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ASSESSMENT ON THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN SOUTH EAST, NIGERIA

Nweke, Caroline onyinyechi[1], Prof. B.E. Alumode[2] and Oko Ndubuisi Ogbonnia[3]

Department of Educational Administration and Planning Department of Educational Foundations Ebonyi State University, Abakaliki
Email: carolineonyinyechi3@gmail.com Phone: 08132706902

ABSTRACT
This study assessed the Implementation of Universal Basic Education programme in South East, Nigeria. The Universal Basic Education (UBE) programme is an Educational reform programme of the Nigerian Government that provides free, universal and compulsory basic education for every Nigerian child that is of school going age. Various attempts have been made by both past and present administration in Nigeria to achieve Universal Basic Education objectives which include developing strong consciousness for education and making it free and compulsory. The study employed descriptive survey design. The population of the study comprised of 5,453 primary school head teachers and 1,288 junior secondary school principals, making the total population to be 6,741. While the sample of the study comprised of 1,348 respondents. Instrument for data collection was structured Questionnaire tagged: Assessment of the Implementation of Universal Basic Education Questionnaire (AIUBEQ). The instrument was validated by two experts in Educational Administration and Planning and one Expert from Measurement and Evaluation. A text of internal consistency (reliability) was conducted using the Cronbach Alpha and it yielded 0.77. Statistical mean and standard deviation were used to answer the research questions while t-test was used to test hypotheses at 0.05 level of significance. The study revealed that: strong consciousness for education has been developed in South East to a great extent and dropout rate from basic school system has also been reduced in South East to a great extent. The hypothesis revealed that there is no significant difference between the mean ratings of urban and rural teachers on the extent to which strong consciousness for education has been developed in South East. The study recommended that awareness should be created to reach all nooks and crannies of the South East zone by public mobilization and enlightenment campaigns to further emphasize the importance of basic education, followed by strict compliance to all the educational laws and policies in other to achieve its objective of developing strong consciousness for education to a very great extent.
Keywords: Assessment, Implementation, Universal Basic Education programme

Introduction

Education is an indispensable part of every society. The role of education in human and national development cannot be over-emphasized as the future of the individual and nation at large depend on educational gains. Education is the only means by which the individual can acquire

specialized knowledge and skill (Ezeano 2018). It is an important instrument for effective social change and social mobility. It provides the attitudes, skills, knowledge and personality upon which modern technology, industrialization and organized development demands Onele, (2011).

In response to this, Nigeria has launched various educational programmes and policies such as National policy on education NPE, Universal Primary Education, Universal Basic Education UBE etc. National Policy on Education was launched in the year 1977 and was later revised in 1981. The policy became extremely necessary and more pressing in Nigeria following the National Curriculum Conference in 1969, where experts in the field of Education expressed dissatisfaction with the then existing education systems, which had become irrelevant to National needs, aspirations and goals. Another world conference was held in jomittin, Thailand from 5^{th} -9^{th} of march 1990 with a vision "education for all" (EFA) Nigeria as a nation became encouraged to set up educational activities to achieve the goals. The guiding principles of EFA in Nigeria are to equip every citizen with knowledge, skills, attitudes and values as well as enable him/her derive maximum benefit from his membership in the society and of cause live a fulfilling life. To achieve this, Nigeria sets up "National policy on Education"

