EVALUATION OF IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION IN DELTA AND EDO STATES

BY

IGABARI, Queen Efomo

DEPARTMENT OF GUIDANCE AND COUNSELLING DELTA STATE UNIVERSITY, ABRAKA

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IGABARI, Queen Efomo
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DECLARATION

I, IGABARI, Queen Efomo hereby declare that this thesis titled "Evaluation of Implementation of Universal Basic Education in Delta and Edo States" was written by me in the Department of Guidance and Counselling, Faculty of Education, Delta State University, Abraka.

_____ _____

IGABARI, Queen Efomo Date

Student

CERTIFICATION

We, the undersigned, certify that this work was carried out by **IGABARI, Queen Efomo,** of the Department of Guidance and Counselling, Delta State University, Abraka.

_____ _____

Prof. C. E. Mordi **Date**
Supervisor

_____ _____

Prof. J. N. Odili **Date**
Supervisor

_____ _____

Dr. P. U. Osadebe **Date**
Head of Department,
Guidance & Counselling

_____ _____

Prof. E. P. Oghuvbu **Date**
Dean, Faculty of Education

DEDICATION

This Work is gratefully dedicated to my beloved husband, Dr. J. N. Igabari, and our lovely children, Israel, Faith and Testimony.

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The researcher expresses her sincere gratitude to God almighty, for his benevolence, gift of life and his ever abounding grace towards her and her family in the course of this programme. All the glory goes to him in Jesus' name. Amen.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

This study examined evaluation of implementation of Universal Basic Education in Delta and Edo States. The access to basic education is a core fundamental human right recognized by all nations of the world, including Nigeria. The UBE programme is an educational reform measure aimed at rectifying distortions in basic education delivery in the country, occasioned by the failures of previous educational policies. The success of the programme is hinged directly on a number of parameters which include human, material and instructional resources as stated in the minimum standards for basic education for its implementation. The purpose of the study is to evaluate the extent to which the UBE programme have been implemented and the extent to which location (in terms of urban and rural) of schools is influencing the implementation of the UBE programme with regards to the provisions of these resources. The study was guided by nine research questions and seven null hypotheses tested at 0.05 level of significance. There was a review of theoretical and empirical literature around the variables of the study. The design of the study is an ex-post-facto research design which employed a descriptive survey method to evaluate the extent to which the Universal Basic Education (UBE) programme have been implemented in both states. The population of the study was made up of all head teachers of public Primary and Junior Secondary Schools in Delta and Edo States. Simple random sampling technique was used to select a sample of 1,000 school heads, comprising of 600 from Delta and 400 from Edo State. A self-developed instrument consisting of checklists and a questionnaire was used to collect the data. The face, content and construct validity of the instrument were established. The reliability coefficient of the questionnaire was established using Cronbach Alpha with 'r' value of 0.85, and the checklist was found reliable because the data involved was discrete in nature, as it sought for the exact situation of the resources available in the schools. The data collected were analysed using descriptive statistics to answer the research questions and Chi-square test for the hypotheses. The findings showed that the extent of implementation of the UBE programme is low in both states, and that there are disparities between Delta and Edo States in the level of human and material resources, UBE curriculum implementation, teacher quality and teachers' motivation. Based on the findings of the study, it was recommended that the UBE objectives should be given better attention by all stakeholders, and that human and material resources should be made sufficiently and evenly available across the two states. Also recommended is the need for effective monitoring and periodic evaluation of adequacy of resources, curriculum implementation and teacher quality.

CHAPTER ONE

INTRODUCTION

Background to the Study

The right to be educated has become increasingly accepted as a core fundamental human right, and the need for education is being universally recognized and proclaimed (Odogwu, 2007). Article 26 of the United Nations Charter of 1948 This was a response to issues arising from the World Conference on Education for All (WCEFA), held in Jomtein, Thailand in 1990, and the Millennium Development Goals (MDG) on Education for All by 2015 (UNESCO, 2005).stated that every child has the right to basic education, and that at this level, education shall be compulsory and free, while technical and professional education shall be generally available. Furthermore, the millennium development goal, number two (MDG-2) envisaged that by 2015, all children of school age must be made to complete a full course of primary education.

The importance and need for Basic Education for the child featured prominently at the World Conference on Education for All (WCEFA), held in Jomtein, Thailand in 1990, and were further articulated by the Millennium Development Goals (MDG) on Education for All by 2015 (UNESCO, 2005). Basic Education was considered necessary to accomplish the following aims:

- To inculcate literacy and numeracy and the ability to communicate effectively.
- To lay a sound basis for scientific and reflective thinking.
- To develop citizenship for effective participation in and contribution to society.
- To develop character, morality and sound attitudes.
- To develop the ability to adapt to changing environment.

- ❖ To develop skills for cooperation, communication, problem solving and lifelong learning.
- ❖ To develop manipulative skills to function effectively in the society within the limits of his capacity.

Educational policies have been of great interest in developed and developing nations of the world. Ejere (2011) defines policy as a statement of action and intentions, and a programme as the means designed to achieve the action and intentions. A programme is known to consist of sets of strategies or activities meant to attain some intended objectives. The execution of these strategies and activities to attain intended objectives constitute what is known as policy implementation.

Henry (2006) sees policy implementation as the execution and delivery of statements and intentions by organizations and individuals, while Pressman and Wildavsky (1979) see it as the process of translating mandates into actions, prescriptions into results and goals into reality. Implementation focuses on processes, resources and activities. In discussing the conceptual model for policy implementation, (Horn and Meter (1975) identified six basic components of implementation as

a. Policy standards and objectives (stated in clear and reasonable terms)
b. Policy resources (such as fund, facilities and agencies/authority.)
c. Legislation (intra governmental communications and enforcement)
d. Implementing agencies (viability, quality of human resources and knowledge)
e. Economic, social and political environment.
f. Disposition of policy implementers (towards the policy).

These components are very central to the successful implementation of any public policy.

Educational policy implementation involves the practical execution of public statements and intentions for the realization of set educational goals or objectives. This could be laced with many challenges. Oladunjoye (2011) posited that the implementation of any educational programme may have to contend with practical problems which will make it impossible for the actualization of intended goals and objectives. He identified some of these problems to include the political will, transparency of process, environmental security, proper budgeting and fund management, mass sensitization, and cultural harmony among others.

During and after implementation, there should be available means for periodic monitoring of results and evaluation of the extent to which objectives have been attained.

According to Ejere (2011), one of the major problems affecting educational policy reforms and educational programme framework in Nigeria is poor programme implementation. He noted with dismay that programme implementation has always been the missing link in Nigeria's educational development, and that often times, laudable educational programmes have failed due to poor implementation.

Nigeria has gone through a variety of educational policies, many of which could not achieve the envisaged goals due to several reasons. Prominent among such educational programmes were the Universal Primary Education (UPE) and the 6-3-3-4 system of education that succeeded it. These previous educational programmes could not achieve their intended goals because of several factors which culminated in eventual failure of implementation. Since basic education is considered to be very important, and it is accepted as the foundation for other further educational adventures, the government has not ceased to show some form of concern about it. This has always manifested in the introduction of new educational policies or reforms of the

existing one. These programmes, though seemingly new, are observed to be well related in objectives and content, and sometimes could pass for just a change of structural nomenclature. In the long run the new programme is also faced with the hitches of the former.

One of such previous educational programmes was the Universal Free Primary Education, better known with the acronym, UPE. According to Aina (2010), the UPE programme first started in Nigeria as an educational policy of the then Western Region in 1955, but became a national educational policy in 1976. The rationale for the programme was to provide educational opportunities to every child of school-age in Nigeria. By design, it was intended to actualize the following objectives (Federal Republic of Nigeria, 1981):

To ensure

a. The inculcation of permanent literacy and numeracy,

b. Laying of a sound basis for scientific and reflective thinking

c. Character and moral training

d. Development of manipulative skills to function effectively

The UPE programme was designed to implement these objectives, but in the words of Aina (2010), the reverse was the case due to inadequate supply of human and material resources manifesting in shortage of trained or qualified teachers, inadequate supply of teaching and learning materials, poor funding, congested classrooms and political instability among others. All these contributed in one way or the other to the non-realization of the goals of the UPE programme.

According to Aluede 2006), the UPE programme did not fully succeed partly because the Federal Government of Nigeria underestimated the number of pupils that will benefit from it. The result

was Government could not make commensurate provision for the needed manpower (qualified teachers) and physical facilities such as conducive classrooms, chairs and tables, and instructional materials like books and other teaching aids. There was also the problem of either non-payment or delay in payment of teachers salaries, and shortage of necessary fund that were required to make the programme functional. Eventually, the UPE programme was left to derail. Other problems that were technical in nature include the low level of effective programme evaluation mechanism due to poor planning, and the initial failure of programme designers to adequately involve evaluators at the beginning of the programme.

Following the UPE programme, was the 6-3-3-4 system of education which was introduced Nationwide in 1982. This system of education required that a school child will spend 6 years in primary, 3 years in junior secondary, 3 years in senior secondary, and 4 years in a tertiary institution. According to Asuru (1996), the purpose of the 6-3-3-4 system was to lay the foundation for scientific and technological take-off as stated in the National Policy on Education (NPE, 1981). It was seen as an instrument of national unity, and was designed to inject functionality into the Nigerian School system. Asuru (1996) reported that the Federal Government at that time spent huge sums of money to import heavy equipments and machinery considered necessary for the implementation of the 6-3-3-4 system, and in some cases even built workshops in secondary schools across the country. The schools were split into Junior and Senior Secondary Schools, each of three years duration, with the Junior school culminating in the award of the Junior School Certificate (JSC), while the Senior School led to the award of Senior School Certificate (SSC) to successful candidates. The 6-3-3-4 system adopted a more comprehensive but liberal method of evaluating learners' progress. This method laid emphasis on the three domains of learning -

namely, the cognitive, the affective and the psychomotor – and also advocated the use of systematic and regular continuous assessment as part of the evaluation process

For a number of reasons, the 6-3-3-4 system could not accomplish the envisaged goals. Otonti (2000) and Asuru (2011), identified some of these reasons to include public ignorance due to inadequate sensitization, lack of real commitment on the part of policy makers and implementers, inadequate provisions for the training of the appropriate manpower to operate the equipments, inadequate security for the expensive equipments, poor planning, monitoring and evaluation, poor funding of the school system, political instability, and poor or irregular remuneration of the primary manpower of the policy, the teachers.

In the long - run, the 6-3-3-4 system suffered terribly from poor attention and neglect, the equipments and machinery were left to rot away for lack of use or were vandalized by territorial hoodlums. Eventually, the laudable goals of the 6-3-3-4 system were not achieved, and the programme abandoned, having failed woefully.

The launching of another programme in the name of Universal Basic Education (UBE) by the same Federal Government of Nigeria shows that there is something unique in education that Nigeria is yet to achieve. The UBE is viewed by many as a policy reform measure aimed at rectifying distortions and setbacks in basic education delivery in the country occasioned by the failures of the previous policies.

By policy design, the three major dimensions of the UBE are

a. The formal school system, consisting of six years of primary education and three years of junior secondary education.

b. Nomadic education designed for children of school age among mobile communities of pastoral nomads and migrant fishermen.
c. Adult literacy and non-formal education programmes for out of school youths and illiterate adults.

It was from this context that the issue of the Universal Basic Education (UBE) programme came up, since it is the aim of the Government to ensure education for all.

The Universal Basic Education programme was launched by the then President Olusegun Obasanjo on 30th of September 1999, in Sokoto. This was a follow up to issues arising from the World Conference on Education for All (WCEFA), held in Jomtein, Thailand in 1990, and the Millennium Development Goals (MDG) on Education for All by 2015 (UNESCO, 2005). The UBE programme is designed to cater for a wide range of formal education, informal education and skills development activities and schemes. It is intended to enable individuals to live meaningful and fulfilling lives, to contribute to the development of their society, to derive maximum social, economic and cultural benefits from their society and to discharge their civic obligations as patriotic citizens.

The UBE Act of 2004 spelt out in very clear terms, the objectives of the programme as follows:

a. The provision of free, universal basic education for every Nigerian child of school going-age.

b. The development in the entire citizenry, a strong consciousness for education and a strong commitment to its vigorous promotion.

c. Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning.

d. Reducing drastically the incidence of drop-out from the formal school system through improved relevance, quality and efficiency.

By design, the UBE programme is for a duration of nine years of basic education, and it is to cater for a child's education from primary school to the end of the Junior Secondary School. It is also expected to be universal, free and compulsory. There is an extension of the duration of UPE to include the first three years of secondary education in the current UBE scheme (Aluede, 2006). The classifications of UBE as related to the previous educational system are as follows:

Lower Basic Classes:

These are UBE I (primary one), UBE II (primary two), and UBE III (primary three).

Middle Basic Classes:

These are UBE IV (primary four), UBE V (primary five), and UBE VI (primary six).

Upper Basic Classes:

These are UBE VII (JSS one), UBE VIII (JSS two), and UBE IX (JSS three).

The UBE programme in each State is to be supervised by the State Universal Basic Education Board (SUBEB) while the Universal Basic Education Commission (UBEC) is the national body that monitors and evaluates school programmes. It is expected that during the 9-year period, the various levels of government in Nigeria will work to improve the conditions of

teaching and learning in schools through interventions in Teachers' quality improvement, updating of infrastructural facilities and enhanced availability of instructional material (Osadebe, 2009).

Basic Education has been acknowledged as the foundation for sustainable, life-long learning. According to Asuru, (2007), it is the basis upon which other educational enterprises and worthwhile life's ventures are built. It provides for the basic skills of communication, reading, writing and numeracy for effective functioning in the society. It also contributes decisively to improving a nation's quality of life through improved health, better food consumption and sanitary practices, better family planning as well as improved healthcare and nutrition for the child (Matsuura, 2001). It is very important that such laudable programme be given adequate attention through effective and periodic evaluation to ensure that it is not derailed at any stage.

The success of the UBE programme is hinged directly on a number of parameters. These parameters are clearly defined in the Minimum Standards for Basic Education (UBEC, 2010) in Nigeria which serves as a primary benchmark. It is not only the increase in enrolment in schools that is of concern, but a commensurate increase in facilities and resources will be most appropriate. Some of such facilities and resources are the number of qualified teachers and other manpower requirements to match the enrolment population of school children, provision of suitable textbooks and other instructional materials, availability of classroom space, chairs and desks, appropriate laboratories and workshops, library, staffroom, portable water and electricity amongst others. The government and other interested agencies are expected to make meaningful contributions so as to progressively update and improve the learning conditions through training and retraining of teachers, up-dating of infrastructural facilities, enhancing availability of instructional facilities and the mainstreaming of non-formal and mass literacy programmes into the Universal Basic Education scheme (FME, 2000).

There are specific resource provisions of the Universal Basic Education (UBEC, 2010) which are essential to achieving the objectives of the programme. These are broadly classified into human and material resources. The human resources are School heads, assistant school heads, subject teachers, school counsellors, computer operators, laboratory attendants, librarian, bursar, technicians, security men, and messenger-cleaners. Material resources include classroom blocks, well-stocked library with books, offices for various categories of staff, chairs and tables for staff and learners alike, powar supply, play field, perimeter fencing, and instructional aids. Available teachers are to be educationally qualified with ay least N.C.E (Nigeria Certificate in Education) in primary, and a Bachelors degree in Education for junior secondary, as well as professional registration with the Teachers Registration Council of Nigeria.

Also spelt out in the minimum standard for the UBE programme in Nigeria (UBEC, 2010), is the curriculum which presented the different subjects that should be mounted in the primary and Junior Secondary Schools. The subjects are categorized into core (compulsory) and electives. Furthermore, the teachers are to be motivated through prompt payment of salaries, regular promotion, in service training and retraining and sponsorship to other staff development programmes.

Some of the major problems currently facing the UBE programme according to Araromi (2007) include inadequate funding, shortage of qualified teachers, poor infrastructure, delay in payment of teachers' salaries and lack of instructional materials. Others are poor public enlightenment and social mobilization process for full community involvement, dearth of valid data for planning, inadequate training and retraining of teachers, and little motivation. According to Asuru (2011), these problems can only be addressed through the concerted efforts of all

stakeholders, and may need to be properly understood through research, monitoring and evaluation.

Since the availability of resources can contribute positively to the success that can be achieved in the implementation of UBE programme, the major task before the government is to give attention to the provision of these resources in their right number and specification as in the minimum standards. With the UBE programme, there is increased demand for education. This expected increase in population of pupils and students should rightly be matched with commensurate increase in available resources for the programme to remain on course.

By way of importance, the UBE is to provide unhindered access to basic education, could serve to bridge existing gaps between illiteracy and poverty on one side, and modern development on the other. In all its ramifications, the UBE programe emphasizes practical application of knowledge necessary for future development and for building a technologically oriented nation.

The extent of implementation of the provisions of the UBE benchmark in order to achieve the stated objectives can only be ascertained by evaluation. Evaluation involves objectives or goals for which information are gathered, analyzed and reported to aid judgement of merit in decision making. According to Odili and Ajuar (1995), it is a statement which specifies the extent to which objectives of a programme have been achieved. It is therefore required to determine the effectiveness of the current UBE programme and to provide necessary feedback for the improvement of the programme so that it remains on course and to enable it achieve its envisaged objectives.

Okpala, Onocha and Oyedeji, (1993) defined evaluation as a process of gathering valid information on the attainment of educational objectives of the programme and analyzing such

information to aid judgement on the effectiveness of the programme. The Universal Basic Education is an educational programme with objectives to be achieved, and to ensure that these objectives are achieved, there is need for regular evaluation of the extent of implementation in line with the approved minimum standards of Education for primary and Junior Secondary Schools. According to Osadebe (2011), the word evaluation is a broad term that could be applied to educational programmes. It is to find out the extent to which programme objectives are achieved. It is a statement of fact derived from both quantitative and qualitative data, resulting in such expressions as pass, fail, satisfactory, unsatisfactory, high, low among others. In that sense, evaluation is judgement based on valid and reliable data or evidence.

Programme evaluation, according to Yoloye (1981), is a type of applied research in which programme process and outcome characteristics are related explicitly to set values such as programme goals, objectives and cost. The main purpose of programme evaluation is to judge the worth, usefulness, effectiveness or value of something, be it an educational programme, curriculum, textbook, students' performance or something else. Programme evaluation serves for the purpose of improvement, planning, making decision, personal improvement and accountability.

The Universal Basic Education (UBE) is an education programme in which periodic evaluation cannot be overlooked. It is very clear that evaluation should be in-built in every programme and should be part and parcel of it, because it will help the operators to make better decisions, and the outcome from such evaluation will help programme managers to decide whether to continue, stop, modify, refine or refocus the programme.

In the opinions of Asuru (1996), and Okorosaye - Orubite (2008), lack of proper evaluation has denied many visionary programmes of the needed feedback mechanism for programme improvement, which would have prevented catastrophic programme failure by adequately alerting programme managers early enough of the need to redesign, modify or refine the programmes to ensure successful implementation. Such laudable reform programmes such as the Universal Free Primary Education (UPE), and the 6-3-3-4 system failed to accomplish their intended objectives due to implementation hiccups arising from improper evaluation.

These avoidable problems have impacted negatively on the Nigerian educational system as numerous human and material resources have been wasted on programmes that were not sustained or well implemented. Therefore, for a successful implementation of the Universal Basic Education (UBE) programme, periodic evaluation must be incorporated to play a vital role. In view of the above, and in the overall interest of national development, periodic evaluation of the various component of the UBE programme is strongly advocated. The Universal Basic Education scheme is an educational reform programme with objectives to be achieved and for these objectives to be achieved, there is need for continuous check on the quantity and quality of human and material resources on ground, the UBE curriculum and the level of teachers' motivation. This will help to provide feedback needed for decision on the next line of action. According to Yoloye(1981), evaluation ensures accountability in programme implementation. It makes programme managers ethically accountable for the success or failure of the programme, and because of its importance, it should be built into every programme and be a part and parcel of it. It helps educators to make better decisions about the programme and reveals whether objectives have been achieved. Yoloye (1981), declared in very categorical terms that without evaluation

there cannot be feedback, without feedback there cannot be knowledge of the result, and without knowledge of the result there cannot be systematic improvement in any programme.

Statement of the Problem

The Universal Basic Education (UBE) is an educational reform programme with clearly stated goals and objectives, designed to ensure the availability of qualitative education for learners over a nine - year formal education process, from primary to Junior Secondary (JSS) three. Earlier programmes such as the Universal Primary Education (UPE) and the 6-3-3-4 system did not fully achieve their objectives and were jettisoned because of several reasons, including the absence of adequate monitoring of the implementation process and dearth of vital resources. It becomes very necessary that the current programme, the Universal Basic Education (UBE) be evaluated periodically so that it can achieve its objectives and does not go the way of the earlier programmes. Failure of past educational programmes have been attributed greatly to the inadequacies of human and material resources. It is important to note that these same human and material resources are central to the successful implementation of the Universal Basic Education (UBE) programme. The Federal Ministry of Education through the Universal Basic Education Commission (UBEC) came up with the minimum standards for basic education in Nigeria, (UBEC 2010). This and the National Policy on Education (NPE, 2004) forms the benchmark for this study. Specifications have been clearly spelt out in these important documents covering all resources needed for the implementation of the UBE.

Since previous programmes in Nigeria educational system such as UPE and 6-3-3-4 system could not fully achieve their intended objectives, evaluation is urgently needed so that the UBE does not encounter similar situation. The problem of the present study therefore, is, how well are the provisions of the Universal Basic Education (UBE) being implemented in basic schools in

Delta and Edo States? Secondly, there is need to know the extent to which location (in terms of urban and rural location) of schools is influencing the implementation of the UBE programme in Delta and Edo States.

Research Questions

This study was guided by the following research questions:

1. What are the objectives of UBE as perceived by head teachers in Delta and Edo States?
2. What is the extent of implementation of the UBE objectives in Delta and Edo States respectively?
3. What is the level of human resources available for the implementation of UBE programme in Delta and Edo States?
4. What is the level of human resources available in schools in urban and rural areas of Delta and Edo States?
5. Is there any difference in the level of available human resources between primary and Junior Secondary Schools in Delta and Edo States?
6. What is the level of material resources available for the implementation of the UBE in Delta and Edo States respectively?
7. To what extent is the academic curriculum of UBE being implemented in Delta and Edo States respectively?
8. What is the level of teachers' motivation in UBE programme in Delta and Edo States respectively?

9. What is the quality of teachers in UBE schools in Delta and Edo States respectively?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the extent of implementation of the UBE objectives between Delta and Edo States.

2. There is no significant difference in the level of human resources available for the implementation of the UBE programme between Delta and Edo States.

3. There is no significant difference in the level of human resources available in schools for the implementation of UBE between urban and rural areas of Delta and Edo States.

4. There is no significant difference in the level of available human resources between primary and Junior Secondary Schools between Delta and Edo States.

5. There is no significant difference in the level of material resources available for the implementation of the UBE between Delta and Edo States.

6. There is no significant difference in the extent of implementation of the academic curriculum of the UBE between Delta and Edo States.

7. There is no significant difference in the level of teachers' motivation in UBE programme between Delta and Edo State

Purpose of the Study

This study was to achieve the following specific objectives.

1. To ascertain the level of human resources for the implementation of Universal Basic Education in Delta and Edo States respectively.
2. To compare the level of human resources available for implementation of UBE between Delta and Edo states, and between urban and rural areas.
3. To compare the level of material resources available for the implementation of the UBE between Delta and Edo State.
4. To ascertain the level of implementation of the academic curriculum of UBE in Delta and Edo States.
5. To compare the extent of implementation of the academic curriculum of UBE programme between Delta and Edo States, and between urban and rural areas.
6. To evaluate the level of motivation of teachers in the UBE programme in Delta and Edo States.
7. To compare the level of motivation of teachers between Delta and Edo States, and between urban and rural areas.

Significance of the Study

The result of this study will be significant to educational evaluators, policy makers, educational administrators, experts in measurement and evaluation, and all UBE stakeholders in Delta and Edo States. To the educational evaluator, the study will serve to validate data on UBE and provide necessary feed-back on the extent to which the UBE programme have been implemented in Delta and Edo states. It will also provide them with impetus to always undertake periodic monitoring and evaluation in order to know the extent of implementation of the UBE provisions which are essential in achieving the objectives.

The result of this study will also be useful to policy makers in basic education by providing feedback that aids better decisions that bother on the essence of the programme, to identify areas where there are shortcomings and need urgent intervention to ensure the attainment of the UBE objectives.

The study will also be significant to educational administrators by ensuring compliance with the Minimum Standards for basic education in Nigeria. It will serve to harmonize various opinions of the programme implementers and stakeholders at Federal, State and Local Government levels and indicate how these opinions comply with the required minimum standard for basic education. It will provide guide to important and verifiable data about implementation components such as the level of human and material resources in basic schools, their quality and functionality. It will also serve to validate the programme curriculum (content), and the extent of compliance to it by the various organs of education.

To all stakeholders in the UBE programme, who genuinely desire the success of the schemein Delta and Edo States, this study will prove invaluable, having identified salient issues that require prompt attention for the programme to succeed. The study will be useful to the government in efficiently harnessing both human and material resources in the quest to improve the standard of education in Delta and Edo States in particular and Nigeria at large.

The study has provided relevant data and added to existing literature for the benefit of future researchers and experts in measurement and evaluation, who will now be motivated to be more forthcoming in evaluating present and future educational policies, and come out with value judgment that will help to improve the standard of education and aid in achieving the desired specific objectives.

Scope and Delimitation of the Study

This study focused on the public primary and junior secondary schools in Delta and Edo States, this includes schools in urban and rural areas of both states. Components evaluated were objectives of the UBE programme, levels of human resources and material resources, the UBE curriculum, teacher quality and motivation. In evaluating the objectives, the researcher focused on the extent to which education is free and compulsory, whether education outcome has actually developed in our students a strong consciousness for good citizenship, and whether the incidence of drop-out of school have been reduced with the UBE programme.

The human resources evaluated include the number and qualifications of teachers, head teachers and their assistants, the guidance counselors as well as other administrative, technical and non academic staff of the school system. They were evaluated based on their availability and number required. The material resources included classroom blocks, libraries, laboratories, offices, health facilities, conveniebces and general school environment. All these materials were evaluated based on their level of availability. The curriculum was also evaluated in order to determine the number of subjects that are taught in the schools. In all these the UBEC (2010) Minimum Standards was adopted as the benchmark for the study.

Operational Definition of Terms

Resources: These are human and non-human inputs required for the implementation of the Universal Basic Education.

Human Resources: They refer to the teaching and non-teaching personnel such as teachers, head teachers, school counsellors, messenger-cleaner, clericial staff needed in the school for the successful implementation of the UBE programme.

Material Resources: They refer to the physical structures and other tangible but non-human learning materials such as classroom blocks, offices for head-teachers, staff rooms, laboratory, toilets for staff and students, chalkboards, marker boards, ICT facilities, chairs and tables for staff, desks and chairs for school children.

UBE: It is an acronym for Universal Basic Education, which means education for everyone, male and female, young and old, without tribal or religious discrimination that will provide the essential knowledge, skills and moral value to an individual which will enable he or she to survive in an environment and contribute to national development.

Basic Schools: Refer to primary and junior secondary school levels of education. They include lower and upper basic. Lower basic refers to primary one to six, while upper basic refers to JSS one to Three.

JSS: It is a short form of writing Junior Secondary School, from Junior Secondary one to three.

Urban Schools: These are schools located in big towns, cities, local government headquarters and state capitals where there are easy access to social amenities like good roads, hospital facilities, schools, water supply and electricity.

Rural Schools: These are schools located in remote villages and areas not considered urban where there are no easy access to social amenities.

Public Schools: They are schools owned, funded and controlled by local, state or federal government. The operation in the schools is according to the rules and regulations set by the government.

Evaluation: Is the gathering and analyzing of valid information to aid valued judgement on the effectiveness of an educational programme.

Motivation: This refers to general contentment and occupational satisfaction arising from the availability of due remunerations and other welfare packages.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed works that are related to this study. A conceptual framework upon which the study was based is also presented. For the purpose of clarity and logical presentation of materials, the review was organized around the following sub-headings;

1. Conceptual Framework
2. Concept and Scope of Educational Evaluation
3. Models of Educational Evaluation
4. Aims and Objectives of the UBE programme
5. Minimum standards for UBE
6. Implementation of Universal Basic Education Programme
7. Implementation of UBE in Delta State
8. Implementation of UBE in Edo State
9. Inherent problems in the implementation of the UBE programme
10. Monitoring and Evaluation
11. Empirical Review
12. Appraisal of Literature

Conceptual Framework

This study was hinged on the Discrepancy Model of Evaluation propounded by Malcolm Provus. Provus (1971) devised a systematic approach to evaluation based on the premise that evaluation involves the comparison of performance with standards. Because this model is particularly attentive to the discrepancies between posited standards and actual performance, it is generally referred to as the Discrepancy Model of Educational Evaluation. Provus (1971) specifically offered the following explanation of the evaluation approach, that programme evaluation involves defining or identifying programme standards, determining whether a discrepancy exist between some aspects of programme performance and the standards governing those aspects, and using discrepancy information either to change performance or to change programme standards.

The Discrepancy Model consists of five stages, the first stage has to do with the design of the programme. The operation here is focused on documenting the nature of the programme, which include the objectives, in this case, the objectives of the Universal Basic Education (UBE), which states that there shall be free, universal basic education for every Nigerian child of school going age, the development in the entire citizenry a strong consciousness for education, ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative, and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning. The UBE programme is designed for a period of nine year basic education which is made up of three stages, the lower Basic (primaries 1-3), Middle Basic (primaries 4-6) and Upper Basic (JSS 1-3). It is expected that at the end of the nine year basic education programme, the stated objectives of the UBE programme would have been achieved in every Nigerian child of school-going age.

The second stage of the discrepancy model deals with the installation of the programme. It involves an effort to see whether an installed programme (UBE) is suitable with its installation plan. In Nigeria, there is a prescribed minimum standard for basic education in line with the National policy on Education (UBEC, 2010). The standards are of three types, namely resource standards, process standards and performance standards. These three are operational in the implementation of the UBE programme in Nigeria and together they constitute the installation plan for the UBE programme.

When we take a look at the minimum standard prescribed by the government for basic education in Nigeria, there are required number of human and material resources needed for the implementation of the UBE programme. For example, the minimum standard specified that teacher-pupil/student ratio in primary school is 1:35, that is one teacher to thirty-five pupils and in Junior Secondary School, one teacher to forty students (1:40). A trained guidance counselor to be in charge of the guidance and counseling unit in the school. Added to that, a minimum entry qualification of NCE is required for teaching in the primary and Junior Secondary School with a mandatory registration of the Teacher Registration Council of Nigeria (TRCN), a trained nurse, Matrons (1:80) students for boarding schools, etc. All these are human resource that must be put in place for a successful implementation of the UBE programme in Delta and Edo States.

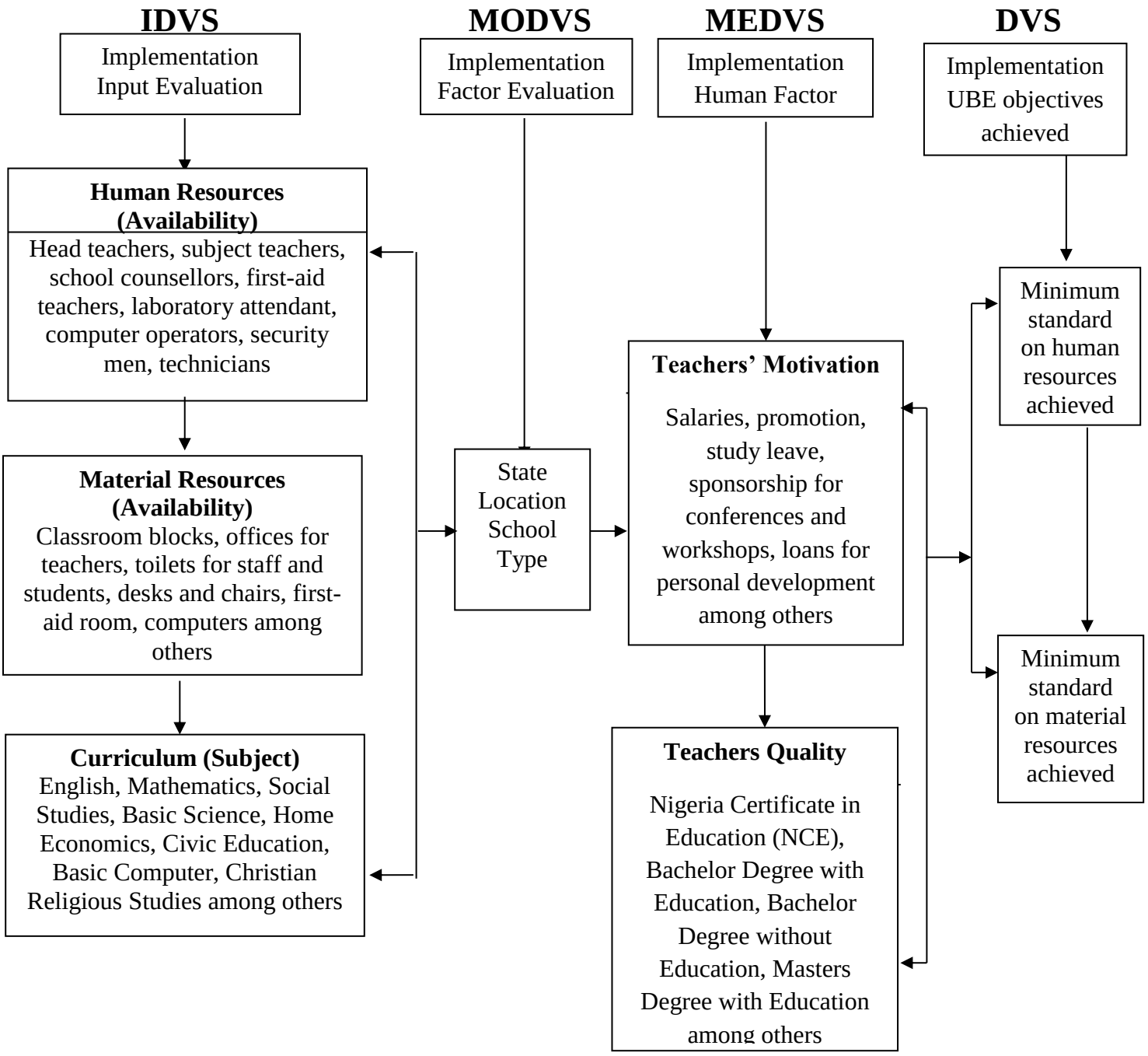
Material resources like classroom block with a space of 56sqm (7m x 8m), Toilet 1:40 (one toilet to 40 pupils or students, a 2 classroom sized library, Head teacher's offices with a space of 18.0m2 instructional materials curriculum etc.). These resources are important for the implementation of the UBE programme. When we compare the resources available with what is required, will there be improvement in student performance? Will there be reduction in the number of school dropout? Are these resources in adequate supply for the implementation of the UBE

programme? If they are, it will lead to the achievement of the UBE objectives and successful implementation of the programme.

The third stage of the discrepancy model is the process. According to Provus (1971), at this stage, the evaluator attends to the question of whether enabling objectives are being achieved. This stage gathers feedback and provides information that can be used to decide on whether the objectives of the programme (UBE) are being achieved. It makes an assessment of the level of resources available, standards and procedures of the programme in relation to the installation plan. The fourth stage of the model is focused on this set of questions: Has the programme achieved its terminal objectives? Putting all the required resources together, is there any discrepancy between implementation and installation plans? Are the resources on ground adequate to meet up with the minimum standard for basic education? It is expected that if the resources, standards and procedures meet up with the minimum requirements, then the objectives will be achievable with time.

The final stage of the discrepancy model deals with the benefits derived from the programme. In this case, the benefits are determined from the product or result that comes out of the implementation of the programme. This may include whether UBE products are demonstrating the required skills, there is reduction in school drop-out rate, and the products now have the ability to develop a strong consciousness for good citizenship, and the development of sense of commitment to vigorous promotion of peace. With this model, it is easy to compare planned and observed outcomes, and that is why it has been adapted for this study on the implementation of the UBE programme in Delta and Edo States. It will serve to clarify the extent of attainment of programme objectives and identify areas of discrepancy. An articulated conceptual evaluation model of this study is presented in figure 1.

Fig. 2.1: Conceptual Evaluation Model of the Study (Adapted from Provus, 1971)



Source: Adapted from Provus Model (Provus 1971).

