

Evolving a New Education Culture in Boki Local Government Area of Cross River State: the Universal Basic Education Focus

¹Chief Bessong, Fidelis Ejar,

²Dr. James Bassey Ejue &

³Rev. Fr. Dr. Felix Ojong

^{1,2&3}*Department of Mathematics*

*Cross River State College of
Education, Akamkpa*

Abstract

The Universal Basic Education (UBE) programme is an expression of the desire of government to reinforce participatory democracy in Nigeria by raising the level of awareness and general education of the whole citizenry. UBE goes beyond the provision of primary education to school-age children. It is a package which contains the basic components that will make an individual literate in knowledge and skills so that he fashions out strategies for effective living. It involves both formal and non-formal approaches. The components of UBE include primary education, adult literacy, junior secondary school, nomadic and fishermen education. This paper therefore focused on the meaning, goals, scope and objective, the problems and challenges of UBE in Boki Government Area. In addition, it suggests the way out of the major challenges of UBE.

Keywords: *Universal Basic Education, Mobilization,
Sensitization, Appraisal, Stakeholders*

Background to the Study

In the history of education in Nigeria, 30th September, 1999, will always be remembered as the year in which UBE was introduced into Nigeria. In the world of today, it is essential that every one should be able to read and write, and for that reason education must always be the keystone of the social services of any country. This must apply particularly to Nigeria if it is to take a worthy place among the nations of the modern world. The present UBE scheme which offers an opportunity for free education for any child in Nigeria, is without dispute, the most momentous scheme ever to be undertaken to date by this or any government in Nigeria. Thus, by definition, Basic Education means the type of education in quality and content that is given in the first level of education. This concept changes from country to country. In Nigeria Basic Education was equated with six years of primary schooling, the concept is expected to cover the three years of Junior Secondary School into basic education. This scheme will help equip the individual with skills and knowledge.

- i. Live a more meaningful and purposeful existence.
- ii. Generate and contribute positive attributes for the full development of the society.
- iii. Help to uplift in the social, economic, cultural states of the individual in particular and the society in general and contribute in shaping the individual in the discharge of this civic obligation effectively (Kano State Primary Education Board, 2000).

Objective of the Study

The Universal Basic Education (UBE) programme was launched by the President of Nigeria, Olusegun Obasanjo, on 30 September, 1999 aims at achieving the following specific objectives:

1. Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
2. The provision of the UBE for every child of the school-going age.
3. Reducing drastically the incidence of dropout from the formal school system (through improved relevance, quality and efficiency).
4. Catering for the learning needs of the young persons who, for one reason or another, have had to interrupt their school, through appropriate forms of complimentary approaches to the provisions promotion of basic education.
5. Ensuring the acquisition of appropriate levels of literacy numeracy, manipulative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning (Federal Republic of Nigeria, Feb. 2000).

The Universal Basic Education Programme: The Historical Antecedents

The Universal Basic Education (UBE) which is an attempt to make education accessible and affordable to all Nigerian citizens has very deep historical roots. Universalization of access to education has been the prime target for Nigeria since the middle of the 1970s when the Universal Primary Education (U.P.E) Scheme blasted off. Predictably, the

pupils enrolment burgeoned rapidly from 6.2 million in the 1975/76 session to 14.8 million in 1992. As usual, this burst of educational activity brought in its wake a plethora of changes, some positive, others problematic.

The overwhelming unanticipated results of this sudden educational expansion evidenced a profound shortage of learning facilities including space, a severe dearth of teachers and funds to implement the system. Loud grumbings started to be heard from parents and the general public because of the cost imposed on them from a programme that was purported to educate the children free of charge. The educationally-conscious Nigerians began to lose faith in the U.P.E scheme, disparaging the government's efforts to finance the system which many concluded was a nightmare.

The teacher's morale suffered some battering. Various kinds of levies were re-imposed on parents by some state government in a bid to salvage the scheme. All this happened despite the excellent objectives and philosophy of the programme which were enumerated optimistically in the National Policy on Education published in 1977. Over memories may be flashed back to 1950 when the Universal Declaration of Human Rights asserted that "everyone has a right to education". This declaration triggered efforts from all countries of the world to Universal Basic Education. In Africa, at the Addis Ababa Conference of 1961, African Ministers of Education set 1980 as the target year for all African countries to achieve Universal Primary Education.

