

Implementation of Universal Basic Education Programme in Cross River State, Nigeria: Philosophical Implication On Teachers, Nomads and Migrant Fishermen

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Abstract

Among the proponents of “social demand approach” in the administration of Education, Education is viewed as a “magic wand” that can untie the fortune of the development of every nation. In view of this, education the world over, is seen as the potent tool for the development of any nation. Consequently, it has been recommended that every citizen of the world should be exposed to functional literacy level. Nigeria is not an exception to this clarion call. Hence, past and present administrations have in one way or the other tried to provide education to Nigeria citizens through various policy formulations like the Universal Primary Education (UPE) and the current Universal Basic Education (UBE). Cross Riverians stand to gain a lot from this lofty program if well implemented. However, experience has shown that the past programs were plagued by one problems or the other, of which UBE cannot be exception. In order to forestall the reoccurrence of the past, this work was deemed necessary. More so, the significance of this study further stems from the fact that Cross River State is regarded as Educationally Disadvantaged State (EDS). Due to this, the program cannot afford to fail in the state if images is to be redeemed. This study considered the following variables as every crucial to the success of the Universal Basic Education Program in Cross River State. These are: enough teachers, fishermen and their wards can benefit from the program. To properly guide the study, two research questions were formulated. The data collection instruments were fourteen (14) items questionnaire and a structural oral interview schedules. The questionnaire were administered to a total of 1,438 respondents (all teachers) while the structured oral interview schedule was for four (4) staff on the State Universal Basic Education Board (SUBEB) Calabar. A bench mark of 2.50 and above was set as acceptance criterion based on an arithmetic mean (X) score average. After a careful analysis of the items the major findings of the study are: Qualified teachers are still inadequate to handle core subjects, as a result, some teachers teach subjects outside their area of specialization. Arrange by the government so that the nomads and migrants fishermen and their wards could benefit from the program is still inadequate. Based on the educational implications, informed by the findings of this study, some recommendations were made. Finally, the limitations of the study were pointed out and suggestions for further studies were made.

Keywords: Implementation, Universal Basic Education Programme, Teachers Nomads & Migrant Fishermen

INTRODUCTION

Education, the world over is so important that it has been acclaimed to be the instrument needed to effect both individual and national development. This explain why article 26 of the Universal Human Right Declaration of 1948 emphasized that education should be made available to every citizen of the world, free and compulsory. To actualize this clarion call, about one hundred and fifty-five (155) countries in 1990 between 5th-9th of March, gathered in Jomtien, a town in “Thailand where the world Bank, UNESCO, and UNDP organized a

world conference on Education for all (EFA), (Onwuka, 2005). Among resolutions taken in this conference, is that, education should be made free and compulsory right from primary schools to junior secondary level at least.

Nigeria as a signatory and a co-member of the Jomtien conference has adequate provision for this as evident in the National Policy on Education. According to Tahir (2006:1) “the 2004 National Policy on Education (NPE), provide for a free and universal primary Education that should be made compulsory as soon as practicable”. The practicability of this vision or dream is traceable to the setting up of the Gomade committee in 1969. Tahir (2006:1) reports that this committee was set up “to examine the feasibility, social and financial implications of introducing free primary education throughout the country. The idea of making education free at the primary level throughout the country was for the purpose of the balancing of education in the country because the Western (education) had in 1955 introduced free primary education (Ogbonnya(2002) in Onwuka 2002). As a response to the committee’s recommendation, in January, 1974, the then Head of state, General Yakubu Gowon, announced that Universal Primary Education would begin in 1975. However, the government was persuaded to postpone this till 1976. Consequently, after two years, Gowon was ousted out of office, General Obasanjo was brought into power and he launched the scheme in 1979 (Ekwawon, 2006).

However, this was short lived due to certain factors such as political, financial and public out-cry against the inherent defects in the programme. In 1999, the universalization of access to education was further enhanced with the launching of the Universal Basic Education Programme by President Olusegun Obasanjo (September 30th) twenty years after. Tahir (2006:3) avers that “the UBE programme in Nigeria’s reform agenda and strategy for the achievement of Education for all (EFA) as well as the education related Millennium Development Goals (MDG’s)”. In pursuant of this, the objectives of UBE as enshrined in implementation hand book/guideline (FME 2000:1) are as follow:

- i. Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
- ii. The provision of the universal basic education for every Nigerian child of school going age.
- iii. Reducing drastically, the incidence of dropouts from the formal school system (through improved relevance, quality and efficiency).
- iv. Catering for the learning needs of young persons who, for one reason or another, have had to interrupt their school, through appropriate forms of complementary approaches to the provision and promotion of basic education.
- v. Ensuring the acquisition of the appropriate levels of literacy, numeracy manipulative communicative and life skills as well as the ethnical, moral and civic values needed for laying a solid foundation for life-long learning.

