

AN APPRAISAL OF THE UNIVERSAL BASIC EDUCATION POLICY FOR JUNIOR SECONDARY EDUCATION IN ENUGU STATE

Anih, D.O.^{1*}; Ekoh, L.A.²; Eneh, C.A.³

¹Department of Educational Foundation, Abia State University, Uturu

²Department of Education Foundations, Nnamdi Azikiwe University, Awka

³Department of Agricultural Economics, University of Nigeria, Nsukka

* Corresponding Author: anihokechukwu26@gmail.com

Abstract

The seeming failure of the Universal Basic Education Policy to address the educational needs of Nigerians calls for immediate attention. Over the years, government has made serious pronouncement on the UBE Policy but the education system in Nigeria has faced serious challenges leading to decline of standards at all levels. This is in spite of the introduction of the Universal Basic Education Policy. It is therefore the aim of this study to appraise the attainment of the specific objectives of Universal Basic Education Policy among junior secondary school students of Enugu state. The study was guided by five research questions and five corresponding objectives. The study adopted cross sectional survey design. Through the application of purposive sampling method, four schools were selected in the urban and rural areas of Enugu State. The population for the study was 57916 teachers from which, a sample size of 379 teachers was drawn using Taro Yamen formula for sample size determination. The instrument used for data collection was questionnaire designed in four-point Likert order of strongly Agree, Agree, Disagree and Strongly Disagree. The reliability of the instrument was tested using test-re-test method and Crombach Alpha used to determine the coefficient. The result was 0.76 showing that the instrument was reliable and good enough for the study. The data was analysed using mean and standard deviation. The proposed hypotheses were tested using t-test of related samples. The study found that Universal Basic Education has not developed citizens' consciousness for education in junior secondary schools in Enugu State. Universal Basic Education has not influenced entrepreneurial skill acquisition among public junior secondary school students in Enugu State. The study recommended that there is urgent need for government to honestly and with every sense of purpose fund education. The expected budgetary allocation should be strictly adhered to. More teachers should be employed in order to help in inculcating the desired outcome to the learners. Special payment packages should be paid to teachers in the rural areas so as to keep them constant with the learners.

Keywords: Universal Basic Education; Junior secondary education; Policy implementation in Enugu State

Introduction

The relevance accorded to education suggests that education is a feeder sector/institution in all societies. This implies that education provides manpower needs of societies. Even in the pre-literate society, the elders took it as

their primary responsibility to educate the young ones on skills to engage in economic, social and political activities. These skills served as roles and responsibilities which when aggregated, lead to growth and

development (Naziev, 2017). Naziev (2017) noted that education is the socially organized and regulated processes to be continuous transferred from previous to following generation.

Discussing education as a basic tool for survival Durkheim (1956) in Arslan (2018) states that education is the influence exercised by adult generation on those that are not yet ready for social life. In other words, the primary objective of education is to help children develop their physical capabilities. Article 26 (2) of the United Nations Declaration of Human Right (UNDHR) proclaimed that education shall be directed to the full development of human personality and to the strengthening of respect of human rights and fundamental freedom. It shall promote undertaking, tolerance and friendship among all the nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace (Kaci, 2015).

In realization of the need for education in Nigeria and keying into the 1948 Declaration of Rights and Duties of man, the Nigeria government outlined the aim of Nigeria education to include: the inculcation of national consciousness and national unity, the inculcation of the right type of value and attitude for the survival of the individual and the Nigeria society, the training of the mind in the understanding of the world around and the acquisition of the appropriate skills activities and competences both mental and physical as equipment for the individual to live on and contribute to the development of his society.

Keying into the provisions of the declaration, the Federal Government of Nigeria introduced the Universal Primary Education (UPE). The UPE Nigerians programme was basically an attempt to create national consciousness and reduce educational inequality in the country. Marg (2016) noted that the expectations of the UPE

policy was that the policy would enable the nation to overcome the huddles caused by unbalanced education, economic development which resulted in Southern dominance and educational imbalance of urban opportunities over the rural and the preponderance of male over the female enrolment in schools. The intention was that at a certain stage of our development every person will have at least primary education. However, lack of interest, corruption, inadequate number of teachers to satisfy the need of the growing number of schools lead to the collapse of the programme. This downturn was another crucial factor that lead to the collapse of UPE. Ukeje (1980) succinctly affirmed that education cannot be compulsory unless it is free. Part of the core aims of the Nigeria education is acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute for the development of the society. The UNDP Report (1998) indicated that the Nigeria literacy level was 52 percent only 40 percent of all heads of households in Nigeria had any education at all, 21 percent had only primary education, 14 percent had up to secondary school while only 5 percent had post-secondary education.

The relevance of education in every society underscores the need for the Federal government of Nigeria to introduce the Universal Basic Education (UBE). The Universal Basic Education was launched on the 30th of September, 1999 in Sokoto State, Nigeria by the then president of the Federal Republic of Nigeria; Chief Olusegun Obasanjo (Bala, 2014). The Universal Basic Education Act 2000 defines the policy as early childhood care and education for the nine years of formal schooling, adult literacy and non-formal education, skill acquisition programme and education of special groups. Omimiyi and Atsugh (2013) conceptualized UBE as the type of education in quality and

quantity given at the base level of education attainment of which access is not restricted to anybody. It is a policy thrust that cut across the lips and bounds of Nigeria society regardless of socio-demographic and biological differences, an educational policy that opens doors of opportunities for citizens to identify their innate potentials and be able to develop them for their benefit and that of Nigeria at large. It is an inclusive basic education programme which is aimed at addressing the problems of access, quality and quantity in primary and junior secondary schools; a reform agenda of the Federal Government of Nigeria that is aimed at improving quality in the Basic Education in line with the Dakar Framework of Action 2000 in education for all (EFA) which quality is at the heart of education, a fundamental determinant, retention and achievement (Ominiya and Atsugh, 2013). Basic education shall be of 9 years duration, comprising 6 years of primary education and 3 years of junior secondary education. The programme shall be free and compulsory. It shall also include adult and non-formal education programme at primary and junior secondary education levels for the adults and out-of-school youths (Abolade, 2018).

The Universal Basic Education has one of its objectives as developing in the entire citizenry a strong consciousness for education and a strong commitment of its vigorous promotion. Education is considered a critical sector in any society because it provides the manpower needs of societies (Ugwuanyi, Adie-Okeke and Nnadi, 2021). Ugwuanyi, Adie-Okeke and Nnadi (2021) stated that the essence of school is not only to take care of specific needs of learners but to cause new needs in the family. To this end, the introduction of Universal Basic Education emphasizes the need for the acquisition of formal education hence it is the key to human and societal development. Basic education is the level, type and form of

learning needed to build firm roots for literacy and numeracy to inculcate basic life skills and more importantly to consolidate the skill of learning how to learn (Onyedinefu, 2022). In buttressing the need for the establishing the Universal Basic Education, Onyedinefu (2022) gave the data of literacy level in Nigeria. The author noted that data from the Federal Ministry of Education report of September 2021, 38 percent of the estimated 200 million population representing over 76 million adults are non-literate. It is thus the aim of the UBE to ensure that education is provided free, universal and basic for every Nigerian child of school age. In a seeming hunger ravaged country like Nigeria, the UBE is made free so that citizens can be fully accommodated without expunging any form of financial involvement. Article 2 (1) of the International Convention on Economic, Social and Cultural Rights (CESCR) and Article 1 of the Protocol of San Salvador chronicled as 'Progressive Obligation' cited in Ejim (2003) provides among other things that: primary education shall be free and compulsory for all, secondary education shall be available and accessible to all; in addition, free education and financial assistance in case of need shall be introduced progressively, higher education shall be accessible to all on the basis of capacity; free education shall be introduced progressive. Implicit from these provisions is that making education free will serve as value chain in the elimination of poverty, ignorance and disease.

Another objective of the Universal Basic Education Policy is reducing drastically the incidence of drop-outs of formal school system. To this end, processes involved in inculcating knowledge should be such that attracts the interest of the learner. Learning should be made to be pleasurable rather than a herculean task to learners. The colonial system of education and the subsequent introduction of Universal

Primary Education policy seemed to have failed to address educational needs of Nigerians hence much apathy demonstrated by people who completely avoid school or withdraw from the process (Sambo, 2020). Although it was reported that following the introduction of the UBE programme, enrolment in the primary and junior secondary school had greatly increased since year 2000, transition and completion rate remained below 70% (Sambo, 2020). This suggests a severe drop out issue. The challenge was further affirmed in Federal Government of Nigeria (2014) in Sambo (2020) that parents do not enroll their children in the UBE programme due to ignorance, lack of awareness of the programme and the traditional or cultural misconception and socioeconomic status of parents.

The Universal Basic Education has its other objective as catering for learning needs of young people as well as the adults who for one reason or the other have had to interrupt their schooling through forms of complementary approaches to the provision of basic education. Intelligence is a function of biological inheritance and the social environment of the learner (McNamara, 2022). It is expected that teachers who are involved in the implementation of the programme should bear such challenges in mind; understanding the psychological, social and personal needs of every child. Hence these factors seem to have enormous implication on learning outcome.

Moreover, the Universal Basic Education Policy is aimed at ensuring the acquisition of appropriate level of literacy, numeracy, manipulative and life skills, as well as ethical, moral and civic value needed for laying a solid foundation for life-long learning. Education from this disposition should be value based; a problem solving instrument for the personal attainment of personal goals and that of the society in

general. Moral values are relative values that protect life and are respectful of the dual life values of self and others. The great moral values, such as truth, freedom, charity etc have one unique thing in common. When they are functioning correctly, they are life protecting or life enhancing for all (McNamara, 2022). McNamara (2022) further stated that a person who knows the difference between right and wrong and chooses right is moral. A person whose morality is reflected in his or her willingness to do the right thing; even if it is hard or dangerous is ethical. Manipulative skills involve moving or using an object with the hands or feet to achieve a goal or complete a task (Holeco, 2021). Through the implementation of the objectives of the UBE, these virtues are inculcated in the learners particularly children who are at their formative stage. Effective participation in this learning process suggests that whatever that may have been inculcated into the learner should be formidable enough to spark off growth and development on the individual and the society at large.

The UBE programme was established so that at a very young age, pupils and indeed participants can have entrepreneurial focus, but this seems not realized. At present, primary school teachers in Enugu State and some other states in the federation are inconsistent in their work following strikes and other forms of unethical practices perpetrated by government. There is structural double-digit unemployment in the country in spite of the well-articulated UBE policy. These propelled the need for the present study; which is to appraise the specific objectives of UBE programme among junior secondary school students in Enugu State.

The Universal Basic Education has one of its objectives as development of citizens' consciousness for education. The Federal Government of Nigeria in making

education a priority incorporated in the UBE policy that her citizens should develop likeness for education. By being conscious of the need for education, citizens can acquire skills through which they sustain themselves and the society at large. This objective seem not to have been realized. In the latest review of the Nigeria education standing in 2015, UNESCO concluded that although progress has been made in basic education, participation in primary school education is still very low in comparison with the primary school age population. The UBE which was designed to address the educational needs of the participants would have witnessed mass enrolment of pupils but the reverse is the case.

Another objective of the UBE programme is the provision of universal free, universal compulsory basic education. The essence of making the programme free is to attract Nigerians of that school age into the programme and parents who are incapable of paying their wards school fees may not be bordered. The compulsory nature of the programme suggests a move to add vigour and resilience on the target of government by, making education a key for survival. However, it has been observed that in spite of being a free programme, parents are still being compelled to pay certain levies including payment for Basic Examination Certificate. Most worrisome is that the children are sent home for their inability to pay these fees.

