. Second, the information is verbally communicated by the discloser. Third, the information is intentionally communicated. Fourth, the information is private. Fifth, it deals with some aspect of himself or herself which the discloser considers important. Therefore, for the purposes of this paper, self-disclosure is defined as verbally communicated information about herself or himself which is important to him or her (centrality) and which would ordinarily be private rather than public information (intimacy).

Forms of Self-disclosure

- **Immediate Versus Non-Immediate Self-Disclosure during Counselling Sessions**

Intentional verbal self-disclosure can be broadly distinguished according to the extent it focuses on immediate in-session occurrences or experiences. Immediate self-disclosure, also referred to as self-involving or interpersonal disclosure, reveals the therapist's feelings about the client, the therapeutic relationship or an in-session event. It is directly related to the client in the here and now (McCarthy & Betz, 2019).

For example, a Counsellor might express feelings of frustration with a client's persistent tardiness to sessions (e.g. 'As you continue to show up late for our sessions, I am feeling increasingly frustrated'). Conversely, non-immediate or intrapersonal disclosure reveals information about the therapist's personal life, such as life circumstances, past experiences, attitudes, beliefs or values, which tends to shift the focus away from the client. For example, a therapist might share their experience of having gone through a divorce in response to a client's disclosure of their own relationship difficulties (e.g. 'when I went through my divorce several years ago, it was quite amicable'). The two forms of disclosure are functionally different (Knox & Hill, 2018; Wachtel, 2017). Immediate disclosure is often used to address process issues or demonstrate to clients the interpersonal impact their behaviour may have, whereas non-immediate disclosure has been used to facilitate rapport, convey human fallibility of the therapist, and render the client-therapist relationship more egalitarian and model new perspectives and

behaviours. Although both forms have therapeutic potential. Watkins and Wagner (2015) review of analogue studies on therapist disclosure suggests clients view and respond to self-involving disclosure more favourably. Reasons cited for why self-involving disclosure receives comparatively more support than personal disclosure include the gradual evolution over the past two decades towards a relational rather than intrapsychic focus in therapy and the fact that the increasing number of women therapists in helping professions tend to emphasize relational factors in their approach (Farber & Zubair, 2018; Zur& Aur, 2019).

- **Client-Counsellor Boundaries**

Therapy boundaries provide a framework that can guide and manage client expectations of the therapeutic encounter as well as distinguish therapy from other social events in the client's life (Smith & Fitzpatrick, 2016). More specifically, client and therapist roles are maintained by boundaries intended to define and delineate behaviour that is acceptable in therapy. It is generally agreed that a power difference exists between client and therapist and is reflected in the therapy boundaries. One type of boundary is contingent on disclosure norms between client and therapist. The client is characteristically the primary discloser expected to 'bare all' for therapy to be effective while the therapist maintains a predominantly non-disclosive stance and applies his or her expertise to the issue at hand (Farber & Joseph 2017; Simon & Aribido, 2018). Wachtel et al. (2017) states that oftentimes the distinction between disclosing in-session reactions and disclosing personal experiences 'virtually defines the boundary between disclosures that are acceptable and those that are not'. Indeed we are reminded by other authors of therapist disclosure's tenuous impact on the balance between personal and professional behaviour (Farber & Alaba, 2019).

Empirical and Theoretical Reviews on Attitude towards Self-disclosure

Hanson, Gulack, Haman and Aragon (2018) qualitatively researched 18 clients using grounded theory and found self-disclosure to have both a positive and a negative effect both on the clients and the Counsellors' privacy. Audet and Everall (2019) used a phenomenological methodology to qualitatively study nine participants and found that self-disclosure had both facilitative and hindering effects. Audet (2018) found that self-disclosure can blur the therapeutic boundaries. However, when it is used skillfully it can enhance the relationship. Likewise Bottrill, Pistrang, Barker, and Worrell (2019) used phenomenology to qualitatively study 14 trainee clinical psychologists and determined that working out one's approach to self-disclosure is a challenge or trainee therapists and that support is often required to master the skill.

Levitt, Stephen, and Ahmed, (2019), using a naturalistic methodology, qualitatively examined therapist self-disclosure within 52 two-therapy dyads and found both positive and negative results. Self-disclosure that humanized the therapist seemed to have a more positive affect than disclosure that expressed encouragement. Self-disclosure that highlighted similarity with the therapist seemed to have a more positive impact than disclosure that failed to convey either similarity or dissimilarity.

Knox, Hess, Petersen, and Hill (2018) qualitatively studied 13 adult clients in therapy, through phenomenology, and found self-disclosure to have a positive effect on discussing their important personal issues. This was in the context of the therapists being perceived by the clients as intending to normalize or reassure them and consisted of their provision of non-current information.

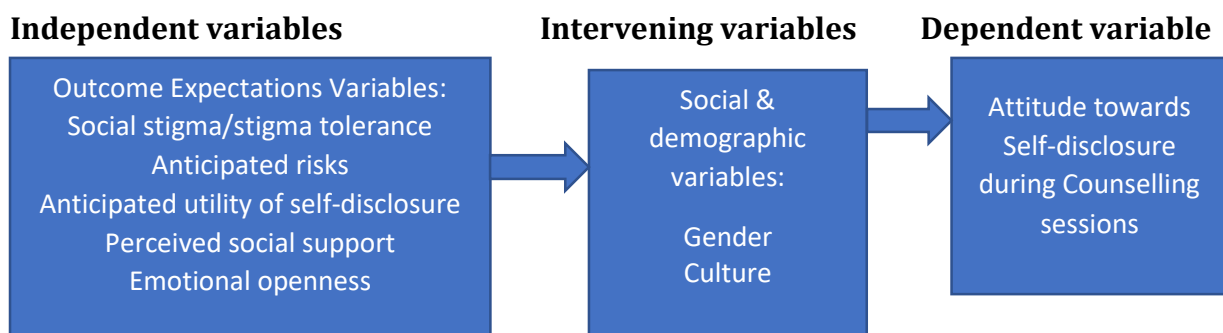
Burkard, Knox, Groen, Perez, and Hess (2019) qualitatively researched 11 European American psychotherapists' self-disclosure in cross-cultural settings phenomenologically. The results were positive when the therapists shared their own views on racist and oppressive attitudes, with the intention of enhancing the relationship. Andersen and Anderson (2018) used multiple regression analysis and granger causality to assessed the factors that influence clients' disposition to self-disclosure during Counselling sessions using self-disclosure and the demographic variables related to a therapist's use or non-use of self-disclosure. The researchers surveyed (Andersen & Anderson, 2018). Their results indicates that Counsellors used self-disclosure with their clients and their disclosures increased with therapy experience. Specifically, Counsellors with one year or less therapy experience disclosed less than therapists with 2-5 years' experience or 10+ years' experience (Heneretty & Levitt, 2017; Andersen & Anderson, 2018). Also, Andersen and Anderson found that Counsellors prefer using self-disclosures that reveal their emotional reactions to client's behavior when the goal of the disclosure was to help the client understand how others perceive them. Counsellors used positive affective responses the most frequently with clients but fantasies, images, and negative affective statements were also popular Counsellor self-disclosures (Andersen & Anderson, 2018). They also concluded that Counsellor self-disclosures about past or present weaknesses were not frequently shared with clients and they theorize these disclosures were not shared frequently because they were personal and they damage the Counsellor's "expert role"

Methodology

Theoretical Framework

The theoretical framework underpinning this study is the social penetration theory was developed by Irwin Altman and Dallas Taylor in 1973. They metaphorically described people as onions that have wedges or areas of personality each of which has multiple layers of progressive depth that is some factors might influence the disposition of clients not to open up during Counselling sessions due to outcome expectations such as anticipated risks, anticipated utility, social stigma, and social supports.

Conceptual Framework



The Figure 3.1 shows the link between the independent, the intervening and the dependent variables.

In developing country like Nigeria especially in Anaocha LGA of Anambra State culture places great emphasis on emotional control, and the expression of emotions is often viewed as being weak and an undesirable personality trait. When faced with problems,

many are socialized to “be strong”, “to pray about it” and to “move on instead of dwelling on it.” Resiliency, self-reliance and self-silencing are strongly valued in African cultures (Ali & Toner, 2016; Schreiber, Stern & Wilson & Alison 2015). Junior secondary students’ girls, in particular, silence certain thoughts and beliefs leading to self-devaluation and the onset of depressive symptoms (Ali & Toner, 2017; Penza, Reiss, & Scott, 2016). Equally important is the notion that unmasking personal, private and family matters to strangers is frowned upon Anaocha people’s cultures. These values all conflict with the core concept of self-disclosure during Counselling sessions where expression of emotions is encouraged and are usually expressed to strangers (Lin, 2018).

Therefore, the following operational variables for outcome expectations will be used throughout this study. Outcome expectation is measured through the following operationalized variables:

- Anticipated Risk: An individual’s perception of the consequences associated with self-disclosing to a Counsellor during Counselling sessions (Vogel & Wester, 2015).
- Anticipated Utility: The perceived value of the outcome to the individual for disclosing to someone such as a Counsellor during Counselling sessions (Vogel & Wester, 2015).
- Social Stigma: An individual’s perceptions of the stigma associated with seeking professional Counselling (Komiya et al. 2017).
- Perceived Social Support: An individual’s perceived social support from family, friends and a significant other (Zimet et al. 2016).
- Emotional Openness: The degree to which a person is comfortable talking to a Counsellor about personally distressing information during Counselling sessions (Kahn & Hessling, 2014).

Following the studies of Aromashodun (2016); Bolanle (2018) and Aderibigbe *et al.* (2017) this paper used multistage sampling technique to select respondents from two selected junior secondary schools in Anaocha LGA of Anambra State. This study selected the sample size of 162 pupils in JSS 1, 134 pupils from JSS 2 and 102 pupils from JSS 3, making a total of 399 pupils. Therefore, this paper selected 399 pupils as the representative of the study’s population.

The target population were the Junior Secondary School Pupils in some selected secondary schools in Anaocha LGA of Anambra State. Therefore, following the studies of Adegbite (2015); Bamidele (2016) and Mantel *et al.* (2012), this study used the Yamane (1967) simplified sample size determination to estimate the sample size for this study which is calculated as follow:

$$n = \frac{N}{1 + N(e)^2}$$

Where n = sample size

N = Total Population Size

e = the error of 5%

$$n = \frac{511}{1 + 511(0.05)^2}$$

$$n \approx 399$$

This section presents the analysis of the data collected from the field in order to test the validity of the study hypothesis. Therefore, the section begins with correlation analysis of the variables of interest. The correlation matrix among the variables of outcome expectations is presented in Table 1 and the means and standard deviations are presented in Table 1. Sample means and standard deviations for the variables of Outcome Expectations are: Stigma Tolerance $M=11.12$, $SD=2.72$; Anticipated Risk (AR) $M=13.51$, $SD=3.53$; Anticipated Utility (AU) $M=13.47$, $SD=3.06$ and Perceived Social Support (SS) $M=59.38$, $SD=16.62$. Means and standard deviations for Emotional Openness are (EO) $M=29.91$, $SD=6.94$ and Attitudes towards self-disclosure during Counselling sessions $M=78.58$, $SD=10.19$.

Table 1: Pearson Correlation Coefficients among Variables of Outcome Expectations

	EO	Stigma	AR	AU	SS	ATSD
EO	1	-.12(*)	-.24(*)	.07	.33(**)	.32(**)
Stigma		1	.90(*)	-.01	-.21(**)	.38(**)
AR			1	.22(**)	-.03	.20(**)
AU				1	.08	.24(**)
SS					1	.27(**)
ATSD						1

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

EO= Emotional Openness

AR= Anticipated Risk

AU= Anticipated Utility

SS= Social Support

Table 2: Means and Standard Deviations of Outcome Expectation Variables

Variables	Means	Girls	Boys	SD
Emotional openness	29.91	30.02	29.80	6.94
Stigma tolerance	11.12	11.59	10.75	2.72
Anticipated Risk	13.51	13.36	13.65	3.53
Anticipated Utility	13.47	13.10	13.84	3.06
Social Support	59.38	59.41	59.36	16.62
ATSD	78.58	77.00	80.20	10.19

The results in the table above indicates that mean and standard deviations for the four variables for outcome expectations together statistically significantly predict the attitudes towards self-disclosure during Counselling sessions among boys and girls of the selected schools in Anaocha Local Government. The overall model results indicated that all four variables for outcome expectations together statistically significantly influence and predispose pupils towards self-disclosure during Counselling sessions as indicated by $[F(1, 399) = 19.16, p<.01]$.

Table 2: The Overall Relationship between Variables of Outcome Expectations and Attitudes towards self-disclosure

	R	F	Df1	Df2	Sig.
1	.375(a)	*80.59	1	493	.000
2	.443(b)	*34.35	1	492	.000
3	.499(c)	*34.01	1	491	.000
4	.526(d)	*19.16	1	490	.000

* $p < .01$

- a Predictors: (Constant), Total SS Score
- b Predictors: (Constant), Total Anticipated Utility Score
- c Predictors: (Constant), Total Anticipated Utility Score, Total Anticipated Risk Score
- d Predictors: (Constant), Total Anticipated Utility Score, Total Anticipated Risk Score
- e Dependent Variable: Attitude towards self-disclosure

The analysis also revealed that anticipated risk had an inverse statistically significant relationship with attitudes towards self-disclosure during Counselling [F (3, 491) = 54.16, $p < .01$]. This suggests that students who perceived greater levels of risks associated with seeking professional Counselling also reported less positive attitudes towards seeking professional Counselling. Stigma tolerance also reported an inverse statistically significant relationship with attitudes towards seeking professional Counselling [F (1,493) = 80.60, $p < .01$]. This also suggests that students with greater perceptions of stigma associated with seeking professional Counselling also reported less positive attitudes towards self-disclosure during Counselling. The result in the table above shows that outcome expectation variables have negatively influenced pupils of the selected junior secondary school in Anaocha LGA towards self-disclosure. This result is in line with the studies conducted by Adegbite (2015); Bamidele (2016) and Mantel *et al.* (2012) who reported that stigma tolerance has inversely affected pupils and students from opening up to a Counsellor during Counselling sessions in the upper secondary schools in Nigeria.

Perceived social support also proved to be a statistically significant predictor of the attitudes towards self-disclosure among junior secondary school pupils in the study locations. [F (4, 490) =46.91, $p < .01$]. Anticipated Utility was also a statistically significant predictor of attitudes towards seeking professional Counselling [F (2, 492) =60.20, $p < .01$]. Therefore, the results show that there is a statistically significant relationship between the variables for outcome expectations (Stigma Tolerance, Perceived Social Support, Anticipated Risk, Anticipated Utility) on the attitudes towards seeking professional Counselling with the overall model contributing significantly to the dependent variable. This result also corroborates the findings of Aromashodun (2016); Bolanle (2018) and Aderibigbe *et al.* (2017) that anticipated utility and anticipated risks are have contributed negatively to low students attitude towards self-disclosure during Counselling sessions in Nigeria.

Summary and Conclusion

This study investigated the difference in the variables of interest (Outcome Expectations, Emotional Openness, anticipated utility, social support and stigma tolerance anticipated risk a) and it influence on girls and boys attitudes towards self-disclosure during

Counselling sessions in some selected junior secondary schools in Anaocha LGA of Anambra State.

The results indicated that stigma tolerance, anticipated utility and anticipated risk are significant factors influencing students self-disclosure during Counselling sessions in the study location. The results further showed that girls reported higher scores for anticipated risk sessions, anticipated utility during Counselling sessions as compared to boys in the first selected junior secondary school while girls from the second selected junior secondary reported higher scores for emotional openness, stigma tolerance levels and social support as factors influencing them towards disclosing certain issues with the Counsellors during Counselling sessions.

This chapter concludes that the results of the analysis from the selected junior secondary schools show that girls assign greater levels of stigma to self-disclosure during Counselling sessions but also report higher levels of emotional openness compared to the girls as compared to boys. This results is in line with the findings of Farber and Joseph (2017), Simon and Aribido (2018) who reported that girls have high level of emotional openness and high stigma intolerance to towards self-disclosure during Counselling sessions compared to boys.

Recommendations

Following the results of the empirical findings in this survey thus far, this study recommends that: Highly qualified and trained employees are a critical component of any effective organization. The success of college Counselling centers, therefore, depends on the quality of the staff. College Counselling programs need to invest in the continuous professional development of their staff to ensure sustained competence in dealing with students from different cultural backgrounds.

In an effort to facilitate the cultural competence of Counsellors, government, stakeholders and non-governmental organizations should enroll all guidance and Counselling teachers at all levels in the Association for Multicultural Counselling Development (AMCD), put forward several Multicultural Competencies that they deemed necessary for every Counsellor.

