



APPLICABILITY OF UNIVERSAL BASIC EDUCATION IN PRIMARY SCHOOLS IN CALABAR MUNICIPALITY OF CROSS RIVER STATE, NIGERIA. IMPLICATION TO EDUCATORS IN TEST, MEASUREMENT AND EVALUATION

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ABSTRACT

This study focused on the applicability of universal basic education in selected primary schools in Calabar Municipality of Cross River State, Nigeria. The implication to Educators in Test, Measurement and Evaluation. To guide the study, three research questions and hypotheses were postulated. In line with the study, the ex-post facto research design, with a population of 7, 234 primary school pupils of universal basic education across 23 primary schools in Calabar Municipality Local Government area of Cross River State, Nigeria out of which are 3,561 males and 3, 673 females. A sample of 224 was drawn from the target population using simple percentages for sample size and the simple random sampling technique was employed in selecting the respondents. An 18-item questionnaire was developed and administered to 224 primary school pupils in 6 primary schools in Calabar municipality while 218 were retrieved. A research questionnaire titled "Applicability of Universal Basic Education Programme Questionnaire (AUBEPQ)" was the major instrument used for the study; the instrument was duly validated using internal consistency reliability and it yielded an index of 0.76 to .86. The research questions were answered and the data collected were analyzed using the mean and standard deviation, while null hypotheses were tested using one sample t-test at 0.05 level of significance. The result showed there was a significant improvement in the level of free and compulsory education in primary schools in Calabar municipality local government area of Cross River State; and the dropout tendency among primary school pupils in Calabar municipality is significantly high; also the level of appropriate literacy skills provided by the UBE programme in the area of study is significantly high. Based on these findings, it was concluded that the objectives of the UBE programme be revisited for effective implementation to curb the dropout tendency among primary school pupils. The study recommended that the UBE programme should be free of payment among other things including the provision of all learning materials for school pupils.

Keywords: *Applicability, Universal Basic Education Educators, educators, Test, Measurement and Evaluation*

INTRODUCTION

The Nigerian constitution recognizes the right of children of school-going age to free and compulsory Basic Education. This was the brain behind the Universal Basic Education as enshrined in the National Policy on Education. According to the Nigeria compulsory free Universal Basic Education Act (2004), part 1:2 (1) reads “every government in Nigeria shall provide free, compulsory and universal basic education for every child of primary and junior secondary school age”. This means that no single child of school-going is expected to be seen constituting a nuisance on the street. The idea was quite lofty and encouraging to parents and stakeholders in the educational environment, particularly in primary schools. Primary education according to the Wikipedia free internet encyclopedia (2011) is to achieve basic literacy and numeracy among pupils as well as establishing foundations in sciences, mathematics, geography et, In pursuance of these goals forms the basis of its universal in all the states of the federation. The basic aim of the Universal Basic Education (UBE) as introduced in 1999 by the Federal Government of Nigeria under the then regime of President Olusegun Obasanjo was aimed to provide greater access to and ensure the quality of Basic Education in Nigeria for children between 6-5 years of age to provide free universal and compulsory Basic Education for every Nigerian child.

Nigeria gained its independence from British rule in 1960, but it took time to develop its own education system. Before 1917, Nigeria operated an educational policy inherited from Britain at independence. The inability of this policy to satisfy the national aspirations of the country

rendered it unpopular”. During the 1970s the foundations were laid for a new policy, and in 1976 the Universal Primary Education (UPE) programme was launched, but it was widely considered to be as successful. The UPE was set to achieve two mandates or aims which are;

- i. The Universality of Education and
- ii. Free Education. Unlike UBE as a successor of the UPE which addresses three;
 - a. Universality of Education
 - b. Free Education
 - c. Compulsory Education

There have been several studies on the implementation of the free and compulsory education of the Universal Basic Education (UBE) programme. The major elements and structure of the Nigeria UBE as stipulated by the National Policy indicate the Basic Education provided by the government, shall be free, compulsory, universal and qualitative, comprising, 1 year of Kindergarten, 6 years of Primary and 3 years of Junior Secondary Education.

