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AN APPRAISAL OF THE IMPLEMENTATION OF THE 9-YEAR UNIVERSAL BASIC EDUCATION PROGRAMME IN KADUNA STATE, NIGERIA

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AN APPRAISAL OF THE IMPLEMENTATION OF THE 9-YEAR UNIVERSAL BASIC EDUCATION PROGRAMME IN KADUNA STATE, NIGERIA

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Abstract
This study appraised the implementation of the 9-year Universal Basic Education (UBE) programme in Kaduna State, Nigeria. The researchers identified five variables in UBE implementation which include funding, enrolment, drop-out, completion and transition rates. To facilitate the study, five research questions were raised and one hypothesis was formulated, the ex-post facto survey research design was adopted for the study. The researchers constructed a 15-item questionnaire titled Appraisal of UBE Implementation Questionnaire (APUBEIQ), which was used as instrument to collect relevant data for the study. Out of a population of 37,432 teachers spread across 4,197 public Primary Schools and 421 public junior secondary schools in Kaduna State. The sample size was 420 respondents, randomly selected as follows: 10 persons (teachers, head-teachers and principals) from 15 public primary and 25 public junior secondary schools; giving a total of 400 respondents from schools. Also 10 persons (stake holders) were randomly drawn from the State Ministry of Education and 10 persons (stake holders) from the State Universal Basic Education Board. In all 420 respondents participated in the research, and were stratified along male and female. The data collected were analyzed using mean, standard deviation, percentages and ratios. Also, Analysis of Variance (ANOVA) was used to test the hypothesis at 0.05% level of significance. The findings showed that enrolment during the UBE era increased slightly compared to the era before its introduction; drop-out rate which was high before the introduction of UBE was reduced; UBE implementation increase completion rates. Transition rate was still low, while federal government was consistent in the funding

block grant to the State. It was recommended that government and other stake holders should endeavour to improve on the quality of teaching and learning in public schools; so that parents could be motivated to enroll their children/wards into the UBE Scheme. Government should also ensure adequate provision of infrastructure and instructional materials in public schools to motivate teachers on the other hand.
Keywords: Appraisal, Implementation, UBE, Funding, Enrolment.

Introduction

Basic education can be seen as the means through which the citizens of a nation could be transformed from mere human population to human resource. In other words, education has remained a social process in capacity building and maintenance of society for decades; it is a weapon for acquiring skills, relevant knowledge and habits for surviving in the changing world. There is no gainsaying the fact that education is very vital to the pace of social, political and economic development of any nation. This is why most nations of the world strive to devote a sizeable proportion of their Gross National Income to develop the educational sector.

The fundamental principle of Universal Basic Education (UBE) in Nigeria is that everybody must have access to equal education comprehensively and co-educationally. According to the implementation blue print for the scheme, which was launched in November, 1999. January 2000 marked the take-off of the scheme at the primary and adult literacy levels, while junior secondary school (J. S. S. 1) was to commence by September 2002. Twenty years into the implementation of the scheme in Nigeria, can we say that the primary and junior secondary schools' system has significantly improved, alongside enrolment and transition rates? Which was the prelude to the launching of the UBE introduced in line with Millennium Development Goals (MDGs). Consequently, this paper examines the unique features of the UBE, the implementation strategies, and the extent to which the Nigeria school age population have benefited from the policy using Kaduna State as a case study. Therefore, this research aims to assess the on-the-field performance of the UBE scheme.

Implementation has always been a problem in educational policies in most developing countries, most especially Nigeria. To be able to analyze issues surrounding the implementation of UBE in Nigeria, it will be worthwhile to establish the concept of UBE in this context. Universal will mean the whole people without exception (all-inclusive). Basic will mean that, on which anything rests. It is the root or bottom or the foundation from which other parts get support. While education will be interpreted to mean the act of bringing up or training of a child, through instruction and in the process bring about the strengthening of his powers of body and mind to be able to understand his culture (Aluede cited in Amaechi, 2014). The UBE is a new innovative trend in Nigeria's educational frame work, particularly as it is programmed to be for 10 years (with the recent inclusion of 1 year compulsory pre-primary class) (Amaechi, 2014). That is, it is designed to cater for a child's education

from pre-primary to the end of the junior secondary school; it is also expected to be universal, free and compulsory.

