

**ASSESSMENT OF THE EFFECT OF UNIVERSAL BASIC  
EDUCATION POLICY ON PUBLIC JUNIOR SECONDARY  
SCHOOLS IN EDO STATE: A CASE STUDY OF SELECTED  
SCHOOLS IN EGOR LOCAL GOVERNMENT AREA**

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BENIN CITY**

**AUGUST, 2025**

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**BEING A PHD THESIS PRESENTED TO THE DEPARTMENT OF  
PUBLIC ADMINISTRATION, FACULTY OF SOCIAL SCIENCES,  
UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF  
DOCTOR OF PHILOSOPHY DEGREE IN PUBLIC  
ADMINISTRATION**

**AUGUST, 2025**

## **CERTIFICATION**

This is to certify that this work titled: Assessment of the Effect of Universal Basic Education Policy on Public Junior Secondary Schools in Edo State: A Case Study of Selected Schools in Egor Local Government Area by Thomas Obaren IGABOR, is adequate in scope and content to be presented to the Department of Public Administration Faculty of Social Sciences, University of Benin, Benin City.

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## **CERTIFICATION OF THESIS PLAGIARISM**

We undersigned attest and declare that the thesis of Thomas Obaren IGABOR Assessment of the Effect of Universal Basic Education Policy on Public Junior Secondary Schools in Edo State: A Case Study of Selected Schools in Egor Local Government Area has successfully passed the anti-plagiarism test and does not violate any copyright regulations.

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## **DEDICATION**

This work is dedicated to Almighty God, the author and finisher of our universe, for His infinite mercies, protection, and good health that enabled me to bring this research to a successful completion.

## ACKNOWLEDGEMENTS

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## ABSTRACT

This research focused on the impact of the universal basic education policy on public junior secondary schools in Edo State. The aim was to investigate how the universal basic education has improved instructional and learning materials availability in public Junior Secondary Schools in Edo State to meet modern pedagogy.

The survey research method was adopted. The researcher employed the use of both primary and secondary sources of data collection. The study has a population which comprises four different UBE schools in Egor Local Government Area. Which include the following; Egor Secondary School (1,706), Asoro Grammar School (1,812), Use Junior Secondary School (531) and Evbotubu Grammar School (1,669). To ensure adequate representativeness based on the size of the study population, the study opted to drawing the sample size that will be representative through the method of percentaging. Thus, twenty percent (20%) sampling was drawn from each of the four selected UBE schools in Egor Local Government Area, which upon calculation amount study sample size of 946. Furthermore, the sampling technique adopted for this study is the stratified random sampling technique in which respondents was selected using certain conditions such as gender, class, age and teacher's qualifications etc. Furthermore, both descriptive and inferential statistics methods of analysis were adopted. The descriptive statistics include the use of frequency distribution tables and simple percentages to get the figures of different categories of the responses to the questionnaire. The inferential statistics on the other hand was meant to measure the type of relationship between variables. The type of inferential statistics that was deployed is the Pearson's Product Moment Correlation ( $r$ ) Coefficient analytical tool. These were done using the Statistical Package for Social Science (SPSS 22.0 version) software at 0.5 level of significance.

It was found that the universal basic education policy has made textbooks available in all subject areas in public junior secondary schools. The study also established that the universal basic education policy provides standard white or black boards with accompanying markers, chalks, and customized dusters among others. The study further show that the universal basic education policy also provides textbooks in the noncore subject areas of home economics, and fine art among others. On the issue of reduced number of out-of-school students, the study observed by reason of its retrieved field data and subsequent analysis that there exists a strong relationship between the UBE policy and reduced number of out-of-school students of public junior secondary schools in Edo State.



# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

The Universal Basic Education (UBE) was introduced in 1999 by the Federal government as a reform programme on basic education. The universal primary Education Programme aimed at providing greater access to and ensuring quality education throughout Nigeria. The UBE Act of 1999 provides a compulsory and free education for all school aged children who will complete nine years of basic education programme. This includes six years of primary school enrolment and transition into junior secondary school for three years. As part of federal government's commitment to the successful implementation of the universal basic education programme by the states and local governments, two percent (2%) of Nigeria's Consolidated Revenue fund (CCRF) is committed towards supporting states and local governments in providing access to quality education especially from primary school to junior secondary school level. However in providing the much needed infrastructure towards the successful implementation of the programme, every state of the federation is required to provide an equal amount as counterpart funding in order to enable them access and withdraw the matching grant in accordance with Section 11 (20) of the UBE Act, 2004 (Agbowuro & Joseph 2014).

In 2004, the UBE Act as amended shows that the two percent (2%) counterparts fund by states has been reviewed to three percent (3 %) by the National Assembly in line with the approval of the universal Basic Education Commission (UBEC) recommendation. Moreover, the 2010 and 2011 Constitution of the Federal Republic of Nigeria as amended captures the fundamental objectives of the UBE and direct principles of state policy which provides the basis for the provision of educational services to its citizens as enshrined in Section 18 of the Constitution which states inter alia in Sub-Section (1) that the government shall direct its

policy towards ensuring that there are equal and adequate educational opportunities for all at all levels.

Follow up of the Section 18 above include:-

Sub-Section (2) “Government shall promote Science and for all technology”

Sub-Section (3) “Government shall strive to eradicate illiteracy; and to this end, the government shall as and when practicable provide”.

Sub-Section (3) a, “Free, compulsory, and universal primary education”.

Sub-Section (3) b, “free university education”.

Section (3) c, “free adult literacy programme” (FGN, 1999).

To achieve the above, the Federal Government introduced the Universal Basic Education Programme in the year 2004 through an Act of Parliament (FGN, 1999). In this regard, the concepts of basic education represented the type of education that is rich and robust in contents and curriculum given in the first level of education. Through the name given to this type of education differs from one nation to the other, in Nigeria for example, basic education is the first nine years (9) of education given to a child, starting from basic one to basic nine, while in Ghana, it is called Free and Compulsory Universal Basic Education (FCUBE) which started from basic stage one to basic stage nine (Agbowuro & Joseph, 2014; Kwame, 2009).

The UBE Act also provided for the establishment of the Universal Basic Education Commission (UBEC) to coordinate the execution of the programme at the sub-national level, throughout the length and breadth of the Nigerian federation. The UBEC formally came into existence on October 7th via the UBE of Act 2004. Other bureaucratic agencies that assist in the management and administration of the UBE scheme included the National Commission for Nomadic Education (NCNE), National Commission for Mass Literacy, Adult and Non-

Formal Education (NMEC), National Teacher Institute (NTI) and Nigerian Education Research Development (NERDC) among others (Mustapha, Aloba & Yusuf, 2019).

As stated above, the Universal Basic Education (UBE) is a government intervention programme for the actualization of Education For all Agenda (EFA), the millennium development goals aimed at free, compulsory basic education, eliminating gender disparity, increase school enrolments, mass literacy, and other relevant skills for sustainable development. It is on this premise that this study examine the universal basic education policy and its impact assessment on selected public schools using Edo State as case study.

## **1.2 Statement of the Problem**

The UBE scheme was approved through the UBE Act of 2004 which was carefully designed to remedy the problems of previous education reforms in the country. The scheme according to Okparaugo (2021), was bedeviled with a barrage of problems since its inception, ranging from decaying educational infrastructures to dilapidated buildings, staff motivations, and lack of teaching and learning materials, there were allegations of corruption and instances of UBE officials diverting funds meant for the UBE programme and sub- programmes etc, therein leaving the scheme to suffer (Okparaugo, 2021). Ojo (2023), the recruitment of teachers is most often a political and ethnically based process resulting in the employment of unqualified teachers who lack the basic qualification and morale to deliver world class teaching standards (Okparaugo, 2021). Influence of godfathers, employment, friendship consideration and other primordial sentiments constituted a clog in the wheel of progress for the development of the basic education sub-sector in Nigeria.