In furtherance of the above, the UBE scheme seeks to eradicate illiteracy in Nigeria and increase gender enrolment in our school system, effective participation of nomads and migrant fishermen and their wards. Allthese if fulfilled will be in line with the global antecedents that the UBE programme has. Accordingly, the UBE Annual report 2001 (F.M.E 2007:8) has this as to why the success of UBE programme in Nigeria is a must.

- i. The Jomtien (1990) Declaration and framework for action on basic education for all
- ii. The New Delhi (1991) declaration on the E-9 countries (i.e the nine countries with the largest concentration of illiterates, of which Nigeria is a member), lately re-affirmed

- in Recife, Brazil (January 2000) calling for a massive reduction of illiteracy within the shortest possible time span.
- iii. The Ouagadougou (1992) Pan-African declaration on the education of girls and women.
 - iv. The Amman Re-affirmation (1995) calling for the forceful pursuit of the Jomtien recommendations on basic education for all.
 - v. The Durban (1998) Statement of Commitment to the promotion of education for all.
 - vi. The OAU Decade of Education in Africa (1997 - 2006), on inter-African co-operation on Education, with strong emphasis on the vigorous pursuit of basic education.
 - vii. Dakar World Education Forum (2000), which set “an agenda for education in the 21st century”.
 - viii. The OAU Decade of Education in Africa (1997 - 2026) requiring African States to broaden access to quality Basic Education, a Foundation stone for the sustainable socio-economic development of the continent.

For these goals and objectives to be achieved, there ought to be investigation, and/or examination of the programme by interested stake-holders from time to time. This being the case, the present study attempt to investigate the extent of the implementation of the Universal Basic Education programme since it was launched in Cross River State. This is borne out of the fact that similar programmes like this have been effectively implemented in this state. Secondly, Cross River State is still regarded as educationally disadvantaged state. More so, as recorded by Okujagu (2002) most primary schools in Cross River State have so much dilapidated buildings and shortage of infrastructures and learning facilities and even teachers. This ugly situation is ascribed to various factors which cannot be contained in this work. However, the concern for this work is teachers and the population of the involvement of the nomads and migrant fishermen and their wards.

Statement of the problem

Cross River state is said to have experienced the emergence of formal education as far back as 1842. She was also a one-time capital territory of Nigeria. Missionary activities in the territory dates back to the fifteenth century precisely 1515. One expects that she will be among the highly educationally advantaged states.

On the contrary, AkwaIbom State which was part of Cross River State is today adjudged to be educationally advantaged while Cross River State is not. It is not as if she has not been benefiting from the laudable education programmes introduced at the National level namely the Universal Primary Education (UPE) in mid 1970. During the time of UPE, most of the schools in the state were ill-equipped, poorly funded; shortage of qualified teachers was evident to the extent that unqualified teachers were used. Teachers Training Colleges ran programmes like pivotal teachers programme whereby secondary school leavers spent only six months to obtain teaching qualification (TC II). Six months or one year is not enough for someone to be abreast with teaching techniques (Attah, 2004).

During this period, it was also common sight to see children receiving lessons under tree shades: Children drop out of school because even though the system was supposed to be free, it was not entirely free. Furthermore, there was no adequate provision to accommodate those who may not have the opportunity to attend the formal school system. Universal Primary Education (UBE) did not succeed very well in Cross River State just like it did in other parts of the country.

Realizing the importance of education in 1999, the Universal Basic Education programme was launched nationally. Cross River State being part of Nigeria should benefit from the laudable program. Years have passed by, it is suspected that, the state of affair in our education system has not changed much. Uncompleted classroom buildings are noticed here and there in all the educational zones. The government is still complaining about the fallen standard of education as was evident in the governor's budget speech 2001. Most school heads (headmasters, headmistresses and principals) still complained of the storage of infrastructure/facilities as was revealed by the NUT chairman during teachers' day celebration 2002, (The Nigerian Chronicle, 2002). Years have rolled by, has this situation changed? Do we have enough teachers now in our school system? Are migrant fisher men and the nomads actively involved in the programme? These unanswered questions has given need to the choice of this study.

Purpose of the study

The general purpose of this study is to investigate the extent of the implementation of the Universal Basic Education programme in Cross River State. In specific terms, the study will

1. Determine the adequacy of the teacher's population that will cope with the population explosion as a result of the introduction of the UBE programme in Cross River State.
2. Ascertain the extent of preparation by the government to make the nomads and migrant fishermen and their children benefit from the UBE programme in Cross River State.

