



Effects of Universal Basic Education Program (UBE) on educational development of Bauchi and Bogoro Local Government Areas of Bauchi state, Nigeria

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Abstract

This research work is An Assessment of the Effect of Universal Basic Education on the Educational Development of Bauchi and Bogoro Local Government Areas of Bauchi State. This becomes necessary because Education is the solid bedrock upon which every form of development: social, political, religious and economic is anchored. This further explains why it is perceived as a veritable tool and as well catalyst for national development. Universal Basic Education which is supposed to be free, compulsory and accessible has remained unachievable and still faces the challenges of low students/pupils' enrolment rates, high prevalence of school dropout and an acute shortage in the provision of infrastructural facilities necessarily needed to facilitate learning and teaching processes within the school environment more than two decades after its formal inauguration. Therefore, the study is concerned about establishing relationship between increase in enrolment, retention and completion rates and the provision of infrastructural facilities with educational development. Three Hypotheses were postulated to that effect. Survey method was adopted for data collection. The total number of sampled respondents stood at 394 drawn from the population of teachers of the selected local government areas (3446) using Yamane formula, with the addition of 10% as recommended by Israel (2013) to cater for not-return questionnaires. Multiple regression statistical analysis model was employed to determine the significant effect of the variables on educational development of the areas. The finding of the research revealed that, pupil's enrolment in school affects educational development significantly though not sufficient enough to cause it but implies that any increase in students/pupil's enrolment rates will have multiplier effect on educational development. It also revealed that, pupils/students' retention and completion rates in schools had the most significant share of the effect on educational development. Infrastructural facilities were found to be non-available, dilapidated or grossly inadequate for use. The study therefore recommended that school feeding programme should not be discontinued in order to boost enrolment and retention rates and UBE should ensure adequate provision of infrastructural facilities.

Keywords: Enrolment, Educational Development, Infrastructural Facilities

1. Introduction

Globally, education is the most important catalyst for national development. Countries that have developed over the years have successfully developed their education system, as such are socially, economically and technologically developed. In essence, there is no country which is highly developed but has a weak system of education. It can be observed that

all developed countries have a good system of education that is contributing to keep them socio-economically better (Asiyai, 2022). What is widely accepted is that good school education provides basic foundations for national development; therefore, one can comfortably conclude that there is a direct positive relationship between education and national development. Education in its general



sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, and other means. It occurs through any experience that has a formative effect on the way one thinks, feels or acts. (Adepoju 2007). In addition, Agunloye (2012), holds that, the core purpose of Education as an enabling instrument, is to equip the benefactor with the appropriate knowledge and skill needed to get started in the journey of self-sustenance and the sustenance of the society. At the end of the enabling process, the individual should become self-reliant and independent as a productive citizen.

The program known as Universal Basic Education (abbreviated as "UBE") The stakeholders anticipate that when the program launches in September 1999, it will empower every Nigerian who is old enough to attend school to have the education and skills required to be eligible to actively participate in their community's decision-making. The initiative aims to eradicate poverty and bring illiteracy to a complete halt while ushering Nigeria into the league of literate countries of the world in the near future. By raising enrollment rates, lowering the percentage of school dropouts, and providing infrastructure to support teaching and learning in Bauchi state. The need for enhanced mobilization of both human and material resources as well as children for enrolment in schools so as to encourage participation at the grassroots also form part of the expectation of the program.

The research seeks to reassess the effect of UBE program on the development of education through increasing enrolment rates, reducing the prevalence of dropout from schools and the provision of infrastructural facilities to aid teaching and learning in Bauchi state. Nevertheless, the study is required because, even after the UBE was established for more than 20 years, school-age children continue to

wander the streets or conduct small-scale business during school hours, necessitating a revaluation of the agency's effectiveness. The results of this study will be beneficial to scholars and future researches, as well as policy makers and for policy implementation.

1.2 Statement of Problem

Universal Basic Education in Nigeria aims at minimizing mass illiteracy, ignorance and poverty as well as stimulating and accelerating the pace of National development (United Nations, 2009). In line with the Jomtien conference agreement, of 1990, basic education supposes to be free, compulsory and accessible to the citizenry irrespective of gender, age, religion, ethnicity and geographical location. The expectation of the Jomtien conference was that all the member countries are obliged to ensure that every child between 6 and 13 years has access to and completes primary education by 2015. This has over the years remained a mirage; Universal access to education for all citizens has been the prime target and the arduous challenge to Nigerian governments at all levels and times since the introduction of the UBE program occasioned by mass illiteracy, poverty and socio-cultural beliefs among others. School-age children still wander the streets or do small-scale business during school hours more than 20 years after the inception of the program. Furthermore, throughout the past 20 years, different administrations at all levels have focused their efforts on lowering dropout rates, raising student enrollment, and building infrastructure that will support teaching and learning. However, not much has been achieved. Forty percent of Nigerian children between the ages of six and eleven do not attend any school, with the Northern states having the lowest percentage of school attendance (UNESCO, 2022). Completion rate in 2010 from primary schools according to World Bank collection of development indicators is



73.76% and the transition rates from primary to junior secondary school stood at 44.44 %. Adult literacy (15+) on the other hand stood at 59.6(%) in 2015. While, In 2020, the out of school children's rates was 33% in upper Basin while 48% in senior secondary school, unfortunately, the estimate have either stagnated or have grown worse over the last decade (UNESCO, 2022). These statistics are only a pointer to the ineffectiveness of the educational policies in Nigeria and is indicating a far cry from the acceptable standard.

