

EVALUATION OF UNIVERSAL BASIC EDUCATION PROGRAMME (UBE) GOAL OF FOSTERING A STRONG CITIZENRY CONSCIOUSNESS AND COMMITMENT TO VIGOROUS PROMOTION OF EDUCATION IN JIGAWA STATE NIGERIA

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Abstract

The study aims at evaluating Universal Basic Education Programme goal of fostering a strong citizenry consciousness and commitment to vigorous promotion for education in Jigawa State Nigeria. Descriptive Survey designed was adopted in the study Two research questions and two hypotheses guided the study. A sample size of 385 respondents were proportionately selected from the total population comprising all UBE Educational Administrators, Teachers and Parents in Jigawa State. Questionnaire for Evaluating Universal Basic Education Programme in Jigawa State (QEUBEP) was used in data collection based on modified five (5) Point likert scales, whose quality estimates were obtained through the aid of expert in statistics and Basic Education Practitioners and the result of the pilot study conducted for this purpose. Reliability Coefficient obtained for Educational Administrators 0.72, Teachers 0.69, and Parents 0.67. The data collected were analyzed on SPSS using descriptive statistics and analysis of variance. Some of the findings of the study suggest that there was moderate achievement level for developing strong citizenry consciousness for education. It was recommended among others that more robust and effective strategies are needed to fully realize the UBE goal of fostering a strong citizenry consciousness and commitment for education in Jigawa State

Keywords: Universal Basic Education Programme. Jigawa state, evaluation

Introduction

The National Policy on Education 2013 Edition, Section 2, Par 10, has describes basic in Nigeria as “that Education given to children aged 0 – 15 years”. It however explain that education comprises Early Child Care and Development Education (0 – 4), Pre-Primary Education (5 – 6) and Primary Education (6 – 12) and Junior Secondary Education (13 – 16). UBE programme is a reform measure, which is aimed at addressing inequality in educational opportunity at the basic level and improving the quality of its provision. The programme also is aimed at removing distortions and inconsistencies in basic education delivery.

Universal Basic Education (UBE) programme is a reform measure, which is aimed at addressing inequality in educational opportunity and quality at basic level both in terms of access and quality nationwide. Specifically, the programme was introduced by the Federal government in order to remove distortions and inconsistencies in the basic education delivery and to reinforce the implementation of the National Policy on Education. Basic education on the other hand, refers to laying foundation for sustainable life-long-learning. Its goals includes provision of reading, writing and numeracy skills, free compulsory basic education to all school age children (6-15 years), strong consciousness in education, providing complimentary education services for out of school adult and school drop-out, and provision of quality/relevant basic education to all Nigerians.

Its scope covers varieties of formal and non-formal educational activities and programmes designed to enable learners acquire functional basic literacy. This is fundamental to human and national development as it served as the foundation of the entire education system. The success or failure of all education programmes depend on it. Thus, it is the expectation of all stakeholders in education; that its production should be characterized by quality output. Quality management enhancing factors including those policies of de-politicization of education, in order to promote mutuality – mutual goals, mutual influence, mutual respect, mutual rewards, and mutual responsibility should all be encouraged, (Michael 2006). This is in addition to specified set standard in relation to school location, Teacher – Pupil ratio, Class size, school size, toilet – pupil ratio, quality of teachers, and availabilities of other required teaching learning facilities. These are what will enhance commitment and in turn yield success in education.

The Federal Government was concerned that states and local governments, which had the responsibility for basic education delivery, were unable to effectively drive, and ensure unhindered access to quality basic education. Consequently the government resorted to constitutional provision, which empowered it to set and maintain standards in education through enacting a Compulsory, Free, Universal Education Act, 2004. This law drives its powers from Section 18 (3) of the 1999 constitution, as well as Item 60 (e) of part 1 of the second schedule of the same constitution. The 1999 constitution further provides that states and local governments are the owners of basic educations within their areas.