Research questions

The following research questions were posed to guide the study

1. What is the adequacy of the teacher's population that will cope with the population explosion as a result of the introduction of the UBE programme in Cross River State?
2. What is the extent of preparation by the government to make the nomads and migrant fishermen and their children benefit from the UBE programme in Cross River State.

Significance of the study

A number of parastatals and commissions have been established by the Federal Government of Nigeria for the effective implementation of the Universal Basic Education programme. Perhaps, this similar programmes (like UPE) has experience some hindrances. In order to forestall similar occurrence in the present programme (UBE), the finding of this study will be of benefit to the entire Nigerian Society and individuals responsible for education (UBE) in general, the Federal ministry of education, the national commission for Nomadic education, Cross River state ministry of education and the Universal Basic Board Calabar Office.

It will provide empirical information and data base that will enable educational planners, administrators and policy makers at the Cross River State Ministry of Education and Universal Basic Education to gain better understanding of the stat of the provision of instructional materials, infrastructures, quality of teachers and the numbers to cope with population explosion that will accompany the introduction of the UBE programme and of

course to highlight then necessity to provide education for the nomads and migrant fishermen and their wards.

By identifying and highlighting some of the constraints faced by some administrators, teachers and students in the provision of instructional materials, infrastructure, quality and quantity of teachers, and providing suggested solutions to the problems, the Government stakeholders and individuals will gain insight into some aspects of the problems confronting the UBE programme in the country and Cross River State.

The world of academic, the reading public and infesting researchers will benefit immensely from the contributions which the findings of this study will make to the corpus of knowledge as it will provide information and data base for discussion. Citation and further academic researchers.

Concept of Universal Basic Education (UBE) programme

Education is meant for every Nigerian child of school going age and those who may have drop-out of school due to one reason or the other. This is in keeping with the constitution of the federal republic of Nigeria (1999) section 18. Basic education as used in this work draws inspiration from the constitution and Jomtien declaration and framework of action on education for all which is not defined in terms of years of schooling neither is it limited to formal schooling. According to the implementation guideline (2000) education is seen in its broadest sense as a close articulation for the formal, non-formal approaches and mechanisms for awaking an all-round development of the human potentials.

In view of this, the Universal Basic Education was launched on 30th September 1999 at Sokoto by Chief Olusegun Obasanjo, the out gone Nigerian President. The UBE programme is designed to further achieve the desired aims, philosophy, goals, needs and yearnings of the Nigerian society. The conception and launching of the programme must have been as result of the weakness of the 6-3-3-4 educational system.

Hence, the new programme prescribes 9 years of continuous schooling for the acquisition of education. Nomadic education also falls within the purview of the UBE programme because in order to universalize education, nobody (Nomads, fishermen and their children) should be left out in the educational assets.

Theoretical framework

Attribution theory:

This theory has Fritz Heider as the principal proponents (1944). Frasher and Frasher according to Pereomode (1999) are held to be the first to propose that it could be applied to educational setting in 1980. The central teaching of the theory is that individuals or corporate organizations like educational institutions, government bodies etc. interpret events around them to have been caused by a particular circumstance. In the light of this, Sprinthall and Sprinthall (1994:503) writes “many years ago, the social psychologist Fritz Heider introduced the term “attribution” to refer to the explanation people gave for their own or another person’s actions or beliefs”. This is to say that individuals or corporate bodies believed that an action is spurred up by an intrinsic force or power or factor. There must be a reason behind every action taken. Invariably, there must be basic assumptions as to why people act or behave the way they do.

Consequent upon this, Elliot, Kratochwill, Okeke (2003:339) asserts that attribution theory revolves around three basic assumptions.

- That people will want to know the causes of their behaviour and that of others particularly behaviour that is important to them.
- That we do not randomly assign causes to our behaviour. There must be a logical explanation for the causes to which we attribute our behaviour or action.
- The causes that we assign to our behaviour or action influences subsequent behaviour.

In view of the fore-going, this theory is relevant to this work. This stems from the fact that the government in adopting the Universal Basic Education programme probably must have been influenced by the failure noticeable in past policies. Past policies have at various times failed to meet the yearnings and aspiration of the government to provide free and compulsory basic education to the teeming population of Nigeria (the nomads and migrant fishermen and their wards inclusive).

Improvement on the quantity of teachers for effective implementation of UBE

Apart from the fact that the UBE scheme if it must succeed needs a great deal of qualified teachers, it also needs a good number of them. The minimum standard for education nation wide (FME 2000:5) has recommended that for optimal performance, the best ratio of teachers in both the pre-primary, primary and secondary should be as depicted in the table below.

