
**ASSESSMENT OF THE IMPLEMENTATION OF THE UNIVERSAL BASIC EDUCATION
PROGRAMME IN TARABA STATE, NIGERIA**

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Abstract

The newly adopted Universal Basic Education programme is part of Nigeria's effort to uphold and renew its commitment for the provision and promotion of basic education for all. The Universal Basic Education (UBE) programme is a school quality programme which aimed at repositioning education; especially at the basic level with the motive to play its role as a positive instrument of change and development. This study was guided by two objectives which were translated into research questions. Descriptive survey design was adopted for the study. 2,628 head Teachers of primary and Junior Secondary schools were used as population of the study, and 300 Head Teachers were randomly selected as sample size, based on Research Advisers committee (2006) recommendation. The instruments used for data collection was Check list and Proforma. Both face, content and construct validity of the instrument were established by Experts in measurement and Evaluation. Percentages, Rating, Mean, and bar chart were used for answering research questions. The findings showed that there was a partial implementation of UBE Objectives in UBE schools in Taraba States, and there were shortage of human and material resources availability in Taraba State UBE schools. It was recommended that: there should be a concerted effort by all stakeholders to ensure that UBE objectives are fully implemented. There should be an effort by Stakeholders to ensure that human and material resources are made sufficiently available and evenly distributed to the various UBE schools in Taraba State.

Keywords: Assessment, Implementation, Universal Basic Education, Programme.

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Introduction

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

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

- To inculcate literacy and numeracy and the ability to communicate effectively.
- To lay a sound basis for scientific and reflective thinking.
- To develop citizenship for effective participation in and contribution to society.

- To develop character, morality and sound attitudes.
- To develop the ability to adapt to changing environment.
- To develop skills for cooperation, communication, problem solving and lifelong learning.
- To develop manipulative skills to function effectively in the society within the limits of his capacity.

Ejere (2011) defines policy as a statement of action and intentions, and a programme as the means designed to achieve the action and intentions. A programme is known to consist of sets of strategies or activities meant to attain some intended objectives. The execution of these strategies and activities to attain intended objectives constitute what is known as policy implementation.

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

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

Nigeria has gone through a variety of educational policies, many of which could not achieve the envisaged goals due to several reasons. Prominent among such educational programmes were the Universal Primary Education (UPE) and the 6-3-3-4 system of education that succeeded it. These previous educational programmes could not achieve their intended goals because of several factors which culminated in eventual failure of implementation. Since basic education is considered to be very important, and it is accepted as the foundation for other further educational adventures, the government has not ceased to show some form of concern about it. This has always manifested in the introduction of new educational policies or reforms of the existing one. These programmes, though seemingly new, are observed to be well related in objectives and content, and sometimes could pass for just a change of structural nomenclature. In the long run the new programme is also faced with the hitches of the former.

Following the UPE programme, was the 6-3-3-4 system of education which was introduced Nationwide in 1982. This system of education required that a school child will spend 6 years in primary, 3 years in junior secondary, 3 years in senior secondary, and 4 years in a tertiary institution. According to Asuru (2011), the purpose of the 6-3-3-4 system was to lay the foundation for scientific and technological take-off as stated in the National Policy on Education (NPE, 1981). It was seen as an instrument of national unity, and was designed to inject functionality into the Nigerian School system. Asuru (2011) reported that the Federal Government at that time spent huge sums of money to import heavy equipments and machinery considered necessary for the implementation of the 6-3-3-4 system, and in some cases even built workshops in secondary schools across the country. The schools were split into Junior and Senior Secondary Schools, each of three years duration, with the Junior school culminating in the award of the Junior School Certificate (JSC), while the Senior School led to the award of Senior School Certificate (SSC) to successful candidates. The 6-3-3-4 system adopted a more comprehensive but liberal method of evaluating learners' progress. This method laid emphasis on the three domains of learning - affective and the psychomotor - and also advocated the use of systematic and regular continuous assessment as part of the evaluation process for a number of reasons, the 6-3-3-4 system could not accomplish the envisaged

goals. Otonti (2000) and Asuru (2011), identified some of these reasons to include public ignorance due to inadequate sensitization, lack of real commitment on the part of policy makers and implementers, inadequate provisions for the training of the appropriate manpower to operate the equipment, inadequate security for the expensive equipment, poor planning, monitoring and evaluation, poor funding of the school system, political instability, and poor or irregular remuneration of the primary manpower of the policy, the teachers.