Another identified problems still confronting the UBE scheme is the poor remuneration of teachers which makes the sector slightly unattractive to the best brain in the society. There is also the problem of lack of teaching and instructional materials with modern pedagogy. More

worrisome is the astronomical rise in the number of out-of-school children despite the compulsory nature of UBE and the penalty attached for defaulting parents. (Federal Ministry of Education Statistics 2006).

In Edo State, statistics released by Save the Children International (2023) showed that the figures of out-of-school students in Nigeria rose from 1.1 million in 2019 to 1.8 million in 2022 (Balogun, 2023; and Edo state Ministry of Education 2023). Another identified problem that has challenged the goal achievement of the UBE policy of the government is the lack of maintenance and updating of infrastructural facilities in basic education sector.

It is based on the above identified research problems that this study intends to source for answers for the following questions: to what extent has the policy of universal basic education improved the quality of pupils and teachers in public junior secondary schools in Edo State? In what ways have the policy of universal basic education attracted government funding for improved educational infrastructural facilities for good learning in public schools in Edo State? Has the policy of universal basic education led to improved instructional and learning materials availability in public junior secondary schools in Edo State to meet modern pedagogy? In what ways has the policy of universal basic education reduced the figures of out-of-school pupils in Edo State? The answers to these questions will help shape and guide the direction of this research study.

### **1.3 Research Objectives**

This study intends to achieve the following research goals, which is to:

- i. examine the extent to which the universal basic education policy has improved the quality of education and attracted more of students and teachers into public junior secondary schools in Edo State;

- ii. examine the extent to which the universal basic education policy has improved more infrastructural facilities through State government funding of public junior secondary schools in Edo State;
- iii. examine the extent to which the universal basic education policy has improved instructional and learning facilities of the previous programmes;

#### **1.4 Research Hypotheses**

To guide this research study, the following hypotheses are formulated for testing:

- i. H<sub>R</sub>: There is relationship between the UBE reformed policy and improved quality of students and teachers in public junior secondary schools in Edo State;  
H<sub>O</sub>: There is no relationship between the UBE reformed policy and improved quality of students and teachers in public junior secondary schools in Edo State;
- ii. H<sub>R</sub>: There is relationship between the UBE reformed policy and more funding of educational infrastructural facilities in public junior secondary schools in Edo State;  
H<sub>O</sub>: There is no relationship between the UBE reformed policy and more funding of educational infrastructural facilities in public junior secondary schools in Edo State;
- iii. H<sub>R</sub>: There is relationship between the UBE reformed policy and improved instructional and learning facilities in public junior secondary schools in Edo State;  
H<sub>O</sub>: There is no relationship between the UBE reformed policy and improved instructional and learning facilities in public junior secondary schools in Edo State;
- iv. H<sub>R</sub>: There is relationship between the UBE reformed policy and reduced number of out-of-school children of public junior secondary schools in Edo State.  
H<sub>O</sub>: There is no relationship between the UBE reformed policy and reduced number of out-of-school children of public junior secondary schools in Edo State.

#### **1.5 Scope of the Study**

The scope of this study is limited in space to Edo State and covered the periods of 2010 - 2023. This study examined the objective of the universal basic education policy on public junior secondary schools across the eighteen local government councils of the state from 2010 to 2023. To this end, the selected junior secondary schools in Egor Local Government Area, Edo State was used as a case study to look at how UBE policy has fared in the public junior secondary schools in Edo State.

### **1.6 Significance of the Study**

The findings of this study will be of immense benefit to the government and its agencies such as Universal Basic Commission, State Universal Basic Education Boards, Local Government Education Authorities on education, Education managers and administrators, Junior School Principals, Headteachers and teachers, and the general society. When a research study such as this is completed, the areas of weakness in the recruitment of qualified teachers or otherwise are unveiled, and this will help the government and policymakers to propose possible strategies for improvement.

Also, the result of this study will benefit society, because when there is improvement in basic education vis-a-vis, efficient, and effective management of the UBE scheme, the overall goals and objectives behind the formulation of universal basic education policy of promoting human capital and societal development would have been achieved in the society.

Finally, the study will add to theoretical knowledge and serve as a stepping stone for further research studies on the issue of education and training. Since it has been done in Edo State it will give opportunity to other researchers to venture into the evaluation and challenging areas of educational policy and implementation.

### **1.7 Conceptual Clarification of Terms**

Considering the centrality of universal basic education policy and public junior secondary schools in this discourse it is highly germane and imperative to reflect on their use and application in this study. They are conceptualized as follows:

### **Public Policy**

According to Thomas Dye Public policy is whatever the government chooses to do or what not to do. To Lassance (2020), public policy is an institutionalized proposal to solve a central problem, guided by a conception and implemented by programmes as a course of action created and/or enacted, typically by a government in response to social issues (Rinfret, Scheberie & Pautz, 2018). Public policy is how a government maintains order or addresses the needs of its citizens through actions defined by its constitution or any other authoritative Acts.

### **Education**

Fafunwa (1974) defined education as what each generation gives to its younger ones, which makes them develop attitudes, abilities, skills, and other behaviours which are of positive value to the society in which they live. Education is a social service, provided worldwide with multiple objectives in mind. The objectives vary from familiarity, through the acquisition of basic skills and the basic knowledge for the individual to function effectively in society. Etymologically, education derived its meaning from two Latin words ‘educare’ and ‘educere’ respectively. The word ‘educare’ is interpreted to mean; to train or to form or to mould. In other words, ‘educare’ implies that society trains, forms, or moulds the individual to achieve societal needs and aspirations.

### **Basic Education**

Basic Education means the type of education, in quality and content, that is given in the first level of learning. This construct changes impact from country to country. In Nigeria, basic

education is the first nine years of compulsory free, and mandatory education given to every Nigerian Child in public school, that is excluding private and university organized and managed schools. It was equated with six years of primary schooling in the past. Currently, basic education is extended to include the three years of Junior Secondary School which this study has examined.

### **Universal Basic Education**

Universal Basic Education (UBE) is conceived to embrace formal education up to age 15, as well as adult and non-formal education including education of the marginalized groups within the Nigerian society.

Means early childhood care and education, nine years of formal schooling, adult literacy, non-formal education, skills acquisition programmes, and the education of special groups such as nomads and migrants, girl child and women, Almajiri, street children, and disabled groups.

### **Public School - Junior Secondary**

A public school is a school that runs on public funds. It is free for everyone to go to a primary or secondary public school. A public school is government funded and all students attend the school on free or zero cost. Junior Secondary School is a school that provides a three-year post-primary programme of full-time instruction for pupils between the ages of twelve years and fifteen years. Junior Secondary is a phase of education in state secondary schools for years 7, 8, and 9, which helps to ensure the bridge between primary and secondary school is safe, strong, and consistent for all students.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **2.1 National Policy on Education in Nigeria**

Uzomah and Okereke (2010) focused their intellectual insight on universal basic education policy implementation in Imo State, with particular reference to state primary and junior secondary schools in the state. Their study embraced the triangulation method of data collection. Figures collected from the field were analyzed using the mean score. Their results concluded that the impact of merging State Primary and Junior Secondary Schools (JSS) is substantial and instructive while separating Junior Secondary Schools (JSS) and Senior Secondary Schools (SSS) is not significant and therefore undesirable. They endorsed better synergy between officials of both JSS and SSS; the provision of better educational facilities which in the opinion of the authors would guarantee a seamless migration from JSS to SSS. The authors are commended for their research effort in establishing the gains of using one administrative umbrella to manage State Primary and Junior Secondary Schools. However, this study will assess the impact of the universal basic education policy in public junior secondary schools in Edo State.