Many African nations including Nigeria made efforts to meet this target. Though many countries spent between 25 and 40% of their budgets on education alone, none was able to achieve the target. In fact, many nations began to lose the grounds which they had gained because of economic depression accentuated by rapid population growth and general poverty. The mid-eighties witnessed a renewed effort and a determination to achieve basic education for all. Greater attention started to be paid to the needs of such underserved groups such as illiterate men and women, nomads and handicapped. Quality control measures which were neglected in the 1970s were now honed up in readiness for their effective implementation.

The major trigger activities for basic education was the World Conference on Education for All which was held in Jantien, Thailand from 5th to 9th March, 1990. This conference which was organized by the World Bank, UNDP, UNESCO and UNICEF came up with a document entitled "World Declaration on Education for all and Framework for Action to meet Basic Learning Needs". Since this document became a sort of blue print for all countries of the world, Nigeria was encouraged to step up educational activities to achieve education for all. One of such activities was the situation and policy analysis of Basic Education in Nigeria which was carried out nationwide from 1991-93 with the key speakers as one consultants.

The brief historical background has been given to clarify the world's position on basic education and how Nigeria working in partnership with world development in the right direction. This is cheering news for our new efforts to attain an education boom after that by the year 2000 has escape (Denga, 2000).

The Major Problems of Universal Basic Education

1. Funding

The intent as declared in the policy is that Universal Basic Education, like its predecessor, Universal Primary Education, should be free. It is however, true that the financial burden on government often forces parents to get involved in funding this basic level of education. Since most parents are poor, the children remain poorly equipped to learn. It is hoped that the Federal Government will provide the bulk of funds with the State Government assisting sufficiently to ensure that the poverty-stricken parents contribute minimal funds for this level of education in the new dispensation.

2. Irregular Payment of Teachers' Salary

It is well-known that the teachers' morale drops with tardiness in payment of salaries. Regular grants to the states should be made by the Federal Government for payment of teachers' salaries, except where a Universal Basic Education Commission is constituted to handle all the affairs of the U.B.E.

3. Provision and Maintenance of Infrastructural Facilities such as Building, Equipment and Instructional Materials

Our children must not sit under trees nor open field for instructional purposes. Secure classroom facilities need to be provided especially in rural areas where the number of children may outstrip the instructional space for learning.

4. Problem of Supervision and Monitoring of what goes on the Basic Education Centres

Where regular inspection by the inspectorate is lacking, some teachers may branch off into quick money generating activities such as farming, butchering, petty-trading and so on even during school hours. This unprofessional behaviour creates discipline problems as children remain unshepherded.

5. Poor planning

A dearth of statistics on children's enrolment, number of teachers, their qualification and demographic characteristics, statistics on buildings and other learning facilities-are not adequate at present. This lack of data is capable of stultifying planning.

6. Evaluation

The U.B.E. programme must be made to enjoy periodic evaluation and review in its circular content, funding, infrastructure and personnel. When and whenever problems are noticed, they must be addressed at the appropriate time. Since we have history on

our side, we must never allow the problems that beset the U.P.E to truncate the success of the U.B.E.

7. Agencies for Training of U.B.E. Teachers

The right caliber of people to train teachers are teachers themselves. The Nigerian National Policy (NPF, 2004) has recommended that a minimum qualification for the primary school teacher in Nigeria should be NCE. For UBE to succeed, government should ensure that no teacher below NCE is involved teaching at the primary school level. Those who fall short of this qualification should be encouraged to further their education either at the existing colleges of education or universities.

8. The problem of the walking Distance from home to School

In rural areas, most children trek for more than 2kilometers from home to school. This practice is likely to vitiate the vitality of the children and result in lateness, absenteeism and truancy. Basic Education centres should be established within 1 or at most 1½km trekking distance from home.

9. Competition between Private Basic Education centres (Nursery-Primary Schools) and Public (Government-owned) centres

In a democratic era such as ours, individuals have a right to operate schools just as parents have a right to seek the best education for their children will Government legislate against privately-owned basic education centres in order to curb their excessive charges of fee? How do standards compare?

There are many problems and issues to pose, especially as the tiny detailed of the newty launched U.B.E are yet to come into full circulation. More issues will be raised in the science papers ostensibly to nourish the full implementation of the new education programme. This conference is therefore, timely and very pioneering.

