

**IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION AND COMPLETION
RATES OF PUPILS IN PRIMARY SCHOOLS IN KADUNA NORTH, KADUNA
STATE, NIGERIA**

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**A THESIS SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN, DISTANCE
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March, 2018

DECLARATION

I, **Barira Usman Mohammed**, hereby declare that this is my original work, and to the best of my knowledge, it has never been submitted to any institution or University for any academic award.

Sign:

Date:

APPROVAL

I hereby certify that this thesis was carried out under my supervision, and is herein submitted for examination with my approval as the designated University supervisor.

Sign:

Date:

DEDICATION

This work is dedicated to my beloved late father Mr. Usman Mohammed Kontagora (RIP), my siblings, family members, friends and colleagues for their encouragement, without them I would not be what I am today. May Allah bless you all.

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I wish to extend my sincere gratitude to various people for their moral, financial and other forms of support towards my education.

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LIST OF ACRONYMS

CVI	-	Content Validity Index
DHS	-	Demographic and Health Surveys
ECCE	-	Early Childhood Care Education
EFA	-	Education for All
ICTs	-	Information and Communication Technologies
JSS	-	Junior Secondary School
LGEAs	-	Local Government Education Authorities
MDGs	-	Millennium Development Goals
NER	-	Net Enrolment Rate
SUBEB	-	State Universal Basic Education Board
UBE	-	Universal Basic Education
UBEC	-	Universal Basic Education Commission
UDHR	-	Universal Declaration of Human Rights
UN	-	United Nations
UNESCO	-	United Nations Education Social and Cultural Organization
UNICEF	-	United nations Children's Emergency Fund
UPE	-	Universal Primary Education
WEF	-	World Education Forum

ABSTRACT

The study investigated “Universal basic education policy implementation and completion rates of pupils in primary schools in Kaduna North local government, Kaduna State, Nigeria.” The study was guided by three objectives. 1. To examine the level of universal basic education (UBE) policy implementation of the schools, 2. To find out completion rates of pupils in primary schools, 3. To establish the relationship between UBE implementation and completion rates among pupils in primary schools. Descriptive correlation survey design was employed in the study. The total population of the study from six primary schools (6), was 188 which comprised of teachers from three primary schools local education authorities for Badarawa, Unguwan Sarki, and Kawo, Universal sampling was used. The research instruments used was checklist and documentations. The data was analyzed using frequency and percentage, mean and standard deviation, Pearson Linear correlation was used to establish the relationship between implementation of UBE and completion rates among pupils in primary schools.. The findings of the study showed that the implementation of UBE was low with a mean of 1.37. The completion rates of pupils in primary schools was as low with a mean of 1.65. There is a positive relationship between the implementation of UBE and completion rates of pupils t 0,01 level of significance with a sig. of 0.00 and $r=0.578$. The study concluded that the implementation of UBE was not done effectively by the stakeholders. The completion rates of pupils was low because most pupils were not able to graduate. There is a positive correlation between implementation of UBE and completion rates of pupils. The implementation of UBE affects the completion rates of pupils .It is recommended that the government must ensure the effective monitoring and implementation of UBE. There must be sensitization by the government especially in the education sector to the parents and the community the importance of sending their children to school. The government must ensure that UBE is implemented by providing support in terms of financial allocation, human resources and material facilities .so that parents are encourage to send their children to school and complete the study.

CHAPTER ONE

INTRODUCTION

This chapter presents the background of the study, the statement of the problem, purpose of the study, objectives, research questions, hypothesis, scope and significance of the study.

1.1 Background to the study

The background of the study presents the historical, theoretical, conceptual and contextual perspectives.

1.1.1 Historical Perspective

The second millennium development goal provides for Universal Primary Education under the Education for All initiative. In 1990, 155 countries made a commitment to make primary education accessible to all children and to dramatically reduce illiteracy before the end of the decade (UNESCO, 2010). This commitment was reaffirmed at the World Education Forum in Dakar in 2000, upholding the fact that under the Universal Declaration of Human Rights and the Convention on the Rights of the Child, that all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be (UN, 2008). The Rights of the Child are even older and date back to as early as 1924, when the need to extend particular care to the child was stated in the Geneva Declaration of the Rights of the Child by the League of Nations. Education was not yet part of the children's rights in the Geneva Declaration, but the United Nations lays particular emphasis on education for all.

The Constitution of the United Nations Educational, Scientific and Cultural Organization (UNESCO), states that: "the States Parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the

means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives” (UNESCO, 1945). A few years later, in 1948, the Universal Declaration of Human Rights was adopted by the General Assembly of the United Nations, which includes the right to education in Article 26: “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory” (UDHR, 1948). The Declaration of the Rights of the Child, 1959, has a similar principle (no. 7) but it wasn't until the year 1990 that the Convention on the Rights of the Child came into force as an international law. The right to education is stated in Article 28 and 29 and declares primary education compulsory and available free to all (UN, 2008).

The goals formulated by the World Education Forum in Dakar in 2000 are more extensive than the Millennium Development Goals with respect to Education for All. The Dakar Framework for Action was aimed at achieving the following: expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children; ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality (UNESCO, 2010); ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes; achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults; eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (UNESCO, 2010).

The second goal in the United Nations Millennium Development Goal is to achieve Universal Primary Education, more specifically, to ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling. The UN acknowledges

that education is vital to meeting all other Millennium Development Goals, since educating children gives the next generation the tools to fight poverty and prevent disease, including malaria and AIDS. Since 1999, there has been great progress towards achieving universal primary enrollment due in large part to a pursuit of the Millennium Development Goals (MDGs) and the Education for All (EFA) initiative. However, the number of primary school age out-of-school children dropped by 42% between 2000 and 2012, despite rapid population growth. More than half of countries and regions worldwide have a net enrolment rate of more than 95% and either already have or are close to achieving universal primary education (EFA Global Monitoring Report 2013/4). However, despite an increase in enrollment over the past decade, global progress has stalled since 2007, and net enrolment or attendance is less than 80 per cent in about 20 countries. Despite the significance of investing in education, a UNESCO/UNICEF report titled “Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children,” found that the world missed this 2015 target of universal primary education, and as of 2016, there were 58 million children of primary school age who were out of school worldwide (UNESCO/UNICEF, 2016).

1.1.2 Theoretical Perspective

The study was guided by the Systems theory which posits that systems consist of more than just the sum of its parts and are made up of three parts, which are elements, interconnections, and purpose (Meadows & Wright, 2008). The purpose of a system is the most important part of a system’s behavior as it reveals itself through the series of events of time, by uncovering the interactions and connections between how information flows from one event or element to the other (Meadows, 2008 p. 188). In addition, Bertalanffy (2006) explained general systems theory as the science of wholeness and the complex interacting of components. Therefore, moving toward understanding wholeness as an integration and focus of developing a unifying principle within the universe. Consequently, both Bertalanffy (2006) and Dempster (2008) explained that systems theory is instrumental in developing a clearer understanding of elements and their interrelationships while the system operates under the constraints of specific conditions, although Bertalanffy (2006) took a more mathematical approach.

The main elements in general systems are stock, flow, and feedback. A stock is the history and record of information exchanged dependent upon flow and feedback (Dempster, 1988 p. 12-18). These elements then make it possible to maintain equilibrium, observe dominance, observe delays and oscillations, manipulate constraints, and monitor the world and function from a different perspective. The flow and feedback elements are known as the interconnections. When these elements and interconnections take place in an isolated environment it is called a closed system (Bertalanffy, 2006).

Although, (Bertalanffy, 2006) later explained that through that definition of systems, “every living organism is essentially an open system,” which fluctuates dependent upon the continuous flow and feedback from other elements and level of focus. (Poincare,2001) first uncovered this phenomenon when discussing the notion of space and dimensions with their relationship to a continuum, by therefore creating divide lines, points, and surfaces to interact. Dlakwa (2008) summarizes Bertalanffy’s concept of a closed system as being “determined by the internal conditions” and an open system as being a long-term interaction and emergence of events from other conditions. In short, demonstrating the importance of understanding these interconnections, how they operate, and lead to purpose.

The last important part of systems theory is the purpose, which is known as the element behavior or goal (Demster, 1988). Knowing the role, or purpose of an element within a system will help interpret the interconnections. Combining that knowledge of the purpose and function of an element will increase the understanding of the whole situation and environment by giving way to the larger picture. All elements, interconnections, and purposes are essential and are equally critically important in systems theory.

A systems theory perspective allows a deeper understanding of general nature and society as a whole. This knowledge of elements, interconnections, and purposes of people, organizations, and communities will help in understanding the larger picture of the relationships and function of the society. The system theory was chosen because internal condition related to the study

variables which are funding, human resource, material facilities and healthcare facilities were all under implementation of universal basic education.

1.1.3.0 Conceptual Perspective

The implementation of universal basic policy is an expression of the strong desire of the government to reinforce participatory democracy in Nigeria by raising the level of awareness and general education of the entire citizenry (Federal ministry of education 2000). Policy implementation in UBE of any new policy inherent complex endeavor that involves multiple players and multiple systems. Whereas most education policies are adopted by discrete body of decisions makers, such as local school board or state legislatures they implemented by a much wider group of actors Jacobsen (2013). The Universal Basic Education (UBE) Policy implementation is a nine (9) year basic educational programme, which was launched and executed by the government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration (Okereke, 2010).

Policy funding allocation is the running demand and cost of education to address the measuring problem government at the local, state and national levels must be shoulder higher responsibility for boosting basic education by allocating more funds to the sector (Adebimpe, 2001). Is the implementation of the right to education requires funding in order to build school pay teachers 'salaries and training, proving teaching materials (United nation Global Education, 2015). Human resource capabilities is a decisive element of any institutional setting that decides the mood of the class. His qualification and experience determine his productivity Isangedighi, (2017). School teachers are who overloaded with the task of teaching students are not even qualified to teach (Opoh, 2014). Human resource capability is person who helps others to acquire knowledge, competencies or values (Rychen & Salganik, 2003).

Human resource capability is a teacher who tell any child "good job" for any simple or complex achievement, a perfect spelling test or their 500th strike out, Federal Ministry of Education (2000). Materials facilities is any infrastructure to enhance the learning environment , massive investment in school infrastructure improvements is needed and there is a need for a complete

overhaul of primary education infrastructural facilities, monitoring of its leadership, teachers and use of resources for education by multi-stakeholders forum. Every primary and junior secondary school should be provided with adequate infrastructure and other physical facilities like classrooms, laboratories, computer center, potable water, electricity, toilets and furniture, (Ejere, 2011).

Material facilities also includes furnishings, materials and supplies, equipment and information technology, as well as various aspect of the building grounds namely athletic fields, playgrounds, areas for outdoor learning and vehicle access and parking, (Earthman, 2000). Completion rate is the total rate number of new entrants in the last grade of primary education, regardless of age, expressed as percentage of the total population of the theoretical entrance age to the last grade of primary (Ogbuka, 2000). Completion rate is the percentage of students from a class of beginning (not repeating) ninth graders who complete their school education by their anticipated graduation date (Texas Assessment conference, 2008). Completion rate is the percentage of students completing the last year of primary school (Lauries, 2005).

