

**EVALUATION OF THE IMPLEMENTATION OF THE UNIVERSAL  
BASIC EDUCATION (UBE) PROGRAMME IN PUBLIC JUNIOR  
SECONDARY SCHOOLS IN OVIA NORTH EAST LOCAL  
GOVERNMENT AREA OF EDO STATE**

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**DEPARTMENT OF EDUCATIONAL MANAGEMENT  
UNIVERSITY OF BENIN  
BENIN CITY**

**JANUARY, 2023**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF  
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**UNIVERSITY OF BENIN  
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## **CERTIFICATION**

We the undersigned names hereby certify that this research work was carried out by NAOMI ONYINYECHI IBEKA in the Department Of Educational Management, University Of Benin, Benin City, Nigeria

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**Dean of Faculty of Education**

**Date:** \_\_\_\_\_

## **DEDICATION**

This work is dedicated to my lovely parents Mr. and Mrs. Ibeka, and a great friend Efemena Rooney.

## **ACKNOWLEDGEMENTS**

A debt of gratitude goes to God almighty for his grace towards my life during the period of my study in University of Benin. I am profoundly indebted to my project supervisor Dr. (Mrs) J.E Obano for her helpful information and ideas which has helped in writing of this project. Ma, I am very thankful for your precious time in guiding me towards the completion of this research work.

I the researcher expresses profound gratitude to her lovely parents, Mr. and Mrs. Ibeka for their parental support and love. Specifically thank them for their prayers, cares and parental advice which have really helped me thus far. I wish them long life in good health to continually enjoy the fruit of their labor in Jesus name.

The researcher appreciation also goes to all my course mates and all the lecturers in the Department of Educational Management, Faculty of Education, University of Benin, Benin City. Thank you all for having a meaningful impact upon my life.

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## **ABSTRACT**

This study dealt on the evaluation of the implementation of the Universal Basic Education (UBE) programme in public junior secondary schools in Ovia North East Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and examined. Data was collected from two hundred and twenty two (222) teachers randomly selected from five (5) public junior secondary schools in Ovia North East Local Government Area of Edo State. The descriptive survey research design was adopted for the study. An analysis of data was done using mean score and standard deviation.

The findings from the study include that instructional materials for the effective implementation of UBE Programme are not adequately available in UBE Junior secondary schools in Ovia North East Local Government Area of Edo State. It was concluded that there is inadequacy of fund for the effective implementation of UBE programme in junior secondary schools in Ovia North East Local Government Area of Edo State. It was therefore recommended among others that capital grants allocation for universal Basic Education should be improved and increase by the government and be supported with the individuals with the intension of providing sufficient funds for successful implementation of UBE programme.

# **CHAPTER ONE**

## **INTRODUCTION**

### **Background to the Study**

Historically, the Universal Basic Education (UBE) programme was introduced by Chief Olusegun Obasanjo on 30<sup>th</sup> September 1999 in Sokoto State. The Universal Basic Education (UBE) programme was introduced to enhance the provision of qualitative education by ensuring uninterrupted access to the nine years free and compulsory basic education for every child of school age. The programme is also meant to drastically reduce the incidences of school drop-out and ensured quality assurance and efficiency in the sub-system. Above all, it is geared toward the acquisition of literacy, numeracy, life- long education and useful living. Basic education in any society is important since it is the foundation of education and it helps to eradicate illiteracy and poverty (Ojukwu, 2016). The objectives of UBE as contained in the UBE Act 2004 are to:

- a) Provide free, universal basic education for every Nigerian child of school going age;

- b) Reduce drastically the incidence of drop-out from the formal school system through improved relevance, quality and efficiency;
- c) Cater for the learning needs of young persons, who for one reason or another, have had to interrupt their schooling, through appropriate forms of complementary approaches to the provision and promotion of basic education;
- d) Ensure the acquisition of appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying solid foundation for life-long learning.

The relevance of the Universal Basic Education (UBE) programme in our educational system cannot be overemphasized. The goals of the UBE are to universalize access to basic education, ensure a conducive learning environment, and eradicate illiteracy in Nigeria within the shortest possible time (Adeyemi, 2018). Thus, Universal Basic Education seems to be the hub of national development. The idea behind the UBE is that at the end of nine years of basic education, every Nigerian child would have been properly equipped to contribute meaningfully to the development and growth in

his/her immediate society. This can be done by putting into action the skills acquired during the period. The UBE programme is designed to ensure the acquisition of appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as ethical, moral, and civil values needed for laying a solid foundation for life-long learning. The mission of Universal Basic Education is to serve as a prime energizer of national movement for the actualization of the nation's vision. This will mobilize the nation's creative energies to ensure that Education for All becomes the responsibilities of all (UBE, 2005).

Factors influencing the effective implementation of the Universal Basic Education (UBE) programme include; instructional materials, infrastructural facilities, trained teachers and provision of funds. Inadequate infrastructure and instructional materials constitute a major challenge to the implementation of universal basic education. The fact that the UBE is free attracted the large number of students coupled with the encouragement of girl-child education. The existing classrooms were inadequate therefore creating a non-conducive atmosphere for learning. (Oduwaiye, 2014). It is the duty of the Ministry of Education or the board of education to make

furniture, equipment, textbooks and expendable materials available to schools, for their inadequacy constitutes another source of frustration for the effective implementation of the Universal Basic Education (UBE) programme.

