

## THE EFFECT OF THE UNIVERSAL BASIC EDUCATION ON RURAL FORMAL EDUCATION IN OHAOZARA, ONICHA AND IVO LOCAL GOVERNMENT AREAS OF EBONYI STATE

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### Abstract

This study evaluated the effect of Universal Basic Education Programme on rural formal education in Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State. The systems theory was adopted as the theoretical framework for the study. Survey design was adopted for the study. The population size of the study consists of 1294 staff of Ebonyi State Universal Basic Education Board (SUBEB) and Head masters/teachers in the 138 primary schools under the jurisdiction of Ohaozara, Onicha and Ivo Local Government Areas. A 28-item questionnaire was used for data collection. The data collected were analyzed using descriptive statistics like the frequency count, percentage and mean scores. The hypotheses were tested with regression analysis. Findings revealed that the UBE programme have not significantly ensured that all school-age children in Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State are in school. It was also revealed that UBE programme has significantly assisted beneficiaries to possess literacy, numeracy and basic life skills, as well as ethical moral and civic values. Based on the findings, recommendations include intensifying effort in the area of establishment of an effective institutional framework for monitoring learning and teaching; placing more emphasis on basic life skills, as well as ethical moral and civic values in the primary education curriculum.

**Keywords:** Universal Basic Education, Rural Development, Teaching and Learning Infrastructure, School-age Children.

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### INTRODUCTION

The rural areas especially in most under-developed nations are characterized with poor infrastructural facilities, low standard of living and inadequate educational facilities which are fundamental preconditions for human existence. One basic concept that is common to the rural populace is development. And development cannot be attained without the deliberate effort of the government and the members of the communities.

Education is one of the fundamental preconditions for accelerating rural, urban and national development since it increases knowledge, enhances self-awareness and improves the opportunities for individual's progress. In recognition of these, successive governments since 1960 have initiated

and implemented policies to revamp primary education, notably the Universal Basic Education (U.B.E.). 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. The Universal Basic Education is an educational programme comprising 6 years of primary education and 3 years of Junior Secondary Education. UBE is expected to enable all Nigerians acquire the basic skills of education and these skills will make them active participants in the decision making process of their community.

In Ebonyi State, where the present study was conducted, the Ebonyi State law on UBE was enacted in 2003 with specific provisions and objectives. The question now is: how has the implementation of the UBE programme affected rural formal education in Ebonyi State, Nigeria? After more than ten years of launching the UBE programme, it is time to look back and see the extent the programme has impacted rural formal education in Ebonyi State. One of the elements in rural development which the Universal Basic Education (UBE) aims to achieve is the provision of quantitative and qualitative basic education. This however, has equally necessitated the study which is poised to evaluate the effect of Universal Basic Education (UBE) programme on rural formal education in Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State.

### **Statement of the Problem**

The effectiveness of the basic education to eradicate or reduce level of illiteracy as well as to enhance development has been an issue of concern to all stakeholders of basic education. Education, needless to say is a priority sector in every well-meaning society. It is generally agreed that education has impact more substantially in rural areas of developing nations.

The existing policies and programme of government for education before the introduction of UBE was found to give rise to distortions and problems as some government schools especially those at the rural level had no rooms allocated for teaching even some with classrooms lacked furniture with inadequate and half-baked teachers. For any nation to minimize illiteracy, ignorance and poverty as well as stimulate and accelerate the pace of development at every level; ie political consciousness and national integration, there is need to make basic education compulsory for the populace.

Having recognized this fact, the Federal Government of Nigeria introduced the Universal Basic Education programme which is aimed at ensuring that all school-age children are in school; 100% transition to junior secondary at the end of six years of primary education; beneficiaries to possess literacy, numeracy and basic life skills, as well as ethical moral and civic values; review of basic education curriculum to conform to the reform agenda; and establishment of an effective institutional framework for monitoring learning and teaching.

