

Universal Basic Education (UBE) programme and school dropout syndrome in Northern States-Nigeria

Programa de Educação Básica Universal (UBE) e síndrome de abandono escolar nos estados do norte da Nigéria

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Received 24/05/2024; Accepted 17/07/2024.

ISSN: 2594-8040

To cite this paper: Bamidele et al. (2024). Universal Basic Education (UBE) programme and school dropout syndrome in Northern States-Nigeria. *Journal of Perspectives in Management – JPM*, 8, e262973. <https://doi.org/10.51359/2594-8040.2024.262973>

Abstract: *The study examined the effect of Universal Basic Education (UBE) Programme on school dropout syndrome in conflict-affected area Northern States Nigeria. This research used a descriptive survey research approach. The population of the study is made up of basic school teachers. Four hundred elementary school teachers were randomly selected from all of the educators in Northern States State. The techniques of data analysis were weighted average means score method of statistics. The study revealed that the provision and enhancement of basic education, improvement of school infrastructure, availability and distribution of necessary instructional materials, such as textbooks, writing materials, and teaching aids, have enhanced the quality of education. This support ensures that students have the resources they need to succeed in their studies, leading to lower dropout rates. Therefore, the combined efforts in enhancing basic education, improving school infrastructure, and providing instructional materials have significantly reduced school drop syndrome in Northern States, Nigeria. The study recommends, among other things, that UBE Management continue to ensure that basic education is accessible to all children, especially in rural and underserved areas. Implement policies that make education free and*

compulsory at the primary and junior secondary levels. UBE Management is highly encouraged to allocate substantial resources towards the enhancement of educational infrastructure in order to address the pressing issue of school dropouts in Northern States State. By investing in the development and modernization of school facilities, such as classrooms, libraries, and laboratories, UBE Management can significantly contribute to reducing the challenges faced by students.

Keywords: *Universal Basic Education (UBE) Programme; Basic education; Infrastructure; School dropout syndrome; Instructional materials and Northern Nigeria.*

Resumo: *O estudo examinou o efeito do Programa de Educação Básica Universal na síndrome do abandono escolar na área afetada pelo conflito nos Estados do Norte da Nigéria. Esta pesquisa utilizou uma abordagem de pesquisa descritiva. A população do estudo é composta por professores do ensino básico. Quatrocentos professores do ensino fundamental foram selecionados aleatoriamente de todos os educadores do Estado do Norte. A técnica de análise dos dados foi o método estatístico de média ponderada de médias. O estudo revelou que a oferta e melhoria da educação básica, a melhoria das infraestruturas escolares, a disponibilidade e distribuição de materiais instrucionais necessários, tais como livros escolares, materiais de escrita e auxiliares de ensino, melhoraram a qualidade da educação. Este apoio garante que os estudantes tenham os recursos necessários para terem sucesso nos estudos, o que conduz a taxas de abandono mais baixas. Portanto, os esforços combinados para melhorar a educação básica, melhorar a infraestrutura escolar e fornecer materiais instrucionais reduziram significativamente a síndrome do abandono escolar nos Estados do Norte, na Nigéria. O estudo recomenda, entre outras coisas, que a Gestão da UBE continue a garantir que a educação básica seja acessível a todas as crianças, especialmente nas zonas rurais e desfavorecidas. Implementar políticas que tornem a educação gratuita e obrigatória nos níveis primário e secundário. A Administração da UBE é altamente incentivada a alocar recursos substanciais para a melhoria da infraestrutura educacional, a fim de resolver a questão premente do abandono escolar nos estados do Norte. Ao investir no desenvolvimento e modernização das instalações escolares, como salas de aula, bibliotecas e laboratórios, a Gestão da UBE pode contribuir significativamente para reduzir os desafios enfrentados pelos alunos.*

Palavras-Chave: *Programa de Educação Básica Universal; Educação básica; Infraestrutura; Síndrome de abandono escola; Materiais instrucionais e Norte da Nigéria.*

1. Introduction

The Universal Basic Education Commission oversees and maintains the Basic Education initiative, as stated in the National Policy on Education. The primary objective of the plan is to enhance and broaden the availability of primary and secondary education in Nigeria. The education system consists of a comprehensive nine-year course for children and youth, which includes six years of elementary school and three years of junior high. This level of education also includes adult and non-formal education activities (Atunde et al, 2022).

The UBE system has established clear, quantifiable, and attainable goals, with a focus on successfully finishing high school within a nine-year timeframe (Federal Republic of Nigeria, 2022). The Universal Basic Education Commission established the programme with the objectives of ensuring that all school-aged children in Nigeria have access to a basic and mandatory education, improving the relevance and efficiency of the formal school system to reduce the dropout rate, and fostering a highly educated population that values education and is determined to advocate for its importance (Jatau et al., 2021). Ensure that each student acquires the essential knowledge and abilities in reading, writing, arithmetic, manipulation, communication, and life skills, while also cultivating their moral, ethical, and civic values to enhance their future success.

The issue of school dropout in Northern States State presents a complex and multifaceted problem that demands a comprehensive understanding of various contributing factors, including socioeconomic status, family dynamics, educational policies, and community influences (Oyuru, 2023). Teachers are pivotal in identifying and addressing these factors, given their close daily interactions with students. They can offer valuable insights into the reasons for student dropout and propose interventions and support. Moreover, teachers possess a unique perspective on the challenges faced by students in Northern States State (Chinonso et al., 2022). Recognition of these challenges, Federal Government interventions through Universal Basic Education programme tailored to address the specific needs of at-risk students, potentially through targeted support programs. Assessing the effectiveness of Federal Government interventions through Universal Basic Education programme tailored to address the specific needs of at-risk students in tackling the issue of school dropout in Northern States State is the focus of the study.

