

MANAGEMENT OF UNIVERSAL BASIC EDUCATION (UBE): DIVERSIFICATION OF  
EDUCATION PROGRAMME IN JUNIOR SECONDARY SCHOOL IN  
CROSS RIVER STATE

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**Abstract**

The study focused on management of universal basic education (UBE): diversification of education programme in junior secondary school in Cross River State. The purpose of the study was to ascertain how the diversified Universal Basic Education programme in Cross River State helps students who undergo this programme to be useful members of the society and to themselves after undergoing the programme. Descriptive survey design was adopted for the study. The study was guided by two research questions and one null hypothesis. The population for the study was 5652 comprising the total of both principals and teachers while the sample consisted of 400 respondents (teachers and principal) in secondary schools in Cross River State. The instrument for data collection was a researcher's structured questionnaire titled "Management of universal basic education (UBE) programme Questionnaire (MUBEPQ)" was used to elicit information from the respondents. The instrument consisted of 20 items developed by the researcher. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test statistics was used to test the null hypothesis. The findings of the study include: Government does not carry out proper school monitoring through its monitoring team for effective implementation of the diversified UBE programme in secondary schools, Government does not organize seminars for teachers on the method of teaching entrepreneurship education among others. It was recommended that Government should carry out proper school monitoring through its monitoring team for effective management of the diversified UBE programme in secondary schools in Cross River State among others.

**Keywords:** education, basic education, UBE, management, diversification

## **Introduction**

Effective management is a necessary tool for the successful achievement of organizational goals. Hence, the universal basic education program initiated by the federal government to better the living standard of its citizen through the provision of functional education for self-reliance is not left out. The coordination of human and material resources is adequately required to make for functional and effective implementation of the universal basic education programme. According to FRN, (2004) in her national policy on education, education is often referred to as instrument “per excellence” for effective development. This development is all encompassing as it affects the development of individuals in the society who make up the total population of the nation through the inculcation of a functional type of education that will make them to be self-reliant and useful members of the society and nation at large. It is in line with this that, Afolabi and Alao (2009) posited that education is a form of investment in human capital development, which brings economic benefits and contributes significantly to the nation’s future wealth by increasing the productive capacity of its people. To achieve this, basic education is required as it remains the bedrock for sustainable development and lifelong learning which intends to provide the essential skills in the three Rs (3rs) reading, writing, and arithmetic.

Since independence, the successive administrations of Nigerian as a nation have shown interest and concern for the development of education. Realizing the role that education plays in national development, Nigerian governments have continued to venture into various educational policies and programmes with the expectation of meeting the country’s need in the areas of human and infrastructural development. According to Gideons and Sorkaa (2008), some of the policies that have evolved include the 1976 Universal Primary Education (UPE) programme, the 6-3-3-4 system of 1982 and the introduction of the 1999 Universal Basic Education (UBE) programme. In Nigeria, educational policy at independence was most concerned with using schools to develop manpower for economic development and Africanisation of the civil service (Woolman, 2001). The legacies of colonialism underline many problems of nation building facing the Federal Republic of Nigeria since independence in 1960. The educational policy was narrow in scope and did not meet the hopes and aspirations of Nigerians. Criticisms of the educational policy include irrelevant curricula, obsolete methods, high drop-out and repetition rates, and the fact that many graduates were not being able to be independent, and were usually observed to be low on initiative for establishment of business enterprises for self reliance (Hauwa, 2012). Similarly, Hauwa (2012) identified problems that included inequality of access, rural-urban disparities, the educational gap between ethnic groups and differences in the curriculum of mission and non-mission based education which led to the national conference of 1969. In 1976, due to a substantially improved revenue position brought about by the oil boom, the Federal Government of Nigeria, embarked on the very ambitious Universal Free Primary Education (UPE) programme which was geared towards giving all children between age six to twelve years of age, free primary education, which was to bridge the educational gap and reduce the rising levels of illiteracy in the country. The programme which took off with much promise, failed to achieve its goals of eradicating illiteracy largely due to inadequate planning, which is a consequence of lack of adequate data. The most significant changes of the period was the takeover of schools from the missionaries by the government resulting in a unified educational

system based on the 7-5-2-3 educational policy: 7 years of primary education, 5 years of secondary school, 2 years Higher School Certificate Levels, and 3 years of university education.