It is expected that the implementation of the UBE will adequately achieve the aforementioned objectives in Ebonyi State, (especially to ensure that; all school-age children are in school; beneficiaries to possess literacy, numeracy and basic life skills, as well as ethical moral and civic values; and provision of teaching and learning facilities), as evident in some states in the Federation (Etuk, Ering&Ajake, 2012; Amuchie, Asotibe&Audu, 2013 Sokoh, 2013; Anaduaka& Okafor, 2013; Okugbe, 2009; Duara&Audu, 2013; and Ofejebe&Onuoha, 2009). The study therefore, investigated

the effect of the Universal Basic Education on rural formal education in Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State.

### **Objectives of the Study**

The broad objective of the study is to evaluate the effect of Universal Basic Education Programme on rural formal education in Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State. The specific objectives are:

1. To ascertain whether the UBE programme has significantly ensured that all school-age children in Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State are in school.
2. To determine whether the UBE programme has significantly assisted the beneficiaries to possess literacy, numeracy and basic life skills, as well as ethical moral and civic values.
3. To determine whether the UBE programme has significantly provided teaching and learning facilities in Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State.

### **Research Questions**

The following research questions guided the study;

1. What has the UBE programme done to ensure that all school-age children in Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State are in school?
2. What has the UBE programme done to assist beneficiaries to possess literacy, numeracy and basic life skills, as well as ethical moral and civic values?
3. What has the UBE programme done to provide teaching and learning facilities in Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State?

### **Hypotheses**

The following hypotheses were formulated for the study;

- 1.H<sub>i</sub>: The UBE programme has ensured that all school-age children in Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State are in school.
- 2.H<sub>i</sub>: The UBE programme has assisted beneficiaries to possess literacy, numeracy and basic life skills, as well as ethical moral and civic values.
- 3.H<sub>i</sub>: The UBE programme has provided teaching and learning facilities in Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State.

## **REVIEW OF RELATED LITERATURE**

### **Conceptual Review**

#### **Universal Basic Education (UBE)**

Universal Basic Education Commission (UBEC 2003) defined Universal Basic Education (UBE) as an educational programme of the Nigerian Government that provides free, compulsory and continuous 9 years education in two levels: 6 years of primary education and 3 years of junior secondary education for all school-aged children. The commission explains that the framework for the UBE programme is the UBE Act, 2004 signed into law in 2004 by the then President Olusegun Obasanjo. This provides for compulsory, free Universal Basic education for all children of primary and junior secondary school age in the federal republic of Nigeria. It also stipulates penalties for parents who fail to comply with its provisions.

UBEC held that UBE was introduced to remove distortions and inconsistency in basic education delivery and reinforce the implementation of the national policy as well as provide great access to and ensure quality of basic education throughout Nigeria. The commission gives the aim of UBE as

- a. Ensuring an uninterrupted access to formal education by providing compulsory UBE for every child of school going age.
- b. Reducing school drop-out from the formal school system, through relevance quality and efficiency.
- c. Acquisition of literacy, numeracy and values for life-long learning.

Similarly, the commission expresses that UBE vision is that, at the end of nine years of continuous education, every child should acquire appropriate and relevant skills and values and be employable in order to contribute his/her quota to national development. UBE is actually an education reformation programme which places great emphasis on acquisition of psychomotor skill especially in vocational and technical education.

#### **Rural Formal Education**

Rural population refers to people living in rural areas as defined by the national statistical office. Historically, rural referred to areas with low population density, small size, relative Isolation, where one major economic activity is agricultural production, and where people are homogenous in their values, attitudes and behavior (Umehau, 2008). Formal education is vital to changing people's attitudes to achieve ethical awareness, values, attitudes, skills and behavior consistent with the goal of building a more sustainable society.

To achieve a sustainable developed community in Nigeria, the government needs to strive for universal access to basic education. Formal education serves as a catalyst for poverty reduction and helps to reduce disparities in living standards of the beneficiaries which are essential to sustainable development process which if used will help the rural people to improve themselves and their communities. The essential elements of rural development include poverty reduction; rising incomes; increase in health and nutrition status of the people; provision of quantitative and qualitative basic education; improved agricultural activities; provision of infrastructural facilities; amongst others. Rural development is the responsibility of the local government with the active co-operation of the

state and federal governments; aimed at improving the welfare of the masses within its areas of jurisdiction.

