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An Assessment of Implementation of Compulsory Free Universal Basic Education by State Universal Basic Education Board of Taraba State

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Abstract

This study assessed the extent to which the implementation of Compulsory Free UBE programme has been implemented in Taraba State of Nigeria. Three research questions and two hypotheses guided the study. The related literature review which was done under theoretical/conceptual framework, empirical studies and summary, identified the gap to fill in the study. Descriptive survey design was adopted for the study. The population of the study comprised 16,358 public primary school teachers, 566 SUBEB staff and 265 PTA and clan heads involved in the implementation of Universal Basic Education programme in Taraba State, Nigeria. Therefore, the total population of this study is 17,189. A sample of 713 was drawn from the population of 16,358 of the SUBEB staff, teachers, PTA Zonal Chairmen and Clan heads in Taraba State was used for the study. Two instruments were developed and used to obtain the data for this study. They are; Universal Basic Education Program Implementation Questionnaire (UBEPIQ), Universal Basic Education Programme Implementation Observation Schedule (UBEPIOS). The statistics used in the analysis included mean ratings, ranking and percentage along with bar graphs for the research questions. The hypotheses were tested using both independent and non-independent Chi square tests. A mean cut-off point of 2.50 was used for decision making. Any mean score of 2.50 and above was accepted as been significantly different while any mean score below 2.50 was rejected as not been significantly different. The inferential statistic of chi-square (x2) test of goodness of-fit was used to test the hypotheses at 0.05 level of significance. The findings revealed that the extent to which public

enlightenment influence implementation of the UBE programme in Taraba State is enamored, majority of teachers used for the implementation of UBE programme in Taraba State were NCE holders while the total number of qualified teachers (NCE, B. Ed and M. Ed) were 356 representing 69.39%. of teachers and that the proportion of qualified teachers engaged was different and lower than what is provided for in the UBE implementation guideline. Based on the findings of the study, the researcher recommended among other things that, being a people-oriented programme, the people should be properly educated about the programme by emphasizing educational guidance for the parents. Parents also need to be educated on need to give their children the basic education for a life-long education. On the other hand, if the orientation programmes are geared towards attracting the public especially the parents in cooperating by sending their wards to school, the government should have the political will to put into effect the act that stipulates penalties for parents who refuse to send their children to school.

Keywords: Implementations, Compulsory Free UBE Programme, Universal Basic Education Board, Taraba State, Nigeria.

Introduction

The concept of education implies the entire process of social life by means of which individuals and social group learn to develop consciously within for the benefit of national and international communities, the whole of their personal capacities, attitudes, aptitudes, knowledge and skills. Defining education based on the above view means that education is a process not limited to any specific program implemented in schools for the benefit of entire citizen. Therefore, education is an instrument for social change and at the same time a tool for the promotion of progressive and national unity. It is based on this description that the national policy on education highlights the need for equal access to free and compulsory education as one of the basic responsibilities of every government Nigeria inclusive.

Universal basic education program and activities in Nigeria is a strategy for the achievement of education for all, is a global movement led by United Nation Education Scientific and Cultural Organization (UNESCO) aimed at meeting the learning need of all the Nigerian children, even at their nearest location. The implementation of the element Free and compulsory universal basic education under the current principles of democratic system of governance across the states is with severed backlogs comprising of infrastructural decay in basic schools' structure, lack of

accurate data projection on school enrolment, unrelated learning materials, acute shortage of teacher to implement the basic curriculum in schools, lack of functional science equipment and so forth. The major element emphasized in the universal basic education guide line for free and uninterrupted Compulsory Universal Basic Education is the main focus of this study to justify its implementation in the current democratic system of governance in Nigeria.

Compulsory education refers to the period of education that is required of all people and it is imposed by the government depending on the country constitution (UNICEF, 2000). This type of education takes place only at government established schools. Compulsory education differs from compulsory attendance which means that parents are obliged to send their children or wards to certain schools of their choice. Compulsory education involves both the duty imposed upon parents by law to see that their children received quality education in schools as a right to every child to be educated even in their nearest location. With the above, it implies that free and compulsory education is a right to every Nigerian child as stated in her educational blue print.

