

Appraisal of the Implementation of the Universal Basic Education Programme in Ogoja Education Zone: Implication for Curriculum Implementation

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Abstract

After several years of existence of universal basic education programme in Nigeria, young children are still roaming about on the streets begging and hawking during school hours and school drop-out cases appear to remain intractable. Based on this premise, the study applied a descriptive survey to assess the perceptions of teachers on the implementation of the universal basic education programme in Ogoja Education Zone of Kogi State, Nigeria. This study was based on the theoretical framework of Dewey theory of the necessity of life which states that to live a successful life, the young ones need to be formally educated on the prevailing realities of their environment. The study population was 1800 teachers with a sample size of 360 teachers. The instruments for data collection were a questionnaire and checklist. It was found that materials for the implementation of the UBE programme are inadequate, and teachers differ in their perceptions on the supervision of instruction for the implementation UBE programme. These findings implicate curriculum implementation in the sense that there will not be effective curriculum implementation without adequate instructional materials. It is recommended that provision for all the materials needed for the implementation of the UBE programme in Ogoja Education zone should be made.

Keywords: Curriculum Implementation, Perceptions, Teachers, Implementation, Universal Basic Education Programme, Nigeria

Introduction

Implementation of universal basic education (UBE) in the rural areas has been bedevilled by so many factors not minding the significant increase in funding and energy invested (Bolaji, Campbell-Evans & Gray, 2019). The high rate of illiteracy among children is very high in Nigeria compared to other countries (United Nations Development Program [UNDP], 2013). According to UNDP as cited in Bolaji, Campbell-Evans and Gray (2019), 55% of Nigerian children go to school as evidenced by the average gross environment ratio (GER). This is as a result of the inequality in the management of education in urban and rural areas (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2015a). Thus, this study was guided by John Dewey's theory of Necessity.

Theoretical background of the study

Dewey's theory of the necessity of life was propounded in 1916 by John Dewey. The basic tenet of the theory is that; Education brings about revolutionary changes in society through the reshaping of the old system. Dewey (1916) believed that the essence of schools is not only to take care of the specific needs of learners but to cause new needs in their family. This new school system helped to meet the current or prevailing needs of both the young learner and society. This theory paid attention to the child's right (including the right to education) and bridges the gap between an old education system and the demands of the new era. This is important as the past agrarian and village/small-town life of the past was giving way to the new industrial/urban life in America where he did his work.

Dewey (1916) believed that formal education makes children develop good experience through books and mastering of symbols of knowledge which cannot be achieved in an informal setting. This points to the fact that to live a successful life, the young ones need to be formally educated on the prevailing realities of their lives and environment and to be made to master the survival strategies of the hostile and changing environment in which they find themselves and as well prepare a room for accommodating changes that may occur in the future. This theory is relevant to this study as UBE is geared towards providing basic education which is a right of the Nigerian children of school-going age.

In recent times, this theory has been successfully used by Miovska-Spaseva (2016), Elena and Suzana (2016) and Neil (2018). Miovska-Spaseva (2016) analysed the theoretical foundations of the international projects that brought methodological innovation in education. Miovska-Spaseva (2016) found that many of Dewey's concepts were infused into the modern reform attempts for teaching improvement in Macedonia. Elena and Suzana (2016) used Dewey's theory to explore three key elements of intersection: curriculum, methods of teaching and learning, and teachers' role. Elena and Suzana (2016) found that a teacher's role is to link students' personal experiences and characteristics to the material being studied and to the school life in general. Neil (2018) used Dewey's theory of necessity to explore whether issues such as school governance and pupil's voice facilitate Dewey's notion of democratic education.

Literature Review

Studies have been conducted on the various challenges encountered in the implementation of UBE program. Bolaji, Campbell-Evans and Gray (2019) found that the major challenge for managing education is inadequate infrastructure facilities for teaching and learning. Oyadiran, Okoroafor and Iro (2015) found that while policy

