



ASSESSMENT OF UNIVERSAL BASIC EDUCATION PROGRAMME ON THE DEVELOPMENT OF PRIMARY EDUCATION IN OYO STATE

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Abstract

The need to reduce illiteracy among the citizen to the barest level by 2015 as reflected in one of the Millennium Development Goals (MDGs) cardinal areas informed the introduction of Universal Basic Education (UBE) programme in Nigeria. This paper investigated assessment of UBE on the development of education in Oyo State. The population for the study comprised of all primary school teachers in Oyo State. One hundred and fifty respondents represented the sample for the study. Two research questions were raised to guide the study. The instrument tagged "Teachers Questionnaire on Universal Basic Education" (TQUBE) was used to gather relevant data for the study. The instrument (TQUBE) was subjected to thorough scrutiny by experts in measurement and evaluation to establish the face validity while pilot study was carried out in one of the schools outside the sampled primary schools for two weeks to find out its reliability. The data collected was analyzed using simple percentage. The findings revealed that both infrastructural facilities and funding provision were inadequate for effective UBE implementation in Oyo State. The paper concludes that both infrastructural facilities and funding play significant roles in achieving the attainment of UBE programme. Recommendations made include that adequate provision of infrastructural facilities as spelt out in the Policy implementation of UBE should be given priority by the Federal, States and Local Government in Nigeria. Also, government at all levels should ensure that fund meant for UBE is released to time and judiciously utilized for the attainment of the programme set goals.

Key words: *Universal Basic Education, Primary Education, infrastructural facilities, funding.*

Introduction

In every modern society, it is obvious that education serves as a prerequisite for quality manpower development, creation of wealth, a sure path to success in life and service to humanity. It is regarded as the most powerful instrument for social progress and a tool that maximizes creative potentials of individual for self-realization and general development. There is need to maintain every level of education, but much attention should be given especially to basic education (Primary and junior secondary education), because it is the bedrock upon which all other educational levels builds.

In realization of the role which education plays in national development, the government of Nigeria has ventured into various educational policies and programmes with the great expectation that, the economic, political and social needs of the citizenry would be achieved. The launching of the Universal Basic Education (UBE) by the former Head of State Chief Olusegun Obasanjo at Sototo State on 30th September, 1999 is a manifestation of the fact that the democratically elected administration is also very much committed about the general upgrading of primary and junior secondary education which is the bedrock of future educational endeavours in Nigeria (Salami, 2009; Onyeze, Ochiaka, & Ochiaka, 2017).

Enoch and Okpede (2000); Adeyemi and Quadri (2012) conceptualizes Basic Education as all forms of organized education and training, including access to information to equip the individual to cope better with work and family responsibilities and change his/her image. As stated in the implementation guideline of Universal Basic Education Act (2004), the provision of educational programme should be universal, free and compulsory and efforts are to be made to counter the factors that were impediments to the realization of previous education programmes.

The objectives of the UBE as stated in the implementation guidelines are as follows:

1. Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion

2. The provision of free, universal basic education for every Nigerian child of school-going age.
3. Reducing drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency).
4. Catering for the learning needs of young persons, their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education.
5. Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethnical, moral and civic values needed for laying solid foundation for life-long learning.
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The pertinent question to be asked is to what extent have all these objectives been met? The level at which this can be attained depend essentially on the ability of the government to formulate necessary policies and implement appropriately. Over the years, in Nigeria, a lot of policies have been formulated and implemented, yet, there is no obvious and significant development to show for it (Arop, Obun, & Ekpang, 2018). The need for enhancing the development process in Nigeria education is ever becoming more critical and urgent.

Suleiman (2012) opines that teachers are poorly motivated, there is lack of community interest and participation as well as inadequate teaching personnel, infrastructure, mobilization and poor planning are problems which may hinder the implementation of the UBE program in Nigeria. In the opinion of Amuchie, Asotibe and Audu (2015); Okemakinde (2016), the factors responsible for impediment of Universal Basic Education in the educational development in Nigeria include poor implementation strategies, poor planning, data problem, inadequate funding, insufficiently trained teachers, poor implementation, population explosion and lack of adequate educational facilities among others.

The Federal Government's released statistics recently showed continuing drop in school enrolment particularly at the basic education level. The figures showed that 17 million children were not enrolled at the primary and junior secondary schools in 2009 (11million children were not enrolled at the primary level and another 6 million at the junior secondary level) Suleiman (2012). Also, according to UNESCO (2018), the report from the Institute for Statistics (UIS) indicated that about 263 million children, adolescents and youth worldwide are out of school. The indication of this suggest that there is serious problem in the implementation strategy of the UBE programme in Nigeria.