USAID report (2012), has it that, out of school children in Nigeria stood at 10.5 million – the highest in the world, of which the Almajiri children constitutes the majority (over 9 million).

According to the guardian Newspaper, 25th Nov, 2015, The Governor of Bauchi state remarked that “UNICEF conducted school mapping in Alkaleri, Ganjuwa, Ningi, Shira and Zaki Local Government Areas of the state, a total of 58,530 children comprising: 31,910 male and 26,620 female were listed as being out of school in these selected Local Governments Areas” hence, the need for this statewide enrolment drive campaign.” It is expedient to note that, giving the figure of school age children above which are not enrolled into any school fall short of international best practice enshrined in Jomtien conference declaration of 1990.

Regrettable enough is the poor state of infrastructural facilities in public schools within the state. Radio Nigeria investigation team (2016) found that, despite N11.5 billion expenditure, pupils in public schools in Bauchi state still learn in “super crowded” classes, under the tree or on a bare floor. (radionigeria.gov.ng). teacher/student ratio is 1:80 and pupil/toilet ratio is sometimes higher than 1:600 while some schools exist without borehole or even well at worst. Teachers, Headmasters and Principals are daily confronted with the challenges of sourcing basic instructional

materials such as chalks, rulers, dusters/cleaners, attendance registers, dairies, lesson plan and note books among other things.

1.3 Objectives of the study

The main objective of the study is to reassess the effect of Universal Basic Education program on Educational Development in Bauchi and Bogoro Local Government Areas of Bauchi State, Nigeria and the specific objectives are:

1. To determine how pupils/students' enrolment rates in schools affects Educational Development in Bauchi and Bogoro Local Government Areas of Bauchi State, Nigeria.
2. Examine how pupils/students' retention and completion rates affect Educational Development in Bauchi and Bogoro Local Government Areas of Bauchi State, Nigeria
3. To Determine how availability of infrastructural facilities affects Educational Development in Bauchi and Bogoro Local Government Areas of Bauchi State, Nigeria

1.4 Research Questions

- i. How does pupils/students' enrolment rates in schools affect Educational Development in Bauchi and Bogoro Local Government Areas of Bauchi State?
- ii. How does retention and completion of pupils/students' rates affect Educational Development in Bauchi and Bogoro Local Government Areas of Bauchi State?
- iii. How does availability of infrastructural facilities affect Educational Development in Bauchi and Bogoro Local Government Areas of Bauchi State?

1.5 Research Hypotheses

- i. Pupils/students' enrolment rates in schools does not have a significant effect on the Educational Development of Bauchi and Bogoro LGAs of Bauchi State.
- ii. Retention and Completion rates of pupils/students in schools does not have a significant effect on the Educational

Development of Bauchi and Bogoro LGAs of Bauchi State.

iii. Availability of Infrastructural Facilities does not have a significant effect on the Educational Development of Bauchi and Bogoro LGAs of Bauchi State.

1.6 Theoretical Framework

There are different theories and models. However, David Easton's Systems Theory of 1953 is applied. The justification for utilizing the theory is that the theory explains relationships among different organs which are interconnected and interrelated to each other to form a complete functional system.

1.6.1 Systems Theory

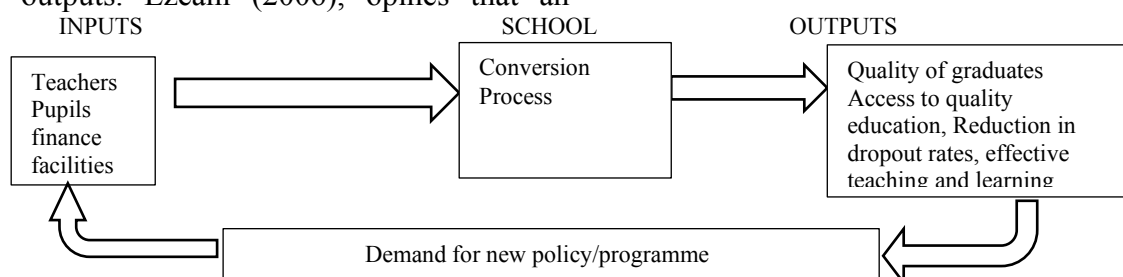
According to Sharma and Sadhana (2006), "systems theory has been in use since 1950s". Easton (1953), conceives system as essentially an assemblage of subsystems interconnected and mutually interdependent to each other, so as to form a complex system. It explains relationships and not individuals. Elements that guide the understanding of the theory are: a. Parts, b. The parts must be related to the whole; and c. Each part makes certain contributions towards the survival of the whole. The last aspect is referred to as "Function". This means that, units, branches or departments do not work for the realization of their own personal interests but rather for the overall goal and objective of the organization. Lucey (1997), observes that, the systems approach is a framework, which helps us to analyze and explore the operation and interactions which exist in the system. Systems are composed mainly of three key activities which are inputs, process and outputs. Ezeani (2006), opines that an

important element in the systems approach is the emphasis on input-output analysis".

