

**IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION (UBE)  
PROGRAM IN EBONYI STATE, NIGERIA. FOCUS: FREE,  
COMPULSORY AND PROVISIONS OF INFRASTRUCTURE.**

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***Abstract***

*The main purpose of the study was to assess the implementation of UBE in Ebonyi State, in order to determine the extent of success achievement on some factors such as free and compulsory education and infrastructural provision.*

*The study answered three research questions and tested three null hypotheses. Descriptive survey design was adopted. The study was limited to all the state owned primary and junior secondary schools in the state. The population of the study comprised 10,524 primary school teachers and 5,485 junior secondary school teachers, making the total population to be 16,009. Ten percent of the population which is 1,600 was selected using the simple random sampling technique. The instrument used for data collection was questionnaire, designed on a four point scale by the researcher. The test of internal consistency (reliability) was conducted using cronbach alpha, and it yielded 0.97. data were analyzed using mean, standard deviations were used to answer the research questions and Z-text was used to test the hypotheses at 0.05 level of significance. The findings of the study showed that UBE in Ebonyi State is to some extent free and compulsory. There were inadequate infrastructures in the schools. Based on these findings the follow recommendations were made; Government at all levels should enforce the free and compulsory universal Basic Education, by evoking the necessary sanctions on defaulters as contained in the UBE Act, 2004; among other things.*

**Keywords: Free, Compulsory, Education and Universal Basic Education.**

**Introduction**

The Federal Republic of Nigeria (2004) defines Basic Education as education that will be of 9 years duration comprising 6 years of primary education and 3 years of junior secondary education. It shall be free and compulsory. It also includes adult and non-formal education programmes for adults and out of school youths.

According to Federal Ministry of Education (1999) basic education is the type of education given at the foundational level of education. However, it changes and varies from country to country. In Nigeria, it is 6 years of primary schooling, 3 years of junior secondary schooling. In Japan, basic education is given from primary education to first 3 years in secondary school. In Russia, it is four years of primary school and 3 years of lower secondary school (Nwagwu, 2002). On the other hand, the 1990 Jomtien Declaration and framework of action on Education

for all does not define basic

education in terms of years of schooling, rather it sees basic education in its broad sense, as that act for the realization of all round development of human potential. Ukeje (2000) explains basic education as the education for life rather than for livelihood. He also sees it as education that makes the person possess full functional membership of his society. Mgbodile (2000) describes basic education as the education for sustainable life-long learning, which provides basic skills for reading, writing and numeracy. According to him basic education comprises a wide variety of formal and non-formal education activities and programmes designed to enable them live meaningful and fulfilling life in order to contribute to the economic and cultural benefits of the society and competently discharge their civic responsibility. To Ocho (2005), basic education entails moral and citizenship education that would equip one with the knowledge of right and wrong in one's society and duties of citizenship. In addition, there should be agricultural education, since Nigeria is an agrarian country that would enable one survive on the land and its waters. In other words, basic education should include literacy and numeracy that would enable knowledge, skills and other competencies from the written word and makes self-education possible and in addition make employment in urban areas also possible.

However going by Ocho's idea, it is observed that the implementation aspect of Universal Basic Education (UBE) in Nigeria has not attained the ideal requirements of what a basic education should be. Nwagu (1976) described basic education as a programme for the eradication of illiteracy and which should provide life skills to both young and adult Nigerians.

Osagie and Ehigie (2000) defined UBE as a process for attaining an egalitarian society that emphasizes free and compulsory education for Nigerian children up to junior secondary school. The 1990 Jomtien conference stated that basic education is the education that is designed to meet basic learning needs. These basic learning needs include the acquisition of essential tools such as literacy and numeracy and basic learning content such as knowledge, skills values and attitude required by human beings to be able to service and develop their full capacities. Adefolola (2009) describes UBE as an educational programme designed by the administration of Olusegun Obasanjo to provide mass literacy and bridge the educational gap between the rich and the poor children for a brighter future. According to Adamu (2000), the UBE programme is an ambitious educational programme which was launched by the government of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate accelerated natural development, political consciousness and natural integration. In his contribution Denga (2000), defines UBE as the type of education in quality and content that is given in the first level of education which is 9 years (primary to junior secondary school).