The word free means thrown open or made assessable to all, to be enjoyed without limitations. The quality of compulsory education in each democratic nation depends on what political system the nation has and how well the system helps in developing educational sector using ideal principles of democracy to promote educational matters. The political system of every nation, is tied with the power and responsibility to formulate educational bye-laws and as well as their implementation legalizing free and compulsory education in order to realized the goals of education. But the motion enforcing bills to sponsor educational matters appeared unnecessarily harsh, particularly for the politicians which most of their efforts towards governing education sector are questionable.

In more specific sense, free education highlights the fact that some of the duty barriers neither parent or guardians, communities or the state are excited to treat as optional, the decision as to whether the child should have free and compulsory education otherwise. John Smart Mill in his classic work title "Liberty" justified free and compulsory education for the future welfare of the individual child and of society at large Further stated that it is in this case that children misapplied notions of liberty are the real obstacle to the fulfillment by the state of it duties (Yunusa, 2021).

Right to Free and Compulsory Universal Basic Education level is enshrined in a number International Human Right Treaties for instance, the universal declaration of human right in 1948, Article (26) emphasized that everyone has the right to education (UNISCO, 2000). Education shall be free and compulsory at least in the elementary and fundamental stages. Elementary education shall be compulsory with qualify control and management of scarce resources to promote education at the fundamental levels depending on the country constitution. Technical and vocational education shall be made generally available and higher education shall be equally available on the bases of merit.

The International Convention of Economic, Social and Cultural Right has it in Article (13) the widest ranging and comprehensive article on the right to education in the international human right law. This stated that primary education shall be compulsory and available to all. Secondary education in its different forms including technical and vocational shall be made available to all by appropriate means and particular by progressive introduction to the free education (Wright, 2020). Article (13) also stressed that any state that does not provide free and compulsory education undertake within two years to work detailed plan of action for the progressive implementation within a reasonable number of years of the principles of compulsory education tuition free to all as a global call on education.

Furthermore, the convention of the rights of the child (CRC) stipulated in Article (18) emphasized that the right to education should be achieved progressively and on the basis of equal opportunity. The above articles reflect that the vast number of children suffers discrimination in access to education. Article (28) stated that, a core minimum of Free and Compulsory Primary Education for all, at different forms of secondary and vocational education should be available and accessible even in their nearest location. In ta addition, this article addresses the delivery of education in so far states must take strategic measures to reduce dropout and ensure that school discipline must be in respectout of the right of the child. Nigerian as a democratic nation signed into law the compulsory education law may 27th 2004 after many years of several attempts. Various steps were taken to mobilize states and local government through the media or the relevance of free and compulsory education through universal basic education (UBE) programme. In 2005, the federal government of Nigeria signed UBE bill into action with President Olusegun Obasanjo re-assent the UBE program in Nigeria now known and called as universal free and uninterrupted compulsory education nationwide.

This implies that appropriate opportunities will be provided for basic education to every Nigerian child of School going age, parent now having obligation to ensure that their children even in their nearest location avail themselves to enjoy such opportunities and that sanction will be imposed on parents, societies or institutions that prevent children from benefiting from this offer by the federal government. This also implies that, Nigerian children at all measures and conditions of physical and psychological existence must benefit and enjoy free education through UBE program as a means towards lifelong education.

The Implementation of Free and Compulsory Universal Basic Education implies that parents and their children have no other alternative, than to be forcibly educated under the principles of free education as spelt out in the nation education blue print. Regrettably, it virtually appeared as if nothing has been done by the implementers of the national policy on education with her existence program and activities of universal basic education (UBE) in schools to integrate the general philosophy with the specific knowledge being acquired at all levels of our educational ladders. Our education is therefore left in a vacuum such

that it not related to any defined national goal despite government advertisement of free and compulsory education nationwide.

In a democratic nation such as one in which we are today, the task of education must be to provide distinctive discipline which would enable us to function effectively in a democratic society. Democratic system of governance in Nigeria today have never seen education as the cornerstone of every type of development we wish ourselves due to overlapping constraints that have engulf the administrative system. The federal government is poised to enhance the quality of education and expand opportunity and access to education nationwide. Government has not under played the magnitude of the problems confronting her education and has declare that for Nigeria to attain the desire of hundred percent literacy rate soon as stated in UBE blue print 2004. It is imperative that provision must be made and actions taken to universalized basic education program by ensuring conclusive learning environment and improve quality and standards all around.