In 1982, the federal government introduced the 6-3-3-4 educational system as a result of the failure of the earlier introduced UPE programme. This educational system was modeled after the American system of 6 years of primary education, 3 years of junior secondary school, 3 years of senior secondary school, and 4 years of university education (Nwagwu, 2007). At the junior secondary level pre-vocational subjects were introduced into the curriculum while vocational subjects were introduced in the senior secondary school level. The focus of the pre-vocational subjects for the junior secondary school level was to introduce the children to an exploration of vocational subjects that will invariably lead them to the world of work. Despite all these laudable programmes, the rate of illiteracy was still on a high side, one could still see the existence of deplorable condition of schools' infrastructure, increase in the rate of school dropout, high poverty rate even in the face of pre-vocational and vocational subjects designed in the 6-3-3-4 system of education curriculum to make students become self-reliant after their secondary school education and increase in the problem of unemployment and crime rate. Following the failure of these educational programmes introduced by the federal government of Nigeria as attributed to poor management, Nigeria resorted to the introduction of a new programme that will ameliorate the problem of educational system in Nigeria by introducing the Universal Basic education (UBE) programme.

Basic education is of paramount importance for all school age children and even adults in our society as it stands as a panacea to poverty and youth restiveness. Basic education according to Obayan (2000) is that level, type and form of learning needed to build firm roots for literacy and numeracy, to inculcate basic skills and more importantly, to consolidate the skills of learning how to learn. Corroborating this assertion, Adeyemi (2007) defined basic education as all forms of organized education and training, including access to information that will enhance the individual to cope better with her work and family responsibilities. Basic education therefore is that type of formal education that is organized to provide functional education to school age children and adults that will enable them become entrepreneurial and self reliant thereby contributing their quota to national development. In line with this definitions Lawanson and Gede (2011) defined universal basic education (UBE) as a foundational education that is available to everyone within the stipulated age limits and also not restricted to any gender, place and time and upon which all other education levels rest. The federal government in 1999 launched the Universal Basic Education (UBE) programme in consonance with the requirements of sections 18 of 1999 constitution of the federal republic of Nigeria which stipulated that the government shall eradicate illiteracy and to this end provide: free compulsory primary education, free secondary education and free adult literacy programme which is in line with the objectives of Universal Basic Education (UBE) as stated by the federal government of Nigeria in Fibaimine and Tuemi (2008) which aims at universalizing access to basic education, engendering a conducive learning environment and eradicating illiteracy in Nigeria and specifically:

Developing in the citizenry a strong consciousness for education and strong commitment to its vigorous promotion, Provision of free compulsory universal basic education for every Nigerian child of school going age, Reducing drastically the incidence of dropout rate from the formal school system

through improved relevance and efficiency, Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and like skills as well as the ethnical, moral and civic rules needed for laying a solid foundation for life-long learning and Catering for the learning needs of the young persons who for one reason or another have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education (FRN, 2000; p3).

The realization of these objectives particularly lies in the proper implementation of the programme through effective management as reported by Mgbodili (2000), that the problems of Nigeria does not lie with the knowledge and adequate policies but effective management.

According to Franklin (2002) management is defined as a distinct process consisting of activities of planning, organizing and controlling performance to determine and accomplish stated objectives with the use of human and material resources. Peretomode (1999) also posited that management is a social or interactional process involving sequence of coordinated events such as planning, organizing, coordinating and controlling in order to use the available resources to achieve a desired outcome in the fastest and most efficient way. Thus, achieving the desired result expected from both school age children and adults under the universal basic education (UBE) programme, effective planning, organizing, coordination and controlling of human and material resources is required. It is on this note that Ugwoke (2011) defined educational administration as the planning and formulation of educational policies or programmes with a view to achieving educational goals. It therefore means that the success or failure of any educational programme depends largely on how effective management strategies are employed for proper implementation, since the expectation of the universal basic education (UBE) programme is hinged on making its beneficiary self reliant and useful members of the society.

Diversification entails the process by which a system becomes more varied or diverse in its orientation and operations. It reflects a deviation from uniform and rigid system to a flexible system that can accommodate varying demand within a system from its providers (Teichler, 2008). The diversification of Nigerian education system from the inception of Universal Primary Education (UPE), through the 6-3-3-4 system to the Universal Basic Education has had several modifications in its various curricular to enable the nation meet challenges faced by secondary school graduates after school as it relates to self-reliance. This objective is what the Universal basic Education (UBE) intends to achieve as its curriculum is built to include or cover such diversified areas as entrepreneurship education, information communication technology (ICT) as well as peace education.