1.6.2 Systems theory as Applied

In relation to human society, any named political system is made up of several sub-groups-economic, political, cultural, educational, social among others. These sub-groups perform different functions and it is a combination of these functions that keeps the entire system moving (Easton, 1953). The workability of the theory starts from when the citizens make demand from the political system (government) for education. The justifications for such demand are that, no nation has ever developed without first developing her education system; and that, education helps in eradication of poverty and minimising the prevalence of diseases in the society. The government which is the conversion process will meet the demand through policies and programmes formulation, UBE inclusive. The model according to Easton (1953) as quoted by Sanusi (2016), postulates that all political systems function within the context of political culture, which consist of traditions, values, and common knowledge. Furthermore, it holds that citizens invariably have expectations and place demands on the political system. But they also support the system in various ways. Therefore, the application of the systems theory in this study will be of immense benefit to us as it will enable us assess UBE as a system that takes in inputs from its environment and converts it into output diagrammatically illustrated below.

Easton's Model of System Analysis



Source: Hague and Harrop (1982)



In this context, the communities that are part of the Bauchi and Bogora local government areas are referred to as the UBE environment, and the teachers, students, funds, and facilities that the schools get from the communities in both the immediate and external environments are referred to as the inputs. On the other side, the results are the educational services that schools offer to the community, such as better graduates, less dropout rates, and efficient instruction. An increase in the state's literacy rate should be the outcome. Nonetheless, the stakeholders' incapacity to carry out the program in an effective and efficient manner has up to this point resulted in the need for a new strategy to raise the standard at which residents receive their basic education. It is anticipated that each new request will also need to go through the process of creating government policies, programs, or institutional reforms in order to guarantee that Nigerians receive high-quality basic education.

2. Literature Review

2.1 Enrolment of pupil/students

The number of students who register as substantive candidates at a school is referred to as school enrollment. The percentage of individuals in a certain population or age group who are currently enrolled in a particular program or educational institution is referred to as the enrollment rate. Primary, secondary, and postsecondary educational establishments may fall under this category. Enrollment rates can reveal information about the accessibility and uptake of education within a certain population. They are frequently employed as indices of educational engagement. Planning for education, creating policies, and evaluating the success of programs meant to broaden educational access and participation can all benefit from knowing this percentage. According to Ramirez and Carpenter (2008), referenced in Okafor M, N (2024),

dropping out is the act of a student leaving school before graduating and not coming back to finish their education. Nelligan (2003) identifies a number of variables, such as cultural background, socioeconomic status, family history, and academic achievement, that are linked to school dropouts. There are serious worries in society regarding the rising dropout rate among pupils mostly females in the rural areas. According to UNESCO (2012), the dropout rate is the proportion of students from an entire class enrolled in a particular school year who do not continue their education in the following year.

2.2 Retention and Dropout of pupil/students

Retention is called the act of holding someone or something close rather than letting go of it or stopping it. Retention is an institution's key performance indicator, which may also be used to evaluate the relative success or failure of an institution, according to Hagedorn (2005), referenced in Muhammad, I. (2023). Abubakar, A., Muhammad, A., Shagari, K., & Sani, S. (2022) cited in Chivore (1986). Defined dropouts as students who, regardless of their academic standing, discontinue attending school either permanently or temporarily before finishing the entire educational program. Conversely, Latif (2015), who is also mentioned by Abubakar et al. (2022), defines a dropout as someone who leaves school early from a high school program due to bad exam performance, lack of interest, or lack of financial support.

Dropping out is known as when students prematurely leave school before finishing their course or the term of their education. This can happen for a variety of reasons, such as chronic failure, extended absences, or an inability to complete the requirements of their education. To support this, Jayeeta (2015) said that the majority of parents in rural areas have extremely poor incomes, which is insufficient to cover their children's educational demands.



Additionally, some students frequently drop out of school to assist their families with various tasks, including looking for work. This is in line with Ahmed (2003) assertion that the majority of the nation's upper basic schools lack basic resources and provide an unsuitable atmosphere for teaching and learning, making it more difficult to achieve academic goals. Students in situations like this become disinterested in learning and occasionally leave school early. According to Derbe, Endale, and Ashebir (2015), dropping out of school before finishing a certain cycle or degree of education wastes money, graduates, and student years. Abubakar et al. (2022) identified a number of factors that contribute to school dropout, particularly among female students. These factors include advanced age, poverty, depression, misbehavior on the part of the student, limited English proficiency, poor academic performance, boredom, and a lack of individualized attention that results in repetition. Repetition is the state in which a student enrolls in the same course or courses that he or she has previously taken, maybe for a variety of reasons. Derbe, Endale, and Ashebir (2015) claim that a student may become discouraged and decide to quit out if they have to repeat a grade.

2.3 School infrastructural facilities

Asodike, Juliana & Ikpitibo, Clinton (undated) observe that physical facilities play an important role in teaching and learning especially at the primary school age when the sense of imagination is still premature. Ogunode (2020) also notes that, another challenge facing the administration of UBE schools in Nigeria is the challenge of inadequate infrastructural facilities. Many primary schools in Nigeria lack adequate infrastructural facilities. To achieve the goals of the educational system, there must be a sufficient number of classrooms, school buildings, seats, and other amenities. Nonetheless, there is no commensurate rise in elementary school

infrastructure development with the enrolment growth. In elementary schools, it's not uncommon to see overcrowded, partially constructed, or poorly maintained classrooms with unattractive and unclean restrooms. Corruption, inadequate budget, a lackluster maintenance culture, poorly planned infrastructure, and overcrowding. Lack of basic facilities in schools can have a significant impact on the quality of education provided to students. A well-functioning school building adapts to the evolving curricula of instruction and should, at the at least, offer a physically cozy, secure, safe, well-ventilated, well-lit, and aesthetically pleasing space. The building systems that make up the educational facilities include mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems in addition to the actual structure. The facility also has other parts of the building grounds, such as playgrounds, sports fields, outdoor learning places, and parking and vehicle access, along with furniture, supplies, equipment, and information technology. Both the general public and educators have paid close attention to the issue of school facilities recently.