According to the Northern States State Development Plan, 2016-2020, over 37% of pupils fail to finish primary school by the time they reach sixth grade. The proportion of female students who fail to complete their education is more than that of male students (20.6% vs. 24.8%). According to Iliya Kure, founder and coordinator of the African Development Foundation (AMDF), although there are more females than boys enrolled in secondary schools (58.7% vs. 41.3%), a significant number of girls have discontinued their education. The residents of the state are held accountable for this situation due to their impoverished and vulnerable circumstances. Research conducted by Abama and Gyang (2018) indicates that students are more inclined to refrain from attending school during emergencies due to concerns about potential bodily or psychological harm in a disorderly or violent school environment. Due to the economic slump, some families were unable to afford the cost of sending their children to school. For several students, the act of leaving school was the final breaking point following the death of a parent or guardian (Abama and Gyang, 2018).

Despite the implementation of global initiatives like the Jomtein Conference (1990) and the Dakar Framework (2010), the problem of high school dropout rates in Northern States State has not been effectively addressed. This is despite the existence of many national and international conventions that have utilised the Universal Basic Education (UBE) framework in an attempt to tackle this issue. The primary education system in Northern States State is afflicted by issues including as poor enrolment, inadequate teaching, and a significant incidence of students leaving school prematurely. Since the early 1990s, both domestic and foreign aid to states like Northern States State in Nigeria has mostly focused on providing primary and secondary education. An alarming increase in the percentage of economically disadvantaged pupils leaving school prematurely has been noted in Northern States State.

Parents with poorer socioeconomic backgrounds have a decreased propensity to enrol their children in private educational institutions that require payment of fees. Academic failure can be attributed to multiple factors. Concerns encompass a wide range of issues, including the ratio of students to teachers, the allocation of funds to schools, the availability of resources for pupils, and the overall standard of education. Small-scale research undertaken in industrialised nations has found an association between class size and student retention (Pittman, 2013). Unified Baccalaureate Education (UBE) has achieved international recognition as a means to enhance education in poor communities. There has been no research conducted to determine the effectiveness of the UBE initiative in reducing school dropout rates, particularly in Nigeria. There is a lack of studies specifically examining the effects of basic education, enhanced facilities, or improved instructional materials on the rate of students dropping out of school in Northern States State, located in Northern Nigeria.

The objective of this study is to ascertain the effectiveness of UBE activities in reducing the prevalence of school dropout in Northern Nigeria. The specific objectives are to; ascertain whether basic education has mitigated the effect of school drop syndrome in Northern Nigeria;

whether educational infrastructure has mitigated the effect of school drop syndrome in Northern Nigeria; whether the provision of instructional materials has mitigated the effect of school drop syndrome in Northern Nigeria?

The study is set to answer the following questions; to what extent has the basic education mitigate the effect of school drop syndrome in Northern Nigeria? Has the improvement educational infrastructure mitigated the effect of school drop syndrome in Northern Nigeria? How does the provision of instructional materials mitigate the effect of school drop syndrome in Northern Nigeria?

The following hypotheses were formulated to guide the study; there is no significant relationship between basic educations and school drop syndrome in Northern Nigeria. There is no significant relationship between improvement infrastructure and school drop syndrome in Northern Nigeria. There is no significant relationship between provision of instructional materials and school drop syndrome in Northern Nigeria. This study therefore examined the impact of the UBE programme on school dropouts in Northern States State.

2. Literature Review

2.1. Universal Basic Education

Ogbonnaya (2023) asserts that the capacity to engage in lifelong learning is as significant to the amount of time dedicated to studying during a student's foundational education. The Universal Basic Education (UBE) project will enable an increasing number of households to afford a high-quality education. The primary factors contributing to this issue are the exorbitant educational costs borne by households and the inadequate school infrastructure, resulting in subpar enrollment and graduation rates (Ogbonnaya, 2023). Several strategies for attaining Universal Basic Education (UBE) have been proposed, such as increasing the availability of primary education, improving current infrastructure, and distributing instructional materials (Peters 2023). Detractors of basic education highlight several issues, including a high Pupil-Teacher Ratio (PTR), overcrowded classrooms, insufficient sanitation facilities, and a lacklustre curriculum (UNESCO, 2021). Public primary and secondary schools in Nigeria get significant financial support and are provided by both the federal and state governments.

Ogbonnaya (2010) asserts that the objective of Nigeria's Basic and Compulsory Education Programme was to expand the number of students attending public schools. In 1974, there was an increase in funding for primary education, and following the first success of UBE, a substantial amount of money was allocated to it (Fafunwa, 2022). This was due to the moderate success of UPE, and UBE is a direct continuation of that. Taiwo (2010) reports that the region allocated a total of N7, 884,110 million annually for education by the academic year 1957/58. This number includes all expenditures, such as salary, benefits, fees, supplies, and grants-in-aid. Oni (2018) attributes the Eastern Region's poor policy success to insufficient funding, unqualified teachers, and a lack of program design.