Key Issues and Challenges in the UBE Education Sector

1. Instructional Issues
 - Declining Academic Standards
 - i. Low Admission Capacity (Funnel Syndrome)
 - ii. Examination Malpractice
 - iii. Cultism
 - iv. Crumbling Infrastructure
 - v. Inadequate Facilities
 - vi. Unstable Cost Issue
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2. Policy and Structural Issues
 - i. Poor relations between Federal and State Agencies
 - ii. Archaic Examination System
 - iii. Lack of proper implementation of policies
 - iv. Communication gap between education sector operators and society

- v. Conception of the monitoring and policing systems
 - vi. Curriculum issues
 - vii. Substitution of standards of excellence
 - viii. Lack of strategic support from civil society
 - ix. High cost of quality education
3. Capacity Issues
- i. Non-existence critical knowledge base
 - ii. Skills gap between Nigeria and other nations
 - iii. Unemployment
 - iv. Under employment
 - v. Creation of the three demographic generations
 - a. Those educated locally in public schools
 - b. Those educated locally in private schools
 - c. Those educated abroad
 - vi. Inadequate manpower
 - vii. Brain drain
4. Socio-culture Issues
- i. Deviant retooling of a generation (419, cyber crime etc)
 - ii. Breakdown of the family unit
 - iii. Absentee parenthood
 - iv. Dangerous trans-border media influence (e.g. via the internet)
 - v. Moral degradation
 - vi. Dying reading culture
 - vii. Alternate role model
 - viii. Warped reward and value system (where education does not matter any more but money does)
5. Generation Issues
- i. Generation gap between parents and children
 - ii. Generation gap between teachers and students
 - iii. Old value system versus new culture paradigm

Source: (Communiqué of the National Forum for Policy Development; Workshop on National Education Reform, Held in Abuja on 11th January, 2007).

You will all agree with one that we not just have an educational crises one our hands but a national crises which calls for radical and urgent solutions and the teacher is the fulcrum upon which these solutions stands.

The Challenges of U.B.E

Reflection about the challenges of UBE in the 21st century, Nigeria raise such vital questions as “why is education important to a nation? Why must we educate every one?

What are the barriers to equitable education? An attempt to answer these questions reveals some truths known but preserved as the world's worst kept secret. One is that the effective national development depends on education. The next is that the bed rock of education is the acquisition of knowledge. Also, that education leads to a knowledgeable, learning and wise society. A wise society as the principles and patterns of development, such a society will be able to benefit from challenges faced by changing patterns of life. It is only the well educated who will be able to act effectively in the information society of the 21st century. The 21st century Nigeria is faced with certain challenges in the provision of UBE to the huge number of those who require them. This means that the budget for UBE education should be at worst quadruped. But for a country like Nigeria with so much foreign debts and a dwindling economy, the huge cost of UBE in the 21st century becomes a real challenge to meet. Next is the quality of UBE being given. In spite of the efforts of the National Universities Commission, the federal and state education boards and other government agencies in charge of education, there is an out cry about the falling standards of education and poor facilities. Unless the issues of investments and quality are given serious attention, Universal Basic Educational scene does not promise to be better than the past; in fact it may be worst.

There are other areas of serious concerns: First, the quality of teachers in Nigerian schools is poor. Many of them hardly update their knowledge and a good resources are computer illiterate. Moreover, the facilities and resources are dwindling and there is a general outcry about the falling standards.

The qualities if graduates in our public schools are not comparable with graduates in other countries of the world neither is any Nigerian University listed among the first 200 in the world.

Imperatives for UBE in Nigeria in the 21st Century

In order for the educational system to provide the kind of education that can initiate the youth and update the adult for life in Nigeria of 21st century, there has to be a review of the National Policy of Education. Efforts should be made to balance quality and cost with increase in the number of educational institutions. Education must of necessity be democratized and massified so as to make it accessible to the teeming population who will demand for it in the 21st century. In addition, there has to be a complete revolution in the curriculum and ways of teaching.

The present emphasis on the inspection of Curriculum Vitae and original certificates of the would be employees interviews where applicants are made to actually teach and demonstrate familiarity with Information and Communication Technology (ICT) equipment. The Nigeria educational system should consider such measures as ensuring that certificates are time, updated and revalidated. This will ensure that holders of certificates update their knowledge from time to time for continuous certification. Students should be permanently tied to institutions to avoid obsolesce.

To equip its citizens to live in this the fast changing world, the educational system should undergo a radical reorientation. The policy itself should not only be revisited but also both the curriculum and its implementers, the teachers, should be selected with new criteria. The worlds of the university need to be enlarged and stretched to admit more. Those that the walls cannot contain should take advantage of open and distance learning. When these challenges are addressed, Nigeria will be prepared for the anticipated Universal Basic Educational revolution of the 21st century.

