Chapter One

Introduction

1.1 Background to the Study

Education is universally acknowledged as a fundamental human right and a crucial driver of economic development and social advancement. It plays an integral role in the growth of nations, acting as a catalyst for societal transformation, individual empowerment, and sustained economic progress. The impact of education extends far beyond the classroom, shaping the future of countries and helping to build prosperous, inclusive societies. Acknowledging its critical importance, governments worldwide have committed to ensuring that all citizens have access to quality education. In Nigeria, the most populous nation in Africa, significant strides have been made to provide education to its people, notably through the implementation of the Universal Basic Education (UBE) programme.

The Universal Basic Education programme in Nigeria was introduced in 1999 with the goal of providing free, compulsory, and universal access to basic education for every child[1]. This initiative was aimed at eradicating illiteracy, equipping learners with essential skills, and fostering national development, yet its implementation faces significant challenges. One of the key objectives of UBE is to develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion. However, studies indicate that public awareness about the importance of education remains low, especially in rural areas[2]. Many parents still prioritize informal and religious education over formal schooling, limiting enrollment rates[2]. Research also highlights that traditional Quranic schools and other non-formal education systems remain dominant in many communities, making it difficult to integrate them into the UBE structure[3].

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Without proper sensitization and outreach programs, the goal of instilling a strong commitment to education remains unmet. Additionally, weak national orientation programmes and ineffective public awareness campaigns have contributed to the slow acceptance of universal education policies[4].

Another significant challenge is ensuring that every Nigerian child has access to free and universal basic education. Although tuition fees are officially removed, hidden costs such as textbooks, school uniforms, and transportation make education inaccessible for many families[5]. Studies show that in states like Ogun, while education is labeled as free, parents still pay levies and provide essential school materials, effectively excluding the poorest children from schooling[5]. Beyond financial barriers, the inadequate state of school infrastructure further limits access. Many schools, particularly in rural areas, lack proper classrooms, clean water, and sanitation facilities, making them unsuitable learning environments[6]. Teacher shortages and low salaries also affect the quality of education, as many educators are unmotivated due to delayed wages and poor working conditions[7]. These systemic issues, combined with inconsistent policy implementation, have slowed progress toward achieving universal education for all Nigerian children[8].

Reducing dropout rates remains a critical challenge despite various interventions. Poverty and economic hardship are major factors that force many children, particularly in conflict-affected areas, to leave school and support their families through labor[6]. In Northern Nigeria, cultural factors such as early marriage and gender discrimination disproportionately affect girls, preventing them from continuing their education[9]. Even when girls enroll in school, societal pressures and economic constraints often lead them to drop out before completing their basic education[9]. Security concerns and ongoing conflicts in some regions further exacerbate the situation, with attacks on schools discouraging attendance and displacing students and teachers alike[2]. Moreover,

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the poor learning environment in many schools, characterized by overcrowded classrooms and a lack of instructional materials, reduces student engagement and increases the likelihood of dropouts[10]. Weak monitoring systems further compound the problem, as there are no effective mechanisms in place to track and reintegrate out-of-school children into the education system[11].

Catering to out-of-school youth and providing alternative learning opportunities remain underdeveloped aspects of the UBE program. Although there are provisions for integrating non-formal education pathways, their implementation has been inconsistent[3]. Programmes aimed at incorporating Quranic schools into the national curriculum have faced resistance from religious leaders and a lack of proper structuring, leading to limited success[4]. Adult literacy programmes and vocational training initiatives, which are essential for young people who have missed out on formal education, suffer from inadequate funding and poor coordination[12]. Many of these programs lack practical skills training, making them unappealing to youth who seek employment opportunities[13]. Additionally, the limited involvement of non-governmental organizations and private sector partnerships in addressing the education gap has slowed the expansion of these alternative learning options[14].

Ensuring that students acquire the necessary literacy, numeracy, and life skills remains a pressing issue in UBE implementation. Effective curriculum management, student engagement, and classroom instruction have been identified as key factors in improving learning outcomes[10]. However, gaps in teacher training, outdated teaching methodologies, and a lack of modern instructional materials have hindered progress[11]. While there have been efforts to address these issues, there remains a need for a comprehensive evaluation of the program's effectiveness, particularly in terms of access, quality, and learning outcomes. By conducting an evaluation, it

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becomes possible to determine the extent to which UBE has met its objectives and identify areas that require urgent policy intervention for improved educational delivery[2].

Evaluation is a systematic process used to assess the effectiveness, efficiency, and impact of a program or policy. It involves collecting and analyzing data to measure progress toward predetermined goals and objectives. In the context of UBE, evaluation helps to determine whether students are gaining the necessary literacy, numeracy, and life skills required for lifelong learning[10]. Additionally, it examines the role of government policies, funding mechanisms, teacher training programs, and community participation in enhancing educational access and quality. A well-structured evaluation provides evidence-based insights that inform decision-making and policy adjustments, ensuring that interventions align with the evolving needs of the education sector[7].

Evaluation can take various forms, including formative, summative, internal, and external dimensions. It was explained in a study that formative evaluation occurs throughout the developmental process, providing feedback to improve the program before its completion[15]. It involves assessing components and gathering feedback from stakeholders to refine the product. Summative evaluation, on the other hand, is conducted after program completion to determine its overall effectiveness and value to stakeholders. Formative evaluation targets program developers and focuses on refining the program, while summative evaluation targets consumers and stakeholders, providing judgments on the program's worth and informing decisions on continuation, termination, or expansion. An author laid emphasis on the importance of both formative and summative evaluation in strengthening programs and determining their final worth[16]. Additionally, evaluation can be categorized as internal, conducted by program personnel, or external, conducted by outsiders[17].

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Several researchers have explored different aspects of UBE implementation. Studies have focused on the impact of funding on school infrastructure and learning materials, the role of socio-cultural factors in limiting access to education, particularly for girls, and the effectiveness of teacher training programmes[6,9,11]. However, there remains a gap in existing literature that holistically assesses the overall success of UBE in achieving its intended objectives in Ondo State, Nigeria. This study therefore, work on a comprehensive evaluation of UBE programme, in Ondo State, Nigeria.

Universal Basic Education (UBE): This is a comprehensive educational programme implemented in Nigeria with the aim of providing free and compulsory education for all children between the ages of six and fifteen. The UBE programme was established as a result of the Universal Basic Education Act which made it mandatory for the government to provide nine years of basic education to every Nigerian child. The objectives are:

- Development of the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion
- The provision of free, universal basic education for every Nigerian child of school going age
- Reducing drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficient education)
- Catering for the learning needs of young person who for one reason or the other, have had to interrupt their schooling through appropriate forms of complementary approaches to the provision of basic education.

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- Ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical moral and civic values needed for laying a solid foundation for a lifelong learning.

1.2 Statement of the Problem

Despite extensive efforts by the Ondo state government to enhance education, several persistent challenges remain. These challenges include the involvement of school-age children in street hawking, alarmingly high failure rates among pupils, moral decadence, truancy, indiscipline, neglect, and a high illiteracy rate. Despite initiatives to ensure universal access to free and quality education, the desired positive outcomes have not been achieved[18]. Children are still seen begging and hawking in the streets during school hours, dropout rates are still persistent, very high illiteracy, and so on[19]. Hence, this current study took a holistic approach by evaluating various dimensions such as: Availabilities of Physical Resources/ Facilities, Provision of Adequate Funds, Adequate Planning, Students' Mastery Goal, Effective Classroom Instruction among others of the UBE programme in Ondo State Nigeria.

1.3 Aim and Objectives of the Study

The aim of this study is to carry out an evaluation of the Universal Basic Education (UBE) Programme in Ondo State, Nigeria. The objectives of the study were:

i. assess what extent the UBE Programme has developed, in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion in Ondo State;

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ii. determine the degree to which the UBE Programme provides free, universal basic education for every child of school going age in Ondo State;

iii. examine the level to which the UBE Programme has reduced drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency) in Ondo State;

iv. investigate the magnitude of the UBE Programme caters for the learning needs of young persons, who for one reason or another, have had to interrupt their schooling, through appropriate forms of complementary approaches to the provision and promotion of basic education in Ondo State; and

v. ascertain the scope of UBE Programme ensures the acquisition of appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying solid foundation for life-long learning in Ondo State.

1.4 Research Questions

The following questions are raised:

1. To what extent has the UBE Programme developed, in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion in Ondo State?
2. To what extent has the UBE Programme, provide free, universal basic education for every child of school going age in Ondo State?

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3. To what extent has the UBE Programme reduced drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency) in Ondo State?
4. To what extent has the UBE Programme catered for the learning needs of young persons, who for one reason or another, have had to interrupt their schooling, through appropriate forms of complementary approaches to the provision and promotion of basic education in Ondo State?
5. To what extent has the UBE Programme ensured the acquisition of appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying solid foundation for life-long learning in Ondo State?

1.5 Significance of the Study

The study holds great significance for all stakeholders in education in Nigeria. This study aims to assess the level of achievement of the objectives outlined in the UBE Programme. By doing so, the study provides valuable insights that can inform policy decisions, improve educational practices, and contribute to the overall development of the education system in Southwest Nigeria. The findings of this study have the potential to benefit government officials, education administrators, principals, teachers, students, parents, researchers, and Non-Governmental Organizations, enabling them to make informed decisions, advocate for necessary reforms, and work towards ensuring access to quality education for all Nigerian citizens.

Specifically, the study will provide valuable insights into the level of achievement of the objectives of UBE programme. This information can be used by government officials and policy makers to assess the effectiveness of these programmes and make informed decisions regarding

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their improvement or modification. It helps in identifying gaps and areas of improvement, allowing for evidence-based policy formulation and implementation.

Help education administrators and institutions in Nigeria to evaluate their performance in relation to the objectives of UBE. By understanding the level of achievement, they can identify areas that need attention and allocate resources accordingly. It enables them to develop strategies for improving the quality, relevance, and efficiency of education provided to students; assist teachers and school leaders in understanding the extent to which UBE objectives have been met. It provides them with feedback on the effectiveness of their teaching methods and curriculum in promoting national consciousness, values, skills, and competences.

This knowledge can guide them in making necessary adjustments to their instructional approaches and content delivery to better align with the objectives, shed light on the progress made towards achieving the objectives of UBE. It helps students and their parents understand the importance of education and its role in personal development and nation-building. Additionally, by identifying hindrances to the achievement of these objectives, students and parents can advocate for necessary changes and improvements in the education system.

This study will provide an empirical information for scholars and academics interested in education policy and reform in Nigeria. It will contribute to the existing body of knowledge by examining the implementation and impact of UBE program in Ondo State, Nigeria. Researchers can build upon this study to conduct further investigations and propose evidence-based recommendations for enhancing educational policies and practices.

Offer valuable insights to Non-Governmental Organizations (NGOs) and civil society organizations involved in education advocacy and monitoring. It will allow them to assess the

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effectiveness of UBE program and, advocate for necessary reforms, and hold relevant stakeholders accountable for the achievement of educational objectives. The findings can strengthen their advocacy efforts and inform their interventions in the education sector.

Furthermore, this study is significant for all stakeholders in education in Nigeria as it provides a comprehensive evaluation of UBE programme, identifies hindrances to their objectives, and offers recommendations for improvement. It has the potential to inform policy decisions, enhance educational practices, and contribute to the overall development of the education system in Ondo State, Nigeria and beyond.

1.6 Scope of the Study

The contextual scope of the study is delimited to evaluation of the objectives of Universal Basic Education in Ondo State, Nigeria. The Universal Basic Education encompasses six years of primary education and three years of junior secondary education, forming a continuous nine-year basic education cycle. It is designed to ensure that every child in Nigeria has access to quality education and equal opportunities for personal development, regardless of socio-economic background or geographical location.

The geographical scope of the study is delimited to Ondo State, which is located in the southwest part of Nigeria. The study aims to provide a comprehensive understanding of the implementation, challenges, and outcomes of the UBE program within this specific geographic area. This localized approach allows for a more nuanced analysis of the educational policies and their impact, considering the unique characteristics and socio-economic factors that influence education in Ondo State the Southwest region of Nigeria.

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1.7 Limitation of the Study

Throughout this study, several limitations were encountered that may have influenced the research process and outcomes. One major issue was the delay in receiving completed questionnaires from some of the schools included in the sample, which extended the data collection timeline and introduced some logistical challenges. Furthermore, some schools were reluctant to grant access to their students, thereby reducing the sample size initially intended and adding complications to the data collection process. Despite these obstacles, efforts were made to ensure that the data collected was handled rigorously and objectively. Therefore, the findings of the study are deemed valid and reliable within the context of the research objectives and sample.

1.8 Operational Definition of Terms

Universal Basic Education: This is a comprehensive educational programme implemented in Nigeria with the aim of providing free and compulsory education for all children between the ages of six and fifteen. The UBE programme was established as a result of the Universal Basic Education Act which made it mandatory for the government to provide nine years of basic education to every Nigerian child. The objectives are:

Evaluation: This refers to the systematic and objective assessment or appraisal of UBE from 2013-2023 to determine their values, effectiveness, quality, or significance in Ondo State, Southwest, Nigeria. It involves gathering and analyzing relevant information, data, or evidence to make informed judgments or decisions about UBE in Ondo State, Nigeria.

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Chapter Two

Literature Review

The literature review of this study is presented in the following sections and sub-sections:

2.1 Conceptual Review

2.1.1 Universal Basic Education (UBE)

2.1.2 Measurement

2.1.3 Assessment

2.1.4 Evaluation

2.2 Theoretical Framework

2.2.1 Systems Theory

2.2.2 Context, Input, Process, Product (CIPP) Theoretical Model

2.3 Review of Empirical Studies

2.3.1 Assessment of Universal Basic Education

2.3.2 Evaluation of Universal Basic Education

2.4 Conceptual Model

2.4.1 Context, Input, Process, Product (CIPP) Model

2.5 Summary of the Literature Reviewed

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2.1 Conceptual Review

2.1.1 Universal Basic Education (UBE)

Basic education is fundamental to human and national development. It is the foundation upon which other levels of education are built and a necessary requirement for human and national progress[1]. The provision of basic education for all citizens has been a global objective which Nigeria like some other nations sets out to achieve through the Universal Basic Education (UBE) programme[2]. The need for such intervention scheme in the nation's educational system is borne out of the realization of the role of education in an individual's life and in the promotion of social, political and economic development in every nation. It is said that no nation can rise above its educational level. Before the introduction of the UBE programme, the existing policy and programme of government for education was found to give rise to distortions, high rate of dropouts, narrow curriculum content and half-baked graduates that did not meet the needs of the society. The UBE scheme was therefore launched to address these problems by providing free, universal and compulsory basic education to all children regardless of sex, age, ethnic or religious inclinations, language or status. It is also to accommodate comprehensive adult literacy programme. The scheme is therefore designed to ensure adequate and qualitative education that is directed towards the achievement of the nation's objectives[3].

The Universal Basic Education (UBE) programme was launched on 30th September 1999 by the then President of Nigeria, President Olusegun Obasanjo. The programme is designed to provide free and compulsory education for children in the primary and junior secondary schools in the country[4]. President Obasanjo on launching the scheme assured that the many problems that bedeviled the 1976 Universal Primary Education (UPE) programme would not be allowed to

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hamper the 9-year basic education programme. He further pointed out that the scheme is aimed at arresting the decline and decay as well as expanding and improving on the UPE scheme.

Prior to the launching of the UBE, a child starts primary school at the age of 6 years or thereabout and graduates with a first school leaving certificate. He then takes a common entrance examination that qualifies him/her for admission into a secondary school. The UBE came as a replacement of this system[5]. The UBE involves 6 years of primary school and 3 years of junior secondary school culminating in 9 years of uninterrupted schooling. Transition from one class to another is automatic, though assessed through continuous assessment. The UBE programme is designed to remove distortions and inconsistencies in basic education delivery and to reinforce the implementation of the National Policy on Education[6]. It is also to provide greater access to basic education and ensure its quality throughout the country[6].

The Universal Basic Education Act defines Universal Basic Education as early childhood care and education, the nine years of formal schooling, adult literacy and non-formal education, skills acquisition programmes and the education of special groups such as nomads and migrants, girl-child and women, almajiri, street children and disabled groups[7]. UBE is therefore more comprehensive than UPE or other programmes of the Federal Government on education. According to the Implementation Guidelines for the UBE, the scheme stresses the inclusion of girl sand women and a number of underserved groups; the poor, street and roaming children, rural and remote population, nomads, migrants, workers, indigenous people, minorities, refugees and the disabled. The formal education system is only one of six components included in UBE. Others relate to early childhood, literacy and non-formal education or apprenticeship training for youths outside the formal education system[8].

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Objectives of UBE The national objectives which UBE seeks to achieve include:

1. Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion

2. The promotion of free universal basic education for every Nigerian of school-going age

3. Reducing drastically the incidence of drop-out from the formal school system through improved relevance, quality and efficiency

4. Catering for the learning needs of young persons who for one reason or another had to interrupt their schooling through appropriate forms of complimentary approaches to the provision and promotion of basic education.

5. Ensuring the acquisition of the appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethics, moral and civic values needed for laying a solid foundation for life-long learning[8].

An author outlined the specific goals of the programme as;

1. Ensuring an un-interrupted access to 9-yearsformal education by providing free and compulsory Universal Basic Education for every child of school going age

2. Reducing school drop-out rate and improving relevance, quality and efficiency.

3. Enabling individuals acquire literacy, numeracy, life skills and useful living

4. Providing mid-day meals to enhance children's access, retention and completion of the school cycle.

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5. Emphasizing on curriculum diversification and relevance to effectively and adequately cover individual and community needs and aspirations.

6. Disarticulating junior secondary schools from senior secondary schools.

7. Realigning/Integrating junior secondary education with primary education.

8. Individualizing teaching methods.

9. Introducing rudiment of computer literacy

10. Ensuring appropriate teacher professional development.

11. Encouraging community ownership of schools including participating in decision making process in schools[9].

The UBE Mission Statement observed that at the end of the nine years of continuous education every child that passes through the system should acquire appropriate levels of literacy[10]. Other skills include numeracy, communication, manipulation of life skills and be employable, useful to himself and society at large by possessing relevant ethical, moral and civic values. The mission statement states in part working in concert with all stakeholders by mobilizing the nation's energies to ensure that education for all becomes the responsibilities of all. The scope includes programmes and initiatives for early childhood education and development, the six-year primary education and the three year junior secondary school[11]. The Federal Government guidelines on implementation for the Universal Basic Education Programme proffer some strategies which are to serve as guidelines for implementation. These include the fact that provision of the educational programme should be universal, free and compulsory and efforts are to be made to counter the factors which

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have been impediments to global realization of previous education programmes e.g. Universal Primary Education (UPE)[12].

The Universal Basic Education (UBE) Programme in Nigeria faces several significant challenges that hinder its effectiveness. One major issue is inadequate funding, which leads to insufficient resources for schools, such as poor infrastructure, lack of teaching materials, and overcrowded classrooms[13]. The shortage of qualified teachers further compounds the problem, as many educators lack proper training, which impacts the quality of education[14]. Additionally, socio-cultural and economic barriers, such as poverty, child labor, early marriage, and cultural practices, prevent many children, particularly girls and marginalized groups, from accessing education[15]. Furthemore, schools in rural areas also suffer from inaccessibility, with limited infrastructure and difficult transportation, making education difficult for children in these regions[16]. Addressing these challenges requires a coordinated effort to improve funding, infrastructure, teacher training, and accessibility while also tackling socio-economic barriers that prevent children from attending school.

2.1.2 Measurement

Measurement, across various domains, involves the process of assigning numerical values to objects, events, or phenomena according to specific rules or standards. In science, it refers to quantifying observations or phenomena using standardized units, instruments, and procedures[17]. Educationally, measurement entails systematically assigning numerical values to educational attributes or characteristics, such as knowledge, skills, abilities, or attitudes, for assessment, evaluation, or research purposes[18]. Psychometrics defines measurement as assessing psychological constructs using reliable and valid measurement instruments like tests or assessments[19]. Physical

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measurement quantifies physical properties using standard units and tools, while statistics utilizes numerical data to describe or infer characteristics of populations or samples[20]. In business and economics, measurement quantifies financial, economic, or market-related variables to inform decision-making[21]. Social sciences quantify social, cultural, or behavioural phenomena using standardized instruments, and engineering measures physical properties or parameters for quality control or optimization[22]. Philosophically, measurement involves comparing, ordering, and evaluating objects or phenomena according to predetermined criteria or standards, reflecting a fundamental aspect of human cognition and inquiry[23].

Measurement in education is the systematic process of assigning numerical values to educational attributes or characteristics, such as knowledge, skills, abilities, or attitudes, for the purpose of assessment, evaluation, or research[24]. This process is conducted for the purpose of assessment, evaluation, or research. According to the American Educational Research Association (AERA), American Psychological Association (APA), and National Council on Measurement in Education (NCME), it encompasses the systematic process of assigning numbers or scores to educational phenomena, such as student performance or teacher effectiveness, using standardized procedures and instruments[25].

Measurement in education involves the quantification of educational constructs through the use of tests, assessments, or other measurement tools, aiming to make reliable and valid inferences about individuals' knowledge, skills, or abilities[26]. This process also includes mapping empirical relations between observables and unobservable, enabling the quantification of latent traits or constructs, such as intelligence or learning outcomes, through the use of mathematical models[27]. Measurement in education entails the systematic collection and analysis of data to gauge student progress, inform instructional decisions, and evaluate educational interventions[28]. This is done

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with the overarching goal of promoting student learning and achievement. The systematic application of assessment methods and tools to gather evidence of student performance enables educators to make informed decisions about curriculum development, instructional strategies, and educational policies[29].

The process of obtaining numerical estimates of educational phenomena, such as student knowledge or achievement levels, is essential in measurement in education[30]. This is accomplished through the administration of tests, assessments, or other measurement instruments. Additionally, measurement in education encompasses the systematic process of assigning quantitative values to educational outcomes or attributes, allowing educators to assess student progress, diagnose learning difficulties, and monitor educational effectiveness[31]. The rigorous application of psychometric principles and techniques is crucial in measurement in education, ensuring the reliability, validity, and fairness of measurement instruments and procedures. The systematic and standardized process of assigning numerical values to educational phenomena is conducted for the purpose of making informed decisions about teaching, learning, and educational policy[32].

2.1.3 Assessment

Assessment is a systematic process of gathering, interpreting, and using information to evaluate individuals, groups, or systems[33]. It involves the collection of data or evidence to make judgments or decisions about various aspects, such as knowledge, skills, abilities, performance, or outcomes. Assessment can occur in diverse contexts, including education, healthcare, business, and social services, and can take various forms, such as tests, exams, observations, interviews, portfolios, or performance evaluations. The primary purpose of assessment is to measure progress, diagnose learning needs, inform decision-making, and improve outcomes. It plays a crucial role in guiding

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instruction, monitoring growth, providing feedback, and ensuring accountability in educational settings[34]. Effective assessment practices are characterized by validity, reliability, fairness, and transparency, and they strive to promote meaningful learning experiences and equitable opportunities for all individuals[35].

Assessment in education encompasses various processes aimed at systematically gathering evidence of learning and informing instructional decisions. It involves systematically collecting evidence through tests, quizzes, observations, and projects[36]. It is a systematic process of collecting and interpreting information to enhance student learning[37]. It entails the gathering, interpreting, and using of data to identify student progress and guide instructional practices[38]. It involves gathering and interpreting evidence to infer students' knowledge and skills[39]. Highlighted as the systematic gathering of evidence to inform instructional decisions, it involves interpreting evidence to make informed educational decisions[40]. Characterized as the systematic process of documenting and interpreting evidence to inform educational decisions, it entails evaluating student learning outcomes using various methods such as tests, quizzes, projects, and performances[41]. Emphasized as gathering and interpreting evidence to improve instructional practices and educational outcomes, it is a systematic process of gathering, analyzing, and interpreting information to enhance teaching and learning[41].

2.1.4 Evaluation

Evaluation is a concept that plays a critical role in various fields, including education, healthcare, business, and public policy. At its core, evaluation involves the systematic process of assessing the effectiveness, value, or merit of programs, policies, interventions, products, or processes[42]. It aims to provide stakeholders with information about the extent to which objectives are achieved,

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outcomes are realized, or impacts are observed. Evaluation serves diverse purposes, including accountability, improvement, decision-making, and learning, and it can take various forms, such as formative evaluation, summative evaluation, or impact evaluation[43].

Formative evaluation is a process that occurs during the development or implementation of a program, intervention, or project. Its primary purpose is to provide ongoing feedback and identify areas for improvement to enhance effectiveness and efficiency[44]. Formative evaluation focuses on assessing the process of program implementation, identifying strengths and weaknesses, and making adjustments in real-time to optimize outcomes[44]. It emphasizes learning and improvement, rather than judgment or accountability. Formative evaluation often involves gathering qualitative data, such as participant feedback, observations, or focus groups, to inform decision-making and guide program refinement. By promoting continuous reflection and adaptation, formative evaluation enhances program responsiveness and increases the likelihood of achieving desired outcomes[45].

Summative evaluation, in contrast to formative evaluation, occurs after the completion of a program, intervention, or project. Its primary purpose is to assess the overall effectiveness, impact, or value of the program and determine the extent to which objectives have been achieved. Summative evaluation focuses on outcomes and results, providing stakeholders with information about program success, failures, and lessons learned[45]. It often involves the use of quantitative data, such as performance indicators, standardized tests, or outcome measures, to measure program impact and effectiveness. Summative evaluation serves accountability and decision-making purposes, informing stakeholders about the value of investments, guiding resource allocation, and assessing program sustainability. However, it may overlook nuances and context-specific factors that influence program outcomes, leading to limited insights for future improvement.

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Impact evaluation is a specialized form of evaluation that focuses on assessing the long-term effects or broader outcomes of a program, intervention, or policy. Its primary purpose is to determine the extent to which intended impacts or changes have occurred as a result of the program. Impact evaluation seeks to answer questions about attribution, causality, and sustainability, exploring whether observed changes can be attributed to the program itself or other external factors. Impact evaluation often involves rigorous research designs, such as randomized controlled trials (RCTs) or quasi-experimental designs, to establish causal relationships and measure program effects[46]. It emphasizes measuring outcomes beyond immediate outputs or short-term effects, providing stakeholders with valuable insights into program effectiveness and societal impact. Impact evaluation is particularly useful for informing policy decisions, guiding future investments, and promoting evidence-based practices. However, it requires significant resources, expertise, and time to conduct effectively, and it may face challenges related to data availability, attribution, and generalizability[47].

One critical aspect of evaluation is its emphasis on systematic inquiry and evidence-based decision-making. Evaluators use rigorous methods, tools, and techniques to collect, analyze, and interpret data, ensuring that findings are credible, reliable, and valid. By employing both qualitative and quantitative methods, such as surveys, interviews, observations, and statistical analysis, evaluation provides stakeholders with a comprehensive understanding of program effectiveness and impact. Evaluation also involves a continuous and iterative process of reflection, learning, and adaptation. Formative evaluation, in particular, focuses on ongoing feedback and improvement, allowing stakeholders to identify strengths, weaknesses, and areas for enhancement throughout the program or intervention lifecycle[48]. By promoting a culture of learning and adaptation, evaluation enables organizations and individuals to make informed decisions, enhance

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performance, and achieve better outcomes over time. Furthermore, evaluation is inherently value-laden and context-dependent. It requires evaluators to consider stakeholders' perspectives, values, and priorities when defining evaluation criteria, standards, and measures. Moreover, evaluation findings are often subject to interpretation and debate, as different stakeholders may have divergent interests, expectations, and interpretations of success[49]. Therefore, evaluators must navigate complex ethical, political, and cultural considerations to ensure that evaluations are fair, unbiased, and inclusive.

Evaluation in education encompasses a systematic and comprehensive process of assessing the effectiveness, efficiency, and impact of educational programs, policies, or interventions, aimed at informing decision-making, promoting improvement, and enhancing outcomes^1. Smith^2 defines evaluation as the systematic collection and analysis of data to make judgments about the quality, value, or worth of educational initiatives, facilitating informed decision-making and improvement efforts. Evaluation involves gathering, interpreting, and using evidence to inform decision-making and improve educational outcomes, serving as a vital tool for enhancing educational practices and policies[50]. He describes evaluation as the systematic assessment of educational practices, policies, or programs to determine their strengths, weaknesses, and areas for improvement, emphasizing its role in fostering ongoing learning and development. He equally emphasizes its significance as a systematic inquiry into the effectiveness and impact of educational interventions, promoting continuous improvement and informing decision-making[51]. Evaluation ensures accountability and transparency in educational endeavors by determining the extent to which educational objectives or outcomes have been achieved, using valid and reliable measures[52]. It guides stakeholders in assessing the overall merit and utility of educational initiatives by systematically examining educational processes, products, or outcomes to make judgments about

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their quality, effectiveness, and value. Evaluation drives evidence-based decision-making and course corrections by gathering, analyzing, and interpreting data to assess the extent to which educational goals or objectives have been met, facilitating improvements in student outcomes and educational quality[53].

2.2 Theoretical Framework

2.2.1 Systems Theory

Systems theory is an interdisciplinary theory that emphasizes the interactions and interdependencies between components within a system. It provides a holistic perspective that views a system as a complex, dynamic entity where different elements are interconnected and influence one another[54]. Originating from biology and engineering, systems theory has been widely applied in various fields, including sociology, psychology, management, and education. In the context of evaluating the Universal Basic Education (UBE) program in Ondo State Nigeria, systems theory can provide a comprehensive framework for understanding the intricate relationships and dynamics at play within the educational system.

Key Concepts of Systems Theory

System: A system is an assemblage of interrelated and interdependent components that work together to achieve common goals. In the context of education, the system includes educational institutions, teachers, students, curriculum, policies, communities, and socio-economic factors, among others.

Inputs: These represent the resources, materials, and factors that enter the educational system, such as funding, curriculum, teachers, and infrastructure.

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Processes: Processes refer to the interactions, activities, and mechanisms within the system that transform inputs into outputs. In education, processes can include teaching methodologies, learning approaches, administrative procedures, and policy implementation.

Outputs: These are the results or outcomes produced by the system, including students' academic performance, knowledge acquisition, skills development, and overall educational attainment.

Feedback loops: These are mechanisms that enable the system to receive and integrate feedback, which can be used to make necessary adjustments or improvements. Feedback loops in education can include assessments, evaluations, and monitoring of educational outcomes and policies.

Application of Systems Theory in Evaluating UBE Programme in Ondo State Nigeria:

Interconnected Elements: Systems theory helps in understanding the complex interrelationships between various components of the education system, such as the curriculum, teaching methods, infrastructure, community involvement, and policy implementation, and how these elements impact each other.