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CHAPTER 44

REVIEW OF BASIC EDUCATION POLICY IMPLEMENTATION STRATEGY IN PROMOTING ACCESS TO EDUCATIONAL OPPORTUNITY IN NIGERIA

Gyot D. Bitrus

Introduction

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, 2013) 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 Police on Education (2013) 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. Based on the above declarations that Nigeria launched the Universal Basic Education (UBE) Programme. This section therefore takes the a review of Universal Basic Education Policy Implementation Strategies in promoting access to Educational opportunity in Nigeria.

The Meaning and Origin of Universal Basic Education

The educational system in any society changes alongside changes in the society since education is meant to solve the societal problems. The Nigerian educational system before the advent of missionaries was purely based on informal and indigenous system. The advent of missionaries marked the beginning of formal education which was initially intended to meet the need of the missionaries and the colonial government. Between 1960 (the independence year) and this time, several educational programmes have been put into practice. One of them was the popular Universal Basic Education (UBE).

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 to restore the system to its past glory. This, in practical terms, means aggressive enrolment drives, 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 schools came on stream—modern schools, grammar schools and technical schools. Primary schools were also referred to as elementary, basic and fundamental schools and in the Northern Nigeria, they had to experiment with a 4-year primary school 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. 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 (Ukeje, 1996; and Ugwu, 2004). 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 as the management of primary education was being passed to the local government under the supervision of state and federal inspectors and state educational 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 to improve 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 Ogbonaya (2003) and Oni (2008) noted that the scheme was 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) (Oni, 2008). 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.

Universal Basic Education Policy in Nigeria

Policy is an official statement of government intentions on different sectors of government. It is the activities involved in getting and using power in public life and being able to influence decision that affects a country or a society (Asamonye et al., 2015). This implies that policies take long processes to be formulated, decided upon, adopted, implemented, violated, evaluated, revised and rescinded. For instance, the National Policy on Education which provides the principles, guideline, programmes, persons, contents, methods, supervision and evaluation of in-put/output process to achieve educational goals in Nigeria did not spring up overnight. It came into being as a result of many conferences and committees that brainstormed to put together what we know today as a National Policy on Education (NPE) which has been revised in 1981, 2004, 2008 and 2013. It is in this regard that Okunamiri (2010) defined educational policies as course of action recommended and adopted by the leaders (government agents, political power? As expedient or essential to the issues and problems of education which may take the form of ordinance, code, edict, decree or law dependent on the type of government in place.

In the same vein, Osokoya (2011) stated that educational policy is the statement of intentions of the government and the envisaged means of achieving those aspects of its national objectives that have to rely on the use of education as a tool. The concept of

educational policy therefore denotes the determination of major educational objectives, the selection of methods of achieving and the continuous adaptation of existing programmes to the problems that face a government.

Education policy in the context of this study can therefore be described as the collection of laws and rules that govern the operation of an education system. It encapsulates a government's expressed intentions and official enactments, as well as its consistent patterns of activity or inactivity. Bolaji et al. (2015) opine that education policy intends to bring to life the perspectives, realities and tools for negotiating the political order of education in order to effect the desired improvement in the education system in line with the changing society. It is the ambiance of politics that develops policies which means that politics shape the policies in education. Every government desires to make basic education accessible to all citizens that is why the UBE programme was introduced in Nigeria.

It is understandable that every government that comes to power has its own political agenda which shapes social programmes, governance structure and public institutions. These are accompanied with changes invariably seen as policy change which sometimes are changes made in order to alter the political balance of power or even exercise political coercion to maneuver opponents. It is worthy to note that at every level of education, Nigeria has its own fair share of these political intrigues; that is why Imam (2001) noted that the effect of change in government (which brings about changes in policy) on the goals of education and mobilization of resources is a proof of ineffective implementation of various programmes canvassed for by the National Policy on Education, and has relegated hopes and optimism to the back-state. The gap that often exists between policy formulation and implementation calls for inquiry to identify factors that constrain the effective implementation of educational policies especially at the junior secondary school level. Okoroma (2001) in his study on the evaluation of the 3-3 aspect of the National Policy on Education observed that the following factors have hindered effective implementation of the policy. They are:

- (1) Inadequate qualified staff*
 - (2) Inadequate physical facilities/equipment*
 - (3) Insufficient funds, and*
 - (4) Non-availability of guidance and counseling services*
- corroborating these findings (Okoroma, 2001).*

The Department for International Development (DFID) report according to Yakwan and Alagi (2015) noted that secondary schools in Nigeria operate in a very challenging environment, with very few qualified teachers, poor infrastructure and unpredictable state of funding all contributing to poor learning outcomes for students in secondary education.

Similarly, Yakwan and Alagi (2015) identified poor communication process, capability problem and dispositional conflicts as general explanations for unsuccessful implementation of educational policies and programmes. It is on this back-drop that Yakwan and Alagi (2015) averred that politics of the nation Nigeria over the period of democratic rule has hindered a holistic policy implementation model for the collective interest of Nigerians, and observed that major education stakeholders are not involved in the formulation of education policies but are left to implement the policies without the needed resources. They also noted that saddling politicians who have little or no

knowledge in educational management with the responsibility of education policy formulation and corruption at all levels have taken their tolls on the challenges to the implementation of educational policies and programmes in Nigeria.

Lending voice on the challenges to effective planning and implementation of educational policies and programmes, Nwankwo cited in Ekechukwu (2016:10) maintained that planning and implementation of educational policies in Nigeria is faced with many challenges among which includes:

- (1) The cart before the horse syndrome*
- (2) Dearth of reliable statistical data*
- (3) Population explosion*
- (4) Depressing economy*
- (5) Bureaucracy*
- (6) Inadequate finances*
- (7) Inadequate qualified manpower and political instability*
(Ekechukwu, 2016:10).

In the same vein, Okoroma (2006) identified planning with unreliable data, lack of political will, insufficient funds and corruption as the major hindrances to implementation of educational policies in Nigeria. Yawe (2015) gave the following reasons for planning in education they are:

- (1) To clearly identify and define the desired end results of educational operations*
- (2) To ensure that limited educational resources are rationally allocated among the various competing educational demands and programme*
- (3) To ensure that educational interests, needs and demands of various interest groups like students, staff parents and members of the school community are harmonized with those of the society*
- (4) To achieve the national objectives of education, and*
- (5) To avoid wastages by providing just the type and quantity of educational service needed in the society (Yawe, 2015).*

He noted that policy implementation in Nigeria is a problem due to different conflicting factors resulting from poor policy planning. Unfortunately, educational policy plans and goal attainment have been irrevocable due to implementation constraints. It is against this backdrop that Okoroma (2006) maintained that the problem of policy implementation is traceable to the planning stage which comes immediately after policy formulation. She noted that good planning that can facilitate effective implementation ought to consider such factors as the planning environment, social, political, financial and statistical problems. Adzongo and Agbe in Yawe (2015) observed the following factors as constraints to educational policy implementation in Nigeria and they include:

- *The nature of the economy*
- *The non-economic factors (culture and tradition, attitudes etc)*
- *Tiers of government (4) Availability of resources*
- *Public pressure*
- *Ambiguity or lack of specificity in policy directives and frequent changes in policy as a result of change in government (Yawe, 2015).*

Furthermore, Louis et al. cited in Ekechukwu (2016) pointed out that extensive bureaucratization and fostering hierarchical reporting relationship. The characteristic of bureaucracy most of the time stifle timely dispensation of duties which invariably delay actions on government policies and programmes in education. Bureaucracy is a system of administration characterized by specialization of functions, adherence to fixed rules and hierarchy of authority usually represented by civil service not elected representatives (Merriam, 2018). In Nigeria today, the political influence in the education policy issues has negatively impacted on the civil service system that is regarded as a contemporary institution with the purpose of creating an efficient way of organizing public organizations. In numerous instances, many policies have been marred by poor implementation strategies emanating from bureaucratic procedures due to overbearing political influences. The bureaucrats (civil servants) in the civil service are sometimes out of frustration and in defense of their office, device a way of placing obstacles on the policies that are formulated by political officials especially for policies they have contrary views or those that are not of direct benefit to them.

Similarly, Bolaji (2014) contended that the relationships between the bodies of UBE policy implementation in Nigeria are not consistent with the realization of education outcome as it relates to the implementation of basic education policy because of the issue of control. He noted that there is no clear unambiguous and explicitly stated bureaucratic roles defining the agencies of implementation (SUBEBs and MOEs) in the states with regard to UBE implementation. The Nigeria's EFA Development index is less than 0.8 that is why Nigeria is ranked 132 out of 133 countries of the world on the level of implementation of basic education and this scenario has been attributed to government rhetoric without will power (Bolaji, 2014). Generally, corruption and unethical behaviour among public and civil service officials has been alluded as a serious impediment to implementation of education policies in Nigeria (Ezekwesili, 2013).

Relevance of Teachers in the UBE

Teachers constitute very important component in any educational programme. The Federal Government of Nigeria (1981) has emphasised the importance of teachers in any educational system when it unequivocally stated that no educational system can rise above the level of its teachers". The influence of teachers in an educational scheme cannot be over emphasised, as they are responsible for the overall development of the scheme. No matter the extent of availability of physical and material resources, if teachers are not available, they remain unproductive until they are utilised by teachers. The above remains a pointer to the significance of teachers in the effective implementation of such laudable scheme as UBE in Nigeria.

Starting from the planning stage, the government has to prepare adequately for sourcing for teachers. Projections have to be made to foresee problems that may arise through students enrolment and make necessary preparations to meet reasonable student-teacher ratio. To this end, the teachers' training and re-training programmes become necessary. The training programmes have to be updated in order to meet the demand of the current scheme. No matter how promising the curriculum is, the ideas there in can only be brought to lime light through teachers. Therefore, the type of training that teachers should be engaged in should be in line with the modern time of science, technology and computer literacy. Although the Federal Government of Nigeria (2013) has prescribed the Nigeria Certificate in Education (NCE) as the minimum qualification for teachers in primary and junior secondary level. It is worthy to note too that for

successful implementation of UBE, the Federal Government has further charged the National Teachers Institute (NTI) to design, develop and run a special training programme for the production of UBE teachers. The programme which is known as Pivotal Teacher Training programme (PTTP) is designed to meet the nation's urgent need for the large number of qualified teachers and to prepare them for the specific teaching assignment in the UBE scheme (NTI, 2000).

As good as this training programme is, the duration is rather too short for proper training of teachers. Also applicants for this training programme should be properly screened to ensure that interested candidates are selected for the programme, and not those who applied because of other motives. Opadokun (2000) noted that majority of those who enrolled for the training programme did so because they were told they will be given monthly stipend throughout the course work duration and they also stand to gain automatic employment after the course.

As part of teachers' in the successful implementation of the UBE scheme, teachers should teach conscientiously in the classroom, they should always endeavour to improvise for teaching aids and instructional materials. Teachers should also be allowed to participate fully in the curriculum development of the scheme.

Teachers Production and Utilization for the UBE

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 (2013), 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 need 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 to improve primary and post primary education in the state, there is the need for the co-operation of all.

As functional and participatory education is desired, the provision of quality teachers in primary and junior secondary schools 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 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 and reduce the rate of drop-out in both primary and junior secondary schools.

The Relevance of Infrastructure and Facilities in Promoting Universal Basic Education
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 these sources to include infrastructural facilities, instructional materials, quality or trained teachers and adequate funding.

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 (Mohammed, 2004). Mohammed 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 provide adequate furniture, equipment, textbooks and other educational materials to schools.

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. From the available research statistics by the National Primary Education Commission (NPEC) on the UBE policy on the provision of infrastructural facilities, there are 332,408 classrooms in the country, of this number only 10,134 classes are in fairly good condition. This means that not less than 192,274 have to be rehabilitated to bring them up to an acceptable standard for teaching and learning (NPEC, 1999).

A wide range of class size; lack of teaching aids and there is acute shortage of furniture; poor visual learning environment as a result of constant closure of windows to keep off strong winds and there were no lights in the classrooms of the study and poor condition of buildings. In a similar study Olaofe (2002), reported that the situation had even grown worse. Olaofe painted a very grim picture of the current situation in public primary schools when he asserted that all the primary schools in his study were typical public schools and were deficient in basic infrastructural facilities that make learning conducive. These facilities according to him included access roads, buildings, classrooms, furniture, and toilets among others. Many classrooms had no covers, door lids and ceiling. Children sat on the floor to take lessons and teachers had no tables or chairs. The Nigerian public schools were referred to as "a breeding ground for illiteracy".

The role of UBE in promoting Access to Educational opportunity

Basic Education means the type of education, in quality and content, that is given in the first level of education. However, there are variations in its scope and duration from country to country. In Nigeria for instance, basic education was equated with six years of primary schooling in the past. Currently basic education is extended to include the three years of Junior Secondary School. Universal Basic Education (UBE) is conceived to embrace formal education up to age 14 or 15, as well as adult, Normadic and non-formal education including education of the marginalized groups within Nigerian.

In a clear form, Universal Basic Education (UBE) is a reformed programme in Nigeria's basic education delivery (from primary one, all through to junior secondary school class 3) and is to reinforce the implementation of the National Policy on Education (NPE) in order to provide greater access and ensure quality throughout the Federation as it is free and compulsory (Adomeh, Arhedo & Omoike, 2007). UBE is a scheme and process of fulfilling the aim of Education For All (EFA) as endorsed at the World conference on education held in Jomtien in 1990. According to the world Conference on Education, basic education is made free and available to all and sundry, thus emphasizing free access, equity, efficiency, literacy, numeracy and lifelong skills for all.

The Problems of UBE Scheme in Nigeria

Policy Standards and Objectives

Nigerian government at all levels is characterized by fanciful policy formulation but with ineptitude in setting into motion the necessary machinery for its implementation. To Ejere (2011), a general policy problem in Nigeria is that of inadequate and poor data which poses planning difficulties and invariably implementation challenges of projects and programmes. The source reiterated with respect to the UBE programme that unreliable data makes it difficult to make adequate projections in terms of expected enrolment, required teachers, infrastructural needs and equipment. These without reasonable doubt are needed for evidence based planning and budgeting for basic education.

Policy Resources

Inadequacy of policy resources tends to undermine the successful implementation of the UBE programme. Many researchers such as Opoh (2011) and Mezieobi, Fubara and Mezieobi (2013) revealed that overcrowding and shortage of classrooms (a situation where students learn under trees shade), poor sanitation facilities and teaching equipment are militating against effective teaching and learning in the schools.

Inter-governmental Communications and Enforcement

Base on the Universal Basic Education Commission Standard Action Plan, various government agencies at the three levels of governance in Nigeria –federal, state and local government are involved in the implementation of the UBE programme. However, it has been observed that many agencies/parastatals involved in the UBE implementation have brought fragmentation and conflict of roles/responsibilities (Ejere, 2011). Though the federal government takes the lead in setting policy and financing basic education through transfers to states, financial responsibility for basic education is split largely between the states and local governments. Local Governments, for instance, are charged with paying the salaries and allowances of primary school teachers. Despite the shared responsibility for UBE financing by the three tiers of government, funding has remained an issue.

The Characteristics of Implementing Agencies

The effectiveness of policy implementation is largely determined by the efficiency and competence of governmental implementing agencies. But corruption is of a serious concern in the Nigerian society, as the issues of proper utilization of funds and accountability are critical. It is obvious that not all funds allocated for the UBE programme are used for the intended purposes due to high level of corruption in key implementing agencies and wasteful spending.

The Economic, Social and Political Conditions

Hidden cost of education is also negatively affecting the achievement of the UBE objectives. These are associated with the costs of sending children to school such as the pupils are expected to buy uniforms, textbooks, note books, pencils, biros and even pay Parent Teachers Association (PTA) levies despite declarations that the UBE is meant to be free and compulsory.

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CHAPTER 45

EFFECTIVE TEACHING METHODS FOR ACHIEVING THE UNIVERSAL BASIC EDUCATION GOALS IN THE BASIC SCIENCE CLASSROOM

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Introduction

The Universal Basic Education (UBE) is a free and compulsory education for all children from the age of six to fifteen years and a literacy training scheme for adults. In Nigeria the programme was introduced in 1999 in fulfilment of the obligations of government as a signatory to a number of international declarations on education, so as to reduce the level of illiteracy and accord citizens the status of employability (Aja, Eze and Eke, 2014). The whole idea of the scheme is such that every person should acquire appropriate level of literacy, numeracy, communication, manipulative and life skills so as to be employable and useful to the society by possessing relevant ethical, moral and civic values (Yusuf and Ajere, 2000).