In 1976, Universal Primary Education was introduced by the then Military Head of State, General Olusegun Obasanjo. Universal Primary Education (UPE) is most often referred to as elementary education, which is usually composed of grades one through six. One of the major provisions in the education policy is that primary education should be free, compulsory and universal. Obadara, (2008) buttressed that, free universal basic education should be provided for every Nigerian child of school–going age, out-of-school children, adolescents and adults (age15 and above), with the quest for developing strong consciousness for education and acquisition of appropriate level of numeracy, literacy, communication, and life skills, as well as ethical, moral and civil values. The role of primary education is therefore, to ensure the broad-based development of pupils. This means ensuring that all pupils are able to develop their cognitive, social, emotional, cultural and physical skills to the best of their abilities, preparing them to further their school career. The scheme revitalized the education system in the country by abolishing school fees in primary schools as well as through the provision of teaching aids to boost the educational sector. Enrolment in school equally rose and dropout rate was drastically reduced. The UPE was faulted in scope, planning, financing and also as a result of poor implementation of its laudable objectives (Utibe 2001). As a result of all these; it was recommended to the federal government for its abolition and subsequent modification which gave birth to Universal Basic Education programme (UBE) which is the latest programme in Nigeria. Anyabolu (2000) stated that what Nigeria needs in the 21^{st} century to turn her Economy around is Universal Basic Education programme that will ensure that every Nigerian youth on graduation is sufficiently equipped with knowledge, skill, and experience required for initial entry into an occupation in the world of works, whether university bound or not.

Therefore, everyone needs basic Education that will enable him or her to be self-reliance. hence should be universal, free and compulsory.

The involvement of quality teachers in the implementation of the UBE cannot be over emphasized. A teacher is a person who has successfully gone through a well-designed teacher education Programme in a recognized Institution. Egwu (2009) noted that in the implementation of any Education-related programme, the class room teacher is always an important player in the programme implementation. The involvement of quality teachers both in urban and rural areas in the implementation of the UBE is vital. Egwu (2009) identified the major contributory factors to quality education and achievement of its objectives as: qualified teachers, appropriate funding, and provision of infrastructural and material resources amongst others. This implies that the absence of all these factors will hinder attainment of UBE Programme objectives. Indeed, all the things needed for the achievement of UBE objectives hinge mainly on finance and its management Thus, a massive Programme support in the area of funding and provision of school facilities are required from the State governments in line with the implementation policy of the Universal Basic Education scheme in other to achieve its objectives (Ajayi and Kayode, 2011). Identify the support to include:

a. Rehabilitation of schools and the construction of new schools and classroom blocks;
b. Reduction of dropout rate of basic school children by creating massive awareness and enlightenment campaign.
c. Formation of partnerships with local governments and communities in other to develop strong consciousness for education among basic school children.
d. training and re-training of teachers to enable them function effectively
e. Monitoring and assessment of activities.
f. Provision of teaching-learning materials and; Provision of other forms of teacher support programme
g. proper plans, design and readiness for implementation.

Implementation means carrying out a designed programme according to how it was planned. UBE was designed for the citizenry to develop strong consciousness for education, every government to provide free and compulsory basic education, to cater for the needs of the school drop-out, to reduce the incidence of dropout from formal school system and to ensure appropriate level of literacy skills. To achieve all these, implementation and strategic planning is essential in other to effectively achieve the UBE objectives. Implementation at both urban and rural arears. The stakeholders should be involved both at the village, town, local and state levels. Personal and group contact may be necessary for proper enlightenment; Olaitan (2002) expressed that UBE have passed through some trials or experimentation which some of the successful educational programmes in Nigeria passed through. Therefore, without proper consolidation, collaboration and commitment for UBE programme, its implementation will be shaky.

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The UBE programme has lasted for over twenty years now and there is need to assess how far the objectives of UBE have been implemented in South East. If the objectives of the programme have been fully implemented, there will be evidences in the positive attitudes of our children. Looking around our streets, various workshops and our markets, children of school going ages are seen serving as apprentices at various workshops and some helping their parents at various markets, some roaming about, hawking and begging, even though the Federal Government has provided free and compulsory education for all children of school-going age. This observed behaviour is putting a question on the attainment of UBE objectives. More so, we frequently hear of kidnapping, ritual killings and human trafficking, pointing to the fact that our youths who should have partly benefited from the UBE programme are still rebels in the society. With all the evidences above, there is need to assess the Implementation of UBE programme. Hence this study, on assessment of the implementation of Universal Basic Education in South East.