The Universal Basic Education has another of its objective as reducing drastically the incidence of school dropout from formal education system. It is within the content of the UBE policy that other services like health services will be provided to participants in order to make them functional members of the programme devoid of, hindrances and dropping out of school. This objective seems not realized. Today, Nigeria is conceived as one of the countries with the

highest number of out-of-school children. This is in spite of the UBE policy. Children; particularly those in the junior secondary school age and above seem to have discarded education to embrace all other forms including unapproved means of making money. The majority of these children today see education as scam because it has failed to address the needs of the children.

Another objective of the UBE programme is catering for the learning needs of young persons who for one reason or the other have had to interrupt their schooling. In spite of the UBE policy, millions of Nigerian children of the specified school age still roam the street and abandoning schooling completely. Some engage in hawking, bus-conductor and even street-begging. It is a common occurrence in Nigeria that children of the UBE age engage in all forms of violence, some are used to manipulate election through under-age voting particularly in many parts of Northern Nigeria. Those children by implication of the UBE policy implementation are supposed to be in school.

Again, one of the objectives of the UBE programme is ensuring the acquisition of appropriate level of literacy and numeracy, manipulative and communicative life skills as well as ethical, moral and civic values needed for laying a solid foundation of life-long learning. The essence of the policy is to make participants have the ability to read, write and solve little arithmetic so that when they are engaged in productive activities after the junior secondary school, they may be well informed. The manipulative skills entails the ability to make use of hands to achieve results. The programme seem not to be tackling learners' challenges in this regard. Many of the junior secondary school graduates find it difficult to make correct sentences and or solve little mathematics. This perhaps explains why many of them do not like going to school.

The UBE programme has good intentions bearing the set out objectives, but the challenge is the political will and policy implementation problems. The policy has lasted for more than fifteen years in Nigeria yet very insignificant progress has been made. Scholars in education and other academic fields have engaged in the study of the Universal Basic Education such as the relationship between Universal Basic Education training workshop and teachers' quality in public primary schools, enhancing quality Universal Basic Education through teachers' effectiveness. It is pertinent to note that very few or none of these studies has dealt with appraising the attainment of the UBE objectives of junior secondary schools. It is therefore the aim of this study to appraise the attainment of the specific objectives of the UBE programme in junior secondary students in Enugu State

The study has both theoretical and practical significance. Theoretically, the study will add to the existing theories and knowledge in education, particularly as it relates to the implementation of the Universal Basic Education programme in Enugu State in particular and Nigeria in general. Practically, the finding and recommendations of the study will be of relevance to policy makers, teachers, students and Nigerian society at large.

The study will be of value to policy makers: Policy makers are the eye of government who apportion workable plans for the realization of government goals. It is however one thing to design these policies and yet another to supervise the implementation. The Findings of the study will be of benefit to the government because when evaluation is done, the area of weakness in the implementation process of the UBE programme in primary schools will be revealed, and this will help the government to propose possible strategies for improvement on the implementation process.

The findings of this study will be of benefit to UBE teachers. Most times, poor students' performance are to a greater extent attributed to teachers' factors without considering the availability of instructional materials that will enable the teacher to perform. In a situation where instructional and infrastructural facilities are provided in UBE schools, teaching and learning will become more effective, meaningful and pleasurable instead of an insurmountable task.

The findings of the study will be of immense benefit to learners. Sometimes, learners do not pay the desired attention in the class and consequently will not put into use all that have been thought at the end of the academic exercise. The study will unveil the major challenge militating against the realization of the aim of the UBE programme.

The findings of this study will benefit society, because when teaching and learning in the UBE schools are done effectively, the major objective of the scheme, which is the acquisition of appropriate level of literacy and life skills, will be greatly achieved and society will become crime-free and a better place for all to live in.

Geographically, the study was delineated to public junior public secondary schools in Enugu State. The content scope of the study include: to investigate how the Universal Basic Education Policy develops citizens' consciousness for education, how the provisions of free Universal Basic Education influence entrepreneurial skill acquisition, how the introduction of Universal Basic Education reduce the incidence of school-drop-out, how the Universal Basic Education Policy have been able to cater for the learning needs of children whose education were interrupted, and the major challenges militating against the realization of the specific objectives of the

Universal Basic Education in junior secondary schools in Enugu state

Review of related literature

Concept of Appraisal

An appraisal is a valuation of a property such as real estate, a business, collectibles, or an antique by an authorized person. Appraisal helps banks and other organizations to avoid losses (Kenton, 2022). Performance appraisals are also called performance evaluation. It is a systematic and periodic process of measuring an individual's work performance against the established requirements of the job. It is a subjective evaluation of employees' strengths and weaknesses, relative worth to organization and future development potentials. Human resources department typically creates performance appraisal as a tool for employees to advance in their careers. They give people feedback on how well they are doing in their jobs, ensuring they are managing and achieving the goals set for them and assisting them if they fall short (Terra, 2023). An appraisal is an expert's estimate of value of 'something', within the context of business and finance, that 'something' is usually an asset or a group of assets. An appraisal is conducted by an appraiser who, is an expert providing the valuation estimate, along with supporting documentations (Peterdy, 2023)

Concept of Universal Basic Education

Public policy is the sum of government activities; whether pursued directly or through agents, as those activities have an influence on the lives of citizens. It is through the policy making process that governments establish the framework within which, all citizens (human and corporate) must function; and it is the process via which government decides both which societal goal to pursue and how best to pursue them (Jeff, 2015). Universal Basic Education is the transmission of fundamental knowledge to all facets of Nigeria society. The policy has three

main components-universal, basic and education. Universal connotes a programme that is meant for all facets of the society; the rich, the poor; the physically challenged and fit, the brilliant fit, the dull, the regular students and the dropouts including, every other individual that is ready to acquire knowledge. The term 'basic' relates to the base, take off point, fundamental, essential, springboard bottom line required and of course expected. It therefore shows that basic education is the starting point in the acquisition of knowledge. Without basic education, higher education cannot be acquired. The idea of 'education' connotes transmission of knowledge from generation to generation. In attaining UBE policy, it is expected that both practical and theoretical knowledge is transmitted to learners in its simplistic form. It involves starting from the scratch and being able to carry the learner along (Amuchie, Asotibe and Audu, 2015). Thus, the UBE programme is aimed at directing the young minds and the seeming adults who were not able to attend school early on how to be productive and survive in life.

Marg (2016) observed that the expectations of the Universal Basic Education was that the policy would enable the nation to overcome the huddle caused by imbalance education and economic development which resulted in Southern dominance and educational imbalance of urban opportunities over rural and the preponderance of male over female enrolment in schools. Agbowuru and Joseph (2014) in Ogunode, Ohibime, Nasir and Mallo (2022) pointed out that the UBE is a nine-year basic education programme which was launched and executed by the government and people of Federal Republic of Nigeria to eradicate illiteracy, ignorance as well as stimulate and accelerate national development, political consciousness and national integration. The authors further

affirmed that UBE is broader than primary school education programme. It is a scheme which intends to provide free, functional and quality education irrespective of sex, race, religion and location, to all primary school junior secondary schools. One of such policies is the Universal Basic Education.

Law Insider (2013) conceptualized Universal Basic Education as early childhood care and education, the nine years of formal schooling, adult literacy and non-formal education, skill acquisition programme and the education of the special groups such as nomads and migrants population, girl-child and women, alamajiris, street children and disabled groups. Awchem & Ani (2015) took the conceptual understanding of the Universal Basic Education from the phrase 'basic education.' The authors affirmed that basic education is that type of education; in quality and content that is given in the first level of education, UBE is a scheme and process of fulfilling the aim of education for all (EFA) as endorsed at the world conference on education held in Jomtien in 1999. The conference submitted that basic education is made free and available to all and sundry, thus reiterating free access, equality efficiency, literacy, numeracy and life-long skills of education is for all (Awchem & Ani, 2015).

The Federal Government is essentially the initiator and guide to the prosecution of the programme. Realizing the problem of education at the basic level, the Federal Government came up with a clear policy of expanding access to education to all Nigerians. This, in practical terms, means aggressive enrolments-drives, massive training and retraining of teachers, provision of instructional materials, infrastructural facilities, funds and modernizing the curriculum to be in line with the country's needs and aspiration (UBE, 2019).

The UBE arrangement is that the first nine years must be free, un-interrupted and

compulsory. According to Ogbonnaya Nwoba, Mbagwu and Onwudi (2019), UBE programme is not a new development in Nigeria, the reason being that there had been the UPE scheme of the Western Region in 1955; there was also the UPE policy of the Eastern Region in 1957 and the Federal Republic of Nigeria UPE scheme of 1976. The State Universal Basic Education Board (2022) affirmed that the Universal Basic Education programme is aimed at reforming and improving the standard of basic education across the entire Nigeria federation. The importance of UBE ranges from improving access to high quality basic education to improving educational service delivery. As earlier mentioned, in 1955, the Western Region of Nigeria started free and compulsory UPE scheme. There was no school fees charged; the number of school years was reduced from 8 years to 6 years and policy of automatic promotion was introduced. The 6-6 methods were introduced for primary and secondary schools in Western Nigeria with a 3-year modern school system which taught commercial and technical subjects. In 1957, Eastern Region of Nigeria joined the UPE programme, though she shortened the years of schooling at the primary level from 7 years to 6 years. In the same year, the Northern Region reviewed her educational system under the Othman Commission and created the Local Education Authorities (LEAs). During the 1970s, Nigeria adopted a 6-5 strategy with 6 years of the primary and 5 years of the secondary school education. In 1977, the National Policy on Education (NPE) formulated the system of 6-3-3-4, though many education experts such as Ugwu (2018) had argued that the Nigerian education system has been a colossal failure, since it has little or no practical relevance in finding solution to the real problem of society. The curricula are irrelevant and teachers are not qualified to cope with the demands of the contemporary

social challenges (Ugwu, 2018). Despite the achievement of the UPE programme in mobilizing human resources, adjusting the nation's educational imbalance and providing Nigerian children with access to education, Ogbonaya, Nwoba, Mbagwu and Onwudi (2019) argued that a number of factors were responsible for the failure of the UPE programme of 1976. One of such factors, they noted, was the issue of inadequate funds for the implementation of the various aspects of the programme such as payment of teachers' salaries and allowances, construction of classroom blocks, procurement of textbooks, teaching aids, among others. Also the scheme, they noted, was not well-planned.

The UBE in Nigeria was launched in 1999 with the goal of providing free universal and compulsory education to every Nigeria child 6-15 years. The programme was not able to start immediately after its launch as it did not have legal backing. Thus, initial UBE related activities were carried out only on areas of societal mobilization, infrastructural development, provision of instructional materials (Centre for Public Impact, 2017). The centre noted that the main beneficiaries of the programme are;

- Children aged 3-5 years+ to Early Children Care and Development Education (ECCDE)
- Children aged 6-11 years+ for primary school education
- Children aged 12-14 years+ for junior secondary school education

Its scope included the following:

- Expansion of activities in basic education
- Programme and initiatives for ECCDE
- Programme and initiatives to the acquisition of functional literacy, numeracy and life skills, especially to adults (persons aged 15 and above). Its scope included the expansion of activities in basic education

- Program and initiatives to the acquisition of functional literacy,

numeral and life skills, especially to adults (persons aged 15 and above)

- Out-of-school; non-formal programs for the updating of knowledge and skills for persons who left school before acquiring the basics needed for lifelong learning.
- Special program of encouragement to all marginalized groups, girls and women, nomadic population, out-of-school youths and the almajris (Quranic students)
- Non-formal skill and apprenticeship training for adolescents and youths who have not had the benefit of formal education.