1.1.4 Contextual Perspective

The enactment of the 2004 UBE Act gave birth to the Universal Basic Education Commission (UBEC) and UBE program which serves as the Federal Government vehicle for achieving of Universal Primary Education (UPE). The UBE Act has put in place regulations to ensure orderly development of basic education in Nigeria as well as ensure that all children of school age are enrolled, attend and complete basic education. In 2000 most countries of the world, including Nigeria, pledged to achieve EFA, by the year 2015, the Education for All (EFA) goals by implementing the twelve strategies presented in the Dakar Framework for Action. In 2000, total enrolment, male and female, was 19,151,438. In 2003, primary school enrolment peaked at 25,773,044, and then there was a decline, with the figure dropping to 19,992,309 in 2008 and increased again to 20,663,805 in 2010. At the junior secondary level of basic education, there was a progressive increase in enrolment from 2,277,291 in 2000 to 3,624,163 in 2005. The figure dipped to 2,934,972 in 2006 before rising again in 2007 to 3,476,063. Total enrolment for boys and girls was 5,010,227 in 2010. Over the period, more boys were enrolled than girls.

Between 2009 and 2013, the number of primary schools in Nigeria rose from 58,595 to 61,305, an increase of 5 per cent. At the Junior Secondary School (JSS) level, the number of schools increased from 10,410 in 2009 to 11,874 in 2013. This shows an increase of 1,464 schools, representing 14 per cent. This perhaps portends an increase in number of schools to accommodate pupils from the non-formal sector who may not have been in formal primary schooling. At primary school level, there were 21,857,011 pupils enrolled in 2009 as against 24,071,559 pupil enrolment in 2013 which represents a 10 per cent increase. Students' enrolment in JS Schools in 2009 was 3,107,287 while that of 2013 was 4,219,679. This represents 35 per cent increase. The shortfall between 2012 and 2013 enrolment has been explained as perhaps arising from disarticulation problems between junior and senior secondary schools. However, the apparent increase in both primary and junior secondary enrolment between 2009 and 2013 were in absolute terms and do not represent any significant progress toward the UPE target of 2015.

The 2009 EFA Global Monitoring Report had reported that between 1999 and 2005, the primary NER in Nigeria increased slowly from 58% to 63%. The report had warned that the country was off track and very unlikely to achieve UPE by 2015. There are other factors besides enrolment figures that combine to render the country's situation with regard to achieving UPE in 2015 more precarious than the NER of 63% suggests. There are wide geographical differences in primary school enrolment. For example, in the south-west, the average primary NER was 82% in 2006, compared with 42% in the poorer north-west. Moreover, substantial gender gaps exist in primary school, particularly in the north. Only 40% of primary school age girls are enrolled in some northern states compared with 80% in the south-east.

The global lower secondary gross enrolment ratio increased from 72% in 1999 to 82% in 2011 (EFA Global Monitoring Report 2013/4, p.63). The largest increase was in sub-Saharan Africa, where the number of students more than doubled, albeit from a low base, reaching 49% in 2011. Unfortunately, however, Nigeria was in the category of countries not included in the analyses reported in the 2013/4 EFA Global Monitoring Report because of insufficient or complete lack of data. However, judging by the country's performance at the primary level, it is unlikely that it would achieve a lower secondary education net enrolment target of at least 95% by 2015.

Although some policy initiatives evolved to hasten the attainment of the EFA and MDG targets, serious challenges remained in certain, if not in all the education indicators, including the very serious issue of out-of school children. Currently estimated at over 8 million, primary net enrolment ratio still hovers around 63%. Of 34.92 million expected in primary education, only 24 million were enrolled. In the junior secondary level only 3.27 million of the expected 9.27 million children were enrolled.

A survey conducted by “United Nations Children Fund” (UNICEF) in 2011 revealed that Nigeria had the highest number of out-of-school children in the world. The survey showed that one (1) out of every three (3) school-age children was out of school. The problem was said to be more in the North and girls constituted the higher proportion of out-of-school children. Children drop out of the formal school system for many reasons. These include poverty, cultural values, academic abilities and a host of other reasons. Such children would, later in life, require a second-chance for them to continue their educational careers. A comparison of enrolment in senior secondary education level to that of tertiary education level depicts the inadequacy of the carrying capacities of the tertiary institutions leading to the larger portion of graduates of senior education ending as out-of-school youths looking for second chance to continue their education career. Comparison of retention and completion rates shows that all those dropping out of the formal school system, for one reason or another, constitute the out-of- school youths. The United Nations keep track of the progress of each of the MDGs.

In 2010, the worldwide enrolment in primary education reached 89%. Although the enrolment levels continue to rise, the rate of progress appears to be too insufficient to ensure that, by 2015, all girls and boys complete a full course of primary schooling (MDG report, 2010). Low completion rates affect the ability of a nation to grow and prosper. In Nigeria the management of primary school has passed through a couple of stages and leadership that has made it to what it is today. In January 1955, the unique Universal Primary Education was introduced in the western region followed by the Eastern region in the year 1956 and finally later by Federal Government in September 1976. This meant that every Nigerian child had the right to education for a minimum of six years, for him or her to function effectively as a citizen of the country. After the

country gained independence, the management of primary was taken over by the Federal Government while the administration and funding was transferred to the state and Local Governments in 1979. The Universal Primary Education programme in Nigeria is referred to as Universal Basic Education (UBE), and is managed by the Universal Basic Education Commission (UBEC) (David and Olabanji, 2008).

In Nigeria, data available for other indicators point to considerable gaps between current state of affairs and the EFA target. For example, completion rates in primary education were relatively low, although there was consistent increase for both boys and girls over the period 2001-2007. According to the National Action Plan (2013), an average of 65.1% of pupils admitted into Primary 1 in 2001 completed primary 6 in 2006. 72.9% of intakes in 2002, 76.75 in 2003, and 83.4% in 2004, completed Primary 6 in 2007, 2008, and 2009 respectively. The trend was similar for both male and female although girls had typically lower numbers. Completion rates for primary education were higher for girls than for boys in 2010 and 2011 with 72% for girls as against 69% for boys in 2010, and 81.4% for girls as against 70% for boys in 2011. This is a good development for gender parity in primary education. Primary school survival rate in 2002 was 72.7%, rising to 79.9% in 2012 (UBEC, 2013). The 2013 State of Education Report reports a national retention rate in primary education of 89% in 2010, and 93% in 2011, an increase of 4%.

1.2 Problem Statement

The effectiveness of the basic education to eradicate or reduce level of illiteracy as well as enhance development has been an issue of concern to all the stakeholders of basic education. Education needless to say is a priority sector in every well-meaning society. This Burtcher (2006) referred to it as a major force in economic, intellectual, social and cultural empowerment. Its value in bringing about character and attitudinal change ranks as important as its ability to reshape human potentials for desire development. For a nation to minimize illiteracy, ignorance and poverty as well as stimulate and accelerate the pace of national integration there is need to make basic education compulsory and accessible for the populace.

Having recognized this fact, Nigeria introduced universal basic education in 1999. The UBE scheme was introduced in order to take care of the large population of the disadvantaged groups, the rural community, the girl child, the nomadic, the disabled, the almajiri and the phenomenon of boys' dropout. However, in order for the nation to benefit from the UBE policy, the students have to be able to run the full course of the system of education under the UBE program. Yet to-date, completion rates among primary school pupils remain low, averaging at 59% in the urban south. In the north, the completion rates stand at 31% and in the north-west at 28%, according to the Federal Ministry of Education (2013). These statistics indicate a huge deficit in the UBE system that needs to be addressed. This study intends to investigate how the UBE implementation policy affects the completion rates among pupils in the primary school cycle in Kaduna North, Kaduna state, Nigeria.

1.3 Purpose of the Study

This study investigated the relationship between implementation of Universal Basic Education (UBE) on completion rates of pupils in primary schools in Kaduna north Local Government Area (LGA), Kaduna State, Nigeria.

1.4 Specific Objectives

The study aimed to achieve the following objectives;

- i. To examine the level of implementation of the UBE in terms of funding, human resources and material facilities of primary schools in Kaduna North, Kaduna state, Nigeria.
- ii. To find out the completion rates of pupils in primary schools in Kaduna North, Kaduna state, Nigeria.
- iii. To establish the relationship between implementation of UBE and pupils completion rates in primary schools in Kaduna North, Kaduna state, Nigeria.

1.5 Research Questions

The study aimed to find answers to the following questions;

- i. What is the level of implementation of the UBE in terms of funding, human resources and material facilities among primary schools in Kaduna North, Kaduna state, Nigeria?
- ii. What is the completion rates of pupils in primary schools in Kaduna North, Kaduna state, Nigeria?
- iii. What is the relationship between UBE implementation and pupils' completion rates in primary schools in Kaduna North, Kaduna state, Nigeria?

1.6 Null Hypothesis

.H₀₃. There is no significant relationship between implementation UBE and the completion rates of pupils in the primary schools in Kaduna North, Kaduna state, Nigeria.

1.7 Scope of the Study

1.7.1 Geographical Scope

The study was carried out in six selected primary schools such as: LEA Badarawa, LEA Unguwan Sarki and LEA Kawo, LEA Unguwan Guza, LEA Unguwan Rimi, and LEA Contourment 'A' in Kaduna north Local Government Area (LGA) in Kaduna State, Nigeria. It is one of the LGAs with a high drop -out-of pupils population and yet there is UBE in schools. .

1.7.2 Content Scope

The study focused on investigating the implementation of UBE in terms of funding, human resources, material facilities, and the completion rates of pupils in primary schools in Kaduna North Local Government, Kaduna state, Nigeria.

1.7.3 Theoretical scope

The study was guided by Systems theory which posits that systems consist of more than just the sum of its parts and are made up of three parts, which are elements, interconnections, and purpose (Meadows & Wright, 2008). The purpose of a system is the most important part of a system's behavior as it reveals itself through the series of events of time, by uncovering the

interactions and connections between how information flows from one event or element to the other (Dempster, 2008).

1.8 Significance of the Study

The findings of this study would be beneficial to the following stakeholders:

Government

This study will help the government in understanding the factors that influence the enrollment, attrition and dropout patterns in primary schools. This will enable the government to make informed decisions and design its UBE policy implementation to effectively address the bottlenecks within the community for improved completion rates.

Local Communities leaders

The study also generate new information about the causes of low completion rates among school going children as well as emphasize the importance of completing the school cycle for children. This help to shape people's attitudes towards the completion of school among their children.

Teachers/Parents

The study help the teacher to have knowledge and skills to ameliorate the problem of low completion rate and put extra effort to ensure that low completion rate turn to minimal through guidance and counselling by the teachers/parents.

Academicians

Also, the study contribute to the available knowledge as well as act as a basis for further research on the same subject, and benefit the researcher by helping her acquire practical research skills and also serve as a partial requirement for the award of a degree; Master of Educational management and administration of Kampala International University.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents theoretical review, conceptual framework showing the independent and dependent variables, related studies done by other researches that are relevant to the study and gaps identified..

2.1 Theoretical Review

The theory employed in this study is systems theory. Systems theory developed from the work of David Eason. Igwe (2007), and Sharma and Sadana (2006) maintain that systems theory has been in use since 1950s. According to Koontze et al (1982) quoted in Ezeani (2006) systems theorists hold that “a system is essentially an assemblage of things interconnected or interdependent, so as form a complex unit”. Igwe (2007) observes that ‘For any object to be considered a system it must possess a level of integrity with a knowable structure or logically-arranged parts; such parts or elements must interrelate in a certain law-governed manner to fulfill a purpose or produce an ordered outcome-a result which is far more than the mere sum total of the independent elements; and all this, in the context of an environment of which it is a subordinate component.