Oni (2018) declared the UBE venture a failure after only one year of existence. Based on our analysis of past UBE policies and programs, it appears that education policy was predominantly formulated and implemented at the state and local levels during the period from the 1950s to the late 2010s, rather than being centralized at the national level. The focus shifted towards prioritizing education at a regional level rather than a national level. In the 1970s, Nigeria implemented a new educational system known as "6-5," where students would attend elementary school for six years and high school for five years. As per FRN (1997), the 6-3-3-4 system was implemented in 1977 as part of the "National Policy on Education (NPE)". Nigeria is actively pursuing reforms to its educational system, despite the presence of divergent viewpoints. Insufficient educational strategies in Nigeria will inevitably lead to the failure of the country's educational system (Okeje, 2016). According to him, the policies and their objectives do not have a single, feasible solution. Teachers

lack the necessary preparation to address modern difficulties, and as a consequence, the curriculum has become obsolete due to insufficient training and retraining.

Okeje and Aisiku (2012) acknowledged that Nigeria's development would not have been possible without the Universal Primary Education plan while facing extensive criticism and debate. This has guaranteed that every child has equitable access to high-quality education and furnished them with the necessary resources to flourish. The policy framework was further revised to include regional and municipal administrations. Local governments were given the responsibility of overseeing the administration of primary schools, with oversight from both the federal and state governments. Despite the constant increase in enrolment, Fafunwa (2011) asserts that inadequate funding poses a significant challenge to UBE programs. Another concern was the insufficient availability of proficient educators. As a result, in the initial year of the program, thousands of Nigerians who had obtained a primary school teaching certificate, a qualification that usually necessitates six to eight years of education, were employed. Furthermore, it is noteworthy that the responsibility for UPE (PTA) will now be transferred to local government agencies and PTAs. There existed a substantial economic disparity between the Western and Eastern regions. The implementation of the UBE project has been perceived by some as a demonstration of the government's dedication to global educational progress, with the aim of facilitating its reintegration into the international community (Eniayeju and Ortese, 2022). As to the National Policy on Education (2022), the UBE plan encompasses adult nomad education alongside elementary and secondary education. The UBE program, which resulted in significant enhancements and progress in the Nigerian educational system, incorporated Almajiri schools.

The Nigerian government is mandated under the UBE Act of 2022 to provide a fundamental, obligatory, and uninterrupted K-12 education to all Nigerian residents. This education is to be delivered over a period of nine years, divided into two distinct levels. Every child who has reached the appropriate age for school shall successfully finish a six-year primary education and a three-year junior high education. The Federal Republic of Nigeria (FRN) (2022) states that the Nigeria Educational Research Development Council (NERDC) devised a 9-year Basic Education curriculum for primary and middle schools, drawing from this concept. The standard nine-year school curriculum comprises three basic components. The following is a detailed analysis of the three sections: The Lower Primary School Programme is designed for students in Grades 1-3, which often correspond to Years 6-8. The middle school basic education program encompasses the curriculum for students in elementary school years 4-6, typically around 11 years of age. iii) Grades 1-3 of Junior Secondary (JS), sometimes known as Basic 4-6, encompass the final three years of elementary education for students aged 12-14.

The UBE is dedicated to implementing several techniques, including public enlightenment, social mobilization, data collecting and analysis, monitoring and evaluation, teacher recruitment, and educational reform, to effectively engage the community and achieve its objectives. By using these ideas over the whole nine-year basic education plan, we will get one step closer to realizing its guiding assumption. In December 2021, the National Council of Education endorsed this ideology with the aim of reforming students' ethnic, moral, and civic values in addition to their literacy, numeracy, manipulation, communication, and life skills. The primary objective is to establish the groundwork for students to engage in lifelong learning and cultivate a mindset of scientific and reflective thinking. It is advisable for schools to incorporate these philosophical and value-based principles into their mandatory curricula, in order to ensure that students are equipped to make significant contributions to society upon graduation.

The UBE project prioritizes the education of individuals with impairments, as indicated by the Universal Basic Education Commission (UBEC) (2018). In 2021, the federal government allocated a total of N10, 706,754,000,000 to the 36 states and the Federal Capital Territory (FCT) for the purpose of constructing and equipping special education schools. Contributions from NGOs, private persons, and organizations have enhanced the government's and UBEC's capacity to provide

elementary and secondary school curricula that are both pragmatic and of superior quality. All children between the ages of 6 and 15, irrespective of their family's financial situation or their cognitive or physical capabilities, are entitled to partake in the Basic Education curriculum, which spans a duration of 9 years. This enhances the future opportunities of every child to thrive in life and contribute positively to society by ensuring they are provided with the opportunity to acquire knowledge and develop.

2.2. School Dropout

School dropouts are people who fail to complete their education beyond the final year of high school. The challenge lies in accurately predicting which pupils would discontinue their participation throughout the instructional period. The frequent mobility and subsequent school transfers among individuals who have dropped out pose challenges in accurately tracking graduation rates (Bornstein and Arterberry, 2022). For several students, the decision to discontinue their education occurs after a prolonged process that may have commenced prior to their initial attendance at a school. Not obtaining a high school diploma might have enduring repercussions, even posthumously. Hence, to effectively manage and prevent school dropout, it is imperative to comprehend its roots and consequences through a lifelong developmental lens (Mahoney, 2018). It is imperative for all young individuals to be cognizant of the issue of school dropout since obtaining a high school diploma is pivotal for several aspects of adult achievement (Mahoney, 2018).

In 2022, the OECD published a global review of 29 countries, providing a comprehensive overview of the percentage of pupils who successfully finished secondary education within the prescribed timeframe. Countries such as Sweden and Canada have high rates of secondary school completion, which are close to the world average. A remarkable 85% of Americans successfully completed the course. Korea and Japan achieved completion rates of 95% and 94% respectively, while Mexico, Norway, and Luxembourg had some of the lowest completion percentages at 62%, 57%, and 40% respectively.