Like all other educational innovations, the successful implementation of UBE programme lies predominantly on the extent to which the management aspect is taken into consideration. There is no doubt that no educational programme can rise above the quality of its management. The implementation of the Universal Policy on Education (UPE) is a typical example; laudable programme but poorly executed, Adesina (1981). The ultimate aim of educational management is to procure and marshal resources (Man, Money, Materials and Time) to ensure the achievement of educational goals and objectives. All management functions such as planning, organizing, leading, supervising, controlling, motivating, and evaluating are directed toward achieving such objectives.

Now the crux of the problem is, to what extent are the provisions of UBE programme of providing strong citizenry consciousness and commitment to education in Jigawa State of Nigeria been implemented? Has the free and compulsory basic education been provided to all peoples of Jigawa State irrespective of political affiliation, socio-economic and geographical status? Is merit being the yard stick in recruitment, deployment, provision and allocation of resources, and administrative in UBE programme implementation? Like in many other developing countries and states in Nigeria, Educational policy implementation is the bane of public policies and programmes, according to the Education For All (EFA) 2011

Objectives of the Study

The major objectives of this paper is to evaluate Jigawa State UBE programme implementation to determine its success and failures under the following objectives:

1. To examine the achievement of UBE goal for developing strong consciousness for education in the entire citizens of Jigawa State.
2. To examine the achievement of UBE goal for developing strong commitment to vigorous promotion of education in the entire citizens of Jigawa State.

Research Questions

The following Research Questions are raised for the purpose of guiding the study:

1. To what level does Jigawa State achieves UBE goal for developing strong citizenry

consciousness for promotion of education?

2. To what level does Jigawa State achieves UBE goal for developing strong citizenry commitment to the vigorous promotion of education?

Research Hypotheses

Ho1: UBE stakeholders do not differ significantly in their views that Jigawa State has not achieves UBE goal for developing strong citizenry consciousness for education.

Ho2: UBE stakeholders do not differ significantly in their views that Jigawa State has not achieves UBE goal for developing strong commitment to vigorous promotion of education.

Methodology

Descriptive Survey designed was adopted in the study. The design, generally studies the current Phenomenon spread over a wide area for the purpose of getting clearer understanding, control, and subsequent investigation. The study, covered all the Local Government Areas in Jigawa State. Two research, questions were answered and two hypotheses were tested. The population unit of observation of this study comprised all UBE Educational Administrators, Teachers and Parents in Jigawa State. This had also covered all Junior Secondary School Principals and Teachers, Primary School Teachers, PTA officials in selected 12 Local Education Authorities in Jigawa State. While the sample size constituted three hundred and eighty five 385 participants generated from three (3) Senatorial zones of Jigawa state using proportionately stratified sampling technique.

Instrument Development

The instrument for data collection in this study was a eighty four (84) item questionnaire named Questionnaire for Evaluating Universal Basic Education Programme in Jigawa State (QEUBEP) based on modified five (5) Point likert scales, whose quality estimates were obtained through the aid of expert in statistics and Basic Education Practitioners and the result of the pilot study conducted for this purpose. Reliability Coefficient obtained for Educational Administrators 0.72, Teachers 0.69, and Parents 0.67.

The developed and content validated Questionnaire for Evaluating Universal Basic Education Programme was administered to the participants by the researcher with the aid of teachers as research assistants in the cooperating schools and education agencies. Prior to the administration a letter of permission was obtained from the authorities of the cooperating schools and the purpose of the study was explained to the participants and sought for their consent. The time allowed for answering all the items was 15 minutes although most of them responded to the items within 10 to 12 minutes

