



Evaluation of the Implementation of Universal Basic Education (UBE) in Rivers State: Implication for Counselling

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Abstract

The study evaluated the implementation of Universal Basic Education (UBE) in Rivers State, Nigeria. The study adopted ex-post-facto design and CIPP evaluation model, three research questions and three hypotheses were formulated to guide the conduct of the study, completion rate, availability of infrastructure and available of textual materials for the students to assure free Universal Basic Education in the three senatorial zones of Rivers State. The population of the study consisted of all the Universal Basic Education schools in three senatorial zones in Rivers State. Multi-stage random sampling procedure was used to sample the 600 teachers and 360 students from the three senatorial zones. Universal Basic Education Evaluation Questionnaire (UBEEQ) with four point scale, checklist and official record on students' completion rate were used. Data analysis involved mean, standard deviation, simple percentage and analysis of variance (Anova). The findings showed that the objective of UBE may not be achieved since this programme is not effectively implemented. The study provides some evidence of moderate improvement in the availability of textual material in Rivers State since the inception of UBE; the study also revealed that there is improvement in the completion rate in the three senatorial zone of Rivers State. The East recorded the highest completion rate with 79%. Therefore, it is recommended that for the realization of the objective of the 9-year Basic Education in Rivers State, 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.

Keywords: Evaluation, Implementation, Universal Basic Education, Implication, Counselling, Rivers State, Nigeria.

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INTRODUCTION

The Universal Basic Education (UBE) IS A NINE (9) year basic education programme which was launched and executed by the government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration. Former President Olusegun Obasanjo flagged off on 30th November, 1999 in Sokoto, Sokoto State. The UBE programme in Nigeria's is strategy for the achievement of Education for all (EFA) and education related Millennium Development Goals (MDGS). The implementation process of the programme has been on since 1999, but progress was hampered by lack of an enabling law to execute certain aspects of the programme. What a relief it was when the President signed the UBE Act 2004 makes provision for basic education comprising of early childhood care and education (ECCE), primary and junior secondary education school. The finance of basic education is the responsibility of States and local government. However, the Federal Government has decided to intervene in provision of basic education with 2% of its consolidated revenue fund. For State to fully benefit from the fund, criteria were established which States are to comply. The Act also provides for the establishment of the UBE commission to coordinate the implementation of the programme at the State and local government through the State Universal Basic Education Board (SUBEB) of each State and the Local Government Education Authorities (LGEA). The Universal Basic Education Commission (UBEC) was formally established on 7th October, 2004.

The vision Statement of UBEC is to be world class education intervention and regulatory agency for the promotion of uniform qualitative and functional basic education in Nigeria. While mission statement is to operate as an intervention, coordinating monitoring agency to progressively improve capacity of States, local government agencies and communities in the provision of unfettered access to high qualitative Basic Education in Nigeria.

The Basic Features of the UBE Programme are:

- Five formal Basic Education;
- Compulsory, uninterrupted nine years of primary and junior secondary school education;
- Emphasis on curriculum diversification and relevance to effectively and adequately cover in individual and community needs and aspirations;
- Disarticulation of junior secondary schools from senior secondary schools.
- Appropriate continuous teachers' profession development; and
- Community ownership of schools including participation in decision making process in schools.

One of the problems facing the Nigerian society is how to eradicate illiteracy in Nigeria. The process of eradicating illiteracy in Nigeria has historical antecedents. It started with the introduction of Western Education in 1842 and the promulgation of the Education Ordinance of 1882, (Maduagwu, 2006). In line with this educational awakening was the Universal Declaration of Human Rights which was proposed and adopted the United Nation General Assembly in 1948 which made a number of assertions about the inalienable rights of every human, among others being "everyone has a right to education". This declaration triggered efforts from all countries world over to universalize education. In Nigeria, the idea of universal primary education was first introduced in 1955 by the then Western Region, and later in 1957 by Eastern Region

(Maduagwu, 2006). In the Federal Capital Territory of Lagos, the scheme kicked off in 1957, but could not be introduced in the North for some economic and structural constraints.