This model is considered suitable for this study because it tries to find out if a discrepancy exists between actual performance and posited standard. From Fig 1, the conceptual model of the study is made up of the independent variables (IDVS), the dependent variables (DVS), the moderating variables (MODVS), and the mediating variables (MEDVS). The independent variables in the study are the human and material resources, the curriculum. The human resources include the teachers, head teachers, subject teachers, non-teaching staff like the school counsellors, and material resources include classroom blocks, toilets, libraries, laboratories, workshops, playfield, science equipment, chairs, tables, instructional materials, electricity, water supply, perimeter fence, ICT facilities (computer) while the curriculum refers to the subjects which includes; English Languages, Mathematics, Basic Science, Basic Technology, Social Studies, Agricultural Science, Basic Computer. These variables are the input evaluations that are required for the implementation of the UBE programme. These variables will be evaluated based on thier availability, and sufficiency in order to effect a positive change in the programme.

The moderator variables in the model represents the factor evaluation, which are salient, but when considered, can lead to a change in the dependent variables. They include all demographic variables such as state, location, and school type. The mediator variable represents the human factor in the model. It has to do with another set of salient factors in the process that has capacity to influence the dependent variables. A good example is motivation of teachers in terms of conditions of service. When the teachers are well motivated, they will be more efficient and committed to their teacher jobs, and this may tend to influence the quality of the UBE products. Researches have shown that teacher motivation contributes significantly to the achievement of the educational goals of a community (Ajayi (2007), Omokhodion (2008) and Edho (2009). If teachers are well motivated in terms of good working conditions, regular payment of their salaries and

allowances, with better opportunities for in-service training they will perform better, and be more committed to teaching.

The dependent variable in the model refers to the UBE objectives that are to be achieved. It has to do with the changes or differences that occur as a result of the manipulation of the independent variables, under the influence of the moderating and mediating variables. When these variables (human and material resources) are sufficiently and properly channeled to all the schools as required in the minimum standards, there will be positive changes in the schools and the objectives of the UBE programme will be achieved and the full implementation of the UBE becomes a reality with the availability of human and material resources that conform with the minimum standard. The confirmation of the achievement of these objectives will be the provision of free and compulsory Universal Basic Education, development in the entire citizenry, a strong consciousness for education and a strong commitment to its vigorous promotion, ensuring the acquisition of appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning and reducing drastically the incidence of drop-out from formal school system. The UBE objectives can only be achieved when all the human and material resources are available in the right measure as envisaged in the provisions of the minimum standards.

The discrepancy model of educational evaluation becomes important and relevant in this study because the aim is to find out if there is any discrepancy between actual resources available as input into the programme (what is on ground) and what it is supposed to be, according to the provisions of the minimum standards (what it is supposed to be).

Concept and Scope of Educational Evaluation

Evaluation in a simple term is making value judgement about the worth of a set of data obtained in respect of an attribute. Such value judgement are made within some frames of reference such as norm and criterion. Evaluation could be regarded as the sum total of processes involved in gathering qualitative or quantitative data and making value judgement about them (Odili & Ajuar, 1995).

According to Egbule (2007), evaluation is in fact the determination of the value of quality of scores generated from educational and psychological measurement after some statistical treatment and transformation. Evaluation is possible, if a device for measuring has generated some information or data which will be subjected to either quantitative or qualitative description. There are essentially four type of evaluation, placement, formative, diagnostic and summative evaluation.

Placement evaluation is used to determine the suitability or readiness of candidates for a particular programme of instruction. Formative evaluation is concerned with the evaluation of learning progress in terms of success or problems students have during instruction. It provides feedback to the teachers and students on the progress of instruction. Diagnostic evaluation is another type of evaluation that is used to ascertain the special difficulties encountered by the students in the course of learning. The difference between formative and diagnostic evaluation is that the former is done during the course of a lesson while the latter is done outside the lesson period. When the problems persis even after amends using formative evaluation feedback, we then proceed to the use of diagnostic evaluation to get at the root of the cause of problem. Diagnostic evaluation help us to develop remedial programmes to address the areas of problems. The fourth type of evaluation is summative and it takes place at the end of the course or unit of instruction. The purpose of this type of evaluation is to find out the extent of achievement of the objectives of the course, or unit or instruction (Odili and Ajuar, 1995).

Evaluation plays an important role in all aspects of educational programme. According to Egbule (2007), it contributes specifically to the teaching-learning process in the classroom and also in programme instruction, curriculum development and planning, record keeping and reporting, guidance and counseling, school administration and school research programme. Asuru (2008) opines that planned and purposeful evaluation is at the core of effective implementation and sustenance of any programme. This ensures that programme managers are prepared at all times to give a correct indication of the extent to which the programme is moving towards the desired target. According to Tahir (2001), decision making will be based on the analysis and interpretation of systematically collected data.

Models of Educational Evaluation

There are different models of educational evaluation and they are grouped under the following sub-headings:

i. Goal-attainment models

ii. Judgemental models emphasizing intrinsic criteria

iii. Judgemental models emphasizing extrinsic criteria

iv. Decision-facilitation models.

Goal-Attainment Models

A goal-attainment model sees evaluation as the determination of the degree to which an instructional programme's goal were achieved. It is associated with the efforts of Ralph W. Tyler. His approach to evaluation involves the careful formulation of educational goals according to an analysis of the three goal sources (the subject, the society and the subject matter). The resulting goals are then transformed into measurable or behavioural objectives. At the end of the programme, measurement of the pupils are taken in order to see the extent to which the previously established goals were achieved, unattained goals shows inadequacies in the instructional programme while attained goals shows a successful instructional programme (Popham, 1975).

The goal-attainment model conceive evaluation in terms of whether an educational programme is really effective in achieving its expressed objectives. The approach is made up of five stages, and these are

1) isolating that aspect of the current educational programme to be evaluated.
2) defining the relevant institutional and instructional variables
3) specifying objectives in behavioural terms.
4) assessing the behaviour described in the objectives, and
5) analyzing the goal-attainment result.

Another example of a goal-attainment model is the one offered by Metfessel and Michael (Popham, 1975). Their approach to educational evaluation is made up of eight steps which include involving members of the local community, constructing broad goals and specific objectives, translate specific objectives into forms that are communicable and that facilitates learning, developing measurement instruments, carrying out periodic measurement, analyzing measurement

data, interpreting analyzed data and formulating recommendations for programme change or modification of goals or objectives. The main purpose of the goal attainment model is to find out the degree to which pre-specified instructional goals have been achieved.

Judgemental Models

In this model major attention is given to professional judgement. The evaluator exercises considerable influence on the nature of the evaluation, in as much as it is that evaluator's judgement that determines how favourable or unfavourable the evaluation turns out to be. The model is divided into two approaches: intrinsic criteria and extrinsic criteria.

Judgemental Models Emphasizing Intrinsic Criteria

Intrinsic criteria are often referred to as process evaluation. Judgemental approaches to educational evaluation in which emphasis is on intrinsic criteria are very common in education, but are too haphard to be properly classified as instances of systematic educational evaluation. An exception to this, is the accreditation model of educational evaluation. According to Popham (1975), accreditation evaluations are typically carried out in schools so that representatives of the accrediting agency visit a school, and on the basis of previously determined evaluative criteria, judge the school programme. Accreditation model depend on intrinsic rather than extrinsic criteria. There are some intuitive support that these process factors are associated with the final outcomes of an instructional sequence. Few evaluators would recommend that intrinsic criteria be discounted completely in judgemental models because these factors can sometimes help clarify what is really operative in a given programme. However, evaluation models that emphasize intrinsic criteria only are not often recommended with favour these days.

Judgemental Models Emphasizing Extrinsic Criteria

There are several approaches to educational evaluation recommended by evaluation theories that described judgemental model with emphasis on extrinsic criteria. Among such is that described by Michael Scriven, a philosopher, and Robert E. Stake, a psychometrician. They contributed significantly to evaluation process as it applies to education. Scriven's (1967) came out with some recommendation in the context of considering contemporary evaluation models. He drew attention to the distinction in roles served by evaluators who formatively try to improve a still under-development instructional sequence and evaluators who summatively assess the merits of already completed instructional sequences.

Scriven (1967) conceives of evaluation as an assessment of merit. He is particularly dismayed with those who would equate educational evaluation with the degree to which goals are achieved. He emphasized the necessity to assess the merit of the goals themselves. He recommended that evaluators bring considerable attention to appraising the quality of goals as well as whether the goals have being achieved. He also alerted evaluators to the impropriety of passively accepting any goals proferred by programme designers.

Payoff evaluation is another approach of evaluation described by Scriven (1967). He contrasts this with intrinsic evaluation which attends more to the internal characteristics of an instructional programme. Payoff evaluation is that which emphasizes the effects of a programme. He also emphasize goal-free evaluation which focuses on the outcomes of a programme. The goal-free evaluator is concern about the result accomplished by the designers' programmes. It encourages the evaluators to be attentive to a wider range of programme outcomes.

Countenance Model

The countenance model was developed by Stake (1967), who proposed a system for conducting education evaluation. He laid emphasis on two major parts, called descriptive and judgmental. The countenance model distinguished between descriptive and judgmental acts of evaluation according to three phases of educational programmes, namely, antecedents, transactions, and outcomes. He sees 'antecedents' as conditions that exist before instruction that may relate to outcomes, 'transactions' as the succession of engagements that constitute the process of instruction and 'outcomes' as the effects of an instructional programme (Popham, 1975 and Barnes, 1972).

Stake divided descriptive acts according to whether they refer to what was intended or what was actually observed. He argues that both intentions and what actually took place must be fully described. He also divided judgemental acts according to whether they refer to the standards used in reaching judgements or to the actual judgement themselves. This model also elaborates on the manner in which judgments are made by evaluators. He pointed out that when we judge an educational programme, we engage either in relative comparison that is, (one programme versus another), absolute comparison (one programme versus standards of excellence not associated with any particular programme), or both relative and absolute comparisons.

Both Scriven and Stake as proponents of judgmental models, believe that the capable evaluator will be able to make subtle judgments about various facets of an educational programme. Although their emphasis is on judgment of extrinsic criteria, it should be obvious that their models reflect considerable concern with a number of additional factors.

Decision Facilitation Models

Decision Facilitation evaluators are less willing to assess personally the worth of educational phenomena. They will strive to collect and present information needed by someone else who will determine worth. This model is different from other models because it engages in personal valuing, coupled with the mission to abet the decision maker's task. The decision-facilitation model is made up of two models: the Context, Input, Pprocess and Product model and the discrepancy model.

The CIPP Model

It is one of the best known of the decision facilitation evaluation scheme. CIPP is a representation of four phases of evaluation as identified by the name of the model. They are context evaluation, input evaluation, process evaluation and product evaluation. The model originated by Stufflebeam and Guba (1969), who defined evaluation as the process of delineating, obtaining, and providing useful information for judging decision alternatives.

Context Evaluation: The purpose of context evaluation is to provide a rationale for determining educational objectives. It attempt to isolate the problems or unmet needs in an educational setting. Consideration of such factors leads to the identification of the general goals and specific objectives that should be the focus of an educational programme. The method of context evaluation are mainly descriptive and comparative. The main purpose of context evaluation is the identification of a set of specific objectives for which an instructional programme can be design.

Input Evaluation: This aspect of evaluation is expected to provide information regarding how to employ resources to achieve programme objectives. During input evaluation, the task is to ascertain the nature of available capabilities of the instructional system and potential strategies for achieving the objectives identified as a consequence of context evaluation. The input evaluator

secures information needed to appraise alternative strategies, whether they are based on the system's current capabilities or whether external resources are needed to be added to the system. The input evaluators help decision makers select and design the procedures suitable for promoting attainment of programme goals.

Process Evaluation: Process evaluation takes place as soon as the instructional programme is up and running. The purpose of process evaluation is to identify any defect in the procedural design especially in the sense that planned elements of the instructional programme are not being implemented as they were originally conceived. The process evaluator describes procedural events and activities so that any deficits in the instructional design can be discerned. The records made by the process evaluator are also useful in retrospective analysis of the instructional programme in order to isolate any particular strengths or weakness.

Product Evaluation: It tries to measure and interpret the attainment yielded by an instructional programme not only at its conclusion but as often as necessary, during the programme itself. The method of product evalution are similar to those of goal attainment evaluator and judgemental evaluator who emphasize extrinsic criteria, except that CIPP product evaluator as always, delineates, obtains and provides information needed by those who must make decision regarding the programme. The emphasis in product evalution is on the outcomes produced by the programme. The outcome is related to the objectives of the programme, then comparisons are made between expectations and actual results. The product evaluator help others to decide whether to continue, terminate, modify or refocus on instructional programme.

The CIPP model provided the first full-blown framework to guide those evaluators who saw their mission chiefly as one, helping those who must make educational decision.

Aims and Objectives of UBE Programme

According to Ejere (2011 and Amuchie (2013), previous educational programmes in Nigeria failed to meet the yearnings and aspirations of Nigerians. This led to reviews and subsequent introduction of the current Universal Basic Education (UBE) by the Nigerian government. It was a welcomed idea to the Nigerian populace who were unhappy that the 6-3-3-4 system which replaced the earlier introduced Universal Primary Education programme (UPE) did not fare better.

According Uko-Aviomoh, Okoh and Omatseye (2007), Universal Basic Education is the transmission of fundamental knowledge to all facets of the Nigeria society from generation to generation. It has three main components - Universal, Basic and Education. Universal connotes the fact that the programme is meant for all facets of the society. That is, the rich, poor, the physically fit and physically challenged, the brilliant, the dull, the regular students and the dropouts, including every other individual that is ready to acquire knowledge. The term "Basic" is related to the base, take-off point, the fundamental or essential spring board and bottom-line that is required and of course expected. This shows that the programme was intended to be the starting point in the acquisition of knowledge and that without basic education, higher education cannot be acquired. It is therefore considered a necessity for all citizens who may wish to aspire for meaningful life.

'Education' connotes transmission of knowledge from generation to generation. In the case of the UBE programme, it is expected that theoretical and practical knowledge will be transmitted simultaneously to learners in its simplistic form. This education may be seen as the aggregate of all the processes by which a child or young adult develops the abilities, attitudes and other forms

of behaviours, which are of positive value to the society in which he lives. (Fafunwa, 1976) and Uko-Aviomoh (2007).

The UBE programme, as spelt out in the implementation guidelines, (FME, 2000) is aimed at achieving the following specific objectives:

(a) Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.

(b) The provision of free, universal basic education for every Nigerian child of school-age.

(c) Reducing drastically the incidence of drop out from the formal school system and catering for the learning needs of young people, persons who, for one reason or the other, have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education.

(d) Ensuring the acquisition of the appropriate level of literacy, numerative, manipulative and communicative as well as life skills, ethical, moral and civil values needed for effective implementation of the UBE scheme.

The UBE programme is aimed at reaching the unreached. In other words, it's scope covers all Nigerian children, adolescent and illiterate adults in all social condition and geographical locations, irrespective of sex. From the aims and objectives of the Universal Basic Education, it is clear that the programme has elaborate and inclusive scope. The programme is capable of addressing the issue of illiteracy, checking educational imbalances between geo-political zones and unemployment. The programme therefore has the potential of promoting social development.

It is designed to take care of a wide range of issues like formal or informal education and skills development in children and youths of the nation.

According to Tahir (2006), the UBE Act of 2004 was a courageous attempt at closing loopholes by making basic education compulsory and free for all school age children, and it has clearly delineated roles for each critical stakeholder and as well as provided sanction for defaulting stakeholders. The programme provided for adequate funding for the provision of facilities and for the training of teachers that are needed for the programme.

The implications of the stated objectives of the Universal Basic Education programme include among other things, the provision of universal access to basic education, the provision of a conducive learning environment, eradication of illiteracy as well as the development of the ability to communicate effectively (Nakpodia, 2010). As stated by Babalola (2000), other implications are the laying of a sound basis for scientific and reflective thinking, development of sound attitudes and giving every child the opportunity of developing manipulative skills that would enable him or her function effectively in the society. Since the Universal Basic Education Scheme includes the Junior Secondary Schools, the National Policy on Education (NPE, 2004) stipulated the objectives of Junior Secondary Schools to include the cultivation of effective thinking and communication skills, making of relevant judgement, making the pupil a useful member of one's family, understanding basic facts about health and sanitation, and understanding and appreciating one's role as a useful member of the country. For UBE programme to be translated into reality and success, these objectives and their implications must get to the classroom, the 'heart' of teaching and learning.

Obanya (2000) outlined various educational ills which the UBE is expected to redress. On the quality dimension, he emphasized that the programme will "Ensure that the school passes through the learner". This emphasis gives much hope to the expectation that the beneficiaries of the UBE would not emerge as mere certificate holders but as persons whose essential personalities would have been so refined that they will bring about positive changes using the knowledge that they have acquired. It is also important to note that the UBE scheme is aimed at mobilizing youths, students and young learners for the purpose of helping them cultivate an awareness and understanding that would change them into citizens with appropriate skills, attitudes, competencies, moral values and reasoned judgement to effectively live, interact, interrelate and contribute positively to the economic, social, political and cultural development of Nigerian society.

The purpose of the UBE scheme is to provide young learners with insight into use of various knowledge structures and procedures that have relevance in modern civilization. It follows that an ultimate objective of the UBE programme is the development and improvement of living generally, not merely in the classroom but in the community, country and in the world as a whole. In summarizing the UBE objectives, Obioma (2006) said it was designed to ensure gender empowerment, value orientation, poverty eradication and creation of opportunities for all.

Minimum Standards for the Implementation of UBE Programme

The UBE Act of 2004, provided that the universal basic education commission (UBEC) is to "prescribe the minimum standards for basic education throughout Nigeria in line with the National policy on Education and the directive of the National council on Education and ensure the effective monitoring of the standards". (UBEC, 2010). A standard is an established norm or

requirement that all systems work towards achieving. Standards are of three types, namely, resource standards, process standards and performance standards. The three of them are operational in the implementation of the universal basic education programme in Nigeria.

According to Mohammed (2010), numerous standards have been in existence in Nigeria both inter-state and intra-state. There are many schools with different level of facilities and teaching standards. The standard for most schools, however is dismal and does not lend itself to fostering the overall growth and development of children, and giving them the skills required to survive with dignity in this ever changing global society. For the purpose of effective implementation of the UBE programme, there is a prescribe minimum standard for human and material resources.

For proper implementation the functional requirements of schools of various sizes is shown in the table below.

Table 2.1. Functional requirements of schools of various sizes.

No. of Streams	**1**	**2**	**3**	**4**	**5**	**6**
Max enrolment	240	480	720	960	1200	1440
Classrooms	6	12	18	24	30	36
Laboratory	-	1	1	1	1	2
Workshop	-	1	1	1	1	2
Library	-	-	1	1	1	2

Toilets	6	12	18	24	30	36
School Head's office	1	1	1	1	1	1
Asst. School Head's office	-	-	1	1	1	1
General office	-	-	-	1	1	1
Staff room	1	1	1	1	1	1
Store	1	1	1	1	1	1
First-aid room/sick bay	1	1	1	1	1	1

Source: Minimum Standards for Basic Education in Nigeria (UBEC, 2010).

Minimum Standards on Human Resources

Human resources are the building blocks of an educational organization. The effectiveness of that system depends largely on the effectiveness of the individuals that are involved. Human resources in the UBE programme include the teachers, Head-teachers, principals, vice-principal inspectors, counselors, medical personnel and other administrative staff.

UBEC (2010), clearly specified the minimum standards for human resources in the implementation of the UBE programme. For teachers, the envisaged minimum entry qualification is N.C.E (Nigeria Certificate in Education), a mandatory registration with teachers registration council of Nigeria (TRCN) and professional training. On teacher-pupil/student ratio, the standard or specification is one teacher to thirty-five pupils (1:35) in the primary schools while one teacher to forty students (1:40) in the junior secondary schools. This is also in line with the National Policy

on Education (2004). The teacher constitutes the most important human resource in the education project, according to Agabi, (2005). The reason is that effective learning cannot take place in the school without the teacher to give proper curricular and instructional guidance. Nigeria is facing a problem of dearth in both quantity and quality of teachers. At the launch of the free Universal Basic Education by the government in 2004, the system required an estimated additional 400,000 teachers for the programme. The capacity of the Colleges of Education all together can produce about 60,000 Nigeria Certificate in Education (N.C.E) graduates annually (Ojo, Egho and Eguntola, 2012). Anaduaka and Okafor (2013) describes th resultant pressure on education system in terms of two-pronged problem of number and relevance. The problem of number implies that there is insufficient quantity of teachers that are available for the various levels of the system. The problem of relevance suggests that the quality and relevance of the knowledge and competence of the teaching cadre at all levels of the system is inadequate. Ejere (2011) observed that inadequacy of policy resources tend to undermine implementation and that the basic education level is plagued by acute shortage of professionally qualified teachers in Nigeria.

The successful implementation of any educational programme (UBE) for self reliance depends so much on the availability and adequacy of the right calibre of teachers. Since the teacher is the translator, interpreter and trusted executor of the school curriculum in the classroom, it follows that the Teacher is a central figure in the meaningful realization of the objectives ofvthe UBE programme. The actualization of the goals and benefits of education for self-reliance is a heavy task on the teacher within the school system. The reason is because the teacher as the implementer of the curriculum mediates between the curriculum (aims and objectives, contents and materials) and the learner (Nwachukwu, 2009).

Morrison (2006) opines that, for effective and efficient execution of these laudable tasks, teachers should be properly trained to acquire a mastery of vast arrays of skills and competencies. Examples of such skills are knowledge of the subject content, practical competence, as well as minds-on and hands-on pedagogical competencies. Since the acquisition of skills necessary for self-reliance are all embracing, practical activities should be extended to simulations, games and such like. Since no educational system or curriculum could rise above the quality of its teachers, it is important, that teachers should be trained with variety of pedagogical approaches which will facilitate acquisition of skills needed for self employment and the corresponding effect would be self-reliance (Ojo, et al., 2012).

Part of the human resources are the school principals and head-teachers. The minimum qualification for a head teacher in the primary school is N.C.E (Nigeria Certificate in Education) graduate with at least five years teaching experience, but in an ideal case, ten years teaching experience is prescribed by UBEC. In the secondary schools, the minimum requirement for a principal is a bachelor's degree in Education or a first degree in Arts , Science or Social science combined with a Post Graduate Diploma in Education, and at least ten years teaching experience. According to UBEC (2010) specification if the mandatory requirement is not yet attained the ideal requirement should be achieved within the next ten (10) years.

A trained guidance counselor, a qualified resident nurse (for boarding schools), house master at the ratio of 1:80 students, a matron, head cook, electrician, plumber, security men, clerical staff, laboratory and library staff, are the other human resources required in schools for the implementation of the UBE programme. The roles of the school inspectors and supervisors as human resources in the implementation of UBE cannot be ignored. From the minimum standards, supervisors from the SUBEB (State Universal Basic Education) supervisors are to visit schools at

least twice in a term, while local government area supervisors are to visit schools at least three time in a term. For school supervisors and community supervisors, work should be continuous.

Minimum Standards on Material Resources

Material resources remain a formidable factor to be reckoned with in the implementation of any educational programme. No school can operate in a vacuum. The buildings, furniture, teaching aids and several other materials are needed before a school can be said to be operational (Okolo, 2005). The material resources in schools are very essential and they are needed for the positive realization of the objectives of the organization. At the inception of a school, certain basic materials stipulated by relevant agencies of government must be available. They include classroom blocks, toilets, libraries, workshops, playfield, science equipment, science laboratory, instructional materials, information and communication technology (ICT) facilities, electricity, pipe borne water, and health facilities amongst others.

UBEC (2010), specified the minimum standards for material resources in the implementation of the universal basic education. The official maximum number of pupils per classroom is 40, and a mandatory pupil or student space, including circulation as $1.4m^2$ x 40 = $56.0m^2$. The laboratory size is $3.5m^2$ x 40m giving a total of $140.0m^2$. The library space is to allow $3.0m^2$/reader to cater for bookshelves and circulation. It is desirable that a whole class of 40 pupils is able to move into the library for some specific periods, therefore the minimum required size of library is $3.0m^2$ x 40 = $120.00m^2$. Other material resources like playfields should have a suitable physical characteristics like level surfaces, good drainage, short grass, oriented North-South Football pitches. There should be some provision for gardening in each school, no matter how

small. The orientation of the classroom blocks should be based on the relevant climatic design recommendations (UBEC, 2010).

The envisage requirement for toilets in urban schools should allow $0.12m^2$ pupil in an urban school where water system is feasible. There should be separate toilets for boys and girls by entrances or location, available at a ratio of one toilet to fortypupils or students. Wash-hand basins in equal number to WCs and at a height 700mm from finished floor level should be provided. In addition to the WCs, a urinary should be provided for the boys at a ratio of 1:40. For rural schools, where pipe-borne water supply does not exist, two ventilated improved pit (V.I.P) latrines for every 40 pupils assuming equal number of boys and girls should be provided, and the location must be in a well-drained area and sufficiently private. The direction of the prevailing wind is to be considered in the location of pit latrines while they should also be at least 20-30m away from the nearest learning area. In all schools, toilet for teachers should be on the basis of ratio one toilet to twenty-five staff, and toilet for male staff should be separated from that of the female staff.

Water supply is another material resources required in both urban and rural schools. Urban schools are to be linked with the metropolitan water supply, while rural schools are to depend on individual deep wells and boreholes. Both should have overhead reserve tanks of appropriate sizes. Drinking water fountains should be separated from toilet, they should be built near the administrative buildings at the ratio of 1:50 pupils. All local health requirement for drinking water, such as boiling or filtering should be the responsibility of the headmasters, principals and parent teachers associations (PTAs).

FME (2002) on minimum standards for primary and secondary also prescribe the required standard for electricity supply. A generating set for machines and for minimum comfort of staff

and students especially in secondary schools. Every school must have a separate well-equipped standard laboratory or workshop for Integrated science. Agricultural science, Introductory technology and Home Economics. Physical structures like offices for heads of departments, subject heads, supplementary staff rooms may be located within the classroom blocks. The principal's office and adjoining reception room must be well ventilated, burglary-proofed and well-furnished and attractive enough to host visitors.

Eke (2010) opines that the physical environment is the focus of many studies and attracts the attention of assessing inspectors. He gave an elaborate list of what should constitute the physical environment to include classroom space, arrangement of desks and seats, chalkboard or its equivalent, lighting, temperature and acoustical qualities, library, instructional materials such as laboratory equipment and teacher made materials, play ground and games equipment.

In a study carried out by Falaye (2009), it was revealed that there was a declining concern for the nature of learning environment in a study of Nigerian secondary schools by OAU and National Examination Council. The indices used were quantity and quality of school physical facilities and quality of teachers in terms of number and qualification. Research report indicate that children learn best when they are actively exposed to dominate their environment through material resources. It was stated in the implementation guideline that for any teaching and learning to be meaningful and to meet up with the minimum standard for UBE programme, infrastructure and facilities have to be available in appropriate quantity, size and quality.

Research reports on the state of facilities in Nigeria schools shows serious defects, and tend to conclude that facilities were scarcely available in all categories in schools (Agabi, 2005, Oladunjoye, 2010). Added to that Osiobe (2010), asserted that no matter the quality of the teachers

an education system might possess not much can be achieved if the enabling facilities are not in place. It then means that physical or material resources must be upgraded in public primary and junior secondary schools in order to achieve the UBE goals.

Concerning infrastructural inadequacy, Oladunjoye (2010) observes that many schools lack the essential infrastructures to enable them function as safe, efficient and effective schools. The vast majority, whether urban or rural have no water, sanitation and electricity. These services need to be addressed as a matter of urgency. The physical state of the average classroom is very poor, with floors full of holes, roofs and ceilings broken, the fabric in a poor state of repair, doors and windows have shutters at best but these are often not lockable. Few schools have a perimeter fence or enclosure, again making them open to intruders and vandalism. In some instances, schools furniture have been vandalized and classrooms are used as toilets (FME, 2009).

Minimum Standards on Curriculum and Instruction

Instructional resources refer to the supply of materials, equipment, information and expertise to an institution and its effective utilization in order to achieve the objective of the institution (Adaramola, 2012). The major reason why teachers use resources is to develop problem solving skills, scientific attitude and functional knowledge in learners which will lead to achieving educational goals. When instructional resources are used while teaching and learning, students are actively involved and properly motivated. According to Adaramola (2012), the effectiveness of any resources depends on the quality of the resources and the skill of the teacher.

The National Policy on Education (NPE, 2004) and the UBE Act of 2004 provided for 6 years of primary school and 3 years of Junior Secondary School. The UBE Act, 2004 stipulates that “every learner who has gone through nine years of basic education should have acquired

appropriate levels of literacy, numeracy, manipulative, communicative and life-long skills as well as ethical, moral and civic values needed for laying a solid foundation for life-long learning, as the bases for scientific and reflective thinking. According to Anaduaka and Okafor (2013), curriculum process in Nigeria can be consider as consisting of three levels, namely, what is intended, what is implemented, and what is learnt or attained. Curriculum can only be effective if teachers are trained and equipped with the skills for implementation. Unfortunately, this is far from the case. The new curriculum content of the 9-year basic education have been prepared with the mind that it will provide learning environment for the:

a. acquisition of scientific and technological skills.

b. inculcation of value re-orientation, civic and moral responsibility.

c. acquisition of skills for poverty reduction.

d. acquisition of knowledge and application of ICTs.

e. empowerment of citizens to face national and global challenges.

The curriculum for the nine (9) years of continuous schooling is divided into three component parts.

a. three years of lower basic education curriculum (Primary 1-3)

b. three years of middle basic education curriculum (Primary 4-6)

c. three years of upper basic education curriculum (JSS 1-3).

This is done for the purpose of proper planning and alignment of curriculum contents in order to make learning sequence simple, logical and practical (UBEC, 2008).

The minimum standard required for primary school curriculum is nine (9) compulsory subjects with not more than two elective subjects. In the Junior Secondary, it is ten compulsory subjects with not more than three elective subjects. The basic education subjects are divided into core, compulsory and elective subjects. The core subjects for primary schools are; English Studies, Mathematics, Basic Science and Technology, Computer Studies, Religious Studies, Civic Education, Social Studies one Nigerian language, and the elective subjects are Agriculture, Home Economics, Arabic. The core subjects for JSS are the same as listed for the primary, but Basic Science and Technology is broken into two separate subject called Basic Science and Basic Technology, respectively. The elective subjects for JSS are Agriculture, Home Economics, Arabic, and Business Studies. Thematic approach to curriculum content organization has been adopted. Themes reflect the way young children understand the world around them, that is as a whole and not divided into different compartments of knowledge. In the opinions of Arhado et al (2009), Nneji (2006), and Obong (2006), a major gain from the UBE curriculum is that the contents reflect both emerging issues and national values.

Instructional materials include technological resources like computers, radio, projectors and print materials like textbooks for teachers guides, exercise books, scheme of work, diaries, chalkboard or marker boards, duster, etc. Instructional materials influences the rate of learning, saves the teacher's time and effort, increase learner motivation and faculty retention of what is learnt. According to Nakpodia (2010), government should supply instructional materials, textbooks, equipment and facilities as a measure to the implementation of the universal basic education. As observed by Omokhodion (2008) and Ejere (2011), instructional materials are resources used by teachers in the classroom to ensure effective teaching and learning: They can be used to stimulate and sustain students' interest for effective retention of what they are taught, to

stimulate the learner's imagination, to capture the learner's interest, and to reduce the level of abstraction in teaching.

According to UBEC (2010), in conformity with the implementation guidelines, instructional materials in both primary and junior secondary schools should conform to the national curriculum, be of good quality and gender sensitive. It should have at least 85% content of the national curriculum for a particular level and should have fulfilled the evaluation criteria of Federal Ministry of Education or State Ministry of Education or Universal Basic Education Board.

Minimum Standard on Teachers' Motivation and Welfare

The UBE Act 2004 and implementation guideline states that no educational system can rise above the level of its teachers. Many educational programme failed mainly because they did not take due account of the teacher factor. The major issues of teachers centres around promotion, regular payment of salaries and allowances, sponsorship to annual professional conferences, periodic workshops or in-service training, job security, professional recognition, access to loans and advances and other priviledges of labour. Teacher emoluments ought to be paid regularly and kept at a level that is commensurate with the professional nature of teaching, while other incentives and welfare packages are to be negotiated. Furthermore, steps must be taken to make the school environment learner-friendly as well as teacher-friendly. This involves the provision of appropriate forms of basic infrastructure and facilities and a full recognition of the professional autonomy of teachers and school administrators.

In the opinion of Anaduaka and Okafor (2013), the morale of the Nigerian Teacher is generally low because of poor motivation. In practice, both the teachers and the teaching profession are often relegated to the background by government and her agencies. Ejere (2011) concurs that

sufficient attention has not been given to the issue of teacher motivation in Nigeria. It takes industrial actions before teachers are accorded their common rights in many instances.

Implementation of Universal Basic Education Programme

Implementation involves the actual realization of set objectives and it is very important to any programme design. In order to effectively implement the basic education in Nigeria, the Federal Ministry of Education set up a commission known as the Universal Basic Education Commission (UBEC) at the National level and state government also, set up a similar commission known as State Universal Basic Education Board (SUBEB). The Universal Basic Education Commission (UBEC) is to monitor and evaluate school programmes and they are expected to work with the Ministry of Education. Some of the problems against the UBE programme according to Araromi (2007), include inadequate funding, lack of qualified teachers, poor infrastructure, delay in payment of teachers salaries and lack of instruction materials.

The most important principle of Universal Basic Education (UBE) in Nigeria is that everybody must have access to equal and quality education comprehensively and co-educationally. That is, those children of school-going age irrespective of their sex, state of origin, social, political and religious background should have unhindered access to basic education. The UBE programme is also to fill the existing gap between illiteracy, poverty and modern development. It emphasizes practical application of knowledge necessary for future development.

A fundamental problem for us in the current time is how best to implement the Universal Basic Education Programme. According to Adamu and Adole (2015), the concept of implementation inevitably takes different shapes and forms. In Nigeria, implementation can rudely be regarded as the graveyard of many good policies due to corruption, sentiments, or dearth of

necessary resources. Amuchie et al (2013) agrees with Nwangwu (2000) that poor planning has also greatly hindered implementation. Thus, an important key to this problem is the determination of factors which may affect the process of actualization of intended goals and objectives. Successful implementation of the UBE programme largely depends on a number of factors. Not only must the children enroll in schools, there must be good facilities and structures put in place. The teachers who are the key implementers of the programme must be qualified and committed to the programme, while the government is to provide the necessary base for continuity of the programme. According to Idehen and Izevbigie (2000), for the UBE programme to succeed, there are fundamental factors to be put into consideration. These include the teacher, infrastructural facilities, instructional materials, and funding.

a. **The Teacher Factor**

The role of teachers in any educational programme cannot be over emphasized, even in the implementation of the Universal Basic Education. The implementation guidelines (2003) states that no educational system can rise above the level of its teachers. One of the reasons while laudable educational programme failed is because they did not take due account of the teacher factor. If the government is committed to ensuring the success of UBE, then the teacher should be an integral part of the process of its conceptualization, planning and execution (Nakpodia, 2010), opined that for the UBE programme to be translated to reality and success, it must get to the classroom the 'heart' of teaching, teachers in our present day reality holds the key.

They can either unlock the classroom door for programme if they are well disposed to and enthusiastic about it or slam the door against it, carrying on as if nothing has changed. No educational planner should under-rate the teachers' factor in any programme before it takes off.

Adebimpe (2001), also cited in Nakpodia (2010), opined that for Universal Basic Education to succeed, adequate provision should be made to produce sufficient number of qualified teachers and make them relevant within the limit of their area of specialization. Salaries should be paid as at when due because it serves as a motivating factor toward productivity.

b. **Adequate Infrastructural Facilities**

Infrastructural facilities (according to the UBE implementation guideline of 2000) refer to the physical and spatial enablers of teaching and learning. They include classrooms, libraries, laboratories, workshops, playfields, school farm and garden as well as provisions for water and sanitation. These facilities have to be of appropriate measure, quantity and quality in order to meet the desired standards for promoting any meaningful teaching and learning. For effective implementation of the UBE programme, there must be adequate infrastructural facilities. Scholars agree that effective teaching and learning cannot take place in an academic environment that is devoid of the basic infrastructures and facilities. (Okeke, 2007; Nwafor, 2003 and Ehindero, 2000).

c. **Provision of Instructional Materials**

Instructional materials influences the rate of learning, saves the teachers' time and efforts, increase learners motivation and facilitates retention of what is learned (Aluede, 2006). Government should supply instructional materials, textbooks, equipment, and facilities as a measure to the implementation of UBE.

d. **Finance**

No education programme can succeed without finance. Funds are needed for the smooth operations of the Universal Basic Education, in the view of the priority which the government of

the federation has placed on UBE, as the key to genuine national development. Considerable financial resources should be mobilized for its execution. The already high budgetary provisions of the Federal, State and Local Governments will be further reinforced with part of the revenue that comes from the Education Tax Fund (ETF). Government should ensure that considerable financial resources are mobilized for the execution of the UBE programme.