The main national goals of education in Nigeria as spelt out in the National Policy on Education (FRN, 2013) leave no one in doubt as to the nation's determination to pursue her philosophy. The five main goals as outlined provide the foundation for national survival, growth and development include the building of:

- (a) a free and democratic society;
- (b) a just and egalitarian society;
- (c) a united, strong and self-reliant nation;
- (d) a great and dynamic economy;
- (e) a land full of bright opportunities for all citizens.

Nigeria accepted education as an instrument for national development and as a tool to enhance the formulation of ideas and the integration of the individual into society for rapid growth, as well as a devisor of all worthwhile interactions and ideas that are capable of fostering both individual and societal development to ensure that quality interactions are engendered. Former President Olusegun Obasanjo flagged off the UBE programme on the 30th of September 1999 in Sokoto, Sokoto State. The UBE programme in Nigeria is a strategy for the achievement of Education for all (EFA) pursuant to the education-related Millennium Development Goals (MDGs) (Yusuf and Ajere, 2000).

Universal Basic Education (UBE) Meaning and Goals

Basic Education here means the type of education, in quality and content, that is given to an individual in the first level of education and this construct varies from country to country. In Nigeria, basic education referred to six years of primary schooling initially but currently basic education includes the three years of Junior Secondary School as well.

The Universal Basic Education (UBE) was conceived to encompass formal education of a child up to age 15 as well as adult and non-formal education including education of the marginalized groups within the Nigerian society (Akpokiniovo and Odebala, 2019). The UBE is also a policy reform measure of the Federal Government of Nigeria, which is in line with the objectives of the 1999 constitution that clearly states in section 18 that...“Government shall eradicate illiteracy; to this end, government shall as and when practicable provide a free and compulsory Universal Primary Education, free secondary education, and free adult literacy programmes”.

The Objectives of the UBE

According to the Universal Basic Education Commission (UBEC) (2004), the objectives of the programme among others include:- Developing in the entire citizenry 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 drop-out from the formal school system (through improved relevance, quality and efficiency); and -Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as ethical, moral and civic values needed for laying a solid foundation for life-long learning (Agbowuro and Joseph, 2014).

Education in the modern age is a process of acquiring skills, obtaining relevant knowledge and aptitudes in order to survive in the ever growing technological world. It is the process whereby people are provided with the means, tools and knowledge for understanding their society and its structures. Government made it a deliberate policy to have its citizens educated with requisite skills to be productive and contribute to nation building (Adirika and Oluwatayo, 2013). Education is therefore a priority sector in every well-meaning society and the UBE program is a deliberate scheme to ensure that citizens get basic education so as to fit into society at whatever level of attainment of education. In realization of the important role which education plays as an agent of national development and globalization, there has been agitation for more functional, qualitative and quantitative education of citizens (Opoh, Okuo and Ikang, 2015). In pursuit of this, Nigeria’s educational system has witnessed a catalogue of changes in policies and programmes deliberately done to meet the Millennium Development Goals (MDG’s) which later translated to sustainable Development Goals (SDG’s). Thus, the vision of UBE has taken care of all that it entails to bring development to the nation through education of the populace. The programme, however, was not able to take off immediately after its launch in 1999 as it did not have legal backing. Therefore, initial UBE-related activities were carried out only in areas of social mobilization, infrastructural development and provision of instructional materials (Amuchie, Asotibe and Adu, 2015). The UBE programme only took off effectively with the signing of the UBE Act in April 2004.

The main beneficiaries of the programme are:

- Children aged 3-5 years, for Early Children Care and Development Education (ECCDE);
- Children aged 6-11+ years for primary school education;
- Children aged 12-14+ years for junior secondary school education

Its scope included the following expansion of activities in basic education:

- "Programmes and initiatives for [ECCDE];
- "Programmes and initiatives for the acquisition of functional literacy, numeracy and life skills, especially for adults (persons aged 15 and above);

- "Out-of-school, non-formal programmes for the updating of knowledge and skills for persons who left school before acquiring the basics needed for lifelong learning;
- "Special programmes of encouragement to all marginalized groups: girls and women, nomadic populations, out-of-school youth and the almajiris (Qur'anic students);
- "Non-formal skills and apprenticeship training for adolescents and youth, who have not had the benefit of formal education

It is expected that after the 9 years basic education through the UBE program, every child should acquire appropriate level of sound education to be useful to the society by possessing relevant and requisite skills to contribute to the development of the society (Akpokiniovo and Akpokiniovo, 2015). The ultimate vision of UBE was to take care of all that it entails to bring development through human capital development.

Basic Science and Objectives of Basic Science

Basic science is the basic training and wheel in scientific skills acquisition enquired for sustainable development, human survival, societal transformation and economies revolve. It provides a holistic presentation of science and technology for sustainable national development (Babayemi, Akpan and Oyo, 2018). Basic science is a science subject taught in lower, upper primary and junior secondary school. Basic science in junior secondary school is a course of study which is devised and presented in such a way that students gain the concept of the fundamental unity of science, the commonality of approach to problem of scientific nature and help to gain an understanding of the roles and functions of science in everyday life and the world in which they live (Ahmed, Liman and Bello, 2008). Agbo (2007) also stated that basic science is the bedrock to understand advanced studies in science, technology and engineering.

The junior secondary school basic science curriculum is structured round various learning activities and experiences to be applied in achieving the objectives of science technology. According to Mustapha (2012), the curriculum forms the basis for what scientific knowledge, skills and attitudes to be developed by learners and gives guide to the teacher on what to teach and the teaching strategies to be employed and learning activities students are to be engaged in. These can only be answered through laid down or stated objectives. The overall objectives to be attained by the learner in the basic science curriculum according to the National Policy on Education (FRN,2004) are;

- i. Develop interest in science and technology
- ii. Acquire basic knowledge and skills in science and technology
- iii. Apply scientific and technological knowledge and skills to meet societal needs
- iv. Take advantage of the numerous career opportunities provided by science and technology
- v. Become prepared for further studies in science and technology
- vi. Avoid drug abuse and related vices
- vii. Be safety and security conscious

The implication of the objectives mean that the learners are able to read and comprehend scientific materials, acquire understanding of basic scientific concepts and principles and acquiring skills and effective characteristics of science for self-survival. The objectives define what the learners are expected to achieve through learning basic science in order to live more effectively with respect to the natural world. The objectives of each topic

with the themes are stated in measurable terms where the learners are given the opportunity to think logically, ask reasonable questions, seek appropriate answers and solve problems.

Methods of Teaching Basic Science

Methods of teaching Basic Science can be said to be a systematic pattern that enhance teaching-learning process to drive home a point based on concepts learned. Whether in, formal or informal education, effective teaching methods make students to retain learned concepts. It is required that a teacher adopts realistic instructional strategies that will promote students' conceptual understanding, retention and achievement.

The teaching method adopted by a teacher in order to promote learning is of topmost importance and has been shown to reflect on students' understanding of the subject. Therefore, there is the need to introduce, adopt and adapt the latest instructional techniques that are capable of sustaining the interest of the learners. According to Nwosu,(2003) some of the methods of teaching Basic Science that involve the use of outdoor science educational activities includes;

Field Trip/ Excursion Method

Demonstration Method

Project Method

Process-Based Teaching Method

Inquiry Approach Method

Laboratory or Experimental Method

Lecture Method

Co-operative Learning

Discussion Method

Teacher exposition

Field trip is an educational procedure by which the learners obtain first-hand information by observing places, objects, phenomena and processes in their natural setting. Field trips may be planned for five purposes: To provide firsthand experience, to stimulate interest and motivation in science, to add relevance to learning and interrelationships, to strengthen observation and perception skills, and to promote personal (social) development.

Demonstration method refers to the type of teaching method in which the teacher is the principal actor while the learners watch with the intention to act later. Here, the teacher does whatever the learners are expected to do at the end of the lesson by showing them how to do it and explaining the step-by-step process to them, it is also described as a display or an exhibition usually done by the teacher while the students watch with keen interest. Demonstration involves showing how something works or the steps involved in the process.

Demonstration can be carried out to show: That water evaporates when heated; how to make doormat; application of pulleys in construction sites, quarry sites etc.; and friction in metal fabrication workshop and many more.

Project method is a method used by Basic science teachers to individualize instruction. It is used to teach a central theme, idea or problem to be tackled. This theme could be given to individual student or group of students. The students are encouraged to investigate,

collect specimens or materials, analyze and construct things on their own. The teacher acts as a guide in facilitating the students' learning. At the end of the investigation, the reports on the project are collected and discussed with the whole class. Examples of projects in BST include: investigating the different methods of conserving and improving soil fertility, making simple weighing balance, making simple models of machines.

The inquiry approach is primarily a pedagogical method, developed during the discovery learning movement of the 1960s as a response to traditional forms of instruction where people were required to memorize information from instructional materials. This affords the students and the teachers the opportunity of observing things in their environment, discover knowledge and principles without being spoon-fed by the teacher. Inquiry method encourages divergent thinking, allows students to find out information by themselves and it generates students' enthusiasm at examining issues logically. Learners come indirectly with the materials or objects. There are two approaches: inductive discovery and deductive discovery.

Inductive discovery is investigative in nature and this could be open-ended in which the teacher provides the procedures and the learners use these to find out facts.

Deductive discovery is based on confirming certain information. It is verificatory in nature; it confirms or verifies a particular generalization.

Laboratory or Experimental Method

The laboratory method refers to the activities such as observation of processes, products or events carried out by a group of students or individual students. Laboratory method can be used to practice skills or acquire skills such as interpreting and operating experiments. Experiments could be carried out to verify hypotheses, confirm the known and discover the unknown. It aids the development of manipulating skills, enhances realistic learning, it aids better retention, it develops competence in learners by developing confidence and helps develop students' scientific attitudes, interest, and skills. The method aids the learners to use their mental process such as observing, inferring, measuring and data analysis. The advantages of this method may not fully be realized because of lack of the facilities and equipment necessary for the effective use of this method.

Lecture Method

This method is the most commonly used mode by the teachers. This expects the students to quietly sit and listen to the talk about the subject matter. The teacher does all the talking while the students are passive, doing little or no talking. The lecture is seldom used in secondary school classroom teaching-learning situations. Most of what happens in teaching situations with a class size of over 200 students in tertiary institutions is lecturing. This is an organized verbal presentation of a subject matter dominated by the teacher with little or no student involvement. The teacher is responsible for organizing, preparing and presenting the lecture while the students listen. A teacher would have no option than to use the lecture method when the topic is abstract. It saves time and more topics are covered, but it is rote learning and most often students lose the essential parts of the lesson. The learners are passive and the class is boring and at the end does not make room for the acquisition of scientific skills.

Co-operative learning strategy is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to

improve their understanding of a concept or subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus promoting academic achievement and cross-cultural understanding (Eablewood Cliffs Simsek, Yilar, & Kucuk 2013). However, the quality of achievement and other outcomes depend on the implementation of cooperative learning methods that are characterized by at least two essential elements: positive interdependence and individual accountability. In a group task, each member is individually accountable for part of an outcome that cannot be completed unless the members work together in other words; the group members are positively interdependent.

There are quite a number of cooperative learning strategies such as: quiz-quiz, number heads together, jigsaw, STAD, think-pair-share among others. For the purpose of this study, think-pair-share learning strategy will be considered.

Think-Pair-Share Co-Operative Strategy

Think-Pair-Share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to think individually about a topic or answer to a question; and share ideas with classmates (Ayo-Vaughan & Amosun, 2002). The use of the strategy unites the cognitive and social aspects of learning, promoting the development of thinking and the construction of knowledge. It allows all children to develop answers, longer and more elaborate answers can be given, and answers will have reasons and justifications because they have been thought about and discussed. Students are more willing to take risks and suggest ideas because they have already “tested” them with their partner. This strategy differs from guided discovery in that it allows for interaction among the learners during the pairing and sharing stages (Nickel, 2010). .

Think-Pair-Share instruction in the Classroom

The instruction of think pair share is such a simple and interesting one, where the teacher asks an open-ended question and students think quietly about it for a minute or two. Then every student pairs up with a partner and they discuss the question for two to five minutes. Finally, the whole class engages in a discussion where students raise their hands and share all the thoughts and ideas they've gathered (Jones, and Jones, 2008). The researchers opined that with young children at primary school level, it is best if the teacher models the technique with a volunteer so the class knows what to do. Just make sure to emphasize the rules of this exercise with the students.

Conclusion

It is essential that stakeholders in the teaching and learning enterprise get abreast with strategies that can improve teaching and learning in the classroom so as to meet the goals of education, therefore teachers are expected to identify what teaching strategy they can utilize in pedagogy to enhance learning and achievement of students so that the goals of education which are expected to meet the needs of the society can be met. The Think-pair share strategy has been identified as a robust way of engaging students in the classroom that engenders comprehension of concepts from different perspectives as a result of engagements among the students. This has proven to give students wider understanding and confidence in finding solutions to problems in the basic science classroom and so the strategy should be used in pedagogy as an effective means of delivering lessons in the basic science classroom.

Recommendations

1. It is therefore recommended that curriculum planners and basic science educators should begin to devise strategies to be inculcated in pedagogy that enhance the students' learning of the subject and subsequently enhance the productivity of the students to participate in national development.
2. Deliberate efforts should be made to enhance clinical experiences for teachers to utilize Think-pair share strategy in pedagogy during micro-teaching exercises or teaching practice to enhance mastery of the strategy
3. Resource materials for the Think- pair share strategy should be researched into and developed to meet global standards
4. Workshops, seminars and conferences on Think-pair share strategy should be organized periodically in the basic science discipline to emphasize the use of the strategy so as to enhance quality instruction in the basic science classroom.

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CHAPTER 46

ACHIEVING EFFECTIVE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN NIGERIA.

Oni, A. Adesoji & Soji-Oni, Titilayo. I

Introduction

Universal Basic Education is a programme aimed at addressing problems of access, quality and equity in primary and junior secondary schools. It is a 9-year educational programme of six years duration for the primary segment and three years of junior secondary. These two levels of basic education are universal, free and compulsory, for all Nigerian children aged six to fifteen. The Universal Basic Education programme also stimulates, earning from the early years of 3 to which is called Early Childhood Care and Education (ECCE) (Universal Basic Education Training Manual, 2000). The basic fundamental of all education system is the primary education. In further recognition of education as a potent tool, for an all-round development of the human potential and a unifying force for national development, FRN (2004) has clearly stated primary education is the background to which all other levels of education system is built.

In other word, Universal Basic Education is the transmission of fundamental knowledge to all facets of the Nigerian society from generation to generation (Eddy and Akpan, 2009). It is a policy measure initiated by the federal government of Nigeria as its own framework for meeting goal two of the millennium development goals. It has three main components - universal, basic and education. Universal connotes a programme that is meant for all facets of the society - the rich and poor, the physically fit and physically challenged, the brilliant and dull, the regular students and the dropouts including every other individual that is ready to acquire knowledge. So the term basic connotes that, which is fundamental or essential indicating that basic education is the starting point in the acquisition of knowledge and that it is for all citizens.

It is the type of education that can help an individual function effectively in the society (Adewole, 2000). Enoch and Okpede (2000) described it as the form of education, which is essential for life. They also saw UBE as the form of education, which must equip an individual with the necessary skills to survive in his environment. This type of education supposed to be a practical and functional education system. Thus, one of the major reasons why the UBE programme is commendable is its desire to equip children with knowledge. This is in consonance with what the Federal Government of Nigeria (1981) described as the need to lay a sound foundation for scientific and reflective thinking, character and moral training, development of sound attitude and above all, develop in the child the ability to adapt to his changing environment.

The major catalyst for basic education programme in the early 1990s was the World Conference on Education for all held in Jomtien, Thailand between March 5th and March

9, 1990. It was the World Bank, United Nations Development Programme (UNDP), United Nations Educational, Scientific and Cultural Organisation (UNESCO) and United Nations International Children Education Fund (UNICEF) that organized the conference. The conference came up with a document captioned *World Declaration on Education for All and Framework for Action to meet Basic Learning Needs*. This document was later transformed into a blueprint for all countries of the world to launch Education For All (EFA). To reflect this education blueprint in Nigeria, policy analysis of basic education took place between 1991 and 1993.