Purpose of the Study

The thrust of this study is to give an appraisal of the challenges of the UBE programme at the primary education level in Boki L.G.A of Cross River through a survey research design.

The following research questions guided the study, namely:

1. Are there available and or adequate physical facilities for the effective implementation of the UBE programme at the primary level in Boki Local Government Area of Cross River State?
2. What is the level of awareness, mobilization and motivation of the teachers a school heads in Boki Local Government Area toward the primary education level of the UBE programme?
3. How realistic and consistent are government policies towards the UBE programme at the primary Education level in the studied Local Government Areas?
4. What is the level of mobilization and socialization of the other stakeholders in education industry towards the programme at the primary school level in Boki Local Government Area?
5. What is the level of funding of the UBE programme in this level in the Boki Local Government Area?
6. Are there available and reliable data for effective planning of the programme at the primary Education level in the Local Government Area?

Methodology

The survey research design was employed in this study to enable the researchers to ascertain and appraise the challenge confronting the primary education aspect of the UBE programme in Boki Local Government Area of Cross River State, Nigeria. The administrators of the various schools in Boki Local Government Area during the 2006/2007 academic session were used to carry out this study. All the school administrators were used since each school has headmaster and as assistant headmaster, which totals one hundred and twelve (112) while the serving teachers were randomly selected through a random table. The department of planning, Boki Local Government Area made available to the researcher the monthly returns for the month of January 2007.

The monthly return schedule provided the researchers with the names of the teacher in the 56 primary school Boki L.G.A. The monthly returns of the various schools were arranged alphabetically through the random table. One hundred subjects making the total sample of the study to be 212 subjects for the survey, the challenges of Universal Basic Education Scheme Questionnaire (CUBESQ) was employed, the demographic variables in the Questionnaire were addressed with respect to respondents age, gender, marital status, working experience, higher educational level and number of sponsored in service programmes attended. Also a 10- item structured questionnaire with Likert-scale options, strongly agree, (SA), agree (A), disagree (D) and strongly disagree (SD) was administered to the subjects. The items gave consideration to the following areas, pupils' enrolment, teacher supply and demand, physical facilities, mobilization and socialization, teachers' salaries and wages, planning and instability in government policies and programmes. The research through the help of the school administrator/or serving teachers, as the case may be who came to submit their monthly returns assisted in administering the questionnaires to the subjects selected for this study. All the copies of the questionnaires were returned to the office of planning, Research and Statistics after a forth night. Two hundred and ten copies of the questionnaires were returned with two unaccounted for. The questionnaire that were returned were sufficient for this order: SA (4), A (3), D (2), SD (1). Each item of the questionnaire was analyzed using the mean and standard deviation of the responses of the respondents. A mean of 2.50 was taken as the minimum score an item would obtain to be accepted. Any item below the cut-off point of 2.50 was rejected.

Noted: Strongly agree (SA)	-	4 points
Agreed (A)	-	3 points
Disagree (D)	-	2 points
Strongly disagree (SD)	-	<u>1 point</u>
Total	=	<u>10</u>
Mean \bar{x}	=	$\frac{10}{4} = \frac{5}{2} = 2.50$

A mean of 2.50 was taken as the minimum scores an item would be accepted. Any item below the cut-off point of 2.50 was rejected.

Table 1: Demographic Characteristic of Respondent on Boki L.G.A

Characteristics	No	%
Age		
18-34	53	25.2
35-44	93	44.3
45-54	47	22.4
55 and above	17	8.1
Gender	No	%
Male	98	46.7
Female	112	53.3
Marital status		
Single	66	31.4
Married	144	68.6
Highest Educational obtained	No	%
Ph.D	1	0.5
M.Ed, M.Sc, M.A	38	18.1
B.Sc, B.A, B.Ed	72	43.8
NCE	92	43.8
TC II	7	3.3
WASC	-	-
Teaching Experience		
0-2 years	23	11.0
2-5 years	47	22.4
6-10 years	64	30.5
11-15 years	45	21.4
16-20 years	15	7.1
21-25 years	11	5.2
> 26 years	5	2.4
No. of sponsored in service programme attended		
None	73	34.8
> 2	100	47.6
> 5	26	12.4
< 6	11	5.1

Table II: Mean and Standard Deviation of rating of the appraisal of the school Administrators and service teachers of the challenges of the UBE programme in Boki L.G.A