Ministers of Education at Addis Ababa conference (1961) set the year 1980 as the target of all African countries including Nigeria to compulsorily universalize education. This must have informed the official launching of the Universal Primary Education (UPE) as an education programme all over Nigeria in September 1976. In 1982, another educational system was introduced by Federal Government of Nigeria. This education system known 6-3-3-4 stressed the point that a child shall spend six year in primary school, three year in junior secondary school, another three years in senior secondary and four year in a tertiary institution, (Federal Ministry of Education 2000, 1999). Federal Government of Nigeria adopted the universal primary education with the great expectation that, the felt social, economic and political needs of the citizenry would be met. The laudable programme gave rise to the formation of the national policy on education officially published and adopted in 1977 and which has been revised four times in keeping with the dynamics of the social change occasioned by some policy innovation and the demand on education.

According to Fafunwa (1991), after a decade of the introduction of 6-3-3-4 system of education, it was observed by educational analysts that there has been general lack of consistency in Nigeria's education policies, the system and the national objectives. This presupposes that the educational objectives of 6-3-3-4 system of education have not been fully realized partly because of the inherent problems of UPE which were not effectively tackled before the commencement of the new educational system. For instance, at the take-off of the UPE in 1976, available records indicated that pupil enrolment in Nigerian schools stood at 6.2 million. The nature of the programme and the establishment of primary schools in every community encouraged a massive embrace of primary education. By 1992, the enrolment has consumed up to 14.8 billion naira (Maduagwu, 2006). The geometrical growth brought in its positive and negative phases. Nigerian people and government became helpless. The rise in population and warm reception that ushered in the programme showcased its effect on available school plant-classroom facilities, infrastructure and personnel; teaching and non-teaching. The shortage in school plant and personnel extended to lack of fund to implement the programme exactly as planned by the founding father.

Obeama (1995) showed that there has been considerable expansion of education at the Basic level over the last decade. He asserted that the demand for primary education has continued to go high and enrolment rate in Nigeria has increased from seven million in 1976, thirteen million in 1982 to sixteen million in 1995. Aghenta (2010) noted that in recent times, access to education has increased considerably but it is still inadequate for modern State like Nigeria. For instance, in 1977, the enrolment ratio in primary school was 78 percent which mean that 22 percent of the children of the primary school age were not enrolled in the public schools.

In Rivers State, the situation is even worse. Thomas (2001) presented that Rivers State within the period of six years from 1987-1993. 6641 students dropped Out of primary schools The Senate of the Federal Republic of Nigeria in July 2002 passed the Universal Basic Education Bill 2001. As contained in the bill, Universal Basic Education signifies commitment to the total eradication of literacy. It sees education in its broadest sense of a close articulation of the formal, non-formal and informal approaches as instrument for the awakening and all-rounds development of the human potential. In doing this, it is aimed at laying strong foundation for a lifelong education through the inculcation of self-awareness, self-sufficiency, skills and competencies necessary to meet the challenge of life (FRN, 2004).

The national objective as provided by the universal Basic Education programme planning/implementation document (FMoE, 2000) states as follows:

- Develop in the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion.
- Provide free, compulsory Universal Basic Education for every Nigerian child of school age.
- Reduce drastically the incidence of drop-out from the formal school system through improved relevance, quality and efficiency.
- Catering for the learning needs of young persons who for one reason or another have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promoting of basic education.
- Ensuring the acquisition of the appropriate level of literacy, numeracy, manipulation, communicative and life skills as well as the ethical; moral and civil values needed for laying a strong foundation for lifelong learning.

All these are to be achieved through the provision of infrastructural development. In Rivers State, tremendous success have been achieved in this area in Basic 1-6, as evidenced by new classroom blocks dotted here and there in different senatorial zones of the States. Adebimpe (2001) highlighted the importance of training teachers when he marked that for the UBE to succeed, adequate provision should be made to produce sufficient qualified teacher and make them relevant within limit of their area of specialization.

