

**ANALYSIS OF TEACHERS ASSESSMENT OF ACHIEVEMENT
OF THE OBJECTIVES OF THE UNIVERSAL BASIC
EDUCATION PROGRAMME IN DELTA AND RIVERS STATES**

BY

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**DEPARTMENT OF GUIDANCE AND COUNSELING
DELTA STATE UNIVERSITY,
ABRAKA**

NOVEMBER, 2015

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Measurement and Evaluation of the Delta State University, Abraka.**

**DEPARTMENT OF GUIDANCE AND COUNSELLING,
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NOVEMBER, 2015

CERTIFICATION

We certify that this thesis was written by Ilogho, Fegha Evelyn of the Department of Guidance and Counselling (Measurement and Evaluation Unit) Delta State University, Abraka.

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Date

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Date

Dr. P.U. Osadebe
Head of Department

Date

DECLARATION

I declare that this is an original research work carried out by me, Ilogho Fegha Evelyn in the Department of Guidance and Counselling (Measurement and Evaluation Unit).

ILOGHO FEGHA EVELYN

DEDICATION

This work is dedicated to my covenant kids, the great Iloghos, Isaac, Deborah, Peremoboere and David.

ACKNOWLEDGEMENTS

The researcher wishes to express her immense thanks and deep gratitude to the Almighty God for His grace, guidance and mercies throughout her period of study in the University. May His name alone be praised forever in Jesus name, Amen.

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ABSTRACT

This study was undertaken to investigate teacher's assessment of the achievement of the objectives of the universal Basic Education programme in Rivers and Delta states. The Universal Basic Education programme is an intervention programme as a positive and timely response to salvage the primary education and indeed the entire educational system from total collapse. Therefore, it is necessary to conduct periodic checks on the level of achievement of the objective. The research adopted an ex-post- facto design with nine research questions and nine hypotheses. The population of the study constitutes both male and female basic teachers. The sample of the study were made up of 1200 teachers drawn from twelve (12) LGAs of both Rivers and Delta States through stratified random sampling techniques based on location of schools. The instrument used to collect data in the study is a questionnaire. The questionnaire contains (30) thirty items and is subdivided into 5 sections with each sections yielding a reliability co-efficient alpha of .81, .82 .81. 89 and .77 respectively. Mean and standard deviation were used in analyzing the data while T test was used in testing the null hypotheses at 0.05 level of significance. The results showed that the objectives of UBE were better achieved in Rivers than Delta state. The study also reveals that locations of schools and nature of schools affect the level of achievement of the objectives of UBE in Rivers and Delta state. Based on the findings of the study, it is recommended that there should be adequate staffing of schools, proper supervision and monitoring of primary schools and increased incentives of rural teachers in other to motivate them.

CHAPTER ONE

INTRODUCTION

Background to the Study

The newly adopted Universal Basic Education programme is part of Nigeria's effort to uphold and renew its commitment to the provision and promotion of basic education for all. The Universal Basic Education (UBE) programme is a school quality programme aimed at repositioning education; especially at the basic level so that it will play its role as a positive instrument of change for development. The Universal Basic Education programme (UBE) is an intervention programme as a positive and timely response to salvage the primary education and indeed the entire educational system from total collapse by enhancing its quality through the provision of inputs (human and material).

Assessment according to Okpala and Onocha (1994), is the process of fashioning data into interpretable form using data collection methods. Assessment sometimes is interchangeably used as measurement and evaluation. Assessment and Evaluation help (teachers, policy makers, publishers of educational materials and so on) to ascertain their effectiveness in bringing about learning and character development in the learner.

The Universal Basic Education Act 2004 states that without prejudice to the provisions items 30 of part II of the second schedule and item 2(a) of the fourth schedule to the 1999 constitution dealing with primary education, the Federal Government's intervention under the Act shall only be of assistance to the states and Local governments in Nigeria for the purpose of qualitative basic education throughout Nigeria.

From the foregoing, the main strategy of the UBE programme is to enhance school quality in all ramifications as a means of promoting learning outcomes. According to UBE (2002a), the programme sets out to make primary school teachers and pupil – friendly. This will be accomplished by improving school quality through the provision of requisite materials to enhance teaching and learning. The teacher will be retrained,

adequately motivated and equipped for service delivery. Schools will also be renovated, equipped and furnished to enhance learning and make pupils develop interest in schooling. Furthermore, primary education will be free and compulsory in addition to the provision of basic materials for pupils. Section 2 (1) of the Act states that “every government in Nigeria shall provide free, compulsory and universal basic education for every child of primary and junior secondary school ages”

The UBE programme framework focuses on the participatory nature of the implementation process where stakeholders, teachers, donor agencies and governments are actively involved as pertinent. According to UBE (2002; 6) the objectives of the UBE programme include:

- i. Developing in the citizen a strong consciousness for education and a strong commitment to its vigorous promotion;
- ii. The provision of free, universal basic education for every Nigeria child of school-going age.
- iii. Reducing drastically the incidence of drop-out from the formal school 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 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 life- long living.

Consequently, the scope of the programme includes the following.

- i. Programmes and initiatives for early childhood education and development;
- ii. Programmes and initiatives for the acquisition of functional literacy, numeracy and life skills, especially for adults (persons aged 15 and above);

- iii. Special programmes for nomadic population; out of school children, non-formal programmes for updating knowledge and skills of persons who left before acquiring the basics needed for life –long learning.
- iv. Non-formal skills and apprenticeship training for adolescents and youth who have not had the benefit of formal education;
- v. The formal school system from the beginning of primary education to the end of the junior secondary school (UBE, 2002:6-7).

The need for the above was predicated on the premise that the state of basic education in Nigeria before now was pitiable (Ogbonna, 2002).

The objectives and scope of the UBE programme encompasses formal, informal and non-formal aspect of education for children, adolescents and adults. It aims at not only making the young to acquire the skills of permanent literacy, numeracy and the ability to communicate effectively, but also to acquire practical skills with which to earn a living for life. In fact the ultimate goals to achieve “Education for all”; the advantaged and the disadvantaged, the gifted and the uneducable; the physically challenged and the non-challenged, the rural and urban dwellers; the rich and the poor; the nomadic and the sedentary and so on. These demand a lot of planning, preparations, partnerships between government on one hand and between government and the private sector on the other hand.

Given various conceptions of basic education, we now examine the various subjects of learning as enunciated by Fuller (1987). Fuller affirmed that the subject of learning for basic education should include the following.

- i. Basic knowledge of reading, writing and arithmetic.
- ii. Basic understanding of elementary processes in nature, as a pre-requisite for hygiene, health precautions, nutrition, agriculture, livestock in farming and stock pulling.

- iii. Practical Knowledge and skills to enable the student to earn his own living keep a family and run a household;
- iv. The ability to take part in public life and to have some understanding of its basic components. This includes, for example, material history and national self-confidence, tasks and functions of government and administration of the tax systems, social welfare, the co-operation system and self-help movements.
- v. Finally, in addition, the processes of building in us a consciousness that leads the person to critical reflections and stimulates him to shape his own world for himself and to actively participate in the process of development.

The five concepts of basic education enumerated above give a synoptic view of what basic education either of the formal or non-formal level ought to be. This broad outline of basic education covers what the World Bank in 1975 described as Minimum essential learning needs". These learning needs are those that UNESCO had earlier in 1973 referred to as the first stage of a "lifelong learning process" When seen in this light, basic education can be acquired at both the formal and non-formal levels. What is important is that this first stage sets the proper foundation for the nature and growth of life-long education. Life-long education implies that education is a process which goes on from birth to death. We easily see that basic education involves both formal and non-formal types of education. Non-formal education is organized outside the school system and geared towards addressing the problems of specific target groups in society. The five concepts of basic education are discussed below.

The three skills of reading, writing and arithmetic are generally described as the 3Rs. These skills constitute the basic literacy skills which must first be acquired before any functional or work oriented literacy skills. In Nigeria, it is not always clear whether these skills are to be acquired in the mother tongue or in second language like English which has become the language of classroom instructions as well as everyday business

transactions. However, in many states of the federation, the school policy emphasizes the use of the mother tongue in classroom instructions in the lower basic level.

Reading, writing and arithmetic are the foundation on which any future learning must be built. Therefore, whatever type of non-formal education been proposed for adults is predicated on the assumption that this adult have acquired the minimal skills of reading, writing and arithmetic. Where the minimal skills are not available then non-formal education for this participating group of adults must start with the acquisition of basic literacy skills.

Thus, illiteracy and ignorance endanger development of countries; the more acquisition of literacy facilitate greater development for those who are wallowing in hunger and ignorance, Literacy, is therefore a set of reading and writing skills which facilitates materials and spiritual development for individuals and communities. It enables students to acquire the functional skills they need in order to improve themselves and their communities.

The foregoing has highlighted some of the problems of Nigeria Educational system which the UBE programme aims to address. For a laudable programme as the UBE to achieve its objectives, the requisite input and process variables must be taken into considerations. Thus, facilities and materials must be adequately provided. Also, teachers who constitute a critical factor in every educational enterprise must be available in the proper quality and quantity. Additionally, effective, efficient and periodic supervision, monitoring and evaluation must be in place. This when effectively utilized will enhance literacy and numeracy skills in the pupils. The need for this is premised on the fact that over the years, laudable educational policies and programmes have failed due to poor implementation coupled with non-evaluation at the early stage of implementation. Thus the UBE, if not effectively and periodically evaluated may go the way of previous policies, thus the EFA laudable goals not achieved.

Coupled with this is the problem of the Girl-child and early marriage in some parts of the country including Delta and Rivers states. These have combined to make the Literacy Gender Parity Index (LGPI) which measures gender equity in literacy to remain at about 0.8 (Obanya, 2002). Obanya also showed that 61% of the adult female populations are literate compared to 38% of adult males. Available data (UBE, 2001a) also show that an estimated 15 million young persons in Nigeria aged between 6 and 15 are out - school and out of any meaningful social activity. This group includes children and adolescents who have not had the opportunity of going to school, those who dropped out of school very early, the Almajiria, the girl-child, street children –“Area Boys” and those who are victims of child labour. This is as a result of the failure to make basic education relevant and qualitative in Nigeria, unlike what obtains in many other developing countries. It is estimated that about 2 million children roam the streets in the Northern part of Nigeria as Almajiria (Mahmood 2000).

Asuru (2006) reporting a survey of the Eastern state by UNICEF in 1996 states that boys drop-out rates ranged between 45 and 71 percent. The survey showed that the boys drop-out of school mainly to go into trading which yields quicker monetary returns. An earlier study commissioned by the National Commission on Education. The mass literacy, Adult and Non- formal Education in collaboration with the World Bank in 1994 (Egonu, 1994) sampled six states – Abia, Kano, Kogi, Lagos, Rivers and Sokoto and found that:

- Children failed to enroll in school or dropped out because of poverty, Apathy of parents, distance of school, from home, early marriage etc.
- About one-third of the children surveyed, had not been to school at all.
- The first and last two years of primary education and second year of junior secondary were the most critical years for drop-out.

On primary school enrolment, education statistics for 1996 show that only 14.1 million pupils were registered out of 21 million children of school going age, 14.8

million in 1997 and 15.5 million in 1998 (FME, 2000a). An adjunct to this is the problem of teacher –pupil ratio, which is put at 1:76, far from the World Bank ideal ratio of 1:25 (World Bank, 1998).

Closely related to the problems highlighted above is that of low levels of achievement in literacy, numeracy and life skills among pupils. Federal Government / UNICEF and UNESCO sponsored study (FGN/NICEF/UNESCO, 1997) while assessing the level of competence of primary four pupils in the three skills revealed very low levels of achievement. The national mean scores were 32.2% for numeracy, 25.2% for literacy and 36.8% for life skills performance in the literacy test was the poorest. The report further revealed that in a test which required the pupils to copy accurately a given short passage of about five lines, only 8.1% gave completely accurate copy of the passage; 39.6% scored Zero score indicating that they did not demonstrate the basic skills of copying even one word or punctuation mark accurately. However, variations were observed on the basis of gender, place of residence (urban / rural) state and school type (public or private). In a follow-up study of assessment of learning achievement of primary four pupils in English language and Mathematics by the UBE in 2001, low levels of achievement were recorded in the two subjects. The National mean score for English language was 40.30% and 34.02% for mathematics (UBE, 2003a).

Umar (1990) has attempted an explanation of the linkage between literacy and development but failed to appreciate that numeracy is a very important component of literacy. In fact, numeracy is very fundamental in all areas of development since it is the basis for proper development of a scientific culture. It is often said that without literacy, development will be limping on one leg.

The above have negative impact on capacity building in particular and national development in general. For instance, in the global HDI (Human Development index) survey by the UNDP in 2001, Nigeria occupied the 136th position out of 162 countries covered. Nigeria fell below less economical endowed countries like Equatorial Guinea,

Togo, Cape Verde, Lesotho etc. At the African level, Nigeria ranked 18th out of the 42 African countries listed. Based on the index, Nigeria falls short of the level of educational development recorded by countries like Gabon, Ghana, Zambia, etc. (Obanya, 2002). In view of the above, it became necessary therefore to remedy the situation and re-position education through the UBE programme, especially starting with the primary school level by enhancing its quality in order that it will play its role as positive instrument of change and development.

As aptly noted by Obemeata (1995) education is the only means by which the individual can acquire specialized knowledge and skill. 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.

The launching of the UBE programme is seen as a welcome development. It is expected to ensure the improvement of school Quality and help redirect the minds of the youth towards a strong consciousness for education, with an attendant positive effect on cognitive and effective gains. The UBE programme started in the Rivers and Delta states 2000/2001 school year as in other states of the federation. That year however was more of a preparatory year. Presently, the programme has entered its fourteenth year. Its intervention is expected to be yielding some results in the states now, hence this study.

Statement of the Problem

Education remains a key factor in social mobilization, evolution and progress. Education has been identified as a dynamic instrument of change, hence developed countries and those aspiring for development have adopted it as instrument per excellence for effecting national development. It is against this backdrop that the Federal government of Nigeria is committed to the integration of the individual into sound and effective citizens and in the provision of equal educational opportunities for all citizens

of the nation at the primary, secondary and tertiary levels both inside and outside the formal school system.

Okukagu (2006) states that Nigeria is predominately an illiterate society, and for the masses to contribute to the development of the country, education is needed to purge and expel all forms of ignorance likely to hinder effective material development. In response to this, Nigeria has launched various educational programmes such as UPE and 6-3-3-4. The Federal government of Nigeria in 1976 launched the National policy on Education (NPE) which was revised in 1981 was aimed at given citizens free and qualitative education. The 6-3-3-4 system of education sought to cater for both academic oriented individuals and vocational oriented ones.

For various reasons the two educational programmes failed to live up to expectations. The UPE scheme could not be sustained as a result of financial burdens it imposed on the government, the 6-3-3-4 system was not properly implemented. There were no vocational centres attached to schools to cater for those who had no aptitude for academics and counselling services were not provided for schools to guide learners in their choice of career. Also absence of teaching facilities, lack of proper funding, lack of qualified subject teachers and poor remuneration for teachers contributed to inability to realize educational objectives which look promising to the nation. It is in consonance with this that the universal Basic Education not a new policy, but a programme designed to further the achievement of the designed philosophy, goals, needs, yearnings and aspirations of the Nigeria society.

Delta and Rivers States are part of Niger Delta region which due to its swampy terrain by virtue of the geographical configuration is aptly classified as a region of difficult area that is unlikely to be highly developed without an aggressive and purposeful intervention programme (Okonta and Douglas, 2001). Therefore, Delta and Rivers States present a classic case of an educationally less developed States in spite of their oil resources. The literacy rate in the states has not been impressive. According

to Asuru (2006), as at 2005, in Rivers State the literacy rate of those aged 6-9years the primary school age cohort was only 52%. Also, the State has been characterized by low primary schools enrollment statistics (UNESCO, FME, 2003). According to him, the State recorded high dropped out of primary pupils from the former school system in the first three years of schooling. The enrollment rate in the four years of schooling is an important index of success or failure of school intervention programme such as the UBE.

Over the years, high drop- out rate in schools has been associated with poor state of facilities and poor teacher motivation (Rivers State Ministry of Education, 2004) and outright lack of attention by the government. Other factors include the uneven distribution of resources because of the difficult terrain, problem of oil politics and poor utilization of resources. A fairly recent dimension to the problem is that of youth restiveness in the Niger Delta which has led to the displacement of many communities, this leading to pupils being out of school most of the time. These youth restiveness has not only affected their achievement and their attitude to schooling but also inflict in them a psyche of violence It is therefore , necessary to undertake assessment of the UBE programme in order to identify what factors make or mar its development and the extent to which the objectives are achieved, hence, this study sought to analyse teacher's assessment of the achievement of the objectives of the Universal Basic Education programme in Rivers and Delta States.

This investigation is aimed at answering certain specified questions; to what extent has the UBE objectives being achieved in Rivers and Delta States as perceived by teachers. This will help to direct the research as well as accomplish the objectives of this study.

Research Questions

The study sought to provide answers to the following research questions:

- i. In the opinion of teachers, to what extent have the UBE objectives been achieved in Rivers and Delta States?

- ii. In the opinion of teachers, to what extent have UBE objectives been achieved in the urban and rural schools of Rivers state?
- iii. In the opinion of teachers, to what extent have UBE objectives been achieved in public and private schools in Rivers state?
- iv. In the opinion of teachers, to what extent have UBE objectives been achieved in urban and rural schools in Delta state?
- v. In the opinion of teachers, to what extent have UBE objectives been achieved in public and private schools in Delta state?
- vi. In the opinion of teachers, to what extent have UBE objective been achieved in urban schools Rivers and Delta states?
- vii. In the opinion of teachers, to what extent have UBE objective been achieved in rural schools of Rivers and Delta States?
- viii. In the opinion of teachers, to what extent have UBE objective been achieved public schools of Rivers and Delta states?
- ix. In the opinion of teachers, to what extent have UBE objectives been achieved in private schools of Rivers and Delta States?

Research Hypotheses

Based on the research questions outlined above, nine null hypotheses are put forth to further guide the study:

- i. There is no significant difference between Rivers and Delta states teachers in their opinion of the achievement of the objectives of UBE
- ii. There is no significant difference in teachers' opinion of the extent of achievement of the objectives of UBE in Rural and urban schools of Rivers state.
- iii. There is no significant difference between public and private schools teachers' opinion in the achievement of the objectives of UBE in Rivers state.
- iv. There is no significant difference between Rural and urban schools teachers' opinion in the extent of achievement of the objectives of UBE in Delta state.

- v. There is no significant difference between public and private schools teachers' opinion in the achievement of UBE objectives in Delta state.
- vi. There is no significance difference in the teachers' opinion of the level of achievement of the objectives of UBE in urban schools of Rivers state and Delta State.
- vii. There is no significance difference between rural schools teachers' opinion in Rivers and Delta States and achievement of UBE objectives.
- viii. There is no significance difference between public schools teachers' opinion in Rivers and Delta States and achievement of UBE objectives.
- ix. There is no significant difference in teachers' opinion of the level of achievement of UBE objectives in private schools of Rivers and Delta states.

Purpose of the Study

The main purpose of this study is to investigate teacher assessment of the achievement of the objectives of UBE in Rivers and Delta States. Specifically, the study is intended to:

- i. Assess the achievements of the objectives of UBE in urban and rural schools of Rivers State.
- ii. Determine the level of achievements of the objectives of UBE in Private and public schools Rivers State.
- iii. Ascertain the level of achievement of the objectives of UBE in urban and rural schools of Delta State.
- iv. Deduce the level of achievement of UBE objectives in urban and rural schools in Delta State.
- v. Assess the level of achievement of the objectives of UBE in public and private schools in Delta State.

- vi. Determine the level of achievement of the objectives of UBE in urban schools of Rivers and Delta States.
- vii. Deduce the level of achievement of the objectives of UBE in rural schools of Rivers and Delta States.
- viii. Assess the level of achievement of the objectives of UBE in public schools of Rivers and Delta States.
- ix. Find out the level of achievement of the objectives of UBE in private schools in Rivers and Delta States.

Significance of the Study

Assessment of educational programme implies the process of determining the programme performance for the purpose of improving service delivery. It is therefore necessary to undertake periodic assessment or evaluation of the UBE programme in order to identify what factors make or mar its development or success and the extent to which the programme goals are achieved.

The findings of this study will provide a useful reference point to all stakeholders, government, school administrators, policy maker, donor agencies, parents, pupils, researchers, and teachers and so on.

Significantly, this study will enable policy maker and programme managers to have a feedback on the programme to enable them strengthen, redesign, refine, continue or improve it as the case may be. Also, it will enable parents and pupils to know the extent to which the programme objectives are realized and the need for their continuous participation. It will act as a reference point to donor agencies on the direction and application of resources and the need to sustain and even improve on their sponsorship.

The Universal Basic Education implementation guidelines summarize the importance of teachers when it asserted that no educational system can rise above the level of its teachers (FGN, 2000). Any educational system such as UBE that do take into

account the strength of teachers in terms of quality and quantity is bound to fail if not well implemented. The number has to be adequate and quality has to be high in order to deliver the educational goal of the nation's citizens.

The findings will help teachers to improve their performance and also evaluate their own practices. It will create an opportunity for teachers to gain feedback about their classroom practice. Again it will help to advise teachers on the maximum utilization of available scarce resources. Above all the findings will help the programme beyond its present status to all concerned.

Scope and Delimitation

The scope of the study is all teachers in the urban, rural, private and public primary schools in Rivers and Delta states in Nigeria.

The study will be delimited to identifying achievement of the objectives of universal Basic Education programme in Rivers and Delta States.

Operational Definition of Terms

For the purpose of this study, the following terms are defined as follows:

- **Assessment:** - In the study refers to the extent to which the UBE objectives are achieved. It is interchangeably used as evaluation.
- **Implementation:** - In the study refers to the extent to which objectives are implemented or achieved in primary school.
- **Educational Programme:** - Is a curricular package made up of Content, Facilities, methodology for delivering and strategies for evaluation.

- **Basic Education:** This is a process whose major goal is to lay a solid foundation for life – long learning. In this study, it is restricted to primary school level.
- **Policy Implementation:** This is the process whereby general policies are converted into concrete public policies. It comprises those actions directed at the achievement of the objectives of the policies. In this study, it has to do with all the actions that are directed at ensuring the success of the UBE.
- **Location of Schools:** refers to the geographical location where the school is sited.
- **Nature of Schools:** used in terms of school either a public (government owned) schools or private owned schools.
- **Gender:** means the sex of an individual, that is a male or female

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Theoretical and Empirical findings related to the study were reviewed as follows:

- Conceptual Framework
- Concept of universal Basic Education and its objectives.
- Universal Basic Education and location of schools.
- Universal Basic Education and nature of school.
- Delta state and Universal Basic Education

- Rivers state and Universal Basic Education
- Teachers and Universal Basic Education
- Teachers and teaching strategies
- Teachers Education as Fundamental to UBE.
- Gender performance and Universal Basic Education
- Appraisal of Reviewed Literature.