According to Ogunode (2020), cited in Ogunode, Jacob A., Ohiosumua, O. E., Dahir N., & Mallo, G.D. (2022), basic school administrators nationwide are concerned about the high enrollment of students in basic schools, which is resulting in inadequate facilities and large class sizes due to a lack of space. The primary finding of the National Policy on Education was that all teachers (100%) concurred that there is a high enrollment rate despite insufficient infrastructure. The teacher-to-student ratio, which is 1:100 according to school data, indicates that there is a large population but limited classroom space. The 10:1 student-teacher ratio is unrealistic in a classroom setting and should not be attained. A study conducted by Molagun (2007) looked at how packed classrooms



affected the way UBE objectives were implemented. Frequency counts and percentages were used to assess the data that were collected. The investigation's findings demonstrated that about 60% of primary school teachers in the city of Ilorin deal with the issue of huge class sizes, or overcrowding in their classrooms. The inquiry also uncovered a number of issues that educators dealing with packed classrooms must deal with. The aforementioned unsightly circumstance is indicative of the government's indifferent stance towards advancing high-quality education. In order for the primary school level of the UBE objectives to be successfully attained, recommendations were made regarding the necessity for the government to renovate and offer more contemporary classrooms for schools. The high birth rate, culture, inadequate planning, and inadequate projection plans are only a few of the numerous causes contributing to the overcrowding of Nigeria's basic schools.

The majority of secondary school facilities that are meant to support and improve teaching, learning, and extracurricular activities are now obsolete, which poses significant hurdles to students' 21st-century educational needs. Others are in poor condition and unfit to inspire learning in secondary kids. Another name for school amenities is school/educational facilities. The physical amenities offered by the school, including the hostels, the buildings, and the equipment, are referred to as the school facilities.

2.4 Educational Development

Educational development in the broadest sense is dedicating to help colleges and universities function effectively as teaching and learning communities (Felton, Kalish, Pingree and Plank 2007). Went further to see educational development as actions “aimed at enhancing teaching” as well as a “key lever for ensuring institutional quality and supporting institutional change.” from the

foregoing definitions, the common issue is the enhancement of the work of colleges and universities, often with a focus on teaching and learning. Colleges, Polytechnics, Universities and other institutions of higher learning are known for training of manpower for national development and research towards solving public problems. The institutions can do better when adequately funded, properly filled by qualified personnel and sufficiently provided with modern day equipment. UNESCO, UNICEF, World Bank, UNDP and UNFPA preferred to list the indicators of educational development than to define the concept. The list includes: high adult literacy rate, enrolment in pre-primary education institutions, rural population having access to primary schooling facilities within 1 km, available instructional rooms with materials, primary schools having facilities for toilet, drinking water, net primary enrolment ratio, retention rate at primary level (grade I-v), pupil qualified-teacher ratio, pupil completion and transition rates and budgetary allocation among others. When afore mention indicators are on the positive side it can be said that educational development has taken place within the area under review. The evidences of educational development are never hidden but they manifest themselves in other sectors of the economy positively impacting on the lives of the generality of the citizenry.

Chully (2017) refers to education development as the change of the level of education from one stage to another stage for instance from pre-primary to primary to secondary education as well as colleges or universities. The definition centered on the progression of the person in question rather than the indicators of education development in a society. While center for innovation and excellence sees education development as specifically about:



- a. Supporting and enhancing the design and development of high-quality student learning experiences
- b. Facilitating positive change in teaching and learning in post-secondary institutions at the individual, program/department and institutional levels
- c. Enhancing teaching and learning practices, curriculum design and learning support including the appropriate use of learning technologies
- d. Helping institutions function as robust, evidence-based, student-centered learning communities and
- e. Promoting the scholarship of teaching, learning and research into higher education goals and practices.

The task to educationally develop the society lies with all a sundry but specifically, who makes it happen (educational development)? They are the teachers, faculty members, instructors, deans; associate deans, parents, government and nongovernmental organizations that have a passion for helping the sector become better. Educational developers often have several years of post-secondary teaching experience along with a strong collection of skills, abilities and aptitudes that are focused on facilitating positive change in teaching and learning. What they do is to basically engage with teaching faculty, administrators and support staff to assist and support them in modifying, enhancing or completely changing courses to more fully engage students in the learning process and hopefully affect change in knowledge, skills and qualities.

Worthy of note is that, no sustainable national development can take place without quality education in any nation under review. Education is the key to any meaningful national development. Therefore, national development according to Zgaga (2011), in Olumuyiwa (2016), is the implementation of processes that are geared towards recomposing the nations' institutions so that they can reflect the

wishes, needs and aspiration of the wider society. Since education is the path way to national development. This takes place where the state is efficient, corrupt-free, effective and responsive to the yearning of the general public.

in the same vein, Chikendu(1987), in Olumuyiwa (2016) opines that, national development in the new states of Africa and other third world countries has become a categorical necessity, for one thing, these states are newly born states unlike the older nations of Europe and America with a hundred years history behind them. Also, there is the problem of developing the new states into modern states politically, socially and economically. The process of solving these problems has come to be known as national development. This is crystal clear from the foregoing that, the task of national development does not lay with only a section or class within the society rather it involves all sundry.