To, Uduakobong and Eno (2016) who discovered the influence of free and compulsory education on the Quality of Basic Education in Nigeria which attributed to the following variables; individual uniqueness of recipients to the difficulty level of instructional materials, inadequate funding and misappropriation of funds for UBE, Dearth infrastructural facilities for implementing UBE programme in Nigeria and inadequate human resources. Their result showed that the Quality of Basic education is not measured by increased enrolment but free and compulsory education ensilaged by the UBE programme will yield benefit to the nation when the

issues of quality, efficiency and relevance are addressed.

An empirical study by Ayara and Udah (2013) researched the “Universalization of basic education in Nigeria: The Cross River State experience”. He generated his data from primary and secondary school sources in which his primary sources were gathered from surveys, while secondary data were gathered from Cross River State-Economic survey report (2012). Official records of the state Ministry of Education, publications of the National Planning Commission (NPC) and the National Bureau of Statistics (NBS), and other assessment reports of the MOGs projects in the state. A stratified random sampling technique was used for the survey; descriptive statistics were used for the study. Data were organized in tables, percentages, deviations and charts. The finding indicates the number of public primary schools in the state gradually increased by 25 percent from 821 in 2000 to 1027 in 2012. This had a significant positive impact on the primary school environment in the state and about 51 percent of the pupils in pre-primary and primary schools were females. Also find out that 58 percent of the primary classrooms numbering 4,201 and (1,452 respectively 258, 858 pupils and 67,920 students) did not study in standard classrooms. Additional 8,629 classrooms (6,365 primaries and 2,264 secondaries) were required to close this gap; that is, 1,438 six-classroom blocks were required for an average of 30 persons per classroom, amounting to a classroom/pupil ratio of 1:75 for primary schools and 1.77 for secondary schools. This means more than half of the pupils and students in the state had lectures in unfit and makeshift classrooms that may not have been conducive to learning and teaching. Another finding shows a number of primary school desks required across the L.G.As. The

average pupil’s desk ratio for public primary schools stands at 1:7, meaning that 58 percent of the pupils were without school desks. This implies that most pupils did not have good desks in classrooms indicating unhealthy and unacceptable learning conditions. However, Calabar municipality had an excess of 498 desks with a desk people ratio of 1:2. This most probably indicates decreasing patronage of public schools in urban areas, and uneven distribution of desks among public schools in favor of urban areas. However, the number of desks required to bridge this gap in the state was 61,331.

In a study by Akpabio (2014) investigated the implementation of the free and compulsory education at the secondary school level by adopting an ex-post facto correlation research design, the result of the data analysis using Pearson’s product-moment correlation obtained revealed that there is a significant relationship between resource availability and implementation of free and compulsory education at the secondary school level in AkwaIbom State in terms of availability of teachers (0.95): availability of fund (0.97). They, therefore, recommend that at least 25% of the annual budget should judiciously be allocated disbursed and spent on free and compulsory education. There have been no recent research studies on the level of free and compulsory education in Calabar Municipality because the implementation thus far is yet to be assessed to determine the level of attainment in primary schools in Calabar Municipality.

Also, Adepoju, (2007) carried out research on universal Basic Education in Nigeria: challenges and prospects. “A case Study of Surulere Local Education District IV”. The

purpose of the study was to assess the on-the-field performance of the UBE policy, examine the features of the UBE and the extent the Nigerianschool-age population can benefit from the policy. The researcher formulated four research questions to guide the study. A total of 270 principals, vice principals and teachers were used for the study. A 42-item structured questionnaire was the major instrument used to elicit information from the respondents. Mean scoresand percentages were used in analyzing the data.