Entrepreneurship education is a vital tool that provides students in the basic education with the knowledge, skills and motivation needed to make them self-employed after school. This can be done by starting up a business through promoting creativity and innovation as well as introducing new products, services and market strategies to become outstanding entrepreneurs. When this is done, secondary school graduates do not need to queue up in the labour market for paid employment but rather create jobs for themselves to enable them become self employed and may even be employers of labours. Entrepreneurship education is

designed to communicate and inculcate competencies, skills and values needed to recognize business opportunity, organize and start new business venture (Brown, 2000). It also focuses on developing student's understanding and capacity for pursuit of entrepreneurial behaviours, skills and attitudes in widely different contexts (Akpomi, 2009). He continued that these behaviours can be practiced, developed and learned, therefore it is important to expose all students to entrepreneurship education. In pursuance of the achievement of the philosophy of the nine years basic education programme as it pertains instilling the skills of numeracy, literacy, manipulative and communicative skills, information communication technology was incorporated to the curriculum to enable the junior students meet with the trend of using the computer to manipulate data and information across the world even from their abode for ease of life. More so, the introduction of peace education was incumbent on the insecurity challenges faced by the Nigerian society and initiated by terrorist and gangsters in a bid to make the environment not conducive for members of the society, a good example is the issue of boko haram in the northern part of Nigeria. It is on this note that Cremin (1993) placed a greater emphasis on skills and attitudes that are relevant to peace keeping through peace education. Defining peace education, Cremin (1993) saw it as a global term applying to all educational endeavours and activities which take as their focus the promotion of a knowledge of peace and of peace-building through promoting, in the learner, attitudes of tolerance and empathy as well as skills in cooperation, conflict avoidance and conflict resolution so that learners will have the capacity and motivation, individually and collectively, to live in peace with others. This will invariably reduce the chances of violence and war in our country Nigeria. However, Peace education is a type of education that is provided for school age children as well as adults to promote the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable both children and adults to prevent conflict and violence to resolve conflict peacefully and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level (UNICEF, 1999).

In order to achieve this strong educational foundation through the universal basic education (UBE), adequate facilities are required for effective functioning of the programme like classroom blocks, furniture, teachers, instructional materials, libraries and a computer laboratory where this young secondary school students can learn how to use and manipulate the computer for better communication skills. Through effective management of this diversified subjects introduced in the new curriculum, the achievement of the objectives of the universal basic education programme will be an assurance.

### **Statement of the Problem**

The problem of Nigerian education system does not lie with the formulation of laudable policies but with the implementation of the policies through effective management. The Nigerian education system had witnessed a good number of lop-sided policies like the colonial education policy handed down to us by our colonial masters before the Nigerian independence, universal primary education (UPE) programme, the 6-3-3-4 system of education down to the present universal basic education (UBE) which is diversified to meet the demand of the society. Many young graduates from the secondary schools roam the streets looking for white collar jobs. They have no idea of becoming self-reliant due to the traditional pattern of education initially

introduced to the Nigerians, hence, they go for easier ways of earning their living to avoid idleness. One could see that previous policies had curriculum that incorporated pre-vocational courses, vocational courses to enable students learn basic skills that will make them self reliant. The issue remains that unavailability of human and material resources as well as poor management quickly facilitates the failure of the programme, hence the need for the study to enable the young graduates from secondary schools become self reliant and even grow to the extent of become employers of labour.

### **Purpose of the Study**

The general purpose of this study is to determine the relevance of effective management of universal basic education (UBE) programme in the diversification of education programme in junior secondary school in Cross River State. Specifically, the study sought to determine:

1. The measures government takes to ensure proper management of the diversified universal basic education (UBE) program in Cross River State.
2. The adequacy of human resource for the effective management of the diversified universal basic education (UBE) program in Cross River State.

The following research questions were posed to guide the study:

1. What are the measures government take to ensure proper management of the diversified universal basic education (UBE) program in Cross River State?
2. What is the adequacy of human resource for the effective management of the diversified universal basic education (UBE) program in Cross River State?

### **Hypothesis**

The following null hypothesis was formulated to guide the study and was tested at 0.05 level of significance

H<sub>01</sub> There is no significance difference in the mean rating scores of principals and teachers on the adequacy of human resource required for the effective management of diversified universal basic education (UBE) programme in Cross River State.

