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PROBLEMS AND CHALLENGES OF THE UNIVERSAL BASIC EDUCATION PROGRAMME

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ABSTRACT

All over the world, it is acknowledged that education is a key to rapid socio- economic development of any country. It follows, therefore, that any society which intends to progress particularly in this jet age overtaken by revolution, needs good educational system. Nigeria like other nations in the world has reached a stage in development when it must tackle the problem of defining its educational goals in terms of concepts, need and overhauling. This paper discusses challenges to implementation of Universal Basic Education (UBE) as well as it affects teachers' preparation for the programme. It also focuses on some other problems militating the UBE programme; suggestion for the implementation process was also given.

Introduction

In response to the agitation for a more functional educational system, a new educational system known as the 6-3-3-4 was introduced nationwide in 1982 by the Federal Government of Nigeria. The educational system stressed the point that a child shall spend six years in primary school, three years in Junior Secondary School, another three years in Senior Secondary School and four years in a tertiary institution (Iloka & Nwakoby, 2025; Okaforcha & Okeke, 2019). After a decade of the introduction of the 6-3-3-4 system of education, it was observed by educational analysts that there has been general lack of consistency in Nigeria's educational policies, the system and national objectives (Ojimba, 2020). This presupposes that the educational objectives of the 6-3-3-4 system of education have not been fully realized partly because of the inherent problems of the UPE which were not effectively tackled before the commencement of the new educational system (Okeke, Okaforcha & Ekwesianya, 2019).

Furthermore, Okoye (2021) noted that poor implementation strategy led to the non–attainment of the national objectives of the 6-3-3-4 system of education. This further led to the agitation for a more functional educational system that is very much relevant to the socio economic, political and cultural backgrounds of Nigerians (Osegbue, 2019). Therefore, as a positive reaction to the yearnings of Nigerians the Federal government

under the leadership of President Olusegun Obasanjo introduced Universal Basic Education (UBE) IN 1999.

Like all other educational innovation, Onyekwelu, (2024) noted that the successful implementation of UBE lies predominantly on the extent to which the teacher aspects are taken into consideration. Teachers are generally referred to as mediators of educational innovations (Anthony, 2014). It is for this reason that the teacher is recognised worldwide as the most outstanding and significant factor that impact on learning process, especially in the school context (Onyekwelu & Adinna, 2022). It is equally recognised that competent and dynamic teaching work force would ultimately produce and efficient and effective human resources for individual and national progress (Ugwaka & Igbokwe, 2023). Thus, in the design and delivery of the UBE programme, a great attention has been placed on preparing teachers to meet other challenges of quality educational delivery. Ofozoba & Ofozoba, (2022) noted that teacher preparation should include minimum standards for teacher education in institutions involved in teacher preparation, curricula, staffing and facilities.

This study identified and discussed the major critical factors in basic education delivery and other problems. It will discuss the various efforts being put in place to ensure the recruitment and deployment of good quality teachers in basic education institutions as envisaged by the UBE Act 2004. Furthermore, the paper will argue that our inability hitherto to effectively address such key issues as teacher recruitment, teacher retention and teacher professional development in the design and implementation of educational policy reform at the lower education level had been some of the critical factors that hindered educational progress in Nigeria. It will also identify the role of teacher education institutions in effective teacher preparation for the Universal Basic Education Programme.

Universal Basic Education Programme

The UBE programme is a reform measure, which is aimed at addressing inequality in educational opportunity at the basic level both in terms of access and quality ((Enwezor & Chukwunonye, 2021). Specifically, Anushiem, (2023) noted that the programme was introduced by the Federal Government in order to remove distortions and inconsistencies in basic education delivery and to reinforce the implementation of the National Policy on Education. These are in addition to providing greater access to and ensuring quality of basic education throughout the country.

Okonkwo and Amaka-Obineli (2013), sees basic education as the foundation for sustainable life-long learning. It provides

reading, writing and numeracy skills. It comprises of formal and non-formal educational activities and programmes designed to enable learners to acquire functional literacy (Ekwesianya, 2022). In the Nigerian context, basic education includes early childhood, pre-primary, primary, junior secondary and Nomadic Education as well as Adult Literacy. Universal Basic Education is the transmission of fundamental knowledge to all facets of the Nigerian society from generation to generation (Eddy and Akpan, 2009). It is a policy measure introduced by the Federal government of Nigeria as its on framework for meeting goal two (2) of the Millennium Development Goals (Okeke, Okaforcha & Ekwesianya, 2019). It has three main components - universal, basic and education. Universal signifies a programme that is meant for all facets of the society – the rich and poor, the physically fit and physically challenged, the brilliant and dull, the regular students and the dropouts including every other individual that is ready to acquire knowledge (Adinna & Onyekwelu, 2021).