Implementation of Universal Basic Education in Delta State

The UBE Act of 2004 mandated each state of the federation to have a Universal Basic Education Board with a commission. Following this order, the Delta State Universal Basic Education Board has a bill effective from March 16, 2006. The DSUBEB Bill (2006), section 26 (2 and 4) states that every parent shall ensure that his child or ward attends and completes his primary and Junior Secondary Education, since it is compulsory and free. It warns that parents who contravene this order will be liable to pay fines or imprisonment.

According to Edho (2009), without education, man is but a splendid slave stressing that though education is not everything, but nothing thrives without education. President Obasanjo at the lunch of the UBE in 1999 made a statement that "a child starved of education is like a child without food". The success or failure of UBE is reflected in the overall outcomes of the pupils and students after school. Pupils' enrolment 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 has a vast mineral deposit and a robust financial based with a mere percentage of 1.82% of the total number of public schools in the country and contributes only 2.32% of the total number of pupils' enrolment in Nigeria (UBE, 2006). As claimed by the James Ibori led administration, before 1999, pupils in some school sat on bare floors or pieces of blocks because there were no chairs and desks.

These condition adversely affected staff morale and made it very difficult to control and teach the pupils. The maximum renovation and provision of infrastructures/instructional materials has restored staff morale and fortified professional confidence (Edho, 2009).

Delta State with an estimated population figure of 4 million as at 2002 had 46% of the population in the basic education level. A few of the underprivileged are from the rural or riverine areas of the state where little or no attention is given. The success of the UBE in the state can be felt by the maximum stride in schools' construction, employment of qualified teachers, payment of teachers' salaries as at when dues, provision of conducive staff rooms and teaching environment. As at 1999, the state had a total of 1,012 primary and secondary schools which rose to 1,552 by 2003, (UBE, 2004). And by 2008, the number of primary schools alone has risen to 1,134 (National summary of Basic Education Statistics, 2008). As a result of this, the enrolment rate also increased. As at 1999, enrolment at primary and secondary school was 574,042 but as at 2003, it has risen to 616,597 school children.

In the current dispensation, Delta State with the policy of free and compulsory education, has witnessed great increase in the primary and junior secondary school enrolment, as a result of the increase in the number of schools at both primary and junior secondary levels. (UBEC, 2008 planning, research and statistics department).

Despite the increase in number of schools and enrolment, there are some constraints affecting the successful implementation of the UBE in Delta State. These include disagreement in the payment of staff salaries between Federal, State and Local governments, non-completion of new classroom constructions, lack of adequate furniture's for teachers and school children, insufficient number of teachers to teach the different subjects, non-completion of classroom

renovation or rehabilitation, lack of laboratory and workshop equipment, borehole for water and toilets construction, little or no imprest from both local government or SUBEB to maintain schools. Added to these is the fact that schools in the rural areas lack teachers, even when teachers are posted there, so many object for different reasons.

The purpose of the UBE programme as it was declared in the policy statement is that, education should be free so that it can get to all. The financial burden of the government often make parents to get involved in the funding of basic level of education in sundry ways like PTA interventions and community assistance. Some parents are able to provide these things for their children, while most parents, who are less endowed economically, struggle to make ends meet and their children remain poorly equipped to learn.

According to the UBE declaration of 2000, Federal Government shall provide the bulk of funds, with the State Governments assisting sufficiently to ensure that the poorly stricken parents contribute minimally. Inspite of the huge but inadequate budget allocated to Universal Basic Education, basic education still eludes millions of Nigerians. The adverse effects of underfunding are abandoned projects, inadequate infrastructural facilities, insufficient instructional materials, and insufficient number of teachers to teach the pupils and students. Ikoya (2000) asserted that despite boosted annual budgets for funding the UBE programme, including aids from local and international agencies for successful implementation, there are indications that several schools are still plagued with inadequate physical facilities for effective implementation of the UBE.

In addition to some of the problems of implementing UBE as mentioned earlier, there is the problem of inadequate manpower to handle the subjects taught in schools effectively, inadequate chairs and desks in schools which makes pupils seats on the floor, and where they are

available, it is common to see five students sit in a desk that is meant for two. This makes learning ineffective and increases drop-out rate. Other factors include short payment of teachers' salaries, improper administration of State Universal Basic Education Boards; non-conduciveness of school locations for distance trekked by pupils to and from school daily, evasion of classrooms by teachers due to poor motivation from government and distractions from poverty afflicting many families.

If UBE in the States must achieve its aims and objectives the stated problems must be given serious attention. The government should know the number of schools in the state and employ appropriate number of qualified teachers for the various subjects. In addition to this, there should be regular and adequate supply and replenishment of teaching aids and instructional materials by appropriate agencies to enhance teaching and learning. Government should provide more classrooms to accommodate the large enrolment of pupils and students expected as a result of the programme.

Implementation of Universal Basic Education in Edo State

Universal Basic Education started in Edo State in the year 2005 after the UBE act of 2004 which mandated each state in the federation to have a Universal Basic Education Board. There are eighteen (18) Local Government Areas in Edo State with a total number of Nine hundred and ninety (990) public primary schools and three hundred and forty-one public secondary schools (Ministry of Education, Edo State, 2011), in the three senatorial districts, also with a total number of 5,222 teachers including males and females.

In Edo State, strategies were employed for the mobilization and sensitization of UBE stakeholders; such strategies include regular staff professional development programmes, regular

supervision and monitoring of the programme by inspectors of Education from State Ministry of Education (SME) and regular consultation and dialogue between the state government, local government and communities for effective involvement and participation in the UBE programme. These strategies inspired increase in enrolment at the Primary and Junior Secondary School Level, created wide public awareness as regard the UBE, and ensured better guide for teachers in handling the new UBE curriculum.

In the area of manpower development in the Universal Basic Education in Edo State, 7,984 teachers representing 72% have benefited from workshop/seminars on pedagogy. About 6,523 teachers representing 58% attended workshop on ICT, library and HIV/AIDS. Also, at the Junior Secondary School level, 452 teachers representing 30% of teachers have attended workshop/seminar on pedagogy in the core subjects. A total of 120 teachers at the JSS level benefited from in-service training. Looking at the number of teachers who have attended workshop/seminar at both the primary and Junior Secondary School level, there is still need to increase effort at manpower development at this levels. SUBEB also engage the services of supportive staff in primary and Junior Secondary schools statistics from SUBEB shows that there are 2,074 of such teachers at the primary school level and 169 supportive teachers in the Junior Secondary Level consisting of both male and female.

UBE special interventions in Edo State were in the following areas: infrastructural facilities such as classroom construction, renovation and rehabilitation, provision of furniture for pupils and teachers, instructional materials like textbooks for teachers, pupils and students. Other intervention provided are the MDG training workshop for teachers and professional registration of teachers. These interventions gave opportunities for retraining of teachers in the State, increased the

availability of books to pupils and teachers, and led to visible increase in number of classroom blocks, chairs and tables, and in pupils and students enrolment.

Despite all the intervention, there are still challenges facing UBE program in Edo State. Statistics from the Ministry of Education revealed that from 2005 to 2010, there was regular supply of textbooks to pupils in English language, Mathematics, Basic Science/Technology and Social Studies, the teachers were not supplied with such books. Furthermore, a total of 14,400 textbooks were supplied in each subject area mentioned above from 2005 to 2010. This number is considered inadequate when compared with total enrolment figure for the period. Also, at the Junior Secondary Level, 6000 textbooks were supplied to students in English Language, Mathematics, Basic Science, Basic Technology and Social Studies in 2005, 2006, 2007, 2008, 2009 and 2010. When we compare the total number of textbooks which was 36,000 as at that time with the total students' enrolment of over 60,000 in 2008 alone, the number of textbooks supplied was still very low. Key instructional materials like maps, charts, cardboards papers are not adequate in both primary and Junior Secondary Schools in the State.

In the area of teachers, many of them have undergone capacity training workshop, but there are still a large number of teachers who have not been trained, and as a result, may not be competent enough to teach in the UBE school system. The teacher-pupil ratio is on the high side in both primary and junior Secondary Schools in the state. Other infrastructural materials like desks and chairs, textbooks perimeter fence are inadequate when compared with pupils/students enrolment. Another challenge facing the implementation of the UBE in Edo State is corruption. Corruption have greatly affected the UBE implementation process in the state. Political consideration has influenced the appointment of men with little commitment into the SUBEB in the state. Contract award also follow political consideration such that jobs are not to specification.

Corruption has also led to filtering of funds such that most of the activities from infrastructural development to capacity building workshop are done in a manner that suggests window dressing. Funding of schools in terms of periodic subvention has been poor and irregular.

In order to overcome these challenges in the implementation of the UBE programme in Edo State, the government through SUBEB, should make adequate provision for both human and non-human resources at better levels. Such will involve building of more classrooms and renovation of existing ones adequately. The government should ensure that instructional materials are evenly distributed among the schools. Teachers should be motivated by promoting them at the right time, and payment of wages that competes with that of neighbouring states. Appointment and promotion of teachers should not be based on criteria other than merit.

In the area of access, there should be more sensitization of the populace, especially in the rural areas on the need to send children to school. School environments should be friendly enough to attract pupils to school, the idea of provision of books and uniforms should be practically done rather than talks on paper and television, there should be more neighbourhood schools to discourage children trekking long distance to school. Also, in redressing these challenges, quality comes to play. Teachers should be well trained and retrained on a continuous basis in order to train others on basic skills in their schools, teacher-pupils ratio should be reduced by employing more teachers and teacher training should emphasize content mastery and training on skills, means of transportation should be made available for movement of monitoring officers for school supervision. Finally in the aspect of equity, government should make public schools attractive, pupils be given incentives to attract them to school.

Inherent Problems in the Implementation of UBE Programme

In seeking to achieve the objectives of the UBE programme, there are certain factors that may hinder its successful implementation. Such factors include the following:

Poor quantity and quality of input

According to Obanya (2000) poor quantity and quality of input include inadequate teacher supply and material inputs, poor upgrading facilities for personnel, poor infrastructure, inadequate/inappropriate materials, negative impact on access, retention, efficiency and retention. It should be noted that in all these problems, the National Coordinating Unit, which consists of a Coordinator cum Chief Executive and the Internal Audit, attends to these issues at the primary education, secondary education, planning research and statistics, special projects, technical services, social mobilization, administration and personnel, and finance and supplies. Despite these arrangements, the enormity of the problems confronting the first phase of the implementation of the UBE programme in Nigeria, since 1999, has greatly impeded the achievement of its goals. (Okorodudu & Okorududu, 2003).

According to Aluede (2006) and Adewole (2003), one of the major issues is the problem of poor teacher quality. In addition to enormous managerial problem of implementing UBE in terms of unavailability of adequate resources such as infrastructures, teaching aids, and ineffective coordination, there is the need for adequate teacher retraining and motivational programmes at state and national levels. This issue ought to have been addressed within the first few years of the education plan period to command teacher dedication, devotion and commitment to duty in every section of the UBE programme. Teachers are facilitators of human inputs (teachers and pupils) as well as non-human material resources such as facilities, curriculum, methods of instruction, books, computers to mention but a few.

Economic Constraints

According to Osiobe (2010), Economic constraints manifest in the form of high cost of educational materials, inadequacy of funds and competing demands for available resources in the midst of growing demand for education. In this circumstance, it becomes increasingly difficult to take rational decisions on what sector of education should be given more priority (Oladunjoye, 2011).

In the 1990s, primary school enrolment dropped drastically due to the harsh economic climate in the country coupled with the high exchange rate and Structural Adjustment Programme (SAP) introduced in the country by the then Military government. Workers' salaries were not regular and school fees were introduced in the primary schools. Many parents could not afford the fees and had to withdraw their children from school to participate in some income generating activities to augment family income (Salami and Uko-Aviomoh, 2000). Drop out rate also increased and teachers were looked down upon by the society. By 1997, primary school enrolment started increasing because of the new salary structure that favoured workers which was introduced by the government of General Abubakar. It was Chief Obasanjo, who took over power through democratic election process in 1999 that introduced the UBE programme (Uko-Aviomoh, Okoh, & Omatseye, 2007).

Okorodudu and Okorodudu (2003) advised that the cost of providing UBE must be counted early enough and that it should be followed with a systematic, dynamic, and fruitful development plan. For instance, between now and 2015, the government of the Federation should try and achieve the global EFA goals in two phases of nine-years and six years education plan periods.

Mobilization of Citizens

According to Obanya (2000), in seeking to achieve the objectives of the programme, vigorous efforts will be made to counter the factors which are known to have hindered the achievement of the goals of the UPE (Universal Primary Education) programme tried over two decade ago. It is therefore envisaged that more appropriate approaches will have to be developed for improving the state of public enlightenment, social mobilization and full community involvement.

Obanya (2000) also asserted that, to restore the people's confidence in education system and especially in the pronouncements and promises of government on UBE, mobilization efforts will as much as possible be undertaken by local communities (their rulers, traditional opinion moulders, religious leaders, respected citizens, traditional institutions, parent teacher associations, and ordinary persons in very ordinary settings and conditions of life).

Also important is the issue of raising public awareness of UBE in the rural and urban areas, irrespective of gender, socio-economic and political background (Okorodudu & Okorodudu, 2003). The parents and commoners particularly at the local level have to be properly mobilized to be active participants in the implementation of the programme using local community leaders, teacher and head teachers. The major problem here is that so many people are still not aware of what the UBE programme entails. Some people regard it as another free education programme from which much is not expected, like the case of the UPE, the beneficiaries of the programme have not been adequately intimated as regards the contribution that they would be required to make (Sanni & Ogonor, 2000).

Government officials particularly at the local level are expected to be active participants in the implementation of the programme, they are at the grassroot and are expected to mobilize and

sensitize the citizens and ensure that they avail themselves of the opportunity provided for them and use the resources at their disposal for proper implementation of the UBE. Added to that, it is observed that the government's guideline for the non-formal aspect of the UBE programme seems to be silent on the instructors of the non-formal education sector. There is neither a specific time frame nor a definite mode of operation indicated for this aspect.

Funding and Accountability

Funding and accountability plays a major role in the over all development of education. No educational programme can be successful in the face of inadequate funding. According to Ikoya(2000) and Agabi(2005), educational funding in Nigeria has been dwindling in recent times. The yearly percentage allocation to the educational sector has even declined to about 7%. This tends to confirm the UNESCO (1969) Paris plan which observed that many low-income countries would be unable to give universal free education at all levels owing to the unrestricted population upsurge in those countries.

Basic education is to be funded by the three tiers of government (Federal, State and Local Government). But the greater part lies with the local government. In Nigeria, the financing of education is a major issue. Funds are needed for other areas competing for government attention. The funds themselves are not really available due to fluctuating commodity prices, while the debt overhaul makes the funding of social development almost impossible. (Obanya, 2000). This is also supported by Sanni & Ogonor (2000), that government officials particularly at the local level have been associated with mismanagement of funds meant for primary school education in the past, yet there are no serious in- built strategies to serve as check and balances.

According to Colclough(2005), UNESCO(2005) and Obong(2006), if the states and local governments are expected to contribute more than what they now provide for education, then the revenue sharing formula should be reviewed in their favour. In addition, more funds should be allocated to education from the Petroleum Trust Fund (PTF) while more revenue should be collected and disbursed from Education Tax Fund (ETF). However, the most important thing is to ensure that whatever funds that are available are equitably distributed, judiciously utilized and transparently accounted for. This is the only basis for expected quality implementation of the programme (Amegua, 2008).

Insecurity and Political Tension

According to Obanya (2000) a major constraint of UBE implementation in Nigeria include political tension coupled with religious violence and emergence of youth restiveness, inter-tribal, clannish and ethnic conflicts and wars in Nigeria. (Okorodudu & Okorodudu 2003). The issue of inter-tribal conflict and religious terrorism especially in Northern part of Nigeria now, with the deliberate targeting of Schools for attacks is not helping the system. The North came to this sorrowful path since 2010, when series of bomb explosions left many dead or wounded and properties destroyed. Added to this is the religious suspicion between the Christians and Muslims especially in Northern part of the country, and more recently, in the West. There is also a general new wave of unprecedented political tension flowing across the nation. These are problems that are indirectly impacting the implementation of UBE in a negative sense. Nevertheless, such problems should hopefully be over as the UBE takes root to address ignorance and the associated sentiment during the succeeding phases of the education plan period of EFA. It should be pointed out that the success of UBE would be dependent on a secured, peaceful and an enabling environment. (Okorodudu & Okorodudu, 2003).

Monitoring and Evaluation of the UBE Programme

According to Eraikhuemen (2000), monitoring is watching and recording or keeping track of events in an implementation process in order to ensure that a programme is being implemented to specifications. It involves careful observation to identify and overcome barriers to success in order to optimize output. Evaluation on the other hand, is the careful and rigorous examination of an educational curriculum or a programme or an institution with a view to making judgments about the value, effectiveness and efficiency in achieving set outcomes(Popham, 1975; Eya, 2001). It is a systematic process of reviewing the aims, process and outcomes of a programme. (UBE Training manual of primary school teacher on the use of the new 9-year Basic Education Curriculum 2010).

Monitoring and evaluation are inter-woven because they play complementary roles and are indispensable in a programme such as UBE. Monitoring effort involves watching out for clues or pointers to how well the plan proposals are being implemented as well as how implementation can be improved upon. Monitoring does not pass final judgment on a programme, but evaluation is the process of making judgment. It finalizes the monitoring efforts. A good system of monitoring and evaluation are useful tools in the achievement of a desired level of success in any programme.

Through effective monitoring and evaluation of the implementation of the UBE programme, the Government can easily obtain data which will reveal the extent of success or failure towards the attainment of targets to identify likely constraints, before they become obstacles and to take appropriate steps to counteract such potential obstacles. (Federal Republic of Nigeria, 2000). Monitoring and evaluation data may reveal that certain objectives are not being achieved due to inadequate teaching, school attendance, school facilities/materials, or funding (Saurayi, 2000). This can be positioned if all relevant governmental bodies and units whose primary

assignment is to promote qualitative education become part of the monitoring and evaluation team. This view was supported by Saurayi(2000) who is of the opinion that these bodies and units should include the Ministries of Education, the Joint Consultative Committee on Education(JCCE), the National Council on Education (NCE), the Nigerian Educational Research and Development Council (NERDC), the Universal Basic Education Commission (UBEC), the international centre for Educational Evaluation (ICEE), the National Examination Council (NECO), and the West African Examination Council (WAEC).

If the relevant bodies will be fully involved in the monitoring and evaluation activities relating to the UBE programme, the purpose of the UBE programme will be achieved. Bodies like the NERDC and ICEE whose functions are to design, conduct and report research activities and findings will supply important and adequate information on various aspects, achievements and failures of the implementation of the UBE programme. Other bodies such as NECO, WAEC and ministries of Education should construct, administer and score various tests and other measurement and evaluation devices to obtain data on the level of education attained by the pupils or students of the UBE programme.

Empirical Review of Related Literature

Many studies have been carried out on various aspect of UBE implementation before and after the commencement of the programme. Prior to the establishment of the UBE, research works have also been undertaken on previous educational policies with emphasis on programme implementation, resource provision and general challenges.

Osiobe (2010), investigated resource requirement for the implementation of the Universal Basic Education in Delta State. The study examined the state of human and physical resources for

the implementation of the UBE programme. The design of the study was a descriptive survey with a sample of 376 primary and 141 junior secondary schools' headteachers in 15 local government areas of Delta State. A questionnaire was used to extract data from the respondents, while the data collected was analyzed using descriptive statistics to answer the research questions and t – test for the hypotheses. One of the findings was that available physical resources in both urban and rural primary and Junior Secondary schools were grossly inadequate. The researcher also posited that the existing facility provisions accounted for only about 20% of facility requirement in both primary and junior secondary schools. It was also observed that even the existing facilities were not properly maintained. On human resources, the research concluded that there was excess supply of teachers in both primary and Junior Secondary Schools in Delta State. The research also identified irregular payment of salaries, poor working conditions, non-payment of allowances and lack of in-service training programmes as factors contributing to poor motivation of teachers of note is the finding of the research that there is more inhibitions to the provision of physical resources in rural schools than in urban schools. The findings of this research on physical resources agreed with the assertions of the Education for All (EFA) global monitoring report (2005), Maduagwu (2006), and Asher (2005). The study recommended urgent rehabilitation of school facilities, better provision for security of the school system and better motivation of teachers through regular payment of salaries and allowances.

In another study on Universal Basic Education (UBE) and human capital development through Junior Secondary Schools in Rivers State, Ubulom, Enyekit and Amaewhule (2011) opined that there was shortages of teachers in rural schools in Rivers State and that there was inadequate supply of model instructional materials in Junior Secondary Schools across Rivers State. The study which was a descriptive survey investigated 160 parents and 42 teachers.

Stratified random sampling was used to select the respondents. A questionnaire was used to extract data from the respondents, while the data collected was analyzed using descriptive statistics to answer the research questions and t – test for the hypotheses. The findings showed that teaching staff, physical facilities and instructional materials were not adequately provided for. The research advocated a rationing of teachers' posting so that rural areas are not disadvantaged, and further recommended that provision of instructional materials should be vigorously pursued.

In a study on improvement and sustenance of the Universal Basic Education in Nigeria, Oladunjoye (2011) identified funding, management, poor state of material resources and general poor implementation as fundamental problems facing the UBE programme. The study was a descriptive survey design with a sample of 2000 respondents cutting across major stake holders of the UBE programme. A questionnaire containing items on sustenability and improvement of the UBE was used to extract data from the respondents, while the data collected was analyzed using descriptive statistics to answer the research questions and t – test for the hypotheses. It emphasized the need for better funding, better provision of material resources, and better preparation of teachers for the programme. The study advocated for better supervision of schools, as well as greater involvement of communities and social agencies for the effective sustenance of the UBE programme. It also advocated aggressive public enlightenment campaign by the Universal Basic Education Commission (UBEC) and Ministries of Education so that the school children, teachers and the larger society can all be carried along.

Asuru (2011), agrees with Matsuura (2001), that most educational evaluations stem from genuine desire to appraise the worth of an educational programme in order to either improve it or to retain it. He further explained that evaluation ensures accountability and focus during programme implementation, and makes programme managers take responsibility for either the

success or the failure of the programme. The Research therefore advocated that evaluation should be in-built in every educational programmes for better decisions on continuation, termination, modification, refinement or refocus of the programme. He recommended that it was necessary to evaluate educational programmes component-wise and on whole-sale basis, and that periodic evaluation report be made mandatory to serve as input for subsequent stages.

Osadebe (2011), carried out a research on the topic "Evaluating the achievements of the Universal Basic Education Programme in Delta State". The study was guided by one research question and two hypotheses. A sample of 300 students was selected for the study and a questionnaire was administered on each. The mean statistics was used to anwer the research question, while Z test was used for the hypotheses. The research concluded that the extent of the achievement of UBE objectives in Delta State was low. Consequently, it recommended that the UBE objectives should be continuously monitored and evaluated until they are fully implemented and functional. It also advocated proper collaboration between all the stakeholders to ensure the achievement of UBE objectives. The research further advocated continuous training and retraining of human resources needed in the programme on how to achieve the objectives of the UBE programme. The need for adequate funding for the provision of resources was also emphasized.

Amegua (2008), investigated the planning network for effective implementation of the Universal Basic Education in Rivers State. The purpose of the study was to determine the rationality of the existing planning networks for planning, implementation and monitoring of the UBE programme in Rivers State. Seven research questions and seven hypotheses guided the study. The sample for the study consisted of 193 primary school heads, 49 heads of junior secondary schools, 43 senior staff of Rivers State Ministry of Education and 16 senior staff of Rivers SUBEB. Simple mean was used to answer the research questions, and ANOVA was used to test the

hypotheses. Among the findings of this research was the conclusion that there was inadequate supply of material resources needed for the implementation of the UBE programme in Rivers State, and that political influences and policy inconsistencies have had adverse effects on the implementation. It observed that there was a noticeable pattern of drift of pupils from public to private schools despite the high cost of tuition in private schools. The research recommended among others that political inclination should be de-emphasized in the implementation of the UBE programme and in the provision of material resources, and that efforts should be made to ensure higher level of participation by host communities and non-government organization in provision of material resoures to complement the efforts of government.

Nakpodia (2010) investigated teacher factors in the implementation of Universal Basic Education programme in Junior Secondary Schools in the South Senatorial District of Delta State. To guide the study were three research questions and three hypotheses. A simple random sample of 205 teachers was selected, and had a well validated questionnaire administered on them for the purpose of data collection. The data collected was analyzed using descriptive statisticsof mean to answer the research questions and the Z–test to test the hypotheses at 0.05 level of significance. The study found no significant difference between urban teachers and rural teachers in the implementation of the UBE programme, but observed that there were relatively more resources in urban schools than in rural schools. The study also found no significant difference between experienced teachers and less experienced teachers, and between professionally trained and non professionally trained teachers in the implementation of the UBE programme in the study area. He, however, asserted that the importance of the teacher in any educational programme cannot be overlooked, and that the success or failure of the UBE programme will depend much upon the teacher factor because of the nature of the programme. Despite the findings, the study still went

ahead to recommend that the state government should continue to value experienced teachers as working experience affects the overall success or failure of the UBE programme. Community recruitment of teachers in rural areas of the state was also recommended to address situations where teachers reject posting to such rural areas, and that more professional teachers should be recruited into the primary and junior secondary schools in the state so that the pupils can achieve permanent literacy, numeracy and the ability to communicate effectively. Finally he recommended that the State Ministry of Education should put in more efforts to ensure effective supervision, monitoring and evaluation of the Universal Basic Education programme in the state.

It is the accepted conclusion of several researchers that the continuous evaluation of UBE programme is necessary for the modification and improvement of the objectives of UBE. The evaluation study carried out by Osadebe (2011), concluded that there was low implementation of the UBE programme in Delta State, and disagreed with the publication of Delta State Ministry of Information that much has been done in the area of basic education. While there have been workshops and seminars for Head of schools, teachers and guidance counsellors in the UBE programme in Delta State, however, he believes that the advocacy for strong consciousness for education should continue because the UBE objectives have not been fully achieved in the state. Aina (2010), noted that every society will be judged by the level of what its educational system can deliver.

Odili and Osadebe (2008), in their study on pupils' possession of text books in primary schools in Delta State, asserted that Delta State government has not given enough books to primary school pupils as envisaged in the UBE programme. In a contrary view, the Delta State Ministry of Information continues to claim that much attention have been paid to basic education in the State. Research findings have not been able to establish positive effects of this claimed attention on the

UBE programme in the state. It has been pointed out that for the UBE programme to achieve its objectives there should be faithful, trustworthy, reliable and God-fearing implementation committee members (Oraegbunam and Nwokolo, 2007).

Appraisal of Reviewed Literature

The review of related literature is centred around evaluating the implementation of the UBE programme in Delta and Edo State. In doing this, the researcher looked at the concept and scope of educational evaluation, models of educational evaluation, aims and objectives of the UBE programme and the minimum standards for the implementation of the Universal Basic Education as well as the implementation of the UBE programme in Delta and Edo States respectively.

The review also covers the role of resources (human and material), teachers motivation, teacher's quality and the UBE curriculum in order to achieve the objectives of the UBE. There must be adequate provision of all these resources for the full actualization of the goals of UBE. Other areas covered in the review include inherent problems in the implementation of the Universal Basic Education, the place of monitoring and evaluation in an educational programme like the UBE. An empirical review was also carried out on the study by looking at similar works done by other researchers on the implementation of the Universal Basic Education within and outside the two states of study and was discovered that so much work is still needed to be done in order to actualize the objectives of the Universal Basic Education.

The gap in literature that this study intends to fill is the evaluation of the extent of implementation of the Universal Basic Education in Delta and Edo States. From the reviewed literatures, the researchers observed that so many studies have been carried out on improvement and sustenance of UBE, resource requirements in the implementation of UBE, teacher factor in the implementation

of the UBE programme, achievement of UBE and programme evaluation in the implementation of the Universal Basic Education in their various states.

All these studies were investigated separately and non, to the best of the researchers' knowledge have evaluated the extent of implementation of the UBE programme in terms of the available human and material resources, the UBE curriculum, teacher quality and the level of teachers' motivation in the UBE programme as a whole. This is the gap that this literature fills in the study.

CHAPTER THREE

RESEARCH METHODS AND PROCEDURE

This chapter explains how this study was conducted. It covers the research design, population of the study, sample and sampling techniques, instrumentation, validity of instrument, reliability of instrument, method of data collection and method of data analysis. It has been organized into sub-sections as follows:

i. Design of the study

ii. Population of the study

iii. Sample and sampling techniques

iv. Instrumentation

v. Validity of instrument

vi. Reliability of instrument

vii. Method of data collection

viii. Method of data analysis

Design of the Study

The design of the study is an ex-post facto research design, which employed the descriptive survey to examine the extent to which the Universal Basic Education (UBE) programme has been implemented and the objectives accomplished in Delta and Edo States. The research is also an evaluation study, it is also intended to evaluate, the level of available human and material

resources, the extent of curriculum implementation in the UBE schools, the extent of motivation of teachers and the quality of teachers available in the system using the specifications of the UBE minimum standard as a basis.

Population of the Study

The population of this study consisted of all Head Teachers in public UBE schools in Delta and Edo States. This is made up of all the public primary and Junior Secondary Schools in both states. In Delta State there are 1,199 public primary schools (Delta SUBEB, 2013) and 450 Junior Secondary Schools (Ministry of Basic and Secondary Education, Asaba, 2013), while in Edo, there are 990 public primary schools and 341 public Junior Secondary Schools (Ministry of Education, Edo State, 2010). Hence in the study area, there is a total of 2,189 Head Teachers in public primary schools and 791 Head Teachers in public Junior Secondary Schools, all amounting to 2,980 UBE public schools.

Sample and Sampling Techniques

The sample for the study was drawn proportionately from the two states, using simple random sampling in each state. With the above procedure, 600 basic schools (consisting of 400 primary schools and 200 Junior Secondary Schools) were sampled from Delta State, while from Edo State, 400 basic schools (consisting of 280 primary schools and 120 Junior Secondary Schools) were sampled. In all, 1,000 Head Teachers from the public UBE schools were sampled from the study area, representing 33.6% of the population of Head Teachers in UBE schools in the study area. One research instrument was administered on each of the 1000 Head Teachers of schools in the sample. The Head Teacher or the Assistant Head Teacher or any other authorized staff responded on behalf of each school.

Instrumentation

The instrument for data collection for this study is made up of seven sections. Five of these are checklists, one is a questionnaire and the other one is the demographic scale that accounted for the research variables and other basic attributes of the sampling units (See Appendix I). The breakdown is as follows:

Section A is the demographic scale, with 8 items.

Section B is a checklist for human resources availability, with 13 items.

Section C is a checklist for material resources availability, with 26 items.

Section D is a checklist for quality of teachers, with 12 items.

Section E is a checklist for UBE curriculum (subjects) implementation, with 16 items.

Section F is a checklist on the extent of implementation of UBE objectives, with 10 items.

Section G is a questionnaire for Perceived Teachers' Motivation Evaluation Scale, with 17 items.

Validity of Research Instrument

To establish the validity of the research instrument, it was subjected to scrutiny and experts' judgement on each item, within and outside the host Department of this study. The face validity of the instrument was established by Lecturers from the Department Guidance and Counselling, who are experts in Measurement and Evaluation, and by some other psychometricians. This was to ensure that the items in the instrument measured what they were designed to measure. These expert judgements accounted for the face validity of the instrument.

The content validity of the instrument was established by subjecting it to a serious review by the Researchers Supervisors and some Lecturers from Faculty of Education, who are experts and knowledgeable in the scope of Basic Education. They helped to ensure that the items in the instrument were appropriately worded so that they measured what they were set out to measure. Also, the items in the instrument were thoroughly checked with the research questions to ensure that the information to be gathered addressed all the research questions and hypotheses.

Furthermore, the content validity of the questionnaire (section G) was established using factor analysis and principal component analysis (PCA) with the Kaizer normalizationextraction method. In analyzing the variance estimates, 72.7% item coverage was obtained as explained variation for this section (see Appendix II). The construct validity of the questionnaire was also established by the rotated factor loading matrices. Eigenvalues that were above one were used to select factors that measured similar constructs. Each item in the questionnaire had values from the loading matrix which indicated the construct validity. Perceived teachers' motivation items (section G) had values ranging between 0.56 and 0.77. Based on all these, the instrument was considered valid in content and in construct.

Reliability of Research Instrument

To determine the reliability of the research instrument, it was initially administered to 100 Head teachers in UBE schools that were not part of the sample in Delta and Edo States. Reliability measures were then estimated for section G (perceived teachers' motivation evaluation scale), based on the analysis of the responses. Cronbach Alpha reliability co-efficient of $r = 0.85$, ($p \leq 0.05$ level of significance) was obtained for section G (teacher motivation scale). Based on the

above reliability co-efficient, the instrument was considered reliable for the study (See appendix II).

The self-developed checklist was reliable because the data involved was discrete in nature, as it sought for the exact situation of human and material resources available in the schools, quality of teachers, curriculum implementation (subjects) and the extent of implementation of the UBE objectives. These were discrete data that needed to be compared against the minimum standards (See Appendix I).

Methods of Data Collection

The research instrument was administered by hand delivery through the researcher and some trained research assistants. One research instrument was administered on each of the 1000 Head Teachers of schools in the sample. The Head Teacher or the Assistant Head Teacher or any other authorized staff responded on behalf of each school. The instructions on the instrument were clearly explained to the respondents, when necessary, to ensure that they had a good understanding of what they were expected to do. Where immediate response was not possible, the enumerator left the instrument behind, and later made follow-up visit to collect completed copy of the instrument. All respondents were assured of strict confidentiality of their information.

Out of the 600 schools sampled in Delta State, 529 valid and usable copies of the instrument, representing 88.2%, were turned in. In Edo State, 363 valid and usable copies of the instrument were turned in from the 400 sampled schools, representing 90.8%. It follows from the above that out of the 1000 Head Teachers sampled from the UBE schools in the study area, 892 valid and usable copies of the instrument were received, representing a response return rate of 89.2%.

Method of Data Analysis

The data collected were variously analyzed using descriptive statistics (mean and standard deviation, frequency counts, percentages and graphical illustrations (barcharts), and also the Chi-square test. All the research questions were answered using the output from the descriptive statistics and a benchmark of 2.00 as cut off for research question one. The hypotheses were tested and interpreted using chi-square test at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION

This Chapter presents the results of data analyses , answers to research questions, tests of the hypotheses and the discussion of findings of the study.

Answers to Research questions

Research Question 1:

What are the objectives of UBE as perceived by the Head Teachers?

To answer research questions 1 descriptive statistics was used to identify the objectives of UBE to find out the extent to which the respondents understood the objectives.The results are presented (in mean and standard deviation) in Table 4.1.

Table 4.1: Rating of UBE Objectives as perceived by Head-Teachers.