The availability of trained teachers constitutes another important factor towards the effective implementation of the Universal Basic Education (UBE) programme. Trained teachers are special brand of men and women who spend considerable part of their lives in guiding, directing and influencing the thoughts, molding the behaviour and feelings of others. In order for UBE programme to achieve its set objectives, teachers' training institutions should be equipped to raise more qualified teachers for the many UBE schools in the state, and of equal importance is the provision of adequate motivation and equipment to the teachers for effective and efficient performance (Ada, 2013). There is need to sustain increase in enrolment/transition rate in the state and reduce the rate of drop-out in both primary and junior secondary schools.

The issue of funding constitutes another factor determining to a great extent the effective implementation of the Universal Basic Education (UBE) programme. The achievement of an educational programme such as the UBE will depend, to a large extent, on adequate financial support or funding. Fund, according to Ogbonaya (2012), is a sum of money saved or made available for a particular purpose. It could be called money or financial resources. Funding is, therefore, fundamental to the delivery of education to any society. Many crises that have bedeviled our educational system today are traceable to inadequate funding. The implication is that the success of the UBE programme implementation is predicated on the identification and procurement of adequate funds. According to the Ministry of Education's guideline for the establishment of schools, a minimum of 2 million naira was recommended to be in a school's bank account at inception.

### **Statement of the Problem**

Over the years, the implementation of the Universal Basic Education (UBE) programme in Nigeria has been alleged to be facing lots of constraints, and it seems like the problem of the Universal Basic Education (UBE) programme does not always lie with adequate knowledge and

policies, but the effective implementation of the programme. It has been observed that most of the UBE junior secondary schools are bedeviled with overcrowded classrooms, poor funding of the school activities, inadequate infrastructural facilities, poor funding, inadequate instructional materials, lack of trained teachers among others. All these may be challenges for the effective implementation of UBE programme in Nigeria. Thus, the problem of this study is to carry out an evaluation of the implementation of the Universal Basic Education (UBE) programme in public junior secondary schools in Ovia North East Local Government Area of Edo State.

### **Research Questions**

The following research questions were raised to guide this investigation:

1. To what extent are instructional materials available for the effective implementation of UBE programme in public junior secondary schools in Ovia North East Local Government Area of Edo State?
2. To what extent are infrastructural facilities available for the effective implementation of the UBE programme in public junior secondary schools in Ovia North East Local Government Area of Edo State?

3. To what extent are funds adequate for the effective implementation of the UBE programme in public junior secondary schools in Ovia North East Local Government Area of Edo State?
4. To what extent are trained teachers available for the effective implementation of the UBE programme in public junior secondary schools in Ovia North East Local Government Area of Edo State?

### **Purpose of the Study**

The general purpose of the study aimed at the evaluation of the implementation of the Universal Basic Education (UBE) programme in public junior secondary schools in Ovia North East Local Government Area of Edo State. Specifically to:

1. find out the extent of the availability of instructional materials for the effective implementation of UBE programme in public junior secondary schools in Ovia North East Local Government Area of Edo State;
2. examine the extent of the availability of infrastructural facilities for the effective implementation of the UBE programme in public junior

secondary schools in Ovia North East Local Government Area of Edo State;

3. identify the extent of the availability of funds adequate for the effective implementation of the UBE programme in public junior secondary schools in Ovia North East Local Government Area of Edo State;

4. determine the extent of the availability of trained teachers for the effective implementation of the UBE programme in public junior secondary schools in Ovia North East Local Government Area of Edo State

### **Significance of the Study**

The results of this study will be of practical benefits to the government, administrators of junior secondary schools, teachers and society in general. It would be of benefits to the government because when evaluation is done, the area of weakness in the implementation process of the UBE programme in primary schools will be revealed, and this will help

the government to propose possible strategies for improvement on the implementation process.

The results of this study would be of benefit to UBE teachers, for when instructional and infrastructural facilities are provided in UBE schools, teaching and learning will become more effective and meaningful. It is also hoped that his study would be of immense benefit to school administrators (head teachers) for when educational resources are provided into UBE schools in their rightful quantity and qualities, administrative functions are done in effective ways, and they will be able to implement the UBE programme effectively.

The result of this study would benefit the society, because when teaching and learning in the UBE schools are done effectively, the major objective of the scheme, which is the acquisition of appropriate level of literacy and life skills, will be greatly achieved and society will become crime-free and a better place for all to live in. Finally, it is hoped that this study will add to the existing body of knowledge which might be harnessed for further research in this field and other related fields.

## **Scope and Delimitation of the Study**

The scope of the study covers various factors determining the effective implementation of the Universal Basic Education (UBE) programme in public junior secondary schools in Ovia North East Local Government Area of Edo State. Some of the factors used in the study which include infrastructural facilities, instructional materials, provision of funds and trained teachers.

The study is delimited to all public junior secondary schools in Ovia North East Local Government Area of Edo State.

## **Operational Definition of Terms**

**Instructional facilities:** Instructional material includes all materials, devices, equipment that is adopted during the teaching – hearing processes to pass across information effectively to the audience such that the hearer receives, comprehend, retains and apply the knowledge acquired to attain the educational objectives.

**Infrastructural facilities:** Infrastructural facilities are referred to as factors that will facilitate and promote teaching and learning. They include

classrooms, furniture, libraries, laboratories, teachers' quarters, textbooks, sport equipment, administrative blocks, among others

**Provision of funds:** This means the provision of funds for smooth running of UBE programme. The achievement of an educational programme such as the UBE will depend, to a large extent, on adequate financial support or funding.

