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EXTENT OF IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN SOUTH-EAST NIGERIA

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ABSTRACT
The study investigated the Extent of Implementation of Universal Basic Education programme in South East, Nigeria. Two research questions and two hypotheses guided the study. The study adoped descriptive survey design. The population of the study comprised of 5,453 primary school head teachers and 1,288 junior secondary school principals, making the total population to be 6,741. While the sample of the study comprised of 1,348 respondents. Instrument for data collection was structured Questionnaire tagged: Assessment of the Implementation of Universal Basic Education Questionnaire (AIUBEQ). The instrument was validated by two experts in Educational Administration and Planning and one Expert from Measurement and Evaluation. Statistical mean and standard deviation were used to answer the research questions while t-test was used to test hypotheses at 0.05 level of significance. The study revealed that: the extent to which free universal basic education programme have been achieved in south east is to a low extent and the extent to which the need of drop-out of basic school children have been catered for in South East is also to low extent. The hypothesis revealed that there is significant difference between the mean rating of male and female teachers on the extent to which the needs of young people who had their basic education interrupted been catered for in South East. Based on the findings the study recommended that teachers should be provided with adequate material resources, trained and re-trained, exposed to new innovates in other to influence students interest in their education pursuit and enhance performance by so doing reducing the incidence of school dropout in south east to a great extent.

Keywords: Implementation, Universal Basic Education programme.

Introduction

Education is regarded as that which is given to an individual to make him develop socially, morally, and intellectually as to allow for his or her personal overall development and the development of the community in which he finds himself. This implies that education whether formal or non-formal is goal oriented. Education should be functional, qualitative and socio-personal in the sense that it must be tailored toward serving the society and the personality involved (Ozochi 2009). Education is the sum-total of all experiences that students receive either in the school or outside the school. This implies that whatever that broadens our horizon, deepens our insight, refines individual reactions and stimulates

thoughts and feelings educate us. So, education is a lifelong process. Life –long education implies that education is a process which goes on from birth to death. Education involves both formal and non-formal type of education. Non-formal education is organized outside the school system and geared towards addressing the problems of specific target groups in the society, especially those adults and students who for one reason or the other had their basic education interrupted.

Education is the process whereby a human being gradually adopts himself in various ways to his physical, social, and spiritual environments (Onwubuiko, 2012). It is the development of all those capacities in the individual, which will enable him to control his environment and fulfill his possibilities. Hence the need to assessed implementation of universal basic education for attainment of educational goals.

Free education is the removal of every constraint to sound and quality education. It entails free tuition, free transportation, free uniform, free stationaries and other personal uses of the learners of Basic Education programme which spans through primary to Junior Secondary Schools. (Jorem, 2016). Nigeria's future could be guaranteed if all tiers of government introduced the free education that is truly free and compulsory (Okorocha 2014). Free and compulsory education is one of the programmes that could help in influencing the children towards the pursuit of basic education. However, the question is, how free the free UBE programme is. Observation has shown arbitrary imposition of all manner of levies which has led to unequal access to education among school age children. There are a lot of hidden costs – school uniforms, buying of text books registration levy to mention but a few. The introduction of levies is a way of keeping children especially from rural areas out of school. According to UNESCO (2020) Survey, children from rural areas are more likely to remain out of school than children from urban areas. Eze (2016) stated that expenditure by parents ranges between ₦1,000.00 to ₦2,400.00 per pupil per year for various costs such as local government area levies, registration costs, uniform and stationery. This hidden cost is keeping many children away from school given that many Nigerians are living below a thousand Naira a day, many parents may not be able to afford sending their children to school. Further laying credence to this, UNICEF (2021), reported that urban children are much more likely to be in school compared with rural children in both primary and junior secondary age groups. Adepoju and Fabiyi (2019) found that about 82.2 percent of students claimed their parents were largely involved in funding their school expenses: This is contrary to the UBE Act 2004, 3(1) which states that services provided in public primary and junior secondary schools shall be free of charge.