S/N	OBJECTIVES	MEAN	SD	Evaluation
1	The provision of free universal basic education for every Nigerian child of school going age.	2.78	0.42	An objective
2	The development in the entire citizenry, a strong consciousness for education.	2.80	0.41	An objective
3	The development of a strong commitment to the vigorous promotion of education.	2.79	0.42	An objective
4	Ensuring the acquisition of appropriate levels of literacy.	2.77	0.43	An objective
5	Ensuring the acquisition of appropriate levels of numeracy and manipulative skills.	2.77	0.42	An objective
6	Ensuring the acquisition of appropriate level of communicative skills	2.76	0.43	An objective
7	Ensuring the acquisition of appropriate levels of life skills.	2.71	0.46	An objective
8	Ensuring the acquisition of appropriate levels of ethical, moral and civic values.	2.72	0.45	An objective
9	Ensuring the acquisition of a solid foundation for life-long learning.	2.72	0.45	An objective
10	Reducing drastically the incidence of dropout from the formal school system.	2.69	0.47	An objective
	Grand Mean	**2.75**	**0.44**	

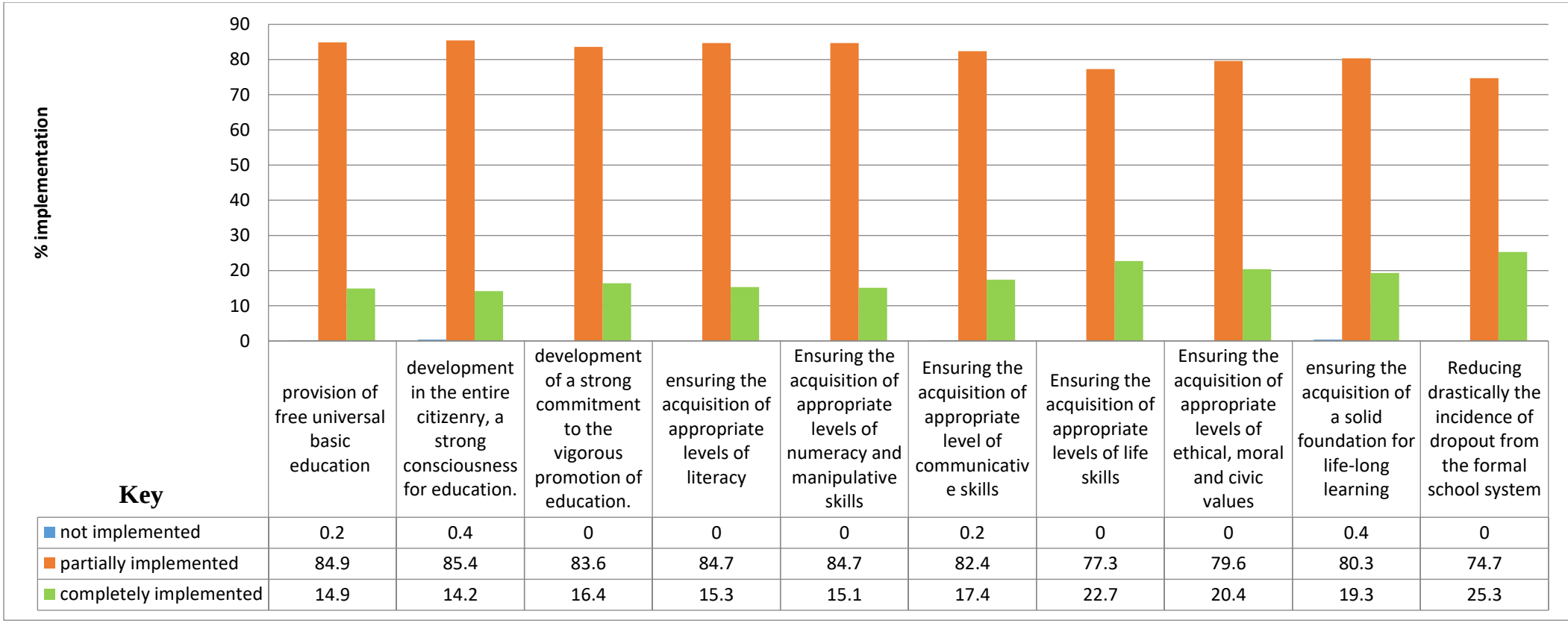
Table 4.1 shows the rating of head-teachers' perception of the objectives of UBE. The scores, in descending order of mean scores, are the development in the entire citizenry, a strong consciousness for education (2.80); the development of a strong commitment to the vigorous promotion of education (2.79); the provision of free universal basic education for every Nigerian child of school going age (2.78); ensuring the acquisition of appropriate levels of literacy (2.77); ensuring the acquisition of appropriate levels of numeracy and manipulative skills (2.77); ensuring the acquisition of appropriate level of communicative skills (2.76); ensuring the acquisition of appropriate levels of ethical, moral and civic values (2.72); ensuring the acquisition of a solid foundation for life-long learning (2.72); ensuring the acquisition of appropriate levels of life skills (2.71) and lastly, reducing drastically the incidence of dropout from the formal school system (2.69). Generally, all the objectives recorded mean scores above the bench mark of 2.00 set for the items on the instrument. Hence, the Head-teachers' perception shows that they understood and agree that the items listed in table 4.1 are actually the objectives of the UBE in both Delta and Edo States.

Research Question 2:

What is the extent of implementation of the UBE objectives in Delta and Edo States, respectively?

To answer this research question, the scores in Table 4.1 show that all the objectives have been implemented to a level that is above average score of 2.00. Figures 4.1, 4.2, 4.3 and 4.4 were further used to illustrate this conclusion. Figure 4.1 shows the extent of implementation of UBE objectives in Delta State, as perceived by head teachers. The result shows that most of the respondents in Delta State agree that the objectives of UBE in the State are partially implemented.

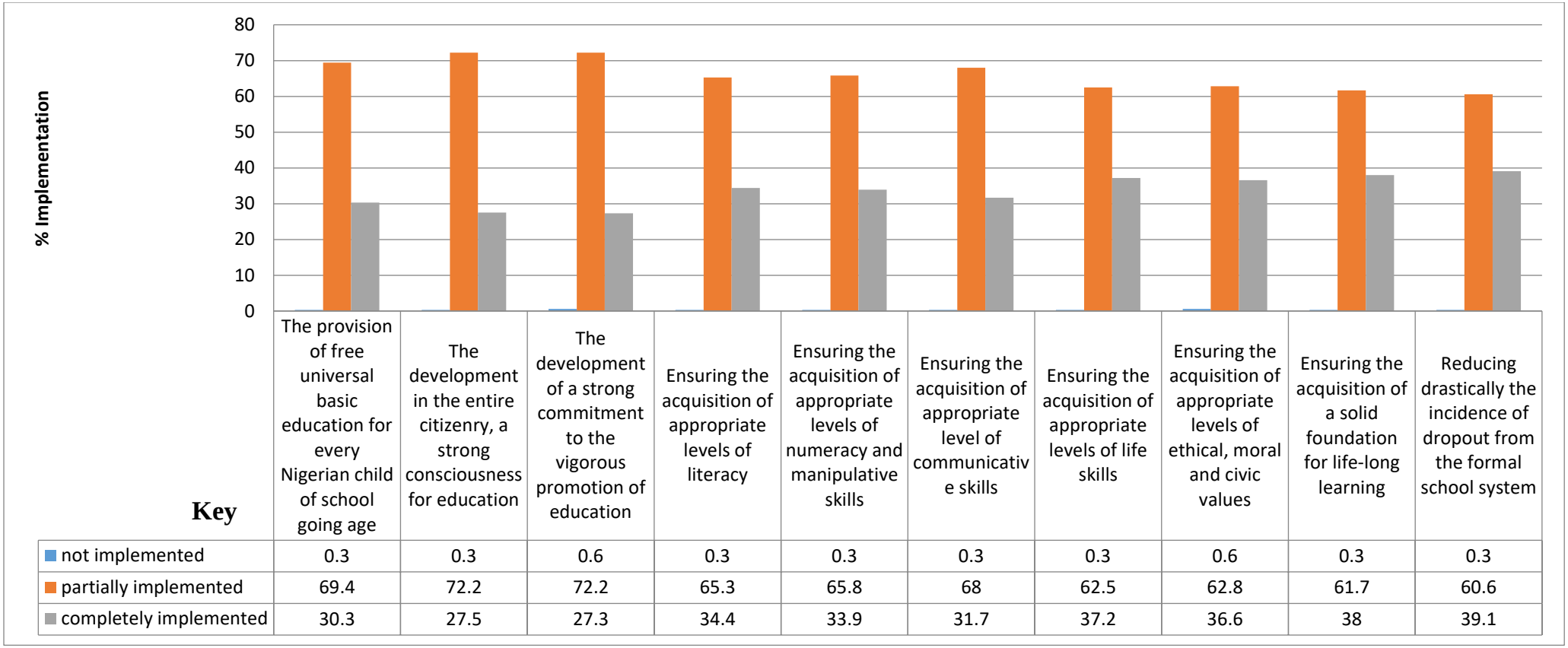
In descending order, the proportion of respondents on the objectives are: development in the entire citizenry, a consciousness for education (85.4%); provision of free universal basic education (84.9%); ensuring the acquisition of appropriate levels of literacy and appropriate levels of numeracy and manipulative skills (84.7%) and so on. The least rated objective was the drastic reduction in the incidence of dropouts from the formal school system (74.7%). A similar trend was observed for Edo State, in Figure 4.2, with 'the drastic reduction of the incidence of dropouts from the formal school system (60.6%), recording the least rating. The 'development in the entire citizenry, a consciousness for education' and 'the provision of free universal basic education' had the highest ratings of partial implementation(72.2%, from Figure 4.2). The same trend was observed in Figure 4.3, which shows the rating of the implementation of the objectives in the two states combined. The summary presented in Figure 4.4 shows that the UBE objectives are generally perceived by head teachers, to be partially implemented in both Delta and Edo States. Figure 4.4 shows that objectives are perceived by the respondents to be partially implemented in Delta State (98.1%); Edo State (98.1%) and in both States together (98.1%). It also shows that while there was a level of lack of implementation in Edo State (0.3%), there was no evidence of any lack of implementation in Delta State (0.0%), although, Delta State recorded a slightly higher level of full implementation (1.9%) than Edo State (1.7%).



Key	provision of free universal basic education	development in the entire citizenry, a strong consciousness for education.	development of a strong commitment to the vigorous promotion of education.	ensuring the acquisition of appropriate levels of literacy	Ensuring the acquisition of appropriate levels of numeracy and manipulative skills	Ensuring the acquisition of appropriate level of communicative skills	Ensuring the acquisition of appropriate levels of life skills	Ensuring the acquisition of appropriate levels of ethical, moral and civic values	ensuring the acquisition of a solid foundation for life-long learning	Reducing drastically the incidence of dropout from the formal school system
not implemented	0.2	0.4	0	0	0	0.2	0	0	0.4	0
partially implemented	84.9	85.4	83.6	84.7	84.7	82.4	77.3	79.6	80.3	74.7
completely implemented	14.9	14.2	16.4	15.3	15.1	17.4	22.7	20.4	19.3	25.3

Figure 4.1: Head Teachers' rating of the extent of implementation of UBE objectives in Delta State.

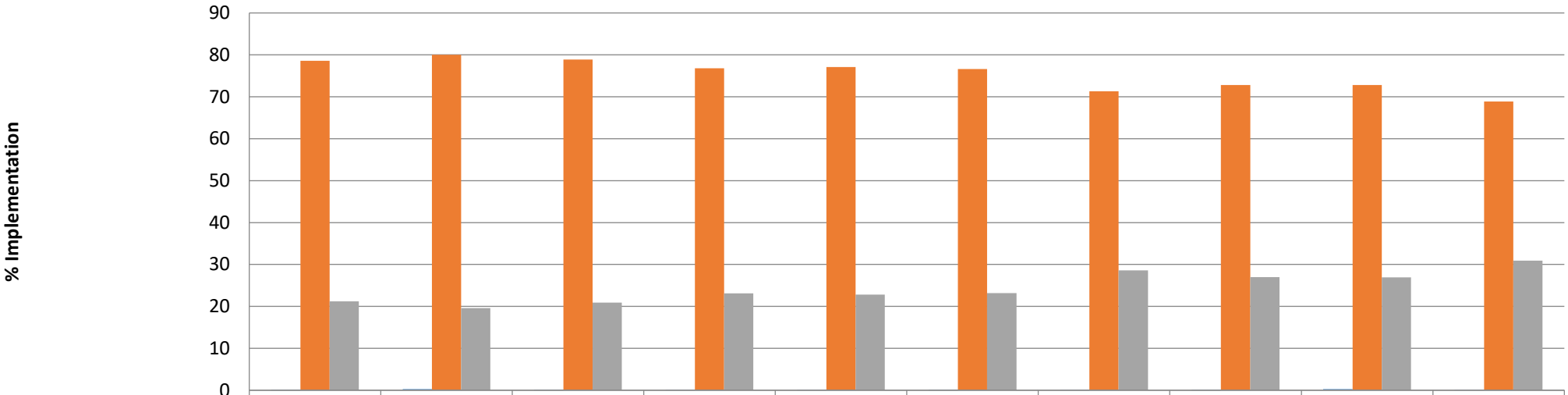
(Source: Field work)



Key	The provision of free universal basic education for every Nigerian child of school going age	The development in the entire citizenry, a strong consciousness for education	The development of a strong commitment to the vigorous promotion of education	Ensuring the acquisition of appropriate levels of literacy	Ensuring the acquisition of appropriate levels of numeracy and manipulative skills	Ensuring the acquisition of appropriate level of communicative skills	Ensuring the acquisition of appropriate levels of life skills	Ensuring the acquisition of appropriate levels of ethical, moral and civic values	Ensuring the acquisition of a solid foundation for life-long learning	Reducing drastically the incidence of dropout from the formal school system
not implemented	0.3	0.3	0.6	0.3	0.3	0.3	0.3	0.6	0.3	0.3
partially implemented	69.4	72.2	72.2	65.3	65.8	68	62.5	62.8	61.7	60.6
completely implemented	30.3	27.5	27.3	34.4	33.9	31.7	37.2	36.6	38	39.1

Figure 4.2: Head Teachers' rating of the extent of implementation of UBE objectives in Edo State.

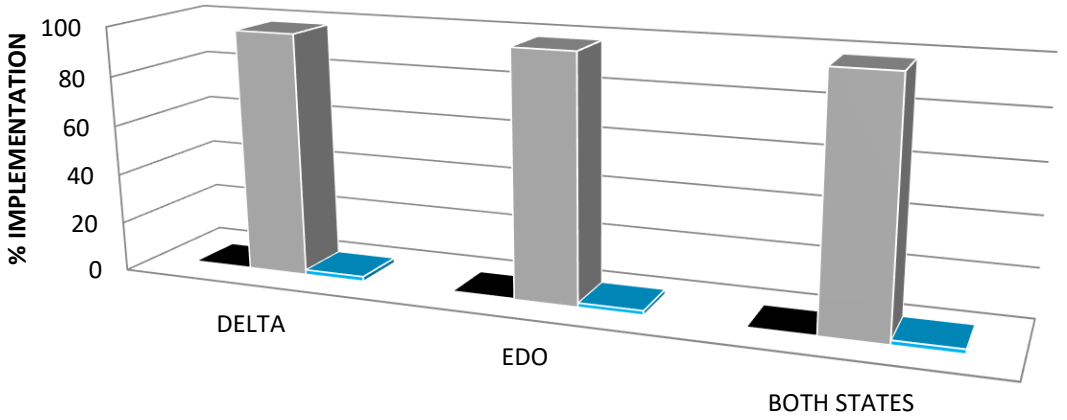
(Source: Field work)



Key	The provision of free universal basic education for every Nigerian child of school going age	The development in the entire citizenry, a strong consciousness for education	The development of a strong commitment to the vigorous promotion of education	Ensuring the acquisition of appropriate levels of literacy	Ensuring the acquisition of appropriate levels of numeracy and manipulative skills	Ensuring the acquisition of appropriate level of communicative skills	Ensuring the acquisition of appropriate levels of life skills	Ensuring the acquisition of appropriate levels of ethical, moral and civic values	Ensuring the acquisition of a solid foundation for life-long learning	Reducing drastically the incidence of dropout from the formal school system
not implemented	0.2	0.3	0.2	0.1	0.1	0.2	0.1	0.2	0.3	0.1
partially implemented	78.6	80	78.9	76.8	77.1	76.6	71.3	72.8	72.8	68.9
completely implemented	21.2	19.6	20.9	23.1	22.8	23.2	28.6	27	26.9	30.9

Figure 4.3: Head Teachers' rating of the extent of implementation of the UBE objectives in both Delta and Edo States combined.

(Source: Field work)



Key

	DELTA	EDO	BOTH STATES
NOT IMPLEMENTED	0	0.3	0.1
PARTIALLY IMPLEMENTED	98.1	98.1	98.1
COMPLETELY IMPLEMENTED	1.9	1.7	1.8

Figure 4.4: Head Teachers' overall rating of the implementation of UBE objectives in both Delta and Edo States.

(Source: Field work)

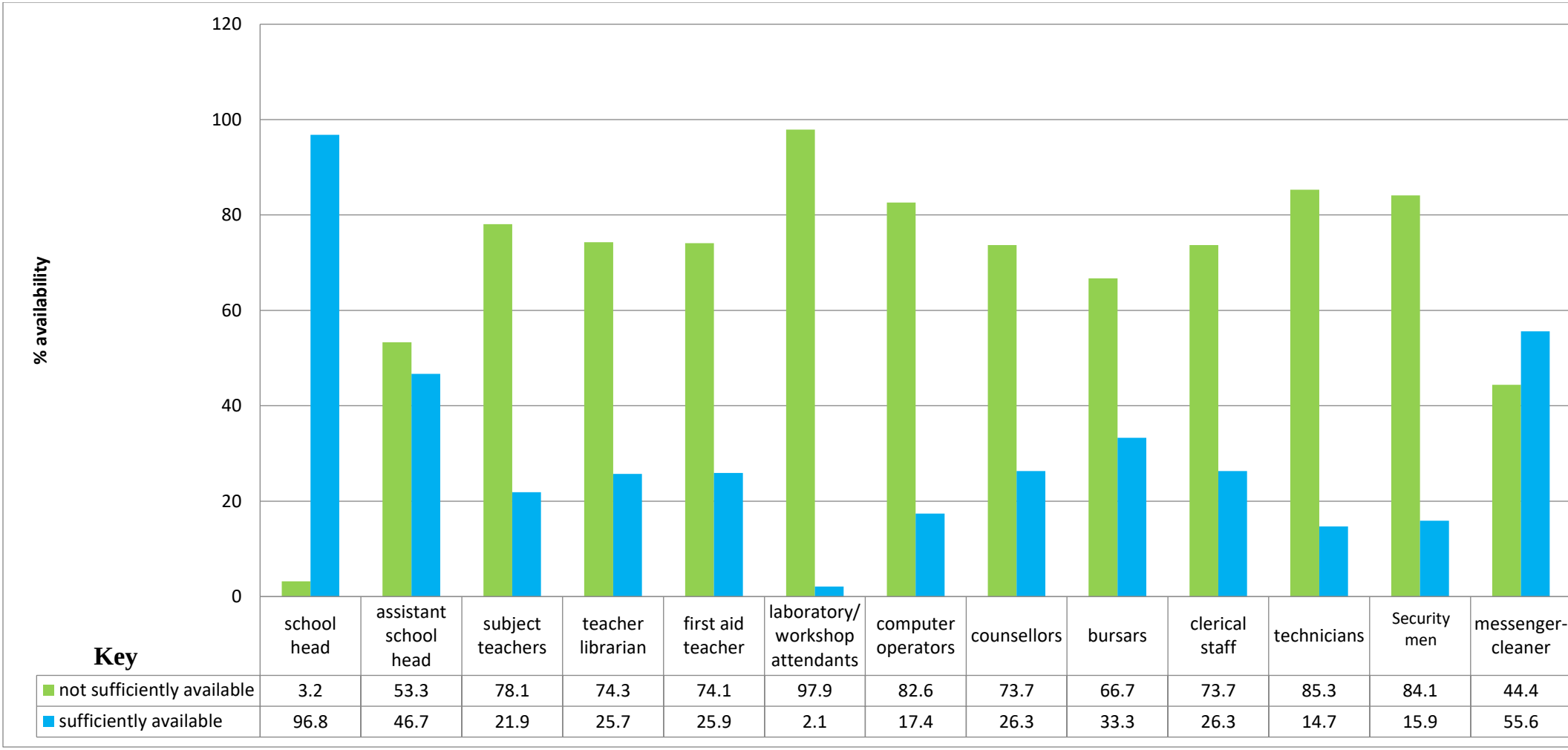
Research Question 3

What is the level of human resources available for the implementation of UBE programme in Delta and Edo States?

To answer this research question, descriptive statistics was carried out on the level of human resources available for the implementation of UBE programmes. The results are presented in Figures 4.5, 4.6 and 4.7, showing the level of availability of categories of human resources for implementation of UBE programme in Delta and Edo States. Figure 4.5 shows that in Delta State, only the school head (96.8%) and the messengers/cleaners (55.6%) are sufficiently available. Other categories of human resources are not sufficiently available, and their ratings are Assistant school head (46.7%); subject teachers (21.9%); teacher Librarian (25.7%); first aid teacher (25.9%); laboratory/ workshop attendants (2.1%); computer operators (17.4%); counselor (26.3%); bursars (33.3%); clerical staff (26.3%); technicians (14.7%) and security men (15.9%). The least available is laboratory/ workshop attendants.

Figure 4.6, shows the level of availability of human resources for the implementation of UBE objectives in Edo State. The trend in Edo State is similar to what was observed in Delta State except that only School heads (95.9%) were sufficiently available. Just like in Delta State, the laboratory/ workshop attendant recorded the lowest availability (1.7%), and lower than what was recorded in Delta State.

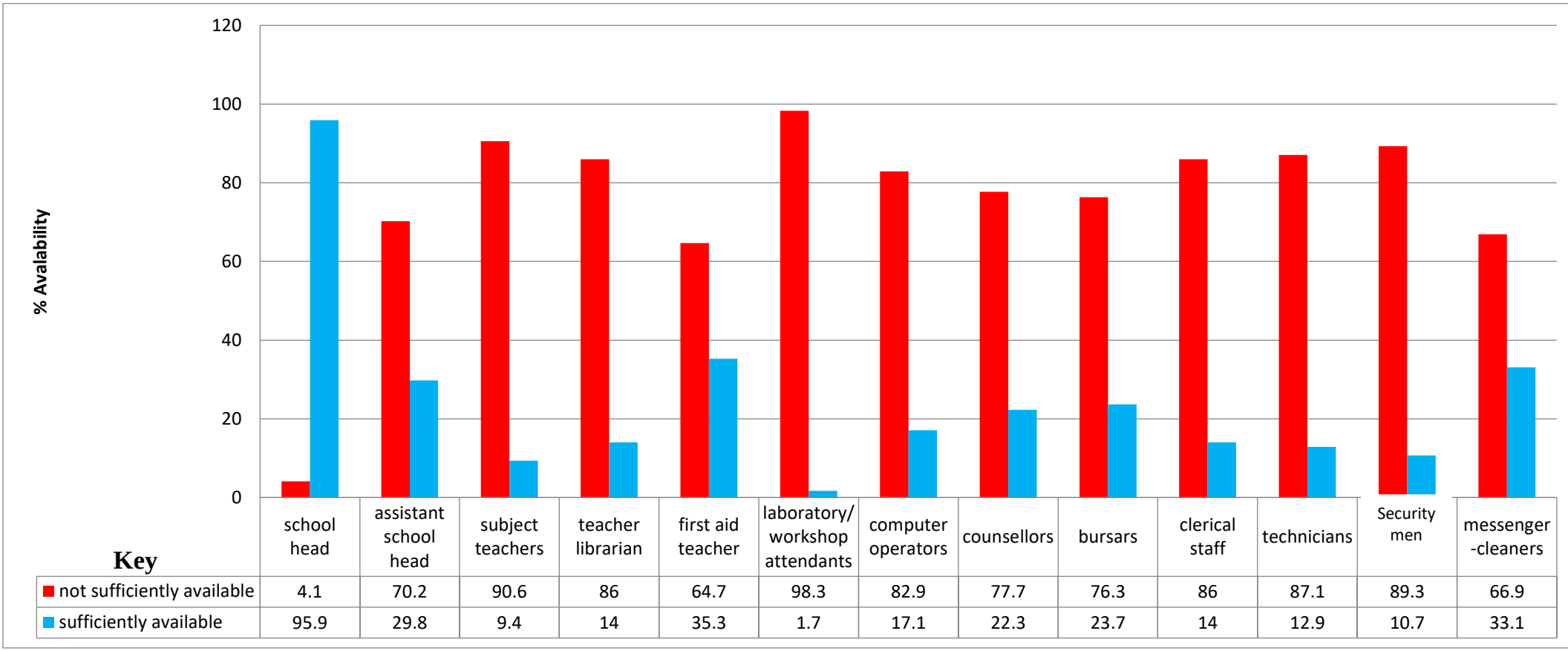
Figure 4.7 shows the summary of the available human resources. The result shows that the human resources are more available in Delta State (36.9%) than in Edo State (23.7%). However, the combination of result in both states showed that the human resources are not sufficiently available.



Key	school head	assistant school head	subject teachers	teacher librarian	first aid teacher	laboratory/ workshop attendants	computer operators	counsellors	bursars	clerical staff	technicians	Security men	messenger-cleaner
not sufficiently available	3.2	53.3	78.1	74.3	74.1	97.9	82.6	73.7	66.7	73.7	85.3	84.1	44.4
sufficiently available	96.8	46.7	21.9	25.7	25.9	2.1	17.4	26.3	33.3	26.3	14.7	15.9	55.6

Figure 4.5: Level of human resources available for implementation of UBE programme in Delta State.

(Source: Field work)



Key	school head	assistant school head	subject teachers	teacher librarian	first aid teacher	laboratory/ workshop attendants	computer operators	counsellors	bursars	clerical staff	technicians	Security men	messenger -cleaners
not sufficiently available	4.1	70.2	90.6	86	64.7	98.3	82.9	77.7	76.3	86	87.1	89.3	66.9
sufficiently available	95.9	29.8	9.4	14	35.3	1.7	17.1	22.3	23.7	14	12.9	10.7	33.1

Figure 4.6: Level of human resources available for implementation of UBE programme in Edo State.

(Source: Field work)

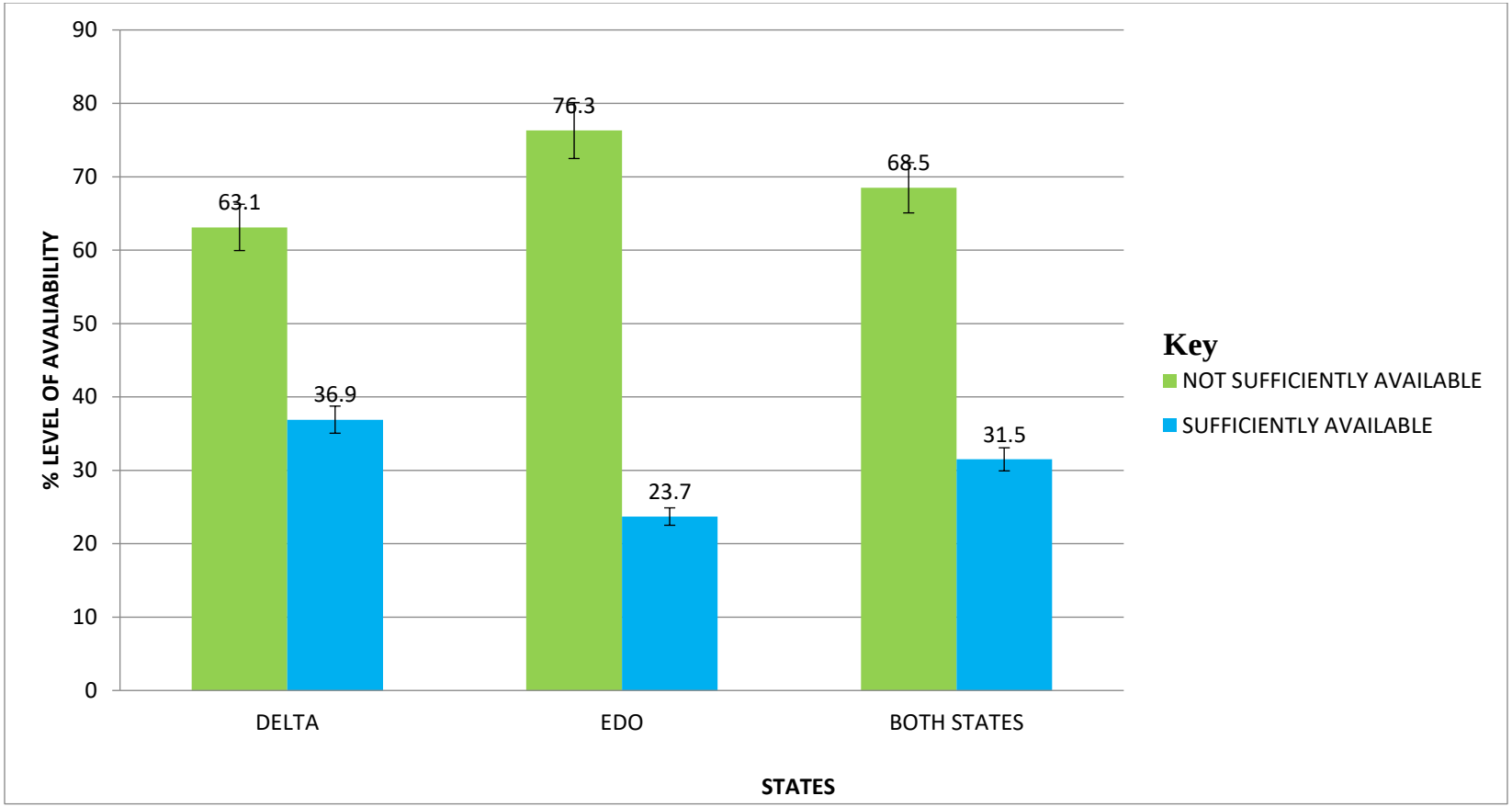


Figure 4.7: Level of human resources available for implementation of UBE programme in Delta and Edo States combined.

(Source: Field work)

Research Question 4

What is the level of human resources available in schools in urban and rural areas of Delta and Edo State?

To answer this research question, descriptive statistics was carried out on the level of human resources available in schools in urban and rural areas of Delta and Edo State. Results are presented in Figures 4.8, 4.9 and 4.10.

Figure 4.8 shows that school heads are the most sufficiently available human resources in both urban (96.1%) and rural (97.2%) schools in Delta State. The school heads are slightly more available in rural schools than in urban schools. The others are messenger-cleaners, urban (64.3%), rural (50.0%); followed by assistant school head, urban (61.8%) and rural (37.0%). The laboratory/ workshop attendants has the least availability for both urban schools (4.3%) and rural schools (0.6%). Figure 4.8 also, shows that in all the available human resources, the urban schools have more sufficiently available human resources than the rural schools.

With regards to availability of human resources in rural and urban schools in Edo, Figure 4.9 shows that school heads were most sufficiently available in urban (92.5%) and rural (97.5%) schools. The urban schools have more assistant school head (38.8%) than the rural schools (25.5%); the urban schools have more subject teachers (14.2%) than the rural schools (7.0%); the urban schools also had more teacher librarian (19.2%) than the rural schools (11.5%); the rural schools however, had more first aid teachers (39.5%) than the urban schools (26.7%); the urban schools had more laboratory/ workshop attendants (3.3%) than the rural schools (0.8%); the urban schools had more computer operators (18.3%) than the rural schools (16.5%); urban schools had more counselor (22.5%) than the rural schools (22.2%); urban schools also had more bursars (26.7%) than the rural

schools (22.2%); urban schools had less clerical staffs (13.3%) than rural schools (14.4%); urban schools had more technicians (16.7%) than rural schools (11.1%); rural schools however, had more security men (11.5%) than urban schools (9.2%); and finally, urban schools had more messenger-cleaners (34.2%) than rural schools (32.5%). In all, only school heads were sufficiently available in both urban and rural schools in Edo State.

Figure 4.10 gives the summary of the availability of human resources in rural and urban schools of Delta and Edo States combined. The result presented in Figure 4.10 shows that the human resources are more available in urban (51.2%) and rural (27.6%) schools of Delta State, than in Urban (25.8%) and rural (22.6%) schools of Edo State (Figure 4.10).

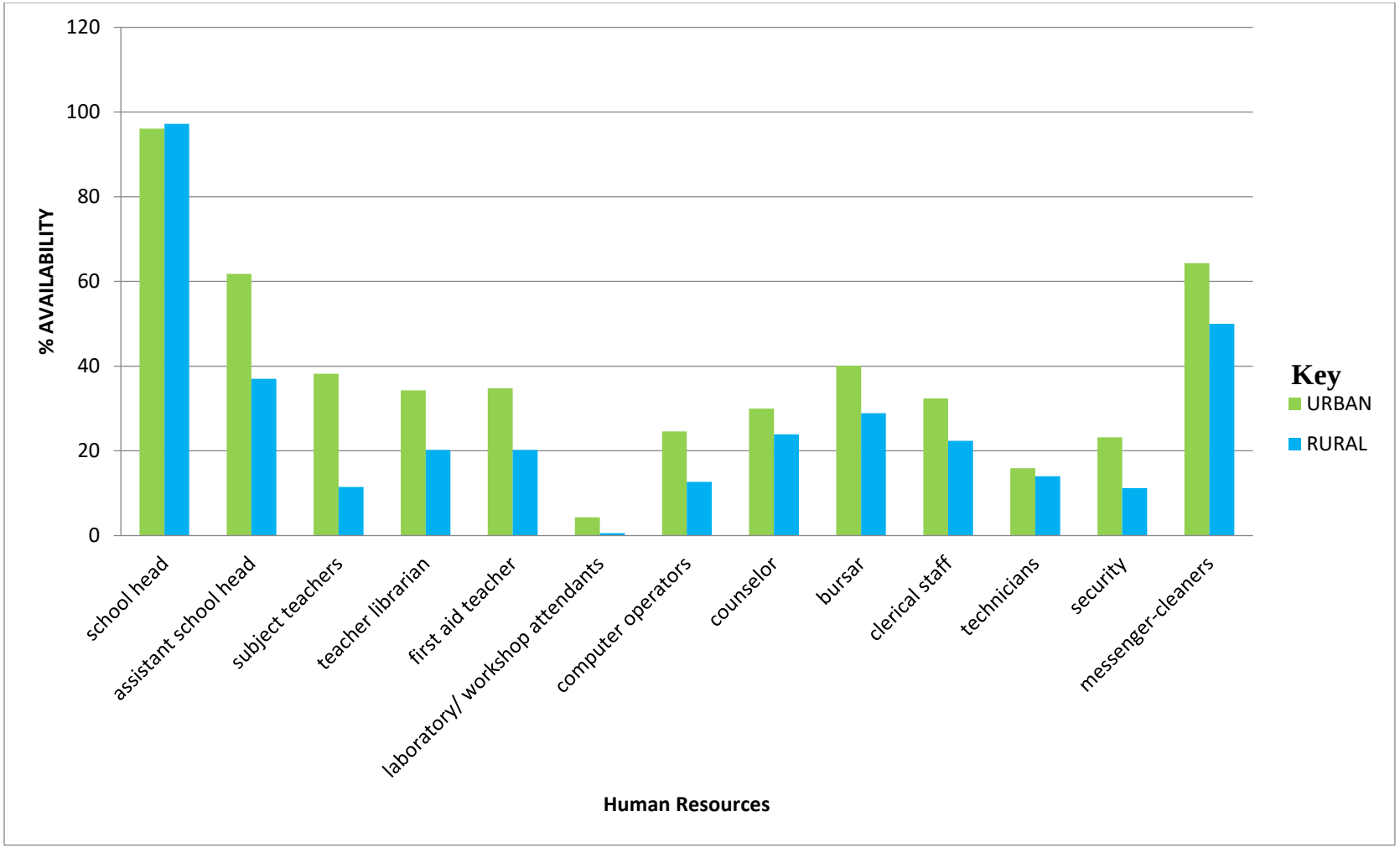
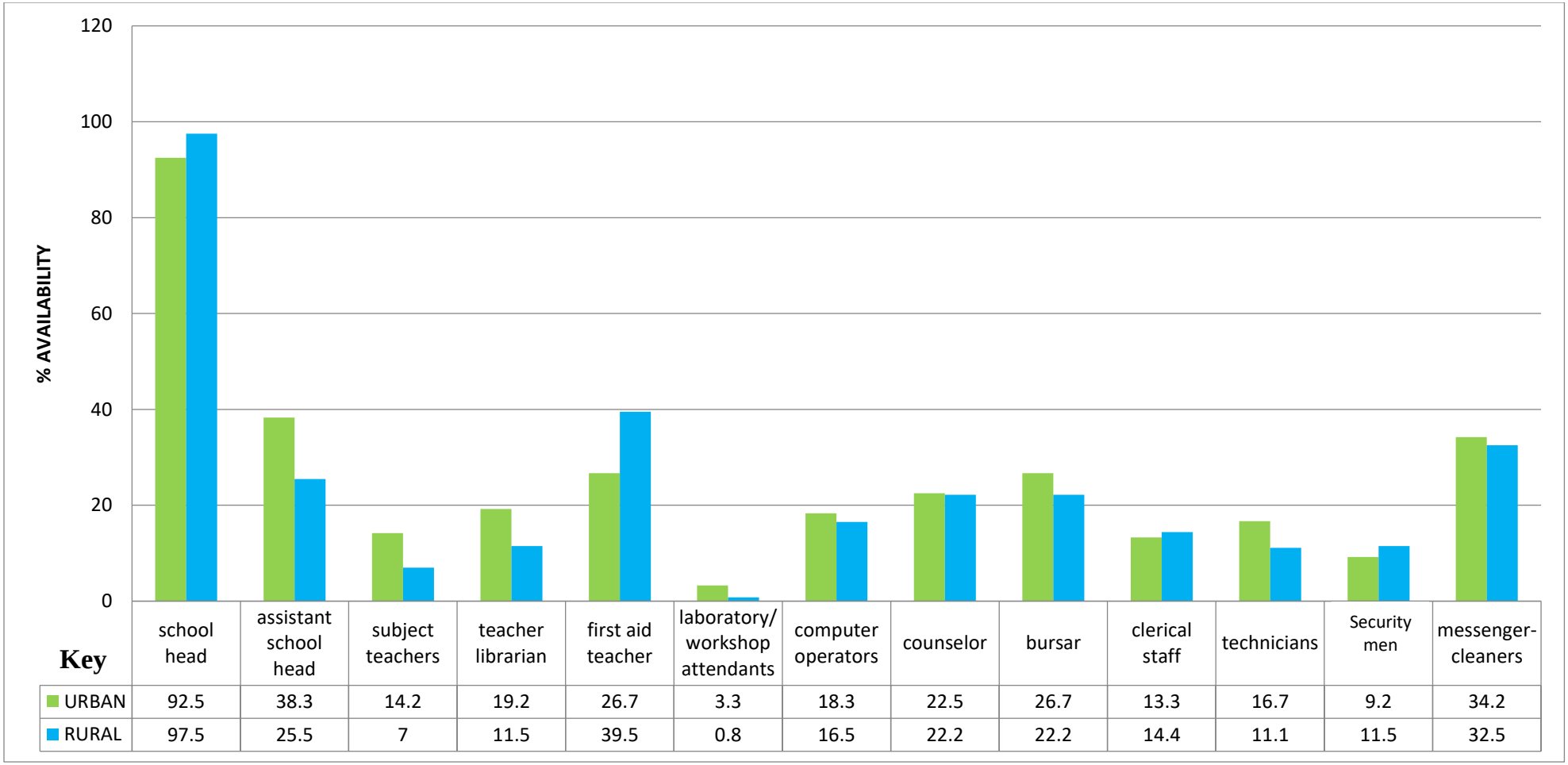


Figure 4.8: Level of human resources (%) available in UBE schools in urban and rural areas of Delta State.