Fingerman and Landsford (2016) have identified two key criteria, namely status and an event, that serve as defining characteristics of school dropout. The term "dropout" may have varying interpretations among individuals. The term "event dropout" refers to the proportion of high school pupils who do not continue their education for a second year. This enables the monitoring of the annual attrition rate. Between 2011 and 2022, a total of 3.4% of high school seniors in the US failed to fulfil the necessary requirements to obtain their diploma. The status dropout rate, often known as this phenomenon, refers to the proportion of young adults (aged 16-24) who are not currently enrolled in any formal educational programme and do not hold a high school diploma or its equivalent.

In 2022, around 2.6 million individuals in the United States relinquished their social standing, accounting for roughly 6.6% of the total population. Both indicators indicate a declining trend in the dropout rate over time. For instance, in 1990, 12% of the people in the United States relinquished their status. While there has been some reduction in the discrepancy in the dropout rates of White and Asian kids compared to Black and Hispanic teenagers, the difference still remains significant. Nevertheless, the rates for some groups, such as Hispanic kids who were born outside the country, continue to be significantly elevated. A "dropout" refers to a student who, due to various reasons, chooses not to pursue further education and consequently does not attend classes, especially those related to financial matters. In this analysis, the term "school dropouts" specifically refers to the overall rate at which students leave primary school before completing their education. The class's dropout rate is the percentage of students who do not re-enrol in the class for the next academic year, relative to the total number of students enrolled in that class.

2.3. Empirical Review

A study conducted by Nasuna, et al. (2021) investigated the relationship between school infrastructure and pupil enrolment among the universal primary education schools in Mbarara City, Uganda. School infrastructure was conceptualized in terms of physical, services and didactic aspects. The study adopted the cross-sectional research design with a sample of 230 from the population of 776 teachers. Data was collected using a self-administered questionnaire and was analysed quantitatively. The study established that much as the schools had adequate infrastructure including appropriate buildings, enough classrooms, desks that enabled comfortable writing, comfortable classroom chairs, appropriate blackboards and classrooms with attractive charts, the UPE schools did not attract the expected number of pupils.

Services infrastructure was at a fair level as a lot was still desired in the schools with respect to electricity, provision of drinking water, toilets for boys and girls and school clinics. The libraries were to a less extent spacious. The schools had very limited working computers and other technologies such as television sets and projectors. While physical infrastructure and services infrastructure had a positive and significant relationship with pupils' enrolment, didactic infrastructure did not have a relationship. It was therefore recommended that leadership in schools under investigation should make effort to entice parents to take pupils to UPE schools. This could be accomplished by improving the quality of school infrastructure. Since the physical and service infrastructures had a significant relationship with the school enrolment, such factors should be improved in order to enable the schools attract the required number of pupils.

Adamu and Adole (2021) assessed the difficulties and prospects of implementing the UBE plan in Yobe State, Nigeria. The survey included three local administrations inside the state, with one representative from each of the nine senatorial districts. In our analysis, we incorporated a total of 243 individuals from three distinct Local Government Areas (LGAs) namely Potiskum, Gashua, and Damaturu. This response is derived from a combination of primary and secondary sources. The secondary data was obtained from textbooks, journals, and records maintained by the Yobe Universal Basic Education Board and the Yobe Ministry of Education. The primary data, on the other hand, was collected through a survey. To analyse the data for this study, descriptive statistics such as simple percentages and frequency distribution tables were employed. The study's findings are concerning when contrasted to the minimum acceptable ratio of one teacher for every forty students. In addition, the investigation revealed that among the elementary and secondary schools it analysed, the instructor-to-student ratio was at its lowest point, with one teacher for every fifty students. This indicates the need for extra teachers to address the shortage.

Abutu (2021) assessed UBE initiative in primary schools in Nsukka. The survey included 2,673 participants who were selected from the primary school system in the Nsukka Education Zone. This group consisted of 238 principals and 2,435 classroom instructors. The Enugu State Universal Education Board provided the initial source of this information in 2023. A total of 360 individuals participated in the study, with 40 being principals and 80 being teachers from the three Local Government Areas (LGAs) that make up the Nsukka Education Zone. The researchers utilised a self-designed questionnaire to gather data for the study. Primary schools lacked sufficient classroom block furniture, a dilapidated library, and essential first aid supplies, all of which were crucial for the unsuccessful execution of the UBE plan. Based on the research, elementary classrooms generally lack access to computers and audiovisual technology. School libraries lack sufficient up-to-date materials to meet the needs of students across all academic disciplines. The poll brought attention to several difficulties, including insufficient computer teachers in primary schools, a lack of teachers for children with special needs, and a significant number of qualified instructors quitting UBE schools owing to unfavourable conditions. The audit also highlighted that the UBE programme has been adversely affected by a lack of funds, resulting in teachers employed by UBE not receiving their entitled allowances and perks.