Finally, Ehiamezor (2002) said that UBE is geared towards equipping individuals with such knowledge, skills and attitude that will enable them live meaningful and fulfilling lives, contribute to the development of the society and discharge the civic obligations competently among others. It is pertinent to note here that the two terminologies; "Basic education and UBE" are slightly different things, although similar in meaning. So far, Obong (2006:10) clarified the meaning of both terminologies, stating that:

... in the context of law, basic education bears a restrictive definition while UBE is broadly defined, but the critical features of education as defined here includes 'compulsory', 'free' and 'universal' education for every child of primary and junior secondary school age.

The rationale for introducing UBE in Nigeria is fundamentally based on the fact that many Nigerians, both young and adults are illiterate and poor, and could not contribute meaningfully towards the development of the nations. In agreement with the above assertion, Denis (2009) was of the view that the strong desire of the government to fight poverty and reinforce participatory democracy in Nigeria by raising the level of awareness and general education level of the entire citizenry, was the reason the UBE was introduced. Ogbonna (2001) stated that the reason for embarking on UBE scheme is seen in the fact that Nigeria is a signatory to the 1990 Jomtien Declaration on education for all by the year 2000, a member of the group of E-9 Nations committed to the total eradication of illiteracy. He went further to say that the illiteracy rate in Nigeria is esteemed at 52%. A similar report from Egbochukwu and Ochuba (2008:87) stated that:

About 4 million Nigerians have no access to basic education. The UBE programme is a corner stone for sustainable life-long learning in all areas of educational development. A programme essentially established to remove all the problems which the present basic educational levels; pre-primary, primary and junior secondary school systems are having; a programme that provides quality education for citizenry to enable them read and write and provide the necessary, vocational, entrepreneurial and life skills; a programme that provides through non-formal education, compensatory opportunities for children, youths and adults who have missed formal education; a programme that re-enforces the present educational system to lay a solid formation for the nation.

**Statement of the problem:**

Implementation of the Universal Basic Education (UBE) programme is intended to remove all the obstacles to life-long education for many of our citizens who otherwise could be denied the opportunity of education. It is the enhancement of the individuals right to formal education especially the disadvantaged boys, girls and drop-outs at primary and junior secondary education levels of education (UBEB Digest, 2002). Ebonyi state is acknowledged as educationally disadvantaged and lacks manpower in almost all the parastatals and disciplines.

Also in effort to describe the educational backwardness of the indigenes of the old Abakaliki Division, Elechi ranked them as the children of the 20<sup>th</sup> Century who were not qualified enough to utilize their Eastern Nigerian Government Scholarship opportunities.

He went further to say that in 1957, 472860 inhabitants of Abakaliki Division had not produced even a university graduate. This was evidence by the fact that by the end of 1957 the first set of secondary school graduates of Abakaliki were just emerging from their respective distant colleges, as they were no post primary school in division at that time. He again stated that though they were less advanced in education, despite their numerical advantage, were also less privilege in

distribution of social and infrastructural amenities such as tarred roads, water supply etc. for in order to have success in business ventures and the seemingly limitless opportunities for employment, there must be education, he concluded.

Egwu (2007) remarked that the educational system in Nigeria and Ebonyi State in particular is cancerous. He went further to state that the relationship between input and output is very poor. According to Him, the product cannot meet the demand of the society. He again asserted that Ebonyi State still ranks highest in backwardness in educational performance scale. The researcher agrees with the State of Education in Ebonyi State as narrated by Egwu (2007) with the commencement of the UBE, it is the intention of the State stakeholders to use the UBE to ameliorate the status of Education in Ebonyi State . It is in order to examine the success of the UBE in Ebonyi State that the researcher plans to find out the extent and problems of the implementation of the UBE in Ebonyi State as a way of determining the level of success or failure and the accompanying implementation problems. What is the extent of implementation of UBE in Ebonyi State, are they encouraging problems?