The term basic, according to Azubuike (2024) connotes that which is essential indicating that basic education is the starting point in the acquisition of knowledge and that it is for all citizens. 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 (Ochoyi and Danladi, 2008). The need for the intervention of such scheme in the nation's educational system is borne out of the realization of the function of education in an individual's life and in the promotion of social, political and economic development in every nation. It is worthy to know that no nation can rise above its educational level (Adinna & Onyekwelu, 2021). The Universal Basic Education's mission is to serve as a prime energizer of national movement for actualization of the nation's UBE's vision, working together with all stakeholders. This will mobilize the nation's creative energies to make sure that education for all becomes the responsibilities of all (Ejere, 2011). In a clear form, Universal Basic Education (UBE) is a reformed programme in Nigeria's basic education delivery (from primary one, all through to junior secondary school) and is to augment the implementation of the National Policy on Education (NPE) in order to provide access and ensure quality throughout the Federation as it is free and compulsory (Adomeh, Arhedo & Omoike; 2007; Okaforcha, 2021). UBE is a programme and process of fulfilling the aim of Education for All (EFA) as endorsed at the World conference on education held in Jomtien in 1990. According to the world conference on education, Okechukwu (2025) noted that basic education is made free and available to all, thus emphasizing free access, equity, efficiency, literacy, numeracy and life-long skills for all.

The Federal Government was concerned that states and local governments which had the constitutional responsibility for basic education delivery, were unable to effectively drive, and ensure unhindered access to quality, basic education (Okaforcha, 2021).

Consequently, the government resorted to constitutional provision, which empowered it to set and maintain standards in education. The Federal Government enacted the compulsory, Free Universal Basic Education Act, 2004. Meanwhile, it is important to state that the UBE Act drew its power from section 18 (3) of the 1999 constitution, which enjoined government to provide free and compulsory basic education, as well as item 60 (c)of part 1 of the secondary schedule of the constitution, which conferred powers on the National Assembly to make laws with respect to setting minimum standards of education at all levels.

Above all, the constitution further provides that states and local government are the owners of basic education institutions and should therefore, be the managers of such institutions (Ekwesianya, 2025). However, the powers relating to the setting of minimum standards of all aspects of education in the country are rested with the Federal Government part (1) of the UBE Act states that, "without prejudice to the provision of item 30 of part II of the second Schedule and item 2(9) of the Fourth Schedule to the 1999 Constitution dealing with primary school education, the Federal Government's intervention under this Act shall only be an assistance to the states and local governments in Nigeria for the purposes of uniform qualitative basic education throughout Nigeria"

It is reasonable to conclude by saying the UBE is a nine-year educational intervention programme by the Federal Government, which is designed to eradicate illiteracy, ignorance and poverty with the aim of stimulating and accelerating national development, political consciousness and national integration (Ezeaku & Okoye, 2025). The guidelines for operating the UBE programme recognise the need to build effective bridges and create linkages between government, civil society organizations, private providers and communities so that the provision of basic education shall be a collective responsibility (Osegbue, 2021).

As noted earlier, 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 requirement of the society (Ezeamama & Ofozoba, 2023). The UBE programme was therefore launched to solve these problems by providing free, universal and compulsory basic education to all children regardless of gender, age, ethnic or religion, language or status (Ibe, 2022). It is also to accommodate adult literacy programme. The programme is therefore designed to ensure adequate and qualitative education that is directed towards the attainment of the nation's objectives (Azubuike, 2025).