### **UBE's effort to assist School-age Children posse's vital skills**

Numeracy is the ability to reason and to apply simple numerical concepts. Basic numeracy skills consist of comprehending fundamental arithmetic like addition, subtraction, multiplication, and division. Substantial aspects of numeracy also include number sense, operation sense, computation, measurement, geometry, probability and statistics.

A numerically literate person can manage and respond to the mathematical demands of life (Brooks, 2010). Numeracy skills include understanding of the real number line, time, measurement, and estimation. Fundamental skills include basic skills (the ability to identify and understand numbers) and computational skills (the ability to perform simple arithmetical operations and compare numerical magnitudes). More sophisticated numeracy skills include understanding of ratio concepts (notably fractions, proportions, percentages, and probabilities), and knowing when and how to perform multistep operations.

Two categories of skills are included at the higher levels: the analytical skills (the ability to understand numerical information, such as required to interpret graphs and charts) and the statistical skills (the ability to apply higher probabilistic and statistical computation, such as conditional probabilities) (Reyna, Nelson, Han and Dieckmann, (2009). According to Etuk (2009) ethics and morality are aspects of axiology concerned with what is good, what is beautiful and what is desired or preferred human conduct. Ethics is concerned with contemporary norms or standard of conduct that govern the relationship among human beings and their institution.

One way to help children understand how their work compares to the work of their classmates is to make available their classmates' work (anonymously) in an accessible format so that the children with vision loss can review it. This activity equates to what sighted children do when they "look over other children's shoulders", to see how they have performed on a test or what comments the teacher has shared on a completed assignment.

### **UBE's effort to provide Teaching and Learning facilities**

No educational system can rise above the level of its teachers. This explains why some programmes failed because teacher factors are not considered seriously and is a very critical one. Many educational programmes and projects have failed mainly because they did not take due account of the teacher factor. It is good to create awareness for the programme, elicit the support and inputs of the school teachers and enrich their perception by training and retraining them. Once in a while teachers need the workshop and seminars to retain the already serving teachers in the villages and not only in the headquarters.

Teachers need a good working condition that keeps them happy, regular and highly dedicated to their work. (Obioma, 2010) opined that UBE requires the full involvement of teachers in curriculum planning in social mobilization and in decision-making process. Teachers deserve their regular promotions and payment of all salaries and fringe benefits as at when due. There is the problem of dearth of qualified teachers to adequately handle educational needs arising from the expansion of the

previously existing educational structure. Most primary schools lack qualified teachers. Commenting on this Adenipekun (2006) pointed out that the problem of lack of teachers in primary schools affects 85% of the States in Nigeria. The argument is, if most primary schools in the Federation lack qualified hands, how then can they adequately accommodate pupils of the junior secondary category who under the 9-3-4 system of the U.B.E. policy would now become integral part of the primary schools? The problem of lack of unskilled teachers will affect pupils to the extent that they will pass out without being equipped with the required educational skills that match with that level of education. At the end the objective of having beneficiaries of the Universal Basic Education to possess literacy and basic life skill will be defeated.

A list of infrastructures and facilities should involve classrooms, libraries, workshops, laboratories, and playfield and school farm. These need to be provided in the appropriate quantity and quality to meet the minimum standard for promoting any meaningful teaching and learning, provision of textbooks and instruction materials are required in accordance to demand of the curriculum. UBE has posed a challenge to Nigeria to publish required textbooks for effective teaching and learning.

### **Theoretical Framework**

This study adopted the systems theory by David Easton 1965. According to this theory, the existence of different parts which perform different functions in such a way that each part interacts and is interdependent on the other parts. The educational system has similar characteristics with other systems. For any object to be considered a system it must possess a level of integrity with a knowable structure or logically arranged parts, such parts or element must interrelate in a certain law-governed manner to fulfill a purpose or produce an ordered outcome. a result which is far more than the mere sum total of the independent elements; all this, in the contest of an environment of which it is a subordinate component. According to Ezeani (2006) an important element in the systems approach is the emphasis on input-output analysis.