The funding of free Universal Basic Education (UBE) as contained in Universal Basic Education document is spread across the various arms of government. The funding of primary school education Basic 1-6 is shouldered by the Federal Government while the funding of the junior secondary education remains the responsibilities of the Federal and State governments. Other arms of the UBE programme, adult literacy are funded by Federal, State and Local Governments and the funding of nomadic education is the sole responsibility of the Federal Government.

There are provisions for private and non-Governmental agencies to contribute in the funding of the UBE programme. The Federal and State Government have committed billions of naira into the programme so far, while in Rivers State there have been consistent increases in the funding of education. Rivers State has recorded increase in enrollment, at Basic 1-6 levels in 2006, there was 2.8% increase in enrollment, in 2007 it was 12.8%; in 2008 it was 0.88% lower than that of 2007, in 2009 it was 9.3% increase in 2012, it was 4.7% increase in enrollment (RSMOE, 2012). However, in spite of the increase in enrollment, many children are not yet in school.

Research Questions

The following research questions are formulated to guide the study:

- What is the mean rating of the three senatorial zones on the availability on the infrastructural facilities in all the public primary and junior secondary schools for the implementation of the UBE programme in Rivers State.?

- What is the mean rating on the availability of textual materials and manpower's to the students to assure free Universal Basic Education in the three senatorial in Rivers State?
- What is the senatorial zones mean perception of the implementation of compulsory component of the UBE in Rivers State?

Hypotheses

The following hypotheses directed the study:

- H₀₁: There is no significant difference in rating of the availability of infrastructure facilities in all the three senatorial zones of the State to ensure unrestricted access to basic education in Rivers State:
- H₀₂: There is no significant difference in the rating of the level of availability of textual materials for the UBE programme in Rivers State
- H₀₃: There is no significant difference in perceived level of implementation of the compulsory component of the UBE in Rivers State.

METHODS

The condition and procedure arranged by evaluator to collect data are referred to as evaluation of Universal Basic Education in Rivers State. Expost-facto design was used. The models adopted for this study is the C.I.P.P evaluation model (Content, Input, Process and Product) models. Its choice was based on the fact that the focus of this study is on the Evaluation of Universal Basic Education programme in Rivers State.

Content evaluations assess need, problems, assets and opportunities to help the broader group of user judge goal, priority and outcome. Input evaluations assess alternative approach, competing action plans staffing plans and budgets for their feasibility and potential cost effectiveness to meet targeted needs and achieve goals. This Author reiterated that some time institutions, communities or establishment may set up certain programme or projects designed to achieve certain objectives and a few years of operations, such programme or project are evaluated or assessed to find out whether they are effective or not in meeting the objectives for which they were establishment or determine the extent to which the objective have been achieved.

The choice of this research design is informed by the nature of this study which is to evaluate the Universal Basic Education programme in Rivers State. There are various models reviewed in related literature to this study. The prominent adaptable evaluation model which dwells on providing data that enable decision makers take a decision about a programme of this nature, is summative evaluation model developed by Provus (1969). This evaluation is carried out to determine whether to continue, modify or terminate such a programme.

The population of the study consisted of all the Universal Basic Education students and teachers in the three senatorial zones which has an estimated figure of 108, 0000 students, and 131,000 teachers respectively. (State Ministry of Education 2009, 2011, 2012, and 2015, 2016, 2017 and 2018 respectively).

The stratification was based on the three senatorial zones south-east and west senatorial zones, two local government area was selected from each, these include 6 basic 1-6 schools and 6 basic 7-9 school selected from the south-East and the East senatorial zones, while 5 Basic 1-6 and 5 Basic 7-9 school were selected from the West senatorial zones 220 teachers was selected

each from south-east and East senatorial Zones and 160 from the West senatorial zone. The teachers were elected through the use of multi stage stratified random sampling technique.

