

Effect of Universal Basic Education Policy n the Educational Development of Junior Secondary Schools in Enugu State, Nigeria

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ABSTRACT

The study examined the “Effect of Universal Basic Education Policy on Education Development in Junior Secondary Schools in Enugu State. The objectives of the study were: to ascertain the effect of UBE Programme on School Enrolment in Public Secondary Schools. The researchers adopted the theory of Human Capital Development which emphasizes how education increases the productivity and efficiency of people. Cross Sectional Survey research design was adopted. The population of the study comprised all the 291 Principals of the 291 Secondary Schools in the six education Zones of Enugu State. The sample size of 236 were obtained using simple random sampling technique. The major data for the study were gathered through structured questionnaire. Chi-square test statistic was used to test the hypothesis formulated to guide the study. The study revealed that UBE Policy has improved the access to Junior Secondary Schools in Enugu State. The study recommended that the policy on compulsion of every school age child should be upheld and the punishment stipulated for defaulters should be implemented to the latter.

Keywords: Universal Basic Education, Human Capital Development, Junior Secondary School.

INTRODUCTION

The future prosperity of Nigeria depends on producing children who are well educated and prepared to take their place in tomorrow’s society. It was Henry Peter Brougham, the English Poet and Essayist in [1], who once remarked that “education makes people easy to lead but difficult to drive: easy to govern, but impossible to enslave”. The importance of this assertion could be gleaned from the huge resources which society invests in the education of the citizens. Nigeria

is not an exception to this. Education is universally regarded as an effective device for national development. Education is so closely linked with life that the quality of education in any given society determines the predominant economic, political and socio-cultural life of the citizenry. Plato as cited in [1], observed that without education no action of an ignorant man is regarded as good. Education is the key that unlocks the door to modernization and that is

why the education of all members of the society is a matter of national interest.

However, in 1948, the United Nations, Universal Declaration of Human Rights asserted that everyone has a right to education. This development formed the basis for the promulgation of the 1948 Education Ordinance which decentralized educational administration in Nigeria [2]. Shortly after the creation of the three regions (Eastern, Western and Northern) in the country, led to the promulgation of the 1952 Education Ordinance which empowered each of the regions to develop its educational policies and systems and the colonial Education Board was abolished [3].

The initial experiment to adopt Universal Primary Education started in the Western region in 1955 and Eastern region of Nigeria followed suit in 1957 respectively [3]. In the North, even though the pupils did not pay fees in the government schools, there was general apathy towards Western education.

By 1976, the Federal Government of Nigeria completed takeover of mission schools as education was regarded as a huge government venture and no longer a private enterprise. Universal Free Primary Education (UPE) was introduced by the Government and expanded access into tertiary education and increased number of unity schools in the country. The UPE was geared towards giving all children between age six to twelve years of age, free primary education, which was to bridge the educational gap and

reduce the rising levels of illiteracy in the country. The policy which took off with much promise failed to achieve its goals of eradicating illiteracy largely due to inadequate planning.

However, the UPE ended in September 1981. The reason was that the Federal Government in the revised policy shed the responsibility it undertook in the UBE policy to finance primary education by transferring it to the states and local governments. The result of the transfer was unpaid teacher salaries, degradation of educational facilities at all levels and strikes resulting in declining literacy rates in the country [4].

The National Policy of Education which was first published in 1977, revised in 1989 was again revised in 1998 and prescribed a Universal Basic Education (UBE) policy, which is compulsory for all children in the country; this was given in the form of nine years continued education in form of six years primary education and three years Junior Secondary Schooling. Consequently on the 30th September 1999, the Federal Government of Nigeria launched the UBE policy as means of achieving equal educational opportunities and eradicating illiteracy. The UBE policy was launched to address the problems that brought about the failure of the previous educational policies. The UBE is designed to provide functional, universal and quality education for all Nigerians irrespective of age, sex, religion, or location. It stresses the inclusion of girls