3. Methodology

The study utilized survey research design method where questionnaires were designed and distributed to the respondents which are teachers from Bauchi and Bogoro Local Government Areas of Bauchi state, Nigeria totalling 3446 (SUBEB, Bauchi,2022) to study the effect of Universal Basic Education program on educational development in Bogoro and Bauchi local government areas of Bauchi state. The justification for the selection of the design is due to large number of respondents which necessitated the use of sampling with questionnaire as a tool for data collection. Questionnaire in this study is a veritable tool because of it fast, wide, effective and efficient and ease of use when soliciting for data with high degree of accuracy. Stratified sampling method was also adopted since the respondents are divided into lower and upper basins from both the two Local Government Areas. However, to ensure adequate representation of the respondents in the



study, the cluster sampling procedure was derived from the strata, since the distribution of the respondents in each Local Government Areas are not the same. Reliability of the instrument was tested, the researcher performed Cronbach's alpha test of reliability which indicates that, the instrument is consistent, thus enrolment rates 0.732, retention and completion rates 0.746 and infrastructural facilities 0.861. However, in order to test the hypotheses for this research work, multiple regression statistics is employed through Statistical Package for Social Sciences (SPSS Version 20). This is because; it is concern with the prediction of relationship between one dependent and three independent variables.

Due to the characteristics and the size of the population where respondents were

drawn to complete the research questionnaires, the appropriate tool used in determining the sample size is Taro Yamane's (1967). The formula is express thus:

$$n = \frac{N}{1+N(e)^2}$$

The sample size for this study is three hundred and fifty-eight (358). However, 36 (10%) were added to carter for not-return and invalidly filled questionnaires (Israel, 2013). This therefore, implies that 394 questionnaires were administered. Proportionally the distribution of the questionnaire was as follows:

Bauchi L G A: $2100(394 \div 3446) = 240$
Bogoro L G A: $1346(394 \div 3446) = 154$
Total 394

4.1 Results and Discussion

Table 1.1: - Descriptive Statistics of Pupils Enrolment in Schools

S/N	Items	SA(%)	A(%)	UD(%)	D(%)	SD(%)
1	UBE makes public awareness and community mobilization annually to achieve maximum enrolment	59(15.8)	186(49.9)	32(8.6)	47(12.6)	49(13.1)
2	Enrolment of pupils/students in school is not completely free.	91(24.4)	178(47.7)	33(8.8)	34(9.1)	37(9.9)
3	Government prosecutes parent who refuses to propel their children to school.	17(4.6)	33(8.8)	24(6.4)	93(24.9)	206(55.2)
4	Fear of Boko Haram attack causes decrease in students enrolment rates in schools	106(28.4)	102(27.3)	61(16.4)	31(8.3)	73(19.6)
5	UBE officials follow up to find out about school dropout children.	154(41.3)	48(12.9)	38(10.2)	38(10.2)	95(25.5)

Source: SPSS v 20 Output, 2024

The descriptive statistics for the respondents' answers to the five (5) constructs used to gauge students' enrollment in schools are shown in Table 1.1 above. Regarding the statement that "UBE mobilizes the community and raises public awareness each year to achieve maximum enrollment," The statement was agreed upon by 59 respondents (15.8%), 186 respondents (40.9%), 32 respondents (8.6%) were unsure, 47 respondents (12.6%) disagreed, and 49 respondents

(13.1%) strongly disagreed. It is evident that the highest responses are indicated by agreed and strongly agreed. Regarding the claim that "student enrollment in schools is not entirely free," The statement was agreed upon by 91 respondents (24.4%),

178 respondents (47.7%), 33 respondents (8.8%), 34 respondents (9.1%), and 37 respondents (9.9%) strongly disagreed respectively. The majority of responders seemed to agree with the statement based on all the indicators. Regarding the



assertion that "Parents who refuse to send their children to school face prosecution from the government," The statement was strongly agreed with by 17 respondents (4.6%), disagreed with by 33 respondents (8.8%), unsure by 24 respondents (6.4%), disagreed by 93 respondents (24.9%), and strongly disagreed by 206 respondents (55.2%). It follows that parents who choose not to bring their kids to school are not prosecuted by the government. About the claim that "Students' retention and completion rates in schools decrease due to fear of Boko haram attacks," 106 respondents (28.4%) highly agreed, 102 respondents (27.3%) agreed, 61 respondents (16.4%) were unsure, 31 respondents (8.3%) disagreed, and 73 respondents (19.6%) strongly disagreed

with the statement that "UBE officials follow up to find out about school dropout children." 95 respondents (25.5%) strongly disagreed, 154 respondents (41.3%) strongly agreed, 48 respondents (12.9%) agreed, 38 respondents (10.2%) disagreed, and 38 respondents (10.2%) were indecisive. To summarize the aforementioned statements on enrolment, we can see that UBE has made a considerable intervention on educational development, leading to an increase in enrolling rates. This result, however, contradicts Tarimo's (2013) results, which showed that dropout rates rose in tandem with enrollment rates, explaining why the percentage of children who are not in school has stayed high over time despite concerted efforts.