Another study by Ayara and Udah (2013) in their study on the “Universalization of Basic Education in Nigeria: the Cross River State experience” posits that high primary school enrollment was observed in the following L.G.A. in Cross River State; Yala 21,875 and Ikom 15,036. The total primary school age children (4-9years) in the state was 460, 762, while the public nursery/primary school enrollment was 212, 909 learning 247, 853 children outside the public primary school system. A significant number of these children were most likely absolved in private schools, but any leftover could have constituted the growing population of “stress children” that are vulnerable to crime, prostitution and child trafficking. In their study Calabar Municipality, Calabar South, Etung, Abi, and Akpabuyo had more school-age children outside the public school system. This showed the increasing popularity of the more expensive private nursery/primary schools in the state with a significant proportion of the population outside the public school system in private schools. As part of the implementation strategies of the UBE programme that the government will do everything possible to discourage the incidence of school drop-out rates from the school system, the policy did

not prescribe what will be done to discourage the rate of school drop-out from the primary schools. Again, due to the failure of the government to provide free education to all Nigerian children of school-going age, many pupils whose parents could not meet up with such financial demands from the school system are left with no other option than to disconnect from schools.

According to Elijah and Okoruwa (2006), empirical evidence shows that parental education may be an even more important predictor than poverty. While parents who are poor are also likely to be poorly educated, and parents who are poorly educated are more likely to be poor, educated parents-regardless of income are more likely to place a value on education and insist their children focus on learning rather than income generation (Okpukpara and Odurukwe, 2006). Literacy skills and numeracy skills, which encompass the ability to read, write and perform basic arithmetic functions are fundamental assets to every individual in this 21st century. Governments all over the world make frantic efforts to meet these basic needs as a matter of priority through the provision of formal education. Basic education is tailored toward reducing illiteracy and increasing numeracy, communication and life skills among all members of Nigerian society (Aluede, 2006). It is on the basis of this backdrop that the study sought to examine the applicability of universal basic education in selected primary schools in Calabar Municipality of Cross River State, Nigeria. The Implication to Educators in Test, Measurement and Evaluation.

STATEMENT OF THE PROBLEM

The focus of the UBE programme was to provide free and compulsory education,

improve the level of appropriate literacy skills among primary school pupils, and free writing materials and a feeding scheme were the major reasons for the implementation of the UBE programme. It was believed that having the school teachers, head teachers, and pupils as key implementers as decision makers at the policy-making table is believed to enable the school system to achieve the objectives of the programme. The programme was championed as a possible source of influence on future successful policy creation and expedient implementation. Quite paradoxical was that the aim of the programme has not been implemented as expected. In most primary schools in the study area, pupils are not allowed access to free and compulsory education, parents are subjected to buying books. Fee payment was made compulsory and many other issues which the programme was meant to tackle. It is also worrisome to say that the programme was more on theory than practice. This has posed lots of challenges to the applicability and practicability of the well-formulated UBE programme. It has been so serious that most of our primary schools particularly those in the rural areas are striving by the mercies of God. As children are seen sitting in dilapidated rooms and cracked buildings full of reptiles. It has become a common practice to see pupils during lesson periods chasing reptiles instead of classes. The question is what is the hope of our children who are supposed to be leaders of tomorrow? This problem underscores the research on the Applicability of Universal Basic Education in Primary Schools in Calabar Municipality of Cross River State, Nigeria. The Implication to Educators in Test, Measurement and Evaluators.

PURPOSE OF THE STUDY

The main purpose of this study was to assess the applicability of universal basic education in primary schools in Calabar Municipality of Cross River State, Nigeria. The Implication to Educators in Test, Measurement and Evaluation. Specifically, the study sought to;

- i. Examine the extent of free and compulsory education in Calabar Municipality.
- ii. Find out the level of drop-out rate of the UBE programme in Calabar Municipality.
- iii. Ascertain the extent of literacy skills in the UBE programme in Calabar Municipality.

Research questions

The study was guided by the following research questions;

- i. What is the level of free and compulsory education in primary schools in Calabar Municipality?
- ii. What is the dropout tendency of primary school pupils in Calabar Municipality?
- iii. To what extent are pupils equipped with appropriate literacy skills of the UBE programme in primary schools in Calabar Municipality?