(Source: Field work)



Key	school head	assistant school head	subject teachers	teacher librarian	first aid teacher	laboratory/ workshop attendants	computer operators	counselor	bursar	clerical staff	technicians	Security men	messenger-cleaners
URBAN	92.5	38.3	14.2	19.2	26.7	3.3	18.3	22.5	26.7	13.3	16.7	9.2	34.2
RURAL	97.5	25.5	7	11.5	39.5	0.8	16.5	22.2	22.2	14.4	11.1	11.5	32.5

Figure 4.9: Level of human resources (%) available in UBE schools in urban and rural areas of Edo State.

(Source: Field work)

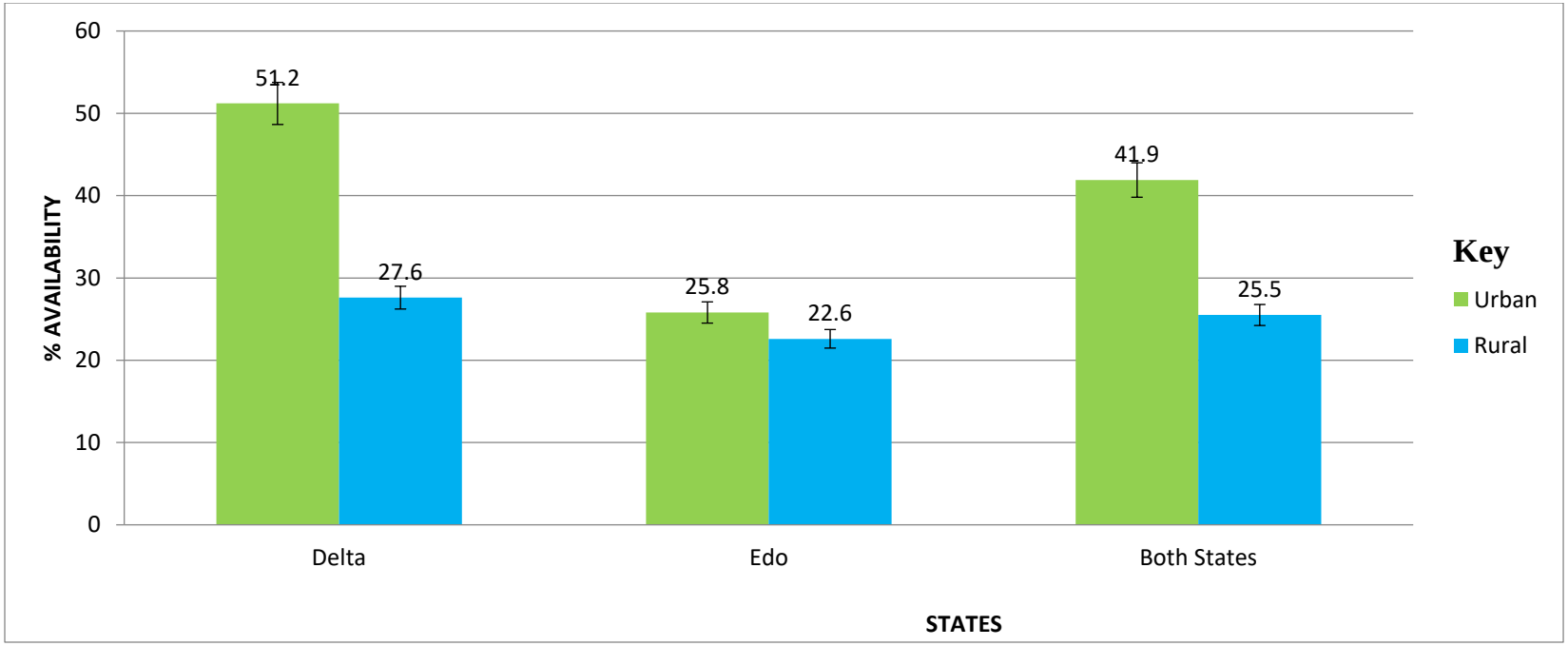


Figure 4.10: Level of human resources(%) available in UBE schools in urban/rural areas of Delta and Edo States combined.

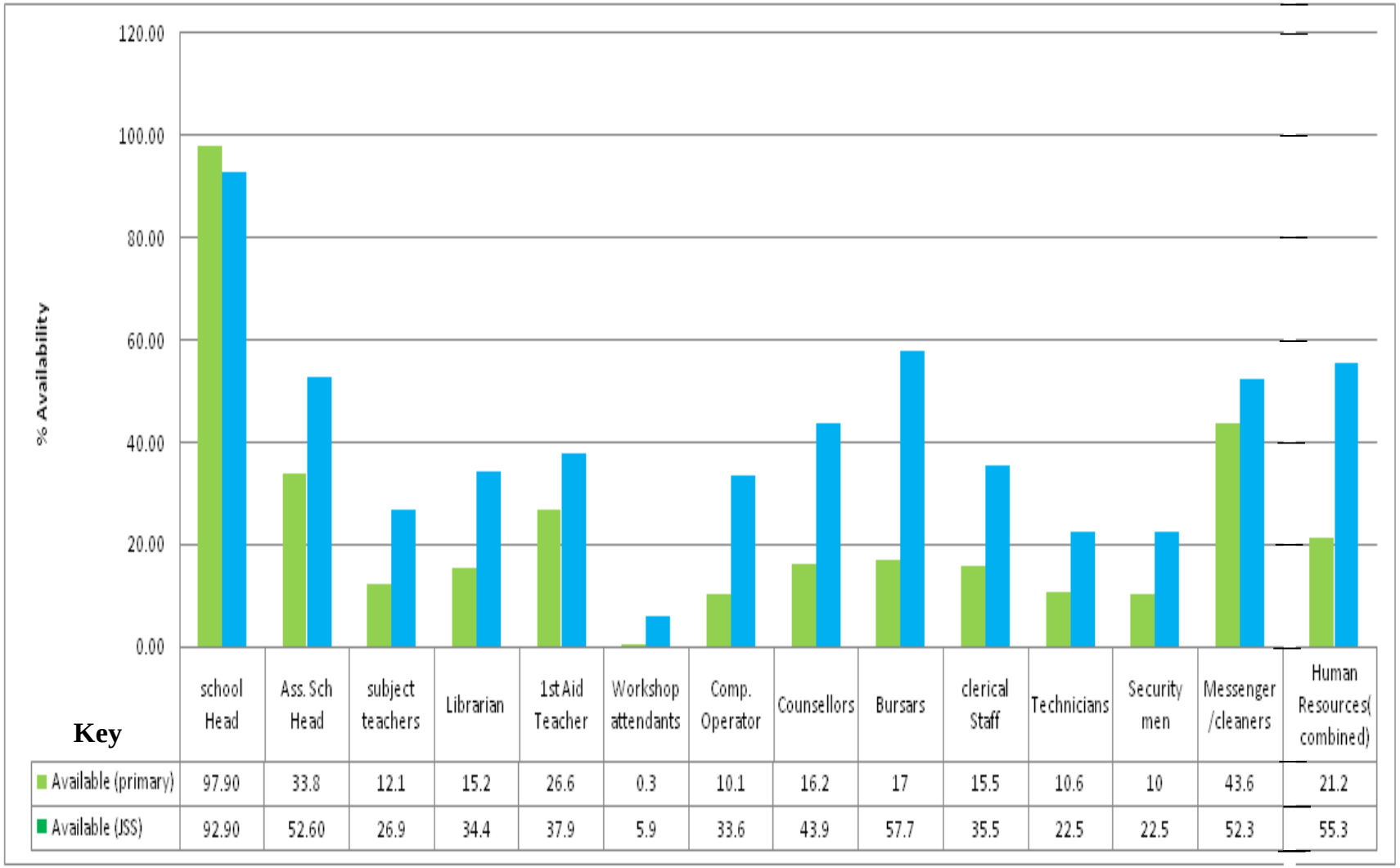
(Source: Field work)

Research Question 5

Is there any difference in the level of available human resources between primary and Junior secondary school in both states combined?

To answer this research question, descriptive statistics was carried out on the level of human resources available in Primary and Junior Secondary Schools of Delta and Edo States. Results are presented in Figure 4.11.

Figure 4.11 shows that school heads are sufficiently available in both primary (97.90%) and JSS (92.90%) schools, although, the primary schools has more. The JSS schools have more assistant school head (52.60%) than the primary schools (33.8%); the JSS schools have more subject teachers (26.9%) than the primary schools (12.1%); the JSS schools also had more teacher librarian (34.4%) than the primary schools (15.5%); the JSS schools also has more first aid teachers (37.9%) than the primary schools (26.6%); the JSS schools has more laboratory/ workshop attendants (5.9%) than the primary schools (0.3%); the JSS schools has more computer operators (33.6%) than the primary schools (10.1%); JSS schools had more counsellors (43.9%) than the primary schools (16.2%); JSS schools also had more bursars (57.7%) than the primary schools (17.0%); JSS schools had more clerical staff (35.5%) than primary schools (15.5%); JSS schools had more technicians (22.5%) than primary schools (10.6%); JSS schools has more security men (22.5%) than primary schools (10.0%); and finally, JSS schools had more messenger-cleaners (55.3%) than primary schools (21.2%). Overall, JSS schools has more human resources available to them (55.3%) than primary schools (21.2%).



Key	school Head	Ass. Sch Head	subject teachers	Librarian	1st Aid Teacher	Workshop attendants	Comp. Operator	Counsellors	Bursars	clerical Staff	Technicians	Security men	Messenger /cleaners	Human Resources(combined)
Available (primary)	97.90	33.8	12.1	15.2	26.6	0.3	10.1	16.2	17	15.5	10.6	10	43.6	21.2
Available (JSS)	92.90	52.60	26.9	34.4	37.9	5.9	33.6	43.9	57.7	35.5	22.5	22.5	52.3	55.3

Figure 4.11: Level of available human resources in primary and Junior secondary schools of Delta and Edo States.

(Source: Field work)

Research Question 6

What is the level of Material resources available for the implementation of the UBE in Delta and Edo States?

To answer this research question, descriptive statistics was carried out on the level of material resources available in UBE schools in Delta and Edo States. Results are presented in Figure 4.12. With respect to the availability of material resources, Figure 4.12 shows that Class rooms are more available in Delta State (72.7%) than in Edo State (65.4%), with a combined score of 69.8% for both states; science laboratories are more available in Delta State (26.3%) than in Edo State (19.6%), with a combined score of 23.5%. This implies that science laboratories are not sufficiently available in both states. Well stocked library with books are more available in Delta State (22.3%) than in Edo State (12.9%) The combined score of 18.5% for both states indicates that well stock library with books are not sufficiently available in both Delta and Edo States. Workshop for introductory technology was slightly more available in Delta State (10.8%) than in Edo State (10.7%), the total score of 10.8% for both states indicates that Workshop for introductory technology is not sufficiently available in both states. Workshop for home economics is slightly more available in Edo State (18.5%) than in Delta State (17.6%), the total score of 17.9% for the combination of both states indicates that Workshop for home economics and arts is not sufficiently available in both states. Head master/ Principal's office is more sufficiently available in Delta State (95.5%) than in Edo State (89.0%), the total score of 92.8% for the combination of both states indicates that, Head master/ Principal's office is sufficiently available in both states. Assistant head master/ Vice principal's office is more available in Delta State (20.6%) than in Edo State (12.9%), the total score of 17.5% for the combination of both states indicates that Assistant head master/ Vice principal's office is not sufficiently available in both states. Staff rooms are more available

in Delta State (54.8%) than in Edo state (36.6%). The total score of 47.4% for the combination of both states indicates that Staff rooms are not sufficiently available in both states. School halls are more available in Delta State (33.6%) than in Edo State (28.4%), the total score of 31.5% for the combination of both states indicates that school halls are not sufficiently available in both states. Chairs for staff are more available in Edo State (53.4%) than in Delta State (37.6%), the total score of 44.1% for the combination of both State indicates that chairs for staff are not sufficiently available in both states. A similar trend is observed for tables for staff, Delta State (39.9%) has less than Edo State (49.3%), the total score of 43.7% for the combination of both states indicates that tables for staff are not sufficiently available in both states. Desks and chairs for pupils are slightly more available in Delta State (54.8%) than in Edo State (52.2%), the total score of 53.8% for the combination of both states indicates that desks and chairs for pupils are not too sufficiently available in both states. Toilets for male staff is more available in Delta State (64.1%) than in Edo State (61.2%), the total score of 62.9% for the combination of both states indicates that toilets for male staff is sufficiently available in both states. Toilets for female staff is more available in Delta State (60.9%) than in Edo State (57.0%), the total score of 59.3% for the combination of both states indicates that toilets for female staff is sufficiently available in both states. Toilets for male pupils/ students are more available in Edo State (10.7%) than in Delta State (6.6%), the total score of 8.3% for the combination of both states indicates that toilets for male pupils/ students is not sufficiently available in both states. Toilets for female pupils/ students are more available in Edo State (8.5%) than in Delta State (6.8%), the total score of 7.5% for the combination of both states indicates that toilets for female pupils/ students is not sufficiently available. Stores are slightly more available in Edo State (34.7%) than in Delta State (34.4%), the total score of 34.5% for the combination of both states indicates that stores are not sufficiently available in both states. First aid room/ sick bay

is slightly more available in Edo State (24.8%) than in Delta State (23.6%), the total score of 24.1% for the combination of both states indicates that first aid room/ sick bay is not sufficiently available in both states. Play field is more available in Edo State (88.2%) than in Delta State (86.6%), the total score of 87.1% for both states indicates that play fields are sufficiently available in both states. Perimeter fences are more available in Delta State (61.6%) than in Edo State (53.4%), the total score of 58.3% for both states indicates that perimeter fence is sufficiently available in both states. First aid box is more available in Edo sate (5.2%) than in Delta State (3.4%), the total score of 4.1% for both states indicates that first aid box are not sufficiently available in both states. School garden is more available in Delta State (65.4%) than in Edo State (62.5%), the total score of 64.2% for both states indicates that school garden farm is sufficiently available in both states. Chalk/ marker board is more available in Edo State (75.8%) than in Delta State (68.8%), the total score of 71.6% for both states indicates that chalk/ marker board is sufficiently available in both states. Electricity supply/ generating set is more available in Delta State (20.2%) than in Edo State (19.0%), the total score of 19.7% for both states indicates that Electricity supply/ generating set is not sufficiently available in both states. ICT facilities/ computers are more available in Delta State (12.3%) than in Edo State (11.8%), total score of 12.1% for both states indicates that ICT facilities/ computers are not sufficiently available in both states. Portable water/ bore holes are more available in Delta State (29.3%) than in Edo State (27.5%), total score of 28.6% for the combination of both states indicates that portable water/ bore holes are not sufficiently available in both states. In general, the material resources are more available in Delta State schools (62.4%) than in Edo State schools (58.4%).

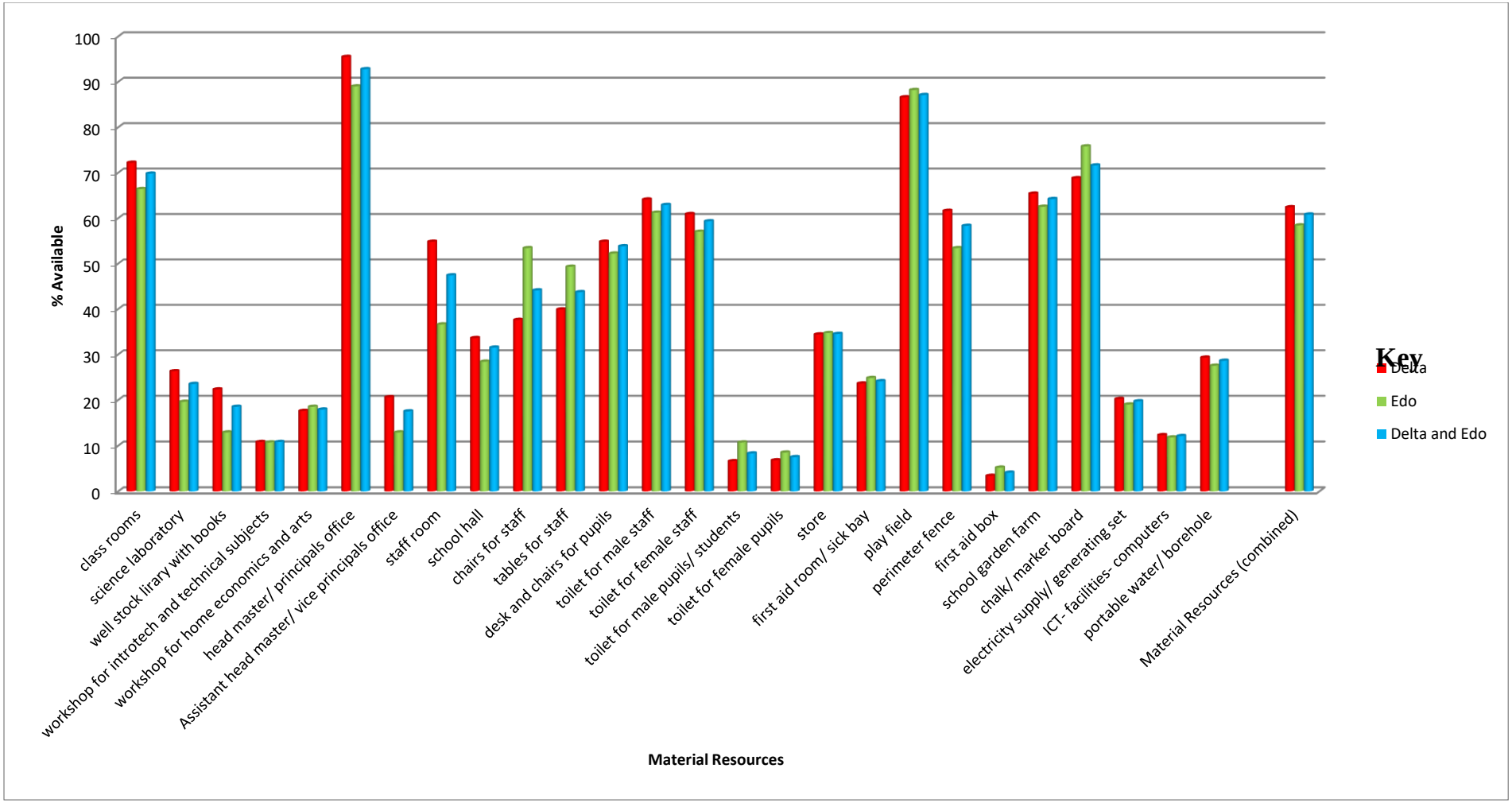


Figure 4.12: Level of Material resources available for the implementation of the UBE Programme in Delta and Edo States.

(Source: Field work)

Research Question 7

To what extent is the academic curriculum of UBE being implemented in Delta and Edo States, respectively?

To answer this research question, descriptive statistics was carried out to evaluate the extent of implementation of the academic curriculum of UBE in Delta and Edo States. Results are presented in Figure 4.13.

Figure 4.13 shows that the teaching of English language is more implemented in Delta State (99.2%) than in Edo State (77.4%), the total score of 90.4% indicates that the teaching of English is well implemented in Both states. The teaching of mathematics is more implemented in Delta State (98.9%) than in Edo State (77.7%), the total score of 90.2% for both states indicates that the teaching of mathematics is well implemented in both states. The teaching of Basic science is more implemented in Delta State (87.1%) than in Edo State (56.5%), the total score of 74.7% for both states indicates that the teaching of Basic sciences well implemented in both states. The teaching of Social Studies is more implemented in Delta State (94.5%) than in Edo State (76.3%), the total score of 87.1% indicates that the teaching of social studies is well implemented in both states. The teaching of Basic technology is more implemented in Delta State (39.9%) than in Edo State (30.0%). However, the total score of 35.9% for both states indicates that the teaching of Basic technology is rated low in both states. The teaching of Local languages is more implemented in Delta State (72.0%) than in Edo State (56.7%), the total score of 65.8% for both states indicates that the teaching of local languages is more implemented in both states. The teaching of Agricultural sciences is more implemented in Delta State (85.6%) than in Edo State (57.0%), the total score of 74.0% for both states indicates that the teaching of Agricultural science is well

implemented in both states. The teaching of civic education is more implemented in Delta State (55.8%) than in Edo State (28.4%), the score of 44.6% for both states indicates that the teaching of civic education is not well implemented in both states, but well implemented in Delta State. The teaching of French is more implemented in Delta State (19.1%) than in Edo State (9.4%), the total score of 15.1% for both states indicates that the teaching of French is poorly implemented in both states. The teaching of Physical and Health Education is more implemented in Delta State (78.6%) than in Edo State (55.1%), the total score of 69.1% for both states indicates that the teaching of Physical and Health Education is well implemented in both states. The teaching of home economics is more implemented in Delta State (69.8%) than in Edo State (44.4%). However the combined score of 59.4% that Home Economics is regarded as well implemented in both states. The teaching of Basic computer is more implemented in Delta State (38.0%) than in Edo State (16.8%), the total score of 29.4% for both states indicates that the teaching of basic computer is poorly implemented in both states. The teaching of religious studies is more implemented in Delta State (94.0%) than in Edo State (73.0%), the total score of 85.4% for both states indicates that the teaching of religious studies is well implemented in both states. The teaching of music is more implemented in Delta State (24.4%) than in Edo State (17.4%), the total score of 21.5% however, indicates that the teaching of music is poorly implemented in both states. The teaching of business education is more implemented in Delta State (32.5%) than in Edo State (12.7%), the total score of 24.4% indicates that the teaching of business education is poorly implemented in both states. The teaching of cultural and creative arts is more implemented in Delta State (56.5%) than in Edo State (29.5%), the total score of 45.5% for both states combined indicates that it is only in Delta State that the teaching of cultural and creative arts is well implemented.

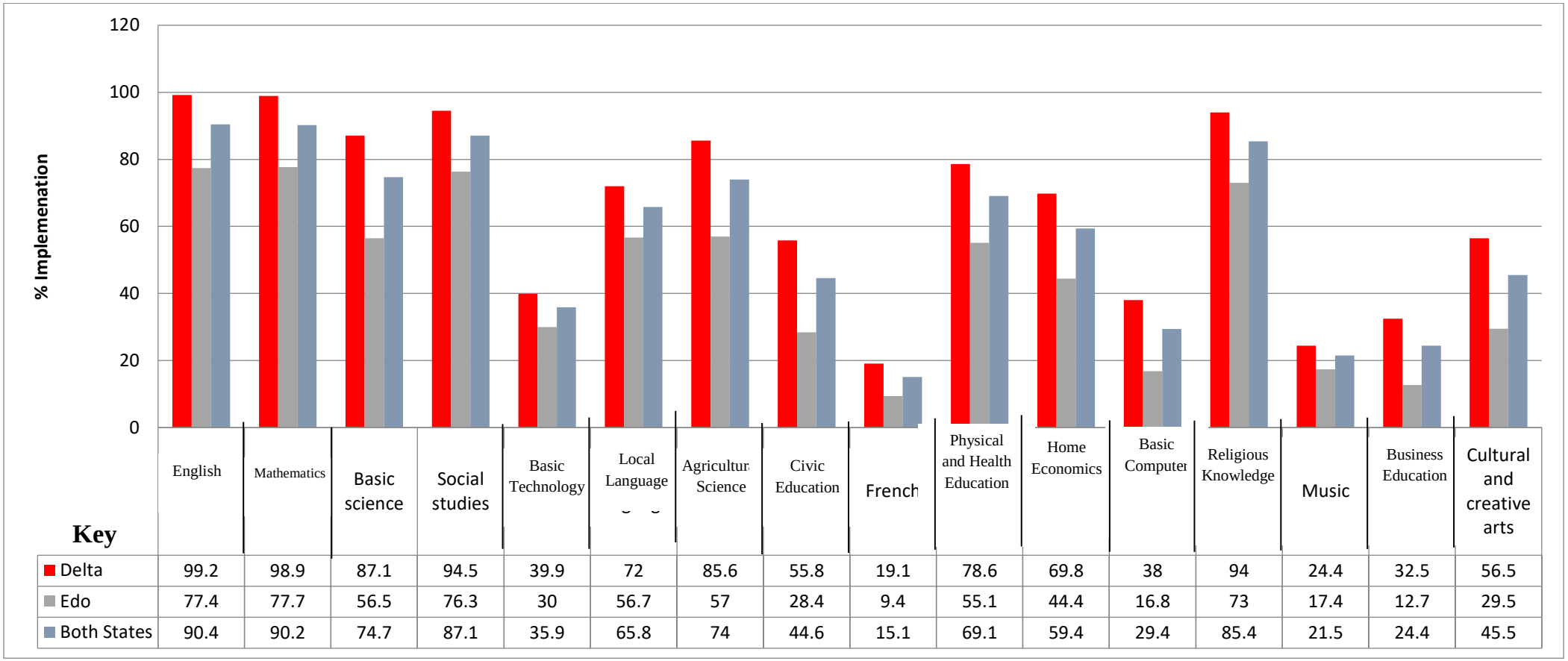


Figure 4.13: Extent of implementation of academic curriculum of UBE in Delta and Edo States.

(Source: Field work)

Research Question 8

What is the level of teachers' motivation in Delta and Edo States?

To answer this research question, descriptive statistics was carried out on the level of teacher's motivation in Delta and Edo States, and results are presented in Figure 4.14.

Figure 4.14 shows that in Delta, 45.1% of the respondents think that teachers are not motivated or poorly motivated, while 54.8% think that teachers are moderately or highly motivated. In Edo State 68% of the respondents think that teachers are not motivated or poorly motivated, while 32% think that teachers are moderately motivated or highly motivated. For the two states combined, the proportions are 54.5% and 45.5% respectively. Hence, the data collected indicates that motivation of teachers is poorer in Edo State than in Delta State.

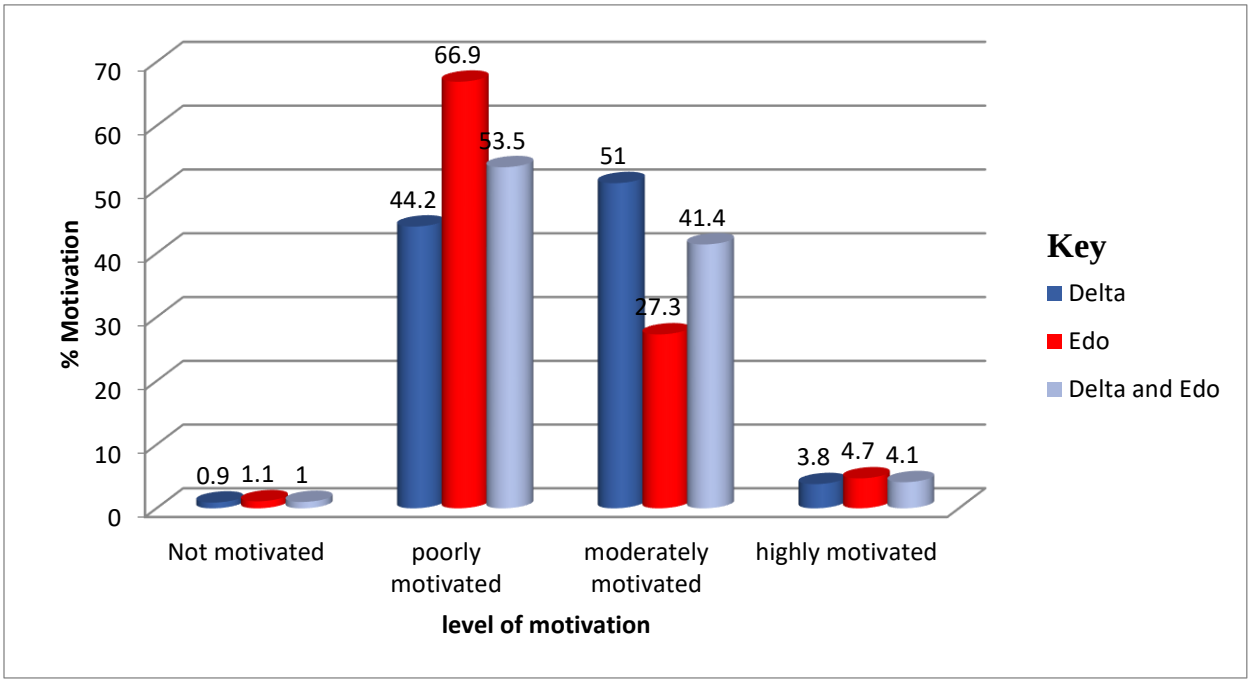


Figure 4.14: Level of Teachers motivation in Delta and Edo States.(Source: Field work)

Research Question 9

What is the quality of teachers in UBE schools in Delta and Edo States?

To answer this research question, descriptive statistics was carried out on the quality of teachers in UBE schools in Delta and Edo States. Results are presented in Figure 4.15. Figure 4.15 shows that Edo State has more teachers with Ph. D plus education training (6.1%) when compared with Delta State (5.5%), and the total score of 5.7% for both states combined. A similar trend is observed for teachers with Ph.D. but no education training. For Teachers with Masters degree plus education training, the proportions are Edo (32.5%), Delta State (31.6%), and both combined (32.0%). And for teachers with Masters degree but without education training,the values are Edo (13.2%) and Delta (9.6%). The proportion of teachers with Bachelors degree plus education training is higher in Delta State (87.0%) than in Edo State (71.9%). For teachers with Bachelors degree but no education training, the values are Delta Sate (24.6%) and Edo State (22.6%). HND/OND teachers with and without education training showed that Edo has more of such teachers than Delta State, both the total score of 20.5% for HND/OND with education and 12.6% for HND/OND without education training indicates that they are not sufficiently available. With respect to NCE teachers, Figure 4.15 shows that the total score of 5.7% for both states combined indicates lack of sufficient NCE teachers, although Edo State has more of NCE teachers (6.1%) than Delta State (5.5%). With respect to TC II teachers, Edo State has more (62.0%) than Delta State (39.1%), the total score of 48.4% for the two states indicates that teachers with TC II are many. All categories of teachers without educational qualifications, TC II holders and those with WASC or GCE as their highest qualifications are qualified to teach in the UBE programme, according to the minimum standards. These groups of unqualified teachers constitute over 40% of those currently teaching in the programme. Qualified teachers that are registered with Teachers

Registration Council of Nigeria are more in Delta State (60.5%) than in Edo State (46.0%). The combined value is 54.6% for both states.

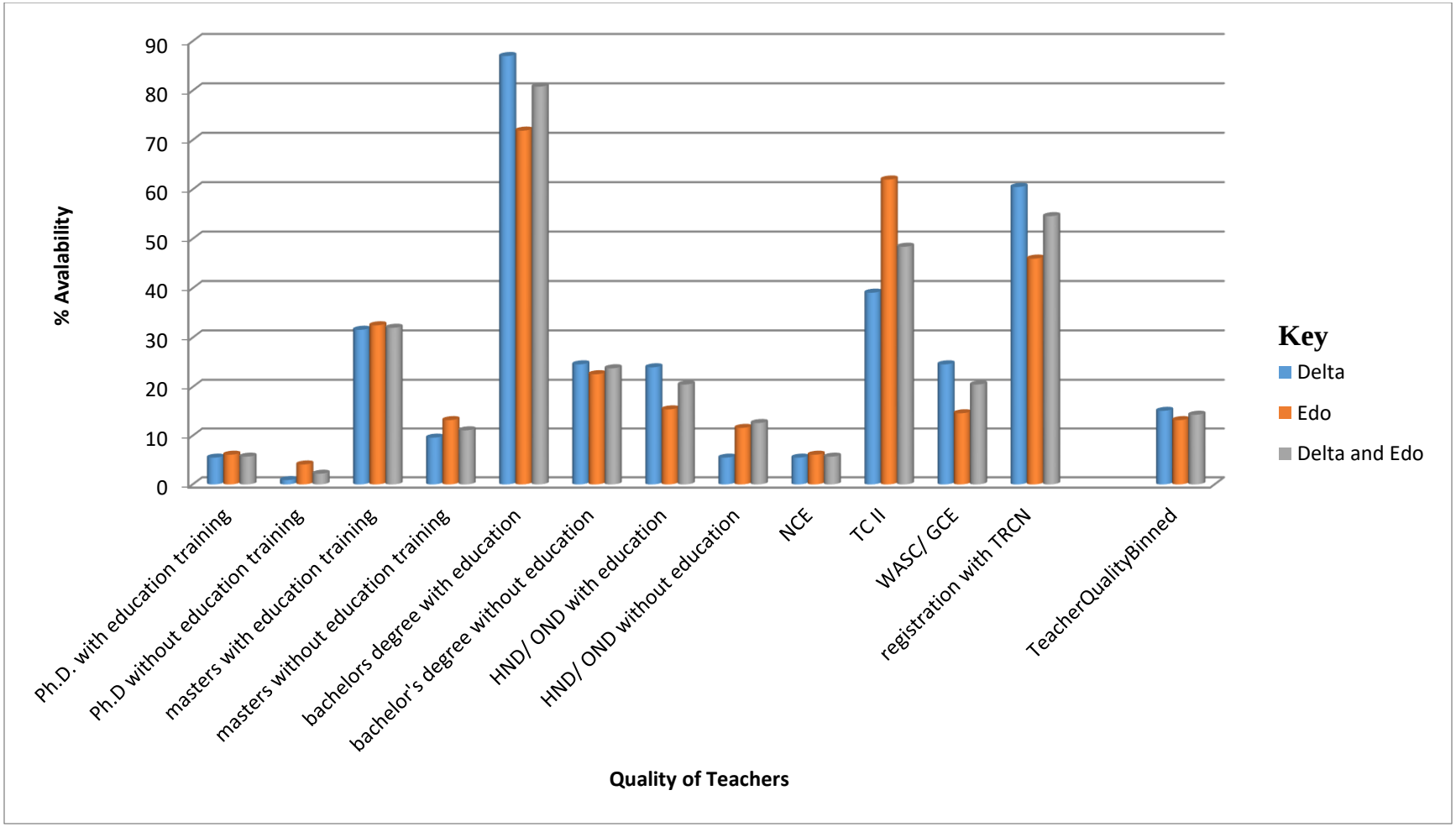


Figure 4.15: Teachers' quality in UBE schools of Delta and Edo States.