Former President Olusegun Obasanjo flagged off Universal Basic Education (UBE) on 30th September 1999 in Sokoto, Sokoto

State. The UBE programme, according to Okoye and Ezeaku, (2025) is Nigeria's strategy for the achievement of Education for All (EFA) and education-related Millennium Development Goals (MDGs). The programme is designed to provide free and compulsory education for children in the primary and junior secondary schools in the country (Onyekwelu, 2021). OlusegunObasanjo on launching the programme ensured that the many problems that bedeviled the 1976 Universal Primary Education (UPE) programme would not be allowed to hinder the 9-year basic education programme. He further said that the programme is aimed at arresting the decline and decay as well as expanding and improving on the UPE scheme. Before 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 makes him/her qualify for admission into a secondary school. The UBEprogramme came as a replacement of this system. The UBE programmeinvolves 6 years of primary school and first three years of secondary school culminating in 9 years of uninterrupted schooling. Transition from one class to another is automatic, though evaluated through continuous assessment (Okechukwu, 2025). The UBE programme asserted Ezeaku (2025) is designed to remove distortions and inconsistencies in basic education delivery and to reinforce the implementation of the National Policy on Education. It is also to provide access to basic education and ensure its quality throughout the country.

UBE is 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 girls and women and a number of under-served groups; the poor, street and roaming children, rural and remote population, nomads, migrants, workers, indigenous people, minorities, refugees and the physically challenged (Enwezor & Obi, 2022). The formal education system is only one of six components included in UBE. Others relate to early childhood, literacy and non-formal education for youths outside the formal education system (Ucheagwu-Okoye, 2025).

i. Aims and Objectives of UBE Programme

For purposes of policy coordination and monitoring, the Federal Government instituted in the National Policy on Education (2013) theaims of UBE programme:

a. Developing in a the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
b. the provision of compulsory, free and universal basic education for every Nigerian child of school age;
c. reducing the incidence of drop-out from formal school system, through improved relevance, quality and efficiency;
d. catering through appropriate forms of complementary approaches to the promotion of basic education, for the learning needs of young persons who for one reason or another have had to interrupt their schooling; and

e. ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills, as well as the ethical, moral, security and civic values needed for the laying of a solid foundation for life-long learning.

From the above objectives, Osegbue and Nnubia (2020) posited that it is obvious that Basic Education according to the Jomtien declaration and framework of action on education for all, is not defined in terms of years of schooling or limited to formal schooling but sees education as the articulation of the formal, non-formal and informal approaches to and the mechanisms for the awaking all round development of the child. Similarly, Jegede (2000) advocated for the non-formal and informal media to work together complementarily to ensure that all categories of Nigerians have access to basic education. In addition, Obanyan (2000) described basic education as that level, type and form of learning needed to build a strong foundation for literacy and numeracy, to inculcate basic life skills and more importantly, to consolidate the skills of learning how to learn. To achieve the goals and objectives of the UBE Denga (2000) and Onwuka (2002) suggested that, implementation at all levels of UBE should be done by practical, exploration, play and experimental methods.

Furthermore, implementation of UBE programme as stipulated by the Federal Government in its National Policy on Education (NPE, 2013) should be provided with the following conditions by the government; provision of school libraries, school health services, guidance and counseling, educational resource centers, laboratories and workshops. For effective teaching and learning at the primary level, the teacher-pupil ratio should be 1:35. For effective classroom control and teaching at the junior secondary level, the teacher-student ratio should be 1:35 and the use of continuous assessment for promotion (FRN, 2013).

ii. Scope of the UBE Programme

The UBE program is expected to cover the following areas: Early childhood care, and education for children from birth to five (5) years; Education program for the acquisition of functional literacy, numeracy and life skills, especially for the adults, that is people above 15 years out-of school, non-formal education programmes for updating the knowledge, skills and ability of persons who left school without acquiring the basics needed for Life-long learning; Special education programmes for nomadic populations (Abonyi, 2021). The formal (normal) school system covering: Primary School education for children of ages 6 to 12 years, and Junior Secondary School for children of 13 to 15 years of age (UBE, 2002). This means that, the formal education programme covers 9 (nine) unbroken years in the classroom, (UBE Act, 2004). By implication, the universality, free and compulsory intention of the programme implies that appropriate opportunities will be provided for the basic education of every Nigerian child of school going age, that parents have an obligation to ensure that children in their care avail themselves of such opportunities and that sanctions will be imposed on persons societies or institutions, who prevent children adolescents and youth

from benefitting from the UBE (Obumse & Egenti, 2021).

iii. Implementation Strategies for the UBE Programme

The thirty-six (36) states of Nigeria are key implementers of the nation's Universal Basic Education. The Universal Basic Education Commission (UBEC), according to Onyekwelu (2024) is the commission charged with the implementation of the UBE scheme in Nigeria headed by an Executive Secretary.