Table 1: Pupils-class ration in schools in Nigeria

Maximum per class	Mandatory	Ideal	Optimal
Pre-Primary	10	20	20
Primary	40	30	35
Secondary	40	45	35

From the above table, the federal government knows that for effective teaching-learning to take place, the class size (population) should be small and manageable. Lass (2004) shares in this view when he wrote that a large class population constitutes hindrance to effective teaching-learning. He went ahead to suggest that the only remedy to it is that in every school the number of teachers should be proportionate to that of standard class size (population).

Writing specifically on the issues of the UBE program Bigelow (1999) avers that increase in the number of teachers is a necessity. This is because, with the expected population explosion, the already existing teachers will not be able to cope.

Ereh (2002) writing on quality assurance in our school system especially with the introduction of the UBE, says the government must intensify effort to improve on the number of teachers. To her, where a teacher has too many students or pupils in the class, constitute management problems.

Musa (2003) conducted a research in Shendam Local Government Area of Plateau State on “Class size and Effective learning” discovers that large class size constitute learning problem and suggested that enough accommodation should be provided to reduce the class size. This researcher share in this view that class size is a determinant factor in teaching-learning effectiveness. In order to forestall problems arising from large class size, the government must employ more teachers.

The idealist philosophers are of the opinion that the role of a teacher is that of “Loco-parentis”, that is, second parent. If the teacher must indeed be second parents to the pupils/students, the teacher must have a sizeable and management population where he/she will be able to pay sufficient attention to all students and discovers what their problems are and perhaps interact with them one on one. On the contrary, if the class is too large, it becomes a problem.

Moreover, as the teacher is teaching, he/she must test to see if the students are actually benefiting from the lessons. One way to do this is to give few assignments. A large class population will pose serious problem to the teacher in marking or going through pupils/students assignments. This is even more serious in the present dispensation where continuous assessment constitutes the total score for student’s final assessment. Nwachukwu (2000) undertook a research work on the problems of “effective continuous assessment in Calabar municipality” and discovers that one of the problems facing good continuous assessment in the local government by primary school teachers in that of large class size as a result of insufficient teachers or accommodation for the pupils. He discovered that some of the classes have as much 60-65 pupils per class.

The need for improvement on teacher’s quantity cannot be over emphasized. This problem has been there and the government is aware of this.

Thus Araromi&Adeyoyu (2002) writes that the third National Development Plan (1975) through the ministry of education “recognizes the shortage of trained teachers and personnel in our schools and colleges”. The consequences of this according to the authority cited has affected not only the quality of education but has also limited the rate of expansion and increased in student-teacher ratio.

Speaking on the reason for the shortage of qualified teachers Ayodele (2005) view it as concomitant result of the low status and prestige associated with the teaching profession, a situation which has made many to shun it. In order to ameliorate this type of situation; the government should improve teachers welfare to make it more juicy and attractive. This can even be done if the proposed “Teachers Salary Structure” (TSS) is implemented. In Cross River State for instance, secondary school teachers are better paid than their counterparts in primary school even when they are of the same levels or grade. For the UBE programme to succeed, the government must as a matter of urgency look into this ugly disparity.

Involvement of nomads and migrant fishermen in UBE programme

Human beings whether as individuals or groups seem to act as a reservoir for the development of their societies. This is so because what an individual or group does has direct bearing on the socio-economic standard of the whole society. One of the ways to enhance man’s contribution to his society is through education. Ethothi (2003:159) subscribes to this view when he wrote that “it is a fact that a nation’s resources can best be enhanced, improved or developed through well planned educational programme for all citizens of such a nation”.

Consequently, education occupies a centre stage in Nigeria’s social and economic development. Thus, education serves as a spring board for social and economic change as well. “the importance of education in Nigeria is evident from the large budgetary allocations in the national development plans” (Imo, 2005:1). In view of this, the National Policy on Education FME (2004) section 1 emphasizes the need to educate all citizens of Nigeria right from primary school level to university. Also in section 1, sub-section 9c, of the National Policy on Education it is further stated that “Universal Basic Education is a variety of forms

depending on needs and possibilities shall be provided for all citizens” (FME, 2004:9). Furthermore in section 3, provision of basic education of 9 (nine) years duration shall include “adults and non-formal educational programmes at primary and junior secondary education levels for the adult and out-of-school youth”. The adults of school youths cut across both the nomads and migrant fishermen and their children. Thus, in this section, attention is on the nomads and migrant fishermen and their children. The education of this group or class of citizens is often classified under nomadic education. Nomadism is as old as the history of man. Historically, early men were known to have wondered from one place to another in search of what their immediate environment could not provide. Hence man is by nature adventurous. Thus, in the words of Lar (2001:111):

The human race is by nature full of adventure. As one looks around the world, one finds that some form of movement must have taken place in life of all nations of the world. Their history could be traced from one part of the world to another.....in most cases, such movement resulted in the establishment of settlement.