In a study carried out by Agbowuro and Joseph (2014) revealed that 100% of the respondents used for the study agreed that there is high enrolment with inadequate infrastructure in UBE programme in Nigeria. They stressed further that it was stated categorically in the school records the teacher student ratio is 1:100, this shows that there is high population with inadequate classrooms. What operate presently is the student-teacher ratio of 10: 1 in the school setting indicates that this is unachievable.

In the opinion of Taiwo (2011), inadequate funding is regarded as one of the factors affecting the implementation of the UBE programmes in Nigeria. According to UBE Programme Planning and Implementation Document (2000), the sum of 500 million dollars was budgeted for refurbishing the existing school structure in Nigeria. This estimated amount does not cover the expenses to be incurred on erecting new classroom buildings. The fact of the matter is that government may not allocate such huge amount of money to education sector.

Suleiman (2012) conducted research on the historical assessment of implementation of Universal Basic Education in Nigeria (1999-2009). The findings indicated that government budget on education is still very low and this made it impossible for UBE to be fully implemented in Nigeria. He further identified some of the problems affecting the full implementation of basic education in Nigeria to lack of personnel and motivation, inadequate funding and inadequate infrastructure.

Several researches have been carried out on assessment of UBE in Nigeria, but little was done with respect to this subject (infrastructural facilities and funding), especially in Oyo State. Hence, this study examined assessment of Universal Basic Education on the development of primary education in Oyo State.

Statement of the Problem

The Universal Basic Education mission was introduced to make individual possess skills like numeracy, communication, and manipulation of life skills are to make them employable, useful to herself and the society at large by possessing relevant ethical, moral and civic values. Despite the fact that Government at all levels in Nigeria is committed to the provision of basic education to all its citizens, but with little or no appreciable positive impact made so far.

The UBE programme implementation in Nigeria has continued to face serious challenges which made it difficult to achieve its goals due to some bottlenecks. Among the noticeable obstacles confronting it include; a large number of out of school children, infrastructural facilities were grossly inadequate especially for the physically challenged, as well as children with special needs, lack of monitoring and supervision of the program, low access on Federal Government FGN-UBE Intervention funds by states, and low budgetary provision by state government to the UBE programme, poor transparency and accountability in the utilization of FGN-UBE Intervention funds etc.

Equally, it has been pointed out in recent times by several studies that the issue of inadequacies of infrastructural facilities and funding constitute major bottlenecks hindering the attainment of UBE goals in Nigeria and this deserves urgent attention. Therefore, this study examined assessment of UBE on the development of Primary Education in Oyo State.

Objectives of the Study

Specifically, the study seeks to:

- i. assess the adequacy of infrastructural facilities provided for the effective implementation of UBE programme in Oyo State;
- ii. assess the adequacy of funding provision for the effective implementation of UBE programme in Oyo State;

Research Questions

Three research questions were raised to guide the study.

1. What is the adequacy of infrastructural facilities provided for the effective implementation of UBE programme in Oyo State?
2. Does funding provision adequate for effective implementation of UBE programme in Oyo State?

Methodology

The descriptive survey was adopted for the study. The population for the study comprised of all primary school teachers in Oyo State. One hundred and fifty respondents represented the sample for the study. Multi stage sampling method was adopted to draw twenty participants from each of the five selected primary schools in Oyo State. Two research questions were raised to guide the study. The instrument tagged “Teachers Questionnaire on Universal Basic Education” (TQUBE) was used to gather relevant data for the study. It contains ten questions on availability of infrastructural facilities and adequacy of funds for UBE programme. Validity of the instrument was done by the experts in measurement and evaluation who scrutinized the questions to establish its validity. Reliability was established using Cronbach and yielded 0.09. Data collected were analyzed using simple percentage.

Results

Research Question 1: What is the adequacy of infrastructural facilities provided for the effective implementation of UBE programme in Oyo State?

Table 1: Analysis of Responses on the Adequacy of Infrastructural Facilities provided for the Effective Implementation of UBE Programme

Availability of Infrastructural Facilities		SA	%	A	%	D	%	SD	%
1.	There is a functional library with facilities in the School	20	13.33	21	14	42	28	67	44.67
2.	There is adequate furniture for the pupils and	25	16.67	28	18.67	44	29.33	53	35.33

	teachers in the school								
3.	The staff is provided with adequately furnished offices.	21	14	29	19.33	40	26.67	60	40
4.	The Classrooms are well ventilated	25	16.67	30	20	37	24.67	58	38.66
5.	There is provision for functional science laboratories.	28	18.67	32	21.33	35	23.33	55	36.67