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

- a. The formal school system, consisting of six years of primary education and three years of junior secondary education.
- b. Nomadic education designed for children of school age among mobile communities of pastoral nomads and migrant fishermen.
- c. Adult literacy and non-formal education programmes for out of school youths and illiterate adults.

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

The Universal Basic Education Commission (UBEC) was formally established on 7th. October 2004. The Government's Vision is that at the end of nine years of this continuous education, every child should acquire appropriate and relevant skills and values and be employable in order to contribute his or her quota to National Development. The mission is to serve as a prime energizer of National movement for the actualization of the nation's Universal Basic Education (UBE) vision, working in concert with all stakeholders, thus mobilizing the Nation's creative energies to ensure that "Education for All" becomes the responsibility of all. The specific objectives of the UBE are (Federal Government Implementation Guidelines, 2000):

1. Developing in the 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 age;
3. Reducing drastically the incidence of dropout from the formal school system (through improved relevance, quality, and efficiency);
4. Catering for the learning needs of young persons who for one reason or the other, have had to interrupt their schooling through appropriate
5. Forms of complementary approaches to the provision and promotion of basic education;
6. Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical,
7. Moral and civic values needed for laying a solid foundation for life-long learning possibilities.

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

Lower Basic Classes: These are UBE I (primary one), UBE II (primary two), and UBE III (primary three).

Middle Basic Classes: These are UBE IV (primary four), UBE V (primary five), and UBE VI (primary six).

Upper Basic Classes: These are UBE VII (JSS one), UBE VIII (JSS two), and UBE IX (JSS three).

The UBE programme in each State is to be supervised by the State Universal Basic Education Board (SUBEB) while the Universal Basic Education Commission (UBEC) is the national body that monitors and evaluates school programmes. It is expected that during the 9-year period, the various levels of government in Nigeria will work to improve the conditions of teaching and learning in schools through interventions in Teachers' quality improvement, updating of infrastructural facilities and enhanced availability of instructional material (Osadebe, 2009). It is against this background that the researchers decided to investigate the evaluation of the implementation of the universal basic education programme in Taraba State, Nigeria.

Evaluation in the other hand involves objectives or goals for which information are gathered, analyzed and reported to aid judgment of merit in decision making. According to Odili and Ajuar (2001), it is a statement which specifies the extent to which objectives of a programme have been achieved. It is therefore required to determine the effectiveness of the current UBE programme and to provide necessary feedback for the improvement of the programme so that it remains on course and to enable it achieve its envisaged objectives.

Objective of the Study

The main objective of this study is to assess the Implementation of the Universal Basic Education Programme and students Enrolment in Taraba States. Specifically, the study will achieve the following objectives;

- i. determine the extent of the Implementation of UBE objectives in Public Basic Schools in Taraba State
- ii. determine the Level of human resources available in the implementation of UBE in Public Basic Schools in Taraba State.
- iii. examine the level of Materials resources available for the implementation of UBE in public Basic schools in Taraba state.

Research Questions

In line with the above objectives of the study, the following research questions are proposed:

- i. To What extent have UBE Objectives been implemented in Public Basic Schools in Taraba State?
- ii. What is the level of human resources available for the Implementation of UBE in public Basic Schools in Taraba State?
- iii. What is the level of Materials resources available for the implementation of UBE in public Basic schools in Taraba State?

Methodology

The descriptive survey design was adopted for this study. Descriptive survey describes and interprets prevailing conditions or available situations based on the data (Aggarwal cited in Salaria, 2012). The design, according to Salaria (2012), is concerned with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends invariability, and includes proper analyses,

interpretation, comparisons, and identification of trends. Therefore, the design was adopted to examine the extent of Implementation of Universal Basic Education (UBE) programme and objectives accomplished in Taraba State, the level of the availability of human and material resources and the level of Students Enrolment in the system using the specifications of the UBE minimum standard as a basis. The population of this study consists of all Head Teachers in public UBE schools in the entire Eight (8) Educational Zone of Taraba State. This is made up of all the public primary and Junior Secondary Schools in the State. The number of public primary schools Taraba State is 2290 and the number of Junior Secondary Schools is 338. And in the study area, there is a total of 2,290 Head Teachers in public primary schools and total of 338 Head Teachers in public Junior Secondary Schools, all amounting to 2,628 Head Teachers in the Public UBE schools, that makes the Population of the study. (Sources: Ministry of Education, Taraba State, 2025).