UNICEF 2021 report shows that over 42.1 million children below 14 years of age, only 25.8 million children (61.2%) of the total population attended school. This shows that access to education for all school age children is far from being achieved. UNICEF in its state of the World's Children Report for 2019 highlighted that about five million Nigerian children are not in school. This is actually

worrisome. The estimated primary age population (6 – 11 years) was 24.7 million and junior secondary school age population (12 – 14 years) was about 10.9 million. On the aggregate about 10.1 million children who are supposed to be in basic education were not in school. [Unicef 2020] This basically means that almost one third of those who are supposed to be in school are not. This ugly scenario seems to defeat the main objectives of the UBE programme which is to drastically reduce the incidence of school dropout. Ologho (2015) Children failed to enroll in school or dropped out because of poverty, apathy of parents, distance of school from home, early marriage, quest for wealth etc. Accordingly, the launching of the Universal Basic Education (UBE) programme of the Federal Republic of Nigeria, by former president, Chief Olusegun Obasanjo on 30th September 1999 in the city of Sokoto was seen as a welcome development. It was expected to ensure the improvement of school quality and help redirect the minds of the youths and children towards developing strong consciousness for education, illiteracy rate, provision of free UBE as well as catering for the need of young people who had their basic education interrupted.

The UBE programme as spelt out in the implementation guidelines (FRN 2004:3) is aimed at achieving the following specific objectives:

i. Developing in the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion.
ii. Reducing drastically the incidence of dropout from the formal school system through improved relevance and efficiency in educational activities.
iii. The provision of free, universal basic education for every Nigerian child of school going age.
iv. Catering for the learning needs of young people who for one reason or the other had their basic education interrupted.
v. Ensure the acquisition of the appropriate levels of literacy, manipulative and life skills as well as the ethical moral and civic values needed for laying the foundation for lifelong learning.

Considering the above objective, the Federal Government of Nigeria enacted the UBE law on 24th August 2004 with the following features amongst others:

(1) Every Government in Nigeria shall provide free, compulsory, and universal basic education for every child of primary and junior secondary school age

(2). Every parent shall ensure that his child or ward attends and completes basic education (primary school education and junior secondary school)

(2b) parent who contravenes section (2) of the Act commits an offence and is liable (i) on first conviction to be reprimanded (ii) on second conviction, to a fine of #2,000.00 or imprisonment for a term of 1 month or both. (iii) On subsequent conviction, to pay a fine of #5,000.00 or imprisonment for a term of 2 months or both.

3. (1) the services provided in public primary or junior secondary schools shall

be free of charge. (b) Any person who receives or obtains any fee contrary to the provision of subsection (1) of the section (2) commits an offence and is liable on conviction to a fine not exceeding #10,000.00 or imprisonment for a term of 3 months or both (FRN,2004[b])

Consequently, the guidelines for the implementation of the UBE Programme recognizes that the implementation of the scheme in other to achieve the pre-determined objectives should be a collaborative effort which involve the three tiers of government, civil society organizations, International donor agencies, International organizations, communities, private individuals, administrators, teachers and even the target group(students).The federal government is mandated to provide funds and technical assistance to the states of the federation as a supportive measure.

Statement of the Problem

Universal Basic Education was designed to give every Nigerian child that is of school going-age the right to basic education, which shall be free and compulsory. Right to Education is seen as a universal human right which lay emphasis on the fact that education is an instrument par excellence and a powerful tool for effecting the development of both the individual and the nation. In recognition of the centrality of Education to National and individual development, several policies and programmes have been initiated by the Nigerian Government with the latest being the UBE programme which was launched in the year 1999 with 9-3-4 system of education to ensure that every Nigerian child have access to education especially at basic level. The programme was designed to further the achievement of the designed philosophy, goals, needs and aspirations of the Nigeria society. Therefore, it has become very pertinent that implementation of UBE Programme in achieving the pre-determined objectives be assessed.

Observation by the researchers has shown that many children especially from rural areas failed to enroll in school or dropped out because of poverty, parents' apathy, distance of school from home, many parents willing to train their wards bear the associated costs of sending their children to school; pupils and students roaming about the street doing nothing during school hours, Some hawking and begging during school hours; we hear of kidnapping, ritual killings and human trafficking, pointing to the fact that our youths who should have partly benefited from the UBE programme are still rebels in the society. Hence the need to assess implementation of universal basic education in South East becomes imperative. Therefore, the problem of this study is to ascertain the extend of implementation of the Universal Basic Education programme in South East.

Research Questions

The following research questions were formulated to guide the study:

1. To what extent has universal basic education (UBE) Programme been made free in South East?
2. To what extent has the needs of young people who for one reason or the other had their basic education interrupted been catered for in South East

Hypotheses

The following hypotheses guided the study which were tested at 0.05 level of significance.