Interdependencies and Influences: The theory can illuminate how the success or failure of the UBE program is influenced by multiple factors, including government policies, funding, teacher quality, community engagement, and socio-economic conditions.

Feedback Mechanisms: By considering feedback loops, the evaluation will focus on assessing the effectiveness of the educational programs, identifying shortcomings, and proposing necessary adjustments to enhance the achievement of program objectives.

Dynamic Nature: Systems theory recognizes the dynamic nature of the educational system, emphasizing the need for continuous adaptation and improvement to address emerging challenges

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and changing societal needs. This can guide policymakers in implementing adaptable strategies and policies that align with the evolving educational landscape.

2.2.2 Context, Input, Process, Product (CIPP) Theoretical Model

This study's theoretical framework is built upon Stufflebeam's Context, Input, Process, Product (CIPP) curriculum evaluation model, which is focused on decision-making. It involves assessing the extent to which goals are achieved and has its roots in Tyler's evaluation model who emphasized the importance of evaluating educational objectives and outcomes to identify any discrepancies. The CIPP model encompasses four types of evaluation: context, input, process, and product. It helps determine what needs to be done, how it should be done, whether it is being done, and if it has succeeded. The primary aim of this theory is to inform decisions about educational programs, whether to improve, terminate, or continue them. The content stage identifies program objectives, compares actual performance with intended goals, and sets specific targets based on the curriculum. The input stage involves allocating resources to achieve desired goals, utilizing various teaching methods and facilities. Process evaluation focuses on interactions within the classroom, including between teachers, students, and materials, to identify and address any issues that arise. Finally, the product stage assesses the outcomes of the program, determining its effectiveness in transforming learners and the quality of the curriculum contents. This model is chosen for its comprehensive nature, guiding evaluation processes for programs, projects, institutions, and systems. It helps assess the effectiveness of programs in achieving stated objectives, identify unmet needs, evaluate products, and provide feedback for improvement. The adapted model for this evaluation study is summarized in the following diagram

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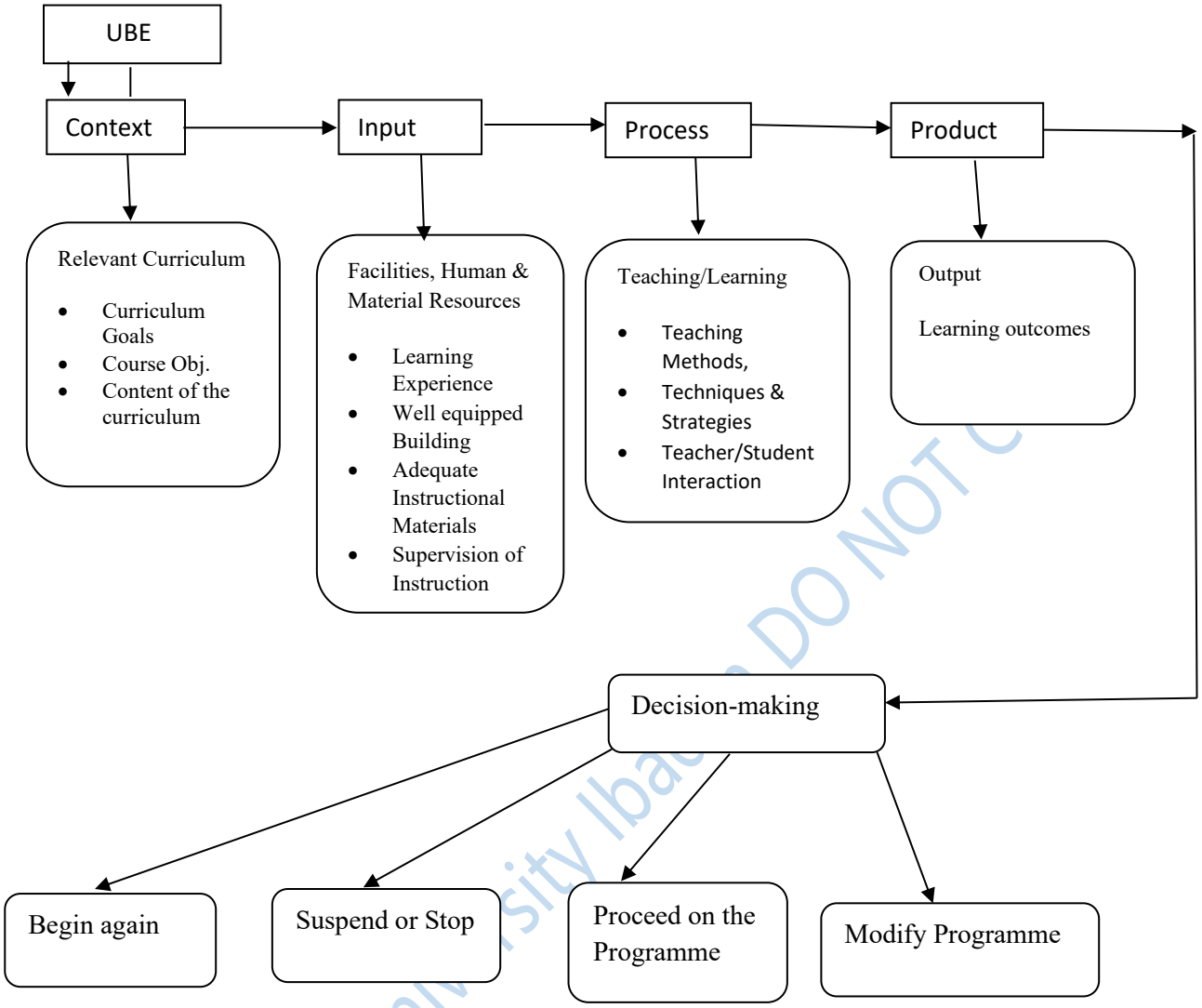


Figure 2.1 Contexts, Input, Process, Product (CIPP) Theoretical Model

Source: Sagala

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The theoretical framework of this study is rooted in Stufflebeam's Context, Input, Process, Product (CIPP) curriculum evaluation model from, which is centered on decision-making processes within educational contexts. Stemming from Tyler's evaluation model, which emphasized the significance of assessing educational objectives and outcomes to detect any disparities, the CIPP model comprises four essential evaluation dimensions: context, input, process, and product. This model serves to discern what actions are necessary, how they should be executed, whether they are being executed, and their ultimate success. At the core of this theory is the objective to inform decisions concerning educational programs, whether to enhance, discontinue, or maintain them. The contextual stage involves delineating program objectives, contrasting actual performance with intended goals, and establishing specific targets grounded in the curriculum. Subsequently, the input phase entails resource allocation to attain desired objectives, employing diverse teaching methodologies and facilities. Process evaluation centers on classroom interactions, encompassing teacher-student dynamics, instructional materials, and pedagogical approaches, to identify and rectify any arising issues. Lastly, the product phase evaluates program outcomes, gauging its efficacy in shaping learners' experiences and the caliber of curriculum content. This model is selected for its holistic nature, offering guidance for evaluating programs, projects, institutions, and educational systems. It facilitates the assessment of program effectiveness in meeting predefined objectives, identifies unaddressed needs, evaluates outcomes, and furnishes feedback for continuous improvement.

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2.3 Review of Empirical Studies

2.3.1 Evaluation of Universal Basic Education

The study assessed the objectives of the Universal Basic Education (UBE) programme in Rivers State. It was guided by four research questions and tested four hypotheses[55]. An evaluation research design was adopted, targeting a population of 16,182 teaching staff across the 23 local government areas of the state, comprising 7,439 primary school teachers and 8,743 junior secondary school teachers[55]. A sample of 735 respondents was selected using the Fluid Survey Online Sample Size Calculator, with a stratified random sampling technique employed. Two local government areas were chosen from each senatorial district, and four schools (two primary and two junior secondary) were randomly selected[55]. The primary instrument for data collection was a checklist, which was validated and achieved a reliability index of 0.79. Mean and standard deviation were used to analyze the research questions, while hypotheses were tested using the z-test at a 0.05 significance level[55]. Findings revealed a significant difference in the mean responses of higher and lower basic teachers regarding students' perceptions of the importance of education, as well as discrepancies between the actual and expected outcomes of the UBE programme[55]. Consequently, the study concluded that UBE objectives should be revisited to address these gaps. It was recommended, among other measures, that the UBE programme should be entirely free of charge.

2.3.1.1 Evaluation of UBE Programme in Primary School Level in Lagos East Senatorial District, Nigeria

The study assessed the Universal Basic Education (UBE) programme at the primary school level in Lagos East Senatorial District, Nigeria, using a descriptive survey design and the CIPP

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evaluation model[56]. A multistage sampling technique was employed to select a sample of 450 teachers and 45 head teachers. Data were collected using the Educational Resources Inventory Scale (ERIS) (r = 0.78) and the Learning Resources Utilization Scale (LERUS) (r = 0.69) [56]. Research questions were analyzed using frequency counts, simple percentages, median, mean, and standard deviation. Findings indicated that educational resources such as writing materials, multimedia learning aids, well-equipped classrooms, measuring instruments (e.g., rulers and compasses), and instructional materials were adequately available (Median = 3.00) in primary schools within the district[56]. The results also showed a steady increase in pupil enrollment (Mean > 58.04) and that the number of teachers (Mean = 10.62) met the national standard of a 1:40 teacher-pupil ratio[56]. However, funding for school operations was found to be severely inadequate (Mean = 1.00). Additionally, teachers effectively utilized the available educational resources (Median = 3.00)[56]. The study concluded that significant gaps in resources and funding persist among primary schools in the district. It was recommended that the government take a more proactive role in providing essential educational resources and ensuring sufficient funding for public primary schools

2.3.1.2 Evaluation of the Level of Funding and Supervision in the Implementation of the UBE Programme in Schools across River State, Nigeria

This evaluative study examined the level of funding and supervision in the implementation of the Universal Basic Education (UBE) programme in schools across Cross River State, Nigeria[57]. The study sampled 250 teachers using a combination of simple random and purposive sampling techniques. Data were collected through a structured questionnaire, while secondary data on funding were obtained from Universal Basic Education Commission (UBEC) records spanning 15 years[57]. Descriptive statistics, including simple percentages and bar charts, were used for data

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analysis. Findings revealed that while the UBE programme receives funding, it remains inadequate, with the state government defaulting on its counterpart funding for three consecutive years[57]. Additionally, supervision of the programme is conducted but not as regularly as planned. Based on these findings, it was recommended that the Cross River State Government settle its outstanding 50% counterpart funding to qualify for matching grants from UBEC[57]. Furthermore, programme supervision should be enhanced to involve all stakeholders and ensure the effective achievement of UBE objectives.

2.3.1.3 Evaluation of the Basic Science Textbooks used in UBE Schools in Benue State, Nigeria

This study evaluated the Basic Science textbooks used in Universal Basic Education (UBE) schools in Benue State, Nigeria, employing a naturalistic evaluation design[58]. The study aimed to determine whether the content coverage, learning activities, chapter summaries, and study questions aligned with the prescribed core curriculum for teaching Basic Science[58]. Four research questions guided the investigation. The study examined seven approved Basic Science textbooks and purposively sampled 81 Basic Science teachers from one Local Government Area in each of the two Education Zones in Benue State[58]. Data were collected using an 8-point evaluation model, an updated version of the Quantitative Approach to Content Evaluation of Science Textbooks (QACEST)[58]. This model was used to analyze the research questions. Findings revealed variations in textbook quality across different evaluation criteria. In terms of topical coverage, Effective Basic Science had the highest index (0.90), while Basic Science had the lowest (0.79) [58]. For learning activities, Basic Science recorded the highest index (0.70), whereas Fundamentals of Basic Science had the lowest (0.52). Regarding chapter summaries, Fundamentals of Basic Science had the highest index (0.88), while Effective Basic Science had the lowest (0.60) [58]. In the category

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of study questions, Classical Basic Science had the highest index (0.69), while Fundamentals of Basic Science had the lowest (0.61) [58]. Based on these findings, it was recommended that periodic evaluations of Basic Science textbooks be conducted to ensure that only high-quality textbooks are approved and used for teaching and learning[58]. Given that Basic Science serves as the foundation for future scientific studies in Nigeria, maintaining high standards in textbook selection is crucial for students' academic success in science.

The study examined the Universal Basic Education Board's preparation of periodic master plans for the balanced and coordinated development of the Universal Basic Education (UBE) programme in Imo State[59]. It was guided by one research question and one null hypothesis. A descriptive survey research design was adopted, with a study population of 304 staff members of IMSUBEB[59]. Data were collected using a validated questionnaire titled State Universal Basic Education Board's Preparation of Periodic Master Plans for Balanced and Coordinated Development of Universal Basic Education Questionnaire. The instrument's reliability was confirmed using Cronbach's Alpha, yielding a coefficient of 0.88[59]. The questionnaire was administered by the researchers with the assistance of 10 research assistants. Frequency counts and weighted response averages were used to analyze the research question, while the hypothesis was tested using the z-test[59]. Findings revealed that the Universal Basic Education Board significantly fulfills its role in preparing periodic master plans for the balanced and coordinated development of the UBE programme[59]. Additionally, there was a significant difference in the mean ratings of board members and head teachers regarding the Board's preparation of these master plans[59]. Based on these findings, it was recommended that the Board establish and implement a comprehensive evaluation framework that incorporates both strategic goals and operational effectiveness to assess the success of master plans. Furthermore, the framework should integrate

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feedback from various stakeholders and consider both strategic and practical aspects of master planning.

2.3.1.4 Assessment of the Implementation of the UBE Programme in Primary and Junior Secondary Schools in Kaduna South, Kaduna State

The study assessed the implementation of the Universal Basic Education (UBE) programme in primary and junior secondary schools in Kaduna South, Kaduna State, from 2016 to 2020[60]. A descriptive research method was employed, with five schools randomly selected from both educational levels. In each school, 10 teachers were randomly chosen to complete questionnaires, while head teachers or their representatives participated in interviews[60]. The collected questionnaires were analyzed using frequency counts and percentages, while interview responses were used to support the findings[60]. The results revealed that instructional and infrastructural facilities, trained teachers, and funding were significantly inadequate for the effective implementation of the UBE programme in Kaduna South L.G.A. during the study period[60]. Based on these findings, the study recommended that the government provide adequate instructional materials and infrastructural facilities[60]. Additionally, it emphasized the need for proper training of head teachers in primary and junior secondary schools to enable them to effectively guide other teachers, particularly those struggling with the implementation of the UBE programme.

The paper examines Nigeria's Universal Basic Education (UBE) policy, arguing that the concept is not new, as it can be traced back to the Universal Primary Education Scheme of 1955[61]. It further discusses the purpose of the UBE programme, which was launched on September 30, 1999, by President Olusegun Obasanjo, with the goal of providing free and compulsory education for children at the primary and junior secondary school levels[61]. However, recent reports indicate that

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at the current pace, it could take Nigeria over 70 years to achieve full access to primary education for all children. The paper, therefore, calls for a paradigm shift in the UBE programme to enhance global competitiveness[61]. Key issues identified in the UBE scheme include the quota policy, restrictions on pupil enrollment per state, and various challenges in implementation. The paper highlights several anticipated problems affecting the programme, such as inconsistencies in policy standards and objectives, inadequate policy resources, poor intergovernmental communication and enforcement, inefficiencies in implementing agencies, and the influence of economic, social, and political conditions on execution[61]. Additionally, the disposition of policy implementers was noted as a crucial factor in the programme's success. The study concludes that numerous obstacles have hindered the effectiveness of the UBE policy, particularly in achieving its core objectives. Among the recommendations, it suggests that the government should increase budgetary allocations to the education sector in line with UNESCO's recommendation of 26% of the Gross Domestic Product (GDP) [61]. Furthermore, it emphasizes the need for increased funding of the UBE programme at all levels of government to ensure its successful implementation.

2.3.1.5 The Impact of Effective Library Records Management on Workers' Productivity in Benue State

This study explored the impact of effective library records management on workers' productivity within the Benue State Universal Basic Education Board (SUBEB), Nigeria[62]. A descriptive survey research design was employed, with a study population of 16,263 staff members. Three research questions and three null hypotheses were formulated and tested[62]. Using a multi-stage sampling technique, 180 teaching and non-teaching staff were selected as respondents. Data collection was carried out using the Effective Record Management on Workers' Productivity Questionnaire (ERMWPQ), which was validated by experts in Measurement and Evaluation as

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well as Library and Information Science from Benue State University, Makurdi[62]. A trial test involving 30 SUBEB staff yielded a Cronbach alpha coefficient of 0.94, indicating a high level of reliability. The data were analyzed using mean and standard deviation to address the research questions, while chi-square statistics were applied to test the hypotheses at a 0.05 level of significance[62]. The findings revealed that record management significantly influences financial performance, staff discipline, and accountability in Benue State SUBEB[62]. Consequently, the study concluded that effective library records management plays a crucial role in enhancing workers' productivity within the organization. Based on these findings, it was recommended that SUBEB should train staff in record filing, retention, and retrieval to ensure the maintenance of complete and accurate records for informed decision-making[62]. Alternatively, the organization could hire skilled and knowledgeable record managers to oversee proper records management practices.

Neurodidactics has played a transformative role in modern education by fostering more comprehensive, personalized, and effective teaching and learning strategies[63]. This research aimed to explore the neurodidactic tactics employed by Basic Education teachers to enhance the learning process at the Ramon Moncayo Benítez Educational Unit in Santo Domingo de los Tsáchilas[63]. Using a descriptive research approach that combined qualitative and quantitative methods, the study found that teachers implement various neurodidactic strategies, including socio-emotional, operational, and methodological approaches, with a particular emphasis on the latter[63]. These strategies have significantly improved classroom dynamics and student engagement. While the majority of students found these techniques beneficial, a small fraction expressed skepticism about their effectiveness. The findings underscore the critical need for integrating neurodidactic principles into education[63]. By incorporating dynamic and engaging teaching methods based on

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neuroscience, educators can enhance students' learning experiences, ultimately leading to improved academic outcomes.

2.3.1.6 Implementation of the UBE Yoruba Language Curriculum in the Southwestern State of Nigeria

The study assessed the implementation of the Universal Basic Education (UBE) Yoruba Language Curriculum in the Southwestern States of Nigeria[64]. The primary objectives were to determine the extent of curriculum coverage, evaluate whether the curriculum's objectives were being met, and examine students' attitudes toward learning the Yoruba language[64]. A descriptive survey research design was adopted, with a population consisting of all Yoruba Language teachers and students in upper basic schools across the region[64]. Using multistage sampling techniques, a total of 1,500 respondents were selected, including 1,200 students and 300 teachers. Three research questions and two hypotheses were formulated and tested at a 0.05 level of significance[64]. Four instruments were used for data collection: (1) Teachers' Questionnaire on the Implementation of the UBE Yoruba Language Curriculum, (2) Questionnaire on Students' Attitudes toward Learning Yoruba, (3) Students' Achievement Test, and (4) Students' Class Notes to assess curriculum coverage. Data were analyzed using descriptive and inferential statistics[64]. The findings indicated a low but positive relationship between the UBE Yoruba Language Curriculum and its implementation. This suggests that while efforts have been made to implement the curriculum, challenges remain in achieving full coverage and effectiveness.

The study examined access to Universal Basic Education (UBE) in the three senatorial districts of Sokoto State, Nigeria, given the persistent issue of low enrollment of school-age children, particularly in northern Nigeria[65]. Recognizing that basic education is the foundation of any

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nation's educational system, the 1999 UBE initiative was a strategic intervention by the government to address this problem[65]. Despite efforts by Sokoto State to implement UBE, there has been limited academic focus on evaluating the actual access of school-age children to education in the state[65]. A purposive sampling technique was employed to select study locations, specifically Kebbe, Wammako, and Illelah local government areas. The research adopted an ex-post facto design, with a structured proforma used to collect data from school administrators and local education authorities[65]. Findings revealed that over 60% of school-age children in Sokoto State were out of school, while only 33% were enrolled. This highlights a significant gap in access to basic education[65]. The study recommended that the Federal Government of Nigeria develop and implement an education system tailored to the specific needs of these communities to improve school enrollment and retention.

2.3.1.7 The Assessment of the Impact of the In-Service Training Programme Provided by the UBE in Akwa Ibom State, Nigeria

The study assessed the impact of the in-service training program provided by the Universal Basic Education Commission (UBEC) on the testing skills of Mathematics teachers in Akwa Ibom State, Nigeria[66]. Adopting an ex-post facto research design, the study utilized a two-stage sampling technique—combining simple random and stratified sampling—to select 134 Mathematics teachers from a population of 530 in public secondary schools[66]. Data were collected using the Teacher Testing Skills Assessment Scale (TTSAS), a researcher-developed instrument aligned with the study's objectives[66]. The instrument was validated by three measurement experts, trial tested, and found to have a reliability coefficient of 0.77 using the inter-rater method. The collected data were analyzed using mean, standard deviation, and an independent sample t-test. Findings indicated that the UBEC in-service training program had a significant positive impact on

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Mathematics teachers' testing skills[66]. The study concluded that UBEC's capacity development initiatives for teachers are beneficial and contribute to national educational goals. Consequently, it was recommended that the government sustain and strengthen its support for regular in-service training programs for secondary school teachers nationwide.

2.3.1.8 CIPP Evaluation Model of Implementing the UBE Program in River State

The study evaluated the implementation of the Universal Basic Education (UBE) program in Rivers State, Nigeria, using an ex-post facto research design and the CIPP (Context, Input, Process, and Product) evaluation model[67]. Three research questions and three hypotheses guided the study, focusing on completion rates, availability of infrastructure, and access to textual materials in the three senatorial zones of Rivers State[67]. The study population comprised all UBE schools in the three senatorial zones. A multi-stage random sampling procedure was employed to select 600 teachers and 360 students[67]. Data were collected using the Universal Basic Education Evaluation Questionnaire (UBEEQ), a four-point scale checklist, and official student completion records. The data were analyzed using mean, standard deviation, simple percentage, and analysis of variance (ANOVA) [67]. Findings indicated that the objectives of UBE may not be fully achieved due to challenges in its implementation. However, there was moderate improvement in the availability of textual materials since the inception of the program, and completion rates have improved across the three senatorial zones[67]. The Eastern zone recorded the highest completion rate at 79%. To enhance the realization of the 9-year Basic Education objectives in Rivers State, the study recommended collaboration between Local Governments, the State Universal Basic Education Board (SUBEB), and the Parents-Teachers Association (PTA) with the Federal Government to provide necessary facilities for effective program implementation.

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2.3.1.9 Nigeria's UBE Policy Concerning the Inclusion of Muslim Almajiri Street Boys

This paper examines Nigeria's Universal Basic Education (UBE) policy concerning the inclusion of Muslim Almajiri street boys in primary schooling, focusing on literacy acquisition[68]. It evaluates the policy's management, implementation practices, challenges, and policy options to enhance effectiveness and reduce discrepancies[68]. The study adopts a qualitative phenomenological research approach to understand the social realities of the boys' schooling experience. Using a descriptive case study, data were gathered from two schools in a major northern Nigerian city[68]. Informal interviews, active observations, and purposeful discussions were conducted with four boys and two teachers[68]. Data analysis involved thematic extraction from transcribed interviews and field notes, highlighting key challenges and policy options for program implementation. Findings indicate that the free lunch feeding policy serves as a major motivation for partial school attendance among the boys[68]. However, the study also identifies management shortcomings, including ineffective communication and collaboration, poor instructional supervision, and cultural insensitivity, which affect school retention[68]. The paper explores policy options to address these issues. The study concludes that effective management strategies—such as improved communication and collaboration with community stakeholders, as well as more frequent instructional supervision—are essential for ensuring the successful inclusion of *Almajiri* boys in primary education[68]. The findings provide valuable insights for refining policy implementation and bridging the gap between policy design and ground-level realities. Notably, this research is among the first assessments of the schooling synergy for *Almajiris*, making a significant contribution to future policy modifications.

This study examines the extent to which the Universal Basic Education (UBE) program has increased access to basic education for school-age children[69]. The research assumes that the

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implementation of the UBE program has not significantly expanded access to education. Secondary data were primarily used, and the analysis was conducted using tables, percentages, and content analysis[69]. Findings indicate a progressive increase in enrollment rates, suggesting that more children have been enrolled in school over the years under review. Gender disparity remains but is minimal, with a nearly equal enrollment rate between boys (51%) and girls (49%)[69]. While inequality in educational opportunities persists, there has been considerable improvement in access. The study recommends that State and Local Governments establish more schools and construct additional classrooms to accommodate the growing number of prospective pupils[69]. Furthermore, the ongoing educational reform program, *Every Child Counts*, should receive continued support from all stakeholders to ensure its success in enhancing access to quality education.

The study assessed the achievement of the objectives of the Universal Basic Education (UBE) program in Delta State, focusing on the extent to which each objective has been realized[70]. A key research question guided the study, and two hypotheses were tested to evaluate the program's effectiveness[70]. A sample of 300 students was selected using proportionate stratified random sampling. Data were collected through a 4-point scaled questionnaire, which was validated for face and construct validity and had a reliability coefficient of 0.84, determined using the Cronbach Alpha method[70]. The research question was analyzed using mean scores, while hypotheses were tested with the Z-test at a 0.05 significance level. Findings revealed that the extent of achievement of UBE objectives in Delta State remains low[70]. Based on these results, recommendations were provided to enhance the full realization of the UBE program's objectives and improve access to quality basic education in the state.

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2.3.2.0 The Impact of Curriculum Management Strategies on the Successful Implementation of the UBE Programme in North-West Nigeria

This research aimed to examine the impact of curriculum management strategies on the successful implementation of the Universal Basic Education (UBE) program in North-West Nigeria[71]. A total of 712 participants were selected using proportional random sampling from primary and junior secondary schools[71]. To test the research hypotheses, Pearson's product-moment correlation coefficient and linear regression analysis were employed. The findings revealed that students' mastery goals, effective classroom instruction, and evaluation processes contributed significantly to improving UBE implementation[71]. Based on these results, it was recommended that school managers should promote mastery goals among students to enhance their engagement in the learning process[71]. Additionally, efforts should be made to establish effective classroom instruction that facilitates meaningful learning. Furthermore, regular evaluation of curriculum implementation and learners' activities should be conducted to assess students' competence before, during, and after instruction[71]. Overall, the study demonstrated that curriculum management strategies play a crucial role in ensuring the effective implementation of the UBE program.

2.3.2.1 Challenges Hindering the Implementation of the UBE Policy in Ebonyi State

This study investigated the challenges hindering the implementation of the Universal Basic Education (UBE) policy in Nigeria, with a focus on Ebonyi State[72]. A descriptive survey research design was adopted, and the population consisted of all 221 principals in public junior secondary schools in the state[72]. Using proportionate stratified random sampling, 100 principals were selected for the study. Data were collected using a researcher-structured questionnaire, validated by experts

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in Educational Administration, Planning, Measurement, and Evaluation from the University of Nigeria, Nsukka[72]. The reliability of the instrument was determined using the split-half test method and computed with Cronbach Alpha, yielding a reliability coefficient of 0.82. The collected data were analyzed using mean scores and standard deviation. The findings revealed that several factors hinder the effective implementation of the UBE policy in Nigeria, including political interference, inadequate funding, poor planning, and bureaucratic red tape[72]. Based on these findings, the study recommended that successive governments should consolidate existing policy plans for sustainability[72]. Additionally, the Planning, Research, and Statistics (PRS) units of both the Universal Basic Education Board (UBEB) and the Ministry of Education (MOE) should be strengthened to enhance policy implementation and effectiveness.

The programme aims to enhance the implementation of the National Policy on Education by improving access, equity, and quality in primary and junior secondary education[73]. The provision of basic education is essential for both individual and national development, serving as the foundation upon which higher levels of education are built. Recognizing the crucial role of education in shaping individuals' lives and fostering social, political, and economic growth, nations worldwide, including Nigeria, have committed to ensuring universal access to basic education[73]. In line with this objective, Nigeria introduced the Universal Basic Education (UBE) programme to address gaps and inconsistencies in basic education delivery[73]. The programme aims to enhance the implementation of the National Policy on Education by improving access, equity, and quality in primary and junior secondary education[73]. Through strategic policies and interventions, the UBE programme seeks to provide all children with foundational literacy, numeracy, and essential life skills, ensuring their readiness for future academic and professional pursuits.

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This paper examined the application of subsidy funds as a means of addressing the major challenges confronting the Universal Basic Education (UBE) programme in Nigeria[74]. Using secondary data from published and unpublished sources, national dailies, articles, and reference materials, the study explored how subsidy funds could be effectively utilized to improve the implementation of UBE[74]. The findings revealed that subsidy funds have the potential to mitigate key issues such as underfunding, shortage of professional teachers, inadequate infrastructure, insufficient learning materials, and gaps in teacher capacity development and motivation[74]. The paper concluded that effective allocation and management of these funds could significantly enhance the quality and accessibility of basic education in Nigeria[74]. To ensure transparency and efficiency in fund utilization, it was recommended that the government establish a dedicated committee to oversee the disbursement and monitoring of subsidy funds within the UBE programme[74]. This approach would help streamline resource allocation and ensure that funds are directed towards critical areas that enhance the overall effectiveness of basic education delivery.

2.3.2.2 Contribution of the UBE Programme to Educational Development in Bade Local Government Area, Yobe State

This research investigated the contributions of the Universal Basic Education (UBE) programme to educational development in Bade Local Government Area, Yobe State[75]. Data collection involved a combination of questionnaires and interviews. Separate questionnaires were designed for teachers, parents, and students, while interviews were conducted with key stakeholders, including the Secretary of the State Universal Basic Education Board (SUBEB), the Chairman of the Parent-Teachers Association, and the Chairman of the National Union of Teachers[75]. The data from the questionnaires were analyzed using simple statistical tables and percentages. The findings revealed that the UBE programme has significantly contributed to the development of education

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in Bade Local Government Area[75]. One of the major achievements noted was the increased enrollment of children in schools, with a remarkable rise in girl-child enrollment. Based on the findings, recommendations were made to further improve the UBE programme and address challenges in its implementation[75]. These include enhanced government support, better resource allocation, and stronger community involvement to ensure the sustainability and effectiveness of the programme.