The population of the study consisted of all the Universal Basic Education schools in the three senatorial zones in Rivers State. Stratified random sampling procedure was used to sample the 600 teachers and 360 students that were used for the study. An instrument named “Universal Basic Education Questionnaires (UBEEQ)” was developed by the researcher. The instrument was in two Sets, checklist and questionnaire one for the teachers and the other for the principals, headmistress and headmasters rate was used for data collection.

The reliability of the instrument was based on test retest method. In this method, the same set of questionnaire items and checklists were administered to 10 UBE teachers and 8 UBE principals/headmasters twice within interval of two weeks that did not form the sample size. The score obtained were 0.69 and 0.89 validity. These showed that the instrument were reliable.

The instrument tagged a Universal Basic Education Evaluation Questionnaire (UBEEQ) was administered to the respondents with the assistance of some teachers from the schools under study. After the filling, the copies of the instruments were retrieved of the respondents immediately to enhance 100% rate of retrieval of the instrument. Data for the study was analyzed as follows: using the mean and standard deviation for Research question 1-3 and the hypothesis 1-3 was tested with one-way analysis of variance (Anova) at 0.05 alpha levels.

RESULTS

Research Question one: What is the mean rating on the availability of the infrastructural facilities in all the public primary and junior secondary schools for the implementation of the UBE programme in Rivers State?

This research question was answered with mean and standard deviation on table one below:

Table 1: Mean and standard deviation statistic on availability of infrastructural facilities in public primary and junior secondary school in Rivers State (South East, East and West)

Items	South East				East Wewst	
	\bar{x}	SD	\bar{x}	SD	\bar{x}	\bar{x}
Availability of infrastructural facilities in public primary and secondary school in Rivers State						
1 Seat and desk are available for students	2.41	1.032	2.36	1.070	2.51	1.058
2 The class room are no longer overcrowded	2.36	1.049	2.82	1.116	2.51	0.904
3 There are toilets for staff and students convenience	2.48	1.057	2.41	1.032	2.0	1.122
4 There are game facilities in the school	2.32	0.997	2.65	0.955	2.5	0.904
5 The infrastructure of the junior secondary school is distinctly separate from the senior school.	2.48	0.894	2.32	0.997	2.69	1.017
Total	12.05	5.029	12.56	5.17	12.21	5.005
Grand mean	2.41		2.5		2.4	

Criterion mean = 2.5.

Table I shows the extent to which infrastructural facilities are available in all the public primary and junior secondary schools in Rivers State senatorial zone, there is inadequate provision of infrastructural facilities as the mean showed (X 2.41), for those in the South senatorial zone, East Senatorial zone, the mean showed a higher provision of infrastructural facilities (X = 2.50)

and in the West senatorial zone, there is inadequate provision of infrastructural facilities as the mean showed ($X = 2.40$).

Research Question 2: What is the mean rating of the three senatorial zone on the availability of textual materials and manpower's available to the students to assure free Universal Basic Education in the three senatorial zones of Rivers State?

This research question was answered with mean and standard deviation on table two below:

Table 2: Mean and standard deviation statistic on Level of availability of textual material and manpower in public primary and secondary school in Rivers State (South East, East and West)

Items	South East				East Wewst		
	\bar{x}	SD	\bar{x}	SD	\bar{x}		
6 Textbooks are supplied to students practical.	2.41	1.032	2.55	0.990	2.38	0.937	
7 Required specimen are provided in the laboratory for students practical.	2.36	1.049	2.59	1.117	2.63	0.995	
8 The computers are enough and connected to internet	2.48	1.057	2.59	1.032	2.26	1.096	
9 The UBE libraries are equipped	2.32	0.997	2.91	0.998	2.63	0.995	
10 Qualified and trained teachers are available.	2.48	0.894	2.59	1.032	2.44	0.936	
Total	12.05	5.029	13.23	5.169	12.34	4.959	
Grand mean	2.41		2.64		2.46		

Criterion mean = 2.5

Table 2 shows the extent textual materials and manpower's are available in the three senatorial zone in Rivers State. The responses showed for the South East senatorial zone x 2.41, for East senatorial zone ($X = 2.64$) and West X 2.42 these values showed that textual materials and manpower's were enough in only the east senatorial zone of the rivers state for the South East and West, is was not enough.