Adamolekun (1983) states that according to the systems theorists, a system is “made up of interdependent parts, has permeable boundaries, interacts with its environment by importing inputs, while it exports outputs in order to maintain itself in a permanent state of equilibrium”. When systems theory is applied to the study of public administration, the systems theory puts emphasis on the interaction between a given public administration system and its total environment (Adamolekun, 1983).

Ezeni (2006) avers that “an important element in the systems approach is the emphasis on input-output analysis” At the conversion stage, the public administration system. The results after conversion process are called outputs. They consist of the relative orderliness of the society, the

quantity and quality of goods and services delivered into the environment. Also, because public administration systems need support from their environment in order to survive, they receive inputs of support such as payment of taxes, obedience to law, etc. Usually, some new inputs arise from the outputs and are fed back into the system through the feedback mechanism for conversion into new outputs, systems theory is often referred to as cyclical.

Bertalanffy (1968) tried to explain the existence of different interrelated parts such that the interaction of any part affects the whole system. Since the schools is an open system, the performance of a system depends on how the various elements in the system work together. The system theory emphasizes the interdependency of various units that make up a system. The non-interaction of one unit might result to non-performance of the whole system. Based on this, system theory is relevant to this study because this study is interested in ascertaining whether the adequate provision of educational resources and the healthy interdependence of government, UBE school administrators and teachers in UBE schools positively influence the effective implementation of UBE programme in primary schools.

2.2 Conceptual Framework

The conceptual framework in this study examines the relationship between the variables in the study. It explores how the independent variable interacts with the intervening variable to influence or determine the dependent variable

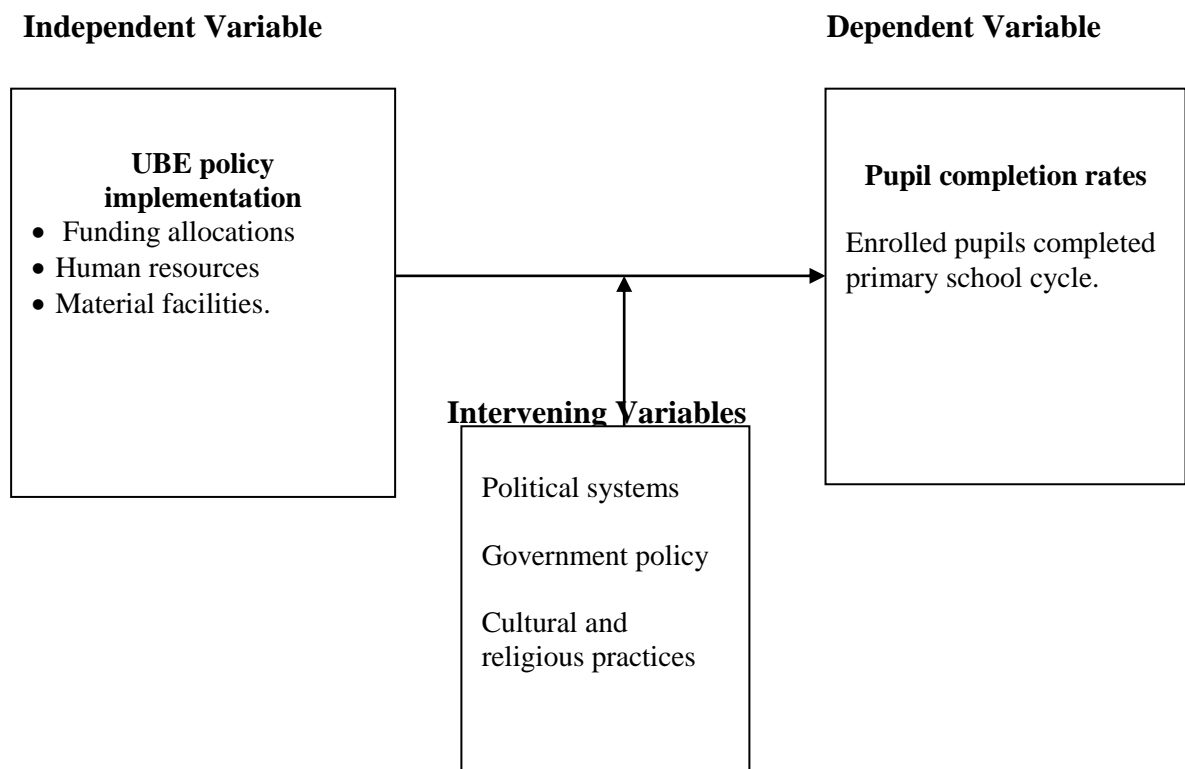


Figure 1: The diagram showing the relationship between implementation UBE and completion rate of pupils in primary schools and the intervening variables.

Source: Adopted from Ajibola (2008).

In the study, the independent variable, which is the implementation UBE (policy funding allocations, human resources capabilities and material facilities which may have an effect on the completion rates of the pupils which is the dependent variable. The intervening variable such as

the political systems, government policies and cultural/religious practices may affect both the independent and dependent variables..

Funding allocation

Funding allocation is the raising demand and cost of education to address the worsening problem government at the local state and national level must be shoulder higher responsibility for boosting basic education by allocating more funds to the sector (Adebimpe, 2001). The funding allocations is the implementation of the right to education requires funding in order to build school, pay teacher salaries & training, proving teaching materials (UN Global education, 2015).

Human resource capabilities

According to Isangedighi (2007) posts that, Human resource capabilities is a decisive element of instructional setting that decides the mood of the class and his qualification, and experience determine his productivity. Opoh, Unimna & Ogbiji (2014) school teachers are who overloaded with the task of teaching the students are not even qualified to teach. (Rychen &Salganik, 2003) opinioned that a person who helps others to acquire skills, knowledge, competencies or values. Human resource capability is a teacher who put extra pencils, crayons and notebook in a cart at the back to school sales because teachers knows there will always be someone who needs them. One who tells any child “good job” for any simple or complex achievement, a perfect spelling test or their 500th strike out (Federal ministry of education, 2000).

Materials facilities

Materials facilities are any infrastructure to enhance the learning environment, massive investment in school infrastructure improvements is needed. There is a need for complete overhaul of primary education infrastructure facilities, monitoring of it leadership, teachers and use of resources for education by multi-stakeholders forum. Every primary and junior secondary school should be provided with adequate infrastructure and other physical facilities like class rooms, laboratories, libraries, computer center, potable water, electricity, toilets and furniture’s (Ejere,2011).Material facilities also includes furniture, material supplies, equipment and information technology, as well as various aspect of the building grounds namely athletic fields, playgrounds, areas for outdoor learning and vehicular access and parking (Erthman, 2000).

Completion rate is the percentage of students from a class of beginning (not repeating) ninth graders who complete their school education by their anticipated graduation date (Texas Assessment Conference, 2008). Completion rate is a more accurate indicator of human capital formulation and the quality and efficiency of the system than are gross and net enrolment ratios and it is also the most direct measure of national progress toward the millennium Development Goal of universal primary education (Laurie, 2005).

2.3 Related Literature

2.3.1 Implementation of Universal Basic Education (UBE)

Universal Basic Education (UBE) programme is an expression of the strong desire of the government to reinforce participatory democracy in Nigeria by raising the level of awareness and general education of the entire citizenry. Therefore, the government has set various action plans to actualize UBE objectives which are: (1).To provide free universal basic education for every Nigerian child of school age; (2).To reduce drastically the incidence of drop out from formal school system through improved relevance and efficiency; (3).To develop the entire citizenry a strong consciousness for education and a strong committed to its vigorous promotion; (4).To cater for learning needs of young persons who for one reason or another have had to interrupt their schooling through appropriate forms of complementary approaches to the provision of basic education; and (5).To ensure the acquisition of the appropriate level of literacy, education and ethical, moral and civic values needed for building a solid foundation for long life learning (Federal Ministry of Education, 2000).

A Universal Basic Education commission was established by an Act of the National Assembly as a way of ensuring the proper implementation of the objectives of the UBE programme. (Obanya 2000) opined that UBE is conceived as a programme with strong emphasis on all round development of its beneficiaries. He equally stressed that the UBE programme aims at cutting across all Nigeria children and adolescents in all social conditions of geographical locations irrespective of sex, in and out of the formal school system. It is expected that the compulsory nature of the UBE programme will ensure that more girls are enrolled in the primary and junior secondary schools which are the stages that lay the foundation for the educational attainment of

children. The UBE programmes also aim to correct gender disparity in education by ensuring that all children of school age, including girls are compelled to enroll in school. The UBE programme is intended to be universal, free, and compulsory, thereby emphasizing that parents have an obligations to send their children to school.

Furthermore, sanctions are imposed to person, societies, or institutions that prevent children adolescents, and youth from benefiting from the programme (Federal Ministry of Education 2000). Proper implementation of the UBE programme will promote capacity building in more women such that they can make excellent contributions to national development, even in areas and professions hitherto seen as male preserves. According to the Education (National minimum standards and Establishment of institution) Decree (1985), there is need to identify the main areas in implementing the UBE. The key area are, a teacher training programme for the curriculum defined, a building programme designed for the new curriculum, an equipment programme including laboratories, books, workshops, teaching aids, a guidance and counseling programme, a management and administration programme in schools and a deployment programme for distributing the graduates of the junior secondary to senior secondary schools, trade centers, apprenticeship and employment.

To implement the programme, government has to establish two committee as part of its strategy to ensure that the goal is achieved, the coordinating committee and the technical committee are to be headed by the vice President and the Minister of Education respectively. The plans include public information and community mobilization, provision of resources, and the setting up of mechanism to facilitate implementation of the programme. There is also need to develop sound implementation plans, which would have to be preceded by a survey of the existing resources and capacity of the national and local planning structures to implement the plan and monitor progress made in order to detect problem areas and address them at an early stage.

Implementation and strategic planning are essential to the success of the nine-year programme and for capacity building in the system as well as for its implementation. Failures in the past cannot be blamed entirely on low levels of funding but also lack of capacity for planning and

implementation at both national and local levels. If the goals, policies and strategies for implementing the UBE must be accomplished, a number of organizational resources, especially, finance, must be available.

The implementation process, particularly its effectiveness, will depend on how the participants perceive the relative advantage, the cost, the degree of pervasiveness, and the level of understanding (Campbell, 1999, Rogers 1992), Knight 1997). On the other hand, Dieter, (1992) warned countries which are implementing the policy of Education for all (EFA) that success cannot be achieved by a simple policy of “more of the same” which means that we cannot implement UBE in the same way and manner in which we implemented other educational programmes. It is necessary for the Universal Basic Education implementers to identify its primary and secondary targets audience in implementation. Research should not be regarded as tertiary to UBE success. The stakeholders should be involved both at the village, town, local and state levels. Personal and group contact may be necessary to compensate the use of media. Olaitan (2002) expressed that UBE have passed through some trials or experimentation which some of the successful educational programmes in Nigeria passed. Therefore, without consolidating all these into the UBE programme, its implementation will be shaky.