Results

Demographic Analysis

Table 1: Respondents' Profiles Analysis

Items	Descriptions	Frequency	Percent
LGA	Dutse	40	10.4%
	Birnin Kudu	30	7.8%
	Kiyawa	30	7.8%
	Miga	30	7.8%
	Hadeja	40	10.4%
	Guri	30	7.8%
	Kaugama	30	7.8%
	KafinHausa	35	9.1%
	Gumel	30	7.8%
	Maigatari	30	7.8%
	Taura	30	7.8%
	Kazaure	30	7.8%
	Total	385	100.0%
Respondents' Status	Educational Administrators	80	20.8%
	Teachers	225	58.4%
	PTA Executives	80	20.8%
	Total	385	100.0%
Working Experience	Below 5 years	50	13.0%
	6-10 years	80	20.85
	11 above	195	50.6%
	Retired civil servant	30	7.8%
	Active politics	30	7.8%
Total	385	100.0%	

Table 1 first part of the table lists the distribution of respondents across various LGAs:

The respondents are distributed across 12 LGAs, with Dutse and Hadeja having the highest representation at 10.4% each. The least representation comes from several LGAs including Birnin Kudu, Kiyawa, Miga, Guri, Kaugama, Gumel, Maigatari, Taura, and Kazaure, each with 7.8%. Kafin Hausa has a slightly higher representation at 9.1%.

The second part of the table classifies respondents based on their status: The majority of respondents are teachers, making up 58.4% of the sample. Educational administrators and PTA executives each constitute 20.8% of the respondents.

This distribution indicates a balanced input from key stakeholders in the education sector.

The third part of the table details the respondents' working experience: A significant proportion of respondents (50.6%) have over 11 years of working experience, indicating a mature and experienced sample. 20.8% have 6-10 years of experience, and 13.0% have below 5 years of experience. A smaller segment consists of retired civil servants and those active in politics, each representing 7.8% of the sample.

Table 2 Descriptive Statistics for Evaluation of Ube Goal of Promoting Strong citizenry Consciousness for Education in Jigawa State

Statement	N	Sum	Mean	Std. Deviation
UBE programmes in Jigawa State is experiencing poor dissemination of information to stakeholders which limits citizenry consciousness for education	385	1184	3.08	.849
Politics has made UBE programmes mere propagandas to majority people in Jigawa State	385	1092	2.84	.925
UBE administrators in the State has failed to initiate and execute mobilization programmes to enlighten the public on the importance of education	385	1052	2.73	.932
Basic Education programme in Jigawa State is not gender sensitive which increase out of school girls in the state.	385	1026	2.66	.957
Basic Education programme in Jigawa state is not environmental sensitive which increase out of school in the state.	385	1014	2.63	.903
Politics of education in Jigawa State has been affecting stakeholders desire negatively on their responsibilities in promoting basic education	385	1135	2.95	.864
Parents in Jigawa state prefer Quranic education to Western Education	385	963	2.50	.930
The dominants of Islamic Education in Jigawa State has been weakening UBE programme in the state	385	940	2.44	1.049
Educational administrators in Jigawa State are incapable of mobilizing favourable opinions to promote new set of attitudes and culture for the attainment of UBE goals and objectives	385	1047	2.72	1.015
Educational Administrators in Jigawa State has not been able to remove harmful traditional practices (eg early marriage) that hinder the full utilization of basic educational opportunities.	385	1071	2.78	1.010
Educational Administrators in the Jigawa state has failed to promote, increased access, quality and equity in to school children in the state	385	1044	2.71	1.059
UBE Managers in the state are unserious in research, monitoring and evaluation of advocacy and mobilization strategies to enlighten people on UBE programme.	385	1035	2.69	.870
UBE managements has fails to promote strong consciousness of basic education in Jigawa state	385	1071	2.78	.866
UBE managements has made significant achievement in the promotion of strong consciousness in basic education in Jigawa State	385	941	2.44	1.064
Aggregate Mean Score			2.71	

NOTE: Mean score < 2.00 = Low Achievement level, Mean score >2.00 ≤ 3.00=Moderate Achievement level, Mean score>3.00 = High Achievement level.

The aggregate mean score for the evaluation of the UBE goal of promoting strong citizenry consciousness for education in Jigawa State is 2.71. According to the scale provided:

Given that the aggregate mean score is 2.71, this result indicates that Jigawa State has achieved a moderate level of success in developing strong citizenry consciousness for the promotion of education

under the UBE programme.

