

APPRAISAL ON THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN JALINGO EDUCATIONAL ZONE, TARABA STATE, NIGERIA.

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Abstract

This study apprises the implementation of Universal Basic Education (UBE) programme in Jalingo educational zone, Taraba State, Nigeria. A descriptive survey research design was employed, involving a population of 4085 participants, with a sample size of 354 respondents selected through multi-stage, simple random, and stratified sampling techniques. A validated questionnaire with a reliability coefficient of 0.91 was used to collect data. The findings revealed that the programme's implementation was unsuccessful, marked by high illiteracy levels and inadequate basic educational facilities. The study results have significant implications for policy and practice, highlighting the need for urgent intervention to improve and enhance the implementation process especially in the area of literacy programme and infrastructure at the UBE schools in Jalingo Educational zone.

Keywords: Appraisal, Implementation, Universal, Basic Education, Programme and educational zone.

Introduction

Illiteracy and poor quality education is one of the pervasive issues in the history of education in Nigeria despite all efforts made by government to restore the programme, but the situation keeps on exasperating. Government established Universal Basic Education (UBE) programme in Nigeria in 1999 to provide high-quality and accessible educational to the teeming school population, and also to address the catastrophic issues of illiteracy, ignorance and poverty in the society. The implementation of the Universal Basic Education programme in Jalingo Educational Zone, Taraba State, is hindered by several challenges. These include a lack of integration between primary and junior secondary education, (that is fully implementation of 6334 system) irregular payment and due promotion of staff, inadequate infrastructure and facilities, poor funding of the programme and ineffective supervision. Additionally, the teaching staff often lack sufficient qualifications and career mobility, leading to further complications. These issues collectively impede the successful implementation of the programme, resulting in increased educational costs and other related problems.

The UBE programme is a critical component of Nigeria's education system, aimed at promoting access to quality education. Research has shown that UBE implementation faces significant challenges, including inadequate funding, poor infrastructure, and insufficient qualified teachers (Adebayo, 2018; Okebukola, 2019). More recent studies have also highlighted the importance of community involvement and stakeholder engagement in UBE implementation (Ogunleye, 2020).

Furthermore, the role of teachers in UBE implementation cannot be overemphasized (Uzoechina, 2022). Higher qualifications, esteemed professionalization and welfare of the teachers in Jalingo educational zone as the frontiers in successful implementation of UBE programme remained a child of necessity by government. Udoka et al. (2022) revealed that UBE has lost a strategic plan for improvement more especially the access to free basic education is contrary to its objectives. This implies that UBE target was not achieved by the ongoing Programme's implementation.

In another attempt, Oke and Osanyin (2022) posited that inadequate funding, poor infrastructure, and inadequate teacher training are significant challenges to the implementation of UBE in Nigeria. The same applicable to Jalingo educational zone, Taraba State. Government assumes the programme will be managed to operate even if its full requirements has not been made.

For transparency and transition, this study has been weighed and anchored to Lewin's Change Management Model which is helpful to UBE implementation process. The Educational managers understand how to facilitate successful change and innovation in the context of UBE implementation in Jalingo educational zone, Taraba State.

Statement of the problem

The fundamental objectives of introducing Universal Basic Education programme in Jalingo educational zone is the provision of high quality and accessible education programme to the teeming school age population and also to address the pervasive issues of illiteracy, ignorance and poverty which drastically affect the significant portion of the population in the society. However, within this zone, there are increasing status of illiteracy, ignorance and general economic hardship among people which signify the existence of deteriorating impact of UBE programme in the area. It has been noted by experience that, schools are quite devastating to the extent that reflects on the incapacitation and faulty implementation of UBE programme in the zone that emergency intervention needs to be ruled out.

Purpose of the Study

This study is broadly evaluating the extent of implementation in Universal Basic Education programme (UBE) in Jalingo Educational zone of Taraba State, but specifically target to achieve the following objectives;

1. To evaluate the status of the illiteracy level of pupils at the basic level of UBE Programme in Jalingo Educational zone, Taraba State.
2. To evaluate the extent in the provision of basic educational facilities in the U.B.E schools in Jalingo Educational zone, Taraba State.

Research Questions

The researcher formulated the following research questions for the achievement of the stated objectives:

1. To what extent is the prevalence of illiteracy among pupils at the basic level of the UBE programme in Jalingo Educational zone, Taraba State?
2. To what extent are basic educational facilities available in UBE schools in Jalingo Educational zone, Taraba State?

Methodology

This study adopted a descriptive survey research design. The population comprised 4085 respondents from 155 public UBE schools in Jalingo Educational Zone. A sample of 354 respondents was selected using multiple-stage sampling, stratified sampling, and simple random sampling. A questionnaire was used to collect data, and its validity and reliability were ensured through expert scrutiny and pilot testing yielding a reliability coefficient of 0.91 using Cronbach's alpha. To ensure data presentation and analysis, SPSS computer package was employed, data analysis was conducted using descriptive statistics including mean, standard deviation and 2.5 decision rules.

Data Presentation and Analysis

The results of the study are presented in tables and figures below: reveal a significant challenges in UBE implementation, including high status of illiteracy level, and gross inadequacy of basic educational facilities at the UBE schools in the zone. The study also found that the quality of teaching and learning materials affects literacy level among UBE pupils.