The sample Size for the study consists of 300 Head Teachers drawn proportionately from the 2628 Head Teachers in the 2628 upper and lower Basic Schools in the Eight (8) Educational Zones of Taraba State, using simple random sampling techniques. The table below shows the total number of Head Teachers in the Primary and Junior Public Secondary Schools in Taraba State and the sample selected.

School Types	No. of Schools	No. of Head Teachers	Sample Selected
Public Lower Basic Schools	2290	2290	260
Public Upper Basic Schools	338	338	40
GRAND TOTAL	2628	2628	300

Source; (Ministry of Education (ASC) 2025).

With the above procedure, 260 Head Teachers is selected from the 2290 Head Teachers in the 2290 Public Lower basic schools (primary schools) in Taraba State, While 40 Head Teachers is also selected from the 338 Head Teachers in the 338 Public upper Basic Schools (Junior Secondary Schools). The aggregate of 300 sample Size was arrived at which is inline with the research advisor (2006) at 95.0% confidence level and 0.05 degree of accuracy/margin of error. The sampling technique adopted for this study was simple random sampling techniques. The adoption of this sampling techniques is done because it gives equal opportunities to the sample selected to represent the whole Population used in the study. The researcher does not discriminate between male and female Head Teachers, he gives equal opportunity for them to participate in responding to the items in the check lists and to fill in the design Proforma. Two researcher-designed instruments was used to gather information from respondents and this includes Check list and Proforma. The first instrument is checklist and was used to gather information on the extent to which UBE objectives have been implemented, the level of the implementation of UBE Programme in terms of human and material resources availability that consists section A, B & C, where section A, is check list for the extent of the Implementation of UBE objectives with 10 items, section B, is a check list for human resources availability with 13 items and section C, is a checklist for material resources availability, with 26 items. While the second research instrument is Proforma which was used to obtained data on male and female Students Enrolment in the Upper and Lower Public Basic Schools in Taraba State. The instrument of data collection is validated by the lecturers who are specialists in measurement and evaluation and by some other psychometricians from the Department of Educational Foundation under the Faculty of Education, Federal University Kashere, Gombe State. The instrument was properly scrutinized based on the objectives of the UBE Programme. With further modification and editing of items, the instrument was judge to possess face and content validity by the above experts. The self-developed checklist and Proforma was reliable because the data involved was discrete in nature, as it sought for the exact situation

of human and material resources available in the schools, the extent of implementation of the UBE objectives and the level of students Enrolment in Universal basic schools in Taraba State. These were discrete data that needed to be compared against the minimum standards. The Sources of data for this study was categorized into two; the primary and secondary sources. The primary sources of data include information on the UBE Objectives Implementation, the availability of human and material resources which was filled in by the researcher designed ‘Checklists’ by the Head teachers. The Secondary sources of data include. data-sets, manual database published annual reports, government departments’ data, on Pupils/students Enrolment and will be collected using researcher designed proforma, by authorized Educational officers in SUBEB or Ministry of Education. The data collected were analyzed using descriptive statistics to answer the research questions.

Results

Research Question One: To What extent have UBE objectives been implemented in Public Basic School in Taraba State?

Table 1: Rating of the head Teachers on the Implementation of UBE Objectives in public Basic School in Taraba State.

S/N	UBE Objectives	Completely implemented	Partially implemented	Not implemented	Total Percentage %
1.	The provision of free, universal basic education for every Nigerian child of school going age	45(15%)	255(85%)	0(0%)	300(100%)
2.	The development in the entire citizenry, a strong consciousness for education	45(15%)	255(85%)	0(0%)	300(100%)
3.	The development of a strong commitment to the vigorous promotion of Education	52(16%)	252(84%)	0(0%)	300(100%)
4.	Ensuring the acquisition of appropriate levels of literacy	45(15%)	255(85%)	0(0%)	300(100%)
5.	Ensuring the acquisition of appropriate levels of numeracy and manipulative skills	45(15%)	255(85%)	0(0%)	300(100%)
6.	Ensuring the acquisition of appropriate level of communicative skills	54(18%)	246(82%)	0(0%)	300(100%)
7.	Ensuring the acquisition of appropriate levels of life skills	69(23%)	231(77%)	0(0%)	300(100%)
8.	Ensuring the acquisition of appropriate levels of ethical, moral and civic values	60(20%)	240(80%)	0(0%)	300(100%)
9.	Ensuring the acquisition of a solid foundation for life-long learning	60(20%)	240(80%)	0(0%)	300(100%)
10.	Reducing drastically the incidence of drop-out from the formal school system	75(25%)	225(75%)	0(0%)	300(100%)

Table 4.1 above shows the extent of the implementation of UBE objectives in Taraba State, as perceived by head teachers. The result shows that most of the respondents in Taraba State agree that the objectives of UBE in the Taraba State are partially implemented.