Statement of the Problem

Right to Education is seen as a universal human right which lay emphasis on the fact that education is an instrument par excellence and a powerful tool for effecting the development of both the individual and the nation. In recognition of the centrality of Education to National and individual development, several policies and programmes have been initiated by the Nigerian Government with the latest being the UBE programme which was launched in the year 1999 with 9-3-4 system of education to ensure that every Nigerian child have access to education especially at basic level. The programme was designed to further the achievement of the designed philosophy, goals, needs and aspirations of the Nigeria society. Therefore, it has become very pertinent that implementation of UBE Programme in achieving the pre-determined objectives be assessed. Observation has shown that many children especially from rural areas failed to enroll in school or dropped out because of poverty, parents' apathy, distance of school from home, many parents willing to train their wards bear the associated costs of sending their children to school; pupils and students roaming about the street doing nothing during school hours, Some hawking and begging during school hours; we hear of kidnapping, ritual killings and human trafficking, pointing to the fact that our youths who should have partly benefited from the UBE programme are still rebels in the society. Hence the need to assess implementation of universal basic education in South East becomes imperative. Therefore, the problem of this study is assessment of the implementation of the Universal Basic Education programme in South East.

Research Questions

The following research questions were formulated to guide the study:

1. To what extent has strong consciousness for education been developed in South East?
2. To what extent has dropout rate from basic school system been reduced in South East?

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Hypotheses

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

Ho_1: There is no significant difference in the mean ratings of respondents on the extent to which strong consciousness for education has been developed in South East based on location

H_{o2}: There is no significant difference in the mean ratings of respondents on the extent to which drop-out rate from basic school system has been reduced in South East based on location.

Literature Review

Universal Primary Education

Following the 1948 declaration of human rights by the United Nations which enshrined the right of everyone to education, nations of the world adopted basic education and initiated programmes aimed at fostering the right of citizens to education. Nigeria equally adopted this declaration. There was a conference at Addis Ababa in 1961 where Ministers of Education in Africa resolved to set aside 1980 as a target year for all African countries to achieve Universal Primary Education. Consequently, Nigeria launched the Universal Primary Education in 1976 by the then military Head of State, General Olusegun Obasanjo. While commenting on the legacy of Obasanjo, Adujie (2003) asserted that in 1976, President Obasanjo during his first time as the leader of Nigeria introduced the UPE policy and programme which made education free and compulsory for all Nigerians. This is by any measure a good policy and a very good investment in the people of Nigeria. As we all know, cars can be stolen but nobody can steal your education from you. And education is not subject to devaluation or depreciation. Education creates self-awareness, independence and Self-sufficiency. Since his second coming in 1999, the President has as a follow-up introduced the UBE which will fine-tune and improve upon the laudable achievement.

On his part, Ukeje (1991) contended that the UPE programme was needful in order to provide uniform educational opportunity for the citizens. The scheme revitalized the education system in the country by abolishing school fees in primary schools as well as through the provision of teaching aids to boost the educational sector. Enrolment in school equally rose and brought with it a number of both positive and problematic changes. The failure of the UPE scheme was due to the Federal Government's underestimation of the number of pupils wishing to benefit from the programme, inability to determine the number of teachers and infrastructures which will be required to make the programme efficient.

Universal Basic Education (UBE) and its Objectives

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 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. 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 that 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. It should be a practical and functional education.

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.

In the UBE programmes, it is expected that knowledge be transmitted to learners in its simplistic form. Education is the medium by which learners are guided towards development of abilities, attitudes, skills and values that are useful to the individual and the society at large. Universal Basic Education (UBE) as a reform programme has the following features.

1. Free formal education
2. Compulsory, uninterrupted nine years of primary and junior secondary school education;
3. Provision of mid-day meals to enhance children's access, retention and completion of the school circle;
4. Emphasis on curriculum diversification and relevance to effectively and adequately cover individual and community needs and aspirations;
5. Separation of junior secondary school from senior secondary schools. Realignment/integration of junior secondary schools with primary education
6. Individualized teaching methods;
7. Introduction of rudiments of computer literacy;
8. Appropriate continuous teacher professional development; and community ownership of schools, including participation in decision making in schools. (Kpangban, 2008).