### **Research Method:**

Descriptive survey research design was employed in the study. Nworgu (2006) described descriptive survey as a study which aims at collecting data and describing in a systematic manner, the characteristics, features or facts about a given population. The study sought the opinion of the principals and teachers in junior secondary schools on management of universal basic education (UBE) programme in the diversification of education programme in junior secondary school in Cross River State.

The study was conducted in all secondary schools in Ikom Education Zone of Cross River State. Cross River State has three education zones, namely: Calabar, Ikom and Ogoja Education Zones. The population of the study comprised of all the 234 principals and 5418 teachers in junior secondary schools in Cross River State. The principals comprised 183 male and 60 female principals giving a total of 234 principals while the teachers comprised 3148 male and 2270 female teachers giving a total of 5418 teachers. (Source: Cross River State Secondary

Education Board, 2014).

Disproportionate stratified random sampling technique was adopted for selection of both the principals and teachers. The sample consisted of forty (40) principals and hundred (100) teachers from each zone. This gives the total of four hundred and twenty (420) respondents. This is because in disproportionate stratified random sampling the relative proportion of strata in the sample does not correspond to their relative proportion in the population. The instrument used for data collection was a researcher developed questionnaire titled “Management of universal basic education (UBE) programme Questionnaire (MUBEPQ)”.

The instrument has two sections namely; section ‘A’ which is concerned with personal data of the respondents and section ‘B’ which contains 20 items in two clusters on management of universal basic education (UBE) programme in the diversification of education programme in junior secondary school in Cross River State. The instrument has 20 items that has two clusters with rating scale using Likert type rating of four point scale. The response mode applied were strongly Agree (SA) 4 Points, Agree (A) 3 Points, Disagree (D) 2 Points, Strongly Agree (SD) 1 Point.

The instrument was face validated by three experts, two from Educational Foundations and one from Measurement and Evaluation, all from Faculty of Education University of Nigeria Nsukka. They were requested to study the items and assess the suitability of the language, adequacy and relevance of the items in addressing the research questions bearing in mind the purpose of the study. Their corrections and inputs formed the basis for the modification of the items on the instrument.

In order to ensure the internal consistency of the instrument, a trial test was carried out on ten (10) principals and sixty (60) teachers in Ebonyi State secondary schools. Internal consistency reliability for each of the cluster was computed using Cronbach Alpha ( $\alpha$ ) with an overall computation that yielded a reliability index of 0.82. This was considered appropriate because it ensured the extent of homogeneity of the items in each cluster. The Cronbach Alpha was used because it provided more stable measure of homogeneity.

Data collected were analyzed using the mean and standard deviation to answer the research questions while t-test statistics was used to test the null hypothesis at 0.05 level of significance. A score of 2.50 and above was taken to mean that the respondent is in agreement with the option while a mean score of 2.49 and below showed disagreement to the items of the instrument.

**Result and Findings**

The result presented in line with the research questions and null hypothesis that guided the study were presented in the table below.

**What are the Measures Government take to Ensure Proper Management of the Universal Basic Education (UBE) Program in Cross River State**

**Table 1**

**Mean Responses of Teachers and Principals on the Measures Government take to Ensure Proper Management of the Diversified Universal Basic Education (UBE) Program in Cross River State?**

Items	Principals	Teachers
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S/N		$\bar{X}_1$	$n = 120$ SD <sub>1</sub>	DEC <sub>1</sub>	$\bar{X}_2$	$n = 300$ SD <sub>2</sub>	DEC <sub>2</sub>
1.	Government carry out proper school monitoring through its monitoring team for effective implementation of the UBE programme in secondary schools	2.48	0.90	Disagree	2.40	0.96	Disagree
2.	Government organizes seminars for teachers on the method of teaching entrepreneurship education	2.39	0.63	Disagree	2.97	0.67	Disagree
3.	Principal communicate effectively with staff and students for enhancement of school management	3.06	0.67	Agree	3.15	0.77	Agree
4.	Secondary schools lack good computer laboratory for ICT studies	3.33	0.79	Agree	3.16	0.77	Agree
5.	Government includes principals in planning of the curriculum for secondary schools leading to poor implementation	2.45	0.68	Disagree	2.33	0.69	Disagree
6.	Government provides adequate funds for ICT education in secondary schools	2.46	0.66	Disagree	2.42	0.59	Disagree
7.	Teaching of peace education in secondary schools enhances peace and curbs conflicts in secondary school	2.88	0.99	Agree	3.05	0.80	Agree
8.	The diversified curriculum of basic education is a functional tool for self-reliance through proper teaching and learning of entrepreneurship education	2.76	0.93	Agree	2.92	0.95	Agree
9.	Principals do not carry out proper supervision on teachers to access classroom management	2.22	0.50	Disagree	2.39	0.85	Disagree
10.	Government does not provide enough computers for students to use for practical's after school	3.01	0.68	Agree	2.99	0.63	Agree
11.	Principals organize seminar for students on entrepreneurial skills that will enable them manage enterprises after school	2.68	0.88	Agree	2.75	0.78	Agree
12.	Students are advised as way of practice to start small business in schools before graduation	2.33	0.96	Agree	2.61	0.91	Agree
13.	Government provide fund for students who graduate after acquiring universal basic education (UBE) for the establishment of business enterprise	2.03	0.93	Disagree	2.19	1.01	Disagree

