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THE EFFECT OF THE UNIVERSAL BASIC EDUCATION ON RURAL FORMAL EDUCATION IN OHAOZARA, ONICHA AND IVO LOCAL GOVERNMENT AREAS OF EBONYI STATE

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Abstract

This study evaluated the effect of Universal Basic Education Programme on rural formal education in Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State. The systems theory was adopted as the theoretical framework for the study. Survey design was adopted for the study. The population size of the study consists of 1294 staff of Ebonyi State Universal Basic Education Board (SUBEB) and Head masters/teachers in the 138 primary schools under the jurisdiction of Ohaozara, Onicha and Ivo Local Government Areas. A 28-item questionnaire was used for data collection. The data collected were analyzed using descriptive statistics like the frequency count, percentage and mean scores. The hypotheses were tested with regression analysis. Findings revealed that the UBE programme have not significantly ensured that all school-age children in Ohaozara, Onicha and Ivo Local Government Areas of Ebonyi State are in school. It was also revealed that UBE programme has significantly assisted beneficiaries to possess literacy, numeracy and basic life skills, as well as ethical moral and civic values. Based on the findings, recommendations include intensifying effort in the area of establishment of an effective institutional framework for monitoring learning and teaching; placing more emphasis on basic life skills, as well as ethical moral and civic values in the primary education curriculum.

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Universal Basic Education, Rural Development, Teaching and Learning Infrastructure, School-age Children

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