### **Purposes of the study**

The main purpose of this study is to assess the implementation of UBE in Ebonyi State, in order to determine the extent of success achieved Specifically, the researcher sought to:

1. Examine the extent UBE is made free in Ebonyi State.
2. Ascertain how UBE is compulsory in Ebonyi State.
3. Find out the level of infrastructural provision for the implementation of the programme

### **Research questions.**

Three research questions were formulated to guide the study, they are:

1. To what extent is UBE free in Ebonyi State?
2. To what extent is UBE compulsory in Ebonyi State?
3. What is the extent of provision of adequate infrastructure in primary and junior secondary schools in Ebonyi State?

### **Research hypotheses:**

The study was guided by the following hypotheses, which were tested at 0.05 significant levels.

H<sub>01</sub>: There is no significant difference between the mean ratings of primary and junior secondary school teachers on whether the UBE is free in Ebonyi State.

H<sub>02</sub>: There is no significant difference between the mean ratings of primary and junior secondary school teachers on the extent the UBE is compulsory in Ebonyi state.

H<sub>03</sub>: There is no significant difference between the mean ratings of primary and junior secondary school teachers on the provision of infrastructure in Ebonyi State School.

## **METHOD**

This section was discussed under the following subheadings: Research Design, Area of Study, Population of the Study, Sample and Sampling Technique, Instrument for Data Collection, Validity of Instrument, Reliability of Instrument, Method of Data Collection and Method of Data Analysis.

### **Research Design**

The researcher used descriptive survey design for this study. This design is appropriate because it is concerned with assessing the implementation of UBE and the relationship between the variables affecting implementation of Universal Basic Education programme in Ebonyi State.

### **Area of Study:**

The study covered all the public primary and junior secondary schools in Ebonyi State. Ebonyi state is located within the South –East geo-political zone of Nigeria, and was created in 1996 with 13 local government areas. Ebonyi state is bounded on the North by Benue, South by Abia, East by Cross River and West by Enugu State. Ebonyi state is divided into three (3) Educational zones namely: Afikpo, Onueke and Abakaliki. It is mostly an agrarian State. Many school-age children take more interest in farm work and animal rearing with their parents than going to school. Ebonyi state is “educationally disadvantaged” prior to the creation of the state. The researcher considered Ebonyi state most appropriate for the study because in-depth study has not been carried out in Ebonyi State on this direction.

### **Population of the study:**

The population of the study comprised all the 10,524 Primary School Teacher and 5,485 junior secondary school teachers in Ebonyi State which gives a total of 16,019 teachers in the UBE programme in Ebonyi State.

### **Sample and Sampling Technique:**

The sample of this study consisted of 1,600 respondents drawn from 10,524 Primary school teachers and 5,485 Secondary School teachers in 1,018 primary schools and 208 junior secondary schools respectively.

509 primary schools and 104 junior secondary schools were used. Therefore,

1,052 primary school teachers and 548 junior secondary school teachers were randomly selected giving a total of 1600 teachers. The teachers were selected using the stratified random sampling technique.

### **Instrument for Data Collection**

The researcher developed a questionnaire for the teachers, titled, “Assessment of Implementation of Universal Basic Education Programme” (AIUBEPRQ). This instrument has section I and II. Section I contains the statement to be responded to in clusters (A to E). the instrument was developed based on the literature reviewed. The (AIUBEPRQ) is considered most appropriate for this study, because it seeks the opinion of the respondents on already established and existing phenomena.