Abama and Gyang (2018) examined the impact of the crisis on the Universal Basic Education (UBE) policy and the children living in Northern States State, located in Northern Nigeria. This study included descriptive survey methodology and post hoc analysis. 250 public primary school teachers and 100 private school instructors were chosen from the pool of educators in the Northern Senatorial District of Northern States State. Information was collected using a documentary template, a Crisis Impact Interview Schedule (CIIS), and a Crisis Impact Checklist (CIC). This investigation employs basic percentage and frequency count as its statistical approaches. The data collected from the interviews and the details of the protocol were explained. Insufficient resources resulted in inadequate instruction, a significant drop in student retention, and an imbalanced enrolment pattern due to religious segregation. Extensive damage was inflicted upon schools, resulting in the conversion of certain facilities into temporary refugee camps. Musu-Gillette, Robinson, McFarland, KewalRamani, Zhang, and Wilkinson-Flicker (2016) investigate the impact of school-related and sociodemographic characteristics on high school dropout rates in the US. They utilise hierarchical mixed-effects logistic regression models to analyse this relationship. There exists a robust association between dropout rates and kids' encounters with inadequate meals, expulsion, and grade retention. However, they overlook the reality that racial characteristics have a substantial impact on the probability of pupils dropping out of school. In

A study conducted by Abuya, Oketch, & Musyoka, (2013) on why does pupils' dropout when education is 'free'? Explaining school dropout among the urban poor in Nairobi. The study used cross sectional survey method of data collection. The Education Research Programme gathered qualitative data for this study throughout the months of June and July 2018. It was revealed that a greater incidence of primary school abandonment among children residing in economically disadvantaged areas of Nairobi. The presence of local dumpsites in Korogocho and Viwandani hinders children from attending school. Additionally, schools continue to impose fees on students. Furthermore, it was observed that girls between the ages of 14 and 16 are more prone to engaging in transactional sex as a result of the ongoing poverty within their families. Merely declaring basic elementary education as a requirement will not effectively raise educational achievement, as children still tend to leave school after enrolling.

2.4. Summary of Gaps in Literature

Empirical gaps have been identified in the studies that reviewed the Universal Basic Education (UBE) Programme regarding school dropout syndrome. These gaps consist of: 1. the absence of data on the specific factors causing high dropout rates. 2. Limited research on the effectiveness of interventions to reduce dropout rates. 3. The lack of longitudinal studies tracking the educational paths of students in conflict-affected areas. Future research should aim to fill these gaps to gain a better understanding of and tackle the issue of school dropout syndrome in these regions. By filling these empirical gaps, policymakers and educators can develop more targeted and effective strategies to improve educational outcomes for children in conflict-affected areas.

Moreover, researchers further explore the specific difficulties encountered by students in conflict-affected areas, including trauma, displacement, and limited access to quality education. Conducting longitudinal studies to track the progress of these students over time can offer valuable insights into the factors that shape their educational paths. Identifying these factors allows for tailored interventions to meet the unique needs of these students, enhancing their chances of remaining in school and succeeding academically. Ultimately, investing in research and evidence-based interventions aims to break the cycle of school dropout syndrome in conflict-affected regions and provide every child with the opportunity to access quality education.

2.5. Theoretical Framework

Structural functionalism as propounded by Almond (1963) was adopted as framework. Belief in the optimal way to understand social organization as an interdependent system is the fundamental principle of structural functionalism. A system is defined as an integrated whole by

Varma (2023). Many believe that society is better viewed as a complex organism, with various components that perform specific functions. Easton calls them "subsystems" (1965), but Almond calls them "structures" (1963). All physical structures serve a purpose, according to Almond's structural functionalism. Almond proposed the idea that the government, society, and the environment all play a role in shaping political systems. A few examples are interest aggregation, interest articulation, political communication, and political recruiting (Varma, 2023).

The goal of structural-functional theory is to analyse society in order to find answers to fundamental issues about society's structure and function. The two main concepts of structural-functionalism that were emphasized by Almond and Varma (2023) are structures and functions. By "architecture," we mean the layout and arrangement of a system's components in order to carry out its intended tasks. The structure of a thing is its component pieces and their interconnections. The ability to see the results of a system's actions and use them to rationalize its implementation or modification is essential to the system's functionality, according to Richard (2019). An essential principle of structural functionalism is that all systems possess observable structures that carry out essential activities. The parts and their roles in any system are briefly touched upon.

According to Varma (2023), a society's political system consists of the many organizations and institutions that contribute to decision-making in the realm of politics. An organization's actions speak volumes about its purpose. Decisions made by managers should take the whole picture and interdependencies of the parts into account. I. The broader political, social, economic, and cultural settings of the system; ii. The organization of institutions around critical activities (such as goal setting); iii. The internal workings of these institutions; and iv. The relationships among these components.

A single institution can serve more than one purpose, and different kinds of institutions can have the resources to applying this theory to the present study's findings, we find that improving primary education is most likely to occur when the relevant entity, the Universal Basic Education Commission, is better able to carry out its mandate. At its core, the theory seeks to shed light on the interconnections between the various UBE structures. The program's effects on the state of Northern States' programme implementation from 2015 to 2023, on the availability and degree of support for educational resources, and on the interaction between societal needs and a functional government.

3. Methodology

The research methodology used in this study is survey research, which relies on a representative sample of the population to draw conclusions. This survey study also provides a dependable method for determining the causal connection between the variables of interest.

The number of educators in Northern States State was 3,743. We employed a non-probabilistic sampling method called "purposive sampling" to pick the schools in the three senatorial districts where our survey would be implemented. Purposive sampling was used in this study, with questionnaires distributed to educators in the three senatorial districts of the State. Using the Yaro Yamane (1964) sample size determination table, a sample of 400 were taken for the total population of 3,743 teachers in Northern States.

Primary and secondary sources were employed to compile this study's information. The instrument used for collecting primary data was a questionnaire that the researchers themselves developed. The questions on the survey were all one-word answers. Journal articles on the implementation of UBE policies, student attrition rates, and national educational policy papers make up the secondary data. Northern States Ministry of Education, as well as the state's UBE and UBE school registries, were reviewed.