The World Declaration on Education For All of 1990 was projected as a roadmap of basic education learning needs of children, youths and adults throughout life both in and out of school. The EFA came out with six objectives:

- a. Expansion of early childhood care and developmental activities, including family and community interventions especially for poor, disadvantaged and disabled children;
- b. Universal access to and completion of primary education (or whatever higher level of education considered basic);
- c. Improvement in learning achievement such that an agreed percentage of an appropriate age cohort (example 70% of 13 year olds) attains or surpasses a defined level of necessary learning achievement;
- d. Reduction of adult illiteracy rate (the appropriate age group to be determined in each country) to say, one-half of its 1990 level by the year 2000, with sufficient emphasis on female literacy to significantly reduce the current disparity between male and female illiteracy rates;
- e. Expansion of provision of basic education and training in other essential skills required by youths and adults, with programme effectiveness assessed in terms of behavioral changes and impacts on health, employment and productivity; and,
- f. Increased acquisition by individuals and families of the knowledge, skills and values required for better living,, sound and sustainable development, made available through all educational channels including the mass media, other forms of modern and traditional communication and social action, with effectiveness assessed in terms of behavioural changes (UN Literacy Decade: Basic Document for Consultation, 2000).

The year 2000 assessment committee disclosed that the above objectives were not met globally. This report was presented and discussed at the World Education Forum in Dakar, Senegal in April 2000. Odoh, (2010) took a general overview of the principles, obstacles and prospects of the Universal Basic Education programme in Nigeria. According to him, the UBE programme even though domesticated is a product of international collaborations. This, according to Obanya (2000) is because it derives from many international conventions which also had antecedents in the 1948 Universal Declaration of Human Rights which specified the right of every citizen to education and with strong emphasis on compulsory and free access to education.

In recognition of the fact that every Nigerian child must have equal and adequate educational opportunities is the justification for the government's determination to provide for the implementation of the UBE scheme. Section 18 of the 1999 Constitution of the Federal Republic of Nigeria had already specified that Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.

Armed with this constitutional backing, therefore, ex-President Olusegun Obasanjo formally launched the UBE on 3rd September, 1999 ahead of the 2000 Dakar World Forum of Education For All (EFA). A multilateral agreement equally came into effect at the 30th General Conference of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) in 1999 where UN member-states adopted a resolution to collaborate especially with Nigeria in five areas one of which is UBE (Odoh, 2010). The UBE scheme demands that all and sundry must have the opportunity to receive basic education of good quality that places emphasis on the whole person. The scheme must be able to focus on greater and more explicit focus and commitment to the identification and involvement of hitherto unreached children that are not in school and to the promotion of innovative and varied approaches to meet their peculiar educational needs.

Odoh (2010) identified the obstacles to the Universal Basic Education scheme in Nigeria to include poor institutional framework for the collection of data; the politicisation of data; inadequate capacity of the government to deliver strategies and actions that will lead to the achievement of the scheme; gaps in the capacity of the Civil Society to contribute effectively to the realisation of the objectives of the programme; inadequate framework for the planning of the programme; poor private sector integration; donors reneging on their promises; top down approach to partnerships which occasions poor participation, rubber stamping and fire brigade approach to issues; poor teacher and teaching management as well as poor sensitization.

Thus, the implementation of Universal Basic Education scheme which was conceived as a prerequisite for equalization of opportunities for education across the country, as well as a vehicle for removing the educational imbalances among the states of the country, was marred by poor planning. In the opinion of Obioma (2003), adequate planning is a must to prevent a repeat of the collapse of the UBE scheme. The inadequate planning of UBE programme has led to poor outcome experienced in the basic education of the country, there is therefore a need to improve the planning of the education sector with focus on Universal Basic Education across the country. The question now is that how can Nigeria achieve the strategies for effective implementation of the UBE programme?

Guideline for the Implementation of UBE

According to the 2004 Nigerian National Policy on Education (NPE), the government recognizes education as an instrument per excellence for effective national development. Education is a right to every Nigerian irrespective of gender, age or ethnic group. The UBE programme seeks to reconcile any possible conflict that may arise over whose responsibility it is to finance basic education in Nigeria. Thus the programme identifies stakeholders and allocates responsibility to each and every one of them in very clear terms. These responsibilities are not mutually exclusive but rather, it has room for mutual interdependence. Furthermore, the guidelines for operating the UBE programme acknowledges that the implementation of the programme should be collaborative in nature so as to involve the three tiers of government, civil society organizations, private individuals, communities, corporate bodies, international donor agencies among others. Financing of the UBE programme is mainly through the 2% from the Consolidated Revenue Fund (CRF) of the Federal Government. This is used to support the 36 states of the federation in their responsibility to deliver basic education. Similarly, participating states contribute 70% of the total federal government intervention fund as Matching Grants.

By way of ensuring fairness and effectiveness in the spread and utilization of the fund at all levels and components of basic education, the Federal Executive Council statutorily mandated that:

- 70% of the UBE fund be shared to the 36 states and the FCT as matching grants on equity basis;
- 14% is shared to states to correct educational imbalance within and between states;
- 5% to states that are doing very well in the implementation of the UBE programme as incentive;
- 5% dedicated to school feeding and health programme;
- 2% to address issues of special needs education, specifically to physically and mentally challenged;
- 2% for monitoring the implementation of the programme; and, 2% as UBE Commission's implementation fund. (Enu, Opoh & Esu, 2016: 162)

It should be noted here that the drawn-down from matching grant component of the UBE intervention fund by the states is predicated on conditions like lodgment of states' counterpart contribution and the enactment of the state Universal Basic Education Law as stipulated in Section 12, Sub-section 1 of the UBE Act of 2004.

One of the major challenges faced in the implementation of the UBE scheme is funding. The aim, as declared in the policy is that Universal Basic Education should be free. It is however, true that the financial burden on government often forces parents to get involved in funding this basic level of education. Since most parents are poor, the children remain poorly equipped to learn. There is also the challenge of providing maintaining of infrastructural facilities such as buildings, equipment and instructional materials.

Possibility and realization 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.

- a. 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. 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.

- b. 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

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).

i. Infrastructural Problems: Infrastructure constitutes one of the major problems facing the UBE programme. Denga (1999) discussed extensively on this issue. According to him, the problems of all educational policies in general and the UBE in particular include:

- a.) Funding: The intent as declared in the policy is that UBE, just like its predecessor, UPE, should be free;
- b.) Irregular payment of teachers' salaries. This makes the teachers to lack motivation and this is reflected in their attitude to the teaching and learning process.
- c.) Lack of provision and maintenance of infrastructural facilities;
- d.) Problem of supervision and monitoring of what goes on in Basic Education Centres;
- e.) The problem of the walking distance from home to school;
- f.) Poor planning;
- g.) Lack of a clear-cut programme on the interface between parents and the school to facilitate child-care and basic education; and
- h.) Competition between private basic education centres and that of the public ones.

The above are in tandem with the UBE implementation guideline in order to achieve the objectives of the programme. These include:

- a. Public enlightenment and social mobilization for full community involvement;
- b. Data collection and analysis;
- c. Teachers' recruitment, education, training, retraining and motivation;
- d. Infrastructural facilities;
- e. Enriched curricula;
- f. Improved funding; and
- g. Management of the entire process.

These are indicators for the realization of the objectives of basic education to be realistic and judiciously followed. This will go a long way towards addressing the problems of the school system. In his own view, Tahiri (2000) listed some of the problems of the school system to include: over-stretched facilities; population explosion in recruitment into schools; poor remuneration in teacher's wages leading to poor motivation and low morale; inflexible curricula; inadequate supervision of schools; and lack of teacher supervision.

These problems as a matter of priority must be addressed to guarantee the realization of the objectives of the UBE programme. Writing about the physical conditions, equipment

and facilities in schools, Mbakwem and Asiabaka (2007) lamented the unhealthy nature of the buildings: uncompleted, old and antiquated, sometimes dilapidated buildings, overcrowded and un-conducive classrooms, unsightly and unhygienic toilets, inadequate laboratories and workshops.

The pupils start learning in already deprived and disadvantaged school environment. In several primary and secondary schools in most parts of the country, the buildings are either half completed or dilapidated. Population explosion, insufficient desks, overcrowded classrooms, inadequate learning materials, preponderance of unqualified teachers, poorly educated and ill-motivated teachers characterize the entire system (Ajayi, 2001). A good number of studies have focused mainly on infrastructural facilities such as buildings, classrooms, chairs, tables etc but neglected other school facilities as well as the school environment. It is important that appropriate, adequate, desirable and acceptable learning environment as well as learning experiences be provided the learners.

ii. 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 as 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.

iii. Management: The UBE programme faces grave challenges pertaining to its implementation. Okeke (2004) outlined the following as the management challenges of UBE: teacher and staff personnel; timing; equipment and facilities; poor administrative policies; narrow participatory framework; and, economic and political constraints. There is also the problem of illiteracy.

This has made many illiterate parents reluctant to allow their wards to go to school and enjoy the benefits of free education. Poverty is also a major factor in that some parents prefer to engage their children and wards in street hawking and other money yielding activities while their mates are in school.

The primary school is the foundation of the formal educational system. However, this very important level of the educational system has been neglected. There are several blind spots at the primary schools that if addressed would improve the delivery system and the quality of teaching and learning. Both students and teachers need facilities such as libraries, science resource corners, good drinking water, toilets, laboratories and security for teaching and learning.

The current emphasis all over the world among educational practitioners is on learner friendly school environment with learner-friendly instructional delivery system. Modern school environment put emphasis on the provision of facilities such as adequate and spacious classrooms, workshops/laboratories, computers, good water source/supply, toilets facilities, functional libraries, transportation, and communication systems among others. All these facilities are required in appropriate quantity and quality (Ajayi, 2001). Omotayo et al (2008) examined the Management of Universal Basic Education Scheme for Qualitative Education in Nigeria. According to these scholars, the Federal Government of Nigeria under President Olusegun Obasanjo introduced the UBE programme in 1999 to assuage the clamour of Nigerian for a more functional basic education programme.

According to these scholars, the objectives of the UBE programme indicate that it is not a static programme. Rather, it is a process of evolutionary development needs, spread over a period nine years. By implication, a child shall spend 6 years in primary school and three years in junior secondary school. The education programme shall be directed towards the acquisition of functional literacy, numeracy and life skills especially for adults. The programme is also expected to function out of school, non-formal programmes for updating the knowledge and skills of persons who left school before acquiring the basic skills needed for lifelong learning. Also, the programme is expected to provide non-formal skills and apprenticeship training from adolescents and youths who have not had the benefit of formal education. Therefore, to have adequate implementation of the UBE programme in Nigeria, adequate funding must be guaranteed, trained teachers must be adequately supplied, educational facilities must be adequately supplied, effective monitoring and evaluation must be ensured, a functional curriculum and qualitative instructional materials must also be adequately supplied.

Planning Strategies and Outcomes of UBE Programme

Implementation simply means putting a plan, scheme, decision, policy or idea into effect. Implementation, according to Mezieobi (2003), is the moving force of any plan without which the plan is only a good intention. Implementation of UBH therefore refers to the procedures for effectively carrying out the activities of the scheme with a view to achieving the specified educational objectives. Obviously, the objectives of UBE therefore refer to the procedures of effectively carrying out the activities of UBE scheme are laudable. However, a major problem of the Nigeria's education industry is how to operationalise well - intentioned and innovation-packed programmes through full commitment to their implementation. The following strategies are therefore suggested to successfully effectuate the UBE scheme intentions in practice:

The Planning process set in motion to assess the situations on ground in terms of the necessary resources is a good start in some states in the country (Alabi, 2006). However, the crucial stage of planning where provision is made for the needed resources is still far away. Adequate time should be given to identify other relevant variables and adequately provide for them. For example, classrooms need to be renovated and many more need to be built. More teachers need to be trained for employment. All these activities require funds and time to plan for the take - off of the scheme. In addition, accurate data that are needed. In the opinion of Obioma (2009), it is important to have base - line data on all relevant variables in order to make adequate financial and material provisions for planning purposes. Such data include census figures, and flow and stock statistics in the schools. Based on these data, adequate provisions should be made and handed over to the schools before the commencement, to avoid crash programmes.

Strategy for Effective Implementation of UBE Programme

The Nigeria National Policy on Education indicates that the financing of education is a joint responsibility of the Federal, State and Local Governments. In other words, education at the primary and junior secondary schools for the purpose of the universal basic education should be jointly funded, and the programme should have concurrent legislative jurisdiction for funding to actualize its objectives.

It has been argued that statutory allocation has been inadequate to meet the needs of the UBE programme (Enouch and Okpede, 2000). This calls for integrative funding to actualize its objectives. As noted in previous educational programme in Nigeria like the UPE of other years, government alone bears the burden of its financing and this situation makes such programmes not to succeed. In such situations, the government leaves the structures dilapidated, delay teachers' salaries, while the classrooms lack seats and most of the used furniture need rehabilitation. Also, there is no adequate supply of instructional materials, no development of teachers regarding retraining on the job as well as no proper attention on curriculum development to suit the educational objectives. All these, do not provide a conducive teaching and learning environments in the school system.

According to Nakpodia (2011) on the integrative funding of universal basic education (UBE) and effective implementation in Central Senatorial District of Delta State, Nigeria. The study showed that Parent Teachers association (P.T.A) contributed immensely to the UBE programme towards its effective implementation. Also, that Non-Governmental Organizations (NGOs) equally contributed greatly in the provision of instructional materials, sports and health equipment, furniture, classroom blocks to the programme.

The argument therefore is that there is need for adequate funding of education, provision of more educational resources, effective implementation of the new UBE curriculum and realistic planning, regular monitoring and supervision of schools/instructional programmes, effective Guidance and Counseling services in school and moral instruction for positive attitudinal change among school staff and students.

However, in spite of these varied sources of funding, much more still need to be done in terms of quality of UBE teachers and caregivers, supply of facilities and learning materials to provide a conducive learning environment, monitoring/supervision of basic education programmes as well as production and distribution of appropriate manuals, materials and publications. It is important to note that the importance of teachers in any educational programme cannot be over stressed, especially in the implementation of the Universal Basic Education programme. The success or failure of it will depend upon the teachers because of the nature of the programme. Successful implementation of UBE should be anchors on the availability of trained teachers. This is so because professionally trained teachers are incontrovertibly perceived as the life wire of any educational system, as no educational system can rise above the level of its teachers. Employment of adequate number of well-trained and qualified teachers, who should be well motivated for improved teaching activities, becomes important. Training teachers was made compulsory to teachers in training in colleges of Education across the country.

Sources of recruiting qualified teachers should include the unemployed NCE graduates, and training of more teachers to meet the shortfall in supply- These teachers should be motivated through provision of incentives and conducive teaching environment particularly ICT.

The more knowledgeable a teacher in the use of ICT, the more productive the teacher would be. Thus, ICT training for teachers should be encouraged for quality teaching -and learning in basic schools. Olaolu, Abdulrahman and Habibatu (2012), explained the significant relationship that existed between teachers' ICT competence and their job effectiveness. The teachers with high ICT skills performed better than those with low ICT skills. It can be explained that knowledge of ICT makes teaching easier and result-oriented.

Besides, teachers should be encouraged to attend workshops. Teachers' regular attendance in conferences, seminars and workshops will result in improvement of skills and hence quality output. The greater the value placed on these aspects of staff development, the higher the attainment of quality output. This is in agreement with Bateman and Organ (2003) that discovered a strong positive relationship between teachers' involvement in seminars and workshops and their output. Thus, the more teachers participated in seminars and workshops, the better the quality of output in terms of academic achievement.

Apart from the foregoing, a lot of issues have also continued to arise around the workability of the UBE Act considering the current political, social and economic climate in the country where well planned projects with good objectives do not see the light of day. One of the issues is lack of proper supervision of schools with regard to the implementation of the UBE. Supervision of schools according to Edho, (2010) has to do with quality control educational policies and programmes. It is related to the efficiency of learning and the improvement of the teaching learning situation. It is a field of

educational management. Obinaju (2009) sees educational supervision to be concerned with those activities which maintain and promote teaching and learning effectiveness in the school system. The aim is to ensure that the goal of education is realized within provisions of the national policy on education and in particular on the bases of the objectives of the UBE. That is why Ezekwesili (2009) lamented that there have been no supervision of schools for decades. This lack of supervision has been observed to be one of the factors affecting the success of the UBE.

Conclusion

We have seen in this chapter that Universal Basic Education (UBE) is a laudable programme aimed at providing universal, free and compulsory education for the Nigerian child. The target of UBE scheme is both personal and social development. However, considering the lesson of the past and the statistics of resources on ground, certain strategies need to be employed to provide easier and ready guidelines for a more successful and less wasteful UBE implementation. These strategies relate to adequate planning and provision for financial, human and physical resources, funding and financial management, teacher demand and supply, continuous evaluation through monitoring. If well implemented, the scheme will afford higher percentage of Nigerians the opportunity to acquire education up to this level and be able to contribute meaningfully to the social and economic development of the nation.

