

An Assessment of the Implementation of the Universal Basic Education (UBE) Programme in Delta State: Implication for Facilities and Infrastructure

A.G. Ossai (Ph.D)

Faculty of Education, University of Delta, Agbor

Citation: Ossai A.G. (2022) An Assessment of the Implementation of the Universal Basic Education (UBE) Programme in Delta State: Implication for Facilities and Infrastructure, *British Journal of Education*, Vol.10., Issue 9, pp. 59-68

ABSTRACT: *This paper examined the level of implementation of the Universal Basic Education (UBE) program in Delta State of Nigeria. The study used a descriptive survey to assess the views of UBE teachers and staff on the successful implementation of the UBE Program in Delta State. The study population includes all UBE teachers and staff in the 25 Local Government Areas of Delta Province. The sample size was 240 teachers and 120 UBE staff. The tool used in data collection was a questionnaire. The tool was certified by testing experts and a reliability coefficient of 0.82 was obtained. Two research questions and two hypotheses were used. The research questions were analyzed using central points while the hypothetical hypotheses were analyzed using the chi-square table. The significance level was set at 0.05. The study revealed that the UBE Program was poorly implemented in Delta State and inadequate resources and infrastructure. It was recommended, among other things, that the State Government should provide all the resources and infrastructure required for the successful implementation of the UBE Program in Delta State, to be done.*

KEYWORDS: teachers, implementation, global basic education, effective, program.

INTRODUCTION

In Nigeria, Education has been recognized as one of the best tools for economic growth and development. The National Education Policy emphasized that education was no longer a private enterprise but a large state-owned enterprise that had seen continuous changes in comprehensive and effective government intervention and active participation (FGN, 2004). National principles as enshrined in Nigeria's 1970 national development plan and incorporated into the National Education Policy were to be achieved using education as a driving force. Since then, Government has been making concerted efforts to achieve these goals through failed education policies and programs such as Universal Primary Education (UPE) Scheme, Early Child Care Development and Education (ECCDE), Nomadic and Amajiri Education Programs. It is part of an effort that launched the Universal Basic Education (UBE) programme in 1999. Thus, the need was for a free education system to ensure the attainment of the right level of reading, writing, arithmetic, deception, speaking and life skills which are solid foundation for lifelong learning (Tijjani, 2004). Universal Basic Education (UBE) is an education program initiated by the

government and people of the Federal Republic of Nigeria to eradicate illiteracy, illiteracy and poverty and to promote national development, political awareness and nationalism. integration. It is unfortunate that for more than 61 years in Nigeria, he is still struggling to improve his education system.

There is no doubt that Nigeria makes very sensible policies but one will be tempted to ask why its education system is still so low according to a 2013 report on the national assessment of basic education learning achievements by the Basic Education Commission. The report highlighted student shortages and poor performance in all subjects due to lack of teaching resources, inadequate resources, inadequate space among others. This has led many education observers and staff to believe that the biggest problem facing education in Nigeria is not the lack of an informed, rational and thoughtful education policy but a lack of political will for those responsible for overseeing the implementation of these policies (Akindutire, et al. 2011). The question of the health of many well-meaning Nigerians is why education policies are not well implemented before formulating and/or introducing a new policy.

LITERATURE REVIEW

Much research has been done on the various challenges encountered in the implementation of the UBE program in Nigeria. Bolaji, Campbell-Evans and Gray (2015) found that the biggest challenges to managing education are the lack of teaching and learning infrastructure. Oyadiran, Okoroafor and Iro (2015) found that although the implementation of the policy was satisfactory in some areas, other barriers were identified in the Federal Capital Territory Universal Basic Education Board. This is insufficient encouragement for the Staff of Inspectorate Division of the UBE office; a sufficient number of qualified teachers; Inadequate resources / infrastructure; and lack of classrooms. Ogunode (2019) suggested that the UBE program was hampered by poor implementation across the provinces. There is a challenge of misunderstanding and testing of the UBE program.