S/N	Items	Mean	SD	Decision
1.	Public enlightenment and social mobilization for full community involvement	2.00	0.96	Rejected
2.	Data collection and analysis	1.55	0.97	Rejected
3.	Planning, monitoring, and evaluation	1.92	0.96	Rejected
4.	Infrastructural facilities are adequate	2.50	0.95	Accepted
5.	Enriched curricula	2.34	0.96	Rejected
6.	Textbook, and instructional material	2.24	0.95	Rejected
7.	Improved funding or the programme is properly funded	2.45	0.95	Rejected
8.	The management of the programme at the three tiers of government is effective	2.23	0.96	Rejected
9.	Government policies towards the realization of the objective of UBE programme are adequate and consistent	2.65	0.95	Accepted
10.	There are provision in place in the programme for on the job training and upgrading of the competencies of the service teachers	2.24	0.95	Rejected

Table II shows that the overall means for two of the items tested were greater than cut-off point of 2.50. This implies that only two of the items tested were accepted, the other eight were rejected.

Discussion

Every policy and programme has its own inherent challenges that threaten the meaningfulness and reality of such policy and programme. Challenges are both human and marital, as well as foreseen and unforeseen. The UBE programme, like every other attempt at basic education in country has both similar and peculiar challenges. The challenges began with the Nigerians attitude and belief of being identified with historical antecedent and the inability to learn from history. The survival of a programme largely depends on the survival attitude and responsibility of both leadership and fellowship.

There is already poor understanding of the UBE programme due to inadequate awareness, mobilization and socialization to enable Nigerians come to terms with the UBE programme (see table 2). According to Eya (2004), serving teachers' awareness and involvement in the UBE programme is very little in Boki Local Government Area as elsewhere in Nigeria. Experience has also shown that successive governments in Nigeria are not committed to policies and programmes more so if they are not the initiator of such programmes. In other words, instability in government means instability in policies and programmes. The near collapse of the UBE scheme is a victim of political failure in educational policy implementation.

Quality assurance is fundamental to every educational system. The problem with most of our programme is implementation which is usually due to poor, inadequate or absolute lack of monitoring and evaluation of such programme. In Nigeria, the problem of educational statistics is compounded by a number of factors.

First, National Population Census have always been over politicized and so it has not been easy to extrapolate school age population census data.

Second, there is a great deal of imperfection and lapses in (existing) published educational statistics, with the result that they cannot be of good use for planning.

Third, the technical capacity for data collection and analysis still leaves much to be desired.

Fourth, there is the whole issue of lack of data awareness, the need for efficient record keeping at all levels and a lack of awareness of an importance of data planning and decision making. All these factors make planning difficult.

Infrastructures and facilities refers to the physical and spatial enablers of teaching and learning. They include classrooms, libraries, laboratories, workshop, playfields, school farms and gardens, as well as provision for water and sanitation. They have to be of appropriate quantity, size and quality, to meet the minimum standards for promoting any meaningful teaching and learning in UBE programmes.

Improving funding for UBE implies all the following:

1. Mobilization of sufficient funds (from different sources) for the magnitude of activities needed for the realization of the objectives of the programme, for prioritizing the use of available funds to cover area that will make a difference (e.g. teachers, girls education, infrastructures, equipment, textbooks etc).
2. Ensuring equitable distribution of funds among various levels, types, and sub-sectors of education.
3. Eliminating wasteful spending as much as possible.

In Nigeria, the financing of education is a major issue. Funds are needed for other areas competing for government attention. The funds themselves are not really available due to fluctuating commodity prices, while the debt overhang makes the funding of social development almost impossible. Considerable financial resources should be mobilized for the execution UBE. Also, pursuing the objectives of UBE calls for enriched curricula in several dimensions:

- a. Laying the foundation for life-long learning
- b. The calculation of appropriate levels of literacy numeracy
- c. Developing an aptitude for practical work
- d. The acquisitions of social desirable life skills etc. These have implications of what should be taught in schools.

The way and manner in which they are to be taught school organization, and conditions of out-of-school leaving which are also part and parcel of the UBE programme. Existing curriculum initiatives in the country will drastically be reviewed in the light of the above, to make them more responsible to the demands of UBE, through a stronger emphasis on

- a. Generic skills, such a communication, the spirit of enquiry, team work, and computer literacy.
- b. A deeper understanding of core subject disciplines.
- c. Reducing curriculum overload.

Action in the area of textbooks and instructional materials will be closely linked to the work to be done enriching school curricula.