Education in all countries of the world has been considered very important for personal and societal development. Nigeria is one among the nations of the world that values education (National Policy on Education of Federal Republic of Nigeria, FRN 2019). Her National Policy on Education saw education as an excellent instrument for effecting national development (FRN, 2019). Thus, education will be used to achieve the nation's needs. The policy document provides guidelines on the education of Nigerian society. It contains the philosophy of the nation's education, levels of education and their objectives, beginning with pre-primary, through primary, secondary to tertiary education. All over the world, primary education has been regarded as the most important as well as the most accessed by people. This perhaps may be due to the fact that it is the foundation of the whole educational pursuit, which is expected to provide literacy and enlightenment to the citizens. Oni (2018) posited that the importance of primary education can be seen in the sense that all beneficiaries of the other levels of education by necessity have to pass through this level. The UBE program notion is to serve as prime energizer in national actualization of the nation's Universal Basic

Education mission working in consonance with all stakeholders. This will mobilize the nation's creative energies to ensure that education for all becomes the responsibility of all. The UBEC listed the objectives of UBE to include ensuring unfettered access to school going age, reducing drastically the incidences of drop out from the formal school system through improved relevance, quality and efficiency and ensuring the acquisition of appropriate levels of literacy numeral, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for lifelong learning (Awhen and Ani, 2015).

Relevance of Universal Basic Education

The then President of Nigeria, Chief Olusegun Obasanjo on 30th September 1999 launched the Universal Basic Education (UBE) Programme in Sokoto State. The launching of the programme was appreciated by many Nigerians who considered the programme a good opportunity for improving the literacy level of Nigerians as well as solving the problem of the educational system in Nigeria. Basic education, according to Federal Republic of Nigeria (FRN) (2019), is a type of education comprising of 6 years of primary education and 3 years of junior secondary school education. The policy stipulates that basic education shall be free and compulsory. The scheme shall include adult and non-formal educational programme at primary and junior secondary school levels for both adult and out-of- school youths. The UBE programme has three main components, namely: Universal, Basic and Education. 'Universal' here means that the programme is for everyone, irrespective of tribe, culture or race and class. According to UBE implementation guideline, the principal objective of the programme is to remove all obstacles to life-long education for millions of Nigerian citizens (FME, 2019). In more specific terms,

UBE programme is intended to achieve the following principal objectives:

1. Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
2. The provision of free, universal, basic education for every Nigerian child of school going age;
3. Reducing drastically the incidence of dropout from formal system (through improved relevance quality and efficiency);
4. Catering for the learning needs of young persons who, for one reason or another, have had to interrupt their schooling through appropriate forms of complimentary approaches to the provision and promotion of basic education

Federal Republic of Nigeria (2019) defined primary education as the kind of education given in an institution for children aged 6-11 years plus, and it constitutes the bedrock upon which the entire educational system is built. It is in view of the indispensable role of education in the development of man and modern society, particularly the primary education that various declarations on education were made at the global level. Such declaration includes the 1948 Human Rights Declaration which states that everyone has right to education, which will be free at least in the elementary school. The Jomtein Declaration on Education for All (EFA) by the year 2000, the New Delhi 1993 Declaration on E-9 Countries in 1993 (the nine countries with the largest concentration of illiteracy of which Nigeria is a member) which was later reaffirmed in Recife, Brazil in 2000 by calling for a massive eradication of illiteracy within the shortest possible time span (Akpan, 2019). Universal Basic Education is aimed at equipping individuals with knowledge. In Enugu state, people welcomed the programme in its totality. The Enugu State Universal Basic Education Board (ENSUBEB) report of 2021 revealed that the

introduction of UBE in the state was like an answered prayer because many Enugu citizens had prayed for empowerment, adding that so far, the Board has accessed a total of N4,301,175,672.00 between 2010 and 2021 from the FGN/UBE intervention funds and the state government is ensuring that qualified teachers are recruited while effective monitoring mechanism is maintained to guarantee that the programme is successfully implemented in the State. In support of this claim, Ortuanya (2019) revealed that Enugu State Government is poised to improve the educational content of its school curriculum, in terms of quality and quantity, and this would be achieved through the recruitment of qualified teachers, and provision of educational facilities such as books, classrooms, desks, chairs as well as renovation of dilapidated schools structures across the state. These can be achieved with adequate funding. Universal Basic Education programme can thus be seen as that type of education that every individual must have; it should not be a privilege but a right, and it should be the sum total of an individual's experiences no matter his class or background.

The term 'Basic' depicts that it is fundamental or essential, and that it must be given at all cost. It is on this factor that every other thing rests on, without it, nothing may be achieved. It is the root for the acquisition of any knowledge (Eddy and Akpan, 2019). The mission of Universal Basic Education is to serve as a prime energizer of national movement for the actualization of the nation's vision. This will mobilize the nation's creative energies to ensure that Education for All becomes the responsibility of all (UBE, 2019). The UBE arrangement is that the 'First Nine Years' must be free, uninterrupted and compulsory. The goals of UBE, according to Federal Ministry of Education (2019), are to universalize access to basic education, provide conducive

learning environment and to eradicate illiteracy in Nigeria within the shortest possible time.

By its design, the UBE programme has realistic and laudable objectives which, if adequately planned and implemented, will no doubt improve the literacy level of Nigerian citizens and enable them to live fulfilling lives and contribute meaningfully to the growth and development of the country. It is important to note that similar educational programmes introduced in Nigeria were unsuccessful. The UBE programme is designed to make education the hallmark for the development of citizens and Nigeria in general. However since its inception, the programme seems not to be yielding the desired result hence it becomes expedient to appraise the attainment of the UBE specific objectives among the junior secondary school students

UBE and Development of Citizens' Consciousness for Education

Policy formulation and implementation in Nigeria are often plagued by a number of factors. Very often laudable policies formulated by government go into thin air at the implementation stage (Awhen and Ani, 2015). Awhen and Ani (2015) affirmed that base to the Universal Basic Education Commission (UBEC) standard action plan mandates all government agencies at the three levels of governance in Nigeria – Federal, State and Local government to be involved in the implementation of the UBE Programme. However, it has been observed that many agencies/ parastatals involved in the programme implementation brought fragmentation and conflict of roles/ responsibilities (Amaechina and Sergeat-Awuse, 2014). Amaechina and Sergeat-Awuse (2014) noted that products of today's primary education system can neither usefully live in the society nor move into higher classes without their parents aid or forgery. They cannot think for themselves or

respect the views and feelings of others. They have no iota of dignity of labour except for things that will give them quick money. Stating the obvious is that levels of government engagement in conflict elicits no other situation order than poor supervision and corrupt practice in education. The expected building of consciousness in education will be completely laid to rest hence the derailment from the target of education being the means to an end to socially unapproved means. Ejim (2003) noted that the disappearance of great thinkers, elders, custom and tradition or whichever form of education constitutes a calamity to the Nigeria society. Education in Nigeria has been steadily deteriorating, the rising generation has been deprived of its birthright with; the mess of porridge it has received (Ejim, 2003). Developing citizenry consciousness to education suggests inculcating the value of educative to the learner so that at any point of challenge in life, he or she will evoke those attributes acquired in education to salvage the challenge.

The exchange has not been nutritious; adults have come to lead lives comparatively rich in material comfort regardless of the source, but very poor in moral, intellectual and spiritual tone. Education moderates one's behavior to conform to the set standards of society. It may not be out of context to state here that the young minds in Nigeria education system are yet to appreciate the relevance of education (Ejere, 2011). Ejere (2011) lending his voice in Awhen and Ani (2015) noted that Nigeria is a country with a culture of "anything goes" characterized by utter neglect and abandonment of projects. As a suggestive call to order, both reports (Ejere, 2011; Awhen and Ani, 2015) recommended consistent evaluation and mentoring of the UBE programme that has been lacking and as such, no meaningful result achieved under such condition.

Education is a human right and a strong catalyst for social progress. UNICEF (2022a, 2022b) has retreated that getting every child to school learning is essential to reducing slayable poverty, improving health, fostering peace, bolstering democracy, improving environmental sustainability and increasing gender equality. Without an increase in educational attainment among the world's youths, the largest generation of young people in human history will be exposed to unemployment, poor health, civil unrest and increased vulnerability (Population Connection, 2014). That is, education is the process through which individuals are made participating members of their society. It is the system through which man becomes a moral agent capable of living in society and contributing towards the growth and development of the society. It is a process through which the young acquires the ability to be useful to himself and others. The UNESCO in its latest review of Nigeria educational system in 2015 has concluded that although progress has been made in basic education, much more are yet to be done both in the quality and quantity. Further clarification affirmed that (Center for Public Impact, 2017):

--Participation in primary education is still low in comparison with the primary school age population.

--The quality of the national school curriculum is underlined by the general low quality of teachers who implement it. This implies that there is low level of learning achievement.

--Infrastructure, toilets and furniture are inadequate and in a dilapidation conclusion.

--The system of collecting comprehensive, relevant data for planning is weak and such barriers are hindering formable participation.

--There is lack of enforcement of the UBE Act 2004 on environment and retention.

--Under the identified challenges, it becomes difficult to build on the individual the consciousness for evaluation.

The UBE programme ought to ignite the zeal towards the pursuit of formal education. Today in Nigeria, there seem to be a lukewarm attitude towards formal education. Attention of many people has deviated to wealth acquisition as an end result instead of the means to achieving the end. This ugly trend seems to be in spite of the UBE programme. The present study therefore appraised the attainment of the specific objectives of the UBE programme among junior secondary school students.

Provision of free Universal Basic Education and its Influence on Entrepreneurial skill Acquisition

An entrepreneur is a person who has the ability to see and evaluate business opportunities, organized necessary resources to take advantage of them, and to initiate the appropriate action to ensure success. Thus, entrepreneurs are action-oriented people who are highly motivated to take risk to achieve goals (Eya & Ebene, 2014). Eya & Ebene (2014) stressed that entrepreneurship in third world nations is an industrial development strategy geared towards catching up with the Western nations. The need for the diversification of national economy from overdependence on oil as the main source of foreign exchange earnings calls for positive and concrete steps in the area of industrial development, particularly the encouragement and promotion of micro enterprise. The adoption of free education is to enable the acquisition by citizenry of the fundamentals appropriate to be fully engaged in skills that sustains the individual and the country at large. Population Connection (2014) stressed that education is not only a fundamental human right but the most effective way to alleviate poverty. Each dollar spent on education yields us \$10 to \$15 in economic growth over a child's lifetime. The Human

Development Initiatives (2018) observed that a critical look at 2018 budget presented by the President of Federal Republic of Nigeria, triggered off numerous questions by the inquisitive minds. The total fund allocated to the education sector was N605.79bn of which figure, 544.07 (89.9%) will service recurrent expenditure while the rest 61.73bn (10.1%) is reserve for capital expenditure. The 2018 budget which is inductive of universal basic education commission (UBEC) funds, constitutes, only about 7 percent of that years 2018 budget of consolidation. In spite governments special reforms and intervention in education over the years, the education capital reserve 10.1% constituent of that 2018 budget as may be others rhetorically exposed why our educational system may have not been better for consolidation from, primary through to tertiary level.

Despite education in Nigeria been underfunded, the little amount dolled for the sector is maliciously diverted to private pockets. There are holes opened for those handling the nations fund to criminally divert funds. The academic staff union of universities has been on logger-heads with government on the grounds of poor funding of public universities. In Enugu State, the primary school teachers have been on logger heads with government because of the state government's inability to pay the statutory minimum wage to teachers. This challenge no doubt spells doom for the education industry in Nigeria. The universal basic education (UBE) is a nine-year education every Nigeria child is meant to compulsorily have for free. To fund basic education, government recognized that states, through the state universal basic education board (SUBEBS) could not do it alone. Therefore UBE intervention fund are approved annually by the government to improve access and quality of basic education in the country. The UBE intervention fund are based on statutory

transfer of 2% of the consolidated revenue fund for the preceding year (Amoo, 2019).