Research question 3: What is the mean perception of the implementation of compulsory component of the UBE in Rivers State?

This research question was answered with mean and standard deviation statistics on table three below:

Table 3: Mean and standard deviation statistic on the extent of Implementation of the compulsory component of the UBE in Rivers State

Items	South East				East Wewst		
	\bar{x}	SD	\bar{x}	SD	x	SD	
11 Objectives of UBE	2.40	0.894	2.34	0.880	2.25	0.869	
12 Basic education is free in Rivers State.	2.34	0.905	2.23	0.95	2.45	0.937	
13 Basic education is made compulsory to the entire citizenry of Rivers State.	2.23	0.903	2.18	0.938	2.62	0.860	
14 Communities participate in decision making process in UBE schools	2.81	1.031	2.40	1.035	2.29	1.334	
15 UBE curriculum cover both individual and community needs.	2.14	1.060	2.36	1.049	1.77	1.065	

secondary curriculum.						
Total	11.29	4.793	11.51	4.807	11.38	5.065
Grand mean	2.25		3.30		2.27	

Criterion mean = 2.5

Table 3 shows the extent of implementation of the compulsory components of UBE in Rivers State. There is a low Implementation of compulsory component in UBE in the three senatorial zones in Rivers State. The response showed for the South East Senatorial zone on implementation of the compulsory component of the UBE has mean of (2.2) for East senatorial zone, (= 2.32) and West (= 2.28). These were less than the criterion mean of 2.50, thus showing a low conformity to the compulsory nature of the Universal Basic Education for students of the three senatorial zones of Rivers State.

Hypothesis 1: There is no significant difference in the rating of the availability of infrastructural facilities in all the three senatorial zone of the Rivers State to ensure unrestricted access to basic education in Rivers State.

This hypothesis 1 was answered with ANOVA statistic on table 4 below:

Table 4: ANOVA summary of the difference in the availability of infrastructural facilities in all the three senatorial zones of the state

Source of variation	Sum of square	Df.	Mean square	f-cal.	f-crit.	Result
Between groups	26.492	2	13.246	1.567	3.12	Not significant
Within groups	6312.209	597	10.573			
Total	6338.701	599				

Table 4 depicts the ANOVA summary of the difference in the availability of infrastructural facilities in all the 3 senatorial zones of the State to ensure unrestricted access to basic education in Rivers State. There were no significant differences in the availability of infrastructural facilities in the three senatorial zones in the State. The calculated F value is 1.567 at (2.597) degrees of freedom. This value is less than the critical F value of (3.12). Hence the null hypothesis which States that there are no significant differences in the availability of infrastructural facilities in all the 3 senatorial zones of the State to ensure unrestricted access to basic education in Rivers State is accepted. This implies that infrastructural facilities are equitably available in the three senatorial Districts of the State to ensure unrestricted access to Basic Education in Rivers State.

Hypothesis 2: There are no significant difference in the rating level of availability of textual materials for the UBE programme in the Rivers State.

This hypothesis two was answered with ANOVA statistics on table 5 below.