2.3.2.3 Teacher's Perception on the Policy Implementation Process in the UBE Programme in Enugun State

This study examined teachers' perceptions of the policy implementation process in the Universal Basic Education (UBE) programme in Enugu State[76]. Guided by two research questions and two hypotheses, the study adopted a descriptive survey research design. The target population consisted of 201 UBE teachers, who were purposively sampled[76]. Data were collected using a structured questionnaire developed by the researcher, titled Teachers' Perception of Policy Implementation Process Questionnaire (TPPIPQ) [76]. The instrument was validated by three research experts, and its reliability was established using Cronbach's Alpha in SPSS, yielding a reliability coefficient of 0.78. Mean and standard deviation were used to answer the research questions, while hypotheses were tested using a t-test at a 0.05 level of significance with 199 degrees of freedom[76]. The findings revealed that adequate funding significantly enhances the implementation of UBE policies by teachers, thereby improving the overall quality of education[76]. Based on these findings, the study recommended that appropriate authorities allocate sufficient funds to facilitate the effective implementation of the UBE programme in Enugu State.

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This paper assesses the implementation strategies of Nigeria's Universal Basic Education (UBE) policy[77]. Education policy serves as a tool for achieving national development goals, but political and administrative inconsistencies have significantly affected the effectiveness of UBE policies and programs[77]. The study examines the concepts of educational policy and policy implementation, outlining the universal education goals as stated in Nigeria's National Policy on Education[77]. It also highlights the frequent changes in the policy, which have impacted its execution. The paper discusses key implementation strategies, including the provision of tuition-free, universal, and compulsory basic education. However, a critique of UBE policy implementation in Nigeria reveals several challenges, such as lack of continuity in government policies, inadequate budgetary allocation, and insufficient provision of educational services[77]. The paper concludes that the successful implementation of strategic measures would lead to significant improvements in the quality of universal basic education[77]. It recommends that the three tiers of government take deliberate steps to ensure that education remains completely free at the primary and junior secondary levels to promote universal access and enhance educational outcomes.

2.3.2.4 The Role of Motivation in Repositioning the UBE Programme for National Transformation

This paper examined the role of motivation in repositioning the Universal Basic Education (UBE) program for national transformation[78]. Motivation is a key driver of teachers' efficiency and effectiveness in the classroom, directly impacting the quality of education and, by extension, national development[78]. Given that teachers are central to the education enterprise, their motivation significantly influences the success of the UBE program. The study highlighted the current state of UBE teachers' motivation, revealing that inadequate incentives negatively affect their service delivery. Issues such as irregular and poor salary payments, lack of incentives, excessive workload,

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poor teaching conditions, and the low social status of teachers contribute to their demotivation[78]. The paper further explores the critical roles of motivation in the teaching profession, which include fostering goal-oriented teachers, encouraging conscientious and dedicated teaching, promoting a positive classroom environment, and reducing brain drain in the education sector[78]. To enhance teacher motivation for national transformation, the paper suggests several strategies. These include timely and improved salary payments, provision of car and housing loans, access to free medical services for teachers and their dependents, compulsory and cost-free in-service training, and the creation of better teaching and learning environments in UBE schools[78]. The paper concluded by emphasizing the necessity of implementing these motivational strategies to improve the effectiveness of UBE teachers and ensure the success of the program in driving national development.

2.3.2.5 The Role of Organizations and Local Communities in Enhancing Access to UBE in South-West, Nigeria

This study examines the role of organizations and local communities in enhancing access to Universal Basic Education (UBE) in South-West Nigeria. It specifically evaluates the impact of their participation in improving educational access and the provision of learning materials[79]. Using a descriptive survey research design, the study sampled 1,920 primary school teachers across Lagos, Ogun, and Oyo States[79]. Data were collected through the Fee-free Policy Impact of Universal Basic Education Descriptive Questionnaire (FPIUBEDQ) and analyzed using Simple Linear Regression Analysis. The findings reveal that the involvement of non-governmental organizations (NGOs) and local communities has a significant positive impact on expanding access to UBE[79]. Additionally, their contributions to the provision of learning materials were also found to positively influence the effectiveness of the program. Based on these results, the study

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recommends that the government should adopt a more structured and realistic approach to its collaborative/partnership funding model to strengthen the sustainability of UBE[79]. Encouraging increased community and organizational participation will further enhance the accessibility and quality of basic education in the region.

This study assessed the impact of the in-service training program provided by the Universal Basic Education Commission (UBEC) on the testing skills of Mathematics teachers in Akwa Ibom State, Nigeria[80]. An ex post facto research design was employed, utilizing a two-stage sampling technique (simple random and stratified sampling) to select 134 Mathematics teachers from a total population of 530 in public secondary schools[80]. The research instrument, Teacher Testing Skills Assessment Scale (TTSAS), was developed and validated by three measurement experts, with a reliability coefficient of 0.77 obtained through the inter-rater reliability method[80]. Data were analyzed using mean, standard deviation, and independent sample t-test. The results indicated that the UBEC in-service training program significantly improved Mathematics teachers' testing skills, demonstrating its effectiveness in enhancing assessment proficiency[80]. The study concluded that UBEC's teacher capacity development program is a valuable investment with substantial national benefits[80]. It recommended that the government should maintain and strengthen its support for regular in-service training programs for secondary school teachers across Nigeria to ensure continuous improvement in teaching and assessment practices.

This study investigated the extent to which funding influences quality assurance in the implementation of the Upper Basic Education Basic Technology Curriculum in Rivers State, Nigeria[81]. A survey research design was adopted, with one research question and one null hypothesis guiding the study. The population consisted of 446 principals from public and private Basic schools across the 23 Local Government Areas (LGAs) in Rivers State[81]. A sample of 264

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principals was selected. Data were collected using an 11-item questionnaire structured on a four-point rating scale. The instrument was validated, and its reliability was established using Cronbach Alpha, yielding a coefficient of 0.90[81]. The data were analyzed using mean, standard deviation, and t-test statistics. The findings revealed that funding significantly influences quality assurance in the implementation of the Basic Technology Curriculum in Upper Basic Education[81]. The study concluded that adequate financial resources are crucial for maintaining educational quality, particularly in technology-related subjects. Based on these findings, the study recommended that the government should increase budgetary allocations to education to enhance quality assurance in Basic Technology curriculum implementation in Rivers State.

2.3.2.6 Perception of Head Masters / Mistresses and Principals on the Extent of UBE Programme Implementation in Awka North Local Government Area, Anambra State, Nigeria

This study assessed the perception of Head Masters/Mistresses and Principals on the extent of Universal Basic Education (UBE) programme implementation in Awka North Local Government Area, Anambra State, Nigeria[82]. The goal was to evaluate the progress of the UBE programme in achieving its aims and objectives. A survey research design was adopted, with a population of 20 Head Masters/Mistresses and Principals from public primary and junior secondary schools in Awka North LGA[82]. Due to the manageable population size, a census sampling technique was used. Data were collected using a 15-item questionnaire developed based on three research questions guiding the study[82]. The instrument underwent face and content validation by three experts, and its reliability was established using the test-retest method and Spearman's Product Moment Correlation Coefficient, yielding a reliability score of 0.83[82]. The collected data were analyzed using mean scores to address the research questions. Findings revealed that the provision

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of educational facilities, particularly staffrooms and classrooms, was inadequate, which hindered the effective implementation and achievement of UBE objectives[82]. Based on these findings, the study recommended that the government and philanthropic organizations should increase investment in educational infrastructure to support the realization of 100% literacy, numeracy, and enlightenment, as outlined in the UBE programme objectives.

This study examined the Universal Basic Education (UBE) policy and its impact on the overall quality of education in Nigerian schools[83]. While the UBE programme was developed internally, it is influenced by global educational trends and is designed to provide quality basic education to all Nigerians, aligning with various international agreements on education[83]. Despite its objectives, the effectiveness of the UBE programme is hindered by several challenges. One major issue is the lack of resources, which affects the availability of infrastructure, teaching materials, and other essential learning facilities[83]. Additionally, low public awareness has led to poor enrollment and participation, as many parents and guardians either do not fully understand the benefits of the programme or fail to prioritize formal education for their children. Another significant challenge is the inadequate implementation of the new UBE curriculum, resulting in inconsistencies in teaching methods and learning outcomes. Furthermore, low teacher motivation—caused by poor remuneration, lack of incentives, and unfavorable working conditions—adversely affects the quality of teaching and student performance[83]. This study provided valuable insights into these challenges and offered recommendations to enhance the effectiveness of the UBE programme. A key suggestion was the need for stronger collaboration between school administrations, local governments, and parents to reduce absenteeism among students[83]. Many children engage in street trading or begging during school hours, which severely hampers their academic progress.

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Addressing this issue through coordinated efforts can improve student attendance and enhance learning outcomes, ultimately strengthening the impact of the UBE programme in Nigeria.

2.3.2.7 The Impact of Insecurity in North-Eastern Nigeria on the Achievement of UBE

This study examines the impact of insecurity in North-Eastern Nigeria on the achievement of Universal Basic Education[84]. The study aimed to identify the causes and sources of insecurity, assess its effects on education, and explore strategies for ensuring the successful implementation of UBE in the region[84]. A questionnaire was administered to 1,200 respondents across three states. Borno, Adamawa, and Yobe using stratified random sampling in ten selected schools. Primary data were collected to gain insights into how insecurity affects UBE, while secondary data were drawn from relevant literature on the subject[84]. These states were chosen due to their high volatility to insurgency, largely influenced by porous borders that allow the influx of migrants, some of whom engage in activities that threaten security. The study's findings revealed that there is no significant correlation between insecurity and the achievement of Universal Basic Education in North-Eastern Nigeria[84]. Consequently, the null hypothesis was accepted, leading to the conclusion that the UBE programme has not successfully met its educational objectives at the basic level. Based on these findings, the study suggests the adoption of new strategies to enhance access to and attainment of basic education, despite prevailing security challenges.

The study explored the impact of the Universal Basic Education (UBE) programme on school dropout rates in conflict-affected areas of Northern Nigeria[85]. Using a descriptive survey research approach, the study focused on basic school teachers as its population. A total of 400 elementary school teachers were randomly selected across various states in Northern Nigeria[85]. Data analysis was conducted using the weighted average mean score method. Findings from the study revealed

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that several key factors have contributed to reducing school dropout rates[85]. These include the provision and enhancement of basic education, improvements in school infrastructure, and the availability and distribution of essential instructional materials such as textbooks, writing materials, and teaching aids[85]. These interventions have significantly improved the quality of education, ensuring that students have the necessary resources to succeed in their studies. The study concluded that these combined efforts—strengthening basic education, upgrading school infrastructure, and ensuring the adequate supply of instructional materials—have played a vital role in addressing the issue of school dropouts in Northern Nigeria[85]. It was recommended that UBE management should continue prioritizing access to basic education, particularly for children in rural and underserved communities, to sustain the progress made in reducing dropout rates.

This study examined the level of implementation of the Universal Basic Education (UBE) program in Delta State, Nigeria[86]. Using a descriptive survey research design, the study assessed the perspectives of UBE teachers and staff regarding the program's effectiveness. The study population comprised all UBE teachers and staff across the 25 Local Government Areas of Delta State[86]. A total of 240 teachers and 120 UBE staff were selected as the sample size. A structured questionnaire was used as the primary data collection tool. The instrument was validated by testing experts, and a reliability coefficient of 0.82 was established. The study was guided by two research questions and two hypotheses[86]. The research questions were analyzed using descriptive statistics, while the hypotheses were tested using the chi-square method at a 0.05 significance level. Findings from the study revealed that the implementation of the UBE program in Delta State was inadequate, primarily due to a lack of resources and infrastructure[86]. This shortfall has hindered the program's effectiveness in achieving its objectives. Based on these findings, the study recommended that the Delta State Government take urgent steps to provide the necessary resources

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and infrastructure to facilitate the successful implementation of the UBE program[86]. Ensuring adequate funding, improving school facilities, and equipping teachers with the necessary tools were highlighted as critical measures to enhance the program's effectiveness.

2.3.2.8 Challenges Associated with Technology and the Availability of Trained Educators in the Implementation of the UBE Programme in Primary Schools in Ile-Oluji, Ondo State

This study investigated the challenges associated with technology and the availability of trained educators in the implementation of the Universal Basic Education (UBE) program in primary schools in Ile-Oluji, Ondo State[87]. A descriptive survey research design was adopted to address key research questions, including the extent to which UBE has catered to primary school children in Ile-Oluji, the adequacy of technological facilities in enhancing teaching and learning, the exposure of pupils to modern technological tools, the availability of technological equipment in schools, and the challenges hindering the successful implementation of the UBE program[87]. The study sample comprised 250 respondents, including 40 pupils randomly selected from five primary schools and 10 teachers from each of the five schools[87]. A structured questionnaire was developed to collect data for the investigation. The instrument was validated by the researcher's supervisor, and the split-half method was employed to test its reliability[87]. Findings from the study revealed that significant challenges exist in terms of technology integration and the adequacy of trained educators in the implementation of the UBE program at the primary school level. These challenges have hindered the effectiveness of the program in delivering quality education. Based on the findings, the study suggested solutions aimed at addressing these issues[87]. Ensuring the provision of adequate technological infrastructure and improving the training and professional development of educators were highlighted as critical steps toward overcoming these challenges[87]. If these

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recommendations are effectively implemented, the obstacles to the successful execution of the UBE program in Ile-Oluji's primary schools can be significantly reduced.

2.3.2 Assessment of Universal Basic Education

2.3.2.1 Assumption on the Implementation of the UBE Programme

This study aimed to assess the extent to which the Universal Basic Education (UBE) program has improved access to basic education for school-age children[88]. The study was based on the assumption that the implementation of the UBE program has not significantly increased access to education for this demographic. The research relied primarily on secondary data, which were analyzed using tables, percentages, and content analysis[88]. Findings from the study indicated a progressive increase in school enrollment rates over the years, suggesting that more school-age children gained access to education during the period under review[88]. Although gender disparity in enrollment persisted, it was relatively insignificant, with only a marginal difference of 49% to 51% between boys and girls. However, while there has been notable progress, inequalities in educational opportunities still exist[88]. Based on these findings, the study recommends that state and local governments establish more schools and construct additional classrooms to accommodate the growing number of prospective students[88]. Furthermore, the ongoing education reform initiative, known as the "Every Child Counts" program, should receive continued support from all stakeholders in the education sector to ensure that access to quality education is further expanded.

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2.3.2.2 The Effectiveness and Implementation of the UBE Policy in Fostering Education Development in Nigeria

This study assessed the effectiveness and implementation of the UBE policy in fostering educational development in Nigeria[89]. By reviewing past research and literature, the study

examined the efficacy of the UBE program in terms of student enrollment, financing strategies, government and institutional involvement, provision and management of school facilities, and teacher participation[89]. Based on the findings from the literature, the study concluded that while the UBE program has made notable strides in increasing school enrollment, several structural and financial challenges continue to impede its full potential[89]. Every nation aspires to significantly reduce illiteracy, particularly in modern societies where education serves as a key indicator in distinguishing developed nations from developing ones[89]. The Universal Basic Education Scheme was designed to bring about positive change in Nigeria's educational system by providing quality, functional, and free education[89]. However, the program has encountered several challenges that have hindered its successful implementation. These challenges include high student enrollment with inadequate classroom space, lack of laboratories, dilapidated infrastructure, employment of unqualified teachers, and insufficient funding[89]. To ensure the effective management and implementation of the UBE program, the study emphasized the need for full participation and cooperation from the public, education professionals, and the government[89]. It recommended that the government should remain open to expert ideas and allow the active involvement of educational specialists in policy formulation and execution[89]. Strengthening collaboration among stakeholders will be crucial in overcoming the existing barriers and achieving the intended goals of the Universal Basic Education Scheme in Nigeria.

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2.3.2.3 Stakeholders Pereption in the Implementation of UBE Programme in the North-Central Zone of Nigeria

The study explored how various stakeholders perceive the implementation of the Universal Basic Education (UBE) program in the North-Central zone of Nigeria[90]. It specifically examined the views of school administrators, parents, teachers, and students, comparing their perspectives on the program's effectiveness[90]. Using an evaluative research design, the study adopted a cross-sectional survey approach and involved a total of 720 participants. These included 60 head teachers, 120 parents, 120 teachers, and 360 students[90]. Data collection was carried out using a structured questionnaire titled Assessment of Implementation of UBE Questionnaire (AIUBEQ). The findings of the study revealed that school administrators generally regarded the implementation of the UBE program as unsatisfactory, with an average rating of 2.31. Parents expressed concerns about the shortage of human resources, stating that the lack of adequate personnel hindered the program's effectiveness[90]. Similarly, school administrators highlighted insufficient funding as a major challenge affecting the smooth execution of the program. However, in contrast to these views, students reported being satisfied with the program[90]. Further analysis identified key challenges impeding the successful implementation of the UBE program in the North-Central zone. The most significant issues included overcrowded classrooms, which accounted for 32.50% of the reported problems, inadequate funding (25.02%), and deteriorating school infrastructure, including dilapidated buildings (20.61%)[90]. Based on these findings, the study concluded that the implementation of the UBE program in the region is largely unsatisfactory[90]. To address these challenges, it was recommended that the government should increase funding for the program, recruit more teachers, renovate and construct additional

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classroom facilities, and conduct periodic evaluations to assess and address areas requiring improvement.

2.3.2.4 The Implementation of the UBE Programme in the South-East Region of Nigeria

This study examined the implementation of the Universal Basic Education (UBE) program in the South-East region of Nigeria[91]. The UBE program is an educational reform initiative by the Nigerian government aimed at providing free, universal, and compulsory basic education for all school-age children[91]. Over the years, various administrations have made efforts to achieve the objectives of the program, which include fostering a strong awareness of education and ensuring it is both free and compulsory[91]. The study adopted a descriptive survey design and focused on a population of 6,741 school administrators, comprising 5,453 primary school head teachers and 1,288 junior secondary school principals[91]. A total of 1,348 respondents were selected as the study sample. Data was collected using a structured questionnaire titled Assessment of the Implementation of Universal Basic Education Questionnaire (AIUBEQ) [91]. The questionnaire was validated by experts in Educational Administration, Planning, Measurement, and Evaluation. A reliability test using Cronbach's Alpha yielded a coefficient of 0.77, indicating good internal consistency[91]. To analyze the data, statistical mean and standard deviation were used to answer the research questions, while a t-test was employed to test the hypotheses at a 0.05 level of significance.[91] The findings revealed that there has been significant progress in raising awareness about education in the South-East region, leading to a considerable reduction in school dropout rates[91]. Furthermore, the hypothesis test showed no significant difference in the perceptions of urban and rural teachers regarding the extent to which educational awareness has been developed in the region. Based on these findings, the study recommended increased public mobilization and awareness campaigns to ensure that the importance of basic education reaches every part of the

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South-East[91]. Additionally, strict adherence to educational laws and policies was suggested to further strengthen the commitment to achieving universal basic education in the region.

2.3.2.5 Various Indicator-Based Assessment

The study argues that the heavy reliance on quantitative, indicator-based assessments provides limited insight into the diverse experiences of children, especially those in rural and marginalized communities who often receive substandard education[92]. The lack of qualitative data on students' experiences with access and learning further reinforces inequalities in education, employment opportunities, and social mobility later in life[92]. To address these gaps, future research should explore the micro-level experiences of children in accessing education and examine how factors such as poverty and geographical location shape disparities in schooling[92]. This approach would help develop more context-specific policies that address the unique challenges faced by disadvantaged groups in achieving meaningful access to quality education[92]. The introduction of global development initiatives such as Education for All, the Millennium Development Goals (MDGs), and the Sustainable Development Goals (SDGs) has significantly expanded access to Universal Basic Education (UBE) in Ghana and across Sub-Saharan Africa (SSA)[92]. Over the past three decades, these frameworks have also fostered a research culture centered on measuring educational progress using established indicator-based approaches. As a result, studies on UBE in Ghana and SSA have largely focused on quantitative metrics, particularly enrolment and completion rates, as indicators of success[92]. However, emerging research highlights a growing concern: while enrolment numbers have increased, they have been accompanied by high dropout rates, low completion levels, and poor learning outcomes among those who complete basic education. This review, which draws from both academic and grey literature, examines the current state of educational expansion and research on UBE in Ghana and SSA.

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2.3.2.6 Method Used in Ibadan- West Local Government Area of Oyo State

This study employed a descriptive survey design of the ex-post facto type, focusing on principals and teachers as the study population[93]. The Pearson Product Moment Correlation was used to test the hypotheses at a 0.05 level of significance. The rapid increase in student population in Ibadan South-West Local Government Area of Oyo State has placed immense pressure on school facilities. Many classrooms are either in a state of disrepair, incomplete, or have dusty floors riddled with holes created by rodents and ant lion larvae[93]. The findings revealed that while school facilities play a crucial role in educational access, their impact on the graduation rates of students from upper basic education was not statistically significant. However, the study concluded that school facilities are strong predictors of enrollment into Junior Secondary School (JSS 1) [93]. While there is some level of facility provision for the implementation of Universal Basic Education (UBE), it remains insufficient to meet growing demands[93]. To address this issue, the study recommended that while the government should continue to invest in school infrastructure, school authorities should also implement strict measures to prevent vandalism and ensure the durability of existing facilities.

2.3.2.7 An Evaluation of UBE Programme in Giwa Local Government Area of Kaduna State

This study evaluated the Universal Basic Education (UBE) program in Giwa Local Government Area of Kaduna State, focusing on the availability and quality of instructional materials and infrastructural facilities in public schools[94]. The research was motivated by concerns over the adequacy of these essential resources in enhancing the quality of education. Data for the study was collected through interviews and personal observations, while additional information was obtained from official publications[94]. Both quantitative and qualitative methods were used to analyze the

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data. The findings indicated that the UBE program has not significantly improved the quality of instructional materials and infrastructural facilities in the area[94]. Based on these findings, the study recommended increasing the financial contributions of relevant agencies toward the provision of instructional materials[94]. Additionally, greater attention should be given to improving infrastructural facilities, such as libraries and school perimeter walls, to create a more conducive learning environment[94]. In conclusion, while the UBE program has yielded some positive outcomes, the study emphasized that with greater investment and targeted efforts, the educational system in Giwa Local Government—and Nigeria as a whole—could experience significant improvements.

2.3.2.8 The Level of Implementation of UBE Curriculum in River State

This study examined the Universal Basic Education (UBE) curriculum and its level of implementation in Rivers State. A descriptive research design was used, with a study population comprising all elementary school teaching staff[95]. The target population included 7,439 elementary school teachers, from which a sample of 366 was selected. Data was collected using a questionnaire, which had a reliability coefficient of 0.82, established through the test-retest method. Research questions were analyzed using mean and standard deviation statistics, while hypotheses were tested using a z-test at a 0.05 significance level[95]. The findings revealed that the UBE curriculum has significantly contributed to raising awareness about education in Rivers State. It was also found that the curriculum is free and accessible to students, leading to a reduction in the school dropout rate[95]. Additionally, adequate infrastructure has been provided to support the effective implementation of the curriculum, and qualified teachers have been employed to facilitate its delivery[95]. In conclusion, the study highlights the positive impact of the UBE curriculum in

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Rivers State. However, continuous investment in infrastructure and teacher training is essential to sustain and further enhance the effectiveness of the program.

2.3.2.9 Evaluation of UBE Programme in South-West Nigeria

This study evaluated the implementation of the Universal Basic Education (UBE) program in Southwest Nigeria. It was guided by three research questions and three hypotheses[96]. A descriptive survey and ex-post facto research design were adopted for the study. The population included students, teachers from both primary and junior secondary schools, and personnel from the State Universal Basic Education Boards (SUBEB) across the Southwest region[96]. A sample of 1,370 participants was drawn from a total population of 3,254,454, comprising 100 headteachers, 50 principals, 420 teachers, 200 education personnel/managers, and 600 students[96]. Data was collected using three instruments: Teachers' Assessment of Implementation of UBE Questionnaire (TAIUBEPQ), Questionnaire for Managers of UBE Program (QMUBEP), and Students' Questionnaire on Perception of Level of Success of UBE Program (SQPLSUBE). The data analysis involved mean ratings and percentages, while hypotheses were tested using the Chi-square statistical method. A mean cutoff score of 2.50 was set for decision-making, with scores above 2.50 considered significant. All hypotheses were tested at a 0.05 significance level[96]. The findings revealed that the proportion of qualified teachers employed in the Southwest zone was lower than the standard set in the UBE implementation guidelines[96]. Additionally, teacher motivation, retraining, and retention efforts have been inconsistent and do not fully align with the program's intended guidelines[96]. Based on these findings, the study recommended increasing the recruitment and training of qualified teachers to enhance program effectiveness. It also suggested that government agencies, private companies, and wealthy individuals should be encouraged to support UBE development[96]. Furthermore, regular seminars and conferences should be organized for

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teachers, education personnel, and stakeholders to enhance their knowledge and ensure the proper use of available resources in schools across the region.

2.3.3.0 Adequate of Educational Services Available for the Implementation of the UBE Programme in Southern Nigeria

This study examined the adequacy of educational services available for implementing the Universal Basic Education (UBE) program in Southern Nigeria[97]. Using a multistage sampling technique, 800 primary school teachers were initially selected from the three geopolitical zones in the region[97]. However, 1,457 valid responses from the administered questionnaires were ultimately analyzed. The study aimed to determine (1) the extent to which the UBE program was truly free in Southern Nigeria and (2) whether educational services were adequately provided to support its implementation[97]. The findings revealed that the UBE program was not entirely free, as parents still had to purchase books and report cards for their children. Additionally, educational services were found to be insufficient in many schools, hindering the program's effectiveness[97]. Based on these findings, the study recommended that the government take necessary steps to improve educational service delivery and ensure that the UBE program is fully accessible and free as intended. These measures would help strengthen the implementation of the UBE program and enhance basic education outcomes in Southern Nigeria.

2.3.3.1 Implementation of the UBE Programme in Benue State, Nigeria

This study evaluated the extent of implementation of the Universal Basic Education (UBE) program in Benue State, Nigeria[98]. Guided by three research questions and two hypotheses, the study conducted a comprehensive review of related literature, including theoretical and conceptual frameworks, empirical studies, and a summary that identified gaps in existing research[98]. A

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descriptive survey design was adopted, with a total population of 25,459 individuals comprising 22,768 public primary school teachers, 35 SUBEB staff, and 2,656 PTA and clan heads involved in UBE implementation[98]. From this, a sample of 1,171 respondents, including SUBEB staff, teachers, PTA zonal chairmen, and clan heads, was selected. Data collection instruments included the Universal Basic Education Program Implementation Questionnaire (UBEPIQ) and the Universal Basic Education Programme Implementation Observation Schedule (UBEPIOS). The study analyzed data using mean ratings, rankings, and percentages, complemented by bar graphs for visual representation[98]. Hypotheses were tested using both independent and non-independent chi-square tests at a 0.05 level of significance. A mean cut-off point of 2.50 was used, with scores above this threshold considered significant[98]. Findings indicated that public enlightenment efforts had a positive influence on UBE implementation in Benue State. However, while the majority of teachers engaged in the program were NCE holders, the total number of qualified teachers (NCE, B.Ed, and M.Ed holders) was 767, representing only 67.4% of the teaching workforce—falling short of the UBE implementation guidelines. Based on these findings, the study recommended that greater emphasis be placed on public education about the UBE program, particularly through targeted guidance for parents[98]. Additionally, parents should be made aware of the lifelong benefits of basic education for their children. The study further suggested that if orientation programs successfully attract public cooperation, the government must demonstrate political will by enforcing laws that impose penalties on parents who fail to enroll their children in school.

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2.3.3.2 Relationship Between Quality Assurance Mechanism and the Achievement of UBE Goals in Public Secondary Schools in Kwara State, Nigeria

This study investigates the relationship between quality assurance mechanisms and the achievement of Universal Basic Education (UBE) goals in public secondary schools in Kwara

State, Nigeria[99]. A structured questionnaire was designed and administered to a sample of 1,500 respondents to gather relevant data. The collected data were analyzed using mean, standard deviation, factor analysis, correlation analysis, and regression analysis[99]. The findings revealed that key quality assurance mechanisms—including instructional supervision, staff development practices, continuous assessment, and a conducive learning environment—had a significant positive correlation with UBE goal achievement in public secondary schools[99]. Based on these findings, the study recommended that the Ministry of Education should organize workshops and seminars to enhance principals' and teachers' understanding of quality assurance mechanisms[99]. Such initiatives would equip educators with the necessary knowledge and skills to effectively implement and sustain quality assurance measures, ultimately improving educational outcomes in UBE schools.

2.3.3.3 Level oF Readiness of Primary Schools in Birnin Kebbi Local Government Area of Kebbi State, Nigeria

This study assessed the level of readiness of primary schools in Birnin Kebbi Local Government Area, Kebbi State, Nigeria, for the implementation of the Universal Basic Education (UBE) program, focusing on personnel and infrastructure[100]. A descriptive research design was adopted, and a stratified random sampling technique was used to select 30 primary schools (15 public and 15 private) from a total of 104 schools in the area[100]. Five research questions and two null hypotheses guided the study, with data collected using a checklist or inventory. Statistical analyses, including mean, percentages, and t-tests at a 0.05 significance level, were conducted[100]. The findings indicated a high level of readiness in terms of personnel, but significant infrastructural deficiencies persisted. Based on these findings, the study recommended that all stakeholders—including government agencies, the private sector, and donor organizations—should collaborate

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to provide adequate infrastructure and personnel to support the effective implementation of the UBE program.

2.3.3.4 Implementation and the Assessment of the UBE Curriculum in River State

This study investigated the implementation of the Universal Basic Education (UBE) program in Rivers State using a descriptive survey research design[101]. Three research questions and three null hypotheses guided the study. The population consisted of 8,182 teachers in the Rivers State UBE program. A stratified simple random sampling technique was used to select 400 male and female teachers, with the sample size determined using Taro Yamane's formula[101]. Data was collected using a self-structured questionnaire titled Assessment of the Implementation of the Universal Basic Education Programme (AIUBEP), which was validated by experts in measurement and evaluation. After incorporating expert corrections, the final draft of the questionnaire achieved an internal consistency reliability of 0.75 using the Cronbach Alpha statistical technique[101]. Data analysis involved mean and standard deviation for answering research questions, while independent t-tests were used to test hypotheses at a 5% probability level[101]. The results revealed that the availability of infrastructural facilities, the number of qualified teachers, and the provision of free and compulsory education significantly influenced the effective implementation of the UBE program in Rivers State[101]. Based on these findings, the study recommended that adequate infrastructural facilities should be provided, teachers with requisite educational qualifications should be employed, and sufficient funding should be allocated to enhance the free and compulsory education policy for the successful implementation of the UBE program in Rivers State.