The result presented on Table 1 showed the mean and standard deviations of teachers and principals on measures government take to ensure proper management of the universal basic education (UBE) program in Cross River State. Result showed that items 1, 2, 5, 6, 9 and 13 are of the fact that government has failed in the measures taken to ensure proper management of the universal basic education (UBE) program in Cross River State. However, items 3, 7, 8, and 11 also reported the effort the principal and the teachers put to ensure proper management as well as implementation of the diversified Universal Basic Education in Cross River State.

**What is the adequacy of human resources available for the effective management of the diversified universal basic education (UBE) program in Cross River State**

**Table 2 Mean Response of Principals and Teachers on the Adequacy of Human Resources Available for the Effective Management of the Diversified Universal Basic Education (UBE) Program in Cross River State?**

S/N	Items	Principals n = 120			Teachers n = 300		
		$\bar{X}_1$	SD <sub>1</sub>	DEC <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	DEC <sub>2</sub>
14.	Some secondary schools do not offer ICT due to lack of qualified teachers	3.13	0.96	Agree	3.19	0.81	Agree
15.	<b>The number of teachers in secondary schools are inadequate to cover all the classes in junior secondary schools offering entrepreneurship education</b>	<b>2.96</b>	<b>0.82</b>	<b>Agree</b>	<b>2.98</b>	<b>0.69</b>	<b>Agree</b>
16.	Reduction in the effective implementation of the UBE programme is due to lack of sufficient man power	3.08	0.57	Agree	3.05	0.67	Agree
17.	Some units in ICT are not taught due to lack of teachers in that area of specialization	3.37	0.62	Agree	3.27	0.65	Agree
18.	The services of part time teachers are required to cover up areas of need due to lack of teachers	3.39	0.65	Agree	3.30	0.74	Agree
19.	Poor remuneration make some teachers show less concern for teaching subjects like ICT and entrepreneurship education thereby leading to poor productivity	3.26	0.72	Agree	3.02	0.74	Agree
20.	The government organize capacity building programmes like workshops and seminars for principals for effective management of secondary school	2.64	1.20	Agree	2.76	1.04	Agree

Result presented on Table 2 showed the mean and standard deviations of teachers and principals on the adequacy of human resources available for the effective management of the universal basic education (UBE) program in Cross River State. Result showed that items 14 -20 had mean ratings above 2.50 set as criterion level for positive response. This mean that both principals and teachers agreed that items 14 to 20 show that that human resources available for the effective management of the universal basic education (UBE) program in Cross River State are not adequate.

**Table 3**

**Independent t-Test Analysis of Principals and Teachers on the Adequacy of Human Resource Available for the Effective Management of Universal Basic Education (UBE) Programme in Cross River State.**

Status	n	$\bar{x}$	SD	Df	t-cal	Level of sig.	Sig.	Dec
Principals	120	3.11	0.39	418	0.98	0.05	.33	NS
Teachers	300	3.08	0.32					

Result in table 3 is a t-test analysis of the difference in the mean rating of principals and teachers on the adequacy of human resource available for the effective management of universal basic education (UBE) programme in Cross River State. Result showed that a t-value of 0.98 with a degree of freedom of 418 and a probability value of 0.33 was obtained. Since the probability value of 0.33 is greater than 0.05 set as level of significance, this means that the null hypothesis which stated that there is no significant difference in the mean rating scores of principals and teachers on the adequacy of human resource available for the effective management of universal basic education (UBE) programme in Cross River State is rejected. Inference drawn therefore is that the principals and teachers differ in their opinion on the adequacy of human resource available for the effective management of universal basic education (UBE) programme in Cross River State.