Historically, the funding of education in Nigeria has been accomplished through school fees, grant-in-aid from various governments and levies by cultural unions and various forms of voluntary contributions by parents and guardian (Adesua, 1981). Mbipom (2000) opined that though education receives the largest share of annual budgets, it still remains inadequately funded because of large numbers and high cost of equipment. Nigeria introduced the Universal Primary Education (UPE), but various state governments and the Federal Government have consistently spent a large percentage of their annual recurrent budgets on education.

In recognition of the enormous problem of inadequate of educational funding in most states of the federation, the Federal government promulgated the National primary Education Commission Decree 31 (1988). The Decree establishes the National Primary Education Fund, which should be deducted directly from the forward in the funding of primary education in the

country. The fund was to consist of the Federal government 65% contribution to the calculated cost of primary school teachers and non-teachers basis of demographical criteria for estimating the number of children of primary school, age and an educational planning including the criterion of forty pupils per teacher in a class. Also the fund was disbursed as follows: 20% to all educationally disadvantage state and 80% to all the states of the federation.

The Federal, state and local government areas, parent teachers association, non-governmental organization and local communities provide funding for education at the primary school level. The government has primary responsibility for education but the funding levels are very low. Funding allocations from the Federal Government have remained unchanged, despite the high rise of annual per pupil costs. The total public funds allocated to primary education have been halved. State allocations have decreased and there was no allocation by the Federal Government because the capacity for local government to collect revenue is small. Local government revenues are sometimes as low as 10 percent of the required funding.

There are differentiated funding allocations based on the formula used for the poor and the rich states as part of addressing inequities amongst the states. There are disparities between rural and urban areas in terms of expenditure. On average, the personnel costs in rural areas are as high as 99 percent of the budget allocations. In urban areas, there seems to be slightly more funds in the budget for minor expenses. Local communities contribute supplemental funds and there is also a disparity between contributions made by urban and rural communities. In some instances SPEBs are reported have taken over some of the responsibilities assigned to the LGEAs and the accompany budgets.

According to Ikoya (2008) the management problems experienced at school level are as follows: inadequate book-keeping and records, shortage of support and administrative staff, inadequate budget control mechanisms. To improve the management of schools budgets, the administration must become more goal-oriented. In addition, there is a need to establish transparent and democratic funding mechanisms with increased accountability. This would entail the use of generally acceptable accounting procedures by school administrators. Furthermore, in funding

the primary and secondary schools, the government contributes the lion's share, with the state and local governments as contributors. Secondary schools are funded by owner states while the federal government, parents and parent association. Social youth clubs have been assisting in the task of funding education through donating some blocks of classrooms or dormitory building and awarding of scholarships to the indigent students.

The primary education interim development fund was also established under the Decree (1988). The interim fund consisted of the 20% of the federal government's contribution to primary education earmarked for the educationally disadvantaged states. This amount was to be set aside annually for the next ten years and it was to be used for the capital development of primary schools in the states (National primary education decree 1988). The design, equipment, and maintenance of school building were a major task of the Universal Primary Education (UPE) and junior secondary schemes. The government though has accepted the responsibilities for the UBE, its funding and management should not be left to her alone (Azuka 1991). She opined that workshops should be mounted at the local level of identify activities that could be carried out by the community, the teachers, the pupil and the parent Teachers Association to generate some resources in cash or kind that could help complement the government effort on Universal Basic Education (UBE).

The Universal Basic Education (UBE) Programmed is a nine (9) year basic educational program, which was launched and executed by the government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration (Okereke, 2010). The implementation process of the program has been on since 1999, but progress was hampered by lack of an enabling law to execute certain aspects of the program. What a big relief it was when the President signed the UBE Bill into law in May 2004 following its passage by the National Assembly. The UBE Act 2004 makes provision for basic education comprising of ECCE, Primary and Junior Secondary Education. The financing of basic education is the responsibility of States and Local Governments (Labo-Popoola, 2009). However, the Federal Government has decided to intervene in the provision of basic education with 2% of its Consolidated Revenue

Fund. For states to fully benefit from this Fund, criteria were established which states are to comply.

The Act also provides for the establishment of the Universal Basic Education Commission (UBEC) to co-ordinate the implementation of the programme at the states and local government through the State Universal Basic Education Board (SUBEB) of each state and the Local Government Education Authorities (LGEAs). The objectives of the UBE programme are to: develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion; provide free, universal basic education for every Nigerian child of school-going age; reduce drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency); cater for the learning needs of young persons who, for one reason or another, have had to interrupt their schooling, through appropriate forms of complementary approaches to the provision and promotion of basic education; and to ensure the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral, and civic values needed for laying a solid foundation for lifelong learning.

The scope of the UBE program communicates the expanded vision of basic education and includes: programmes and initiatives for early childhood care, education and development; programmes and initiatives for the acquisition of functional literacy, numeracy and life skills, especially for adults (persons aged 15 and above); out-of-school, non-formal programmes for the updating of knowledge and skills for persons who left school before acquiring the basics needed for lifelong learning; special programmes of encouragement to all marginalized groups: girls and women, nomadic populations, out-of-school youth and the Almajiris; non-formal skills and apprenticeship training for adolescents and youth, who have not had the benefit of formal education; and the formal school system from the beginning of primary education to the end of the junior secondary school (Pai Obanya, 2009). Despite its national objective to provide free and compulsory basic education to all children, Nigeria has one of the largest out-of-school populations in the world. About 10.5 million primary school children are out of school (about 42 percent of the primary-age population) (UIS estimate, 2010). However, the large out-of-school

population does not stem from high drop-out and repetition within school cycles. In fact, about 90 percent of out-of-school primary-age children in Nigeria never attended school (World Bank 2013). For those who are in school, the dropout and repetition rates are relatively low. In 2008–09, the highest repetition rate recorded was only 2.8 percent in grade 6. Similarly, less than 1 percent of children dropped out between grades 1 and 5. Dropout rates were higher at 11 percent. These relatively low rates are likely due to automatic promotion within each school cycle. Many students, especially in the rural north, do not complete primary school on time.

On average in the country, only 37 percent of students finish primary school at the official primary-school-graduating age of 11 (World Bank 2013). Disparities also exist in completion rates. In the urban South, 57 percent of students completed primary school, while completion rates in other regions ranged between 24 and 31 percent. The rural North has persistently lower completion rates than any other region (World Bank 2013). Progression to the next education level is also a challenge. In fact, among grade 6 students, only 53 percent transitioned to secondary school. The secondary completion rate is even lower. A high percentage of students never finish secondary school and only 29 percent of those who started school graduated secondary school at the official graduating age of 17 years old. Even if there is a delay up to age 24, only 75 percent finish secondary school and the remaining 25 percent never finish secondary school.

Apart from poor forecast, inadequate funding of education in another factor affect adequate distribution of facilities to schools. Ever when sufficient planning is put in place, government at all levels is usually not ready to bear the full financial demand of education (Awoloye, 2015). Funding issues indicated that financial resources are made of monetary inputs into a system such as education system. They act as a lubricant for the system (primary education) and without these financial resources programme cannot be properly planned and policies implemented. Hitherto, without availability of funds and proper management to carry out any work at the primary level any plan of transformation are to fail. Therefore, funding issues in primary educations plays a crucial role in determining the level of success, development and change. It also helps to direct attention towards the achievement of set goals at all level of education. Adequate funding entails

a timely supply of funds, qualified teachers, administrations and infrastructural facilities to ensure success in any organizations (Ebong, 2006).

2.3.2. Completion Rates of Pupils in Primary Schools

To explore the characteristics and behavior of the completion rate, two sources of data are used: the Demographic and Health Surveys (DHS) and administrative education information systems. The DHS provides household-level information about the school-aged population. The following countries are included in the analysis: Armenia, Benin, Dominican Republic, Ethiopia, Ghana, Haiti, Kenya, Malawi, Mali, Nepal, Nicaragua, Nigeria, Uganda, Zambia, and Zimbabwe. Of these countries, Armenia follows the pattern of a developed country education system, thereby providing a benchmark against which the others countries are measured. In addition, school-level data from administrative systems provide an excellent source for studying trends in access, efficiency and completion (Ijaduola, 2008; Ezekwesili, 2007). As UNESCO and others note that the primary completion rate has limitations as an indicator of quality of an education system. It does not capture any measure of actual student learning, or estimate how many graduating students master a minimum set of cognitive skills. There are also issues of measurement; systems of graduation vary by country (example:, examinations, automatic promotion), limiting international comparability (Eddy and Akpan, 2009).

Countries that are experiencing rapid increases in enrollment at primary entry level as a result of UPE or similar policies can expect a considerable time lag between implementation of policy and measurable improvements in the completion rate. For countries that have moved beyond the issue of entry-level access, however, the completion rate may be a very effective indicator of progress or lack thereof. Access, participation and completion rates in education are a common measure of educational output. They can be measured in terms of student entry, enrolment, transition, repetition, and drop-out and completion rates at different ages, grades and levels of education. Such measures of student flows provide important information on the opportunities of students to access education at different levels and participate in various educational sectors and programmes, and on the extent to which some students leave the school system too early. When analyzing such outputs for different student groups (e.g. from different socio-economic and

language backgrounds), they can give some insights regarding the equity of access and participation in education. The advantage of such measures is that access, participation and completion indicators are typically collected and available to researchers in most school systems.

However, unless completion is related to the achievement of precise learning standards, these measures provide limited information on the actual quality of teaching and learning within schools. The education staff (e.g. teachers, school leaders, support staff, education administrators) hired at different levels of the school system ensure a broad range of functions and bring different types of expertise. Human resources account for a very large proportion of educational expenditure. Over 62% of current expenditure on education is devoted to compensating teachers and 16% to compensating other staff (OECD, 2012). Four key factors influence teacher costs per student: the level of teachers' salaries, instruction time for students, teaching time per teacher and average class size.

How human resources are distributed across the school system depends among other things on existing qualification requirements for staff across different levels and sectors of the school system. It is also related to the governance of teacher and school leader recruitment, i.e. whether teachers and school leaders are centrally allocated to schools or hired at the local or school level. Where school leaders are responsible for human resource management, they need to establish policies to attract and retain qualified teachers and ensure that staff skills are matched with student learning needs. Important decisions also need to be made regarding the distribution of teacher time, as an important resource, for different activities such as planning, instruction, collaboration and professional development.

Whereas, it is well-known that children typically enter school late and often repeat in many developing countries, the extent of this phenomenon and its implication for the completion rate is perhaps less well understood (Ofejebe, 2007). Household-level data from the DHS reveal the enormous age spread of children in primary school. With the exception of Armenia and Zimbabwe, the average age of students in grade 1 exceeds the official starting age by 1.5 to 3.5 years, with age spans ranging from six to seventeen years. For example, in Kenya, where the

official starting age is six, the average age in first grade is 7½ and the ages of students range from five to fourteen. The importance of the effect of age on completion was noted by Namibia: “Children starting school at the appropriate age appear to do better than their older or younger classmates (Obasola, 2008). Classes with a large age spread pose problems for teaching and class dynamics. Finally, the older the child is, the greater the chances of him/her leaving school before completing the basic education cycle”. The latter occurs because children are completing their education at an age when constraints on school participation become stronger than during early childhood: more opportunities or pressure to work or get married and more limitations on girls’ mobility.