Prior to the November 1999 declaration of the UBE in Nigeria, three demographic studies conducted on the existing national situation in the primary education sector revealed that, 12% of primary school pupils sit on the floor, 38% classrooms have no ceilings, 87% classrooms overcrowded, while 77% pupils lack textbooks. Almost all sampled teachers are poorly motivated coupled with lack of community interest and participation in the management of schools (Adepoju & Fabiyi cited in Amaechi, 2014). It was on this backdrop that the UBE was launched. On the other hand, the training of children and adolescents in the norms and aspirations of the nation is very veritable instrument for national integration and development.

The objectives of the programme as specified in the implementation guideline by government in 1999, and enshrined in the UBE act of 2004 are to:

(a) develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
(b) provide free, compulsory, universal basic education for every Nigerian child of school going age.
(c) reduce drastically drop-out rate from the formal school system through improved relevance and efficiency.
(d) cater for drop-outs and other out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education.
(e) ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as the ethical, moral and civic values) needed for laying the foundation for life long learning. (UBE, 2004:98).

According to Bolaji cited in Ossai (2022), Nigeria's EFA Development Index is below 0.8, which is why Nigeria ranks 132 out of 133 countries worldwide at the level of basic education implementation and this trend has been viewed as governmental expression without the willpower. In the words of Ezekwesili (2013), corruption and misconduct among government and civil society officials have been identified as major barriers to the implementation of education policies in Nigeria.

Basic education, according to the Jomtien Declaration and Framework of Action on Education for All is not defined in terms of years of schooling. It is not limited to formal schooling. According to Obanya (2000), the question of what would actually constitute the very fundamental basics for education dates back to forty years ago, and it kept recurring in international debates on education, until it reached its climax point at the joint World Conference on Education for All (E.F.A) in 1990. The conference described Basic Education, among others, as not being just a matter of how much has been learnt but more of the extent to which the learner has been prepared for life long-learning. Jegede (2000) advocated for the non-formal and informal media to work together complementarily to ensure that all categories of

Nigerians have access to basic education.

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. As contained in the implementation Blue Print for U. B. E., the literacy level in Nigeria is estimated to be 52% (Oguche & Wabah, 2001). This in other words means that almost half of the country's population are still illiterates. For a country such as Nigeria, which is always part of declarations and proclamations on the need to make the entire citizenry literate, to have such a percentage of literacy, is an irony. It does not portray her as matching her words with action. It was on this premise that Chief Olusegun Obasanjo, in the struggle to broaden educational opportunities in Nigeria, like his predecessors from the colonial days, launched the Universal Basic Education (UBE) scheme for the nation on 30th September, 1999 at Sokoto.

In addition, UBE was intended as evidence of Nigeria's commitment to the World Declaration on Education for All at Jomtien (1990) and Dakar (2000), as well as to the New Delhi Declaration of 1991 and the follow-up conference in Beijing in 2001, requiring stringent efforts by the E-9 Countries (nine countries of the world with the largest concentration of illiterate adults) to drastically reduce illiteracy within the shortest possible time. The programme also demonstrates Nigeria's acceptance of the Durban Statement of Commitment (1998) and the OAU Decade of Education in Africa (1997-2006) requiring African States to broaden access to quality basic education as a foundation stone for the sustainable socio-economic development of the continent.

One theory was identified and used as basis for this study and it is the productivity theory by Levin (1994). According to the theory, productivity is the judicious use of available resources to produce education. He opined that schools also produce educational outputs in the form of student achievement and other valued results. To do this they use facilities, equipment, teachers, support personnel, supervisors and administrators. Therefore, the relativeness of the productivities of different inputs to their cost in producing educational outcomes could be seen as production function; so educational production function is a statistical relationship between inputs and outputs. Hanushak cited in Iyo (2014), gave a general formula for measuring educational productivity as follows: At = t(Ft, Tt, OSt) where At represents the achievement of a student at period t; Ft represents the family inputs of students cumulative to t that affect achievement including such indicators as parental education, income, race and language spoken in the home which affect student achievement; Tt represents teacher inputs for a student cumulative to t including teacher qualifications; and OSt represents other school inputs including class size, materials, curriculum and so on. This function is estimated statistically using a multivariate regression model where multiple measures of each input are obtained. This theory is relevant to this study because it will help the researchers to evaluate if

UBE scheme is achieving its goal of catering for drop-out and out-of-school children through adequate provision and efficient implementation of basic education.