Table 1.2: - Descriptive Statistics of Pupils/Students Retention and Completion in Schools

S/ N	Items	SA(%)	A(%)	UD(%)	D(%)	SD(%)
1	UBE provides pupils with free meal.	264(70.8)	83(22.3)	7(1.9)	10(2.7)	9(2.4)
2	Pupils/students pay for Textbooks	27(7.2)	17(4.6)	15(4.0)	127(34.0)	187(50.1)
3	UBE ensures transition of students to junior and senior secondary schools respectively.	135(36.2)	118(31.6)	35(9.4)	43(11.5)	42(11.3)
4	UBE ensure Parents support their wards till graduation by sensitizing them.	27(7.2)	17(4.6)	15(4.0)	127(34)	187(50.1)
5	The school get adequate funding from UBE	264(70.8)	83(22.3)	7(1.9)	10(2.7)	9(2.4)

Source: SPSS v 20 Output, 2024

The respondents' descriptive statistics on the five (5) constructs are shown in frequency and percentage form in Table 1.2 above. The following was the definition of the construct used to assess students' completion and retention in the classroom: Free meals are offered to students by UBE, with 264 respondents (70.8%) strongly agreeing, 83 respondents (22.3%) agreeing, 7 respondents (1.9%) unsure, 10 respondents (2.7%) disagreeing, and 9 respondents (2.4%) strongly disagreeing. The answers demonstrated that UBE does in fact give free meals to students. Regarding the claim that "Students/pupils pay for text books," 127 respondents (34.0%) disagreed, 187 respondents

(50.1%) strongly disagreed, 27 respondents (7.2%) strongly agreed, 17 respondents (4.6%) agreed, and 15 respondents (4.0%) were unsure. This suggests that UBE forbids students from covering the cost of their textbooks. Regarding the assertion that "UBE ensures students' transition to junior and senior secondary schools," The statement was agreed upon by 135 respondents (36.2%), highly agreed by 118 respondents (31.6%), unsure by 35 respondents (9.4%), disagreed by 43 respondents (11.5%), and severely disagreed by 42 respondents (11.3%). This suggests that UBE facilitates pupils' transfer to junior and senior secondary education. Regarding the claim that UBE "ensures parents supports their



wards till graduation through sensitization," The statement received 27 respondents (7.2 %) strong agreements, 17 respondents (4.6%) agreements, 15 respondents (4.0%) uncertain, 127 respondents (34.0%) disagreements, and 187 respondents (50.1%) strong disagreements. The overall feedback showed that UBE makes sure parents encourage their children through graduation by raising awareness among them. Regarding the claim that "Schools receive adequate funding from UBE," That statement was agreed with by 264 respondents (70.8%), 83 respondents (22.3%), 7 respondents (1.9%) were unsure, 10 respondents (2.7 %) disagreed, and 9 respondents (2.4%) strongly disagreed. The proportion and frequency

can be read as reflecting the respondents' major experience with student retention and completion in schools, based on the options available to them. The outcomes of students' completion and retention constructs have a favorable and noteworthy impact on educational development. Additionally, it is shown that UBE's efforts to support students' attendance and completion of their education improved the educational development of Bauchi and the Bogoro Local Government Areas. This is in line with the findings of House and Arnett (2018), who discovered that 81.6% of American students completed their education, which provides a sufficient explanation for the nation's multifaceted degrees of development.

Table 1.3: -Descriptive statistics on Available Infrastructural Facilities

S/N	Items	SA(%)	A(%)	UD(%)	D(%)	SD(%)
1	UBE build Classes for the pupils/students.	203(54.4)	92(24.7)	35(9.4)	18(4.8)	25(6.7)
2	Pupils'/students' classes are adequately furnished	13(3.5)	15(4.0)	5(1.3)	210(56.3)	130(34.9)
3	The staff offices are adequately furnished.	9(2.4)	14(3.8)	5(1.3)	229(61.4)	116(31.1)
4	There is no good and adequate toilet system.	190(50.9)	124(33.2)	8(2.1)	21(5.6)	30(8.0)
5	Availability of well-equipped libraries in all public schools	25(6.7)	10(2.7)	4(1.1)	158(42.4)	176(47.2)

Source: SPSS v20 Output, 2024

For the first (1) statement, UBE build classes for the pupils/students, Table 1.3 provides descriptive statistics for the respondents' answers on the five (5) constructs used to measure availability of infrastructural facilities. 35 respondents (9.4%) were unsure, 18 respondents (4.8%) disagreed, 25 respondents (6.7%) strongly disagreed, 203 respondents (54.4%) strongly agreed, and 92 respondents (24.7%) agreed. According to the comments, UBE build classes for the students. Regarding the second claim,

"classrooms for pupils are adequately furnished," 13 respondents (3.5%) strongly agreed, 15 respondents (4.0%) agreed, 5 respondents (1.3%) were unsure, 21 respondents (56.3%) disagreed, and 31 respondents (34.9%) disagreed strongly.

The outcome may indicate that while UBE encourages the supply of classroom furnishings, its sufficiency is not guaranteed. Regarding the claim that "Staff offices are adequately furnished," 229 respondents (61.4%) disagreed, 116 respondents (31.1%) strongly disagreed, 9



respondents (2.4%) strongly agreed, 14 respondents (3.8%) agreed, and 5 respondents (1.3%) were unsure. This suggests that staff offices are not also adequately furnished. Regarding the comments made in response to "there is no good and adequate toilet system," 30 respondents (8.0%) strongly disagreed, 190 respondents (50.9%) disagreed, 124 respondents (33.2%) agreed, 8 respondents (2.1%) were unsure, and 21 respondents (5.6%) disagreed. Based on the comments, it is evident that the sampled schools in Bauchi and Bogoro lack a functional and sufficient toilet system. Concerning the claim that "your school has well-equipped libraries," Among the respondents, 167 (47.2%) strongly disagreed, 158 (42.4%)

disagreed, 4 (1.1%) were indecisive, and 25 (6.7%) strongly agreed. It is evident that UBE guarantees that all public schools have access to well-stocked libraries. based on the choices that the respondents were given. Suleiman (2012), emphasized that infrastructural facilities are essential instruments for improving education, and this finding are in agreement. Additionally, Adeyemi (2017) posits that the Nigerian primary school system requires sufficient infrastructure, like classroom blocks, furniture, and white or black boards, among other things, in order to build a solid educational foundation, even when they serve as means rather than ends in and of themselves.