performance was satisfactory in some other areas, some constraints were noticed by the Federal capital territory universal basic education board (FCT UBEB). These constraints are Inadequate mobilization of staff of the Inspectorate Division of the UBE office for effective and efficient monitoring; Unenviable development of school libraries alongside structures like classrooms; Insufficient number of competent teachers; Inadequate infrastructural facilities/equipment; and Dearth of classrooms. Bello, Daramola, Yusuf and Amali (2017) found that 67% of school-age children in Sokoto were out of school and 33% were in school. Akyeampong, Sabates, Hunt and Anthony (2009), Uzobo, Ogbanga and Jack-Jackson (2014), Humphreys and Crawford (2014) found that among the population of children who are backwards educationally is over 60% of rural school-aged children while getting children to schools in the impoverished village was an issue. Ogunode (2019) opined that the UBE programme is bedevilled by poor implementation across the state and area councils. There is the challenge of poor supervision and inspection of the UBE programme (Ogunode, 2019). According to Faruk, Abdullahi and Bello (2016), UBE programme has not enhanced the quality of instructional materials and infrastructural facilities significantly. Agbor (2019) found that instructional monitoring and supervision in schools is poor and record-keeping practices in schools were below standard. Oyadiran, Okoroafor and Iro (2015) found that the quality of the UBE programme design and inputs was inadequate in the FCT and lacked adequate human, institutional and financial resources for the implementation of the policy. Effective implementation of stipulated minimum standards for basic education is a problem in both public and private primary schools (Emeka & Olaowe, 2015). Suleiman (2016) found that stakeholders perceived the personnel resources for the implementation of UBEP in Nigeria to inadequate

According to Department for International Development (DFID) report as cited in Yakwan and Alagi (2015), there are few qualified teachers and poor infrastructure facilities in most schools in Nigeria and these lead to the poor achievement of students in secondary education. Nanighe (2015) found that inadequate teachers, infrastructural facilities, funds and lack of political will were perceived as challenges to effective UBE implementation for development. From the foregoing, it is obvious that literature is scarce on the extent of implementation of the UBE programme in Ogoja Education zone of Cross River State. This gap in literature led the researchers into assessing the perceptions of teachers on the extent of implementation of the UBE programme in Ogoja. Thus, this study determined the perceptions of teachers on the implementation of the universal basic education programme in Ogoja, Nigeria

Materials and Methods

Research paradigm and approach

This research is based on the theoretical assumptions of the Dewey theory of the necessity of life. According to the theory, to live a successful life, the young ones need to be formally educated on the prevailing realities of their environment. This research adopted a pure quantitative research methodology. According to Creswell (2014), quantitative methods emphasize objective measurements and the statistical, analysis of data collected through surveys.

Research Design

The design of the study was descriptive survey research. According to Creswell (2014), survey design provides a quantitative description of attitudes or opinions of a population by studying a sample of that population. In similar studies, Eze et al.

(2020), Okeke et al. (2020a, b), Ugwuanyi et al. (2020), Okenyi et al. (2021), Ezema et al. (2021), Ezeaku et al. (2021) have adopted this kind of design.

Population, sample size and sampling

Population for the study comprised 1800 teachers of schools under the Universal Basic Education scheme in Ogoja Education Zone. These schools are those under the Universal Basic Education (not private schools) in the five local government areas stated in the area of the study above. The sample size was 360 junior secondary school teachers. The multistage sampling procedure was adopted in the selection of the sample for the study. This is because the population involved was large and spread over a wide geographical area. At the first stage, three out of the five local government areas were randomly sampled using a simple random sampling technique. Here the names of the local government areas were written on pieces of papers, folded and placed in a container where the researchers picked a piece at a time with replacement. This is to ensure that every local government had equal chances of being selected.

In the second stage, purposive sampling was used to select all schools from the three local government areas on the basis that the schools are public schools. At the third stage of sampling, proportionate stratified sampling technique was used to draw the 360 respondents.

Instrumentation and procedure

The instrument for data collection for this study was the Universal Basic Education Questionnaire (UBEQ). This instrument was used to obtain information on the extent of supervision of instruction and utilization of instructional materials. The instrument is made up of two clusters structured on 4-point Likert scale of Always utilized (AU)=4 points, Frequently utilized (FU)=3 points, Seldom utilized (SU) and Not utilized (NU)=1. The instrument was given to three experts for face validation. After critical scrutiny of the items of the instrument, their comments and corrections helped in the development of the final instruments. The internal consistency reliability estimates for the two clusters of the instrument were 0.75 and 0.83 respectively using Cronbach Alpha method.