The results are presented in descending order, 255 (85%) of the Head Teachers asserted that provision of free universal basic education were partially implemented with 45 (15%) head Teachers agreed that the UBE programme was completely implemented; 255 (85%) head Teachers affirmed that development in the entire citizenry and a consciousness for education were partially implemented while 45 (15%) of the respondents submitted that UBE was completely implemented; 252 (84%) Head Teachers attested that development of Strong commitment to the vigorous promotion of education was partially implemented and 52(16%) of the respondents submitted that was completely implemented; 255 (85%) of the respondents submitted that ensuring the acquisition of appropriate levels of literacy and appropriate levels of numeracy and manipulative skills were partially implemented while 45 (15%) of head Teachers affirmed that were completely implement; 246 (82%) of the respondents submitted that ensuring the acquisition of appropriate level of communicative skills was partially implemented and 54 (18%) of the head Teachers asserted that it was completely implemented: 231 (77%) of the head Teachers agreed that ensuring the acquisition of appropriate level of life skills was partially implemented and 69(23%) of the respondents affirmed that it was completely implemented; 240 (80%) of the head Teachers attested that ensuring the acquisition of appropriate level of ethical, moral and civic values and acquisition of life-long learning were partially implemented and 60 (20%) of the respondents submitted that they were completely implemented; and 225 (75%) of the head Teachers asserted thatreduction in the incidence of dropouts from the formal school system was partially implemented and 75 (25%) of the respondents affirmed that it was completely implemented.

Research Question Two: What is the level of human resources available for the implementation of UBE programme in public Basic School in Taraba State?

Table 2: Rating of the head Teachers on the availability of human resources for the Implementation of UBE Programme in public Basic School in Taraba State.

S/N	Human resources	Sufficiently available	Not Sufficiently available	Total Percentage %
1.	School Head	288(96%)	12(4%)	300(100%)
2.	Assistant school head	141(47%)	159(53%)	300(100%)
3.	Subject Teachers	66(22%)	234(78%)	300(100%)
4.	Teacher-Librarian	78(26%)	222(74%)	300(100%)
5.	First-aid teacher	78(26%)	222(74%)	300(100%)
6.	Laboratory/workshop Attendants	6(2%)	294(98%)	300(100%)
7.	Computer operators	51(17%)	249(83%)	300(100%)
8.	Counsellors	78(26%)	222(74%)	300(100%)
9.	Bursars	102(34%)	198(66%)	300(100%)
10.	Clerical staff	78(26%)	222(74%)	300(100%)
11.	Technicians	45(15%)	255(85%)	300(100%)
12.	Security men	48(16%)	252(84%)	300(100%)
13.	Messenger-cleaners	168(56%)	132(44%)	300(100%)

Table 4.2, above shows that 288 (96%) of head Teachers in Taraba state agreed that school head were sufficiently available and 12 (4%) of the respondents were with the opinion that school head were not sufficiently available; 141 (47%) of the head Teachers asserted that Assistant head Teachers were sufficiently available and 159 (53%) stated that Assistant heads are not sufficiently available in the UBE schools; 66 (22%) of the respondents submitted that Subject Teachers were sufficiently available while 234 (78%) of the head Teachers stated that they were not sufficiently available; 78 (26%) head Teachers

asserted that teacher Librarian were sufficiently available and 222 (74%) were with the opinion that teachers Librarian were not sufficiently available in the UBE schools; 78 (26%) of the head Teachers also agreed that first aid teacher were sufficiently available and 222 (74%) of the respondents stated that first aid teacher were not sufficiently available in the UBE schools; 6 (2%) of the head Teachers asserted that laboratory/ workshop attendants were sufficiently available while 294 (98%) stated that laboratory/ workshop attendance were not sufficiently available; 51 (17) of the respondents submitted that computer operators were sufficiently available and 249 (83%) head Teachers agreed that the Compute operators were not sufficiently available in the UBE schools; 78 (26%) head Teachers affirmed that Counselors were sufficiently available while 222 (74%) of the respondents opted that counselors were not sufficiently available in the Schools; 102 (34%) respondents asserted that bursars were sufficiently available while 198 (66%) said that bursars were not sufficiently available; 78 (26%) of the respondents submitted that clerical staff were sufficiently available while 222 (74%) of the respondents submitted that they were not sufficiently available in the UBE schools; 45 (25%) of the respondents are with the opinion that Technicians' were sufficiently available while 255 (85) of the respondents submitted that they were not sufficiently available; 48(16%) of the respondents attested that security men were sufficiently available in the UBE schools while 252 (84%) of the respondents are with the opinion that they were not sufficiently available; and 168 (56%) asserted that messengers and cleaners were sufficiently available and 132 (44%) head Teachers asserted that they were not sufficiently available in the UBE schools.