Basic education has therefore been acknowledged as the foundation for sustainable life-long learning (Asuru, 2006). It is the based upon which all other educational endeavours and worthwhile life goals are built, because it provides the basic reading, writing and numeracy, skills for effective functioning in society. As Akpan (2000) observed, certain kinds of knowledge and abilities such as reading writing and numeracy are required if one is to be capable of functioning in a society. These facilitate subsequent schooling, formal and non-formal educational programmes, health, population, agricultural techniques family life application of science and technology. Many people in Nigeria do not understand the intricate relationship between cause and

effect. As a result of this lack of understanding, superstitious beliefs very much abound in the society. Simple sicknesses which may have occurred as a result of unhygienic conditions in the environment are attributed to witches and wizards. If some kind of diseases attack a man's poultry, piggery or fishery, it is attributed to the handwork of a preconceived enemy. It is therefore necessary that in the non-formal education centres, the participants must be exposed to the elementary processes in nature which are represented cause and effect relationship explainable by many scientific laws. The importance of cause and effect relationship must be properly explained and understood by adults whether it is in the area of hygiene, health, nutrition, agriculture, pollution, technology, poverty alleviations or political socialization. The World view of the people undergoing the programme must be carefully studied and utilized to achieve its objective. The appreciation of this cause and effect relationship is so lacking in African through system that Asuru, (2006:45) observed as follows: "The irrelevance of cause and effect and the irrelevance of the need for hypotheses for advancing our knowledge of nature is perhaps the most serious gap between the African's World –view and Western science. For the latter depends on verifiable facts for increasing its corpus of knowledge". The relevance of cause and effect and the hypotheses in generating new knowledge as well as lack of verifiability of the new knowledge are the result of the monistic World-view among Africans. The major implication of this monist World-view is that whether in African medicine, Science, psychology, sociology religion and so on. Knowledge is not separated as in the western science through system which is dualistic. This means that in the African world-view system, logic and religious beliefs are mutually interdependent, if will not be intelligible in this system to separate logical reasoning from theological or superstitious reasoning. This is why an African professor of botany for instance, could simultaneously believe that 3 totemic trees in his village could be cut and overnight it could stand erect again or that the event is impossible.

When putting on his scientific cap as someone trained in the western dualistic tradition, he says that the event is impossible, but when he wears his traditional cap as someone who grew up in the monistic World-view, he also believes that the event is possible. This has a serious effect on the African view and culture of science. Adults in non-formal education settings must be made to appreciate the problems inherent in this World view. If this succeeds, it may go a long way in influencing the formal school system. Practical skill acquisition and knowledge in earning a living and keeping a family.

Research Method

The study was conducted using descriptive survey research design. This study was conducted in South-East zone of Nigeria. South East is one of the six geo-political zones in Nigeria. South East is made up of five states. The population of this study is Six Thousand, Seven Hundred and forty-one. (6,741), this comprises all the head teachers and principals in all public schools that made up the five states in South-East zone. One Thousand, three hundred and

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forty-eight (1,348) research respondents. The instrument for data collection was a questionnaire. Titled "Implementation of UBE questionnaire (IUBQ) which was prepared by the researcher. To establish the validity of the instrument, the instruments were subjected to both face and content validation by three experts. To ascertain the reliability of the instrument, twenty (20) copies of the instrument were Trial-tested on 10 teachers and 10 principals in Cross River State. These gave an overall reliability score as 0.82. This shows that the instrument is highly reliable. In answering the research questions, data collected from respondents were analysed in SPSS (Statistical Software Package for Social Sciences) using mean and standard deviation to answer research questions 1-2. In taking decision for mean, range values were adopted. That is 1.00-1.49 for VLE, 1.50 – 2.49 for LE, 2.50 – 3.49 for GE and 3.50 -4. 00 for VGE. In testing the hypotheses, t-test was used to test the entire null hypotheses at 0.05 level of significance. The t-calculated was compared with t-critical., where the t-cal is less than the t-critical, the null hypothesis was rejected (that is not significant) and where the t-calculated is greater than the t-critical the hypothesis was accepted (that is significant).