Ethical measures

To conduct this study, the researchers sought ethical clearance from the Research Ethical Committee of the Faculty of Education, University of Nigeria which was granted. Students' participation in the research was made voluntary and the objectives of the research were made known to the participants by the researchers. The researchers prepared informed consent letters and presented to the participants for their approval through the appendage of their signatures. The participants were assured by the researchers that the information provided by them would be used solely for research purposes and would be handled confidentially. Contact details of the researchers were left with the participants in case there is a need to contact us.

Data analyses

Mean and independent samples t-test were used to analyse the data. The null hypotheses were tested at 0.05 level of significance.

Results

Research Question One: What are teachers’ perceptions of the extent of supervision of instructions for the implementation of the UBE programme in Ogoja Education zone?

Table 1: Mean Ratings of male and female teachers on the extent of supervision of instruction

S/N	Item Statements	Male N = 230			Female N = 130		
		\bar{X}_1	SD ₁	Dec ₁	\bar{X}_2	SD ₂	DEC ₂
1	School inspectors carry-out regular supervision in schools.	3.47	0.573	A	3.08	0.66	A
2	School inspectors render assistance to the teachers in planning a unit lesson together during supervision	3.28	0.72	A	3.02	0.76	A
3	School supervisors render help to teachers in dividing the scheme of work into unit plan.	3.45	0.61	A	3.10	0.80	A
4	School supervisors carry out adequate supervision to ensure that teachers use improvised instructional material.	3.20	0.70	A	2.98	0.76	A
5	School head teacher renders assistance to teachers utilization of available instructional materials.	3.30	0.66	A	3.11	0.73	A
6	Head teacher carries out regular checks to ensure that the students are taught the correct curriculum content.	3.18	0.68	A	3.02	0.76	A
7	Head teacher monitors the teachers on the use of right materials in a given lesson.	3.41	0.69	A	3.11	0.73	A
8	Head teacher insist on the correct use of lesson periods.	3.27	0.69	A	2.98	0.74	A
9	School inspector visit all schools under UBE whether in town or remote areas.	3.15	0.76	A	2.89	0.74	A
10.	School inspector visit all schools under UBE whether in town or remote areas.	3.23	0.68	A	2.87	0.78	A
	Cluster Mean	2.76	0.32	A	2.75	0.42	A

Key: N = Number of respondents, \bar{X}_1 = mean for male, SD₁ = Standard Deviation for male, DEC₁ = Decision for federal, \bar{X}_2 = mean for states, SD₂ = Standard Deviation for female, DEC₂ = Decision for female

Table 1 shows that the respondents agreed that all the item are indicators of supervision of instructions in UBE schools. This is because the mean ratings for these items are above 2.50 set as criterion level. This means the indicators of supervision of UBE include; School inspectors carry-out regular supervision in schools, School inspectors assist the teachers in planning a unit lesson together during supervision, School supervisors render help to teachers in dividing the scheme of work into the unit plan, School supervisors carry out adequate supervision to ensure that teachers use improvised instructional material, School headteacher helps teachers utilization of available instructional materials, Headteacher monitors the teachers on the use of right materials in a given lesson, School inspector visit all schools under UBE whether in

town or remote areas. The overall mean ratings of 2.76 and 2.75 for the male and female teachers that the items in Table 1 are indicators for the supervision of instruction for the implementation of UBE programme.

H₀₁: Teachers' do not differ significantly on their perceptions of the extent of utilization of materials for the implementation of the UBE programme based on gender.

Table 2: t-test analysis of the difference in the mean ratings of male and female teachers on supervision of instruction

Males = 230, Females = 130

S/N	Item Statement	Male		Female		t-value	Df	Sig	Dec.
		\bar{x}	SD	\bar{x}	SD				
1	School inspectors carry-out regular supervision in schools.	3.47	0.57	3.08	0.67	5.818	358	.000	S
2	School inspectors render assistance to the teachers in planning a unit lesson together during supervision.	3.28	0.72	3.02	0.76	3.166	358	0.00	S
3	School supervisors render help to teachers in dividing the scheme of work into unit plan.	3.45	0.61	3.10	0.80	4.704	358	0.00	S
4	School supervisors carry out adequate supervision to ensure that teachers use improvised instructional material.	3.20	0.70	2.98	0.76	2.768	358	0.01	S
5	School head teacher renders assistance to teachers utilization of available instructional materials.	3.30	0.66	3.11	0.73	2.552	358	0.01	S
6	Head teacher carries out regular checks to ensure that the students are taught the correct curriculum content.	3.18	0.69	3.02	0.76	2.136	358	0.03	S
7	Headteacher monitors the teachers on the use of right materials in a given lesson.	3.41	0.69	3.11	0.73	3.890	358	0.00	S
8	Head teacher insist on the correct use of lesson periods.	3.27	0.69	2.98	0.74	3.708	358	.000	S
9	School inspector visit all schools under UBE whether in town or remote areas.	3.15	0.76	2.89	0.74	3.152	358	.002	S
10	School inspectors carry out adequate check on the level of maintenance of school facilities.	3.23	0.68	2.87	0.78	4.646	358	.000	S
Cluster t		3.29	0.32	3.02	0.42	7.07	358	.000	S