Table: 1. Mean and Standard Deviation Ratings of Responses on Prevalence of Illiteracy among Pupils at the Basic Level of the UBE Programme

Note: 'N' in the table below, stands for sample of the total population

S/N	Item Statement	N	Mean	Std. Dev.n	Decision
1	The quality of teaching and learning materials affects literacy levels among UBE pupils.	354	3.18	0.66	Agreed
2	Reading materials are readily available in UBE schools.	354	3.23	0.7	Agreed
3	Parental support is essential for improving literacy levels among UBE pupils.	354	3.23	0.76	Agreed
4	Literacy programmes in UBE schools are effective.	354	3.2	0.87	Agreed
5	The language of instruction affects literacy levels among UBE pupils.	354	3.33	0.6	Agreed
6	Teacher training is essential for improving literacy levels among UBE pupils.	354	3.5	0.67	Agreed
	Cluster Mean/Standard Deviation	354	3.28	0.71	Agreed

Source: Field Survey, 2025

Table 1 above presents mean and standard deviation ratings of responses on the extent is the prevalence of illiteracy among pupils at the basic level of the UBE programme in Jalingo Education zone, Taraba State. The result shows that all the items have means in the range of 2.50 to 4.00 which implies that respondents agreed to all the items listed. The result implies that respondents agreed that the quality of teaching and learning materials affects literacy levels among UBE pupils; The cluster has a mean of 3.34 and a standard deviation of 0.70; the mean score shows that there is prevalence of illiteracy among pupils at the basic level of the UBE programme. While the standard deviation indicates similarity of opinions by the respondents.

Table: 2. Mean and Standard Deviation Ratings of Responses on the Extent of Availability of Educational Facilities in UBE Schools

S/N	Item Statement	N	Mean	Std. Dev.n	Decision
1.	UBE schools in Taraba North zones have adequate educational facilities	354	1.98	0.68	Disagreed
2.	The shortage of educational facilities affects the quality of education in UBE schools.	354	3.29	0.77	Agreed
3.	Classrooms in UBE schools are well- available	354	2.37	0.97	Disagreed
4.	Educational Technology is adequately available in UBE schools.	354	2.18	0.84	Disagreed
5.	Library facilities are readily available in UBE schools.	354	1.83	0.78	Disagreed
6.	Recreational facilities are essential for the overall well-being of UBE pupils.	354	3.12	0.89	Agreed
	Cluster Mean/Standard Deviation	354	2.46	0.82	Disagreed

Source: Field Survey, 2025

Table 4.3 presents mean and standard deviation ratings of responses on the extent of availability of basic educational facilities in UBE schools in Jalingo Education zone, Taraba State. The result shows that items 2 and 6 have means in the range of 2.50 to 4.00. While items 1, 3, 4 and 5 have means in the range of 1.00 to 2.49. The cluster has a mean of 2.46 and a standard deviation of 0.82; the mean score shows that basic educational facilities in UBE schools are grossly inadequate. While the standard deviation implies that the respondents are similar in opinion. The result shows that classrooms, libraries and other educational facilities are inadequate in UBE schools. The result further shows that shortage of educational facilities affects the quality of education in UBE schools in Jalingo Educational zone, Taraba State and those recreational facilities are essential for the overall well-being of UBE pupils.

Results

The results of the study above show the presentation of the status of illiteracy level among the school going aged children at UBE programme and the provision of basic educational facilities in UBE schools in Jalingo educational zone, Taraba State. The study revealed that the appraisal on

UBE implementation status in Jalingo Educational Zone is low, further more The implementation process faces with a peculiar issues of irregularities and inconsistencies that need to be urgently fixed.

Discussions

The findings of this study reveal significant challenges in UBE implementation, It was also found that there is prevalence of illiteracy among pupils at the basic level of the UBE programme in Jalingo Educational zone, Taraba State. The finding is in agreement with Udoka et al. (2022) whose finding revealed that UBE has not significantly improved access to free basic education, contrary to its objectives. These findings are consistent with previous research on UBE implementation in Nigeria (Adebayo, 2018; Okebukola, 2019).

Findings revealed that basic educational facilities in UBE schools are grossly inadequate in Jalingo Educational zone, Taraba State. The finding is related to Oke and Osanyin (2022) whose findings revealed that inadequate funding, poor infrastructure, and inadequate teacher training are significant challenges to the implementation of UBE in Nigeria. The study highlights the need for policy interventions to address these challenges and improve UBE implementation.

Conclusion

This study concludes that UBE implementation in Jalingo Educational Zone faces significant challenges, with poor implementation status. The study's findings have implications for policy and practice, highlighting the need for urgent intervention. The study recommends policy interventions to improve the entire Programme's implementation and provision of basic educational facilities to the UBE schools in Jalingo Educational zone.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Increase funding for UBE implementation to enhance the literacy programme.
2. Improve infrastructure and provide more basic educational facilities in UBE schools in Jalingo educational zone.

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Authors' contributions

All authors read and approved the final manuscript.

Data availability

No datasets were generated or analyzed during the current study.

Declarations

Ethics approval and consent to participate

Not applicable. This study did not involve human or animal subjects.

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Competing interests

The authors declare that they have no competing interests.

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