Presentation of Results

Research Question One: To what Extent has Strong Consciousness for Education has been developed in South East?

Table 1: Mean Ratings of the Respondents on the Extent to which Strong Consciousness for Education has been developed in South East

S/N	Item Statement	N	Mean	SD	Decision
1	There is adequate provision of qualified number of teachers for development of strong consciousness for education in your state	1170	3.24	0.69	GE
2	There is strong awareness of UBE programme for development of strong consciousness for education in your state.	1170	3.04	0.49	GE
3	The children now take their studies serious in the school	1170	2.95	0.38	LE
4	UBE objectives are now understood by all teachers for development of strong consciousness for education in the state	1170	3.40	0.49	GE
5	Children now pay attention in the class	1170	3.05	0.59	GE
6	Parents encourage their children to go to school	1170	3.25	0.53	GE
7	Children copy notes in the class	1170	3.44	0.49	GE
8	The UBE programme has helped to bridge the gap of the educational imbalance in the state for all school going age	1170	3.00	0.70	GE
9	Communities are now aware of the need for UBE programme in your state.	1170	3.34	0.47	GE
10	Basic school children can now go to school without being mandated to do so in your state.	1170	3.19	0.60	GE
11	There is adequate provision of centers for adult education,	1170	3.40	0.49	GE
12	Teachers undergo seminars and workshops regularly for promotion of UBE programme.	1170	3.25	0.62	GE
	Grand Mean		**3.21**		**GE**

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Table I showed that the respondents agreed on items 1, 2 4, 5, 6,7,8,9,10,11 and 12 that Strong Consciousness for Education has been Developed in South East was to a great extent with a grand mean score of 3.21

Research Question 2: To what extent does the incidence of dropout from basic school has been reduced in south-east?

Table 2: mean ratings of the respondents on the extent to which the incidence of dropout from basic school has been reduced in south-east

S/N	Item Statement	N	Mean	SD	Decision
13	Children in your state no longer drop out of basic school	1170	2.99	0.63	GE
14	All parents presently encourage their children to go to school in your state.	1170	3.14	0.57	GE
15	Children desire to go to school.	1170	3.09	0.29	GE
16	The population of school children has exploded since the inception of UBE programme	1170	3.35	0.47	GE
17	There is effective participation of teachers to reduce incidence of dropout	1170	2.74	0.43	GE
18	There is enlightenment of basic education programme for the parents and boy child to reduce dropouts	1170	2.99	0.54	GE
19	There is provision of attitude improvement programme as part of basic education of the primary school level	1170	2.24	0.43	GE
20	There is provision of government intervention through enlightenment to reduce dropout from basic school	1170	2.70	0.55	GE
21	School drop outs are now reinstated into basic education in your state.	1170	1.94	0.21	LE
22	Adolescents are given complementary training to provide and promote basic education.	1170	1.85	0.35	LE
23	The UBE has improved the attitude of pupils to schooling in the state	1170	3.20	0.40	GE
24	The relevance of education from teachers' perspectives has been improved.	1170	3.10	0.30	GE
Grand Mean			**2.77**		**GE**

Table 2 result showed that the respondents agreed on items 8, 10, 11, 12, 13, and 14 that the incidence of dropout from basic school has been reduced in south-east was to great extent with grand mean of 2.77.