Table 1.4: -Descriptive Statistics of Educational Development

S/N	Items	SA(%)	A(%)	UD(%)	D(%)	SD(%)
1	Schools are easily accessed by communities	84(22.5)	186(49.9)	25(6.7)	51(13.7)	27(7.2)
2	Literacy level has improved due to increased enrolment in schools	100(26.8)	206(55.2)	23(6.2)	31(8.3)	13(3.5)
3	Student-teacher ratio in schools is Standard	18(4.8)	60(16.1)	26(7.0)	154(41.3)	115(30.8)
4	Dropout rate has reduced significantly over the years	117(31.4)	208(55.8)	16(4.3)	13(3.5)	19(5.1)
5	Education is prioritized by the government	56(15.0)	67(18.0)	49(13.1)	59(15.8)	142(38.1)

Source: SPSS V20 Output, 2024

Descriptive data for the respondents' answers on the five (5) components used to measure educational development are shown in Table 1.4 above. Remarks pertaining to "Communities can easily access schools" The assertion was accepted with 84 respondents (22.5%) strongly in agreement, 186 respondents (49.9%) agreed, 51 respondents (13.7%) disagreed, and strongly disagreed with 27 respondents (7.2%). Based on the sampled viewpoints, we may deduce that communities can access most of Bauchi's schools to some degree. The claim that "an increase in school enrollment has improved literacy levels" There were 13 respondents (3.5%) who strongly disagreed, 31 respondents

(8.3%) who disagreed, and 21 respondents (26.8%) who strongly agreed. Based on all the indicators, UBE has significantly raised the state of Bauchi's literacy rate. Regarding the following claim, "The student-teacher ratio in schools is standard," 154 respondents (41.3%) disagreed, 115 respondents (30.8%) strongly disagreed, 60 respondents (16.1%) agreed, 26 respondents (7.0%) were unsure, and 18 respondents (4.8%) strongly agreed. This means that there is a need to enhance the student-teacher ratio. In reference to "the dropout rate has dramatically decreased over time, 19 respondents (5.1%) strongly disagreed, 117 respondents (31.4%) agreed, 208



respondents (55.8%) highly agreed, 16 respondents (4.3%) were unsure, and 13 respondents (3.5%) disagreed. Given that the dropout rate has dramatically decreased over time and that the government has made education a priority (ED5), it is implied that education in Bauchi State has improved. 49 respondents (13.1%) were unsure, 56 respondents (15.0%) strongly

agreed, 67 respondents (18.0%) agreed, 59 respondents (15.8%) disagreed, and 142 respondents (38.15%) strongly disagreed. Based on the options provided for the respondents, thus mean can be interpreted as indicating significant experience (mean=3.29, SD=1.1668, $t_{cal}=2.82$) of the respondents as regards Educational Development.

Table 1.5: Regression Results

		Unstandardised coefficient		Standardized coefficient	
Model	B	Std. Error	Beta	T	Sig
Constructs	10.920	.982		11.120	0.000
ENR	.117	.47	.086	2.489	.011
RC	.119	.47	.134	2.514	.012
IF	.165	.08	.053	2.063	.034

Dependent Variable: Educational Development

$R=0.769$, $R^2=0.59$, $ADJ.R^2=0.576$, $F\text{-Statistics}=4.947$, $Sig = 0.002$

Source: SPSS V 20 Output, 2024

The multiple linear correlation coefficients (R), coefficient of determination (R^2), and variance (Adjusted R^2) are displayed in the regression results table above. The dependent and combined independent variables have a good correlation, as indicated by the regression value of 0.769. The calculated model accounts for approximately 59.1% of the variation in Educational Development, as indicated by the R^2 value of 0.591. In the meanwhile, the independent variable and the dependent variable jointly account for 0.576 (57.6%) of the estimated variation in the dependent variable after taking into account the number of regressors included in the model.

An assessment of the estimated model's statistical significance can be made and the f -statistics value shown in the regression results table above. Using these statistics ($f=4.947$, $sig=0.002$ ($P<0.05$)), the generated model significantly explained variation in educational progress based on the f -statistics criterion and its associated significant value. This suggests a strong fit between the model and data.

According to the regression result table above, there is a significant positive relationship between student enrollment in schools (ENR) and educational development ($\beta=0.117$, $sig=.011$). It suggests that an increase in student enrollment in schools causes the educational development of the Bauchi and Bogoro Local Government Areas in Bauchi State, Nigeria, to increase by 0.117, or 11.7%.

Additionally, the regression result table above showed that educational development is positively and significantly impacted by UBE's efforts toward students' retention and completion (RC) ($\beta=0.119$, $sig=0.012$). It suggests that improvements in student retention and completion rates in schools result in improvements in the educational development of Bauchi and Bogoro Local Government Areas in Bauchi State, Nigeria, of 0.119 (11.9%).