This study assessed the Universal Basic Education (UBE) curriculum and its extent of implementation in Rivers State using a descriptive research design[102]. The study population

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comprised all elementary school teaching staff, with a target population of 7,439 teachers. A sample of 366 teaching staff was selected for the study[102]. Data collection was carried out using a questionnaire with a reliability coefficient of 0.82, established through the test-retest method. Research questions were analyzed using mean and standard deviation statistics, while hypotheses were tested using a z-test at a 0.05 significance level[102]. The findings revealed that the UBE curriculum has significantly increased awareness of education in Rivers State. The curriculum is free and accessible to students, contributing to a reduction in dropout rates[102]. Furthermore, adequate infrastructure has been provided to support the effective implementation of the UBE curriculum, and qualified teachers have been employed to facilitate its execution[102]. Based on these findings, the study recommends sustained efforts to improve infrastructure, continuous teacher training, and policy reinforcement to ensure the long-term success of the UBE curriculum in Rivers State.

2.3.3.5 Assessment of the Implementation of the UBE Programme in Ondo West Local Government Area of Ondo State

This study examined the assessment of the implementation of the Universal Basic Education Programme (UBEP) in Ondo West Local Government Area of Ondo State[103]. The study was guided by two research questions and employed a descriptive research design. The population comprised 1,827 teachers, from which a sample of 235 teachers was selected[103]. Data were collected using a questionnaire validated by three experts, with a reliability index of 0.64, indicating the instrument's reliability. Mean and standard deviation were used to analyze the collected data[103]. The findings revealed that the availability of instructional and infrastructural facilities for the effective implementation of the programme was inadequate[103]. Additionally, funding arrangements for the UBE programme were found to be insufficient. Based on these

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findings, the study recommended that the State Universal Basic Education Board (SUBEB) should ensure the provision of adequate instructional and infrastructural facilities, including classrooms, offices, toilets, and water supply[103]. Renovation of existing classrooms and the provision of additional textbooks in core subjects for primary and junior secondary schools should also be prioritized. Libraries should be well-stocked with relevant textbooks aligned with the curriculum[103]. Furthermore, since UBE is capital-intensive, continuous financial support is essential for achieving the expected quality. The various levels of government should establish a sustainable and uninterrupted financial framework to ensure the effective implementation of the UBE programme.

2.3.3.6 Assessment of Educational Resources Available for Implementation of the UBE Programme in Njikoka Local Government Area of Anambra State, Nigeria

This study examined the assessment of educational resources available for the implementation of the Universal Basic Education (UBE) programme in Njikoka Local Government Area of Anambra State, Nigeria[104]. The study sought to determine the adequacy and accessibility of these resources in primary schools, using three research questions and three hypotheses as a guide. A descriptive survey design was adopted, and data were collected from a sample of 19 respondents drawn from a total population of 38 primary schools using a random sampling technique[104]. The primary instrument for data collection was the Basic School Access Survey Inventory Educational Instrument. The data collected were analyzed using mean, percentage mean, standard deviation, and Z-test statistics[104]. The findings of the study revealed that educational resources for Universal Basic Education in the area were either inconsistently provided or completely lacking. This inadequate provision of resources significantly impacted the effective implementation of the UBE programme[104]. Furthermore, the results of the hypothesis testing indicated no significant difference

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between the mean ratings of experienced and less experienced head teachers regarding the availability and adequacy of educational resources[104]. Based on these findings, the study recommended that educational resources should not be provided arbitrarily but must be adequately supplied in sufficient quantities and maintained in a functional state to support the goals of the UBE programme[104]. A well-structured and properly resourced basic education system is essential for ensuring quality education for Nigerian children. The study emphasized that a strong commitment from the government and other stakeholders is required to provide the necessary infrastructure, instructional materials, and teaching personnel to enhance the learning experience[104]. This, in turn, will contribute to the holistic development of the education sector and the nation as a whole.

2.3.3.7 The Role of School Development Planning in the Implementation of the UBE Programme in Kwara State, Nigeria

This study assessed the role of school development planning in the implementation of the Universal Basic Education (UBE) programme in Kwara State[105], Nigeria. School development planning is a critical component of school-based management committees, designed to improve learning conditions by fostering collaboration between schools, their communities, staff, and the Local Government Education Authority (LGEA) [105]. The study covered the three senatorial districts of Kwara State, Kwara Central, Kwara North, and Kwara South—adopting a descriptive survey research method[105]. A stratified random sampling technique was used to select 150 out of 328 basic schools, representing 45.7% of the total. The study involved 150 principals, 450 vice principals, and 900 teachers as respondents. The findings of the study indicated that 64.8% of the respondents agreed that the school environment was secure for pupils, which contributed positively to the implementation of the UBE programme[105]. Additionally, 59.8% of the participants affirmed

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that the classrooms were conducive to learning, supporting the effective implementation of the programme in the state[105]. The study also revealed that 66% of the respondents agreed that school authorities shared management responsibilities to achieve educational goals under the UBE programme[105]. However, 64.1% of the respondents disagreed that teaching and learning resources were adequate for pupils, indicating a significant challenge in resource provision. Meanwhile, 67.3% of the participants agreed that teachers' teaching effectiveness played a crucial role in enhancing pupils' learning under the UBE programme. Based on these findings, the study emphasized the need for improved resource allocation to schools, ensuring that teaching and learning materials are adequately provided to support the full implementation of the UBE programme[105]. Additionally, the study highlighted the importance of continuous professional development for teachers to enhance their teaching effectiveness[105]. Strengthening collaboration between school authorities, the community, and government agencies was also recommended to ensure a holistic approach to school development planning, ultimately leading to better educational outcomes for pupils in Kwara State.

2.3.3.8 The Quality Impact of UBE Policy in Nigerian Schools

This study made a significant contribution by examining the Universal Basic Education policy and its impact on the overall quality of education in Nigerian schools[106]. The Universal Basic Education (UBE) programme in Nigeria was developed as an internally driven initiative, though it has been significantly influenced by global educational trends and international agreements aimed at ensuring access to quality basic education for all[106]. The programme is expected to provide every Nigerian child with a solid educational foundation, aligning with international commitments to education[106]. However, several challenges hinder the effective implementation of the UBE policy, including inadequate resources, low public awareness, poor execution of the UBE

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curriculum, and insufficient teacher motivation[106]. These barriers continue to undermine the programme's overall effectiveness and its ability to enhance educational outcomes. Findings revealed that while the policy has the potential to improve access to education, persistent structural and administrative challenges limit its success[106]. In light of these challenges, several recommendations were proposed. Among them, fostering cooperation between school administrations, local government authorities, and parents was emphasized as a crucial strategy[106]. This collaboration is essential to addressing issues such as student absenteeism, particularly by preventing children from engaging in labor or street begging during school hours. Strengthening stakeholder involvement and ensuring adequate funding and resource provision will be key to realizing the full potential of the UBE programme in Nigeria.

2.3.3.9 The Implementation of the Basic Education Curriculum (BEC) on Funding and Instructional Delivery

This study assessed the implementation of the Basic Education Curriculum (BEC), focusing on funding and instructional delivery using a qualitative research approach[107]. The Federal Government of Nigeria introduced the Universal Basic Education (UBE) programme in 2004 as a free, compulsory, and continuous nine-year educational initiative[107]. This policy was designed to address both global and national educational challenges by restructuring the primary and secondary school curricula into a unified nine-year Basic Education Curriculum (BEC) [107]. The BEC encompasses a broad range of subjects, including Cultural and Creative Arts, Information and Communication Technology (ICT), National Values, Technology, Mathematics, Vocational Studies, Entrepreneurship, and Science. Implementation of the BEC began in September 2008, with a revision undertaken after three years to enhance quality, address emerging challenges, and streamline related subjects to reduce academic workload[107]. The revised BEC was introduced in

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September 2012. The findings revealed that several critical factors continue to hinder the effective execution of the curriculum. Chief among these challenges are the inadequacy of well-trained and competent teachers, as well as poor learning environments[107]. These issues significantly undermine the potential success of the BEC and its impact on educational outcomes in Nigeria. To address these challenges, the study recommends that relevant educational authorities prioritize the recruitment and continuous professional development of qualified teachers[107]. Additionally, teachers should be adequately motivated through competitive remuneration, incentives, and career development opportunities in alignment with global best practices[107]. Strengthening the learning environment by improving infrastructure, providing necessary teaching materials, and ensuring consistent funding will also be crucial in maximizing the effectiveness of the BEC programme.

2.3.4.0 Level at which Delta Central Senatorial District School Teachers Mastered the Number Based System within the UBE Mathematics Curriculum

The study investigated the extent to which primary school teachers in Delta Central Senatorial District have mastered the number base system within the Universal Basic Education (UBE) mathematics curriculum[108]. The study aimed to determine teachers' proficiency in this fundamental mathematical concept. To achieve this, four research questions were formulated, along with four null hypotheses, which were tested at a 0.05 level of significance[108]. A descriptive research design was employed, with a study population comprising 4,969 public primary school teachers. A sample of 357 teachers was selected for analysis[108]. The research instrument used was a mathematics-based assessment designed to evaluate teachers' understanding of the number base system. The validity of the instrument was ensured through a table of specifications, while its reliability was determined using the test-retest method, yielding an alpha reliability coefficient of 0.85[108]. Hypotheses were tested using independent t-test statistics at a 0.05 significance level. The study

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revealed that male, urban-based, more experienced, and university-qualified teachers exhibited slightly higher mean scores in their mastery of the number base system compared to their female, rural-based, less experienced, and NCE-qualified counterparts[108]. While these differences were observed, they were not substantial enough to indicate a significant disparity in competency levels. Based on these findings, the study recommended that teacher training institutions in Nigeria should provide comprehensive training to both male and female primary school teachers to enhance their proficiency in the number base system[108]. Furthermore, curriculum planners should offer clear guidelines to primary school teachers to ensure effective implementation of the new mathematics curriculum, thereby improving overall instructional quality in primary education.

This study aimed to assess the reading curriculum in Philippine basic education, focusing on key aspects such as reading competencies, instructional approaches, and assessment methods before and during the COVID-19 pandemic[109]. Additionally, it examined the alignment between the written, intended, implemented, and assessed curriculum. Using a qualitative research approach, data were gathered through document analysis, online focus group discussions, and a constructive alignment checklist[109]. The findings indicated that the basic education curriculum includes reading competencies categorized into two main areas: text processing and task management competencies. In terms of reading levels, the study found that a greater number of students were instructional readers rather than independent readers. Alarmingly, some students, including those at the secondary level, were identified as non-readers, highlighting a significant gap in reading proficiency[109]. Regarding reading instruction and assessment, findings revealed that pre-pandemic teaching approaches were more extensive, varied, and teacher-directed. Instruction involved class and group dynamics, allowing for interactive learning experiences[109]. However, during the COVID-19 pandemic, reading instruction became largely self-paced and independent, relying on

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printed modules and limited digital reading resources[109]. Finally, curriculum assessment showed a generally low alignment between the written, assessed, and implemented reading curriculum. This suggests that several learning outcomes outlined in the K-12 curriculum guide were neither adequately delivered nor assessed by teachers[109]. The study underscores the need for improved curriculum implementation and assessment strategies to ensure that all students develop essential reading skills effectively.

The paper explored the implementation of the Universal Basic Education (UBE) programme in Nigeria, focusing on its systemic administration and management in basic schools[110]. Specifically, it examined the roles of UBE at both the federal and state government levels, the intended beneficiaries of the programme, existing implementation challenges, and other unique issues that influence its effectiveness[110]. These challenges, if not properly addressed, may hinder the innovative ideas originally embedded in the UBE programme as outlined in the Basic Education Act of 2004. The study identified key issues such as inadequate funding, poor resource allocation, lack of proper monitoring, and insufficient teacher training as major obstacles to the effective implementation of UBE[110]. Additionally, disparities in educational access across different regions further exacerbate the problem, making it difficult to achieve the programme's objective of providing free, compulsory, and quality basic education for all Nigerian children[110]. Based on these findings, the paper recommended several measures to improve UBE implementation. One major recommendation was the need to obtain accurate statistics on out-of-school children to facilitate a balanced provision of educational resources for their rehabilitation[110]. Furthermore, the study emphasized the importance of revisiting and strengthening UBE teacher capacity-building initiatives[110]. This would involve training teachers not only in subject content but also in the operational aspects of UBE to enhance their effectiveness in delivering quality education. By

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addressing these challenges, the UBE programme can better fulfill its mandate and contribute to the overall development of Nigeria's education sector.

2.3.4.1 The Impact of Curriculum Management Strategies on the Successful Implementation of the UBE in North-West, Nigeria

This study aimed to examine the impact of curriculum management strategies on the successful implementation of the Universal Basic Education (UBE) programme in North-West Nigeria[111]. A total of 712 participants were selected using proportional random sampling from primary and junior secondary schools in the region. The study employed Pearson's product-moment correlation coefficient and linear regression analysis to test the hypotheses[111]. The findings revealed that students' mastery goals, effective classroom instruction, and systematic evaluation played a crucial role in enhancing the implementation of UBE[111]. Specifically, students who were encouraged to set mastery-oriented learning goals demonstrated greater engagement in the learning process. Additionally, well-structured and interactive classroom instruction contributed to improved comprehension and retention of educational content. The study also highlighted the importance of continuous evaluation of both curriculum delivery and students' learning progress to assess their competence before, during, and after instruction[111]. Based on these findings, the study recommended that school managers actively promote mastery goals among students to foster deeper engagement in learning[111]. Furthermore, they should prioritize the development of effective classroom instruction strategies that make learning more interactive and conceptually engaging. Lastly, regular evaluation of curriculum implementation and students' performance should be conducted to ensure that learning objectives are being met and that necessary adjustments are made for improved educational outcomes[111]. The results confirmed that strong curriculum management

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strategies significantly enhance the effectiveness of UBE implementation, ultimately contributing to a more robust basic education system in Nigeria.

2.3.4.2 Research Design used to Examine the Impact of the UBE Policy in School Enrollment of Girl Child in Calabar South Local Government Area of Cross River State, Nigeria

This study adopted an ex-post facto research design to examine the impact of the UBE policy on school enrollment of the girl child in Calabar South Local Government Area of Cross River State, Nigeria[112]. A total of 390 participants contributed data through both qualitative and quantitative methods. The analysis was conducted hypothesis by hypothesis at a 95% confidence level, revealing a significant positive impact of the UBE policy on the enrollment of girls in schools[112]. Nigeria has one of the highest numbers of out-of-school children globally, with girls accounting for 60% of this figure. In response to this crisis and the deteriorating state of public schools, the government of Olusegun Obasanjo introduced the Universal Basic Education (UBE) policy[112]. The policy aims to provide nine years of free and compulsory primary and junior secondary education for children aged 6 to 15, ensuring access to quality education for all. However, despite the progress recorded, challenges remain in the implementation of the policy[112]. One major issue is the illegal collection of school fees by some public schools' administrators, which discourages enrollment and retention, particularly among girls from low-income families[112]. To address this, the study recommends that the government strengthen its supervisory mechanisms in public schools to ensure compliance with the free education policy[112]. Additionally, increased investment in educational infrastructure, teacher training, and community engagement initiatives would further enhance the effectiveness of UBE in promoting equitable access to education for all children, particularly girls.

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2.4 Conceptual Model

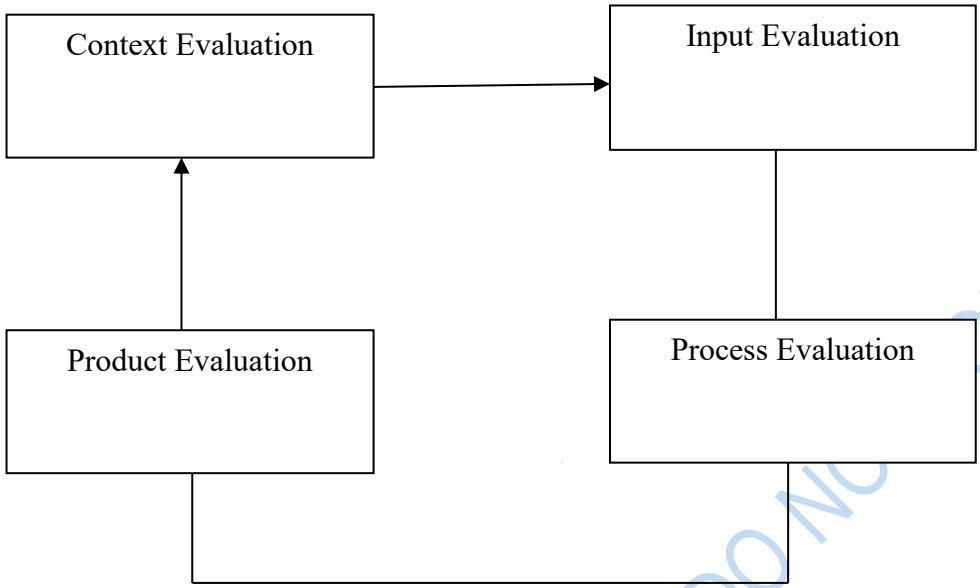


Figure 2.2: Conceptual Model

Source: The Researcher, 2024

2.4.1 Context, Input, Process, Product (CIPP) Model

The Context, Input, Process, Product (CIPP) Model is an evaluation framework designed to guide and assess educational programmes. Developed by Daniel Stufflebeam, the CIPP Model provides a systematic approach to programme evaluation by focusing on four key components: Context, Input, Process, and Product[113]. Each component represents a stage in the evaluation process and helps evaluators understand and improve educational programs. Here's a detailed explanation of each component:

Context: The Context component involves assessing the environmental factors and conditions surrounding the educational program. It seeks to understand the broader context in which the program operates.

Purpose: Identify external factors that may influence the program, such as cultural, social, economic, and political conditions.

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Activities: Collect data on the demographics of the target population, community needs, existing resources, and any relevant policies or regulations.

Outcome: A comprehensive understanding of the external factors that may impact the program's success.

Input: The Input component focuses on the resources allocated to the program, including personnel, materials, facilities, and funding.

Purpose: Assess the adequacy and appropriateness of resources to support the program's goals and objectives.

Activities: Review budgetary allocations, staffing levels, curriculum materials, and other resources to determine their relevance and sufficiency.

Outcome: Insights into whether the program has the necessary resources to function effectively.

Process: The Process component involves evaluating the actual implementation of the educational program, including instructional methods, teaching strategies, and administrative procedures. Purpose: Examine how the program is delivered and identify areas for improvement in the implementation process.

Activities: Observe classroom activities, interview teachers and students, and analyze instructional strategies and assessment methods.

Outcome: Understanding how well the program is executed and identifying areas for enhancement in the teaching and learning process.

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Product: The Product component focuses on evaluating the outcomes and impacts of the educational program. This includes both short-term and long-term effects.

Purpose: Assess the extent to which the program has achieved its intended objectives and the overall impact on the target population.

Activities: Collect and analyze data on student performance, graduation rates, skills acquisition, and any other relevant indicators.

Outcome: A comprehensive understanding of the program's effectiveness and its contribution to the desired outcomes.

The CIPP Model is iterative, allowing for ongoing evaluation and improvement throughout the lifecycle of an educational programme. It provides a structured and holistic framework that can be adapted to various educational contexts, helping stakeholders make informed decisions for program enhancement and development. The model is widely used in education but can also be applied to evaluate programs in other fields.

Application of CIPP Model to the Study

The CIPP (Context, Input, Process, Product) Model offers a robust framework that closely aligns with the objectives outlined for the evaluation of the Universal Basic Education (UBE) program in Ondo State Nigeria. The Context component of the CIPP Model corresponds directly with objectives such as determining the achievement of a strong consciousness for education and evaluating the level of achievement in inculcating national consciousness and unity among Basic School students. This component allows for an examination of the socio-cultural environment and the effectiveness of policies in promoting education and national identity. Also, the Input

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dimension of the model is pertinent for assessing the provision of free, universal basic education and identifying any shortcomings in resource allocation, which directly relates to objectives focusing on the level of provision of education and the catering for learning needs. Similarly, the Process aspect of the CIPP Model enables the evaluation of interventions aimed at reducing dropout rates, catering to interrupted schooling, and ensuring the acquisition of essential skills and values among students. Furthermore, the Product component of the model facilitates the assessment of outcomes, including literacy levels, numeracy, and the acquisition of life skills and values, aligning with objectives related to the achievement of appropriate levels of literacy, numeracy, and life skills among Basic School students. In all, the CIPP Model provides a structured approach to comprehensively evaluate the UBE program in Ondo State Nigeria, addressing each objective systematically and facilitating a thorough analysis of the programs' effectiveness and areas for improvement.

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2.5 Summary of Literature Reviewed

The literature review in this study explores the evaluation of Universal Basic Education (UBE) program in Ondo State, Nigeria. It is structured into three main sections: conceptual review, theoretical review, and review of empirical studies. In the conceptual review, fundamental concepts such as Universal Basic Education (UBE) program are elucidated. Furthermore, the review conceptualizes the necessary concepts such as measurement, assessment, and evaluation to establish a conceptual guidance for the study. Theoretical insights are provided through the examination of Systems Theory, which offers a comprehensive perspective on educational

systems, emphasizing their interconnectedness and interdependence. The empirical studies reviewed shed light on various facets of UBE program, including the achievement of objectives, curriculum implementation, and factors influencing effective implementation. These factors encompass teacher quality and quantity, infrastructural facilities, instructional materials, staff development, allocation of time resources, and community participation. To synthesize these findings, a Conceptual Model, namely the Context, Input, Process, Product (CIPP) Model, is presented. This model underscores the significance of considering the contextual factors, inputs, processes, and outcomes in the evaluation of UBE program and, thereby providing a structured approach for analysis and assessment.

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Chapter Three

Methodology

This chapter contains the methods and techniques that were used in this study. Specifically, presented in this chapter are the research design that was adopted, the population of the study, sample and sampling techniques, instruments for data collection, validity and reliability of the instruments, methods of data collection, and methods of data analysis.

3.1 Research Design

A descriptive survey research design was adopted for this study. This research design entails the process of collecting data from a representative sample of a population to produce a result that can be generalized to the whole population. It is considered appropriate for the study because the research is concerned with the collection of data for the purpose of description and interpretation without any form of variable manipulation.

3.2 Population of the Study

The study's population includes all Senior Secondary School One (SSS1) students, teachers, and principals in public secondary schools across Ondo State, Nigeria. At the time of this report, Ondo State has 308 public senior secondary schools, comprising 31,360 SSS1 students, 2,835, teachers, and 308 principals. SSS1 students have been selected as the primary focus of this study due to their recent transition from Basic Education, which positions them as outcomes of the Universal Basic Education system and suitable respondents for providing the necessary information to meet the study's objectives. Table 3.1 gives more information about the population of the study.

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Table 3.1: Population of the Study

S/N	Local Government Area	Number of Schools.	Number of Students.	Number of Teachers	Number of Principals
1	Akoko NE	16	1350	147	16
2	Akoko NW	20	1257	183	20
3	Akoko SE	8	398	73	8
4	Akoko SW	18	1306	165	18
5	Akure North	11	1062	101	11
6	Akure South	30	8283	287	30
7	Ese Odo	13	1028	119	13
8	Idanre	10	1425	93	10
9	Ifedore	13	885	119	13
10	Ilaje	21	1477	192	21
11	Ile-Oluji/Okeigbo	23	1168	209	23
12	Irele	10	606	91	10
13	Odigbo	18	1663	165	18
14	Okitipupa	23	1601	210	23
15	Ondo East	12	537	109	12
16	Ondo West	32	4346	297	32
17	Ose	12	671	109	12
18	Owo	18	2031	166	18
	Total	308	31360	2835	308

Source[1]

Table 3.1 presents a detailed breakdown of the study's population across various Local Government Areas (LGAs) in Ondo State, Nigeria, highlighting the number of schools, students, teachers, and principals in each LGA. The total number of public senior secondary schools across the 18 LGAs is 308, with Ondo West having the highest number of schools (32), followed by Akure South (30). In contrast, Akoko SE has the fewest schools (8). The total student population in Senior Secondary School One (SSS1) across the LGAs is 31,360. Akure South has the largest student population (8,283), significantly higher than any other LGA, while Akoko SE has the smallest student population (398). This distribution shows a considerable variation in the number of students across different regions. The total number of teachers is 2,835, distributed across the

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LGAs based on the number of schools and students. Ondo West has the highest number of teachers (297), followed by Akure South (287), reflecting their larger student populations and number of schools. Conversely, Akoko SE has the fewest teachers (73), which aligns with its smaller number of students and schools. Each school has one principal, totaling 308 principals, which matches the number of schools. This uniform distribution indicates a consistent management structure, with every school being overseen by a single principal.

3.3 Sample and Sampling Techniques

The multi-stage sampling procedure was used to draw a representative sample of students, teachers, and principals from public senior secondary schools in Ondo State, Nigeria. This method ensures comprehensive and representation sample of the study population. The stages are as follows:

Stage 1: The three (3) Senatorial District were used for the study which include: Ondo North, Ondo South and Ondo Central.

Stage 2: Selection of Local Government Areas: There are eighteen (18) Local Government Areas in the state with (six) Local Government Areas found in each of the three (3) Senatorial district. Random Sampling Technique was used to select three (3) Local Government Areas in each of the three (3) senatorial districts, giving a total of nine (9) Local Government Areas.

Stage 3: Selection of Schools: Using an arbitrary approach, 10% of the total number of schools (192) was ideal for the study. Proportionate Sampling Technique was used to draw the schools from each of the nine (9) Local Government Areas of the state.

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Stage 4: Selection of students', Teachers and Principals'. In selecting the students, teachers and principals for the study, proportionate method of determining sample size was employed also. In doing this, 10% of the population was used; for students 10% of the population (2204); for teachers, 10% of the population (177) while 10% for the principals (20). Proportionate Sampling Method was used to draw the students, teachers and principals from each of the chosen schools in the Nine (9) Local Government Areas of the three (3) Senatorial district in the State.

The sample size for the study therefore comprised (Twenty) 20 Secondary Schools, 2204 students, one hundred and seventy-seven teachers (177) and Twenty (20) principals.

Summary of the sample and Sampling Techniques is presented in table 3.2

Table 3.2 Sample and Sampling Techniques

S/N	LGA	Number of Schools	Selected Schools	Number of Students	Selected Students	Number of Teachers	Selected Teachers	Number of Principals	Selected Principals
1	Akoko NE	16	2	1350	220	147	15	16	2
2	Akoko NW	20	2	1257	220	183	18	20	2
3	Akure South	30	3	8283	331	287	29	30	3
4	Ile-Oluji/Okeigbo	23	2	1168	221	209	20	23	2
5	Odigbo	18	2	1663	220	165	16	18	2
6	Okitipupa	23	2	1601	221	210	21	23	2
7	Ondo East	12	1	537	110	109	11	12	1
8	Ondo West	32	4	4346	441	297	30	32	4
9	Owo	18	2	2031	220	166	17	18	2
	Total	192	20	22036	2204	1773	177	192	20

Source; Field survey, 2024

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3.4 Instruments for Data Collection

The research instruments for data collection in this study comprised of three self-structured questionnaires, namely; Teacher Questionnaire on Evaluation of Universal Basic Education (UBE) programme in Ondo State, Nigeria (TQEUBEP), Student Questionnaire on Evaluation of Universal Basic Education (UBE) programme in Ondo State, Nigeria (SQEUBEP), Principal Questionnaire on Evaluation of Universal Basic Education (UBE) programme in Ondo State, Nigeria (PQEUBEP).

In the demographic section of all the questionnaire (Section A), teachers, students and principals are requested to provide personal information such as gender, age, years of experience, and marital status for teachers and principals, while, students are to provide information regarding their gender and age.

Section B was designed to assess to what extent has the UBE Programme developed in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion in Ondo State.

Section C aimed at determining to what extent does the UBE Programme provides free, universal basic education for every child of school going age in Ondo State.

Section D was constructed to examine to what extent has the UBE Programme reduced drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency) in Ondo State.

Section E aims at investigating to what extent does the UBE Programme cater for the learning needs of young persons, who for one reason or another, have had to interrupt their schooling,

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through appropriate forms of complementary approaches to the provision and promotion of basic education in Ondo State Lastly,

section F was formulated to ascertain to what extent does the UBE Programme ensure the acquisition of appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying solid foundation for life-long learning in Ondo State.

3.5 Validity of the Instruments

The research instruments meant for this study been validated using content and face validity methods in order to make sure that the content of the instruments truly measure what it is supposed or purported to measure[3]. To determine content and face validity of the instruments, the questionnaires designed for teachers and Principals Interview Guide were shown to the researcher's supervisor being an expert in measurement and evaluation. Also, the instruments have been shown to other experts in researcher items generation in the Department of Arts and Social Sciences, Lead City University. These experts have vetted and made their input to the instruments.

3.6 Reliability of the Instruments

The reliability of the instruments was determined using Cronbach's alpha method of reliability for internal consistency. Cronbach's alpha is the degree to which an instrument consistently measures whatever it measures[4]. In order to carry out Cronbach's alpha, the instruments were administered once (usually called a pilot study) to a group of students, teachers and principals in some selected schools in Ekiti State. For both students, teachers and principals' questionnaire, thirty (30) copies were used outside the study coverage, and data gathered were analyzed and the reliability coefficient $\alpha = 0.889$, 0.756 and 0.811 was generated meaning the instrument is reliable.

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3.7 Method of Data Collection

A letter was obtained from the Department of Arts and Social Sciences Education, Lead City University which was shown to the principals of the selected schools to seek permission and approval for administration of the instruments. The instruments were however administered by the researcher and with the help of six trained research assistants. The research assistants were trained for the purpose of the study for a period of four (4) days for quick distribution and retrieval of the instruments

3.8 Method of Data Analysis

After the instruments are retrieved, the questionnaires were coded numerically using their scale values and entered into the Statistical Package for Social Sciences (SPSS) software for data analysis. Analysis of the data was done using descriptive statistics of frequency count, simple percentage, mean and standard deviation. All the research questions were answered using descriptive statistics of frequency count, simple percentage, mean and standard deviation.

3.9 Ethical Approval

To ensure compliance with ethical standards. The researcher obtained a formal letter of research consent from the Head of Department of Arts & Social Science, Faculty of Education, Lead City University, Ibadan. This letter was addressed to the Ondo State Ministry of Education and the Principals of selected secondary schools in Ondo State, Nigeria, and served as official authorization to conduct the study. This process aligned with the ethical guidelines set by Lead City University for research involving human participants

The letter included the researcher's details, outlined the purpose and objectives opf the study, and requested the cooperation of school authorities and students. It emphasized the academic

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nature of the research and sought administrative support for smooth access to participants. In addition to obtaining institutional consent, the researcher informed all students participants about the purposes, procedures and potentials outcomes of the study. The nature of their participation was clearly explained, and informed consent was obtained before any data collection began. participation was entirely voluntary.

The researcher ensured all participants of the confidentiality anonymity of their responses All data collected were treated with strict confidentiality and used solely for academic purposes. Students were also informed that they retained the right to declined participation or withdraw from the study at any time without facing any negative consequences.