New encyclopedia Britannica (1997) defined such movement and settlements as migration or permanent change of residence by individuals or groups.

Wherever those individuals or groups may finally settle, they still remain part and parcel of the original place they migrated from. *Ipos facto*, whatsoever is the educational policy and programme of their formal place of abode, by the Universal Human Rights Declaration, they are supposed to benefit. Nigeria is not an exception. The Federal Government has been making frantic efforts to take education to the door-steps of migrants namely; nomadic pastoralist and migrant fisherman.

In 1987 a blueprint was published announcing the establishment of the National Commission for Nomadic Education (Onyemachi, 2000). Worthy of note is that before now, precisely during the colonial era, attempt at providing the nomads with basic education were made. Thus, Onyemachi (2000). Opines that mobile schools for the nomads were established in the different parts of the country particularly in 1920s and 1980s in Bornu and Katsina respectively. In the mid 1970, the old North Central State of Nigeria embarked upon few pilot schools for the nomadic children (Ekawon, 2004).

With the introduction of the Universal Basic Education programme in 1999, more provision has been made for the education of the nomads. Accordingly, Article 4 on the guideline on implementation (1999) stipulates that there shall be special programme for the nomadic population irrespective of their place of settlement. This provision is in conformity with provision of the National Policy on Education (FME 20004) section 6, subsection 32.

Lar (2001) further articulates this view by averring that irrespective of the type of education in the country, it should incorporate the nomads and migrant fishermen and their children. She further discloses that in the early 1980s Plateau State was the first state to single-handedly establish schools for the nomads. In 1989, the then Military Government enacted Decree No. 41 to officially back up the National Commission for Nomadic Education (Lar, 1997).

For Onyemachi (2000) the decree sets out to integrate the nomads into the national life through functional education, and improving their survival skills through improved

methods of animal husbandry. It was also his candid opinion that the introduction of the universal Basic programme will greatly enhance the enrolment strength of the nomads and migrant fishermen. Ugbe (2004) supports this stand by saying that the introduction of UBE programme will go along way to improve the education of the pastoral nomads and migrant fishermen if they are properly sensitized. He also added that the Government considered mass literacy, adult nomadic and fishermen education as basic components of the Universal Basic Education programme.

The government on her own part is not resting on her oars as concrete efforts are put in place to get the nomads and migrant fishermen educated. This can be confirmed by the report on Nomadic Education (2002:7), which indicates that:

As at March 2001, there were 1574 nomadic primary schools located in all (36) states of the federation. Out of this number, 1102 are schools for nomadic pastoralists, while 472 are schools for migrant fishermen. The total learner enrolment in these schools was 203,844, made up of 118,905 males and 84,939 females. The total number of teachers as at 2001 was 4,907. Since the inception of the programme, about 15,833 learners have successfully graduated from the nomadic school system. This is made up of 10,290 boys and 5,543 girls which represents 65% and 33% respectively.

METHODS AND PROCEDURE

The design of the study is descriptive survey. The justification for adopting it is in line with Kerlinger (1999) who describes it as a research design that studies large and small population by collecting samples to discover the relative incidence, distribution and interrelations of variables. The target population of the study is all teachers in public primary schools, pilot junior secondary schools and nomadic. The teachers number 14386 (C.R – SEEDS 2005 - 2007). In addition, the staff of the Universal Basic Education Board Constituted the population. The total sample is 1,442, comprising 1,438 teachers and 4 SUBEB officials were used for the study. Multi-stage sampling technique was adopted in selecting the sample. Firstly, there was a classification of the UBE schools based on the three Educational zones which are Calabar, Ikom and Ogoja. The instrument for data collection in this study is a researcher designed questionnaire titled “Universal Basic Education Implementation Analysis Questionnaire” (UBEIAQ) and structured oral interview. Researcher designed instrument (UBEIAQ) was validated by two other experts in the department of science education (Measurement and Education) of the University of Nigeria, Nsukka. They two experts went through the instrument and freely made necessary corrections, advice and suggestions where necessary. At the end of their validations, a lot of items were changed or restructured thereby given the present format of the instruments. To test for reliability of instrument, Cronbach alpha was used in analyzing data and the coefficient alpha values of 0.59 and 0.56 was obtained which indicates that the instrument is reliable. The data administered were collated, and analyzed using the means (\bar{x}), and Standard Deviation. A criterion means score of 2.5 and above for any items was accepted while anything (score) below 2.5 was rejected. Based on the four-point rating scale, the values assigned to the scores on the descending order were 4,3,2 and 1. Summing up the nominal values and dividing it by the total number of scaling items determines the cut-off point. Thus, for example, $4+3+2+1 = 10/4 = 2.5$. The oral interview result was used to authenticate the result of the data analyzed.