Typically, survival and completion rates move in the same direction across time, particularly with improvements in school retention. It is possible, however, for these two indicators to move in opposite directions (Subramanian, 2012). This phenomenon can happen because of the difference in their definition and/or the methodology of their calculation. The most obvious possibility is when access increases at the cost of efficiency. So long as the increase in access sufficiently offsets the decline in efficiency, the completion rate, which is measured against population, will increase while the survival rate, which is measured against the grade 1 cohort, declines. The less obvious possibility reflects the differences in methodology in the calculation of the two indicators in a dynamic setting (Ogbonnaya, 2009). The survival rate is calculated using the constructed cohort method and predicts the likelihood that a pupil will survive to a particular grade assuming the current pattern of dropout and repetition.

The completion rate measures the historic path already taken by the cohort. Indicators of educational quality are increasingly important as factors in high stakes decisions about resources, strategies, and donor support. Such measures strongly influence determinations of the success or failure of programs and donor investments (Babtope, 2010). Therefore, it is important that both countries and donors clearly understand the accuracy and validity of the measures. One such measure is the primary completion rate, currently favored by some donors as the principle measure of a country’s progress towards universal primary education (UPE). The magnitude and

timeframe of expected changes in the completion rate can vary considerably depending on the particular country circumstances and policy changes or interventions (Adenula, 2011).

Unlike enrollment and intake rates, it is a lag indicator of the effect of changes in entry-level access, but captures immediately the effect of changes occurring at the end of the primary school cycle. In most countries on-time completion rates are below 15%, according to UNESCO (2010). The greater the ages of completers, the lower the completion rate. Although not officially included as one of the MDG indicators, primary completion rate is increasingly used as a core indicator of an education system's performance. Because it measures the coverage of the education system and the educational attainment of students, the primary completion rate is a more accurate indicator of human capital formation and the quality and efficiency of the school system than are gross and net enrollment ratios. It is also the most direct measure of national progress toward the Millennium Development Goal of universal primary education (Bruns and Alain, 2013).

In Nigeria, data available for other indicators point to considerable gaps between current state of affairs and the EFA target. For example, completion rates in primary education were relatively low, although there was consistent increase for both boys and girls over the period 2001-2007. According to the National Action Plan (2013), an average of 65.1% of pupils admitted into Primary 1 in 2001 completed primary 6 in 2006. 72.9% of intakes in 2002, 76.75 in 2003, and 83.4% in 2004, completed Primary 6 in 2007, 2008, and 2009 respectively. The trend was similar for both male and female although girls had typically lower numbers.

Completion rates for primary education were higher for girls than for boys in 2010 and 2011 with 72% for girls as against 69% for boys in 2010, and 81.4% for girls as against 70% for boys in 2011. This is a good development for gender parity in primary education. Primary school survival rate in 2002 was 72.7%, rising to 79.9% in 2012 (UBEC, 2013). The sub-Saharan Africa average stood at 51.9% in 2012 with 27.8% as the minimum survival average and 97.8% as maximum survival average. The 2013 State of Education Report reports a national retention rate in primary education of 89% in 2010, and 93% in 2011, an increase of 4%.

Kattan (2006) who asserted that it is predicted that the abolition of school fee policy is a significant factor in the increase of student completion at both primary and junior secondary school level, especially young girls. They are also in line with republic of Rwanda's views which asserted that thanks to free secondary school education policy, access, enrolment and completion rates significantly increased. Completion rate have been improving steadily since 2000 and since 2008 when the average was 53% they have increased considerably to an average of 75% with completion rates for girls at 78%. Dropout rate have been falling slowly from 16.6% in 2001 to 3.2% in 2009 and repletion rates from 21% in 2002 to 10.3% in 2009 (Ministry of education 2010). Nduwayo (2012) the findings revealed that the completion rate of primary school completed with overall mean index was 72.49 and corresponding standard deviation of 4.68 fell under high on likert scale.

2.4 Relationship between UBE policy implementation and completion rates of pupils in primary schools

Educational statistics always constitute a problem because population census has to be reliable due to political reasons. Often the published educational statistics has many lapses and therefore are not good for the programme. Professional hands are required for data collection and analysis but are not readily available even at the ministries (Oguche and Rabah 2001). No educational system can rise above the level of its teachers (Okeke 1986). This explains why some programmes failed because teacher factors are not considered seriously and is a very critical one. Many educational programmes and projects have failed mainly because they did not take due account of the teacher factor.

In recognition of teacher factor, the implementation scheme has clearly stated that teacher will always be an integral part of the process of UBE conceptualization, planning, and implementation (Mataga and Abdulahi 2002). It is good to create awareness for the programme, elicit the support and inputs of the primary school teachers and enrich their perception by training, retraining and recruiting them. Once in a while teachers need the workshop and seminars to retain the already serving teachers in the villages and not only in the headquarters.

Teachers need a good working condition that keeps them happy, regular, and highly dedicated to their duty. According to Onah (1998) such good working condition embraces adequate training and discipline, enough qualified staff and supply of all necessary equipment that make for effective teaching (Obioma 2000) opined that UBE requires the full involvement of teachers in curriculum planning, in guidance and counseling in school management, in social mobilization and in decision-making process. Teachers deserve their regular promotions and payment of all salaries and fringe benefits as at when due and steps need to be taken to make school environment teacher-friendly and learner-friendly.

Oguche and Rabah (2001) said that a list of infrastructures and facilities should involve classrooms, libraries, workshops, laboratories, and playfield and school farm. These need to be provided in the appropriate quantity and quality to meet the minimum standard for promotion any meaningful teaching and learning. It is therefore essential that the census of the existing ones should be taken before providing more of infrastructure. Provision of textbooks and instructional materials are required in accordance to demand of the curriculum. Ezema (2000) opined that UBE has posed a challenge to Nigeria to publish required textbooks for effective teaching and learning. He says that it provides an opportunity to take full advantage of the possibilities offered by new Information and Communication Technologies (ICT) for improving pupil completion in primary schools. Nduwayo (2012) findings reveled that there is significant relationship between primary school policy implementation and level of students' completion rates in Komoyi where the r value is 0.16 and significance is 0.000..

While Masaud (2014) findings revealed that there is significant relationship between universal basic education (UBE) policy implementation and completion rate in primary school located in Gassol local government, Taraba state, Nigeria since the ($t = 7.12$, $\text{sign}.0.000 < 0.05$) and concluded that implementation of policy has significant impact on completion rate. Jenkner (2004) the findings shows that compliance with universal basic education policy implementation regards to primary schools education were significantly low while there is significant relationship between the implementation policy of UBE policies and completion rates in primary education in poor countries. The findings also similar with Fabunmi, (2004) the F- statistics

showed that the relationship between the implementation of funding policy of primary education was significant ($F_{1, 148.194}, P < 0.05$).

2.5 Gaps Identified

Based on the literature reviewed, the following gaps were identified:

1. Very scanty literature on Implementation of UBE and Completion rates among primary school pupils.
2. No study has been conducted on the Implementation of UBE and completion rates among pupils in primary schools in Kaduna North, Kaduna State, Nigeria..
3. Some studies used other theories on implementation of UBE but this study used Systems Theory.
4. This study have only three constructs (funding allocations, human resources , Materials facilities) used under the independent variables.
5. There were some studies conducted on implementation of UBE but different dependent variables.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The chapter presents the research design, research population the sample size, sampling procedures, the research instrument, validity and reliability, data gathering procedures, data analysis, ethical considerations and limitations of the study.

3.1 Research Design

The study employed a descriptive correlational design. Descriptive correlation research design was used because the study wants to find out the relationship between two variables, implementation of UBE and completion rates among pupils in primary schools. Correlational design was used because it describe in quantitative terms the degree to which variable are related. The method involves collecting data in order to determine whether and to what degree a relationship exists between two or more variables (Amin, 2005). The study also employed quantitative approach to get the perceptions of the respondents about the implementation of UBE and completion rates of pupils in primary schools.

3.2 Research population

The target population of this study was all six primary schools comprised of 6 head teachers, 6 assistant teachers and 176 teachers in total 188 from all selected primary schools in Kaduna North local government, Kaduna State, Nigeria.

3.3 Sample size

The sample size for this study was 188 out of 6 primary schools, selected from among the various schools in Kaduna North local government, Kaduna state, Nigeria.

3.4 Sampling Procedure

The study used universal sampling techniques because of the small number of respondents. All respondents were involved in the study because of their experience, knowledge and they can give the necessary information about the implementation of UBE and the completion rates of pupils.

3.5 Research Instruments

3.5.1 Checklist

The researcher used check list as research instruments to solicit for information on the study area. Check list is a tool that state specific criteria and allow teachers and students to gather information and to make judgements about what students know and can do in relation to the outcomes. They offer systematic ways of collecting data about specific behaviours, knowledge and skills. The check list is a comprehensive list of important or relevant actions or steps to be taken in a specific order (Meriam Webster, 2001).

3.5.2 Document Review

This involved a review of secondary sources of information such as reports on enrollment records and records as well as reports about the pass out of pupils from primary schools and enrollment into junior secondary level.

3.6 Validity and Reliability of Instruments

3.6.1 Validity

In order to test the validity of the instruments, the researcher conducted content validity by availed the check list to seven (7) experts his field to check each item for language, clarity, relevance, and comprehensiveness of the content. The face validity was conducted by distribution of check list to the supervisor to check the validity of the instrument.

3.6.2 Reliability

In order to establish the reliability of the instruments, a test retest study was conducted using Cronbach Alpha Coefficient (α) 0.910. Therefore, the result is reliable because is greater than 0.75 (Amin, 2005).

3.7 Data Gathering Procedure

3.7.1 Before Data Gathering

An introduction letter was obtained from the College of Education, Open, Distance and E-Learning, Kampala International University which was presented to the local government education authority in the field. Preparations were then made based on the conditions in the field of study, including an assessment of the weather conditions, literacy levels and linguistic characteristics in the study area so as to determine the best methods to use as well as preparing check list.

3.7.2 During Data Gathering

Appointment schedules were made with all the respondents so as to enable her meet all respondents at the scheduled time, in order to assist with time keeping during the data collection process check list were administered to the respondents for them to fill what they have in their schools

3.7.3 After Data Gathering

The data obtained from the field was organized systematically in preparation for analysis and presentation.

3.8 Data Analysis

The data with similar characteristics were edited, classified, grouped, coded and tabulated into tables before interpretation. The researcher used frequency and percentage to analyze the profile characteristics of the respondents. Mean and standard deviation were used to analyze the data for objectives 1 and 2, and Pearson's Linear Correlations Coefficients was used to analyze the relationship between independent and dependent variables (objective 3). The main objective of the study linear regression model was used to investigate the effect of implementation Universal

Basic Education (UBE) on completion rates among pupils in primary schools. All the analysis were done using scientific package for social sciences (SPSS) version 16.0

3.9 Ethical Consideration

This involved seeking permission by the researcher from the relevant authorities. Permission was also sought from the relevant authorities with respect to the respondents' views. It also involved explaining to the respondents the purpose of the study. Respondents were assured that the information obtained from them would be used for academic purposes only.

The data was interpreted according to general methodological standard, and any elements that were irrelevant to data interpretation were excluded from the report. All the information obtained was kept very confidential and used for academic purposes only. All materials cited in the research, the authors of such materials were acknowledged.