Statement of the Problem

and women and a number of underserved groups; the poor, street and working children, rural and remote population, nomads, migrant workers, indigenous peoples, minority refugees and disabled. The formal educational system is only one of six components included in basic education in the implementation guidelines of the Federal Government of Nigeria. Other components included nomadic education for the education of the migrant ethnic groups such as nomadic cattle rearing Fulani and Ijaw fishermen, provision of secular education but with opportunities for religious instruction according to the faith of the pupil's parents, life skills for adults and non-formal education or apprenticeship training for youths outside the formal education system [5].

The UBE Policy reiterates the Government's commitment to the implementation of the UBE programme and the 9-3-4 system of education. Basic education is given in form of six years primary education after which pupils proceed to the Junior Secondary School where they spend three years. The policy saw the disarticulation of Junior Secondary School from the senior secondary to form basic education schools.

The study, therefore, explores the effects of the Universal Basic Education Policy in Junior Secondary schools development in Enugu State.

The Universal Basic Education which is aimed at addressing the problems of access, quality and equity in primary and Junior Secondary schools is a 9-years educational policy that is universal, free and compulsory. The inadequate attention paid to the basic education sub-sector over the years as found by [6] has resulted in the near total collapse of the education system which has led to limited access to, poor retention in and poor quality of basic education. The alarming rate of illiteracy has been rated internationally as unacceptably high, the conditions of the school infrastructure are appalling, teachers are poorly trained and motivated. Worse still is the observed fact that school dropout rate has not abated and funding of basic education has continually declined. Statistics have shown that more than forty percent of Nigeria school aged children do not attend primary school with the Northern Nigeria recording the lowest school attendance rate in the country, particularly for girls. Despite a significant increase in net enrolment rates in recent years, it is estimated that 4.7 million children of school age are still not in schools [7]

Increased enrolment rates under UBE have also created challenges in ensuring quality education and satisfactory learning achievements as resources are spread more thinly across growing number of students. It is common to see cases of 100 pupils per teacher or

students under trees outside the school building because of insufficient classrooms [8].

The situation is worrisome considering the fact that it is approximately nineteen years after the launching of the Universal Basic Education (UBE) which was conceived to address these problems. From observations, facilities and teachers available for basic education remain inadequate for eligible number of children and youths. This is more so in urban areas where there is population explosion pressure. Under these conditions, teaching and learning cannot be effective: hence the outcomes are usually below expectation. Many children of school age do not attend school because their labour is needed to either help at home or bring additional income into the family. Moreover, many families cannot afford the associated costs of sending their children to school such as uniforms and textbooks. For some, the distance to the nearest school is a major hindrance. Most parents in the Northern part of Nigeria do not send their children to school due to cultural bias.[6].

Enugu State is not an exception; schools in Enugu State are characterized by negative variables like high rate of drop out. According to Enugu State inclusive education policy (2014), in [2], there were 520,766 basic education school aged children out of 75,998 (14.6%) were out of school. According to the 2009/2010 Annual School census, there were 1,188 public basic schools with poor and

insufficient infrastructure in Enugu State. [9] in [3], further held that there are inadequate teaching and infrastructural facilities in public schools which can eventually lead to student's dropout. In terms of access, calculations from the 2009 Annual school census exercise indicate that the Gross Enrolment Rate (GER) at the basic education level is 50 percent (primary) and 42 percent (Junior Secondary) while the net enrolment Rate (NER) is 46 percent (Primary) and 36 percent (Junior Secondary). Added to this, is the fact that the friendly school concept advocated by the UNICEF is not comprehensively adopted by Enugu State and Nigeria in general. Majority of schools in the state especially in rural settings lack good portable water, electricity and toilet facilities, related and relevant instructional materials for effective and efficient lesson delivery. These invariably suggest that Nigeria and Enugu State in particular is nowhere close to achieving full access to basic Education as enshrined in the Universal Basic Education Policy. This is indeed very worrisome.