A report by the Department for International Development (DFID) by Yakwan and Alagi (2015) noted that Nigerian high schools operate in a high-risk environment, with very few qualified teachers, poor infrastructure and unpredictable support, all contributing to poor learning outcomes. to students.

Similarly, Yakwan and Alagi (2015) identified poor communication skills, capability problem and status conflicts as common explanations for the ineffective use of education policies and programs. It is for this reason that Yakwan and Alagi (2015) argued that Nigerian national politics during the democratic era hindered the full implementation model of the collective interest of the Nigerian people and recognized that key stakeholders were not involved in building education programs or education policies but are left to implement policies without the necessary resources. They also noted that volatile politicians with little or no experience in

education management who are responsible for policy making became a major challenge in the implementation of education policies and programs in Nigeria.

Similarly, Bolaji (2019) stated that the relationship between the frameworks of the implementation of UBE policy in Nigeria does not involve the achievement of educational outcomes as it is related to the implementation of basic education policy due to regulatory issues. He pointed out that there are no clear and unambiguous roles that clearly define the operating agencies (SUBEBs and MOEs) in these provinces regarding the implementation of UBE.

Nigeria's EFA Development Index is below 0.8, which is why Nigeria ranks 132 out of 133 countries worldwide at the level of basic education implementation and this trend has been viewed as governmental expression without the willpower (Bolaji, 2014). According to Ezekwesili (2013), corruption and misconduct among government and civil society officials have been identified as major barriers to the implementation of education policies in Nigeria. From the foregoing, it is clear that textbooks are in short supply at the rate of implementation of the UBE program in public primary schools in the Delta state. This study therefore determines the views of UBE teachers and staff on the successful implementation of the Universal Basic Education program in the state of Delta, Nigeria.

Statement of the Problem

Education has become a tool for development in all nations of the world, including Nigeria. So the Nigerian government under the leadership of President Olusegun Obasanjo decided to introduce a Universal Basic Education (UBE) program to address the distortions that exist in the Basic Education section of the Education Program, but this system does not seem to be fully implemented. Many children are still seen roaming the streets of big cities, towns and villages without going to school. Poverty is still rampant in many families and has led to many cases of child abuse, labour, abandonment, and human trafficking. The World Bank (2008) UBE assessment report has set Nigeria's Education For All (EFA) development index at 0.8 which means that Nigeria is ranked 132nd out of 133 countries participating in a study on the level of basic education implementation. If you just look at these challenges in the goals and objectives of the UBE program, one will be left with doubts that something is wrong somewhere. It is because of these shortcomings that researchers decided to test the implementation of the UBE Program in Delta State public primary schools regarding the provision of resources and infrastructure.

Objective of the Study

The main purpose of the study is to measure the successful implementation of Global Basic Education in Delta State of Nigeria.

In particular, the study sought to:

- i. Determine the results of the implementation of the Universal Basic Education program in the state of Delta by people.

- ii. Check out the views of UBE teachers and staff on the implementation of Global Basic Education on Resources and Infrastructure.
- iii. Evaluate the relationship between teachers and staff of UBE and the implementation of the program in the Delta State.
- iv. Suggest ways in which identified barriers can be addressed or mitigated in the Delta state and Nigeria as a whole.

Research Questions

The following research questions have been raised to guide research:

1. Is the effect of the successful implementation of the Universal Basic Education (UBE) program felt at a public primary school in the Delta state?
2. What are the views of male and female teachers on the provision of adequate resources and infrastructure for the successful implementation of the Global Basic Education Program in Delta?

Hypotheses

The study explored the following theories:

1. There is no significant difference between the views of teachers and staff of UBE regarding the successful implementation of the UBE program in Delta State.
2. There is no significant difference between the views of male and female teachers on the provision of adequate resources and infrastructure for the successful implementation of the UBE program in Delta State.