Agbowuro and Joseph (2014) looked at the challenges and opportunities in learning basic science in upper basic under the auspices of the Universal Basic Education policy. The study targeted teachers and students in the study area. The study recommended, among others, the expansion of school infrastructures (ie classrooms, and school furniture) and the engagement of qualified teachers. The authors were commended for the empirical study that established

the dearth of teaching manpower and other decay preventing the actualization of the mandate of universal basic education policy. For this study, the researcher will combine both primary and secondary data in interrogating how well universal basic education policy has improved instructional and learning materials in all subject areas in the Public junior secondary schools in Edo State.

Mustapha, Aloba and Yusuf (2019) examined the politics of universal education in Nigeria. It looked into the concept of politics and assessed the historical development of universal primary education in Nigeria and its implementation strategies. The whole idea of universal basic education was examined as well as the basic features, components, and key issues in the mandatory free and universal Basic Education Act in 2004 with issues like political bottleneck, insufficient textbooks and instructional and learning material, constitutional provision problem, low teachers morale, and poor funding among others that affect the overall success of universal basic education policy. It concluded that, the ideology of the ruling political party influences the policies, plans, programmes, and implementation strategies of the UBE scheme.

### **The National Policy on Education in Nigeria**

The National Policy on Education is a formal document produced by the Federal Republic of Nigeria to guide to all levels of education in the country. The document which was first published in 1977 was a direct result of the National Curriculum Conference of 8<sup>th</sup>-12 September 1969. It has since then undergone several reviews: 1981, 1989, 1998, and 2004. The decision to draft a policy on education in Nigeria commenced during the colonial era (Iman, 2012) with the aims of enabling the recipient to learn how to read the Bible in the English language, undertake gardening and agriculture, as well train local schoolmasters, catechists, amongst others (Imam, 2012).

Following Nigeria's independence in 1960, a National Conference on education was convened which changed the colonial orientation of the educational system in Nigeria and advocated the promotion of national consciousness and self-reliance through education (Iman, 2012). After a series of educational conferences, the then nineteen states of the federation amended the Federal Education Law (FEL) which created a uniform operation in terms of taking over schools from individual and voluntary agencies, the use of similar curricula, the establishment of a school management board, and a unified teaching service.

Consequently, Universal Primary Education (UPE) was started in the Western region in 1955 and was introduced by the Federal Government in 1976. Children between the age brackets of six (6) to twelve (12) years were given free education. The country operated a unified education system based on the 7-5-2-3 system: seven years of primary education, five years of secondary education, two years of higher certificate level, and then three years of university education (Fafunwa, 2004).

Again, in 1977 the Federal government introduced the famous 6-3-3-4 educational system modeled after the American System of six (6) years of primary education, three years of junior secondary education, three (3) years of senior secondary education, and four (4) years of university education. The Universal Basic Education (UBE) programme is the most recent initiative in the education sector in Nigeria. It is aimed at providing free, compulsory, and continuous nine (9) education from primary one (1) to six (6) and (3) years of junior secondary education for all school-age children (Fagbumin, 2005). The UBE scheme was a reformation of the UPE which first existed in the western region in 1955. The UBE scheme was launched on the 29<sup>th</sup> of September during the regime of the then President of Nigeria. His Excellency, General Olusegun Obasanjo (Okaparaugo, 2021). This educational reform has since been domesticated in the 36 states of the federation and the FCT with the creation

of the Universal Basic Board in the states and the Universal Basic Education Commission at the federal level to drive the implementation process.

### **Antecedents of Universal Basic Education in Nigeria (UBE)**

Nigeria has made efforts in the past to provide broad-based education through various programmes (Patrick. 2000). These programmes include the Introduction of Universal Primary Education (UPE) in the Western Region on 17th January 1955; the introduction of Universal Primary Education in the Eastern Region in February 1957; the introduction of UPE in Lagos (then Federal Territory) in January 1957; the publication of the National Policy on Education in 1977, which is unequivocal in its insistence on functional, universal and qualitative education. The Policy declares the Government's intention to use a variety of strategies for the provision of Universal Basic Education for all citizens. Launching of Universal Free Primary Education on 6th September 1976 and the Universal Basic Education (UBE) in September 1999.

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

The concept of universal basic education has been defined by Dadare (2001) as a base level education that is designed to satisfy at least the minimum learning needs of people as foundation for sustainable life-long learning that will provide literacy and numerical skills.

In the view of Okundaye, (2004) education is nothing but the whole life of the community from the particular point of teaching him/her to live their lives, comparing the work of the educator to that of the gardener which involves principally creation of the best enabling environment for the right kind of development and since the organism achieves growth, what

it needs is the right environment to grow unhindered. To the child, the growth requirements or concerns are mental, spiritual and bodily help from the educator.

This implies that basic education is the education given to youths to prepare them to live in their societies and to be able to contribute or perform specific functions in the society, creating external and internally suitable environment for the learners to develop their potentials to the maximum and to use them to perform specific functions for the society. To Okundaye (2004), UBE is to serve four purposes in Nigeria:

1. It will develop the individuals mind towards the right type of personality required for living in the society. It will equip the individuals with the cherished values, skills and knowledge of the past in Nigeria so that they may be preserved from one generation to another.
2. UBE will also equip the individuals with skills, attitudes, and values that will enable them function effectively by contributing to societal life and development.
3. UBE will also prepare individuals to bring useful changes in the society in order to make it better.

Oladosu A.I (2001) see Basic Education as fundamental education on which every other thing follows or depends. This foundational education in Nigeria is provided for 9 years running from primary school to junior secondary school 3 and it is free and compulsory. Okwuo (2003), Osahom and Osahom (2009) also hold close view to that of Oladosu (2001) that Basic Education can “be described as the foundation of sustainable life-long learning” which provides reading, writing and numeracy skills and includes a variety of formal and non-formal education activities and programmes intended to enable learners acquire functional literacy. They pointed out that, in the Nigerian context, basic education includes primary, junior secondary school, adult literacy and nomadic education programmes.

On the other hand, World Conference on Education for All (WCEFA) cited in Ukeje (2000) saw Basic Education as encompassing education for formal, non-formal sectors for social equity, integrated learning, mobilization of family and community resources. This implies that their own definition is based on all round development of the potentials of the learner, though did not specify years of basic education. In some countries it may just cover primary school even though in Nigeria it covers 9 years (primary school to J.S.S. 3).

The relevance of the Nigerian basic education is that it is intended to cater for all youth child in Nigeria irrespective of geographical location, gender, economic conditions, physiological condition, religious or cultural conditions. That is why there is provision for adult literacy, nomadic/migrant education, women education and other forms of non-formal education under UBE programme. Like Agbi (2001) observed, for Education to bring national development, it must not only be qualitative but also accessible to more people.