Explanation of Table 1

About demographic characteristics of respondent the age of serving teachers who falls between

(18-34) years were 53 in number representing 25.2%

(35-44) years were 93 in number representing 44.3%

This group is the largest from (45-54) years the teaching staffs were 47 in all making 22.4% and those above 55 were only 17 representing 8.1% in terms of gender distribution in all we have 98 teaching staff who were males making 46.7% and the females were more in number with a total 112 teachers representing 53.3%. Among the teachers, 66 of them were single representing 31.4% and those that are married were 144 in all representing 68.6%. About their qualifications, no teacher had a Ph.D representing 0.5%. Those with M.Ed, M.Sc and M.A were 38 in number representing 18.1%.

Those group of teachers with B.Sc, B.A, and B.Ed were 72 in number representing 43.8% and majority holds NCE and there were 92 in number representing 43.8%. Those with TC II certificate were 7 only. There was none with WASC result teaching. About their cognate experience in teaching, those 2 years experience were 23 representing 11.0%. Those having (2-5) years teaching experience were 47 in all 22.4%. Those having (6-10) years experience were only 64 representing 30.5% (this group has the highest number of teaching staff with 45 representing 21.4%). Those teachers with 16-20 years experience were 15 representing 7.1%, those having 21-25 years of experience were 11 in all representing 5.2% and those above 25 years of cognate experience were not sponsored in in-service training programme representing 34.8%, less than 2 programme were sponsored in in-service programme representing 47.6%.

Greater than five programme, 26 teacher only attended and less than 6 programme only 11 teacher attended the in-service programme. No-educational system can rise above the level of its teacher, while many laudable education initiatives have failed mainly because they did not take due account of the "teacher factor". Government is committed to ensuring the success of UBE and teachers will therefore always be an integral part of

the process of its conceptualization, planning and execution. Teachers should participate fully in curriculum development, in school managements, in social mobilization in the overall education decision making process if the UBE is to succeed.

Conclusion

Education is the greatest investment any country can engage in. It is through education that the necessary skills are acquired to enable a nation take a giant stride in the world of development. The Nigerian people and government have long appreciated the centrality of education in development. Nevertheless, they have given half-hearted attention to it. The realization that more needs to be done by Obasanjo administration is a most welcome development. All hands must therefore be on deck to ensure that the UBE project does not fail. All forces that have been identified that are likely to affect the UBE programme must be speedily addressed and nipped in the bud. Graduates from Department of Education, from various Universities and NCE graduates from Colleges of Education who are now roaming the streets in search of jobs should be absorbed into the UBE scheme. We the leaders experts pledge our unconditional contribution to the success of UBE. We stand together in a united voice and pray that God may enable all of us to move from political sloganizing to the realities in developing education which for ever remains the precursor of political, economic, social, industrial and aesthetic development.

Recommendations

The following recommendations are made to embody the new education culture in consonance with the current problems highlighted in this paper.

1. We need to realize that Basic Education goes beyond literacy and numeracy. It embraces all kinds of basic knowledge and skills for an individual to live a useful and contented life. We must therefore, encourage children too develop a scientific outlook and rudimentary understanding of the natural and social environment.
2. The UBE should reflect culture, which embodies effective planning using appropriate data bank in all spheres of education.
3. Guidance service must be emphasized to deal with current behavioural problems, which have plagued the education industry at all levels in Nigeria.
4. We need to innovate our curricula to include social and democratic values, academic skills and psychomotor competencies, which constitute our national needs. We need to raise the standard of education through a well-designed curriculum.
5. Nigeria's education culture must adequately stress a partnership between the government and other development both for children and teachers.
6. Nigeria's education culture must emphasize the egalitarian philosophy in response to democratic tenets. This is to stress that equality of educational opportunity must be provided for all children regardless of their ethnic and religious affiliation, physical and mental disability and socio-economic background.

7. We need to promote a maintenance culture not only for the school plant but also for the teaching methods that have proved useful in the delivery system.
8. The primary schools in Boki Local Government Area should socialize our children into democratic values. This can be achieved through the teaching of civics and citizenship education.
9. Educational experts should sensitize the government to become more aware of their services and contributions through regular publication. Professional educators may not be members of the National House, but the legislative power of their research cannot be ignored by any type of government, whether military, civilian or transitional.
10. Teachers with inadequate teaching qualification should be compelled to go in for further studies or made to withdraw from the classrooms.
11. Orientation courses, workshops and seminars should be organized for serving teachers to improve upon their methods of instruction.

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