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## Assessment Of Universal Basic Education Programme In Bayelsa West Senatorial Zone In Bayelsa State

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### Abstract

This study assessed universal basic education programme in Bayelsa West Senatorial Zone in Bayelsa State. Descriptive survey research design was employed. Three research questions and three hypotheses guided the study. The population comprised of 1182 teachers with sample size of 400 teachers. Teachers were selected using the stratified random techniques. The instrument for data collection was self-structured questionnaire titled "Assessment of Universal Basic Education Programme" (AUBEP). Reliability of the instrument was determined through test-retest method in which the initial and the retest scores were correlated using Pearson's Product Moment Correlation which yielded 0.80 reliability coefficient. Mean and standard deviation were used to answer research questions, while independent t-test was used for the test of null hypotheses at 0.05 level of significance. Findings revealed limited number of qualified teachers in UBE school and teachers opted out due to poor condition of service, inadequate funds, non-provision intensive free feeding programme for UBE students and lack of proper supervision of teaching and learning in schools in Bayelsa West Senatorial Zone. Therefore, for UBE programme to achieve its set objectives, teachers' training institutions should be equipped to raise more qualified teachers, prompt payment of salaries, among others should be put in place for UBE schools.

**Key words:** Universal, Basic, Education, Qualified Teachers, Free education, Compulsory Education, Constrains, Effective, Implementation.

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## Introduction

Nigeria in her National Policy on Education (FRN, 2013), sees education as an excellent instrument for effecting national development. The policy document made provision of plans on the education of Nigerian society, which involves the philosophy of the nation's education, levels of education and their objectives, beginning with pre-primary, through primary, secondary to tertiary education. Basic education has been regarded as the most important as well as the most accessed by people that prepares an individual to cope with the challenges of his environment and contribute effectively to the development of the society (Asuru, 2014).

Oni (2018) postulated the importance of basic education in the sense that all beneficiaries of the other levels of education by necessity have to pass through this level. UBEC (2018), defined Basic Education as encompassing early childhood care and development education, nine years of formal schooling (comprising six years of primary education and three years of junior secondary education), adult literacy and non-formal education, skills acquisition programs, and education for special groups, including nomads, migrants, the girl-child, women, almajirai, street children, and individuals with disabilities. Universal Basic Education policy stipulates that basic education shall be free and compulsory. The UBE programme has three main components, namely: Universal, Basic and Education. Universal in UBE implies that the programme is for everyone, irrespective of tribe, culture or race and class while 'Basic' portrays that it is fundamental or essential, and that it must be given at all cost. Education is a unique process of arousing the individual ability to acquire knowledge, skills, values, attitudes (Asuk, 2020). It is a means of bringing out the latent potentials in every individual.

It is important to note that similar educational programmes introduced in Nigeria were unsuccessful. Mgbodile (2016), Ukeje (2018) and Ogbonnaya (2013) acknowledged that the problem of Nigerian educational system does not lie with adequate knowledge and policies, but with effective planning and sustainable implementation. Such failure, according to them, is attributed to several factors, among which are inadequate trained teachers, inadequate fund, and lack of effective supervision. Trained teachers are special brand of men and women that have received training on coaching, supervising and guiding pupil/ students to achieve outstanding feats in life. Availability of Funds, on the other hand, refers to the sum of money saved or made available for a particular purpose. These resources, as posit by Mohammed (2014), have to be of appropriate quality and quantity to meet the minimum standard of promoting any meaningful teaching and learning. Okoli (2017) observed that the responsibility for providing these facilities and resources in public schools lie with the government. Teachers were poorly trained and motivated. There was high rate of illiteracy as a consequence of high dropout rates, and poor infrastructural conditions in schools. Thus, the introduction of the UBE is meant to positively transform the nation's basic education level and to meet the context of the global vision of EFA (FGN, 2013).