Recommendations

It is therefore recommended that:

1. Both Federal and State government should as a matter of urgency carry out a re-evaluation of the level of implementation of UBE programme in every state.
2. Government through SUBEB should ensure that the supervisors for the Universal Basic Education programme maintain a link between the teachers and the government in ensuring that the UBE programme is well funded.
3. The government should provide more classrooms to effectively accommodate pupils for the UBE programme.
4. Although teaching facilities were supplied in abundance to many schools, but what was observed is that, most of these facilities are kept in the stores without proper utilization, therefore, more supervision and evaluation of the activities of schools should be carried out on regular basis to avoid this ugly scenario.
5. Teachers should plan their lesson and provide enough teaching materials for pupils to understand the lesson very well.
6. The monitoring team for the UBE programme should ensure that they regularly liaise with the Government in helping to provide welfare packages for the teachers so as to encourage them to put in their best towards performance.

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CHAPTER 47

CONDITIONS FOR THE REALISATION OF EQUAL EDUCATION IN THE NIGERIAN BASIC EDUCATION

OJO, Ronke Christiana

Introduction

Since 1990 the challenge of attaining Education-for-All by 2015 as a development agenda became the focus of international collaboration. The move became an international burden after the 1990, Jomtien (Thailand) Declaration and framework for action on Basic Education-for-All. Equally, the United Nations Economic Scientific and Cultural Organization (UNESCO), among other agencies, has over the years sponsored substantive initiatives to ensure that human development is placed in the right perspective especially in education. Thus, it arouses in partner countries an urge to put in place structures that will support such landmark.

Torres (1999) asserts that between 1990 and 2000, various covenants were entered into by these partner countries, among which was the 1993 New Delhi (India) Declaration on the E-9 countries (countries with the highest number of illiterates), a covenant to work for the implementation of the joint decision agreed upon at Jomtien for the eradication of illiteracy in the (E-9) countries, Nigeria was also included (Ojo, 2008). Other covenants stated by FGN (2002:3) include, the Amman 1995 reaffirmation calling to pursue the Jomtien recommendation and Durban (South Africa) 1998 statement of commitment to the promotion of Education-for-All. The pursuit equally informed the focus of the Millennium Development Goals (MDGs) because education is regarded as the pivotal upon which other development efforts are placed. The directive became vehement as education was regarded as the only means to eradicate inequality. The international collaborators directed the E-9 countries to pursue education with rigour in all ramifications. The directive became forceful after Johannesburg (1999) (South Africa), titled EFA: A Framework for Action in sub-Saharan Africa, Nigeria as a leading figure in the E-9 countries, whose estimated population of about 130million as at then had about 50% literacy level (Torres, 1999). In 1999, Nigeria unfurled the flag of Universal Basic Education (UBE) to implement the policy with a view to removing the inequality in all ramifications through education. The pursuit of equal education became the main burden of UBE programme which was launched in 1999.

With other partners like the UNDP, UNICEF, the World Bank, ETF (Education Trust Fund), State Universal Basic Education Board (SUBEB) in collaboration with the Universal Basic Education Commission (UBEC), all states in Nigeria have benefited immensely from the programme. Funds, blocks of classrooms, furniture and learning materials were provided. Some states like Osun and Taraba have included mid-day meal in agreement with the federal government's initiative of free launch in all UBE schools. UBE Acts have been formulated to give an insight to the step by step activities of the UBE. Unlike the UPE

which terminated at Primary Six, UBE included Primary one to Primary six and the Junior Secondary School one to three making the free education programme nine-year duration. The question now is, What is Universal Basic Education for? Can Universal Basic Education remove the perceived inequality in Nigerian educational system? Can it remove the inequality in education? What are these inequalities?

Conceptual Clarification

It is necessary to explain certain concepts which are related to this work, they include basic education, education, adult education, equality, inequality and equal education among others.

Basic Education

According to Ojo (2010) "basic education can best be regarded as that form of education which is given for only nine years and no more". This opinion is a subsidiary of the Nigerian National Policy on Education (2014) which states that basic education "shall be of 9-years duration comprising of 6 years of primary education and 3 years of junior secondary education". This is a brief description of what basic education is, in the Nigerian National Policy of Education. But the interpretation does not give a clear-cut meaning of what basic education actually is. It is an extended version of what basic education should be.

Suffice to state that, the above interpretation of basic education is myopic, for it caters for only the category of people that fall within the specified age limit. Moreover, the type of basic education in that interpretation merely adapts in the beneficiary the ability to acquire the 3Rs Reading, (w) Riting and (a) Rithmetic. Although, the basic education that ends in the acquisition of 3Rs is good, however the extent to which it can help to make one educated is doubtful.

The World Bank interpretation of basic education as quoted by Semali (1999) regards basic education as a supplement to formal education. The opinion of World Bank that basic education is playing supplementary role, is thus intended 'to reduce basic education to a functional, flexible and low-cost education for those whom formal system cannot yet reach or has already bypassed'. This conception is to show that basic education is basic literacy. This type of education may be too restrictive and may not be sufficiently able to eradicate inequality as it is only capable of adapting in the beneficiary basic literacy, that is, the acquisition of 3Rs.

However, the Federal Government of Nigeria (2004) noted this and stated that basic education does not only stop in the acquisition of the 3Rs (basic literacy), it extends to the junior secondary school level. At the junior secondary school level, students are exposed to the pre-vocational, pre-science and pre-technical subjects. It is of note that basic literacy to the international partners is not a mere adaptability of the 3Rs but a basic education which serves as firm/sound foundation for an individual to eradicate abject poverty, improve maternal health (as the education of mothers, is the education of health), improve environmental sustainability and world peace among others (Ojo 2010). By implication, basic education remains a pivotal upon which other development is based even other levels of formal education depends on basic education.

Education

The concept of education is such a protean concept that imbibes several interpretations. In a view to bringing clear interpretation to the concept of education, one may likely get into sea of several other interpretations, hence, the interpretation of education here will be taken from the angle of instrumentalism and liberalism. Instrumental view regards education as a change agent. Education is required to culture beneficiaries' bad entry positions into better ones after completion. The bottom line of this meaning is that, education should serve to change the worldviews of the individual concept of self and serve as a potent tool to effect the betterment of the society at large. Instrumental education does not lay emphasis on a specific form of education but regards all forms of education as capable of transforming the status of its beneficiaries for a successful living. However, one major criticism that this conception faces is that the question of the success of life of an individual is not explicit in this view. One begins to wonder how the success of a life could be determined objectively, because life's success is highly subjective. One, because a person who looks successful in business may likely not be successful as a scholar, whereas a scholarly minded person may not be a good home-keeper, and so on. Two, success is highly relative, what seems a success or achievement to a person may be a failure to the other. For instance, marrying or having many wives may be a sign of achievement to polygamists, while a monogamist may see no achievement in being a husband to many women, and so on.

Therefore, an instrumental view of education may not provide adequate answer to the question of what education is or what education is used for. What one has used education, he or she received, for, may not be a gain to other people but only to satisfy personal ego, personal interest, and so on. However, personal usefulness and societal usefulness of education overlap. There is no way a person will acquire education (formal, informal or non-formal) without being useful to himself and to others, either as a custodian of these forms of education or as users of them. Then we shall examine the liberal view of education.

The liberal view of education to Hirst and Peters (1991), consists in putting people in the way of values about which they have never dreamt. Their view, about education, as all other liberal philosophers, is concerned with self-fulfilment. According to Ojo (2008), the origin of the liberal conception of education can be found in the works of Socrates, Plato and Aristotle. To these philosophers, education is considered as a suitable preparation for the kind of life, the contemplative leisure favoured by those philosophers. Their definition of education is strictly in terms of man's knowledge and the development of the mind to which it leads, be it in skills, virtues or other characteristics. Hirst submits that education at the time of Socrates, Plato and Aristotle was based on "the learning of what is true and permanent value. Education then was regarded as having a value for the person benefiting from it, value such as the fulfilment of the mind and the understanding of how the recipient ought to live both individually and socially. This orientation is still followed in Nigeria despite its independence since 1960. Instead of Nigeria to consider the form of education that will be valuable to the citizenry and beneficiaries. It only chooses to follow complacency, the legacy of its colonial lords.

As overwhelmingly attractive as liberal conception of education is, it is not without its own shortcomings. One of these shortcomings is this. Winch (1996) as quoted by Ojo (2008) asserts that the fact that the conception of education according to liberal view is dominance does not indicate that its dominance is not challenged. Winch (1996) further

explained that, the liberal view of education is under a serious threat, especially from the sections of the political elite and the business world that have concern for the economic consequences of education. The success of the liberal conceptions of education depends on the material gains which may accrue to one for benefitting from education. Therefore, it is worth of note that liberal conception of education seeks to establish an intrinsic value of education, that is, an individualistic and highly personal value. Not only that, because of range of choices, aptitude, family background, career choice, special ability and individual ability, aptitude and individual differences among others, what form of education an individual requires could be different from that of the others.

However, liberal and instrumental views of education may be quite relevant to the treatment of education in the theme of Universal Basic Education in abating the spate of inequality of education. Quite explicit in the UBE (2004) is the fact that the desire of the heart of the Nigerian government to have its citizens educated with a view to reducing inequality in education, especially as Nigeria is rated among the E-9 countries (countries with the highest number of illiterates). Education is thus, regarded as a desirable tool at raising the status of the country and removing inequality in the education scheme of things. Hence, it is necessary to briefly consider the issue of desirability in education in this paper later.

Adult Education

Adult education is defined in many ways at different times and places by different writers. According to Omolewa (2001) adult education can be defined as:

all planned purposeful learning opportunities offered to those who are recognized and who recognize themselves as adults in their own society and who have left formal initial system (or who have passed beyond the possible stage of initial education if they were never in it), whether such learning opportunities are inside or outside the formal system, as long as such learning decision making, use appropriate adult learning methodologies and styles and purposes and to meet their own needs.

This interpretation purports to say that adult education is that type of education that is given to those categories of people who in Akinpelu (2002) 'is matured physically, mentally and psychologically... a socially responsible person... has self-respect and dignity...'

Sarumi (2006) listed some criteria for conceptualising adult education as follow: the activity that is being referred to as adult education must be educational in nature; it must be relatively organised, purposeful and the target clientele must be adult; it must be voluntary, need-oriented, situational relevant, learner-centered and flexible. With these conceptualisation, adult education can be summarily defined as, the education that is designed for the category of people that are referred to as adults, such education is not only one form; it includes formal, informal and non-formal education. Therefore, any form of education that satisfies these criteria is adult education. It can be basic literacy, post-literacy, continuing education, remedial education, extra-mural study and functional literacy among others.

Equality

The concept of equality can be described as the state of being equal, especially in status, rights, or opportunities. It can also be described as the right of different groups of people to have similar social position and receive the same treatment.

Equality can be described as the quality or state of being equal in terms of; sameness or equivalence in number, quantity, or measure, likeness or sameness in quality, power, status and so on. It can also be interpreted as the state or quality of being the same in terms of correspondence in quantity, degree, rank, value or ability. Equality as a state of being equal is one of the ideals of a democratic society. Meanwhile, Akinpleu (2001) argued that “nothing can be said to be equal except one is thinking of concept of similarity not sameness, fairness not the same”. According to him, no two things can be the same in the same way that no two human beings can be the same. This is to say that, there is no single way to define equality because it is broad concept. For instance, in education, equality can mean that every student should have access to the same quality education regardless of where they come from. It may also require that, all students be held to the same standards and objectives regardless of their circumstances, abilities, or experiences. It is of note, that equality in education is necessary for students to have the same opportunities to start off with positive educational outcomes. However, it is not impossible to twist towards equity while striving for equality in education because it is in equity that situations are adjusted to make room for students who might need extra help and attention. In other words, to say that something is not equal is like saying people are not of the same height and to affirm that certain things are equal is like saying people are of the same height. In fact, the two concepts have varying shades and interpretations. This must have led Akinpelu (2005) to conclude that equality may be interpreted as; fairness or sameness and Ojo (2008) added a seemingly relevant interpretation when she called equality as simply ‘opportunity for all’.

Inequality

This concept is the direct opposite of equality. It can be interpreted as difference in size, degree, circumstances and so on. Likewise, lack of equality or the quality of being unequal or uneven such as social disparity, disparity of distribution or opportunity, lack of evenness, the condition of being variable, changeableness. It can be referred to as length of life inequality refers to the variation in length of life (or age at death) within human populations can also stand to describe inequality. Inequality refers to the phenomenon of unequal and/or unjust distribution of resources and opportunities among members of a given society. The term inequality may mean different things to different people and in different contexts. Some of the meanings are; wage inequality, homelessness, occupational sex segregation, treatment and responsibility, racial discrimination, child poverty, racial gaps in education, residential segregation, bad jobs, job losses, wealth inequality among others. Inequality can be many types; it ranges from political inequality, differing life outcomes, inequality of opportunity, treatment and responsibility, treatment, responsibility to social inequality among other. The major examples of social inequality include income gap, gender inequality, health care, and social class. In health care, some individuals receive better and more professional care compared to others.

Equal Education

In furtherance of effort at explaining the concepts of equality and inequality, Osho (2008) submitted that equality and inequality are inseparable. Even in education they are the forces propelling people to participate in schooling’. Osho’s submission is quite related to the thought flow of this work. To be equal, education remains a valid tool to achieve it. This opinion is in line with the world collaborators to make education a venture in which all citizens could be equal. Therefore, inequality may not be easily eradicated, if the citizens are not benefitting from the provision of education made available by the government. To make all citizens benefit education, at best Government should make

education available for all to benefit maximally at will. In essence, consideration of equality and inequality will go a very long way to pave way for access in education. In education, equality can be found in teachers who are able to adapt their teaching styles to match students' learning capabilities; by making them pass through the same processes.

Theoretical Postulations

Plato is regarded as the father of idealism. His philosophy is essentially based on idealism. To him, objects are primarily concerned in the form before it translates to the physical. So, he treats universal as objects (forms or ideas) separate from their instances and as common entities. In this view, universal is regarded as an idea which is conceived prior to its existence. As an idealist, Plato believes that an idea must have existed in the mind before it can be perceived as a form, that is, the idea is primarily considered as a product of human sense perception. To refer to something as universal, to Plato, it must have existed primarily in the mind and it does not need to first appear in the physical. In fact, objects are primarily the reflection or the expression of the human mind. Therefore, for anything to be referred to as universal it must be perceivable by senses first, that is, it must have existed in the world of form. Likewise, it must have existed and lived in the thought of people; otherwise it is not universal. It must have been perceived as having form by all and sundry. Forms in Plato's explanation, is the theory that knowledge is gained not primarily by coming to know what is in the physical world, but rather by coming to know the forms which exist in the mind, world of experience and other world which encompasses the universal world.

Plato's universals are more naturally called substances because they have inherent similarities with objects that stand to refer to generality of all and their instances. Moreover, Plato's universal can also be regarded as a particular kind of matter because it suggests that the existence of individual substance is responsible for the existence of common entity. By implication, this view implies that the availability of individual is a prerequisite for the existence of majority. For instance, the word, 'man' in *man has evolved slowly* suggests that an entity man has existed and so man (that is, human being or race) evolved slowly. Man's (human race and so on) existence is premised on the existence of man. That is, a parent man has lived before the total nature of man eventually emerged. In short, Plato's universals are more naturally instances, which can be treated independently. His idea of universal in this paper can be summarised as follows; that the existence of individual is prior to the availability of common entity and that common entity is an elaborate version of the individual entity.

However, the main preoccupation of this chapter here is the analysis of the aspect of Plato's educational philosophy that relates to equality of education and the concept of universal in universal basic education. Education, for Plato, "should be given equally to both men and women". His reason for this, as he argued, is that each member of the state should undertake the work for which he or she is best fitted by nature. While admitting that women are weaker physically than men, he maintains that with regards to political or governing ability or training, the woman is the equal of the man. Had he affirmed that with regards to intellectual ability that the woman is on the average the equal of the man, he would have anticipated the conclusion of modern researches. Both in his *Republic* and *The Law* Plato addresses himself to the subject of co-education.

The relevance of Plato's contributions to this chapter could be seen from the following perspectives. The paper attempts a cursory analysis of the input of the Nigerian Universal Basic Education at abating the trend of inequality in education in Nigeria. The effort was to identify universality and to examine how universal is the Nigerian Universal Basic Education. For education to be universal, Plato proposes an educational principle, which must be for men and women, young, and old, without gender discrimination and without restriction. Again, he also refers to education not only as schooling "but of that other education in virtue from youth ..." He has also earlier mentioned that a person, who is called uneducated may "...very well be educated for the calling of a retail trader or a captain of a ship...". In essence, Plato is affirming the importance of formal education for greater development as well as importance of non-formal/apprenticeship education for skill acquisition, functional development and technological advancement.