Conceptual Framework

This research work is based on the conceptual framework of two variables, the independent variables and dependent variables. The independent variables consist of location of schools, type of school, nature of school and gender. The location of school indicates either the school is situated in urban or rural areas. This mainly depends on the socio economic activity going on in the environment. The type of school is either a school is Government owned or private owned. The nature of school indicate either a school is mixed (boys and girls) or single-sex. The gender indicates either a teacher is female or male. The dependent variables are the objectives of UBE. The analysis of the independent variables on the dependent variables will lead to extent of the level of achievement of the UBE objectives.

Conceptual Framework

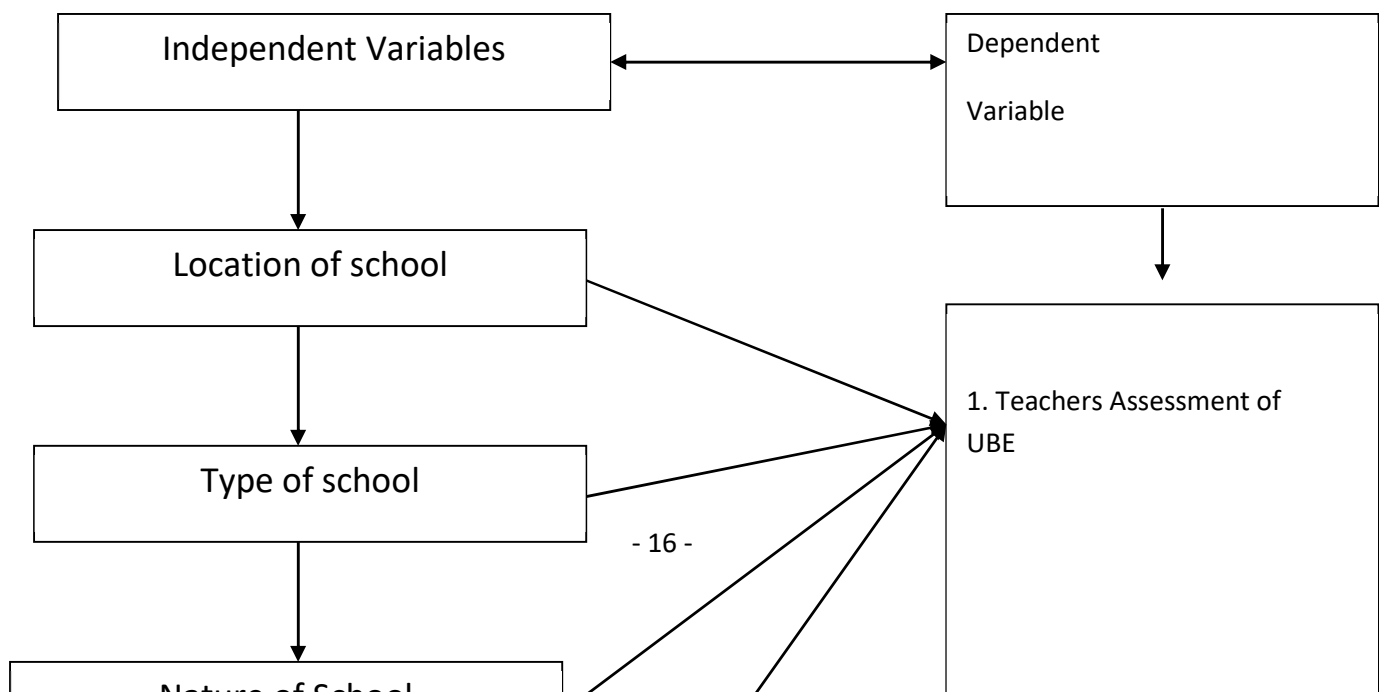


Figure 1.

Figure 1: Conceptual Framework

Developed by the Researcher 2013

Also, this research work is based on the theoretical frameworks of education evaluation models. Different approaches and models of evaluation have been propounded by different authors (Adewole, 2001; Arunsi, 1998 and Onugba, 1990). It is on this note that Rose (1977) said that evaluation models are as prolific as rabbits and that they procreate about as speedily. Models according to them provide a broad base for designing evaluation activities by offering a framework and conceptualization that guide both the focus of the evaluator and the orientation of evaluation

Outlining the characteristics of models in the social science, Berich (1974) identified them as precision specificity and verifiability.

Asuru (2006) while listing the criteria for models said that they must be efficient heuristic, internally logical and complete. He added that they must be capable of being extended by empirical study capable of helping the evaluator anticipate all the information needed for decision making and capable of relating elements in ways not previously related. In general terms, models are conceptualizations and they may be theoretically sound, but they do not necessarily lend themselves to actual implementation.

Different writers have also tended to classify models in different ways. Some of the evaluation models that have gained prominence over the years include the

countenance models, Goal Attainment model, Discrepancy models, the CIPP model and CSI model. On the other hand, Yolo (1978); Onugha (1990) classified the model into three main categories which according to them are not mutually exclusive. They are Goal Attainment model, judgmental model and decision facilitation model. This review looks at them within the context of Goal Attainment models, Judgmental model, and decision facilitation Models and Engineering Model.

i. **Goal-Attainment Framework**

A goal-attainment framework is an educational evaluation model mainly to determine the degree to which an instructional programme achieved its goals or objectives. The goal attainment conception of educational evaluation is usually associated with the work and effort of Ralph W. Tyler whose approach to evaluation is reflected in his well-known eight years study of the 1930's.

In Tyler's career of education, he has often spoken and written his views of the framework for planning and conducting educational evaluation. According to Bhola (1990), Tyler's framework is perhaps the oldest. The approach recommended by Tyler involves the careful formulation of educational goals according to an analysis of three goal sources (the student, the society and the subject matter) and two goal sources (a psychology of learning and a philosophy of education). The resulting goals are then transformed into measurable (that is behavioral) objectives. At the conclusion of an instructional programme, assessment of pupils is taken in order to set the rate or degree to which the previously established goals are achieved. That unattained goals reflect inadequacies in the instructional programme while attained goals reflect a successful instructional programme.

Based on this framework, the researcher has designed a questionnaire based on the objectives of the universal Basic education programme for teachers, to elicit information from them to know the extent the UBE objectives are being achieved.

ii. **Judgmental Framework**

The judgmental models of evaluation which form the judgment framework of this study is a class of models where major attention is given to professional judgment (Intrinsic and extrinsic) that made up the judgment model, intrinsic deals with the ongoing evaluation known as process a formative evaluations while the extrinsic deals with the end product known as summative or product evaluation the formative or process (on-going) evaluation is concerned with how the set goals or objective of the programme are being followed as stated or planned during the developmental stage. The summative or product evaluations are concerned with the end product of the programme whether it attained its objective or not. The weakness and strength of the on-going programme is detected by the formation evaluation.

Based on the above framework the researcher has designed a questionnaire for teachers to assess the achievement of the objectives of the UBE. This framework is mainly the work of Michael Scriven a philosopher and Robert E. Stake a psychometrician both by training. From this judgment framework, it will be obvious whether the objectives of the use are been achieved or not and this will lead to decision taking.

iii. Decision Facilitation Models

These models are associated with Daniel Stufflebeam and Egon Guba. These models one concerned with evaluation used for judgmental purpose, in which they verdict as to whether goals are attained a not. Hence they serve education decision makers. This decision facilitation model is tagged CIPP, which is rooted in its definition of evaluation that evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives. CIPP represents four elements context, input, process and product. Stufflebeam believes that of the three steps involved in this model that is delineating, obtaining and providing information, the delineating and

providing operation are carried out jointly between the evaluation and decision maker whereas the obtaining of information is a technical activity by the evaluator.

Highlighting on the various components of CIPP, Popham (1975) explained that context evaluation is aimed at providing a rationale for the determination of educational objectives. It seeks to isolate the problems of unmet needs in an educational setting. Input evaluation provides information regarding how to employ resources achieve programme objectives. Process evaluation is required once the instructional programme is up and running. The purpose here is to identify any defects in the procedural design especially in the sense that planned elements of the programme are not being implemented as they were originally conceived. Product evaluations attempts to measure and interpret the attainment yielded by the programmed not only at its conclusion but as often as possible during the programme itself.

The main thesis of this model is decision making. It answers four questions viz

- i. What objectives should be accomplished?
- ii. What procedures should be followed to accomplish the objectives?
- iii. Are the procedures working properly?
- iv. Are the objectives being achieved?

There are three major steps in the CIPP evaluation process and they are described as follows

- i. Delineating refers to the focusing of information requirements needed by decision makers through such operations as specifying, defining and explicating
- ii. Obtaining refers to the collection, organization and analysis of information using such technical procedures as measurement and statistics
- iii. Providing refers to the synthesizing of information so that it could be optionally useful for purpose of the evaluation

Based on the findings from the statistical analysis of the questionnaire the government and the concerned persons and authority may wish to make decision, on universal Basic Education Programme.

Engineering Model: This determines the extent to which the objectives are being achieved or attained (Asuru, 2006). According to Falayajo (1988) the model studies the discrepancies between the objectives and outcomes and in addition provides explanation to such discrepancies. Onwuakpa (1998) stressed that, there are approaches (model) under the engineering model. They include;

- i. Input-output model (IO)
- ii. Antecedent Transactions-Outcomes model (ATO)
- iii. Context, input, process, outcome model (CIPP)
- iv. Environment-input-process-outcome long Range outcome model (EIPOL)
- v. Input-process-outcome model (IPO)

Mostly, inputs are the characteristics of the learners and teachers, levels of facilities and so on. The transactions are which actually happened in the cause of teaching/learning and the running of the programme testing, teaching and learning interaction while the outcomes or products or output are the result of teaching and learning. They may be cognitive, affective or psychomotor-based. Again the context is what existed before the introduction of the programme in terms of the goals objectives, abilities, needs, or philosophies. The environment is the actual school facilities equipment, classroom, and other learning facilities like playing field that aid learning. Lastly, the long-range outcomes are the goals and objectives of the programme as well as the impact of the programme on the recipients.

The conceptual framework of this study is centred on the input, process and outcome (IPO) model. This model has been severally recommended by Scriven (1967); stake (1967), Tyler (1990); Obanya (2002) and Asuru (2006). Onwuakpa (1998) used it to evaluate school quality variables in secondary schools in Imo State and recently,

Obanya (2002) and (2003). Asuru (2006) strongly advocated its use in the evaluation of the universal Basic Education (UBE). According to Onwuakpa (1998), this framework is one of the most appropriate in evaluating programmes on education quality, adding that evaluation of school quality should focus on the input, process and output/outcome to effectively focus on the school environment. This is because as noted by Asuru (2006), the inputs, process and outcome are the factors that make education possible. Writing specifically on the evaluation of the UBE, Obanya (2002 & 2003); Asuru (2006) advocated the use of what he called a tripartite model of quality in education which is made up of inputs, process and out puts.

The Study framework is illustrated in the model below:

Inputs	Processes	Outputs
Human & Materials Resources Pupils Staffing (teachers) Facilities Funding	Teaching strategies Assessment implementation strategies	Achievement of objectives in terms of affective and cognitive

Figure 2: Adapted from works of Scriven (1967)

- i. **Inputs:** Represent the resources (human and materials) available to the system or school. They are made up of the pupil enrolled in schooling, in-service training and workshops. Another component is school facilities in terms of availability of physical and material resources like classroom, textual and instructional materials. These components provide insight into what is available for the achievement of the programme (Obanya 2002, Tahir 2003 and Asuru 2006).
- ii. **Processes:** This is the extent to which the above resources are utilized for better output. Inputs in themselves do not result to output until they are acted upon and effectively utilized. Inherent here are teaching strategies and evaluation instructional activities.

- iii. **Output:** This is the outcome variables. In this study, the outcome variable is the assessment of the achievement of the objectives of UBE.

Universal Basic Education in Nigeria

- i. **History of basic Education.** Universalisation of access to education has been the prime target for Nigeria, since the middle of the 1970s when the universal primary Education (UPE) scheme blasted off. In a comprehensive overview Nwagwu (2000), asserted that England and Wales had towards the end of the nineteenth century accepted the principle of providing free basic education for all their children. According to him, the Elementary Education Act of 1870 established the principle while the Education Act of 1902 made elementary education free up to age fourteen.

More so, the Education Act of 1994 sought to guarantee every citizen the education that would be appropriate to his age, aptitude and ability throughout the period of full-time compulsory schooling which covered both elementary education and some years of secondary education authority schools were free and compulsory for all children between the ages of 5 and 15 years.

Generally, most urban and rural pupils could neither read nor respond to the instruction write your name here .The report also showed that a proportion of primary six pupils could not count correctly thirteen beads arranged in a cycle possibly because they could not comprehend the instruction count the number of beads. These according to NPC and UNICEF (2001) showed that most children in our primary schools are not acquiring essential learning tools and the knowledge, skills, values and attitudes that are critical to their future. It added that in most Nigeria primary schools children are being denied their right to a quality education.

The above show the level of low performance of pupils in public primary schools in Nigeria. Tahir (2003) asserted that the quality of education in the country has been far from satisfactory as evidenced by the low performance of pupils in national survey of achievement. This no doubt is a good reflection of the sorry state of educational

provision in the schools as shown earlier. Speaking on the MLA report, FME (2003) stressed that the result provided information on factors that influence achievement either positively or negatively. These include School factors like availability of learning materials, amount of homework and so on. Non-school factors for example parental education, socio-economic status of family and so on.

The major trigger activity for basic education was the world conference on Education for all which was held in Jomittien, Thailand from 5th to 9th March, 1990. This conference which was organized by the world bank, UNDP, UNESCO and UNICEF came up with a document titled world Declaration on Education for all and framework for Action to meet Basic learning needs since this document became a set of blueprint for all countries of the world, Nigeria, was encouraged to step up educational activities to achieve education for all. One of such activities was the situation and policy Analysis of basic Education I Nigeria which was carried out nationwide from 1991-1999. By definition, Basic education means the type of education in quality and content, that is given in the first level of education. In Nigeria basic education was equated with six years of primary schooling. Now the concept is expected to cover the three years of junior secondary school into basic education.

The universal Basic education in Nigeria which was first conceived and implemented in the then Western Region under the leadership of Chief Obafemi Awolowo, yielded the comprehensive education law of 1954, which came into effect on April 14, 1955 (Ikelegbe; 1988; Nwagwu 2000; Okoroma, 2000; & Asuru 2006). When in 1955 chief Awolowo, leader of the Action group, lunch the education into the then western House of Assembly, he indicated his resolve to give top priority to health and Education to the limits of the budget. The free Education proposal presented in July, 1952 contained a comprehensive analysis for the introduction of universal and compulsory education, otherwise known as the universal primary Education (UPE) for

the western region by January, 1955. The proposal provided for massive teacher training programmes and expansion of teacher training facilities among others.

As aptly noted by the then Western Regional Education Minister, Chief S. Awokoya, (Okoroma, 2000; 199 - 200) “Educational development is imperative and urgent. It must be treated as a national emergency second only to war. It must move with the momentum of a revolution”.

Mostly, the programme involved a remarkable expression of primary school facilities, the abolition of primary school fees, automatic promotion and the reduction of the length of the primary school course from eight to six years. As noted by Ikelegbe (1988) the introduction of the UPE led to increase in primary school enrolment from 457,000 pupils in 1954 to 811,000 in 1955, 1,037,377 in 1958 and 1,124, 788 in 1960. This had serious financial implications.

The pace set by the Western Region was to be emulated by the Eastern region. In 1953, the regional out hired a free education policy, which took off in December, 1956 (Okoroma, 2000). However, by 1957 it became obvious that the policy could not be sustained due to high capital out lay, and therefore needed modification; hence by the first quarter of 1958, school fees were reintroduced.

In the Northern Region, following the developments in the Western and Eastern regions, the old man commission was set up prepare a blueprint on the possibility of free education in the North. The commission units’ 1960 report made proposal for universal primary education in the region. This eventually resulted in the Northern Nigeria Education law of 1962 which merely established a partnership between the government and voluntary agencies for the rapid expansion and development of a public system of primary education (Nwagwu, 2000).

The Nationwide UPE Era

The nation –wide free universal primary education, UPE programme was launched by the then military Head of state, General Olusegun Obasanjo on Monday, 6

September 1976 at a ceremony at Okesuna Municipal primary school Lagos, but its origins are noted in the early 1960's and 70's (Orubite, 2008). The programme was to be voluntary between 1976 and 1978 and was to become compulsory by 1979.

According to Taiwo (1980), the projections for the UPE showed that the total number of pupils expected in primary one was 2 -3 million while the total primary school enrolment for 1976 was 7.4 million which would rise to an estimated 14.1 million in 1982. Also, 60,000 additional teachers would be required for the takeoff in 1976 rising from 28,190 by 1982. Furthermore, additional classroom requirement was estimated at 56,015 for the takeoff in 1976, rising to 221,000, a year after the introduction of the UPE, it was discovered that the 2.3 million children projected to be in primary one was under estimated. The figure had risen by 700,000 to 3 million with some states having over 200% enrollment (Asuru, 2006).

Unfortunately, the trend of increased enrolment could not be sustained. It later dropped in most states. Also, the retention rates between 1976 and 1978 began to reduce to an average of 83 percent between primary 1 and primary 2 (Ikelegbe, 1988).

The Universal Basic Education and Its Objectives

The universal Basic Education programme is in fact part of Nigeria's effort to up hold and renew its commitment to the provision and promotion of basic education for all as required by a number of covenants and protocols to which Nigeria is a signatory" (UBE, 2000:6) These covenants and protocols emerged from the 19 world and 6 Africa specific conferences/ congresses/ Summits mentioned earlier that were held in the Decade of summits 1990 – 1999.

The federal Government of Nigeria FGN (1999; 23) quotes the Jomittien Declaration and frame work of Action on Education, 1999 that "Basic education ...is not defined in terms of years of schooling. Neither is it limited to formal schooling. It sees education in its broadest sense as of a close articulation of the formal the non-formal and informal approaches to and structures for the wakening and all round development

of the human potential. The broad aim is to lay the foundation of lifelong learning through the in calculation of appropriate learning – to- learn, self-awareness and life skills.

Based on a combination of these factors, the universal Basic education programme was launched on 30th September, 1999 by the then president of Nigeria, Chief Olusegun Obasanjo in Sokoto State.

According to UBE (2002; 6) the objectives of the UBE programme include:

- Developing in the citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
- The provision of free universal Basic education for every Nigeria child of school going age. Reducing drastically the incidence of drop out from the formal school system (through improved relevance quality and efficiency)
- Catering for the learning needs of young person who for one reason or another have had to interrupt their schooling through appropriate forms provision and promotion of basic education; and
- Ensuring the acquisition of appropriate level, of literacy, numeracy, manipulative communicative and life skills as well as the ethical, moral, and civic values for laying solid foundations for life-long learning.

Consequently, the scope of the programme includes the following:

- Programme and initiatives for the acquisition of functional literacy, numeracy and life skills especially for adults (person aged 15 and above)
- Special programme for nomadic populations. Out –of-school children non knowledge and skills of persons who left before acquiring the basic needed for life-long learning.
- Non- formal skills and apprenticeship training for adolescents and youth who have not had the benefit of formal education. The formal school system from the

beginning of primary education to the end of the junior secondary school (UBE, 2002: 6-7).

Towards, the end of the twentieth century, it was realized that Nigeria education could not play the role of a prime mover of political and socio-economic development (Obanya, 2002). This was mainly because education had suffered the same fate as the nation itself over the past decade and the increase in schools did not give to any notable improvement, in qualitative terms (UBE, 2000), especially at the primary school level schools according to Obanya (2002), suffered from lack of frustrating, decay of facilities, demoralized teachers, low teachers quality, high teacher pupil ratio and so on leading to poor performance of pupils in examinations, poor access, poor retention, wide geographical / gender/ social disparities in educational opportunities. Other results included a national literacy rate of 52% which qualified Nigeria for membership of the league of E-9 countries (the prime countries of the world with the largest concentration of illiterates).

A UNDP report of literacy ratio as part of Human Development index (HD1) survey ranked Nigeria 148 out of 171 countries. It shaved those other developing countries like Argentina racing ratio of 96.2% Venezuela 91% and South Korea 98%. Even some poorer West African countries such as Ghana had 64.5% while Nigeria ranged between 39-50%. Also, Nigeria's adult literacy rate is put at 62.6% meaning that 37.4% of an estimated 80 million people aged 15 and above (that is 30 million) are illiterates (Obanya, 2002). According to Adeniran (2000) this is an estimated 43% adult Nigerians who have missed the opportunities of formal education, added to this is about 56.3% of those in primary schools who fail to transit to junior secondary. As noted by Borishade (2001) the highest adult illiteracy rate is found among older women less than a quarter of women aged 56-65.

The UBE was officially, launched on 30th September, 1999 in Sokoto State by President Olusegun Obasanjo to usher in the 1999/2000 school year. According to the

implementation guideline (Federal Republic of Nigeria, 2000a), the government put in place a process of sequential implementation that starts by focusing on the primary one cohort of the 2000/2001 and progressively ensuring a qualitative education for them over a nine year formal education cycle from primary one to Junior secondary three. This has been given a legal backing vide the UBE Act 2004 in line with article 28 of the convention on the rights of the child (NPC & UNICEF, 2001). It is important in this study to assess the extent of achievement of the UBE Objectives.

According to the Federal Ministry of Education (2000a), the aim of basic education is to equip individuals with such knowledge, skill and attitudes that will enable them to:

- live meaningful and fulfilling lives,
- Contribute to the development the society
- Derive maximum social, economic, and cultural benefit from the society and
- Discharge their civic obligations competently.

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, goater, 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 achieved its objective. The appreciation of this cause and effect relationship is so lacking in African through system that Onwakpa (2000: 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 tree 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.

The major objective of skill acquisition programmes is to promote income generation. The thrust of the programmes should therefore be in promotion, training and advisory services in income-generating activities. Increased income-generating activities among the people in urban or rural will help to alleviate poverty. Non –formal education programmes could be organized for the participants to acquire skills in sewing, batik and tie-dye fabric design manufacture of mats, aprons, woven sisal handcrafts, cane chairs and tables as well as production of confectionaries, Also, to skills and knowledge of artisans such as mechanics, carpenters, bricklayers panel beaters and car spray painters could be improved in such workshops. Even when the people have acquired various survival skills, they must be exposed to the skills of business management. The training in business management should include how to manage bank accounts, stock- taking and general book- keeping.

Many artisans in Nigeria have very good practical skills in their various trades but often they do not have the faintest idea of the theory behind whatever they are doing. It is not being advocated that the electricians, for instance should be turned into electrical engineers, but within the context of the job of the electrician, he /she should understand and appreciate the relationship between the voltage, the current and resistance. How these three electrical components influence one another must be understood. A proper understanding of them may help the electrician to avoid some accidents that could occur in the work situation. In this contents non-formal –education for these artisans become inevitable.