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Endnotes

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Chapter Four

Results and Discussion of Findings

4.1 Questionnaire Return Rate

Out of the 177, 2204, and 20 questionnaires distributed to teachers, students, and principals respectively, 170, 1697, and 20 were returned, representing response rates of 96%, 77%, and 100%. After carefully reviewing the returned questionnaires for accuracy and completeness, 162 from teachers, 1587 from students, and 20 from principals were deemed valid and suitable for analysis, resulting in effective response rates of 91.5%, 72%, and 100% respectively.

4.2 Demographic Data Analysis

This section presents demographic information of respondents

Table 4.1: Demographic Data of Teachers

Gender	**Frequency**	**Percent**
Male	92	56.8
Female	70	43.2
Total	**162**	**100.0**
Age Range		
21-30 Years	21	13.0
31-40 Years	68	42.0
41-50 Years	43	26.5
50 Years and Above	30	18.5
Total	**162**	**100.0**
Marital Status		
Single	38	23.5
Married	124	76.5
Total	**162**	**100.0**
Years of Experience		
1-10 Years	17	10.5
11-20 Years	43	26.5
21-30 Years	76	46.9
Above 30 Years	26	16.0
Total	**162**	**100.0**

Source: Researcher's Field Survey, 2025

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The demographic data of the teachers who participated in the study are presented in Table 4.1. A total of 162 teachers responded to the questionnaire, and their demographic characteristics were analyzed based on gender, age range, marital status, and years of teaching experience.

In terms of gender, the data revealed that male teachers were in the majority. Out of the 162 respondents, 92 were male, representing 56.8% of the total sample. Female teachers accounted for 70 respondents, making up 43.2% of the population. This indicates a slightly male-dominated teaching workforce among the respondents, though female representation remains significant.

With regard to age distribution, the highest proportion of teachers fell within the 31–40 years age bracket. A total of 68 teachers, representing 42.0%, belonged to this age group. This was followed by those within the 41–50 years age range, comprising 43 teachers or 26.5% of the total. Teachers aged 50 years and above made up 18.5% (30 teachers), while the youngest group, aged 21–30 years, accounted for only 13.0% (21 teachers). These figures suggest that the teaching population is largely composed of individuals in their middle age, which may imply a matured and experienced workforce.

Marital status data show that a substantial majority of the teachers were married. Specifically, 124 teachers, representing 76.5% of the respondents, reported being married, while the remaining 38 teachers, or 23.5%, were single. This distribution suggests that most of the teachers have family responsibilities, which could potentially influence their level of commitment and motivation in the teaching profession.

Finally, the analysis of teaching experience reveals that most of the teachers are highly experienced. The largest group had 21–30 years of experience, with 76 respondents representing 46.9% of the total. This was followed by 43 teachers (26.5%) with 11–20 years of experience,

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and 26 teachers (16.0%) who had been teaching for more than 30 years. Only 17 teachers, or 10.5%, had between 1 and 10 years of experience. These results indicate that the majority of the respondents have spent over two decades in the teaching profession, reflecting a seasoned and knowledgeable workforce.

In summary, the demographic profile of the teachers shows that most of them are male, married, middle-aged, and possess significant years of teaching experience. These characteristics are important to consider in interpreting the findings of the study, as they may influence teachers' attitudes, job commitment, and professional behaviour.

Table 4.2: Demographic Data of Students

Gender	Frequency	Percent
Male	977	61.6
Female	610	38.4
Total	**1587**	**100.0**
Age Range		
Less than 15 Years	621	39.1
16-20 Years	906	57.1
21-25 Years	60	3.8
Total	**1587**	**100.0**

Source: Researcher's Field Survey, 2025

Table 4.2 presents the demographic data of the student respondents involved in the study. The information provided covers two key demographic variables: gender and age range, with a total sample size of 1,587 students.

In terms of gender distribution, the data show that male students constitute a larger portion of the sample. Specifically, 977 out of the 1,587 students, representing 61.6%, were male, while 610 students, accounting for 38.4%, were female. This indicates a male-dominated student population within the sample, with males outnumbering females by a considerable margin.

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Regarding the age distribution of the students, the majority fall within the 16–20 years age bracket. A total of 906 students, representing 57.1% of the sample, belong to this age group. Students younger than 15 years old comprised 621 respondents, making up 39.1% of the total. Meanwhile, only 60 students, or 3.8%, were within the 21–25 years age range. These figures suggest that most of the students are in their mid to late teenage years, which aligns with the typical age of secondary school students.

In summary, the students' demographic data indicate that the sample is largely composed of male students who are predominantly between 16 and 20 years old. This age group represents the most active stage of adolescence, which may have implications for their learning needs, motivation levels, and responses to various educational strategies explored in the study.

Table 4.3: Demographic Data of Principals

Gender	**Frequency**	**Percent**
Male	12	60.0
Female	8	40.0
Total	**20**	**100.0**
Age Range		
41-50 Years	6	30.0
50 Years and Above	14	70.0
Total	**20**	**100.0**
Marital Status		
Single	-	-
Married	20	100.0
Total	**20**	**100.0**
Years of Experience		
21-30 Years	7	35.0
Above 30 Years	13	65.0
Total	**20**	**100.0**

Source: Researcher's Field Survey, 2025

Table 4.3 presents the demographic characteristics of the principals who participated in the study. A total of 20 principals were involved, and their demographic information is categorized by gender, age range, marital status, and years of experience.

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In terms of gender distribution, the majority of the principals were male. Out of the 20 participants, 12 were male, representing 60.0% of the total, while 8 were female, accounting for 40.0%. This indicates a gender imbalance in favor of males in school leadership positions within the sample, although female representation remains relatively significant. With respect to age distribution, the data reveal that most principals were aged 50 years and above. Specifically, 14 out of 20 principals, representing 70.0%, belonged to this age group, while the remaining 6 principals (30.0%) were within the 41–50 years age bracket. This suggests that school leadership in the sampled population is largely composed of older individuals, likely possessing extensive experience and maturity in administrative roles. Regarding marital status, all the principals in the study were married. This 100.0% representation indicates a uniformly married population among the principals. The absence of single respondents may imply a tendency for leadership positions to be held by individuals with perceived stability or life experience, which may be associated with marital status.

In terms of years of experience, the data show that a substantial majority of the principals had over 30 years of working experience. Specifically, 13 principals (65.0%) had more than 30 years of experience in the education sector, while 7 principals (35.0%) had between 21 and 30 years of experience. This indicates that the leadership cadre in the schools studied is composed of individuals with long-term service in education, which may contribute positively to school management and decision-making processes.

In summary, the demographic profile of the principals indicates that they are predominantly male, married, older than 50 years, and highly experienced in the educational system. These characteristics suggest a leadership group that brings considerable maturity, stability, and professional experience to their roles in school administration.

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4.3 Results and Interpretation

Research Question One: To what extent has the UBE Programme developed in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion in Ondo State?

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Entire Citizenry for Education and a Strong Commitment to its Vigorous Promotion in Ondo State

Teachers' Response

S/n	Item:	VHE	HE	LE	VLE	M	SD
1	More parents now enroll their children in school because they see education as important.	98 (60.5%)	36 (22.2%)	21 (1.3%)	7 (4.3%)	3.39	0.872
2	Students are more interested in learning than before.	98 (60.5%)	36 (22.2%)	6 (0.4%)	22 (13.6%)	3.30	1.051
3	The government and community regularly encourage education.	98 (60.5%)	38 (23.5%)	19 (11.7%)	7 (4.3%)	3.40	0.859
4.	Fewer children are dropping out of school.	98 (60.5%)	36 (22.2%)	12 (0.8%)	16 (9.9%)	3.33	0.984
5.	More organizations support schools and education programs.	98 (60.5%)	36 (22.2%)	7 (4.3%)	21 (13.0%)	3.30	1.040
6	People in the community now talk more about the importance of education.	98 (60.5%)	36 (22.2%)	19 (11.7%)	9 (5.6%)	3.38	0.899
7	Teachers receive more support from parents and the community.	98 (60.5%)	38 (23.5%)	15 (9.3%)	11 (6.8%)	3.38	0.912

Weighted Mean = 3.35 High

Source: Researcher's Field Survey, 2025

KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation

Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

Table 4.4.1 presents teachers' responses on the extent to which the Universal Basic Education Programme has enhanced the educational consciousness and promoted a strong commitment to education among the citizenry in Ondo State. For the first item, "More parents now enroll their children in school because they see education as important," the mean score is 3.39 with a standard deviation of 0.872. This suggests a strong consensus among teachers that parental

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enrollment has increased due to improved perception of education, with relatively low variability in their responses. The second item, "Students are more interested in learning than before," has a mean score of 3.30 and the highest standard deviation of 1.051 among all items. This indicates that while the overall perception is positive, there is greater variability in how teachers experience or observe students' interest in learning, possibly due to differences in school environments or student backgrounds.

For the third item, "The government and community regularly encourage education," a mean of 3.40 is recorded, which is the highest among all items, with a relatively low standard deviation of 0.859. This implies strong agreement among teachers with minimal variation, indicating a widespread perception of consistent government and community support for education. In the fourth item, "Fewer children are dropping out of school," the mean score is 3.33 with a standard deviation of 0.984. This reflects a generally high perception of reduced dropout rates, though the moderate SD suggests some variation in dropout experiences across different schools or communities. The fifth item, "More organizations support schools and education programs," also has a mean of 3.30, with a standard deviation of 1.040. The relatively high SD indicates that while many teachers acknowledge increased organizational support, the extent of such support varies notably across locations.

The sixth item, "People in the community now talk more about the importance of education," shows a mean score of 3.38 and a standard deviation of 0.899, reflecting strong agreement with moderate consistency in responses. Finally, the seventh item, "Teachers receive more support from parents and the community," has a mean score of 3.38 with a standard deviation of 0.912, indicating a high level of perceived support for teachers with relatively consistent responses.

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In summary, the overall weighted mean is 3.35, which indicates that teachers perceive the UBE programme's impact as high which indicates that the UBE programme is seen by teachers as having significantly improved public consciousness and commitment to education in Ondo State. The high mean scores across all items demonstrate this positive impact, while the standard deviations reveal that most responses are consistent, with only a few items (notably Items 2 and 5) showing considerable variability. This suggests that while the programme's effects are broadly felt, some schools or communities may experience its benefits more strongly than others.

Table 4.4.2: Extent to which the UBE Programme has Developed the Consciousness of the Entire Citizenry for Education and a Strong Commitment to its Vigorous Promotion in Ondo State

Students' Response

S/n	Item:	VHE	HE	LE	VLE	M	SD
1	More children in my community now go to school and stay in school.	829 (52.2%)	514 (32.4%)	106 (6.7%)	138 (8.7%)	3.28	0.926
2	My school has enough teachers, classrooms, and learning materials to help me learn better.	856 (53.9%)	413 (26.0%)	155 (9.8%)	163 (10.3%)	3.24	0.996
3	I enjoy coming to school every day because learning is fun and interesting.	1216 (76.6%)	197 (12.4%)	42 (2.6%)	132 (8.3%)	3.57	0.893
4.	My teachers always encourage me to do my best in my studies.	779 (49.1%)	499 (31.4%)	179 (11.3%)	130 (8.2%)	3.21	0.941
5.	People in my community now see education as very important for every child.	652 (41.1%)	567 (35.7%)	165 (10.4%)	203 (12.8%)	3.05	1.012
	Weighted Mean = 3.27 High						

Source: Researcher's Field Survey, 2025

KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation

Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

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Table 4.4.2 presents the responses of students regarding the extent to which the Universal Basic Education (UBE) Programme has helped to develop the consciousness of the entire citizenry for education and fostered a strong commitment to its vigorous promotion in Ondo State. In the first item, "More children in my community now go to school and stay in school," a mean score of 3.28 and a standard deviation of 0.926 were recorded. This suggests a strong and generally consistent belief among students that school enrollment and retention have increased in their communities due to the UBE programme. The second item, "My school has enough teachers, classrooms, and learning materials to help me learn better," has a mean score of 3.24 and a slightly higher standard deviation of 0.996. This indicates that while many students feel their schools are adequately equipped, there is noticeable variation in their experiences—perhaps due to disparities in infrastructure across different schools or locations.

Item three, "I enjoy coming to school every day because learning is fun and interesting," received the highest mean score of 3.57 and a relatively low standard deviation of 0.893. This reflects a very positive and consistent attitude among students toward their learning experience, showing that the UBE programme has likely improved the overall atmosphere and enjoyment of education. For the fourth item, "My teachers always encourage me to do my best in my studies," the mean is 3.21 with a standard deviation of 0.941. Although this indicates a high level of perceived support from teachers, the variation in responses suggests that not all students feel equally encouraged, pointing to a need for more consistent teacher engagement. The fifth item, "People in my community now see education as very important for every child," recorded the lowest mean score of 3.05 with the highest standard deviation of 1.012 among all items. This suggests that although students generally perceive a growing recognition of education's

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importance in their communities, opinions vary widely—perhaps due to differences in socioeconomic or cultural attitudes across communities.

In conclusion, students' responses suggest that the UBE programme has had a positive and substantial impact on promoting educational consciousness and commitment in Ondo State. The high overall weighted mean of 3.27 reflects a strong sense of improvement in enrollment, learning conditions, and student motivation. However, the varying levels of standard deviation across items indicate that the impact is not uniform, highlighting the need for continued efforts to ensure that all students, regardless of their school or community, experience the full benefits of the UBE programme.

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Table 4.4.3: Extent to which the UBE Programme has Developed the Consciousness of the Entire Citizenry for Education and a Strong Commitment to its Vigorous Promotion in Ondo State

Principals' Response

S/n	Item:	VHE	HE	LE	VLE	M	SD
1	More parents now enroll their children in school because they see education as important.	12 (60.0%)	6 (30.0%)	2 (10.0%)	- (-)	3.50	0.688
2	Students are more interested in learning than before.	12 (60.0%)	7 (35.0%)	2 (10.0%)	- (-)	3.55	0.605
3	The government and community regularly encourage education.	12 (60.0%)	5 (25.0%)	3 (15.0%)	- (-)	3.45	0.759
4.	Fewer children are dropping out of school.	13 (65.0%)	2 (10.0%)	3 (15.0%)	2 (10.0%)	3.30	1.081
5.	More organizations support schools and education programs.	8 (40.0%)	4 (20.0%)	5 (25.0%)	3 (15.0%)	2.85	1.137
6	People in the community now talk more about the importance of education.	9 (45.0%)	4 (20.0%)	2 (10.0%)	5 (25.0%)	2.85	1.268
7	Teachers receive more support from parents and the community.	10 (50.0%)	4 (20.0%)	3 (15.0%)	3 (15.0%)	3.05	1.146

Weighted Mean = 3.22 High

Source: Researcher's Field Survey, 2025

KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation

Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

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Table 4.4.3 shows the responses of school principals regarding the extent to which the Universal Basic Education (UBE) Programme has developed public consciousness and strengthened the commitment to education in Ondo State. In the first item, "More parents now enroll their children in school because they see education as important," the mean score is 3.50, with a low standard

deviation of 0.688. This indicates strong agreement among principals and minimal variation in their views, suggesting a uniform recognition of increased parental interest in enrolling children in school. The second item, "Students are more interested in learning than before," has the highest mean score of 3.55 and the lowest standard deviation of 0.605 among all the items. This shows a very strong and consistent perception among principals that student interest in learning has significantly improved under the UBE programme.

For the third item, "The government and community regularly encourage education," the mean score is 3.45 with a standard deviation of 0.759, reflecting generally high agreement and relatively consistent responses across the sampled principals. The fourth item, "Fewer children are dropping out of school," recorded a mean score of 3.30 with a standard deviation of 1.081. While the average response remains high, the higher SD indicates a greater degree of variation, implying that dropout rates may vary considerably between schools or areas. Item five, "More organizations support schools and education programs," scored a mean of 2.85, which is the joint lowest among the items, with a standard deviation of 1.137. This suggests mixed responses, where some principals agree that organizational support has improved, while others do not see significant change, highlighting inconsistency in external support.

The sixth item, "People in the community now talk more about the importance of education," also recorded a mean score of 2.85 with the highest standard deviation of 1.268. This indicates that while some communities are increasingly engaged in education dialogue, others lag behind, suggesting uneven development in educational awareness. Finally, the seventh item, "Teachers receive more support from parents and the community," has a mean score of 3.05 and a standard deviation of 1.146. Although the average perception is positive, the considerable variability suggests that teacher support differs significantly depending on the local context.

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In summary, principals generally agree that the UBE programme has made a positive impact in promoting educational awareness and commitment in Ondo State, as indicated by the overall high mean of 3.22. However, the variation in standard deviations, especially in items related to community and organizational support, suggests that the benefits of the programme are not uniformly experienced across all schools and communities. There remains a need for targeted efforts to ensure more consistent community engagement and institutional support throughout the state.

Table 4.4.4: Extent to which the UBE Programme has Developed the Consciousness of the Entire Citizenry for Education and a Strong Commitment to its Vigorous Promotion in Ondo State (Teachers, Students and Principals Responses)

S/n	Item:	VHE	HE	LE	VLE	Mean
1	Teachers' Responses	98 (60.5%)	36 (22.2%)	15 (9.2%)	13 (8.0%)	3.35
2	Students' Responses	866 (54.6%)	438 (27.6%)	129 (8.1%)	154 (9.6%)	3.27
3	Principals' Responses	10 (50.0%)	5 (25.0%)	3 (15.0%)	2 (10.0%)	3.22
	Overall Weighted Mean = 3.28 High					

Source: Researcher's Field Survey, 2025
KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation
Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

The data presented in Table 4.4.4 evaluates the extent to which the Universal Basic Education (UBE) Programme has developed the consciousness of the citizenry for education and promoted a

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strong commitment to its advancement in Ondo State, as perceived by teachers, students, and principals.

Beginning with the teachers' responses, a significant proportion of the teachers—98 out of the total respondents, representing 60.5%—indicated that the UBE programme has developed educational consciousness to a very high extent. An additional 22.2% (36 teachers) rated it as high, while only 9.2% and 8.0% perceived the impact as low and very low respectively. The mean score for teachers stood at 3.35, which reflects a high extent of agreement that the UBE initiative has significantly influenced the commitment and awareness towards education among the populace.

Similarly, the responses from students echoed a strong perception of the UBE programme's effectiveness. Out of the total student respondents, 866 (54.6%) rated the extent of impact as very high, while 438 students (27.6%) considered it high. A smaller proportion, 8.1% and 9.6%, reported low and very low extents respectively. The mean score of 3.27 for students further supports the view that the UBE programme has positively shaped the educational consciousness and commitment of the student population in the state.

Principals also expressed a generally positive view of the programme's impact. Half of the principal respondents (50.0%) believed that the UBE initiative had influenced educational consciousness to a very high extent, with an additional 25.0% indicating a high extent. However, 15.0% and 10.0% rated it as low and very low respectively. The mean score of 3.22 among principals similarly suggests a high level of agreement that the UBE programme has contributed meaningfully to raising awareness and promoting education.

In summary, the overall weighted mean of 3.28 across all respondent groups: teachers, students, and principals falls within the high range, indicating a consensus that the UBE programme has

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effectively developed the consciousness of the citizenry for education and fostered a strong commitment to its vigorous promotion in Ondo State. This underscores the programme's positive influence on stakeholders' attitudes toward education in the region.

Research Question Two: To what extent has the UBE Programme provided free, universal basic education for every child of school going age in Ondo State?

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Table 4.5.1: Extent to which the UBE Programme has Provided Free, Universal Basic Education for Every Child of School in-school adolescents in Ondo State
Teachers' Response

S/n	Item:	VHE	HE	LE	VLE	M	SD
1	All children of school-going age have access to free education.	98 (60.5%)	36 (22.2%)	9 (5.6%)	19 (11.7%)	3.31	1.018
2	Students receive free textbooks and other learning materials.	98 (60.5%)	36 (22.2%)	7 (4.3%)	21 (13.0%)	3.30	1.040
3	There are no hidden charges or school fees for students.	98 (60.5%)	36 (22.2%)	22 (13.6%)	6 (3.7%)	3.40	0.859
4.	There are enough schools to accommodate all children.	83 (51.2%)	62 (38.3%)	10 (6.2%)	7 (4.3%)	3.36	0.786
5.	School feeding or other support programs help students stay in school.	83 (51.2%)	15 (9.3%)	50 (30.9%)	14 (8.6%)	3.03	1.083
6	Children with disabilities have access to education and support.	83 (51.2%)	62 (38.3%)	10 (6.2%)	7 (4.3%)	3.36	0.786
7	Dropout rates have reduced because of free education.	83 (51.2%)	26 (16.0%)	45 (27.8%)	8 (4.9%)	3.14	0.988

Weighted Mean = 3.27 High

Source: Researcher's Field Survey, 2025

KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation

Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

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Table 4.5.1 presents the responses of teachers regarding the extent to which the Universal Basic Education (UBE) Programme has succeeded in providing free and universal basic education for every child of school-going age in Ondo State. The first item, "All children of school-going age have access to free education," received a mean score of 3.31 and a standard deviation of 1.018.

This suggests that most teachers agree that children have access to free education, though the relatively high standard deviation indicates some variation in responses, possibly reflecting disparities across different schools or regions. The second item, "Students receive free textbooks and other learning materials," also had a high mean score of 3.30 and a standard deviation of 1.040. This implies that a majority of teachers affirm the provision of free learning materials, although the responses vary, likely due to inconsistencies in material distribution.

In the third item, "There are no hidden charges or school fees for students," teachers recorded a mean score of 3.40, the highest among the items, and a relatively low standard deviation of 0.859. This indicates strong agreement with minimal variation, suggesting that hidden charges are largely absent in most schools. Item four, "There are enough schools to accommodate all children," had a mean score of 3.36 with a standard deviation of 0.786, pointing to a strong consensus that school infrastructure is generally sufficient to meet demand. In contrast, item five, "School feeding or other support programs help students stay in school," had the lowest mean score of 3.03 and a high standard deviation of 1.083. This implies that the effectiveness or presence of support programs like school feeding varies significantly among different schools, with some teachers perceiving little or no such assistance.

The sixth item, "Children with disabilities have access to education and support," recorded a mean of 3.36 and a standard deviation of 0.786. This indicates high agreement among teachers that the UBE programme is inclusive, with a relatively uniform perception across schools. Finally, item seven, "Dropout rates have reduced because of free education," received a mean score of 3.14 and a standard deviation of 0.988. This suggests that while teachers generally agree that dropout rates have declined, the varied responses reflect that the impact is not uniformly felt. In summary, the teachers' responses demonstrate a general consensus that the UBE programme has effectively

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promoted free and universal access to basic education in Ondo State. The high overall mean of 3.27 supports this positive assessment. However, the variation in standard deviations—especially in items related to school feeding and dropout rates—indicates that while the programme has broadly succeeded, its implementation and effectiveness are not evenly distributed across all schools and communities.

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Table 4.5.2: Extent to which the UBE Programme has Provided Free, Universal Basic Education for Every Child of School Going Age in Ondo State
Students' Response

S/n	Item:	VHE	HE	LE	VLE	M	SD
1	I do not have to pay school fees to attend my school.	900 (56.7%)	334 (21.0%)	209 (13.2%)	144 (9.1%)	3.25	0.999
2	I receive free textbooks and learning materials in my school.	1081 (68.1%)	163 (10.3%)	135 (8.5%)	208 (13.1%)	3.33	1.086
3	All children in my community can attend school without paying fees.	791 (49.8%)	331 (20.9%)	233 (14.7%)	232 (14.6%)	3.06	1.108
4.	My school allows every child to learn, no matter their background.	857 (54.0%)	253 (15.9%)	186 (11.7%)	291 (18.3%)	3.06	1.178
5.	There are enough teachers in my school to teach all subjects	781 (49.2%)	317 (20.0%)	246 (15.5%)	243 (15.3%)	3.03	1.122

Weighted Mean = 3.15 High

Source: Researcher's Field Survey, 2025
KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation
Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

Table 4.5.2 presents students' responses regarding the extent to which the Universal Basic Education (UBE) Programme has provided free and universal basic education for every child of school-going age in Ondo State. For the first item, "I do not have to pay school fees to attend my school," a mean score of 3.25 was recorded, with a standard deviation of 0.999. This indicates that most students affirm that they do not pay school fees, although the standard deviation reflects some variation, possibly due to occasional unofficial levies or discrepancies in policy implementation across schools. In the second item, "I receive free textbooks and learning materials in my school," the mean score of 3.33 was the highest among the items, accompanied by a relatively high standard

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deviation of 1.086. This suggests that many students have access to free learning resources, but the noticeable variation implies that this provision is not uniform across all schools or regions.

The third item, “All children in my community can attend school without paying fees,” had a mean of 3.06 and a standard deviation of 1.108. This reflects moderate agreement with some level of inconsistency in students' experiences, potentially influenced by socio-economic disparities or community-level challenges in policy enforcement. Item four, “My school allows every child to learn, no matter their background,” also had a mean score of 3.06, with the highest standard deviation in the table at 1.178. This indicates that while many students feel that their school is inclusive, there are significant variations, which may stem from differing school cultures, teacher attitudes, or structural inequalities. The fifth item, “There are enough teachers in my school to teach all subjects,” received the lowest mean score of 3.03 and a high standard deviation of 1.122. This implies a relatively lower level of agreement and a wide range of experiences, suggesting that teacher availability is an issue in some schools, impacting the consistent delivery of the curriculum.

In conclusion, the student responses reflect a generally positive assessment of the UBE programme in ensuring access to free basic education, as shown by the weighted mean of 3.15. However, the consistently high standard deviations across all items point to significant variations in students’ experiences, especially in areas such as inclusiveness, availability of teachers, and provision of free materials. These disparities highlight the need for more equitable implementation and resource allocation to ensure the full realization of the UBE goals in all communities.

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Table 4.5.3: Extent to which the UBE Programme has Provided Free, Universal Basic Education for Every Child of School Going Age in Ondo State
Principals' Response

S/n	Item:	VHE	HE	LE	VLE	M	SD
1	All children of school-going age have access to free education.	11 (55.0%)	2 (10.0%)	5 (25.0%)	3 (15.0%)	3.05	1.191
2	Students receive free textbooks and other learning materials.	11 (55.0%)	3 (15.0%)	3 (15.0%)	3 (15.0%)	3.10	1.165
3	There are no hidden charges or school fees for students.	9 (45.0%)	4 (20.0%)	3 (15.0%)	4 (20.0%)	2.90	1.210
4.	There are enough schools to accommodate all children.	11 (55.0%)	3 (15.0%)	3 (15.0%)	3 (15.0%)	3.10	1.165
5.	School feeding or other support programs help students stay in school.	11 (55.0%)	3 (15.0%)	4 (20.0%)	2 (10.0%)	3.15	1.089
6	Children with disabilities have access to education and support.	11 (55.0%)	3 (15.0%)	3 (15.0%)	3 (15.0%)	3.10	1.165
7	Dropout rates have reduced because of free education.	12 (60.0%)	3 (15.0%)	2 (10.0%)	3 (15.0%)	3.20	1.152

Weighted Mean = 3.09 High

Source: Researcher's Field Survey, 2025

KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation

Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

Table 4.5.3 shows principals' responses on the extent to which the Universal Basic Education (UBE) Programme has provided free, universal basic education for every child of school-going age in Ondo State. For the first item, "All children of school-going age have access to free education," the mean score of 3.05 with a relatively high standard deviation of 1.191 suggests that, while many principals agree that children have access to free education, there is considerable

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variation in their perceptions—likely due to differences in school location, capacity, or community engagement. The second item, “Students receive free textbooks and other learning materials,” scored 3.10 with a standard deviation of 1.165. This reflects a high level of agreement, but again, with notable variability, indicating that access to free materials is not uniform across all schools.

The third item, “There are no hidden charges or school fees for students,” recorded a slightly lower mean of 2.90 and the highest standard deviation in the table at 1.210. This implies greater disagreement among principals and a wider disparity in school experiences—suggesting that in some areas, unofficial fees or contributions may still exist, contradicting the goal of "free" education. For the fourth item, “There are enough schools to accommodate all children,” the mean score is 3.10, with a standard deviation of 1.165, showing general agreement but with variability in adequacy of school infrastructure to handle enrollment levels. The fifth item, “School feeding or other support programs help students stay in school,” had a mean of 3.15 and the lowest standard deviation among the items (1.089), suggesting stronger consensus among principals on the positive impact of these support initiatives. Item six, “Children with disabilities have access to education and support,” had a mean score of 3.10 and standard deviation of 1.165, showing that while many agree on inclusiveness, there are still concerns regarding the consistency of support provided to learners with disabilities.

The final item, “Dropout rates have reduced because of free education,” received the highest mean score of 3.20, with a relatively moderate standard deviation of 1.152. This reflects a positive perception of the programme’s impact on reducing dropout rates, though some inconsistencies still exist. In summary, the principals’ responses indicate a generally high level of agreement with a weighted mean score of 3.09 which indicates that the UBE programme has positively contributed to access to free, basic education. These findings highlight the need for more consistent and

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equitable implementation, particularly in addressing hidden fees, resource availability, and inclusive education practices.

Table 4.5.4: Extent to which the UBE Programme has Provided Free, Universal Basic Education for Every Child of School Going Age in Ondo State (Teachers, Students and Principals Responses)

S/n	Item:	VHE	HE	LE	VLE	Mean
1	Teachers' Responses	89 (54.9%)	39 (24.1%)	22 (13.6%)	12 (7.4%)	3.27
2	Students' Responses	882 (55.6%)	280 (17.6%)	202 (12.7%)	224 (14.1%)	3.15
3	Principals' Responses	11 (55.0%)	3 (15.0%)	3 (15.0%)	3 (15.0%)	3.09
	Overall Weighted Mean = 3.17 High					

Source: Researcher's Field Survey, 2025
KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation
Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

Table 4.5.4 presents the analysis of responses from teachers, students, and principals regarding the extent to which the Universal Basic Education (UBE) Programme has provided free, universal basic education for every child of school-going age in Ondo State.

From the responses of teachers, it is evident that a majority—89 teachers, representing 54.9%—believe that the UBE programme has provided free and universal basic education to a very high extent. An additional 24.1% rated the impact as high, while 13.6% and 7.4% rated it as low and very low respectively. The mean score of 3.27 among teachers suggests a strong consensus that the programme has made notable strides in fulfilling its objective of making basic education free and accessible to all children within the appropriate age group.

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Student responses similarly reflect a largely positive perception. A total of 882 students (55.6%) rated the extent as very high, while 17.6% rated it high. However, 12.7% of the students perceived the impact as low, and 14.1% rated it very low. Despite these slightly more varied responses, the mean score of 3.15 still falls within the high category, suggesting that most students agree the UBE programme has positively impacted the availability of free and universal education.