**Availability of trained teachers:** The availability of trained teachers constitutes a major factor towards the effective implementation of the Universal Basic Education (UBE) programme. Trained teachers are special brand of men and women who spend considerable part of their lives in guiding, directing and influencing the thoughts, molding the behaviour and feelings of others.

**Universal Basic Education (UBE) Programme:** The UBE programme is an education policy formulated to represent Nigeria government strategy for achieving Education for All (EFA) accord.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter dealt with the review of related literature. The literature reviewed was discussed under the following sub-headings:

- Concept of Universal Basic Education (UBE)
- Influence of Infrastructural Facilities on the Effective Implementation of the Universal Basic Education (UBE)
- Influence of Instructional Materials on the Effective Implementation of the Universal Basic Education (UBE)
- Influence of Trained Teachers on the Effective Implementation of the Universal Basic Education (UBE)
- Influence of Funds Availability on the Effective Implementation of the Universal Basic Education (UBE)
- Summary of Literature Review

#### **Concept of Universal Basic Education (UBE)**

Universal Basic Education Programme is a Government programme. The Federal Government is essentially the initiator and guide to the prosecution of the programme. Realizing the problem of education at the basic level, the Federal Government came up with a clear policy of expanding access to education to all Nigerians and restoring the system to its

past glory. This, in practical terms, means aggressive enrolments-derives, massive training and retraining of teachers, provision of instructional materials, infrastructural facilities, funds and modernizing the curriculum to be in line with the country's needs and aspiration UBE( 2004). The UBE programme is an education policy formulated to represent Nigeria government strategy for achieving Education for All (EFA) accord. Okoro (2010) described UBE programme as an expression of the strong desire of the government to eliminate illiteracy by raising the level of awareness and general education opportunities of the entire citizenry in Nigeria.

The Universal Basic Education programme is meant to drastically reduce the incidences of school drop-out and engender quality assurance and efficiency in the school system. Above all, it is geared toward the acquisition of literacy, numeracy, life- long education and useful living. According to Popoola (2011), the goals of the UBE are to universalize access to basic education, engender a conducive learning environment, and eradicate illiteracy in Nigeria within the shortest possible time. Thus, Universal Basic Education is the hub of national development. The idea behind the UBE is that at the end of nine years of basic education, every Nigerian child would

have been properly equipped to contribute meaningfully to the development and growth in his/her immediate society. This can be done by putting into action the skills acquired during the period.

The Universal Basic Education (UBE) programme was launched on 30th September 1999 by the then President of Nigeria, President Olusegun Obasanjo. The programme is designed to provide free and compulsory education for children in the primary and junior secondary schools in the country. President Obasanjo on launching the scheme assured that the many problems that bedeviled the 1976 Universal Primary Education (UPE) programme would not be allowed to hamper the 9-year basic education programme. He further pointed out that the scheme is aimed at arresting the decline and decay as well as expanding and improving on the UPE scheme. The provision of basic education for all citizens, according to Ochoyi and Danladi (2018) has been a global objective which Nigeria like some other nations sets out to achieve through the Universal Basic Education (UBE) programme. The need for such intervention scheme in the nation's educational system is borne out of the realization of the role of education in an individual's life and in the promotion of social, political and economic

development in every nation. It is said that no nation can rise above its educational level. Before the introduction of the UBE programme, the existing policy and programme of government for education was found to give rise to distortions, high rate of dropouts, narrow curriculum content and half-baked graduates that did not meet the needs of the society. The UBE scheme was therefore launched to address these problems by providing free, universal and compulsory basic education to all children regardless of sex, age, ethnic or religious inclinations, language or status. It is also to accommodate comprehensive adult literacy programme. The scheme is therefore designed to ensure adequate and qualitative education that is directed towards the achievement of the nation's objectives

According to UBE implementation guideline, the principal objective of the programme is to remove all obstacles to life-long education for millions of Nigeria citizens. In more specific terms, UBE programme is intended to achieve the following principal objectives:

- Developing in the entire citizens a strong consciousness for education and a strong commitment to its vigorous promotion;

- The provision of free, universal, basic education for every Nigerian child of school going age;
- Reducing drastically the incidence of dropout from formal system (through improved relevance quality and efficiency);
- Catering for the learning needs of young persons who, for one reason or another, have had to interrupt their schooling through appropriate forms of complimentary approaches to the provision and promotion of basic education; and
- Ensuring the acquisition of the appropriate level of literacy, numeracy manipulative, communicative and life skills as well as the ethical, moral and civil values needed for laying a solid foundation for life-long learning (FME, 1999).

### **Influence of Infrastructural Facilities on the Effective Implementation of the Universal Basic Education (UBE)**

Infrastructural facilities are referred to as factors that will facilitate and promote teaching and learning. They include classrooms, furniture, libraries, laboratories, teachers' quarters, textbooks, sport equipment,

administrative blocks, among others. According to the Federal Ministry of Education guideline for the establishment of secondary schools in Nigeria, a minimum of 2/5 hectares of land with a certificate of occupancy, with a dimension of 9m x 12m and 3 classrooms of 18 students will be required at inception. Administrative block of 1 room with a store, a functional library, first aid room, 4WC toilet facilities, 1 football field and a farm/fish land are also required for the establishment of a secondary school. Mohammed (2017) observed that these facilities have to be of the appropriate quality, size and quantity to meet the minimum standard for promoting any meaningful teaching and learning. According to Edem (2016), it is the duty of the Ministry of Education or the board of education to make furniture, equipment, textbooks and expendable materials available to schools, for their inadequacy constitutes another source of frustration and disillusionment among teachers.