Statement of the Problem

The fundamental principle of UBE in Nigeria is that everybody must have access to equal opportunities in education, according to the UBE Act (2004), regulations are put in place to ensure the orderly development of basic education in Nigeria and ensure that all children of school age enroll into basic education, attend school and complete as appropriate, thus entrenching equal opportunities into the basic education sub sector. The UBE Act also prescribed punishment for parents/guardians who may fail to ensure that their children/wards enroll, attend and complete basic education, which was signed into law in 2004.

On the 7th August, 2013, United Nation Educational, Scientific and Cultural Organization (UNESCO) published a report that Nigeria has the highest number of out-of-school children in the world, quoting that in 2005 the number was 4.7 million, but in 2013 it has risen to 10.5 million; and as at October 2022 it has risen further to 20 million (UNESCO, 2022). Kano has the highest number out of this 20 million, closely followed by Katsina and Kaduna States. This research is therefore set to appraise the implementation of the UBE programme in Kaduna State along-side funding, enrolment, drop-out, completion and transition rates.

Purpose of Study

This study was carried out to appraise the implementation of the UBE programme in Kaduna State. Specifically, the study focused on the following objectives:

(i) ascertain the adequacy of funding for the implementation of the UBE Programme in Kaduna State from 2010 to 2014.
(ii) examine the enrolment trends into primary and junior secondary schools between 2010 and 2014 in Kaduna State.
(iii) establish the drop-out rates during the period (2010 – 2014) in Kaduna State.
(iv) find out the transition rates from lower basic to upper basic in Kaduna state.
(v) determine the UBE completion rates in Kaduna State.

Research Questions

The following research questions guided the study.

1. How was the UBE Programme funded between 2010 and 2014 in Kaduna State?
2. What was the enrolment trend into primary and junior secondary in Kaduna State between 2010 and 2014?
3. What was the drop-out rates in Kaduna States during the period (2010-2014)?
4. What was the transition rate from primary to junior secondary in Kaduna State?

5. To what extent did the implementation of UBE Scheme improve the completion rates of pupils in Kaduna State?

Hypothesis

H_o1: There is no significant increase in the enrolment of pupils during the implementation of the UBE Programme in Kaduna State.

Methodology

The ex-post facto survey research design was adopted for the study. The population comprised 4,197 primary schools and 421 junior secondary schools in Kaduna State. Stratified random sampling technique was used to select 15 primary and 25 secondary schools across the State. The names of all the schools in the State were written on pieces of papers and put into a container, the researcher shakes the container and select one paper at different intervals. 10 persons participated in each school, 10 persons from State Ministry of Education, 10 persons from State Universal Basic Education Board, which gave a total of 420 respondents stratified along male and female.

The instrument used for data collection was researcher-developed 15-item, 5 clusters questionnaire titled "Appraisal of UBE Implementation Questionnaire *(APUBEIQ)"*, on a modified four-point Likert scale. The precision and internal consistency of the instrument was determined using Cronbach reliability method which gave rise to a coefficient ranging from 0.78 - 0.81. The instrument was face validated by two experts from the Faculty of Education, Nasarawa State University, Keffi; with a validation index of 0.84. The questionnaire consists of two sections, section A contained the sex and category of respondents, while section B contained 15 items on the impact of the implementation of the UBE Programme in Kaduna State. Respondents were requested to respond to the questionnaire using four-point Likert modified scale of Very High (4), High (3), Low (2) and Very Low (1).

A total of 420 copies of the Appraisal of UBE Implementation Questionnaire *(APUBEIQ)* were administered through the help of three research assistants, who were trained on the purpose and nature of the study, two days was allowed for respondents to complete and return the instrument, in all a total of 408 copies were retrieved.