Principals' responses also indicate a favorable view, with 55.0% of them rating the extent as very high and 15.0% as high. However, a combined 30.0% of principals rated the impact as either low (15.0%) or very low (15.0%). This reflects a more cautious optimism among school administrators. Nevertheless, the mean score of 3.09 remains within the high category, indicating that, on average, principals acknowledge the programme's role in expanding access to basic education.

In conclusion, the overall weighted mean score of 3.17 suggests that the UBE programme is perceived by all three groups—teachers, students, and principals—as having been effective in providing free and universal basic education for children of school-going age in Ondo State. While some variations exist in the level of agreement among the groups, the general consensus points to a positive impact of the UBE programme in achieving its fundamental goals.

Research Question Three: To what extent has the UBE Programme reduced drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency) in Ondo State?

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Table 4.6.1: Extent to which the UBE Programme has Reduced Drastically the Incidence of Drop-Out from the Formal School System (Through Improved Relevance, Quality and Efficiency) in Ondo State
Teachers' Response

S/n	Item:	VHE	HE	LE	VLE	M	SD
1	Fewer students drop out of school now.	83 (51.2%)	48 (29.6%)	14 (8.6%)	17 (10.5%)	3.22	0.989
2	More children complete primary and junior secondary school.	83 (51.2%)	62 (38.3%)	10 (6.2%)	7 (4.3%)	3.36	0.786
3	Teaching has improved and keeps students interested.	83 (51.2%)	57 (35.2%)	15 (9.3%)	7 (4.3%)	3.33	0.819
4.	Vocational skills help students stay in school.	83 (51.2%)	10 (6.2%)	62 (38.3%)	7 (4.3%)	3.04	1.036
5.	School buildings and learning materials have improved.	83 (51.2%)	57 (35.2%)	22 (13.6%)	- (-)	3.38	0.714
6	Free education and support (meals, uniforms, books) help students stay in school.	83 (51.2%)	21 (13.0%)	51 (31.5%)	7 (4.3%)	3.11	0.997
7	Teachers use better ways to make learning useful.	77 (47.5%)	46 (28.4%)	36 (22.2%)	3 (1.9%)	3.22	0.854

Weighted Mean = 3.24 High

Source: Researcher's Field Survey, 2025

KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation

Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

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Table 4.6.1 presents the responses of teachers regarding the extent to which the Universal Basic Education (UBE) Programme has contributed to reducing the incidence of school drop-out in Ondo State. The analysis is based on factors such as improved relevance, quality, and efficiency of the education system. Teachers reported that fewer students are dropping out of school, with a mean

score of 3.22 and a standard deviation of 0.989. This suggests a strong perception among respondents that the programme has positively influenced school retention. Similarly, the belief that more children are now completing primary and junior secondary school received a high mean score of 3.36, with a lower standard deviation of 0.786. This reflects a widely shared and consistent view that the UBE Programme is effective in supporting students to progress through their educational journey. The data also show that improvements in teaching quality have helped to keep students interested in school. This item received a mean score of 3.33, indicating a high level of agreement among teachers, while the standard deviation of 0.819 suggests moderate uniformity in their responses.

Furthermore, the provision of vocational skills, which can play a key role in sustaining students' interest, was rated with a lower mean score of 3.04 and a standard deviation of 1.036. This reveals a mixed perception, possibly due to variations in the implementation or availability of vocational programmes across different schools. Another important aspect noted by teachers is the improvement in school infrastructure and learning materials. This item had the highest mean score of 3.38 and the lowest standard deviation of 0.714, indicating a strong consensus that the physical learning environment has significantly improved, thereby supporting student engagement and reducing dropouts. Teachers also acknowledged that the provision of free education and other forms of support, such as school meals, uniforms, and books, has helped keep students in school. This was reflected in a mean score of 3.11 and a standard deviation of 0.997, suggesting a generally positive view, though with some variability in responses.

Finally, the use of improved teaching methods to make learning more relevant and engaging was rated with a mean score of 3.22 and a standard deviation of 0.854, further affirming the role of quality instruction in preventing student dropout. In summary, the overall weighted mean score of

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3.24 indicates that teachers generally believe the UBE Programme has made significant contributions in this area to a high extent. This has been achieved through enhanced teaching practices, improved school infrastructure, increased availability of support services, and the promotion of relevant learning experiences. While the overall perception is favorable, there remains a need for more consistent implementation of vocational training and support programmes across all schools.

Table 4.6.2: Extent to which the UBE Programme has Reduced Drastically the Incidence of Drop-Out from the Formal School System (Through Improved Relevance, Quality and Efficiency) in Ondo State
Students' Response

S/n	Item:	VHE	HE	LE	VLE	M	SD
1	Most of my classmates continue their education without dropping out.	561 (35.3%)	511 (32.2%)	227 (14.3%)	288 (18.1%)	2.85	1.095
2	My school subjects are interesting and useful for my future.	1055 (66.5%)	120 (7.6%)	179 (11.3%)	233 (14.7%)	3.26	1.140
3	Teachers explain lessons well, and I understand what is being taught.	722 (45.5%)	444 (28.0%)	240 (15.1%)	181 (11.4%)	3.08	1.028
4.	My school provides enough learning materials to help me stay in school	523 (33.0%)	566 (35.7%)	198 (12.5%)	300 (18.9%)	2.83	1.087
5.	My parents and teachers encourage me to complete my education	833 (52.5%)	286 (18.0%)	193 (12.2%)	275 (17.3%)	3.06	1.156

Weighted Mean = 3.02 High

Source: Researcher's Field Survey, 2025
KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation
Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

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Table 4.6.2 presents students' responses regarding the extent to which the Universal Basic Education (UBE) Programme has reduced school drop-out rates in Ondo State through enhanced relevance, quality, and efficiency in education. The first item, which states that most classmates continue their education without dropping out, had a mean score of 2.85 and a standard deviation of 1.095. This indicates a moderate agreement among students, with a relatively wide spread of opinions. While a significant portion of the students affirm this statement, a notable minority expressed disagreement, hinting at lingering dropout issues within some areas or schools. In terms of curriculum relevance, the statement that school subjects are interesting and useful for the future received one of the highest ratings, with a mean score of 3.26 and a standard deviation of 1.140. This indicates that many students find their academic work engaging and applicable, which can significantly reduce the likelihood of dropout by boosting motivation and perceived value in education.

Students also largely agreed that their teachers explain lessons well and help them understand the material being taught, which was reflected in a mean score of 3.08. This shows that the quality of teaching is viewed positively and contributes to student retention. However, the standard deviation of 1.028 implies some variation in responses, suggesting that this positive experience may not be uniform across all schools. The availability of learning materials received a mean score of 2.83, one of the lower scores in the table. This suggests that while some students benefit from adequate resources, others face limitations that could affect their learning experience and contribute to school disengagement. A standard deviation of 1.087 also supports the view of uneven access to learning materials.

Encouragement from parents and teachers to complete education received a relatively high mean score of 3.06, showing that support from both home and school environments plays a significant

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role in students' decisions to remain in school. However, the wide standard deviation of 1.156 indicates that not all students feel equally supported. In summary, students in Ondo State generally perceive the UBE Programme as having a positive effect on reducing school dropout through improvements in teaching quality, curriculum relevance, and support from parents and teachers. The overall weighted mean score of 3.02 suggests that students generally perceive the UBE Programme as having a high and positive impact on keeping them in school, although this perception is somewhat less enthusiastic compared to teachers' responses.

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Table 4.6.3: Extent to which the UBE Programme has Reduced Drastically the Incidence of Drop-Out from the Formal School System (Through Improved Relevance, Quality and Efficiency) in Ondo State
Principals' Response

S/n	Item:	VHE	HE	LE	VLE	M	SD
1	Fewer students drop out of school now.	12 (60.0%)	6 (30.0%)	2 (10.0%)	- (-)	3.50	0.688
2	More children complete primary and junior secondary school.	12 (60.0%)	8 (40.0%)	- (-)	- (-)	3.60	0.503
3	Teaching has improved and keeps students interested.	12 (60.0%)	- (-)	3 (15.0%)	5 (25.0%)	2.95	1.356
4.	Vocational skills help students stay in school.	10 (50.0%)	2 (10.0%)	4 (20.0%)	4 (20.0%)	2.90	1.252
5.	School buildings and learning materials have improved.	9 (45.0%)	4 (20.0%)	4 (20.0%)	3 (15.0%)	2.95	1.146
6	Free education and support (meals, uniforms, books) help students stay in school.	11 (55.0%)	3 (15.0%)	3 (15.0%)	3 (15.0%)	3.10	1.165
7	Teachers use better ways to make learning useful.	12 (60.0%)	2 (10.0%)	3 (15.0%)	3 (15.0%)	3.15	1.182

Weighted Mean = 3.16 High

Source: Researcher's Field Survey, 2025
KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation
Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

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Table 4.6.3 highlights the principals' perspectives on the extent to which the Universal Basic Education (UBE) Programme has effectively reduced the incidence of school dropout in Ondo State, focusing on improvements in relevance, quality, and efficiency. The first item, which states

that fewer students are dropping out of school, received a high mean score of 3.50 and a relatively low standard deviation of 0.688. This indicates strong agreement among principals and low variability in their responses, signifying a widely shared perception that dropout rates have indeed declined since the implementation of the UBE Programme. The second item, which claims that more children now complete primary and junior secondary school, received the highest mean score of 3.60 and an even lower standard deviation of 0.503. This reflects a near-consensus among principals that the programme has positively influenced school completion rates. The absence of any responses in the low or very low categories reinforces the consistency and strength of this view.

However, when it comes to teaching quality and student interest, the mean score drops to 2.95, with a high standard deviation of 1.356. This reveals mixed responses among principals. While some acknowledge improvements in teaching that keep students engaged, others may have observed areas where teaching methods still fall short of expectations. A similar pattern is seen with the item on vocational skills, which scored a mean of 2.90. Though some principals believe vocational training has helped retain students, others are less convinced. The standard deviation of 1.252 reflects this divergence in opinion, suggesting that the implementation and impact of vocational education may not be uniform across schools. The perception of improvement in school buildings and learning materials also received a moderate mean score of 2.95. This implies that while some schools have seen infrastructural upgrades and better learning resources, these developments may not be widespread or consistently adequate.

Regarding the provision of free education and additional support such as meals, uniforms, and books, the principals rated this item with a mean of 3.10. This score indicates a generally positive view, though the spread of responses (SD = 1.165) suggests some variability in how extensively

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such support is delivered across schools. Finally, the item on teachers using better methods to make learning more useful scored a mean of 3.15, reflecting fairly strong agreement that pedagogical practices have improved. Nonetheless, a standard deviation of 1.182 indicates that these improvements are not evenly experienced. In summary, the weighted mean of 3.16 suggests a generally high level of agreement among principals that the UBE Programme has had a significant and positive impact in this regard. Principals generally agree that the UBE Programme has been effective in reducing school dropout through various strategies, particularly by increasing school completion rates and offering free education. However, their responses also highlight disparities in vocational training effectiveness, infrastructure improvement, and teaching quality across schools, suggesting areas that still require targeted attention and enhancement for the programme to achieve its full potential.

Table 4.6.4: Extent to which the UBE Programme has Reduced Drastically the Incidence of Drop-Out from the Formal School System (Through Improved Relevance, Quality and Efficiency) in Ondo State (Teachers, Students and Principals Responses)

S/n	Item:	VHE	HE	LE	VLE	Mean
1	Teachers' Responses	82 (50.6%)	43 (26.5%)	30 (18.5%)	7 (4.4%)	3.24
2	Students' Responses	739 (46.6%)	385 (24.3%)	207 (13.0%)	255 (16.1%)	3.02
3	Principals' Responses	11 (55.0%)	4 (20.0%)	3 (15.0%)	2 (10.0%)	3.16
	Overall Weighted Mean = 3.14 High					

Source: Researcher's Field Survey, 2025

KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation

Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

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Table 4.6.4 presents data on the extent to which the Universal Basic Education (UBE) Programme has drastically reduced the incidence of school dropouts from the formal school system in Ondo State. This reduction is attributed to improvements in the relevance, quality, and efficiency of basic education.

Among teachers, 82 respondents (50.6%) agreed to a very high extent that the UBE programme has helped reduce drop-out rates. An additional 26.5% indicated a high extent, while 18.5% and 4.4% chose low and very low extent, respectively. The mean score of 3.24 demonstrates that the majority of teachers believe the UBE initiative has played a substantial role in keeping students in school, likely due to the improved relevance and quality of education provided.

Student responses follow a similar trend, though slightly less optimistic. Of the student respondents, 739 (46.6%) reported a very high extent, and 385 (24.3%) reported a high extent to which the UBE programme has reduced dropouts. However, 13.0% and 16.1% perceived the impact to be low and very low, respectively. Despite the somewhat broader distribution of responses, the mean score of 3.02 still falls within the high category, indicating that a significant number of students acknowledge the positive influence of the UBE programme on retention rates.

Principals showed the most positive perception among the three groups. A majority—55.0%—rated the impact of the UBE programme as very high, while 20.0% rated it high. Only 15.0% and 10.0% of the principals viewed the impact as low and very low, respectively. With a mean score of 3.16, principals generally agree that the programme has helped reduce the dropout rate, likely due to enhanced efficiency and quality of schooling under the UBE framework.

In summary, the overall weighted mean of 3.14 suggests that the UBE programme is perceived to have been effective in reducing the dropout rate from the formal school system in Ondo State. This

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perceived effectiveness is attributed to improvements in the relevance, quality, and efficiency of education. While there are slight differences in the degree of agreement across stakeholder groups, the general consensus is that the UBE programme has made meaningful contributions toward student retention in the state's educational system.

Research Question Four: To what extent has the UBE Programme catered for the learning needs of young persons, who for one reason or another, have had to interrupt their schooling, through appropriate forms of complimentary approaches to the provision and promotion of basic education in Ondo State?

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Table 4.7.1: Extent to which the UBE Programme has Catered for the Learning Needs of Young Persons, Who for One Reason or Another, have had to Interrupt their Schooling, through Appropriate Forms of Complementary Approaches to the Provision and Promotion of Basic Education in Ondo State

Teachers' Response

S/n	Item:	VHE	HE	LE	VLE	M	SD
1	There are special programs for young people who stopped school to continue their education.	77 (47.5%)	51 (31.5%)	12 (7.4%)	22 (13.6%)	3.13	1.040
2	Free education helps those who left school to return.	78 (48.1%)	46 (28.4%)	19 (11.7%)	19 (11.7%)	3.13	1.028
3	Vocational and skill-based training is available for dropouts.	85 (52.5%)	36 (22.2%)	25 (15.4%)	16 (9.9%)	3.17	1.025
4.	Adult and non-formal education centers support those who missed school.	81 (50.0%)	39 (24.1%)	12 (7.4%)	30 (18.5%)	3.06	1.149
5.	Evening or weekend classes help students who cannot attend regular school.	80 (49.4%)	43 (26.5%)	23 (14.2%)	16 (9.9%)	3.15	1.007
6	Learning materials and resources are available for returning students.	88 (54.3%)	19 (11.7%)	46 (28.4%)	9 (5.6%)	3.15	1.017
7	Teachers provide extra support for students rejoining school.	84 (51.9%)	24 (14.8%)	36 (22.2%)	18 (11.1%)	3.07	1.090

Weighted Mean = 3.12 High

Source: Researcher's Field Survey, 2025

KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation

Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

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Table 4.7.1 presents the teachers' responses regarding the extent to which the Universal Basic Education (UBE) Programme has addressed the learning needs of young people in Ondo State who have had to interrupt their schooling. The first item, which addresses the availability of special

programs for students who have stopped attending school, received a mean score of 3.13, with a standard deviation of 1.040. This suggests that nearly half of the teachers (47.5%) strongly agree that such programs exist. However, the relatively high proportion of responses in the low and very low categories (13.6%) indicates that some teachers feel these programs may not be sufficiently widespread or effective. The second item, focusing on whether free education helps those who left school to return, also received a mean score of 3.13, with a standard deviation of 1.028. This further reinforces the idea that teachers generally see the free education policy as aiding students who have dropped out. However, similar to the first item, there is a significant number of responses in the low categories, implying that while free education may assist some, it does not necessarily reach all potential returnees effectively.

The third item, related to the availability of vocational and skill-based training for dropouts, had the highest mean score of 3.17, with a standard deviation of 1.025. This suggests that teachers acknowledge the positive role of vocational training in re-engaging students. The relatively low standard deviation reflects a stronger consensus among teachers that vocational programs have a tangible impact. The fourth item, which addresses adult and non-formal education centers supporting those who missed school, received a mean score of 3.06, with a standard deviation of 1.149. Although a majority of teachers agree that these centers provide support, the higher standard deviation suggests that there is some variability in how these centers are perceived across different schools and locations. For evening or weekend classes, which are designed to help students who cannot attend regular school, the mean score was 3.15, with a standard deviation of 1.007. This indicates that a significant number of teachers recognize these flexible learning options as beneficial, though there remains a portion of teachers who do not perceive them as helpful enough for all students in need.

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The sixth item regarding the availability of learning materials and resources for returning students also scored a mean of 3.15, with a standard deviation of 1.017. This suggests that teachers generally feel that adequate resources are provided to returning students, though there is some variation in this perception. Finally, the item about teachers providing extra support for students rejoining school received a mean score of 3.07, with a standard deviation of 1.090. While the majority of teachers agree that extra support is available, the relatively high standard deviation indicates that there may be inconsistencies in how this support is provided across different schools.

In conclusion, the weighted mean of 3.12 indicates that teachers perceive the programme as having a positive impact on providing complementary approaches for those who need to return to education, but there is room for improvement while the UBE Programme is seen to have positively impacted the ability of out-of-school youth to return to education through various complementary approaches, there are inconsistencies in the extent and effectiveness of these initiatives. Teachers' responses suggest that while programs exist, their reach, accessibility, and the quality of support can vary, pointing to areas that may require further development to ensure greater inclusivity and effectiveness.

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Table 4.7.2: Extent to which the UBE Programme has Catered for the Learning Needs of Young Persons, Who for One Reason or Another, have had to Interrupt their Schooling, through Appropriate Forms of Complementary Approaches to the Provision and Promotion of Basic Education in Ondo State

Students' Response

S/n	Item:	VHE	HE	LE	VLE	M	SD
1	There are special programs that help students who stopped schooling to return and continue learning.	558 (35.2%)	457 (28.8%)	296 (18.7%)	276 (17.4%)	2.82	1.096
2	I know young people in my community who have returned to school after dropping out.	486 (30.6%)	440 (27.7%)	336 (21.2%)	325 (20.5%)	2.68	1.113
3	There are free or flexible learning opportunities for students who could not finish school on time.	822 (51.8%)	219 (13.8%)	253 (15.9%)	293 (18.5%)	2.99	1.190
4.	Teachers and school officials encourage students who left school to come back and complete their education.	517 (32.6%)	402 (25.3%)	411 (25.9%)	257 (16.2%)	2.74	1.080
5.	I feel that every child, no matter their situation, has a chance to get an education	504 (31.8%)	639 (40.3%)	225 (14.2%)	219 (13.8%)	2.90	1.001

Weighted Mean = 2.83 High

Source: Researcher's Field Survey, 2025

KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation

Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

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Table 4.7.2 presents the students' responses on how well the Universal Basic Education (UBE) Programme has addressed the learning needs of young people who have had to interrupt their schooling in Ondo State. However, the responses suggest that there is room for improvement in certain areas. The first item, which assesses the availability of special programs to help students who stopped schooling return and continue learning, received a mean score of 2.82, with a standard deviation of 1.096. While a substantial portion of students (35.2%) strongly agree with the

existence of such programs, there is a significant proportion (17.4%) who feel that these programs may not be readily accessible or effective, as reflected by the high number of responses in the low and very low categories. For the second item, which asks whether students know young people in their community who have returned to school after dropping out, the mean score is 2.68, with a standard deviation of 1.113. This indicates that while some students are aware of peers returning to education, a considerable number do not seem to be familiar with such cases, suggesting that the programme's reach may not be widespread or visible enough in all communities.

The third item, which addresses the availability of free or flexible learning opportunities for students who could not finish school on time, had a mean score of 2.99, with a standard deviation of 1.190. While this score is higher than the previous items, it still suggests that not all students have access to these flexible learning opportunities. The relatively high standard deviation indicates variability in students' experiences with these opportunities across different schools or regions. The fourth item, which concerns whether teachers and school officials encourage students who left school to come back and complete their education, received a mean score of 2.74, with a standard deviation of 1.080. The response suggests that while some students believe there is encouragement from teachers and school officials, a significant portion (41.7%) do not feel adequately supported in their efforts to return to school, as indicated by the relatively high number of responses in the lower categories.

Finally, the fifth item, which asks whether students feel that every child, no matter their situation, has a chance to get an education, had a mean score of 2.90, with a standard deviation of 1.001. This indicates a somewhat positive perception of equal educational opportunities for all students. However, the scores suggest that while many students believe in the potential for equal access to education, there is still a considerable number who feel that barriers exist that may prevent children

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from receiving an education. In conclusion, the overall weighted mean of 2.83 indicates that students generally perceive the programme as providing adequate opportunities for those who had to drop out to return to school while the UBE Programme in Ondo State has made efforts to cater to the learning needs of young people who have interrupted their schooling, there are noticeable gaps in students' experiences. The data suggests that while special programs, flexible learning opportunities, and encouragement from teachers exist, they may not be uniformly accessible or visible to all students. As such, there is a need to strengthen these initiatives to ensure that all students, regardless of their circumstances, have a fair chance at completing their education.

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Table 4.7.3: Extent to which the UBE Programme has Catered for the Learning Needs of Young Persons, who for One Reason or another, have had to Interrupt their Schooling, through Appropriate Forms of Complementary Approaches to the Provision and Promotion of Basic Education in Ondo State
Principals' Response

S/n	Item:	VHE	HE	LE	VLE	M	SD
1	There are special programs for young people who stopped school to continue their education.	11 (55.0%)	3 (15.0%)	3 (15.0%)	3 (15.0%)	3.10	1.165
2	Free education helps those who left school to return.	11 (55.0%)	3 (15.0%)	3 (15.0%)	3 (15.0%)	3.10	1.165
3	Vocational and skill-based training is available for dropouts.	13 (65.0%)	7 (35.0%)	- (-)	- (-)	3.65	0.489
4.	Adult and non-formal education centers support those who missed school.	11 (55.0%)	3 (15.0%)	3 (15.0%)	3 (15.0%)	3.10	1.165
5.	Evening or weekend classes help students who cannot attend regular school.	11 (55.0%)	3 (15.0%)	3 (15.0%)	3 (15.0%)	3.10	1.165
6	Learning materials and resources are available for returning students.	12 (60.0%)	3 (15.0%)	2 (10.0%)	3 (15.0%)	3.20	1.152
7	Teachers provide extra support for students rejoining school.	11 (55.0%)	3 (15.0%)	3 (15.0%)	3 (15.0%)	3.10	1.165

Weighted Mean = 3.19 High

Source: Researcher's Field Survey, 2025

KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation

Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

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Table 4.7.3 reflects the responses from principals regarding how well the Universal Basic Education (UBE) Programme has catered to the learning needs of young individuals in Ondo State who have had to interrupt their schooling. The overall weighted mean of 3.19 indicates that

principals perceive the programme as effectively supporting the return of these students to the education system, but the variation in responses suggests areas for further improvement. The first item, which assesses whether there are special programs available for young people who stopped school to continue their education, received a mean score of 3.10, with a standard deviation of 1.165. This indicates that principals generally agree that such programs exist, although the variability in responses suggests that not all schools are equally equipped to offer these programs, or there may be inconsistencies in their implementation. Similarly, the second item, which examines whether free education helps those who left school to return, received a mean score of 3.10, with the same standard deviation of 1.165. This suggests that principals recognize the role of free education in encouraging school returnees, although the moderate standard deviation points to some differences in how schools are able to support these students.

The third item, which asks whether vocational and skill-based training is available for dropouts, had the highest mean score of 3.65, with a standard deviation of 0.489. The relatively high score and low standard deviation indicate that principals largely agree that vocational training programs are available and are seen as a strong aspect of the UBE Programme, providing valuable opportunities for students who might otherwise drop out. In the fourth item, which explores whether adult and non-formal education centers support students who missed school, the mean score was 3.10, with a standard deviation of 1.165, mirroring the response to the first two items. Again, while the general response is positive, the variability suggests that access to adult education programs may differ across schools. For the fifth item regarding evening or weekend classes to help students who cannot attend regular school, the mean score was 3.10, with a standard deviation of 1.165. This suggests that principals perceive evening or weekend classes as available but again highlight some inconsistency in how widely these options are offered to students who need them.

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The sixth item, which addresses the availability of learning materials and resources for returning students, received a slightly higher mean score of 3.20, with a standard deviation of 1.152. This indicates that principals feel there is reasonable availability of learning materials, though the standard deviation suggests that some schools may still face challenges in providing these resources adequately. Lastly, the seventh item, which asks whether teachers provide extra support for students rejoining school, received a mean score of 3.10, with a standard deviation of 1.165. This reflects a generally positive view that teachers offer additional support, although the variability in responses suggests that the extent of this support may differ from one school to another.

Overall, the overall weighted mean of 3.19 indicates that principals perceive the programme as effectively supporting the return of these students to the education system, but the variation in responses suggests areas for further improvement while principals recognize the positive impact of the UBE Programme in catering to the needs of students who have interrupted their schooling, the variations in the responses across different items suggest that there is room for improvement in consistency. Strengthening the availability of programs and resources, particularly for students rejoining school, could help further enhance the UBE Programme's effectiveness in supporting these learners.

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Table 4.7.4: Extent to which the UBE Programme has Catered for the Learning Needs of Young Persons, Who for One Reason or Another, have had to Interrupt their Schooling, through Appropriate Forms of Complementary Approaches to the Provision and Promotion of Basic Education in Ondo State (Teachers, Students and Principals Responses)

S/n	Item:	VHE	HE	LE	VLE	Mean
1	Teachers' Responses	82 (50.6%)	37 (22.8%)	25 (15.4%)	18 (11.2%)	3.12
2	Students' Responses	577 (36.4%)	431 (27.1%)	304 (19.2%)	274 (17.3%)	2.83
3	Principals' Responses	11 (55.0%)	4 (20.0%)	2 (10.0%)	3 (15.0%)	3.19

Overall Weighted Mean = 3.05 High

Source: Researcher's Field Survey, 2025

KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation

Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

Table 4.7.4 presents the extent to which the Universal Basic Education (UBE) Programme in Ondo State has catered for the learning needs of young persons who, for various reasons, have had to interrupt their schooling. The table assesses whether the programme has provided appropriate complementary approaches to ensure the continuation and promotion of basic education for these individuals.

Among teachers, 82 respondents (50.6%) reported that the UBE programme addressed the learning needs of interrupted learners to a very high extent, while 22.8% indicated a high extent. However, 15.4% and 11.2% rated the extent as low and very low respectively. The mean score of 3.12 suggests that teachers generally believe the UBE programme has been reasonably successful in

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providing alternative and complementary educational opportunities for learners who had to discontinue schooling temporarily.

Student responses show a more moderate view. Of the total student respondents, 577 (36.4%) selected very high extent, while 431 (27.1%) chose high extent. Meanwhile, 19.2% and 17.3% perceived the impact to be low and very low, respectively. With a mean score of 2.83, student perceptions fall slightly below the threshold for a high rating, though it still suggests a fair level of satisfaction with the programme's efforts in reaching out to those who experienced educational interruptions.

Principals expressed a more favorable opinion, with 55.0% rating the programme's intervention as very high and 20.0% rating it as high. Only 10.0% and 15.0% viewed it as low and very low, respectively. Their mean score of 3.19 reflects a strong agreement that the UBE programme has made commendable efforts in promoting basic education through alternative learning pathways for out-of-school youths and learners with interrupted schooling.

In conclusion, the overall weighted mean of 3.05 indicates that the UBE programme is generally perceived to have effectively catered to the educational needs of young individuals who had to interrupt their schooling. While responses vary slightly among the stakeholder groups—with teachers and principals holding stronger views than students—there is a shared belief that the programme's complementary approaches have positively contributed to reintegrating such learners into the education system in Ondo State.

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Research Question Five: To what extent has the UBE Programme ensure the acquisition of appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying solid foundation for life-long learning in Ondo State?

Table 4.8.1: Extent to which the UBE Programme has ensured the Acquisition of Appropriate Level of Literacy, Numeracy, Manipulative, Communicative and Life Skills as Well as the Ethical, Moral and Civic Values Needed for Laying Solid Foundation for Life-Long Learning in Ondo State
Teachers' Response

S/n	Item:	VHE	HE	LE	VLE	M	SD
1	Students develop good reading and writing (literacy) skills.	69 (42.6%)	46 (28.4%)	14 (8.6%)	33 (20.4%)	2.93	1.154
2	Students acquire basic mathematics (numeracy) skills.	75 (46.3%)	45 (27.8%)	23 (14.2%)	19 (11.7%)	3.09	1.036
3	Students learn practical and hands-on (manipulative) skills.	72 (44.4%)	43 (26.5%)	30 (18.5%)	17 (10.5%)	3.05	1.026
4.	Students can express themselves clearly (communication skills).	83 (51.2%)	26 (16.0%)	40 (24.7%)	13 (8.0%)	3.10	1.037
5.	Schools teach problem-solving and life skills for daily living.	74 (45.7%)	52 (32.1%)	16 (9.9%)	20 (12.3%)	3.11	1.022
6	Students learn moral and ethical values to become responsible citizens.	83 (51.2%)	40 (24.7%)	29 (17.9%)	10 (6.2%)	3.21	0.949
7	Civic education helps students understand their rights and duties.	83 (51.2%)	39 (24.1%)	32 (19.8%)	8 (4.9%)	3.22	0.931

Weighted Mean = 3.10 High

Source: Researcher's Field Survey, 2025
KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation
Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

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Table 4.8.1 presents the responses from teachers regarding the extent to which the Universal Basic Education (UBE) Programme has ensured the acquisition of various essential skills, including literacy, numeracy, manipulative skills, communication skills, life skills, and the ethical, moral, and civic values necessary for a solid foundation in life-long learning in Ondo State. The first item assesses whether students develop good reading and writing (literacy) skills. With a mean score of 2.93 and a standard deviation of 1.154, the response suggests that while teachers recognize the development of literacy skills, the variability in the responses points to some inconsistency in how effectively literacy is taught across different schools. The second item, which evaluates whether students acquire basic mathematics (numeracy) skills, received a slightly higher mean score of 3.09 with a standard deviation of 1.036. This indicates that teachers generally agree that numeracy skills are being acquired, although, as in the previous item, the standard deviation suggests that there may be variations in the extent to which this occurs across schools.