Funding, administration and implementation of basic education programme are gradually becoming the responsibility of not only the government but that of the members of the communities through Parents-Teachers Associations (PTAs) and Community Based Organization (CBOs). According to UBEC (2013), the self-help projects of the UBE programme were designed as a strategy to involve the community and private sector participations in basic education delivery through the initiation, execution, administration and ownership of designed school projects. However, despite

evidence with respect to the efforts being made by the various governments and bodies for providing the UBE schools with trained teachers, funding and others. There appear to be contrasting reports as to the availability of funds based on free and compulsory education, adequacy or quality of trained teachers based on qualification, these resources for the effective implementation of the programme at all levels.

The Federal Ministry of Education minimum guidelines for the establishment of schools in Nigeria specified the minimum requirements on physical facilities, human resources, fund, and other resources needed. On the minimum requirements on human resources for the establishment of a basic school in Bayelsa State, a minimum qualification of National Certificate Education (NCE) with Teachers Registration Council of Nigeria (TRCN) of not less than 5 years' experience was recommended for head teacher, while NCE is recommended for a teacher and at least 3 NCE teachers must be in a school at inception. The minimum guideline on fund as specified by the Ministry of Education's guideline is that at least N2million must be in school's bank account. In light of the above minimum standard, together with UBE guidelines (2018) that are the aims, objectives and policies of the programme, was used in this study as the benchmark for determining the extent of implementation of UBE programme in Bayelsa West senatorial zone, Bayelsa state. This necessitated the researcher to carry out the assessment of Universal Basic Education programme in Bayelsa West senatorial zone, Bayelsa State.

### **Research Questions**

The following research questions were used to guide the study;

1. What is the mean rating on the availability of qualified teachers for the effective implementation of the UBE programme in Bayelsa West senatorial zone of Bayelsa State based on gender?
2. What is the mean rating of free and compulsory education for the effective implementation of the UBE programme and availability of funds in Bayelsa West senatorial zone of Bayelsa State based on gender?
3. What is the mean rating on constraints in the effective implementation of UBE programme on school location in Bayelsa West senatorial zone of Bayelsa State based on gender?

### **Hypotheses**

To guide the study, the following corresponding null hypotheses were formulated:

- H<sub>01</sub>** There is no significant difference in the mean rating on the availability of qualified teachers for the effective implementation of UBE programme in Bayelsa West senatorial zone of Bayelsa State based on gender?
- H<sub>02</sub>** There is no significant difference in the mean rating of free and compulsory education for effective implementation of UBE programme and availability of funds in Bayelsa West senatorial zone of Bayelsa State based on gender.
- H<sub>03</sub>** There is no significant difference in the mean rating on constraints in the effective implementation of UBE programme on school location in Bayelsa West senatorial zone of Bayelsa State based on gender.

### **Methodology**

The study adopted descriptive survey design. The total population for the study is 1,182 teachers which comprises all teachers in Bayelsa West Senatorial Zone. Ekeremor Local Government Area with 617 teaching staff while Sagbama Local Government Area is made up 565 teaching staff, making a total of 1,182 (Source: Bayelsa State Education Board, 2021). The sample for this study was 400 respondents, which was gotten from the target population with the aid of Taro Yamane Method to get the minimum sample size of the population for the study. This comprised of all teaching staff from UBE Bayelsa West Senatorial Zone. The stratified random sampling technique was employed in the selection of the respondents.

The instrument for data collection was questionnaire developed by the researcher, titled "Assessment of Universal Basic Education Programme in Bayelsa West Senatorial Zone of Bayelsa State (AUBEP)". The questionnaire was divided into two sections namely: A and B. Section A sought for demographic information of the respondents. Section B which has 18 items were scored on a 4-point rating scale of Very High Extent (VHE) 4-point, High Extent (HE) 3-point, Low Extent (LE) 2 points, Very Low Extent (VLE) 1 point. The questionnaire was divided into 3 clusters A, B, and C. Cluster A, sought information on the extent of availability of trained teachers based on educational qualification. Cluster B sought for information on the extent of free and compulsory education for the effective implementation of the UBE based on adequate funds, while Cluster C sought for the opinions of the respondents on the constraint influencing the effective implementation of the UBE programme.