The hypothesis was evaluated using weighted average means score. At a mean weight of 3.00, the research hypothesis is put to the test. Therefore, the alternative hypothesis is accepted and the null hypothesis is rejected when the weighted average means score is 3.00 or higher. However, if the alternative is rejected and the null hypothesis is accepted with a weighted average means score of 3.5 or lower, then the null hypothesis is accepted. Modelling with weighted average means scores is described in Eq.(1).

$$\text{Average means score} = \frac{\sum \text{Total Weighed Score}}{\text{Total Number of Responses}} \quad (1)$$

The analysis was done using independent variable (UBE Programme) and School Dropout as the dependent variable. The limitations of a research methods to this study are that there is limited Sample to the number of public school-teachers. This limits the generalizability of the findings. The results are not applied to private school teachers, home school teachers, or teachers in other countries. More so, the Public-school teachers have different experiences and perspectives compared to teachers in other settings. There are also self-administered questionnaire and response biases. Some of the respondents answer in a way they think is socially desirable, or they forget or misrepresent their experiences. May is due to the way questions are phrased that influence how they respond. There is also deficiency of clarification. Few interviewers were engaging to clarify questions, some participants also misinterpret interviewers.

4. Result and Discussion

4.1. Test of Research Hypothesis I

There is no significant relationship between basic education and school drop in Northern States. Table 1 shows the effect of basic education programme on school drop rate in Northern States.

Table 1. The effect of basic education programme on school drop rate in Northern States

Variables of	SA	A	U	D	SD	Grand Total	Decision
Weighted Means	Total Score						
Respondents/Score	228	2246	112	551	337	3374	
Grading	55	44	33	22	22	11	
Total Value	140	984	36	102	37	11301	
Average	1301/374						
Mean Score	3.6						Accepted

Source: the authors (2024).

The result from the analysis shows that, the calculated value of weighted average means score is 3.5. The analysis revealed that, calculated value is scientifically significant at $X^2 > 3.00$. The study will therefore reject the null hypothesis which stated that, there is no significant relationship between basic education and school drop in Northern States State and accept alternative hypothesis which shows that, there is significant relationship between basic education and school drop in Northern States State. This means that, basic education has significantly reduced the rate of school drop in public primary school in Northern States State.

4.2. Test of Research Hypothesis II

There is no significant relationship between infrastructure development and school dropout in Northern States State. There is no significant relationship between basic education and school

drop in Northern States. Table 2 shows the effect of infrastructure development on school drop rate in Northern States.

Table 2. The effect of infrastructure development on school drop rate in Northern States

Variables of	SA	A	U	D	SD	Grand Total	Decision
Weighted Means	Total Score						
Respondents/Score	119	2273	114	337	331	3374	
Grading	55	44	33	22	22	11	
Total Value	195	91092	342	174	331	11334	
Average	1334/374						
Mean Score	3.6						Accepted

Source: the authors (2024).

The result from the analysis shows that, the calculated value of weighted average means score is 3.60. The analysis revealed that, calculated value is scientifically significant at $X^2 > 3.60$. The study will therefore reject the null hypothesis which stated that, there is no significant relationship between infrastructure development and school dropout in Northern States State and accept alternative hypothesis which shows that, there is significant relationship between infrastructure development and school dropout in Northern States State. This means that, corresponding increase in infrastructure development has significantly reduced the rate of school drop in public primary school in Northern States State due to availability of class room.

4.3. Test of Research Hypothesis III

There is no significant relationship between increases in instructional materials and the rate of school dropout in Northern States. Table 3 shows the effect of increases in instructional materials and school dropout rate in Northern States.

Table 3. The effect of increases in instructional materials and school dropout rate in Northern States

Variables of	SA	A	U	D	SD	Grand Total	Decision
Weighted Means	Total Score						
Respondents/Score	112	286	113	3246	317	3374	
Grading	55	44	33	22	22	11	
Total Value	160	9344	339	1492	317	1952	
Average	952/374						
Mean Score	2.5						Rejected

Source: the authors (2024).

The result from the analysis shows that, the calculated value of weighted average means score is 2.54. The analysis revealed that, calculated value is scientifically significant at $X^2 < 3.00$. The study will therefore accept the null hypothesis which stated that, there is no significant relationship between increases in instructional materials and the rate of school dropout in Northern States State and reject alternative hypothesis which shows that, there is significant relationship

between increases in instructional materials and the rate of school dropout in Northern States State. This means that, corresponding increase in instructional materials did not significantly reduced the rate of school drop in public primary school in Northern States State.

The above analysis conforms to the view of Teachers' Perceptions on the rate of school dropout in Northern States state as result of poor parental involvement, poverty, and inadequate school resources. They also mentioned that student indiscipline and peer pressure are significant factors. Furthermore, teachers highlighted the lack of parental involvement in their children's education as another key factor. They also mentioned that the socioeconomic status of the student's families played a significant role in dropout rates. Teachers reported that lack of parental involvement and support was another important factor in school dropout. They also mentioned that economic hardship and poverty were significant contributors to student dropout rates. Additionally, teachers highlighted the impact of family dynamics and lack of parental involvement in students' education.

Teachers have identified factors contributing to school dropout, including behavioural, family, and school-related factors. This study analyses these findings through teacher narratives, focusing on three major themes: family, students, and school-related factors. The family factor includes themes such as parental influence, educational level, family status, and income. Student-related factors include challenges such as unwillingness, peer influence, low achievements, and health issues. School-related factors include lack of resources, medium of instruction, and teacher openness. Preventing dropout requires strengthening the family, addressing student challenges, and improving school practices. All stakeholders should contribute to student retention and success.