H_{o1}: There is no significant difference in the mean ratings of respondents on the extent to which free universal basic education programme have been achieved in South East based on location

H_{o2}: There is no significant difference in the mean ratings of respondents on the extent to which the need of young people who for one reason or the other had their basic education interrupted been catered for in South East based on gender

Review of Related Literature

Basic Education

Education in its broadest sense is the means through which the aims and habits of a group of people lives on from one generation to the next (Dewey, 1944). Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. In its narrow, technical sense, education is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another, e.g., instruction in schools. The United Nations' International Covenant on Economic, Social and Cultural Rights of 1966 guarantees this right to education. According to the International Standard Classification of Education (1997), basic education comprises primary education (first stage of basic education) and lower secondary education (second stage). In countries (developing countries in particular), Basic Education often includes also pre-primary education and/or adult literacy programs. Universal basic education is regarded as a priority for developing countries and is the focus of the Education for All movement led by UNESCO. It is also included in the Millennium Development Goals as Goal number 2: Achieve Universal Primary Education by 2015 which has been projected to 2025 (Good luck 2014). An extensive number of studies have proven its benefits on public health (lower spread of HIV/AIDS, better vaccination, prevention and medication of disease, better nutrition, lower maternal, infant and child mortality), demography (longer life expectancy, accelerated demographic transition through better birth control) and economy (increase of purchase power, increased productivity in traditional sectors, increased demand on service sectors). Other benefits, although more difficult to measure, include impact on democracy, human rights, governance and political stability through increasing understanding of nonviolent ways to solve problems and mutual understanding between groups in conflict. To Obanya (2000), education is universally regarded as the key that unlocks the socio-political and sometimes moral potentials of individuals and nations. Corroborating this assertion, Oni (2008) disclosed that the rapid economic advancement achieved by countries like Japan, Malaysia, Singapore, South Korea, India and China can be attributed to the huge investment made by those countries in education. Education can thus be understood to mean the bedrock of sustainable development. This explains why successive regimes in Nigeria have continued to draft and implement one educational policy or the other in the country.

Basic education has to do with the whole range of educational activities which takes place in formal, non-formal and informal settings with the aim of meeting basic learning needs (Nwankwo 2014). Federal Republic of Nigeria (2000) indicated that basic education is the foundation of sustainable life-long learning. Its aim is to provide reading, writing and numeracy skills. Federal Republic of Nigeria (2004) went on to state that basic education comprises of 6 years primary education and 3 years of junior secondary education. Indeed, the adoption of basic education in Nigeria pre-dates 2000. It started with the regional governments. In the Western Region, the Premier; Obafemi Awolowo demonstrated his belief in the fact that to educate children and enlighten illiterate adults is the bedrock for solid economic development and political stability by introducing a free Universal and Compulsory Primary Education (UPE) in 1955. On coming to power in 1952, the Action Group led by the new premier, Obafemi Awolowo made education a top agenda of the government. In his first budget speech, Awolowo mentioned education and health as the government's top priorities. Later in July 1952, the regional minister of education, Stephen Awokoya presented a comprehensive educational plan for the introduction of compulsory and free primary education in the region starting in January 1955. Included in the proposal were expanding teacher education programs, building more secondary schools, and introducing secondary technical and modern schools to supplement the comprehensive education. The program was finally launched on January 17, 1955 and by 1958 a total number of 1 million pupils were enrolled in the plan up from about 457,000 pupils attending fee paying primary schools prior to the launch in 1955 (Ajayi, 2006). During the period, the government spent close to 90% of its 5 million pounds plus education budget on primary schools. This was the prelude to the birth of what Fafunwa (1974:168) has described as "the boldest and perhaps the most unprecedented educational scheme in Africa, South of the Sahara" as a demonstration of the Western Regional government's whole-hearted commitment to the vital interest of her subjects.

Compulsory, Free and Universal Nature of UBE

Askar and Munch (2006) cited in Onele A.A (2011) stated that compulsory education is education which children are required by law to receive and governments to provide. Compulsory education at the primary and junior secondary school level was affirmed as a human right in the universal declaration of human right (united nation organization, 1948) many of the world's countries now have compulsory education through at least the primary stage, often extending to secondary education. Plato's republic popularized the concept of compulsory education in wester intellectual thought (Adesina, 2000).