The profundity of Plato's doctrine could be found in his later writings especially *The Law*. In *The Law*, education is universal. It is not restricted (as in the *Republic*) to the guardian class and it is to be compulsory. He affirmed that children shall come to school not only if their parents 'please but also if they do not please and that true equal education must carry on both male and female without restriction'. In his scheme, education must be the duty of the state and must be provided equally for all, without restrictions. As he remarks that:

all and sundry as far as this is possible, the pupils shall be regarded as belonging to the state rather than to their parents. My law shall apply to females as well as males; they shall both go through the same exercise

Plato's positions could be juxtaposed with the objectives of universal basic education in Nigeria and simultaneously go with the goals of mass literacy adult and non-formal education. The goals of mass literacy in Nigeria are as follows:

- Provide functional literacy and continuing education for adults and youths who have never had the advantages of formal education or who did not complete their primary education. These include the nomads, migrant families, the disabled and other categories of group.
- Provide functional and remedial education for those young people who did not complete secondary education.
- Provide education for different categories of completers of the formal education system in order to improve their basic knowledge and skills.
- Reducing drastically the incidence of dropout from the formal education system through improved relevance, equality and efficiency.
- Catering for the learning needs of persons who for one reason or another have had to interrupt their schooling, through appropriate forms of complementary approaches to the provision and promotion of basic education.
- Ensuring the acquisition of appropriate levels of literacy, numeric, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning.

It is obvious that the initiators of UBE felt that these objectives are suitable in abating inequality of education in Nigeria, (since it has taken care of basic education from the primary school to the junior secondary school) and will be capable of removing inequality in education and provide education for all children of school-going ages and adults who had never being to school or those who left the formal school early without been truly

literate. Chagrin though, but these are well conceived ideas which if are properly channelled may eventually help in abating the spate of inequality of education in Nigeria.

Desirability of Education in Nigeria

There exist reasons why an individual enters into a particular kind of education and not another. This is to say that education serves the purpose for which individual enters in to it. Hirst and Peters, Ojo (2008) submits that, there exist reasons that make people concern themselves with education. That means education is value lading. Such value includes what learners found as value in the education he is engaged in and what policy makers regard as value in the same form of education they provide. In other words, education is required to meet ones material needs. Not only that, there are needs like personal development or material values that equip the learners to develop in all areas of life either to solve life's problems or to "cure the ailment of others" through education. Curing, on one hand suggests that the persons involve have lapsed from some standard which the cure is restoring and on the other hand, that cure is provided through education. Talking clearly, education consists in putting people in the way of value which they have never dreamt of. This type of value are embedded in the forms of education that learners themselves are conscious of like adult education has the inherent quality to engage students in the area of value. To realise equal educational opportunity through UBE, it means that all forms of education will be given adequate attention in order that it will not make education counter-productive. The desirability in Nigeria UBE extend to the adequate provision that has been made for the later life education for the category of people that are called adults; basic literacy, post basic literacy, higher education (tertiary education inclusive), continuing education, remedial education, functional literacy, Open Distance Learning (ODL), and professional education to mention just a few.

Further, it suffices to state here that, to specify more precisely what one is trying to achieve in education will depends on individual desirable end and the end for which the education is desirable in the society. Indeed, there are some limitations on what might count as an end in the case of education because education does not specify what it develops in someone is basically for the individual. It goes beyond that, it extends to what is desirable in the society as a whole which translates to immediate and long term gains. However, in a poverty-ridden country like Nigeria, the common expectation is that the goal of the education will be *learning to be* better economically and materially. Although, monetary goal is a remote gain of education and it is not to be the objective for educating but the attitude of poor citizens who feel cheated by the attitude of the affluence of the minority few, who wish to be equal with the rich and the affluence will wish to get their own condition improved. One question that comes to mind at this juncture is, what type of education or what ideological status should a form of education has, to make it satisfy the agitation of the citizenry? Or put differently, what form of education programme is actually desirable in an already pauperized society? UBE will need to provide answers to these questions.

Conditions for the realisation of equal education in the Nigerian universal basic education

The summary of the effort of this section is to bring up a dimension that is germane to the proper realisation of equal education in the Nigerian universal basic education. Therefore, this part will state, though briefly, certain conditions that are indispensable to the removal of inequality of education in the Nigerian UBE. The effort will include the adoption of Maslow's hierarchy of needs. Maslow explained that a person's needs range

from physical to societal and then intellectual needs. He listed the needs as “physical, security, social, ego, autonomy and self-actualisation. In Maslow’s submission, people’s desire for meeting needs must first be given consideration and that any other gestures could only be appreciated when these needs are satisfied. It follows that if citizens will appreciate the gesture of free education, satisfaction of needs like food, clothing and shelter that fall within the realm of physical needs must, as matter of priority, be met. Food for all, decent accommodation and clothing to put on are incentives and life essentials before any successful voyage in education.

Other needs which include security of life and properties, enabling socio-economic environment and right political will are requisites for the actualisation of equal education in any country. The issue of security is actually germane to the fulfilment of equal in Universal Basic Education, UBE, in Nigeria. The provision of the measures of equality cannot be put in place if security is lagging. The current spate of banditry, kidnapping, ritual killing, terrorism, communal clashes among others constitute great barrage to equal education in Nigeria as a country. There is no way equality will be put in place when the leaders that are supposed to fight insecurity are the architect of it. The creation of security or the curtailment of insecurity is sacrosanct in good leadership: taking right action when it is required, leading by good example, making the improvement of lives of the populace a priority, providing comfort for the citizenry, making life worth living for citizens, be equal before the law and others. All of these and more will go a very long way to making people live quality life and thereby giving them equal opportunity to all life goodness; like equal opportunity to education equally, good job and equal justice.

The other aspect of Maslow’s hierarchy of need is autonomy. By autonomy, this chapter assumes that, the right that an individual has to choose what he needs at the time he needs is an existential reality which dictates that needs would be satisfied adequately before other life realities follow. Therefore, to benefit from equal education, which UBE is aimed at, is to first of all look for a way of satisfying these needs for the target audience. Further, the political terrain of this country needs to be re-directed; politics of sectionalism, politics of bitterness, ethnic chauvinism and politicisation of education need to be eschewed. In a bid to win political post, many a times, Nigerian leaders promise unity of purpose, equality of treatment and equitable distribution of wealth and utility but at the time when promises are expected to translate to action, what Nigerians have is sectional treatment largely influenced by moral corruption and play of selfishness. Citizens are looking forward to leaders to bring gesture that will harness their comfort. The role of the leaders in the provision of equal provision of amenities in any country is germane. Part of what they expect is provision of common utilities like health care, portable water and other social amenities. What they however have is leaders enriching their own immediate families and at best their own local constituencies. For instance, some governors provide ultra-modern facilities in their constituency at the expense of other parts of the state and even the state capitals. For equal education to thrive in UBE in Nigeria, the political terrain needs to be re-orientated and be made favourable for all.

The economic order is the third of these conditions. The economic order must ensure full employment of school leavers. When this is not practicable, there is need for welfare schemes so as to ensure that every family has income. Poverty is a deterrent to pursuit of equal education. Again, visible poverty is a key to pseudo-equality of education. If education is acclaimed to be free but books had to be bought with exorbitant prices, furniture has to be procured by the students themselves. Worse still, if registration fee

into basic classes in Universal Basic Education is as high as ₦25.000, and (P.T.A) teachers have to be employed by the parents of the students, what type of equal education are we given to students this way? In that wise, equal education is a mirage.

Conclusion

The leaders in this country have very wrong orientation about foreign commitments. For example, they have the habit of rushing to implement programmes before they give consideration to the conditions required to operate such a programme in the country. Nigeria as a country has its own peculiar nature, history and of course its own peculiar characteristics just like other countries of the world. It should be treated as unique with unique way of solving its characteristic problems. If this attitude of rushing to borrow foreign idea without first and foremost asking the question, what are the problems on ground? How do the problems be solved? How do the solutions preferred get to the root of the problem? What will it take to address the problem? Otherwise, equal education practice will continue to be a wasteful venture in this country.

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CHAPTER 48

TRENDS AMONG HEADS OF BASIC SCHOOLS IN GHANA AND NIGERIA: PERSPECTIVES ON ACADEMIC LEADERSHIP

Odusanya Sunday Paul & Olaniran, Olakunle Lateef

Introduction

Modern society is characterized, among other things, by the numerous scientific and technological issues and inventions that play an increasingly important role in everyday life. The information technology revolution, the development of sophisticated machine, the basic understanding of science and technology has therefore become indispensable for citizens participation in a modern democracy. These assumptions formed the springboard for the framework of Free, Compulsory Universal Basic Education (FCUBE) in Ghana (1996) and Universal Basic Education (UBE) in Nigeria (1999). Both programmes are situated within the large context of a global quest for Education for All and they both have one fundamental principle in common; that everybody must have opportunity to equivalent education irrespective of gender, social, physical and economic conditions. However, attaining quality basic education in which children enter primary school, complete the 9-year cycle and acquire a set of basic skills depends largely on the availability and experiences of the school's leadership (Adepoju & Fabiyi, 2007). This is because a good school requires quality management to deal promptly with competitive school atmosphere and provide motivation for staff to perform optimally.

Despite the importance of headship to success, the procedures used in appointing and offering pre-service training to heads of schools, on one hand, and their ability to provide academic leadership based on their experience seem inappropriate in many developing countries (Oplatka, 2004; Bush & Oduro, 2006), especially those in the continent of Africa. A number of research studies around the world concur that one of the ways through which heads of schools can influence students' achievement is by influencing internal school process, such as the practices of teachers (Nyaga, 2004; Sindhvad, 2009). In other words, ability of the principal to structure teachers working condition has both direct and indirect effects on teaching and students' achievement. Nyaga (2004) suggests that effective heads of schools are those who devote more time to the coordination and control of academic work through, observation of teachers work; discussing challenging areas in teachers' work; showing concern about teachers' emotional state of mind and setting up teachers' evaluation. An effective school head is an exemplary leader whose quality are worthy of emulation and whose contribution to others (stakeholders in school) cannot easily be forgotten (Amadi, 2012). Studies shows that head teachers are promoted on the basis of seniority and experience (Dc Grauwe, 2001; Ibukun, Oyewole & Abe, 2011), and by virtue of their position as heads, they automatically become the instructional supervisors at the school level. Similarly, in some developing countries, most primary school teachers do not possess higher qualifications in the form of degrees and diplomas; so they occupy leadership positions on the basis of seniority and long service.

The Government of Ghana initiated some key education reforms to transform teaching and learning and improve educational outcomes under the Education Strategic Plan (ESP 2018-2030) which was approved by cabinet in November, 2018. Among the twelve key education reform areas are: Basic Education Development Reform; Ghana Partnership School; Policy on Teacher Education Reform led by the NCTE through T-TEL among others. The reforms in education system in Ghana require highly-developed leaders with appropriate management abilities. Head teachers are perceived as the principal instrument (Report of the President's Committee on Review of Education Reforms on Ghana, (RPCRERG, 2002; GSS, 2014) through whom leadership and management is carried out in schools. Head teachers make a difference so they ought to be trained prior to assumption of duty. They also need to receive continuous professional development to position them to help improve standards of education and students' performance. However, there is no provision of formal pre-service training (PRESET) for head teachers (Bush & Oduro, 2006). Although all trainee teachers attend Teacher Training Colleges (TTCs), there are no specific courses for those aspiring to be head teachers.

Yet on completion of their programmes, some of them receive direct appointments to leadership and management positions in schools, especially in rural areas (Oduro, 2003). Again, although some universities in Ghana offer programmes in school administration, the graduates are not likely to become head teachers within any short period of service. In most cases, it is the experienced and long serving teachers who are favoured for headship positions.

Statement of the Problem

Having leadership skills is helpful in many fields, but it's crucial in administration of schools. When you work in this field, you might be responsible for supervising employees and staff members or for teaching students. Being a good leader can help in taking major decisions on educational institution or determining which goals to focus on. Incidentally, the lack of emphasis on academic leadership skill as a prerequisite for school heads is one of the greatest challenges to the successful implementation of government's quality basic education policy in Ghana and Nigeria. A review of the education system in both countries indicates that many of the problems that the schools faced are linked to leadership and management issues. These problems include: inadequate preparation and training of heads; heads combining management with teaching at the basic level; leaving them with a little or no time for management and supervision; poor supervision by heads; insufficient authority of heads teachers and lack of commitment on the part of heads and teachers.

This problem draws attention to the need for proper training of head teachers to enable them cope with changes and challenges in the education system. However, there seemed to be no study to explore the needs and concerns of head teachers, which could be considered in preparing teachers to take leadership position in schools. This study, therefore, sought to fill this gap by gathering data from heads of schools and assistant head teachers to establish efforts aimed at providing academic leadership at basic education level and transferable best practices in Ghana and Nigeria.

Research Questions

1. Will there be any difference in academic leadership provided by heads of basic schools based on their years of experience in Ghana and Nigeria?
2. Are there transferable best practices in each country?

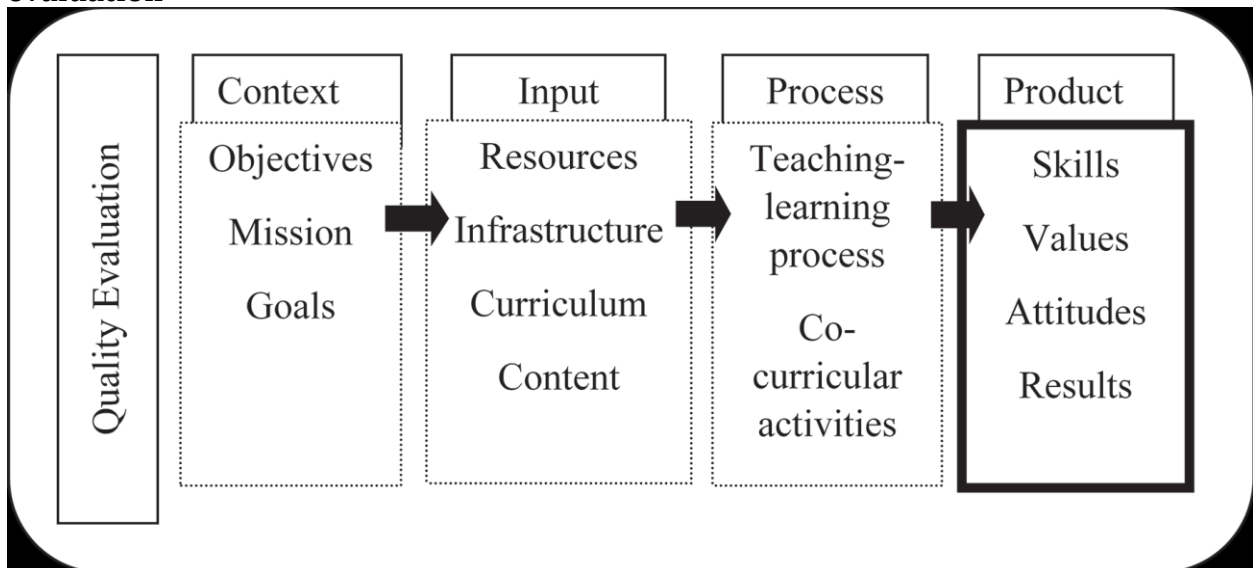
Hypothesis

Academic leadership provided by heads of schools based on their years of experience will not be statistically different in both countries.

Conceptual Framework

The paper is anchored on Context, Input, Process, and Product (CIPP) Evaluation Model. The model was proposed by Stufflebeam in 1983. The CIPP Model (Context, Input, Process, and Product) can be used for both type of evaluation, summative and formative. The most important thing about this model is that it provides the holistic view of every element by evaluating context, input, process and output from each and every angle. With the help of this model, evaluation can be done systematically, fulfilling the general needs of evaluation. The important element which makes this model different from other models is that it focuses on the context for the evaluation of teaching learning and development process (Stufflebeam & Shinkfield, 2007). Context evaluation helps to assess the needs and opportunities within a defined context or environment (Stufflebeam & Shinkfield, 2007). Input evaluation is to provide information for determining the resources used to meet the goals of the program (Khawaja, 2001). The resources include time resources, human resources, physical resources, infrastructure, curriculum and content for evaluating the quality of education at school. Process evaluation focuses on the running of the program and teaching learning processes. Implementation is a phase in which the inputs are used in effective manner to achieve the desired aims, objectives, goals of the product. Product evaluation includes the outcomes of the school (Scriven, 1994).