#### **Universal Basic Education Act. 2004**

The compulsory, free universal basic education Act of 2004 provides for all children of primary and junior secondary school age within the Federal Republic of Nigeria and as well stipulates penalties for parents who fail to comply with its provisions that covers key issues like;

1. That the federal government's intervention shall provide assistance to the states and local governments in Nigeria for the purposes of uniform and qualitative basic education throughout Nigeria.
2. That every Government in Nigeria shall provide free, compulsory and universal basic education for every child of primary and junior secondary school age.
3. That every parent shall ensure that his/her child or ward attends and completes:
  - a. Primary school education; and

- b. Junior secondary school education.
  - c. That the stakeholders in education in a Local Government Area, shall ensure that every parent or person who has the care and custody of a child performs the duty imposed on his/her under the Universal Basic Education Act, 2004.
4. That every parent shall ensure that his/her child receives full-time education suitable to his/her age, ability and aptitude by regular attendance at school.
5. That a parent who does not enroll or withdraws his/her child/ward from school contravenes section 2(2) of the UBE Act, and therefore commits an offence and be liable:
- a. On first conviction, to be reprimanded;
  - b. On second conviction, to a fine of N2, 000.00 or imprisonment for a term of one month or to both; and
  - c. On subsequent conviction, to a fine of N5,000.00 or imprisonment for a term of two months or to both; and
6. That transitions from primary to Junior Secondary School (JSS) should be automatic, as basic education terminates at the Junior Secondary School level thus entrance examination may no longer be necessary. Emphasis will be placed on effective continuous assessment, while final examination and certification will now be done at the end of the nine-year basic education programme.
7. That the Secondary School system should be restructured so as to ensure that the JSS component is disarticulated from the SSS as stipulated in the National Policy on Education (NPE, 4<sup>th</sup> edition).
8. That the services provided in public primary and junior secondary school shall be free of charge. These are tuition, books, instructional materials, furniture and mid- day meal.

9. That a person who receives or obtains any fee contrary to the provision of the Act commits an offence and is liable on conviction to a fine not exceeding N10,000.00 or imprisonment for a term of three months or both.
10. That the Magistrate Court or any other State Court of competent jurisdiction shall have jurisdiction to hear and determine cases arising from non-compliance of the provision of section 2 of this Act and to impose the punishment specified. (UBEC, 2005).

### **Legal Justification for the UBE Act**

The 1999 Constitution of the Federal Republic of Nigeria, Section 18(1) and (3) calls for the provision of Free and Compulsory Basic Education amongst other educational objectives.

The section provides as follows:

1. Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels:
2. Government shall strive to eradicate illiteracy; and to this end, government shall as and when practicable provide:
  - a. Free, compulsory and universal primary education;
  - b. Free secondary education
  - c. Free university education; and
  - d. Free adult literacy programme”.

Section 60(e) of part 1 of the Second schedule of the Constitution (under the Exclusive legislative List) confers powers on the National Assembly to make laws with respect to setting minimum standards of education at all levels. This means that even though the States and Local governments have the unfettered right to legislate on matters relating to primary

and post primary education, they do not have the power to make laws relating to the setting of minimum standards of education at that or any minimum standards for basic education.

However, it should be noted that even though the constitution has imposed a duty on all the three tiers of government to strive to eradicate illiteracy and to provide free and compulsory basic education, this educational objective is non-contested. In other words, the provision of that section cannot be challenged or enforced in any court of law by any person or authority.

### **UBE as a Reform Programme**

The UBE programme was introduced by the Federal Republic of Nigeria to enhance consistency in the delivery of education and reinforcing the implementation of the provision of the National Policy on Education (NPE) (UBEC, 2008). In accordance with the national policy on education and the surrounding relevant Laws, UBE was aimed at:

1. Guaranteeing an uninterrupted access to 9 years of basic formal education provided free, and compulsorily for every Nigerian child of school going age.
2. Reducing drastically the rate of drop out and improving relevance, quality, and efficiency in Basic Education in Nigeria.
3. Ensure acquisition of literacy, numeracy, life skills and values for life-long education and useful living.

As a reform programme, UBE has the following features according to UBEC (2008):

- a. Free formal basic education.
- b. Compulsory uninterrupted nine years of primary school and three years of junior secondary school education.
- c. Provision of mid-day meals to students to enhance learner's retention, and

completion of the basic education cycle.

- d. Emphasize on curriculum diversification and relevance to cater for adequate and effective individual and community needs and aspirations.
- e. Separation of junior secondary school from senior secondary school.
- f. Alignment/integration of primary school and junior secondary school.
- g. Individualized teaching methods.
- h. Introduction of rudiments of computer literacy.
- i. Appropriate continuous teacher professional development.
- j. Community ownership of schools including participation in decision-making process in schools (UBEC, 2008).

### **The Home-Grown School Feeding and Health Programme (HGSFHP)**

The Home-Grown School Feeding and Health programme is an initiative of the Federal Government of Nigeria (FGN) within the framework of the UBE Act, 2004. The programme is in pursuance of Government's commitment to achieve Education for All (EFA) alongside the millennium Development Goals (MDGs). The aim is to reduce hunger among school children and improving their enrolment, retention and completion of the school cycle (UBEC, 2008).

### **The HGSFHP programme objectives include:**

- a. Reducing hunger among Nigerian school children;
- b. Increasing school enrolment, attendance, retention and completion, particularly of children in rural communities and poor urban neighborhoods;
- c. Improving the nutritional and health status of school children;
- d. Enhancing comprehension and learning achievement of the pupils;
- e. Correcting gender imbalance through increased girl-child enrolment;

- f. Building and strengthen capacity for effective community involvement and participation in school management.

### **The Universal Basic Education Commission**

The UBE Act, 2004 provides for setting up of the UBE Commission to coordinate the implementation of the Basic Education Programme in the Country

According to UBEC (2005), the UBE commission's mandates are as follows:

- a. Formulate policy guidelines for the successful operation of the universal basic education programme in the federation;
- b. Receive block grant from Federal Government and allocate same to the states and Local Governments and other relevant agencies implementing the Universal Basic Education in accordance with an approved formula as may be laid down by the Board of the commission and approved by the Federal Executive Council;
- c. Prescribe the minimum standards for basic education throughout Nigeria in line with the National Policy on Education and the directive of the National Council on education and ensure the effective monitoring of set standards;
- d. Enquire into and advice the Federal Government on the funding and orderly development of basic education in Nigeria.
- e. Collate and prepare after consultation with the States and Local Governments, and other relevant stakeholders, periodic master plans for a balanced and coordinated development of basic education in Nigeria including areas of possible intervention in the provision of adequate basic education faculties.
- f. Carry out in concert with the States and Local Governments at regular intervals, a personnel audit of teaching and non-teaching staff of all basic education institutions in Nigeria;
- g. Monitor Federal Government inputs into the implementation of basic education;

- h. Present periodic progress reports on the implementation of the universal Basic Education programme to the president through the Honorable Minister of Education;
- i. Co-ordinate the implementation of the Universal Basic Education related activities in collaboration with non-governmental and multi-lateral agencies;
- j. liaise with donor agencies and other development partners in matters relating to basic education delivery;
- k. Develop and disseminate curricula and instructional materials for basic education in Nigeria;
- l. Establish a basic education data bank and conduct research on basic education in Nigeria;
- m. Support national capacity building for teachers and managers of basic education in Nigeria;
- n. Carry out mass mobilization and sensitization of the general public and enter into partnerships with communities and all stakeholders in basic education with the aim of achieving the overall objectives of the Compulsory Free Universal Basic Education in Nigeria.

### **UBE Programme: Implication for Education and National Development**

Evidences abound worldwide that investment in education can influence development of individuals, communities and nations. National Planning Commission (2004) supports this view by saying, poor people are more likely to live in rural areas and be less educated. According to the National Planning Commission (2004), one source of poverty is the lack of basic education; this means poverty and illiteracy have a strong link with and complement each other towards enhancing under development or retarding development.