Data collected were analyzed using mean and standard deviation and percentage scores. The Analysis of Variance (ANOVA) statistic was used to test the null hypothesis at 0.05 level of significance. A scale mean of 2.5 was used to determine respondent's views, this means that a mean of 2.5 and above is high or positive impact, while a mean of 0 – 2.49 is low or negative impact. This enabled the researchers to draw conclusions on the data collected. All tests were performed at a probability level of 0.05, using Statistical Package for Social Sciences (SPSS), latest edition.

Results

Research Question 1: How was the UBE Programme funded between 2010 and 2014 in Kaduna State?

The researchers used descriptive statistics (mean and standard deviation) to generate the results on table 3, which will enable generalization of the result to the population.

Table 1: Federal government block grant allocation to Kaduna States 2010 to 2014

YEAR	2009 - 2010	2011 - 2012	2013	2014
AMOUNT	1,153,903,587.26	1,725,464,020.62	1,030,797,297.30	952,298.297.30

Source: Universal Basic Education Commission (UBEC), (2016)

Table 2: Un-accessed matching grant by Kaduna State 2010 to 2014

YEAR	2009 - 2010	2011 - 2012	2013	2014
AMOUNT	0.00	0.00	0.00	952,298.297.30

Source: Universal Basic Education Commission (UBEC), (2016)

Table 1 show the block grant allocation to Kaduna State between 2010 and 2014, it reveals that in 2009-2010 the State got 1,153,903,587.26 which fluctuated up to 2014 when they got 952,297,297.30.

Table 2 show that between 2010 and 2013, Kaduna State paid their counterpart fund in full, so had 0.00 un-accessed matching grant Except in 2014 when they did not pay their matching grant. This means that they were fully funded by the Universal Basic Education Commission (UBEC) for the programme within the period under review, except in 2014.

Table 3 show that respondents were of the view that the extent to which Kaduna State government provided funds for infrastructure in primary and junior secondary schools within the period was very low, with a Mean of 2.3 and standard deviation of 1.04; they further opine that the extent to which the State government provided funds for laboratories, libraries and text books were also very low, with a Mean of 2.1 and standard deviation of 1.07; they also opine that the extent to which the State government paid teachers' salaries and allowances promptly was very low, with a Mean of 2.1 and standard deviation of 1.32. With a cluster Mean of 2.2 which is lower than the Scale Mean of 2.5, it can be concluded that funding for the UBE Scheme in Kaduna State was inadequate between 2010 and 2014.

Table 3: Response of teachers, head-teachers, principals and other stake holders on the funding of the UBE Scheme in Kaduna State between 2010 and 2014.

S/N	ITEM	VH	H	L	VL	$\bar{x}$	STD	DEC
10.	To what extent did the government provide adequate funds for infrastructure in primary and junior secondary schools in Kaduna State between 2010-2014	73	76	151	108	2.3	1.04	Low
11.	To what extent did the government provide adequate funds for laboratories, libraries and text books for primary and junior secondary schools in Kaduna State between 2010-2014	66	61	133	148	2.1	1.07	Low
12.	To what extent did the government pay promptly, teachers' salaries and allowances in Kaduna State between 2010-2014.	64	67	121	156	2.1	1.32	Low
	Cluster Mean					**2.2**	**1.14**	**Low**

Scale Mean = 2.5

Research Question 2: What was enrolment trend into primary and junior secondary in Kaduna State between 2010 and 2014

The researchers used descriptive statistics (mean and standard deviation) to generate the results on table 5, which will enable generalization of the result to the population.

Table 4: Five-year enrolment trend in primary and junior secondary schools in Kaduna State 2010 – 2014

Year	2000	2010	2011	2012	2013	2014
Primary	522,421	955,129	1,048,688	1,048,688	1,180,885	1,151,876
JSS	49,131	194,794	80,720	194,794	167,881	158,274

Source: Universal Basic Education Commission (UBEC), (2016)

Table 5: Response of teachers, head-teachers, principals and other stake holders on enrolment trends in primary and junior secondary schools between 2010 and 2014.