One cannot participate effectively in public life if one is an illiterate. The World of an illiterate is so confined that if he/she is taken out of that familiar world he/she feels completely like a fish out of water. Participation in public life therefore demands that

the participant be literate. Literacy will help to raise the level of consciousness of the individual and open his mind to understand the complexities of the immediate and remote environment. Participation on public life also involves an understanding of the history of the country; application of the problems of a multiethnic country like Nigeria, appreciation of the intricate relationship between minority rights and majority interests; and understanding the relationship between the government and the people especially in the area of separation of power among the executive, the legislative and the judiciary.

Without a thorough understanding of this relationship, one may not be effectively participate in public life even when one is literate. Non-formal education programme must be grooved towards these various understandings by ensuring that different segments of this country are exposed to them. It is only through education, especially non-formal education that the adults in Nigeria can be made to appreciate the necessity for democracy, the urgent need for patriotism and the inevitability of eradication or at least minimizing corruption in our national life. The only education that is meaningful is that which helps learners to be conscious of events in their environments and to critically examine them before arriving at any conclusions. Consciousness and critical reflections on events will also help learners to realize that conclusions and be tentative and if contrary evidence is shown, one is expected to change his previous conclusion. It is this type of attitude to facts that can head to a sustainable development.

Differences and Similarities between UPE and UBE

Denga (2000) noted that universal access to education has been the prime target for Nigeria, since the middle of the 1970s when the Universal Primary Education (U.P.E.) scheme blasted off. This led to sharp increase in enrolment from 6.2 million in the 1975/76 session to 14.8 million in 1992. This sharp increase in enrolment without adequate planning created problems. Many educational programmes like UBE launched in the past had failed because of some factors.

Among such factors was inadequate public enlightenment and social mobilization, for full community involvement. The educationally-conscious Nigerians began to lose faith in the U.P.E. scheme, disparaging the government's effort to finance the system which many concluded was a nightmare.

The overwhelming and unanticipated results of this sudden educational expansion consequent upon the UPE scheme, evidenced a profound shortage of learning facilities including space, a severe dearth of teachers and funds to implement the system. Complaints started to be heard from parents and the general public because of the cost imposed on them from a programme that was purported to educate their children free of charge.

In addition, the teachers' morale suffered some battering. Also, various kinds of levies were reimposed on parents by some state governments in a bid to salvage the scheme. All these happened despite the excellent objectives and philosophy of the programme which were enunciated optimistically in the National Policy on Education published in 1977.

Universal Basic Education and Location of Schools

School location is described with the context of the geographical location where the school is sited. This is in terms of the level of socio-economic activity being carried out in the locality. Thus, a school may be sited in an urban or rural area. The location on itself may not ordinarily determine the quality of the school because as noted by postlethwaite and Ross (1977) a school can overcome the effects of socio-economic factors (home), through an effective deployment of school facilities, teaching and learning strategies and leadership.

According to them, the home and the school have been identified as two major environmental factors that influence school performance of children. However in most developing countries (Including Nigeria), the home environment is poor and unchallenging; (World Bank, 1994, National Planning Commission (NPC) and UNICEF

2001. It is in the light of this that research interest has shown the school can overcome the inadequacies of the home in those countries. Research findings by Federal Ministry of Education (FME) (2003a) have shown that school related factors appear to be more influential in affecting learning than home factors in developing countries including Nigeria. This line of research is advantageous because policymakers have very little influence on home factors, more so, since school factors are alterable variables, policy makers can deliberately manipulate them in order to improve learning achievement in a way that they cannot manipulate home variables. Reporting on the IEA study, they stressed that in all cases, the more effective school tended to be more in urban areas while the less effective ones are in the rural areas (Postlethwaite and Ross 1992). This is mainly because in the urban area, there exists greater access to public library, bookstore, and post-primary and in some cases tertiary institutions hence the schools are less isolated. A school can be more effective or less effective depending on the quality of its inputs.

School quality according to further (1987) is defined as.

- i. The level of material inputs allocated to the school on a per pupil basis, and
- ii. The level of efficiency with which fixed amounts of material inputs are organized and managed to raise pupils' achievement.

In the Nigeria setting, it is instructive to add that the urban school attracts more qualified and experienced teachers and other support staff because of the availability of infrastructure, social amenities and prospects of better job. This is different from what obtains in the rural areas which are mostly devoid of the trappings of modernity.

The World Bank (1974) study in Morocco reported that urban children consistently out-performed their rural counterparts in both school attendance and attainment. According to the report, poor access to and low quality of schools were perhaps the most important sources of rural –urban difference in school attainments. This no doubt is in view of the fact Morocco being a third world country like Nigeria

shares the urban – based model of development inherent in most third world countries. This keeps the rural areas in perpetual underdevelopment. In addition, most rural schools are not given adequate attention unlike the urban schools in terms of provision and maintenance of facilities.

The future of every nation depends very much on its today's student. To ensure this, it has to create conducive environment for teaching and learning so that the students would be encouraged to be in school and also get the maximum benefits from education. A UNICEF 2001 report on child friendly school stated that a child friendly school ensures quality education and positive learning for the child. Many of the schools in Nigeria according to this report are still functioning below standard. The report equally stated that most of them are characterized among other things by

- i. Lack of access to safe drinking water, hygienic situation and health facilities.
- ii. Inadequate classroom space, furniture, equipment, and teaching / learning materials.
- iii. Poorly motivated teachers.

Monde (2003) noted that the school, which is the second agent of socialization for the children, irrespective of its location, need to be structured in such a way that the students or pupils, actually stay and learn from it, therefore, it has to be child-friendly. If the child is the centre of the educational system the teacher is the pivot of the educational process despite the location. In line with the role of teacher as both in urban and rural areas in the implementation of universal Basic education programme, Egonu (1994) stressed that the urban school teachers are more qualified and teachers more better than the rural school teachers. He equally pointed out that both urban and rural teachers still have their short-comings in implementation of educational programmes in all domains.

According to UBE (2002 a), the programme sets out to make primary schools both teacher friendly and pupil friendly. This it will accomplish by improving school

quality through the provision of requisite materials to enhance teaching and learning. This teacher will be retrained, adequately motivated and equipped for service delivery school. Schools will also be renovated, equipped and furnished to enhance learning and make pupils develop interest in schooling.

Anyaegbu (2004) opined that rural education is the key to rural development and essential building block of national development that, poverty cannot be eradicated without eliminating illiteracy among the rural populace and raise their level of knowledge. Aluede (2006) emphasized rural areas as having greater challenges concerning educational development than the urban centre, due to the peculiar socio – economic and institutional structures of the rural areas. Anyeagbu (2004) stressed that, lack of zeal and interest by teaches due to poor and delayed salaries and poor condition of work as well as frequent strike actions posed the challenges to teachers.

Based on these, Abidogun (2006) reported that many teachers therefore reject posting into the rural areas while those that do, treat their presence in such areas as part time assignment. Eddy (2009) said that some of the constraints that affect the success rate of the UBE programme in the rural communities is teacher's inadequacy and their unwillingness to be posted to rural communities.

Arubayi (2005) complains also about the walking distance of pupils to school, that it affects their performance and overall success the UBE in the state. He added that the distance travelled has some relationship to school attendance, punctuality and absenteeism in the state are located so far from pupils as they travel more than 5km to get to school. Certain factors that affect the distribution of teachers in clued', gender, social status, qualification, area of specialization, government policy, cultural and religious belief (Eddy, 2009). It is a common practice that married female teachers serve in their husband stations and this affect even distribution of teachers. Rural schools suffer more from this gender influence on teacher's distribution, since most married women serve in urban schools. Parents complain of poor quality instructions resulting

into poor standard. Qualitative education can only be achieved through even distribution of available teachers (Ikoya, 2008). In rural areas, most children trek for more than 2 kilometers from home to school. This practice is likely to vitality of children and result in lateness, absenteeism and truancy. Basic education centers should be established with in one or at most one and half kilometers trekking distance from home. But in the urban centers, there are transport facilities that will convey or transport children to the school if the distance is far from school (Aluede, 2006).

Universal Basic Education and Nature of School

The nature of school is used in terms of the school either a public (Government owned) schools or private owned schools. The performance of students in private schools over the years has been better than students in public schools. According to Monde (2003), there is high performance in all discipline in private schools than public schools. The low performance in public schools as noted by Makoju (1998) and NPC & UNICEF (2001) is because most children in our public primary schools are not acquiring the essential learning tools, knowledge and skills.

The issue of poor quality of educational provision in public primary school in Nigeria has attracted so much attention over the years. Commenting on the market deterioration in the quality of education provided in the country, NPC and UNICEF (2001) attributed this to resource inadequacy, which according to them plays a major role in the decline of the quality of education.

Studies by NPC (2000) and UBE (2001c) showed that over the years, there had been massive deterioration and inadequacy of such facilities, like classroom laboratories, workshops, furniture, equipment, and so on. Corroborating this FME (2003a) in its Education sector status Report (ESSR) noted with dismay the poor quality of resources on public primary schools in the country adding that poor state of the these facilities has negative impact on teaching and learning.

It is in the light of the above that NPC and UNICEF (2001) noted regrettably that much of the National oil wealth has simply been wasted, poured into guided public investments or stock by corrupt public investments or stoke by corrupt public officials. They added that in deed despite having earned about & 320 billion from oil since 1990. Nigeria presents some of the characteristics of a post conflict society, with decaying infrastructure, a stagnant economy and some of the worst educational indications in the world. An in-depth analysis of the various components of school quality in our public schools will reveal a pitiable state of affairs.

- i. **Furniture:** Both the ESA report and NPC and UNICEF (2001) all sowed high level of in adequacy of furniture for both teachers and pupils in Nigeria public schools. According to ESA for teachers' furniture, the average national shortfall is 71% while that of publics is 62.30%. Adding that in both rural and urban areas, pupils sit on the floor to receive lesson.
- ii. **Text books and other instructional material:** The acute shortage or mere absence of textbooks and instructional materials in school has been noted with dismay. Citing the 1993 SAPA (Situation and Policy Analysis) survey of basic education in Nigeria, FME (2003a) reported that it showed that .77% of pupils had no text books, 30% had no writing materials, The most common instructional material were the chalkboard and chalks.3% of the schools had no chalk in many of the schools that had chalk they were provided by the teachers; Equipment for science agric, home economics arts and craft were lacking in the majority of the public schools.

According to the report, the problem was more critical in the rural areas than in the cities. NPC and UNICEF (2001) reported in their study that most pupils go to school in public schools without basic textbooks, or other materials, while the UBE (2001) reporting the result of the 2001 MLA study shared that most pupils do not have Text book in the core subjects accept in English language where 60.7% of them had text books. According to the report, 57.6%, 67.7% and 70.2% of the pupils do not have

textbooks in mathematics, primary science and social studies respectively. Also 12.2% of the pupils had no text book in all the subject. This seeing appreciable figure no double could be attributed to the fact that the MLA study lumped both public and private schools together. If only the public schools were surveyed the despicable level of in adequacy would have been revealed.

UBE (2001c) and FME (2003b) reported very low levels of infrastructural materials availability in public primary schools in the country. Writing on the courses of unavailability of text books in public schools, FME (2003b) attributed it to the mismanagement of the N120 million World Bank faculties for public primary education. Improvement project which was aimed at massive provision of text books for pupils, while UNESCO (2002) attributed it to such factor as high cost leading to unaffordability by parents. This it said is as a result of their low income which places most parents at a level which makes it difficult to raise money to provide their children with the required school facilities.

- iii. **Physical Facilities:** Education sector Analysis (ESA) report of 2003 (FME 2003a) in a survey of physical school facilities in public primary school in Nigeria shared that as at 1991 approximately 4.9% of the school had no school buildings, most of the buildings had no roof and many that had roofs were in terrible conditions. A 1993 survey report showed that most classrooms were overcrowded with an average of 69 pupils per teacher in a regular 12m x10m classrooms were over crowded with an average of 69 pupils per teacher. Also NPC and UNICEF (2001) report that most public primary schools in Nigeria lack adequate classrooms. They said that only about two-thirds of the required number of primary schools is currently in place to support full enrolment of primary school age children. Putting the picture in perspective, FME (2003a) revealed that out of the 323,408 classrooms in the 44,292 public primary schools

in the country in 1999, only 140,134 were in good condition, with 157,819 requiring massive rehabilitation.

The above they asserted may be a key factor in diminishing the motivation of children and their parents for schools attendance.

- iv. **Learning Environment:** The learning environment in public primary schools in River state is very poor. Rightly noted, by the Rivers ministry of Education (2004) there exists a general poor state of public primary schools in the state. They are characterized by poor and dilapidated infrastructure, absence of libraries / laboratories, lack of teaching aids, furniture, inadequate number of teachers, poorly motivated teachers etc. It added that there also exists teacher / pupils' ratio of 1:80 in the state, and therefore acknowledged in categorical terms that the learning environment in public primary schools in the state is not conducive for qualitative education. This he said discourages parents from sending their words to public primary schools. Even those who are enrolled play truancy during school hours and finally drop out of school.

Effect on the Education System

The above have impacted negatively on the educational system manifesting in low achievement, low enrolment, high drop – out rate, gender, low completion rate, etc.

- i. **Enrolment:** This is the main pointer or measure of educational access. According to NPC and UNICEF (2001), the two indicators used to determine enrolment are the Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER). The gross enrolment ratio (GER) shows the total number of pupils enrolled at a given level of the educational system, irrespective of age, divided by the population of the age group which corresponds officially to that level. For the primary school therefore, the GER is the total number of pupils enrolled divided by the population age 6 to 11 years old. This measure (the GER) according to them is a crude measure because it can be blown up by the

enrolment of children outside the officially designated age group due to such factors as repetitions of school years or a late start in schooling. In the event of large number of such children, the GER may be more than 100 percent. One however rates that in view of the current automatic promotion in primary schools and the proliferation of private nursery Schools in almost every nook and cranny especially in the southern part, of Nigeria, which makes it possible for children to go to school earlier the crudity of figures derived from the GER is reduced to the minimum.

The other measure of enrolment and a better measure is the net enrolment ratio (NER). It shows the enrolment of pupils of the current age group for a specific level of education as a percentage of the corresponding population (NPC and UNICEF 2001, 2003). Since the numerator and denominator are the same the NER maximum value is 100%. As rightly noted by NPC & UNICEF (2001) and FME (2003 a and b) because of the unavailability of correct age data in most cases in Nigeria the computation of the NER has been difficult, hence reliance on the GER most of the time.

ii. **Low School Achievement/Monitoring of Learning Achievement (MLA)**

According to NPC and UNICEF (2001) how well a child perform at school is very important as it provides an indication for monitoring of not only the learning achievement but also the extent to which the school is impacting on the child and as well acts as a reading indicator of the quality of the education system.

The universal Basic Education Commission (UBEC 2001c) carried out a study to monitor the learning achievement of primary four pupils nationwide. The result of the study showed that:

i. **Mathematics Test**

- Performance was generally low, with a national mean of 34.02;

- Boys had higher mean score of 34.18 with girls having a mean score of 31.24.
- Rural schools had a mean score of 29.03, semi urban had 34.78

ii. English Language Test

- National mean score was 40.10
- Boys mean score was 41.3 while girls had 39.9.
- Pupils in semi urban area had 38.25, urban 34.37 while rural 37.48.

Commenting on the result of an earlier study carried out in 1998 by the Nigeria community education programme baseline studies (Makoju 1998) using adopted form of the MLA test on primary four and six pupils in randomly selected schools. In some LGAs in Borno, Adamawa, Taraba Abia and Akwa-Ibom States, FME (2003) said that the result revealed that a significant proportion primary six pupils largely in semi urban and rural areas could neither read nor respond to the instruction write your name here. The report also shows that a proportion of primary six pupils could not count correctly thirteen beads arranged in a cycle possibly because they could not comprehend the instruction count the number of beads. These according to NPC & UNICEF (2001) showed that most children in our primary schools are not acquiring essential learning tools and the altitudes that are critical to their future. He added the findings the indirect evidence that in most Nigeria primary schools, children are being derived their right to a quality education. The above show the level of low performance of pupil's in public primary schools in Nigeria. Putting it graphically Tahir (2003) asserted that the quality of education in the country has been for from satisfactory as evidenced by the low performance of pupils in national performance of pupils in national surveys of achievement. This is no doubt is a good reflection of the sorry state of education provision in the schools

as shown earlier. It is believed that the UBE will reverse this ugly, trend and launch Nigeria into a land full of bright opportunity for all citizens.

iii. **Strike**

Another problem that affects public schools is strike. A study carried out by shelter Rights initiative (SRI) in Nwagwu (2000) noted that incessant closure of public schools due to strikes has a negative impact on education in this country and affect the performance of students in schools. The study identified over fifty strikes and closure of schools between 1994 and 1999. Former minister of education Professor Ben Nwabueze was quoted in the study as saying that strikes and closure of public schools were the most worrisome aspect of the crisis and problems in the educational sector because strikes in education sector are seldom called off completely, they are merely suspended and left floating in the air to be resumed as and when workers concerned see it fit to do so. There is therefore need for uninterrupted public school system to ensure continuity in the public schools. Area of friction that might necessitate strike action should be avoided at all cost. When this is done, continuity and quality of education is ensured.

Delta State and Basic Education Programme

At the launch of UBE programme, a state government was charged with the responsibility of providing accessible and affordable education for all citizens of the grassroots. The Delta state government spun into action with establishment of the Delta state Universal Basic Education Board (DSUBEB) charged with the task of providing and managing basic education in the state. Without education, man is but a splendid slave as education is not everything but nothing strives without education. Obasanjo at the launch of the UBE programme in Sokoto state declared that a child starve without education is like a child without a food. The success or failure of the UBE is a reflection over all outcomes of the pupils after school. Pupils enrollment in the state is a numerical

contribution to the overall pupils population which is 24, 768, 497 pupils strength as at 2006 (UBE, 2006)

Delta State with its vast minerals deposit and robust financial base has a nine percentage of 1.82% of the total numbers of public schools in the country and contribute only 2.32% of the total; number of pupils enrollment in Nigeria (UBE, 2006). As acclaimed of Ibori led administration, that before then, pupils in some schools sat on classroom floors because there were no chairs and desks. These conditions depressed staff morals and made pupils uncontrollable and difficult to teach. The maximum renovation and provision of infrastructure/instructional materials has restored staff morals and fortified professional confidence.

Delta State with an estimated population figure of 4,000,000 (four million) as at 2006 had 46% of the population in the basic education level. A few of the unprivileged form the rural river side communities of the state where little or no more attention has been supplied. The success of the UBE in the state can be felt by the maximum strike in the schools. As at 1991, the State had a total of 1,012 primary schools but rose to 1,552 in 2003 (UBE, 2003). The enrollment rate was 574, 402. At 2003, it had risen to 616, 597 enrollment rate of pupils.

Some constraints which affect the success rates of UBE programme in the state include payment of staff salaries in arrears, non-completion of new construction and schools rehabilitation, insufficient teachers, teaching aids and sports equipment. Schools did not receive impress from the Local Government Education Authority (LGEA) DSUBEB, the inflation of pupil's enrollment figures, poor maintenance of school records, instructional materials, and non – budgetary provision to carry out supervising activities and lack of grants from the national funds. Also in the rural communities, teachers are inadequate and if posted refuses posting. The walking distance of pupils to school affects their performance in the state.

Arubayi (2005) stated that, the distance travelled to school by some pupils has some relationship with the school attendance, punctuality to schools and absenteeism. Some schools and the state are located very far from the pupils as they travel more than 5 Kilometres to get to school.

Rivers State and UBE

The UBE programme started in the state 2000/2001 school year as in other states of the federation. River state is one of the states that share to an extent, the problems of poor school quality highlighted above. This is more because of some of the peculiarities of the state as one of the core Niger Delta area state (Odo, 2000). The Niger Delta area due to its swampy terrain by virtue of the geographical configuration is aptly classified as a region of difficult area that is unlikely to be highly developed without an aggressive and purposeful intervention programme (Okonta & Douglas, 2001). Educationally, the area is less developed as one of the four educationally less developed states in the southern part of Nigeria (Bassey, 2001).

Rivers and Cross River) are located in the Niger Delta while only Ebonyi is outside the area (Kayode & Oladunmi, 2002). Therefore, Rivers state presents a classic case of an Educationally less Developed state (ELDS) in spite of her out resources (Alagos and Tekena, 1989, Dunye and Kosemani 1989, Kayode and Oladunmi 2002. Literacy rate in the state has not been quite impressive. According to Enoh (2002), as at 1991, the literacy rate of those aged 6-9 years the primary school age cohort was only 52.2%. Also the state has been characterized by low primary school enrollment statistics (UNESCO. FEME, 2003) show that in the year 2000, the total primary school enrollment was 417,693 out of over 664.399 children aged 6-11 years on pupils achievement in the state, the 2001 National Assessment study conducted at the beginning of the UBE programme showed that pupils in the state public primary school had a mean of 36.5 and standard deviation of 20.9 in mathematics while in English language, the figure were 46.38 and 23.98 respectively. This is low in view of the fact that some neighboring states

like cross river had higher figures of 49.65 and 53.78 for mathematics and English language respectively.

Adeyanju, Abolade and Junaid citing Egonu's 1994 study stated that of the 6.641 pupils that dropped out of primary school in the state between 1987 and 1992, more than half (56.2%) did so in the first three years of schooling. This enrollment rate in the four years of schooling is an important index of success or failure of school intervention such as the UBE

Over the year, high dropout rate in schools has been associated with poor state of facilities and poor teacher's motivation (Rivers State Ministry of Education 2004) and outright lack of attention by the government. Other factors include the uneven distribution of resources because of the difficult terrain, problem of oil politics and poor utilization of resources.

A fairly recent dimension to the problem according to Asuru(2006) is that of youth restiveness the Niger delta which has led to the displacement of many communities, this leading to pupils being out of school most of the time. These youth restiveness has not only affected their achievement, but also their attitude to schooling, this inflicting in them a psyche of violence.

Teachers and Universal Basic Education Programme

The importance of teachers in any educational programme cannot be overstressed, especially in the implementation of the universal Basic Education programme. The success or failure of it will depend on the teacher because of the nature of the programme. The number and the quality must be meticulously planned to ensure adequacy of the teachers' quantitatively and qualitatively. Atanda (2009) further stressed that, as a result of the comprehensive UBE programme the usual one teacher for a class /arm will not be enough.

Monde (2003) are of the view that, the short supply of teachers led to the employment of market woman that is half baked individuals. This view reinforced by

Ezeocha (1990) as reported in the work of Odo (2003) noted that the crash programme of the UBE attracted the wrong caliber of people into the teaching profession, people who neither had the makeup nor commitment to do the job. Nevertheless, in spite of such crash programme and subsequent recruitment of mediocre substandard teachers were still grossly inadequate. Dare (2002) quoting (Lassa, 1996) said, teachers are nation builders and as such their training will equip them for laying a solid educational foundation right from the primary level.