METHODOLOGY

The descriptive research design was adopted in the study. The population of the study included all teachers in 1,125 public primary schools and all UBE staff / personnel in 25 Local Government Areas of Delta State. In order to get an in-depth analysis of the implementation of the Universal Basic Education (UBE) program in the Delta region, the study randomly selected twelve (12) schools and twelve UBE offices in selected twelve local government areas. Twelve Local Government Areas were elected from the three constituencies of the state. In each local government district, two schools and one UBE office were selected, making a total of 24 schools and 12 UBE offices in total. Again, ten teachers were recruited per school, making a total of 20 teachers in each local government, and a total of 240 teachers. Ten officials were elected to each UBE office, bringing the total to 120 officers. The researchers selected 240 teachers and 120 UBE officials from the study.

The data collection tool is a list of questions developed by researchers. The questionnaire consists of sections A and B; category 'A' deals with census data while category 'B' covers items that are made up of the 4-point Strongly agree (SA), Agree (A), Disagree (D) and Strongly Disagree - 4 -1 rating respectively.

The tool (draft questionnaire) is provided with specific tests of knowledge, measurement and evolutionary expertise. The comments and criticism of these experts form the basis for some of the key elements of the study. A reliability of 0.82 reliability was obtained with Cronbach Alpha using a segmentation testing method. The researchers used copies of the questionnaire for respondents with the help of twelve research assistants and collected same after graduation. The mean deviation was used to answer two research questions while chi-square was used to test two null hypotheses at a 0.05 significance level. The decision rule for the research question questions was obtained using the mean of the scales thus; $4+3+2+1 \div 4 = 2.5$, this is therefore the criteria reference point at which to accept or not to accept an item as agreed. Also, the null hypothesis is rejected if the value of the chi-square is equal to or greater than the value of the table.

Presentation of Result

The analysis and presentation of results are organized around the research questions and null hypothesis formulated in this study.

Research Question 1

Is the effect of effective implementation of Universal Basic Education Programme felt in public primary schools Delta State?

Table 1: Mean scores of respondents on the effective implementation of UBE in Delta state

TEACHERS								UBE PERSONNEL					
S/N	ITEMS	SA	A	D	SD	Mean	Remark	SA	A	D	SD	Mean	Remark
1	UBE programme improve standard of education in Delta state.	27	30	88	95	1.94	Disagree	10	20	40	50	1.90	Disagree
2	Goals and objectives of UBE are visible in Delta state.	12	30	98	100	1.79	Disagree	04	21	40	55	1.76	Disagree
3	There is an adequate fund for the implementation of UBE programme.	20	33	90	97	1.89	Disagree	12	18	42	48	1.95	Disagree
4	UBE is acceptable by other agencies of education.	94	98	30	18	3.10	Agree	50	40	20	10	3.07	Agree
5	UBE programme accommodated all the targeted pupils.	20	24	97	99	1.84	Disagree	10	13	47	50	1.84	Disagree
6	Parents and guardians are involved in the implementations of UBE programme.	25	30	88	97	1.92	Disagree	10	12	44	34	1.81	Disagree
Grand Mean						2.08	Disagree					2.05	Disagree

Table 1 shows that irrespective of the status of the respondents, they considered the implementation of the Universal Basic Education programme to be ineffective in Delta State. With the grand mean of 2.08 for teachers and 2.05 for UBE personnel, neither of the two groups agreed with the assentation. From the observed mean score of the respondents on the effectiveness of the UBE programme in Delta state, it could be right to posit that teachers and UBE personnel have similar perceptions on the subject.

Research Question 2

What are the perceptions of male and female teachers on the provision of adequate facilities and infrastructures for the implementation of UBE programme in Delta state?

S/N	Teacher							UBE Personnel						
	Items	SA	A	D	SD	Mean	Remark	SA	A	D	SD	Mean	Remark	
1	There are enough schools to accommodate the enrolled pupils in UBE programme.	10	20	30	40	2.0	Disagree	10	13	57	60	1.78	Disagree	
2	There are enough classrooms for the UBE programme.	10	15	30	45	1.9	Disagree	15	20	48	57	1.92	Disagree	
3	There are enough seats at UBE schools.	8	12	35	45	1.83	Disagree	14	18	50	58	1.92	Disagree	
4	Government should build more schools for UBE programmes.	40	30	20	10	3.0	Agree	59	51	20	10	3.12	Agree	
5	There are adequate institutional materials at the different centres for effective implementations of UBE.	7	13	40	40	1.87	Disagree	15	20	47	58	1.92	Disagree	
6	Some facilities in UBE schools are obsolete	42	34	14	10	3.08	Agree	66	48	16	10	3.19	Agree	
Grand Mean						2.28	Disagree						2.30	Disagree