The instrument was a four-point scale, with assigned values as follows:

Very great extent (VGE)	= 4 points
Great extent (GE)	= 3 points
Little extent (LE)	= 2 points
Very little extent	= 1 point

### **Validity of Instrument:**

The instrument was face validated by five specialists in Educational Administration and Measurement and Evaluation. Specialists in Educational Administration screened the item structures with regard to the items of the instruments and the specialists in Measurement and Evaluation assessed the items in terms of general test format and appropriateness of the items in assessing the purpose of the study. Corrections were received and effected before this original instrument was produced.

### **Reliability of Instrument:**

The reliability of the instrument was determined using cronbach alpha estimate of reliability. The instrument was administered to 30 teachers from Abakaliki zone, who were not included in the sampled group. The reliability index was established using cronbach Alpha. It yield a coefficient reliability index of 0.97

### **Method of Data Collection**

The researcher employed the service of three research assistants for the administration of the instrument to the 1,600 respondents. The research assistants were trained on how they will carefully carryout the administration of the instrument. After the training, copies of the instrument were taken to the selected

schools and administered directly to the respondents. To ensure maximum return, the instrument were administered and collected on the spot after completion. The researcher will effectively coordinated the exercise.

**Method of Data Analysis:**

Researcher questions were answered using mean and standard deviation. A mean score of 2.5 was the benchmark for categorizing the responses in the questionnaire. A score of 2.5 and above was interpreted as being true to a great extent, below 2.5 was interpreted as little extent.

The hypotheses was tested using z score test at 0.05 level of significance.

**RESULT**

The results of data analysis were based on the research questions and research hypotheses that guided the study. The results of the analyses are presented in order of research questions and hypotheses

**Research Question I**

To what extent is Universal Basic Education free in Ebonyi State?

**Table I: Mean ratings and standard deviations of secondary and primary school teachers on how far the Universal Basic Education is free.**

S/N	ITEMS	JSS Teachers		P/S Teachers	
		$\bar{X}$	SD	$\bar{X}$	SD
1.	Parents/Guardians do not pay tuition fees in your school	3.01	1.23	2.95	1.20
2.	Parents/Guardians do not pay any levy in your school	2.18	1.07	1.99	0.62
3.	All levis are collected in your school after government approval	3.04	1.16	2.88	0.88
4.	Parents and Guardians still buy textbooks for their wards in the school	2.78	2.21	3.45	0.75
5.	Parents/guardians still buy all the writing materials for their wards in school	3.18	1.14	3.58	0.75
6.	School uniforms are provided by parents/guardians in school	3.54	.95	3.49	0.71
7.	Stationery such as exercise books and pens are supplied to schools regularly for teachers use	1.79	1.09	2.33	0.88

**Table 1: continued.**

8.	Instructional materials like textbooks chalk and chalkboard are supplied to schools for teachers use	2.52	1.17	2.53	0.94
9.	Children are fed once a day by the government expense	1.27	0.77	1.40	0.76
10.	Free medical care is provided for pupils in the school by government	1.29	0.81	1.46	0.67
11.	Government bears the cost of transporting children to and from the school	1.15	0.54	1.26	0.61
	Cluster mean and standard deviation	Mean 2.34	SD 0.39	Mean 2.48	SD 0.26

From data in table 1 above the grand mean and standard deviation (S.D) for the responses from Junior Secondary School teachers and their primary school counterparts are all below 2.50 respectively, which means that UBE is free only to a small extent. Looking at the individual items from the table, only items 1,3, and 8 with mean scores and S.D of 3.01 and 1.23,3.04 and 1.16 and 2.52 and 1.17 agree completely to the free nature of UBE in Ebonyi State. Thus, that parents/guardians do not pay tuition fees in government schools in Ebonyi State, that all levies are collected in the school sequel to government approval and lastly, that government supplies instructional materials like textbooks, chalks and chalkboard for teachers use.

Other items i.e. 2,4,5,6,7,9,10 and 11 with their mean and standard deviation all had their mean below 2.5 these indicate that the teachers both in junior secondary schools and primary school strongly affirm that UBE is not free to some extent as parents/guardians; still pay levies in schools, still buy textbooks for their ward, still buy all writing materials for their wards provide uniforms, and that government; does not supply stationery, such as exercise books and pens to schools regularly for teachers use, does not feed children in school, does not provide free medical care for pupils in the school and lastly, does not bear the cost of transporting children to and from the school.