Moyebi (2010) stressed that, regular grants to the state should be made by the federal government for payment of teachers' salaries, except where it is constituted to handle all affairs of UBE directly by the latter is a better and more effective option. She also said that, there is need to motivate and sensitize teachers for effective delivery through paying of arrears and other fringe benefits.

Monde (2003) feels it is very wrong to isolate planners from those who will implement the programme and advocate that experienced teachers be given the opportunity to help in the planning and implementation phase for the UBE to succeed. Imogie (2003) believe that if UBE makes it compulsory for teachers to be involved in in-service training, workshop of different kinds in related areas and conferences, national and international, they will update their knowledge and expand their scope of experience, as this expansion will benefit the student, Mkpa (2000) also think monitoring is very efficient and cost effective approach to staff development. The less experienced teacher who is attached to the minter consists the later on all matters, and is properly guided in her professional activities, Enoh and Okpede (2002) opined that, teacher who are in the field are expected to implement the UBE programme. Also, they have to be trained for different educational purposes, so that when they are required to implement this new scheme, they can cope because they lack experience, Anyaegbue (2004) warned, the fact that teachers who constituted part of stakeholders and primary implementers of the programme cannot conceptualize what, the UBE programme is all

about and do not possess the training for the implementation of on UBE programme. They therefore implore the government to encourage in – service training.

Teacher and Teaching Strategies

Teacher constitute an important component of every educational system UNESCO (1998) stressed that the number, quality and motivation of teachers have major consequences both for school enrolment attendance and for achievement of pupils. Teacher characteristics according to FME (2003a) include such factors as their sex, qualification, experience exposure to in-service Training motivation, etc. These collectively determine their effectiveness. According to Porthewaite and Ross (1972) school quality could be improved by the quality of teachers because some teachers work hard, while others get by.

Other teacher characteristics which affect pupil's performance according to Fuller and Heyneman (1989), are his social background, verbal proficiency, motivation, attitude towards teaching, and so on. In recognition of the above, Chacko (1981) found that teachers attitude towards teaching and teaching experience contributed highest in developing pupils positive attitude towards learning. According to her, with respect to students learning teacher's attitude contributed more than experience. Also Onocha (1985) reported that teacher qualification was the most significant predictor of pupil's science achievement adding that pupils in urban schools taught by highly qualified teacher who used relevant and appropriate teaching materials demonstrated positive attitudes towards science and this in turn leads to high performance in science.

Emphasizing the need for retraining in view of the effect of knowledge attrition as well as knowledge updating, Taiwo (1980) asserted that it is preferable to embark on advance training and retraining for teachers since experience alone does not necessarily make one a move effective teachers. This is supported by Hussen, (1978) as reported in the Malaysian IEA study which revealed that length of a teacher experience was associated with student's achievement but only among teachers receiving move in-

service training courses. This according to the report is because in-service training programme raises a teacher's effectiveness by equipping in with current teaching strategies and pedagogies.

Another factor that is associated with teacher characteristic is the time spent on class preparation. This applies to time spent preparing for lessons in and out of school hours, time spent in making test papers (Yarguah, 2000). This is to the fact that the more time the teachers devotes to preparing for lessons and other related activities will impact positively on the quality of the lesson and this raise the quality of the lesson and this raise the quality of instruction as well as boast pupils achievement and interest in the lesson sex, home.

Teachers Education as Fundamental to UBE

No UBE that is implemented can rise above the quality of its teachers and from cultural perspectives, it's clear that our current created designs for teaching will form the foundation of our UBE take-off. If this is true, then the question will be raised; what is the character of our teaching culture, and what, in accordance with this character, this culture will subsequently support? This question is crucial because as Mkpa (2000) rightly observed a disoriented teaching culture introduced into our educational system years ago as helped to bring about the significant failure in the process of UPE (Universal primary Education). Protracted observation of events in teaching sector indicates that the teaching profession has suffered terrible neglect. The followings appear to be current character of teaching profession.

- i. Destroyed and disoriented self-image
- ii. Low quality of life
- iii. Absent –mindedness in the classroom due to force of social reflection and low professional acceptance
- iv. Reduction to perpetual debtors due to irregular salary payments.
- v. Tendency to stop learning since the little learned is not profitable.

- vi. Low commitment to the culture of the school system resulting from the significant difference between the educational sector and the business world.
- vii. Low creativity and low directed self-effort
- viii. Gradual acceptance of the process of technicalization of education process through massive testing culture and the loss of creative forces and humanness of man as values to be pursued by the educational process.

All of these characteristics indicate a profession that has been brutalized undervalued, and in the brink of destruction in fact, the destruction of teaching profession in Nigeria is almost complete. It is difficult to see how this current teaching culture can provide the foundation for the UBE. Many of the negative features of this culture can provide the foundation for the UBE. Items 23:30 of the Guideline for the UBE speak for what teachers can do in the process of implementation of the UBE, and what can be done to them for effective teaching.

We generally hold that our teachers must fulfill two conditions in terms of preparation. First they must acquire the content knowledge of whatever they have chosen to teach and second, they must acquire skills, attitudes and ideas about how to teach, and both must be demonstrated practically before they are qualified teacher. There is evidence to show (Mkpa, 2000) that whenever any of these conditions are violated, their quality of the profession suffers, or is lowered consider the case of UBE with regard to teacher education. Teachers were hurriedly produced who were superficially prepared in both content and methodology, and individual, who could not meet standards expected of them in content were trained for two years, one year or three years, even though they had no credit papers to show for content acquisition competency Everywhere, teacher are mocked, derived basic facilities and when accumulated salaries are paid, it is announced to the world as a mark of good government.

The training of teachers is one of the most important elements on the operation and success of the UBE. Training widens the scope of the teacher and brings out the best

in him. Training of teachers can be done in two levels pre-service and in-service. The pre-service training is usually provided in teachers training institutions such as Teacher training colleges, colleges of Education, faculties and institutions of education in universities. The curriculum for such training is designed to provide both professional training and subject specialization. Professional training aims at producing efficient teachers capable of handling children and Teaching them with optimum results.

Eddy, (2009) points out that insufficient provision for training of teachers to acceptable standards constitutes one of the major sources of the poor quality of education Professional training would also help to inculcate the right altitude and interest in the teacher.

In Nigeria, there is no over stating the fact that there is an acute shortage of trained teachers to implement the UBE programme. Facts from Research findings, Seminars, workshops, and conference communiqués as well as observations and experiences in the field show the inadequacy of trained teachers to accommodate the expected millions of school aged children for the UBE. There is therefore need for pre-service training of teachers to meet up with their demand in the UBE.

In-service Training

This is a desire to keep teachers up-to-date with developments in the profession. Osokoyya (1987) holds that in service programmes has promise for professionals because they provide change, review quality education and professional competence, bring affirmative responses to the changing social and political scene and to criticize that curricula are not relevant or education institution represent lack rather than progress (p.47).In- service education comprises all the activities engaged in by professional personnel during their service and is designed to contribute to profit improvement on the job. In Nigeria, where most teachers are untrained inexperienced and poorly prepared, in service training will improved them academically and professionally (Eddy,2009).

If the UBE is to be successful, there is need for practicing teacher to be retrained in order to keep them abreast with current changes and development in the educational sector noting the fact that this need has been recorded by the UBE National policy on Education (1981), the government need to match word with action.

In –service training can take the form of short courses, seminar, workshop and conference attendance, weekend courses, vacation course sandwich adhoc courses. This will further acquaint teachers with the national UBE, its implementation objectives and target audience. More so, In-service training apart from helping teachers to up-date their knowledge equally serve as a motivating factor for teachers' efficiency.

Gender and Performance

Gender means the sex of an individual that is, a male or female. Powell (1983) in Buadi (2000) posited that, each person is controlled by his or her sex as this affect academic performance and that female are more submissive and also less competitive than boys. This is in consonance with the assertion of Odehji (2005) that, it is clear in the literature that individuals differ in a number of ways, sex as a physical difference had been pinpointed as a factor in preference and intelligence. Iyeke and Egbule (2000) reported this differential when they noted that some psychologists have assumed that boys and men appear to be more intelligent than girls and women. They are said to excel in more abstract areas, like mathematics and physical sciences than their female counterparts Monde (2003) reported that boys tend to excel in mathematics and science while girls in composition and languages

Akagbogu (2006) reported that gender difference influences the nature of pupils/students' performance. She asserted that some research reports have substantial evidence which suggests that female as a group show a small but significant supergiant over males in linguistic aptitude. Nash (1979), agreed that females tend to do better in tests of verbal ability, including such component as fluency, reading comprehensions, analogues and creature writing

Dayioghu and Asik (2004) asserted that 'in higher education women are often found to outperform men. They found that females have CGPAs that are 0.12 – 0.13 points higher than that of their male counterparts. Hyde and Kling (2001) agreed with this assertion that women outshine men irrespective of the measure of success used while Belts and Morell (1999) report that sex remains a significant prediction of CGPA. Leonard and Jiang (1999) also agreed with this asserted that females have better study skills than the male students.

Ilogho (2008) explains this pattern by stating that females tend to work more conscientiously and have a stronger work ethic than males. They also tend to have better language abilities including easy writing skills, vocabulary and word fluency which contribute to better achievement.

Moyebi (2010) opined that achievement motivation is gender driven. That early in the school career of boys and girls they are taught to behave differently with the behaviour that boys learn being more likely to result in high achievement motivation. Boys also generally have higher self-esteem than girls. This agrees with Tella (2007), which shows that, gender difference was significant when the impact of motivation on academic achievement was compared between male and female students

Anastasi (1958) in Efurhieme (2004) observed that on such batteries as the Stanford Achievement Tests (SAT), boys score significantly higher in science, social studies and arithmetic reasoning, girls score significantly higher in spelling and language usage. In general, girls surpass boys in those school subjects depending largely on verbal abilities, memory and perceptual speed and accuracy. Boys excel in those subjects that call for numerical reasoning and spatial aptitude. This agrees with Asuru (2006) who reported that, males do better in Numeracy tests administered to primary four pupils in Rivers State.

Mackintosh (1998) on the other hand claims that there is no sex difference in general intelligence. While Cohn (1998) find gender to be an insignificant determinant

of success in course on macroeconomics. Baker and Jones (1993) analyse sex difference in the eighth grade mathematics performance of over 77,000 students in 19 developed and evidence of a significant gender gap.

Coupled with this is the problems of the girls-child and early marriage in some parts of the country including Rivers states. These have combined to make the literacy Gender parity index (LGPI) which measures gender equity in literacy to remain at about 0.8 (Obanya, 2002). Obanya also showed that 61% of the adult –female population is literate compared to 38% of adult males. Available data (UBE, 2001a) also show that an estimated 15 million young persons in Nigeria aged between 6 and 15 are out of school and out of any meaningful social activity. These groups include children and adolescent who have not had the opportunity of going to school those who dropped out of school very early, the Almajiria, the girl –child, street children area Boys and those who are victim of child labour. This is as a result of the failure to make basic education relevant and qualitative in Nigeria; unlike what obtains in many others are developing countries. It is estimated that about 2 million children roam the streets in the Northern part of Nigeria as Almajiria (Mahmood, 2000).

According to a survey of the Eastern state by UNICEF in 1996, it was reported that boys drop-out rates ranged between 45 and 71 percent. The survey shared that the boys drop-out of school mainly to go into trading which yields quicker monetary returns. An early study commissioned by the National commission the mass literacy, Adult and Non-formal Education in collaboration with the world bank in 1994 (Egonu, 1994) sampled six states – Abia, kano, Kogi, Lagos, Rivers and Sokoto and found that.

- i. Children failed to enroll in school or dropped out because of poverty apathy of parents, distance of school from home early marriage and so on.
- ii. About one- third of the children surveyed had not been to school at all.
- iii. The first and last two years of primary and second year in Junior secondary were the most critical years for drop-out.

Based on the gender, Biteku (2002) suggested that

- i. Sex sensitivity workshop should be organized from time to time.
- ii. The UBE scheme as a tool for Education for all should be implemented fully.
- iii. The present curriculum review should be gender friendly. The NERDC is making very bold effort in that line.
- iv. Teaching and school management practices should be gender responsive.

From the foregoing, it is clear that the literature are divergent on gender and academic performance. And there is a short fall on works on sex and performance, as it is affecting the implementation of UBE objectives in Rivers and Delta states, which this present study intend to fill the gap in the literature

Roles of Assessment in UBE

- i. It will help teachers to improve the performance
- ii. Teachers can evaluate their own practices
- iii. It will create an opportunity for teachers to gain feedback about their classroom practice.
- iv. The students will be encouraged to work hard because they know they will be evaluated.
- v. It will keep parents informed
- vi. Evaluation will help in advancement of educational progress
- vii. It will help to inform the relevant educational authorities' of achievement attained in the school system.
- viii. It will provide the education authorities and government a picture of whether the UBE is succeeding or not.
- ix. It will provide a feedback to the educational policy makers on the impact of the UBE objectives.
- x. It will provide an objective record by which an assessment of the system can be made from time to time.

- xi. It will help to advise teachers on the maximum utilization of available scarce resources.
- xii. Retraining and Training of Teachers as Basic Tools to the success of UBE

Appraisal of Reviewed Literature

The success of Universal Basic Education (UBE) is no doubt depends on the calibre of teachers who implement the policy. Government should be committed to ensuring that teachers who are integral part of the UBE process from planning to implementation are properly recruited, trained, retrained and motivated. Efforts at raising the level of general education of the teacher and their professional training should be intensified and pursued. At the same time all should be done to raise the teaching profession to an enviable height. Above all teachers must be properly remunerable. Motivation and incentives should be negotiated, the welfare packages should not be arbitrarily fixed by government it is only when the teacher factor has complete been taken care of that Universal Basic Education (UBE) policy will see the light of the Universal Primary Education (UPE). For the new UBE to work perfectly there has to be constant evaluation of the objectives of the programme. Constant evaluation will help us to know whether the stated objectives are achieved or not. Teachers should be properly trained so that they get used to this constant evaluation exercise. The various models of evaluation were reviewed and the views of other authors in line with the researcher linked this study to the input-process-out come model; to determine the extent of achievement of the objectives of UBE as perceived by teachers.

In all, much work has been done in evaluation, implementation of UBE, but not much has been done in assessing the achievement of the objectives of UBE as perceived by teachers, hence this study is designed to analyses teachers' assessment of achievement of objectives of UBE in Rivers and Delta States and this becomes the gap that this study covered.

CHAPTER THREE

RESEARCH METHOD AND PROCEDURE

The chapter focuses on the following subheadings

- Design of the study
- Population of the study
- Sample and sampling technique
- Research instrument
- Validity of the instrument
- Reliability of the instrument
- Method of data collection
- Method Data analysis

Design of the Study

The researcher employed the ex- post facto research design which adopts a survey method. Kerlinger (1986) defined the ex-post facto type of research as a systematic empirical inquiring in which the scientist does not have direct control of independent variables because their manifestation have already occurred or because they are inherently not manipulative. Also, it is not always possible to select control and manipulate the factors necessary to study cause and effect relationship directly. It is also an evaluation study because the objectives of the UBE will be determined.

Population of the Study

The target population of this study consists of all public and private primary school teachers in the 23 Local Government Areas of Rivers state and 25 Local Government Areas of Delta state. The population constitutes both male and female

teachers. The number of primary school teachers in River state is 16,6893 (number of public primary school teachers is 11,693 and number of private primary school teachers is 5,000). (Sources: Ministry of Education, River state). The number of primary school teachers in Delta state is 17,990 (Number of public primary school teachers is 13600 and number of private school teachers 4,390 (sourced from state Universal Basic Education Board, Department of statistics).

Sample and Sampling Techniques

The sample for this study is made up of 1200 teachers drawn from 12 LGAs of both Rivers and Delta states. The multi stage sampling procedure was used to obtain the sample for the study. The Local Government was divided into Urban and Rural on the basis of socio-economic activities going on in the environment. Stratified random sampling techniques using location of schools as basis (Urban = 700 and Rural = 500). See table 3.1 (Page 128). A total of 50 teachers were selected from each LGAs. A total of 24 LGAs were selected for the study. (See Appendix ii and iii)

Research Instrument

The instruments used to collect data for the study is a questionnaire. The questionnaire was constructed and consisted of 30 items. The questionnaire was constructed based on the five objectives of the Universal Basic Education programme as stipulated by UBE (2004). The questionnaire was grouped into sections A and B. Section A is the teacher's background information. The information needed include respondent's location of school, type of school and nature of schools. While section B is the teacher's assessment of the objectives of UBE which is later broken down into different subsections (I, II, III, IV and V). The section B questions are constructed on 5 point likert rating scale, where the respondent are to respond as follows strongly Agree (SA (5) Agree A (4); Undecided (3) Disagree D (2) and strongly Disagree SD (1)

Each subsections contains six items, Section B (i) elicit information on consciousness and commitment to schooling, Section B (ii) elicit information on how free the universal Basic Education has been to every Nigeria child of school going age. Section B (iii) elicit information on the impact UBE has created in reducing school dropout and section B (iv) gather information on intervention programmes for those who could not attend formal school system. Section B (v) elicits information on acquisition at appropriate skills. However, the instrument was meant to assist the respondent to identify the extent to which the UBE objectives are implemented in Rivers and Delta States.

In the study, the bench mark for judgment is 3.0. Any mean computed from data that is 3.0 and above is considered achieved and any mean below 3.0 is considered not achieved. The items on the questionnaire are drawn based on the five objectives of the UBE. Items 1-6 is objective one, items 7-12 is objective two, items 13-18 is objective three, items 19-24 is objective four and items 25-30 is objective five.

Validity of the Instrument

The instrument was validated by the researcher's supervisor and other lecturers who are specialist in measurement and evaluation, in the Department of Guidance and Counseling under the Faculty of Education, Delta State University Abraka. The instrument was properly scrutinized based on the objectives of the UBE. With further modification and editing of items, the instrument was judged to possess face and content validity.

Reliability of the Instruments

The questionnaire was administered to 30 teachers of Eweini primary school, Ogbe-ijoh in order to establish the reliability of the instrument. To establish the reliability of the instrument, the Cronbach alpha method of determining reliability co-efficient was used. The application of Cronbach co-efficient Alpha reliability method

was calculated by plotting the scores of each respondent against the numbers of item in a tabular form where the mean and variances of each items was obtained and the formula of Cronbach Alpha was applied. This is a measure of internal consistency that yielded a coefficient of 0.82 which was significant at the 0.05 confidence level (see Appendix 1). The Cronbach alpha was also used to estimate the internal consistency of all the subsections of the questionnaire. The section B (i) yielded a co-efficient alpha of 0.81, section B (ii) 0.82, section (iii) had 0.81, Section B (iv) had 0.77 while section B (v) had 0.89 therefore the instrument was considered to have a good reliability measures for this kind of study.

Method of Data Collection

The researcher travelled to the Local government areas that made-up the sample for the study. The questionnaire was administered personally by the researcher on the teachers during school hours and the teachers despondently fill the questionnaire on their own without help from others.

Method of Data Analysis

The data was analysed by getting the mean opinion of the respondents in each state on each Item. A ground mean was established by finding the mean of the respondent for all the items. The cut-off point of 3.0 was used for decision. Mean opinion of teachers in each item which are 3.0 and above were regarded as achieved while those below were regarded as not achieved. To compare the mean responses of teachers on the achievement of the objectives of UBE across the variables of state, location and so on, the researcher used t-test because only two groups were compared in each case.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION

In this chapter, the data collected from 1,200 teachers were presented, analyzed and discussed. The data were presented in tables on the basis of the nine research questions and nine hypotheses. Items by items presentation was done on data collected. Mean and standard deviation was used in the data analysis and interpretation. t-test measuring differences were used to test the null hypotheses at 0.05 level of significance.

Note: The bench mark for judgment is **3.0**. Any item that is 3.0 and above is considered achieved and those items below 3.0 are considered not achieved.

Research Question One

In the opinion of teachers, to what extent has the UBE objectives been achieved in Delta and Rivers States?

In order to answer this research question, item by item analysis was carried out on data from Rivers and Delta states. The result is presented in Table 1.