The third item, which examines whether students learn practical and hands-on (manipulative) skills, received a mean score of 3.05 and a standard deviation of 1.026. This suggests that teachers feel students are developing practical skills, but there is still some variability in how effectively these skills are integrated into the curriculum. The fourth item, regarding whether students can express themselves clearly (communication skills), had a mean score of 3.10 and a standard deviation of 1.037. Teachers generally agreed that communication skills are being developed, though the variability in responses again points to inconsistencies in how communication is taught across schools. In the fifth item, which asks whether schools teach problem-solving and life skills for daily living, the mean score was 3.11 with a standard deviation of 1.022. This suggests that teachers believe the programme is successful in teaching practical life skills, though the moderate standard deviation indicates some differences in how these skills are taught.

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The sixth item, which explores whether students learn moral and ethical values to become responsible citizens, received a mean score of 3.21 and a standard deviation of 0.949. This indicates a slightly more consistent agreement among teachers that the programme is successful in teaching ethical and moral values, with students generally learning what is necessary to become responsible citizens. Finally, the seventh item, which assesses whether civic education helps students understand their rights and duties, had a mean score of 3.22 and a standard deviation of 0.931. This score reflects strong agreement among teachers that civic education is effective in helping students understand their rights and responsibilities, with a relatively low standard deviation indicating a high level of consistency in the responses.

In summary, the overall weighted mean of 3.10 indicates that teachers generally perceive the programme to have been effective in achieving these goals, although there are some variations in the responses across the different items. Teachers' responses indicate that the UBE Programme in Ondo State has been moderately successful in ensuring the acquisition of essential skills and values for students. While there is a general consensus on the effectiveness of the programme, the variability in responses across the items suggests that some areas may need further attention to ensure more consistent implementation across schools. The relatively high mean scores in areas such as moral and ethical values, as well as civic education, indicate that these aspects of the curriculum are seen as particularly successful.

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Table 4.8.2: Extent to which the UBE Programme has ensured the Acquisition of Appropriate Level of Literacy, Numeracy, Manipulative, Communicative and Life Skills as Well as the Ethical, Moral and Civic Values Needed for Laying Solid Foundation for Life-Long Learning in Ondo State

Students' Response

S/n	Item:	VHE	HE	LE	VLE	M	SD
1	I can read and understand books, newspapers, and signs easily.	580 (36.5%)	471 (29.7%)	275 (17.3%)	261 (16.4%)	2.86	1.086
2	I can solve basic math problems that help me in daily life.	1028 (64.8%)	163 (10.3%)	180 (11.3%)	216 (13.6%)	3.26	1.113
3	I have learned useful skills in school that I can use in real life.	567 (35.7%)	513 (32.3%)	275 (17.3%)	232 (14.6%)	2.89	1.051
4.	I know how to speak and write clearly to express my thoughts.	725 (45.7%)	333 (21.0%)	235 (14.8%)	294 (18.5%)	2.94	1.159
5.	My school teaches me to be honest, kind, and responsible in my community.	599 (37.7%)	468 (29.5%)	238 (15.0%)	282 (17.8%)	2.87	1.106

Weighted Mean = 2.96 High

Source: Researcher's Field Survey, 2025

KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation

Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

Table 4.8.2 provides the students' responses regarding the extent to which the Universal Basic Education (UBE) Programme has ensured the acquisition of appropriate literacy, numeracy, manipulative, communication, life skills, and ethical, moral, and civic values needed for laying a solid foundation for life-long learning in Ondo State. The first item examines whether students can read and understand books, newspapers, and signs easily. The mean score of 2.86, with a standard deviation of 1.086, suggests that while many students report being able to read and understand written materials, there is a moderate level of variability in their responses. This points to the

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possibility that reading comprehension may not be equally developed across all students. The second item assesses whether students can solve basic math problems that help them in daily life. With a mean score of 3.26 and a standard deviation of 1.113, students generally feel confident in their ability to solve math problems relevant to daily life. The relatively high mean score indicates strong agreement on this aspect of numeracy, though the standard deviation shows some variability in students' perceptions.

The third item, which asks whether students have learned useful skills in school that they can use in real life, received a mean score of 2.89 and a standard deviation of 1.051. This suggests that students feel they have gained practical skills in school, though the variability in responses points to some inconsistency in the extent to which these skills are perceived as useful across different students. The fourth item evaluates whether students know how to speak and write clearly to express their thoughts. The mean score of 2.94, with a standard deviation of 1.159, indicates that students generally feel confident in their communication skills. However, the relatively high standard deviation suggests that there may be differences in how effectively these skills are developed among students.

The fifth item examines whether students' schools teach them to be honest, kind, and responsible in their community. With a mean score of 2.87 and a standard deviation of 1.106, students feel that they are being taught important moral and ethical values. Again, the moderate variability in responses suggests that while many students feel this way, there may be differences in how strongly these values are emphasized across schools. The overall weighted mean of 2.96 indicates that students generally perceive the UBE Programme to be effective in helping them acquire these essential skills, although there are some variations in the responses.

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In conclusion, the students' responses suggest that the UBE Programme in Ondo State has been moderately successful in ensuring the acquisition of important life skills and values, with an overall positive perception of its impact. While the weighted mean indicates that students feel they are acquiring the necessary skills, the variability in responses across the items suggests that some areas may require more consistent implementation to ensure that all students benefit equally from the programme.

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Table 4.8.3: Extent to which the UBE Programme has Ensured the Acquisition of Appropriate Level of Literacy, Numeracy, Manipulative, Communicative and Life Skills as Well as the Ethical, Moral and Civic Values Needed for Laying Solid Foundation for Life-Long Learning in Ondo State
Principals' Response

S/n	Item:	VHE	HE	LE	VLE	M	SD
1	Students develop good reading and writing (literacy) skills.	11 (55.0%)	3 (15.0%)	3 (15.0%)	3 (15.0%)	3.10	1.165
2	Students acquire basic mathematics (numeracy) skills.	11 (55.0%)	3 (15.0%)	5 (25.0%)	1 (5.0%)	3.20	1.005
3	Students learn practical and hands-on (manipulative) skills.	13 (65.0%)	7 (35.0%)	- (-)	- (-)	3.65	0.489
4.	Students can express themselves clearly (communication skills).	13 (65.0%)	4 (20.0%)	3 (15.0%)	- (-)	3.50	0.761
5.	Schools teach problem-solving and life skills for daily living.	15 (75.0%)	5 (25.0%)	- (-)	- (-)	3.75	0.444
6	Students learn moral and ethical values to become responsible citizens.	12 (60.0%)	6 (30.0%)	2 (10.0%)	- (-)	3.50	0.688
7	Civic education helps students understand their rights and duties.	14 (70.0%)	2 (10.0%)	2 (10.0%)	2 (10.0%)	3.40	1.046

Weighted Mean = 3.44 High

Source: Researcher's Field Survey, 2025
KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation
Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

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Table 4.8.3 presents the principals' responses regarding the extent to which the Universal Basic Education (UBE) Programme has ensured the acquisition of appropriate literacy, numeracy, manipulative, communication, life skills, and ethical, moral, and civic values in Ondo State. The

first item evaluates whether students develop good reading and writing (literacy) skills. The mean score of 3.10, with a standard deviation of 1.165, indicates that while principals believe students are developing literacy skills, there is considerable variability in how this skill is perceived across schools. The second item assesses whether students acquire basic mathematics (numeracy) skills. The mean score of 3.20, with a standard deviation of 1.005, suggests that principals feel students are generally acquiring basic numeracy skills, with relatively less variation in responses compared to literacy skills.

The third item asks whether students learn practical and hands-on (manipulative) skills. With a mean score of 3.65 and a low standard deviation of 0.489, principals overwhelmingly agree that students are gaining practical, hands-on skills, with minimal variation in the responses. This is a strong indicator of the programme's success in promoting manipulative skills. The fourth item evaluates whether students can express themselves clearly (communication skills). The mean score of 3.50, with a standard deviation of 0.761, suggests that principals generally believe students are developing strong communication skills. The relatively low standard deviation shows that there is limited variation in this perception among the principals.

The fifth item examines whether schools teach problem-solving and life skills for daily living. With a high mean score of 3.75 and a low standard deviation of 0.444, this item shows strong agreement among principals that life skills are effectively taught, with minimal variability in responses. The sixth item looks at whether students learn moral and ethical values to become responsible citizens. The mean score of 3.50 and a standard deviation of 0.688 suggest that principals believe students are learning important moral and ethical values, with moderate consistency across responses. The seventh item assesses whether civic education helps students understand their rights and duties. The mean score of 3.40, with a standard deviation of 1.046,

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shows that principals generally agree on the effectiveness of civic education, although there is some variation in responses.

In conclusion, the principals' responses indicate that the UBE Programme in Ondo State is perceived to be highly effective in promoting literacy, numeracy, manipulative, communication, life skills, and ethical values. The relatively high weighted mean of 3.44 reflects strong agreement among principals, with some areas—such as practical skills and life skills—showing particularly high agreement. However, there is some variation in responses across different items, suggesting that the programme's impact may vary slightly from one school to another.

Table 4.8.4: Extent to which the UBE Programme has ensured the Acquisition of Appropriate Level of Literacy, Numeracy, Manipulative, Communicative and Life Skills as Well as the Ethical, Moral and Civic Values Needed for Laying Solid Foundation for Life-Long Learning in Ondo State (Teachers, Students and Principals Responses)

S/n	Item:	VHE	HE	LE	VLE	Mean
1	Teachers' Responses	77 (47.5%)	42 (25.9%)	26 (16.0%)	17 (10.6%)	3.10
2	Students' Responses	700 (44.1%)	390 (24.6%)	241 (15.2%)	257 (16.2%)	2.96
3	Principals' Responses	13 (65.0%)	3 (15.0%)	2 (10.0%)	1 (5.0%)	3.44
Overall Weighted Mean = 3.17 High						

Source: Researcher's Field Survey, 2025

KEY: VHE=Very High Extent (4), HE=High Extent (3), LE=Low Extent (2), VLE=Very Low Extent (1), M=Mean, and SD = Standard Deviation

Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

Table 4.8.4 provides insight into the extent to which the Universal Basic Education (UBE) Programme in Ondo State has succeeded in ensuring the acquisition of appropriate levels of

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literacy, numeracy, manipulative, communicative, and life skills, as well as the ethical, moral, and civic values necessary for establishing a solid foundation for lifelong learning.

The responses from teachers show that 77 respondents (47.5%) believed that the UBE programme has facilitated skill and value acquisition to a very high extent, and 42 teachers (25.9%) selected high extent. Meanwhile, 16.0% and 10.6% rated the extent as low and very low, respectively. The mean score of 3.10 reveals that teachers generally agree that the programme has been effective in equipping students with foundational academic and life skills needed for lifelong learning.

Students' responses indicate a similarly positive, though slightly less enthusiastic, perspective. A total of 700 students (44.1%) reported a very high extent, and 390 (24.6%) a high extent, in terms of skill and value acquisition through the UBE programme. On the other hand, 15.2% and 16.2% perceived the programme's impact to be low and very low, respectively. The mean score of 2.96 shows that while student perceptions are slightly lower than those of teachers, they still lean towards a generally favorable assessment of the UBE programme's impact on foundational learning outcomes.

Principals expressed the highest level of agreement among the three respondent groups. Thirteen principals (65.0%) indicated a very high extent of effectiveness, while 15.0% selected high extent. Only 10.0% and 5.0% reported low and very low levels, respectively. The mean score of 3.44 reflects a strong consensus among school administrators that the UBE programme has significantly contributed to the acquisition of critical academic, moral, and life skills in students.

In summary, the overall weighted mean score of 3.17 indicates that the UBE programme in Ondo State is widely perceived as successful in promoting the development of essential literacy, numeracy, communicative, and life skills, along with ethical and civic values, among learners.

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Although there are slight variations in the levels of agreement across respondent categories, the data generally affirms that the UBE programme has made meaningful progress in laying a solid foundation for lifelong learning in the state.

4.4 Discussion of Findings

The first research question was raised to determine the extent to which the UBE Programme developed in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion in Ondo State. The analysis based on teachers, students and principals' response revealed that in Ondo State, to a high extent, the UBE Programme has developed in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion. This consensus among diverse respondents suggests that the UBE Programme has played a transformative role in reshaping public attitudes towards education. It indicates that there has been a significant cultural and social shift, where education is increasingly perceived not just as a governmental obligation or an individual pursuit, but as a collective responsibility and a vital tool for community and national development. The reported "strong consciousness for education" implies that more families and communities are now aware of the critical importance of enrolling children in school, ensuring regular attendance, and supporting their academic progress. This shift is essential in a context where, in the past, economic constraints, cultural beliefs, and other social factors might have limited educational participation.

Furthermore, the "strong commitment to the vigorous promotion of education" suggests that the UBE Programme has inspired not just awareness but active involvement. Communities are becoming more engaged in school activities, advocating for better educational facilities, supporting school governance structures such as Parent-Teacher Associations (PTAs), and

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contributing to a culture that values and promotes learning. This level of commitment is crucial for the sustainability of educational reforms, as it signifies that the people are not merely passive recipients of government policy but are willing participants and co-drivers of educational development.

The finding also speaks to the credibility and acceptance of the UBE Programme among those who are most affected by its implementation. That teachers, students, and principals share similar sentiments about the programme's impact highlights a significant level of stakeholder buy-in. When the implementers (teachers and school leaders) and the beneficiaries (students) all perceive a programme as effective, it suggests that the programme has achieved a level of relevance and responsiveness to local educational needs. Additionally, this positive perception has important policy implications. It suggests that the UBE Programme should not only be sustained but also strengthened and scaled to deepen its impact. Continued investment in educational infrastructure, teacher training, curriculum development, and community mobilization will be necessary to build on the existing momentum. The government and other stakeholders must recognize the importance of maintaining and expanding the gains recorded through the programme by addressing any remaining barriers to access and participation.

Several recent studies support this finding. For example, a study in Ondo West Local Government Area found that despite challenges in infrastructure and funding, teachers generally believed that the UBE Programme had significantly improved awareness and engagement with education[1]. Similarly, efforts in Northern Nigeria have shown that enhanced infrastructure and resource availability under UBE have reduced school dropout rates, which implies a growing value placed on education across regions[2]. In Ondo State itself, entrepreneurial skills programmes connected to UBE have empowered youth, increasing their appreciation for education as a tool for economic

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self-reliance[3]. Additionally, curriculum reforms under the UBE initiative have aimed to broaden access and relevance, encouraging deeper educational engagement among students[4].

However, not all findings are equally optimistic. Despite the observed benefits, research also noted that inadequate infrastructure and unreliable funding continue to challenge the programme's effectiveness[1]. On a national scale, researchers have pointed out that poor implementation practices, unmotivated teachers, and resource gaps have limited the success of UBE in achieving its goals across Nigeria[5]. Other studies highlight curriculum issues and poor transition policies between native languages and English, which can impede learning outcomes and reduce enthusiasm for schooling[6,7]. Cultural and religious dynamics have also been cited as complicating factors, with some arguing that these elements can dilute the UBE's impact by weakening the moral and ethical foundations of the programme[8].

The second research question was formulated to determine to what extent has the UBE Programme provide free, universal basic education for every child of school going age in Ondo State. The result from teachers, students and principals' response revealed that the UBE Programme to a high extent provide free, universal basic education for every child of school going age in Ondo State. This finding points to the commendable strides that the UBE Programme has made in addressing one of the fundamental challenges to education in Nigeria—accessibility. Historically, many children of school-going age in Nigeria, especially in underserved and rural communities, have been denied access to education due to financial constraints, inadequate infrastructure, or socio-cultural factors. The introduction of the UBE Programme was a deliberate policy response aimed at bridging this gap by offering tuition-free education at the basic level, which includes primary and junior secondary education.

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The perception shared by the key stakeholders in this study—teachers, students, and principals—suggests that the implementation of the programme in Ondo State has largely aligned with its intended objectives. That these stakeholders acknowledge the programme's high level of effectiveness in providing free and universal education implies that the necessary structures and mechanisms for its delivery are, to a considerable extent, in place and functional. This may include the elimination of tuition fees, the provision of textbooks and learning materials, improved school infrastructure, recruitment of qualified teachers, and the enforcement of compulsory education laws for children within the specified age range.

Furthermore, the finding reflects the inclusive nature of the UBE Programme in Ondo State. The phrase "for every child of school-going age" emphasizes the universality of access, which is a critical dimension of educational equity. This means that children, regardless of their socio-economic background, gender, physical ability, or geographical location, are given an equal opportunity to benefit from foundational education. Such inclusivity is vital for fostering social cohesion, reducing poverty, and promoting long-term national development.

Additionally, the stakeholders' responses may be indicative of increased enrollment rates and reduced dropout rates in public schools across the state. The removal of cost-related barriers to education likely encourages more parents to send their children to school and keep them enrolled throughout the duration of basic education. In turn, this can contribute to a more literate and skilled population, which is essential for both individual advancement and societal progress.

However, while the reported success is encouraging, it is also important to consider the quality and consistency of service delivery across various schools. Free education, to be truly effective, must go hand in hand with the provision of quality instruction, conducive learning environments,

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and adequate teaching and learning resources. There may be disparities in implementation from one local government area to another, and it is necessary to conduct further studies that investigate whether some children—such as those in very remote areas or children with special needs—are still facing barriers to full participation in basic education.

Several studies affirm that the UBE Programme has indeed expanded access to education in Ondo State and beyond. In Ondo West Local Government Area, research showed that while challenges remain, many children are benefitting from free and accessible basic education, demonstrating the programme's broad reach and policy intention[1]. Similarly, in Northern Nigeria, efforts to provide infrastructure and materials under the UBE programme led to lower school dropout rates, reinforcing the idea that free, universal access is being progressively realized[2]. Another study highlighted that the UBE curriculum in Rivers State is indeed free and widely accessible, with improved infrastructure and teaching support, thus reducing dropout rates and boosting enrollment[9]. The programme's national mandate to provide free and compulsory education for children aged 6–15 is well captured in policy analyses, which affirm its foundational goal of universal access[8].

On the other hand, several studies reveal gaps between policy and practice. For instance, in Ondo West, it was noted that inadequate facilities and inconsistent funding still hamper the full realization of truly free education, with costs often falling back on parents for items like textbooks and uniforms[1]. A broader analysis of national implementation issues pointed out that many children are still left out due to poor data management, weak teacher support, and insufficient community integration efforts[10]. In Delta State, similar problems of poor infrastructure and underfunding were found to limit the reach and effectiveness of the UBE programme, undermining its goal of free universal access[11]. Additionally, historical reflections on the UBE programme show

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persistent structural barriers such as inconsistent political will and lack of practical enforcement of compulsory schooling[12].

Research question three was formulated to ascertain to what extent has the UBE Programme reduced drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency) in Ondo State. Findings from teachers, students and principals showed that UBE Programme has reduced drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency) in Ondo State. This finding holds great significance as it touches on one of the most persistent challenges within Nigeria's education sector student retention. Historically, a variety of factors including poverty, poor school infrastructure, limited access to learning materials, perceived irrelevance of curriculum content, and low quality of instruction have contributed to high dropout rates, especially in rural and underserved areas. However, the responses in this study suggest that the interventions brought about by the UBE Programme have begun to reverse this trend in Ondo State.

One of the key aspects highlighted in this research question is the notion that dropouts have been curbed through improved relevance, quality, and efficiency. This implies a multidimensional approach to educational reform under the UBE framework. By making the curriculum more relevant to students' lives and future aspirations, possibly by integrating vocational skills, civic education, and life skills the programme has likely enhanced student engagement and motivation to stay in school. A curriculum that reflects real-life applications and future employment opportunities is more likely to resonate with learners, particularly in a context where formal education is increasingly seen as a means to an end[13].

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Moreover, improvements in the quality of education, including better-trained teachers, the availability of teaching and learning materials, the renovation and construction of classrooms, and the provision of child-friendly learning environments are essential factors that contribute to student retention. When students feel safe, supported, and intellectually challenged in school, their likelihood of remaining enrolled and completing their education increases significantly. Teachers, who are often the closest observers of students' learning journeys, are well-positioned to report on these improvements, and their positive response in this study reinforces the belief that quality-enhancing reforms are yielding tangible outcomes.

Another key implication of this finding is that the UBE Programme is contributing to greater educational equity. By retaining more students in school, especially those from disadvantaged backgrounds who are most at risk of dropping out, the programme is narrowing the gap between the privileged and underprivileged and promoting inclusive education. This aligns with national and global goals, including the Sustainable Development Goal 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Nevertheless, while the findings are promising, they also point to the need for continued vigilance and strategic planning. The reduction in dropout rates must not only be sustained but also deepened. There is a need to identify and target specific vulnerable groups such as children in rural communities, girls, children with disabilities, and children from extremely poor households who may still face higher risks of educational exclusion. Policies that provide school feeding, scholarships, free uniforms, and targeted support services could further complement the efforts of the UBE Programme and ensure that no child is left behind.

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Multiple studies align with this finding. For instance, school feeding programmes under the UBE in South-West and North Central Nigeria have been found to significantly enhance school attendance and reduce dropouts by incentivizing regular participation in school and addressing hunger-related barriers to learning[13,14]. Even where meal quality was inconsistent, such as in Enugu State, the implementation of the feeding programme still led to a rise in school enrolments, suggesting its strong potential to reduce dropout rates when managed effectively[15]. Additionally, in Lagos State, a study found improvements in resource availability and teacher adequacy under the UBE scheme, which correlated with increased enrolment and improved learning conditions[16]. Likewise, effective curriculum management strategies in North-West Nigeria have been linked to better student engagement and academic outcomes, reinforcing the value of UBE in reducing student attrition[17].

However, this positive picture is not universal. Several studies highlight the persistent challenges that continue to undermine the effectiveness of the UBE Programme in other regions. A nationwide analysis focusing on girls' education found that factors like child marriage, household poverty, and insecurity still lead to high dropout rates among female students, especially in Northern Nigeria, where cultural and socioeconomic barriers remain deeply entrenched[18]. Furthermore, broader systemic issues such as low teacher motivation, poor public awareness, and inadequate policy coordination continue to limit the programme's success in many states[5]. Finally, some researchers argue that the UBE initiative still lacks the innovation and reform necessary to overcome long-standing structural challenges, calling for a complete overhaul of the education system to make meaningful progress[19].

Research question four was raised to determine the extent to which the UBE Programme cater for the learning needs of young persons, who for one reason or another, have had to interrupt their

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schooling, through appropriate forms of complementary approaches to the provision and promotion of basic education in Ondo State. Findings from teachers, students and principals showed that the UBE Programme cater for the learning needs of young persons, who for one reason or another, have had to interrupt their schooling, through appropriate forms of complementary approaches to the provision and promotion of basic education in Ondo State to a high extent. This result is highly encouraging and highlights the progressive orientation of the UBE Programme in ensuring that no learner is left behind, regardless of past educational disruptions. The ability of the programme to identify and respond to the educational needs of young persons who have been forced to interrupt their schooling—whether due to socio-economic challenges, early marriage, child labor, displacement, health issues, or other personal circumstances—reflects its responsiveness to real-life complexities and its commitment to educational equity.

One of the most commendable aspects of the UBE Programme highlighted by this finding is its adoption of complementary approaches to learning. These may include non-formal education initiatives, remedial classes, flexible school schedules, adult and continuing education programmes, and second-chance education centres. Such interventions are crucial in a context where rigid formal education structures often exclude those who do not follow a linear educational path. By introducing alternative and flexible learning opportunities, the UBE Programme is helping to reintegrate out-of-school youth into the education system, thereby giving them a second chance to acquire foundational knowledge and skills.

In addition, the programme's effectiveness in addressing this need also implies a level of community involvement and awareness. For young persons who have interrupted their schooling to return and participate in educational opportunities, there must be a supportive community and school environment that encourages reintegration without stigma or discrimination. The role of

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teachers, principals, and education officers in facilitating this process is critical, and the positive feedback from these stakeholders suggests that the system is, to a large extent, responsive and inclusive.

Moreover, the finding reinforces the idea that the UBE Programme is not just about increasing access to basic education for school-age children, but also about expanding educational access to those who fall outside the traditional schooling framework. It highlights a broader vision of education—one that sees learning as a lifelong process and recognizes that individuals' pathways to education are not always uniform. This perspective aligns with global educational goals such as those promoted by UNESCO, which emphasize inclusive, equitable, and quality education for all learners, irrespective of their background or life circumstances.

It is also important to point out that the positive impact of these complementary approaches goes beyond academic achievement. By re-engaging young persons in structured learning environments, the UBE Programme may also contribute to social development outcomes such as reduced youth delinquency, improved self-esteem, increased civic engagement, and enhanced employment prospects. Education, in this sense, becomes a tool for both personal transformation and societal advancement.

Supporting this finding, a study conducted in Rivers State found that the UBE curriculum had successfully reduced dropout rates and enhanced educational awareness among out-of-school youths[20]. The researchers attributed this achievement to improved infrastructure and the employment of qualified teachers, which facilitated effective curriculum delivery. Furthermore, an assessment conducted in Ondo West Local Government Area reinforced this view, stating that despite some infrastructural challenges, the UBE Programme had made significant strides in

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offering basic education to previously excluded groups[21]. Another study from Cross River State also observed that the UBE Programme contributed to reducing illiteracy rates and stimulating educational consciousness, noting an increase in transition rates to junior secondary schools[22].

However, contrasting evidence also exists. For example, research conducted in Enugu State revealed that principals in junior secondary schools encountered significant challenges in implementing UBE policies, particularly due to funding constraints and administrative bottlenecks[23]. A similar pattern emerged in Nsukka Local Government Area, where a study identified issues such as insufficient teaching materials and weak monitoring mechanisms, all of which undermined the effectiveness of the programme[24]. Broader national assessments have also criticized the UBE Programme, highlighting systemic problems including poor planning, underfunding, and bureaucratic delays that hampered its success in several areas[25]. Finally, findings from Anambra State indicated that while UBE facilities were available, they were largely inadequate and had not meaningfully improved access to basic education for all children[26].

The fifth research question was raised to determine to what extent has the UBE Programme ensure the acquisition of appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying solid foundation for life-long learning in Ondo State. Findings from teachers, students and principals showed that the UBE Programme ensure the acquisition of appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying solid foundation for life-long learning in Ondo State to a high extent. This outcome is significant, as it demonstrates that the UBE Programme is not only addressing quantitative aspects of education—such as enrollment and retention—but also paying close attention to qualitative dimensions. The ability of the programme to equip learners with essential skills and values speaks to its relevance

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in preparing children not just for academic success, but for meaningful participation in society and the workforce. Literacy and numeracy skills are foundational, enabling students to function effectively in formal education and in daily life. Their mastery is often a key indicator of educational progress and a strong predictor of future learning outcomes.

In addition to literacy and numeracy, the development of manipulative and life skills is especially noteworthy in the context of Nigeria's current socio-economic realities. Manipulative skills—often linked to practical, hands-on tasks prepare students for vocational and technical paths, helping them develop competencies that can lead to self-employment or skilled work. Life skills such as critical thinking, decision-making, problem-solving, and interpersonal communication are vital for navigating everyday challenges, making informed choices, and contributing positively to community life.

Similarly, communicative skills are essential for learners to express themselves clearly, understand others, and participate effectively in both academic and social contexts. Communication is a key component of learning, collaboration, and leadership. It enhances students' ability to engage in civic responsibilities and to relate well with peers, educators, and society at large.

Perhaps even more critical in the long-term development of responsible citizens is the emphasis on ethical, moral, and civic values. The UBE Programme's integration of these components into the learning process reflects an understanding that education must nurture the whole child—not just intellectually, but morally and socially. Values such as honesty, respect, tolerance, responsibility, and patriotism are foundational for peaceful coexistence, good governance, and national development. When instilled early in life, these values shape learners' worldviews and

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actions, ensuring that education contributes to the formation of a just, cohesive, and morally upright society.

The stakeholders' affirmation of the programme's high effectiveness in this regard also suggests that the curriculum being delivered under the UBE framework is holistic, culturally relevant, and aligned with the competencies needed in the 21st century. It also implies that teaching methods, classroom interactions, and co-curricular activities are contributing positively to learners' development in these areas.

Furthermore, this finding has implications for lifelong learning, which is a central goal of contemporary education policy worldwide. By laying a strong foundation during the basic education years, the UBE Programme is equipping learners with the tools and mindset needed to continue learning throughout their lives—whether through further formal education, vocational training, or informal learning experiences. This capacity for continuous learning is vital in today's fast-changing world, where knowledge, technology, and job requirements evolve rapidly.

Nevertheless, while the result is encouraging, it is important to recognize that continued effort is required to maintain and deepen these gains. Teachers must be continuously trained to deliver competency-based education effectively; instructional materials must be regularly updated to reflect emerging realities; and schools must be equipped with the resources needed to support experiential and value-based learning. Additionally, mechanisms should be in place to evaluate not only cognitive outcomes but also the development of life skills and values in learners.

Several papers affirm that the UBE Programme was explicitly designed to provide foundational skills in literacy, numeracy, and life competencies across Nigeria. For instance, a study from Enugu State reported that the UBE Programme had moderately to highly achieved its objectives,

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particularly in improving literacy, numeracy, and manipulative skills, and promoting ethical and civic values[27]. Furthermore, another study on UBE policy implementation observed that teacher development initiatives under the programme had contributed positively to students' acquisition of essential skills[28]. Another study evaluating the UBE Programme in Aku, Enugu State, confirmed that the programme had significantly impacted educational development by strengthening literacy and numeracy among primary school pupils[29].

However, contrasting studies offer a different perspective. A study focusing on school factors in Ondo State found that poor curriculum implementation, inadequate teacher quality, and the lack of functional school libraries had negatively affected pupils' acquisition of literacy skills, indicating that the UBE Programme's impact was limited in some areas[30]. Another study on emerging issues in UBE mandate achievement pointed out that a gap exists between policy formulation and actual implementation, suggesting that the UBE Programme has not fully realized its objectives[31].

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Chapter Five

Conclusion

This chapter focuses on the summary of findings, conclusions, recommendations (based on the findings of the study), contribution to knowledge and the areas of further research.

5.1 Summary of Findings

The study aimed at evaluating the UBE programme from 2013-2023 in Ondo State, Nigeria. The analysis revealed that in Ondo State, to a high extent, the UBE Programme has developed in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion. Also, the UBE Programme to a high extent provide free, universal basic education for every child of school going age in Ondo State. Findings also showed that UBE Programme has reduced drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency) in Ondo State. Furthermore, analysis showed that the UBE Programme cater for the learning needs of young persons, who for one reason or another, have had to interrupt their schooling, through appropriate forms of complementary approaches to the provision and promotion of basic education in Ondo State to a high extent. Lastly, the result showed that the UBE Programme ensure the acquisition of appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying solid foundation for life-long learning in Ondo State to a high extent.