### **Discussion**

Research question one sought to find out the measures government take to ensure proper management of universal basic education (UBE) programme in Cross River State. The result showed that both the principals and teachers are of the opinion that the items aforementioned are measures government take to ensure proper management of diversified universal basic education (UBE) programme in Cross River State which have failed. These include that Government carries out proper school monitoring through its monitoring team for effective implementation of the UBE programme in secondary schools, Government provides adequate funds for ICT education in secondary schools, Government provide fund for students who graduate after acquiring universal basic education (UBE) for the establishment of business enterprise, Government does not provide enough computers for students to use for practical's after school and Government organizes seminars for teachers on the method of teaching entrepreneurship education. This findings are in line with that of Yusuf, (2010) and Ekundayo (2008) who asserted that the federal expenditure on education seems to be low below 10% of its overall expenditure despite the fact that funding is very critical to the education system. Again, Lawanson and Gede (2011) added that the basic facilities needed to implement/manage the universal basic education (UBE) programme are still not fully provided by the government thereby making some students to learn under mango- trees while many of the students sit on the floor to write even where there are classrooms. In most other schools there are dilapidated buildings, with blown off roofs, leaking roofs, broken down chairs, tables and no office spaces for teachers. Research question two sought to find out the adequacy of human resource available for the effective management of universal basic education (UBE) programme in Cross River State. The result in table two showed that both principals and teachers are of the opinion that there are inadequacies of human resource available for the management/implementation of diversified universal basic education in Cross River State. The reasons indicated that some secondary schools do not offer ICT due to lack of qualified teachers, some units in ICT are not taught due to lack of teachers in that area of specialization and the services of part time teachers are required to cover up areas of need due to lack of teachers. These findings are in line with that of Ogbonaya (2003) who lamented that the lack of personnel in the area of science and technology education as well as computer engineering is a serious problem that tends to hinder

the effective management and implementation of the diversified universal basic education (UBE) in Cross River State.

The t-test analysis result revealed that a t-value of 0.98 with a degree of freedom of 418 and a probability value of 0.33 was obtained. Since the probability value of 0.33 is greater than 0.05 set as level of significance, this means that the null hypothesis which stated that there is no significant difference in the mean rating scores of principals and teachers on the adequacy of human resource available for the effective management of universal basic education (UBE) programme in Cross River State is rejected. Inference drawn therefore is that the principals and teachers did not differ in their opinion on the adequacy of human resource available for the effective management of universal basic education (UBE) programme in Cross River State.

### **Conclusion**

Based on the findings and discussion of the study, the following conclusions were drawn. The findings of the study confirmed that both principals and teachers are of the opinion that there are many measures the government can take to enable the proper management of universal basic education (UBE) in Cross River State which has failed to do like Government carry out proper school monitoring through its monitoring team for effective implementation of the UBE programme in secondary schools, Government provides adequate funds for ICT education in secondary schools, Government provide fund for students who graduate after acquiring universal basic education (UBE) for the establishment of business enterprise, Government does not provide enough computers for students to use for practical's after school and Government organizes seminars for teachers on the method of teaching entrepreneurship education. The result also revealed the availability of human resources for the proper management of the programme in Cross River State is inadequate. This means that if this constraints are not properly addresses and on time, management will continue to remain the major constrain of the universal basic (UBE) in Cross River State.

The independent t-test analysis of principals and teachers on the adequacy of human resource available for the effective management of universal basic education (UBE) programme in Cross River State indicated that the null hypothesis which stated that there is no significant difference in the mean rating scores of principals and teachers on the adequacy of human resource available for the effective management of universal basic education (UBE) programme in Cross River State is not rejected.

### **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Government should carry out proper school monitoring through its monitoring team for effective management of the UBE programme in secondary schools in Cross River State.
2. Government should provide adequate funds for ICT education in secondary schools.
3. Government should provide start up funds for students who graduate after acquiring universal basic education (UBE) for the establishment of small business enterprise that will make self-reliant.

4. Government should provide enough computers for students to use for practicals after school.
5. Government should organize seminars for teachers on the method of teaching entrepreneurship education and ICT education.

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