5. Findings

The study discovered a link between basic public primary school education and lower rates of school dropout in Northern States State. The study found that the incidence of student attrition in Northern States public primary schools dropped dramatically after the introduction of basic education. Contrary to the findings of a 2023 study by Abuya, Oketch, and Musyoka, which found that children in Korogocho and Viwandani were more likely to engage in sexual activity because of dumpsites, that school fees were still being charged in schools, and that chronic poverty within families enticed teenage girls to engage in transactional sex, we find the opposite to be true. School dropout in Northern Nigeria, is going down, according to statistics collected by the Universal Education Board, because of their efforts to ensure that the Basic Education Policy is being implemented in its entirety from 2021 to 2020. Table 4 shows the rate of school drop before the holistic implementation of the Basic Education programme by Northern States State Universal Basic Education Commission from 2014 – 2018.

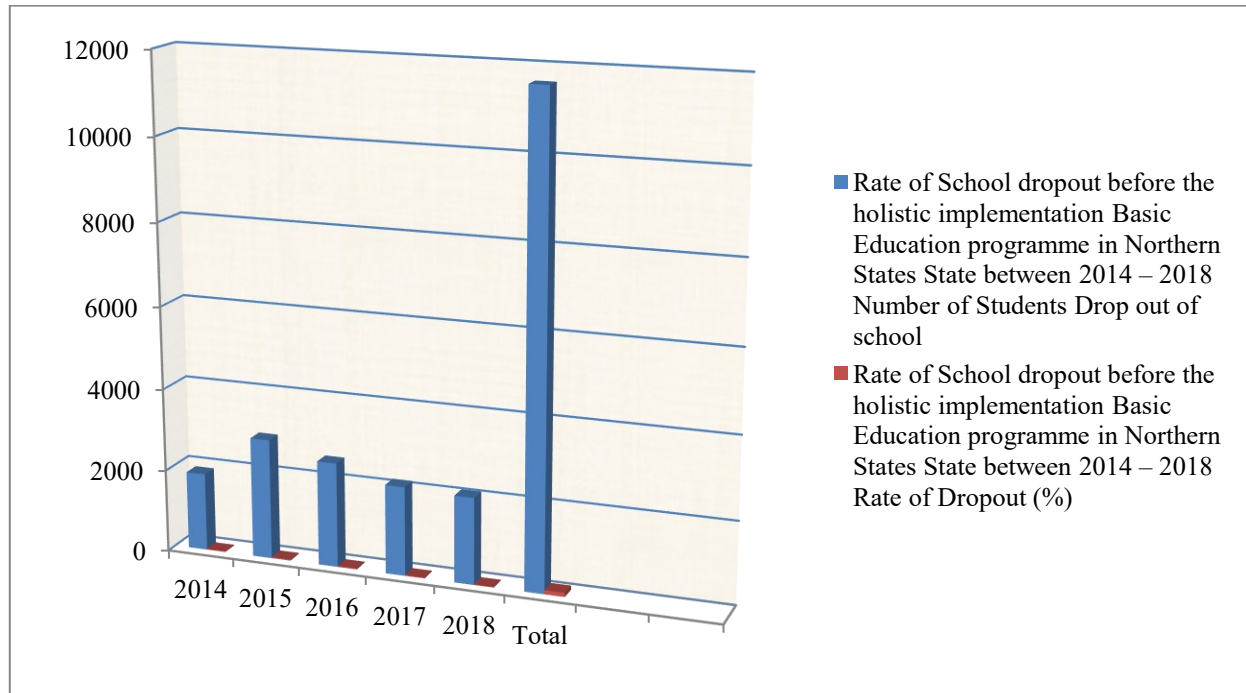
Table 4 - Rate of School dropout before the holistic implementation Basic Education programme in Northern States State between 2014 – 2018

Year	Number of Students Drop out of school	Rate of Dropout (%)
2014	1893	16.3
2015	2921	25.1
2016	2541	21.9
2017	2163	18.6
2018	2103	18.1
Total	11621	100

Source: Northern States State UBEB (2023).

Figure 1 shows the rate of school dropout before the holistic implementation Basic Education programme in Northern States State between 2014 – 2018.

Figure 1: Rate of School dropout before the holistic implementation Basic Education programme in Northern States State between 2014 – 2018



Source: Source: Northern States State UBEB (2023).

Table 5 shows the rate of school drop before the holistic implementation of the Basic Education programme by Northern States State Universal Basic Education Commission from 2019 – 2023.