Table 1: Item by Item Analysis on Data from Delta and Rivers States

	Statement	Total No of Respondent	Total No of Responses Per State	Mean	Decision
1	There is creation of consciousness in education of pupils by the UBE scheme	600	Rivers 2111	3.5	Achieved
		600	Delta 2040	3.4	Achieved
2	The children and adult now attend school in large numbers	600	Rivers 1582	2.6	Not achieved
		600	Delta 1680	2.8	Not achieved
3	Children and Teachers enjoy learning at school now	600	Rivers 1740	2.9	Not achieved
		600	Delta 1620	2.7	Not achieved
4	Schools are now teacher friendly and pupils friendly	600	Rivers 1920	3.2	Achieved
		600	Delta 1800	3.0	Achieved
5	There is development in the citizen a strong commitment to schooling	600	Rivers 2040	3.4	Achieved
		600	Delta 1920	3.2	Achieved
6	The UBE has improved the attitude pupils to schooling in the state	600	Rivers 1800	3.0	Achieved
		600	Delta 1860	3.1	Achieved
7	The UBE programme has helped to bridge the gap of the educational imbalance in the state for all school going age	600	Rivers 1582	2.6	Not achieved
		600	Delta 1680	2.8	Not achieved
8	Free education for every Nigeria child of school going age	600	Rivers 2220	3.7	Achieved
		600	Delta 2100	3.5	Achieved
9	There are enough classroom and furniture	600	Rivers 2100	3.5	Achieved
		600	Delta 2040	3.4	Achieved
10	Schools are adequately equipped with textbooks and instructional materials	600	Rivers 2040	3.4	Achieved
		600	Delta 1800	3.0	Achieved
11	Pupils have free textbooks in all the subjects	600	Rivers 1800	3.0	Achieved

	Statement	Total No of Respondent	Total No of Responses Per State	Mean	Decision
		600	Delta 1800	3.0	Achieved
12	There is high rate of enrollment of pupils in the schools	600	Rivers 1980	3.3	Achieved
		600	Delta 1800	3.0	Achieved
13	There is no more delay in the payment of teachers' salaries , allowances, and others fringe benefits	600	Rivers 1920	3.2	Achieved
		600	Delta 1620	2.7	Not achieved
14	Enlightenment education programme for then boys and girls parent of the primary school level	600	Rivers 1920	3.2	Achieved
		600	Delta 1920	3.2	Achieved
15	In Rivers and Delta state ,due to the UBE programme large proportions citizens are literate	600	Rivers 1860	3.1	Achieved
		600	Delta 1800	3.0	Achieved
16	There is provision of attitude improvement programme as part of basic education	600	Rivers 1680	2.8	Not achieved
		600	Delta 1560	2.6	Not Achieved
17	UBE programme is understood by all teachers	600	Rivers 1800	3.0	Achieved
		600	Delta 1800	3.0	Achieved
18	There is effective participation of teachers in the UBE	600	Rivers 1620	2.6	Achieved
		600	Delta 1500	2.5	Achieved
19	Teachers are upgraded in qualification through a recognized and institutionalized course of study(pre-service training)	600	Rivers 1980	3.3	Achieved
		600	Delta 1920	3.2	Achieved
20	The UBE programme cater for the learning needs of young people who have had interruption in their school through appropriate forms of complementary approaches to provision and promotion of basic education	600	Rivers 1620	2.7	Not achieved
		600	Delta 1560	2.6	Not Achieved

	Statement	Total No of Respondent	Total No of Responses Per State	Mean	Decision
21	There is provision of funds for research evaluation and monitoring	600	Rivers 1440	2.4	Not Achieved
		600	Delta 1380	2.3	Not Achieved
22	Reducing the incidence of dropout from the formal school system through improved relevance quality and efficiency through the UBE programme in the state	600	Rivers 1920	3.2	Achieved
		600	Delta 1800	3.0	Achieved
23	teacher undergo seminar and workshop regularly)	600	Rivers 1920	3.2	Achieved
		600	Delta 1920	3.2	Achieved
24	There is provision of government intervention programme help those have already dropped to out of school.	600	Rivers 1440	2.4	Not Achieved
		600	Delta 1500	2.5	Not Achieved
25	There is provision of attitude improvement programme as part of basic education of the primary school level	600	Rivers 2100	3.2	Achieved
		600	Delta 1440	2.5	Not Achieved
26	Communicative and life skills as well as the ethical, moral and which values for laying a solid foundation for lifelong learning.	600	Rivers 1980	3.3	Achieved
		600	Delta 1920	3.2	Achieved
27	There is provision of centres for adult education, women empowerment and nomadic education.	600	Rivers 1620	2.7	Not Achieved
		600	Delta 1560	2.6	Not achieved
28	There is provision for adequate center for learning and developing skills	600	Rivers 1920	3.2	Achieved
		600	Delta 1380	2.3	Not achieved
29	There is provision of educational statistics relevant for proper planning of educational programmes.	600	Rivers 1740	2.6	Not achieved
		600	Delta 1380	2.3	Not achieved

	Statement	Total No of Respondent	Total No of Responses Per State	Mean	Decision
30	Re-training teacher has receive the desired attention from local state and federal government	600	Rivers 1680	2.8	Not achieved
		600	Delta 1620	2.7	Not achieved

Table 1 shows that in both states there is creation of consciousness in education of pupils by the UBE scheme. Rivers state had a mean of 3.5 and Delta state had a mean of 3.4 which are both above the benchmark of 3.0. Both states recorded not achieved in items 2 and 3 as their mean scores of 2.8, 2.6 and 2.9, 2.6 respectively. Again Rivers and Delta states had mean scores of 3.2, 3.4, 3.0 and 3.0, 3.2, 3.1 respectively in items 4, 5 and 6. This implies that objective one is achieved by both states, though the achievement is higher in Rivers state than Delta state. Again in items 7-12 (objective two) shows, both states are achieved in items 8, 9, 10, 11 and 12 except item 7. Rivers and Delta state had mean scores of 3.7, 3.5, 3.4, 3.0 3.0, 3.3, 3.5 and 3.5, 3.4, 3.0, 3.0, 3.0 respectively. This indicates that this objective is achieved in both states, though better achieved in Rivers state than Delta state. From items 13-18 (UBE objective 3), in item 13, Rivers state had a mean of 3.3 while Delta state had a mean of 2.7. This means, it is achieved in Rivers State and not achieved in Delta State. Item 14 shows achievement for both states as their mean scores are 3.0 and 3.2 which are above the bench mark of 3.0. Item 15 records a mean of 3.1 for Rivers State and 3.0 for Delta State and is achieved in both states. Item 16 reveals not achieved for both states as their means are 2.8 and 2.6 for Rivers and Delta states. Item 17 shows a mean of 3.0 for Rivers and 3.0 for Delta which means achievement for both states. Items 18 reveals not achieved for both states as they had mean scores of 2.6 and 2.5 which is below the benchmark of 3.0. In item 19 both states records achievement as they had mean scores of 3.3 for Rivers and 3.2 for Delta which is above the bench mark of 3.0. Item 20 shows not achieved for both states, as

their mean scores of 2.7 (Rivers) and 2.6(Delta) are below the bench mark of 3.0. Item 21 reveals not achieved for both states, as their mean scores of 2.4 (Rivers) and 2.3 (Delta) are below the bench mark of 3.0. In item 22, Rivers state had a mean of 3.2 and Delta had 3.0 which show high achievement for both states. Item 23 reveals achieved for both Rivers and Delta states which had means of 3.2 and 3.2 respectively. Item 24 shows not achieved for both states which had mean scores of 2.7 (Rivers) and 2.5 (Delta). Item 25 records achieved for Rivers State with mean score of 3.2 and not achieved for Delta state with a mean of 2.5. Item 26 records mean of 3.3 (Rivers) and 3.2 (Delta) which indicates achieved for both states. Item 27 shows not achieved for both states as their mean scores of 2.7 (Rivers) and 2.6 (Delta) are below the bench mark of 3.0. Items 28-30 shows not achieved for Delta state while item 28 shows achieved for Rivers state with a mean of 3.2 and not achieved in items 29-30 with means of 2.6 and 2.8. This implies low achievement for both states in objective five.

Hypothesis One

Hypothesis one states that there is no significant difference in the achievement of the objectives of UBE in Rivers and Delta States. To test the above stated hypothesis, data on the achievement of the UBE objectives in Rivers and Delta States were computed using T-test at 0.05 level of significance. The result is presented in table 2.

Table 2: Summary Table of t-test. Analysis Showing Teachers' Opinion of the Achievement of the Objectives of UBE in Rivers and Delta States

Group	N	\bar{X}	SD	DF	t-cal	t-crit	Remark
Rivers State (R)	600	91.19	8.68	1198	10.66	1.96	Significant

Delta State (D)	600	86.00	8.18				
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From the above table, the t – calculated of 10.66 is greater than the t – critical of 1.96 the hypothesis is therefore rejected. This implies that there is significant difference in the level of achievement of the objectives of UBE in Rivers and Delta States.

Research Question Two

In the opinion of teachers, to what extent has the UBE objectives been achieved in the urban and rural schools of Rivers State?

To find solution to this question, an item by item analysis was carried out on data from urban and rural schools Rivers state. The result is presented in Table 3.

Table 3: Item by Item Analysis on data from urban and rural schools in Rivers state

The benchmark for judgment is 3.0. Any item that is 3.0 and above is considered achieved /high and any item below 3.0 is considered not achieved/low.

S/N	Statement	Total No of Respondent	Total No. of Responses Per Location	Mean	Decision
1	There is creation of consciousness in education of pupils by the UBE scheme	350	Urban 1225	3.5	Achieved
		250	Rural 825	3.0	Achieved
2	The children and adult now attend school in large numbers	350	Urban 1120	3.2	Achieved
		250	Rural 750	3.0	Achieved
3	Children and Teachers enjoy learning at school now	350	Urban 1050	3.0	Achieved
		250	Rural 725	2.9	Not achieved
4	Schools are now teacher friendly and pupils friendly	350	Urban 1085	3.1	Achieved
		250	Rural 750	3.0	Achieved
5	There is development in the citizen a strong commitment to schooling	350	Urban 1260	3.6	Achieved
		250	Rural 800	3.2	Achieved
6	The UBE has improved the attitude pupils to schooling in the state	350	Urban 1120	3.2	Achieved
		250	Rural 750	3.0	Achieved
7	The UBE programme has helped to bridge the gap of the educational imbalance in the state for all school going age	350	Urban 980	2.8	Not achieved
		250	Rural 700	2.8	Not achieved
8	Free education for every Nigeria child of school going age	350	Urban 1330	3.7	Achieved
		250	Rural 850	3.4	Achieved
9	There are enough classroom and furniture	350	Urban 1470	4.2	Achieved
		250	Rural 875	3.5	Achieved
10	Schools are adequately equipped with textbooks and instructional materials	350	Urban 1295	3.7	Achieved
		250	Rural 750	3.0	Achieved
11	Pupils have free textbooks in all the subjects	350	Urban 1190	3.4	Achieved
		250	Rural 700	2.8	Not achieved

S/N	Statement	Total No of Respondent	Total No. of Responses Per Location	Mean	Decision
12	There is high rate of enrollment of pupils in the schools	350	Urban 1120	3.3	Achieved
		250	Rural 675	2.7	Not achieved
13	There is no more delay in the payment of teachers' salaries , allowances, and others fringe benefits	350	Urban 1085	3.5	Achieved
		250	Rural 850	3.4	Achieved
14	Enlightenment education programme for then boys and girls parent of the primary school level	350	Urban 1085	3.1	Achieved
		250	Rural 625	2.6	Not achieved
15	In Rivers and Delta state ,due to the UBE programme large proportions citizens are literate	350	Urban 1050	3.0	Achieved
		250	Rural 700	2.8	Not achieved
16	There is provision of attitude improvement programme as part of basic education	350	980	2.8	Not achieved
		250	Rural 625	2.6	Not Achieved
17	UBE programme is understood by all teachers	350	Urban 1190	3.4	Achieved
		250	Rural 825	3.3	Achieved
18	There is effective participation of teachers in the UBE	350	Urban 1050	3.0	Achieved
		250	Rural 800	3.0	Achieved
19	Teachers are upgraded in qualification through a recognized and institutionalized course of study(pre-service training)	350	Urban 1155	3.1	Achieved
		250	Rural 750	3.0	Achieved
20	The UBE programme cater for the learning needs of young people who have had interruption in their school through appropriate forms of complementary approaches to provision and promotion of basic education	350	Urban 980	2.8	Not achieved
		250	Rural 625	2.5	Not Achieved
21	There is provision of funds for research evaluation and monitoring	350	Urban 980	2.8	Not Achieved
		250	Rural 700	2.8	Not Achieved
22	Reducing the incidence of dropout from the formal school system through improved relevance quality and efficiency through the UBE programme in the state	350	Urban 1225	3.4	Achieved
		250	Rural 800	3.2	Achieved

S/N	Statement	Total No of Respondent	Total No. of Responses Per Location	Mean	Decision
23	teacher undergo seminar and workshop regularly)	350	Urban 1120	3.3	Achieved
		250	Rural 800	3.2	Achieved
24	There is provision of government intervention programme to help those have already dropped out of school.	350	Urban 945	2.7	Not Achieved
		250	Rural 650	2.6	Not Achieved
25	There is provision of attitude improvement programme as part of basic education of the primary school level	350	Urban 1085	3.1	Achieved
		250	Rural 600	2.5	Not Achieved
26	Communicative and life skills as well as the ethical, moral and which values for laying a solid foundation for lifelong learning.	350	Urban 1225	3.5	Achieved
		250	Rural 775	3.1	Achieved
27	There is provision of centres for adult education, women empowerment and nomadic education.	350	Urban 1190	3.4	achieved
		250	Rural 700	2.8	Not achieved
28	There is provision for adequate center for learning and developing skills	350	Urban 1120	3.2	Achieved
		250	Rural 675	2.7	Not achieved
29	There is provision of educational statistics relevant for proper planning of educational programmes.	350	Urban 1050	3.0	achieved
		250	Rural 600	2.5	Not achieved
30	Re-training teacher has receive the desired attention from local state and federal government	350	Urban 1050	3.0	achieved
		250	Rural 700	2.5	Not achieved

From Table 3, urban schools had mean scores of items 1(3.5), 2(3.2), 3(3.0), 4(3.1), 5(3.6), 6(3.2) which are all equal and above the bench mark of judgment (3.0) and so they are all considered achieved, while the rural schools had mean scores of items 1(3.3), 2(3.0), 3(2.9), 4(3.0), 5(3.2), 6(3.0). Items 1, 2, 4, 5 and 6 are considered achieved because their means are equal to and above the bench mark of 3.0. This implies the objective, developing in the citizens a strong consciousness and strong commitment

to education and its vigorous promotion is achieved in both urban and rural schools, though achieved higher in urban schools than rural schools in Delta state. Items 7-12 (UBE, objective two), urban schools had mean scores of items 7(2.8), 8(3.1), 9(4.2), 10(3.7), 11(3.4), 12(3.0). This implies items 8-12 are considered achieved except item 7 (2.8), while rural schools had mean scores of items 7(2.8), 8(3.4), 9(3.5), 10(3.0), 11(2.8), 12(2.7). This implies rural schools had achieved in items 8, 9, 10 and 12. While had not achieved in items 7, 11 and 12 because they had mean scores below the bench mark of 3.0. Items 13-18, shows urban schools had mean scores of item 13(3.1), item 14 (3.1), item 15 (3.0), item 16 (2.8), item 17 (3.4), item 18 (3.0). This means items 13, 14, 15, 17, 18 are achieved and item 16 is not achieved in the urban schools. In the rural schools items 13(3.4) item 17(3.3) and item 18(3.2) are achieved and 14(2.6), 15 (2.8), 16(2.6) are not achieved. Items 19-24 records achieved in items 19(3.3), item 22 (3.5) and item 23 (3.2) for urban schools and item 19 (3.0), item 22 (3.2) and item 23 (3.2) for rural schools and not achieved in items 20 (2.9), 21 (2.8), and item 24 (2.4) for urban schools and items 20 (2.5), 21(2.8), 24(2.6) for rural schools. From items 25-30, urban schools had mean scores of item 25 (3.8), item 26 (3.5), item 27 (3.4), item 28 (3.2), item 29(3.2), item 30 (3.0). All items 25-30 are above the bench mark and are considered achieved. In rural schools only item 26 (3.1) is achieved because its mean is above the bench mark of 3.0 and items 25(2.5), 27(2.5), 28(2.4), 29(2.5) and 30(2.7) are not achieved as their mean scores are below 3.0.

Hypothesis Two

Hypothesis two states that there is no significance difference between urban and rural schools in the extent of achievement of the objectives of UBE in Rivers state.

In testing hypothesis two, the t – test comparing differences was employed. The result is shown in table 4.

Table 4: Summary, Table of t – test analysis showing Teachers’ Opinion of the Extent of Achievement of the Objectives of UBE in Urban and Rural schools in Rivers State

Group	N	\bar{X}	SD	DF	t-cal	t-crit	Remark
Urban	350	96.75	4.62	598	24.46	1.96	Significant
Rural	250	83.31	7.76				

Table 4 showed that t – calculated of 24.46 is greater than the t – critical of 1.96, the hypothesis is therefore rejected. This implies that there is significant difference between urban and rural schools in the implementation of the objectives of UBE in Rivers state.

Research Question Three

In the opinion of teachers, to what extent has the UBE objectives been achieved in public and private schools in Rivers State?

In order to answer this research question, item by item analysis was carried out on data from public and private schools in Rivers State. The result is presented in Table 5.

The bench mark for judgment is 3.0. Any item that is 3.0 and above is considered achieved or high and those items below 3.0 are considered not achieved or low.

Table 5: Item by Item Analysis of data from public and private schools in Rivers

State

S/N	Statement	Total No of Respondent	Total no of Responses per School Type	Mean	Decision
1	There is creation of consciousness in education of pupils by the UBE scheme	410	Public 1558	3.8	Achieved
		190	Private 646	3.4	Achieved
2	The children and adult now attend school in large numbers	410	Public 1312	3.2	Achieved
		190	Private 608	3.2	Achieved
3	Children and Teachers enjoy learning at school now	410	Public 1435	3.5	Achieved
		190	Private 608	3.2	Achieved
4	Schools are now teacher friendly and pupils friendly	410	Public 1230	3.0	Achieved
		190	Private 570	3.0	Achieved
5	There is development in the citizen a strong commitment to schooling	410	Public 1394	3.4	Achieved
		190	Private 646	3.4	Achieved
6	The UBE has improved the attitude pupils to schooling in the state	410	Public 1271	3.1	Achieved
		190	Private 589	3.1	Achieved
7	The UBE programme has helped to bridge the gap of the educational imbalance in the state for all school going age	410	Public 1148	2.8	Not achieved
		190	Private 437	2.3	Not achieved
8	Free education for every Nigeria child of school going age	410	Public 1476	3.6	Achieved
		190	Private 418	2,3	Not achieved
9	There are enough classroom and furniture	410	Public 1435	3.5	Achieved
		190	Private 608	3.4	Achieved

S/N	Statement	Total No of Respondent	Total no of Responses per School Type	Mean	Decision
10	Schools are adequately equipped with textbooks and instructional materials	410	Public 1312	3.2	Achieved
		190	Private 646	3.1	Achieved
11	Pupils have free textbooks in all the subjects	410	Public 1394	3.4	Achieved
		190	Private 418	2.2	Not achieved
12	There is high rate of enrollment of pupils in the schools	410	Public 1312	3.2	Achieved
		190	Private 475	2.5	Not achieved
13	There is no more delay in the payment of teachers' salaries , allowances, and others fringe benefits	410	Public 1312	3.2	Achieved
		190	Private 494	2.6	Not achieved
14	Enlightenment education programme for then boys and girls parent of the primary school level	410	Public 1294	3.4	Achieved
		190	Private 456	2.4	Not achieved
15	In Rivers and Delta state ,due to the UBE programme large proportions citizens are literate	410	Public 1353	3.3	Achieved
		190	Private 570	3.0	Achieved
16	There is provision of attitude improvement programme as part of basic education	410	Public 1066	2.6	Not achieved
		190	Private 570	3.0	Achieved
17	UBE programme is understood by all teachers	410	Public 1353	3.3	Achieved
		190	Private 532	2.8	Not achieved
18	There is effective participation of teachers in the UBE	410	Public 1394	3.4	Achieved
		190	Private 456	2.4	Not achieved
19	Teachers are upgraded in qualification through a recognized and institutionalized course of study(pre-service training)	410	Public 1394	3.3	Achieved
		190	Private 570	3.0	Achieved
20	the UBE programme cater for the learning needs of young people who have had interruption in their school through appropriate forms of complementary approaches to provision and promotion of basic education	410	Public 1066	2.6	Not achieved
		190	Private 456	2.5	Not Achieved

S/N	Statement	Total No of Respondent	Total no of Responses per School Type	Mean	Decision
21	There is provision of funds for research evaluation and monitoring	410	Public 984	2.4	Not Achieved
		190	Private 475	2.5	Not Achieved
22	Reducing the incidence of dropout from the formal school system through improved relevance quality and efficiency through the UBE programme in the state	410	Public 1312	3.2	Achieved
		190	Private 608	3.2	Achieved
23	teacher undergo seminar and workshop regularly)	410	Public 1230	3.0	Achieved
		190	Private 532	2.5	Not achieved
24	There is provision of government intervention programme to help those have already dropped out of school.	410	Public 1025	2.5	Not Achieved
		190	Private 513	2.3	Not Achieved
25	There is provision of attitude improvement programme as part of basic education of the primary school level	410	Public 1394	3.4	Achieved
		190	Private 418	2.2	Not Achieved
26	Communicative and life skills as well as the ethical, moral and which values for laying a solid foundation for lifelong learning.	410	Public 1312	3.2	Achieved
		190	Private 627	3.3	Achieved
27	There is provision of centres for adult education, women empowerment and nomadic education.	410	Public 1230	3.0	Achieved
		190	Private 456	2.4	Not achieved
28	There is provision for adequate center for learning and developing skills	410	Public 1230	3.0	Achieved
		190	Private 418	2.4	Not achieved
29	There is provision of educational statistics relevant for proper planning of educational programmes.	410	Public 1271	3.1	Achieved
		190	Private 437	2.3	Not achieved
30	Re-training teacher has received the desired attention from local state and federal government	410	Public 1148	2.8	Not achieved
		190	Private 494	2.6	Not achieved

The result above shows achieved in items 1-6 in both public and private schools with mean scores of 3.8, 3.2, 3.5, 3.0, 3.4, 3.1 for public schools and 3.4, 3.2, 3.2, 3.4, 3.0, 3.1 for private schools. This implies both public and private schools achieved the UBE objective one - developing in the citizen strong consciousness and strong commitment to education and its vigorous promotion. Items 7-12 (UBE, objective two) public schools records achieved in items 8(3.4), 9(3.5), 10(3.2ver), 11(3.4), 12(3.2) while only item 10(3.1) is achieved in private schools. This implies that UBE objective two- provision of free, universal basic education for every Nigeria child of school going age is highly achieved in public schools and not achieved in private schools. Items 13-18 (UBE objective three), public schools had mean scores of 3.2, 3.4, 3.3, 3.3, 3.2 which implies achieved for all items 13-18 while in private schools only items 15(3.0) and 18(3.0) are achieved. This means, the objective three, reducing drastically the incidence of drop-out from the formal school system is better achieved in public schools than private schools. Public schools had mean scores of items 19(3.4), 20(2.6), 21(2.4), 22(3.4), 23(3.0), 24(2.5) which indicates items 19, 22, 23 are achieved while in private schools items 19(3.0) and 22(3.2) are achieved. This means that the objective four –catering for the learning needs of young person who for one reason or another, have had to interrupt their schooling through appropriate forms of complementary approach to the provision and promotion of basic education is not well achieved in both public and private schools. Again, items 25-30 (UBE objective five), is achieved in public schools. The mean scores are items 25(3.4), 26(3.2), 27(3.0), 28(3.0), 29(3.1) which are equal and above the benchmark of 3.0 while private schools records achieved in item 26(3.3). This implies that the UBE objectives are better achieved in public schools than private schools.

Hypothesis Three

Hypothesis four states that there is no significant difference between public and private schools in their level of achievement of the objectives of UBE in Rivers state. To test this, the t- test comparing differences was employed. The result is presented in table 6.

Table 6: Summary table of t – test analysis showing teachers’ opinion of the level of achievement of the objectives of UBE in public and private schools in Rivers state

Group	N	\bar{X}	SD	DF	t-cal	t-crit	Remark
Public	410	94.49	6.77	598	17.32	1.96	Significant
Private	190	83.43	8.04				

From the above table the t- test calculated, 17.32 is greater than the table value of 1.96.

This implies there is significant difference in the level of achievement of the objectives of UBE in public and private schools in Rivers state. Null hypothesis rejected.

Research Question Four

In the opinion of teachers, to what extent are the UBE objectives being achieved in Urban and Rural schools in Delta State? To answer the above question, item by item analysis was employed to analyze the level of achievement of UBE objective in Rural and Urban schools in Delta state. The result is presented in Table 7.