Statement of hypotheses

The following hypotheses were tested at 0.05 level of significance;

- i. Free and compulsory education among primary school pupils in Calabar municipality has not significantly improved.
- ii. The dropout tendency among primary school pupils in Calabar municipality is not significantly high.

- iii. The level of appropriate literacy skills of the UBE programme in primary schools in Calabar municipality is not significantly high.

RESEARCH METHODOLOGY

The research design used was ex-post facto in this study. It is a category of research design in which the investigation starts after the fact has occurred without interference from the researcher. According to Devin Kowalczyk (2018), ex-post Facto design is a quasi-experimental study that examines how an independent variable is presented before the study and affects the dependent variable within an experiment. In ex-post facto the independent variable is not manipulated. The population of the study consists of all approved public primary schools in Calabar Municipality Local Government Area of Cross River State numbering 23 primary schools in the study area were used selectively totaling 7, 234 pupils. The figure spread across the 23 public primary schools in Calabar Municipality Area.

The sampling techniques adopted for this study were simple random sampling techniques. This technique was considered appropriate because every learner of the twenty-three (23) primary schools had an equal chance of being selected for the study. To select the schools for the study, adopted the hat and draw method of sampling where "Yes" and "No" were written on pieces of papers and learners were asked to pick. The basket was shaken together with the paper balls and each pupil was asked to choose without replacement. Those who picked the paper balls with "Yes" tags were given a copy of the questionnaire to fill. The researcher chose six (6) primary schools using the hat and draw techniques, all the six

(6) schools drawn from the study areas were written on a piece of paper, squeezed and shuffled in a hat. The researcher closed his eyes and picked any one school from the hat without replacement. Hence six schools selected were included in the study. Also, using simple percentages ten percent (3.1%) of pupils were drawn from each primary school, this constituted a third stage of the sampling process for six schools, a total of 224 pupils were chosen as shown in the study sample. The sample size of the study was two hundred and twenty-four, (224) respondents drawn from six (6) primary schools in the area of study. Out of 224 questionnaires distributed, 218 were retrieved while 6 got bad at the time of retrieval. The instrument used for data collection was the questionnaire titled "Applicability of Universal Basic Education Programme Questionnaire (AUBEPQ)". The instrument was developed by the researcher with the help of the supervisor. The questionnaire contained two sections A and B. Section A was designed to elicit information from respondents' demographic variables such as the name of the school, gender, age, parental educational background and class while section B is an 18 item four points Likert type scale designed to measure the sub-variables of the study. Each item required the respondent to indicate the frequency of his or her various opinions under strongly agree, agree, disagree and strongly disagree. The two kinds of validation were established for the instrument of the study face and content validity. The face and content validity were established by using three (3) experts in Test, Measurement and Evaluation; in the faculty of Education, CRUTECH, Calabar. The expert certified that the instrument was face and content validity and could be used for the study. Reliability was established

through Cronbach alpha reliability of the instrument (questionnaire), a trial testing was done using fifty (50) pupils with Cronbach alpha reliability was conducted and the internal consistency of .076 to .86 showed that the research instrument was reliable. The hypotheses formulated to guide the study were appropriately tested using a population t-test.

Demographic Description of Study Sample

The data for the study were drawn from a sample of 218 pupils of Calabar Municipality Local Government Area of Cross River State, Nigeria. The demographic analysis of the sample was done using frequency counts and percentages. The results are presented in Table 1

RESULTS AND DISCUSSION

Table 1: Demographic Analysis of Study Sample

Variable	Category	N	%
Gender	Male	118	54.1
	Female	100	45.9
	Total	218	100.0
Age	Below 9 years	52	23.9
	9-10 years	76	34.9
	Above 10 years	90	41.3
	Total	218	100.0
Parental Educational Background	No certificates	23	10.6
	F S L C	38	17.4
	SSCE	61	28.0
	ND/NCE and beyond	96	44.0
	Total	218	100.00
Class of Pupils	Primary 4	51	23.4
	Primary 5	160	73.4
	Primary 6	7	3.2
	Total	218	100.0