RESULTS AND DISCUSSIONS

Research Question 1

What extent is the availability of the required number of teachers to cope with envisaged population explosion as a result of the introduction of UBE programme in Cross River State?

Analysis of data in respect of research question is presented in table below. The analysis was done using the weighted frequencies and the mean statistics.

Table 2: Mean response of the respondents on the adequacy of number of teachers in schools for effective implementation of Universal Basic Education.

S/N	Items on the number of teachers	N	X	SD	Decision
1	Teacher/Pupils ratio 1 - 25	1438	2.47	0.66	Negative
2	Teachers teaching subjects outside their area of specialization,.	1438	2.87	1.6	Positive
3	Number of teachers teaching core subjects.	1438	2.1	0.60	Negative
4	Two different classes sitting together as a result of shortage of teachers.	1438	3.08	0.75	Positive
5	Students population in a class more than twenty - five	1438	3.07	17	Positive

Analysis of data in respect of research question (table 2 above) reveals that items 2, 4 and 5 met the criterion mean of 2.50 and above with mean scores of 2.87, 3.08, and 3.07 respectively at the four point rating scale. On the other hand, items 1 and 3 did not meet the criterion mean of 2.50 and above with the mean of 2.47, and 2.1 respectively.

Conclusively, there is a divergent opinion between the two categories of respondents in the cluster. While one group is of the view that the number of teachers are grossly inadequate, the other group feels that the number of teachers to cope with population explosion as a result of the introduction of UBE programme in Cross River State is alright.

4.2 Research Question 2

What adequate arrangement is the government making in order that the nomads and migrant fishermen and their children benefit from the UBE programme in Cross River State?

Analysis of data in relation to research question 2 is presented in table 2 below. The analysis was done using the weighted frequencies and the mean statistics and standard Deviation.

Table 3: Mean response of the respondents on the arrangement made by the government to help the nomads and migrant fishermen benefit from Universal Basic Education programme in Cross River State.

S/N	Items on the arrangements made by the Government to help the nomads and migrant fishermen benefit from UBE programme in CRS	n	X	SD	Decision
6	Provision of enough sites for teaching and learning	1438	2.87	0.86	Positive
7	Provision of enough facilities like textbooks, blackboards	1438	2.9	0.96	positive
8	Tuition-free for the nomads, migrant fishermen and their children	1438	1.1	0.35	Negative
9	Provision of free school uniforms	1438	1	0.35	Negative
10	Provision of enough teachers	1438	3.34	0.97	Positive
11	Sensitization of the nomads, migrant fishermen and children on the benefit of UBE programme	1438	2.0	0.66	Negative
12	Monitoring the teaching and learning situation	1438	2.9	0.96	Positive
13	High motivation of teachers	1438	1.18	0.63	Negative
14	Low provision of the specialized caliber of teachers eg. Hausa speaking teachers.	1438	1.14	0.63	Negative

Analysis of data in respect of research question 2 (table 3 above) shows that four items namely, items 7,8,11,13 met the criterion mean of 2.50 and above at the four-point rating scale. This is consequent on their mean scores of 2.8, 2.9, 3.34 and 2.9 respectively. The respondents, therefore, seem to agree that the government has made arrangements for the nomads, migrant fishermen and their children to benefit from Universal Basic Education programme in Cross River State. Conversely, items 9, 10, 12, 14 and 15 respectively, failed to meet the acceptance criterion mean of 2.50 and above. These items respectively scored 1.1, 1, 2.0, 1.18 and 1.14. This shows that the government effort in making arrangement for the nomads, migrant fishermen and their children to benefit from the UBE programme in Cross River State is not enough.

4.3 Discussion of findings

Findings from research question one indicate that the number of teachers in Cross River State public schools where the UBE programme is to be properly implemented is grossly inadequate. This has led to overcrowded classrooms, two different streams or classes staying in the classroom, and teachers especially in the secondary section teaching subjects outside their area of specialization. Mind bugging questions are, what is responsible for this? How does the government of Cross River State intend to handle or overcome this problem? The researcher is disappointed that in this 21st century where colleges of education with so many students in such schools, people are still talking of lack of teachers in schools. If the government is serious with UBE, issue of lack of teachers will be over by now. The role of the teacher in any education enterprise is crucial. This is because the teacher detects the pace

of any learning activities. In consonant with this, Bigelow (1999) says that the success of the UBE program depends on the increase in the number of teachers. Onwuka (2005) is also of the opinion that teachers are indispensable in any educational undertaking.