(Source: Field work)

Tests of Hypotheses

The formulated hypotheses of this study were each tested at 0.05 level of significance. The results and conclusions of the tests are presented below.

Hypothesis 1

There is no significant difference in the extent of implementation of UBE objectives between Delta and Edo States.

To test this hypothesis, a chi square analysis was conducted, and the summary of the result is presented in Table 4.2.

Table 4.2: Frequency and Chi Square test of the extent of implementation of UBE objectives between Delta and Edo States.

State	Not Imp.	Partially Imp	Completely Imp	χ^2 value	df	ρ	Crammer's V)	Decision
Delta	0	519	10	1.53	2	0.47*	0.04	Hypothesis Accepted
Edo	1	356	6					

*Significant if $\rho < 0.05$

Table 4.2 shows that there was no significant difference in the extent of implementation of UBE objectives between Delta and Edo States (χ^2 (2) = 1.53; ρ = 0.47). The null hypothesis one is therefore accepted. The objectives were similarly implemented in both states.

Hypothesis 2

There is no significant difference in the level of Human resources available in schools for the implementation of UBE programme between Delta and Edo States.

Table 4.3: Frequency and Chi Square test of the level of human resources available in the schools for the implementation of UBE programme between Delta and Edo State.

State	Not Sufficiently available	Sufficiently Available	χ^2 Value	df	ρ	Effect size (Crammer's V)	Decision
Delta	334	195	17.31	1	0.00*	0.14	Hypothesis
Edo	277	86					Rejected

*Significant if $\rho < 0.05$

Table 4.3 shows that there is significant difference in the level of Human resources available in schools for the implementation of UBE programme between Delta and Edo States. (χ^2 (1) = 17.31; $\rho = 0.00$). The null hypothesis is therefore rejected. The Crammer's V value of 0.14 indicates that the magnitude of difference in the level of human resources available is large. This value implies that 14% of variance in the level of human resources available in schools is explained by State.

Hypothesis 3

There is no significant difference in the level of human resources available in the schools for the implementation of UBE programme between Urban and Rural schools of Delta and Edo States.

Table 4.4: Frequency and Chi square test for difference in level of Human resources in schools for the implementation of UBE programme between Urban and Rural schools of Delta and Edo States

State	Location	Not Sufficiently available	Sufficiently Available	χ^2 Value	df	P	Effect size (Crammer's V)	Decision
Delta	Urban	101	106	30.07	1	0.00*	0.24	Significant
	Rural	233	89					
Edo	Urban	89	31	0.46	1	0.51*	0.04	Not significant
	Rural	188	55					
Both States	**Urban**	**190**	**137**	**25.85**	**1**	**0.00***	**0.17**	Hypothesis Rejected
	Rural	**421**	**144**					

*Significant if $\rho < 0.05$

Table 4.4 shows that there is significant difference in the level of human resources available in the schools for the implementation of UBE programme between Urban and Rural Areas of Delta state with (χ^2 (1) = 30.07; ρ = 0.00). Moreover, there is no significant difference in the level of human resources available in the schools for the implementation of UBE programme between Urban and Rural Areas of Edo State with (χ^2 (1) = 0.46; ρ = 0.51). In both States of Delta and Edo together, there is significant difference in the level of human resources available in the schools for the implementation of UBE programme between Urban and Rural schools with (χ^2 (1) = 25.85; ρ = 0.00). The null hypothesis is therefore rejected and the alternative holds true. The Crammer's V

value of 0.17 indicates that the magnitude of the difference in the level of human Resources between Urban and Rural is large. This value implies that 17% of variance in the level of human resources available in schools is explained by School Location.

Hypothesis 4

There is no significant difference in the level of human resources available for the implementation of UBE programme between Primary and Junior Secondary schools in Delta and Edo States.

Table 4.5: Frequency and Chi square test for difference in level of human resources available in schools for the implementation of UBE programme between Primary and Junior Secondary Schools of Delta and Edo States.

State		Not Sufficiently available	Sufficiently Available	χ^2 Value	Df	ρ	Effect size (Crammer's V)	Decision
Delta	Primary	273	88	75.51	1	0.00*	0.38	Significant
	JSS	54	99					
Edo	Primary	209	42	23.32	1	0.00*	0.26	Significant
	JSS	59	41					
Both States	Primary	482	130	96.91	1	0.00*	0.34	Hypothesis Rejected
	JSS	113	140					

*Significant if $\rho < 0.05$

Table 4.5 shows that there is significant difference in the level of Human resources available between Primary and Junior Secondary schools in Delta (χ^2 (1) = 75.51; ρ = 0.00). There is also significant difference in the level of Human resources available between Primary and Junior Secondary schools in Edo State (χ^2 (1) = 23.32; ρ = 0.00). And in both States of Delta and Edo together, there is significant difference in the level of Human resources available in schools between Primary and Junior Secondary, (χ^2 (1) = 96.91; ρ = 0.00). The null hypothesis is therefore rejected and the alternative holds true. The Crammer V value of 0.34 indicates that the magnitude of the difference in the level of Human Resources between Primary and Junior Secondary Schools is large. This value implies that 34% of variance in the level of Human resources available in schools is explained by school type.

Hypothesis 5.

There is no significant difference in the level of material resources available for the implementation of UBE between Delta and Edo States.

A Chi square test was conducted on the data generated from the study and the summary of the output is presented in Table 4.6

Table 4.6: Frequency and Chi Square test for difference in the level of Material resources available in schools for the implementation of UBE programme between Delta and Edo States.

State	Not Sufficiently available	Sufficiently Available	χ^2 Value	df	ρ	Effect size (Crammer's V)	Decision
Delta	199	330	1.43	1	0.24*	0.04	Hypothesis accepted
Edo	151	212					

*Significant if $\rho < 0.05$

Table 4.6 shows that there is no significant difference in the level of Material resources available in schools for the implementation of UBE programme between Delta and Edo States (χ^2 (1) = 1.43; $\rho = 0.24$). The null hypothesis is therefore accepted. The Crammer's V value of 0.04 indicates that the magnitude of difference in the level of Material resources available is very small. This value implies that 4% of variance in the level of material resources available in schools is explained by State.

Hypothesis 6

There is no significant difference in the extent of implementation of the academic curriculum of the UBE programme between Delta and Edo States.

To test the hypothesis 8, a chi square test was conducted, with summary of the output as presented in Table 4.7

Table 4.7: Frequency and Chi Square test for difference in the extent of implementation of the academic curriculum of the UBE between Delta and Edo States

State	Not Implemented	Completely Implemented	χ^2 Value	df	ρ	Effect of size (Crammer's V)	Decision
Delta	11	518	117.57	1	0.00*	0.36	Hypothesis rejected
Edo	94	269					

*Significant if $\rho < 0.05$

Table 4.7 shows that there is significant difference in the extent of implementation of the academic curriculum of the UBE between Delta and Edo States, (χ^2 (1) = 117.57; ρ = 0.00). The null hypothesis is therefore rejected and the alternative holds true. This implies that there is significant difference in the extent of implementation of the academic curriculum of the UBE between Delta and States. The Crammer's V value of 0.36 indicates that the magnitude of difference in the level of implementation of the academic curriculum of the UBE between the two states is very large. This value implies that 36% of variance in the extent of implementation of the academic curriculum of the UBE in schools is explained by State.

Hypothesis 7

There is no significant difference in the level of Teachers' motivation in the UBE programme between Delta and Edo States.

This hypothesis was tested using Chi Square test. The summary of the test conducted is presented in Table 4.8

Table 4.8: Frequency and Chi Square test for difference in level of Teachers' motivation in the UBE programme between Delta and Edo States.

State	Not Mot	Poorly Mot	Mod Mot	Highly Mot	χ^2 Value	df	ρ	Effect size (Crammer's V)	Decision
Delta	5	235	270	20	60.63	3	0.00*	0.24	Hypothesis Rejected
Edo	4	234	99	17					

*Significant if $\rho < 0.05$

Table 4.8 shows that there is significant difference in the level of Teachers' motivation in UBE programme between Delta and Edo States, (χ^2 (3) = 60.63; ρ = 0.00). The null hypothesis is therefore rejected and the alternative holds true. This implies that there is a significant difference in the level of Teachers' motivation in UBE programme between Delta and Edo States. The Crammer's V value of 0.24 indicates that the magnitude of difference in the level of Teachers' motivation in UBE programme is very large. This value implies that 24% of variance in the level of Teachers' motivation in UBE programme is explained by State.

Research Findings

The findings of this research are presented below:

1. UBE objectives were generally perceived by the head-teachers, to be partially implemented in both Delta and Edo States.
2. Human resources are more available in Delta State than in Edo State, although, human resources are not sufficiently available in both States.
3. There is no significant difference in the extent of implementation of UBE objectives between Delta and Edo States.
4. There is significant difference in the level of human resources available in schools for the implementation of UBE programme between Delta and Edo States.
5. There is significant difference in the level of human resources available for the implementation of UBE programme between urban and rural schools of Delta State.
6. There is no significant difference in the level of human resources available for the implementation of UBE programme between urban and rural schools of Edo State.
7. There is significant difference in the level of human resources available for the implementation of UBE programme between urban and rural schools of both Delta and Edo States.
8. Human resources are more available in urban schools of Delta State than in urban schools of Edo State, and in rural schools of Delta State than in rural Schools of Edo State.
9. There is significant difference in the level of human resources available for the implementation of the UBE programme between Primary and Junior Secondary Schools in Delta State.
10. There is significant difference in the level of human resources available for the implementation of the UBE programme between Primary and Junior Secondary Schools in Edo State.
11. There is significant difference in the level of human resources available for the implementation of the UBE programme between Primary and Junior Secondary schools in both Delta and Edo States

12. Junior Secondary Schools have more human resources available to them than Primary Schools, except for school heads, where primary has more than JSS.
13. There is no significant difference in the level of Material resources available in schools for the implementation of UBE programme between Delta and Edo States.
14. There is significant difference in the extent of implementation of the academic curriculum of the UBE between Delta and Edo States.
15. There is significant difference in the level of teachers' motivation in UBE programme between Delta and Edo States.
16. Motivation of teachers is poor in Edo State but moderate in Delta State.
17. Delta State has more proportion of qualified teachers in UBE schools than Edo State.

Discussion of Findings

Arising from the results presented above, a brief discussion of the findings of this study were made in relation to how the findings agree or disagree with the materials reviewed in related literatures as well as current issues in the area under study.

Implementation of the UBE Objectives

With regards to the implementation of the UBE objectives in Delta and Edo States, the study came up with two major findings as follows:

1. That There is no significant difference in the extent of implementation of the UBE objectives between Delta and Edo States; and that
2. UBE objectives are generally perceived by head teachers, to be partially implemented in both Delta and Edo States.

These findings are quite logical because of several reasons. Delta and Edo states have always shared the same educational experience since the inception of western education in Nigeria. They were both part of the defunct Western region, Midwest State and later Bendel State before they split into Delta and Edo States. Therefore the finding that there is no significant difference in the extent of implementation of the UBE objectives may be attributed to this shared similarities in educational experience. However, this finding is at variance with the assertion of Mohammed (2010) that different standards exist between different states of Nigeria due to differing level of facilities.

The partial implementation of the UBE objectives as in the second finding may be attributable to high level of corruption in policy implementation, poor funding and poor management of programme fund, dearth of data for planning, policy somersaults and policy inconsistencies as well as lack of political will and commitment. This finding agrees with the work of Amuchie, Asotibi and Audu (2013) that attempts in the past to provide free education whether at federal or state level, has never been successful due to poor planning and implementation. It is also in agreement with the observations of Aluede (2006), who questioned some initial guidelines associated with the UBE and further noted that the objectives of UBE did not differ significantly from that of UPE which failed majorly due to poor planning, and wondered whether the new scheme will not suffer the same fate.

These findings are also supported by the works of Ejere (2011) who asserted that poor implementation has been the bane of public policies in Nigeria, and the UNESCO_EFA Global Monitoring Report (2009) which claimed that Nigeria has more primary school age children out of school than any other country in the world, and by Obioma (2006) who emphatically stated that some of the objectives of the UBE are not achievable in the near future. The second finding above

is also in line with the conclusion of Osadebe (2011) that the extent of achievement of the UBE objectives in Delta State is low.

Level of Human Resources Available in Schools for the Implementation of the UBE programme in Delta and Edo States

On the question of availability of relevant human resources for the UBE programme, the study revealed that there was a significant difference in the level of human resources available for the implementation of UBE programme between Delta and Edo states; and between urban and rural schools of the entire study area; and between Primary Schools and Junior Secondary Schools in the study area. The study also concluded that there was shortage of all categories of staff, except for head teachers and messenger – cleaners.

The low level of human resources in both states could be attributed to the inexplicably high cost of governance in the present democratic dispensation which leaves little or no funds for other vital activities of government, including education. This has made it very difficult for employment of fresh hands to fill vacancies or for the replacement of retired or dead workers. Teachers are the key implementers of the basic education, but the programme is faced with the problem of inadequacy in number of this vital human resource. For effective and efficient execution of any educational programme, the right caliber of non-teaching staff must also be available.

These findings agree with the findings of Nwachukwu(2009) that basic education is plagued by acute shortage of professionally qualified teachers, and that the actualization of the goals and benefits of education for self-reliance is a heavy task on all UBE personnel, who obviously are in short supply. They are also in tandem with findings of Jekayinfa (2010), as well as that of Adamu and Adole (2015), who in separate works inferred gross inadequacy of teaching

staff, especially. The finding that there is significant difference in the level of human resources available between urban and rural schools in Delta and Edo states agrees with the works of Ikoya & Onoyase (2008), who observed that rural schools suffer more from negative gender influence on teachers distribution, since most married women prefer to serve in urban areas where their husbands' stations are and where they can have better livingworking environment. This also agrees with Edho (2009) that some of the challenges facing the rural communities is teacher inadequacy and the resistance of the teacher to posting to rural communities. The findings of Arhedo, Adomeh and Aluede (2009), also concluded that the UBE programme may not eventually succeed if the rural schools are not particularly catered for in terms of human resources.

The finding that there is significant difference in the level of human resources between Primary and Junior Secondary Schools may be due to the inability of government to disarticulate the Junior Secondary from the Senior Secondary school, and the fact that both have operated under different Managers since the inception of the UBE programme in both states. While the primary is supervised by SUBEB, the JSS is under the State Ministry of Education or the Pot Primary Education Board (PPEB). It was on this line of reasoning that Otaru (2015) recommended the complete disarticulation of JSS from SSS and transforming all primary schools into the 9-year basic schools.

Level of Material Resources Available in Schools for the Implementation of the UBE programme in Delta and Edo States.

On this, the study revealed that there is no significant difference in the level of material resources available in the schools for the implementation of the UBE programme between Delta and Edo States, and that the level of material resources is generally low in both states. In Delta State, it was observed that the number of class room blocks, headmaster/principal's offices, desks and chair for pupils/students, toilets for male and female staff, playfield, school garden, and perimeter fence were reasonably available. The same trend also occurred in Edo State. In Delta State, it was observed that generally the level of material resources available in schools were low though better than that of Edo state, in some areas like well stocked library with books, workshop for technical subjects and arts, home economics laboratory, assistant head teachers offices, school halls, electricity generating sets, ICT facilities/computers and potable water supply/boreholes. While in Edo State, the level of material resources are also low but better in some areas like workshop for home economics and arts, chairs and table for staff, toilets for male and female students/pupils, stores first aid room/ sick bay and play field than Delta State.

Generally the level of material resources available in schools in Delta and Edo States is low, though schools in Delta State have more material resources than schools in Edo State. However it may be because Delta State is more financially robust and blessed with numerous mineral deposits than Edo State. Despite all these, the level of material resources in schools in Delta State is still very low. The findings disagree with the work of Edho (2009) that because of the financial burden of government, parents are forced to get involved in the funding of basic education and that funds released from the national fund to SUBEB is diverted thus shifting the burden to parents in terms of levies.

Comparing the level of material resources available in schools in both states with the minimum standard for basic education (Universal Basic Education Commission, 2010), the study showed that none of the schools in the two states have met the minimum requirements in full, meaning that the shortage of material resources is real. The findings agree with the work of Agabi(2005), (FME 2009) and Oladunjoye(2010) on the state of facilities in Nigerian schools. They also corroborated the findings of Odili and Osadebe (2008), Falaye (2009), and Osiobe (2010), who variously agreed that there was declining concern for the nature of the learning environment and that physical resources were not adequate in schools.

Extent of Implementation of Academic Curriclum in UBE Schools.

On the issue of whether or not there is significant difference in the extent of implementation of the academic curriculum between Delta and Edo States, it was revealed that there is significant difference in the extent of implementation of the academic curriculum of UBE in Delta and Edo States. In Delta State, the teaching of English Language and Mathematics are the most implemented among all the subjects, with 92.2% in English Language and 98.2% in Mathematics. Most of the subjects are taught or well implemented, with the exception of Basic Technology(39.9%) , French(19.1%), Basic Computer (38.0%), Music (24.4%) and Business Studies (32.5%) that are poorly implemented in Delta State.

In Edo State also English and Mathematics are the most implemented subjects that are being taught in the school with a percentage rate of 77.4% for English Language and 77.7% for Mathematics. Like Delta State, the teaching of Basic Science, Social Studies, Local Language, Agricultural Science, Physical and Health Education and others are well implemented in Edo state.

The least implemented subjects taught in the schools include Basic Technology, Basic Computer and Music.

From the findings, it was also observed that in the two States, the same subjects were being taught, but not to the same extent. It was observed that the teaching of all the subjects are more implemented in Delta State than in Edo State. In Edo State for example, the teaching of Basic Computer is 16.8%, while in Delta State it was 38%. Though in both States the implementation is not full, the rate of implementation is higher in Delta State. The same trend was observed in Business Education, Cultural and Creative Arts, Music and French.

From the findings above, the differences observed in the extent of implementation of academic curriculum between Delta State and Edo State could be attributed to the fact that Delta State has more qualified teachers with professional qualification (Ministry of Basic and Secondary Education, Asaba, 2013) than Edo State (Ministry of Education, Edo State, 2011). Federal government have been releasing fund to the Universal Basic Education Board of both States to fund basic education. Inspite of these, both states are still faced with the problem of low funds for instructional facilities, resulting in dearth of quality instructional resources like computers, recorders, projectors, and print materials. Many teachers have not been properly trained and equipped with the skills on the use of modern technologies. The findings agrees with the work of Odili and Osadebe (2008) that Delta State Government has not paid adequate attention to the provision of instructional materials (books) to primary school pupils in the UBE programme. The findings also agree with the works of Edho (2009), Adaramola (2012), Ejere (2011), Omokhodion(2008) and Ubulom, Enyekit and Amaewhule (2011) that teachers were poorly trained in curriculum implementation, and that many schools were faced with the problem of inadequate instructional materials, in adition to the inability to retrain teachers on the use of

modern technologies in teaching. With all these, it will be difficult to implement the school curriculum.

Level of Teachers' Motivation in the UBE Programme Between Delta and Edo States

The study revealed that there is significant difference in the level of Teachers' motivation in UBE programme between Delta and Edo States and that level of Motivation of teachers is poor in Edo State but moderate in Delta State.

This implies that in Delta State, teachers are quite motivated by the government with regular payment of salaries, regular promotion exercise (but delay in its actualization and non payment of full arrears), full payment of the minimum wage like the federal workers, and teachers are occasionally priviledged to attend in service trainings and workshops. Edo State teachers are poorly motivated from the findings of the study. The finding agrees with the work of Edho(2009) that the maximum renovation and provision of infrastructure and instructional materials has restored staff morale and fortified professional confidence in Delta State.

In both Delta and Edo States combined, the level of teachers' motivation is not high, and the teacher's morale is low because the teaching profession and teachers themselves are poorly regarded in the society due to small and irregular pay-packet, poor work environment and low self esteem. Many young ones are not attracted into the teaching profession because sufficient attention has not been paid to their motivation. The findings of this study agree with the works of Ejere (2011), Araromi (2007) and Anaduaka and Okafor (2013), that teachers in Nigeria are of low morale and poorly motivated. For instance, enhanced teacher salary is an aspect of motivation that has been ignored for too long. It got to the extent that teachers had to go on a long period of strike before the government agreed to pay the 27.5% pay rise for professional teachers in the

country, though the pay rise is yet to be fully implemented in many States. The findings of the study is at variance with the UBE Act of 2004. The Act specified among other things, the regular payment of teachers' salaries and allowances, sponsorship to annual professional conferences and periodic workshop and that teacher emolument will be paid regularly and kept at a level that is commensurate with the nature of the profession. All these appear to be illusions in the face of the reality on ground. This finding tallies with the submission of Morrison (2006) that teacher motivation is inadequate in virtually all States of Nigeria, with the resultant negative effects.

Quality of Teachers in UBE Schools

The study showed that the proportion of qualified teachers that are registered with Teachers Registration Council of Nigeria are more in Delta State (60.5%) than in Edo State (46.0%). But on a general note, there is shortage of qualified teachers in the UBE programme in both Delta and Edo States. This is in agreement with the work of Ejere (2011), that UBE is facedwith the problem of acute shortage of professionally qualified teachers. This view is also supported by Ojo, Egho and Eguntola (2012), that the UBE programme still harbours a high proportion of unqualified teachers, and by Aluede (2006), that teacher quality has always been poor in the UBE programme due to negligence and improper planning.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focused on the concluding aspects of the study, presented under the following sub-headings:

- Summary of the study,
- Summary of Findings,
- Conclusion,
- Recommendations,
- Contributions to knowledge, and
- Suggestions for further studies

Summary of the Study

This study is an ex-pos-facto, evaluation research which employed the descriptive survey design to examine the extent of implementation of the Universal Basic Education (UBE) in Delta and Edo states.

Previous laudable educational programmes before the UBE failed, and were abandoned in the long-run, and as such could not attain the envisaged goals due to the failure of implementation. The study tried to focus on what should be done so that UBE will not suffer the same fate, using Delta and Edo states as case study. To do this, it became pertinent to examine the extent to which the UBE programme has been implemented, and to give an assessment of the effectivenessof the implementation, and how location (in terms of urban and rural settings) has influenced the UBE programme in Delta and Edo States.

The study was guided by nine research questions and seven null hypotheses. The null hypotheses were tested at 0.05 level of significance. The study was intended to ascertain the level of human resources for the implementation of Universal Basic Education in Delta and Edo States respectively, compare the level of human resources available for implementation of UBE between Delta and Edo States, and between urban and rural areas, ascertain the level of implementation of the academic curriculum of UBE, compare the extent of implementation of the academic curriculum of UBE programme between Delta and Edo States, and between urban and rural areas and to evaluate the level of motivation of teachers in the UBE programme in Delta and Edo States.

It is the firm belief of the researcher that the result of this study will serve to validate data on UBE and will provide necessary feed-back on the extent to which the UBE objectives have been achieved in Delta and Edo states, and will encourage programme managers with impetus to always undertake periodic monitoring and evaluation on the extent of implementation of the UBE programme.

This study focused on the public primary and junior secondary schools in Delta and Edo States, distributed so as to include schools in urban and rural areas of both states. Variables evaluated were the objectives of the UBE programme, levels of human resources and material resources, the UBE curriculum, teacher quality and teacher motivation. A sample of 1,000 head teachers of public schools were randomly selected across the two states. A self-developed instrument consisting of checklists and questionnaire was used to collect the data. Out of the 1,000 copies of instrument administered, 892 were retrieved. The data collected were analyzed using descriptive statistics of mean and standard deviation, frequency counts,percentages and graphs (bar charts) to answer the research questions and chi-square test was used to analyze each hypothesis at 0.05 level of significance.

The findings show that the UBE objectives have not been fully implemented in Delta and Edo States, and that there are several areas of disparity between the two states, between urban and rural schools, and between Primary and Junior Secondary Schools. Consequently, appropriate recommendations were made in line with the findings.

Summary of Findings

The findings of this research are presented below:

1. That there is no significant difference in the extent of implementation of UBE objectives between Delta and Edo States and that UBE objectives are partially implemented in both States.
2. That there is significant difference in the level of Human resources available in schools for the implementation of UBE programme between Delta and Edo States.
3. That there is significant difference in the level of Human resources available for the implementation of UBE programme between Urban and Rural schools of Delta State.
4. That there is no significant difference in the level of Human resources available for the implementation of UBE programme between Urban and Rural schools of Edo State.
5. That there is significant difference in the level of Human resources available for the implementation of the UBE programme between Primary and Junior Secondary schools in both Delta and Edo States.
6. That there is no significant difference in the level of Material resources available in schools for the implementation of UBE programme between Delta and Edo States.
7. That there is significant difference in the extent of implementation of the academic curriculum of the UBE between Delta and Edo States.

8. That there is significant difference in the level of Teachers' motivation in UBE programme between Delta and Edo States.

Conclusion

From the findings of this study, it was concluded that the extent of implementation of the UBE programme in Delta and Edo States is low. Several disparity exist in the level of implementation of the UBE programme in both States. This implies that a lot still need to be invested in the area of human and material resources, curriculum implementation, teacher quality, employing more qualified and professional teachers who will be able to teach the learners, giving teachers maximum motivation and availing them the opportunity to be retrained as often as possible on new methods and uses of modern teaching technologies that will enhance teaching.

Recommendations

Based on the conclusions reached in this study, the following recommendations are made, with the hope that if faithfully implemented, could restore focus and programme integrity of the UBE.

1. That the UBE objectives should be fully implemented by all UBE stakeholders.
2. That there should be concerted effort by all stakeholders to ensure that sufficient human resources are available in all the schools whether primary or Junior Secondary in both Delta and Edo States.
3. The State Universal Basic Education Board should ensure that human resources are evenly distributed between urban and rural schools for the implementation of the UBE programme in Delta State.

4. Educaitonal administrators in charge of Basic Education should ensure that human resources are sufficiently available in both urban and rural schools of Edo State.
5. UBE stakeholders should ensure that all UBE schools, irrespective of their location, are provided with all necessary material resources in order to avoid inadequacies among school children for the implementation of the UBE programme in Delta and Edo States.
6. Special attention should be given to schools in rural and remote settings in the area of material resources for effective implementation of the UBE programme in both States.
7. In order to solve the problems of shortage of qualified teachers, efforts should be intensified to ensure that teachers go for in-service training and upgrade their knowledge and qualifications for efficient teaching and implementation of the UBE in Delta and Edo States.
8. All stakeholders should give sufficient attention to teachers' motivation for better performance in the implementation of the UBE in Delta and Edo states.
9. Experts in Measruement and Evaluation should ensure that effective monitoring and evaluation of the UBE schools in the area of human and materials resources, curriculum implementation and teacher quality is carried out regularly in the urban and rural schools for full implementation of UBE programme.
10. All UBE stakeholders should take special notes of these findings in the study with a view to addressing identified threats to the implementation of the UBE programme in Delta and Edo States.

Contribution to Knowledge

This study has contributed to existing knowledge on the implementation of the UBE programme in the following ways:

1. The study has brought to public knowledge the inadequate state of human and material resources available for the implementation of the UBE programme in Delta and Edo States.
2. The study has established that the implementation of the implementation of the UBE has not been even between urban and rural schools in terms of human and material resources.
3. The study also revealed that the implementation of the UBE programme has not been even between urban and rural schools in terms of the academic curriculum.
4. There is a wide gap between the projections of the minimum standards for the implementation of the UBE, and the reality on ground in Delta and Edo states, and that a lot still has to be done in order to bring about the full realization of the goals of the UBE.
5. The study has also helped to reinforce the already known notions that teachers are not adequately motivated under the present UBE programme, and has challenged educational administrators to reverse the trend for the good of all.

Suggestion for Further Study

This study evaluated the implementation of UBE programme in primary and Junior Secondary Schools in Delta and Edo states. This study also evaluated the implementation of the UBE programme in urban and rural schools and how the UBE provisions are being implemented in basic schools in Delta and Edo States. Further evaluation studies should be carried out on the other aspects of implementation of UBE programme outside Delta and Edo States.

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APPENDIX I (CHECKLIST AND QUESTIONNAIRE)

Department of Guidance & Counselling,
Faculty of Education,
Delta State University,
Abraka.

Dear Sir/Madam,

Checklist and Questionnaire for Evaluating Implementation of UBE in Delta and Edo States

This instrument is designed to assist in evaluating the implementation of Universal Basic Education in Delta and Edo States. The purpose of this investigation is strictly academic. The information and answers provided will be treated as confidential. Please kindly tick (√) the columns or fill the spaces provided below, the information that most adequately reflects the situation on ground in your school.

In completing the instrument, you are kindly requested to be very candid as your response will go a long way in helping to provide information needed to address some problems confronting UBE implementation.

Queen E. Igabari

Mat No

SECTION A

Demographic Data

1. State: Delta ☐ Edo ☐
2. Local Government Area: _____
3. Name of School: _____
4. School Type: Primary ☐ JSS ☐ Others ☐
5. Population of Pupils/Students: Males: _____ Females: _____
6. School Location: Urban ☐ Rural ☐
7. Number of teachers: Males: _____ Females: _____
8. Status of Respondent: School head ☐ Asst. school head ☐ Others (Specify): _____

SECTION B

Checklist for availability of human resources for the implementation of UBE.

Kindly provide information about human resources in your school with regards to their number, availability and required standard.

S/N	Human Resources	Number of human resources required	Number of human resources available	Sufficiently available	Not sufficiently available
1.	School Head				
2.	Assistant school Head				
3.	Subject Teachers				
4.	Teacher-Librarian				
5.	First-aid teacher				
6.	Laboratory/workshop attendants				
7.	Computer operators				
8.	Counsellors				
9.	Bursars				
10.	Clerical staff				
11.	Technicians				
12.	Security men				
13.	Messenger-cleaners				

SECTION C

Checklist for Availability of Material Resources for the Implementation of UBE.

Kindly provide information about material resources in your school with regards to the number, availability and required standards.

S/N	Material Resources	Number of staff/pupils	Number required	Number available	Sufficiently available	Not sufficiently available
1.	Classrooms					
2.	Science laboratory					
3.	Well-stocked library with books					
4.	Workshops for intro-tech and technical subjects					
5.	Workshops for Home Economics and Arts					
6.	Head Master's/Principal's Office					
7.	Asst. Head Masters'/ Vice-Principals' Office					
8.	Staff room					
9.	School hall					
10.	Chairs for staff					
11.	Tables for staff					

12.	Desks and chairs for pupils/students					
13.	Toilets for male staff					
14.	Toilets for female staff					
15.	Toilet for male pupils/students					
16.	Toilet for female pupils/students					
17.	Store					
18.	First-Aid Room/Sick bay					
19.	Play field					
20.	Perimeter fence					
21.	First-aid Box					
22.	School garden/farm					
23.	Chalk/marker boards					
24.	Electricity supply/generating set					
25.	ICT facilities-computers					
26.	Portable water/borehole					

SECTION D

Checklist for Quality of Teachers.

S/No	Highest Qualifications	Available
1.	Ph.D with education training	
2.	Ph.D without education training	
3.	Masters with education training	
4.	Masters without education training	
5.	Bachelors degree with education	
6.	Bachelors degree without education	
7.	HND/OND with education	
8.	HND/OND without education	
9.	NCE	
10.	TCII	
11.	WASC/GCE	
12.	Registration with TRCN	

SECTION E

Checklist for UBE curriculum (subjects) implementation scale.

Indicate whether the following subjects are presently being taught in your school.

S/No	Curriculum (subjects)	Taught	Not Taught
1.	English		
2.	Mathematics		
3.	Basic Science		
4.	Social Studies		
5.	Basic Technology		
6.	Local Language		
7.	Agricultural Science		
8.	Civic Education		
9.	French		
10.	Physical & Health Education		
11.	Home Economics		
12.	Basic Computer		
13.	Religious Studies		
14.	Music		
15.	Business Education		
16.	Cultural & Creative Arts		

SECTION F

Checklist on extent of implementation of UBE objectives.

S/N	UBE Objectives	Completely implemented	Partially implemented	Not implemented
1.	The provision of free, universal basic education for every Nigerian child of school going age			
2.	The development in the entire citizenry, a strong consciousness for education			
3.	The development of a strong commitment to the vigorous promotion of Education			
4.	Ensuring the acquisition of appropriate levels of literacy			
5.	Ensuring the acquisition of appropriate levels of numeracy and manipulative skills			
6.	Ensuring the acquisition of appropriate level of communicative skills			
7.	Ensuring the acquisition of appropriate levels of life skills			
8.	Ensuring the acquisition of appropriate levels of ethical, moral and civic values			
9.	Ensuring the acquisition of a solid foundation for life-long learning			
10.	Reducing drastically the incidence of drop-out from the formal school system			

SECTION G

Questionnaire for perceived Teachers' Motivation Evaluation Scale.

Kindly provide the required information about teachers in the following.

	To what extent are teachers motivated by the Implementation of the followings in the UBE programme	**Highly motivate**	**Moderately Motivated**	**Poorly motivated**	**Not Motivated**
1.	Government decision and policies about teachers.				
2.	Payment of teachers salaries and allowances.				
3.	Sponsoring teachers on staff development programmes, conferences and workshops.				
4.	Teachers promotion as at when due.				
5.	Granting teachers permission for further studies.				
6.	Granting teachers study leave with pay.				
7.	Honorarium for teachers after training workshops.				
8.	Inspection and verification visits to schools.				
9.	Provision of assurance of job security.				
10.	Teachers input in formulating policies.				
11.	Opinion of teachers and school heads in formulating UBE policies.				

12.	Regular retraining programme to update teachers knowledge for better performance.				
13.	Routine recruitment exercises to replace teachers leaving the system.				
14.	Income, incentives and motivational schemes to retain teachers.				
15.	Government attention to teachers in rural schools.				
16.	Provision of car and housing loans to teachers.				
17.	Conducive teaching environment.				

APPENDIX II

Reliability

[DataSet1] C:\Users\Prof. R.I. Okorodudu\Documents\mrs Igabari Perceived Teacher Motivation.sav

Scale: PERCEIVED TEACHER MOTIVATION EVALUATION SCALE (PT MES)

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.743	.852	17

Item Statistics

	Mean	Std. Deviation	N
VAR00001	3.2400	.80554	100
VAR00003	2.3300	.76614	100
VAR00004	2.5100	.98980	100
VAR00005	2.2500	.75712	100
VAR00006	2.4100	3.28171	100
VAR00007	2.0400	.81551	100
VAR00008	2.4700	4.15472	100
VAR00009	2.0700	1.09411	100
VAR00010	1.9800	1.01484	100
VAR00011	2.2400	.98596	100
VAR00012	2.4500	.93609	100
VAR00013	3.0700	1.23301	100
VAR00014	2.9700	3.92726	100
VAR00015	2.8600	.63596	100
VAR00016	2.3300	1.02548	100
VAR00018	2.4900	.82260	100
VAR00019	2.3900	.82749	100

Factor Analysis

[DataSet1] C:\Users\Prof. R.I. Okorodudu\Documents\mrs Igabari Perceived Teacher Motivation.sav

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
VAR00001	3.2400	.80554	100
VAR00003	2.3300	.76614	100
VAR00004	2.5100	.98980	100
VAR00005	2.2500	.75712	100
VAR00006	2.4100	3.28171	100
VAR00007	2.0400	.81551	100
VAR00008	2.4700	4.15472	100
VAR00009	2.0700	1.09411	100
VAR00010	1.9800	1.01484	100
VAR00011	2.2400	.98596	100
VAR00012	2.4500	.93609	100
VAR00013	3.0700	1.23301	100
VAR00014	2.9700	3.92726	100
VAR00015	2.8600	.63596	100
VAR00016	2.3300	1.02548	100
VAR00018	2.4900	.82260	100
VAR00019	2.3900	.82749	100

Communalities

	Initial	Extraction
VAR00001	1.000	.539
VAR00003	1.000	.814
VAR00004	1.000	.629
VAR00005	1.000	.728
VAR00006	1.000	.638
VAR00007	1.000	.473
VAR00008	1.000	.937
VAR00009	1.000	.615
VAR00010	1.000	.753
VAR00011	1.000	.765
VAR00012	1.000	.567
VAR00013	1.000	.471
VAR00014	1.000	.937
VAR00015	1.000	.624
VAR00016	1.000	.555
VAR00018	1.000	.575
VAR00019	1.000	.656

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	5.452	32.072	
2	1.872	11.011	
3	1.658	9.752	
4	1.250	7.354	
5	1.043	6.138	
6	.994	5.845	72.173
7	.830	4.881	77.054
8	.733	4.309	81.362
9	.669	3.935	85.298
10	.565	3.321	88.619
11	.454	2.672	91.290
12	.439	2.580	93.871
13	.402	2.362	96.233
14	.256	1.505	97.737
15	.188	1.105	98.842
16	.157	.925	99.768
17	.039	.232	100.000

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues	Extraction Sums of Squared Loadings		
	Cumulative %	Total	% of Variance	Cumulative %
1	32.072	5.452	32.072	32.072
2	43.084	1.872	11.011	43.084
3	52.836	1.658	9.752	52.836
4	60.190	1.250	7.354	60.190
5	66.328	1.043	6.138	66.328

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	4.368	25.697	25.697
2	2.182	12.832	38.529
3	1.870	10.998	49.527
4	1.739	10.228	59.755
5	1.117	6.573	66.328

Extraction Method: Principal Component Analysis.