The state Universal Basic Education Boards (SUBEB), are charged with the responsibilities of implementing, coordinating, directing, administering, and overseeing of the policies of the UBE program in their respective states' teaching and learning process, headed by an Executive Chairman (Ucheagwu-Okoye, 2025).

For the successful implementation of the UBE, the following operational strategies were remarked and adopted by the UBE Act (2004) as criteria for implementation of the programme:

Enactment of necessary legislation; Articulation of enabling policies; Sensitization and mobilization of the target groups and stakeholders; Adequate funding; Optimal allocation and efficient utilization of resources; Adequate training programmes, recruitment and motivation of teachers; Effective coordination of activities; Encouragement and stimulation of the active participation of the private sector, non-governmental and voluntary organizations and local communities in the scheme; Establishments of working partnerships and collaborations with the international communities and donor agencies and regular supervision monitoring and evaluation of the scheme (UBE Act, 2004).

Izuchukwu, Ugwaka, Arazu and Ezechi (2023) noted that it is a well-known fact that a good primary education with surrender

value can only be provided, if essentials such as teachers' salaries and allowances including, non-teaching staff and administrative charges, provision of infrastructure and materials, maintenance of school buildings and construction of classroom buildings are effectively controlled. The researcher is of the opinion that availability of educational facilities in quantity and quality are required for effective implementation of Universal Basic Education objectives in Nigeria.

In addition, Maduewesi (1996) as cited by Habiba (2012) opined that the issue of mobilizing people in certainparts of the country (Northern States) to accept and participate in UBE in an environment where cultural norms and religious attitudes are hostile to the value, emphasis should be on effective orientation of the members of the community represented by the scheme. Therefore, the National Orientation Agency (NOA) has to sell the possible gains of the scheme to the people at the grassroots.

Furthermore, Baikie (2000) affirmed that the Federal Ministry of Education has put in place a step to counter envisaged problems to the implementation of UBE programme, this includes: Community awareness and involvement through public enlightenment and social mobilization; Teacher recruitment, pre-service and in-service training, welfare and motivation; Adequate information management through data collection and analysis devoid of political manoeuvre; Planning, supervision monitoring and evaluation; Provision of infrastructure facilities; Curriculum development; Provision of textbooks and instructional materials; Availability of needed funds and its proper utilization; and Management of the entire process of the scheme.

Early Child Care Development and Education

Early Child Care Development and Education (ECCDE)is the care, protection, stimulation and learning promoted in children from age 0 – 4 years in a crèche or nursery (NPE, 2013). It began as a private sector initiative but came into the government's educational agenda in the 2004 education policy (FME 2005), with the aim of effecting a smooth transition from home to school and to provide care while parents/guardians goto work (FME 2004a). The purpose of ECCDE shall be:

a. *Effect a smooth transition from home to the school;*
b. *prepare the child for the primary level of education;*
c. *provide adequate care, supervision and security for the children while their parents are at work;*
d. *inculcate social, moral norms and values;*
e. *inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music, and the use of toys, etc.;*
f. *develop a sense of co-operation and team-spirit;*
g. *stimulate in the child good habits, including good health habits; and*
h. *teach the rudiment of numbers; letters, colours, shapes, forms, etc., through play*

In order to implement this, Ekwesianya, Okaforcha and Okeke (2020) stated that the government sets and monitors minimum

standard for ECCDE centers; develop and disseminate curriculum materials such as the Integrated Early Child Care Development (IECD) Policy, National Minimum standard for the establishment of Early Child Care Education centers, IECD implementation guidelines that will enhance the implementation of ECCDE; ensure that the curriculum of teacher education is oriented towards play-way method; ensure that infant ratios: for crèche, it is 1:10 and for nursery, it is 1:25; supervise and control quality of ECCDE centers; and ensure that the medium of instruction is principally the mother-tongue or the language of the immediate community and to this end, it will develop the orthography of more Nigerian languages.

Government wanted pre-primary provision to be established in existing primary schools so as to motivate private and community efforts to make up the shortfall.

Initially, Nwakoby (2025) asserted that it only covers children from age three to five (3-5), but now, it covers children from zero to four (0-4). As the care of young children has traditionally been a collective practice, many of the younger children were already being cared for informally in the society (FME 2005). A policy guideline from the NCE in 2013 now requires all public primary schools offers a compulsory year of pre-primary education.