Table 7: Item by Item Analysis of data from urban and rural schools Delta State

S/N	Statement	Total No. of Respondent	Total no of Responses per Location	Mean	Decision
1	There is creation of consciousness in education of pupils by the UBE scheme	350	Urban 1120	3.2	Achieved
		250	Rural 750	3.0	Achieved
2	The children and adult now attend school in large numbers	350	Urban 1050	3.0	Achieved
		250	Rural 750	3.0	Achieved
3	Children and Teachers enjoy learning at school now	350	Urban 1050	3.0	Achieved
		250	Rural 700	2.8	Not achieved
4	Schools are now teacher friendly and pupils friendly	350	Urban 1050	3.0	Achieved

S/N	Statement	Total No. of Respondent	Total no of Responses per Location	Mean	Decision
		250	Rural 725	2.9	Not achieved
5	There is development in the citizen a strong commitment to schooling	350	Urban 1085	3.1	Achieved
		250	Rural 750	3.0	Achieved
6	The UBE has improved the attitude pupils to schooling in the state	350	Urban 1085	3.1	Achieved
		250	Rural 750	3.0	Achieved
7	The UBE programme has helped to bridge the gap of the educational imbalance in the state for all school going age	350	Urban 840	2.4	Not achieved
		250	Rural 650	2.4	Not achieved
8	Free education for every Nigeria child of school going age	350	Urban 1225	3.5	Achieved
		250	Rural 800	3.2	Achieved
9	There are enough classroom and furniture	350	Urban 1120	3.2	Achieved
		250	Rural 775	3.1	Achieved
10	Schools are adequately equipped with textbooks and instructional materials	350	Urban 1190	3.4	Achieved
		250	Rural 700	2.8	Not achieved
11	Pupils have free textbooks in all the subjects	350	Urban 1120	3.2	Achieved
		250	Rural 700	2.8	Not achieved
12	There is high rate of enrollment of pupils in the schools	350	Urban 1050	3.2	Achieved
		250	Rural 800	3.2	Achieved
13	There is no more delay in the payment of teachers' salaries , allowances, and others fringe benefits	350	Urban 980	2.8	Not achieved
		250	Rural 675	2.7	Not achieved
14	Enlightenment education programme for then boys and girls parent of the primary school level	350	Urban 1050	3.0	Achieved
		250	Rural 675	2.7	Not achieved
15		350	Urban 1050	3.0	Achieved

S/N	Statement	Total No. of Respondent	Total no of Responses per Location	Mean	Decision
	In Rivers and Delta state, due to the UBE programme large proportions citizens are literate	250	Rural 625	2.5	Not achieved
16	There is provision of attitude improvement programme as part of basic education	350	840	2.4	Not achieved
		250	650	2.4	Not Achieved
17	UBE programme is understood by all teachers	350	Urban 1120	3.2	Achieved
		250	Rural 800	3.2	Achieved
18	There is effective participation of teachers in the UBE	350	Urban 1050	3.0	Achieved
		250	Rural 700	2.8	Not achieved
19	Teachers are upgraded in qualification through a recognized and institutionalized course of study(pre-service training)	350	Urban 1085	3.1	Achieved
		250	Rural 750	3.0	Achieved
20	The UBE programme cater for the learning needs of young people who have had interruption in their school through appropriate forms of complementary approaches to provision and promotion of basic education	350	Urban 875	2.5	Not achieved
		250	Rural 600	2.4	Not Achieved
21	There is provision of funds for research evaluation and monitoring	350	Urban 840	2.4	Not Achieved
		250	Rural 600	2.3	Not Achieved
22	Reducing the incidence of dropout from the formal school system through improved relevance quality and efficiency through the UBE programme in the state	350	Urban 1120	3.2	Achieved
		250	Rural 850	3.4	Achieved
23	teacher undergo seminar and workshop regularly)	350	Urban 945	2.7	Not achieved
		250	Rural 675	2.7	Not achieved
24	There is provision of government intervention programme to help those have already dropped out of school.	350	Urban 840	2.4	Not Achieved
		250	Rural 600	2.4	Not Achieved

S/N	Statement	Total No. of Respondent	Total no of Responses per Location	Mean	Decision
25	There is provision of attitude improvement programme as part of basic education of the primary school level	350	Urban 1015	2.9	Not achieved
		250	Rural 600	2.5	Not Achieved
26	Communicative and life skills as well as the ethical, moral and which values for laying a solid foundation for lifelong learning.	350	Urban 1085	3.1	Achieved
		250	Rural 750	3.0	Achieved
27	There is provision of centres for adult education, women empowerment and nomadic education.	350	Urban 1050	3.0	Achieved
		250	Rural 625	2.5	Not achieved
28	There is provision for adequate center for learning and developing skills	350	Urban 945	2.7	Not achieved
		250	Rural 600	2.3	Not achieved
29	There is provision of educational statistics relevant for proper planning of educational programmes.	350	Urban 980	2.8	not achieved
		250	Rural 575	2.3	Not achieved
30	Re-training teacher has received the desired attention from local state and federal government	350	Urban 910	2.6	Not achieved
		250	Rural 650	2.6	Not achieved

From Table 7, urban schools had mean scores of items 1(3.2), 2(3.0), 3(3.0), 4(3.0), 5(3.2), 6(3.1) which are all equal and above the bench mark of judgment (3.0) and so they are considered achieved, while the rural schools had mean scores of items 1(3.0), 2(3.0), 3(2.8), 4(2.9), 5(3.0), 6(3.0). Items 1, 2, 5 and 6 are considered achieved because their means are equal to and above the bench mark of 3.0. This implies the objective, developing in the citizens a strong consciousness and strong commitment to education and its vigorous promotion is achieved in both urban and rural schools, though achieved higher in urban schools than rural schools in Delta State. Items 7-12 (UBE, objective two), urban schools had mean scores of items 7(2.4), 8(3.5), 9(3.2), 10(3.4), 11(3.2), 12(3.0). This implies items 8-12 are considered achieved except item 7 (2.4). While rural schools had mean scores of items 7(2.6), 8(3.2), 9(3.1), 10(2.8), 11(2.8), 12(3.2). This

implies rural schools had achieved in items 8, 9, 12 and had not achieved in items 7,10,11 because they are below the bench mark of 3.0. Items13-18, shows urban schools had mean scores of item 13(2.8), item14 (3.0), item15 (3.0), item16 (2.4), item17 (3.2), item18 (3.0). This means items 14, 15, 17, 18 are achieved and items 13, 16, are not achieved in the urban schools. In the rural schools, only item 17(3.2) is achieved and items 13(2.7), 14(2.4), 15(2.5), 16(2.4) item 18(2.8) are not achieved. Items 19-24 records achieved in items 19(3.1), item 22(3.2) for urban schools and item19 (3.0), item22 (3.4) for rural schools and not achieved in items 20(2.5), 21(2.2), 23(2.9), 24(2.4) for urban schools and items 20(2.4), 21(2.4), 22(2.8), 24(2.4) for rural schools. From items 25-30, urban schools had mean scores of item 25 (2.9), item 26 (3.1), item 27 (2.9), item 28 (2.7), item 29(2.8), item30 (2.6).only item 26 is above the bench mark and is considered achieved and all others items considered not achieved as their mean scores are below 3.0. In rural schools only item 26 (3.0) is achieved because its mean is equal to the benchmark of 3.0 and items 25(2.4), 27(2.5), 28(2.4), 29(2.3) are not achieved as their mean scores are below 3.0.

Hypothesis Four

Hypothesis four states that there is no significant difference between urban and rural schools in the level of achievement of the objectives of UBE in Delta State.

To answer this, the t-test analysis was carried out on data from urban and rural schools on UBE objectives achievement in Delta State. The result is presented in Table 8.

Table 8: Summary Table of t – test showing teachers’ opinion of the level of Achievement of the Objectives of UBE in Urban and Rural schools in Delta State

Group	N	\bar{X}	SD	DF	t-cal	t-crit	Remark
Urban	350	87.75	7.60	598	24.46	1.96	Significant
Rural	250	83.12	6.98				

From table 8, there is significant difference in the level of achievement of the objectives of UBE in urban and rural schools of Delta state. This is because the t calculated 24.46 is greater than t-critical of 1.96. Therefore null hypothesis is rejected.

Research Question Five

In the opinion of teachers, to what extent has UBE objectives been achieved in public and private schools in Delta state?

To answer this research question, item by item analysis was carried out on data from public and private schools in Delta State. The result is presented be in Table 9.

Table 9: Item by Item Analysis of data from public and private schools in Delta State

S/N	Statement	Total No of Respondent	Total No of Responses per School Type	Mean	Decision
1	There is creation of consciousness in education of pupils by the UBE scheme	410	Public 1230	3.0	Achieved
		190	Private 608	3.2	Achieved
2	The children and adult now attend school in large numbers	410	Public 1230	3.0	achieved

S/N	Statement	Total No of Respondent	Total No of Responses per School Type	Mean	Decision
		190	Private 570	3.0	achieved
3	Children and Teachers enjoy learning at school now	410	Public 1230	3.0	achieved
		190	Private 608	3.2	achieved
4	Schools are now teacher friendly and pupils friendly	410	Public 1230	3.0	Achieved
		190	Private 570	3.0	Achieved
5	There is development in the citizen a strong commitment to schooling	410	Public 1271	3.1	Achieved
		190	Private 570	3.4	Achieved
6	The UBE has improved the attitude pupils to schooling in the state	410	Public 1312	3.2	Achieved
		190	Private 570	3.0	Achieved
7	The UBE programme has helped to bridge the gap of the educational imbalance in the state for all school going age	410	Public 943	2.3	Not achieved
		190	Private 418	2.2	Not achieved
8	Free education for every Nigeria child of school going age	410	Public 1230	3.0	Achieved
		190	Private 418	2,3	Not achieved
9	There are enough classroom and furniture	410	Public 1230	3.0	Achieved
		190	Private 475	2.5	not achieved
10	Schools are adequately equipped with textbooks and instructional materials	410	Public 1230	3.0	Achieved
		190	Private 456	2.5	Not achieved
11	Pupils have free textbooks in all the subjects	410	Public 984	2.4	Not achieved
		190	Private 418	2.2	Not achieved
12	There is high rate of enrollment of pupils in the schools	410	Public 1230	3.0	Achieved
		190	Private 475	2.5	Not achieved
13	There is no more delay in the payment of teachers' salaries ,	410	Public 1230	3.0	Achieved

S/N	Statement	Total No of Respondent	Total No of Responses per School Type	Mean	Decision
	allowances, and others fringe benefits	190	Private 494	2.6	Not achieved
14	Enlightenment education programme for then boys and girls parent of the primary school level	410	Public 1230	3.0	Achieved
		190	Private 456	2.4	Not achieved
15	In Rivers and Delta state ,due to the UBE programme large proportions citizens are literate	410	Public 1230	3.0	Achieved
		190	Private 608	3.2	Achieved
16	There is provision of attitude improvement programme as part of basic education	410	Public 943	2.3	Not achieved
		190	Private 608	3.2	Achieved
17	UBE programme is understood by all teachers	410	Public 1230	3.0	Achieved
		190	Private 475	2.5	Not achieved
18	There is effective participation of teachers in the UBE	410	Public 1230	3.0	Achieved
		190	Private 456	2.4	Not achieved
19	Teachers are upgraded in qualification through a recognized and institutionalized course of study(pre-service training)	410	Public 1312	3.2	Achieved
		190	Private 570	3.0	Achieved
20	The UBE programme cater for the learning needs of young people who have had interruption in their school through appropriate forms of complementary approaches to provision and promotion of basic education	410	Public 902	2.2	Not achieved
		190	Private 494	2.6	Not Achieved
21	There is provision of funds for research evaluation and monitoring	410	Public 902	2.2	Not Achieved
		190	Private 494	2.6	Not Achieved
22	Reducing the incidence of dropout from the formal school system through improved relevance quality and efficiency through the UBE programme in the state	410	Public 1230	3.0	Achieved
		190	Private 570	3.0	Achieved
23	teacher undergo seminar and workshop regularly	410	Public 1230	3.0	Achieved

S/N	Statement	Total No of Respondent	Total No of Responses per School Type	Mean	Decision
		190	Private 532	2.5	Not achieved
24	There is provision of government intervention programme to help those have already dropped out of school.	410	Public 1025	2.5	Not achieved
		190	Private 456	2.4	Not achieved
25	There is provision of attitude improvement programme as part of basic education of the primary school level	410	Public 902	2.2	Not achieved
		190	437	2.3	Not achieved
26	Communicative and life skills as well as the ethical, moral and which values for laying a solid foundation for lifelong learning.	410	Public 1230	3.0	Achieved
		190	Private 570	3.0	Achieved
27	There is provision of centres for adult education, women empowerment and nomadic education.	410	Public 984	2.4	Achieved
		190	Private 456	2.4	Not achieved
28	There is provision for adequate center for learning and developing skills	410	Public 984	2.4	Not Achieved
		190	Private 418	2.4	Not achieved
29	There is provision of educational statistics relevant for proper planning of educational.	410	Public 984	2.4	Not achieved
		190	Private 418	2.2	Not achieved
30	Re-training teacher has received the desired attention from local state and federal government	410	Public 943	2.3	Not achieved
		190	Private 456	2.4	Not achieved

Hypothesis Five

Hypothesis five states that there is no significant difference in the level of achievement of UBE objectives in public and private schools of Delta state. The result is presented in Table 10.

Table 10: Summary Table t- test Analysis Showing Teachers' Opinion of the Level of Achievement of the Objectives of UBE in Public and Private Schools in Delta State

Group	N	\bar{X}	SD	DF	t-cal	t-crit	Remark
Public	410	97.85	6.77	598	9.04	1.96	Significant
Private	190	82.45	6.77				

Table 12 revealed that there is significant difference in the level of achievement of the UBE objectives in public and private schools in Delta State. This is as result of the t-calculated of 9.04 is greater than t-critical of 1.96. Null hypothesis is rejected.

Research Question Six

In the opinion of teachers, to what extent has UBE objectives been achieved in urban schools in Rivers and Delta states?

To answer the above question, item by item analysis was done on data from urban schools in Rivers and Delta states. The result is presented in Table 11.

Table 11: Item by item analysis on urban schools in Rivers and Delta States

NB: urban(R) means urban schools in Rivers state.

Urban (D) means urban schools in Delta state.

S/N	Statement	Total no of Respondent	Total no of Responses Per Location	Mean	Decision
1	There is creation of consciousness in education of pupils by the UBE scheme	350	Urban(R) 1225	3.5	Achieved
		350	Urban(D) 1120	3.2	Achieved

S/N	Statement	Total no of Respondent	Total no of Responses Per Location	Mean	Decision
2	The children and adult now attend school in large numbers	350	Urban(R) 1120	3.2	Achieved
		350	1050(D)	3.0	Achieved
3	Children and Teachers enjoy learning at school now	350	Urban(R) 1050	3.0	Achieved
		350	Urban(D) 1050	3.0	Achieved
4	Schools are now teacher friendly and pupils friendly	350	Urban(R) 1085	3.1	Achieved
		350	Urban(D) 1050	3.0	Achieved
5	There is development in the citizen a strong commitment to schooling	350	Urban(R) 1260	3.6	Achieved
		350	Urban(D)	3.2	Achieved
6	The UBE has improved the attitude pupils to schooling in the state	350	Urban(R) 1120	3.2	Achieved
		350	Urban(D) 1085	3.1	Achieved
7	The UBE programme has helped to bridge the gap of the educational imbalance in the state for all school going age	350	Urban(R) 980	2.8	Not achieved
		350	Urban(D) 840	2.4	Not achieved
8	Free education for every Nigeria child of school going age	350	Urban(R) 1330	3.7	Achieved
		350	Urban(D) 1225	3.4	Achieved
9	There are enough classroom and furniture	350	Urban(R) 1470	4.2	Achieved
		250	Rural(D) 875	3.5	Achieved
10	Schools are adequately equipped with textbooks and instructional materials	350	Urban(R) 1295	3.7	Achieved
		350	Urban(D) 1190	3.4	Achieved
11	Pupils have free textbooks in all the subjects	350	Urban(R) 1190	3.4	Achieved
		350	Urban(D) 1120	3.2	achieved
12	There is high rate of enrollment of pupils in the schools	350	Urban(R) 1120	3.3	Achieved
		350	Urban(D) 1050	3.2	achieved
13	There is no more delay in the payment of teachers' salaries,	350	Urban(R) 1085	3.5	Achieved

S/N	Statement	Total no of Respondent	Total no of Responses Per Location	Mean	Decision
	allowances, and others fringe benefits	350	Urban(D) 1050	3.2	Achieved
14	Enlightenment education programme for then boys and girls parent of the primary school level	350	Urban(R) 1085	3.1	Achieved
		350	Urban(D) 1050	3.2	achieved
15	In Rivers and Delta state ,due to the UBE programme large proportions citizens are literate	350	Urban(R) 1050	3.0	Achieved
		350	Urban(D) 1050	3.2	achieved
16	There is provision of attitude improvement programme as part of basic education	350	Urban(R) 980	2.8	Not achieved
		350	Urban(D) 840	2.4	Not Achieved
17	UBE programme is understood by all teachers	350	Urban(R) 1190	3.4	Achieved
		350	Urban(D) 1120	3.2	Achieved
18	There is effective participation of teachers in the UBE	350	Urban(R) 1050	3.0	Achieved
		350	Urban(D) 1050	3.0	Achieved
19	Teachers are upgraded in qualification through a recognized and institutionalized course of study(pre-service training)	350	Urban(R) 1155	3.1	Achieved
		350	Urban(D) 1085	3.1	Achieved
20	The UBE programme cater for the learning needs of young people who have had interruption in their school through appropriate forms of complementary approaches to provision and promotion of basic education	350	Urban(R) 980	2.8	Not achieved
		350	Urban(D) 875	2.5	Not Achieved
21	There is provision of funds for research evaluation and monitoring	350	Urban (R) 980	2.8	Not Achieved
		350	Urban(D) 840	2.4	Not Achieved
22	Reducing the incidence of dropout from the formal school system through improved relevance quality and efficiency through the UBE programme in the state	350	Urban(r) 1225	3.4	Achieved
		350	Urban(D) 1120	3.2	Achieved
23	teacher undergo seminar and workshop regularly)	350	Urban(R) 1120	3.3	Achieved
		250	Rural(D) 800	3.2	Achieved

S/N	Statement	Total no of Respondent	Total no of Responses Per Location	Mean	Decision
24	There is provision of government intervention programme to help those have already dropped out of school.	350	Urban(r) 945	2.7	Not Achieved
		350	Urban(D) 840	2.4	Not Achieved
25	There is provision of attitude improvement programme as part of basic education of the primary school level	350	Urban(R) 1085	3.1	Achieved
		350	Urban(D) 1015	2.9	Not Achieved
26	Communicative and life skills as well as the ethical, moral and which values for laying a solid foundation for lifelong learning.	350	Urban(R) 1225	3.5	Achieved
		350	Urban(D) 1085	3.1	Achieved
27	There is provision of centres for adult education, women empowerment and nomadic education.	350	Urban(R) 1190	3.4	Achieved
		350	Urban(D) 625	2.5	Not achieved
28	There is provision for adequate center for learning and developing skills	350	Urban(r) 1120	3.2	Achieved
		350	Urban(D) 945	2.7	Not achieved
29	There is provision of educational statistics relevant for proper planning of educational programmes.	350	Urban(r) 1050	3.0	Achieved
		350	Urban(D) 980	2.3	Not achieved
30	Re-training teacher has received the desired attention from local state and federal government	350	Urban(R) 1050	3.0	Achieved
		350	Urban(D) 910	2.6	Not achieved

Table 13 shows that urban schools in Rivers state had achieved in items 1-6 with mean scores of item1(3.5), item 2(3.2), item 3(3.0), item4(3.1), item 5(3.6), item 6(3.2) . While urban schools in Delta State had mean scores of item1 (3.0), item 2 (3.0), item3 (3.0), item4 (3.0), item5 (3.1), item6 (3.2) are all considered achieved as their mean scores are above the bench mark of 3.0. This implies both states urban schools recorded achieved in items 1-6. However, the achievement is higher in urban schools in Rivers state than urban schools in Delta State. From items 7-12, urban schools in Rivers State had mean of items 7(2.8), 8(3.8), 9(4.2), 10(3.7), 11(3.4) and item 12(3.0).While urban schools in Delta had mean scores of items 7(2.4), 8(3.1), 9(3.2), 10(3.2), 11(3.2), and

item 12(3.0). This shows that, urban schools in both states are achieved, though urban schools in Rivers State achieved higher than urban schools in Delta State. Items 13-18 records mean scores of items 13(3.1), 14(3.1), 15(3.0), 16(2.8), 17(3.4), 18(3.0), while Delta State urban schools had mean of items 13(2.8), 14(3.0), 15(3.0), 16(2.4), 16(2.4), 17(3.2), 18(3.0). The result implies achieved for both states urban schools though higher in Rivers State urban schools than Delta state urban schools. From 19-24, urban schools, Rivers State had Mean scores of items 19(3.3), 20(2.9), 21(2.8), 22(3.5), 23(3.2), 24(2.7) and urban schools, Delta State had mean scores of items 19(3.1), 20(2.8), 21(2.2), 22(3.2), 23(2.9), 24(2.4). The result shows both states urban schools are only achieved in items 19 and 22. While all other items are not achieved in both states urban schools. In Items 25-30, urban schools in Rivers State had mean scores of items 25(3.8), 26(3.5), 27(3.4), 28(3.2), 29(3.0), 30(2.6) and Delta State urban schools had mean scores of items 25(2.9), 26(3.1), 27(2.9), 28(2.7), 29(2.8), 30(2.6). The result shows the objectives of UBE are better achieved in urban schools in Rivers State than urban schools in Delta State.

Hypothesis Six

Hypothesis six states that there is no significant difference in the level of achievement of the objectives of UBE in urban schools of Rivers and Delta States. To answer this, the t-test comparing differences was employed. The result is shown in Table 12.

Table 12: Summary Table of t-test showing teachers' opinion of the level of achievement of the objectives of UBE in urban schools of Rivers and Delta States

Group	N	\bar{X}	SD	DF	t-cal	t-crit	Remark
Urban(R)	350	96.75	4.62	698	39.8	1.96	Significant
Urban(D)	350	87.75	7.60				

From table 12, the t calculated of 39.8 is greater than the t critical value of 1.96. This implies that there is significant difference in the level of achievement of UBE objectives in urban schools in Rivers and Delta States. Therefore, the null hypothesis is rejected.

Research Question Seven

In the opinion of teachers, to what extent has the UBE objectives been achieved in rural schools in Rivers and Delta States?

To find answer to the above question, item by item analysis was carried out on data obtained from the level of achievement of UBE objectives in rural schools in Rivers and Delta States. The result is shown in Table 13.