S/N	ITEM	VH	H	L	VL	$\bar{x}$	STD	DEC
1.	The implementation of UBE increased enrolment in primary schools in Kaduna State between 2010-2014.	112	178	81	37	2.9	0.90	High
2.	The implementation of UBE increased enrolment in junior secondary schools in Kaduna State between 2010-2014.	118	174	62	54	2.9	0.98	High
3.	Government provided adequate infrastructure to take care of increased enrolment in basic education in Kaduna State.	61	83	114	150	2.1	1.07	Low
	Cluster Mean					**2.6**	**0.98**	**High**

Scale Mean = 2.5

Table 4 show that in the base year 2000, before the introduction of the UBE Scheme, enrolment into primary schools in Kaduna State stood at 522,421 while that of JSS stood at 49,131; but in 2010 after the introduction of the UBE Scheme, enrolment into primary schools increased to 955,129, while JSS increased to 194,794; in 2011 primary enrolment increased to 1,048,688 while JSS reduced to 80,720; in 2012 primary enrolment maintained its figure for previous year to, while JSS further increased to 194,794. In 2013 primary enrolment further increased to 1,180,885 while JSS decreased to 167,881; in 2014 the primary enrolment decreased to 1,151,876, also that of JSS decreased to 158,274.

Respondents agree that the implementation of UBE Scheme increased enrolment in primary schools in Kaduna State, judging from the base year 2000, with a Mean of 2.9 and standard deviation of 0.90; they also agree that the implementation of the UBE Scheme increased enrolment into Junior Secondary Schools in Kaduna State with a Mean of 2.9 and standard deviation of 0.98; they however disagree that government provided adequate infrastructure to take care of increased enrolment into basic education within the period in Kaduna State with a Mean of 2.1 and standard deviation of 1.07. With a cluster Mean of 2.6 which is higher than the scale mean of 2.5, the researchers concluded that the introduction of the UBE Scheme increased enrolment into the primary and Junior Secondary Schools in Kaduna State between 2010 and 2014.

Research Question 3: What was the drop-out rates in Kaduna States during the period (2010-2014)?

Year	2000 Completion Rate	2000 Drop-out Rate	2014 Completion Rate	2014 Drop-out Rate
Primary	80%	20%	98.2%	1.8%
JSS	74%	26%	98%	2%

Source: Universal Basic Education Commission (UBEC), (2016)

Table 7: Response of teachers, head-teachers, principals and other stake holders on the Drop-out rates in primary and junior secondary schools between 2010 and 2014.

S/N	ITEM	VH	H	L	VL	$\bar{x}$	STD	DEC
4.	To what extent did the implementation of the UBE scheme reduce drop-out rate in primary schools in Kaduna State.	127	124	72	85	2.7	1.11	High
5.	To what extent did the implementation of the UBE scheme reduce drop-out rate in junior secondary schools in Kaduna State.	135	129	81	63	2.8	1.11	High
6.	To what extent did the implementation of the UBE scheme reduce drop-out rate in senior secondary schools in Kaduna State.	112	119	101	76	2.7	1.07	High
	Cluster Mean					**2.7**	**1.08**	**High**

Scale Mean = 2.5

Table 6 show that in Kaduna State, before the introduction of the UBE Scheme, the drop-out rate for primary and junior secondary schools as at year 2000 stood at 20% and 26% respectively; but with the introduction of the UBE, the completion rate rose to 98.2% and 98% for primary and junior secondary schools respectively. It shows that the drop-out rate has reduced to 1.8% and 2% for primary and junior secondary schools respectively.

Table 7 is in agreement with the above as respondents were of the view that the extent to which the implementation of UBE scheme reduced drop-out rates in primary schools in the State was high, with a Mean of 2.7 and standard deviation of 1.11; they further opined that the extent to which the UBE reduced drop-out rates in junior secondary schools was also high, with a Mean of 2.8 and standard deviation of 1.06; the respondents were also of the view that UBE scheme reduced drop-out rates in senior secondary schools in Kaduna State, with a Mean of 2.7 and standard deviation

of 1.07. With a cluster Mean of 2.7 which is higher than the scale Mean of 2.5, it could be concluded that the introduction of the UBE scheme in Kaduna State, reduced the drop-out rates in primary and junior secondary schools within the period under review.