The UBEC fund was a partnership between the federal and state government to fund free and compulsory education up to the basic level of junior secondary school JSS3. Section 2 part III of the UBE Act 2004 states that for any state to qualify for the federal government's block grant pursuant to subsection I (1) of this section, such state shall contribute not less than 50% of the total cost of projects as the commitment in the execution of the project (Vanguard, 2021). The act further stated that in order to help correct the abysmal educational infrastructure situation in Nigeria and melt the set universal seals, the federal government will opt to partner with the state. Due to misplaced priorities, the state government have failed to live up to their own obligation the outcome of which (this financial managerial ineptitude by the state government) has seen the out of school children increase to 13 million, the worst in the world (Vanguard, 2021).

Anibuize and Okwo (2013) noted that funding of education has constituted a big challenge in Nigeria ranging from the pre-industrial era to the present date. Technically, it is never "free" at any level. It must be paid for somehow by somebody. However, the bottom line is that in the UBE programme financial burden is expelled from the recipient so that all could be educated. Finance plays significant roles in the development of education considering the fact that its availability as well as efficient and effective management will determine the quality of educational programmes for sustainable national development (Abudllahi, 2017). Adedigba (2018) quoting Falana stated that the UBE is an annual grant by the Federal Government of Nigeria for education facilities in order to provide good education for children across the nation. In order to access the fund, state governments are

expected to match the federal government's grant. Regrettably many states have ignored this facility even as children study under very deplorable conditions, including having lessons under trees and dilapidated classrooms while the quality of teachers remains low. The human activist warned that the fund may be diverted by politicians desperately looking for money to buy votes during general elections in the country. This obvious observation made by Adedigba (2018) quoting Chief Falana depicts the due picture of the Nigeria state, a condition where educational funds are diverted to achieve selfish desires, leaving the direct beneficiaries (UBE participants) leaving the country in poverty and lack. Since policies can be amended to suit the current reality, the present study researches on the attainment of the UBE objectives with a view to proffering solution to areas of policy amendments. Thus, it queries that if education is made to be free so that both the rich and the poor will have the advantage of attaining the goal then, the educational system particularly at the junior secondary school level should be the base of making impact on recipients in spite of making it free for all Nigerian children. This explains why the present study is important; to appraise the attainment of the specific objectives among the junior secondary school students in Enugu State.

Universal Basic Education Policy as guard against school dropouts

Scholars in their various ideas of what education is all about stretched the view or the fact that education is the solution for the vast range of tasks of the society and the bedrock for natural development. The FRN (2014) maintained that education is a dynamic instrument per excellence for effecting natural development and a potent means for ensuring the welfare of the people and the equalization of life chances. Oluwuo (2014) observed that education has been adjudged key to national development and

emancipation. It is through education that any nation can free itself from the obscurantism of poverty, ignorance and superstition which are enemies of progress. The inculcation of literacy and numeracy have been highlighted by early thinkers and philosophers like Jean Heinrich Pestalizzi, John Devey, among others as fundamental for the education of the young ones. In spite of the introduction of the UBE policy, in 2002, by the Federal Government of Nigeria, with the emphasis on free and compulsory education for every child up to JSS level, education is not yet free. Although public schools are essentially free, the hidden cost of PTA levy, examination cost, uniform and books keep the poorest and most vulnerable children from accessing basic education (Nwogbo, 2013). Globally, children are entitled to free and quality basic education, yet the number of out-of-school children in the world is alarming and on the rise. The rise is particularly evident in Sub Saharan Africa with Nigeria as the epicenter. According to the World Bank report on the school dropouts in Nigeria, 2022, Nigeria had more than 11 million out of school children who are between the ages of 6 and 15. The figure represents 1 in 12 of all out-of-school children globally and 22% of all the children in the primary school age group in Nigeria (UNICEF, 2022b). Out-of-school children in Nigeria according to the Universal Basic Education Commission (UBEC) include girl-children in Northern Nigeria, boy-children drop-out in South-South and South-East regions, internally displaced children and the alamajiri, qur'anic and intenerate children who are predominantly found in Northern Nigeria (Nonsuro, 2022).

In 2020, the Federal Government of Nigeria said it has committed \$220 billion; a credit facility from the World Bank to the Better Education Service Delivery for All (BEDSA) in 17 states of the federation. The cardinal objective of the BEDSA programme

according to the officials is to increase equitable access for out-of-school children, improve literacy and strengthen accountability at the basic education level. The UBEC equally introduced the Open School Programme (OSP) in 2020 to mop-up out-of-school children with the flagship in 6 states in Nigeria. The latest attempt to address the menace of out-of-school children came in January, 2021 when President Buhari inaugurated an 18-member Steering Committee on the Alternative School Programme (ASP). The initiative was co-chaired by the Minister of Education Adamu Adamu. Despite these programmes and strategies deployed by the Federal Government of Nigeria, to address the menace of out-of-school children, the number of out-of-school children has continued to increase (Mojeed, 2022). Mojeed (2022) reporting on the UNESCO figure on the out-of-school children noted that Nigeria has about 20 million out-of-school children from the latest global data on out-of-school children and there are 224 million children and youth between the ages of 6 and 18 worldwide who are still out-of-school. The statistics noted that India, Nigeria and Pakistan have the highest figure for out-of-school children globally. The figure in Nigeria have oscillated between 10.5 million and around 15 million for more than a decade with the situation growing worse due to degenerating insecurity situation in the country (Mojeed, 2022). The UNESCO figure was however faulted by the expert National Personnel Audit (NPA) of all basic education institutions conducted in Nigeria by the Universal Basic Education Commission (UBEC) which, put the number of out-of-school children to 10.2 million (Tribune, 2023). The increasing exit of pupils from school may suggest that the UBE programme is not addressing the education needs of the participants. The present study appraised the UBE programme with a view

of discovering the challenges and areas for improvement.

That is, is the UBE programme that is meant to be free, compulsory and inculcate the value of education on the citizens meeting the desired provisions of the programme if the supposed recipients of this educational programme are abandoning it in droves. Thus, the need for this present study aimed at appraising the attainment of the specific objectives of the UBE programme among junior secondary school students in Enugu state.

Basic education and learning needs of children

Education requires enough finances and encouragement to both the teacher and the learner. Basic things to assist the learner have full understanding of the lesson are quite crucial. Students usually fail in the examination owing to improper teaching method and lack of essential teaching aid for instructional delivery (Olanrewaju, 2014). Olanrewaju (2014) affirmed that learning materials are indispensable factor in any teaching-learning process. Ordinary words or verbalization have been found to be inadequate for effective teaching-learning process. Those whose education was interrupted because of one challenge or the other need to be reintegrate into the educational system. A very strong instrument to achieve this is the learning materials which will re-energize the learner and reassure him that education is not a scam but a valued instrument for survival.

Unfortunately, Nigeria budgets as low as 8% annually to education sector. It is poor funding that informed insufficient learning facilities in schools, irregular payment of teachers' salaries and low morale of teachers. The result of all these is poor teaching and learning which ultimately affect the core objective of the universal Basic education. In Nigeria, teachers should study the needs of the learners in order to help them adjust to the

system properly (Oluwo, 2014). Most youths do not possess needed skills for their survival in work environment as tertiary institutions do not have facilities to impact such skills on students. Functional laboratories, workshops and studios are fundamental prerequisite to functional education which Nigeria years for (Akubuilu, 2014).

The UBE is to serve as an energizer by ensuring the actualization of education for all becomes the responsibilities of all. The UBE listed objective include but not restricted to ensuring unfettered access to school going age, reducing drastically the incidences of dropouts from formal school system through improved relevance, quality and efficiency and ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative skills (Awhen, 2015). In spite of being free and money drolled for the UBE programme, it is yet to meet up with the educational needs of the learners. The present study thus appraised the attainment of the specific objectives of the UBE programme.

Challenges militating against the implementation of the aim of the Universal Basic Education

The achievement of an educational programme such as the UBE will depend, to a large extent, on adequate financial support or funding. Fund, according to Ogbonaya, Nwoba, Mbagwu and Onwudi (2019), is a sum of money saved or made available for a particular purpose. It could be called money or financial resources. Funding is, therefore, fundamental to the delivery of education to any society. Many crises that have bedeviled the nations' educational system today are traceable to inadequate funding. The implication is that the success of the UBE programme implementation is predicated on the identification and procurement of adequate funds (Enyi, 2020). According to the Ministry of Education's guideline for the establishment of schools in Enugu State, a

minimum of 2 million naira was recommended to be in a school's bank account at inception. Unfortunately in Nigeria, as in all other African countries, the financing of education is a major issue. Sobechi (2020) wondered that if one of the objectives of the UBE may mean the absence of direct school fees payable by the pupils and students, what about the supply of books, chairs and school buildings. To ensure their adequacy, somebody always has to finance it in one form or the other. Therefore, for the UBE programme to be effectively implemented, governments and all stakeholders need to ensure that adequate funds are provided to ensure the acquisition of the appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civil values needed for laying a solid foundation for life-long learning (FME, 2019).

Another serious problem or factor that is affecting the implementation of the UBE programme in Enugu State is lack of well-trained teachers. A functional and participatory education in the state is in dire need, especially as it concerns the provision of quality trained teachers in primary schools. This can be achieved through training and retraining of the existing teachers in the system and the recruitment of more qualified ones for the many UBE schools in the state (Ikoya, 2020). Another major problem the UBE programme is facing in Enugu state is that government does not mobilize enough funds for the vigorous activities needed for the realization of the programme objectives, and even the ones she mobilized is being embezzled through contract falsification. Fund is fundamental to the effective delivery of education to any society. No educational programme can be effectively implemented without the adequate availability of funds (Ogbonaya 2019). The intent of the UBE as declared in the programme statement is that education should be free, like in its

predecessor UPE, but what we are seeing now is that the financial burden on government often forces parents to get involved in the funding of the basic level of education eliciting the how free is basic education in Enugu state question. Again, when the funds released by the Universal Basic Commission to the State Universal Basic Education Boards (ENSUBEB) are mismanaged; shifting the burden to parents in terms of levies negates the UBE spirit at the outset which may cause the poor equipping of the children of the poor parents who remain unequipped to learn.

The UBE declaration of (2020) stipulated that “the Federal Government shall provide the bulk of funds while the state government assists sufficiently to ensure that the poverty stricken parents contribute minimal funds”. Despite the huge budget allocated to the Enugu State Universal Basic Education Board (ENSUBEB), education still eludes millions of its citizens. The adverse effects of underfunding have led to increase in the rate of drop-out, non-completion of new projects in the UBE schools, and poor provision of incentives for effective teaching and learning. Others are poor motivation and inadequate provision of equipment to teachers for effective and efficient performance in UBE schools in the state (Ikoya, 2020).

According to Ikoya (2020), despite bloated annual budgets for funding, the UBE programme and massive aid from local and international communities for successful implementation, there are indications that several schools are still plagued with inadequate physical facilities for the effective implementation of the UBE. Ozochi (2021) noted that instructional material also referred to as teaching aids or teaching materials used to reduce the old method of teaching where the teachers do more of talking without making reference to things the learner can see, touch or feel. Teaching aids makes

teaching and learning faster and can motivate the learner to be studious. This perhaps explains why his Excellency Lawrence Ugwuanyi led administration embarked on the provision of instructional materials to the 1,152 UBE primary schools in Enugu state, trained commensurate teaching staff to handle teaching and recruited 2,000 teachers. In addition, the government constructed more classrooms and renovated others to ensure the effective implementation of the basic education programme in the state (Ortunaya, 2019).

As claimed by the Lawrence Ugwuanyi administration, pupils in some schools in Enugu state used to sit on bare floor because there were no chairs and desks. This condition depressed staff morale and made pupils uncontrollable and difficult to teach. Renovation and provision of instructional materials/infrastructural facilities across the state primary/secondary schools restored staff morale and fortified professional confidence.

According to UBE (2019), Enugu state with an estimated population figure of 3.2 million has 21% of the population in the basic education level and as such the importance of the UBE in the state cannot be over-emphasized especially for the under-privileged from the rural communities of the state where little or no attention has been paid by the stride in school construction and renovation of dilapidated schools in such areas. Again, Enugu state has a total number of 1,152 UBE secondary schools with an enrolment figure of 209,250 students in all. The quality of school building plays a vital role in class participation of students.