According to Hornby (1995), compulsory education is education one must obtain. It is required by law for one to attend such education whether old or young. Section 18, Sub-sections 1 and 3 of the 1999 Constitution of the Federal Republic of Nigeria enjoins the government to provide free and compulsory basic education. The UBE programme was

launched on this basis in 1999. The UBE Act makes it mandatory for every government in Nigeria to provide free, compulsory and universal basic education for every child of primary and junior secondary school age. Parents are mandated to ensure that their children enroll and complete the education cycle. Penalties are prescribed for non-compliant parents. Furthermore, services in public primary and junior secondary shall be free. The federal government is also empowered by the Act to intervene in basic education as assistance to state and local government for the purpose of uniform qualitative basic education. The Universal Basic Education Commission operates at the federal level while the State Universal Basic Education Boards (SUBEB) and Local Government Education Authority (LGEA) exist for states and local governments respectively. The Act equally made provisions for three sources of funding for the UBE programme. These sources include: Federal government block grants of not less than 2% of its Consolidated Revenue Fund; Funds or contribution in the form of federal guaranteed credits, local and international donor grants; and, States to contribute 50% of the total cost of project before qualifying for the block grants.

This Act, however, did not provide for children in private schools. As a result of this, children in private education centres will not enjoy any of the benefits of the UBE programme. The UBE programme is intended to be universally free and compulsory. These terms imply that appropriate types of opportunities will be provided for the basic education of every Nigerian child of school-going age (Obayan, 2000) The UBE programme has enormous implications for various spheres of the nation, from budgetary expenditure to other developmental programmes This programme must fully justify the opportunity cost that goes with its implementation.

Research Method

The study was conducted using descriptive survey research design. A survey, is the type of study which aims at collecting data, and describing it in a systematic manner, the design is considered suitable because it permits the collection of original data from the respondents themselves, describes the present conditions as they exist in their natural setting and allows only a representative population to be sampled which the present study employed through the use of questionnaire (Nworgu, 1991). This study was conducted in South-East zone of Nigeria. South East is one of the six geo-political zones in Nigeria. South East is made up of five states, namely: Abia, Imo, Anambra, Enugu and Ebonyi State. The population of this study is Six Thousand, Seven Hundred and forty-one. (6,741), this comprises all the head teachers and principals in all public schools that made up the five states in South-East zone. One Thousand, three hundred and forty-eight (1,348) research respondents, which represented 20% of the entire population was sampled using proportionate random sampling techniques. This comprised Nine hundred and ninety (990) primary school teachers and Three hundred and fifty-Eight (358) junior secondary teachers. The instrument for data collection was a questionnaire. Titled "Extent of Implementation of UBE questionnaire (EIUBQ) which was prepared by the

researcher. To establish the validity of the instrument, the instruments were subjected to both face and content validation by three experts. This shows that the instrument is highly reliable. In answering the research questions, data collected from respondents were analysed in SPSS (Statistical Software Package for Social Sciences) using mean and standard deviation to answer research questions 1-2. In testing the hypotheses, t-test was used to test the entire null hypotheses at 0.05 level of significance.

Presentation of Results

Research Question 1: To what extent has UBE programme been made free in South East?

Table 1: mean ratings of the respondents on the extent to which UBE has been made free.

S/N	Item Statement	N	Mean	SD	Decision
1	There is Free education for every child of school going age in the state.	1170	2.04	0.58	LE
2	Schools are adequately equipped with textbooks.	1170	2.29	0.64	LE
3	Pupils have free textbooks in all the core subjects in the school	1170	2.60	0.49	LE
4	There is high rate of enrollment of pupils in the school	1170	1.90	0.43	LE
5	Children do not pay school fees	1170	2.00	0.54	LE
6	There are enough classrooms and furniture in the school	1170	1.94	0.66	LE
7	Parents do not pay for transportation of their wards again	1170	1.69	0.45	LE
8	Children of school going age are no longer seen on the streets hawking during school hours.	1170	2.00	0.54	LE
9	Children of school going age especially the boys are no longer seen in various Workshops serving as apprentice.	1170	2.85	0.47	LE
10	Parents do not pay for PTA levy	1170	2.03	0.54	LE
11	New students do not pay for registration fee	1170	2.35	0.79	LE
	Grand Mean		**2.15**		**LE**

Table 1 result showed that the respondents agreed on items 1, 2, 3, 4, 5, 6,7, 8, 9, 10 and 11 that the extent to which UBE programme been made free in South East was to a low extent with grand mean of 2.15.