Additionally, there is a noteworthy and positive correlation between the availability of infrastructural facilities (IF) and educational development ($\beta = 0.165$, $sig = .034$). It suggests that improvements to the infrastructure in Bauchi and Bogoro Local Government Areas of Bauchi State,



Nigeria, have a favorable impact on the development of education. Furthermore, the P-value of 0.034 is significant because it is below than the 0.05 criterion of significance.

The coefficients (Beta) in the regression table above show how much each independent variable influences the dependent variable in relation to the other. An independent variable's predictive power for the dependent variable increases with its estimated value (Odama, 2013). Table 1.5, which presents the beta results, provides a regression equation that illustrates the respective contributions of each predictor. Retention and Completion (RC) was the most significant variable in predicting Educational Development in Bauchi and Bogoro Local Government Areas of Bauchi State, followed by Enrollment (ENR) ($\beta=0.086$, $t=2.489$, $P=0.011$) and finally, Infrastructural Facilities (IF) ($\beta=0.165$, $t=2.063$, $P=0.034$), out of the three (3) predictors. RC has the highest standardized beta coefficient among the three (3) predictors. This suggests that UBE efforts to support pupils' enrollment and completion in schools have a greater chance of resulting in better levels of educational progress.

4.2 Test of Hypotheses

This study has put up three (3) hypotheses in null form as stated in chapter one. The hypotheses were used to test the effect of UBE on Educational Development of Bauchi and Bogoro Local Government Areas of Bauchi State, Nigeria. The hypotheses of the study were using the probability-value at 0.05 level of significance. The null hypotheses will be accepted if the p-value is greater than ($>$) 0.05 level of significance and rejected if the p-value is less than ($<$) 0.05 level of significance.

Hypothesis 1 (Enrolment of pupils/students in schools and Educational Development) states that:

H₀₁: Pupils/students' enrolment in schools does not have a significant effect on the

Educational Development of Bauchi and Bogoro LGAs of Bauchi State.

The regression coefficient linking Pupils/students' enrolment in schools and Educational Development was significant ($\beta=0.117$, $P\text{-value}=0.011$). Thus, the null hypothesis was rejected while the alternate was accepted.

Hypothesis 2 (Retention and Completion of pupils/students and Educational Development) states that:

H₀₂ : Retention and Completion of pupils/students does not have a significant effect on the Educational Development of Bauchi and Bogoro LGAs of Bauchi State. The regression coefficient linking Retention and Completion of pupils/students and Educational Development was significant ($\beta=0.119$, $P\text{-value}=0.012$). Thus, the null hypothesis was rejected while the alternate was accepted.

Hypothesis 3 (Availability of Infrastructural Facilities and Educational Development) states that:

H₀₃ : Availability of Infrastructural Facilities does not have a significant effect on the Educational Development of Bauchi and Bogoro LGAs of Bauchi State.

The regression coefficient linking Availability of Infrastructural Facilities and Educational Development was positive and significant ($\beta=0.165$, $P\text{-value}=0.034$). Thus, the null hypothesis was rejected while the alternate was accepted.

5. Conclusion and Recommendations

5.1 Conclusion

The effectiveness of UBE has already been investigated by a variety of researchers at various times, with contributing variables noted in the literature. However, based on the analysis and research findings, one could draw the conclusion that student enrollment has a significant impact on educational development—not enough to cause it, but enough to imply that any increase in student enrollment will have a multiplier effect. Even in the twenty-first



century, there are still some individuals who, due to ignorance, poverty, or religious beliefs, do not believe in Western education. As a result, these people wait for awareness and incentives before enrolling their children. Thousands of school-age children wander the streets in the guise of hawking instead of attending any schools. This suggests a bleak future for the region. There are too many defaulters as a result of the government's failure to enforce the law against parents who neglect to enroll their children.

According to the results of the UBE's work to retain and complete pupils in schools, it was found that the educational growth of the chosen LGAs was most significantly impacted by it. On the other hand, while student enrollment has increased, school dropout rates have also increased, especially in rural areas. Giving away free meals and books to low-income families and individuals is a smart concept.

However, the investigation of the availability of infrastructure facilities revealed that certain amenities were lacking, which made teaching and learning more difficult. There are certain schools that lack a bathroom, a borehole, classroom furniture for both teachers and students, and where students are forced to learn under trees. The government's incapacity to address the infrastructure shortfall that public schools currently experience has made it difficult to do jobs that should be as simple as they are in industrialized nations across the globe. This might not be entirely unrelated to the systemic corruption that exists or the inadequate funding that school officials have access to, as other respondents said.

5.2 Recommendation

1. The government needs to take responsibility and prosecute parents who either refuse to let their children attend school or who willfully pull them out of it for any narrow-minded reason, disregarding the child's future. This will

raise the completion rate and significantly lower school dropout rates.

2. In order to maintain a steady rise in enrollment rates, the UBE lunch free food initiatives should be maintained. Additionally, new initiatives such providing children with a free uniform each session should be implemented. This will assist in giving parents who lack the resources to care for their children some support.

3. Teachers and SUBEB staff should make time to meet one-on-one with parents of children who have dropped out to learn the reasons behind the child's or parent's actions. This will aid in raising awareness at the local level, which will improve completion and retention rates.

4. Appropriate authorities should maintain all dilapidated classrooms and restrooms in order to renovate them, and they should instill a healthy maintenance culture to take care of the classroom furniture, teacher and student chairs, boreholes, etc. It is important to take care of rural areas as well as prevent overcrowding and overconcentration in metropolitan areas.

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