However, the critical question is, can Free and Compulsory Universal Basic Education be fully actualized in Nigeria, particularly in Taraba State, with the current reality on ground. This is very necessary to note, because, recently United Nation Education Scientific and Cultural Organization (UNESCO) Report, published in one of the National Daily states that, there are massive decline literacy rate in African Nations including Nigeria. The UNESCO report pointed out, the bad state of basic infrastructure and social services in Nigeria basic schools, lack of proper orientation towards new teaching methods, unimproved enrolment rate among other challenges, and Taraba State being one of the states in Nigeria, is not exempted from this ill menace which has constituted great hindrance to full implementation of Compulsory Free Universal Basic education in Taraba state, and it is against this background that this study has been design to carry out an assessment of implementation of compulsory free universal basic education by the State Universal Basic Education Board of Taraba state.

Statement of the Problem

Universal Basic Education Programs and its activities in Nigeria is a deliberate strategies for the achievement of education for all, it is a global movement led by United Nation Education Scientifically and Cultural Organization (UNESCO) aimed at meeting the learning needs of all Nigerian children even at their nearest location. The adoption of Compulsory Free Universal Basic Education in Nigeria was/is a welcome policy with the aims of minimizing the number dropouts from schools due to economic reasons, balance the educational difference between urban and rural areas, ensure effective and responsive regulation of school administration, ensure accountability and transparency of good governance in schools, remove language and cultural barriers which ad affects participation in education including the use of legislation and sensitization of programs and campaigns among others.

However, the implementation of Compulsory Universal Basic Education in Nigeria, under the current principles of democratic system of government across the states, especially Taraba state is with severed backlogs comprises of infrastructural decay in basic school's enrolment unrelated learning materials acute shortage of teachers to implement the basic school structure, lack of accurate data projection on school de enrolment, unrelated learning materials, acute shortage of teachers to implement the basic curriculum in schools lack of functional science equipment with severed backlogs comprises of infrastructural decay in basic schools structure, lack of accurate data projection on school enrolment, unrelated learning materials, acute shortage of teacher to implement the basic curriculum in schools, lack of functional science equipment, lack of proper assessment report to ensure adequate feedback for necessary actions to be taken and so forth. It is against this background that this study is carefully design to carry out an Assessment of Implementation of Compulsory Free Universal Basic Education by the State Universal Basic Education Board of Taraba state.

Purpose of the Study

The main purpose of this study is to assess the Implementation of Compulsory Free Universal Basic Education by the State Universal Basic Education Board of Taraba State. The study will specifically ascertain the extent to which:

i. The public enlightenment and social mobilization for community involvement in the Universal Basic Education (UBE) programme are carried out in Taraba state.
ii. The quality and quantity of teachers for the Universal Basic Education (UBE) programme in Taraba state.
iii. The quality and quantity of infrastructural facilities for the Universal Basic Education (UBE) programme in Taraba State.

Research Questions

The following research questions will guide this study:

i. To what extent is public enlightenment and social mobilization for community involvement in the implementation of the Universal Basic Education (UBE) done in Taraba State?
ii. To what extent are the quality and quantity of Teachers provided for the Universal Basic and Education (UBE) programme in Taraba State?
iii. To what extent are the quantity and quality of infrastructural facilities provided for effective Implementation of the Universal Basic Education (UBE) programme in Taraba State?

Hypotheses

The following hypotheses were formulated and will be tested at 0.05 level of significance thus:

HO_1: There is no significant difference in proportion of qualified teachers as the one hundred percent (100%) provided for in the UBE implementation guideline.

HO_2: There is no significant difference in the proportion of provided infrastructural facilities between the schools located in urban and rural areas of Taraba State

Scope of the Study

This study will focus on the assessment of implementation of compulsory free Universal Basic Education by the State Universal Basic Education Board of Taraba state. Variables of interest in the study are pupils related, teacher-related and school-related.