Research Question 2: To what extent has the needs of young people who had their basic education interrupted been catered for in South East?

Table 2: mean ratings response on the extent to which the needs of young people who had their basic education interrupted been catered for in South East

S/N	Items Statement	N	Mean	SD	Decision
12	Remedial classes are organized for the school dropout to bridge the gap or the grounds they have lost.	1170	2.39	0.77	LE
13	Government ensures that up to 26% of the total budget goes to education in other to cater for the need of young people.	1170	2.45	0.59	LE
14	Young people are encouraged to learn trades and skills that will help them sustain life.	1170	2.70	0.73	GE
15	Teachers are exposed to new innovations	1170	2.12	0.84	LE
16	There is provision of government intervention programme to help those that have already dropped out of school	1170	2.22	1.01	LE
17	UBEC/SUBEB organizes periodic enlightenment campaign to carry parents along in the skill acquisition programmes	1170	2.36	0.89	LE

18	There is provision of educational statistics relevant for proper planning for skills acquisition	1170	2.33	0.85	LE
19	Training of teachers has received the desired attention from the state in order to cater for the needs of young people	1170	2.32	0.96	LE
20	School dropouts receive grants from government after training/ skills acquisition programme.	1170	2.11	0.94	LE
	Grand Mean		**2.33**		**LE**

The summary of results presented on table 2 revealed that the objective has only been achieved to a little extent (Grand mean X- = 2.33). This means that the school children and adolescents who had their basic education interrupted are not being catered for in south east.

Hypotheses

H_{o2}: There is no significant difference between the mean rating of urban and rural teachers on the extent of free universal basic education programme have been achieved in South East

Table 3: Summary, table of t – test analysis showing of urban and rural teachers on the extent of free universal basic education programme in South East

S/N	Location	N	Mean	SD	t-	Df	Alpha	P.V	Decision
1	Urban	494	2.04	0.58	0.35	1168	0.05	0.72	Significant
	Rural	676	2.05	0.58					
2	Urban	494	2.30	0.64	0.11	1168	0.05	0.91	Significant
	Rural	676	2.29	0.63					
3	Urban	494	2.58	0.49	0.65	1168	0.05	0.51	Not Significant
	Rural	676	2.60	0.48					
4	Urban	494	1.90	0.43	0.13	1168	0.05	0.89	Significant
	Rural	676	1.89	0.44					
5	Urban	494	2.00	0.55	0.43	1168	0.05	0.66	Significant
	Rural	676	1.99	0.53					
6	Urban	494	1.96	0.66	0.59	1168	0.05	0.55	Not Significant
	Rural	676	1.93	0.66					
7	Urban	494	1.70	0.45	0.13	1168	0.05	0.89	Significant
	Rural	676	1.69	0.46					
8	Urban	494	1.98	0.55	0.72	1168	0.05	0.47	Significant
	Rural	676	2.01	0.54					
9	Urban	494	2.84	0.48	0.66	1168	0.05	0.50	Not Significant
	Rural	676	2.86	0.47					
10	Urban	494	2.03	0.49	0.20	1168	0.05	0.83	Not Significant
	Rural	676	2.03	0.57					
11	Urban	494	2.49	0.85	5.03	1168	0.05	0.00	Significant
	Rural	676	2.26	0.74					
	Average				**4.42**			**0.60**	**Significant**

Result on Table 3 revealed that the t- value of 4.42 is greater than p-value of 0.60 of teachers in urban and rural secondary schools in South East of Nigeria. Hence Ho_1 is rejected. This means that teachers from urban and rural were not of same opinion; hence there is significant difference between the mean rating of urban and rural teachers on the extent of free universal basic education programme in South East.