The cluster mean and standard deviation from both group of 2.34, 0.39 and 0.26 is an indication that though the grand mean is below 2.50 and standard deviation near 0, the UBE in Ebonyi State is to a little extent free.

**Research Question 2. To what extent is UBE compulsory in Ebonyi State**  
**Table 2: Mean Rating and standard deviations of Junior secondary and Primary school teachers on whether UBE is compulsory.**

S/N	ITEMS	J.S.T $\bar{X}$	SD	P.S.T $\bar{X}$	SD
12.	Parents/Guardians who do not send their children to school are fined	1.45	.97	1.43	0.88
13.	Some parents/Guardians who do not send their children to school are imprisoned by the court of law	1.32	.83	1.39	0.73
14.	Children are forced to complete at least primary and junior secondary education	2.58	1.95	2.03	0.75
15.	Government makes attendance of schools in Ebonyi Compulsory	3.31	1.01	2.52	0.88
16.	Government makes attendance of junior secondary school compulsory in Ebonyi	3.32	1.06	2.69	0.98
17.	Compulsory education is backed up by the law of the federal republic of Nigeria	3.27	1.08	2.87	1.04
18.	Government has created enough awareness to the citizens on this compulsory education	3.27	.97	3.076	0.86
19.	Parents/guardians are responding positively to the compulsory education	2.81	.95	2.38	0.80
20.	All school-age Nigeria children in your locally are registered in school	2.40	1.05	2.05	.63
	Cluster mean and standard deviation	Mean 2.63	SD 0.57	Mean 2.27	SD 0.43

From table 2 above, the grand mean for junior school teachers is above 2.50 which means that UBE is implemented and compulsory in Ebonyi State at the junior secondary school level. On the other hand, the grand mean of the responses from the primary school teachers which is below 2.50 indicate that the UBE is being implemented and compulsory to small extent at the primary school level. This is because the Cluster Standard Deviation of the primary school teachers is below 1. On dissecting the items in the table, items 15, 16, 17 and 18 were scores above

2.50 from both groups all indicate that the UBE is compulsory and being implemented in Ebonyi State to great extent.

However, items 12, 13, and 20 from both groups disagree that parents who do not send their children to school are imprisoned by the court of law and that all school age Nigerian children in their locality are registered in school.

Furthermore, some responses varied from both groups. Looking at items 14 and 19, the junior secondary teachers all agree that children are forced to complete at least primary and secondary education and that parents/guardians are responding positively to the compulsory education. These responses are completely in contrast to the responses from the primary school teachers. The responses from the primary school teachers as regards to items 14 and 19 indicate that children are not forced to complete at least primary and secondary education and that parents/guardians don't respond positively to the compulsory education.

From the various responses, in table 2 above the junior secondary school teachers' grand mean is 2.63 with the standard deviation of 0.57 which agree that compulsory education and its implementation in Ebonyi State is to a great extent, while primary school teachers say that compulsory education and its implementation in Ebonyi state is to little extent.

### Research Question Three

**What is the extent of provision of infrastructure in Primary and Junior Secondary Schools in Ebonyi State?**

**Table 3: Mean Ratings and standard deviations on the Provision of infrastructure in Ebonyi state Primary and Junior Secondary School**

S/N	ITEMS	J.S.T $\bar{X}$	SD	P.S.T $\bar{X}$	SD
21.	Enough desk or seats are available for pupils in the school	1.93	1.00	2.12	.86
22.	The supply of electric light for energy is adequate in the school	1.38	.76	1.57	.76
23.	Many buildings in the school are dilapidated	2.35	1.17	2.40	.99
24.	The supply of electric light or energy is regular in the school	1.38	.85	1.49	.78
25.	Library service are provided in the school	1.81	1.06	1.80	1.02