Table 5: ANOVA summary of the difference in the level of availability of textual materials for the UBE programme in the three senatorial zone of South East, East and West to ensure free Universal basic Education in Rivers State

Source of variation	Sum of square	Df.	Mean square	F.cal	F.crit	Result
Between groups	28.526	2	14.263	1.520	3.22	Not significance
Within groups	5421.10	597	9.080			
Total	5449.626	599				

Table 5 shows the ANOVA summary of the difference in the level of availability of textual materials in the 3 senatorial zones to ensure free Universal Basic Education in Rivers State. There is no significant difference in the level of availability of textual materials in the three senatorial zones to ensure free Universal Basic Education in Rivers State. The calculated F value is 1.520 at (2,597) degree of freedom. The calculated F value is less than the critical F value of 3.02. Thus, the null hypothesis that States that there is no significant difference in the level of availability of textual materials in the three senatorial zones to ensure free Universal Basic Education in Rivers State is accepted. This implies that textual materials are equitably available to the students in the three senatorial zones of Rivers State, though not adequate.

Hypothesis 3: There is no significant difference in the perceived level of implementation of the compulsory component of the UBE in Rivers State.

This hypothesis three was answered with ANOVA statistics in table 6 below:

Table 6: ANOVA summary of the difference in the implementation of the compulsory component of the UBE in the three senatorial zones in Rivers State

Source of variation	Sum of square	Df.	Mean square	Fcal	Fcrit	Result
Between groups	21.116	2	10.558	1.267	3.02	Not significance
Within groups	4421.138	597	7.405			
Total	4442,254	599				

Table 6 Depicts the ANOVA summary of the implementation of the compulsory component of the UBE three senatorial zones in Rivers State. There was no difference in the implementation of the compulsory component of the UBE in the three senatorial zones of Rivers State. The calculated F value is 1.267 at (2,597) degrees of freedom. This value is less than the critical F value of 3.02: hence the null hypothesis which States that there is no significant difference in the implementation of the compulsory component of the UBE in the three senatorial of zones in Rivers State is accepted. Thus, showing low conformity to the compulsory nature of the basic component of UBE for students of schools' age in the three senatorial zones of Rivers State.

DISCUSSION

The Extent of the Availability of Infrastructural Facilities in all the Three Senatorial Zones of the State that Ensure Unrestricted Access to Basic Education in Rivers State

Infrastructural facilities for unrestricted access of the UBE to basic education are basic requirement for the success of the UBE programme. The programme is still struggling to acquire the basic facilities required to succeed after 16 years of inauguration in the State, among them are: new classroom blocks, staffrooms, toilets, library, play grounds, the school hail, sick bay,

book shelves, stores and tables which are Stated in the implementation guidelines of FRN (2000) where it was stipulated that infrastructures and facilities refers to the physical and spatial enablers of teaching and learning. The document went further to include classroom, library, laboratories, workshops, playfields, school farms and garden as well as provision for water and sanitation. These facilities are yet to be provided in quantity and quality in the three senatorial Zones in Rivers State.

Apart from the classrooms that were not refurbished, overhead projectors, laboratory, specimen audio cassettes were not found in schools. These other facilities are not available in school which in turn, draws a discrepancy with the intention of the objectives and facility provision Fadipo (as in Jegede, 2012) which Stated that the school building (classrooms) represents a learning environment, which has a lot of impacts on comfort, safety and performance of students. Hallak (2013) observed through his research work that facilities are major contributory factor to academic achievement in the school system. He emphasized that; availability; relevance and adequacy of these facilities contribute to the sound academic achievement and therefore, a danger signal for the schools to operate in short supply of these facilities and infrastructure.

The Extent of Availability of Textual Materials to Students to Assure Free Universal Basic Education in Rivers State

The availability of textual materials is necessity for the total emancipation from illiteracy. The study revealed that textual materials will go a long to support academic activities in all the senatorial zones in Rivers State. Most schools lack the necessary tools, equipment and even science apparatus for practical finding. This Implies that UBE must ensure appropriate funding in the entire senatorial zone in Rivers State to ensure that various schools are up to date with modern facilities. Judging from the analysis, growth in the academic pursuit can be totally enhanced when the needed school materials are at the reach of students.

Therefore, appropriate funding must be a paramount concern of the government if the UBE must achieve her arms and objectives. This tends to confirm the UNESCO Paris plan which observes that many low income countries would be unable to give Universal free Education at all levels owing to the unrestricted population upsurge in those countries.