H_{o2}: There is no significant difference between the mean rating of male and female teachers on the extent to which the needs of young people who had their basic education interrupted been catered for in South East

Table 4: Summary, table of t – test analysis showing of Male and Female teachers on the extent to which the needs of young people who had their basic education interrupted been catered for in South East

S/N	Gender	N	Mean	SD	t-	df	Alpha	P.V	Decision
12	Male	494	2.49	0.77	3.86	1168	0.05	0.00	Significant
	Female	676	2.32	0.77					
13	Male	494	2.52	0.59	3.50	1168	0.05	0.00	Significant
	Female	676	2.40	0.58					
14	Male	494	2.80	0.74	3.92	1168	0.05	0.00	Significant
	Female	676	2.63	0.72					
15	Male	494	2.25	0.88	4.55	1168	0.05	0.00	Significant
	Female	676	2.03	0.80					
16	Male	494	2.36	1.03	3.93	1168	0.05	0.00	Significant
	Female	676	2.13	0.99					
17	Male	494	2.52	0.91	5.09	1168	0.05	0.00	Significant
	Female	676	2.25	0.85					
18	Male	494	2.42	0.87	2.80	1168	0.05	0.00	Significant
	Female	676	2.27	0.83					
19	Male	494	2.47	0.97	4.39	1168	0.05	0.00	Significant
	Female	676	2.22	0.93					
20	Male	494	2.27	0.97	4.84	1168	0.05	0.00	Significant
	Female	676	2.00	0.91					
	Average				**36.88**			**0.00**	**Significant**

Result on Table 4 revealed that the t- value of 36.88 is greater than p-value of 0.00 of male and female teachers in junior secondary schools in South East of Nigeria. Hence Ho_4 is rejected. This means that male and female teachers were not of same opinion; hence there is significant difference between the mean rating of male and female teachers on the extent to which the needs of young people who had their basic education interrupted been catered for in South East.

Discussion of Findings

For research question one which borders on the extent of free universal basic education programme in South East , findings indicate that majority of the respondents disagreed on the items statement that: there is Free education for every child of school going age in the state, Schools are adequately equipped with textbooks and instructional materials, pupils have free textbooks in all the subjects in the school, there is high rate of enrollment of pupils in the school, children do not pay school fees, there are enough classrooms and furniture in the school, parents do not pay for transportation of their wards again, children of school going age are still seen on the streets begging and hawking, children of school going age especially the boys are no longer seen in various Workshops and markets, parents do not pay for PTA levy and

New students do not pay for registration fee. While the result of hypothesis indicates that there is significant difference between the mean rating of urban and rural teachers on the extent of free universal basic education programme in South East.

In contrary to the findings UBE (2002), the programme sets out to make primary schools both teacher friendly and pupil friendly. This it will accomplish by improving school quality through the provision of requisite materials to enhance teaching and learning. This teacher will be retrained, adequately motivated and equipped for service delivery school.

For research question two which borders on the extent to which the needs of drop-outs of basic school children has been catered for in South East, findings indicate that majority of the respondents disagreed on the items statement that: Remedial classes are organized for the school dropout to bridge the gap or the grounds they have lost, the UBE Programme has exposed the pupils to various manipulative skills and they can now be independent, there is provision of funds to cater for the need of school dropout, they are encouraged to learn trades and skills that will help sustain them in life, there is provision of government intervention programme to help those that have already dropped out of school, UBEC/SUBEB organizes periodic enlightenment campaign to carry parents along in the skill acquisition programmes, there is provision of educational statistics relevant for proper planning for skills acquisition, training of teachers has received the desired attention from the state in order to cater for the needs of young people and that School dropouts receive grants from government after training/ skills acquisition programme. While hypothesis revealed that there is significant difference between the mean rating of male and female teachers on the extent to which the need of drop-out of basic school children has been catered for in South East.

Conclusion

In subscription, the study on the Extent of Implementation of Universal Basic Education programme in South East, Nigeria. Universal Basic Education (UBE) programme is an Educational reform programme of the Nigerian Government that provides free, universal and compulsory basic education for every Nigerian child that is of school going age. Various attempts have been made by both past and present administration in Nigeria to achieve Universal Basic Education objectives which include developing strong consciousness for education and making it free and compulsory. The study revealed that, the extent to which free universal basic education programme have been achieved in south east is to a low extent and the extent to which the need of drop-out of basic school children have been catered for in South East is also to low extent.

Recommendations

1. Teachers should be provided with adequate material resources, trained and re-trained, exposed to new innovation in other to influence students' interest in their education pursuit and enhance performance by so doing reducing the incidence of school dropout in south east to a great extent.

2. Government should ensure that up to 26% of the total budget goes to education. Corporate bodies and international donors should be involved in making funds available so as to cater for the needs of young people who for one reason or the other had their basic education interrupted to a great extent.

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