The 2004 ESA conducted a survey of almost 900 ECC/pre-primary/nursery education centres sampled across all states and the FCT, including both formal and informal centres (FME 2005). The findings were:

i. Almost two-thirds were located in urban areas and just over a third were in rural areas;
ii. Traditional non-formal childcare centres were primarily located in urban areas in southern and central states;
iii. Three-quarters of formal pre-schools were located in schools; just over a tenth were in residential homes and a tenth were in churches;
iv. Over a quarter of the sampled schools had children with special needs, with no provision for those needs;
v. State curricula were generally being used, although the documentation was not widely available;
vi. English was the medium of instruction for just under three-quarters of schools, with the language of the immediate environment used for just over a quarter of the schools;
vii. The main teaching methods included story-telling and 'indigenous stimulation techniques such as games, jokes and role play;
viii. Resources were lacking in most cases;
ix. The main health issues for the children were said to be malaria (affecting over a quarter) and coughs (affecting around a fifth);
x. Over half the pre-schools were privately owned and most of the informal centres were unregistered; and
xi. Attendance or admission records were the most available pieces of documentation but only there in under a third of cases (FME 2005).

One of the ESA studies (Ojimba, 2024) looked at the unit costs of schooling across

the different levels of schooling and found that pre-primary unit costs per annum were significantly higher, on average, than primary unit costs, on account of the greater financial commitment by government to the larger public primary sector (FME 2005). The comparison, therefore, underlines the fact that formal pre-primary education is the preserve of the relatively better off. The PTTE noted the paucity of statistics on the number of children attending pre-school and urged government to restructure primary education to include a preparatory year at primary level for five-year-olds (FME 2011a) in order to help achieve EFA Goal 1, which relates to universal ECCE.

2.3.2 Pre-Primary Education

This is the One-year education given to children aged 5 prior to their entering primary school. Its objectives as asserted Enwezor (2021) are.

a. Effect a smooth transition from home to the school;
b. prepare the child for the primary level of education;
c. provide adequate care, supervision and security for the children while their parents are at work;
d. inculcate social, moral norms and values;
e. inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music, and the use of toys, etc.;
f. develop a sense of co-operation and team-spirit;
g. stimulate in the child good habits, including good health habits; and
h. teach the rudiment of numbers; letters, colours, shapes, forms, etc., through play

For effective teaching and learning in this level, the teacher-pupil ratio should be 1:25. Funding at this level is done by the government, efforts on capacity building development of personnel is made at this level.

2.3.3 Primary Education

This is the first level of education organized in the formal school system offered to a child usually age (6-12) years in Nigeria. The objectives according to Nwakoby and Iloka (2025) and Enwezor and Obi (2022) are:

a. Inculcate permanent literacy, numeracy and the ability to communicate effectively;
b. lay a sound basis scientific, critical and reflective thinking;
c. promote patriotism, fairness, understanding and national unity;
d. instill social, moral norms and values in the child;
e. develop in the child the ability to adapt to the changing environment; and
f. provide opportunities for the child to develop life manipulative skills that will enable the child function effectively in the society within the limits of the child's capability.

In pursuance of these objectives, primary education should be compulsory, free, universal and qualitative (Enwezor, 2021; Okeke 2022; Okeke & Okaforcha, 2025). Nwankwo (2022) noted that specialist teachers should be provided for particular subjects such as: Mathematics, Basic Science

& Technology, and Language Arts (in relation to English, Arabic, French and Nigerian languages). The medium of instruction is the language of the immediate environment for the first three years in monolingual communities; teaching is expected to be participatory, explanatory, experimental and child-centered (Ethelmary, Nwankwo & Aroh, 2019). The expected teacher-pupil ratio is 1:35 in order to enhance effective teaching and learning.

2.3.4 Junior Secondary Education

Junior secondary education is the education which a child receives immediately after primary education. The objectives of Junior Secondary Education according to Obumse (2022) are:

a. Provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement;
b. develop patriotic young people equipped to contribute to social development and performance of their civic responsibilities;
c. inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour; and
d. inspire national consciousness and harmonious co-existence irrespective of difference in endowment, religion, color, ethnic and socio-economic background.

In order for the objectives to be achieved, Okaforcha and Okeke (2020) noted that continuous assessment and school examination for transition from primary to junior secondary is placed on a ratio of 40:60, and it will be used as a basis for advancement from one class to another in both public and private schools (the idea of common entrance has been scrapped). After successful completion of 10 years of formal schooling, Nwankwo and Ezeibe (2021) stated that a student will sit for the Basic Education Certificate Examination (B.E.C.E.) and or Junior Arabic and Islamic Studies Certificate Examination (JAISCE); teacher-student ratio is 1:35. Flying of National flags is mandatory for all schools and each school day's activity begins with the National Anthem and National Pledge.