The highest mean score (3.08) was observed for the statement regarding poor dissemination of information to stakeholders, suggesting that this is a significant issue affecting citizenry consciousness. Statements related to politics affecting UBE programmes, failure to initiate mobilization programmes, and failure to address gender sensitivity in education all scored above 2.60, indicating notable concerns.

Statements reflecting the preference for Quranic education over Western education and the impact of Islamic education on the UBE programme had lower mean scores (around 2.44), suggesting these factors are also barriers but to a lesser extent.

Overall, the moderate achievement level suggests that while there have been efforts to promote education and develop strong citizenry consciousness, significant challenges remain, particularly in the areas of information dissemination, political influence, and addressing traditional and cultural barriers.

Table 3 Descriptive Statistics for Goal of Promoting a Strong Commitment to Vigorous Basic Education Programme in Jigawa State

Statement	N	Sum	Mean	Std. Deviation
Selfish promotion and appointment of staff in Jigawa state has brought leaders who are incapable of advising government on the effective funding and development of basic education programme	384	1293	3.37	.816
UBE programme administrators have fails to coordinate or draw up School plant for effective basic education provision in Jigawa State.	385	1038	2.70	.932
Lack of Proper enlightenments by the UBE stakeholders in Jigawa state has slowdown non-public investment in basic education.	385	1120	2.91	.915
Parents in Jigawa state couldn't afford the cost of basic education	385	947	2.46	1.063
UBE Programme in the state has have failed to accommodate all special needs school age children eg Mentally retarded and physically challenged	385	1119	2.91	.966
Political interference has prevented judicious use of school mapping in Jigawa State which leads to poor location of schools and reducing citizenry commitment.	385	1121	2.91	.991
Most Parents in Jigawa State has either less or no interest in UBE programme	385	907	2.36	.916
Political interference and external directives have led to poor funding and misuse of UBE funds which lower parent commitment to education in the state	385	1166	3.03	.908
UBE activities and leadership in the Jigawa state has been over centralized leading to slow progress	385	1030	2.68	.925
UBE programme in the state lacks effective service delivery structure and mechanism which lead to confusion and duplication of efforts	385	993	2.58	1.002
UBE programme in Jigawa State lacks efficient system which utilizes parent participation and contribution	385	1019	2.65	1.000
UBE management has contributed to the failure of the programme to provide strong citizenry commitment to basic education in Jigawa state	385	996	2.59	.983

UBE management has led to strong citizenry commitment to basic education in Jigawa state 385 1025 2.66 1.031

Aggregate Mean Score 2.75

NOTE: Mean score < 2.00 = Low Commitment level, Mean score >2.00 ≤ 3.00=Moderate Commitment level, Mean score>3.00 = High Commitment level.

The average score for evaluating the UBE goal of promoting strong citizen commitment to vigorous basic education in Jigawa State is 2.75, indicating a moderate level of success in achieving this goal. The highest mean score (3.37) was observed for the issue of selfish promotion and appointment of staff, suggesting significant concerns in this area. Other notable concerns include lack of enlightenment by UBE stakeholders, failure to accommodate special needs children, and political interference in school mapping, which all scored around 2.91. Additionally, factors such as parents' inability to afford basic education, lack of interest in the UBE programme, and over-centralization of UBE activities were identified as barriers, albeit to a lesser extent with mean scores ranging from 2.36 to 2.68. Concerns about the contribution of UBE management to the failure of the programme were also noted, with a mean score of 2.59. Overall, addressing the highlighted areas of concern, particularly in leadership, stakeholder engagement, and political interference, could enhance the effectiveness of the UBE programme and lead to higher levels of educational commitment among the populace.

Hypothesis Testing

Ho1: UBE stakeholders do not differ significantly in their views that Jigawa State has not achieves UBE goal for developing strong citizenry consciousness for education.