African leaders, earnestly desire good educational programmes for their people, but in many cases the resources to achieve them are so meager that little progress can be made (Ojo, 2019). Whatever resources are available, however, are often not properly utilized due to poor planning

which ignores educational goals and the types of school and the number of classrooms required if the quality of education is to be maintained. The ultimate aims of using the appropriate materials is to enhance learning in our schools and increase teachers' adaptability, reduce their over-dependence on just verbal means of teaching, and bring out the best of their teaching skills as trained teachers.

Inadequate infrastructural facilities remain a major problem against the effective implementation of the Universal Basic Education Programme. Inadequate infrastructure and instructional materials constitute a major challenge to the implementation of universal basic education. The fact that the UBE is free attracted the large number of pupils coupled with the encouragement of girl-child education. The existing classrooms were inadequate therefore creating a non-conducive atmosphere for learning (Oduwaiye, 2019). Where the infrastructures are available, in some schools, they are in a very bad state. In many schools, inadequate classroom building has resulted in overcrowded classrooms, a situation which is not conducive for effective teaching and learning. There are many schools without libraries, laboratories and workshops for effective teaching and learning. In some

cases, the teachers in the rural areas had to bring their own chairs from home just as the pupils and students do.

### **Influence of Instructional Materials on the Effective Implementation of the Universal Basic Education (UBE)**

Instructional materials constitute a major challenge to the effective implementation of universal basic education programme. The importance of instructional materials in the effective implementation of universal basic education programme cannot be overemphasized. For learning to take place, there is the need for the teachers to sensitize pupils' senses of seeing, hearing, smelling, testing and touching. In order to do this, the teachers must use instructional materials (Ajayi, 2018). Without the provision of adequate textbooks and instructional materials, it will be difficult to implement the school curriculum. The use of appropriate instructional materials go a long way to up-grade the learners' experience and facilitate understanding and internalization. On the contrary, inappropriate administration of instructional materials is capable of jeopardizing the entire instructional objectives. Onyejekwe (2016) argued that the set goals of the universal basic education

programme may not be reached by the teacher if instructional materials are not readily available

Instructional materials are the key for good implementation of the Universal Basic Education Programme. Instructional materials help to present ideas, facts and information. It can arouse the enthusiasm of learners, teach concepts and principles, impress pictures and images vividly in the minds and memory of learners and also help in transfer of learning. The negligence of these instructional materials during learning process may cause more harm than good to the future of learners. It is important to note that any established school curriculum calls for ways or means of implementing it in order to reach the various levels because no discussion of curriculum is complete without suggestion about methods and means of implementation. The role of instructional materials and its management towards the effective implementation of Universal Basic Education (UBE) programme in Basic (primary) schools in Nigeria is indispensable. Thus, instructional materials provide concrete and realistic experiences that make learners develop faster understanding of the concepts to be learned.

Instructional infrastructures and teaching materials in the school are provided not just to give comfort to students but they also serve as audio and visual resources needed for complete learning. Nwinyinya (2016) pointed out that the inadequacy of instructional materials is one of the inhibitors to the implementation of the UBE scheme. Similarly, Suleiman (2017) revealed that the inadequacies of instructional materials are among the factors responsible for the slow implementation of the UBE scheme. Furthermore, Adeyemi (2011) pointed out that the wide ratio of educational resources to students further inhibits the implementation of the UBE scheme in Nigeria.

### **Influence of Trained Teachers on the Effective Implementation of the Universal Basic Education (UBE)**

One among the serious problem or factor that is affecting the implementation of the Universal Basic Education (UBE) programme is lack of well-trained teachers. This can be achieved through training and retraining of the existing teachers in the system and the recruitment of more qualified ones for the many UBE schools.

Trained teachers, according to Ude (2016), are special brand of men and women who spend considerable part of their lives in guiding, directing

and influencing the thoughts, molding the behaviour and feelings of others. Teachers are therefore, wise and trusted counselors because they can coach, supervise and guide pupils/students to achieve outstanding feats in life. Imagine a school without adequate trained teachers. Would such a school make any academic progress?

According to FRN (2004), no educational system can rise above the quality of its teachers. Teaching, therefore, is not only a paper-shutting kind of job. It has meaning, worth and value; it gives one the opportunity to touch a young and impressionable life and make it better. It is, therefore, important to note that society, the pupils/students, curriculum planners and the government needs the teachers to help the learners to imbibe positive attitude towards national unity and respect for the state. This objective can only be achieved if teachers in our schools are well trained.

Edeze (2017) observed that a drive to improve secondary education in the state should enlist the co-operation of all. A functional and participatory education in Edo State is desired; the provision of quality teachers in primary and junior secondary schools in Edo State is also needed. This could

be attained through the training and retraining of teachers. According to the Federal Ministry of Education (2010), the minimum qualification for head teacher is National Certificate in Education (NCE) and registration with Teachers Registration Council of Nigeria of Nigeria (TRCN) of not less than 5-years.

From the foregoing, for UBE programme to achieve its set objectives, teachers' training institutions should be equipped to raise more qualified teachers for the many UBE schools in the state, and of equal importance is the provision of adequate motivation and equipment to the teachers for effective and efficient performance. There is need to sustain increase in enrolment/ transition rate in the state and reduce the rate of drop-out in both primary and junior secondary schools. Jegede (2016), Ajayi (2016) and Dorayi (2017) established that teacher quality and quantity are very crucial to any meaningful development in education and with particular reference to primary education; hence teachers are necessary for effective UBE implementation. Teachers are so important that they determine the quality of every educational outcome (Ogbuka, 2018). For teachers to be provided there is need to create awareness of the kind of teachers needed. For instance,

the current minimum qualification benchmark for teachers in Nigeria, which applies to the basic education programme, is the National Certificate in Education (NCE). Upon employment, teachers are supposed to be periodically retrained for fresh knowledge and skills acquisition so they can be empowered for the job.

