

**STAKEHOLDERS PERCEPTION OF  
UNIVERSAL BASIC EDUCATION (UBE)  
PROGRAMME IMPLEMENTATION IN  
SOUTH-SOUTH NIGERIA.**

**BY**

**OSAROEJII SCHOLATICA U.**

**DEPARTMENT OF SCIENCE EDUCATION  
UNIVERSITY OF NIGERIA NSUKKA**

## ABSTRACT

This study is a survey research design sought to identify the extent of stakeholders perception of the implementation of Universal Basic Education (UBE) programme in south-south Nigeria as to ascertain whether the introduction of UBE in South-South Nigeria has been fully and adequately implemented following the set objectives of the programme rules and regulations that guided its establishment according to UBE Acts (2004). The study was limited to three States in south-south Nigeria; Akwa-Ibom State, Delta State, and Rivers State owing to some logistical constraint. In carrying out the study, the researcher developed a questionnaire titled, Stakeholders Perception of Universal Basic Education Programme Implementation Questionnaire (SPUBEPIQ) as an instrument for data collection from the sampled respondents made up of six (6) Education secretaries, Twelve (12) secondary school principals, Twelve (12) Heads of primary schools and Twenty-four (24) chairmen of Parents Teacher Association of the schools involved.

Simple random sampling technique was used to select a total of Fifty-four persons. Fifty-four (54) copies of the questionnaire were distributed and all were returned completely filled. The data collected were analyzed using t-test analysis.

Five research questions and five hypothesis guided the researchers adequacy of the study and data analysis. The findings of the study revealed that there were various variables responsible for the implementation of UBE programme in South-South Nigeria although the implementation level is rated high, there is need for more funding, planning, supervision by relevant authorities.

## INTRODUCTION

Nigeria's educational system has witnessed a catalogue of changes in policy and programmes. In September, 1976, the Federal Government of Nigeria launched the Universal Primary Education (UPE) scheme. This scheme which was welcomed by many quarters in Nigeria was abandoned midway. In November, 1999, under the leadership of President Olusegun Obasanjo, the present Universal Basic Education (UBE) programme was launched.

Yoloye (2004) noted that, the concept of Basic Education is not a completely new term to the Nigerian society and that within the last decade it was assumed a global significance and its

meanings has been broadened, comprising; the universality of access, promotion of equity, focusing on learning and enhancing the environment of learning and strengthening partnership.

Jomtien declaration and framework of action on Education for All, confirms Basic Education as not defined in terms of years of schooling, limited to formal schooling.

Obayan (2000) describes Basic Education as that 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 skills of learning how to learn.

The FGN (2002) observed that the scope of UBE include programmes and initiatives for early childhood education and development, six year primary education and the three year Junior Secondary School. That at the end of the nine years of continuous education every child that passes through the system should acquire appropriate level of literacy, numeracy, communication and manipulation of life skills and be employable, useful to himself and society at large by possessing relevant ethical moral and civic values.

Patrick (2000) stated that, in an attempt to avoid the problems which impeded the realization of the objectives of the past educational programmes, the government on inception of the programmes outlined these following implementation guidelines; public enlightenment and social mobilization for full community involvement, data collection and analysis, planning, monitoring and evaluation, teacher education, recruitment, retraining and motivation, provision of infrastructural facilities, enriched curricula text books instructional materials, improved funding, and that the Educational programme should be universal, free and compulsory.

Nigeria Gazzette (2004) UBE Act provides for compulsory Universal Basic Education and stipulates penalties for parents who fail to comply with the provision.

Ehindero (2000) and Adesina (2000) had raised doubts as it has been observed that there is a growing rate of poverty which is an indicator of problems in the system, and suggested that the programme be restructured for individual to be equipped to perform some life roles; roles as an individual, as a producer, citizen, national consumer and as a family members.

Adebimpe (2001) opined that for the UBE programme to succeed, adequate provision should be made to produce sufficient qualified teachers to serve within their areas of specialization with adequate salaries and incentives.

## **Stakeholders of Universal Basic Education**

There is need to make over half of the nations 150 million people functionally literate. A greater need for laying a solid foundation for a long-life learning, for the 20<sup>th</sup> century generation. Base on the above facts, UBE stakeholders, perception on its implementation demands periodic review.

UBE stakeholders include every member of the society. According to Wikipedia Encyclopedia, the term 'stakeholders' as traditionally used in English language in law and notably gambling, a third party who temporally holds money or property while its owner is still being determined.

The unabridged dictionary defined stakeholders as the holder of the stake, a wager also as a person or group that has an investment, share or interest in something as a business or industry.

Post James (2002) defines stakeholders in a corporation as the individuals and constituencies that contribute either voluntarily or involuntarily to the corporation's wealth, creating capacity and activities, and that are therefore her potential beneficiaries and risk bearers.