3.10 Limitations in the Study

The following threats may have affected the validity of the research findings: The correlation between the implementation of UBE and completion rates among pupils in primary schools was computed at 0.05 level of significance; hence a 5% margin of error was claimed as acceptable in view of extraneous variables that were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter presents the presentation, analysis and interpretation of the data by objectives. It also presents the demographic characteristics of the respondents..

4.1 Demographic Characteristics of Respondents

The table below presents the demographic characteristics of the respondents, such as gender, category of service, department, position and years in service.

Table 4.1: Frequency and percentage showing gender of the respondents

Gender	Head teachers		Assistance head teacher		Teachers	
	frequency	Percentages	frequency	percentages	Frequency	percentages
Male	6	100	5	83	139	79
Female	0	0	1	17	37	21
Total	6	100	6	100	176	100

Source: Field survey, (2017).

The results in table 4.1 indicate that as the gender of respondents, which are head teachers, and their assistance and teachers of selected primary schools 100% of the head-teachers were male while 0% were female which implies that all head-teachers were male no female as a head-teacher. The assistant head-teachers which shows that (5) 83% of them were male and (1)17% of them were female which indicates that only one female as assistant head-teacher out of six. This means that there is gender imbalance on those occupying administrative position. As regards to teachers in six schools 139(79%) of them were male while the remaining 37(21%) of them were female implies that majority of them were males. Documenting the gender differences of the respondents was important in determining the gender distribution of roles and responsibilities in schools.

Table 4.2. Frequency and Percentages showing Ages of the respondents

Age	Frequency	Percentages
18-25	51	27
26-35	49	26
36-45	48	26
46-55	27	14
56 and above	13	7
Total	188	100

Source: field survey, (2017)

Regarding the age categories of respondents, the results from table 4.2 indicate that 51(27%) of the respondents were aged 18 – 25 years old, 49(26%) of the respondents were aged 26 – 35 years old, 48(26%) of the respondents were aged 36 – 45 years old, 27(14%) of the respondents were aged 46 – 55 years old, 13(7%) of the respondents were aged 56 years and above. This implies that most of the respondents were young. These means most of the respondents are in their prime years of their life and they are energetic to do their work well.

Table 4.3; Frequency and percentages showing educational level of the respondents

Level of education	Frequency	percentages
PhD.	0	0
Masters	1	0.6
Degree	6	3.2
NCE	31	16.5
Diploma	54	28.7
Grade ii	23	12.2
Grade iiiii	34	18.1
O-level	39	20.7
Total	188	100

Source: field survey, (2017)

Information on the education levels of respondents table 4.3 indicates that there was no PhD holder among the respondents. Only 1 (0.6%) of the respondents was a Master’s degree holders, Six (3.2)% of the respondents were Bachelor’s degree holders, 31(16.5)% of the respondents were NCE holders, and 54(28.7)% of the respondents were Diploma holder, 23(12.2%) were grade11 holders, 34(18.1%) of the respondent were grade iv holders, and 39(20.7%) were O-level school holders. This implies that respondents were from the various educational backgrounds which helped to expand the pool of information collected,

Table 4.4; Frequency and percentage showing marital status of the respondents

Marital status	Frequency	Percentages
Single	56	29.8
Married	88	46.8
Divorced/separated	19	10.1
Widowed	25	13.3
Total	188	100

Source: field survey, (2017)

The information regarding the respondents’ marital status table 4.4 indicates that 56(29.8%) of the respondents were single (unmarried), 88(46.8%) of the respondents were married, 19(10.1%) of them were divorced or separated, and 25(13.3%) of them were widowed. The result shows that majority of the respondents were married and therefore had more responsibilities in their homes besides those at work.

Table 4.5; Frequency and percentage showing length of employment of respondents

Length of employment	Frequency	Percentages
Under 5 years	25	13.3
5-10 years	51	27.1
10-15 years	60	31.9
15-20 years	32	17.0
Above 20 years	20	10.6
Total	188	100

The information about the length of employment the data indicates that 25(13.3%) of the respondents had been living/working for less than 5 years, while 51(27.1%) of the respondents had been living/working in for 5 – 10 years. Also, 60(31.9%) of the respondents had been living/working in the area for 10 – 15 years, 32(17.0%) of them had been /working for over 15 – 20 years, and 20(10.6%) had been working for more than 20 years. This implies that the majority of the respondents had spent an average 13 years and above working in Kaduna north Local Government Area, so they are in position to give correct information on the implementation of UBE and completion rates among pupils in primary schools in Kaduna North in Kaduna State , Nigeria..

Table 4.6 : Interpretation guide

Number	Mean range	Respond mode	Interpretation
3	2.33-3.00	Available and sufficient	High
2	1.66-2.33	Available but insufficient	Medium
1	1.00-1.66	Not available	Low

Table 4.6. shows the interpretation and the meaning of the data presented in the level of implementation of universal basic education (UBE) (table 4.7) and completion rates among pupils in primary schools. (table 4.8).

4.7 implementation of Universal Basic Education (UBE)

The first specific objective of the study was to investigate the level of implementation of the UBE policy (in terms of funding allocation, human resources and material facilities, To achieve

this objective, respondents were asked for their opinions on the various aspects of the policy implementation of UBE. The results from their responses are presented in the table 4.7 below;

Table 4.7 Mean and standard deviation showing the level of implementation of the Universal Basic Education. (n = 188)

Funding	N	Mean	Std.	Interpretation
There is enough funding for teachers' salaries	6	2.24	0.946	Medium
Head-teacher receive funding for school operation cost	6	1.54	0.812	Low
Enough funding for teachers upgrading/training	6	1.15	1.082	Low
There is funding for school meals	6	1.10	1.004	Low
Average mean	6	1.51	0.961	Low
Material facilities				
There is desk and table for teachers & pupils	6	1.78	1.031	medium
There is computer laboratory and Computers	6	0.57	0.218	Low
Enough class room	6	1.34	0.421	Low
Housing for teachers	6	1.00	0.861	Low
There is enough teaching aids in this school	6	1.84	0.811	Medium
Textbook for teachers and pupils is available	6	0.61	0.749	Low
Average mean	6	1.19	0.682	Low
Human resource				
Enough trained and qualified teachers	6	1.47	0.141	Low
One teacher to handle more than one subject.	6	2.41	0.841	High
Teachers teach on area of specialization	6	0.95	1.614	Low
We have enough teacher to teach in all classes in this school.	6	0.25	0.169	Low
Average mean		1.27	0.691	Low
Grand Mean		1.37	0.847	Low

Source: field survey, (2017),

The results shows that as to funding allocation for the implementation of Universal Basic Education in Kaduna north Local Government Area, there is enough funding for teachers'

salaries, and the mean =2.24, standard deviation =0.946 respondents available but insufficient were interpreted medium. Head-teacher received funding for school operational costs with a mean=1.59 and standard deviation=0.812 respondent not available and interpreted low. Enough funding for teachers upgrading/training mean and standard deviation (1.15, 1.082) and interpreted low respondent not available. There is funding for school meals has mean and standard deviation of 1.51 and 0.961 respondent not available and interpreted low.

As to material facilities with average mean and standard deviation of 1.19 and 0.682 responded not available and interpreted low. There is desk and tables for teachers & pupils with a mean and standard deviation of 1.78, 1.031 which interpreted medium and responded available but insufficient. There is computer laboratory and computers having responded not available and interpreted low with a mean and standard deviation of 0.57, 0.218. Enough class rooms is the third indicator of material facilities which were responded not available and interpreted low with a mean and standard deviation of 1.34 and 0.421. Housing for teachers having a mean and standard deviation of 1.00 and 0.861 interpreted low responded not available. There is enough teaching aids in this school having a mean 1.84 and standard deviation 0.811, which interpreted medium and respondent available but insufficient. Textbook for teachers and pupils is available it has a mean and standard deviation of 0.61 and 0.749 interpreted low responded not available.

In view of that human resources is one of the variable of this study having an average mean and standard deviation of 1.67 and 0.691 indicate available but insufficient and interpreted medium. This signified that there is human resource in the school but insufficient. Enough trained and qualified teachers having a mean and standard deviation of 1.47 and 0.141 responded not available and interpreted low. One teacher to handle more than one subject with a mean and standard deviation of 2.41 and 0.841 which were interpreted high and responded available and sufficient. Teachers teach on area of specialization having a mean of 0.95 and standard deviation of 1.614 which responded not available and interpreted low signified that teachers teach subject that are not specialized on it. We have enough teachers to teach in all classes in this school is one the last indicator in human resource availability it has mean and standard deviation (0.25, 0.169) responded not available and interpreted low meaning in all schools selected for this study they

don't have teachers that teach in all classes showing a teacher taking more than the required subject allocated. The grand mean for implementation of UBE is 1.37 which means low. This shows that implementation of UBE in Kaduna North in Kaduna State was poor. The stakeholders did not implement the UBE efficiently and effectively which may be due to lack of funding allocation, human resource and materials facilities.

Table 4.8. Mean and standard deviation showing the completion rates of pupils in primary

Year	Enrolment						TRN	CMT	X	SD	Intn
	LEAB DW	LEA UNS	LEA KW	LEA RGUZ	LEA URM	LEA CMN T 'A'					
2004	1980	1652	1201	1429	1628	1184	64%	30.7%	2.11	0.99	M
2005	1821	1421	1011	1249	1172	1149	69%	31.4%	1.01	1.02	L
2006	1524	1887	1169	1841	948	762	93%	31.8%	1.09	0.94	L
2007	1872	1581	1091	1781	1821	1820	85%	35.2%	2.10	1.01	M
2008	1894	1428	1261	1924	2111	1611	80%	33.3%	1.90	1.08	L
2009	1304	1342	1612	1411	2003	1341	78%	30.0%	2.11	0.64	M
2010	1561	1341	1241	1090	1021	1244	91%	34.3%	2.80	0.71	H
2011	1244	1321	1351	1821	2100	1169	87%	41.7%	1.89	0.54	M
2012	1684	1381	1513	1431	1551	1234	90%	40.9%	1.74	0.15	M
2013	1972	1401	1211	1344	1525	1256	88%	48.1%	1.41	0.24	L
2014	2001	1129	1110	1821	1498	1330	85%	40.5%	1.89	1.03	M
2015	2110	1621	1431	1241	1661	1134	86%	39.8%	1.01	0.74	L
2016	2180	1525	1871	1900	1684	1521	89%	36.6%	1.17	0.86	L
Average Mean	1781	1470	1313	1560	1594	1289	83.5%	36.5%	1.65	0.77	L

Source: *Universal Basic Education Board, (2016)*

KEY: BDW= Badarawa, UNS= Unguwan-sarki, KW= kawo, RGZA=Rafin guza, URM= Unguwan Rimi, CMNT 'A' =Contourment 'A', TRN= Transition, CMT= Completion, X=Mean, SD= Standard deviation, Intn= interpretation, H= High, L=Low, M= medium.