This means that human resources for the implementation of UBE programme in public Basic schools in Taraba State is only sufficiently available in few of the sample schools and not sufficiently available in most of the sample schools visited.

Research Question Three: What is the level of Material resources available for the implementation of UBE programme in public Basic School in Taraba State?

Table 3: Rating of the head Teachers on the availability of Material resources for the Implementation of UBE Programme in public Basic School in Taraba State.

S/N	Material resources	Sufficiently Available	Not sufficiently available	Total Percentage %
1.	Classrooms	174(58%)	126(42%)	300(100%)
2.	Science laboratory	135(45%)	165(55%)	300(100%)
3.	Well-stocked library with books	120(40%)	180(60%)	300(100%)
4.	Workshops for intro-tech and technical subjects	12(4%)	288(96%)	300(100%)
5.	Workshops for Home Economics and Arts	12(4%)	288(96%)	300(100%)
6.	Head Master's/Principal's Office	282(94%)	18(6%)	300(100%)
7.	Asst. Head Masters'/ Vice Principals' Office	60(20%)	240(80%)	300(100%)
8.	Staff room	12(4%)	288(96%)	300(100%)
9.	School hall	6(2%)	294(98%)	300(100%)
10.	Chairs for staff	165(55%)	135(45%)	300(100%)
11.	Tables for staff	165(55%)	135(45%)	300(100%)
12.	Desks and chairs for pupils/students	72(24%)	228(76%)	300(100%)
13.	Toilets for male staff	105(35%)	195(65%)	300(100%)
14.	Toilets for female staff	105(35%)	195(65%)	300(100%)
15.	Toilet for male pupils/students	90(30%)	210(70%)	300(100%)
16.	Toilet for female pupils/students	90(30%)	210(70%)	300(100%)
17.	Store	75(25%)	225(75%)	300(100%)
18.	First-Aid Room/Sick bay	0(0%)	300(100%)	300(100%)
19.	Play field	60(20%)	240(80%)	300(100%)
20.	Perimeter fence	75(25%)	225(75%)	300(100%)
21.	First-aid Box	90(30%)	210(70%)	300(100%)
22.	School garden/farm	30(10%)	270(90%)	300(100%)
23.	Chalk/marker boards	135(45%)	165(55%)	300(100%)
24.	Electricity supply/generating set	0(0%)	300(100%)	300(100%)
25.	ICT facilities-computers	0(0%)	300(100%)	300(100%)
26.	Portable water/borehole	6(2%)	294(98%)	300(100%)

Table 4.3, above shows that 174 (58%) of the head teachers submitted that classrooms were sufficiently available in their schools while 126 (42%) head Teachers affirmed that they were not sufficiently available; 135 (45%) attested that science laboratories were sufficiently available in their schools while 165 (55%) opted not sufficiently available; 120 (40%) affirmed that libraries were sufficiently available in their schools and 180 (60%) were of the opinion that they were not sufficiently available; 12(4%) head Teachers attested that Intro- tech. and home Economics Workshops were sufficiently available while 288 (98%) opted for not sufficiently available ; 282 (94%) head Teachers affirmed that Headmasters/Principals office were sufficiently available in their schools and only 18 (6%) of the respondents disagreed; 60 (20%) of the respondents submitted that Assistant headmasters/Vice principals office were sufficiently available While 240 (80%) were of the opinion that they were not sufficiently available; only 12 (4%) of the head teachers asserted that staff common rooms were available in their schools while 288 (96%) stated that they were not sufficiently available; 6(2%) head Teachers asserted that school hall were sufficiently available while 294 (98%) opted for not sufficiently available; 165 (55%) head Teachers affirmed that chairs for staff were sufficiently available and 135 (45%) attested that they were not sufficiently available; 165