The designed instrument was validated by two other experts in Test and Measurement from the Department of Educational Psychology, Guidance and Counselling who vetted and made corrections. These corrections and contributions were incorporated immensely in structuring the final draft of the instrument.

The reliability of the instrument was determined using a test-retest technique. Pearson's Product Moment Correlation was used to correlate the initial and final results, which yielded a reliability coefficient of 0.80, thereby making the instrument reliable enough for data collection

The questionnaire was administered to the teachers of UBE in Bayelsa West Senatorial Zone of Bayelsa State with the assistance of research colleagues in distribution and retrieval. Mean and standard deviation were used to answer the research questions while independent t-test was used to test the null hypotheses at 0.05 level significance. The analysis of data generated from the study was aided by the Statistical Package for Social Sciences.

## Results

**Research Question 1:** What is the mean rating on the availability of qualified teachers for the effective implementation of the UBE programme in Bayelsa West senatorial zone of Bayelsa state based on gender?

**Table 1: Mean Responses on the availability of qualified teachers for the effective implementation of the UBE programme based on gender.**

N	Items	Male =180			Female 220		
		$\bar{x}$	Std	Decision	$\bar{x}$	Std	Decision
1.	There are limited number of qualified teachers in UBE schools	2.77	0.63	HE	2.60	0.50	HE

2.	All teachers in UBE schools have at least NCE which is the minimum teaching qualification.	3.10	1.05	VHE	3.12	1.06	VHE
3.	Some qualified teachers in UBE schools opted out due to poor condition of service.	3.02	1.00	VHE	3.06	1.02	VHE
4	Limited number of qualified teachers with teaching experience	3.15	1.10	VHE	3.10	1.05	VHE
5	There are inadequate computer teachers in UBE schools	3.00	0.98	VHE	3.04	1.01	VHE
6	There are no teachers for special need students in UBE schools.	2.95	0.82	HE	2.90	0.80	HE
<b>Average Mean</b>		<b>3.00</b>			<b>2.97</b>		

Table 1 shows an extent of available qualified teachers for the effective implementation of the UBE programme in Bayelsa West senatorial zone of Bayelsa state?

The table shows that for male respondents, item (4) had the highest mean score of (3.15), while item (1) had the lowest mean scores of (2.77). Again, for female respondents, item (2) had the highest mean score of (3.12), while item (1) had the lowest mean score of (2.60). It also reveals that items (2, 3, 4, 5) were in the very high extent category, while items (1, 6) were in the high extent category. The average mean for male and female respondents were (3.00 and 2.97) respectively, indicating that qualified teachers were in high extent not available for the effective implementation of the UBE programme in Bayelsa West Senatorial Zone of Bayelsa State.

**Research Question 2:** What is the mean rating of free and compulsory education for the effective implementation of the UBE programme and availability of funds in Bayelsa West senatorial zone of Bayelsa state based on gender?

**Table 2: Mean Responses of Free and Compulsory Education effective Implementation of UBE Programmes and Availability of Funds based on gender**

N	Item	Male =180			Female 220		
		$\bar{x}$	Std	Decision	$\bar{x}$	Std	Decision
7	Government has provided adequate funds for UBE programme	2.06	0.11	LE	2.02	0.10	LE
8	Government has provided intensive free feeding programme for UBE students	2.11	0.12	LE	2.16	0.15	LE
9	UBE schools have sufficient money in their account for	1.95	0.18	LE	1.68	0.17	LE

	efficient running of the school						
10	Allowance and other entitlement of UBE teachers are not regularly paid in schools.	3.16	1.06	VHE	3.13	1.07	VHE
11	Active participation of non governmental organization in the funding of UBE can assist for effective implementation of the programmes in schools.	3.28	1.23	VHE	3.25	1.20	VHE
12	Head teachers levy the students because over-head allowance are not available for smooth running of the schools	3.21	1.15	VHE	3.29	1.24	VHE
<b>Average Mean</b>		<b>2.63</b>			<b>2.59</b>		