Objective of the Study

The broad objective of the study is to evaluate the Universal Basic Education Policy on Educational Development of Junior Secondary Schools in Enugu State. Specifically, the study sought to:

1. Ascertain the extent to which the Universal Basic Education policy affects access to Junior Secondary Schools in Enugu State

Research Questions

1. To what extent does the Universal Basic Education policy affect access to Junior Secondary Schools in Enugu?

Hypotheses

This study was anchored on the following null hypotheses.

Ho₁ Universal Basic Education policy has no effect on access to Junior Secondary Schools in Enugu State

Significance of the Study

The study has both empirical and theoretical significance. Empirically, the findings of this study will be of immense benefit to Ministry of Education both at Federal and State levels, the government, the Post- Primary Schools Management Board (PPSMB), Principals, Teachers, Students, Parents and Guardians and General public.

The findings of this study will be of great value to the Federal and State Ministries of Education as the study will offer an alternative approach to effective implementation of the Universal Basic Education Policy.

The findings will be of importance to the government in that it will help them in planning programmes, seminars, conferences, workshops and lectures for stakeholders and policy implementers in the education industries. This will bring advancement in teaching and learning. In the long run, it will help in uplifting the tone of all schools.

Moreover, the findings of this research will provide additional rich sources of

information to existing literature on educational policies in Nigeria. Students of Public Administration and Education will find some valuable reference materials that will help them their further studies.

Scope of the Study

The study was conducted in all the Junior Secondary Schools in Enugu State which is made up of six (6) education zones namely; Enugu, Nsukka, Agbani, Obollo-Afor, Awgu and Udi education Zones. Enugu State is geographically located in the South-Eastern Zone of Nigeria. It is bounded by Ebonyi State to the East, Anambra to the West, Benue and Kogi to the North, Abia and Imo States to the South. Enugu state was chosen for this study because all the government owned secondary schools in Enugu State has Junior Secondary Schools attached. Again, Enugu State Ministry of Education work hand in hand with the Post-Primary School Management Board, Enugu State Universal Education Board and the Education Sector Support Programme in Nigeria (ESSPIN) in conjunction with the UK aid.

UBE Scheme in Enugu State

According to Enugu State of Nigeria, statistical bulletin and annual report, [9] by Edict No. 3 of 1994, the Enugu State Primary Education Board (SPEB) came into being in May 1994, and was charged with the effective management of primary education in Enugu State. The functions of the board include to;

appoint, recruit, promote, discipline, post, deploy and transfer all teaching and non-teaching staff in primary schools in Enugu State amongst other functions. However with the Universal Basic Education Act of 26th May, 2004 of the Federal Government and the enactment of Enugu State Basic Educational Law No 1 of 30th June 2005 by Enugu State House of Assembly and given accent by the executive, on the 7th July 2005, Edict no 3 of 1994 was repealed. Enugu State Universal Basic Education Board, 2005 therefore created Enugu State Universal Basic Education Board (ESUBEB) and empowers it with the administration of Universal Basic education in Enugu State. The law also created the Local Government Education Authorities and District Education committees in all the Local Government areas of Enugu State to assist ESUBEB in the management of Basic Education. PART II of the Universal Basic Education Law, 2005. entitled COMPULSORY FREE UNIVERSAL BASIC EDUCATION, etc, is presented here unabridged;

(1). The government of the state shall provide free, compulsory and universal basic education for every child of primary and junior secondary school age.

(2). Every parent shall ensure that his child or ward attends and complete his (a) Primary school education, and

(b) Junior school education; By endeavouring to send the child to primary and junior secondary schools.

(3) The Stake holders in education in a Local Government Area shall ensure that every parent or person who has the care and custody of a child performs the duty imposed on him under this section.