Hypotheses

Ho_1: There is no significant difference in the mean ratings of respondents on the extent to which strong consciousness for education has been developed in South East based on Location

Table 3: Summary, table of t – test analysis showing development of strong consciousness for education of UBE in urban and rural schools in South East

S/N	Location	N	Mean	SD	t-	df	Alpha	PV	Decision
1	Urban	494	3.26	0.70	0.52	1168	0.05	0.60	Not Significant
	Rural	676	3.23	0.68					
2	Urban	494	3.04	0.49	0.01	1168	0.05	0.99	Not Significant
	Rural	676	3.04	0.49					
3	Urban	494	2.94	0.39	0.23	1168	0.05	0.81	Not Significant
	Rural	676	2.95	0.37					
4	Urban	494	3.38	0.48	0.72	1168	0.05	0.46	Significant
	Rural	676	3.40	0.49					
5	Urban	494	3.04	0.59	0.43	1168	0.05	0.66	Not Significant
	Rural	676	3.25	0.58					
6	Urban	494	3.24	0.53	0.31	1168	0.05	0.75	Not Significant
	Rural	676	3.44	0.53					
7	Urban	494	3.44	0.49	0.07	1168	0.05	0.93	Not Significant
	Rural	676	3.00	0.49					
8	Urban	494	3.00	0.69	0.07	1168	0.05	1.00	Not Significant
	Rural	676	3.35	0.71					

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9	Urban	494	3.34	0.47	0.00	1168	0.05	0.87	Not Significant
	Rural	676	3.23	0.47					
10	Urban	494	3.21	0.59	0.16	1168	0.05	0.42	Not Significant
	Rural	676	3.18	0.60					
11	Urban	494	3.40	0.49	0.11	1168	0.05	0.90	Not Significant
	Rural	676	3.39	0.49					
12	Urban	494	3.25	0.62	0.73	1168	0.05	0.96	Not Significant
	Rural	676	3.25	0.61					
	Average				**0.28**			**0.77**	**Not Significant**

Result on Table 3 revealed that the p-value of 0.77 is greater than 0.05. Hence Ho_I is not rejected. This means that teachers from urban and rural schools were of the same opinion; hence there is no significant difference between the mean rating of urban and rural schools on the extent to which strong consciousness for education has been developed in South East.

H_{o2}: There is no significant difference between the mean ratings respondents on the extent to which drop-out rate from basic school system has been reduced in South East.

Table 4: Summary, table of t – test analysis showing drop out of school children based on teacher's location

S/N	Location	N	Mean	SD	t-	Df	Alpha	P. V	Decision
13	Urban	494	3.01	0.63	0.69	1168	0.05	0.48	Significant
	Rural	676	2.98	0.63					
14	Urban	494	3.15	0.57	0.15	1168	0.05	0.87	Not Significant
	Rural	676	3.14	0.57					
15	Urban	494	3.10	0.30	0.59	1168	0.05	0.55	Significant
	Rural	676	3.09	0.29					
16	Urban	494	3.34	0.47	0.26	1168	0.05	0.79	Significant
	Rural	676	3.35	0.47					
17	Urban	494	2.75	0.42	0.75	1168	0.05	0.44	Significant
	Rural	676	2.73	0.43					
18	Urban	494	3.00	0.54	0.29	1168	0.05	0.77	Not Significant
	Rural	676	2.99	0.55					
19	Urban	494	2.25	0.43	0.42	1168	0.05	0.66	Not Significant
	Rural	676	2.24	0.42					
20	Urban	494	2.68	0.56	1.00	1168	0.05	0.31	Significant
	Rural	676	2.71	0.55					
21	Urban	494	1.95	0.21	0.24	1168	0.05	0.80	Not Significant
	Rural	676	1.94	0.22					
22	Urban	494	1.84	0.36	0.75	1168	0.05	0.45	Significant
	Rural	676	1.85	0.34					
23	Urban	494	3.20	0.40	0.32	1168	0.05	0.74	Not Significant
	Rural	676	3.19	0.39					
24	Urban	494	3.09	0.289	0.35	1168	0.05	0.72	Not Significant
	Rural	676	3.10	0.30					
	Average				**0.48**			**0.60**	**Not Significant**

Result on Table 4 revealed that the t- value of 0.48 is lower than p-value of 0.60 of the respondents in urban and rural areas. Hence Ho_I is accepted. This means that teachers from urban and rural schools were of the same opinion; hence there is no significant difference between the mean rating of urban and rural teachers on the extent to

which drop-out rate from basic school system has been reduced in South East.