Table 13: Item by item analysis of data from rural schools in Rivers and Delta States

S/N	Statement	Total No of Respondent	Total no of Responses Per Location	Mean	Decision
1		250	Rural(r) 825	3.3	Achieved

S/N	Statement	Total No of Respondent	Total no of Responses Per Location	Mean	Decision
	There is creation of consciousness in education of pupils by the UBE scheme	250	Rural(D) 750	3.0	Achieved
2	The children and adult now attend school in large numbers	250	Rural(R) 750	3.0	Achieved
		250	Rural(D) 750	3.0	Achieved
3	Children and Teachers enjoy learning at school now	250	Rural(R) 725	2.9	Not achieved
		250	Rural (D) 700	2.8	Not achieved
4	Schools are now teacher friendly and pupils friendly	250	Rural(R) 750	3.0	Achieved
		250	Rural(D) 725	2.9	Not achieved
5	There is development in the citizen a strong commitment to schooling	250	Rural(R) 800	3.2	Achieved
		250	Rural(D) 750	3.0	Achieved
6	The UBE has improved the attitude pupils to schooling in the state	250	Rural(R) 750	3.0	Achieved
		250	Rural 750	3.0	Achieved
7	The UBE programme has helped to bridge the gap of the educational imbalance in the state for all school going age	250	Rural(R) 700	2.8	Not achieved
		250	Rural(D) 650	2.4	Not achieved
8	Free education for every Nigeria child of school going age	250	Rural(R) 850	3.4	Achieved
		250	Rural(D) 800	3.2	Achieved
9	There are enough classroom and furniture	250	Rural(R) 875	3.5	Achieved
		250	Rural(D) 775	3.1	Achieved
10	Schools are adequately equipped with textbooks and instructional materials	250	Rural(R) 750	3.0	Achieved
		250	Rural(D) 700	2.8	Not achieved
11	Pupils have free textbooks in all the subjects	250	Rural(R) 700	2.8	Not achieved
		250	Rural(D) 700	2.8	Not achieved
12	There is high rate of enrollment of pupils in the schools	250	Rural(R) 850	3.4	Achieved

S/N	Statement	Total No of Respondent	Total no of Responses Per Location	Mean	Decision
		250	Rural(D) 800	3.2	achieved
13	There is no more delay in the payment of teachers' salaries, allowances, and others fringe benefits	250	Rural(R) 675	2.7	Not achieved
		250	Rural(D) 675	2.7	Not achieved
14	Enlightenment education programme for then boys and girls parent of the primary school level	250	Rural(R) 625	2.6	Not achieved
		250	Rural(D) 675	2.7	Not achieved
15	In Rivers and Delta state ,due to the UBE programme large proportions citizens are literate	250	Rural(R) 700	2.8	Not achieved
		250	Rural(D) 625	2.5	Not achieved
16	There is provision of attitude improvement programme as part of basic education	250	Rural(R) 625	2.6	Not achieved
		250	Rural(D) 650	2.4	Not Achieved
17	UBE programme is understood by all teachers	250	Rural(R) 825	3.3	Achieved
		250	Rural(D) 800	3.2	Achieved
18	There is effective participation of teachers in the UBE	250	Rural(R) 800	3.2	Achieved
		250	Rural(D) 700	2.8	Not achieved
19	Teachers are upgraded in qualification through a recognized and institutionalized course of study(pre-service training)	250	Rural(R) 750	3.0	Achieved
		250	Rural 750	3.0	Achieved
20	The UBE programme cater for the learning needs of young people who have had interruption in their school through appropriate forms of complementary approaches to provision and promotion of basic education	250	Rural(R) 625	2.5	Not achieved
		250	Rural(D) 600	2.4	Not achieved
21	There is provision of funds for research evaluation and monitoring	250	Rural(R) 700	2.8	Not Achieved
		250	Rural(D) 600	2.5	Not Achieved
22	Reducing the incidence of dropout from the formal school system through improved relevance quality and efficiency through the UBE programme in the state	250	Rural(R) 800	3.2	Achieved
		250	Rural(D) 850	3.4	Achieved

S/N	Statement	Total No of Respondent	Total no of Responses Per Location	Mean	Decision
23	teacher undergo seminar and workshop regularly)	250	Rural(R) 800	3.2	Achieved
		250	Rural(D) 675	2.8	Not achieved
24	There is provision of government intervention programme to help those have already dropped out of school.	250	Rural(R) 650	2.6	Not Achieved
		250	Rural(D) 600	2.4	Not Achieved
25	There is provision of attitude improvement programme as part of basic education of the primary school level	250	Rural(R) 600	2.4	Not achieved
		250	Rural(D) 600	2.5	Not Achieved
26	Communicative and life skills as well as the ethical, moral and which values for laying a solid foundation for lifelong learning.	250	Rural(R) 775	3.1	Achieved
		250	Rural(D) 750	3.0	Achieved
27	There is provision of centres for adult education, women empowerment and nomadic education.	250	Rural(R) 700	2.8	Not achieved
		250	Rural(D) 625	2.5	Not achieved
28	There is provision for adequate center for learning and developing skills	250	Rural(R) 675	2.7	Not achieved
		250	Rural(D) 600	2.5	Not achieved
29	There is provision of educational statistics relevant for proper planning of educational programmes.	250	Rural(R) 600	2.5	not achieved
		250	Rural(D) 575	2.3	Not achieved
30	Re-training teacher has received the desired attention from local state and federal government	250	Rural(R) 700	2.8	not achieved
		250	Rural(D) 650	2.6	Not achieved

From table 13, rural schools in Rivers State had mean scores of items 1(3.3), 2(3.0), 3(2.9), 4(3.0), 5(3.2) and 6(3.0) and rural schools in Delta state had mean scores of items 1(3.3), 2(3.0), 3(2.8), 4(2.9), 5(3.2), 6(3.0). This result shows achieved in items 1, 2, 4, 5, 6 for rural schools in Rivers State. While in rural schools of Delta State, items 1, 2, 3 and 6 are achieved. From items 7-12, rural schools in River State had mean of items 7(2.8), 8(3.4), 9(3.5), 10(3.0), 11(2.8), 12(3.4). Delta State rural schools had mean of items 7(2.6), 8(3.2), 9(3.1), 10(2.8), 11(2.8), 12(3.2). This indicates that rural schools in

Rivers recorded achieved in items 8,9,10 and 12 While Delta State rural schools recorded achieved in items 8, 9, and 12. From items 13-18, rural schools in Rivers State had mean of items 13(3.4), 14(2.6), 15(2.8), 16(2.6), 17(3.2), 18(3.2). Rural schools in Delta State had mean scores of items 13 (3.4), 14(2.6), 15(2.8), 16(2.4), 17(3.2), 18(2.8). This implies, rural schools in Rivers State recorded achieved in items 17and 18. Only item 17 is achieved in rural schools in Delta State. Though the achievement is low in both states rural schools, yet it is higher in Rivers rural schools than that of Delta State. Items 19-24, rural schools in Rivers State had mean scores of items 19(3.0), 20(2.5), 21(2.8), 22(3.2), 23(3.2), 24(2.6) and rural schools in Delta State had mean scores of items 19 (3.0), 20(2.4), 21(2.4), 22(3.4), 23(2.8), 24(2.4). This implies, rural schools in Rivers State had achieved in items 19, 22, and 23. While rural schools in Delta State only had item 22 achieved. This indicates that the objectives are not well achieved in rural schools of Rivers and Delta States. From items 25-30, rural schools in Rivers State had mean scores of items 25(2.5), 26(3.1), 27(2.8), 28(2.8), 29(2.5) and 30(2.8).Rural schools in Delta State had mean scores of items 25(2.5), 26(3.0), 27(2.5), 28(2.4), 29(2.3) and 30(2.6). The result shows, both States rural schools recorded achieved only in item 26. This implies low achievement in rural schools for Delta and Rivers States.

Hypothesis Seven

Hypothesis seven states that there is no significance difference in the extent of achievement of the objectives of UBE in rural schools in Rivers and Delta States.

In testing hypothesis seven, the t-test comparing differences was employed. The result is shown in Table 14.

Table 14: Summary table of t-test analysis showing teachers' opinion of the extent of achievement of the objectives of UBE in rural schools in Rivers and Delta States

Group	N	\bar{X}	SD	DF	t-cal	t-crit	Remarks
Rural(Rivers)	250	83.31	7.76	498	1.96	0.59	Not Significant
Rural(Delta)	250	83.12	8.30				

From the table 14, the t-calculated value of 0.59 is less than the t-critical of 1.96. The null hypothesis is therefore accepted. This is an indication that there is no significant difference in the level of achievement of the objectives of rural schools in Rivers State and Delta State.

Research Question Eight

In the opinion of teachers, to what extent has the UBE objectives been achieved in public schools of Rivers and Delta States?

In order to answer this question, item by item analysis was carried out on data from public schools in Rivers and Delta States. The result is presented in Table 15.

Table 15: Item by item analysis of data from public schools in Rivers and Delta States

NB: Public (R) means public schools in Rivers State

Public (D) means public schools in Delta State

S/N	Statement	Total No of Respondent	Total No of Responses per School Type	Mean	Decision
1	There is creation of consciousness in education of pupils by the UBE scheme	410	Public(R) 1558	3.8	Achieved
		410	Public(D) 1230	3.0	Achieved
2	The children and adult now attend school in large numbers	410	Public(R) 1312	3.2	Achieved
		410	Public(D) 1230	3.0	Achieved
3	Children and Teachers enjoy learning at school now	410	Public(R) 1435	3.5	Achieved
		410	Public(D) 1230	3.0	Achieved
4	Schools are now teacher friendly and pupils friendly	410	Public 1230	3.0	Achieved
		410	Public(D) 1230	3.0	Achieved
5	There is development in the citizen a strong commitment to schooling	410	Public(R) 1394	3.4	Achieved
		410	Public(D) 1271	3.1	Achieved
6	The UBE has improved the attitude pupils to schooling in the state	410	Public(R) 1271	3.1	Achieved
		410	Public(D) 1312	3.2	Achieved
7	The UBE programme has helped to bridge the gap of the educational imbalance in the state for all school going age	410	Public(R) 1148	2.8	Not achieved
		410	Public(D) 943	2.3	Not achieved
8	Free education for every Nigeria child of school going age	410	Public(R) 1476	3.6	Achieved
		410	Public(D) 1230	3.0	Achieved
9	There are enough classroom and furniture	410	Public(R) 1435	3.5	Achieved
		410	Public(D) 1230	3.0	Achieved
10	Schools are adequately equipped with textbooks and instructional materials	410	Public(R) 1312	3.2	Achieved
		410	1230	3.0	Achieved
11	Pupils have free textbooks in all the subjects	410	Public(R) 1394	3.4	Achieved
		410	Public(D) 984	2.4	Not achieved

S/N	Statement	Total No of Respondent	Total No of Responses per School Type	Mean	Decision
12	There is high rate of enrollment of pupils in the schools	410	Public (R) 1312	3.2	Achieved
		410	Public(D) 1230	3.0	Achieved
13	There is no more delay in the payment of teachers' salaries , allowances, and others fringe benefits	410	Public(R) 1312	3.2	Achieved
		410	Public(D) 1230	3.0	Achieved
14	Enlightenment education programme for then boys and girls parent of the primary school level	410	Public(R) 1294	3.4	Achieved
		410	Public(D) 1230	3.0	Achieved
15	In Rivers and Delta state ,due to the UBE programme large proportions citizens are literate	410	Public(R) 1353	3.3	Achieved
		410	Public(D) 1230	3.0	Achieved
16	There is provision of attitude improvement programme as part of basic education	410	Public(R) 1066	2.6	Not achieved
		190	Public(D) 943	2.3	Not Achieved
17	UBE programme is understood by all teachers	410	Public(R) 1353	3.3	Achieved
		410	Public(D) 1230	3.0	Achieved
18	There is effective participation of teachers in the UBE	410	Public(R) 1394	3.4	Achieved
		410	Public(D) 456	3.0	Achieved
19	Teachers are upgraded in qualification through a recognized and institutionalized course of study(pre-service training)	410	Public(R) 1394	3.3	Achieved
		410	Public(D) 1312	3.2	Achieved
20	The UBE programme cater for the learning needs of young people who have had interruption in their school through appropriate forms of complementary approaches to provision and promotion of basic education	410	Public(R) 1066	2.6	Not achieved
		410	Public(D) 902	2.2	Not achieved
21	There is provision of funds for research evaluation and monitoring	410	Public(R) 984	2.4	Not Achieved
		410	Public(D) 902	2.2	Not Achieved
22	Reducing the incidence of dropout from the formal school system	410	Public(R) 1312	3.2	Achieved

S/N	Statement	Total No of Respondent	Total No of Responses per School Type	Mean	Decision
	through improved relevance quality and efficiency through the UBE programme in the state	410	Public(D) 1230	3.0	Achieved
23	teacher undergo seminar and workshop regularly)	410	Public(D) 1230	3.0	Achieved
		410	Public(D) 1230	3.0	Achieved
24	There is provision of government intervention programme to help those have already dropped out of school.	410	Public(R) 1025	2.5	Not Achieved
		410	Public(D) 984	2.4	Not Achieved
25	There is provision of attitude improvement programme as part of basic education of the primary school level	410	Public(R) 1394	3.4	Achieved
		410	Public(D) 902	2.2	Not Achieved
26	Communicative and life skills as well as the ethical, moral and which values for laying a solid foundation for lifelong learning.	410	Public(R) 1312	3.2	Achieved
		410	Public(D) 1230	3.0	Achieved
27	There is provision of centres for adult education, women empowerment and nomadic education.	410	Public(R) 1230	3.0	Achieved
		410	Public(D) 456	2.4	Not achieved
28	There is provision for adequate center for learning and developing skills	410	Public(R) 1230	3.0	Achieved
		410	Public(D) 984	2.4	Not achieved
29	There is provision of educational statistics relevant for proper planning of educational programmes.	410	Public(R) 1271	3.1	achieved
		410	Public(D) 984	2.4	Not achieved
30	Re-training teacher has received the desired attention from local state and federal government	410	Public(R) 1148	2.8	Not achieved
		410	Public(D) 943	2.3	Not achieved

The table above reveals, public schools in Rivers state had mean scores of items 1 (3.8), 2(3.2), 3(3.5), 4(3.0), 5(3.4) and 6(3.1) while public schools in Delta State had mean scores of items 1(3.0), 2(3.0), 3(3.0), 4(3.0), 5(3.1) and 6(3.2). The result implies, both States public schools are achieved in items 1-6 which means the objective one of the UBE-Developing in the citizens a strong consciousness and strong commitment to

education and its vigorous promotion is achieved high in both States public schools, though better achieved in public schools in Rivers State than Delta state. From items 7-13, public schools in Rivers State had mean scores of items 7(2.3), 8(3.6), 9(3.5), 10(3.2), 11(3.4), 12(3.2). Delta State public schools had mean of items 7(2.3), 8(3.0), 9(3.0), 10(3.0), 11(2.4), 12(3.0). This implies, Rivers State public schools recorded achieved in items (8, 9, 10, 11, and 12) while public schools in Delta State recorded achieved in items (8, 9, 12). From 13-18, public schools in Rivers State had mean scores of items 13(3.2), 14 (3.4), 15(3.3), 16(2.6), 17(3.3),18(3.4) and that of Delta State public schools had mean of items 13(3.0), 14(3.0), 15(3.0), 16(2.3), 17(3.0) and 18(3.0). The result indicates public schools in both States recorded achieved in items (13, 14, 15, 17 and 18). From items 19-24, Rivers State public schools had mean of items 19 (3 .4), 20(2.2), 21(2.2), 22(3.0), 23(3.0), 24(2.5) and Delta State had mean of items 19(3.2), 20(2.2), 21(2.2), 22(3.0),23(3.0), 24(2.4). The result shows both States public schools achieved in items (19, 22 and 23). In items 25-30, Rivers State public schools had mean scores of items 25(3.4), 26(3.2), 27(2.4),28(2.4), 29(2.4), 30(2.8) and Delta State public schools had mean scores of items 25 (2.2),26(3.0), 27(2.4), 28(2.4), 29(2.4) and 30(2.3). This indicates public schools in Rivers State recorded achieved in all items from 25-29 but not achieved in item 30. While in Delta State public Schools recorded achieved only in item 26. Therefore, public schools in Rivers State achieved higher in the objectives of UBE than public schools in Delta State.

Hypothesis Eight

Hypothesis eight states that there is no significant difference in the level of achievement of the objectives of UBE in public schools of Rivers and Delta States.

To provide answer to this, the t-test comparing differences was employed. The result is shown in Table 16.

Table 16: Summary table of t-test showing teachers' opinion of the level of achievement of the objective of UBE in public schools of Rivers and Delta State

Group	N	Mean	SD	Df	Tcal	Tcrit	Remarks
Public (R)	410	94.49	6.77	818	18.13	1.96	Significant
Public (D)	410	82.85	6.77				

From the table above, there is significant difference in the level of achievement of the objectives of UBE in public schools of Rivers and Delta States.

This is because the t- calculated of 18.8 is greater than the t-critical of 1.96. Therefore null hypothesis is rejected.

Research Question Nine

In the opinion of teachers, to what extend is the objective of UBE been achieved in private schools of Rivers and Delta States?

In order to answer this question, item by item analysis on data obtained from private schools in Rivers and Delta States was carried out. The result is shown in Table 17.

Table 17: Item By Item Analysis of Private Schools of Rivers and Delta States

S/N	Statement	Total No of Respondent	Total no of Responses Per School Type	Mean	Decision
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1	There is creation of consciousness in education of pupils by the UBE scheme	190	Private(R) 646	3.4	Achieved
		190	Private(D) 608	3.2	Achieved
2	The children and adult now attend school in large numbers	190	Private(R) 608	3.2	Achieved
		190	Private(D) 570	3.0	Achieved
3	Children and Teachers enjoy learning at school now	190	Private(R) 608	3.2	Achieved
		190	Private(D) 608	3.2	Achieved
4	Schools are now teacher friendly and pupils friendly	190	Private(R) 570	3.0	Achieved
		190	Private(D) 570	3.0	Achieved
5	There is development in the citizen a strong commitment to schooling	190	Private(R) 646	3.4	Achieved
		190	Private(D) 570	3.4	Achieved
6	The UBE has improved the attitude pupils to schooling in the state	190	Private(R) 589	3.1	Achieved
		190	Private(D) 570	3.0	Achieved
7	The UBE programme has helped to bridge the gap of the educational imbalance in the state for all school going age	190	Private(R) 437	2.3	Not achieved
		190	Private(D) 418	2.2	Not achieved
8	Free education for every Nigeria child of school going age	190	Private(R) 418	2.3	Not achieved
		190	Private(D) 418	2,3	Not achieved
9	There are enough classroom and furniture	190	Private(R) 608	3.2	Achieved
		190	Private(D) 475	2.5	Not achieved
10	Schools are adequately equipped with textbooks and instructional materials	190	Private(R) 646	3.1	Achieved
		190	Private(D) 456	2.5	Not achieved
11	Pupils have free textbooks in all the subjects	190	Private 418	2.2	Not achieved
		190	Private 418	2.2	Not achieved
12	There is high rate of enrollment of pupils in the schools	190	Private(R) 475	2.5	Not achieved
		190	Private(D) 475	2.5	Not achieved

13	There is no more delay in the payment of teachers' salaries , allowances, and others fringe benefits	190	Private(r) 494	2.6	Not Achieved
		190	Private(D) 494	2.6	Not achieved
14	Enlightenment education programme for then boys and girls parent of the primary school level	190	Private(R) 456	2.4	Not Achieved
		190	Private(D) 456	2.4	Not achieved
15	In Rivers and Delta state ,due to the UBE programme large proportions citizens are literate	190	Private(r) 570	3.0	Achieved
		190	Private(D) 608	3.2	Achieved
16	There is provision of attitude improvement programme as part of basic education	190	Private(R) 570	3.0	Achieved
		190	Private(D) 608	3.2	Achieved
17	UBE programme is understood by all teachers	190	Private(R) 532	2.8	Not Achieved
		190	Private 475	2.5	Not achieved
18	There is effective participation of teachers in the UBE	190	Private(R) 456	2.4	Not Achieved
		190	Private(D) 456	2.4	Not achieved
19	Teachers are upgraded in qualification through a recognized and institutionalized course of study(pre-service training)	190	Private(R) 570	3.0	Achieved
		190	Private(D) 570	3.0	Achieved
20	The UBE programme cater for the learning needs of young people who have had interruption in their school through appropriate forms of complementary approaches to provision and promotion of basic education	190	Private(R) 456	2.2	Not achieved
		190	Private 494	2.6	Not Achieved
21	There is provision of funds for research evaluation and monitoring	190	Private(R) 475	2.5	Not Achieved
		190	Private(D) 494	2.6	Not Achieved
22	Reducing the incidence of dropout from the formal school system through improved relevance quality and efficiency through the UBE programme in the state	190	Private (R) 570	3.0	Achieved
		190	Private(D) 570	3.0	Achieved
23	teacher undergo seminar and workshop regularly)	190	Private(R) 532	2.5	Not Achieved
		190	Private(D) 532	2.5	Not achieved
24	There is provision of government intervention programme to help	190	Private(R) 513	2.3	Not Achieved

	those have already dropped out of school.	190	Private(D) 456	2.4	Not Achieved
25	There is provision of attitude improvement programme as part of basic education of the primary school level	190	Private(R) 418	2.2	Not achieved
		190	Private(D) 437	2.3	Not Achieved
26	Communicative and life skills as well as the ethical, moral and which values for laying a solid foundation for lifelong learning.	190	Private(R) 627	3.3	Achieved
		190	Private(D) 570	3.0	Achieved
27	There is provision of centres for adult education, women empowerment and nomadic education.	190	Private(R) 456	2.4	Achieved
		190	Private(D) 456	2.4	Not achieved
28	There is provision for adequate center for learning and developing skills	190	Private(R) 456	2.4	Not achieved
		190	Private(D) 418	2.4	Not achieved
29	There is provision of educational statistics relevant for proper planning of educational.	190	Private(R) 437	2.3	Not achieved
		190	Private(R) 418	2.2	Not achieved
30	Re-training teacher has received the desired attention from local state and federal government	190	Private(R) 494	2.6	Not achieved
		190	Private(D) 456	2.4	Not Achieved

From Table 17, items (1-6) shows achieved for both states private schools because they had mean scores equal to and above the bench mark for judgment 3.0. Items 1(3.4), 2(3.2), 3(3.2), 4(3.0), 5(3.4), 6(3.1) for Rivers State private schools and Delta State private schools had mean of items 1(3.2), 2(3.0), 3(3.2), 4(3.0), 5(3.0) and 6(3.0). This implies, both States private schools had achieved in objective one- developing in the citizens a strong consciousness and strong commitment to education and its vigorous promotion. From items 7-13, Rivers State private schools had mean scores of items 7(2.3), 8(2.2), 9(3.2), 10(3.1), 11(2.2), 12(. 2.5) and mean scores of items 7(2.2), 8(2.2),9(2.5), 10(2.4), 11(2.2), 12(2.5) for Delta State private schools. The result indicates achieved in items 9 and 10 for Rivers State private schools and not achieved for

all items 7-13 for Delta State private Schools. From items 13-18, both States private schools recorded achieved in items 15 and 16. This implies that both States private schools had low achievement in objective 3 of UBE - reducing drastically the incidence of drop-out from the formal school system. Again, items 19-24 records both State private schools achieved in items 19 and 24. From items 25-30, Rivers State private schools had mean scores of items 25(2.2), 26(3.3), 27(2.4), 28(2.4), 29(2.3) and 30(2.6). Delta State private schools had mean scores of items 25(2.3), 26(3.0), 27(2.4), 28 (2.2), 29(2.2) and 30(2.4). This means both States records achieved in item 26 only. This means that the achievement of the objectives of UBE is low in private schools.