### **Influence of Funds Availability on the Effective Implementation of the Universal Basic Education (UBE)**

One of the greatest problems facing the effective implementation of the Universal Basic Education (UBE) programme hinged on lack of provision of funds. The achievement of an educational programme such as the UBE will depend, to a large extent, on adequate financial support or funding. Fund, according to Ogbonaya (2019), is a sum of money saved or made available for a particular purpose. It could be called money or financial resources. Funding is, therefore, fundamental to the delivery of education to any society. Many crises that have bedeviled our educational system today are traceable to inadequate funding. The implication is that the success of the UBE programme implementation is predicated on the identification and procurement of adequate funds (Enyi, 2015). According to the Ministry of

Educations guideline for the establishment of schools in Edo State, a minimum of 2 million naira was recommended to be in a schools bank account at inception. Unfortunately in Nigeria, as in all other Africa countries, the financing of education is a major issue. Sobechi (2016) wondered that if one of the objectives of the UBE may mean the absence of direct school fees payable by the pupils and students, what about the supply of books, chairs and school buildings. To ensure their adequacy, somebody always has to finance it in one form or the other. Therefore, for the UBE programme to be effectively implemented, governments and all stakeholders need to ensure that adequate funds are provided.

Ability to allocate enough funds for a programme remains the greatest challenge that any programme can have. This is also the case with the funding of the Universal Basic Education Scheme in Nigeria. The managers of primary, secondary and tertiary institutions in Nigeria are in consensus that these institutions are unacceptably under-funded. Evidence exists on the degree of dilapidation that characterizes the primary school buildings in parts of the country; the non-payment of teachers' salaries and allowances; the lack of necessary teaching and learning materials at all levels of the

educational system; poor working conditions of all teachers in the country, among other indices.

It has also been argued by Oduwaiye (2019) that “the financial mismanagement and lack of accountability by officials lead to diverting substantial resources from the educational institutions to other ends”. The cost of education has been reported to be on the increase yearly and in spite of increase in budgetary allocation for implementation of educational policies, the funds are still not adequate. (Oduwaiye, 2009). While it is the feeling of educators that education is grossly underfunded, government usually proclaims that education is given priority attention in its annual budget. If the advice of UNESCO that not less than 26% of the national budget should be devoted to education is anything to go by, education is grossly underfunded in Nigeria.

### **Summary of Literature Review**

The review of literature looked at the concept of Universal Basic Education Programme. Universal Basic Education Programme is a Government programme. The Universal Basic Education programme is

meant to drastically reduce the incidences of school drop-out and engender quality assurance and efficiency in the school system.

The literature review further examined several factors influencing the effective implementation of the Universal Basic Education (UBE) programme. Some of the factors influencing the effective implementation of the Universal Basic Education (UBE) programme as highlighted in the literature review include; instructional materials, infrastructural facilities, trained teachers and provision of funds.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter focused on the methods of generating data that was used in this study. The chapter was organized into the following sub-headings: the design of the study, population of the study, sample and sampling procedures, research instrument, validation of instruments, reliability of the instruments, method of data collection, and method of data analysis.

#### **Research design**

The research design adopted for the study was the descriptive survey research design which seeks to examine the evaluation of the implementation of the Universal Basic Education (UBE) programme in public junior secondary schools in Ovia North East Local Government Area of Edo State. This research design was considered appropriate for this study because it describes a situation as it is and identifies present conditions of the existing situation.

#### **Population of the Study**

The population of the study comprised of all the teachers in the 15 public junior Secondary schools in Ovia North East Local Government Area

of Edo State. Available data show that there are 742 public junior secondary school teachers. (Post Primary Education Board, 2020/2021 Session)

### **Sample and Sampling Technique**

The sample size was made of 222 teachers randomly selected from five (5) public junior secondary schools in Ovia North East Local Government Area of Edo State. This represents 30% of the entire public junior secondary school teachers in the local government. The sample size was drawn using simple balloting technique. Proportionate sampling was used to draw out 222 public junior secondary school teachers in Ovia North East Local Government Area of Edo State.

### **Research Instrument**

The instrument that was used for data collection in this study was the questionnaire developed by the researcher. It was entitled “Evaluation of the Implementation of the Universal Basic Education (UBE) Programme Questionnaire (EIUBEPQ)”. The questionnaire was considered appropriate for this study because it elicited information from the respondents on the

extent of the Implementation of UBE Programme in junior Secondary schools in in Ovia North East Local Area of Edo State.

The questionnaire was divided into two sections. Section (A) showed the respondent demographic data, while the second section (B) contains information which borders on the evaluation of the implementation of the Universal Basic Education (UBE) programme.

### **Validation of the Instrument**

To ensure the content and face validity of the instrument, the draft copy of the questionnaire was given to the project supervisor for proper modification. Based on the supervisor's corrections, the final draft was prepared and used for data collection.

### **Reliability of the Instrument**

The reliability of the instrument was established. To ascertain the reliability of the instrument; the researcher conducted a trial testing with 14 public junior secondary school teachers from UBE Junior secondary School in Oredo Local Government Area of Edo state. 14 copies of the validated

instrument were trial tested to generate data used to determine the internal consistency of the instrument.