Lewis (2000) tried to identify the independent effects of school building quality in a study of text scores and found out that good facilities had a major impact on learning. According to Federal Republic of Nigeria (2019), no educational system can rise above the quality of its teachers.

Teaching, therefore, is not only a paper-shutting kind of job. It has meaning, worth and value; it gives one the opportunity to touch a young and impressionable life and make it better. It is, therefore, important to note that society, the pupils/students, curriculum planners and the government needs the teachers to help the learners to imbibe positive attitude towards national unity and respect for the state. This objective can only be achieved if teachers in schools are well trained. Edeze (2019) observed that a drive to improve primary and post primary education in the state should enlist the co-operation of all. A functional and participatory education in Enugu State is desired; the provision of quality teachers in primary and junior secondary schools in Enugu is also needed. This could be attained through the training and retraining of teachers. According to the Federal Ministry of Education (2019), the minimum qualification for head teacher is National Certificate in Education (NCE) and registration with Teachers Registration Council of Nigeria of Nigeria (TRCN) of not less than 5-years, while (NCE) was recommended for primary school teaching; at least 3 NCE holders must be in the school at inception. Head teachers in primary schools are seen as both members and leaders of the staff and pupils in the institution. The head teacher is the director of activities and indeed the executive head of a primary school. He is, therefore, seen as the accounting officer. According to Ogbonnaya (2019), the authority of the head teacher in primary schools can be viewed in three categories, namely general, administrative and instructional leadership. Generally, he/she is charged with the responsibility of ensuring the co-operation of teachers by studying their backgrounds, capabilities and interests. This will help him/her to assign them duties according to their abilities. It is also within his/her authority to maintain healthy

relationship with parents and guardians through PTA meetings. He/she is equally to update teachers' knowledge and arrange for seminars, induction courses and orientation of new teachers. Administratively, the head teacher is responsible for the planning, coordinating and directing staff and pupils. He/she also manages school buildings, facilities and equipment as well as provides physical and human resources.

The head teachers' authority hinges on, instructional leadership including planning the school curriculum which should also be in conformity with the state aims and objectives of primary education (UBE, 2019). He/she encourages teachers and pupils to use available teaching facilities, and as well supervise the instructional activities of teachers. Also he/she helps and encourages teachers for professional growth as well as evaluates and reports pupils' progress. A teacher, on the other hand, guides, directs and influences the behavior of their pupils to achieve outstanding feats in life. The choice of head teachers and teachers as respondents in this study is appropriate because they all have direct responsibility of ensuring the effective implementation of the UBE programme in primary schools.

The structure of the building has also been viewed as an important factor in school environment which can influence the health, happiness and class participation of students. Educational resources as noted by Universal Basic Education (2019) are the factors which make education possible. It is the view of the agency that educational resources provide the prevailing atmosphere which enables the realization of effective implementation of the UBE programme. It listed the resources to include infrastructural facilities, instructional materials, quality or trained teachers and adequate funding. Infrastructural facilities are referred to as factors that will facilitate and promote teaching and learning. They include classrooms, furniture, libraries,

laboratories, teachers' quarters, textbooks, sport equipment, administrative blocks, among others. According to the Federal Ministry of Education guideline for the establishment of primary schools in Nigeria, a minimum of 2/5 hectares of land with a certificate of occupancy, with a dimension of 9m x 12m and 3 classrooms of 18 pupils will be required at inception. Administrative block of 1 room with a store, a functional library, first aid room, 4WC toilet facilities, 1 football field and a farm/fish land are also required for the establishment of a primary school in Enugu State (UBE, 2019).

Another factor militating against the UBE implementation in the state include inadequate infrastructure. In the rural areas, what passed as schools are make-shift structures that look like a farm shade. The infrastructure on the ground is less encouraging to the very few teachers who are posted to the rural areas. Although the Governor Ugwuanyi-led administration was committed to providing the needed infrastructural facilities, in some cases, the teachers in the rural areas had to bring their own chairs from home just as the pupils and students do. With this situation, according to Sobechi (2019), it is not easy to maintain good supervision or even keep the roll. The number of pupils and students coming to school keeps on fluctuating; the number that turns up for learning depends either on whether it was a market day or on the will of their parents. On market days, some of those who are actually registered for school could be seen carrying firewood or other farm produce to the market. The indifference of some people to education in the state is one of the factors affecting the successful implementation of the UBE programme. In one breath, they appear really at a loss on what could be the benefits from reading and writing.

According to Edem (2020), it is the duty of the Ministry of Education or the board

of education to make furniture, equipment, textbooks and expendable materials available to schools, for their inadequacy constitutes another source of frustration and disillusionment among teachers. African leaders, earnestly desire good educational programmes for their people, but in many cases the resources to achieve them are so meager that little progress can be made. Whatever resources are available, however, are often not properly utilized due to poor planning which ignores educational goals on the types of school and the number of classrooms required if, the quality of education is to be maintained. The ultimate aims of using the appropriate materials is to enhance learning in our schools and increase teachers' adaptability, reduce their over-dependence on just verbal means of teaching, and bring out the best of their teaching skills as trained teachers (Edem, 2020). The poor learning outcome of participants of the UBE programme calls for immediate attention of government and other stakeholders in education. This explains why the present study is timely and crucial in; appraising the attainment of the specific objectives of the UBE programme in junior secondary schools.

Functionalism Theory

Emile Durkheim (1858-1917) developed the functionalist theory and was refined by Talcot Parson (1902-1979). Functionalists view a society as a biological organism which has parts and all these parts are interrelated. When one of the parts is affected, it goes to affect the other component units that make up the whole. For the functionalists therefore, an understanding of any organ of the body connotes an understanding of the relationship with the other organs of the body. The theorists argued that just like the organism has basic needs that must be satisfied if it is to survive, so is the society. For them, change may occur but must allow the internal dynamics through the principles of

homeostasis to absorb the change without disintegrating the order.

Relating the theory to the study, the essence of introducing UBE is in realization of the crucial role education plays in the life of individual and that of the society at large (Nwuche & Odo, 2009). Nwuche and Odo (2019) affirmed that no nation can grow beyond its educational system. Education is the most potent weapon for a total turnaround of the Nigeria economy. This further accentuated the reason for the UBE not only being universal as it is designed for everyone irrespective of socio-demographic definitions. It is therefore a functional prerequisite of societies to evaluate the efficacy of initiated government's programmes.

Functionalism has been criticized on the grounds that it tends to look at the society as static and as such should be in an equilibrium state for it to progress. This is not so. Change is very constant and thus could be evolutionary or revolutionary. However in spite of the criticism, the researcher finds the theory very relevant to the study.

Expectancy Theory

Victor Vroom developed the expectancy theory of motivation in 1954. The theory asserts that the motivation to behave in a particular way is determined by an individual's expectation that behaviour will lead to particular outcome, multiplied by the preference or valence that person has for that outcome. The components of expectancy theory are;

- **Expectancy:** The belief of a person that his/her effort will result in attainment of desired result.
- **Instrumentality:** The belief of a person that he/she will receive reward if the performance expectation is met.
- **Valence:** The value of the reward accorded to the person (reward attracts to the person). Human

behaviour is directed by subjective probability.

Relating the theory to the study, one of the greatest things that the UBE is set to achieve in primary school education is to ensure that children identify their personality traits, interests and value of such interest thus to motivate them to achieve success in life. When an interest and academic flare are discovered in a child it is the responsibility of teachers and indeed parents to ensure that the child achieves the set goal. Achieving such success requires consistent motivation of the child by making the process of acquiring learning pleasurable rather than a task.

Expectancy theory could be criticized on the basis that it did not point to specific motivational materials to be used at a particular issue. Again, there are times when someone is motivated yet the result would not be encouraging. However in spite of the criticisms, the researcher finds the theory very relevant to the study.

Empirical Studies

Mordi (2016) studied the impact of Universal Basic Education Programme in addressing rural secondary school dropout using, the induction case study design. It was a qualitative study. Study participants were 10 drawn from 5 schools in 3 forms. The instrument for data collection was interview. Data were analysed using inductive coding structure to identify themes and patterns. The study found that the UBE implementation was only observed in public secondary schools and that no attention was paid to curriculum development. This implies that citizens' consciousness for education is not actualized as articulated in the policy. The present study is similar to the study reviewed because both were targeted to uncover the challenges militating against the implementation of UBE. However, the difference lies on the fact that then present study dealt with the appraisal of the UBE programme in urban and rural junior

secondary schools holistically whereas the study under reference only addressed school dropouts in rural areas.

Abutu (2015) carried out a study which investigated the constraints to effective implementation of the Universal Basic Education in Nsukka Education Zone. Three research questions and three null hypotheses were formulated for the study. A 30-item questionnaire was developed and administered to six hundred and twenty (620) respondents (120 teachers and 400 parents) in Nsukka Education Zone of Enugu state. The data collected were analyzed using mean scores. Z-test statistics was employed in testing the null hypothesis. The study found that the Universal Basic Education in Nigeria is a laudable project which is capable of transforming the citizens into well-educated individuals. The UBE programme however according to the study, is besieged by multiple problems which constitute hindrances to its effective implementation in Nsukka Education Zone. The study found out that these constraints to the effective implementation of the UBE include: poor planning of the UBE programme, poor funding of the UBE scheme; politicization of the UBE scheme, inaccurate statistical record of population; poor awareness and mobilization campaign, mismanagement of educational funds, insufficient number of qualified teachers in schools, embezzlement of the funds by administrators, poor attention to teacher education by the government, poor school infrastructural facilities; poor provision of instructional materials; and lack of adequate motivation of teachers. The similarity between the reviewed study and the present study is that both studies targeted at finding the challenges militating the realization of the specific objectives of the UBE programme. However, the difference is that the present study picks on the individual objective of the UBE programme, assess its attainment and draws conclusion on the

realization of the objectives, whereas the study under review addressed the challenges militating against the implementation of the UBE programme.

Obun, Joseph and Akan (2018) studied the qualitative analysis of Universal Basic Education policy implementation strategies in Nigeria; effective management for goal realization using, the qualitative study approach. Face to face interview was used in data collection. Data were analysed using content analysis. One of the findings of the study was that there was serious setback at its implementation phase. The study reviewed is similar to the present study because both of them dealt with the achieving the desired goal in the UBE set goals. However both studies vary in the method of analysis and specific objective. The present studies dealt with appraisal of the attainment of the specific objectives of the UBE while the study under review dealt with the management and implementation of the UBE programme.

Adepoju and Fabiyi (2017) studied Universal Basic Education in Nigeria; challenges and prospect. The study adopted cross sectional survey design and, adoption of four research questions. The population of the study was 21,961 students and 540 teachers. Out of this, 270 students were selected as the sample size. One of the findings of the study was that the majority of respondents were not involved in the provision of infrastructures. This had negative impact on the implementation of the policy. The study further found out that classrooms were overcrowded and/or not conducive for teaching and learning and, teachers and students alike were not comfortable. The study recommended massive provision of teaching and learning facilities and improvement of the existing ones to enhance program implementation. The similarity between the study under review and the present is that both studies

aimed at finding the challenges of the UBE programme. However both studies vary because the study under review dealt with the availability of infrastructure for the UBE programme while the present study dealt with the appraisal of the strategies for the attainment of the UBE specific objectives. More so there is variation in the area of study.

Nweze (2014) studied administrative constraints to the effective implementation of the Universal Basic Education program in Junior Secondary Schools in Enugu State. Four research questions guided the study. The study adopted descriptive survey design. The population studied 8064 teachers and 275 principals. A sample of 60 principals and 240 teachers was used for the study. Questionnaire was the instrument for data collection. Mean and standard deviation were used as tools for analysis. The study found non-availability of fund, human and material resources to affect the implementation of the UBE in junior secondary schools (JSS) in Enugu state. The similarity between the study under review and the present study is that both studies targeted finding the challenges militating against the implementation of the UBE programme. However there is variation on the approach. The study under review dealt with the constraints to effective implementation of the UBE policy while the present study dealt with the appraisal of the attainment of the specific objectives of the UBE programme among junior secondary school students.