Hypothesis Nine

Hypothesis nine states that there is no significant difference between private schools in Rivers State and private schools in Delta school and the level of achievement of the objectives of UBE.

To test this, the t-test comparing differences was employed. The result is presented in table 18.

Table 18: Summary table of t-test analysis showing teachers' opinion of the level of achievement of the objectives of UBE in private schools in Rivers and Delta States

Group	N	Mean	SD	DF	Tcal	Tcrit	Remarks
Private(R)	190	73.10	6.47	378	0.93	1.96	Not Significant
Private(D)	190	71.1	6.48				

From the table above, there is no significant difference in the level of achievement of the objectives of UBE between private schools in Rivers State and private school in Delta States. This is because the t calculated of 0.93 is less than the t critical of 1.96. Null hypothesis accepted.

Discussion of Findings

States and Achievement of the objectives of UBE

The result reveals that UBE objective is achieved in both Rivers and Delta States, though the objectives are achieved higher in Rivers State than Delta State. Again, the analysis on data shows significant difference between Rivers State and Delta State in the level of achievement of the objectives of UBE. This result is in line with Asuru (2006) who said these achievement in the objectives of UBE are due to the various educational programmes of the two States ranging from construction and rehabilitation of classrooms, provision of textbooks, making sure any child of school going age is in school during school hours and any one meant outside school during school hours is arrested and dealt with. The provision of free transportation for school children helps in the level of achievement of the objectives of UBE. Arubayi (2005) stated that, the distance travelled to school by some pupils has some relationship with the school attendance, punctuality to schools and absenteeism. The free education and transportation offered in these States has contributed to the high achievement of the objectives of UBE. The maximum renovation and provision of infrastructure and instructional materials has restored staff morals and fortified professional confidence. We can say that enrollment rate has increased due to developing in the citizens a strong consciousness and strong commitment to education. The UBE was meant to reverse the ugly trend of children not going to school because of parent's low socio-economic background. The learning environment in the public primary schools in Rivers State was very poor as rightly noted by the Rivers State Ministry of Education (2004). There exist a general poor state of public primary schools in the state. They were characterized by poor and dilapidated infrastructure, absence of libraries/laboratories, lack of teaching aids, furniture, inadequate number of teachers, poorly motivated teachers and so on. However, UBE in the Rivers State has reversed the trend as learning environment in public schools has improved tremendously in the State (Rivers State Ministry of Education, 2013). Now, there exist good buildings, electronic libraries, employment of more teachers, and provision of free transport buses. All these goes a long way in

improving education and the high achievement recorded by Rivers State in the achievement of the objectives of UBE.

In Delta State, basic education is becoming relevant and qualitative in the State. Children who failed to enroll in school or dropped out because of poverty, socio-economic status of parents, distance to school have now reduced to an extent as a result of the UBE and government provision of free education, free transportation buses, rehabilitation of school buildings, provision of furniture and so on. According to Delta State Ministry of Education (2013), the State government went as far as assigning special Marshalls in arresting children of school going age from hawking during school hours. All these contributed to the achievement of the objectives of UBE in the State.

Location of Schools and UBE Objectives Achievement

In the analysis of data, based on location of schools, there is significant difference between urban and rural schools in both states in the level of achievement of the objectives of UBE. This is because; the urban teachers are more in number compared to the rural schools due to high rate of infrastructure in the urban communities.

These research findings are in line with (Asuru 2006) who in his findings discovered that there is significant difference in urban and rural schools in the implementation of UBE objectives. According to him, this is due to the fact that urban area, there exists greater access to public library, bookstore & post primary and in some cases tertiary institutions hence the schools are less isolated. Again, Eddy (2009) points out that some of the constraints that affect the success rate of the UBE programme in the rural communities is teacher's inadequacy and their unwillingness to be posted to rural communities.

In the Nigeria setting, it is instructive to add that the urban schools attracts more qualified and experienced teachers and other support staff because of the availability of infrastructure, social amenities and prospects of better job. This is different from what

obtains in the rural areas which are mostly devoid of the trappings of modernity (Monde 2003).

Egonu (1994) stressed that the urban school teachers are more qualified and professional than the rural school teachers. This study is also corroborated with World Bank (1972) study in Morocco which reported that urban children consistently outperformed their rural counter parts in both school attendance and attainment of educational objectives. According to the report, poor access to basic infrastructure and amenities and low quality of schools were perhaps the most important sources of rural – urban differences in school attainments. According to Monde (2003), most rural areas are kept in perpetual under development and most rural schools are not given adequate attention unlike the urban schools in terms of provision and maintenance of facilities, distribution of qualified teachers. Egonu (1994) and Monde (2003) stressed that urban school teachers are more qualified and professional than the rural school teachers.

Nature of School and Achievement of the Objective of UBE

From the data analyzed in public and private schools from both States, public schools achieved higher than private schools. This implies, the objectives of UBE are more achieved in public schools than private schools in both states. The t- test of significance also indicates there is a significant difference between the achievement of UBE objectives in both Rivers and Delta states. This finding is in line with Okorosaye-Orubite (2000) in Kosemani who said that the private schools are not really involved in the implementation of UBE. He said most of the private school just put on the signboards Basic one to nine without practically getting involved in the implementation process. It was discovered that most teachers teaching in most private schools are not qualified. Some are with low level of qualification like school certificates and even those who have certificates are non-professionals (Eddy 2009).

According to Monde (2003), private schools now spring up in all nooks and crannies of our urban cities. Most of them did not seek for, not to talk of getting

government approval. Those that were approved by government are not properly supervised. Thus, most of them employed not necessarily a qualified teacher but those who want to teach. There is no recreation facilities in most of them and all the infrastructure present in the public schools are lacking in most private schools. Mostly in Rivers state most of the UBE schools (public schools) have e – libraries which most private schools cannot afford. These are some of the reasons why UBE objectives are more achieved in public schools.

In conclusion, Rivers State and Delta State, achieved high in the achievement of the objectives of UBE, though, the achievement is higher in River State than Delta State. It is clear also, that location of schools and nature of school has significant effect on the level of achievement of the objectives of UBE.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter is concerned with the summary of the study that is the design, sample used and the research hypothesis tested. It will also look into making a summary of the research findings, drawing a conclusion and making some possible recommendations.

Summary of the Study

The purpose of this study is to analyze the teachers' assessment of the achievement of the objectives of UBE in Rivers and Delta states. The analysis was done by constructing a structured questionnaire, containing thirty – items which was subdivided into five sections based on the objectives of UBE. In this study, a comprehensive and detailed review of related research literatures both locally and internationally was done.

The research adopted an ex post facto design. Kerlinger (1986) defined the ex post facto type of research as a systematic empirical inquiry in which the scientist does not have direct control of independent variable because their manifestation have already occurred or because they are inherently not manipulative. It is also an evaluation study because the objectives of UBE will be determined. The sample of the study was made up of 1200 teachers drawn on the basis of location and nature of schools.

Delta and Rivers States achieved in objective one, two and three but recorded not achieved in objective four- 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. The evidence from the study once more reinforces the need for more proper implementation of the objectives of UBE in Rivers and Delta states.

Summary of the Research Findings

The major findings of the study were summarized to include the following:

There was significant difference between Rivers and Delta states and achievement of the objectives of UBE.

There was significant difference between rural and urban schools in the achievement of the objectives of UBE in Rivers state

There was significant difference between public and private schools in the achievement of the objectives of UBE in Rivers state

There was significant difference between urban and rural schools in the achievement of the objectives of UBE in Delta state

There was significant difference between public and private schools in the achievement of the objectives of UBE in Delta state

There was significant difference between Rivers state urban and Delta state urban schools in the achievement of the objectives of UBE.

There was no significant difference between Rivers State rural schools and Delta State rural schools in the achievement of UBE objective.

There was no significant difference between private schools in Rivers and Delta States and the achievement of the objectives of UBE.

There was significant difference in the achievement of the objectives of UBE and public schools in Rivers and Delta States.

Contributions to Knowledge

- i. The findings that the objectives of UBE are highly achieved in Rivers and Delta states, though the achievement is higher in Rivers State than Delta state has added to existing knowledge in literature.
- ii. The study ascertained the level of achievement of UBE objectives in urban and rural schools. It reveals that location of schools is a significant factor that affects achievement of the objectives of UBE. The influence of location of schools and achievement is another contribution to knowledge and literature in considering location of schools and achievement variables.
- iii. The findings of the study has also provided the level of achievement of the objective of UBE in public (government owned) schools and private schools. This has also contributed to knowledge when considering type of school and achievement of the objectives of UBE.

Conclusion

Arising from the foregoing, the conclusion is that UBE objectives are achieved high in both Rivers and Delta States, though, Rivers state achieved better in the objectives of UBE than Delta state. There is significant difference between Rivers and Delta States in the achievement of the objectives of UBE. That location of school (urban & rural) and nature of schools (public & private) significantly affect the achievement of the objectives of UBE in Rivers and Delta states. The findings also reveal that there is no significant difference between private schools in Rivers and Delta States and achievement of the objectives of UBE. There is no significant difference in the rural schools of Rivers and Delta States and the achievement of the objectives of UBE. The lack of qualified teachers in the rural areas and other reasons accounted for the low achievement of the objectives of UBE. Although there has been some improvement in the quality of man power of teachers in the rural schools, yet no motivation and payment of fringe benefits.

Recommendations

Based on the findings and discussions, the researcher puts forward the following recommendations:

There should be adequate staffing of schools and professional teachers should be posted to all schools irrespective of the location of the school. It is further suggested that Government should increase the incentive of the rural teachers, so as to attract qualified and professional teachers to stay in the rural areas.

Again Government should look into the private schools which are cropping out of the nooks and crannies of our cities. Let there be proper supervision, monitoring of the private schools.

No educational programme can rise above the level of its teachers. Let there be more sensitization and motivation to enhance the level of the teacher's commitment to efficiency. This will go a long way for the UBE programme to succeed.

Suggestions for Further Studies

Since it was not possible for the researcher to consider the whole of Niger Delta states in the analysis of teacher's assessment of the achievements of the objectives of UBE, so the following are recommended as further researchable areas

- i. Evaluation of achievement of UBE objectives in the Niger Delta states
- ii. Evaluation and implementation of UBE in the South- South region of Nigeria.

Educational Implications

The poor implementation of UBE programme can lead to the collapse of primary Education in the country. It is therefore necessary to undertake assessment of the programme to know the extent of achievement or attainments of its objectives so as to improve on its implementations strategies.

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APPENDIX I

QUESTIONNAIRE

DEPARTMENT OF GUIDANCE AND COUNSELLING DELTA STATE

UNIVERSITY, ABRAKA

This questionnaire is for a research on the Analysis of Teachers assessment on UBE Objectives in Rivers and Delta State. Please give honest information. Views expressed would be treated confidentially.

SECTION A: BACKGROUND INFORMATION

INSTRUCTION: You are kindly requested to complete the space (s) provided with appropriate data.

Name of School:

Nature of school (public or private).....

Type of School : (mixed or single sex)

Location of School: (rural or urban).....

SECTION B

Please, tick () Where appropriate the implementation of the UBE objectives in your schools by using the key below.

5 – Strongly Agree (SA), 4 = Agree (A) 3 = Undecided (U) 2 = Disagree (D)

1 = Strongly Disagree (SD)

S/N	STATEMENT	SA	A	U	D	SD
	SECTION B (I)					
1	There is creation of consciousness in education of pupils by the UBE Scheme					

S/N	STATEMENT	SA	A	U	D	SD
2	The Children and adult now attend School in large numbers.					
3	Children and Teachers enjoy learning at school now					
4	Schools are now teacher friendly and pupil – friendly.					
5	There is development in the citizen a strong commitment to schooling					
6	The UBE has improved the attitude of pupils to schooling in the state.					
	SECTION B (II)					
7	The UBE programme has helped to bridge the gap of the educational imbalance in the state for all school going age.					
8	Free education for every Nigeria child of school going age.					
9	There are enough classroom and furniture.					
10	Schools are adequately with adequate text4books and instructional materials.					
11	Pupils have free text books in all the subjects.					
12	There is high rate of enrolment of pupils in the schools.					
	SECTION B (III)					
13	There is no more delay in the payment of teachers' Salaries, allowances and others finger benefits.					
14	Enlightenment education programme for the boys and girls parent of the primary school level.					
15	In Rivers and Delta State, due to the UBE programme large proportion of the citizens are literate.					
16	There is provision of attitude improvement programme as a part of basic education.					
17	UBE programme is understood by all teachers.					
18	There is effective participation of teachers in the UBE scheme.					
	SECTION B (IV)					
19	Teachers are upgraded in qualification through a recognized and institutionalized course of study (pre-Service training).					

S/N	STATEMENT	SA	A	U	D	SD
20	The UBE programme cater for the learning Needs of young people who have had interruption in their school through appropriate forms of complementary approaches to provision and promotion of basic education.					
21	There is provision of funds for research evaluation and monitoring.					
22	Reducing the incidence of dropout from the formal school system through improved relevance quality and efficiency through the UBE programme in the state.					
23	Teachers undergo Seminars and workshop regularly (In-service training)					
24	There is provision of Government intervention programme to help those who have already dropped out of school.					
	SECTION B (V)					
25	There is provision of attitude improvement programme as a part of basic education of the primary school level.					
26	UBE is committed to ensuring the acquisition of appropriation level of literacy, numeracy communicative and life skills, as well as the ethical, moral and which values for laying a solid foundation for lifelong learning.					
27	There is provision of centres for adult education, woman empowerment and nomadic education.					
28	There is provision for adequate centres for learning and developing skills					
29	There is provision of educational statistics relevant for proper planning of educational programmes					
30	Re-training of teachers has received the desired attention from local, state and Federal Government.					

APPENDIX II

NUMBER OF TEACHERS SAMPLED PER STATE

STATES	No of LGAs	No of LGAs sampled	No of teachers
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Rivers	23	12	600
Delta	25	12	600
TOTAL	48	24	1,200

APPENDIX III

SELECTED LOCAL GOVERNMENT AREAS FOR THE STUDY

S/N	NAMES OF LGA	LOCATIONS	STATES
1	Okunka	Rural	Rivers
2	Eleme	Urban	Rivers
3	Bonny	Urban	Rivers
4	Portharcourt	Urban	Rivers
5	Ahoda – west	Urban	Rivers
6	Etche	Rural	Rivers
7	Barkana	Rural	Rivers
8	Akuku – torhu	Rural	Rivers
9	Emuoha	Urban	Rivers
10	Buguma	Urban	Rivers
11	Ikwerre	Urban	Rivers
12	Asari-torhu	Rural	Rivers
13	Warri south – west	Rural	Delta
14	Warri North	Rural	Delta
15	Uvwie	Urban	Delta
16	Ughelli North	Urban	Delta
17	Ethiope West	Urban	Delta
18	Bomadi	Rural	Delta
19	Patani	Rural	Delta
20	Ethiope East	Urban	Delta
21	Udu	Urban	Delta
22	Sapele	Urban	Delta
23	Aniocha – south	Urban	Delta
24	Burutu	Rural	Delta

APPENDIX IV

Reliability on the entire instrument

The image contains a small, illegible text element in the top-left corner of the main content area.

APPENDIX V

Reliability on section B (1)

S/N OF TEACHERS	Q1	Q2	Q3	Q4	Q5	Q6	TOTAL
1	0	4	4	2	2	4	16
2	2	4	4	2	4	4	20
3	5	4	5	4	4	4	26
4	4	5	4	4	2	2	19
5	4	4	2	0	2	2	14
6	4	5	2	3	2	2	18
7	4	4	2	3	2	2	17
8	4	3	2	2	2	2	15
9	5	2	2	2	3	4	18
10	4	1	2	4	3	4	18
11	5	4	2	4	4	4	23
12	4	3	2	4	3	2	18
13	4	2	2	4	3	2	17
14	5	1	2	4	3	2	17
15	3	3	2	4	4	2	18
16	4	2	2	4	4	3	19
17	2	4	2	4	2	3	17
18	4	4	2	2	1	2	15
19	5	3	4	1	2	4	19
20	4	5	3	3	2	4	21
21	5	4	3	5	4	4	25
22	4	3	4	5	4	4	24
23	4	4	4	4	3	4	23
24	4	1	4	4	4	4	21
25	4	4	5	2	4	2	21
26	4	3	2	2	4	2	17
27	3	4	4	2	3	2	18
28	2	1	4	2	2	2	13
29	4	3	2	2	2	2	15
30	3	2	2	2	2	2	13
MEAN	3.8	3.1	2.9	3.0	2.9	2.8	X=19.27
SD1	1.0	1.5	1.1	1.5	0.9	1.1	SD1=4.05

R = 0.81

APPENDIX VI

RELIABILITY OF SECTION B II

S/N OF TEACHERS	Q7	Q8	Q9	Q10	Q11	Q12	TOTAL
1	2	4	2	2	2	4	16
2	2	4	2	2	2	4	16
3	2	4	2	2	2	4	19
4	4	4	2	2	2	4	18
5	4	4	2	1	1	2	14
6	4	4	2	1	1	2	14
7	2	4	2	1	2	2	13
8	2	4	4	1	2	2	15
9	2	4	2	2	4	4	18
10	2	4	2	2	4	4	18
11	2	4	2	2	4	4	18
12	2	4	2	2	5	4	19
13	2	4	2	2	5	2	17
14	4	4	2	2	5	2	19
15	4	4	2	4	4	2	18
16	4	4	2	2	2	2	16
17	4	4	2	2	2	2	16
18	4	4	2	2	2	2	16
19	3	1	2	2	4	4	16
20	3	4	2	4	4	4	21
21	3	4	2	4	1	4	18
22	5	2	4	5	2	4	22
23	5	4	4	2	2	2	19
24	2	4	4	4	2	1	17
25	2	3	4	4	4	4	21
26	3	3	4	1	2	4	17
27	1	4	4	1	2	2	14
28	3	4	4	1	4	2	18
29	3	4	2	2	4	2	19
30	3	4	2	2	2	4	17
MEAN	2.9	3.7	2.5	2.2	2.9	3.0	X=16.70
SD1	1.1	0.6	0.8	1.1	1.1	1.6	SD1=4.00

R= 0.78

APPENDIX VI

RELIABILITY OF SECTION B III

S/N OF TEACHERS	Q13	Q14	Q15	Q16	Q17	Q18	TOTAL
1	4	4	4	4	4	4	24
2	4	3	3	4	4	4	22
3	4	2	2	4	4	4	20
4	2	2	2	2	2	2	12
5	4	2	5	2	2	1	14
6	2	2	5	2	2	1	14
7	4	2	5	4	2	2	19
8	4	4	5	2	2	4	21
9	2	3	2	4	2	4	17
10	3	2	2	4	2	2	15
11	1	2	2	2	3	4	14
12	2	4	1	3	2	2	14
13	3	4	1	2	4	2	16
14	4	4	2	2	5	2	19
15	3	2	4	4	4	3	20
16	3	2	4	4	3	2	18
17	2	4	3	4	3	2	18
18	1	2	2	2	5	4	16
19	4	3	2	2	5	4	20
20	2	4	1	4	5	2	17
21	1	2	1	1	3	2	10
22	3	4	3	3	1	2	16
23	2	4	2	1	2	4	15
24	1	2	2	1	2	2	10
25	3	2	2	2	2	2	13
26	3	4	2	2	2	4	17
27	3	4	2	2	2	4	17
28	2	4	2	4	4	4	20
29	4	4	2	2	4	2	19
30	3	4	2	4	4	2	19
MEAN	2.8	2.9	2.6	2.8	2.8	2.7	X=16.70
SD1	1.1	0.9	1.4	1.1	1.4	1.1	SD1=4.00

APPLICATION OF CRONBACH ALPHA (R)

r=0.78

APPENDIX VII

RELIABILITY OF SECTION B IV

S/N OF TEACHERS	Q19	Q20	Q21	Q22	Q23	Q24	TOTAL
1	2	4	4	5	4	4	23
2	2	4	4	5	2	4	21
3	4	5	2	4	2	4	21
4	4	5	2	4	2	4	21
5	4	5	1	4	1	5	20
6	1	4	1	4	1	5	16
7	1	4	1	5	1	4	16
8	2	4	2	4	2	5	19
9	2	2	4	4	4	5	21
10	2	2	4	4	4	3	19
11	2	4	4	2	4	5	21
12	2	4	4	2	4	5	21
13	2	4	2	2	2	5	17
14	2	5	2	2	1	4	17
15	2	5	2	2	1	4	17
16	4	5	2	4	2	2	19
17	4	4	2	4	2	3	19
18	3	4	2	3	4	2	18
19	3	4	2	3	4	2	18
20	4	5	3	2	2	2	18
21	3	4	2	3	4	2	18
22	4	5	3	2	3	2	19
23	4	4	4	4	3	4	23
24	2	4	2	4	2	2	16
25	1	4	2	4	2	3	16
26	1	4	2	4	2	3	16
27	5	4	2	2	3	2	18
28	4	2	2	3	3	2	16
29	2	5	2	4	4	2	19
30	2	5	2	4	4	2	19
MEAN	3.8	3.1	2.9	3.0	2.9	2.8	X=18.87
SD1	1.0	1.5	1.1	1.5	0.9	1.1	SD1=4.05

APPLICATION OF CRONBACH ALPHA (R)

r=0.81

APPENDIX VIII

RELIABILITY OF SECTION B V

S/N OF TEACHERS	Q25	Q26	Q27	Q28	Q29	Q30	TOTAL
1	2	4	2	2	2	2	14
2	2	2	2	2	4	2	14
3	4	4	4	4	4	4	24
4	4	5	4	3	3	3	22
5	2	4	2	0	2	2	14
6	4	3	3	4	4	1	19
7	4	4	4	1	4	2	17
8	4	4	4	2	1	2	17
9	5	2	2	2	3	4	18
10	4	4	2	1	4	4	19
11	1	4	4	3	1	4	17
12	4	3	2	4	3	2	18
13	4	2	2	4	3	2	17
14	5	1	2	4	3	2	17
15	3	3	2	4	4	2	18
16	4	2	2	4	4	3	19
17	2	4	2	4	2	3	17
18	4	4	2	2	1	2	15
19	5	3	4	1	2	4	19
20	4	5	3	3	2	4	21
21	5	4	3	5	4	4	25
22	4	3	4	5	4	4	24
23	4	4	4	4	3	4	23
24	4	1	4	4	4	4	21
25	4	4	5	2	4	2	21
26	4	3	2	2	4	2	17
27	3	4	4	2	3	2	18
28	2	1	4	2	2	2	13
29	4	3	2	2	2	2	15
30	3	2	2	2	2	2	13
MEAN	3.8	3.1	2.9	3.0	2.9	2.8	X=18.20
SD1	1.0	1.5	1.1	1.5	0.9	1.1	SD1=4.05

APPLICATION OF CRONBACH ALPHA (R)

r=0.82