From Table 1, male pupils were 118 or 54.1% of the total sample and female pupils were 100, representing 45.9% of the study sample. In terms of age, the highest number of pupils were above 10 years of age (90 or 41.3%) followed by those in the age bracket of 9 and 10 years (76 or 34.9%). The least

number of students were below 9 years of age (52 or 23.9%). Pupils whose parents had no educational certificates were the least in number (23) representing 10.6% of the sample. The highest numbers were those with ND/NCE certificates and beyond. In terms of class of pupils, the greatest

numbers of pupils were drawn from the primary 5 class (160 or 73.4%). this is followed by those in primary 4 (51 or 23.4%). As few as 7 were drawn from primary 6.

Descriptive Statistics of Research Variables

The descriptive statistics; mean, standard deviation, standard error of the mean, minimum and maximum values were computed for the three (3) research variables. The results obtained are presented in Table 1.

Table 1: Descriptive Statistics of Measured Research Variables

Variables	Mean	Std. Deviation	Std. error	Min.	Max.
Level of free and compulsory basic education	14.99	1.178	.17830	9.00	21.00
Dropout tendency of the UBE	14.99	.169	.16935	8.00	22.00
Level of appropriate literacy skills	20.326	.255	.25524	6.00	24.00

The results in table 1 show that level of appropriate literacy skills of the UBE programme in primary schools in Calabar municipality was highest ($x = 20.326$) followed by the level of free and compulsory basic education ($x = 14.991$). The least was dropout tendency with a mean of 14.367.

Presentation of Results

This sub-section presents the results of the hypotheses. The one sample t-test was carried out in testing the other three null hypotheses. All decisions were taken at .05 level of significance such that a null

hypothesis was rejected if the P-value associated with the computed test statistics is less than .05 and retained if the p-value was greater or equal to .05.

Hypothesis One

The level of improvement of free and compulsory education among school pupils in Calabar municipality is not significantly high. The one sample t-test was applied in testing this hypothesis with level of free and compulsory education being the single variable involved. The results of the variables involved. The results of the analysis are presented in Table 2.

Table 2: One Sample T-Test Analysis of the Level of Improvement of Free and Compulsory Education (N = 218)

Variable	Mean	Standard deviation	t- value	p-value
Level of improvement of free and compulsory education	14.991	2.633	84.074*	.000

*Significant at .05 level $p < .05$

The result in table 2 shows that the p-value (.000) associated with the computed t- value (84.074) is less than the chosen level of significance (.05). Based on this outcome, the null hypothesis is rejected. This means that there is a significant improvement in the level of free and compulsory education in primary schools within the study area.

Hypothesis Two

Dropout tendency among primary school pupils is not significantly high. To test this hypothesis, one sample t-test was applied at .05 level of significance. The results are presented in Table 3.

Table 3: One Sample t-test Analysis of the Dropout Tendency of Primary School Pupils (N = 218)

Variable	Mean	Standard deviation	t-value	p-value
Dropout tendency	14.367	2.500	84.836*	.000

*significant at .05 level $p < .05$

From the table 3, the p-value (.000) is less than the chosen level of significance of the study (.05). Based on this result, the null hypothesis is rejected. This implies that the dropout tendency among pupils in the study area is significantly high.

Hypothesis Three

The level of appropriate literacy skills of the UBE programme is not significantly high. One sample t- test was a t-test in testing the hypothesis at .05 level of significance. The results are presented in Table 4.

Table 4: One Sample T-Test Analysis of the Level of Appropriate Literacy Skills of the UBE Programme

Variable	Mean	Standard deviation	t- value	p-value
Level of appropriate literacy skills	20.326	3.769	79.633*	.000

*significant at .05 level $p < .05$

From Table 4, the p-value (.000) associated with the calculated t-value (79.633) is less than .05. Thus, the null hypothesis is rejected. This means that level of appropriate literacy skills provided by the UBE programme in the area of study is significantly high.