Table 2 shows an extent free and compulsory education for the effective implementation of the UBE programme is influenced by availability of funds in Bayelsa West Senatorial zone of Bayelsa state. The table shows that for male respondents, item (11) had the highest mean score of (3.28), while item (9) had the lowest mean scores of (1.95). Again, for female respondents, item (12) had the highest mean score of (3.29), while item (9) had the lowest mean score of (1.68). It also reveals that Items (10, 11, 12) were in the very high extent category, items (7, 8, 9) were in the low extent category. The average mean for male and female teachers were (2.63 and 2.59) respectively, indicating that availability of funds to high extent have influence in free and compulsory education for effective implementation of the UBE programme in Bayelsa West Senatorial zone of Bayelsa State.

**Research Question 3:** What is the mean rating on constraints in the effective implementation of UBE programme on school location in Bayelsa West senatorial zone of Bayelsa state based on gender?

**Table 3: Mean Responses of Teachers on Constraints in the Effective Implementation of UBE Programme on School Location based on gender**

N	Items	Male =180			Female 220		
		$\bar{x}$	Std	Decision	$\bar{x}$	Std	Decision
13	Lack of proper supervision of teaching and learning in schools	2.80	0.70	HE	2.85	0.75	HE
14	Inadequate provision of instructional materials to schools.	2.95	0.81	HE	2.98	0.83	HE
15	Poor funding of educational programmes at all levels	3.00	1.00	VHE	3.07	1.02	VHE
16	Inadequate provision of infrastructural facilities in UBE schools.	3.31	1.26	VHE	3.30	1.25	VHE

17	Lack of maintenance of existing facilities in schools.	3.27	1.23	VHE	3.28	1.23	VHE
18	Poor statistical data on UBE schools	2.75	0.60	HE	2.80	0.70	HE
<b>Average Mean</b>		<b>3.01</b>		<b>3.05</b>			

Table 3 shows constraints influencing effective implementation of the UBE programme based on school location in Bayelsa West Senatorial zone of Bayelsa state.

The table shows that for male teachers responses, item (16) had the highest mean score of (3.31), while item (18) had the lowest mean scores of (2.75). Again, for female teachers responses, item (16) had the highest mean score of (3.30), while item (18) had the lowest mean score of (2.80). It also reveals that Items (15, 16, 17) were in the very high extent category, while items (13, 14, 18) were in the high extent category. The average mean scores of male and female teachers were (3.01 and 3.05) respectively, indicating that constraints to a very high extent influenced effective

**Hypothesis 1:** There is no significant difference in the mean rating on the availability of qualified teachers for the effective implementation of UBE programme in Bayelsa West senatorial zone of Bayelsa State based on gender.

**Table 4: T-test Results of Teachers Responses on availability of qualified Teachers for Effective Implementation of UBE programme based on gender.**

Group	N	Mean	Std	Df	$\alpha$	t-value	P-value	Decision
Male	180	3.00	0.98	398				
Female	220	2.97	0.95		0.05	3.192	0.081	<b>Ho3: Not Rejected</b>

Table 4 of t-test results reveal that the mean responses of male teachers was 3.00 with its corresponding standard deviation of 0.98, while the mean responses of female teachers was 2.97 and a standard deviation of 0.95. The table also shows calculated ( $t = 3.192, P = 0.081 > 0.05$ ) which is greater than the chosen level of significant was gotten at 398 degree of freedom. Therefore, the null hypothesis is not rejected. This implies that there is no significant difference in the mean rating of male and female teachers on educational qualification of teachers for effective implementation of UBE programme in Bayelsa West senatorial zone of Bayelsa State.