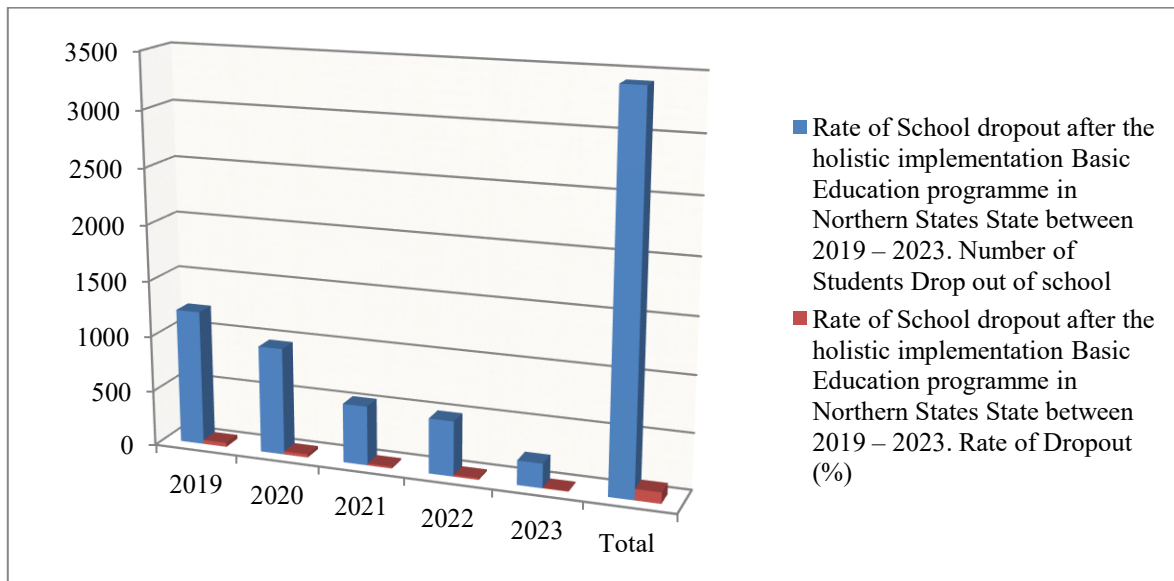
Table 5 - Rate of School dropout after the holistic implementation Basic Education programme in Northern States State between 2019 – 2023

Year	Number of Students Drop out of school	Rate of Dropout (%)
2019	1215	35.5
2020	962	28.1
2021	531	15.5
2022	493	14.4
2023	218	6.3
Total	3419	100

Source: Northern States State UBEB (2024).

Figure 2 shows the rate of school dropout after the holistic implementation Basic Education programme in Northern States State between 2019 – 2023.

Figure 2. Rate of School dropout after the holistic implementation Basic Education programme in Northern States State between 2019 – 2023



Source: Source: Northern States State UBEB (2024).

The research also found that the decline of public elementary school enrollment in Northern States State is correlated with the improvement of the state's physical and technological facilities. According to the results, public elementary school dropout rates have decreased dramatically in Northern States State as a result of investments in the region's physical infrastructure. This finding is consistent with research by Branham (2022), who similarly discovered that school infrastructure has a major impact on student attendance and dropout rates, with lower attendance and greater dropout rates in schools that lacked adequate facilities. Class size and PTR are two key indicators of resources available in schools. Class size and pupil-teacher ratio have been linked to higher rates of student attrition in several research projects.

No correlation was found between the use of educational materials and students dropping out of public elementary school in Northern States State. The results of the study showed that public primary school dropout rates in Northern States State did not decrease when an increase in instructional resources was made available. Singh and Sarkar's (2021) research, which indicated those teachers' methods, had a major impact on students' performance in areas like retention and engagement is consistent with these findings. There is no correlation between a teacher's gender and level of education and student achievement.

6. Conclusion

The study concludes that several factors have contributed to the reduction of school drop syndrome in Northern Nigeria such as the provision and enhancement of basic education have played a significant role in reducing school drop syndrome. Efforts to make education more accessible and comprehensive have encouraged more students to remain in school.

The improvement of school infrastructure, including better classrooms, sanitation facilities, and transportation, has created a more conducive learning environment. This has made attending school more attractive and feasible for students, thus reducing dropout rates. The availability and distribution of necessary instructional materials, such as textbooks, writing materials, and teaching aids, have enhanced the quality of education. This support ensures that students have the resources they need to succeed in their studies, leading to lower dropout rates. Therefore, the combined efforts in enhancing basic education, improving school infrastructure, and providing instructional materials have significantly reduced school drop syndrome in Northern Nigeria.

Based on the study findings, the study recommends the followings:

1. UBE Management should continue to ensure that basic education is accessible to all children, especially in rural and underserved areas. Implement policies that make education free and compulsory at the primary and junior secondary levels;
2. UBE Management is highly encouraged to allocate substantial resources towards the enhancement of educational infrastructure in order to address the pressing issue of school dropouts in Northern States State. By investing in the development and modernization of school facilities, such as classrooms, libraries, and laboratories, UBE Management can significantly contribute to reducing the challenges faced by students and educators alike;
3. UBE Management should regularly assess and upgrade instructional materials, including textbooks, teaching aids, and digital resources. Encourage innovative and interactive teaching methods using these materials. UBE Management should regularly assess and upgrade school facilities, ensuring that classrooms, libraries, laboratories, and recreational areas are safe, conducive, and adequately equipped to support effective learning.

6.1. Implications for Policy and Practice

Policy leaders and decision-makers should involve teachers and other school community members in tackling dropout issues. Teacher education institutions have a role, but current school leaders and teachers must ultimately address the challenges. Understanding the root causes of dropout is essential for implementing effective preventive measures. This is because School dropout is a complex issue with multiple contributing factors. Policy, practice, and literature alone are insufficient in addressing this problem. To effectively reduce dropout rates, school-level opinions and perceptions must be considered. Bridging the gap between international findings and local contexts is crucial.

6.2. Limitations of the study and possible directions for future research

The study is limited by its narrow focus on the perspectives of teachers, neglecting input from students. However, future research could explore how students' experiences and perspectives impact school dropout rates. Additionally, there is a need for interventions to meet the specific needs of vulnerable students, such as customized support programs and personalized education plans. Future research could also investigate the effects of teacher training and professional development on student retention rates. Furthermore, there is a need to examine the effectiveness of mentorship programs and support systems for both teachers and students in addressing the issue of school dropout in Northern States State.

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