Summary of Results

From the analysis of the data collected and subsequent test of hypotheses, the result showed that;

- i. Free and compulsory education among primary school pupils in Calabar Municipality has significantly improved.
- ii. The dropout tendency among primary school pupils in Calabar municipality is significantly high.
- iii. The level of appropriate literacy skills of the UBE program in primary schools in Calabar municipality is significantly high.

Discussion of Findings

This section deals with the discussion of findings in line with the previous studies of scholars as contained in the literature reviewed. The discussion is done hypothesis-by-hypothesis as shown below.

Hypothesis One

The results of hypothesis one indicated that there is a significant improvement in the level of free and compulsory education in primary schools in Calabar Municipality. The findings of the first hypothesis are in line with the study of Uduakobong and Eno (2016), who discovered the influence of free and compulsory education on the quality of basic education in Nigeria which is attributed to the following variables; Individual uniqueness of recipients to the difficulty level of instructional material,

inadequate funding and misappropriations of funds for UBE, dearth's of infrastructural facilities for implementing UBE program and inadequate Human Resources. Their result showed that the quality of basic education is not measured by an increase in enrollment but free and compulsory education enshrined in the UBE programme will yield benefits to the nation when issues of quality, efficiency and relevance are addressed.

Akpabio (2014), investigated the implementation of free and compulsory education at the secondary school level by adopting an Ex-post Facto correlation research design, the results of the data analysis obtained revealed that there is a significant relationship between resource availability and implementation of free and compulsory education at the secondary school level in AkwaIbom State, in terms of availability of teachers (0.95); availability of funds (0.97). They, therefore, recommend that at least 25% of the annual budget should judiciously be allocated, distributed and spent on free and compulsory education.

However, it could be understood that, for free and compulsory education to be achieved, it entails the establishment of various kinds of facilities, provision of all educational resources, efficient funding and removal of every constraint to sound and quality education. In the final results free and compulsory education means tuition-free, free feeding, free books, free uniform, and other personal uses of the learner, free education also means the removal of every Socio-cultural impediment to the child's education. The sum total of all these makes education free.

Hypothesis Two

The result of this hypothesis two shows that the dropout tendency among primary school pupils in Calabar municipality is significantly high. The findings of the second hypothesis are in line with Elijah and Okoruwa's (2008) empirical evidence showing that parental education may be an even more important predictor than poverty. While parents who are poor are also likely to be poorly educated, parents who are poorly educated are more likely to be poor. Educated parents regardless of income are more likely to place value on education and insist their children focus on learning rather than income generation (Okpukpara and Odurukwe 2006). The Nigerian child labor survey found that maternal education is a more powerful driver of this effect than paternal education. Educated mothers are more able to make an income sufficient to preclude the necessity of child labour. The same study also found that parental occupation is a key driver of child labour (Okpukpara and Odurukwe, 2006).

Hypothesis Three

The result of hypothesis three showed that the level of appropriate literacy skills provided by the UBE programme in Primary schools in Calabar Municipality is significantly high. The findings of the third hypothesis are in accordance with Adekola (2007), who summarized that the language policy and the teaching-learning process is not well implemented or supported, so teachers of early primary grades tend to use an unstructured mix of English and Nigerian language. It was discovered that at the grade three level, teachers were using English about 70% of the time but the English textbooks were too difficult for the children to read and there were few supporting texts in the Nigerian language.

Again, Aluede (2006) opined that literacy skills and numeracy skills, which encompass the ability to read, write and perform basic arithmetic functions are fundamental assets to every individual in this 21st century. Governments all over the world make frantic efforts to meet these basic needs as a matter of priority through the provision of formal education. Basic education is tailored toward reducing illiteracy, increasing numeracy, communication and life skills among all members of the Nigerian society

Finally, Olaniyan and Obadara (2008) opined that as good as primary education is in providing the basic skills needed to acquire permanent literacy and numeracy as well as to gain admission into secondary schools, Nigeria's primary schools are not fulfilling the central purpose of primary education. Instead, it brought the emergence of many private primary schools presently experienced in Nigeria. Experience has shown that public primary schools cannot boast of literacy and numeracy competence.