### **Method of data collection**

The researcher visited each of the secondary schools to gather and collect the relevant data using the questionnaire. The researcher sought approval of the schools' authority before the copies of the items were administered to the respondents. The researcher spent enough time in each school to gather the relevant data to ensure the desired purpose was met. The researcher spent four weeks before the exercise was completed.

### **Method of Data Analysis**

In analyzing the data, the researcher made use of mean score and standard deviation to compute the findings from the research.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

This chapter presented the results and discussion. The results were discussed in line with the variables of the study which helped ascertain the evaluation of the implementation of the Universal Basic Education (UBE) programme in public junior secondary schools in Ovia North East Local Government Area of Edo State.

Data gathered were presented in tables and discussed.

#### **Results**

**Research Question 1:** To what extent are instructional materials available for the effective implementation of UBE programme in public junior secondary schools in Ovia North East Local Government Area of Edo State?

**Table 1:** Mean Score on the Extent of the Availability of Instructional Materials for Effective Implementation of UBE Programme

S/N	Items	Total No of respondents	Mean score	SD	Remark
1.	Teaching materials like chalks, chalkboards and others are available in UBE schools.	222	3.11	1.13	Agreed
2.	Most of the primary schools have no electricity supply in the schools.	222	2.96	0.88	Agreed
3.	The schools libraries are not properly equipped with books to cater for the needs of pupils in various subjects.	222	3.50	1.11	Agreed
4.	Electronic teaching aids like audio-video computer are not available in UBE primary schools.	222	2.87	0.99	Agreed

Analysis of data in Table 1 revealed that respondents are of the opinion that teaching materials like chalks, chalkboards and others are available in UBE schools at a mean score of 3.11. Under item 2, respondents agreed that most of the primary schools have no electricity supply in the schools at a mean score of 2.96. In item 3, respondents agreed that the schools libraries are not properly equipped with books to cater for the needs of pupils in various subjects at a mean score of 3.50. Under item 4,

respondents agreed that electronic teaching aids like audio-video computer are not available in UBE primary schools.

Analysis of data gotten from Table 1 implies that respondents are of the view that instructional materials for the effective implementation of UBE Programme are not adequately available in UBE Junior secondary schools in Ovia North East Local Government Area of Edo State.

**Research Question 2:** To what extent are infrastructural facilities available for the effective implementation of the UBE programme in public junior secondary schools in Ovia North East Local Government Area of Edo State?

**Table 2:** Mean Score on Extent of the Availability of Infrastructural Facilities for Effective Implementation of UBE Programme

S/N	Items	Total No of respondents	Mean score	SD	Remark
1.	There are no adequate classrooms blocks in UBE primary schools	222	3.43	0.95	Agreed
2.	Most UBE schools have inadequate furniture.	222	3.36	0.77	Agreed
3.	Most UBE primary schools have less than 6 classrooms built on 9m x 12cm dimension	222	2.75	1.18	Agreed
4.	There are no WC toilet facilities in UBE primary school.	222	2.88	0.81	Agreed

Analysis of data in Table 2 revealed that under item 1, respondents agreed that there are no adequate classrooms blocks in UBE primary schools at a mean score of 3.43. Under item 2, respondents agreed that most UBE schools have inadequate furniture at a mean score of 3.36. In item 3, respondents agreed that most UBE primary schools have less than 6 classrooms built on 9m x 12cm dimension at a mean score of 2.75. Under item 4, respondents agreed that there are no WC toilet facilities in UBE primary school at a mean score of 2.88.

Results gotten from the analysis of data in Table 1 implies that respondents are of the view that infrastructural facilities for the effective implementation of UBE programme in junior secondary schools in Ovia North East Local Government Area of Edo State are not adequately available.

**Research Question 3:** To what extent are funds adequate for the effective implementation of the UBE programme in public junior secondary schools in Ovia North East Local Government Area of Edo State?

**Table 3:** Mean Score on the Extent of Adequacy of Funds for the Effective Implementation of UBE Programme

S/N	Items	Total No of respondents	Mean score	SD	Remark
1.	Allowance and other entitlement of UBE teachers are not regularly paid in junior secondary schools	222	3.55	0.81	Agreed
2.	Most UBE junior secondary schools have up to N2 million in their schools' bank accounts for running their school	222	1.71	0.67	Disagreed
3.	Funds for the effective implementation of UBE programme in junior secondary schools is not	222	3.41	0.91	Agreed

4.	adequate Government votes adequate funds for the effective implementation of UBE programme.	222	1.66	0.75	Disagreed
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Data analysis in Table 3 indicated that under item 1, respondents agreed that allowance and other entitlement of UBE teachers are not regularly paid in junior secondary schools at a mean score of 3.55. Under item 2, respondents disagreed that most UBE junior secondary schools have up to N2 million in their schools bank accounts for running their school at a mean score of 1.71. In item 3, respondents agreed that funds for the effective implementation of UBE programme in junior secondary schools are not adequate at a mean score of 3.41. Under item 4, respondents disagreed that government votes adequate funds for the effective implementation of UBE programme at a mean score of 1.66.

The analysis of data in Table 3 implies that there is inadequacy of fund for the effective implementation of UBE programme in junior secondary schools in Ovia North East Local Government Area of Edo State.

**Research Question 4:** To what extent are trained teachers available for the effective implementation of the UBE programme in public junior secondary schools in Ovia North East Local Government Area of Edo State?