Herrey (2004) states that a stakeholder, is a person, group, organization; that has direct or indirect stake in an organization because it can affect or be affected by the organization's actions, objectives and policies.

The UBE stakeholders in this context connote the persons or group of persons or bodies/institutions that are involved in the execution or beneficiaries of the program, for efficiency of this study the UBE stakeholders include. The Local Government Educations secretaries, principles of Junior Secondary Schools, Headmasters of primary schools and chairmen of Parents Teachers Association (PTA).

The choice of the above groups as the stakeholders for discussion in this study is because they serve as the custodians of UBE programme in the grass root. UBE (2004) according to UBE guideline Education secretaries initiate, coordinate, supervise and execute specific projects, infrastructural and other requirements for the attainment of the objectives of UBE programme in their various Local Government Areas.

They also sensitize and mobilize the target groups (teachers/learners) parents and other stakeholders for their effective involvement and participation by ensuring probity, transparency and accountability for all monies allocated for the programme.

The principals and Headmasters of schools have the responsibilities for Teachers/learners activities and all the instructional materials, equipments and infrastructures, ensuring the execution of the UBE programme in their various schools.

The Parents Teachers Association (PTA) are to ensure and encourage enrolment, retention and completion by target groups in the programme.

### **Statement of the Problem**

Nigeria is committed to provide Basic Education to all her citizens. Many attempts have been made to achieve this goal, but no appreciable positive result seems to have been recorded in some of the states especially in the south-south states of Nigeria. A zone remarkable for; administrative and fund problems, cases of collapse of education standard, massive school dropout very high level of delinquency, social/communal clashes, crude oil pipeline vandalization and Teachers/students truancy UNDP (2008). The Educational statistics census conducted showed that about 67% of children in the south-south zone of Nigeria are yet to embrace Basic Education. The problem is therefore to determine the stakeholders perception of Universal Basic Education programme implementation in south-south zone, Nigeria.

### **Purpose of the study**

Generally the study is to ascertain stakeholders perception on the implementation of the Universal Basic Education programme in south-south Nigeria and specifically it intends to:

- i. Find the mean perception rating of the Local Government Area Education secretaries on the implementation of UBE in south-south Nigeria.
- ii. Ascertain the mean perception rating of principals of Junior Secondary Schools on the Universal Basic Education (UBE) programme implementation in south-south Nigeria.
- iii. Determine the mean perception rating of Headmasters of primary schools on the implementation of Universal Basic Education (UBE) programme in south-south Nigeria
- iv. Determine the mean rating of chairman of Parents Teachers Association (PTA) on the Universal Basic Education programme implementation in south-south Nigeria.
- v. Ascertain the factors that influence the implementation of Universal Basic Education programme in south-south Nigeria and
- vi. Find the strategies for improving the implementation of Universal basic Education programme in south-south Nigeria.

### **Significance of the Study**

The findings of the study will of benefit to the follow Universal basic Education Commission (UBEC) the State Universal Basic Education Board (SUBEB), Principals, Heads of Primary Schools, Parents and future researcher in the same field. The findings of the study also will be of theoretical benefit to Educators and planers of Education programmes as it will indicate areas of implementation and management for positive reforms.

### **Scope of the study**

The study is delimited to stakeholders of UBE in south-south Nigeria, the States involve are Akwa-Ibom state, Bayelsa, Delta, Cross-Rivers Edo and Rivers state. The stakeholders included Local Government Education Secretaries/Heads of Junior Secondary and Primary Schools and chairmen of Parent Teachers Association (PTA) of the schools. The areas of the UBE programme examined are; public enlightenment and social mobilization teacher recruitment/training and motivation, infrastructure, curricular, textbook and funding.

### **Research questions**

The study is guided by these questions

1. What is the mean rating of the Education secretaries on the Universal Basic Education programme implementation in south-south Nigeria?
2. What is the mean rating of the principal of Junior Secondary Schools on the Universal Basic Education Programme implementation in south-south Nigeria?
3. What is the mean rating of the Headmasters on the Universal Basic Education Programme implementation in south-south Nigeria?
4. What is the mean rating of chairmen of Parents Teacher Association on the Universal Basic Education Programme implementation in south-south Nigeria?
5. What factors influence the implementation of Universal Basic Education Programme in south-south Nigeria?
6. What are the strategies for improving the implementation of Universal Basic Education Programme in south-south Nigeria?

### **Hypotheses**

The following hypotheses guided the study, tested at (0.05) level of significance.