SUMMARY OF THE STUDY

The study was conducted on the Assessment of the UBE programme in primary schools in Calabar Municipality local government of Cross River state, Nigeria. Three hypotheses were formulated to achieve the purpose of the study based on the identified independent variables namely;

- i. The level of free and compulsory education among primary school pupils in Calabar municipality local government area of cross river state has not significantly improved.
- ii. The dropout tendency among primary school pupils in Calabar municipality local government area of cross river state is not significantly high.

- iii. The level of appropriate literacy skills of the UBE programme in primary schools in Calabar municipality local government area of cross river state is not significantly high.

To generate data to test the hypotheses, an 18-item questionnaire was developed by the researcher and validated by the project supervisor. It was then administered on 218 randomly selected primary school pupils in the study area which were adequately completed and utilized for analysis of relevant data.

Literature related to the variables under this study was reviewed accordingly on the basis of all the major variables of the study. An ex-post facto research design was adopted for the study. Using a simple random sampling technique, a sample of 218 primary school pupils participated in the study. The questionnaire was the main instrument used for the data collection title; "Assessment of the Universal Basic Education Programme in Primary Schools Questionnaire (AUBEPPSQ)." To test the hypotheses and to know whether to reject or retain them, one sample t-test was used for the study. This statistical tool was used because of the nature of the variables in the hypotheses directing the study and to explore their level of significance at 0.05 alpha level of significance was used for the statistical testing and interpretation of results.

The results of the analysis revealed that there exists high level of significance among all variables, they are; free and compulsory education among primary school pupils in Calabar municipality, dropout tendency among primary school pupils in Calabar

municipality and level of appropriate literacy skills of the UBE programme.

CONCLUSION

On the basis of the statistical revelation of this study, the following conclusion was arrived at;

- i. The level of free and compulsory education among primary school pupils in Calabar municipality local government area of cross river state have significantly improved.
- ii. Dropout tendency among primary school pupils in Calabar municipality local government area of cross river state is significantly high.
- iii. The level of appropriate literacy skills of the UBE programme in primary schools in Calabar municipality local government area of Cross River State is significantly high.

Recommendations

Based on the findings made, and the conclusion drawn from the study, the following recommendations were made in order to improve the effective implementation of the UBE programme in primary schools.

- i. For the achievement of the UBE programme and its successful implementation in the school. Government to strictly monitor the progress to ensure that education is entirely free by provisions of appropriate teaching and learning resources, school uniforms, provision of safe and conducive educational facilities such as libraries, toilets, I.C.T rooms etc that will be an impediment to quality basic education.

- ii. The UBE programme will likely be unsuccessful if the budget allocated to education is constantly reduced.
- iii. Also, the government should build more public schools closer to children living in indigent communities for easy accessibility to educational opportunities.
- iv. Primary school teachers should be encouraged to use the language of the learners' immediate environment as a medium of instruction in addition to the teaching of the English language for the development of appropriate literacy skills in the learner

The Implication to educators in Test, Measurement and Evaluation

The UBE programme being the successor of the UPE was designed to correct the mistakes of the UPE and bridge the gap in the implementation of the programme. The results of the findings revealed that there is a significant improvement in free and compulsory education. The result also showed that the tendency to drop out among primary school pupils is significantly high as a result of the unavailability of learning materials which has subjected school pupils to hawk on the streets to support their parents in the purchase of these materials. The implication of this study includes;

- i. The adoption of creative teaching methodologies in the classroom such as storytelling, plays, read along series to improve the learners' literacy skills
- ii. This study will help future researchers to further build on the existing results and findings that will improve the implementation of the UBE programme.

- iii. This study will serve as a guide to policymakers on appropriately including target groups who are implementers of the policies.

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