26.	The school premises are fenced	1.58	.98	2.03	1.05
27.	The roads to the school are Motorable	2.11	1.17	2.21	.96
28.	The roads to the school are in good condition but not motorable	1.82	.98	1.75	.83
29.	Computer is available for all the classes in the school	1.44	.92	1.65	.94
30.	There are enough classrooms for pupils/students in the school	2.14	1.08	1.91	.86
31.	There is adequate accommodation for teachers in the school	1.49	.90	1.74	.92
32.	Government provides enough sport equipment for the school	1.38	.75	1.70	.96
33.	There are enough farm implement in the school	1.45	.81	1.60	.85
34.	There is good store in the school provided by government to house school equipment	1.58	1.00	1.70	.91
	Cluster mean and standard deviation	Mean 1.70	SD 0.55	Mean 1.83	SD 0.54

Data in table three show that there is not enough infrastructure for schools under the UBE programme in Ebonyi State as indicated from the cluster mean and standard deviation of 1.70, 0.55 and 1.83, 0.54 being for the junior secondary school teachers and primary school teachers, respectively. From the table, responses from both groups on all the items are all below 2.50, thus corroborating to the poor nature of education infrastructure in Ebonyi State primary and Junior secondary schools.

Further revelation on dissecting individual items 21-34 revealed that: there are not enough desks or seats available for pupils in the school; the supply of electric light for energy is inadequate; many buildings are dilapidated; the supply of electric light or energy is irregular in the school; library services is not provided in the schools the school premises are not fenced, the roads to the school are not motorable; the roads to the schools are not in good condition; computer is not available for the classes. There are not enough class room for pupil/students in the school; there is inadequate accommodation for teachers in the school; government does not provide enough sports equipments for the school; and there

is no good store in the school provided by government to house school equipments.

Therefore, from the foregoing, having interpreted the individual items, it revealed that since both groups did not get up to a mean of 2.5 and above. The indication is that there is no enough infrastructure in Ebonyi State school under the UBE programme.

### Hypotheses

The hypotheses was tested using z score test. This is because the sample size to be tested is above 30 i.e.  $N > 30$ . Thus, at 0.05 level of significance.

$H_{01}$ : There is no significant difference between the responses of junior secondary and primary school teachers on the extent to which Universal Basic Education is free in Ebonyi State.

**Table 4: z score test of significance in the mean score of junior secondary and primary school teachers on the extent of free Universal Basic Education, at  $p < 0.05$ .**

Category Teachers	No	$\bar{X}$	SD	DF	Z cal.	Z Crit	Dec
JSS Teacher	542	2.34	0.39				
P.S Teachers	972	2.48	0.26	1512	-1.077	$\pm 1.96$	N.S

Since the z- score calculated- 1.077 is less than  $\pm 1.96$ , the hypothesis is upheld

### Test of Hypothesis 2

$H_{02}$ : There is no significant difference between the mean responses of primary and junior secondary school teachers on the extent to which the UBE is compulsory in Ebonyi State.

**Table 5: Z score Test of significance in the mean score of Junior Secondary and Primary School teachers on the extent of Compulsory Universal Basic Education.**

Category Teachers	No	$\bar{X}$	SD	DF	Z score	Z Crit	Dec
JSS Teacher	542	2.63	0.57				
P.S Teachers	972	2.27	0.43	1512	2.57	$\pm 1.96$	N.S

UBE is not compulsory in Ebonyi State as the z- score calculated 2.57 is greater than  $\pm 1.96$ . therefore the hypothesis is not accepted.

### Test of Hypothesis 3

$H_{03}$ : There is no significant difference between the mean responses of primary school and junior secondary school teachers on the provision of infrastructure in Ebonyi State schools.