(4) A parent who contravenes subsection 2 of this section commits an offence and is liable:-

(a) On first conviction, to be reprimanded;

(b) On second conviction, to a fine of N2, 000, 000 or imprisonment for a term of 2 months or both

5. (1) The services provided in public primary and junior secondary schools shall be free of charge.

(2) A person who receives or obtains any fee contrary to the provision of subsection (1) of this section commits an offence and is liable

- on conviction to a fine not exceeding N10, 000, 000 or imprisonment for a term of 3 months or both.
- (3) The services that should be provided free of charge this section include the supply of books, instructional materials, classrooms, furniture and free lunch.
6. (1) Every parent shall ensure that his child receives full-time education suitable for his age, ability and aptitude by regular attendance at school.
- (2) The provisions of section 3(2) and 4(1) of this law shall not apply to any parent who for the time being, is resident outside the state.
7. The provisions of section 3 and 4 of the law shall not apply to any child who is resident outside the state and who has not

Eze and Iyida
received any
education.

8. The Magistrate Court shall have jurisdiction to hear and determine case arising under section 3 of this law and to impose the punishment specified (ESN, Official Gazette, 2005: (CI-C3).

**Education Sector Support Programme
in Nigeria (ESSPIN) and UBE in Enugu
State**

The Education Sector Support Programme in Nigeria (ESSPIN) is an education reform partnership programme of the Enugu State Government and the United Kingdom Department for International Development (DFID). ESSPIN began operations in Enugu State following a formal presentation to Enugu State Executive Council and Inauguration by the then Governor-Barrister Sullivan Chime on Monday 29th March, 2010; two years after the programme took off in Lagos, Kwara, Kaduna, Kano and Jigawa States.

ESSPIN has been supporting and working with Enugu State Government since 2010 to transform the education sector and ensure that the system operates

efficiently and effectively to deliver quality education at the Basic Education Level.

The activities of ESSPIN with regards to the UBE focused on three key areas:-

- School improvement
- Community engagement and learner participation and
- Enhancing capacity of State and Local Governments to effectively manage basic education

School Improvement Programme (SIP)

ESSPIN's support with regard to SIP has followed the inverted pyramid model where children are of prime importance as education is all about children and the schools in which they learn. Thus, ESSPIN has helped Enugu State Schools to produce children who are literate, numerate and self-reliant in line with the state's education goal. To this end, ESSPIN's programme focused on:-

- Infrastructural development/improvement
- Training and supporting head teachers to lead and manage their schools effectively
- Training and supporting class teachers to be competent at delivering lessons, especially in literacy and numeracy and

- Provision of instructional resources.

The SIP is therefore an effort to improve the capacity of schools in order to provide quality education experience for children. This is fully captured in the UBE Policy as SIP deals with the overall impact of all children enrolling in school and continuing till graduation and achieving expected learning outcomes.

Community Engagement and Learner Participation

ESSPIN with regard to Community Engagement and Learner Participation focused on:-

- Establishing and developing School-Based Management Committees (SBMCs)
- Training and monitoring SBMC members to support school improvement
- Building the capacity of Civil Society Organizations (CSOs) to mobilize and support communities and other non-state stakeholders to contribute to school improvement.
- Promoting and supporting equitable access to basic education for all children
- Enhancing capacity of State and Local Government to effectively manage basic education. Here ESSPIN focused on:-

- Improved planning, budgeting, budget execution, performance monitoring and reporting
- Improved service delivering at Ministries, Departments and Agencies (MDAs), LGEAs and Schools and
- Improved school support and quality assurance services at State and LGEAs.

ESSPIN has made access to education and its quality very simple through the creation of the Learning Outcome Benchmarks for Enugu State. To this effect ESSPIN has uplifted the tone of schools in Enugu State through activities like improving the students personnel services rendered in schools, ensuring quality and instituting social mobilization.