From table 2 above, the mean scores of the two groups (male and female teachers) indicated that the respondents were of the opinion that there are in-adequate and non-functional facilities and infrastructures for the effective implementations of Universal Basic Education Programme in Delta state. The grand mean for the two groups, male teachers is 2.28 and female teachers is 2.30 demotes that both male and female teachers disagreed that there are adequate facilities and infrastructure for the effective implementation of UBE in Delta state. Also, they unanimously agreed that some of the facilities and infrastructures are obsolete.

Hypothesis 1

There is no significant difference between the perception of teachers and the UBE personnel on the effective implementation of UBE programme in Delta state.

Table 3. Test of significant between Teachers and UBE personnel on the effective implementation of the UBE programme in Delta state.

Groups	Level of Perception					Roll Total	×2 value
	Strongly Agree	Agree	Disagree	Strongly Disagree			
Teachers	116	90	20	14	240	1.35	
	(109)	(94)	(23)	(13)			
UBE personnel	48	51	15	6	120		
	(55)	(47)	(12)	(7)			
Colum total	164	141	35	20	360		

Table 3. indicates that the calculated value of 1.35 is less than the critical value of 7.81 at 0.05 level of significance. Hypothesis one is therefore retained. This implies that teachers and UBE personnel do not differ insignificantly in their views on the effective implementation of Universal Basic Education Programme in Delta state.

Hypothesis 2

There is no significant difference between the perceptions of male and female teachers on the adequate facilities and infrastructure for effective implementation of Universal Basic Education Programme in Delta state.

Table 4. Test of significance difference between male and female teacher's perception on the provision of adequate facilities for effective implementation of UBE programme in Delta state.

Group	Level of Perception					Roll Total	×1 value
	40	35	15	10	100		
Male	(42)	(35)	(15)	(9)		0.48	
Female	60	50	20	10	140		
	(58)	(50)	(20)	(11)			
Colum Total	100	85	35	20	240		

Table 4 shows that the calculated chi-square value of 0.48 is less than the critical value of 7.81 at 0.05 of significance. Hypothesis 2 is hereby retained. This denotes that male and female teachers do not differ significantly in their perceptions of the provision of adequate facilities for effective implementation of UBE programme in Delta state.

DISCUSSION OF RESULT

From the findings, it is clear that there are similarities between the teachers and staff of UBE public schools in Delta state. The outcome of this research questionnaire to be followed as shown in Table 1 has revealed that there is an inefficient implementation of UBE in the Delta province.

The purpose and objective of UBE is not visible to the government and there is no improvement in the quality of education. These findings are also in line with the theory that there is no significant difference between teachers and UBE staff in the effective implementation of UBE programs in public elementary schools in the Delta state. This means that both the teachers and staff of UBE did not agree that there was a successful implementation of the UBE program in the Delta province. These findings are in line with the findings of Ogunede (2019) who pointed out that the UBE system is being hampered by poor implementation in all provinces. There is a challenge of poor supervision and testing of the UBE system.

In Study Question 2, the findings of the study revealed that there were not enough schools to accommodate students enrolled in the program, not enough infrastructure, not enough classrooms and student seats, yet many resources and infrastructure were out of date. This is in line with Bolaji (2014) and Nakpodia (2011) who claim that outdated infrastructure (e.g., library) and collapsing classrooms are some of the factors that affect the successful implementation of UBE programs.

Equally, the results from the respondents are also in line with hypothesis 2 which states that there is no significant difference between the view of male and female teachers regarding the provision of resources and infrastructure in the effective implementation of the UBE program. In fact, male and female teachers do not differ in their perception of inadequate institutions and the poor infrastructure for the successful implementation of UBE in the Delta province. This is in line with Nanighe (2015) who argued that inexperienced teachers, poor infrastructure, finances and a lack of political will were seen as challenges to the successful implementation of the UBE program. Given the inadequate infrastructure in UBE schools, the objectives of the Program will not be fully realized.