**Table 6: Z-score Test of significance in the mean score of Junior Secondary and Primary School teachers on the extent of provision of infrastructure.**

Category Teachers	No	$\bar{X}$	SD	DF	Z score	Z Crit	Dec
JSS Teacher	542	1.70	0.55				
P.S Teachers	972	1.83	0.54	1512	-13	$\pm 1.96$	Sig

There is inadequate provision of educational infrastructure in Ebonyi State schools under the UBE programme. This is because the z score calculate -13 is completely outside the feasible region of  $\pm 1.96$ . Hence, reject  $H_{03}$ .

### DISCUSSION

The discussion of the data and findings of the study were based on the three research questions and three hypotheses that guided the study. The discussions are presented under the following sub-headings.

- i. Free Universal Basic Education in Ebonyi State
- ii. Compulsory Universal Basic Education in Ebonyi State
- iii. Provision of Infrastructure in Universal Basic Education School in Ebonyi State.

### **Free Universal Basic Education in Ebonyi State.**

The summary of the results in the table 1 and 4 of chapter four, indicated that free universal basic education in Ebonyi State is a little extent true. It implies that parents are still responsible for certain payments and provision of materials for their children and wards. This is evident in the groups' responses mean of 2.34 and 2.48, and the significant difference in 8 items out of 11 which are lower than the cut off mean of 2.5. This finding is in agreement with the findings of Ocho (2005) that there is no level of education in Nigeria which is free and Universal. Also corroborating this finding, Bankole (2009), described universal basic education in Nigeria as being unfortunate, because its implementation has been zero. He further states that it is a mere vote catching gimmick, which lacks the basic ingredients capable of moving the nation forward. Also supporting the above findings, Aduwa and Sam (2006) stated that the Universal Basic Education programme was not completely free in the real sense, that parents and pupils still pay for books, transport fares, PTA levies and report cards.

### **Compulsory Universal Basic Education in Nigeria**

Summary result in table 2 and 5 showed that there is divergent opinion on the compulsory nature of the UBE in Ebonyi State, because the junior Secondary School teachers said that it is compulsory to a great extent, while those of the primary school teachers said that it is to a little extent true. These indicate that there is significant difference between the mean response of Junior Secondary School teachers and Primary School teachers on the extent of compulsory UBE in Ebonyi State. This finding is similar to the observation made that many children and young adults who should be in school are on the streets and engaged in other forms of labour (Adeyanju, Abolade and Junaid, 2004). This is because the legal aspect of the UBE is not enforced as nobody has been punished for not sending his children to school.

### **Provision of Infrastructure in Basic education System in Ebonyi State.**

The summary of results in table3 and 6 showed that no much infrastructure is provided in both primary and secondary schools in the state and there is significant difference in the mean responses of Junior Secondary School teachers and Primary School teachers. The implication of this finding is that, the infrastructural provisions in Ebonyi State UBE is small and grossly inadequate. This finding is in consonant with the finding of Okee (2003) that there is lack of basic infrastructural facilities and materials to actualize the UBE dream, and pupils and students enrolment exceeds the facilities provided leading to a pitiable situation where most of the pupils study under tree shades. Supporting the above statement, Octive (2006) stated that there is the problem of poor infrastructures, lacks of teaching and learning materials and a number of dilapidated school buildings and facilities.

### **Conclusion:**

The study examined the extent and problems of implementation of the Universal Basic Education (UBE) programme in Ebonyi State and concluded that the

programme is neither universal, in the sense of providing for all school – age children, nor compulsory nor free. The areas examined include; free and compulsory UBE, and provision of infrastructure. With the results of this study, government and all concerned should step up effort to actualize objectives and goals of Universal Basic Education (UBE).

### **Recommendations:**

Based on the findings of the study the researcher makes the following recommendations.

1. Government at all levels should enforce the free and compulsory universal basic education, by evoking the necessary sanctions on defaulters as contained in the UBE Act, 2004.
2. Government at all levels should provide adequate funds for infrastructural development UBE programme.
3. Donor agencies and Non-governmental organization (NGOs) should partner with government in the provision of adequate infrastructure and in structural materials in schools.

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