Evaluation of UBE in Nigeria

The implementation of UBE policy commenced in 1999, but its progress was hampered by lack of enabling law to execute certain aspects of the policy until when the UBE bill was signed into law on May 26, 2004 following its passage by the National Assembly.

Statistics from the UBEC office has indicated that from 2005 to 2016, the federal government has committed 493.9 billion naira while the office of the millennium Development Goals (MDGs) contributed 51.8 billion to the implementation policy (see Appendix 1). According to the public relations officers

of the UBEC, the policy has achieved its objectives because the country's basic education subsector has witnessed a boost under the policy.

[4], noted that a number of Almajiri boarding schools have been constructed for out of school pupils in the North where food, textbooks, uniform and library's facilities are provided to the pupils by federal Government, while in the south government established vocational training schools with similar package for the out-of-schools children.

Under the policy, government has introduced good performance award to encourage states to access their funds for the development of basic education in their respective state. Furthermore, UBEC had Federal teachers' scheme for basic education. We trained them and pay them ₦15,000.00 monthly allowance for two years after which states will recruit them as permanent staffs [4]. [4] attributed lack of classrooms for children in some states to the attitude of those state governments of not accessing their funds for many years. He lamented that some state government only want to collect the federal government funds without paying their counterparts funds. Statistics further showed that in 2009 and 2014, the UBEC constructed a total of 71,009 and renovated 99,444 classrooms nationwide. It also constructed 24,769 toilets and provides over one million pieces of furniture to schools, while 3.5 million teachers have been trained from 2005 to 2014. [6] lamented that UBE pay emphasis on structures to the detriment

of the teachers who are the major players for imparting knowledge on the pupils. He stated that the process of employing teachers was abused by politicians who view the process a means of repaying their loyalists and hangers on.

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APPENDIX - 1

MATCHING GRANT RELEASES (2005 - 2016) AS AT 10TH AUGUST, 2016

S/N	STATE	2005-2006	2007-2008	2009-2010	2011-2012	2013-2014	2015	2016	TOTAL
1	ABUJA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
2	ADAMAWA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
3	AKWA IBOM	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
4	ANAMBRA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
5	BAUCHI	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
6	BAVELSA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
7	BENUE	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
8	BORNO	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
9	C. RIVER	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
10	DELTA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
11	EBONYI	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
12	EDO	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
13	EKITI	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
14	ENUGU	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
15	GOMBE	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
16	IMO	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
17	IGAWA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
18	KADUNA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
19	KANO	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
20	KOGI	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
21	KEBBI	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
22	KWANA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
23	LAGOS	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
24	NAIJA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
25	NASARAWA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
26	NIGER	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
27	OGUN	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
28	ONDO	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
29	OSUN	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
30	OYO	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
31	PLATEAU	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
32	RIVERS	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
33	SOKOTO	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
34	TARABA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
35	YOBE	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
36	ZAMFARA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.72
37	F. C. T. ABUJA	1,036,378,378.37	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76	607,849,099.10	8,848,243,732.90
	CURRICULUM	0.00	1,312,500,000.00	0.00	0.00	0.00	0.00	0.00	1,312,500,000.00
	GRAND TOTAL	36,346,000,000.00	55,509,999,982.00	42,894,492,728.68	63,842,108,762.84	73,374,949,000.20	32,440,000,000.12	22,492,616,666.86	328,697,518,110.86

Source: universal basic education commission (UBEC) public schools only

Table 2: Enrolment in Junior Secondary Schools by Gender; 2000-2014

YEAR	MALE	FEMALE	TOTAL
2000	1,264,903	1,012,388	2,277,291
2001	1,431,633	1,148,535	2,580,168
2002	1,746,909	1,203,823	2,950,732
2003	2,083,699	1,600,945	3,684,644
2004	1,972,637	1,535,291	3,507,928
2005	1,653,753	1,639,776	3,293,529
2006	1,653,753	1,281,219	2,934,972
2007	1,944,843	1,531,220	3,476,063
2008	2,150,037	1,784,024	3,934,061
2009	2,413,235	2,022,016	4,435,251
2010	2,703,938	2,306,289	5,010,227
2011	2,410,817	1,902,347	4,313,164
2012	2,408,578	2,061,459	4,470,037
2013	2,290,478	1,962,892	4,253,370
2014	2,392,750	2,042,229	4,434,979