The second specific objective of the study was to find out completion rates of pupils in primary schools in Kaduna North, Kaduna state, Nigeria. To achieve this objective, a review of documents was conducted, to evaluate the records for schools enrolment, transitions and

completion rate of pupils over the period of 13 years since the introduction of the Universal Basic Education from 2004 to 2016. The results from this review are presented in the table 4.8 above. From the information obtained about the completion rates among primary school pupils attending Universal Basic education program in Kaduna North, Kaduna state, Nigeria, the results showed that the average enrolment of 9007, transition 83.5%, completion 36.5%, mean = 1.649, std. 0.766 for pupils over the past 13 years were respondent very relevant interpreted medium, his compares favorably with a ten-year average enrolment rate was 6,989 pupils before the introduction of Universal Basic Education. The transition rates have also been on a steady increase, from 64% in 2004 to 89% in 2016, though with slight occasional drops. The implementation of UBE has increased the transition rates for primary school pupils compared to the pre-UBE period, however, it's below than the government target of 100% transition. The completion rates for primary school pupils have been fluctuating over the 13 years of the implementation of Universal Basic Education with the lowest rate being 30.7% in the initial year of the implementation (2004), and the highest being 48.1% in 2016, over the past 13 years.

The results from the opinion of the respondents in the table 4.8 above revealed that the enrolment, transition, and completion rate were shown below: In 2004 the enrolment in total 9074 which were accounted by LEA badarawa 1980, LEA unguwan-sarki 1,652 LEA kawo 1201, LEA Rafin Guza 1429, LEA Unguwan-Rimi 1,628, LEA Contourment 'A' 1184, transition 64% and completion rates 30.7% interpreted medium with mean=2.11, std=0.987. In 2005 the enrolment in total 7823 accounted for LEA Badarawa 1821, LEA Unguwan-Sarki 1421, LEA Kawo 1011, LEA Rafin Guza 1429, LEA Unguwan Rimi 1172, LEA Contourment 'A' 1149, transition rate 69%, completion rate 31.4%, with mean and standard deviation 1.011 and 1.021 and interpreted low. In 2006 the enrolment rate in total 8131 accounted for LEA Badarawa 1524, LEA Unguwan-sarki 1,887, LEA Kawo 1169, LEA Rafin Guza 1841, LEA Unguwan-Rimi 948, LEA Contourment 'A' accounted 762, transition rate 93%, and completion rate of 31.8% with mean of 1.089 and standard deviation of 0.941 and interpreted low. In 2007 the enrolment rate totaling 9966 which accounted for LEA Badarawa 1,894, LEA Unguwan-sarki 1,581, LEA Kawo 1,091, LEA Rafin Guza 1,781, LEA Unguwan Rimi 1,821, LEA Contourment 'A' amounted to 1,820, transition rate 85%, completion rate 35.2% with mean and standard deviation 2.100 and 1.009 were all interpreted low. In 2008 the enrolment rate in total

was 9429 were accounted for LEA Badarawa 1,894, LEA Unguwan- sarki 1,428, LEA Kawo 1,261, LEA Unguwan Rimi 1924, LEA Contourment 'A' 1611, transition rate 80% and completion rate 35.2% which interpreted low mean and standard deviation 1.900 and 1.081. Therefore in 2009 the enrolment in total was 9,013 LEA Badarawa 1,304, LEA Unguwan-sarki 1,342, LEA Kawo 1,241, LEA Rafin-Guza 1,411, LEA Unguwan Rimi 2003, LEA Contourment 'A', transition rate and completion rate were 78% and 30.0% with mean of 2.111 and standard deviation of 0.641 interpreted medium. Conversely, in 2010 the enrolment in was 7498 which accounted for by LEA Badarawa 1,561, LEA Unguwan- sarki 1,341, LEA Kawo 1,241, LEA Rafin guza 1,090, LEA Unguwan Rimi 1,021 and LEA Contourment 'A' 1,244 having transition rate of 91% and completion rate of 34.3% with a mean and standard deviation 2.10 and 0.711 which were interpreted medium. In 2011 enrolment was 9,006 which accounted for by LEA Badarawa 1,244, LEA Unguwan- sarki 1,321, LEA Kawo 1,351, LEA Rafin guza 1,821, LEA Unguwan Rimi 2,100 and LEA Contourment 'A', transition 87%, 41.7% for completion rate having mean and standard deviation of 1.891 and 0.541 which were interpreted low.

Furthermore, in 2012 enrolment in total was 8,794 accounted for LEA Badarawa 1,684, LEA Unguwan-sarki 1,381, LEA Kawo 1,513, LEA Rafin guza 1,431, LEA Unguwan Rimi 1,551, LEA Contourment 'A' 1,234, transition 90% and completion rate was 40.9% interpreted low with mean and standard deviation of 1.741 and 0.154. In 2013 the enrolment in total was 8,789 accounted for by LEA Badarawa 1,972, LEA Unguwan sarki 1,481, LEA Kawo 1,211, LEA Rafin guza 1,344, LEA Unguwan Rimi 1,525, LEA Contourment 'A' 1,256, transition rate 88%, completion rate 48.1% with mean and standard deviation of 1.211 and 0.241 interpreted low. In 2014 the enrolment rate was 8,889 which accounted for by all schools in the study which are LEA Badarawa 2001, LEA Unguwan sarki 1,129, LEA Kawo account for 1110, LEA Rafin guza 1821, LEA Unguwan Rimi 1498, LEA Contourment 'A' accounted for 1330, with transition rate 85% and completion rate 40.8% having a mean and standard deviation of 1.891 and 1.029 which interpreted medium. In 2015 the enrolment was 9,198 which accounted by LEA Badarawa 2,110, LEA Unguwan sarki 1621, LEA Kawo 1431, LEA Rafin guza 1241, LEA Unguwan Rimi 1661, LEA Contourment 'A', transition rate 86% and 39.8% which were interpreted low having a mean and standard deviation of 1.011 and 0.741. Finally, in 2016 the enrolment was 10,681 which accounted by LEA Badarawa amounted for 2,180, LEA Unguwan sarki 1525, LEA Kawo

1871, LEA Rafin guza 1900, LEA Unguwan Rimi 1684, LEA Contourment ‘A’ 1521, transition rate 89% and completion rate of 36.6% with mean and standard deviation of 1.174 and 0.856 interpreted low as indicated using interpretation guide.

The transition rates have also been on a steady increase, from 64 % in 2004 to 89% in 2016, though with slight occasional drops. With an average mean transition rate of 83.5 %, 36.5% completion rate over the past 13 years. The implementation of UBE has increased the transition rates for primary school pupils compared to the pre-UBE period, however, it’s below than the government target of 100% transition. The completion rates for primary school pupils have been fluctuating over the 13 years of the implementation Universal Basic Education, with the lowest rate being 30.0% in the initial year of the implementation (2009), and the highest being 48.1% in 2013, with an average mean of completion rate 36.5 % over the past 13 years. Therefore, from these figures, it can be observed that the implementation of Universal Basic Education has improved the enrolment, transition and completion rates were interpreted low because the mean and standard deviation was 1.649 and 0.766..

Table 4.9 . Pearson Linear Correlation Coefficient Showing the relationship between implementation (UBE) and completion rates of pupils in primary schools.

		Implementation of UBE	Pupils completion rates
Implementation of UBE	Pearson Correlation	1	.578**
	Sig. (2-tailed)		.000
	N	188	188
Pupils completion rates	Pearson Correlation	.578**	1
	Sig. (2-tailed)	.000	
	N	188	188

** . Correlation is significant at the 0.01 level (2-tailed).

The third specific objective was to establish the relationship between implementation of UBE and pupil completion rates in some primary schools in Kaduna North, Kaduna state, Nigeria. To achieve this objective, Pearson linear correlation was used to determine the relationship between the variables. The results of this study were presented in table 4.5 which revealed that there is positive relationship between universal basic education implementation (UBE) and pupil completion rates, at 0.00 sig. ($r = 0.578^{**}$, $N = 188$). Therefore, the null (H_{O3}) hypothesis was rejected and alternate (H_{a3}) hypothesis was accepted that there is positive significant relationship between implementation universal basic education (UBE) and pupils' completion rates in Kaduna north local government, Kaduna state, Nigeria.

Table 4.10 Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	30.209	2.703		11.176	.000
Funding	.980	.134	.162	3.639	.000
Material facilities	.414	.129	.147	3.216	.001
Human resources	.726	.168	.213	4.315	.000

- a. Independent variable implementation of UBE,
- b. b. Dependent variable completion rate

$$R^2 = 0.34, \text{ Adjusted } R^2 = 0.171, \text{ sig.} = 0.000.$$

The established regression equation was $Y = 30.209 + 0.980(\text{Funding}) + 0.414 (\text{material facilities}) + 0.726 (\text{human resource})$. From the above regression equation it was revealed that holding funding, material facilities, human resource, healthcare facilities at 95% confidence interval to a constant zero, pupil's completion rate would stand at 30.209. A unit increase in funding would lead to increase in the completion rate by factors of 0.980, which implies that implementation of universal basic education (UBE) account for 98%. unit increase in material facilities would lead to increase in completion rate among pupils by factors of 0.414, unit increase in human resource would lead to increase in completion rate among pupils by a factor of 0.726, and a further units increase in healthcare facilities would lead to increase in completion

rate by a factors of 1.023 among pupils in primary school in Kaduna north local government, Kaduna state, Nigeria.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents discussions, conclusions and recommendations of findings of the study. The discussion and conclusions are drawn from the research findings obtained from primary and secondary data.

5.1 Discussion of Findings

5.1.1 The level of implementation Universal Basic Education in Kaduna north local government, Kaduna state, Nigeria.

The first objective of the study was to investigate the level of implementation of the UBE (in terms of funding, human resources and material facilities) among pupils in primary schools in Kaduna North, Kaduna state, Nigeria. The results on the availability of funding showed that the funding for teachers' salaries was available and insufficient and interpreted medium, on the head-teacher receives funding for schools' operational costs were not available, on the funding for teachers' upgrade/retraining show that the funding was not available, and on funding for school meals the results showed that the funding was not available. Therefore, the average mean for funding for the implementation of UBE not available interpreted low.

The results on the availability of material facilities showed that in average material facilities not available which interpreted low. There is desk and tables for teachers and students in the schools were available but insufficient, there is computer laboratory and computers was not available interpreted low, and also enough class rooms in the schools was available but insufficient and interpreted medium, housing for teachers was not available in all schools interpreted low. There is enough teaching aids in this schools was available but insufficient and interpreted medium and last construct in availability of material facilities textbook for teachers and pupils is available in this school showed that in the check list not available and interpreted low. Availability of human resources in average showed that not available and interpreted low. There is enough trained and qualified teachers was not available and interpreted low and one teacher to handle more than one

subject was available but sufficient which interpreted high, teachers to teach on area of specialization was not available and interpreted low and last indicator in availability of human resource is we have enough teachers to teach in all classes in this school is not available low by interpretation.

The last variable in this point was healthcare facilities in average was not available and interpreted low. In line with the indicators there is dispensary in this school showed was available and sufficient, there is enough medicine in the school revealed that not available interpreted low, first aid kits is available showed not available and interpreted low, hygienic environment in all schools was not available and interpreted low, and last construct clean laboratories was not available and interpreted low. The grand mean for these variables showed that it was not available and interpreted low.