Okonkwo (2013) studied challenges of Universal Basic Education Programme: the role of counselors. The study adopted cross sectional survey design. The sample size for the study was 72 counselors found during the CASSON meeting Anambra State Chapter. The instrument used for data collection was questionnaire. Data were analysed using rank order and mean rating. One of the findings of the study was that there are several factors which need to be adopted

for effective implementation of Universal Basic Education. These include introducing children to wholesome study habit, effective study habit, establishing goals for going to school, guiding attitude of children, their values, interest and aspiration among others.

In study by Onyeador (2014) on the impact of Instructional Materials on teaching and learning social studies among Junior Secondary School Students in Aguata Local Government Area of Anambra State, the study adopted cross-sectional survey design. A sample of 200 students was randomly selected from public secondary schools in the Area. It was found that students do better when they are taught the subject through the use of instructional aids such as television, charts, maps, internet facilities among others but these materials are lacking in most of the schools; making the objectives of Universal Basic Education difficult to realize. The similarity between the study under review and the present study is that both studies target at investigating the attainment of the objectives of the UBE programme but vary in the objectives of the study. The present study dealt with appraising the strategies for the attainment of the specific objectives of UBE whereas the study under review addressed the challenges of the UBE programme. More so, there is variation in method of data analysis.

Amuta, Ani, Aja-Okorie, Egwu and Aga (2018) studied 'Universal Basic Education Policy implementation challenges: the dilemma of junior secondary school administration in Nigeria. The study adopted descriptive survey design. The population of the study was 221 school principals from Ebonyi State public junior secondary school. Out of the number, 100 principals were selected as the sample size of the study. The instrument for data collection was questionnaire. Data were analysed using mean score and standard deviation. The study found that poor policies implementation, inadequate funds, poor planning and

bureaucratic red-tape syndrome constitute challenges in the implementation of the Universal Basic Education Programme in Nigeria. The study under review and the present study are similar because both studies aimed at finding a solution to the challenges of the UBE programme. The difference is that the study under review focused on the challenges facing the implementation while the present study dealt with the appraisal of the attainment of the specific objectives of the UBE programme

Summary of Review of Related Literature

Literature reviewed maintained that appraisal is a periodic measure of individual and collective performance of those working in an organization in tandem with the set goals. It is the aggregate performance of all the members of staff and the availability of materials that make way for proper appraisals. Literature maintained that the Universal Basic Education programme was established to ensure that citizens have access to education particularly children at the primary school and first three years in the secondary school level. The UBE is an offshoot from the Universal Primary Education (UPE).

Literature reviewed stressed that the acronym UBE pictures the relevance of the policy. Universal suggests that the programme is not tied to any specific child or group of children irrespective of religion, creed, ethnic or any other distinction. 'Basic' suggests that the policy is aimed at making the primary and junior secondary level the least education one could freely acquire. Education in the acronym makes it a programme which one attains to literate in numeracy and numeracy.

Literature reviewed equally maintained that the UBE was designed to motivate, capture and develop the citizens' consciousness for education but however noted that this objective has not been realized since the introduction of the programme.

Education in the basic level is found to be collapsing, thereby making people to have high disregard for education. Literature reviewed also stressed that the UBE programme is designed to make those who go through to acquire a skill and in that regard become an entrepreneur reduce the overdependence on government for job. The programme is not doing much in this regard hence the country is witnessing a serious unemployment crisis in spite of the policy thrust.

Literature reviewed captured another objective of the UBE which is to reduce the incidence of school drop-out. It however observed that millions of Nigerian children are out-of-school and in spite of the measures employed to curb the trend, the out-of-school children continues to be on the increase. Poverty, insecurity, corruption and lack of political will are some of the factors bedeviling the policy and unfortunately, Nigeria is one of the three countries of the world with high incidence rate. Literature reviewed maintained that for the goal of UBE to be realized, the learning needs of citizens

need to be addressed. The learning environment generally will be such that would always maintain the attention of the learner. But this policy objective seem not realized. Funds meant for the programme are diverted to private pockets. This is in spite of the so-called stringent measures attached to protect the fund from the states meddling with it.

Literature reviewed stressed that there are challenges militating against the realization of the objectives. They include but not restricted to hidden charges to the learners, poor or complete unavailable teaching materials, poor remuneration to teachers, and few number of teachers to execute the task among others.

Two theories were adopted as the theoretical base for the study; the functionalist theory and the expectancy theory. Both theories gave credence to the validity of the study. Empirical studies equally showed the already researched related works which further validated the need for the study.

Materials and method

Research Design

The researcher adopted cross sectional survey design. Ezeah (2014) affirmed that cross sectional survey design takes a photographic situation report of an event or phenomenon. For him, such survey is appropriate when one wants to find out the opinion, belief systems, knowledge values and demographic characteristics of people. The study under reference is by the opinion of Ezeah (2014) by no means an exception as it will evaluate the implementation of Universal Basic Education Policy in public secondary schools in Enugu State, South-East, Nigeria.

Area of the Study

The area of the study was Enugu State. The state was created on the 27th of August, 1991 from the old Anambra State. Enugu has its

capital at the city of Enugu state. The name Enugu not only gives the geographical interpretation of the location of the state (Enu-ugwu – on top of the hill), but provides an insight into the predominant language of the inhabitants – Igbo language. The state shares boundaries with Abia and Imo states to the South, Ebonyi State to the East, Benue State to the Northeast, Kogi State to the Northwest and Anambra State in the West. The choice of the state for the study was predicated on the brazen method with which young people pursue wealth without recourse to education. Today, the majority of young ones in the state regard education as a scam because it does not provide the roadmap to survival. However, if youths feel this way, then there is every need to evaluate the implementation of UBE in the state.

Population for the Study

According to the Office of Statistics and Planning Enugu State Post Primary School Management Board (2021), Enugu State has 351 public junior secondary school and students’ population of 57916 spread across six education zones.

Sample and Sampling Techniques

The sample size for the study was 397 students. This will be determined using Yaro Yamen formula for sample size determination thus:

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

$$n = \frac{57916}{1 + 57916 \times 0.0025}$$

$$n = \frac{57916}{1 + 144.79}$$

$$n = \frac{57916}{145.79} = 397.2563 = 397$$

Multistage sampling technique was adopted in the study. The education zones were stratified into urban and rural. Through the use of purposive sampling method of simple random sampling technique, one urban and one rural education zone was selected. The two education zones include; Enugu Education Zone for the urban education zone and Udi Education zone for the rural education. In each of the zones, the 10% of the schools was selected. Ezeah (2014) affirmed that the adoption of 10% is appropriate when dealing with a relatively small population. Thus, given the 31 schools according to the Office of Statistics and Planning, Enugu State Post Primary School Management Board (2021) in Enugu Education zone, four schools through, the

application of computerized method of simple random technique, were selected. The four schools that were selected include Saint Patrick’s Secondary School Emene, Enugu, Trans-Ekulu Girls Secondary School Enugu, City Girls Secondary School, Enugu and Government Secondary School, Enugu. Udi Education has 46 schools; the same procedure will be adapted in selecting four schools which was 10% of the population of schools. The schools selected include; St. Patrick Secondary School Eke, Girls’ Secondary School, Ngwo, Aguobu-Owa High School, Ezeagu LGA and SGSS Oghe, Ezeagu LGA.

In view of the fact that school population varies, the researchers adopted proportionate sampling technique to determine the appropriate sample size for each of the school selected for the study thus: (Appendix 1)

Instrument for Data Collection

The instrument used for data collection was questionnaire structured in Likert four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The questionnaire was divided into two sections. Section A dealt with socio-demographic data of respondents like sex, age, length of service. Section B dealt with substantive issues. The instrument had 45 questionnaire items.

Validation of the Instrument

The questionnaire was given to three experts; two experts from the Department of Educational Foundations Peaceland College Enugu, the other one was given to an expert in the Department of Measurement and Evaluation, Enugu State College of Education Technical, Enugu. These experts were requested to check the measurability of the identified variables with the array of questionnaire items. Their corrections were adopted before the final draft of the instrument.

Reliability of the instrument

The test re-test method was adopted. The researcher administered 10 copies of the questionnaire to 10 junior secondary school students in Ebonyi State. Two weeks later, the instrument was re-administered to the same set of respondents. Using Crombach Alpha to compute, the result was 0.72; showing that it was good enough for the study.

Method of Data Collection

The copies of the questionnaire were administered through the help of four research assistants whom the researchers trained for two weeks. The training that was given to the research assistants included; how not to interfere with the respondents’ opinion,

how to request for a callback, manner of approach, how to clarify certain issues if requested and dress pattern. The training yielded positive result as about 95% of the instrument were correctly filled and turned in.

Method of Data Analysis

Data was analysed through the use of mean and standard deviation as the statistical tools. The decision rule is that where the calculated mean in each questionnaire item is equal to or above 2.50, it was regarded as agree while the reverse is the case where the calculated mean is less than 2.50. T-test of significance was adopted in testing the hypotheses at 0.05 significant level

Results and discussion

Research Question 1

How has the universal basic education policy developed citizens’ consciousness for

education in public junior secondary schools in Enugu State?

Table 1: Mean response on how universal basic education policy develop citizens’ consciousness for education in public junior secondary schools (N= 397)

S/N	ITEMS: Through the UBE programme, students relaise that	URBAN			RURAL			OVERALL		
		\bar{X}	SD	DEC	\bar{X}	SD	DEC	\bar{X}	SD	DEC
1	Education is very important for their survival	2.16	0.56	D	2.15	0.04	D	2.15	0.3	D
2	Education is the key for moving out from poverty to plenty	1.55	0.2	D	2.06	0.03	D	1.80	0.07	D
3	Education moderates ones behaviour to accommodate one another	2.88	0.5	A	2.61	0.07	A	2.74	0.6	A
4	Without education, it will be difficult to eradicate ignorance	2.87	0.8	A	2.35	0.09	D	2.61	0.44	A
5	Education is what propel the society to grow through individual and collective efforts.	2.23	0.82	D	2.76	0.3	A	2.49	0.56	D
6	Education has the solution to all the challenges in life and procedures	2.74	0.9	A	2.19	0.7	D	2.46	0.6	D
7	Plan language and literacy education opens doors of	1.98	0.56	D	1.97	0.9	D	1.97	0.73	D

opportunities for those who acquire it.										
Cluster mean/SD	2.34	0.64	D	0.26	0.30	A	2.31	0.44	D	

Note: x=mean; SD= Standard Deviation

Hypothesis 1

Ho₁: There is no significant difference in the mean rating of students in rural and urban secondary schools on how Universal Basic

Education Policy develop citizens' consciousness for education in public junior secondary schools in Enugu State

Table 2: Summary of t-test analysis of mean rating of students in rural and urban secondary school on how Universal Basic Education Policy develop citizens' consciousness for education in public junior secondary schools in Enugu State.

Variable	N	T	Df	Sign	Mean	Std error	Decision
Urban	200	0.89	196	0.041	18.8900	0.31253	Ns
Rural	197						

Result of the analysis of research question 1 showed that the overall mean response of items 1 to 7 were less than the cut-off mean of 2.50 and therefore considered to be disagree (D). High mean responses were recorded in items 3 with mean response of 2.88 and SD of 0.5 for students in urban areas and mean of 2.61 and SD 0.07 for students in the rural areas. Also in item 4 with mean response of 2.87 and SD of 0.09 indicated that they agree that Universal Basic Education Policy has developed citizens' consciousness for education. However, the overall mean for the students in the urban and rural was low (Mean=2.31 and SD=0.44). This implies that the Universal Basic Education has not developed citizens' consciousness for education in junior secondary schools in Enugu State.