CONCLUSION

Many times, when the government has taken a policy and appropriate funding, many people often go back to thinking that the problem has been solved. But little is seen as the implementation process is as important as any other phase of policy (Nakpodia 2011). An in-depth consideration of the level of preparation for the implementation of the UBE Program has revealed that not much of the provision for the implementation of this program has been adequately addressed. Much remains to be done because many resources and infrastructure have become obsolete. Although the spheres of government are expected to provide for the provision of qualified and retentive teachers, trained resources and facilities for teaching and learning must be made available; things should be made available again with constant vigilance; school inspections and supervision should be maintained in order to motivate teachers through the UBE program.

Recommendations

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

1. The planning of the UBE program should be sequential. This will enable a successful launch.
2. Teachers should be involved in both the planning and implementation of the UBE Program.
3. The development of education policies and related programs should reflect the resources available as much as possible. In fact, adequate funding should be made available for the effective use of the UBE Program.
4. Reliable census statistics and statistical data should be made available to the country so that policy makers can make policies that can be applied.
5. The community should be adequately informed about education programs in order to achieve social cohesion.
6. Careful consideration of the political climate in which education programs and political stability are promoted in the country.
7. There should always be systematic monitoring and maintenance of existing resources and infrastructure in the UBE Program.
8. Government must make all the necessary arrangements for the implementation of the UBE Program in Delta State.

References

- Akindutire, I. O, Ayodele J.B and Osiki, P(2011). Political Leadership and the Development of Education Programme in Nigeria: Lesson for African Nation. *Journal of Education and Practice*. 2(8)24-29.
- Bolaji, S.D (2014) Intent to Action: Overcoming the Barriers to Universal Basic Education Policy Implementation in Nigeria. A Doctorial Thesis submitted to the Graduate Research School of Edith Cowan University, Western Australia.
- Bolaji, S.D, Gray, J.O. Campell-Evans, G(2015). Why Do Policies Fail in Nigeria. *Journal of Sociology of Education*, 2(5)57-66.
- Ezekwesili, O.(2013). Governors Divert Universal Basic Education Funds for other purposes. Punch Newspaper, Nigeria, July 28.
- FRN(2004), National Policy on Education (Revised edition), Lagos: Federal Government Press
- Nakpodia, E.D (2011), Teacher factor in the implementation of Universal Basic Education in Delta Central Senatorial District of Delta State. *Research in Education. A Research Journal* 17(1) 63-71
- Nanighe, B.M(2015), Universal Basic Education and Bayelsa State Development: The Perception of School Heads. *JORIND*,13(2)50-58
- Ogunode, N.J.(2019) Challenges Facing Implementation of Science Programme in FCT Secondary School, Abuja, Nigeria. *Electronic Research Journal of Engineering Computer and Applied Sciences*. 1(2)1-13.
- Oyadiran, P, Okoroafor, P.A, and Iro, I.U,(2015) An Investigation into the Implementation of the Universal Basic Education(UBE), Policy in Nigeria: A case study of the Federal Capital

- Territory(FCT). *Global Journal of Applied Management and Social Sciences(GOJAMSS)* 8(3) 119-146.
- Tijanni, A.K (2004), Universal Basic Education: A Catalyst for Sustainable Democracy and Nation Building. *Nigerian Journal of Functional Education*, 3(1) 66-72.
- World Bank (2008). World EFA Development Indications. Washington DC: World Bank.
- Yakwan D.C, and Alagi, M.O (2015) The Politics of Policies: Challenges to the Formulation and Implementation of Education Policies in Nigeria. In N.M Abraham, D.O Durosaro, M. Nwadiani, G.C Kpee, J.E Okon and I.A Odiba(ads). Politics of Education and National Development in Nigeria. Ngerian Association for Educational Administration and Planners(NAEAP), 2015 Conference Proceedings.