Eastern Asian countries came out of their economic despair in the 1950s by investing heavily

in education in subsequent decades (World bank, 1993). Ogbuagu (2009) also says that primary education is the largest single contributor to the predicated economic growth rates of high performing Asian economies. This was the findings of 112 nations survey on the effect of primary school enrollment and the share of investment in GDP on the rate of real per capital income growth. It was also noted in the survey that the difference between the high performing economies of Eastern Asian countries and that of sub-Saharan nations was in variations in primary school enrollment rates.

The study carried out by Psacharopolous (1984) on Pakistan and the Republic of Korea that had similar income levels in 1960, shows that by 1985 Korea's economy was almost three times higher than Pakistan's. This was also attributed to higher inputs in primary school enrollment rates in Korea.

Okomoh (2004) also analyzed data from 58 countries of the world but came out with the findings that education contributes significantly to growth of real GDP. He also found out that increase in schooling has the same proportional effect on earnings at all levels of experiences.

This implies that delay in sending children to school affects economic earnings of the children and the nation negatively thus pulling back the hand of development both of the individual and the nation. In the case of Nigeria too, the more the citizens are denied access to basic education, the more they are kept away from development.

Considering these issues discussed above, it can be said that education is a necessity for life and that any nation that invests in it does so to the advantage of both the citizens and the entire nation as it will enhance their growth and development. Thus, it is the assertion of Yusuf (1990) in Agbi, (2001) that "Education is not just a learning process but a basic

instrument for the development of the human personality, for the effective integration of society, for economic development of the nation and for the spiritual upliftment of mankind”

Naswem (2000) also supports the views above by saying:

*It is known that basic education is indispensable for the development and success of modern society; first democratic institutions cannot exist and function appropriately without enlightened citizenry. Education makes people easier to rule. Education is the key to more rapid and more meaningful economic growth. (P. 76).*

This implies that, for democratic nations like Nigeria, good governance and economic development can grow better if the citizens have at least basic Education.

Education is also regarded as necessary and a pre-requisite for national development, that it is central to socio-economic and technological advancement and it is a worth while self sustaining and self generating process of positive transformation of modern society. It is not just about literacy and numeracy but involves value formation and value orientation. (Ibrahim, 2008; Obunadike, 2009).

Therefore, the decision by Nigeria to lunch UBE programme and make education compulsory and accessible to all her nationales is a step towards national development and as such every hindrance to effective implementation of the programme should not be permitted because “any attempt to deny the citizens basic education will be an attempt to deny them the necessity for life” (Uturu, 2007).

### **Overview of Universal Basic Education in Edo State**

The Edo State like any other state of the federation domesticated the Universal Basic Education Act by setting up the Edo State Universal Basic Education Board (Edo-Subeb) in 2005. However, since Governor Godwin Obaseki took over the mantle of leadership in Edo State in 2016, his administration has prioritized education as one of his key reform areas and

has committed substantial resources to achieve the overall mandate of basic education as enshrined in the Universal Basic Education Act of 2004. To reform the basic education sector and overhaul it for impactful outcomes. The administration through Edo-Subeb introduced the Edo Best Programme (Edo Basic Sector Transformation Programme). With the strategic goal and objective to re-jig basic education of equipping Edo children with the pre-requisite knowledge, skills, and value needed for the future and positioning them to become global citizens (Salami, 2023).

So far, the administration of Governor Godwin Obaseki has made significant investments into the basic education sector from 2016 till date, Edo-Subeb under the Edo Best programme has distributed over 11,635 digital work tools comprising smartphones, teacher tablets, Samsung tablets, and power banks to the various stakeholder in the basic education ecosystem. More than 1.5 Million textbooks, homework books, over 7,5 million exam materials, and not less than 1.6 million result sheets were distributed to facilitate teaching, learning, and assessment (Salami, 2023).

Furthermore, over 600,000 children have benefited from basic education programme since Edo Best came on board. Today, over 380,000 children are receiving relevant and nextgeneration aligned learners made available in 1289 basic education schools (primary and junior secondary schools) across 18 local government areas of Edo State. In addition to the above, the Executive Chairman of the Edo State Universal Basic Education, Mrs. Salami noted that concerning improving school infrastructure she opined:

“At least 48,950 meters of school fences have been constructed, another batch of fence measuring 14,850 meters will be completed before the commencement of the next academic session, 38,000 furniture sets have been supplied to schools while another of 10,000 furniture sets are in the finishing stage soon to be delivered to schools ahead of the new academic

session. Additionally, over 1.100 toilets have been constructed or renovated with 174 toilets rooms nearing completion. 41 projects are also currently ongoing”.

To complement the acute shortage of quality teachers in the basic education sector in the state. The Edo State government recently engaged the service of about 1200 temporary teachers in her teaching fellowship programme tagged The Edo Supporting Teachers to Achieve Results (EDOSTAR) programme is a hands-on government teacher training initiative forming a core pillar of the State’s reform agenda for basic education. In this programme beneficiaries are paid a monthly stipend of #30,000 which is not always regular. They are to provide teaching services in public primary and secondary schools across for a minimum of three years. After which those found worthy and qualified may be absorbed into mainstream public service ([www.edosubeb.org.ng](http://www.edosubeb.org.ng)).

### **Features of Universal Basic Education in Nigeria**

The fundamental features of the Universal Basic Education scheme as contained in the Federal Government guidelines on the implementation of the UBE programme in 1999 are:

- a) free formal basic education;
- b) compulsory, uninterrupted, Nine years of primary and junior secondary school education;
- c) emphasis on curriculum diversification and relevance to effectively cover individual needs and aspirations;
- d) separation disarticulation of junior secondary schools from senior secondary schools;
- e) introduction of rudiments of computer literacy;
- f) appropriate continuous teacher professional development; and
- g) community ownership of schools including participation in the decision-making process (FGN, 1999).

## **Objectives of Universal Basic Education**

The objectives of Universal Basic Education as spelled out in the proposal implementation blueprint by the Federal Government of Nigeria (1999) are as follows:

- a) to develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
- b) to provide free, compulsory, and universal basic education for every Nigerian child of school age;
- c) to reduce drastically, dropouts rate from the formal school system through improved relevance and efficiency;
- d) to cater to dropouts and out-of-school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education; and
- e) to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulation, and life skills as well as the ethical, moral, and civic values needed for laying the foundation for lifelong learning (FGN, 2004).

## **Key Issues and Trends in the Compulsory, Free, and Universal Basic Education Scheme Nigeria**

The fundamental issues in UBEC acts as contained in the official reference of the Federal Republic of Nigeria Gazette (2004) are that:

- a) The Federal Government intervention shall assist the states and local government in Nigeria for uniform and qualitative basic education throughout Nigeria.
- b) Every government in Nigeria shall provide free, compulsory, and universal basic education for every child of primary and junior secondary school age.
- c) Every parent shall ensure that his or her ward attends and completes primary and junior secondary school education.

- d) The stakeholders in education in the Local Government Area shall ensure that every parent or person who has the care and custody of a child performs the duty imposed on him or her under the universal basic education scheme.
- e) Transition from primary to junior secondary school (JSS) should be automatic and basic education terminates at the Junior Secondary School level, thus entrance examination may no longer be necessary.
- f) The secondary school system should be restructured to ensure that the JSS component is disarticulated from the SSS as stipulated in the National Policy on Education (FGN, 2004).

### **Universal Basic Education and its Funding in Nigeria**

Subnational governments are the ones in charge of basic education as emphasized in the Compulsory, Free Universal Basic Education Act of 2004. Whereas, the Universal Basic Education Commission (UBEC) is primarily tasked with providing intervention in basic education on behalf of the federal Government of Nigeria. However, a chunk of federal funding for basic education comes from the Universal Basic Education Intervention Fund. It is generated through 2% of the FAAC revenue also called the consolidated Revenue Fund from a preceding year, and its spending is coordinated by the Universal Basic Education Commission (UBEC) (Human Development Initiatives, 2018; Amoo, 2019).