This theory is relevant to this study due to the fact that the universal basic education programme is built on some objectives in which its successful implementation is highly dependent on the role of policy makers, political executives and target beneficiaries. These objectives include; 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, 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 living, among others.

An input for this study is all measures put in place for the implementation of UBE Programme such as administrative structure, funds, and qualitative personnel and effective collaboration with the external environment. The extent of the interdependence and interrelatedness of these inputs have negative and positive consequences to the effect of the UBE programme on rural formal education in Ebonyi State.

A system according to the founding fathers is any whole which functions as a result of interrelations of its parts. Therefore, in relating to this programme, if the target groups are sidelined in all stages, the programme may likely be a failure. Another important aspect of the theory which is relevant to

the programme is input; the quality of input sacrificed to the programme determined the output which is the impact of the policy.

### **Empirical Literature**

Daura and Audu (2015) examined the challenges of the implementation of Universal Basic Education programme in Yobe State, Nigeria and prospects for 2015 and beyond. Both primary and secondary sources of data collection were used. Charts for data analysis were drawn using the 2003 Microsoft Excel XP Version 10 package while the Analysis of Variance (ANOVA) and Spearman Rank Order (RHO) were used to test the null hypothesis. A sample of 243 respondents was randomly selected from six local government areas of Yobe. The System theory was used as the main theoretical framework. From the data analyzed, it was found that the programme recorded a very poor performance in the area of pupils' teacher ratio, where the minimum ratio of 1:40 is abuse. In all the schools visited both primary and junior secondary sections had the minimum of a teacher to fifty pupil (1:50 and above). Again, it was observed that the qualifications of teachers ranged from certificate A-3-year post-secondary education, certificate A-4-years post middle, Diploma in Basic Education; Senior School certificate holders and second degree holders with the least number. The study thus concluded that more qualified teachers should be recruited and special salary structure should be designed for them, by doing that at least many people will develop interest for the teaching profession and shortage of teachers will be overcome in Yobe state, Nigeria.

Afolayan (2010) carried out a research on the assessment of physical resources needed to achieve UBE objectives in Akoko North West L.G.A. of Ondo State. The study particularly examined the availability and non-availability of school facilities needed to achieve UBE programme in the selected primary schools in Akoko North West LGA of Ondo State. The survey research design was used. The study used descriptive statistical analysis to analyze data. Findings show that in all the school covered there is no science resources corner for teachers and recreational facilities were also not available. The study also found out that 13 schools among the selected schools has four (4) complete sets of computer with printer but no computer instructors. The findings of this study indicates a serious level of inadequacy of facilities in the schools in Akoko North West L.G.A of Ondo State.

Asiyai (2012) conducted a research on the contribution of community participation in the management of the Universal Basic Education: A survey. The study focused on community participation in the management of Universal Basic Education Programme between 2003-2009 for sustainability in Delta State. The study employed the descriptive survey research design and the stratified random sampling technique was used for selecting a sample of 600 teachers and 400 schools head. The findings show evidence of parents- association, non-governmental organizations community based organizations, participation in some areas in the management of UBE during the period 2003-2009. The study also found that improved delivery, improved quality and access to education are benefits of community participation in educational management. The study concluded that outreach campaigns using a variety of media channels to create awareness on the need for increased community active involvement in educational management.

Illiyasu (2005) researched on the appraisal of the implementation of Universal Basic Education (UBE) Programme in Kogi State. The study particularly examined the problems which stand as

constraints to the achievement of UBE objectives and why they are not being tackled especially in Kogi State. The survey design was adopted and the random sampling technique was used to select 10 schools and 10 UBE offices. While 10 teachers and 10 UBE officers were sampled. Descriptive and inferential statistics were used in analyzing the data. Findings show that the programme implementation in Kogi State and Nigeria at large cannot be understood outside the issue of human and material resources which are adequate and could stand as constraints to the implementation of Universal Basic Education Programme in Kogi State. The study is of the view that authority concerned should take a bold step to provide the entire necessary infrastructure.