In an oral interview with the director of pilot secondary schools in the State Universal Basic Education Board (SUBEB), it was gathered by this researcher that the government intends to overcome this problem by recruiting more teachers and a practical move by the present government to overcome this is the re-establishment of the former collage of education shut down by the former governor.

For research question two, the findings are that the government attempt in making the UBE programme beneficial to the nomads and migrant fishermen and their wards is minimal. Minimal in the sense that more than half of the local government area in the state does not have nomadic education centers. The few that exist lacks the necessary man-power and facilities.

If these centers exist in scanty areas, does it mean that other nomads and migrant fishermen and their children are not to be educated? What effort is the government doing to take education to the door steps of these less privileged if education is not for a selected few?

It is not an over statement to say that education is for all and sundry. It is the fundamental right of every citizen of any nation to be educated. Thus, the federal government of Nigeria has realized this and has decided to adopt education “as an instrument par excellence for effective national development” (FRN 2004:4)

Educating the nomads and migrant fishermen is of utmost relevance because as Ethothi (2003) opines, it will improve their general wellbeing which will in turn boost the nation’s economy. Specifically, Ekawon, (2005) says that educating the nomads and migrant fishermen will expand their horizons on modern techniques of animal husbandry and fishing methods. This will in turn affect those who depend on their products. In view of this, the education of nomads and migrants fishermen and their wards is very crucial for their wellbeing and as citizens of this great nation. The world has gone scientific; this class of people needs to catch up with modern trends.

4.4 Educational Implementations of the research findings

The findings of this study have some important educational implications.

The highlights are as follows.

The major implication here is that once there is shortage of teachers to cope with the number of pupils/students. This has a lot of implications to the success of the system and education sector in general. One such implication is that the number of pupils/students in a class will be more than the ideal ratio. Of 1-25 in nursery, 1 – 30 in primary or 40 in junior secondary. Another implication here is that there will not be effective supervision and evaluation of students/pupils work since the class size will be too much for one teacher to handle. Furthermore, if the idealist stands that the role of the teacher is that of “Loco Parentis” (a second parent), an overcrowded class size will not allow the teacher to have close rapport with the pupils/students on individual or one on one basis. If this happens, how can the teacher handle pupils/students with problem and counsel them appropriately. Philosophers like John Locke, Jean Jacques Rousseau, FredrichFrebol are of the opinion that students should be treated on individual basis instead of group.

Finally, another finding of this study and its implication to our education system is the fact that the nomads and migrant fishermen and their wards have not been given adequate opportunities to benefit from the UBE programme in Cross River State. The consequent of this is that, they will not improve on their methods of taking care of their herds, fishing, hunting etc. secondly; the stand that education is the gateway for all round development of any nation will not be attained. This even further runs contrary to article 46 of Human rights Acts which calls for an unhindered access to basic education.

5.1 Recommendation

Based on the findings of this study, the various implications drawn out, the following recommendations have been made

1. It has been established from the foregoing that a corresponding number of teachers to cope with population explosion in the public schools occasioned by the introduction of the Universal Basic Education Programme in Cross River State is necessary, the next question is, are these teachers qualified? The finding of this study discovered that there are still some TCII teachers teaching in some of the public schools in Cross River State. Secondly, that due to the shortage of teacher's crashprogrammes is organized for none properly trained teachers in order to meet the numbers of teachers. Thirdly, that an ex-governor of the state closed down the existing college of Education in the state. It is hereby recommended that the teaching profession should be made more lucrative in order to attract people into it. A teacher training University should be established to assist train teachers in the core subject areas, and other discipline.
2. Education as we know is a necessary tool for all round development of any nation. All citizens are therefore supposed to be given equal opportunities to acquire it. The nomads and migrant fishermen and their wards to their particular callings in occupation are isolated. There is therefore need, to take educational opportunities to their door steps. The government should ensure that nomadic education centre is in every local government area of the state instead of concentrating in two senatorial districts only.

5.2. Limitation of the study

This study, it must be acknowledged, has some obvious limitations. To begin with, being a survey study design, the validity of the results rested squarely on the honesty and sense of commitment of the respondents who provided the much needed information.

Furthermore, being not a case study localized at a small, within reachable geographical location, but one that covers the whole of state. Cross River State with its vast expansion of land, it was not easy for the researchers to travel hours from Obanliku to Yala to Calabar etc. this made it difficult for the researcher hence, he has to repeat visits. There was also the problem of official not wanting to part with required information since some of them said it is against the ethic of the civil service to give out official secret or documents.