**Table 4:** Mean Score on the Extent of the Availability of Trained Teachers for Effective Implementation of UBE Programme

S/N	Items	Total No of respondents	Mean score	SD	Remark
1.	Some qualified teachers in UBE schools opted out due to poor condition of service	222	3.55	0.95	Agreed
2.	All teachers in UBE schools have NCE which is the minimum teaching qualification	222	3.78	1.15	Agreed
3.	Government need to recruited more teachers for the effective implementation of UBE programmes	222	3.97	1.07	Agreed
4.	There are no teachers for special need students in UBE schools.	222	3.29	0.90	Agreed

Analysis of data in Table 4 revealed that under item 1, respondents agreed that some qualified teachers in UBE schools opted out due to poor condition of service at a mean score of 3.55. Under item 2, respondents agreed that all teachers in UBE schools have NCE which is the minimum

teaching qualification at a mean score of 3.78. In item 3, respondents agreed that government need to recruited more teachers for the effective implementation of UBE programmes at a mean score of 3.97. Under item 4, respondents agreed that there are no teachers for special need students in UBE schools at a mean score of 3.29.

Results gotten from the analysis of data in Table 4 implies that there are inadequate trained teacher for the effective implementation of UBE programme in UBE schools in Ovia North East Local Government Area of Edo State.

### **Discussion of Findings**

The discussion of results is organized under the following subheadings:

- Extent of availability of instructional materials for the effective implementation of UBE programme in public junior secondary schools
- Extent of availability of infrastructural facilities for the effective implementation of the UBE programme in public junior secondary schools

- Extent of availability of funds adequate for the effective implementation of the UBE programme in public junior secondary schools
- Extent of availability of trained teachers for the effective implementation of the UBE programme in public junior secondary schools

### **Extent of Availability of Instructional Materials for the Effective Implementation of Ube Programme in Public Junior Secondary Schools**

The result of this study showed that respondents are of the view that instructional materials for the effective implementation of UBE Programme are not adequately available in UBE Junior secondary schools in Ovia North East Local Government Area of Edo State. From the analysis, respondents are of the opinion that teaching materials like chalks, chalkboards and others are available in UBE schools at a mean score of 3.11. Respondents also agreed that most of the primary schools have no electricity supply in the schools at a mean score of 2.96. Respondents agreed that the schools libraries are not properly equipped with books to cater for the needs of

pupils in various subjects at a mean score of 3.50. Respondents also agreed that electronic teaching aids like audio-video computer are not available in UBE primary schools.

The result of this study supported that of Ezenagu (2017) who found out that most UBE schools in Nigeria lack adequate computer facilities. He further asserted that most of these schools do not library where students can access materials on their own.

### **Extent of Availability of Infrastructural Facilities for the Effective Implementation of the Ube Programme in Public Junior Secondary Schools**

The result of this study revealed that respondents are of the view that infrastructural facilities for the effective implementation of UBE programme in junior secondary schools in Ovia North East Local Government Area of Edo State are not adequately available. From the analysis of data in Table 2, respondents agreed that there are no adequate classrooms blocks in UBE primary schools at a mean score of 3.43. Under item 2, respondents agreed that most UBE schools have inadequate furniture at a mean score of 3.36. In

item 3, respondents agreed that most UBE primary schools have less than 6 classrooms built on 9m x 12cm dimension at a mean score of 2.75. Under item 4, respondents agreed that there are no WC toilet facilities in UBE primary school at a mean score of 2.88.

The findings agree with Nwaogu (2014) who found out that one of the banes on effective implementation of the Universal Basic Education Programme in contemporary Nigeria is the dearth of infrastructural facilities in secondary schools.

### **Extent of Availability of Funds Adequate For the Effective Implementation of the Ube Programme in Public Junior Secondary Schools**

The results of this study showed that there is inadequacy of fund for the effective implementation of UBE programme in junior secondary schools in Ovia North East Local Government Area of Edo State. Data analysis in Table 3 indicated that under item 1, respondents agreed that allowance and other entitlement of UBE teachers are not regularly paid in junior secondary schools at a mean score of 3.55. Under item 2, respondents

disagreed that most UBE junior secondary schools have up to N2 million in their schools bank accounts for running their school at a mean score of 1.71. In item 3, respondents agreed that funds for the effective implementation of UBE programme in junior secondary schools are not adequate at a mean score of 3.41. Under item 4, respondents disagreed that government votes adequate funds for the effective implementation of UBE programme at a mean score of 1.66.

In support of this findings, Ali (2017) found out that the success of the Universal Basic Education Programme has been very slow in recent time due to poor allocation of funds to these schools by the government.

### **Extent of Availability of Trained Teachers for the Effective Implementation of the Ube Programme in Public Junior Secondary Schools**

The result of this study indicated that there are inadequate trained teacher for the effective implementation of UBE programme in UBE schools in Ovia North East Local Government Area of Edo State. Analysis of data in Table 4 revealed that under item 1, respondents agreed that some qualified

teachers in UBE schools opted out due to poor condition of service at a mean score of 3.55. Under item 2, respondents agreed that all teachers in UBE schools have NCE which is the minimum teaching qualification at a mean score of 3.78. In item 3, respondents agreed that government need to recruited more teachers for the effective implementation of UBE programmes at a mean score of 3.97. Under item 4, respondents agreed that there are no teachers for special need students in UBE schools at a mean score of 3.29.