Source: Field Work 2020

From the table 1 above, 13.3% of the respondents strongly agreed and 14% agreed that there is a functional library with facilities in the School while 28% (Disagree) and 44.67% (Strongly Disagree). 16.67% (Strongly Agree) and 18.67% (Agree) that there is adequate furniture for the pupils and teachers in the school while 29.33% (Disagree) and 35.33% (Strongly Disagree). The table further showed that 14% (Strongly Agree) and 19.33% (Agree) that the staff is provided with adequately furnished offices while 26.67% (Disagree) and 40% (Strongly Disagree). Also, it is indicated in the table that 16.67% (Strongly Agree) and 20% (Agree) that the Classrooms are well ventilated while 24.67% (Disagree) and 38.66% (Strongly Disagree). 18.67% (Strongly Agree) and 21.33% (Agree) that there is provision for functional science laboratories while 23.33% (Disagree) and 36.67% (Strongly Disagree). In summary, there was inadequacy of infrastructural facilities provided for the effective implementation of UBE Programme in Oyo State.

Research Question 2: Does funding provision adequate for effective implementation of UBE programme in Oyo State?

Table 2: Analysis of Responses on the Funding Provision for Implementation of the Universal Basic Education Programme

Funding Arrangement for the Implementation of UBE Programme		SA	%	A	%	D	%	SD	%
1.	Government vote adequate funds to UBE Programme	22	14.67	12	08	45	30	71	47.33
2.	The teachers are handsomely remunerated	24	16	15	10	31	20.67	80	53.33

3.	Allocation of Funds meant for UBE is released as at when due	15	10	18	12	36	24	81	54
4.	There is transparency in the release of UBE funds	19	12.67	22	14.67	39	26	70	46.66
5.	Administrators in schools manages UBE funds adequately	21	14	24	16	41	27.33	64	42.67

Source: Field Work 2020

As indicated in the table 2 above, 14.67% of the respondents strongly agreed and 08% agreed that government vote adequate funds to UBE programme while 30% (Disagree) and 47.33% (Strongly Disagree). 16% (Strongly Agree) and 10% (Agree) that the teachers are handsomely remunerated while 20.67% (Disagree) and 53.33% (Strongly Disagree). The table further showed that 15% (Strongly Agree) and 18% (Agree) that allocation of funds meant for UBE is released as and when due while 24% (Disagree) and 54% (Strongly Disagree). Also, it is revealed in the table that 12.67% (Strongly Agree) and 14.67% (Agree) that there is transparency in the release of UBE funds while 26% picked strongly disagree and 46.66% (Disagree) respectively. The table showed that 14% of the respondents choose Strongly Agree and 16% (Agree) that administrators in schools manage UBE funds adequately while 27.33% (Disagree) and 42.67% (Strongly Disagree). In summary, the findings revealed that funding provision for effective implementation of UBE programme was inadequate in Oyo State.

Discussion of Results

Research question one states that what is the adequacy of infrastructural facilities provided for the effective implementation of UBE programme in Oyo State? The findings of research question one revealed that there was inadequacy of infrastructural facilities provided for the effective implementation of UBE Programme in Oyo State. This result is in line with the findings of Agbowuro and Joseph (2014) who found out that there is high enrolment with inadequate infrastructure in UBE programme in Nigeria.

Also, research question two states that does funding provision adequate for effective implementation of UBE programme in Oyo State? The result of the

finding showed that funding arrangement for effective implementation of UBE programme is not adequate in Oyo State. This is in consonance with work of Suleiman (2012) who conducted research on the historical assessment of implementation of Universal Basic Education in Nigeria (1999-2009). The findings of her study indicated that government budget on education is still very low and this made it impossible for UBE to be fully implemented in Nigeria.

Conclusion

This study so far identified inadequacy of infrastructural facilities and funding as major hindrances for the successful implementation of UBE programme in Oyo State. As laudable as the programme is, it is evident that both the federal and state government have not shown much commitment to make it a success. The various monitoring reports of the UBE commission on the assessment of the implementation of the programme by government consistently indicate that inadequacies of infrastructural facilities and funding are the major bottlenecks facing the programme. For UBE programme to achieve the stated objective and goals, efforts should be geared towards ensuring infrastructural facilities and funding are provided adequately.

Recommendations

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

- Adequate provision of infrastructural facilities as spelt out in the Policy implementation of UBE should be given priority by the Federal, States and Local Government in Nigeria and this would make the programme achieve the set goals.
- Government at all levels should ensure that fund meant for UBE programme is released to time and judiciously utilized for the success of the programme.
- The quality assurance monitoring and evaluation unit should be strengthened and carried out on a regular basis in order to assess the level of attainment of goals across all states. Monitoring committee should ensure total compliance of UBE policy implementation is enforced in all states.

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