All the same, the facts of these limitations notwithstanding, the study is judged to have turned out unqualifiedly successful as the fundamental objectives for which the study was embarked upon was attained.

5.3 Suggestion for further studies

Following the results/findings of this study for purpose of further studies with similar focus, the following complementary studies could be undertaken.

1. Qualification and teacher effective performance: the UBE experience.
2. Education and the enhancement of the nomads and migrant fishermen occupation.

5.4 Summary and Conclusion

It is an undeniable fact that an illiterate population militates against effort of government, NGOS and other civil society organization to foster sustainable development. An illiterate population prone to gullibility and can easily be manipulated by opponents of constituted authority. It is to avoid such unpalatable tendencies that successive administrations in Nigeria have sought to put in place policies and programmes aimed at exposing every citizen (youths and adults) to formal tutelage. There has been the free education programme of Defunct Western Religion of the early 1960s, an initiative which some states have copied over the years with varying degrees of efficiency and success. Then, there was concerted national effort, which culminated in the formal launching of the Universal Primary Education (UPE) programme on September 6th, 1976. Due to different manifestations of ineptitude and poor funding, the UPE became a still born child whose ghost continues to haunt Education in the country. It was therefore with deep sigh of relief that Nigerians witness the re-launch on September 30th, 1999 of the Universal Basic Education (UBE) programme.

Universal Basic Education programme among other objectives aimed at encouraging general literacy and address problem of low enrolment in schools especially the primary level. It is also targeted at stemming the high drop-out rate resulting from financial constraints, apathy exacerbated by the overtly visible spectra of unemployment and primitive ideological cynicism. Beyond these, the UBE programme is aimed at inculcating in the beneficiaries the desirable skills, attitudes and aptitudes which can bring about sustainable self and communal development. Cross River State and her citizens stand to benefit from these lofty ideas if the UBE programme is well implemented. The desire for this is more and even worrisome especially as she is grouped among the Educationally Disadvantage State (EDS). This gave impetus to the choice of this work or study by the researchers. The major purpose of this study was to highlight the variables that could impede the smooth operation of the programme.

In an attempt to improve focus for the study, 2 research questions were formulated. A 1.4 item questionnaire instrument was developed and administered to a total of 1,483 respondents who were selected to participate in the study, using the multi-stage sampling technique. These respondents were drawn from the three educational zones of the state (namely Calabar, Ikom and Ogoja educational zones). A purposive sampling technique was also employed to select 4 State Universal Education Board (SUBEB) staff who responded to structured oral interview that was used to authenticate findings from the field. The mean statistic was used to answer the research questions formulated for the study, and 2.50 mean scores and above was the bench mark for acceptance criterion.

The following are the major findings of this study. Is that there is still shortage of teachers to cope with pupils/students enrollments population explosion occasioned by the introduction of the Universal Basic Education programme (UBE). Secondly, the nomads and migrant fishermen have not been adequately taken care of, though attempt in made to incorporate them, more efforts is needed on the part of government.

The implication of the fore-going findings (inter alia), the recommendations based on them, suggestions for further studies and limitations of this study were all highlighted. And these are far reaching.

In conclusion, the researcher has found himself compelled to repeat that the problem on focus in the study is no doubt a crucial social one, because the collapse of the system

potent danger to the overall development of the state, the nation in general, and of course the whole world. Hence, any treatment of current situation in a manner depictive of complacency will constitute indeed, a potent threat to all our development effort and survival as nation state.

Philosophical Implications

There is no gain saying that the concept “philosophy”, from whichever perspectives look at, touches every aspects of human endeavor. Philosophy has been acclaimed to be the bedrock of all disciplines. No wonder, the Nigeria government on its document on educational policy (the National Policy on Education) dedicated a portion to the “philosophy of Nigerian Education”. Accordingly, the document states thus; The Nigerian philosophy of education is therefore based on the integration of the individual into a sound and effective citizen and equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels, both inside and outside the formal school system (NPE, 2004:6) Philosophers over the ages have advocated education for all citizens irrespective of their social status knowing very well that education is a potent tool for development of any Nation. This being the case, judging from the findings of this study, the Nigeria Philosophy of education has failed since not all citizens have access to a free and compulsory education. More so, provision is not made for inside and outside formal school systems of the nomads and migrant fishermen. More worrisome is the shortage of teachers for the effective implementation of the philosophy of Nigeria educational system. Teachers indeed are the potent tools for the actualization cum realization of the philosophy behind any educational system.

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