**Hypothesis 2:** There is no significant difference in the mean rating of free and compulsory education for effective implementation of UBE programme and availability of funds in Bayelsa West senatorial zone of Bayelsa State based on gender.

**Table 5: T-test Results on Responses of Free and Compulsory Education and for Effective Implementation of UBE programme and availability of Funds based on gender.**

Group	N	Mean	Std	Df	$\alpha$	t-value	P-value	Decision
Male	180	2.63	0.51	398				

				0.05	1.623	0.078	<b>Ho4: Not Rejected</b>
<b>Female</b>	220	2.59	0.48				

Table 5 of t-test results reveal that the mean responses of male teachers was 2.63 with its corresponding standard deviation of 0.51, while the mean responses of female teachers was 2.59 and a standard deviation of 0.48. The table also shows calculated (t 1.623, P= 0.078 > 0.05) which is greater than the chosen level of significant was obtained at 398 degree of freedom. Therefore, the null hypothesis is not rejected. This suggests that there is no significant difference in the mean rating of male and female teachers on availability of funds for free and compulsory education for effective implementation of UBE programme in Bayelsa West Senatorial zone of Bayelsa State.

**Hypothesis 3:** There is no significant difference in the mean rating on constraints in the effective implementation of UBE programme on school location in Bayelsa West senatorial zone of Bayelsa State based on gender.

**Table 6: T-test Results on Constraints in the Effective Implementation of UBE programme on School Location based on gender.**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Std</b>	<b>Df</b>	<b><math>\alpha</math></b>	<b>t-value</b>	<b>P-value</b>	<b>Decision</b>
<b>Male</b>	180	3.01	1.00					
				398	0.05	4.354	0.084	<b>Hos: Not Rejected</b>
<b>Female</b>	220	3.05	1.02					

Table6 of t-test results reveal that the mean responses of male teachers was 3.01 with its corresponding standard deviation of 1.00, while the mean responses of female teachers was 3.05 and a standard deviation of 1.02. The table also shows calculated (t 4.354, P= 0.084 > 0.05) which is greater than the chosen level of significant was obtained at 398 degree of freedom. Therefore, the null hypothesis is not rejected. This indicates that there is no significant difference in the mean rating of male and female teachers on the constraints influencing the effective implementation of UBE programme based on school location in Bayelsa West senatorial zone of Bayelsa State.

### **Discussion of Findings**

#### **Qualified teachers for effective implementation of UBE school programme.**

The study reveals limited number of qualified teachers in UBE school and teachers opted out due to poor condition of service. Lack of teachers in some subject area, especially computer, counselling and special needs in Bayelsa West Senatorial Zone. This study is in accordance with the studies of Ude (2016) who supported that qualified teacher guides, directs and influences the thoughts, molding behaviour and feelings of learners. This study is also in accordance with the studies of Oladimeji and Ogunyebi (2019) who found no significant difference in the responses of administrators and supervisors on the qualification of teachers in UBE for implementation of its programmes in schools. They revealed that the proportion of qualified teachers engaged in schools were lower than the expected numbers in the UBE implementation guidelines

for the level of teachers. This is probably because when a teachers have updated their qualification, ministry of education does not approved it for promotion in secondary schools.

### **Availability of funds for free and compulsory education for effective implementation of UBE programme**

The study reveals that Government has not provided adequate funds, and has not provided intensive free feeding programme for UBE students. Allowance and other entitlement of UBE teachers are not regularly paid. UBE schools have insufficient money in their account for efficient running of the school and head teachers levy the students because over-head allowance are not available for smooth running of the schools in Bayelsa West Senatorial Zone. This study is agreement with the studies of Ogbonaya (2012) who supported that funding is fundamental to the delivery of education to any society. Many crises that have bedeviled our educational system today are traceable to inadequate funding, which in turns has affected implementation of UBE programmes. Enyi (2015) also collaborated that UBE schools have not achieve much because of insufficient fund made available to them. He added that the implication is that the success of the UBE programme implementation is predicated on the identification adequate funds.