Problems and Challenges of the UBE Programme

Some of the problems/challenges of the UBE scheme according to Abonyi (2022) include:

1. Inadequate Funding: Adequate fund must be put into the programme, the required level of participation needed from the state government, local government and other agencies in terms of funding must be clearly specified. The Universal Basic Education Commission (UBEC) therefore, must find a way of combating these ills; otherwise, the hope of Nigeria implementing UBE as an instrument for national development may remain a myth (Abonyi, 2020). However, the need for fund is obvious as most schools have dilapidated structures with no libraries, laboratories, and other support facilities, and where they exist, they may be very much ill equipped (Obumse & Chinwe, 2021).

2. Inaccurate Data for Planning: When data provided for planning is inaccurate, then, decisions based on such data would be faulty. Dare, Onekata and Auwal (2000) pointed out that the National Population Census, for instance, which is expected to provide the most reliable data for educational

planning and implementation has always been politicized. It is of course a common knowledge that after each head counts, figures are rolled out and, in some cases, these figures may not quite represent the actual number of people in the locality (Nwabachili, Iloka and Ucheagwu-Okoye, 2022). When planning is done based on such inaccurate statistical data, there will surely be problem.

3. Lack of Enough Competent Teachers: The teacher-student ratio in the UBE scheme is put at 1: 40. Obviously this is not what obtains in most UBE schoaols where some classes have up to 70 pupils/students. This has therefore continued to be a huge challenge to the government considering the cost implication of employing such a large number of teachers as the programme demands.

4. Poor Implementation of the New UBE Curriculum: The teacher is an important and indispensable tool in the achievement of educational goals in all educational institutions (Okeke & Okaforcha, 2025). The teacher is at the centre of knowledge and learning. Curriculum process in Nigeria can be considered as consisting of 3 levels- what is intended, what is implemented and what is learnt. Curriculum reform can therefore only be effective if teachers are trained, retrained and equipped with the skills needed to implement the intended curriculum, and such training often does not hold for all teachers (Ezeaku 2019).

5. Poor Public Enlightenment: There are roles expected to be played by all stakeholders in the education business in the UBE scheme. However, most stakeholders seem not to be aware of these responsibilities and some are rules that must be obeyed. For instance, the enabling law of UBE has prescribed punishment for parents and guardians who keep their children/wards away from school. Such offence is punishable by imprisonment or payment of fine (Okaforcha & Iloka, 2025). Yet, even till date, young children are still seen hawking on the streets and begging for alms by the road sides during school hours and nobody does anything about it.

6. Poor Monitoring/Evaluation: The purpose of monitoring/evaluation of any program is to find answers to questions as:

a. What did the programme set out to achieve?
b. Has the programme been implemented as planned?
c. What steps/factors in the programme have either helped or hindered the achievement of the objectives?
d. What next should be done to keep the programme on track?

Only through a proper monitoring/evaluation can one be able to evaluate the effectiveness of an educational enterprise and such monitoring/evaluation is often not done.

7. Poor Motivation of teachers: There is no doubt that the morale of our teachers is generally low. The teaching profession and teachers themselves are generally relegated to the background in terms of what and when they are paid salaries by government and other owners of schools, and this goes a long way to affect their productivity (Osegbue, 2022).

Recommendations

In the view of the following recommendations are made to enhance

effectiveness of the Universal Basic Education (UBE) programme:

1. Government should do more to improve the quantity and quality of materials/facilities available for the effectiveness of the UBE programme.
2. More suitably, qualified teachers should be employed to maintain high standard of education in the UBE schools. There should be massive employment of qualified teachers. The unqualified teachers should be sent on in-service training. Also, regular seminars/ conferences should be organized to update the knowledge of serving teachers in Ono, Ondo State.
3. Efforts should be made to address the issue of poor funding of the programme. There is need for all to participate fully and contribute in funding education, and funds made available for education sector should be judiciously utilized for the purpose it is meant.
4. Efforts should be made to pay teachers' salary as at when due so as to avoid disenchantment among the teachers.
5. Efforts should be made to improve students' academic achievement.

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