These findings are in agreement with those of (Egwu,2008) who reported that most of the required infrastructural facilities such as well-equipped libraries, laboratories and standard classrooms in Nigeria schools are in adequate and lacking in most cases, a situation that has posed a lot of challenges to the teachers in effective delivery of their services in the schools. Hence, Egwu (2008) concluded that the low standard of education found across the country today is caused by bad school facilities infrastructures, where most of the required facilities and infrastructure are available, they are dilapidated in condition, making the situation more critical thereby, resulting in challenges affecting quality teaching in the schools system. Contributing further, Williams (2003) revealed that a common sight in Nigeria schools is that most students stand by the windows to receive their lessons thereby compelling the teachers to shout on top of their voices with tremendous amount of energy lost in order that UBE students will hear the teachers. The findings are also supported by the result of the study conducted by Baba (2010), on problems of school facilities in Nigeria. Baba tope reported that there are case of gross inadequacy of instructional materials such as current text books, dictionaries and electronics teaching aids among others in Nigerian schools. Adequate provision and maintenance of instructional material are required for a successful implementation of UBE programme in Nigeria (Abdulkareem, 2000) supporting this view, Anih (1987) see instructional materials as

providing experiences which will develop understanding and enhance thinking among others. Policy funding allocation is the raising demand and cost of education to address the worsening problem government at the local state and national level must be shoulder higher responsibility for boosting basic education by allocating more funds to the sector (Adebimpe, 2001). The policy funding allocations is the implementation of the right to education requires funding in order to build school, pay teacher salaries & training, proving teaching materials (UN Global education, 2015). Apart from poor forecast, inadequate funding of education in another factor affect adequate distribution of facilities to schools. Ever when sufficient planning is put in place, government at all levels is usually not ready to bear the full financial demand of education (Awoleye, 2015).

Funding issues indicated that financial resources are made of monetary inputs into a system such as education system. They act as a lubricant for the system (primary education) and without these financial resources programme cannot be properly planned and policies implemented. Hitherto, without availability of funds and proper management to carry out any work at the primary level any plan of transformation are to fail. Therefore, funding issues in primary educations plays a crucial role in determining the level of success, development and change. It also helps to direct attention towards the achievement of set goals at all level of education. Adequate funding entails a timely supply of funds, qualified teachers, administrations and infrastructural facilities to ensure success in any organizations (Ebong, 2006). The results also agreed with Isangedighi (2007) opinioned that teachers is a decisive element of instructional setting that decides the mood of the class and his qualification, and experience determine his productivity. Opoh, Unimna & Ogbiji (2014) school teachers are who overloaded with the task of teaching the students are not even qualified to teach.

According to (Ade-Ajayi 2003) on a similar study on challenges of effective schools management in Nigeria, that the funding of the educational system by the government in recent times has not been effective in the sense that the share of the government expenditure going to the education sector has been on the declining state, resulting in poor performance of the sector.

This is also evident in the report of (Brand Berry, 2008) who stated that stakeholders have been lamenting over the poor quality of education in Nigeria with a slim allocation every year in the nation's budget. (Puyate, 2008) also said that inadequate funding of educational system is a major barrier in the achievement of the desired result of the system.

5.1.2 Completion rates of pupils in primary schools

The second objective was to find out the completion rates among pupils in primary schools in Kaduna North, Kaduna state, Nigeria. The transition rates have also been on a steady increase, from 64 % in 2004 to 89% in 2016, though with slight occasional drops. With an average mean transition rate of 83.5 %, 36.5% completion rate over the past 13 years. The implementation of UBE has increased the transition rates for primary school pupils compared to the pre-UBE period, however, it's below than the government target of 100% transition. The completion rates for primary school pupils have been fluctuating over the 13 years of the implementation Universal Basic Education, with the lowest rate being 30.0% in the initial year of the implementation (2009), and the highest being 48.1% in 2013, with an average mean of completion rate 36.5 % over the past 13 years. Therefore, from these figures, it can be observed that the implementation of Universal Basic Education has improved the enrolment, transition and completion rates were interpreted low because the mean and standard deviation was 1.649 and 0.766 based on interpretation guides in in table 4.8.

These findings are consistent with those of the National Action Plan (2013), which stated that an important indicator of quality is the rate of transition from primary to junior secondary, adding that before 2006 transition from primary to junior secondary level was based on a selection examination which meant that some children who could not pass the examination were pushed out of school. However, with the introduction of the free and compulsory nine-year (now ten year) basic education cycle, transition to junior secondary became automatic with effect from 2006. The only evidence required to show that a child had completed primary school became continuous assessment records signed off by the head teacher. This, however, does not guarantee

100% transition because the junior secondary system lacks the capacity to absorb all children transiting from primary schools. With public junior secondary schools having limited capacity and the sometimes prohibitive costs of private schools, the trend of children dropping out at the end of primary school is likely to continue. The “2013 State of Education Report” indicates that a number of States were transiting at significantly high rates. It also added that completion rates in primary education were relatively low, although there was consistent increase for both boys and girls over the period 1998-2001. According to the National Action Plan (2013), an average of 65.1% of pupils admitted into Primary 1 in 1993 completed Primary 6 in 1998. 72.9% of intakes in 1994, 76.75 in 1995, and 83.4% in 1996, completed Primary 6 in 1999, 2000, and 2001 respectively. The trend was similar for both male and female although girls had typically lower numbers. Table 3.6.4 shows that completion rates for primary education were higher for girls than for boys in 2010 and 2011 with 72% for girls as against 69% for boys in 2010, and 81.4% for girls as against 70% for boys in 2011.

Therefore, it is important that both countries and donors clearly understand the accuracy and validity of the measures. One such measure is the primary completion rate, currently favored by some donors as the principle measure of a country’s progress towards universal primary education (UPE). The magnitude and timeframe of expected changes in the completion rate can vary considerably depending on the particular country circumstances and policy changes or interventions (Adenula, 2011). Unlike enrollment and intake rates, it is a lag indicator of the effect of changes in entry-level access, but captures immediately the effect of changes occurring at the end of the primary school cycle. In most countries on-time completion rates are below 15%, according to UNESCO (2010). (Nduwayo 2012) similar findings revealed that completion rate in primary schools computed overall mean index was 72.49 and std. fell under high on likert scale.

5.1.3 The relationship between implementation UBE and completion rates of pupils in primary schools.

The third specific objective was to establish the relationship between implementation of UBE and pupil completion rates in some primary schools in Kaduna North, Kaduna state, Nigeria. The findings of this study revealed that there is positive relationship between implementation universal basic education (UBE) and pupil completion rates, at 0.00 sig. ($r = 0.578^{**}$, $N = 375$). Therefore, the null (H_{03}) hypothesis was rejected and alternate (H_{a3}) hypothesis that there is positive significant relationship between implementation universal basic education (UBE) and pupils' completion rates in Kaduna north local government, Kaduna state, Nigeria.

According to (Nduwayo, 2012) findings revealed that there is a significant relationship between UBE policy implementation and level of completion rates in primary school in Kamayi where r value is 0.16 at 0.000 level of significance. Masud (2014) found out that there is significant relationship between universal basic education (UBE) policy implementation and completion rate in primary schools located in Mutum-biyu district Gassol local government, Taraba state, Nigeria. Jenkner (2004) the findings shows that compliance with universal basic education policy implementation regards to primary schools education were significantly low while there is significant relationship between the implementation policy of UBE policies and completion rates in primary education in poor countries. The findings also similar with Fabunmi, (2004) the F-statistics showed that the relationship between the implementation of funding policy of primary education was significant ($F1, 148.194, P < 0.05$).

5.2 Conclusions

Objective one

The study is to examine the level of implementation universal basic education (UBE) therefore, based on the finding of this study and previous study, we concluded that the level of implementation universal basic education (UBE) policy in Kaduna north local government Kaduna state, Nigeria is very high.

Objective two

The study is to find out the completion rates among pupils in primary schools. Based on the finding of the study and previous study we concluded that the completion rates of pupils' primary schools in Kaduna north local government Kaduna state, Nigeria is very low.

Objective three

The study was to establish the relationship between implementation of Universal Basic Education (UBE) and completion rate among pupils in primary schools. Therefore, based on the finding of the study it was concluded that there is positive significant relationship between universal basic education (UBE) policy implementation and completion rates among pupils primary schools in Kaduna North local government, Kaduna state, Nigeria..

5.3 Recommendations

The basis of the above findings, the researcher made the following recommendations for improvement bearing in mind the importance of the implementation of universal basic education (UBE) in providing education for all:

1. Government should organize regular seminar and workshop for teachers to enable them to make meaningful contributions for the effective implementation of UBE programme in the primary schools.
2. Government should recruit more teaching staff for the primary schools and provide adequate infrastructural facilities, instructional materials and sufficient funding for the effective implementation of UBE in primary schools.
3. Extra effort should be put to ensure that completion rates of pupils improve to enable them finish their primary school within stipulated period of time.
4. Government should fully improve universal basic education policy implementation should go in-line with completion rates among pupils in primary schools.

5.4 Area for Further Study

1. The study was universal basic education policy implementation and completion rates among pupils in primary schools in Kaduna north local government, Kaduna state, Nigeria similar study should be done in other state.
2. The study was done in Kaduna north local government similar study should be done in other areas in the state to determine the level of universal basic education policy implementation affect the completion.
3. Further study should be done to link the policy implementation with the constructs under completion rate.
4. Study should be done to find out other factors affecting completion rates in primary schools.
5. Further study should be done on funding policy and pupil's enrolment.
6. Further study should be done on material facilities and completion rate.

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Appendices

Appendix I: Transmittal letter

Appendix II: Letter to the Respondents

APPENDIX III: Informed Consent

APPENDIX IV: Questionnaires

Section A: Demographic information

1. Gender Male
 Female
2. Age group 18 – 25 years
 26 – 35 years
 36 – 45 years
 46 – 55 years
 56 years and above
3. Marital status Single
 Married
 Divorced/separated
 Widowed
4. Education level Bachelor's degree
 Diploma
 Certificate
 O – level
 Primary
 Other, please specify.....
5. Duration of employment Under 5 years
 5 – 10 years
 10 – 15 years
 15 – 20 years
 Over 20 years

Section B: UBE policy implementation

Aspects		Available and sufficient (A&S)	Available but insufficient (AbI)	Not available (NA)
Funding	1. Funds for teachers' salaries			
	2. Funds for school operational costs			
	3. Funds for teacher upgrading/retraining			
	4. Funds for school meals			
Facilities	1. Text books for teachers and pupils			
	2. Computers			
	3. Desks for teachers and pupils			
	4. Housing for teachers			
	5. School van			
Human resources	1. Trained administrators			
	2. Trained financial managers			
	3. Trained HR managers			
	4. Trained/qualified teachers			

Section C: Pupil completion rates

Year	Enrolment	Transition	Completion
2004			
2005			
2006			
2007			
2008			
2009			
2010			
2011			
2012			
2013			
2014			
2015			
2016			

PENDIX V: Computation of validity of an instrument

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.855
(2017).	Approx. Chi-Square	6.874E3
	df	630
Bartlett's Test of Sphericity	Sig.	.000

Source: computation, (2017)

APPENDIX VI: Computation of reliability of instruments

Reliability Statistics

Cronbach's Alpha	N of Items
.910	26

The formula shows below.

$$\alpha = k - 1 \frac{1 - \sum S D^2_i}{K SD^2_t}$$

Where K =Number of questions in the questionnaire

$S D^2_i$ = Standard deviation square variance for each in individual items.

SD^2_t = Variance for the total items in the questionnaire. The reliability of the instrument was approved from coefficient within the accepted statistical range of 0.75 – 1.0.