Figure 1. Conceptual framework of implementation of CIPP model for quality evaluation



Source: Aziz, Mahmood and Rehman (2018).

According to Figure 1, there are four dimensions studied for quality evaluation at school level which focus on the aspects of educational objectives, mission and goals, including the different dimensions of context, input, process and product. Context refers to the need and opportunities that defines the goals and objectives on the basis of which the outcomes are attained. Input involves the resources, infrastructure, curriculum and content needed to implement the teaching learning processes. Process includes the teaching learning processes, evaluation and activities; it includes all the processes that

are necessary for the implementation of different activities and their formative evaluation. Product evaluation involves skills, values, attitudes and results that are needed to identify the outcomes and effectiveness of the educational program (Stufflebeam, 2003). Based on Stufflebeam's (2003) evaluation model, this study was undertaken for quality evaluation of trends among Heads of Basic Schools in Ghana and Nigeria by assessing the context, inputs, processes and product of schools (Stufflebeam, 2000). The researchers studied all the four dimensions and focused on how context, inputs and processes affect the product or outcomes of the school.

Trends in Heads of Basic Schools in Ghana and Nigeria

Prior to the introduction of FCUBE and UBE in Ghana and Nigeria primary schools, if two persons have the same qualification, the one with longer years of teaching experience is promoted to head the school without written test of competence (Odusanya, 2017; Lonyian & Kuranchie, 2018). The Ghana Education Service regards academic qualifications, such as degrees and diplomas, necessary for supervisory positions, but most primary school head teachers hold Teachers Certificate A or Post-secondary Certificate B. In Nigeria also, the Teacher Grade 11 Certificates was very rampant. With the introduction of the 1987 Education Reforms, all the head teachers with lower qualifications were replaced while others upgraded their qualifications to Certificate 'A' (four years programme) and Post-secondary Certificate B (two years programme), In some cases however, teachers with higher qualifications took over the leadership of the school, even if the former were seniors in terms of long service.

Currently, the minimum teaching qualification in Ghana is the Diploma in Basic Education (DBE) and all Certificates 'A' holders have been upgraded to DBE. All the 38 Teacher Training Institutions are now known as colleges of education (Oduro, 2005; GES, 2010, GSS, 2014). In Nigeria, the Nigerian Certificate in Education (NCE) is the minimum teaching qualification (FRN, 2004, 2014)

The minimum number of teaching years required for promotion to head teacher or supervisor differs from one country to another. In reviewing years of teaching as requisite to a supervisory position, De-Grauwe (2001; Oplatka, 2004) found that in Spain it is from three to seven years, nine years initially and 20 years in Venezuela. In Ghana, longer years are preferred, but there is no minimum number of years and as already indicated above, the position depends on which teacher in the school has the highest qualification and longer years of service. However, in Nigeria, there are situations where new graduate teachers higher qualifications work under experienced head teachers with lower qualifications.

The issue of concern is when a young degree holder from university is posted to a school to work under the supervision of relatively older and experienced head teachers with lower qualifications; he may not have the opportunity to try his new ideas if the supervisor uses a directive approach (Odusanya, 2017). In such situations, the supervisor may want to suggest to or direct the teacher as to what he should do and how it should be done. Innovation in instructional practices will be stifled, and the status quo in both instructional strategies and supervisory practices will be the norm (Kayiwa, 2011; Meador, 2013).

Academic Qualification and Heads of Basic Schools

If academic qualifications should take precedence over experience, then one would have thought that new degree and diploma holders should be made to take over from head teachers (supervisors) who have lower qualifications but served for a longer number of years in teaching. But De-Grauwe (2001) argues that appointing younger teachers fresh from the universities and providing them with specific training for these positions may also not solve the problem, because they may lack classroom experience.

Another issue of concern is whether supervisors are given enough training to function properly in their practice. Canon and De-Grauwe (1997) expressed little doubt that advisers, inspectors and other such staff need regular training, but they seldom receive it. They believe that whatever pattern of recruitment and promotion procedures, supervisor, advisers, inspectors or other such staff, need regular training but they are seldomly provided with pre-service or in-service training. They note that throughout the history of supervision, training of supervisors has been considered important. Researchers acknowledged, however, that pre-service or in-service training programmes are still few and far between for head of schools (Oduro, 2005; De-Grauwe 2001).

In Botswana and Zimbabwe formal induction training programmes existed, but not all newly appointed supervisors had the opportunity to attend (De -Grauwe, 2001). He observed that the in-service training courses which took place in the four countries were not integrated within the overall capacity-building programme, and did not focus sufficiently on supervision issues. According to De-Grauwe, many of those training programmes were ad-hoc and were related to the implementation of a particular project. De- Grauwe (2001) and Oplatka (2004) also note that developing countries are in want of a well-organized system to prepare both supervision and support staff for their role and to keep them up to date. In a related study conducted in Ghana by Oduro (2005), about 75 percent of the interview participants (heads of schools) reported that they received little or no training in leadership and, therefore, used trial and error techniques to address challenges they encountered in their leadership roles. He also found that 72 percent of the heads had some training in leadership and management, but lasted between one day to one week. In Nigeria also, there are no clear cut policy statement on formal leadership training for would-be heads of schools (Ojo & Olaniyan, 2008; Odusanya, 2017). However, the situation is different in developed nations; for example, Portugal followed a one year training programme for school heads. Hayiwa (2011) found that coaches in the US and New Zealand respectively received training in subject specific areas, but not generics training (general supervision).

This suggests that supervisors and head of schools in those countries had formal training in supervision, but the researchers did not provide specific details. Oplatka (2004) also indicated that in the US, administrator training is a certification requirement. Such training provides principals with knowledge of supervision theory, practice, and personnel management that prepares them with general strategies to supervise all their teachers. Bays also found in her study that only one principal out of nine had background experience and training in instructional practices for students with disabilities. This suggests that, apart from generic training in supervisory practices, principals posted to special schools may be given training in that special field. In the absence of pre-service or in-service training, supervisors may be inclined to rely on their experiences with their previous supervisors over the years, as well as their existing knowledge in administration and pedagogy. In such situations, practices may differ from one supervisor to another in

the same education system. There is also the possibility of stagnation in practice, instead of innovation and improvement.

Apart from the training supervisors will receive, there is the urgent need for support instruments and materials to support practice. Data bases are needed to prepare and monitor the supervision work (De -Grauwe, 2001). Access to the internet, bulletins and journals is another source of support to supervisors. Supervision guides and manuals may serve as reminders to supervisors about how certain practices and behavior should be followed, and provide a uniform platform for supervisors to operate, thereby reassuring teachers of the personal biases which individual supervisors may introduce. They can guide practitioners to avoid relying solely on their own individual experiences or orientation.

In this era of technological advancement, literature on current instructional practices and content knowledge abound on the internet data bases, bulletins and journals. Oplatka (2004) found in the US that principals who participated in their study enhanced their teacher's reflective behaviour by distributing literature on instructional practices to them. Such materials are relatively inaccessible to supervisors/educators in less-developed countries. Schools in developing countries often do not have access to computers, let alone being connected to the internet. Searching the internet and data bases for relevant instructional materials and making them available to their teachers is relatively difficult, therefore, for supervisors in developing countries. Similarly, most schools do not have access to education newsletters, bulletins and journals that cover current issues about supervision and instructional practices. The presence of supervision guides and manuals has the potential to improve supervision practices because they serve as reference materials for practice. Similarly, education newsletters, bulletins and journals provide supervisors with current trends in instructional strategies and content materials which they can make available to the teachers they supervise. The absence of these may pose a challenge to practice.

Combining Supervision with Other Duties

Another challenge is a situation where head teachers, by virtue of their position, are administrators, financial managers and instructional supervisors. Such heads have relatively little time for supervision of instruction. When a choice is to be made between administrative and pedagogical duties, the latter suffers (De-Grauwe, 2001). Sindhvad (2009) contends that supervisors may focus their attention on administration rather than pedagogy, because they have much power over administrative decisions. De-Grauwe (2001) conceives the situation to be worse in developing countries than developed ones, because the latter can afford to employ several staff (e.g. administrative as opposed to pedagogic supervisors), so that the workload of each officer becomes less heavy and responsibilities become much clearer. Several studies in developing countries reported that supervisors were not often seen in classrooms (Bush & Oduro, 2006; Ojo & Olaniyan, 2008; Odusanya, 2017 and Lanyian & Kuranchie, 2018).

In a similar study in a rural public school district in the US, Tilky (2011) found that principals performed duties in the areas of management, administration and supervision. She described the separation of these functions as an "artificial" activity for the principals she observed, as they moved from one type of activity to another constantly throughout the day. Bays observed that administrative and management issues took much of the principal's time and energies and detracted them from providing constant direct

supervision to teachers. In Ghanaian public primary schools, head teachers perform “a magnitude of tasks”, and those in remote and deprived communities combine their supervisory roles with full-time teaching and visiting pupils in their communities (Oduro, 2005). In such situations, supervisors may not be able to sufficiently supervise instruction. Canon & De-Grauwe (1997) observe that countries such as Spain; France and Guinea which separate administrative from pedagogical supervision do not experience such problems. Thus, combining administrative and supervisory duties is another challenge to supervision of instruction.

Rationale for Comparative Research in Education

Comparative research in education is undertaken for several reasons. Learning from the experience of others is a fundamental reason for comparative research in education. Improving knowledge about one’s own educational system and promoting international goodwill are all pertinent to comparative research. According to Phillips (2000) comparative study in education allows one to see various practices and procedures in a wider context that helps to throw light on them, examining alternatives to the normal practice. Tikly (2011) asserts that comparing findings from different countries gives one an opportunity to see the basis of practices and issues. It helps to foster mutual understanding while exploring cultural differences and similarities between countries, offering explanations for them (Phillips, 2000).

Hedges (2002) argues that assessing one situation against another gives a better perspective on our current situation as well as the options and constraints, thereby learning better approaches to different situations. Comparative research therefore facilitates and supports practical educational reforms by examining experience elsewhere observing planned development of school systems, reveals current practice and offers yardstick by which educational systems can be judged (Phillips, 2000). A comparative approach enables researchers to ask questions that challenge their own cultural traditions and also stimulate them to look beyond surface appearances and explore diversity (Broadfoot, 2000).

School leaders perform pivotal roles in making schools very effective (Townsend, 2007). According to Atta, Agyenim-Boateng & Baafi-Frimpong cited in Esia-Donkoh (2014) and Ojo & Olaniyan (2008), the duties of school heads include planning, staff personnel services, pupils personnel services, curriculum and instructional development, improvement and appraisal, financial and business management, maintenance of school-community relationship and general tasks. Head teachers are expected to manage and control schools.

As lower level managers of the education service, they plan some activities mostly with their staff for the progress of the schools. Planning is very essential as it aids to find the philosophy, policies, programmes, procedures, practices and challenges of institutions (Ojo & Olanyan, 2008). As a saying goes, if one fails to plan, he/she plans to fail. Head teachers, therefore, need good knowledge and skills in planning to efficiently lead their schools. Staff personnel services involve identifying staff needs of the school and attracting competent ones to fill the vacancies. The head teacher is also supposed to create good conditions for teachers to work and also ensure their professional growth and development (Esia-Dinkoh, 2014).

Head teachers need to work with others to improve on the professional competence of

teachers. As part of their duties, head teachers in collaboration with education officers and other experts organize in-house training and other programmes to upgrade and update the knowledge and skills of teachers in both methodology and subject matter contents. They perform this function to build the capacities of teachers to be alive with their responsibilities. Staff personnel function also entails assigning duties to teachers, supervising, motivating, supporting and rewarding them as well as sanctioning recalcitrant teachers (Wong, 2005). They also monitor and evaluate the quality of instructions in the schools. They create positive and caring ethos for effective teaching and learning to take place. They also involve teachers in decision making as well as delegating responsibilities to their subordinates. Head teachers also supply information on new policies, guidelines and programmes from authorities to enable teachers to perform their jobs. Pupils personnel services concern admitting and managing pupils in the school. The heads of schools select and place pupils in appropriate classes and also offer guidance and counselling services to learners (Ojo & Olanyan, 2008).

Heads of schools also owe it a duty to provide effective, safe and secured learning environment and conditions for the pupils entrusted in their care. The head teachers need to ensure that pupils' physical and health needs are met. In boarding schools, they organise house staff to ensure the welfare of the pupils. Furthermore, the heads are obligated to maintain discipline in schools. They are also expected to promote extra-curricular activities in the schools to contribute to the total development of pupils. Head teachers also play roles in curriculum and instructional development, improvement and appraisal services. This role concerns planning, implementing, supervising and evaluating what pupils are to learn (Esia-Donkoh, 2014). This role of the head is very essential as the school exists to ensure good pupils' learning outcomes. Dipaola & Hoy (2008) contend that supervision is very vital to improving students' academic achievement. A study found that effective supervision of teaching and learning enhances students' performance (Too, Kimutai & Zachariah, 2012). So the head teacher has the crucial responsibility to ensure effective working of the school (Birgen, 2007).

To achieve this, head teachers are obliged to supervise the supply of instructional materials for teachers and pupils' use in their schools. Heads of schools also perform financial and business management functions. According to Lonyian & Kuranchie (2018), financial management is concerned with the acquisition, financing and management of assets to achieve the overall goals in mind. In Nigeria, laudable programmes have been hampered due to lack of prudence in financial management. An example of such poor management is the Universal Basic Education Commission (UBEC) counterpart funds and "Eko Project" in Lagos State. Similarly in Ghana, the introduction of capitation grant, heads of schools are obliged to keep records of receipts and payments to be reviewed by the School Management Committee (SMC), the District Education Office and the District Auditor.

Community relation

Heads of school are supposed to help create and maintain school-community relationship. Esia-Donkoh (2014) contends that schools succeed when there is good relationship within them and their relevant publics. Therefore, schools need to have good rapport with the communities where they are located as well as their agencies. To Odusanya (2017), school leaders play vital role in strengthening the link between schools and communities and their agencies. Besides the above functions, head teachers perform some general functions for effective running of their schools. The functions include

attending meetings, handling interpersonal situations, handling correspondence and attending school functions. While some of the duties performed by head teachers directly impact on pupils' academic achievement, others indirectly affect learning outcomes. In an apparent support of this view, Cheng (2002) postulates that although it is the teachers' output that directly impacts on students' learning outcomes the quality of leadership cannot be discounted in influencing teacher motivation and quality of teaching which takes place in schools.

Years of Experience and Selection of School Heads

Different criteria are used for recruiting and selecting head teachers in different countries. Research has consistently shown that having a structured approach to appointment of head teachers has the tendency to increase validity of recruitment and selection of school leaders (Middlewood, 1997; Wong, 2005). RPCRERG, (2002) notes that the authority for appointing head teachers is vested with the Directors of Education (DoE) of various districts, although they manage education with the support of the Assistant Directors in charge of specific schedules and the regional managers of education units of religious organizations. The governing bodies have no role in the appointment of head teachers. Bush & Oduro (2006) and Ojo & Olaniyan indicated that in Ghana and Nigeria, two approaches are common in the appointment of head teachers. The first is the appointment through direct posting, which involves appointing newly-trained teachers to lead schools, especially in the rural areas. The unattractiveness of rural life appears to have made working in rural schools non-competitive among teachers, who might otherwise have had aspirations to be appointed as head teachers. The second strategy is appointment through selection interviews, which is largely associated with the appointment of head teachers in urban schools. In this situation, candidates for interviews are selected through recommendations by senior officers (Bush & Oduro, 2006; Adeyemi, 2010).

Some developing countries including Ghana and Nigeria also appoint head teachers on the basis of experience or seniority, in addition to some other criteria. Oplatka (2004) indicates that in Papua New Guinea, inspection reports form the basis of promoting experienced teachers into headship positions, but this procedure is characterized by favoritism. Similar situation prevails in some other African countries where appointment is done without recourse to relevant training. In those countries, no formal training or qualification is considered for headship post but rather long-serving and experienced teachers are normally appointed to such positions (Bush & Oduro, 2006 ; Meador, 2013 and Layian & Kuranchie, 2018).