(55%) respondents submitted that Table for staff were sufficiently available while 135 (45%) were of the opinion that, they were not sufficiently available; 103 (35%) affirmed that toilets for staff were sufficiently available in their schools and 195(65%) were of the opinion that they were not sufficiently available; 90 (30%) head Teachers affirmed that toilets for students/pupils were sufficiently available in their schools while 210(70%) disagreed; 75 (25%) Head teachers stated that Store were sufficiently available in their schools while 225 (75%) opted that they were not sufficiently available; all the 300(100%) Head teachers declared that First aid/ sick bays were not available in their schools; 60 (20%) of the respondents submitted that sports/play grounds were sufficiently available in their schools while 240 (80%) declared not sufficiently available; security perimeter fence was said to be sufficiently available in 75 (25%) of schools visited and not sufficiently available in 225 (75%) of the schools; first aid Box were said to be sufficiently available in 90 (30%) schools and not sufficiently available in 210 (70%) of the schools; 30 (10%) respondents declared that school garden/farm were sufficiently available in all the schools visited while 270 (90%) Head teachers disagreed; 135 (45%) Head teachers asserted that Chalk/ marker boards were sufficiently available while 165 (55%) of the respondents opted for not sufficiently available. This mean that classrooms, tables and chairs for staff, Head teachers offices were the only materials resources which is sufficiently available in the sample schools while chalkboards/marker boards, assistant head teachers and staff common rooms, libraries science laboratories, security perimeter fences, among others materials were not sufficiently available in most of the schools. However, none of the schools visited had ICT facilities, computer Laboratory, sick bay and electricity supply or generators.

Discussion of Findings

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

With regards to the implementation of the UBE objectives in Taraba State, the study came up with this major finding that UBE objectives are generally perceived by head teachers, to be partially implemented in Taraba State.

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

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

On the question of availability of relevant human resources for the UBE programme, the study revealed that there was shortage of all categories of staff, except for head teachers and messenger and cleaners.

The low level of human resources in Taraba State could be attributed to the inexplicably high cost of governance in the present democratic dispensation which leaves little or no funds for other vital activities

of government, including education. This has made it very difficult for employment of fresh hands to fill vacancies or for the replacement of retired or dead workers. Teachers are the key implementers of the basic education, but the programme is faced with the problem of inadequacy in number of this vital human resource. For effective and efficient execution of any educational programme, the right caliber of non-teaching staff must also be available.

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

On this, the study revealed that the level of material resources is generally low in Taraba State, it was observed that classrooms, tables and chairs for staff, Head Teachers offices were the only materials resources which is sufficiently available in sample schools while chalkboards/marker boards, assistant head teachers office and staff common rooms, libraries science laboratories, security perimeter fences, among others materials were not sufficiently available in most of the sampled schools. However, none of the sampled schools had ICT facilities, computer Laboratory, sick bay and electricity supply or generators in their respective Schools.

The findings disagree with the work of Edho (2009) that because of the financial burden of government, parents are forced to get involved in the funding of basic education and that funds released from the national fund to SUBEB is diverted thus shifting the burden to parents in terms of levies.

Comparing the level of material resources available in schools in both states with the minimum standard for basic education Universal Basic Education Commission, 2010), the study showed that none of the schools in the two states have met the minimum requirements in full, meaning that the shortage of material resources is real. The findings agree with the work of Agabi (2005), (FME 2009) and Oladunjoye (2010) on the state of facilities in Nigerian schools.

They also corroborated the findings of Odili and Osadebe (2008), Falaye (2009), and Osiobe (2010), who variously agreed that there was declining concern for the nature of the learning environment and that physical resources were not adequate in schools.

Conclusion

The findings from this study concluded that the extent of implementation of the UBE programme in Taraba State is low. This implies that a lot still need to be done in the area of human and material resources, curriculum implementation, employing more qualified and professional teachers who will be able to teach the learners, giving teachers maximum motivation and availing them the opportunity to be retrained as often as possible on new methods and uses of modern teaching technologies that will enhance teaching and increase students enrolment.

Recommendations

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

1. There should be an effort by all stakeholders to ensure that the UBE objectives is fully implemented in the public basic schools.
2. That there should be concerted effort by all stakeholders to ensure that sufficient human resources are available in all the schools whether primary or Junior Secondary in Taraba State.
3. The State Universal Basic Education Board should ensure that human resources are

provided and evenly distributed across the public basic schools for the implementation of the UBE programme in Taraba State.

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