The extent of Implementation of the Compulsory Component of the UBE in Rivers State

The compulsory aspect of the objective of the UBE is yet to be achieved. Students of school going age are seen hawking or running errands without being sanctioned. Parents and communities break the law and get away with it. On the other hand, law enforcement agents and monitoring groups are reluctant to implement the law.

However, this attitude could be attributed to poor sensitization campaign, poverty and low level of education on the parts of the parents.

CONCLUSION

From the result of the data analysis, it is observed that availability of basic infrastructural facilities such as new classroom block, staff rooms, toilet. Playground, school hall, sick ball, computer and charts are higher in the east but adequate in the south east and west senatorial zone

in Rivers State. The objective of compulsory component of universal basic education has not been completely achieved in the three zones of the state, since children of school age are seen hawking during schools hours without being sanctioned by the law enforcement agents or monitoring group.

The study shows that there is fair completion in the east senatorial zones and poor completion rate in the other two senatorial zones. This means that River State have poor completion rate. Textual material that enhance teaching and learning including manpower have not been adequately supplied to schools in the three zones of the state.

Recommendations

Based on the findings of this research, the following recommendations were made by the researcher:

- There is need for proper funding of the UBE programme in the state from the federal government and local government.
- There is a need for the provision of materials to ensure unrestricted access to education. These materials include infrastructure and adequate teaching aids such as projectors, radio, computer, language, laboratories, microscope and audio cassette for a better functioning of the UBE programme.
- The UBE programme should be given due attention by all stakeholders. This will go a long way to ensure that UBE is for all.
- Donors should not only support but also take an important step of providing aids in a stable, predictable and redeeming the promised. Donors should pledge predictable and adequate funding to close the education financial gap in time, to meet 2020 goal. The commitment of aid needs to go beyond lip service.
- Encourage and assist the UBE programme to carry out their oversight functions properly. This they can achieve by giving full support to the programme.
- Take all necessary step to ensure that the legal requirement for the provision of the UBE in the three senatorial zones are met.
- Hold public hearing to sanitize children of school going age in the need for the UBE
- Ensure that there is a stable machinery on ground to monitor the judicious user of every finance budgeted for the UBE programme.
- The educational curricular and the curriculum developed should provide enriched curricular for the UBE. The existing curricular should be reviewed to make them more responsive to the demand of UBE, the curricular should embody appropriate level of literacy, lay the foundation for lifelong learning, develop an aptitude for practical work as well as provides socially described skills since these are part of the objectives of the UBE.
- The state universal basic board should organize workshop and seminars to train and retrain UBE teachers to function professionally. Basic education is the foundation of whatever types of education a child is to undergo, be it technical, grammar or commercial, therefore, the teachers that lay such foundation needs to be well trained on periodic basis.

Implication for Counselling and Education

The findings and conclusions reached in the study have far reaching implications for the counselling profession and the educational system in Rivers State and Nigeria in general:

- Since the study has underscored the fact that evaluation of UBE is an indispensable aspect of child's education. As foundation for lifelong learning progresses evaluation as a watch dog should be highlighted. Therefore, preventive counselling approach to curbing government inability to provide facility and infrastructural materials for the smooth running of the programme could be applied right from the beginning till date. Effective counselling service should be provided at all levels of our educational system.
- If the preventive approach to tackling the problems associated with the provision of infrastructural and material resources is to be effective, then more professionally trained counselors should be employed to render effective counselling service to the teeming population of school children in Rivers State. A situation where one or two guidance counselors are employed to render professional counselling service to over 208508 pupils in Rivers State leaves much to be desired.
- Counselling centres in Rivers State should be equipped with materials needed to enable them function effectively, such as psychologist and psychological test materials, internet service, support staff etc.
- A situation where children are just gathered together and enlightened on the danger of not attending school is not professionally enough to help in the implementation of the programmes, hence much may be desired.

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