1. There is no significant difference between the mean perception ratings of principals of Junior Secondary Schools and headmaster of Primary schools on the implementation of UBE programme in South-South Nigeria.
2. There is no significant difference between the mean perception ratings of principals of Junior Secondary Schools and Chairmen of Parents Teachers Association on the UBE programme implementation in South-South Nigeria.
3. There is no significant difference between the mean perception rating off headmasters of primary schools and Chairmen of Parents Teachers Association on the UBE programme implementation in South-South Nigeria.
4. There is no significant difference between the mean perception rating of principals of Junior Secondary schools and headmasters of primary schools on the factors that influence the UBE programme implementation in South-South Nigeria.
5. There is no significant difference between the perception rating local Government Education Secretaries and Chairman of Parents Teachers Association of factors that influence UBE programme implementation in South-South Nigeria.

### **Research Design**

A social survey design was adopted since the study is to collect the stakeholders opinion in respect to their perception on the UBE programme implementation in the South-South Nigeria. Best in Eze (2005)

### **Area of Study**

The area of this is South ó South geo-political zone of Nigeria

### **Population of Study**

The population; the Local Government Education Secretaries, principals of Junior Secondary Schools, Headmasters of Primary Schools and parents Teachers Association chairman in South-South zone Nigeria.

### **Sampling and sampling Technique**

Both multistage and simple random sampling techniques were employed to select three states of South- South States, Local Government four secondary schools and four primary schools from each selected local Government Areas (LGA). From which principals and headmaster of all schools selected were selected education secretaries of selected schools. A total of six (6)

education secretaries, twelve (12) principals, twelve (12) Head of primary schools and twenty-four (24) Chairman of PTA made up 54 person sampled.

### **Instrument for Data Collection**

The instrument is a questionnaire developed by the researcher titled Universal Basic Education programme implementation question (SPUBE 14). The instrument had 25 items generated from the research questions designed to elicit responses from stakeholders on their perception of UBE programme implementation in South-South Nigeria.

### **Validation of the Instrument**

The instrument was ace validated by three experts from Science Education of the University of Nigeria Nsukka, base on their correction of the initial copy, the final copy was designed.

### **Reliability of the Instrument**

A trial test was carried on a sample 5 principals, 5 Headmasters 5 PTA Chairman of five (5) schools selected in Nsukka Education zone of Enugu State, which different from area of the study. The result was tested using Cronbach Alpha estimate. The internal consistency reliability coefficient obtained is 0.82, showing adequate reliability.

### **Method of Data Collection**

The research employed the assistance of three in the distribution and collection of questionnaires.

### **Method of Data Analysis**

The data collected from respondents were analyzed using mean ( $\bar{x}$ ), stand deviation (SD). The mean used for answering the research questions while standard deviation, and T-test analysis used in testing the hypothesis at (0.05) level of significance.

Table 2

<b>Que. No</b>	<b>Description</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>SP</b>
1	What is the mean ratings of LGAES?	6	2.75	0.65
2	What is the mean rating of Principals?	12	2.70	0.33
3	What is the mean rating of Headmasters?	12	2.67	0.73
4	What is the mean rating of PTA Chairmen	24	2.59	0.82
5	What is the mean analysis of stakeholders on factors that influence	54	2.85	0.79



	implementation of UBE			
6	What is the mean rating of stakeholders on the strategies for improving implementation of UBE programme in south-south Nigeria	54	2.55	0.75

- (1) The analysis shows that the overall mean rating of Education Secretaries is 2.75 with standard deviation of 0.65, various items ranged from 1.83 to 3.67 with item 22 and 25 having the least. Their ratings were homogenous.
- (2) The analysis on question 2, the overall mean rating of Junior Secondary School Principals varied slightly among the items with a total of 2.70 with standard deviation of 0.73.
- (3) The mean rating of Headmaster shows a homogenous response overall of 2.67 and standard deviation of 0.73.
- (4) The Chairmen of PTA, the mean rating is 2.59 with 0.85 showing that their opinions is common.
- (5) On factors that influence the implementation of UBE in south-south Nigeria, the stakeholders mean rating in some items indicate the factors since their mean values are greater than 2.50 bench mark.
- (6) On the strategies for improving the implementation of UBE in south-south Nigeria, items with mean value less than 2.50 bench mark are not strategies.

**Hypothesis One:** There will be no significant difference between the mean ratings of Principals and Headmasters on their perception of the implementation of UBE programme in south-south Nigeria.

Table 3

Group	N	$\bar{X}$	S.D	df	t-cal	sig(2tail)
Principals	12	2.70	0.73			
Headmasters	12	2.67	0.73	22	0.23	0.93

The analysis on table 3 above shows that the probability associated with calculated value of t(0.23), and since the probability value 0.93 is greater than t-calculated the hypothesis is upheld.