APPENDIX III

SAMPLED PUBLIC PRIMARY SCHOOLS IN DELTA STATE

ANIOCHA NORTH LGA

S/N	SCHOOLS
1.	Adams Primary School, Isele-Uku
2.	Aniemeke Primary School, Onicha-Ugbo
3.	Azagba primary school, Issele-Azagba
4.	Azanoba Primary School, Ubulubu
5.	Burr Primary School (1), Issele-Uku
6.	Egbune Primary School, Isele-Uku
7.	Enuofu Primary School, Issele-Mkpitime
8.	Gbonoza Primary School, Onicha-Ugbo
9.	Ifeyinwa Primary School, Onicha-Ugbo
10.	Isioji Primary School, Inocha-Ugbo
11.	Iyiogbe Primary School, Onicha-Olona
12.	Kanidinma Primary School, Onicha-Uku
13.	Nkwor Primary School (II), Idumuje-Unor
14.	Ofuokwu Primary School, Obior
15.	Omado Primary School (I), Issele-Uku
16.	Osemeke Prmary School, Issele-Azagba
17.	Ugba Primary School, Onicha-Olona
18.	Ugboko Primary School, Idumuje-Ugboko
19.	Ukpali Primary School, Obior

BURUTU LGA

S/N	SCHOOLS
1.	Abazigha P/S, Opurutiegbene
2.	Aghorowei P/S, Pupegbene
3.	Burutu Pry Sch. Burutu
4.	Deinbunugha Pry Sch. Oboro
5.	Demeteide Pry Sch. Obotobo II
6.	Egbetebe Pry Sch. Bolu-Tubegbe
7.	Egodobri Pry Sch. Egodor/Agbodobiri
8.	Egran Pry Sch. Ogbeingbene
9.	Ekoro Pry Sch. Ekorogbene
10.	Ekumu Pry Sch. Ekogbene
11.	Ella Pry Sch. Ofougbene
12.	Eluwe Pry Sch. Odimod
13.	Esuku Pry Sch. Tuomo
14.	Esuku-Oburu Pry Sch. Toru-Tamigbe
15.	Father Ede Pry Sch. Edegbene
16.	Forcados Pry Sch. Forcados
17.	Founkoro Pry Sch. Gbekebor
18.	Garuwa Pry Sch. Turu-Tubegbe
19.	Gbesa Pry Sch. Bolou-Ojobo
20.	Igole Pry Sch. Kandanghan
21.	Keneyinbo Pry Sch. Torugbene
22.	Keremo Pry Sch. Keremo
23.	Kolomoturu Pry Sch. Bolou-Tamigbe
24.	Meindu Pry Sch. Gbekebor
25.	Ngbile Pry Sch. Kiagbodo
26.	Ngbilebiri Pry Sch. Ayakoromo
27.	Obodo Pry Sch. Ayakoromo
28.	Oburu Pry Sch. Ogulagha

29.	Ofou Pry Sch. Burutu
30.	Ogbo Pry Sch. Okpokunou
31.	Ogini Pry Sch. Obotebe
32.	Okibou Pry Sch. Okibou-Zion
33.	Ombutuaowei Pry Sch. Newtown

ETHIOPE EAST LGA

S/N	SCHOOLS
1.	Abraka M/P/S, Abraka
2.	Aganbi P/S, Eku
3.	Agbon P/S, Isiokolo
4.	Avwaeke P/S, Abraka
5.	Ebise P/S, Abraka
6.	Echi P/S, Echi-Eku
7.	Ejaife P/S, Okpara I/L
8.	Ejenavwo P/S, Okpara W/S
9.	Ekrejeta P/S, Abraka
10.	Erhijere P/S II, Kokori
11.	Erho P/S, Abraka
12.	Erhorokpara P/S Okpara W/S
13.	Erhoghwere P/S Okpara W/S
14.	Ezebue P/S Oviorie
15.	Ibruvwe P/S Samagidi-Kokori
16.	Inweh P/S I, Eku
17.	Inweh P/S II, Eku
18.	Madedon P/S, Eku
19.	Ogbedje P/S, Abraka
20.	Ogodo P/S, Abraka
21.	Ohwase P/S, Eku
22.	Ohwoyovwe P/S, Igun
23.	Okurekpo P/S, Okurekpo
24.	Okpara P/S, Okpara I/L
25.	Otorho P/S, Abraka
26.	Orhono P/S, Orhono-Eku
27.	Oria P/S, Oria-Abraka
28.	Oviorie Model P/S, Oviorie

29.	Ovu P/S II, Ovu I/L
30.	Ugono P/S, Ugono-Abraka
31.	Umeghe P/S, Abraka
32.	Umiaghwa P/S, Oria-Abraka
33.	Unuagba P/S, Eku
34.	Urhuagbasa P/S, Urhuagbasa-Abraka
35.	Urhuoka P/S II, Urhuoka-Abraka

IKA SOUTH L.G.A

S/N	SCHOOLS
1.	Adisor/Alileha P/S, Adisor-Agbor
2.	Agbor Model P/S
3.	Agbor-Nta P/S, I
4.	Agbor-Nta P/S, II
5.	Alihagu P/S
6.	Alihioba P/S
7.	Aliogor P/S
8.	Aliohen P/S
9.	Alizomo P/S
10.	Anyima P/S
11.	Azuowa P/S
12.	Charles Burr II P/S
13.	Ehiwogun P/S, Asisimie-Agbor
14.	Ekuma P/S
15.	Ekuoma P/S
16.	Ekwueze P/S
17.	Igbogili P/S
18.	Jegbefume P/S, Abavo
19.	Nkwor P/S
20.	Nosiere P/S II, Agbor-Town
21.	Obika P/S
22.	Odili P/S
23.	Olihen P/S
24.	Omie P/S, Ekuku-Agbor
25.	Omumu P/S
26.	Orogodo P/S
27.	Osaigbobu P/S
28.	Oyoko P/S

29.	Oza P/S, Idumu-Oza
30.	Special Edu Centre
31.	Umu P/S, Alidinma
32.	Uweifo P/S, Ewuru

ISOKO NORTH

S/N	SCHOOLS
1.	Amawhe Pr/Sch. I, Ozoro
2.	Amawhe Pry. Sch. II, Ozoro
3.	Aradhe Pry Sch. Aradhe
4.	Egburie Pry. Sch. Ozoro
5.	Egware Pry. Sch. Ozoro
6.	Ekwerigbe Pry Sch. Ozoro
7.	Ellu Pry. Sch. Ellu
8.	Elo-Oghene Pr/Sch. Bethel
9.	Emewha Pr. Sch. Emevor
10.	Ibakpa Pry Sch. Ofagbe
11.	Isi Pry/Sch. Ivrogbo-Emevor
12.	Odion Pry Sch. Itebiege
13.	Oghenerurie P/Sch. Iyede
14.	Olordo Girls Pry/Sch. II, Ozoro
15.	Oria-Ovo Primary Sch. Ofagbe
16.	Orokpokpo P/Sch., Owhelogbo
17.	Ovie Primary School, Ellu
18.	Ovo Primary Sch. Otor-Owhe
19.	Oyede Primary School, Oyede
20.	Ozadhe P/Sch. Erawha-Owhe
21.	Uruogbe P/Sch. II, Owhelogbo

NDOKWA WEST LGA

S/N	SCHOOLS
1.	Adege P/S, Ndemili
2.	Akakpani P/S, Utagba-Uno
3.	Azumze P/S, Utagba-Oghe
4.	Ebuetor P/S, Umuchime-Ogume
5.	Ebologu P/S, Utagba-Uno
6.	Edike-Ozah P/S, Ndemili
7.	Eke Model P/S II, Utagba-Ogbe
8.	Elovie P/S, Abbi
9.	Etua-Ukpo P/S, Etua-Oliogo
10.	Exedogume Model P/S II, Ogume
11.	Ezeti P/S, Oliogo
12.	Igala-Uku P/S, Ndemili
13.	Igbe P/S, Igbe-Ogume
14.	Ishieni P/S, Utue-Ogume
15.	Iyiatu P/S I, Utagba-Ogbe
16.	Lagos-Ogbe P/S, Utagba-Ogbe
17.	Ndueze P/S, Utagba-Uno
18.	Nduku P/S, Ogbole-Ogume
19.	Obi-Uno P/S, Obi-Uno Isumpe
20.	Ogo-Ikilibi P/S, Utagba-Uno
21.	Okka P/S, Inam-Abbi
22.	Onyia P/S, Utagba-Uno
23.	Owessei P/S II, Utagba-Ogbe
24.	Ulogwe P/S, Isumpe
25.	Udodi P/S, Abbi
26.	Umia P/S, Abbi

OKPE LGA

S/N	SCHOOLS
1.	Adagbrassa P/S Aghalokpe
2.	Adane-Okpe P/S II, Orerokpe
3.	Adeje P/S I, Adeje
4.	Arhagba P/S, Araba
5.	Ekugbe P/S Egborode
6.	Ervohwo P/S, Evwrijen
7.	Ethiope P/S, Ovwoti-Okpe
8.	Ifuama P/S, Eroghor
9.	Ijakpa P/S, Ijakpa
10.	Oghvere P/S, Oha
11.	Ogoni P/S Aghalokpe
12.	Okene P/S Okuokoko
13.	Okorodudu P/S Ovri-Okpe
14.	Okobia P/S Okobia
15.	Okpe P/S Okuodieno
16.	Okugbe P/S Adagbrassa
17.	Okwejeba P/S Okwejeba
18.	Ometan P/S Ughoton
19.	Orhue P/S I Orerokpe
20.	Ovwisi P/S Okuvwisi
21.	Ugbokodo P/S Ugbokodo

OSHIMILI SOUTH

S/N	SCHOOLS
1.	Abu-Ato Pry Sch. I, Asaba
2.	Abu-Ato Pry Sch. II, Asaba
3.	Ahabam Pry Sch. Asaba
4.	Ahor Pry Sch. Asaba
5.	Anwai Pry Sch. Asaba
6.	Ogbe-Afor Pry Sch. I, Asaba
7.	Onei Pry Sch. I, Asaba
8.	Uzoigwe Pry Sch. I, Asaba
9.	Zappa Pry Sch. II, Asaba
10.	Asagba Pry Sch. II, Asaba
11.	Women Affairs Pry Sch. Asaba
12.	Oshimili South LGA, N/P/S, Asaba
13.	Blessed Hope N/P/S, Asaba
14.	Bramber Int'L N/P/S, Asaba

PATANI LGA

S/N	SCHOOLS
1.	Aduo P/S Patani
2.	Akedeinowesi P/S T/Angiama, II
3.	Angiama P/S B/Angiama
4.	Aven P/S Aven
5.	Ege P/S I, Uduophori
6.	Kumbowei P/S Bolou Apelebi
7.	Opukabu P/S II, Patani
8.	Orie P/S Adobu
9.	Ogbidi P/S Agoloma
10.	Koloware P/S Koloware
11.	Pereama P/S Aruke
12.	Uduovie P/S I, Odorubu
13.	Uduovie P/S II, Odorubu

SAPELE LGA

S/N	SCHOOLS
1.	Abazere P/S, Ugbukurusu
2.	Abort P/S
3.	Abeke P/S II
4.	Abeke P/S III
5.	Aiyetan P/S
6.	Akoko P/S
7.	Ayomanor P/S I
8.	Bishop Johnson P/S
9.	Crother P/S I
10.	Ethiope P/S II, Amukpe
11.	Ethiope P/S II, Okurigwe
12.	Ethiope P/S I, Sapele
13.	Gara P/S, Ugberikoko
14.	Ochemu P/S I
15.	Ogodo P/S II
16.	Okokporo P/S, Sapele
17.	Okotie-Eboh P/S II
18.	Okeoke P/S, Elume
19.	Omarin P/S I
20.	Omatsola P/S I
21.	Omatsola P/S II
22.	Oton P/S II
23.	Ovwore P/S
24.	Ozue P/S
25.	Palmer P/S III
26.	Pemu P/S, Adagbrassa
27.	Ufuoma P/S III
28.	Uherevie P/S II

29.	Urhuapele P/S I
30.	Urhuapele P/S III
31.	Wesley P/S II

UGHELLI NORTH

S/N	SCHOOLS
1.	Afiesere Pry Sch. I, Afiesere
2.	Agbarha Pry Sch. II, Agbarha-Otor
3.	Agbarho Model Pry Sch. I, Agbarho
4.	Agbarho Model Pry Sch. IV, Agbarho
5.	Anaka Pry Sch. Etefa, Agbarha
6.	Aragba Pry Sch. Aragba-Orogun
7.	Edjeba Pry Sch. Edjeba Agbarha-Otor
8.	Efe Pry Sch. Orogun
9.	Erhugbe Pry Sch. Orhokpokpor-Agbarho
10.	Ehwerhe Pry Sch. Whwerhe-Agbarho
11.	Ekiugbo P/S II, Ekiugbo-Ughelli
12.	Ekure Pry Sch. Imodje-Orogun
13.	Emavworhe P/S, Otorogba-Agbarha
14.	Emonu Pry Sch., Emonu-Orogun
15.	Erhobaro Pry Sch. Erhobaro-Orogun
16.	Eserophe Pry Sch. II, Ughelli
17.	Ibu Pry Sch. Awirhe-Agbarha
18.	Igbuku Pry Sch. Igbuku-Orogun
19.	Isherhe Pry Sch. II, Oviri-Agbarho
20.	Itive Pry Sch. Orherhe-Agbarho
21.	Izeze Pry Sch. II Agadama
22.	Mariere Pry Sch. II, Evwreni
23.	Mowarin Pry Sch. Ikweghwu-Agbarho
24.	Ofuoma Pry Sch. I, Ofuoma
25.	Ogbavwran Pry Sch. Oguname-Agbarho
26.	Okpame Pry Sch. Edolde-Agbarha
27.	Okugbe Pry Sch. Ogode-Uwheru
28.	Omo Pry Sch. Ovara-Orogun

29.	Onidjor Pry Sch. Uwheru
30.	Opia Pry Sch. Obodeti-Orogun
31.	Orogun Pry Sch. I, Orogun
32.	Ovwodaware Pry Sch. I, Ughelli
33.	Sanubi Pry Sch. Sanubi-Orogun
34.	Uduovie Pry Sch. Samagidi-Agbarha
35.	Udu Pry Sch. I, Uwheru
36.	Ugono Pry Sch. Ugono-Orogun
37.	Unity Pry Sch. I, Agbarho

UKWUANI LGA

S/N	SCHOOLS
1.	Ebedei P/S, Adonishaka
2.	Elite P/S, Obi-Obeti
3.	Emeni P/S II, Obiaruku
4.	Ethiope P/S, Obiaruku
5.	Ethiope P/S, Umutu
6.	Esume-Uku P/S I, Obiaruku
7.	Eze-Egbuchu P/S II, Obiaruku
8.	Ezhie P/S, Ezionum
9.	Ezhike P/S, Obi-Oluku Umukwata
10.	Igili P/S I, Umutu
11.	Igwete P/S I, Amai
12.	Morka P/S II, Obiaruku
13.	Ukwata P/S, Umukwata
14.	Umuaja P/S, Umuaja
15.	Umukwata P/S, Obionomba
16.	Ebedei P/S II
17.	Esume-Uku P/S II, Obiaruku
18.	Elite P/S II, Obi-Obeti
19.	Eze-Egbuchu P/S I< Obiaruku
20.	Ugbeleme P/S II, Umutu

UVWIE LGA

S/N	SCHOOLS
1.	Army Chn pry Sch. I
2.	Army Chn. Pry Sch. II
3.	Alegbo Pry Sch. II
4.	Alegbo Pry Sch. III
5.	Ebrumede Pry Sch.
6.	Esedo Pry Sch. II
7.	Eyabugbe Pry Sch. II
8.	Eyabugbe Pry Sch. III
9.	Ogbe Pry Sch. I
10.	Ogbe Pry Sch. II
11.	Okugbe Pry Sch. I
12.	Okugbe Pry Sch. II
13.	Opete Pry Sch. I
14.	Erhuowo Pry Sch. I
15.	Sedco Basic Pry Sch.
16.	Ugbworume Pry Sch.

WARRI NORTH LGA

S/N	SCHOOLS
1.	Umegbe P/S Abigborodo
2.	Akuarajor P/S Koko
3.	Abokunwa P/S Eghoro
4.	Awamba P/S Awamba
5.	Azamazion P/S Azamazion
6.	Bresibi P/S, Brisibi
7.	Dinkotu P/S Dinkoru
8.	Edo P/S Obaghoro
9.	Egbema P/S Ogbinbiri
10.	Idiare P/S Gbokoda
11.	Itagbene P/S Itagbene
12.	Lagos Junction P/S L.J.
13.	Minyeh P/S Tsekelewu
14.	Okifamba P/S Okifamba
15.	Oloduwa P/S Opuama
16.	Otorun P/S Kolokolo
17.	Timi P/S Itagbagbene
18.	Ureju P/S Ureju
19.	Uwangue P/S Jakpa

WARRI SOUTH

S/N	SCHOOLS
1.	Agbeje Pry Sch.
2.	Aileru Pry Sch. ‘A’
3.	Alderstown for Deaf
4.	Edjeba Pry Sch.
5.	Igbudu Pry Sch ‘A’
6.	Ighobadu Pry Sch. ‘A’
7.	Iginuwa Pry Sch
8.	Ikengbuwa Pry Sch. ‘B’
9.	Inorin/Ajigba Pry Sch.
10.	Jule P/S
11.	Nana Pry Sch ‘A’
12.	Obodo Pry Sch.
13.	Ogedegbe Pry Sch. ‘B’
14.	Ogiame Pry Sch. ‘A’
15.	Ogunu Pry Sch.
16.	Ojojo Pry Sch ‘A’
17.	Omatsola Pry Sch. ‘A’
18.	Orere Pry Sch
19.	Ogbarami Pry Sch.
20.	Orugbo Pry Sch.
21.	Osolo Pry Sch.
22.	Otsoron Pry Sch.
23.	Olodi Pry Sch ‘A’
24.	Pessu Pry Sch ‘A’
25.	Uwakeno Pry Sch
26.	Igbudu Adult, Warri

APPENDIX IV

SAMPLED PUBLIC PRIMARY SCHOOLS IN EDO STATE

A. EDO NORTH

AKOKO-EDO L.G.A

S/N	SCHOOLS
1.	Afeye Primary School, Ikiron Ile
2.	Akugbe Primary School, Ojirami
3.	Dagbala Primary School, Dagbala
4.	Ekor Primary School, Ekor
5.	Ereshua Primary School, Makeke
6.	Etuno Primary School, Igarra
7.	Ibillo Primary School, Ibillo
8.	Idugu Primary School, Okpila
9.	Igbode Primary School Erhurun
10.	Ikpena Primary School, Ososo
11.	Imiezua Primary School, Enwan
12.	Iretutu Primary School, Igarra
13.	Odemina Primary School, Ogugu
14.	Ofomomani Primary School, Egbigere
15.	Ojarami Dam Primary School, Ojarami
16.	Okhuerhomoh Primary School, Ikpeshi
17.	Okumagba Primary School, Atte
18.	Okutu Primary School, Imoga
19.	Oloma Primary School, Oloma
20.	Orukpa Primary School, Ogbe
21.	Osi Primary School, Bis-Aiyegunle
22.	Ososo Primary School, Ososo
23.	Oyengba Primary School, Ekpesa
24.	Oyonba Primary School, Ojah

25.	Uke Primary School, Lampese
26.	Uma Primary School, Imoga
27.	Unne Primary School, Sasaro
28.	Usomo Primary School, Somorika
29.	Oretoji Primary School, Igarra
30.	Irhofio Primary Sch. Atte
31.	Okunugbe Primary School, Ososo
32.	Ososo Primary School, Ososo
33.	Opoze Primary School, Igarra
34.	Ugbogbo Primary School, Igarra
35.	Ukelekpe Primary School, Lampese
36.	Utua Primary School, Igarra

ETSAKO EAST L.G.A

S/N	SCHOOLS
1.	Adosi Primary School
2.	Aloaye Primary School
3.	Anagwa Primary School
4.	Ari Primary School
5.	Badeki Primary School
6.	Edokha Primary School, Ukhomadokha
7.	Ekuri Primary School
8.	Igielle Primary Uzan Ageruebode
9.	Ikpeli Primary School
10.	Oduba Primary School
11.	Ogbake Primary School, Agenebode
12.	Oghomhe Primary School
13.	Ogodo Primary School, Okpella
14.	Ogwemare Priamry School, Okpha
15.	Okpisa Primary School, Emokwemah Agenebode
16.	Okhu Primary School
17.	Okugbe Primary School, WEPPA
18.	Osime Primary School
19.	Otse Primary School Egori Waterside Agerubode
20.	Otsele Primary School, Okpekpe
21.	Oyoegbe Primary School, Agure
22.	Ufuokha Primary School, Okpella
23.	Ugbedogu Primary School, Ogute Okpella
24.	Ukhua Primary School, Iviukhua
25.	Usagbe Primary School, Othame

OWAN EAST L.G.A

S/N	SCHOOLS
1.	Abadakhigua Primary School, Otuo
2.	Ake Primary School, Ake
3.	Anamah Primary School, Igue Oke
4.	Egor Primary School, Emai
5.	Ekhueye Primary School, Ihievwe
6.	Emai Primary School, Afuze
7.	Ese Primary School, Ivbiaro
8.	Esioriri Primary School, Erah
9.	Eweka Primary School, Ovkha
10.	Idesa Primary School, Otuo
11.	Inumai Primary School, Ikao
12.	Iraua Primary School, Otuo
13.	Ivbiele Primary School, Ohanmi
14.	Obada Primary School, Evbiamen
15.	Odion Primary School, Uokha
16.	Ogholugbo Primary School, Otuo
17.	Ohobo Primary School, Afuze
18.	Osamara Primary School, Okhuame
19.	Owuno Primary School, Ovbiowun
20.	Ubialle Primary School, Uroe
21.	Ugbebojie Primary School, Warrake

B. EDO CENTRAL

ESAN CENTRAL L.G.A

S/N	SCHOOLS
1.	Afuda Nur/Primary School, Irrua
2.	Akho Nur/Primary School, Irrua
3.	Eguare Nur/Primary School, Ewu
4.	Eguare Nur/Primary School, Opoji
5.	Eguare Nur/Primary School, Ugbegun
6.	Ekilor Nur/Primary Shc., Irrua
7.	Eko-Ojemen Nur/Primary School, Ewu
8.	Okhore Nur/Primary School, Okhore
9.	Udomi Nur/Primary School, Udomi
10.	Udowo Nur/Primary School, Eidenu
11.	Ugbalo Nur/Primary School, Ugbalo
12.	Usenu Nur/Primary School, Usenu
13.	Usugbenu Nur/Primary School, Usugberu
14.	Uwenuje Nur/Primary School, Uwenuje
15.	Umenlen Nur/Primary School, Umenlen
16.	Uwessan Nur/Primary School, Ibhiolulu

ESAN WEST L.G.A

S/N	SCHOOLS
1.	Eguare Primary School, Egoro
2.	Eguare Primary School, Ogwa
3.	Eguare Primary School, Ujogba
4.	Eguare Primary School, Urohi
5.	Ehanlen Primary School, Ekpoma
6.	Eko Onuje Primary School, Urohi
7.	Emado Primary School, Emaudo
8.	Emiala Primary School, Ekpoma
9.	Emuhi Primary School, Ekpoma
10.	Idoa Primary School, Idoa
11.	Idumigun Primary School, Uhiele
12.	Igogen Primary School, Ogwa
13.	Ogbomoide Primary School, Iruekpen
14.	Udo-Eki Primary School, Emuhu
15.	Ujeme Primary School, Ujeme
16.	Ujoelan Primary School, Ujuelen
17.	Uhiele Primary School, Uhiele
18.	Ukhun Primary School, Ukhun
19.	Ikpator Primary School, Ujogba
20.	Ukpenu Primary School, Ekpoma
21.	Ukpogo Primary School, Ukpogo
22.	Ughodin Primary School
23.	Farm Settlement Primary School, Ekpoma

IGUEBEN L.G.A

S/N	SCHOOLS
1.	Afuda Primary School, Igueben
2.	Central Primary School, Ekpon
3.	Eguare Primary School, Ebelle
4.	Egbike Primary School, Egbiki
5.	Ebase Primary School, Amahor
6.	Eguare Primary School, Okalo
7.	Idumeka Primary School, Igueben
8.	Idumogo Primary School, Idumugo
9.	Idinegbon Primary School, Ewossa
10.	Idumowu Primary School, Ebelle
11.	Ijeduma Primary School, Ekpon
12.	Ogbe Primary School, Ewossa
13.	Okuta Primary School, Ebelle
14.	Ologhe Primary School, Idumenbor
15.	Obodako Primary School, Obodoeko
16.	Igiebor Primary School, Ugun
17.	Utantan Primary School, Igueben

C. EDO SOUTH

IKPOBA-OKHA L.G.A

S/N	SCHOOLS
1.	Adolor Primary School
2.	Army Day Primary School
3.	Akengbuda Primary School, Urora
4.	Akugbe Primary School
5.	Amufi Modern Primary School, Evbo
6.	Aoro Primary School, Utezi
7.	Army Children School
8.	Edion Primary School
9.	Edo Primary School
10.	Elausolobi Primary School, Ikpe
11.	Enikaro Primary School, Obayantor II
12.	Eresoyen Primary School
13.	Etete Primary School
14.	Ewuare Primary School
15.	Ivbiyeneva Primary School
16.	Ivbiotor Primary School
17.	Iyenuroho Primary School, Uroho
18.	Odigie Primary School, Obaretin
19.	Ogeni Primary School
20.	Ogiama Primary School
21.	Ikpoba Hill Primary School
22.	Ohoghobi Primary School
23.	Ohovbe Model Primary School
24.	Osenwende Primary School
25.	Ozolua Primary School, Igun
26.	RRIN Primary School, Iyanomo
27.	Umelu Primary School, Iwogban Primary School

OREDO L.G.A

S/N	SCHOOLS
1.	Adesuwa Primary School
2.	Adolor Primary School
3.	Agbado Primary School
4.	Agboghidi Primary School
5.	Akenzua Primary School
6.	Asoro Primary School
7.	Ebenezar Primary School
8.	Edokpolor Model Primary School
9.	Ekae Primary School
10.	Esigie Primary School
11.	Ewuare Primary School
12.	Ezomo Primary School
13.	George Idah Model Primary School
14.	Government Model Primary School
15.	Igbesanmwan Model Primary School
16.	Ighiwiyisi Primary School
17.	Igun Primary School
18.	Imaguero Primary School
19.	Ivbiore Primary School, Ugbor
20.	Iyobosa Primary School
21.	Iyoba Primary School
22.	Odia Primary School
23.	Ogbe Primary School
24.	Ogiso Primary School
25.	Oguola Primary School
26.	Oliha Primary School
27.	Ovonramwen Primary School
28.	Owina Primary School

29.	Oghodua Primary School
30.	Owegie Primary School
31.	Oza Primary School
32.	Payne Primary School
33.	School for Mentally Retarded Children
34.	School for the blind
35.	School for the deaf
36.	St. Paul's Primary School
37.	Ukhegie Primary School
38.	Usi Primary School
39.	Uvbi Model Primary School
40.	Uwa Model Primary School
41.	Uyiosa Prmary School
42.	Victory Primary School

ORHIONMWON L.G.A

S/N	SCHOOLS
1.	Community Primary School Otobaye II
2.	Wire-Ake Primary School, Igbanke
3.	ABE Primary School, Sokponba
4.	Obaseki Memorial School, Abudu
5.	Aiwaguore Primary School, Evboesi
6.	Aideyanba Primary School, Sokponba
7.	Ake Primary School, Igbanke
8.	Edogun Primary School, Urhorugbe
9.	Central Primary School, Igbanke
10.	Edion Primary School, Urhonigbe
11.	Enigbe Primary School, Urhonigbe
12.	Evbohen Primary School, Evbohen
13.	Evboeka Primary School, Evboeka
14.	Evbuosa Primary School, Sokponba
15.	Iyedo Primary School, Obazagbon-Nuga
16.	Idusi Primary School, Evboesi
17.	Igbontor Primary School, Igbanke
18.	Idunmwogo Primary School, Urhonigbe
19.	Iyoba Primary School, Urhomehe
20.	Iguodala Primary School, Evbobemwen
21.	Evbuosa Primary School, Sokponba
22.	Obanosa Primary School
23.	Obozogbe Primary School, Obozogbe-Niro
24.	Odia Primary School, Idunmwowina
25.	Odionwere Primary School, Umoghunzuagbo
26.	Ogan Primary School, Ogan
27.	Ohen Primary School, Ugbugo
28.	Oheze Primary School, Oheze

29.	Okaro Primary School, Urhorugbe
30.	Okhuere Primary School, Orogho
31.	Oligie Primary School, Oligie-Igbanke
32.	Osafele Primary School, Otta Igbanke
33.	Osasere Primary School, Ogba
34.	Oza Primary School
35.	Ugu Primary School, Umoghun-Nokhua
36.	Umagbae Primary School, Ugboko Numagbae
37.	Igbontor Primary School, Igbanke
38.	Aghimien Primary School, Evbuarhue
39.	Evbohen Primary School, Evbohen
40.	Irun Primary School, Irun
41.	Odionba Primary School, Oza
42.	Otobaiye Primary School, Otobaiye Nede
43.	Idunwongo Primary School, Uruoka Street Igbekhue
44.	Igbotor Primary School, Igbanke
45.	Elaba Esigie Primary School, Iguelaba
46.	Elaka Primary School, Idunmwunlaka
47.	Elegbe Primary School, Ughe Street
48.	Idunmwingun Primary School, Urhonigbe

UHUNMWODE L.G.A

S/N	SCHOOLS
1.	Uvbe Primary School, Uvbe
2.	Adolor Primary School, Ayen
3.	Aguebor Primary School, Egba
4.	Aibueku Primary School, Ehor
5.	Akenzua Primary School, Ahor
6.	Aruosa Primary School, Ehor
7.	Enikaro Primary School, Oghada
8.	Iguomon Primary School, Iguomon
9.	Idia Model Primary School, Ugueghudu
10.	Ayobahan Primary School, Ugonoba
11.	Eghosa Primary School, Evbowe
12.	Ewedo Primary School, Ekose
13.	Esigie Primary School, Ugieghudu
14.	Ekpan-Ide Primary School, Urhokwosa-Nowa
15.	Emuenkodin Primary School, Uhu
16.	Aduhanhan Primary School, Aduhanhan
17.	Ogiso Primary School, Erua
18.	Obadan Primary School, Obadan
19.	Uwa Primary School, Ikhueniro
20.	Ekaladerhan Primary School, Erua
21.	Obagie Primary School, Obagie
22.	Emosan Primary School, Ugomoson
23.	Pastorial Normadic Primary School, Eyaen
24.	Ozua Primary School, Ugo
25.	Isibor Primary School, Eko-Aimufua
26.	Eguada Primary School, Ehor
27.	Obanosa Primary School, Iguosula
28.	Odogbo Primary School, Igieduma

29.	Ogbe Primary School, Ehor
30.	Okeze Primary School, Okhiuaihe
31.	Osaretin Primary School, Uzala
32.	Ewedo Primary School, Ekose
33.	Eware Primary School, Idibo
34.	Idunmwogo Primary School, Uhi
35.	Eyaen Primary School, Eyaen
36.	Iguezomon Primary School, Iguezomon
37.	Eghosa Primary School, Evbowe
38.	Ebuehi Primary School, Ekpon
39.	Eware Primary School, Idibo
40.	Osula Primary School, Igbogiri
41.	Uwangue Primary School

Appendix V

Frequencies Rq1 – UBE Objectives as perceived by Head Teachers
[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sav
Statistics

		F1 the provison of free, universal basic education for every nigerian child of school	F2 the developmenty of the entire citizenry, a strong consciousness for education	F3 the development of a strong commitment to the vigorous promotion for education	F4 ensuring the acquisition of appropriate levels of literacy	F5 ensuring the acquisition of appropriate levels of numeracy and manipulative skills
N	Valid	892	892	892	892	892
	Missing	0	0	0	0	0
Mean		2.7836	2.7971	2.7870	2.7668	2.7702
Std. Deviation		.41741	.41068	.41510	.42574	.42361

Statistics

		F6 ensuring the acquisition of appropriate levels of communicative skills	F7 ensuring the acquisition of appropriate levels of life skills	F8 ensuring the acquisition of appropriate levels of ethical, moral and civic values	F9 ensuring the acquisition of a solid foundation for life long learning	F10 reducing drastically the incidence of drop outs from the formal school system
N	Valid	892	892	892	892	892
	Missing	0	0	0	0	0
Mean		2.7635	2.7119	2.7253	2.7242	2.6883
Std. Deviation		.43045	.45561	.45159	.45463	.46585

Frequencies Rq2

[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sav

state = Delta
Statistics[a]

		F1 the provison of free, universal basic education for every nigerian child of school	F2 the developmenty of the entire citizenry, a strong consciousness for education	F3 the development of a strong commitment to the vigorous promotion for education	F4 ensuring the acquisition of appropriate levels of literacy	F5 ensuring the acquisition of appropriate levels of numeracy and manipulative skills
N	Valid	529	529	529	529	529
	Missing	0	0	0	0	0
Mean		2.8469	2.8507	2.8355	2.8469	2.8488
Std. Deviation		.36566	.36722	.37104	.36044	.35861

Statistics[a]

		F6 ensuring the acquisition of appropriate levels of communicative skills	F7 ensuring the acquisition of appropriate levels of life skills	F8 ensuring the acquisition of appropriate levels of ethical, moral and civic values	F9 ensuring the acquisition of a solid foundation for life long learning	F10 reducing drastically the incidence of drop outs from the formal school system
N	Valid	529	529	529	529	529
	Missing	0	0	0	0	0
Mean		2.8223	2.7732	2.7958	2.7996	2.7467
Std. Deviation		.38753	.41919	.40347	.41001	.43532

state state = Edo

Statistics[a]

		F1 the provison of free, universal basic education for every nigerian child of school	F2 the developmenty of the entire citizenry, a strong consciousness for education	F3 the development of a strong commitment to the vigorous promotion for education	F4 ensuring the acquisition of appropriate levels of literacy	F5 ensuring the acquisition of appropriate levels of numeracy and manipulative skills
N	Valid	363	363	363	363	363
	Missing	0	0	0	0	0
Mean		2.6915	2.7190	2.7163	2.6501	2.6556
Std. Deviation		.46846	.45620	.46351	.48333	.48158

Statistics[a]

		F6 ensuring the acquisition of appropriate levels of communicative skills	F7 ensuring the acquisition of appropriate levels of life skills	F8 ensuring the acquisition of appropriate levels of ethical, moral and civic values	F9 ensuring the acquisition of a solid foundation for life long learning	F10 reducing drastically the incidence of drop outs from the formal school system
N	Valid	363	363	363	363	363
	Missing	0	0	0	0	0
Mean		2.6777	2.6226	2.6226	2.6143	2.6033
Std. Deviation		.47387	.49107	.49666	.49306	.49549

a. state state = Edo

Frequency Table rq2 (both States)