P < .05

Table 2 shows that there is a significant difference in the mean ratings of male and female teachers on all the items, *p* < .05. The inference drawn therefore was that

male and female respondents differ significantly in their perceptions of the implementation of the UBE programme in Ogoja Education zone.

Research Question Two: What are teachers' perceptions of the extent of utilization of materials for the implementation of the UBE programme in Ogoja Education zone.

Table 3: Mean ratings of male and female teachers on the extent of utilization of materials

S/N	Item statements	Male N = 230			Female N = 130		
		\bar{X}_1	SD ₁	DEC ₁	\bar{X}_2	SD ₂	DEC ₂
11	Textbooks for different subjects	3.14	0.72	A	3.08	0.77	A
12	Syllables/scheme of work	3.19	0.71	A	3.04	0.77	A
13	Teaching aids	3.17	0.74	A	3.05	0.81	A
14	Pictures	3.30	0.68	A	2.98	0.73	A
15	Slip chart	3.26	0.69	A	2.98	0.68	A
16	Writing materials	3.24	0.68	A	2.90	0.72	A
17	Computers	3.22	0.64	A	2.88	0.80	A
18	Notes of lesson	3.24	0.63	A	2.92	0.72	A
19	Posters on educational issues	2.90	0.70	A	2.85	0.80	A
20	Table for staff	3.03	0.74	A	2.87	0.77	A
21	Chairs	2.96	0.70	A	3.09	0.72	A
22	Desk	2.97	0.68	A	3.03	0.75	A
23	Classrooms	2.94	0.72	A	2.93	0.74	A
24	Ceiling fans/nature ventilation	2.91	0.83	A	2.98	0.69	A
25	Chalkboard	2.88	0.78	A	3.03	0.67	A
26	Urinary	2.97	0.72	A	3.04	0.66	A
27	Toilets	2.90	0.77	A	3.22	0.70	A
28	Water system	2.98	0.73	A	3.24	0.69	A
29	School administration	2.89	0.74	A	3.19	0.70	A
30	Staff office	2.86	0.73	A	3.08	0.77	A
31	Audio aids	2.84	0.75	A	3.07	0.76	A
32	Visual aids	3.03	0.77	A	3.18	0.76	A
33	Projected materials	2.97	0.77	A	3.31	0.69	A
34	Three dimensional materials	2.98	0.80	A	3.14	0.77	A
35	Display materials	2.93	0.72	A	3.22	0.70	A
36	Audio-visual materials	2.97	0.73	A	3.07	0.74	A
37	Graphics	3.29	0.66	A	2.79	0.70	A
38	Still pictures	3.16	0.68	A	2.95	0.77	A
39	Motion pictures	3.29	0.69	A	2.95	0.70	A
40	Projectors (s)	3.09	0.73	A	2.83	0.78	A
41	UBE curriculum	3.11	0.75	A	2.92	0.74	A
42	Basic technology workshop	3.17	0.69	A	3.05	0.71	A
43	Library	3.03	0.71	A	3.00	0.74	A
44	Recreation centre	3.07	0.72	A	2.90	0.72	A
45	Recreation facilities	3.03	0.79	A	2.99	0.72	A
	Cluster mean	3.05	0.28		3.03	0.26	

Key: N = Number of respondents, \bar{X}_1 = mean for male, SD_1 = Standard Deviation for male, DEC_1 = Decision for male, \bar{X}_2 = mean for female, SD_2 = Standard Deviation for female, DEC_2 = Decision for female

Table 3 shows that the respondents agreed that all the items are an indicator of the utilization of materials in UBE schools. This is because the mean ratings for these items are above 2.50 set as criterion level. This means the indicators of the utilization of UBE include the utilization; textbooks for different subjects, syllabus/scheme of work, teaching aids, pictures, slip chart, writing materials, computers, notes of the lesson, posters on educational issues, table for staff, chairs, desk, classrooms, ceiling fans/nature ventilation, chalkboard, urinary, toilets, water system, school administrator’s office, staff office, audio aids, visual aids, projected materials, three-dimensional materials, display materials, audio-visual materials, graphics, still pictures, motion pictures, projectors (s), UBE curriculum, basic technology workshop, library, recreation centre, recreation facilities. The overall mean ratings of 3.05 and 3.03 for the male and female teachers are indicators for utilization materials for the implementation of UBE programme in Ogoja Education zone.