Thirty-six (36) sub-national governments of the federation including the Federal Capital Territory (FCT) are required by the enabling Act to assess this fund after certifying certain conditions. The conditions to be met include: providing a fifty percent (50%) matching grant

to match FG's contribution; and presentation of an Action Plan detailing proposed projects of how it spends the fund for education for every fiscal year, among others. An action plan is an annual document prepared by the State Universal Basic Education (SUBEB) of each state showing a breakdown of intervention projects or activities to be implemented in public primary and junior secondary schools. This document usually details project description, beneficiary schools, quantity, locations, unit costs, total costs, and duration for execution. It is a very critical document that helps potential UBE project monitoring. It is also a prerequisite that the previous year's project must have attained a 70 percent completion before assessing another fiscal year's fund at the UBE commission (Human Development Initiatives, 2018).

Additionally, it is pertinent to note that UBE has gone a step further to encourage states to access UBE funds. This informed the rating and classification of states as high, moderate, or low performing in assessing their UBE grants. Unfortunately, many states are unable to meet the conditions for assessing these funds and basic education consequently suffers setbacks in their respective states, although some states that have also accessed UBE funding experience setbacks. While basic education administration complains of paucity of funds, the federal Government matching grants remain at the Central Bank of Nigeria waiting to be accessed for the developments of the same throughout the country (Human Development Initiatives, 2018).

### **How UBE Intervention Funds are allocated in Nigeria**

After the Federal Executive Council had approved a particular sum as the UBEC intervention funds for a year, subnational governments are expected to make available the matching grant, without that, the money would not be released. If the availability of the counterpart fund is confirmed by UBEC, the state SUBEB concerned along with the federal agency will have it

shared as follows: Fifty percent (50%) of the Matching Grant Fund is earmarked for the procurement of educational infrastructure such as classrooms, furniture, toilets, workshops, libraries, and equipment, among others; fourteen percent (14%) is devoted to the Educational Imbalance Fund for maintaining equity and inclusiveness and eliminating all forms of disparities and disadvantages; fifteen percent (15%) of it is designated for the Instructional Material Fund. This is channeled for the provision of textbooks in the core subjects and reading material; ten percent (10%) is tagged the Teacher Professional Development Fund (TPDF) for the training of the serving teachers and educational managers on various aspects of school activities; five percent (5%) is known as the Good Performance Fund (GPD) to encourage states doing well in the implementation of the UBE programme; two percent (2%) is tagged the Special Education Fund for students with special needs; two percent (2%) is the UBE Monitoring Fund and two percent(2%) is the UBE Implementation Fund (Amoo, 2019).

Apart from UBE intervention funds, states and local governments spend money on basic education on their own. This is variously achieved through an allocation from a statutory transfer of the Federation Account Allocation Committee (FAAC). Other sources of UBE funding include local and international donors, private schools, private individuals, and parents among others (Amoo, 2019).

### **Monitoring and Evaluation of UBE Programme in Nigeria**

The following monitoring mechanisms have been adopted by UBEC to ensure proper utilization of UBE funds

1. Regular routine and specialized supervision, monitoring and evaluation will be conducted by UBE commission.
2. Special financial audits will be instituted by the UBEC through the instrumentality of independent auditors.

3. Specialized monitoring will be conducted jointly by Universal Basic Education Commission, Federal Ministry of Finance, Federal Ministry of Education, National Assembly, Office of the Accountant General of the Federation, Budget
4. Monitoring, National Planning, Project Monitoring Unit in the Presidency, NGO, CBOs and other Civil Society Organizations.
5. Occupational Presidential visitation will be instituted from time to time.
6. The peer group mechanism among the states and among other African nations including the involvement of relevant UN agencies such as UNESCO, UNICEF and other relevant bilateral and multi-lateral agencies are encouraged to participate in the process.

The UBE vision statement has it that, at the end of nine year continuous education, every child that passes through the system should acquire appropriate levels of literacy, numeracy, communication, manipulative and life skills and be employable, useful to him/her and the society at large by possessing relevant ethical, moral and civic values. This is quite a lofty and laudable vision that requires practical and watchful steps to ensure its attainment perhaps; this may have been one of the reasons for the establishment of monitoring and evaluation unit in UBEC. The fact that quality assurance is expected to be a must in the UBE programme in order to guarantee its success makes monitoring and evaluation necessary in the programme.

Monitoring according Biao (2008) is a process whereby inputs for implementation of a project are constantly checked for continuous availability, adequacy, functionality to ensures that, those facilities and resources needed for successful implementation are continuously available in sufficient quantity and quality and that they remain functional and relevant throughout the period of implementation.

For a programme like UBE, the inputs to be monitored could include supply and utilization of funds, maintenance of suitable learning environment, demand and supply of adequate teaching and supportive staff both in quantity and quality, performance/service delivery of teaching and supportive staff, students' enrollments, retention, transition and completion as well as drop-out rates, e.t.c. The monitoring unit operates at the UBEC, SUBEB and LGEA levels and is instrumental to the successful realization of the goals and objectives of UBE as it is expected to help reduce laxity and corruption in the implementation process of UBE programmes. Thus, if monitoring is properly done, it will ensure the attainment of education for all (EFA), education-related MDGs and Nigeria's NEEDS goals.

In UBE, the monitoring unit performs the following functions:

1. Providing UBEC and other stakeholders with continuous feedback on implementation: This they do by monitoring the activities of the various personnel and units in the agency in line with their expected roles and responsibilities and provide reports which serve as feedback that enables UBEC and other stakeholders to take management decisions.
2. Designing and performing monitoring activities for UBE: They act as the eyes of the UBE by overseeing and ensuring that things go on according to plan in the UBE programme.
3. Identifying actual and potential successes and bottlenecks early enough to project operations: The monitoring unit also identify potential success in the UBE programme and ensures that it is not truncated and at the same time it identifies likely problem areas and tries to resolve them so as to pave way to success in the UBE programme
4. Preparation of progress reports of on-going projects: Monitoring provides progress

reports on ongoing projects which helps the stakeholders to have continuous information on the rate of progress of the projects

5. Evaluating progressive inputs of project partners: In carrying out UBE projects, sometimes other partners are involved e.g. the host community. Monitoring provides information therefore to the other partners as regards the progress of the inputs of each partner in the project.
6. Setting standards and indices for UBE projects evaluation. It is the monitoring unit of UBE that sets standards as to what should be the accepted standard in all UBE projects and its set standards serve as the basis for evaluating all UBE projects.
7. Overseeing the operations of the zonal offices of UBE: It is this unit that over sees the activities of the zonal offices of the UBE to ensure that they operate within their bounds.
8. Preparing and submitting data on UBE projects such as number of classrooms renovated, number of classrooms constructed number of teachers and their qualifications/specializations, procurement and distribution of instructional materials, data, and extent of attainment of UBE objective e.t.c. Is another function of the monitoring unit of the UBE.

Evaluation according to Obioma (2001) is the process of obtaining value judgment regarding the extent to which the set targets are achieved or not. This means evaluation has to with judgment concerning specific goals which have been presented to be achieved over a set period of time. Biao (2008) on his part defines evaluation as the process of verifying whether the objectives and final goal have been achieved. All the above definitions emphasis the achievement of goals which we must not forget that UBE has goals and targets which are set with time frame to be achieved e.g. ensuring that 50% of Basic Education schools attain conducive teaching and learning environment, that 50% of Basic Education teachers are

computer literate and 10% of graduates are computer literate by 2009, and elimination of gender disparity in Basic Education by 2008 (UBEC, 2006).