Significance of the Study

The findings from the study will benefit the following stakeholder:

- Federal and state ministries of education charge with the implementation of the universal basic education in the state to achieve the main objective for instituting the UBE programme in Nigeria as a whole.
- The findings will assist the government of Taraba state to identify the likely limitations in the implementation of the Universal Basic Education Programme and take most appropriate actions to remedy the situation.
- The findings will awaken the ministry of education in the areas of monitoring the programme, provision of adequate staffing and infrastructural facilities in schools for proper implementation of the UBE programme.
- The findings of this study will also be of benefit to educational planners as it will provide the basis for a review of the UBE programme.
- The findings will assist teachers and tutors in carrying out their responsibilities when the heeds to the recommendations of the study.
- The parent, guardian and general public to support and assist the government in locating and maintaining the available facilities in UBE schools

Methodology

The research study adopts mixed method research design. Mixed methods research is a research design wherein researchers collect and analyze quantitative and qualitative data within a single study to answer their research questions. According to Ordu, & Nwamadi (2019), this type of research can help provide a more complete picture than a study that relies solely on quantitative or qualitative research. This is because it allows the researcher to gain a depth and breadth of understanding on a specific concept while offsetting the weaknesses that are inherent when using either approach alone.

The area of the study is Taraba state. Taraba state was created out of the defunct Gongola State in the north-east zone of Nigeria. It has it capital in Jalingo. The state derived its name from one of the three rivers in the state (i.e River Taraba). Taraba state lies between the 6^0 30" north, and 9^0 36^0 north and longitude 9^0 10" and 11^0 50" east. The state capital Jalingo lies on latitude 8^0 50" north and longitude 11^0 25" east. it is bounded on the north-east by Adamawa state and on the west and south-east by Plateau and Benue states. On its north west is Gombe state and eastern boarder lies the republic of Cameroon (*www.nigeria.gov.ng*, 2023). It covers a land area of 60,291.82 square kilometers. According to NPC (2006), Taraba state has a total population of two million, three hundred, seven hundred and thirty-six people (2,300, 736) only. Taraba state has a tropical climate marked by dry and rainy season commences early in March to October, while dry season start from November to sometimes March. The average rainfall in the state is 1350mm recorded in the southern part of the state. The climate, soil and hydrology allow the cultivation of most staple foods, grazing land for animals, fresh water for fishing and forestry. The winter is a period when the dust-laden north-eastern winds from the Sahara Desert have a remarkable effect on the climate of the state. The period is cold and dry. The vegetation consists mainly of forest and tall grasses in the southern part of the state and short grasses in the northern part. The major rivers are Benue, Donga and Taraba (from which the state derives its name). The total population of this study was 25,459 A samples of 1171 were drawn from the population of 25459. Comprising of 35 State Universal Basic Education Board (SUBEB) Staff, 22,768, Teachers, 2656, PTA Zonal Chairmen and Clan heads in Taraba state was used for this study. The purposive sampling and proportionate stratified random sampling techniques was used for this study.

The two instruments that was used to obtain the data for this study are; Universal Basic Education Program Implementation Questionnaire (UBEPIQ), and Universal Basic Education Programme Implementation Observation Schedule (UBEPIOS) These instruments; Education Universal Basic Education Program Implementation Questionnaire (UBEPIQ), and Universal Basic Education Programme Implementation Observation Schedule (UBEPIOS) were validated by two experts in Tests and Measurement from the Faculty of Education College of Education, Zing Taraba state. The topic of the study with the Purposes of the research and the statement of the problem was given them to make their input for the final draft of the questions. Reliability is the purported measurement of an instrument in order to determine how consistent the instrument is in terms of measurement. It shows how an instrument is by measuring its consistency. In order to test the reliability of these instruments, the instruments were tested using teachers who were not part of the sampled population. The data collected were analyzed using Cronbach Alpha statistics to establish its reliability which yielded 0.78. The coefficient indicated high internal consistency.

An introduction letter was obtained from the College of Education, Zing, which was taken to the Taraba state universal basic education board where some data were obtained in preparations that were to be made based on the conditions in the field of study, Appointment schedules were made with all the respondents so as to enable them meet all respondents at the scheduled time. After this, the instruments will then be administered by the researcher and other two research assistance, to the teachers, state universal basic education board staff and some selected clan heads in the area of the staff research. The data collected was then analyzed. The data collected using the instruments was arranged into groups, the analysis of these data was done using mean ratings, ranking and percentage along with bar graphs for the research questions. The hypotheses were tested using both independent square tests. A mean cut-off point of 2.50 was used for decision and non-independent making. Any mean score of 2.50 and above was accepted as been significantly different while any mean score below 2.50 was rejected as not been significantly different.

Data Presentation, Analysis and Interpretation

The data for this study are presented according to the framed research questions as follows:

Research Question One: To what extent is public enlightenment and social mobilization of community involvement in the implementation of the Universal Basic Education (UBE) done in Taraba State?