5.2 Conclusion

This study examined the implementation and outcomes of the Universal Basic Education (UBE) Programme in Ondo State, with particular attention to its effectiveness in promoting access, equity, quality, and relevance in basic education. Through responses gathered from key educational

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stakeholders—teachers, students, and principals—the study investigated five major areas: the extent to which the UBE Programme has created a strong consciousness and commitment to education among the citizenry; its success in providing free and universal basic education to all school-age children; its effectiveness in reducing dropout rates through improved educational relevance and quality; its capacity to meet the learning needs of youths whose schooling had been interrupted; and its role in fostering the acquisition of essential literacy, numeracy, life skills, and moral values necessary for lifelong learning. Findings from the study consistently revealed that the UBE Programme has, to a high extent, met its key objectives in Ondo State. There is substantial evidence that the programme has fostered widespread public commitment to education and significantly expanded access for children, including those who had previously been excluded due to socio-economic or personal barriers. The programme's emphasis on complementary and inclusive educational strategies has helped reintegrate out-of-school youths, while also addressing the broader developmental needs of learners through skill-based and value-oriented education. Furthermore, the findings suggest that the UBE Programme is achieving its vision of laying a solid foundation for lifelong learning by equipping pupils with the core competencies required for both academic progression and responsible citizenship. Through its focus on literacy, numeracy, communication, vocational, and ethical instruction, the programme is nurturing well-rounded individuals who are better prepared to contribute meaningfully to society. In conclusion, the UBE Programme in Ondo State stands as a transformative initiative that is contributing positively to the realization of basic education for all.

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5.3 Recommendations

Based on the findings of this study, the following recommendations were made:

1. The government should sustain and expand awareness campaigns and community sensitization efforts about the value of basic education, using local media and grassroots mobilization to further strengthen citizens' commitment to education, especially in underserved rural areas.

2. Government at all levels should continue to allocate adequate funding to ensure that the provision of free education remains truly cost-free for families by covering hidden costs such as uniforms, learning materials, and transportation, especially for children from low-income households.

3. Schools should continue to implement and improve learner-centered teaching strategies and curriculum content that are relevant to real-life contexts, while also providing targeted support for at-risk students through mentorship programmes and early intervention systems.

4. The UBE Programme should strengthen and institutionalize alternative learning pathways such as evening classes, vocational training centres, and non-formal education initiatives to ensure continued access for youths who are unable to follow the conventional school schedule.

5. Curriculum planners and educators should integrate more experiential and practical learning activities that promote critical thinking, problem-solving, communication, and ethical reasoning, in order to reinforce lifelong learning competencies among learners.

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5.4 Contribution to Knowledge

This study contributes meaningfully to the existing body of knowledge on the implementation and outcomes of the Universal Basic Education (UBE) Programme by offering a multidimensional exploration grounded in both conceptual innovation and theoretical application. Through a focused investigation in Ondo State, the research brings to light the practical realities and effectiveness of the UBE Programme in achieving its stated goals, and in doing so, deepens the understanding of what universal basic education entails in the Nigerian context.

Conceptually, the study expands the traditional discourse on basic education by considering it not just as a phase in formal schooling, but as a foundational platform for lifelong learning and holistic development. It explores the UBE Programme through broader educational goals—such as fostering civic responsibility, developing life skills, and addressing the needs of learners who have dropped out of the formal system—thus offering a richer, more inclusive perspective. This conceptual framing emphasizes that the success of basic education should not be measured solely by access and enrollment figures, but also by the quality, relevance, and transformative potential of the learning experiences provided. It encourages education stakeholders to redefine the purpose of basic education in ways that align with broader societal and developmental objectives.

Theoretically, the study draws upon Systems Theory and the Context, Input, Process, Product (CIPP) Evaluation Model to provide a coherent analytical framework. By applying Systems Theory, the research emphasizes the interconnectivity of various educational components—such as policies, resources, administrative practices, and learner engagement—and how their dynamic interactions determine the overall effectiveness of the UBE Programme. This systemic perspective highlights that weaknesses or strengths in one area of the educational system invariably affect

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outcomes in others. Complementing this, the use of the CIPP Model offers a structured and evaluative lens through which the UBE Programme is assessed: examining the contextual relevance of the programme, the adequacy of inputs, the effectiveness of implementation processes, and the quality of resulting educational outcomes. The integration of these theories not only enhances the analytical depth of the study but also illustrates the practical utility of theoretical models in guiding policy evaluation and educational planning.

Empirically, the study makes a significant contribution by generating fresh, context-specific data from a diverse range of stakeholders teachers, students, and school principals. These perspectives provide a grounded and multifaceted understanding of the UBE Programme's real-world implementation. The findings reveal that, to a high extent, the programme has succeeded in increasing public awareness about education, reducing dropout rates, promoting the reintegration of learners who had interrupted their schooling, and fostering the development of essential literacy, numeracy, moral, and life skills. These results are not only valuable in assessing progress within Ondo State but also serve as evidence that can inform comparative studies across other Nigerian states. The empirical insights drawn from this study fill an important gap in the literature, offering concrete evidence that bridges the divide between policy intentions and actual practice on the ground.

5.5 Suggestion for Further Studies

While this study has provided valuable insights into the implementation and outcomes of the Universal Basic Education (UBE) Programme in Ondo State, it also opens up several avenues for further research. First, future studies could expand the geographical scope by investigating the performance of the UBE Programme across multiple states in Nigeria, allowing for comparative

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analysis between different regions. Such studies could help identify contextual factors—such as political will, community participation, or resource availability—that may influence the programme's success differently across states.

Also, this study focused primarily on the perspectives of teachers, students, and principals. Further research may incorporate other key stakeholders such as parents, policymakers, education inspectors, and non-governmental organizations to gain a more holistic understanding of the programme's effectiveness and areas for improvement. Their insights could shed light on systemic challenges or socio-economic barriers that may not be visible within the school environment alone.

Additionally, future studies could adopt a longitudinal design to track changes in enrolment, dropout rates, literacy levels, and skill acquisition over a longer period of time. This would help determine whether the observed impacts of the UBE Programme are sustainable and to what extent they evolve over time. Research could also explore the post-basic outcomes of UBE beneficiaries, particularly in relation to their performance in secondary education or entry into vocational and technical training, to evaluate the long-term influence of the foundational education provided under the programme.

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Appendix

Teacher Questionnaire on Evaluation of Universal Basic Education (UBE) Programme in Ondo State, Nigeria (TQEUBEP)

This questionnaire is constructed to collect data purely for a research purpose. Please kindly respond to the questions below as the information provided would be treated confidentially and used for only academic purpose. Thank you in anticipation. Note that this questionnaire is to be completed by basic school teachers

Section A: Demographic Characteristics

Instruction

1. Gender: Male { } Female { }

2. Age: 21-30 years { } 31-40 years { } 41-50 years { } 50 years and above { }

3. Marital Status: Single { } Married { }

4. Years of Teaching Experience: 1-10 years { } 11-20 years { } 21-30 years { }

31 years and above { }

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Section B

Please respond to the statement in the tables below using the following scale;

Very High Extent = 4, High Extent= 3, Low Extent = 2, Very Low Extent = 1

S/N	Items:	Very High Extent	High Extent	Low Extent	Very Low Extent
1	More parents now enroll their children in school because they see education as important.				
2	Students are more interested in learning than before.				
3	The government and community regularly encourage education.				
4	Fewer children are dropping out of school.				
5	More organizations support schools and education programs.				
6	People in the community now talk more about the importance of education.				
7	Teachers receive more support from parents and the community.				

Section C

Please respond to the statement in the tables below using the following scale;

Very High Extent = 4, High Extent= 3, Low Extent = 2, Very Low Extent = 1

S/N	Items:	Very High Extent	High Extent	Low Extent	Very Low Extent
1	All children of school-going age have access to free education.				
2	Students receive free textbooks and other learning materials.				
3	There are no hidden charges or school fees for students.				
4	There are enough schools to accommodate all children.				
5	School feeding or other support programs help students stay in school.				
6	Children with disabilities have access to education and support.				

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7	Dropout rates have reduced because of free education.				

Section D

Please respond to the statement in the tables below using the following scale;

Very High Extent = 4, High Extent= 3, Low Extent = 2, Very Low Extent = 1

S/N	Items:	Very High Extent	High Extent	Low Extent	Very Low Extent
1	Fewer students drop out of school now.				
2	More children complete primary and junior secondary school.				
3	Teaching has improved and keeps students interested.				
4	Vocational skills help students stay in school.				
5	School buildings and learning materials have improved.				
6	Free education and support (meals, uniforms, books) help students stay in school.				
7	Teachers use better ways to make learning useful.				

Section E

Please respond to the statement in the tables below using the following scale;

Very High Extent = 4, High Extent= 3, Low Extent = 2, Very Low Extent = 1

S/N	Items:	Very High Extent	High Extent	Low Extent	Very Low Extent
1	There are special programs for young people who stopped school to continue their education.				
2	Free education helps those who left school to return.				
3	Vocational and skill-based training is available for dropouts.				

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4	Adult and non-formal education centers support those who missed school.				
5	Evening or weekend classes help students who cannot attend regular school.				
6	Learning materials and resources are available for returning students.				
7	Teachers provide extra support for students rejoining school.				

Section F

Please respond to the statement in the tables below using the following scale;

Very High Extent = 4, High Extent= 3, Low Extent = 2, Very Low Extent = 1

S/N	Items:	Very High Extent	High Extent	Low Extent	Very Low Extent
1	Students develop good reading and writing (literacy) skills.				
2	Students acquire basic mathematics (numeracy) skills.				
3	Students learn practical and hands-on (manipulative) skills.				
4	Students can express themselves clearly (communication skills).				
5	Schools teach problem-solving and life skills for daily living.				
6	Students learn moral and ethical values to become responsible citizens.				
7	Civic education helps students understand their rights and duties.				

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Student Questionnaire on Evaluation of Universal Basic Education (UBE) Programme in Ondo State, Nigeria (SQEUBEP)

This questionnaire is constructed to collect data purely for a research purpose. Please kindly respond to the questions below as the information provided would be treated confidentially and used for only academic purpose. Thank you in anticipation. Note that this questionnaire is to be completed by students in SS1.

Section A: Demographic Characteristics

Instruction

1. Gender: Male { } Female { }

2. Age: Less than 15 ( ) 16-20 ( ) 21-25 ( ) Above 25 ( )

Section B

Please respond to the statement in the tables below using the following scale;

Very High Extent = 4, High Extent= 3, Low Extent = 2, Very Low Extent = 1

S/N	Items:	Very High Extent	High Extent	Low Extent	Very Low Extent
1	More children in my community now go to school and stay in school.				
2	My school has enough teachers, classrooms, and learning materials to help me learn better.				
3	I enjoy coming to school every day because learning is fun and interesting.				
4	My teachers always encourage me to do my best in my studies.				
5	People in my community now see education as very important for every child.				

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Section C

Please respond to the statement in the tables below using the following scale;

Very High Extent = 4, High Extent= 3, Low Extent = 2, Very Low Extent = 1

S/N	Items:	Very High Extent	High Extent	Low Extent	Very Low Extent
1	I do not have to pay school fees to attend my school.				
2	I receive free textbooks and learning materials in my school.				
3	All children in my community can attend school without paying fees.				
4	My school allows every child to learn, no matter their background.				
5	There are enough teachers in my school to teach all subjects				

Section D

Please respond to the statement in the tables below using the following scale;

Very High Extent = 4, High Extent= 3, Low Extent = 2, Very Low Extent = 1

S/N	Items:	Very High Extent	High Extent	Low Extent	Very Low Extent
1	Most of my classmates continue their education without dropping out.				
2	My school subjects are interesting and useful for my future.				
3	Teachers explain lessons well, and I understand what is being taught.				
4	My school provides enough learning materials to help me stay in school				
5	My parents and teachers encourage me to complete my education				

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Section E

Please respond to the statement in the tables below using the following scale;

Very High Extent = 4, High Extent= 3, Low Extent = 2, Very Low Extent = 1

S/N	Items:	Very High Extent	High Extent	Low Extent	Very Low Extent
1	There are special programs that help students who stopped schooling to return and continue learning.				
2	I know young people in my community who have returned to school after dropping out.				
3	There are free or flexible learning opportunities for students who could not finish school on time.				
4	Teachers and school officials encourage students who left school to come back and complete their education.				
5	I feel that every child, no matter their situation, has a chance to get an education				

Section F

Please respond to the statement in the tables below using the following scale;

Very High Extent = 4, High Extent= 3, Low Extent = 2, Very Low Extent = 1

S/N	Items:	Very High Extent	High Extent	Low Extent	Very Low Extent
1	I can read and understand books, newspapers, and signs easily.				
2	I can solve basic math problems that help me in daily life.				
3	I have learned useful skills in school that I can use in real life.				
4	I know how to speak and write clearly to express my thoughts.				
5	My school teaches me to be honest, kind, and responsible in my community.				

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Principal Questionnaire on Evaluation of Universal Basic Education (UBE) Programme in Ondo State, Nigeria (PQEUBEP)

This questionnaire is constructed to collect data purely for a research purpose. Please kindly respond to the questions below as the information provided would be treated confidentially and used for only academic purpose. Thank you in anticipation. Note that this questionnaire is to be completed by basic school principals

Section A: Demographic Characteristics

Instruction

1. Gender: Male { } Female { }

2. Age: 21-30 years { } 31-40 years { } 41-50 years { } 50 years and above { }

3. Marital Status: Single { } Married { }

4. Years of Experience: 1-10 years { } 11-20 years { } 21-30 years { }

31 years and above { }

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Section B

Please respond to the statement in the tables below using the following scale;

Very High Extent = 4, High Extent= 3, Low Extent = 2, Very Low Extent = 1

S/N	Items:	Very High Extent	High Extent	Low Extent	Very Low Extent
1	More parents now enroll their children in school because they see education as important.				
2	Students are more interested in learning than before.				
3	The government and community regularly encourage education.				
4	Fewer children are dropping out of school.				
5	More organizations support schools and education programs.				
6	People in the community now talk more about the importance of education.				
7	Teachers receive more support from parents and the community.				

Section C

Please respond to the statement in the tables below using the following scale;

Very High Extent = 4, High Extent= 3, Low Extent = 2, Very Low Extent = 1

S/N	Items:	Very High Extent	High Extent	Low Extent	Very Low Extent
1	All children of school-going age have access to free education.				
2	Students receive free textbooks and other learning materials.				
3	There are no hidden charges or school fees for students.				
4	There are enough schools to accommodate all children.				
5	School feeding or other support programs help students stay in school.				
6	Children with disabilities have access to education and support.				

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7	Dropout rates have reduced because of free education.				

Section D

Please respond to the statement in the tables below using the following scale;

Very High Extent = 4, High Extent= 3, Low Extent = 2, Very Low Extent = 1

S/N	Items:	Very High Extent	High Extent	Low Extent	Very Low Extent
1	Fewer students drop out of school now.				
2	More children complete primary and junior secondary school.				
3	Teaching has improved and keeps students interested.				
4	Vocational skills help students stay in school.				
5	School buildings and learning materials have improved.				
6	Free education and support (meals, uniforms, books) help students stay in school.				
7	Teachers use better ways to make learning useful.				

Section E

Please respond to the statement in the tables below using the following scale;

Very High Extent = 4, High Extent= 3, Low Extent = 2, Very Low Extent = 1

S/N	Items:	Very High Extent	High Extent	Low Extent	Very Low Extent
1	There are special programs for young people who stopped school to continue their education.				
2	Free education helps those who left school to return.				
3	Vocational and skill-based training is available for dropouts.				

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4	Adult and non-formal education centers support those who missed school.				
5	Evening or weekend classes help students who cannot attend regular school.				
6	Learning materials and resources are available for returning students.				
7	Teachers provide extra support for students rejoining school.				

Section F

Please respond to the statement in the tables below using the following scale;

Very High Extent = 4, High Extent= 3, Low Extent = 2, Very Low Extent = 1

S/N	Items:	Very High Extent	High Extent	Low Extent	Very Low Extent
1	Students develop good reading and writing (literacy) skills.				
2	Students acquire basic mathematics (numeracy) skills.				
3	Students learn practical and hands-on (manipulative) skills.				
4	Students can express themselves clearly (communication skills).				
5	Schools teach problem-solving and life skills for daily living.				
6	Students learn moral and ethical values to become responsible citizens.				
7	Civic education helps students understand their rights and duties.				

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SPSS Analysis

Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	92	5.8	56.8	56.8
	Female	70	4.4	43.2	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

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Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30 Years	21	1.3	13.0	13.0
	31-40 Years	68	4.3	42.0	54.9
	41-50 Years	43	2.7	26.5	81.5
	50 Years and Above	30	1.9	18.5	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Marital Status of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	38	2.4	23.5	23.5
	Married	124	7.8	76.5	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Years of Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10 Years	17	1.1	10.5	10.5
	11-20 Years	43	2.7	26.5	37.0
	21-30 Years	76	4.8	46.9	84.0
	Above 30 Years	26	1.6	16.0	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

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Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	977	61.6	61.6	61.6
	Female	610	38.4	38.4	100.0
	Total	1587	100.0	100.0	

Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 15 Years	621	39.1	39.1	39.1
	16-20 Years	906	57.1	57.1	96.2
	21-25 Years	60	3.8	3.8	100.0
	Total	1587	100.0	100.0	

Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	12	.8	60.0	60.0
	Female	8	.5	40.0	100.0
	Total	20	1.3	100.0	
Missing	System	1567	98.7		
Total		1587	100.0		

Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	41-50 Years	6	.4	30.0	30.0
	50 Years and Above	14	.9	70.0	100.0
	Total	20	1.3	100.0	
Missing	System	1567	98.7		
Total		1587	100.0		

Marital Status of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	20	1.3	100.0	100.0
Missing	System	1567	98.7		
Total		1587	100.0		

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Years of Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30 Years	7	.4	35.0	35.0
	Above 30 Years	13	.8	65.0	100.0
	Total	20	1.3	100.0	
Missing	System	1567	98.7		
Total		1587	100.0		

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More parents now enroll their children in school because they see education as important.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	7	.4	4.3	4.3
	Low Extent	21	1.3	13.0	17.3
	High Extent	36	2.3	22.2	39.5
	Very High Extent	98	6.2	60.5	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Students are more interested in learning than before.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	22	1.4	13.6	13.6
	Low Extent	6	.4	3.7	17.3
	High Extent	36	2.3	22.2	39.5
	Very High Extent	98	6.2	60.5	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

The government and community regularly encourage education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	7	.4	4.3	4.3
	Low Extent	19	1.2	11.7	16.0
	High Extent	38	2.4	23.5	39.5
	Very High Extent	98	6.2	60.5	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		

Total		1587	100.0		

Fewer children are dropping out of school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	16	1.0	9.9	9.9
	Low Extent	12	.8	7.4	17.3
	High Extent	36	2.3	22.2	39.5
	Very High Extent	98	6.2	60.5	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

More organizations support schools and education programs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	21	1.3	13.0	13.0
	Low Extent	7	.4	4.3	17.3
	High Extent	36	2.3	22.2	39.5
	Very High Extent	98	6.2	60.5	100.0
	Total	162	10.2	100.0	

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Missing	System	1425	89.8		
Total		1587	100.0		

People in the community now talk more about the importance of education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	9	.6	5.6	5.6
	Low Extent	19	1.2	11.7	17.3
	High Extent	36	2.3	22.2	39.5
	Very High Extent	98	6.2	60.5	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Teachers receive more support from parents and the community.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	11	.7	6.8	6.8
	Low Extent	15	.9	9.3	16.0
	High Extent	38	2.4	23.5	39.5
	Very High Extent	98	6.2	60.5	100.0

	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

All children of school-going age have access to free education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	19	1.2	11.7	11.7
	Low Extent	9	.6	5.6	17.3
	High Extent	36	2.3	22.2	39.5
	Very High Extent	98	6.2	60.5	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Students receive free textbooks and other learning materials.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	21	1.3	13.0	13.0
	Low Extent	7	.4	4.3	17.3
	High Extent	36	2.3	22.2	39.5
	Very High Extent	98	6.2	60.5	100.0

	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

There are no hidden charges or school fees for students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	6	.4	3.7	3.7
	Low Extent	22	1.4	13.6	17.3
	High Extent	36	2.3	22.2	39.5
	Very High Extent	98	6.2	60.5	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

There are enough schools to accommodate all children.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	7	.4	4.3	4.3
	Low Extent	10	.6	6.2	10.5
	High Extent	62	3.9	38.3	48.8

	Very High Extent	83	5.2	51.2	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

School feeding or other support programs help students stay in school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	14	.9	8.6	8.6
	Low Extent	50	3.2	30.9	39.5
	High Extent	15	.9	9.3	48.8
	Very High Extent	83	5.2	51.2	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Children with disabilities have access to education and support.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	7	.4	4.3	4.3
	Low Extent	10	.6	6.2	10.5

	High Extent	62	3.9	38.3	48.8
	Very High Extent	83	5.2	51.2	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Dropout rates have reduced because of free education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	8	.5	4.9	4.9
	Low Extent	45	2.8	27.8	32.7
	High Extent	26	1.6	16.0	48.8
	Very High Extent	83	5.2	51.2	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Fewer students drop out of school now.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	17	1.1	10.5	10.5

	Low Extent	14	.9	8.6	19.1
	High Extent	48	3.0	29.6	48.8
	Very High Extent	83	5.2	51.2	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

More children complete primary and junior secondary school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	7	.4	4.3	4.3
	Low Extent	10	.6	6.2	10.5
	High Extent	62	3.9	38.3	48.8
	Very High Extent	83	5.2	51.2	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

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Teaching has improved and keeps students interested.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	7	.4	4.3	4.3
	Low Extent	15	.9	9.3	13.6
	High Extent	57	3.6	35.2	48.8
	Very High Extent	83	5.2	51.2	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Vocational skills help students stay in school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	7	.4	4.3	4.3
	Low Extent	62	3.9	38.3	42.6
	High Extent	10	.6	6.2	48.8
	Very High Extent	83	5.2	51.2	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

School buildings and learning materials have improved.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	22	1.4	13.6	13.6
	High Extent	57	3.6	35.2	48.8
	Very High Extent	83	5.2	51.2	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Free education and support (meals, uniforms, books) help students stay in school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	7	.4	4.3	4.3
	Low Extent	51	3.2	31.5	35.8
	High Extent	21	1.3	13.0	48.8
	Very High Extent	83	5.2	51.2	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Teachers use better ways to make learning useful.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	3	.2	1.9	1.9
	Low Extent	36	2.3	22.2	24.1
	High Extent	46	2.9	28.4	52.5
	Very High Extent	77	4.9	47.5	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

There are special programs for young people who stopped school to continue their education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	22	1.4	13.6	13.6
	Low Extent	12	.8	7.4	21.0
	High Extent	51	3.2	31.5	52.5
	Very High Extent	77	4.9	47.5	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

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Free education helps those who left school to return.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	19	1.2	11.7	11.7
	Low Extent	19	1.2	11.7	23.5
	High Extent	46	2.9	28.4	51.9
	Very High Extent	78	4.9	48.1	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Vocational and skill-based training is available for dropouts.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	16	1.0	9.9	9.9
	Low Extent	25	1.6	15.4	25.3
	High Extent	36	2.3	22.2	47.5
	Very High Extent	85	5.4	52.5	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

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Adult and non-formal education centers support those who missed school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	30	1.9	18.5	18.5
	Low Extent	12	.8	7.4	25.9
	High Extent	39	2.5	24.1	50.0
	Very High Extent	81	5.1	50.0	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Evening or weekend classes help students who cannot attend regular school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	16	1.0	9.9	9.9
	Low Extent	23	1.4	14.2	24.1
	High Extent	43	2.7	26.5	50.6
	Very High Extent	80	5.0	49.4	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Learning materials and resources are available for returning students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	9	.6	5.6	5.6
	Low Extent	46	2.9	28.4	34.0
	High Extent	19	1.2	11.7	45.7
	Very High Extent	88	5.5	54.3	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Teachers provide extra support for students rejoining school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	18	1.1	11.1	11.1
	Low Extent	36	2.3	22.2	33.3
	High Extent	24	1.5	14.8	48.1
	Very High Extent	84	5.3	51.9	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

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Students develop good reading and writing (literacy) skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	33	2.1	20.4	20.4
	Low Extent	14	.9	8.6	29.0
	High Extent	46	2.9	28.4	57.4
	Very High Extent	69	4.3	42.6	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Students learn practical and hands-on (manipulative) skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	17	1.1	10.5	10.5
	Low Extent	30	1.9	18.5	29.0
	High Extent	43	2.7	26.5	55.6
	Very High Extent	72	4.5	44.4	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Students can express themselves clearly (communication skills).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	13	.8	8.0	8.0
	Low Extent	40	2.5	24.7	32.7
	High Extent	26	1.6	16.0	48.8
	Very High Extent	83	5.2	51.2	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Schools teach problem-solving and life skills for daily living.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	20	1.3	12.3	12.3
	Low Extent	16	1.0	9.9	22.2
	High Extent	52	3.3	32.1	54.3
	Very High Extent	74	4.7	45.7	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Students learn moral and ethical values to become responsible citizens.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	10	.6	6.2	6.2
	Low Extent	29	1.8	17.9	24.1
	High Extent	40	2.5	24.7	48.8
	Very High Extent	83	5.2	51.2	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Civic education helps students understand their rights and duties.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	8	.5	4.9	4.9
	Low Extent	32	2.0	19.8	24.7
	High Extent	39	2.5	24.1	48.8
	Very High Extent	83	5.2	51.2	100.0
	Total	162	10.2	100.0	
Missing	System	1425	89.8		
Total		1587	100.0		

Bio-data

A. Personal Data

- **Full Name:** Folake Sarah OLANIYAN
- **Address:** H47, Rd 16 Oye Akinnawonu Street, Ade Super, Ondo, Ondo State
- **Email:** olaniyan.forlahke@gmail.com
- **Phone Number:** 08060096309
- **Date of Birth:** 1st May, 1975
- **Nationality:** Nigerian
- **Marital Status:** Married
- **Name of Next of Kin:** Dr. Rotimi Francis OLANIYAN
- **Address of Next of Kin:** H47, Rd 16, Oye Akinnawonu Street, Ade Super, Ondo, Ondo State

B. Educational Background

1. Educational Institutions Attended with Dates and Qualification:

i. Primary Education

ii. St Mary Gbose Anglican Primary School, Ondo, Ondo State. 1981- 1987

iii. Secondary Education

Jubilee Community Grammar School, Ondo, Ondo State. 1987 – 1993
Otu Costain Community High School, Ore, Ondo State. 1993 - 1995

iv. Higher Educational Institutions Attended with Dates & Qualification

(i) Adeyemi College of Education, Ondo, Ondo State. 1996 –1998

(ii) Adeyemi College of Education, Ondo. 1999 – 2003

(iii) University of Ibadan, Ibadan, Oyo State. 2006 – 2010

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Academic and Professional Qualifications (with date):

(i) N.C.E Agricultural Science 1998

(ii) B. Ed. Agricultural Science 2003

(iii) M.Ed. Educational Evaluation 2010

C. Work Experience with Date

(i) Subject Teacher: Community Grammar School, Ifira-Akoko. June,2000 –Oct., 2000

(ii) Subject Teacher: Igunshin Community Grammar School, Ondo. 2000– 2006

(iii) Subject Teacher: Ondo Boys' High School, Ondo. 2006– 2008

(iv) Subject Teacher: Jubilee Community Grammar School, Ondo. 2008– 2014

(v) Subject Teacher: A.U.D Community Comprehensive High School, Ondo. 2014 – 2019

D. Awards and Fellowship: NIL

E. Membership of Academic Professional Bodies

(i) Member, Teachers' Registration Council of Nigeria (TRCN)
(ii) Member, Counselling Association of Nigeria (CASSON)
(iii) Member, Association of Educational Researchers and Evaluators of Nigeria (ASSEREN)
(iv) Association of Teachers in Tertiary Institutions of Nigeria (ASSOTIN)
(v) Science Teacher Association of Nigeria (STAN)

F. **Publication(s):**

Olaniyan F. S & Olaniyan R. F (2022). Influence of motivation on academic performance of selected secondary school students in Ondo West Local Government area of Ondo State. The proceedings of the 5th International Conference on Pragmatic

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Human Capital for sustainable Development. Held on 6th – 8th June, 2022 in Lead City University, Conference center, Ibadan, Nigeria. College press publishing pp 115 – 121.

Olaniyan F.S., Segilola, B.T., & Akuche, U.E., (2024). Counselling Strategies for Enhancing Academic Performance of Secondary School Students in Ondo West Local Government Area, Ondo. *Journal of Concepts, Issues and Concerns in Education (JOCICE),*4(1), 61-73

G. **Major Conferences Attended with Dates**

5th International conference held at Faculty of Arts and Education, Lead City University, Ibadan, Oyo State, Nigeria Between 6th – 8th June, 2022.

Paper presented:

Olaniyan, F.S and Olaniyan, R.F (2022): Influence of motivation on academic performance of selected Secondary School Students in Ondo West Local Government Area, Ondo State.

Counselling Association of Nigeria (CASSON) Conference, held at Jubilee Retreat and Conference Center 5, Catholic Mission Road, Effuren, Delta State, Nigeria. Between 19th -23rd August, 2024.

Paper Presented:

Olaniyan, F. S., & Akuche, U. E., (2024). Evaluation of Counselling Strategies in Enhancing Academic Performance of Secondary School Students in Ondo West Local Government Area, Ondo State

2025 Conference of Faculty of Education, held at Obongawan Theatre, Adeyemi Federal University of Education, Ondo. Between 17th -20th March, 2025.

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Paper Presented:

Olaniyan, F. S, & Akuche, U. E. (2025). An Evaluation of the Perception of the Stakeholders in Education Sectors about Basic Education Certificate Examination (BECE) in Oyo State

H. **Names and Addresses of Referees**

1. Associate Professor M. O. Odutuyi.
   Adeyemi Federal University of Education, Ondo, Ondo State.
   08060190883

2. Dr. M. O. Oyetayo
   Adeyemi Federal University of Education, Ondo, Ondo State.
   08034498482

I. _____ _____

Signature **Date**

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The University Compliance Certification

This is to certify that this thesis by Folake Sarah OLANIYAN, with matriculation number LCU/PG/002963, in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, is in full compliance with the approved University format and style.

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Signature Date

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