The evaluation in UBE is supposed to be formative, summative and ex-post-facto evaluations. Formative evaluation should be carried out while UBE programmes are on course so as to avail the stakeholders in UBE of progress reports which will serve as a basis for progressive decisions regarding such projects.

On the other hand, ex-post-facto evaluation is carried out at the end of a particular UBE project. This tells how successful or otherwise the products of the project are e.g. the quality of UBE graduates. After the end of the nine year continuous schooling: Mean while summative evaluation is done at the end of the project e.g. how many pupils enrolled into UBE schools and how many completed the programme?

UBE programme has set goals and objectives which need to be monitored and the extent of the attainment needs to be known. Other reasons for evaluation and monitoring in a programme like UBE according to Ifeakor (2009) are:

- a. To provide feedback on the implementation of the programme
- b. To check on-going programmes for flaws or breakdown.
- c. Provide information to regulate activities for corrective actions.
- d. To ascertain the presence or absence of expected traits or goals in the educational system.
- e. To serve as an early warning system when programmes are going off-track
- f. To facilitate decision making and policy review where need be
- g. To pilot models within the programme's implementation
- h. To review strategies and instruments of programme implementation
- i. To review or strengthen previously set and adopted targets.

- j. To make future plans as the programme implementation progresses
- k. To provide quality assurance and quality control.

Monitoring and evaluation in UBE in Nigeria however appears not to be living up to the rationale for its existence as reports show that what goes on is hardly reported correctly (Daily trust, 16Th.October, 2011). This has created a situation where no accurate feedback is obtained from ongoing programmes, programmes break down unnoticed and as such corrective steps are not taken and quality control is almost absent (Daily trust, 16Th.Oct.ober, 2011).

## **2.2 Importance of Teacher Motivation and Retention in Schools**

The teacher according to Utulu (2007) is “one who instructs, directs and guides learners for effective change in behavior“. To Gbamanja (2002), the teacher is an educationist who underwent pedagogical training including a good knowledge of the principles and practice of education, in addition to his teaching subject(s) or discipline“. The teacher is a vital personality in the education process. If it is true that education is the key to national development then, it can be as well said the teacher is the one that holds the key. He is the fulcrum on which the education wheels revolve. When he fails, the system breaks down. Thus, Aggrawal, (2006) says, we are convinced that, the most important factor in educational reconstruction is the teacher“.

The role of the teacher in the success of U.B.E cannot be over emphasized. This role of enhancing success for UBE however will depend on the quality and quantity of teacher recruited and how well they are motivated to put in their best, where they are not well motivated, some will move over to other places/professions that are more lucrative (brain

drain) and those who remain will not put in their best, thus, their productivity and retention will also be low.

Motivation in the words of Denga, (1996) is, “inner-force which ignites, propels, poke, spur or energize, directs and sustain behavior towards goal attainment”. Denga stressed that lack of motivation is manifested in a worker’s lack of interest in performing. Denga, (1996) pinpoints the factors of workers motivations as higher pay, prospects for promotion, prestigious title, praise, a bonus, recognition by award of prizes, and a general improvement of conditions of service.

Teacher support network (2006) in addition to the list above says making the school an attractive place, involving teachers in decision making, permitting. In-service training for teachers and creating a good work life balance are important factors in motivation of workers.

Also perento mode (1991) and Whawo (1993) cited in Olulube (2006) say “the higher the prestige of the job, the greater the job satisfaction for performance/retention on the job.

This means if the above stated factors/conditions are met in U.B.E their teachers will be well motivated and they in turn will put in their best to ensure that the objectives of U.B.E are achieved. Also they will have no course to be looking for jobs elsewhere and so their retention in the U.B.E job will be high. This will ensure success for U.B.E as the experience they gain on the job can be used to better their productivity. Olufunke (2008) agrees with this and says, “Motivation has influence on the job the worker (Teacher) performs”. Olufunke stressed further that „when motivation is high, workers (teachers) turn to improve their out put“. Ranchman and Mescam (1985) cited in Olufunke (2006) says, the ability of the employer to meet the needs of the employees (motivate the employees) prevents them from

leaving the organization i.e. retains them at the organization. Jega (2007) said “Nigerians have always wanted a good quality education which is based on equity, and is accessible to all” this yearning of the nation can be achieved by U.B.E through adequate motivation and retention of their teachers (all other things being equal).

Ada (2005) also cautions that, “while no one goes into teaching to become a millionaire, a poverty stricken academician cannot be an effective one” this could be why Tahir (1999) in Sam-Ugwu (2009) said that “nobody wants to go into teaching because of poor remuneration and declining status of teachers in the Nigerian society.” This is true as Sam-Ugwu (2009) attribute teachers’ low morale in teaching to poor remuneration, poor conditions of service, inappropriate promotion and re-training among other factors.

Meanwhile motivational theorist like Ekpisure (2000) points out that teachers should be motivated for high productivity as motivated teachers perform higher. In line with this view, Nworgu and Osai (2001) posit that. Workers commitment to the realization of organizational goals/objectives can best be obtained through the instrumentality of authority and motivation. Consequently, a highly motivated class will strain to learn given an unmotivated and therefore in effective teacher.

### **2.3 Teacher Motivation Strategies**

The fact that teachers are responsible for translating educational policies to actions and principles to practice through their interaction with students (Edilmuhi, 2006) places them in a vantage position as far as quality education is concerned. This is in line with the national policy on education’s claim that no education system can rise above the quality of its teachers (FRN, 2004).

The implication for this is that if we as a nation want to embark on any meaningful

educational programme such as universal basic education that aims at quality basic education that will lay a solid foundation for life long learning then, the need to raise the teachers morale and to motivate them for high performance and retention on the job should be of priority importance.

Since teachers are the prime movers to enable UBE live up to expectation, Ihebereme (2006) maintains that teachers should be adequately motivated as a motivated teacher is likely to be both efficient and effective. Thus teacher motivation strategies must be built into the UBE system in order to guarantee its success.

Maduewesi and Ihebereme (2009) say motivation reflects perception methods and activities used by the management to provide a climate that is conducive to the satisfaction of the various needs of the employees (UBE teachers) so that they might become satisfied, motivated and effective in performing their duties. This to them is the best way of getting the best out of UBE teachers in terms of hard work and commitment to duty. Generally, teachers appear to be dissatisfied with their jobs due to inadequate motivation (Nwagwu, Ehiam, Ogonu and Nwadiani (2001), this is seen in their use of flimsy excuses to stay away from school, selling/ hawking of wares in the classrooms, hunting for new jobs while still teaching, e.t.c. this is partly responsible for the poor performance of students in examinations (both internal and external) without any iota of doubt, UBE teachers like any other employee expects some form of compensation as pay/or incentive. This compensation both physiologically and psychologically will motivate higher performance from the UBE teachers. It is therefore important that motivation strategies be employed or applied to the UBE teachers so as to guarantee the success of UBE within the context of the global time frame. It must also be noted that teacher's job satisfaction is an index for quality assurance in education (Dibia, 2008).

The following teacher motivational strategies are available and can be used to motivate UBE teachers for higher performance and good retention on their teaching job:-

### **Conferences, Seminars and Workshops**

Conferences are annual or bi-annual meetings of professional associations. During these professional conferences, scholarly papers are presented by experts from various aspects and sub-disciplines that touch on the profession to enhance professional development of the members. These also serve as opportunities for members to update their professional knowledge and to be kept abreast with current trends in their professions. It also avails the members of new discoveries and developments in the profession as well as challenges. In education particularly, these papers deal with reports of research findings on educational issues and practices.