Essentially, aspiring head teachers' knowledge in providing academic leadership based on experience, motivating staff and financial management, among others, seem not to be thoroughly considered in the appointment of heads in the two countries. Meanwhile, evidence from different countries and sources indicate that school leaders need specific training in order to perform their various responsibilities well (Pont, Nusche & Moorman, 2008). However, in the United Kingdom, the National Professional Qualification for Head teachers (NPQH) course has been introduced for aspiring head teachers (Wong, 2005). In that country, candidates for headship position are also selected by the governing bodies in a competitive manner. The preparation of aspiring head teachers is highly recognized in most advanced countries because of the importance of headship in school improvement and effectiveness (Adeyemi, 2010; Esia- Donkoh, 2014). Also, some developing countries such as Hong Kong and some South East Asian countries such as

Malaysia and Singapore have PRESET for head teachers (Bush & Jackson, 2003; Wong, 2005). Middlewood (1997) indicates that in Canada principals are required to undergo appropriate training to obtain relevant qualification, and be allocated to schools or colleges for a specific period before being re-posted to different schools to head. These countries recognize the need for aspiring and practicing head teachers to be equipped with the knowledge, skills and values required to perform their professional and administrative functions. This underscores the need for induction and in-service training for head teachers.

Methodology

The study employed descriptive survey design involving both qualitative and quantitative data collection methods in Ghana and Nigeria. Descriptive survey, according to Ilogu, (2008), Creswell and Plano Clark, (2011) is concerned with conditions that exist; practices that prevail, beliefs and attitudes that are held, processes that are ongoing and trends that are developing. The study was based on quality evaluation at school level using CIPP model, the design of the study was qualitative in nature. The population of the study included the headteachers and assistant headteachers in Nigeria and Ghana. The researchers, via document analysis, examined the context of the school system, including objectives, missions and goals of the school. For identifying the inputs, for example, resources, curriculum, and content, the researchers used checklist of 31 items, (Stufflebeam, 2002). Furthermore, for exploring the processes and inputs, the researchers did two class observations. In addition, to assess the product value and to compare it with the inputs and process, the researchers developed questions to conduct document analysis. The researchers also conducted questionnaires and semi structured interviews of heads of schools in Nigeria and Ghana. In accordance with research ethics, the researchers obtained permission from the heads of the institutions involved in the study to conduct research. For maintaining authenticity of data, interviews were audio recorded for better interpretation and analysis. The quantitative approach involved the distribution of Likert-type questionnaires while the qualitative data was derived from interview schedules.

The study was carried out in four educational circuits randomly selected from Effutu and Cape Coast Municipalities in Central Region of Ghana and four Local Government Education Authorities (LGEA) selected from Lagos and Ogun State in Nigeria. Using multi stage random sampling technique, a total of 120 headteachers and assistant headteachers, 70 participants from Nigeria and 50 participants from Ghana, constituted the population. However, 67 questionnaires from Nigeria and 50 from Ghana were valid and useable for the study. Purposive sampling was used to select 20 (10 from each country) to participate in semi-structured interview session in addition to their questionnaire. The inclusion of the interview was for triangulation.

The research instrument was developed by the researcher, it consisted of two sessions. Section A measured demographic data like; sex, age, qualifications, years of experience in teaching and school population, while Section B had 22 items on staffing, school facilities, funding and academic leadership. It is tagged Head of Schools' Questionnaire (HSQ) and was scrutinized by research experts in educational foundations to improve on face and content validity. As for the qualitative study, semi-structured interviews were conducted with the head teachers and assistants' headteachers to unravel head teachers' professional needs in management of Junior High Schools. The instrument was deemed appropriate to help achieve the two-fold purposes of the research. One set of interview

guide was designed to gather data from the two categories of participants. The responses were written on a note pad, which was expanded prior to analysis. The triangulation aided in ensuring trustworthiness of the responses.

A pilot study was carried out on the instrument to ascertain the content validity and reliability. Ten basic education schools each were randomly selected in Lagos state, Nigeria and Kumasi Ghana respectively. Twenty heads of schools participated in the pilot study comprising of ten from Nigeria and ten from Ghana. *Cronbach's Alpha Split-Half method was used to determine the internal consistency of the instruments and reliability test using the updated Statistical Package for Social Sciences (SPSS) with a Cronbach's Alpha result of 0.75*

Results and Discussion

Table 1: Descriptive Statistics on Academic Leadership provided by Heads of Schools Based on their Years of Experience in Ghana and Nigeria.

Experience	Nigeria			Ghana			Mean Diff
	N	Mean	Sd	N	Mean	Sd	
11-15 years				3	21.33	2.88	
16-20 years				10	21.10	2.99	
21-25 years	16	23.37	3.14	10	24.50	2.87	0.95
26-30 years	30	23.55	3.95	11	25.18	1.47	1.63
31 years +	31	23.38	2.33	16	24.81	1.68	1.43
Total	67	23.43	3.15	50	23.38	2.37	1.34

Table 1 showed that none of the participants in Nigeria had less than 21 years teaching experience, while three of the participants from Ghana fall within 11-15 years and another ten within 16-20 years. Their mean scores were 21.33 and 21.10 respectively. For the participants within 21-25 years of experience, result from the table indicated that participants from Ghana recorded a higher mean value (Mean= 24.50; Std. Dev. = 2.87) than the participants from Nigeria (Mean= 23.37; Std. Dev. =3.14) with a mean difference of 0.95. In a similar note, evidence from the data indicated that participants within 26-30 years from Ghana recorded a higher mean value (M=25.18; Std. Dev. = 1.47) than the participants from Nigeria (Mean=23.55: Std. Dev. = 3.95) with a mean difference of 1.63. Evidence from the data in table 11 also showed that participants with 31 years and above from Ghana recorded a higher mean (Mean=24.81; Std. Dev. = 1.68) against the participants from Nigeria (Mean=23.38: Std. Dev. = 2.33) with a mean difference of 1.43. The results from the table indicated that there is a difference in academic leadership provided by Heads of Schools between Nigeria and Ghana based on years of Experience. To determine if the differences in years of experience are significant across the two countries, the ANOVA test was employed and the results were presented in table 2 below:

Table 2: ANOVA Test of difference in Academic Leadership and Years of experience among Heads of Schools in Ghana and Nigeria

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	133.133 ^a	4	33.28	6.33*	.000
Intercept	19908.53	1	19908.59	3793.87	.000
Teaching Experience	133.03	4	33.28	6.34	.000
Error	236.54	45	5.24		
Corrected Total	369.7	49			

* Sig @ 0.05; df = 4 & 45, F-cal = 6.34; f-critical = 2.58

The ANOVA results presented in Table 2, showed that Head of Schools' years of experience was significant since the F-value of 6.33 which was greater than F-critical of 2.58, given 4 and 45 degrees of freedom at 0.05 level of significance. Since the calculated F-value was greater than the F-critical value, hypothesis 4 was rejected. This result implied that there is a significant difference in academic leadership provided by Head of Schools in Ghana and Nigeria based on years of experience. As a result of the significant F-value obtained, further analysis of data was done using the Scheffe Post Hoc Pairwise comparison analysis to determine which group of experience differs from the other and the trend of the difference. The result of the post hoc analysis is shown in Table 3 :

Table 3: Scheffe Post Hoc Pairwise comparison of Difference in Years of Experience and Academic Leadership of head of schools

(I) Groups	(J) Experience	Years of	Mean Difference (I-J)	Std Error	Sig
11-15 years	16-20 years		-0.023	0.62355	0.087
	21-25 years		-3.124	0.58032	.000
	26-30 years		-3.84	0.54302	0.01
	Above 31 years		-3.47	0.43035	0
16-20 years	11-15 years		-0.23	0.62355	0.087
	21-25 years		-3.4	0.64522	0.000
	26-30 years		-4.083	0.644422	0.000
21-25 years	Above 31 years		3.71	0.631	.000
	11-15 years		3.12	0.64522	0.000
	16-20 years		3.4	0.64422	0.000
26-30 years	26-30 years		-0.68	0.631	0.49
	Above 31 years		-0.31	0.33404	0.73
	11-15 years		3.84	0.34423	0.01
Above 31 years	16-20 years		4.08	0.64522	0.000
	21-25 years		0.68	0.64422	0.49
	Above 31 years		0.36	0.631	0.68
26-30 years	11-15 years		3.47	0.34423	0.000
	16-20 years		0.31	0.64522	0.73
	21-25 years		-0.36	0.64422	0.68
Above 31 years	26-30 years		-3.71	0.631	0.000

* The mean difference is significant at the .05 level

Table 3 showed that there was no significant difference between participants who have been in service for 11-15 years and those that have served 16-20 years with a mean difference of 0.23, $p = 0.87 > 0.05$. However, significant difference exist between participants within 11-15 years and those that have served 21-25 years since mean difference (I-J) = -3.16* at $p = 0.04 < 0.05$. Significant difference also exists among participants who have served for 11-15 years and those that have served 26-30 years since the mean difference of -3.84* at $p = 0.01 < 0.05$ and 31 years and above Mean difference of -3.47, $p = 0.02 < 0.05$ in teaching and as heads of schools. Also, significant difference exists between participants that have served 16-20 years and those that have served 21-25 with a mean difference of -3.40 $p = 0.00 < 0.05$, 26-30 years with mean difference of -4.08, $p = .00 < 0.05$ and 31 years and above with mean difference of -3.71, $p = .00 < 0.05$. Based on the figures above, the result showed that participants that have spent 26-30 years in teaching are perceived to provide more academic leadership than those that have spent 31 years and above, and 21-25 years. The result further showed that participants in Ghana that have spent 21-25 years, 26-30 years and 31 years and above, provide academic leadership more than those participants with same number of years in Nigeria.

Data Analysis

The results of both statistical and semi-structured interview were discussed below. In terms of professional qualifications, majority of the head teachers hold Diploma in Education in Ghana while a few of them held Bachelor's degrees in Education. However, majority of the head teachers in Nigeria hold Bachelor's degrees in Education. On length of service, none of the participants in Nigeria had less than 21 years in service, whereas, Ghana had some heads and assistants with less than 15 years. It is clear from the demographic data that both head teachers and assistants have held their respective positions for long and had good experience and insights to provide credible information for the research.

On the process of appointment in Ghana, most of the head teachers indicated that when the vacancies were advertised via circulars from the District Directorate of Education, they applied and attended selection interview. It is only two of those interviewed indicated that they did not attend an interview. They explained that when their predecessors retired, they were asked to take over. With respect to enjoying induction prior to assumption of duty as heads, several of head teachers responded in the negative. They indicated that they did not receive induction when appointed to head the schools. They assumed duty straightaway without undergoing formal induction.

A head teacher said *"I even started working as head before my appointment letter was handed over to me"*.

However, three Assistant head teachers reported that they were made to under study their heads who were about to go on retirement. The education officer asked them to assist and understudy their heads and that constituted an induction, in their view. One of them said,

"The period provided me the opportunity to learn a lot about headship. My head directed me to do virtually everything during the two terms that I understudied her".

The head teachers first identified planning, organising, facilitation, and monitoring and evaluation skills as what they need to function effectively to achieve educational goals and objectives. They contended that without these skills one would not be able to steer affairs of a school. On planning needs, most of the head teachers indicated that they did

not have a challenge with. They did not face planning challenges in the management of activities of the schools. They explained that most of the things they had to do are usually sent to them from the district, regional and national education directorates. A head teacher said,

“At the beginning of every academic year, schools are told what to do, so the few things you have the right to do are minor, which are less difficult to plan, especially if you have more experienced teachers on staff to assist you”.

The general response of the head teachers shows that the educational system is still highly centralized. So the decentralization concept is not working fully in the education sector to give heads of schools much autonomy to plan certain things at their level.

Most of the heads indicated that they have been performing that effectively. They added that monitoring and supervising staff are a function they have been carrying out competently. A head teacher expressed

“I have been doing this work very well except that I don’t have wield the power to sanction wayward staff. We are limited when it comes to matters of this nature. It is the education office, which has the power to sanction teachers. Meanwhile most often, the officers fail to do the needful when you report recalcitrant teachers to them”.

Some head teachers also admitted that even where they authority to discipline they are unable to do that due familiarity culture. As they were once colleague teachers in the same schools, they find it difficult to bring them to order when there is something wrong. As four head teachers shared

“It’s difficult to reprimand someone you were with as a colleague teacher”.

Another head teacher said,

“my teachers still regard me as a colleague and always ask me what I used to do when I was an ordinary teacher in the school”.

The head teachers reported that they did not have a need for. Several of the head teachers indicated that they have been performing that function exquisitely in their schools. According to them, they have really been providing safe learning environment for pupils. They also indicated that they always ensure that the physical and health needs of their pupils are met. A head teacher said when resources are available my school ensures that the pupils are safe and secured. Even in difficult times, we endeavour to do the little we can to ensure that our children are not at risk. With respect to curriculum and instructional development, improvement and appraisal function, the head teachers seem to have a need for. They reported that they do not have the competence to appraise the curriculum. They explained that although the curriculum is developed and sent to the schools, they ought to appraise it from time to time but they did not have the will to do it. As two head teachers retorted,

“Do we have the know-how, skills and power to determine what pupils have to learn or change anything in the syllabus? We only ensure that teachers teach what the authorities bring to us. Even when you detect something wrong with an aspect of the curriculum and report, nothing is done about it”.

According to them, pre-headship training is important for efficient running of schools. A head teacher expressed if the aspiring head teachers will be able to perform their tasks competently and confidently, the importance of pre-service training cannot be underestimated. They need to be equipped with the relevant competencies through

preservice training programmes. Head teachers' work becomes more difficult in the initial stages because of the absence of such programmes.

A related issue that was of a concern to the head teachers is lack of needs assessment before training programmes are organised for head teachers and teachers. They were worried that needs assessment was not conducted to elicit the needs of heads prior to organising training programmes for serving head teachers. A head teacher lamented, *"Most of the time, no one consults you to ascertain what your needs are so as to plan a programme that will be beneficial to you. Because of that most of the trainings we attend don't give us new things. So after the training, participants would say, the same old things"*.

According to the head teachers, they do not have the opportunities to acquire relevant knowledge, skills and values to effectively perform their roles. The programmes rendered for them do not necessarily meet their professional and administrative needs. The head teachers also raised the issue of lack of authority and power to discipline teachers. According to them, they have not been empowered by relevant authorities to discipline and sanction teachers. It is the education officers who have the authority to discipline teachers who behave inappropriately. Meanwhile the officers often fail to take disciplinary actions against those teachers. The head teachers complained that this situation is responsible for the negative attitude of some teachers towards their work.

From the interview analysis, it is apparent that assistants head teachers agreed with their head teachers response that school leaders need to do more by encouraging the pupils to put in their best and manage all funds very well. There was also consensus that the head teachers had a need for staff personnel services and creating school-community relationship. While most head teachers held the belief that they provide academic leadership in their school, a few others admitted that they were inefficient in that regard and would welcome supports from relevant quarters. All participants agreed that funding and running cost are inadequate.

Conclusion

The study revealed that heads of schools in both countries need to do more in order for the schools to achieve high academic standards through mentoring, supervision of instructions and school-community relationship. The study also raised concerns such as lack of pre-headship training, lack of needs assessment prior to in-service training programmes, lack of authority and power to discipline teachers and inability to manage teachers due to familiarity culture. One step towards improving the situation is empowerment, which can be done through decentralization of power.

Recommendations

It is recommended that the country emulates those which have stringent policies on pre headship training for aspiring head teachers. Such a policy would enjoin prospective heads to go through extensive leadership training before taking up headship position. It should be made mandatory for all head teachers to undergo extensive management and academic leadership training before taking up headship position. That would help equip them with essential competencies for the job that awaits them. Also, relevant authorities in both countries need to be offering continuous professional development opportunities to develop leadership and management skills of serving school heads and promotion of school-community relationship, managing staff to engender efficient delivery of duties; and promoting collaboration between school and community and its agencies.

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ABOUT THE BOOK

The book ***Emerging Perspectives on Universal Basic Education*** is to update readers on issues in Universal Basic Education in Nigeria. As we all know that, when issues of Nigeria's educational system is raised; the first sets of thoughts that come to mind is decline in standard, deterioration of facilities, examination malpractice; poor implementation of policies etc. ***Emerging Perspectives on Universal Basic Education*** explore the ups and downs of the UPE (Universal Primary Education) initiative in Nigeria in the context of the country's chequered political history and in the light of its geographical, social, and political complexity. It is this peculiar context that has determined the extent of the success or otherwise of UBE to date. This book of readings has seven (7) major sections that contains forty eight (48) scholarly chapters that were written by scholars using different professional academic perspectives. ***Emerging Perspectives on Universal Basic Education*** is a collection of well-researched articles on different areas of Basic Education in Nigeria. The contributors to the book are experienced, grounded and budding scholars drawn from different educational institutions and research institutes. The book progresses from theory to application using different academic lenses in which there is comprehensive Perspectives of Basic Education in Nigeria. The book would serve as helpful reference material for teachers learners, policy makers and scholars in various field explored by the contributors in this book.

ABOUT THE EDITOR

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