Research Question 4: *What was the transition rate from primary to junior secondary in Kaduna State?*

Year	TOTAL ENROLMENT 2012	TOTAL ENROLMENT 2013	% Transition Rate
Primary	122280		42.8%
JSS		52296	

Source: Universal Basic Education Commission (UBEC), (2016)

Table 9: Response of teachers, head-teachers, principals and other stake holders on the transition rates from primary to JSS, to SSS and university in Kaduna State between 2010 and 2014.

S/N	ITEM	VH	H	L	VL	$\bar{x}$	STD	DEC
13.	To what extent do you think the implementation of the UBE scheme has increased transition rate from primary to junior secondary school in Kaduna State.	123	141	79	65	2.8	1.04	High
14.	To what extent do you think the implementation of the UBE scheme has increased transition rate from junior secondary school to senior secondary school in Kaduna State.	129	131	90	58	2.8	1.03	High
15.	To what extent do you think the implementation of the UBE scheme has increased transition rate from senior secondary school to university in Kaduna State.	72	87	146	103	2.3	1.04	Low
	Cluster Mean					**2.6**	**1.04**	**High**

Scale Mean = 2.5

Table 8 show that between the enrolment in primary school in 2012 and transition to junior secondary school in 2013, only 42.8% transited.

Table 9 show that respondents were of the view that transition from primary to junior secondary school in Kaduna State was high with a Mean of 2.8 and standard deviation of 1.04; they further opined that the transition from junior secondary to senior secondary school in Kaduna State was also high with a Mean of 2.8 and standard deviation of 1.03; they were however of the view that transition from senior secondary to university in Kaduna State was low with a Mean of 2.3 and standard

deviation of 1.04. With a cluster Mean of 2.6 which is higher than the scale Mean of 2.5, it could be concluded that the introduction of the UBE scheme increased transition rates from primary to junior secondary and from junior secondary to senior secondary in Kaduna State within the period under review.

Research Question 5: To what extent did the implementation of UBE Scheme improve the completion rates of pupils in Kaduna State?

The researchers used descriptive statistics (mean and standard deviation) to generate the results on table 11, which will enable generalization of the result to the population.

Table 10: Completion rates in Kaduna State for Primary and Junior secondary school

Year	2000 (%)	2014 (%)	% Difference
Primary	80%	98.2%	18.2%
JSS	74%	98%	24%

Source: *Universal Basic Education Commission (UBEC), (2016)*

Table 11: *Response of teachers, head-teachers, principals and other stake holders on the impact of the UBE Scheme on completion rates in primary and junior secondary schools between 2010 and 2014.*

S/N	ITEM	VH	H	L	VL	$\bar{x}$	STD	DEC
7.	To what extent did the implementation of the UBE scheme increase completion rates in Primary schools in Kaduna State (2010-2014).	148	133	71	56	2.9	1.04	High
8.	To what extent did the implementation of the UBE scheme increase completion rates in Junior Secondary schools in Kaduna State (2010-2014).	131	142	88	57	2.9	1.03	High
9.	To what extent did the implementation of the UBE scheme increased completion rates in Senior Secondary schools in Kaduna State (2010-2014).	120	126	111	51	2.8	1.01	High
	Cluster Mean					**2.9**	**1.03**	**High**

Scale Mean = 2.5

Table 10 show that in the base year 2000, before the implementation of UBE scheme, completion rates stood at 80% and 74% for primary and junior secondary schools respectively. In 2014, after the introduction of the UBE, the completion rates increased to 98.2% and 98% for primary and junior secondary schools respectively.

Table 11 show that respondents agree that the implementation of the UBE scheme increased completion rates in primary schools in Kaduna State with a Mean of 2.9 and standard deviation of 1.04; they also agree that the UBE policy increased completion rates in junior secondary schools with a Mean of 2.9 and standard deviation of 1.03; they further agree that the UBE scheme increased completion rate at senior secondary schools with a Mean of 2.8 and standard deviation of 1.01. With a cluster Mean of 2.9 which is higher than the scale mean of 2.5, it could be concluded that the introduction of the UBE Scheme increased completion rates in primary and junior secondary schools in Kaduna State between 2010 and 2014.

Testing of Hypothesis

$H_0$1 There is no significant increase in the enrolment of pupils during the implementation of the UBE Scheme in Kaduna State.

The researchers used inferential statistics (analysis of variance) to generate the results on table 12, which will enable generalization of the result to the population.