Table 1: Extent of Public Enlightenment in UBE Implementation in Taraba State

SN	Item Description	Mean	Standard Deviation	Remarks
1	Are you aware of UBE in Taraba state?	2.01	0.01	Not accepted
2	Are you still paying fees for your children in public primary and junior secondary school?	2.01	0.01	Not accepted
3	Are you aware that schooling is compulsory for children at primary and junior secondary school?	3.16	0.21	Accepted
4	I am aware that parents are to contribute in the provision and maintenance of school infrastructure?	2.80	0.76	Accepted
5	Local communities are mobilized by clan heads for the maintenance of school infrastructure	2.79	0.71	Accepted
6	The number of pupils enrolment has increase because of UBE programme	3.02	0.57	Accepted
7	I have heard about UBE programme on television, radio, or magazine?	2.62	0.77	Accepted
8	Our school has a public awareness programme for UBE implementation	2.92	0.59	Accepted

9	I have attended an organized seminar for UBE implementation programme	3.17	0.78	Accepted
10	I have attended a community meeting on creating awareness for UBE implementation programme in my community	2.77	0.78	Accepted
	Grand Mean and Standard Deviation	**2.72**	**051**	

The Data presented in table 1 shows the mean rating of respondents on the extent of public enlightenment in UBE implementation in Taraba State. The data indicate the mean rating of respondents for items 1-10 as: 3.16, 2.80, 2.79, 3.02, 2.62, 2.92, 3.17 and 2.77 with their corresponding standard deviations as: 0.21, 0.76, 0.71, 0.57, 0.77, 0.59, 0.78 and 0.78.

Research Question Two: To what extent is the quality and quantity of teachers provided for the Universal Basic Education (UBE) programme in Taraba State?

Table 2: Provision of Teachers for UBE in Taraba State by Educational Qualification

SN	Qualification	Frequency	Percentage (%)	Cumulative percent (%)
1	M.Ed	10	1.9	1.9
2	M.Sc.	8	1.6	3.5
3	M.A	9	1.8	5.3
4	B. Ed	112	21.8	27.1
5	B.Sc.	52	10.1	37.2
6	B.A	86	16.8	54
7	NCE	234	45.6	99.6
8	Any other Qualification	2	0.4	0.4
9	**Total**	**513**	**100**	**100**

Table 2 and Figure 1 reveals the percentage distribution of sampled teachers in Taraba State by qualification as: M. Ed 10= 1.9%, M. Sc 8 = 1.6%, M. A 9 = 1.8%, B. Ed 112=21%, B. Sc 52=10.1%, B. A 86= 16.8%, NCE 234 = 45.6% and any other qualification 2: = 0.4%. Therefore, NCE is the single largest category of teachers in the teaching workforce in Taraba State as sampled. This means that the majority of teachers used for implementation of UBE programme in Taraba State are NCE holders. The total number of qualified teachers are, (NCE, B. Ed and M. Ed) 356 representing 69.39%. This means that, 69.39 percent of UBE teachers in Taraba state are majorly NCE holders.

Research Question Three: To what extent is the quantity and quality of infrastructural facilities provided for effective Implementation of the Universal Basic Education (UBE) programme in Taraba State?

Table 3: Quantity and quality of infrastructural facilities for UBE in Taraba State

SN	Infrastructural items	Mean No. per school	Mean quality rating	Remark	Mean adequacy rating	Remark
1	Classroom	5	4.0	Good quality	3.0	Average adequate
2	Office accommodation	2	2.5	Average quality	2.7	Average adequate
3	Benches & tables for pupil	405	2.5	Average quality	3.3	Average adequate
4	Libraries structures	1	1.1	Poor quality	2.2	Not adequate
5	Library bookshelves	30	1.4	Poor quality	2.4	Not adequate
6	Toilet facilities	2	2.5	Average quality	3.2	Average adequate
7	English textbooks	12	3.5	Good quality	3.0	Average adequate
8	Mathematics textbooks	12	3.5	Good quality	3.0	Average adequate
9	Social studies textbooks	23	3.5	Good quality	3.4	Average adequate
10	Science textbooks	23	3.5	Good quality	3.4	Average adequate
11	Chalk board	15	3.5	Good quality	3.4	Average adequate
12	Play field	2	2.4	Fair quality	2.5	Average adequate
	Mean Provision		**2.82**	**Average quality**	**3.24**	**Average adequacy**