The result of t-test analysis shows that t-value at 0.05 levels of significance and 196 degree of freedom for the seven items is 0.89

with a significance value of 0.041. Since the significance value of 0.041 is less than the 0.05 level of significance the null hypotheses is not rejected. This means that there is a significant difference between urban and rural secondary school students on Universal Basic Education Policy development on citizens' consciousness for education in public junior secondary schools in Enugu State

Research Question 2

How have the provisions of the Universal Basic Education influence entrepreneurial skill acquisition among public junior secondary school students in Enugu State?

Hypothesis 2

Ho₂: There is no significant difference in the mean rating of urban and rural secondary school students of free Universal Basic Education's influence on entrepreneurial skill acquisition among public junior secondary school students in Enugu State

Table 3: Mean responses on how the provisions of the Universal Basic Education influence entrepreneurial skill acquisition among public junior secondary school students

S/N	ITEMS: For the fact that UBE is free, education, students	URBAN			RURAL			OVERALL		
		\bar{X}	SD	DEC	\bar{X}	SD	DEC	\bar{X}	SD	DEC

8	Engage in academic activities that would help them be on their own without much financial pains	2.17	0.5	D	2.09	0.4	A	2.13	0.96	D
9	Make choice of their subjects based on ability and not the financial implications	2.89	0.3	A	2.69	0.3	A	2.78	0.6	A
10	Do not want to waste time in their education because of skills already acquired	1.89	0.6	D	2.25	0.7	D	2.07	0.4	D
11	Aspire to make it in life through personal efforts having acquired the skills	2.92	0.9	A	2.99	0.5	A	2.99	0.5	A
12	Believe that one cannot aspire to achieve success in life through education	2.24	0.8	D	2.01	0.12	D	2.12	0.75	D
13	Believe that education cannot provide what one requires in life because it is free	2.19	0.7	D	2.05	0.05	D	2.1	0.35	D
14	Know that free education is an opportunity to excel in life and as such engage in practical ventures to realize their dreams	2.85	0.3	A	3.03	0.04	A	2.94	1.67	A
	Cluster mean/SD	2.45	0.58	D	2.44	0.29	D	2.45	0.7	D

Note: x=mean; SD= Standard Deviation

Result of the analysis in research question 2 showed that the overall mean response of items 8 to 14 were less than the cut-off mean of 2.50 and therefore considered to be disagree (D). High mean responses were recorded in items 9 with mean response of 2.89 and SD of 0.3 for students in urban areas and, mean of 2.78 and SD of 0.06 for students in the rural areas. Also in item 11 with mean response of 2.97 and SD of 0.09 for students in the urban areas and, mean of 2.99 and SD of 0.5 for students in the urban area. Item 14 with mean of 2.85 and SD of 0.3 for students

in the urban area and, mean of 3.03 and SD of 0.04 This indicated that they agree that Universal Basic Education influence entrepreneurial skill acquisition among public junior secondary school students in Enugu State. However, the overall mean for the students in the urban and rural was low (mean=2.45 and SD=0.58) for urban and for the rural (mean=2.44 and SD=0.29). This implies that the Universal Basic Education has not influenced entrepreneurial skill acquisition among public junior secondary school students in Enugu State

Table 4: Summary of t-test analysis on the mean response ratings of urban and rural secondary school students on free Universal Basic Education’s influence entrepreneurial skill acquisition among public junior secondary school students in Enugu State

Variable	N	T	Df	Sign	Mean	Std error	Decision
Urban	200	1.337	196	0.405	7.08010	4.32525	Ns
Rural	197						

The result of t-test analysis presented shows that the t-value at 0.05 level of significance and 196 degree of freedom for the seven items is 1.337 with a significant value of 0.405. Since the significant value of 0.405 is more than 0.05 level of significance the null hypotheses is not rejected. This shows that there is no significant difference with the regard to the seven items on the mean ratings of urban and rural secondary school students on the free Universal Basic Education’s influence on entrepreneurial skill acquisition among public junior secondary school students in Enugu State

Research Question 3

How has the Universal Basic Education Policy reduced the incidence of school drop out in Public Junior primary Schools in Enugu State?

Hypothesis 3

Ho₃: There is no significant difference in the mean rating of students in urban and rural secondary schools on how the introduction of Universal Basic Education reduces the incidence of school-drop-out in public junior secondary schools in Enugu State.

Table 5: Mean response on how the Universal Basic Education Policy reduce the incidence of school drop out in Public Junior primary Schools in Enugu State.

S/N	ITEMS: on how UBE Policy reduce the incidence of school drop out	URBAN			RURAL			OVERALL		
		\bar{X}	SD	DEC	\bar{X}	SD	DEC	\bar{X}	SD	DEC
15	Believe in the outcome of education and therefore see it to the end	2.02	0.4	D	1.90	0.5	D	1.96	0.45	D
16	Focus on a particular vocation and work towards the realization of the set of goals and avoid any thing that will make them drop out of school	2.73	0.5	A	2.08	0.3	D	2.40	0.4	D
17	Dislike the idea of being an apprentice without acquiring the basic education hence it may make them drop out of school	2.98	0.6	A	1.64	0.2	D	2.31	0.4	D
18	Reject the idea of doing any other job before acquiring at least the basic education	1.93	0.3	D	2.11	0.20	A	2.02	0.25	D
19	Be more dedicated in studies rather than thinking on how to engage in unwholesome activities	2.01	0.3	D	2.04	0.03	A	2.02	0.16	D
20	Believe that education makes a way where it is difficult and therefore one should stick to it	1.99	0.71	D	1.97	0.05	D	1.98	0.73	D
21	Know that it is better to acquire education before any other thing hence it will help to harness your wealth	3.00	0.5	A	3.13	0.04	A	3.06	0.27	A

Cluster mean/SD	2.38	0.44	A	2.12	0.3	A	2.25	0.40	D
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Note: x=mean; SD= Standard Deviation

Result of the analysis in research question 3 showed that the overall mean response of items 15 to 21 were less than the cut-off mean of 2.50 and therefore considered to be disagree (D). High mean responses were recorded in items 21 with mean response of 3.00 and SD of 0.5 for students in urban areas and, mean of 3.13 and SD 0.04 for students in the rural areas. This indicated that they agree that Universal Basic Education

influence entrepreneurial skill acquisition among public junior secondary school students in Enugu state. However, the overall mean for the students in the urban was low (mean=2.38 and SD=0.44) and (mean=2.12, SD=0.3) for students in the rural areas. This implies that the Universal Basic Education Policy has not reduced the incidence of school drop outs in Public Junior primary Schools in Enugu State.

Table 6: Summary of t-test analysis of mean rating of students in urban and rural secondary schools on how the introduction of Universal Basic Education reduce the incidence of school-drop-out in public junior secondary schools in Enugu State.

Variable	N	T	Df	Sign	Mean	Std error	Decision
Urban	200	1.127	196	0.761	2.28641	2.68081	Ns
Rural	197						

The result of t-test analysis shows that the t-value at 0.05 level of significance and 196 degree of freedom for the seven items is 1.127 with a significance value of 0.761. Since the significance value of 0.761 is more than the 0.05 level of significance, the null hypothesis is not rejected. This means that there is no significant difference between the mean ratings of students in urban and rural secondary schools on how the introduction of Universal Basic Education reduces the incidence of school-drop-out in public junior secondary schools in Enugu State.

Research Question 4: How has the Universal Basic Education Policy been able to cater for the learning needs of children whose education were interrupted in public junior secondary schools in Enugu State?

Hypothesis 4

Ho4: There is no significant difference in the mean rating of students in urban and rural secondary schools on the Universal Basic Education Policy been able to cater for the learning needs of children whose education were interrupted in public junior secondary schools in Enugu State

Table 7: Mean response on how the Universal Basic Education Policy has been able to cater for the learning needs of children whose education was interrupted.

S/N	ITEMS: UBE programme provide students the opportunity	URBAN			RURAL			OVERALL		
		Ā	SD	DEC	Ā	SD	DEC	Ā	SD	DEC
22	To have teachers who understand personal and academic problems of students and solve them	3.68	0.5	A	3.02	0.11	A	3.35	0.96	A
23	To have teachers who personally approach students	2.18	0.8	D	2.13	0.4	D	2.15	0.6	D

	with a view of understanding their needs both personal and academic.									
24	To have a forum where students are free to discuss academic and or other challenges with the teacher	2.02	0.4	D	1.89	0.6	D	1.45	0.5	D
25	To know the teachers and members of the school authority are second parents to students.	3.03	0.4	A	3.65	0.6	A	3.34	0.5	A
26	To know the teachers have solution to all their needs in all circumstances	1.97	0.6	D	1.93	0.4	D	1.95	0.5	D
27	To know that when he or she is finding the lesson difficult that the teachers would privately engage him in learning	1.92	0.51	A	2.13	0.3	D	2.02	0.43	D
28	To believe that participation in classroom activities helps the teacher to evaluate the rate of understanding and teachers do it constantly.	3.00	0.01	A	3.13	0.4	A	3.06	0.20	A
	Cluster mean/SD	2.54	0.4	A	2.55	0.40	A	2.47	0.4	D

Note: x=mean; SD= Standard Deviation

Result of the analysis in research question 4 showed that the overall mean response of items 22 to 28 were above the cut-off mean of 2.50 and therefore considered to be agree (A). Low mean responses were however recorded in items 23 with mean response of 2.18 and SD of 0.8 for students in urban areas and, mean of 2.13 and SD 0.04 for students in the rural areas. Also in item 24 with mean response of 2.02 and SD of 0.04 for students in the urban areas, item 26 had mean of 1.97 and SD of 0.6 for students in the urban area, mean of 1.93 and SD of 0.4 for students in the

rural areas, item 27 with mean of 1.92 and SD of 0.5 for students in the urban area, mean of 2.3 and SD of 0.03 for students in the rural areas. This indicated that they disagree that Universal Basic Education Policy has been able to cater for the learning needs of children whose education was interrupted. However, the overall mean for the students in the urban and rural area was low (mean=2.47 and SD=0.4). This implies that the Universal Basic Education Policy has not been able to cater for the learning needs of children whose education was interrupted.

Table 8: Summary of t-test analysis on the mean rating of students in urban and rural secondary schools on how the Universal Basic Education Policy been able to cater for the learning needs of children whose education were interrupted in public junior secondary schools in Enugu State

Variable	N	T	Df	Sign	Mean	Std error	Decision
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Urban	200	0.329	196	0.187	1.90049	2.64298	Ns
Rural	197						

The t-test result shows that the t-value at 0.05 level of significance and 196 degree of freedom for the seven items is 0.329 with a significant value of 0.187. Since the significance value of 0.187 is more than the 0.05 level of significance, the null hypothesis is not rejected. This depicts that there is no significant difference between the mean ratings of students in urban and rural secondary schools on the Universal Basic Education Policy been able to cater for the learning needs of children whose education were interrupted in public junior secondary schools in Enugu state

Research Question 5: What are the major challenges militating against the realization of the specific objectives of the Universal Basic Education Policy in Enugu State?