Ofejebe & Onuoha (2009) examined the repositioning of the Universal Basic Education (UBE) in Anambra State for sustainable development through effective communication. The purpose of this study is to identify the effective communication that could be employed in repositioning UBE in Anambra State for sustainable development. The study adopted the descriptive survey design. The proportionate stratified-random sampling technique was adopted the findings show that through effective communication in secondary schools in Anambra State the teachers will be more involved and then participate in the achievement of educational goals. The study also found that regular communication between the principal and the teachers will enhance the repositioning of UBE in Anambra State. The study concluded that if effective communication patterns are used in schools the teachers will be more committed.

Nakpodia (2011) conducted a research on the integrative funding of Universal Basic Education (UBE) and effective implementation in central senatorial district of Delta State. The descriptive survey design was adopted. The findings of this study is of the view that for Nigeria to attain the desired 100% national literacy rate, it is imperative that provision be made to universalize basic education, enthrone a conducive learning environment and improve quality and standards which demands on funding and implementation. It also found out that government, Parent's Teachers Association (PTA) and non-governmental organizations (NGOs) all needs to contribute adequately in terms of finance, instructional materials and other needed equipment.

Tyoakaa (2014) examined Universal Basic Education (UBE) programme in Nigeria; personnel and infrastructural assessment in BirininKebbi LGA. The purpose of the study was to assess the level of readiness for primary schools in BirininKebbi L.G.A. of Kebbi State- Nigeria, in terms of personnel and infrastructure in the implementation of the UBE programme. Descriptive research design was adopted and a sample of thirty (30) primary schools was selected using stratified random sampling techniques. The study revealed a high level of readiness in terms of personnel but infrastructural, there have been a gross inadequacy in the provision. The study further recommended for government at all levels, private sector, donor agencies and stakeholders in educational sector, to make provisions for necessary personnel and basic infrastructure to facilitate meaningful implementation.

Studies by Imaikpo, Paulinus, Effiong and Virgilius (2009) assessed the influence of Universal Basic Education on the socio-economic prospects of the girl-child in South-South Nigeria. The purpose of the study is to ascertain the influence of Universal Basic Education on the socio-economic prospects of the girl child in South –South Nigeria. A sample of 1500 female students participated in the study and the multi-state sampling technique was used for sample selection. Descriptive statistics was used in analyzing the data. It found out that parents are willing to retain their female children in UBE programme. The study recommendation for a collaboration of National Agency for prohibition of



trafficking of persons (NAPTIP) with ministry of women affairs to educate the poor and illiterate against compelling their female children to combine child labour and commercial activity with schooling.

### **Summary of Literature Review**

The literature reviewed has studied the effects of universal basic education. Gap however exists in the constructs and methodology. The constructs or dependent variables used in some of the studies were implementation issues, assessment of physical resources, community participation, sustainable development through effective communication, integrative funding personnel and infrastructural assessment. None of the study reviewed made use of rural formal education.

More so, the methods employed in some of the works were chi-square, Z-test, one sample kolmogorov-smirnov test and Analysis of Variance (ANOVA). None utilized regression analysis. Gap also exists in the periods and states where the studies were carried out. While some studies were carried out in the western states of the country and some in the Northern states, none has been carried out in Ebonyi State. It is also important to address how the UBE objectives or aims have affected rural formal education since one of the indices of development is the provision of quantitative and qualitative education. Hence the study seeks to evaluate the objectives of the UBE programme in Ebonyi State and find out its effect on rural formal education.

### **METHODOLOGY**

#### **Research Design**

The descriptive research method was used in carrying out the study because it has the purpose of collecting detailed and factual information that describes an existing phenomenon.

#### **Sources of Data**

The sources of data for the study were mainly from the primary and secondary sources. The primary sources include data generated from the questionnaires, and the researcher's observation. The secondary sources include data gathered from scholarly publications, academic journals, government publications, and unlimited publications in the internet. Both the primary and secondary sources of data were greatly explored in a bid to generating adequate information for the study.

#### **Population of the Study**

The population of this study consists of 32 staff of the Ebonyi State Universal Basic Education Board (SUBEB) and the head masters/teachers in the 138 primary schools under the jurisdiction of Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State. Hence the population of the study is 1294.