(1.0 – 1.49 Poor Quality) (1.5 – 2.49 Fair Quality) (2.5 – 3.49 Average Quality) (3.5 – 4.49 Good Quality) (4.5 – 5.0 Excellent) (1.0 – 1.49 Very Inadequate) (1.50 -2.49 Not Adequate) (3.5 – 4.49 Adequate) (4.5 – 5.0 Very Adequate)

The data presented in Table 3 provided answer to the research 3. To what extent is the quantity and quality of infrastructural facilities provided for effective Implementation of the Universal Basic Education (UBE) programme in Taraba State?

The data in Table 3 reveals that apart from the library infrastructure, with mean rating of 1.1 and 1.4 (poor quality), all other range between 2.0 (fair quality) and 4.0 (good quality). The grand mean for quality of provision is 2.82 this means that in general, the UBE infrastructural facilities in Taraba state are of average quality. Also, for the adequacy of provision, library Facilities has mean adequacy of 2.2 and 2.4 (not inadequate), all others range from 3.0 (average adequate) to 4.0 (adequate) with grand mean of 3.24 indicating an average adequate provision of UBE infrastructural facilities in Taraba state

Hypotheses Testing

Hypothesis One (H01): There is no significant difference in the proportion of qualified teachers provided by UBE implementation programme in Taraba state and the one hundred percent (100%) provided for in the UBE implementation guideline.

	Value	DF	Asymp. Sig (2-sided
Pearson Chi-square	56.000[a]	49	.229
Likelihood Ratio	33.271	49	.958
Linear –by- Linear Association	7.000[b]	1	.008
N of valid cases	8		
b. The standardized statistic is 646			

The result of Chi-square test of the proportion of qualified teachers not significantly different from the one hundred percent provided by the UBE implementation guideline is presented in Table 4. It can be seen in Table 4 that the Chi Square value is 56 at 49 degrees of freedom and $p = 0.000$. Since $p < 0.05$, it implies that the proportion of qualified teachers is significantly different from the one hundred percent (100%) provided in the UBE implementation guideline. Thus, the null hypothesis is rejected.

Hypothesis Two (H02): There is no significant difference in the proportion of provided infrastructural facilities between the schools located in urban and the schools located in the rural areas of Taraba State.

	Value	DF	Asymp. Sig (2-sided
Pearson Chi-square	8.750[a]	12	.724
Likelihood Ratio	10.023	12	.614
Linear –by- Linear Association	.349[b]	1	.555
N of valid cases	1138		

The result of Chi-square test of the proportion of provision of infrastructural facilities not significantly different between the schools of Taraba State is presented in table 5.

This result shows that the Chi Square value is 8.75 at 12 degrees of freedom and $p = 0.555$. since the $p > 0.05$, it implies that the proportion of infrastructural facilities is not significantly different among urban and rural schools in the UBE implementation programme in Taraba state. Thus, the null hypothesis is accepted.

Discussion of Findings

The data presented in Tablel provided answer to research question on. The finding reveals that there is a good extent to which public enlightenment influences implementation of compulsory free UBE programme in Taraba State. Interview with the different categories of respondents revealed that, the extent to which public enlightenment has a significant influence on the implementation of compulsory free UBE programme in Taraba State. It also reveals the extent to which communities are involved in the UBE programme implementation in Taraba State is acceptable due to other public enlightenment programme engaged. This is in agreement with the proposed implementation blue print (FME 1999; Sule, 2015).

This study is also in line with the assertion of Ordu & Nwamadi (2019) who pointed out that, the realization of the objective of compulsory free universal Basic Education in Nigeria to achieved, the Local Government, State Board Universal Education (SUBEB), and Parents Teacher's Association should work in conjunction with the Federal Government to provide the necessary facilities needed for the effective implementation of the programme. This means that other stakeholders in education especially, the Local government must engage communities at the local level to ensure the full implementation of this programmme.

The data presented in Table 2 provided answer to research question 2. The finding reveals that, National certificate of Education (NCE) is the single largest category of qualification teachers have in the teaching workforce in Taraba State as sampled. This means that the majority of teachers qualifications used for the implementation of UBE programme in Taraba State are NCE holders. Similarly, the analysis of Chi-square test of the proportion of qualified teachers 8.75 at 12 degrees of freedom and $p = 0.555$. Since $p>0.05$, it implies that the proportion of provision of infrastructural facilities is not significantly different among urban and rural schools in the UBE implementation programme in Taraba state.