Source: Universal Basic Education Commission (UBEC) public schools only

Gap in Literature

From the above review of literature, a number of previous studies have studied the Universal Basic Education (UBE) noting the administrative problems in the implementation process, challenges and limitations. However, we were able to observe that there is no unanimity among scholars in the existing literature concerning the research questions which this study seeks to answer. More

important is the fact that none of such works was found to have been carried on Enugu State. Thus, there is need to ascertain the extent to which the UBE policy affect access to junior Secondary Schools in Enugu State, Nigeria as it concerns the research questions raised in this study. This gap in knowledge and learning is what this study sought to fill.

Theoretical Framework

This study is based on the human capital development theory, the systems theory and Juran quality theory developed from the works of [6]. Schultz [6] categorized the sources of all human abilities into two: the abilities that originate from innate sources and those that are acquired from the environment. He then stated that all valuable human abilities or attributes which can be augmented or enhanced by appropriate investment (such as training), constitute “human capital”. Human capital theory rests on assumption that education is highly instrumental and even necessary to improve the productive capacity of a population. [10], defined human capital as the knowledge, skills and abilities of the people employed in the organization and is the most important element in an organization`s intellectual capital. Human capital according to Rosen [11], refers to the “production capacities of human beings as income producing agents in the economy”. In short, the human capital theory emphasizes how education increases the productivity and efficiency of people by increasing the level of cognitive stock of human capability which is a product of innate abilities and investment in human beings. [6] argued that both knowledge and skill are a form of capital and that this capital is a

product of deliberate investment. He made direct link between an increase in investment in human capital and the overall increase in output. Schultz compared the acquisition of knowledge and skills to acquiring the “means of production”. [12], human capital theory provides a basic justification for large expenditure on education. At the macro-economic level, efforts to promote investment in human capital were seen to result in rapid development.

This theory applies to our study very appropriately. This is because education is very vital for socio-economic development of the nation. The human capital theory provides a basic justification for Nigerian government to invest heavily on education. Education is seen as long-term investments which is very profitable. From the resource based view, nation`s progression and abundance are measured by the quality of its population that combines other resources for the growth of the society. [4] while contributing to human capital theory insisted that “a sacrifice for the sake of learning today is rewarded tomorrow.

METHODOLOGY

Research Design

This study involved a cross sectional survey research design. This cross sectional design involves the collection of data from a sample of 291 secondary schools in all the 6 education zones of Enugu State.

Sources and Method of Data Collection

Two sources of data collection were used for this study. They are primary and secondary sources.

Primary Sources: The primary data in this study were gathered through in depth interview and structured questionnaires administered on the principals of the selected secondary schools in Enugu State.

Secondary Sources: The study collected data from secondary source such Junior Secondary School Certificate Examination (JSSCE) result records, UNICEF child friendly school model, journals, Government Publication, newspapers and internet materials which are relevant and related to the study.

Population of the Study

The population for the study consists of all the Principals of all the 291 Principals from all the 291 secondary schools in all the six (6) education zones of Enugu State, Nigeria

Sampling and Sampling Procedure

The researcher used simple random sampling to select 236 principals from the 291 public secondary schools in Enugu State, Nigeria.

Validity of the Instrument

In this study, in order to ensure the validity of the instrument, the researchers applied content and face validation. The instrument was validated by three experts from Enugu State University of Science and Technology- one each from Public Administration, Measurement and Evaluation and Educational Management. The validators were requested to validate the instrument in terms of clarity of instruction to the research subjects; proper wording of the items; appropriateness and adequacy of the items in addressing the purpose and problems of the study; grammatical adequacy and relevance of the items.