Sobechi (2014) also supported that the delivery of education materials, daily running of the school, school uniform and free feeding programmes are not provided in UBE schools due to non-availability of fund to UBE schools. Head teachers levy the students in order to meet with the needs of the schools. This is probably because over-head allowances are not provided in schools in the area under investigation. This study is also in harmony with the studies of Ubong and Ofonime (2020) who found no differences in the responses of teachers towards low availability of funds for implementation of UBE programmes. They added that effort should be made towards adequate provision of educational resources so as to meet the ever-increasing enrollment rates in the school system.

### **Constraints influencing effective implementation of UBE programme.**

The study reveals that lack of proper supervision of teaching and learning in schools, inadequate provision of instructional materials, Poor funding of educational programmes at all levels, inadequate provision of infrastructural facilities, lack of maintenance of existing facilities and Poor statistical data on UBE schools have led to poor implementation of UBE programmes in Bayelsa West senatorial zone of Bayelsa State. This is in line with the studies of Mgbodili (2013) who supported that lack of adequate plan could hinder the objectives and purpose of any programme. This is probably because planning is considered as backbone of successful programme. It is therefore, a constraint to any educational programme. Ukeje (2018) also collaborated that the problem of Nigerian educational system does not lie with adequate knowledge and policies, but with effective planning and sustainable implementation. This study is also in line with the studies of Ikoya (2014) who acknowledged that several schools are still plagued with inadequate physical facilities for the effective implementation of the UBE programme. Obinaju (2011) also observed that poor supervision and monitoring of the UBE schools in the state is a constraint to UBE implementation. Lack of supervision /monitoring of schools has set a major drawback in the education sector. This is probably because supervision which could have been seen as a life-wire for efficiency and effectiveness of the UBE scheme is lacking. Supervision of schools with

the intention of monitoring of the UBE schools in Bayelsa West Senatorial zone are further characterized with inadequate vehicle for monitoring, inadequate office accommodation, lack of funds, among others.

Nwigbor and Obilor (2019) also found no significant difference in the responses of urban and rural teachers towards problems hindering implementation of UBE programme. They noted that the schools have same level of difficulties accessing funds, educational materials, infrastructural facilities, maintenance of existing facilities and poor statistical data for implementation of school programmes. Ahmed (2013) also supported as he revealed that, in most schools in the country, teaching and learning take place under unconducive environment which could exist in both rural and urban centers as he found no significant difference in the constraints hindering implementation of UBE programme. He added that lack of basic teaching and learning materials in schools, hinders the fulfilment of educational objectives

### **Conclusion**

Based on the findings of the research, the following conclusions were made: There is limited number of qualified teachers, non-availability of funds for free and compulsory education, Poor funding of educational programmes at all levels, non-availability of teaching aids, lack of maintenance of existing facilities and Poor statistical data in UBE schools for successful implementation of UBE programmes in Bayelsa West Senatorial zone of Bayelsa State.

### **Recommendations**

Based on the findings of the study, the following recommendations were made;

1. Teachers should be encouraged to go for higher programmes, refresh courses and academic trainings to acquire more knowledge for effective service delivery in school.
2. Seminars, workshops and conferences should be organized for teachers in UBE to update their knowledge for efficient instructional delivery.
3. UBE students at all levels should be given free and compulsory education so as to curtail the menace of drop-out as result of non -payment of school fees
4. Government and non-governmental organizations should always provide the students with requires learning materials and teaching aids for effective teaching and learning.
5. There should be adequate funding of UBE schools for successful implementation of school programmes.
6. There should be regular maintenance of school structures to avoid further dilapidation of the existing building as this constitute danger to students and teachers in the learning environment.

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