**Hypothesis Two:** There will be no significance difference between the mean ratings of Principals and Chairmen of PTA on their perception of the implementation of UBE programme in south-south Nigeria.

Table 4

Group	N	$\bar{X}$	S.D	<i>df</i>	<i>t - cal</i>	<i>sig(2tail)</i>
Principals	12	2.70	0.73			
PTA Chairmen	24	2.59	0.82	34	0.41	0.63

The analysis on table 4 above showed that the probability associated with the calculated t is 0.41 and since 0.68 (the probability value) is greater than t-cal, the hypothesis is upheld.

**Hypothesis Three:** There will be no significance difference between the mean ratings of Headmasters and PTA Chairmen in their perception of the implementation of UBE programme in south-south Nigeria.

Table 5

Group	N	$\bar{X}$	S.D	<i>df</i>	<i>t - cal</i>	<i>sig(2tail)</i>
Headmasters	12	2.67	0.73			
PTA Chairmen	24	2.59	0.82	34	0.29	0.77

The analysis on table 5 above shows that the probability associated with the calculated value of t is (0.29) since probability value (0.77) is greater than t-calculated and the (0.05) level of significance, the hypothesis is accepted.

**Hypothesis Four:** There will be no significant difference between the mean ratings of their perception on the factors that influence the implementation of UBE programme in south-south Nigeria.

Table 6

Group	N	$\bar{X}$	S.D	<i>df</i>	<i>t - cal</i>	<i>sig(2tail)</i>
Principals	12	2.70	0.73			
PTA Chairmen	24	2.59	0.82	22	0.11	0.91

The analysis on table 6 above shows that the probability associated with the calculated value of t is (0.11) and since the probability value (0.91) is greater than the t-cal and the 0.05 level of significance, the null hypothesis will be accepted.

**Hypothesis Five:** There will be no significant difference between the mean ratings of Education Secretaries and Chairmen of PTA in their perception of the factors that influence the implementation in south-south Nigeria.

Table 7

Group	N	$\bar{X}$	S.D	<i>df</i>	<i>t - cal</i>	<i>sig(2tail)</i>
Education Secretaries	6	2.75	0.65			
PTA Chairmen	24	2.59	0.82	28		0.67

The analysis on table 7 above shows that the probability associated with the calculated value *t* is 0.44 and since the probability value 0.67 is greater than the *t*-calculated and 0.05 level of significance, the null hypothesis is upheld.

### Findings, Discussion and Recommendations

From the analysis of the data presented, the findings are as follows;

- The mean rating of the Education Secretaries on the implementation of UBE programme in south-south is high.
- The mean rating of Junior Secondary School Principals is equally high.
- The mean rating of Chairmen of Parents Teachers Association (PTA) on the implementation is not low since they are not directly involve in the activities of the UBE programme.

According to the stakeholders, the problems of the implementation of UBE programme in south-south Nigeria includes; inadequate funding, poor planning, inadequate provision of infrastructural materials, inadequate number of teachers, lack of supervision among others.

**Discussion:** The rating of stakeholders on the implementation of UBE in south-south is in agreement with the report of Gidado (2006) that UBE programme implementation in south-south Nigeria was impressive and encouraging. Following the study of OKoliko (2009) however, the level of UBE implementation in south-south States is higher than that of North Central, Kogi precisely.

Since there is no significant difference, in the mean ratings of stakeholders in their perception of the level of implementation of UBE programme in south-south Nigeria. It therefore

implies that stakeholders have high rating of the level of implementation of the programme in south-south Nigeria.

On the factors that hampered implementation, the south-south is within the oil zone of Nigeria and are expected to have adequate resources in terms of fund for the implementation of the UBE programme. However, on the issue of poor supervision, it is not surprising because of the nature of the geographical Tarring.

**Recommendations:** Base on the findings of the study, these following recommendations are made;

- (1) The UBE implementation blue-print should be made accessible and available to stakeholders to enable them to be knowledgeable of their responsibilities and that of government.
- (2) Seminars/conferences/workshops should be organized for public enlightenment.
- (3) There should be provisions of adequate facilities/infrastructure óincluding boardings and housing for pupils and teachers.
- (4) Road networks and bridges should be adequate to enable easy access to remote rivering areas in south-south.
- (5) Supervision should be made effective through incentives

**Conclusion:** the study is to find out the stakeholders perception of the implementation of the Universal Basic Education (UBE) programme in south-south zone of Nigeria, survey research design was used and the major stakeholders involved were; Education Secretaries, Principals of Secondary Schools, Headmasters of Primary Schools and the PTA Chairmen of the schools. Mean and standard deviation were used in data analysis. The major findings showed that all the stakeholders rated the implementation of UBE in south-south to be high. Based on these findings, some recommendations were made for further studies.

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