Summary of the Results

This study assessed the implementation of Compulsory Free Universal Basic Education (UBE) programme by the State Universal Basic Education Board of Taraba state, Nigeria. This is based on the extent to which public enlightenment and social mobilization for community involvement in the implementation of Compulsory Free Universal Basic Education (UBE) programme as well, as the provision of qualified teachers, infrastructural facilities, disparity in urban and rural area schools, To do this, Three research questions, Two hypotheses were formulated and tested bases on the determining scores of stakeholders in the education who are involve in the implementation of Compulsory Free UBE programme in Taraba state. The finding of this study indicates that there is a good extent to which public enlightenment influences implementation of the UBE programme in Taraba State. Interview with the different categories of respondents revealed that, the

extent of public enlightenment has a significant influence on the implementation of UBE programme in Taraba State. It is also revealed that the extent to which communities are involved in the UBE programme implementation in Taraba State is acceptable due to other public enlightenment programme engaged. The study also indicates that infrastructural facilities are averagely adequate for the successful implementation of UBE programme in the state. The finding also reveals that adequate qualified teachers are employed for the successful implementation of UBE programme in the State under study. The majority of teachers used for the implementation of UBE programme are NCE holders being the majority in Taraba State.

Summary of the Major Findings

The major findings of this study are listed in the order of research questions and the formulated hypotheses. This study revealed that:

There is a good extent to which public enlightenment influences implementation of compulsory free UBE programme in Taraba State. Interview with the different categories of respondents revealed that, the extent to which public enlightenment has a significant influence on the implementation of compulsory free UBE programme in Taraba State. It also reveals the extent to which communities are involved in the UBE programme implementation in Taraba State is acceptable due to other public enlightenment programme engaged.

The finding from this study reveals that, National certificate of Education (NCE) is the highest qualifications most teachers have in teaching the pupils in public primary schools in Taraba State. This means that the majority of teachers used for the implementation of UBE programme in Taraba State are NCE holders. This implies that the proportion of qualified teachers in Taraba state is statistically significant difference from the one hundred percent (100%) provided in the UBE implementation guideline.

The finding reveals that the provisions of UBE infrastructural facilities in Taraba state are generally of average quality and quantity. The result shows that, the proportion of provision of infrastructural facilities between urban and rural schools for UBE implementation programme in Taraba state is not statistically significant difference.

Recommendations

This study assessed the extent to which the Implementation of Compulsory Free UBE programme has been implemented in Taraba state of Nigeria. Based on the discussion and conclusions made, the following recommendations were advanced for consideration:

1. Being a people oriented programme the people should be properly educated about the programme by emphasizing educational guidance for the parents. In particular, the parents need to be educated on need to give their children to basic education for a life-long education. On the other hand, if the orientation programmes geared

towards attracting the public especially the parents in cooperating by sending their wards to school, the government should have the political will to put into effect the act that stipulates penalties for parents who refuse to send their children or wards to school.

2. Since the provision of more universal basic education schools in Taraba state automatically slates to provision of more quantity and quality teachers, government should make provision and prepare for training of qualified teachers. In this regards, the colleges of education as well as faculties of education in the universities should wake up to their responsibilities in giving adequate and qualitative training to the prospective teachers. As much as there is need to train a lot of teachers the classrooms, quality must be the watchword. Hence, there is also the need to retrain mostly the existing NCE teachers in the system to reshape their orientation towards qualitative education in p Nigeria
3. There should be adequate provision and maintenance of facilities in urban and rural areas in form of physical structures ces school building, school grounds, classrooms, laboratory, literary, school hall, staff rooms among others. These should be of high quality and quantity to commensurate with the number of Pupils environment in every school

Conclusions

It can be concluded from this study that:

1. The extent to which public enlightenment influence implementation of the UBE programme in Taraba State is good.
2. Majority of teachers used for the implementation of UBE programme in Taraba State were NCE 5 teachers while the total number of qualified teachers (NCE, B. Ed and M. Ed) was 356 representing 69.39%. of teachers.
3. The proportion of qualified teachers engaged was different and lower than what is provided for in the UBE implementation guideline.

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