The findngs corroborated the work of Adeyemi (2015) who found out that the problem of inadequate teachers constitute one of the greatest threat to the success of the Universal Basic Education Programme in public junior secondary schools in Nigeria.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This section dealt with the summary of the study, the conclusions drawn, results obtained and recommendations offered.

#### **Summary**

This study dealt on the evaluation of the implementation of the Universal Basic Education (UBE) programme in public junior secondary schools in Ovia North East Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and examined. The study adopted a survey research design. The population of the study comprised of all the teachers in the 15 public junior Secondary schools in Ovia North East Local Government Area of Edo State. Available data show that there are 742 public junior secondary school teachers in Ovia North East Local Government Area of Edo State. (Source: Post Primary Education Board, 2020/2021 Session). The sample size is made of 222 teachers randomly selected from five (5) public junior secondary schools in Ovia North East Local Government Area of Edo State. This represents 30% of the

entire public junior secondary school teachers in the local government. The sample size was drawn using simple balloting technique.

The analysis of data obtained produced the following findings.

### **Findings of the research**

Findings from the study include:

- That respondents are of the view that instructional materials for the effective implementation of UBE Programme are not adequately available in UBE Junior secondary schools in Ovia North East Local Government Area of Edo State.
- That respondents are of the view that infrastructural facilities for the effective implementation of UBE programme in junior secondary schools in Ovia North East Local Government Area of Edo State are not adequately available.
- That there is inadequacy of fund for the effective implementation of UBE programme in junior secondary schools in Ovia North East Local Government Area of Edo State.

- That there are inadequate trained teacher for the effective implementation of UBE programme in UBE schools in Ovia North East Local Government Area of Edo State.

## **Conclusion**

Arising from the results of this study, the researcher made the following conclusion; that instructional materials for the effective implementation of UBE Programme are not adequately available in UBE Junior secondary schools in Ovia North East Local Government Area of Edo State, that there is inadequacy of fund for the effective implementation of UBE programme in junior secondary schools in Ovia North East Local Government Area of Edo State. It was also concluded that there are inadequate trained teacher for the effective implementation of UBE programme in UBE schools in Ovia North East Local Government Area of Edo State.

## **Recommendations**

From the results of this study, the researcher recommended that:

- Capital grants allocation for universal Basic Education should be improved and increase by the government and be supported with the

individuals with the intension of providing sufficient funds for successful implementation of UBE programme.

- Both government and individual should provide additional assistance to the development of classroom structure and building of additional library facilities with the aim of resolving the problem of overcrowded classes in the junior secondary schools.
- Government should recruit more teaching staff for the junior secondary schools and provide adequate infrastructural facilities, instructional materials and funding for the effective implementation of UBE in primary schools.
- Government should organize regular seminar and workshop for teachers to enable them to make meaningful contributions for the effective implementation of UBE programme in the junior secondary schools.
- Parents should throw their lots and provide basic facilities that are required for effective teaching to take place. This is needed because the government cannot provide all the needed facilities for the implementation of UBE programme.

### **Suggestions for Further Studies**

The researcher suggested that research on evaluation of the implementation of the Universal Basic Education (UBE) programme in public junior secondary schools be carry out in other local government areas of the state as this would lead to a better generalization on the impact of study habits on student's performances.

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**UNIVERSITY OF BENIN, BENIN CITY**

**FACULTY OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT**

**QUESTIONNAIRE**

**EVALUATION OF THE IMPLEMENTATION OF THE UNIVERSAL**

**BASIC EDUCATION (UBE) PROGRAMME IN PUBLIC JUNIOR**

**SECONDARY SCHOOLS IN OVIA NORTH EAST LOCAL**

**GOVERNMENT AREA OF EDO STATE**

**PART A: Demographic Data**

**Please input the following necessary information**

**1. Name of school: \_\_\_\_\_**

**PART B: Data on Questionnaire**

**Indicate the extent to which you agree or disagree with the following statements.**

**Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)**

S/N	ITEMS	SA	A	D	SD
	<b>Extent of availability of instructional materials for the effective implementation of UBE programme in public junior secondary schools</b>				
1.	Teaching materials like chalks, chalkboards and others are available in UBE schools.				
2.	Most of the primary schools have no electricity supply in the schools.				
3.	The schools libraries are not properly equipped with books to cater for the needs of pupils in various subjects.				
4.	Electronic teaching aids like audio-video computer are not available in UBE primary schools.				
	<b>Extent of availability of infrastructural facilities for the effective implementation of the UBE programme in public junior secondary schools</b>				
5.	There are no adequate classrooms blocks in UBE primary schools				
6.	Most UBE schools have inadequate furniture.				
7.	Most UBE primary schools have less than 6 classrooms built on 9m x 12cm dimension				
8.	There are no WC toilet facilities in UBE primary school.				
	<b>Extent of availability of funds adequate for the effective implementation of the UBE programme in public junior secondary schools</b>				
9.	Allowance and other entitlement of UBE teachers are not regularly paid in junior secondary schools				
10.	Most UBE junior secondary schools have up to N2 million in their schools' bank accounts for running				

	their school				
11.	Fund for the effective implementation of UBE programme in junior secondary schools is not adequate				
12.	Government votes adequate funds for the effective implementation of UBE programme.				
	<b>Extent of availability of trained teachers for the effective implementation of the UBE programme in public junior secondary schools</b>				
13.	Some qualified teachers in UBE schools opted out due to poor condition of service				
14.	All teachers in UBE schools have NCE which is the minimum teaching qualification				
15.	Government need to recruited more teachers for the effective implementation of UBE programmes				
16.	There are no teachers for special need students in UBE schools.				