H₀₂: Teachers’ do not differ significantly on their perceptions of the extent of utilization of materials for the implementation of the UBE programme based on gender.

Table 4: t-test analysis of the difference in the mean ratings of male and female teachers on the extent of utilization of materials
Males = 230, Females = 130

S/N	Item Statement	Male		Female		t-value	Df	Sig.	Dec.
		\bar{x}	SD	\bar{x}	SD				
11	Textbooks for different subjects	3.14	0.72	3.08	0.77	0.817	358	0.42	NS
12	Syllables/scheme of work	3.19	0.71	3.04	0.77	1.900	358	0.06	NS
13	Teaching aids	3.17	0.74	3.05	0.81	1.324	358	0.19	NS
14	Pictures	3.30	0.68	2.98	0.73	4.285	358	0.00	S
15	Slip chart	3.26	0.69	2.98	0.68	3.711	358	0.00	S
16	Writing materials	3.24	0.68	2.90	0.72	4.439	358	0.00	S
17	Computers	3.22	0.64	2.88	0.80	4.370	358	0.00	S
18	Notes of lesson	3.24	0.63	2.92	0.72	4.321	358	0.00	S
19	Posters on educational issues	2.90	0.70	2.85	0.80	0.515	358	0.61	NS
20	Table for staff	3.03	0.74	2.87	0.77	1.958	358	0.05	S
21	Chairs	2.96	0.70	3.09	0.72	-1.733	358	0.08	NS
22	Desk	2.97	0.68	3.03	0.75	-0.848	358	0.40	NS
23	Classrooms	2.94	0.72	2.93	0.74	0.105	358	0.92	NS
24	Ceiling fans/nature ventilation	2.91	0.83	2.98	0.69	-0.747	358	0.46	NS
25	Chalkboard	2.88	0.78	3.03	0.67	-1.876	358	0.06	NS
26	Urinary	2.97	0.72	3.04	0.66	-0.951	358	0.34	NS
27	Toilets	2.90	0.77	3.22	0.70	-3.858	358	0.00	S
28	Water system	2.98	0.73	3.24	0.69	-3.321	358	0.00	S
29	School administration	2.89	0.74	3.19	0.70	3.761	358	0.00	S
30	Staff office	2.86	0.73	3.08	0.77	-2.807	358	0.01	S
31	Audio aids	2.84	0.75	3.07	0.76	-2.782	358	0.01	NS

32	Visual aids	3.03	0.77	3.18	0.76	-1.736	358	0.08	NS
33	Projected materials	2.97	0.77	3.31	0.69	-4.203	358	0.00	S
34	Three dimensional materials	2.98	0.80	3.14	0.77	-1.861	358	0.06	NS
35	Display materials	2.93	0.72	3.22	0.70	-3.634	358	0.00	S
36	Audio-visual materials	2.97	0.73	3.07	0.74	-1.185	358	0.24	NS
37	Graphics	3.29	0.66	2.79	0.70	4.266	358	0.00	S
38	Still pictures	3.16	0.68	2.95	0.77	2.747	358	0.01	NS
39	Motion pictures	3.29	0.69	2.95	0.70	4.537	358	0.00	S
40	Projectors (s)	3.09	0.73	2.83	0.78	3.166	358	0.00	S
41	UBE curriculum	3.11	0.75	2.92	0.74	2.315	358	0.02	S
42	Basic technology workshop	3.17	0.69	3.05	0.71	1.613	358	0.11	NS
43	Library	3.03	0.71	3.00	0.74	0.332	358	0.74	NS
44	Recreation centre	3.07	0.72	2.90	0.72	2.091	358	0.04	S
45	Recreation facilities	3.03	0.79	2.99	0.72	0.454	358	0.65	NS
	Cluster mean	3.05	0.28	3.03	0.26	.92	358	0.35	NS

P < 0.05

Table 4 shows that there is a significant difference in the mean ratings of male and female teachers on some of the items, $p < .05$. However, there is no significant difference in the mean ratings of male and female teachers on most of the items, $p > .05$. Based on the cluster mean, there is no significant difference in the mean ratings of male and female teachers, $t(358) = .921, p > .05$.