Table 4. Descriptive and Anova Statistics for Developing Strong Citizenry Consciousness for Education

Statement	N	Mean	Std. Deviation
Educational Administrator	80	37.63	4.772
Teacher	225	37.91	4.940
PTA Executive	80	38.44	5.511
Total	385	37.96	5.024

ANOVA

	Sum of Squares	Df	Mean Square	F-value	Sig.
Between Groups	27.756	2	13.878	.549	.578
Within Groups	9664.660	382	25.300		
Total	9692.416	384			

The mean scores of the different stakeholder groups (Educational Administrators, Teachers, and PTA Executives) are very close to each other, with the overall mean score being 37.96. Standard deviations are relatively similar, indicating comparable levels of variability within each group. **F-value:** The calculated F-value is 0.549. **Significance (p-value):** The significance value (p-value) is 0.578 > 0.005. The ANOVA results shows that the p-value (0.578) is greater than the typical alpha level of 0.05. (F(2, 382) = 0.549, p = 0.578).

This means that there is no statistically significant difference between the views of the different stakeholder groups (Educational Administrators, Teachers, and PTA Executives) regarding the achievement of the UBE goal for developing strong citizenry consciousness for education in Jigawa

State.

Therefore the hypothesis that states that: UBE stakeholders do not differ significantly in their views that Jigawa State has not achieves UBE goal for developing strong citizenry consciousness for education.

Ho2: UBE stakeholders do not differ significantly in their views that Jigawa State has not achieves UBE goal for developing strong commitment to vigorous promotion of education.

Table 5.Descriptive, Anova and Multiple Comparisons (Post-Hoc Analysis) Statistics for Developing Strong Commitment to Vigorous Promotion of Education

	N	Mean	Std. Deviation
Educational Administrator	80	35.21	5.170
Teacher	224	36.93	5.404
PTA Executive	80	35.34	6.308
Total	384	36.24	5.603

ANOVA

	Sum of Squares	df	Mean Square	F-value	Sig.
Between Groups	257.206	2	128.603		
Within Groups	11767.271	381	30.885	4.164	.016
Total	12024.477	383			

Summary of the Findings

The findings of this study are summarized as shown below:

1. Overall, the moderate achievement level suggests that while there have been efforts to promote education and develop strong citizenry consciousness, significant challenges remain, particularly in the areas of information dissemination, political influence, and addressing traditional and cultural barriers.
2. That UBE stakeholders (Educational Administrators, Teachers, and PTA Executives) do not differ significantly in their views on whether Jigawa State has achieved the UBE goal for developing strong citizenry consciousness for education.

Conclusion

The moderate level of achievement implies that more robust and effective strategies are needed to fully realize the UBE goal of fostering a strong citizenry consciousness for education in Jigawa State. Addressing the highlighted areas of concern could potentially enhance the effectiveness of the UBE programme and lead to higher levels of educational engagement and consciousness among the populace. The ANOVA results indicate a significant difference in the views of UBE stakeholders regarding the achievement of the UBE goal for developing strong commitment to the vigorous promotion of education in Jigawa State. Further analysis through multiple comparisons reveals specific differences between stakeholder groups.

Therefore, we reject the null hypothesis (Ho1). The data suggests that there are significant differences in the views of Educational Administrators, Teachers, and PTA Executives regarding the achievement of the UBE goal for developing strong commitment to education.

Recommendations

The following recommendations were made based on the findings of the study

1. Stakeholder should engage in innovative techniques to enhance information dissemination to promote more informed and conscious citizenry. This could be achieved by leveraging on digital platforms and social media conducting regular stakeholder engagement and feedback sessions and developing targeted information campaigns and public awareness programs.
2. An independent UBE implementation committee should be established comprising education experts, civil society representative, community leaders to oversee the program and ensure accountability.
3. Establishment of clear legal framework and policies for safeguarding UBE implementation from political interference and ensuring long-term sustainability.

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