Hypothesis 5

Ho5: There is no significant difference in the mean rating of students in urban and rural secondary schools on the major challenge militating against the realization of the specific objectives of the Universal Basic Education in public junior secondary schools in Enugu State

Table 9: Mean response on challenges militating against the realization of the aim of the Universal Basic Education

S/N	ITEMS: Major Challenges in the UBE Programme include:	URBAN			RURAL			OVERALL		
		\bar{X}	SD	DEC	\bar{X}	SD	DEC	\bar{X}	SD	DEC
29	Improper funding of the programme	3.05	0.7	A	3.12	0.6	A	3.08	0.65	A
30	Inadequate manpower needs to carry out the programme	3.02	0.5	A	2.99	0.7	A	3.00	0.6	A
31	No enough instructional materials to teach students	3.86	0.3	A	3.45	0.6	A	3.65	0.4	A
32	Hidden fees charged by school authority do not make students to hate the programme	1.94	0.06	D	2.09	0.03	D	2.21	0.04	D
33	Teachers are not given the desired training to meet up with the learning needs of students	3.13	0.6	D	2.10	0.4	D	3.24	0.5	A
34	Poor government involvement in the programme creates challenges for the programme the teacher would privately engage him in teaching	3.27	0.4	A	3.36	0.7	A	3.31	0.5	A
35	Infrastructures are insufficient and this creates a big challenge in implementation of the programme.	3.04	0.3	A	2.98	0.5	A	3.04	0.4	A
36	Teachers are nonchalant about their duties as they engage in other non-academic activities like teaching during school period, personal form activities.	3.02	0.5	A	3.07	0.7	A	3.04	0.5	A

Cluster mean/SD	3.04	0.44	A	2.89	0.45	A	3.07	0.42	A
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Note: x=mean; SD= Standard Deviation

Result of the analysis in research question 5 showed that the overall mean response of items 29 to 36 were above the cut-off mean of 2.50 and therefore considered to be agree (A). Low mean responses were however recorded in items 32 with mean response of 1.94 and SD of 0.06 for students in urban areas and, mean of 2.09 and SD of 0.03 for students in the rural areas. This indicated that they disagree that hidden fees charged by school authority do not make students to hate the Universal Basic Education programme. However, the overall mean for the students in the urban and rural was high (mean=3.07 and

SD=0.42). This implies that the students agree that improper funding of the programme, inadequate manpower needs to carry out the programme, no enough instructional materials to teach students, teachers are not given the desired training to meet up with the learning needs of students, poor government involvement in the programme creates challenges for the programme. Also, teachers engaged privately in teaching may constitute problem to the implementation of the Universal Basic Education Programme in Enugu State

Table 10: Summary of t-test analysis on the mean rating of students in urban and rural secondary schools on the major challenge militating against the realization of the aim of the Universal Basic Education in public junior secondary schools in Enugu State.

Variable	N	T	Df	Sign	Mean	Std error	Decision
Urban	200	0.881	196	0.865	1.80049	3.7828	Ns
Rural	197						

The t-test result shows that the t-value at 0.05 level of significance and 196 degree of freedom for the seven items is 0.881 with a significant value of 0.865. Since the significant value of 0.881 is more than the 0.05 level of significance the null hypothesis is not rejected. This depicts that there is no significant difference between the mean ratings of urban and rural secondary schools on the major challenge militating against the realization of the aim of the Universal Basic Education in public junior secondary schools in Enugu State.

Summary of Findings

Universal Basic Education has not developed citizens’ consciousness for education in junior secondary schools in Enugu State. The Universal Basic Education has not influenced entrepreneurial skill acquisition among public junior secondary school students in Enugu State. The Universal Basic Education Policy has not reduced the incidence of

school drop out in Public Junior primary Schools in Enugu State. The Universal Basic Education Policy has not been able to cater for the learning needs of children whose education was interrupted. Improper funding of the programme, inadequate manpower needs to carry out the programme, no enough instructional materials to teach students, teachers not given the desired training to meet up with the learning needs of students, poor government involvement in the programme creates challenges for the programme.

Discussion of Findings

Research question 1 sought to find out how the universal basic education policy develop citizens’ consciousness for education in public junior secondary schools in Enugu State. Result of the analysis showed that Universal Basic Education has not developed citizens’ consciousness among public junior secondary school students in Enugu state.

Further analysis showed t-value at 0.05 levels of significance and 196 degree of freedom for the seven items with a significance value of 0.041. Since the significance value of 0.041 is less than the 0.05 level of significance, the null hypotheses is not rejected. This means that there is no significant difference between urban and rural secondary school teachers on Universal Basic Education Policy development on citizens' consciousness for education in public junior secondary schools in Enugu state.

The finding corroborates with Amaechina and Sergeant-Awuse (2014) who noted that products of today's primary education system can neither usefully live in the society nor move into higher classes without their parents' aid or forgery. They cannot think for themselves or respect the views and feelings of others. They live no iota of dignity of labor except for things that will give them quick money. Stating the obvious is that levels of government engagement in conflict elicits no other situation order than poor supervision and corrupt practices in education. The expected building of consciousness in education will be completely laid to rest hence the derailment from the target of education being the means to an end to socially unapproved means.

The finding equally agrees with the functionalist theory that when one part of the society is affected, it goes further to affect the other component units of the society. The failure of the policy implementation of the UBE degenerated into not being able to inculcate in citizens' the consciousness for education in public junior secondary schools.

Research question 2 sought to find out how the provisions of the Universal Basic Education influence entrepreneurial skill acquisition among public junior secondary school students in Enugu state. The study found that the Universal Basic Education has not influenced entrepreneurial skill

acquisition among public junior secondary school students in Enugu state. The finding is in tandem with the findings of Irewole & Akinsuroju (2018) who noted that pupils that have successfully completed the 9 years of continuous basic education schooling is expected to have acquired appropriate levels of literacy numeracy, manipulative communicative and lifting skills as well as ethical, moral and civic values. The duo noted that despite the preceding philosophy, it is surprising to note that after the nine years of schooling, most students; particularly those with scanty literacy cannot be fully and successfully engaged in the labour markets. Again, Eya & Ebene (2014) who also observed that in spite of the huge amount of money doled out for education in Nigeria, there is high unemployment rate because instead of utilizing the said funds for the development of human capacity, it is transferred to personal pockets and as such, making the UBE programme not realizing its goals. The hypothesis tested showed that there is no significant difference on the mean ratings of male and female teachers on the free Universal Basic Education influence on entrepreneurial skill acquisition among public junior secondary school students in Enugu State.

Research question 3 sought to investigate how the Universal Basic Education Policy reduces the incidence of school drop out in public junior primary schools in Enugu state. It was found that the Universal Basic Education Policy has not reduced the incidence of school drop out in public junior primary schools in Enugu state. The finding corroborated that of Majeed (2022) who reporting on the UNESCO figure on the out-of-school children noted that Nigeria has about 20 million out-of-school children from the latest global data on out-of-school children of the total 224 million children and youth between the ages of 6 and 18 worldwide who are still out-of-school.

The statistics noted that India, Nigeria and Pakistan have the highest figure for out-of-school children globally. The figure in Nigeria have oscillated between 10.5 million and around 15 million for more than a decade with the situation growing worse due to degenerating insecurity situation in the country. The finding equally agrees with the theoretical postulation of the functionalist theory which affirmed that when one part of the society is affected, it goes to affect the other component units that make up the whole.

The result of t-test analysis shows that the t-value at 0.05 level of significance and 196 degree of freedom for the seven items is 1.127 with a significance value of 0.761. Since the significant value of 0.761 is more than the 0.05 level of significance, the null hypothesis is not rejected. This mean that there is no significant different between the mean ratings of students in urban and rural secondary schools on how the introduction of Universal Basic Education reduces the incidence of school-drop-out in public junior secondary schools in Enugu State.

Research question 4 sought to find out how has the Universal Basic Education Policy has been able to cater for the learning needs of children whose education were interrupted in public junior secondary schools in Enugu State. The finding was that the Universal Basic Education Policy has not been able to cater for the learning needs of children whose education were interrupted in public junior secondary schools in Enugu state. The finding is in tandem with (Oluwo, 2014) who observed that most youths do not possess needed skills for their survival in work environment as tertiary institutions do not have facilities to impact such skills on students. Functional laboratories, workshops and studios are fundamental prerequisite to functional education which Nigeria years for. This no doubt creates a gap between education and skills. The finding is in tandem

with the functionalist theory that when one part is affected, it goes further to affect other components of the system.

The t-test result shows that the t-value at 0.05 level of significance and 196 degree of freedom for the seven items is 0.329 with a significant value of 0.187. Since the significant value of 0.187 is more than the 0.05 level of significant the null hypothesis is not rejected. This depicts that there is no significant difference between the mean ratings of students in urban and rural secondary schools on how the Universal Basic Education Policy been able to cater for the learning needs of children whose educations were interrupted in public junior secondary schools in Enugu State.

Research question 5 sought to investigate major challenge militating against the realization of the specific objectives of the Universal Basic Education in public junior secondary schools in Enugu state. The finding was that improper funding of the programme, inadequate manpower needs to carry out the programme, no enough instructional materials to teach students, teachers are not given the desired training to meet up with the learning needs of students, poor government involvement in the programme creates challenges for the programme. The teacher on the other hand would privately engage in teaching thereby probably constituting problem to the implementation of the Universal Basic Education Programme in Enugu State. The finding corroborates with (Ogbonaya, 2019) who affirmed that the major problem the UBE programme is facing in Enugu state is that government does not mobilize enough funds for the vigorous activities needed for the realization of the programme objectives, and even the ones she mobilized is being embezzled through contract falsification. Fund is fundamental to the effective delivery of education to any society. No educational programme can be effectively implemented

without the adequate availability of funds. Equally, teachers and teaching aids are very fundamental for the implementation of school curricula

Recommendations

The following recommendations are made

1. There is urgent need for government to honestly and with every sense of purpose fund education. The expected budgetary allocation should be strictly adhered to.
2. More teachers should be employed in order to help in inculcating the desired outcome to the learners.
3. Specific amount should be paid to teachers in the rural areas so as to keep them constant with the learners
4. Government should procure the state of the art instructional materials for teaching and learning. This will

reduce the instances of school dropouts.

5. Government should impose drastic measure against any school that collects hidden charges from students. This will reduce if not eliminate school dropout.

Summary of the Study

The Universal Basic Education is conceived as a policy designed to make the citizen useful to himself or herself and the society at large by redirecting the mindset of the young ones to education. It is aimed at making the citizens trust and believe in education. The policy is bedeviled with poor funding carefree attitude from stakeholders in education. The identified educational gap that exist between the North and the South parts of Nigeria is widening following the inability of the objectives of the Universal Basic Education Policy to be realized

Conclusion

The study concluded that the Universal Basic Education Policy in Nigeria is not achieving the set goals. The policy has been politicized by government by meddling with the funds earmarked for the implementation of the program-policy. The idea of using UBE policy to build individuals' consciousness towards education is yet to be realized in spite of the presence of the programme in the Enugu state. Skill acquisition and entrepreneurial skills can no longer be achieved in spite of the enormous amount of money doled out for the programme. The idea of using the UBE programme has not been realized hence not much attention has been given on the implementation of the UBE programme.

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Appendix 1**Table 11: Calculation of Proportionate Sample Size**

Urban: Enugu Education Zone				
	Name of Schools	Students Population	Cal. of proportionate sample size	Sample size
1	St. Patrick secondary school, Emene, Enugu	414	$\frac{414 \times 397}{4613} = 35.62$	36
2	Trans-Ekulu Girls' secondary school, Enugu	1346	$\frac{1346 \times 397}{4613} = 115.83$	110
3	New Haven secondary school, Enugu	860	$\frac{860 \times 397}{4613} = 70.65$	70
4	National Grammer school, Nike, Enugu	744	$\frac{744 \times 379}{4613} = 61.12$	61
Rural: Udi Education Zone				
5	St. Paul's, Eke, Udi L.G.A	709	$\frac{709 \times 379}{4613} = 58.25$	58
6	Girls' secondary school, Ngwo, Udi L.G.A	343	$\frac{343 \times 379}{4613} = 28.18$	28
7	Aguobu-owa High school, Aguobu-owa, Ezeagu L.G.A	75	$\frac{75 \times 379}{4613} = 6.16$	6
8	SGSS, Oghe, Ezeagu L.G.A	122	$\frac{122 \times 379}{4613} = 10.02$	10
	TOTAL	4613		379