Discussions of the Results

The results showed that male and female teachers differ significantly in their opinion on the extent of supervision instructional for the implementation of the UBE programme. However, it was found also that both male and female respondents did not differ significantly in their perceptions on the extent of utilization of materials for the implementation of the UBE programme. They perceived the utilization of materials for the implementation of the UBE programme in Ogoja Education zone to below. In order words, the teachers do not utilize the materials very well during teaching. The situation may have been that way since materials for teachings and learning in UBE schools are very inadequate and the available teachers are not qualified.

Buttressing the above findings, Bolaji, Campbell-Evans and Gray (2019) found that the major challenge for managing education is inadequate infrastructure facilities for teaching and learning. Oyadiran, Okoroafor and Iro (2015) found that while policy performance was satisfactory in some other areas, some constraints were noticed by the Federal capital territory universal basic education board (FCT UBEB). These constraints are Inadequate mobilization of staff of the Inspectorate Division of the UBE office for effective and efficient monitoring; Unenviable development of school libraries alongside structures like classrooms; Insufficient number of competent teachers; Inadequate infrastructural facilities/equipment; and Dearth of classrooms. Bello, Daramola, Yusuf and Amali (2017) found that 67% of school-age children in Sokoto were out of school and 33% were in school. Akyeampong, Sabates, Hunt and Anthony (2009), Uzobo, Ogbanga and Jack-Jackson (2014), Humphreys and Crawford (2014) found that among the population of children who are backwards educationally is over 60% of rural school-aged children while getting children to schools in the impoverished village was an issue. Ogunode (2019) opined that the UBE programme is bedevilled by poor implementation across the state and area councils. There is the

challenge of poor supervision and inspection of the UBE programme (Ogunode, 2019). According to Faruk, Abdullahi and Bello (2016), UBE programme has not enhanced the quality of instructional materials and infrastructural facilities significantly. Agbor(2019) found that instructional monitoring and supervision in schools is poor and record-keeping practices in schools were below standard. Oyadiran, Okoroafor and Iro (2015) found that the quality of the UBE programme design and inputs was inadequate in the FCT and lacked adequate human, institutional and financial resources for the implementation of the policy. Effective implementation of stipulated minimum standards for basic education is a problem in both public and private primary schools (Emeka &Olaowei, 2015). Suleiman (2016) found that stakeholders perceived the personnel resources for the implementation of UBEP in Nigeria to inadequate

According to Department for International Development (DFID) report as cited in Yakwan and Alagi (2015), there are few qualified teachers and poor infrastructure facilities in most schools in Nigeria and these lead to poor achievement of students in secondary education. Nanighe (2015) found that inadequate teachers, infrastructural facilities, funds and lack of political will were perceived as challenges to effective UBE implementation for development. These findings have implications for the implementation of the UBE program. At the face of inadequate instructional materials in the UBE schools, the objectives of the UBE programme cannot be fully achieved. These findings implicate curriculum implementation in the sense that there will not be effective curriculum implementation without adequate instructional materials for UBE programme.

Limitations

The generalizability of the findings of this study may be limited to the fact that only Ogoja Education zone was used. By implication, the pupils used may have come from the same cultural orientation. Thus, it is suggested that future researchers can replicate the study by increasing the geographical scope of the study.

Conclusion

It was concluded that teachers had a positive perception of the supervision of instruction for the implementation of the UBE programme but the utilization of instructional materials for teaching by the teachers is perceived to below. This has a serious implication on the achievement of the objectives of the UBE programme in that the objectives cannot be fully achieved if the instructional materials are not maximally utilized by the teachers for teaching.

Recommendations

Based on the findings of the study the following recommendations;

1. The teachers should be given adequate support from the government through in-service training and workshops, this will enhance the speedy implementation of the UBE programme.
2. The teachers should be given adequate sensitization through seminar and workshops, this will enhance the speedy implementation of the UBE programme.
3. The government should make provision for all the materials needed for the implementation of the UBE programme in Ogoja Education zone.

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