F1 the provison of free, universal basic education for every nigerian child of school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not implemented	2	.2	.2	.2
	partially implemented	189	21.2	21.2	21.4
	completely implemented	701	78.6	78.6	100.0
	Total	892	100.0	100.0	

Frequencies Rq3

[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sav

state = Delta

Statistics[a]

		bb1 school head	bb2 assistant school head	bb3 subjects teachers	bb4 teacher liberian	bb5 first aid teachers
N	Valid	529	529	529	529	529
	Missing	0	0	0	0	0
Mean		1.9679	1.4669	1.2193	1.2571	1.2590
Std. Deviation		.17653	.49938	.41415	.43744	.43849

Statistics[a]

		bb6 laboratory/ workshop attendants	bb7 computer operators	bb8 counsellors	bb9 bursers	bb10 clerical staff
N	Valid	529	529	529	529	529
	Missing	0	0	0	0	0
Mean		1.0208	1.1739	1.2628	1.3327	1.2628

state state = Edo

Statistics[a]

		bb1 school head	bb2 assistant school head	bb3 subjects teachers	bb4 teacher liberian	bb5 first aid teachers
N	Valid	363	363	363	363	363
	Missing	0	0	0	0	0
Mean		1.9587	1.2975	1.0937	1.1405	1.3526
Std. Deviation		.19931	.45780	.29176	.34798	.47844

Statistics[a]

		bb6 laboratory/ workshop attendants	bb7 computer operators	bb8 counsellors	bb9 bursers	bb10 clerical staff
N	Valid	363	363	363	363	363
	Missing	0	0	0	0	0
Mean		1.0165	1.1708	1.2231	1.2369	1.1405
Std. Deviation		.12767	.37685	.41693	.42578	.34798

Frequencies Rs3 (both States)

[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sav

Statistics
HumanResBinned Human Resources Scores (Binned)

N	Valid	892
	Missing	0
Mean		1.32
Std. Deviation		.465

Frequencies Rq4 for Delta

[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sav

location location of school = urban

Statistics[a]

		bb1 school head	bb2 assistant school head	bb3 subjects teachers	bb4 teacher liberian	bb5 first aid teachers
N	Valid	207	207	207	207	207
	Missing	0	0	0	0	0
Mean		1.9614	1.6184	1.3816	1.3430	1.3478
Std. Deviation		.19322	.48697	.48697	.47586	.47744

Statistics[a]

		bb6 laboratory/ workshop attendants	bb7 computer operators	bb8 counsellors	bb9 bursers	bb10 clerical staff
N	Valid	207	207	207	207	207
	Missing	0	0	0	0	0
Mean		1.0435	1.2464	1.2995	1.4010	1.3237
Std. Deviation		.20443	.43195	.45916	.49128	.46901

location location of school = rural
Statistics[a]

		bb1 school head	bb2 assistant school head	bb3 subjects teachers	bb4 teacher liberian	bb5 first aid teachers
N	Valid	322	322	322	322	322
	Missing	0	0	0	0	0
Mean		1.9720	1.3696	1.1149	1.2019	1.2019
Std. Deviation		.16509	.48344	.31941	.40202	.40202

Statistics[a]

		bb6 laboratory/ workshop attendants	bb7 computer operators	bb8 counsellors	bb9 bursers	bb10 clerical staff
N	Valid	322	322	322	322	322
	Missing	0	0	0	0	0

Mean	1.0062	1.1273	1.2391	1.2888	1.2236
Std. Deviation	.07869	.33386	.42722	.45392	.41731

Frequencies (rq4 for Edo State)

[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sav

location location of school = urban

Statistics[a]

		bb1 school head	bb2 assistant school head	bb3 subjects teachers	bb4 teacher liberian	bb5 first aid teachers
N	Valid	120	120	120	120	120
	Missing	0	0	0	0	0
Mean		1.9250	1.3833	1.1417	1.1917	1.2667
Std. Deviation		.26450	.48824	.35017	.39526	.44407

Statistics[a]

		bb6 laboratory/ workshop attendants	bb7 computer operators	bb8 counsellors	bb9 bursers	bb10 clerical staff
N	Valid	120	120	120	120	120
	Missing	0	0	0	0	0
Mean		1.0333	1.1833	1.2250	1.2667	1.1333
Std. Deviation		.18026	.38856	.41933	.44407	.34136

location location of school = rural

Statistics[a]

		bb1 school head	bb2 assistant school head	bb3 subjects teachers	bb4 teacher liberian	bb5 first aid teachers
N	Valid	243	243	243	243	243
	Missing	0	0	0	0	0
Mean		1.9753	1.2551	1.0700	1.1152	1.3951
Std. Deviation		.15550	.43684	.25560	.31995	.48987

Statistics[a]

		bb6 laboratory/ workshop attendants	bb7 computer operators	bb8 counsellors	bb9 bursers	bb10 clerical staff
N	Valid	243	243	243	243	243
	Missing	0	0	0	0	0
Mean		1.0082	1.1646	1.2222	1.2222	1.1440
Std. Deviation		.09053	.37159	.41660	.41660	.35185

Frequencies rq4 (both States)

[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sav

location location of school = urban

Statistics[a]
HumanResBinned Human Resources Scores (Binned)

N	Valid	207
	Missing	0
Mean		1.51
Std. Deviation		.501

a. location location of school = urban

location location of school = rural

Statistics[a]
HumanResBinned Human Resources Scores (Binned)

N	Valid	322
	Missing	0
Mean		1.28
Std. Deviation		.448

a. location location of school = rural

Crosstabs Rq5 (both States)

[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sav

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
HumanResBinned Human Resources Scores (Binned) * schtype school type or level	892	100.0%	0	0.0%	892	100.0%

Crosstabs rq5

[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sav

state state = Delta
Case Processing Summary[a]

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent

schtype school type or level * HumanResBinned Human Resources Scores (Binned)	529	100.0%	0	0.0%	529	100.0%

a. state state = Delta

Frequencies Rs6

[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sav

state state = Delta

Statistics[a]

		cc1 class rooms	cc2 science laboratory	cc3 well stock lirary with books	cc4 workshop for introtech and technical subjects	cc5 workshop for home economics and arts
N	Valid	529	529	529	529	529
	Missing	0	0	0	0	0
Mean		1.7221	1.2628	1.2231	1.1078	1.1758
Std. Deviation		.44838	.44055	.41669	.31036	.38101

Statistics[a]

		cc6 head master/ principals office	cc7 Assistant head master/ vice principals office	cc8 staff room	cc9 school hall	cc10 chairs for staff
N	Valid	529	529	529	529	529
	Missing	0	0	0	0	0
Mean		1.9546	1.2060	1.5482	1.3365	1.3762
Std. Deviation		.20831	.40485	.49814	.47295	.48488

state state = Edo

Statistics[a]

		cc1 class rooms	cc2 science laboratory	cc3 well stock lirary with books	cc4 workshop for introtech and technical subjects	cc5 workshop for home economics and arts
N	Valid	363	363	363	363	363
	Missing	0	0	0	0	0
Mean		1.6639	1.1956	1.1295	1.1074	1.1846
Std. Deviation		.47302	.39720	.33619	.31010	.38849

Statistics[a]

		cc6 head master/ principals office	cc7 Assistant head master/ vice principals office	cc8 staff room	cc9 school hall	cc10 chairs for staff
N	Valid	363	363	363	363	363
	Missing	0	0	0	0	0
Mean		1.8898	1.1295	1.3664	1.2837	1.5344
Std. Deviation		.31356	.33619	.48248	.45144	.49950

Frequencies Rq6 (both States)

[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sav

Statistics

		cc1 class rooms	cc2 science laboratory	cc3 well stock lirary with books	cc4 workshop for introtech and technical subjects	cc5 workshop for home economics and arts
N	Valid	892	892	892	892	892
	Missing	0	0	0	0	0
Mean		1.6984	1.2354	1.1850	1.1076	1.1794
Std. Deviation		.45920	.42450	.38850	.31008	.38388

Statistics

		cc6 head master/ principals office	cc7 Assistant head master/ vice principals office	cc8 staff room	cc9 school hall	cc10 chairs for staff
N	Valid	892	892	892	892	892
	Missing	0	0	0	0	0
Mean		1.9283	1.1749	1.4742	1.3150	1.4406
Std. Deviation		.25822	.38008	.49961	.46479	.49674

Frequencies rq7 both states

[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sav

Statistics

		E1 english	E2 mathematics	E3 basic science	E4 social studies	E5 basic technology
N	Valid	892	892	892	892	892
	Missing	0	0	0	0	0
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		2.00	2.00	2.00	2.00	2.00

Statistics

		E6 local language	E7 agricultural science	E8 civic education	E9 french	E10 physical and health education
N	Valid	892	892	892	892	892
	Missing	0	0	0	0	0
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		2.00	2.00	2.00	2.00	2.00

Frequencies
[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sa
state state = Delta

Statistics[a]

		E1 english	E2 mathematics	E3 basic science	E4 social studies	E5 basic technology
N	Valid	529	529	529	529	529
	Missing	0	0	0	0	0
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		2.00	2.00	2.00	2.00	2.00

Statistics[a]

		E6 local language	E7 agricultural science	E8 civic education	E9 french	E10 physical and health education
N	Valid	529	529	529	529	529
	Missing	0	0	0	0	0
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		2.00	2.00	2.00	2.00	2.00

state state = Delta
Statistics[a]
CurriImplemEEBinned Scores for Curriculum(subjects) Implementation (Binned)

N	Valid	529
	Missing	0
Minimum		1
Maximum		2

a. state state = Delta

state state = Edo

Statistics[a]
CurriImplemEEBinned Scores for Curriculum(subjects) Implementation (Binned)

N	Valid	363
	Missing	0
Minimum		1
Maximum		2

a. state state = Edo

Frequencies rq8

[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sav

state state = Delta

Statistics[a]
TeacherMotivationBinned
teachers motivation (Binned)

N	Valid	529
	Missing	0
Mean		2.58
Std. Deviation		.582
Minimum		1
Maximum		4

a. state state = Delta

state state = Edo

Statistics[a]
TeacherMotivationBinned
teachers motivation (Binned)

N	Valid	363
	Missing	0
Mean		2.36
Std. Deviation		.588
Minimum		1
Maximum		4

a. state state = Edo

Frequencies rq8 both States

[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sav

Statistics
TeacherMotivationBinned
teachers motivation (Binned)

N	Valid	892
	Missing	0
Mean		2.49
Std. Deviation		.594
Minimum		1
Maximum		4

Frequencies rq9

[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sav
state state = Delta

Statistics[a]

		dd1 Ph.D. with education training	dd2 Ph.D without education training	dd3 masters with education training	dd4 masters without education training	dd5 bachelors degree with education
N	Valid	529	529	529	529	529
	Missing	0	0	0	0	0
Mean		1.0548	1.0095	1.3157	1.0964	1.8696
Std. Deviation		.22784	.09685	.46523	.29543	.33710
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		2.00	2.00	2.00	2.00	2.00

Statistics[a]

		dd6 bachelor's degree without education	dd7 HND/ OND with education	dd8 HND/ OND without education	dd9 NCE	dd10 TC II
N	Valid	529	529	529	529	529
	Missing	0	0	0	0	0
Mean		1.2457	1.2401	1.1323	1.0548	1.3913
Std. Deviation		.43094	.42753	.33916	.22784	.48850
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		2.00	2.00	2.00	2.00	2.00

Frequencies rq10 delta

[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sav

location location of school = urban
Statistics[a]
ProductRatingBinned Score for UBE product/outcome rating (Binned)

N	Valid	207
	Missing	0
Mean		1.88
Std. Deviation		.327
Minimum		1
Maximum		2

a. location location of school = urban

location location of school = rural

Statistics[a]

ProductRatingBinned Score for UBE product/outcome rating (Binned)

N	Valid	322
	Missing	0
Mean		1.86
Std. Deviation		.347
Minimum		1
Maximum		2

a. location location of school = rural

Frequencies rq10 Edo

[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sav

location location of school = urban

Statistics[a]

ProductRatingBinned Score for UBE product/outcome rating (Binned)

N	Valid	120
	Missing	0
Mean		1.81
Std. Deviation		.395
Minimum		1
Maximum		2

a. location location of school = urban

location location of school = rural

Statistics[a]

ProductRatingBinned Score for UBE product/outcome rating (Binned)

N	Valid	243
	Missing	0
Mean		1.54
Std. Deviation		.499
Minimum		1
Maximum		2

a. location location of school = rural

Descriptives
[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sav
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
malepop population of male students	888	.00	1700.00	198.5777	180.92658
femalepop population of female students	888	.00	3200.00	207.3086	240.92845
maleteachers number of male teachers	892	.00	663.00	7.5975	23.27353
femaleteachers number of female teachers	892	.00	506.00	12.0706	19.68713
HumanRes Human Resources Scores	892	13.00	26.00	16.7242	2.56064
MaterialRes Material Resources Scores	892	26.00	51.00	36.1390	4.44984
TeacherQuality Score for Quality of Teachers	892	12.00	24.00	15.1794	1.80450
CurrIImpleEE Scores for Curriculum(subjects) Implementation	892	.00	51.00	24.6726	5.38218
ObjImpleFF Score for The extent of Implementation of UBE Objectives	892	10.00	30.00	27.5179	2.92953
EvaluationScale Scoes for UBE product Evaluation	892	.00	100.00	48.6738	12.61935
TeacherMotivationEvaScale Scores for Teacher Motivational Level	892	17.00	89.00	34.7993	9.49246
Valid N (listwise)	888				

FREQUENCIES VARIABLES=HumanResBinned MaterialResBinned TeacherQualityBinned CurriImplemEEBinned OBJImplementationBinned
/ORDER=ANALYSIS.

Frequencies
[DataSet3] C:\Users\TANIMOWO\Desktop\MRS IGABARI.sav

Statistics

		HumanResBinned Human Resources Scores (Binned)	MaterialResBinned Material Resources Scores (Binned)	TeacherQualityBinned Score for Quality of Teachers (Binned)	CurriImplemEEBinned Scores for Curriculum(subjects) Implementation (Binned)	OBJImplementationBinned Score for The extent of Implementation of UBE Objectives (Binned)
N	Valid	892	892	892	892	892
	Missing	0	0	0	0	0

Frequency Table
HumanResBinned Human Resources Scores (Binned)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not sufficiently available	611	68.5	68.5	68.5

	sufficiently available	281	31.5	31.5	100.0
	Total	892	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not implemented	1	.3	.3	.3
	partially implemented	115	31.7	31.7	32.0
	completely implemented	247	68.0	68.0	100.0
	Total	363	100.0	100.0	

a. state state = Edo

F7 ensuring the acquisition of appropriate levels of life skills[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not implemented	1	.3	.3	.3
	partially implemented	135	37.2	37.2	37.5
	completely implemented	227	62.5	62.5	100.0
	Total	363	100.0	100.0	

a. state state = Edo

F8 ensuring the acquisition of appropriate levels of ethical, moral and civic values[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not implemented	2	.6	.6	.6
	partially implemented	228	62.8	62.8	100.0
	completely implemented	133	36.6	36.6	37.2
	Total	363	100.0	100.0	

HumanResBinned Human Resources Scores (Binned) * schtype school type or level Crosstabulation[a]
Count

		schtype school type or level			Total
		primary	JSS	Others	
HumanResBinned Human Resources Scores (Binned)	not sufficiently available	326	83	12	421
	sufficiently available	68	71	5	144
Total		394	154	17	565

a. location location of school = rural

Chi-Square Tests[a]

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	48.652[b]	2	.000
Likelihood Ratio	45.805	2	.000
Linear-by-Linear Association	36.086	1	.000
N of Valid Cases	565		

a. location location of school = rural
b. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.33.

Directional Measures[a]

			Value
Nominal by Interval	Eta	HumanResBinned Human Resources Scores (Binned) Dependent	.293
		schtype school type or level Dependent	.253

a. location location of school = rural

Symmetric Measures[a]

		Value	Approx. Sig.
Nominal by Nominal	Phi	.293	.000
	Cramer's V	.293	.000
N of Valid Cases		565	

a. location location of school = rural

schtype school type or level * HumanResBinned Human Resources Scores (Binned) Crosstabulation[a]

			HumanResBinned Human Resources Scores (Binned)		Total
			not sufficiently available	sufficiently available	
schtype school type or level	primary	Count	273	88	361
		% of Total	51.6%	16.6%	68.2%
	JSS	Count	54	99	153
		% of Total	10.2%	18.7%	28.9%
	Others	Count	7	8	15
		% of Total	1.3%	1.5%	2.8%
Total		Count	334	195	529
		% of Total	63.1%	36.9%	100.0%

a. state state = Delta

Chi-Square Tests[a]

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	76.893[b]	2	.000
Likelihood Ratio	76.009	2	.000
Linear-by-Linear Association	64.754	1	.000
N of Valid Cases	529		

a. state state = Delta
b. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.53.

Directional Measures[a]

			Value
Nominal by Interval	Eta	schtype school type or level Dependent	.350
		HumanResBinned Human Resources Scores (Binned) Dependent	.381

a. state state = Delta

Symmetric Measures[a]

		Value	Approx. Sig.
Nominal by Nominal	Phi	.381	.000
	Cramer's V	.381	.000
N of Valid Cases		529	

a. state state = Delta

Case Processing Summary[a]

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
schtype school type or level * HumanResBinned Human Resources Scores (Binned)	363	100.0%	0	0.0%	363	100.0%

a. state state = Edo

schtype school type or level * HumanResBinned Human Resources Scores (Binned) Crosstabulation[a]

			HumanResBinned Human Resources Scores (Binned)		Total
			not sufficiently available	sufficiently available	
schtype school type or level	primary	Count	209	42	251
		% of Total	57.6%	11.6%	69.1%
	JSS	Count	59	41	100
		% of Total	16.3%	11.3%	27.5%
	Others	Count	9	3	12
		% of Total	2.5%	0.8%	3.3%
Total		Count	277	86	363
		% of Total	76.3%	23.7%	100.0%

a. state state = Edo

Descriptive Statistics[a]

	N	Minimum	Maximum	Mean	Std. Deviation
bb1 school head	361	1.00	2.00	1.9778	.14741
bb2 assistant school head	361	1.00	2.00	1.4266	.49527
bb3 subjects teachers	361	1.00	2.00	1.1496	.35716
bb4 teacher liberian	361	1.00	2.00	1.2161	.41213

bb5 first aid teachers	361	1.00	2.00	1.2050	.40425
bb6 laboratory/ workshop attendants	361	1.00	2.00	1.0028	.05263
bb7 computer operators	361	1.00	2.00	1.1053	.30732
bb8 counsellors	361	1.00	2.00	1.1745	.38008
bb9 bursers	361	1.00	2.00	1.1911	.39374
bb10 clerical staff	361	1.00	2.00	1.1856	.38932
bb11 technichians	361	1.00	2.00	1.1163	.32108
bb12 security man	361	1.00	2.00	1.0970	.29630
bb13 manager-cleaners	361	1.00	2.00	1.5374	.49929
Valid N (listwise)	361				

Descriptive Statistics[a]

	N	Minimum	Maximum	Mean	Std. Deviation
bb1 school head	153	1.00	2.00	1.9477	.22334
bb2 assistant school head	153	1.00	2.00	1.5359	.50034
bb3 subjects teachers	153	1.00	2.00	1.3660	.48330
bb4 teacher liberian	153	1.00	2.00	1.3660	.48330
bb5 first aid teachers	153	1.00	2.00	1.3987	.49124
bb6 laboratory/ workshop attendants	153	1.00	2.00	1.0654	.24797
bb7 computer operators	153	1.00	2.00	1.3333	.47295
bb8 counsellors	153	1.00	2.00	1.4706	.50077
bb9 bursers	153	1.00	2.00	1.6405	.48142
bb10 clerical staff	153	1.00	2.00	1.4379	.49776
bb11 technichians	153	1.00	2.00	1.2288	.42141
bb12 security man	153	1.00	2.00	1.3007	.46005
bb13 manager-cleaners	153	1.00	2.00	1.5948	.49255
Valid N (listwise)	153				

F9 ensuring the acquisition of a solid foundation for life long learning[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not implemented	1	.3	.3	.3
	partially implemented	224	61.7	61.7	100.0
	completely implemented	138	38.0	38.0	38.3
	Total	363	100.0	100.0	

F10 reducing drastically the incidence of drop outs from the formal school system[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not implemented	1	.3	.3	.3
	partially implemented	220	60.6	60.6	100.0
	completely implemented	142	39.1	39.1	39.4
	Total	363	100.0	100.0	

Statistics

		E1 english	E2 mathematics	E3 basic science	E4 social studies	E5 basic technology
N	Valid	892	892	892	892	892
	Missing	0	0	0	0	0
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		2.00	2.00	2.00	2.00	2.00

Statistics

		E6 local language	E7 agricultural science	E8 civic education	E9 french	E10 physical and health education
N	Valid	892	892	892	892	892
	Missing	0	0	0	0	0
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		2.00	2.00	2.00	2.00	2.00

Statistics

		E11 home economics	E12 basic computer	E13 religious studies	E14 music	E15 business education
N	Valid	892	892	892	892	892
	Missing	0	0	0	0	0
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		2.00	2.00	2.00	2.00	2.00

Statistics

		E16 cultural and creatrive arts
N	Valid	892
	Missing	0
Minimum		1.00
Maximum		2.00

TeacherMotivationBinned teachers motivation (Binned)[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not motivated	5	.9	.9	.9
	poorly motivated	234	44.2	44.2	45.2
	moderately motivated	270	51.0	51.0	96.2
	highly motivated	20	3.8	3.8	100.0
	Total	529	100.0	100.0	

a. state state = Delta

state state = Edo

Statistics[a]

TeacherMotivationBinned
teachers motivation (Binned)

N	Valid	363
	Missing	0
Mean		2.36
Std. Deviation		.588
Minimum		1
Maximum		4

a. state state = Edo

TeacherMotivationBinned teachers motivation (Binned)[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not motivated	4	1.1	1.1	1.1
	poorly motivated	243	66.9	66.9	68.0
	moderately motivated	99	27.3	27.3	95.3
	highly motivated	17	4.7	4.7	100.0
	Total	363	100.0	100.0	

a. state state = Edo

Statistics[a]

		dd1 Ph.D. with education training	dd2 Ph.D without education training	dd3 masters with education training	dd4 masters without education training	dd5 bachelors degree with education
N	Valid	363	363	363	363	363
	Missing	0	0	0	0	0
Mean		1.0606	1.0413	1.3251	1.1322	1.7190
Std. Deviation		.23894	.19931	.46905	.33921	.45010
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		2.00	2.00	2.00	2.00	2.00

Statistics[a]

		dd6 bachelor's degree without education	dd7 HND/ OND with education	dd8 HND/ OND without education	dd9 NCE	dd10 TC II
N	Valid	363	363	363	363	363
	Missing	0	0	0	0	0
Mean		1.2259	1.1543	1.1157	1.0606	1.6198
Std. Deviation		.41875	.36171	.32031	.23894	.48610
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		2.00	2.00	2.00	2.00	2.00

Statistics[a]

		dd11 WASC/ GCE	dd12 registration with TRCN
N	Valid	363	363
	Missing	0	0
Mean		1.1460	1.4601
Std. Deviation		.35360	.49909
Minimum		1.00	1.00
Maximum		2.00	2.00

a. state state = Edo

Statistics

		G1 education provision is compulsory in primary and JSS in this state	G2 educational outcomes have developed in our pupils a strong consciousness for good citizenship	G3 every child of school going age is in school in this state	G4 education is free in primary and jss	G5 our pupils have developed sense of committment for vigorous promotion of peace
N	Valid	892	892	892	892	892
	Missing	0	0	0	0	0
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		4.00	4.00	4.00	4.00	4.00

Statistics

		G6 impact of learning outcome is relevant in positive bahaviours of our pupils	G7 pupils still have difficulty in numeric skills	G8 most of our products are proficient in literacy and numeric skills	G9 we hardly have incidence of drop-out in our schools	G10 educational system easily support goood numeracy outcomes
N	Valid	892	892	892	892	892
	Missing	0	0	0	0	0
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		4.00	4.00	4.00	4.00	4.00

Statistics

		G11 the impact of learning outcome promote ggood effects among our products	G12 the learning processs is rarely distured	G13 educational system promote adequate life skills	G14 our pupils are all able to perform moral values	G15 with govt investment in education learners find it easy to exhibit life skills
N	Valid	892	892	892	892	892
	Missing	0	0	0	0	0
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		4.00	4.00	4.00	4.00	4.00

Statistics

		G16 our products are proficient in communicative skills	G17 pupils always get involved in civic responsibilities	G18 most of our prodects have employable skills	G19 learners fing it easy to demonstrate good manipulative skills	G20 most of our products truely demonstrate marketable skills
N	Valid	892	892	892	892	892
	Missing	0	0	0	0	0
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		4.00	4.00	4.00	4.00	4.00

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.525[a]	2	.466
Likelihood Ratio	1.866	2	.393
Linear-by-Linear Association	.301	1	.583
N of Valid Cases	892		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .41.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	17.306[a]	1	.000		
Continuity Correction[b]	16.701	1	.000		
Likelihood Ratio	17.663	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	17.286	1	.000		
N of Valid Cases	892				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 114.35.
b. Computed only for a 2x2 table

Chi-Square Tests

location location of school		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)
urban	Pearson Chi-Square	20.092[c]	1	.000	
	Continuity Correction[b]	19.063	1	.000	
	Likelihood Ratio	20.734	1	.000	
	Fisher's Exact Test				.000
	Linear-by-Linear Association	20.030	1	.000	
	N of Valid Cases	327			
rural	Pearson Chi-Square	1.827[d]	1	.176	
	Continuity Correction[b]	1.573	1	.210	
	Likelihood Ratio	1.841	1	.175	
	Fisher's Exact Test				.205
	Linear-by-Linear Association	1.824	1	.177	
	N of Valid Cases	565			
Total	Pearson Chi-Square	17.306[a]	1	.000	
	Continuity Correction[b]	16.701	1	.000	
	Likelihood Ratio	17.663	1	.000	
	Fisher's Exact Test				.000
	Linear-by-Linear Association	17.286	1	.000	
	N of Valid Cases	892			

Chi-Square Tests

location location of school		Exact Sig. (1-sided)
urban	Pearson Chi-Square	
	Continuity Correction[b]	
	Likelihood Ratio	
	Fisher's Exact Test	.000
	Linear-by-Linear Association	
	N of Valid Cases	
rural	Pearson Chi-Square	
	Continuity Correction[b]	
	Likelihood Ratio	
	Fisher's Exact Test	.105
	Linear-by-Linear Association	
	N of Valid Cases	

ci

Total	Pearson Chi-Square	
	Continuity Correction[b]	
	Likelihood Ratio	
	Fisher's Exact Test	.000
	Linear-by-Linear Association	
	N of Valid Cases	

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 114.35.
b. Computed only for a 2x2 table
c. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 50.28.
d. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 61.93.

Chi-Square Tests

state state		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)
Delta	Pearson Chi-Square	30.071[c]	1	.000	
	Continuity Correction[b]	29.067	1	.000	
	Likelihood Ratio	29.902	1	.000	
	Fisher's Exact Test				.000
	Linear-by-Linear Association	30.014	1	.000	
	N of Valid Cases	529			
Edo	Pearson Chi-Square	.455[d]	1	.500	
	Continuity Correction[b]	.295	1	.587	
	Likelihood Ratio	.450	1	.502	
	Fisher's Exact Test				.514
	Linear-by-Linear Association	.454	1	.501	
	N of Valid Cases	363			
Total	Pearson Chi-Square	25.846[a]	1	.000	
	Continuity Correction[b]	25.091	1	.000	
	Likelihood Ratio	25.440	1	.000	
	Fisher's Exact Test				.000
	Linear-by-Linear Association	25.817	1	.000	
	N of Valid Cases	892			

Chi-Square Tests

state state		Exact Sig. (1-sided)
Delta	Pearson Chi-Square	
	Continuity Correction[b]	
	Likelihood Ratio	
	Fisher's Exact Test	.000
	Linear-by-Linear Association	
	N of Valid Cases	
Edo	Pearson Chi-Square	
	Continuity Correction[b]	
	Likelihood Ratio	
	Fisher's Exact Test	.292
	Linear-by-Linear Association	
	N of Valid Cases	
Total	Pearson Chi-Square	

	Continuity Correction[b]	
	Likelihood Ratio	
	Fisher's Exact Test	.000
	Linear-by-Linear Association	
	N of Valid Cases	

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 103.01.
b. Computed only for a 2x2 table
c. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 76.30.
d. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 28.43.

Chi-Square Tests

state state		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)
Delta	Pearson Chi-Square	75.511[c]	1	.000	
	Continuity Correction[b]	73.779	1	.000	
	Likelihood Ratio	74.280	1	.000	
	Fisher's Exact Test				.000
	Linear-by-Linear Association	75.364	1	.000	
	N of Valid Cases	514			
Edo	Pearson Chi-Square	23.324[d]	1	.000	
	Continuity Correction[b]	21.999	1	.000	
	Likelihood Ratio	21.886	1	.000	
	Fisher's Exact Test				.000
	Linear-by-Linear Association	23.257	1	.000	
	N of Valid Cases	351			
Total	Pearson Chi-Square	96.910[a]	1	.000	
	Continuity Correction[b]	95.328	1	.000	
	Likelihood Ratio	93.157	1	.000	
	Fisher's Exact Test				.000
	Linear-by-Linear Association	96.798	1	.000	
	N of Valid Cases	865			

Chi-Square Tests

state state		Exact Sig. (1-sided)
Delta	Pearson Chi-Square	
	Continuity Correction[b]	
	Likelihood Ratio	
	Fisher's Exact Test	.000
	Linear-by-Linear Association	
	N of Valid Cases	
Edo	Pearson Chi-Square	
	Continuity Correction[b]	
	Likelihood Ratio	
	Fisher's Exact Test	.000
	Linear-by-Linear Association	
	N of Valid Cases	
Total	Pearson Chi-Square	
	Continuity Correction[b]	
	Likelihood Ratio	

	Fisher's Exact Test	.000
	Linear-by-Linear Association	
	N of Valid Cases	

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 78.97.
b. Computed only for a 2x2 table
c. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 55.66.
d. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 23.65.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.430[a]	1	.232		
Continuity Correction[b]	1.268	1	.260		
Likelihood Ratio	1.427	1	.232		
Fisher's Exact Test				.236	.130
Linear-by-Linear Association	1.428	1	.232		
N of Valid Cases	892				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 142.43.
b. Computed only for a 2x2 table

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	117.570[a]	1	.000		
Continuity Correction[b]	115.288	1	.000		
Likelihood Ratio	124.201	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	117.439	1	.000		
N of Valid Cases	892				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 42.73.
b. Computed only for a 2x2 table

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	50.629[a]	3	.000
Likelihood Ratio	51.808	3	.000
Linear-by-Linear Association	29.806	1	.000
N of Valid Cases	892		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 3.66.

Case Processing Summary

	Cases			
	Valid		Missing	
	N	Percent	N	Percent
extentofobjimp Extent of OBJ Implementation * state state	892	100.0%	0	0.0%

Case Processing Summary

	Cases	
	Total	
	N	Percent
extentofobjimp Extent of OBJ Implementation * state state	892	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.525[a]	2	.466
Likelihood Ratio	1.866	2	.393
Linear-by-Linear Association	.301	1	.583
N of Valid Cases	892		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .41.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
HumanResBinned Human Resources Scores (Binned) * state state	892	100.0%	0	0.0%	892	100.0%

HumanResBinned Human Resources Scores (Binned) * state state Crosstabulation

			state state		Total
			Delta	Edo	
HumanResBinned Human Resources Scores (Binned)	not sufficiently available	Count	334$_a$	277$_b$	611
		% of Total	37.4%	31.1%	68.5%
	sufficiently available	Count	195$_a$	86$_b$	281
		% of Total	21.9%	9.6%	31.5%
Total		Count	529	363	892
		% of Total	59.3%	40.7%	100.0%

Each subscript letter denotes a subset of state state categories whose column proportions do not differ significantly from each other at the .05 level.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	17.306[a]	1	.000		
Continuity Correction[b]	16.701	1	.000		
Likelihood Ratio	17.663	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	17.286	1	.000		
N of Valid Cases	892				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 114.35.
b. Computed only for a 2x2 table

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
HumanResBinned Human Resources Scores (Binned) * state state * location location of school	892	100.0%	0	0.0%	892	100.0%

Chi-Square Tests

location location of school		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)
urban	Pearson Chi-Square	20.092[c]	1	.000	
	Continuity Correction[b]	19.063	1	.000	
	Likelihood Ratio	20.734	1	.000	
	Fisher's Exact Test				.000
	Linear-by-Linear Association	20.030	1	.000	
	N of Valid Cases	327			
rural	Pearson Chi-Square	1.827[d]	1	.176	
	Continuity Correction[b]	1.573	1	.210	
	Likelihood Ratio	1.841	1	.175	
	Fisher's Exact Test				.205
	Linear-by-Linear Association	1.824	1	.177	
	N of Valid Cases	565			
Total	Pearson Chi-Square	17.306[a]	1	.000	
	Continuity Correction[b]	16.701	1	.000	
	Likelihood Ratio	17.663	1	.000	
	Fisher's Exact Test				.000
	Linear-by-Linear Association	17.286	1	.000	
	N of Valid Cases	892			

Chi-Square Tests

location location of school		Exact Sig. (1-sided)
urban	Pearson Chi-Square	
	Continuity Correction[b]	
	Likelihood Ratio	
	Fisher's Exact Test	.000
	Linear-by-Linear Association	
	N of Valid Cases	
rural	Pearson Chi-Square	
	Continuity Correction[b]	
	Likelihood Ratio	
	Fisher's Exact Test	.105
	Linear-by-Linear Association	
	N of Valid Cases	
Total	Pearson Chi-Square	
	Continuity Correction[b]	

	Likelihood Ratio	
	Fisher's Exact Test	.000
	Linear-by-Linear Association	
	N of Valid Cases	

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 114.35.
b. Computed only for a 2x2 table
c. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 50.28.
d. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 61.93.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
HumanResBinned Human Resources Scores (Binned) * schtype school type or level * state state	865	100.0%	0	0.0%	865	100.0%

Chi-Square Tests

state state		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)
Delta	Pearson Chi-Square	75.511[c]	1	.000	
	Continuity Correction[b]	73.779	1	.000	
	Likelihood Ratio	74.280	1	.000	
	Fisher's Exact Test				.000
	Linear-by-Linear Association	75.364	1	.000	
	N of Valid Cases	514			
Edo	Pearson Chi-Square	23.324[d]	1	.000	
	Continuity Correction[b]	21.999	1	.000	
	Likelihood Ratio	21.886	1	.000	
	Fisher's Exact Test				.000
	Linear-by-Linear Association	23.257	1	.000	
	N of Valid Cases	351			
Total	Pearson Chi-Square	96.910[a]	1	.000	
	Continuity Correction[b]	95.328	1	.000	
	Likelihood Ratio	93.157	1	.000	
	Fisher's Exact Test				.000
	Linear-by-Linear Association	96.798	1	.000	
	N of Valid Cases	865			

Chi-Square Tests

state state		Exact Sig. (1-sided)
Delta	Pearson Chi-Square	
	Continuity Correction[b]	
	Likelihood Ratio	
	Fisher's Exact Test	.000
	Linear-by-Linear Association	
	N of Valid Cases	
Edo	Pearson Chi-Square	

	Continuity Correction[b]	
	Likelihood Ratio	
	Fisher's Exact Test	.000
	Linear-by-Linear Association	
	N of Valid Cases	
Total	Pearson Chi-Square	
	Continuity Correction[b]	
	Likelihood Ratio	
	Fisher's Exact Test	.000
	Linear-by-Linear Association	
	N of Valid Cases	

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 78.97.
b. Computed only for a 2x2 table
c. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 55.66.
d. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 23.65.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.430[a]	1	.232		
Continuity Correction[b]	1.268	1	.260		
Likelihood Ratio	1.427	1	.232		
Fisher's Exact Test				.236	.130
Linear-by-Linear Association	1.428	1	.232		
N of Valid Cases	892				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 142.43.
b. Computed only for a 2x2 table

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	117.570[a]	1	.000		
Continuity Correction[b]	115.288	1	.000		
Likelihood Ratio	124.201	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	117.439	1	.000		
N of Valid Cases	892				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 42.73.
b. Computed only for a 2x2 table

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	50.629[a]	3	.000
Likelihood Ratio	51.808	3	.000
Linear-by-Linear Association	29.806	1	.000
N of Valid Cases	892		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 3.66.