## Sample Size

The population size of the study (1294) was deemed to be large; and the researcher opted to make use of the sample rather than make use of the entire population. The statistical tool of Taro Yamani (1964) was used to determine the sample size.

Yamani's Statistical formula for sample size determine is;

$$n = \frac{N}{1+(Ne)^2}$$

Where n = sample size, N = population size, and e = error limit.

With an error limit of 0.05 population size of 1294 the sample size will be calculated as follows;

$$n = \frac{1294}{1+1294(0.05)^2} = \frac{1294}{3.23} = 400$$

The sample size of the study is 400. The Bowley's formula was used to determine the number of questionnaire that was administered to each local government area.

Bowley's formula is;

$$nh = \frac{nNh}{N}$$

Where n = total sample size.

Nh = No. of items in each stratum in the population.

N = population size.

- UBE Staff =  $32 \times 400/1294 = 10$
- Ohazara LGA =  $520 \times 400/1294 = 160$
- Onicha LGA =  $425 \times 400/1294 = 132$
- Ivo LGA =  $317 \times 400/1294 = 98$

A 28-item questionnaire was divided into two sections; section A and section B. Section A dealt with the bio-data of respondents, while section B which was made up of structured statements which dealt with essential issues concerning UBE and rural formal education.

## Validity and Reliability of the Research Instrument

In order to ascertain the validity of the instruments developed for the study, the copies of the questionnaires were given to three Lecturers in the field of Public Administration for face and content validation. The instrument was accredited to have face and content validity. Test and re-test method was used to establish the reliability of the instrument. Using the Spearman Rank Order Correlation Coefficient, a reliability score of 0.83 was obtained. This was considered high enough for the instruments to be reliable.

## Method of Data Analysis

The data generated was grouped and presented in with the aid of tables and analyzed using arithmetic mean. A mean score of less than 3.0 is considered disagreed while a mean score of 3.0 and above is considered agreed. Data analysis (i.e. test of hypotheses) was done using inferential statistics such as Regression analysis with the aid of statistical Package for Social Sciences (SPSS) version 20.

### Model Specification:

The estimated regression model is given as:

$$Y = a + bx + \epsilon_i$$

Where:

Y = dependent variable

X = independent variable

A = intercept

b = slope

$\epsilon_i$  = Error term or stochastic variable

Hence the regression models for the study are;

$$Y (\text{ASGC}) = a + X (\text{UBE}) \text{-----} 1$$

$$Y (\text{LNBL\&EMCV}) = a + X (\text{UBE}) \text{--} 2$$

$$Y (\text{TLF}) = a + X (\text{UBE}) \text{-----} 3$$

\* ASGC = All School-age Children.

\* LNBL&EMCV = Literacy, Numeracy and Basic Life Skills, as well as Ethical Moral and Civic Values.

\* TLF = Teaching and Learning facilities.

\* UBE = Universal Basic Education

### Test of Hypothesis

#### Hypothesis 1

H<sub>i</sub>: The UBE programme has significantly ensured that all school-age children in Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State are in school.

Result shows that the correlation coefficient (r) is 0.39. It implies that there is a low and negligible relationship between Universal Basic Education (UBE) and All School-age Children (ASGC). The coefficient of determination (r<sup>2</sup>) was .396 which implies that about 0.396% variations in All School-age Children (ASGC) could only be explained by the Universal Basic Education (UBE).

The regression equation is  $Y = 59.363 + .387X$ . The table also reveals that probability value of (0.19) is greater than the alpha value (0.05) implying that the null hypothesis which states that the UBE programme has not significantly ensured that all school-age children in Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State are in school is upheld.

#### Hypothesis 2

H<sub>i</sub>: The UBE programme has significantly assisted beneficiaries to possess literacy, numeracy and basic life skills, as well as ethical moral and civic values.