Table 12: ANOVA Table to test significance increase in enrolment from 2010 – 2014

Year	Enrolment μ	F-Cal.	df	F-Crit.	Remarks
2000	522,421				
2010	955,129				Null
2011	1,048,688	4.6906e+13	5	9.3812e+12	hypothesis
2012	1,048,688				not accepted
2013	1,180,885				
2014	1,151,876				
TOTAL	? μ = **5385266**				

P= 0.05

Data presented on table 12 indicates the calculated value of Analysis of Variance (ANOVA) to test the significant increase in the mean (μ) of 5-year enrolment trend (2010 – 2014) in Kaduna State. The table shows that the F-calculated value is 4.6906e+13 which is greater than the F-critical value of 9.3812e+12. This means that there is a significant increase in enrolment trend in Kaduna States within the period under review; therefore the null hypothesis is not accepted.

Discussion of Findings

The findings of the study revealed that the UBE scheme is funded by both

Federal and State governments by equity contribution of 50% for budgeted expenditure by State Universal Basic Education Board (SUBEB). Kaduna State paid in full their counterpart fund for the period, except in 2014; and was able to access funding for the programme as shown on Tables 1 & 2. It is important to note that though funds were released for the programme, it was not enough to provide adequate infrastructure, facilities and payment of teachers' salaries and allowances and training. This finding is in agreement with Ossai (2022), who disclosed that UBE programme was poorly implemented in Delta State due to inadequate resources and infrastructure.

The findings also showed that the introduction of UBE scheme increased enrolment in primary and junior secondary schools between 2010 and 2014 as shown on Table 4. However, the result also revealed that in 2014/2015 academic session, the enrolment dropped in both primary and junior secondary schools due to insurgency. This finding is in agreement with Labo-Popoola, Bello & Atanda (2009) who found out that primary school net enrollment/attendance between 2000 and 2007 was 63%.

The findings revealed that the introduction UBE scheme reduced the drop-out rate from 20% and 26% in year 2000 to 1.8% and 2% in 2014 for primary and junior secondary schools respectively as shown on Table 6. This finding is in agreement with Nakpodia (2010) who conducted research in Delta state and discovered that the drop-out rate in Secondary schools in 2004/2005 academic session stood at 6.7%.

The findings further revealed that the implementation of the UBE scheme in Kaduna State improved the transition rates from one level of education to another. From a transition rate of 35% in 2010 to 42.8% in 2014, as shown on Table 8. Though this is below average, this finding is in agreement with UNICEF report (2005), which states that 30% of pupils drop out of primary school and only 54% transit to Junior Secondary Schools.

Moreover, the study finally showed that the introduction of the UBE scheme improved completion rates in Kaduna State both at the primary and junior secondary school levels. From a completion rate of 80% and 74% in year 2000 to 98.2% and 98% in year 2014 for primary and junior secondary schools respectively as shown on Table 10. This finding is in agreement with Emechebe (2012) who reported that in the year 2000, the completion rate was 76.7%, and progressed to 82% in the year 2004 and then progressively declined to 67.5% in 2007.

Conclusion

The study concluded that the introduction of the UBE scheme increased enrolment, reduced drop-out rate and improved completion rates. However, funding is still inadequate and transition rate is also low. If Nigeria must join the League of Nations that would achieve 'education for all' by year 2030, there is need for increased budgetary allocation to education at all levels and incentives should be made available to attract parents to enroll their children and wards into the UBE scheme.

Recommendations

Based on the findings of the study, the following recommendations are suggested.

1. Government must deliberately increase budgetary allocation to education at the State and Federal levels to enhance the implementation of the UBE scheme.
2. There should be framework for monitoring and evaluation and budget tracking to ensure that funds released are judiciously used by the appropriate authorities for the UBE implementation.
3. Teachers needs to be trained and re-trained as implementers of education policy, this will enable them be effective and efficient in the implementation of the UBE scheme.
4. Government should provide adequate infrastructure and facilities for the smooth implementation of the UBE scheme in Kaduna State.
5. Government should ensure adequate security in Kaduna State; and make enabling laws and or incentives to compel parents to enroll their children/wards into schools.

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