Discussion of Findings

From the data presented in research question one above, junior and primary school teachers that responded to the questionnaire items agreed to great extent that Strong Consciousness for Education has been developed in South East. This is evident in the fact that not all the items in the cluster could meet up with the cut-off point while most of the items did meet up with the cut-off point. The respondents' opinion show that Strong Consciousness for Education has been Developed**,** based on responses of the respondents who agreed that : school children in state have developed strong consciousness for education, there is creation of strong commitment to UBE vigorous promotions, school children now take their studies serious in the school, that UBE objectives are now understood by all teachers for creation of strong commitment to children in the state, Children now pay attention in the class, Parents encourage their children to go to school, UBE programme has helped to bridge the gap of the educational imbalance in the state for all school going age, Large proportions of citizens are literate in the state as a result of UBE programme, Basic school children can now read and write, there is adequate provision of centres for adult education and that teachers undergo seminars and workshops regularly for promotion of UBE programme. The result may be because teachers whose duty it is to implement and help in the achievement of the objectives could not do much in developing our children to have a strong consciousness for education while the hypothesis revealed that there is no significant difference between the mean rating of urban and rural teachers on the extent to which strong consciousness for education has been developed in South East. In agreement with Federal Republic of Nigeria, FRN (2004) which asserted that no educational system can rise above the quality of its teachers in relation to Ifelunni 2006) and Amodu (2007) who found out that greater number of Nigerian children are out of school. Even though this study showed that many children desire to go to school and that the population of children in the school has improved, some of South East children of school going age are still not in the school. The present situation possesses a doubt to the desire of the Federal Government to equip every child with knowledge, skills and attitude that will enable him to contribute to the development of the society.

The research question two revealed that to a great extent has dropout rate from basic school system been reduced in South East. The respondents agreed that children in your state no longer drop out of basic school, all parents presently encourage their children to go to school, children desire to go to school, that population of school children has exploded since the inception of UBE programme, there is effective participation of teachers to reduce incidence of dropout, there is enlightenment of basic education programme for the parents and boy child to reduce dropouts, there is provision of attitude improvement programme as part of basic education of the primary school level, there is provision of government

intervention through enlightenment to reduce dropout from basic school, UBE has improved the attitude of pupils to schooling in the state and that the relevance of education from teachers' perceptive has been improved by UBE programme Since the period of Universal Basic Education. The result of the hypothesis revealed that there is no significant difference between the mean rating of urban and rural teachers on the extent to which drop-out rate from basic school system has been reduced in South East.

In support of the findings Igbonweka and Agbanta (2005) who opined that Nigerian parents are always willing to enroll their children in schools despite adverse economic conditions. The findings is a pointer to the fact that the article 2 of Enugu State on UBE Law (2005) which states that every parent shall ensure that every child attends and completes primary and junior secondary school education by endeavoring to send the child to public primary and junior secondary school provided that the child is not physically or mentally challenged, is been fulfilled.

Conclusion

It is clear from the findings of this study that, strong consciousness for education has been developed in South East and the issues of dropout rate from basic school system has been reduced to a great extent, extent to which free universal basic education programme been achieved, extent to which needs of young people who had their basic education interrupted been catered for in South East recorded to a low extent.

Recommendations

Based on the findings of this study, the researcher made the following recommendations.

1. Awareness should be created to reach all nooks and crannies of the South East zone by public mobilization and enlightenment campaigns to further emphasize the importance of basic education, followed by strict compliance to all the educational laws and policies in other to achieve its objective of developing strong consciousness for education to a very great extent.
2. Resources should be adequately provided by the federal and state government to ensure that UBE is truly made free and children should be made to be in school during school hours South East.

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