Result shows that the correlation coefficient (r) is 0.64. It implies that there is a significant relationship between Universal Basic Education (UBE) and Literacy, Numeracy and Basic Life Skills, as well as Ethical Moral and Civic Values (LNBL&EMCV). The coefficient of determination (r<sup>2</sup>) was .41 which implies that about 41% variations in Literacy, Numeracy and

Basic Life Skills, as well as Ethical Moral and Civic Values (LNBS&EMCV) could only be explained by Universal Basic Education (UBE). The regression equation is  $Y = 93.208 + .037$ .

The table also reveals that probability value of (0.04) is less than the alpha value (0.05) implying that the null hypothesis is rejected while the alternate hypothesis which stated that the UBE programme has significantly ensured that beneficiaries of basic education possess literacy, numeracy and basic life skills, as well as ethical moral and civic values is accepted.

### **Hypothesis 3**

H<sub>1</sub>: The UBE programme has significantly provided teaching and learning facilities in Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State.

Result shows that the correlation coefficient (r) is 0.402. It implies that there is a negative low relationship between Universal Basic Education (UBE) and Teaching and Learning facilities (TLF). The coefficient of determination (r<sup>2</sup>) was .402 which implies that about 0.402% variations in Teaching and Learning Facilities (TLF) could only be explained by the Universal Basic Education (UBE). The regression equation is  $Y = 135.379 + -.399$ .

The table also reveals that probability value of (0.17) is greater than the alpha value (0.05) implying that the null hypothesis which stated that the UBE programme has not significantly provided teaching and learning facilities in Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State is upheld.

### **Discussion of Results**

Three hypotheses were tested in this study. The outcome of the analysis from the first hypothesis revealed that the UBE programme has not significantly ensured that an impressive number of school-age children in Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State are in school. It is in line with the finding of Anaduaka and Okafor (2013) that the enabling law of UBE has prescribed punishment for parents and guardians who keep their children and wards from school. Such offence is punishable by imprisonment or payment of fine. Yet even till date, young Nigerian children are still seen hawking and begging for alms on the roads during school hours and nobody does anything about it.

The result from the analysis on the second hypothesis shows that the UBE programme has significantly assisted beneficiaries to possess literacy, numeracy and basic life skills, as well as ethical moral and civic values. This finding is in agreement with that of Anaduaka & Okafor (2013) that many Nigerian children are not taught the values and norms of their society in schools and then perhaps no one mentions them at home either, the children can easily yield to crime. The non-inclusion of moral and civic education in the curriculum was indeed a mistake. But with the UBE curriculum, such values as would help a child grow up as a good citizen have been built into the curriculum.

The result from the analysis on analysis on the third hypothesis revealed that that the UBE programme has not significantly provided teaching and learning in Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State. This finding is in line with that of Okugbe (2009) that Some constraints which affects the success rates of the UBE programme in the state include; payment of staff salaries in arrears; non-completion of new constructions; insufficient teachers guide; teaching aids and sport equipment; schools do not receive impress from the LGEAs or SUBEB; the inflation of pupils enrollment figures; poor maintenance of school records instructional materials; non-budgetary provision to carry out supervisory activities and lack of grants from the national funds.

### **Conclusion**

The study however concludes that the policy thrusts of the UBE programme have not been implemented to the letters. Hence, this has affected its efficacy in areas of 100% school children enrolment and the provision of adequate teaching and learning facilities.

### **Recommendations**

Based on the findings, these recommendations were made:

1. The government through the Universal Basic Education Commission should intensify effort in the area of establishment for an effective institutional framework for monitoring learning and teaching. This will drastically curtail the incidences of child-hawking during schools hours and high drop-out rate in primary education.
2. The government, through the Universal Basic Education Commission should place more emphasis on basic life skills, as well as ethical moral and civic values in the primary education curriculum. Primary school teachers should be encouraged to teach pupils to have communication, ethical and manipulative skills as well as good moral which are needed for laying solid foundation for life-long learning and rural development.
3. The three tiers of government through the Universal Basic Education Commission should provide adequate teaching and learning facilities in primary education institutions to stimulate and enhance teaching and learning activities. Old and dilapidated school buildings should be renovated, teachers should be properly remunerated and teaching materials should be adequately supplied for primary education to have significant impact on the beneficiaries.

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