To do this, the researchers gave the validators the purpose of the study, the research questions and research hypothesis formulated to guide the study. After their constructive criticism, the researcher modified the instrument in line with their input.

Reliability of the Instrument

The researchers used the test-retest validity estimate to ascertain the reliability coefficient of the instrument. This the researcher did by conducting a pilot study using 10 principals of Junior Secondary Schools in Enugu State. This served as a similar population for the study. This exercise was repeated after an interval of two weeks. The scores obtained were analyzed using spearman correlation reliability estimate and a coefficient of .72 was obtained

After evaluating the data collected from the second retest result, the researcher compared the first result with the second result. It was discovered that all of them showed consistency and therefore were reliable.

Method of Data Analysis

The researchers relied on qualitative description analysis. This entails extracting meaning and making logical deductions from the already documented mass of data. According to Asika (2006) qualitative descriptive analysis basically summarizes the information generated in the research work: so that appropriate analytical methods could be used to further discover relationships among the variables. This method of data analysis is fundamentally the application of qualitative research technique in the thorough examination and interpretation of research data.

Through the qualitative technique of data analysis, descriptive explanation was given to the data gathered during the study. The use of this method is premised on the simplicity with which it reduces, unravels and interprets relationship implicit in a given data by giving a qualitative explanation to the variable under study. Figures and tables were also used to reinforce the researcher's findings.

Table 3 Data Analysis and Discussion of Findings**UBE Policy has no effect on access to Junior Secondary Schools in Enugu State**

Options	Observed	Expected	Residual	Chi-square X ²	Decision
Strongly Agree	53	58.5	-5.5	30.25	
Agree	82	58.5	3.5	12.25	True
Disagree	54	58.5	-4.5	20.25	
Strongly Disagree	45	58.5	-13.5	182.25	
Total	234			245	True

Source: Field survey 2017

Decision Rule: The Chi-Square X² calculated 245 is > chi square (X²) tabulated 7.815. Thus, hypothesis 1 which states that UBE Policy has no effect on access to Junior Secondary School in Enugu State is rejected.

The findings above show that the majority of the respondents agreed that UBE policy has effected access to Junior Secondary School in Enugu State 99(39.5%) of the respondents disagreed. This finding is in consonants with Apeh 2014 who concluded that UBE Policy has recorded increase on access to basic education in Nigeria. Enugu State

Universal Basic Education Board (ENSUBEB) in 2015 noted that Enugu State has recorded an increase in school enrolment into public

Junior Secondary Schools hitting 4.834 million against 2.2 in 2000. The ENSUBEB attributed this increase to its strategic interventions for smooth implementation of UBE in the State.

This study confirms that Enugu State recorded tremendous increase in school enrolment in Junior secondary schools which was a result of governments' free Universal Basic Education (UBE) policy.

CONCLUSION

The Universal Basic Educational (UBE) policy is home grown, it has its roots in trends and developments in education in the international community. It is envisaged that its implementation will provide qualitative basic education to all Nigerian citizens who are ready to learn as required by a number of international

covenants. Government should be committed more than before on the implementation of UBE to eliminate illiteracy and ignorance as a basis for accelerated national development. Education is very crucial to the development of citizens. Nigeria however, has problems such as inequalities in

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access to education, an educational gap between the North and South, dwindling financial resources and inadequate infrastructures. These barriers continue to impede the effectiveness of the UBE

Eze and Iyida

policy. With strict adherence to the recommendation of this work, these barriers could be corrected bringing about the emergence of qualitative basic education.

RECOMMENDATIONS

Based on the findings of this study, the researchers recommended that the policy on compulsion of every school aged child

to be in school should be upheld and the punishment stipulated for defaulters should be implemented to the latter.

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