Unfortunately, many UBE teachers find it difficult to attend and participate in these conferences due to their inability to get sponsorship which is reinforced by their poor salary which reduces their capability for self sponsorship. To this excuse, Okeke (2004) remarks that “salary scale for teachers should be adjusted periodically with due consideration of trends in the cost of living. This adjustment can permit them to sponsor themselves to conferences if the government does not.

**Seminars:** They are organized for professionals to keep them adequately informed of certain educational issues or developments which are relevant for the performance of their daily functions and professional development. The ministry of education for instance may decide to organize a science. Teacher’s seminar to equip the teachers on quality pedagogical delivery; these seminars normally create room for professionals to interact and to brainstorm together on issues and challenges in their profession with a view to finding solutions.

**Workshop:** These are planned sessions for discussion or practical work on a particular

subject matter, it could also be said to be a forum where people share their knowledge and experiences on particular topics. Udoka (2002) explains that work shops could be organized for UBE teachers for the following subject matters:

### **Lesson note preparation**

Methods of record keeping for instructional activities. Students report writing.

First aid administration of injured students In –service training programmes:

### **Item writing**

In-serving training programmes are programmes aimed at developing the teacher's knowledge, skills and profession growth while still teaching. Nwagwu (2001) defines in-service training as “a process for continuous updating of teachers” knowledge, skills and interest in their chosen field”. The task of creation a land of bright and full opportunities for all citizens” demands that teachers continue to develop or grow on the job and at the same time up date their knowledge to be able to put their learners also on the right educational path to attain their maximum potentials.

The introduction of UBE has brought about a slight change in the curriculum of primary and junior secondary levels in Nigeria education system. This has also birthed the need for the UBE teacher to read wide and as well attend in-service training programmes in order to keep in touch with the changes and to continue to dispense relevant knowledge, skills and aptitudes.

Edem (2003) says in-service training programmes for UBE teachers should include the followings:

1. Activities aimed at assisting teachers to acquire a mastery of their subject and the modern methods of teaching it.

2. Activities which are likely to develop a teachers' skills in individualized teaching technique
3. Activities that help teachers to develop self confidence in providing leadership and maintaining class control.
4. Activities that sensitize teachers to modern methods of evaluating student's performance.
5. Activities that help teachers to co-operate with one another in order to find solutions to common problems.
6. Activities that help teachers to develop skills in using modern technology through access and usage of information and communication technology.

The benefits of in-service training of teachers teaching are under lined by Okeke (2004) as:

1. It enables teachers to obtain his/her qualifications (professional and academic).
2. It enable teachers acquire more conceptual and technical knowledge and pedagogy, In order to improve on their efficiency in class instruction.
3. It improves social and academic status of teachers in the society.
4. It helps teachers to keep in touch with their counterparts with in and outside the country in terms of intellectual mobility.

The in-service training programmes are available in most tertiary institutions in the country in the form of weekend programems, sandwich programmes, distance learning, programmes, evening programmes, adult education programmes, e.t.c to achieve a virile economy and UBE objectives, teacher retaining through in-serves training is a necessity.

### **Teachers' salary and other remunerations:**

The aim of working as a teacher is not only to produce educated and skilled man power for the nation but also to be able to meet financial obligations to oneself and the family and to be a useful member of the society so as to become fulfilled.

When salaries of teachers are not paid as at when due or are too meager to meet their financial obligations, they become anxious, frustrated, have low morale and are dissatisfied and as a result develop negative attitudes to work. This is the kind of situation that makes many teachers to use teaching as a waiting point for the real job to come. This makes it very difficult for the teacher to put in his or her best because he or she is not motivated to put in his or her best.

On the other hand, when their salaries are made adequate and they are paid as at when due they will be motivated to put in their best and to remain on the job. According to Akanwa (2002), the stress caused by poor financial motivation all in the name of non-availability of funds has led some teachers into looking for other sources of money like selling of articles and wares even inside the classroom. In support of Akanwa (2002) Akubue (2002), said no school can function well in an atmosphere of financial vacuum. i.e without adequate financial motivation, there can be no guarantee that teachers would pay attention to their job. Rather it will kill their zeal/morale for work because people look for jobs in order to earn a living. Thus, Denyer (2000) says "if teachers fail to achieve the expected level and standard of performance of their job, then the goals of U.B.E would be half-hazardly met. Furthermore, Ihebereme (2008) says,

*The productivity of the teachers stems from his satisfied state in his job and as such, quality and functional education can only be realized when teachers who are prime movers of educational affairs are adequately motivated. In the absence of this, maintenance of high standards in*

*education will continue to be a paper presentation and dream in futility.(P. 69).*

When however adequate motivation is achieved through adequate application of motivation strategies, the following effects will result according to Okeke and Okwuo (2003).

1. Willing co-operation towards the school objectives.
2. Loyalty to the school authority and its leadership
3. Good discipline and voluntary compliance to rules and regulations.
4. High degree of interest in the teaching job.
5. A reasonable display of initiative and pride in the profession.

In concluding this section of the study, one would like to resound the words of Ochuba (2001) that, the task of improving instruction depends on the level of application of available motivation strategies and as such, the school administrator is charged to utilize effectively the motivational strategies existing in his school to enhance teachers retention and high performance in UBE schools.

### **Infrastructure/Teaching Materials in UBE**

Infrastructural facilities according to Abdul (2001) include all facilities that make learning environment suitable for effective teaching and learning in schools such as classroom, buildings, laboratories, workshops, libraries, toilets, desks, chairs, tables e.t.c Abdul stressed that these facilities are very vital for learning to take place in schools successfully. Their shortage in schools during the era of U.P.E partly accounted for the failure of that educational programme.

The implication is that, where facilities like the classroom are not available or are in short supply, students learn under harsh environment and as such grasp little or nothing resulting in poor achievements and non attainment of educational objectives. Teaching materials on their

part carry different nomenclatures. Gbamanja (2002) calls it curriculum materials. Agbi, (2004) refers to them as instructional resources; Maduabum (1996) calls them teaching aids and resources; Agishi and Afaor in Ada and Odey (Ed) (2003) call them instructional media.

Just as they carry different nomenclatures, they are also defined differently to Agbi (2004) they refer to all those facilities, materials and equipment used by the teachers to illustrate, explain and emphasize a lesson in order to make it clearer to the learners. In other words they are the devices which can be used to make learning experiences more real, more realistic and more dynamic. Surma and Doggoh (2007) refers to them as materials that teachers employ or make use of in the course of their teaching so as to ensure that learning experiences appeal to more than one sense organ of their learners in order to enhance effective learning and long lasting impact. On the other hand, Agishi and Afaor in Ada and Odey (Ed) (2003) say “they are the materials which can help to extend the range of various experiences of learners in any teaching/learning situation”

These materials make tremendous enhancement of lesson impact when used appropriately. This is due to the fact that when used appropriately, they enrich the store of concrete sensory experiences of learners which they require to learn effectively. Thus infrastructural facilities and teaching materials are needed in the school environment to enhance life long learning.

Example of teaching materials include textbooks, chalk, chalkboards, real objects, scientific chemicals for experiments, posters, T.V sets, DVDs, VCDs, projectors, film slides e.t.c.

### **Classification of Teaching/Instructional Materials in UBE**

The classification of teaching materials also varies from one expert to the other. To Agbi (2004) and Maduabum (1996) teaching materials can be classified into three viz:-

1. **Visual Aids/Resources:** These are teaching materials that appeal to the sense of sight

or vision. These include printed materials, journals, workbooks, pictures, posters, maps, charts, exhibits, models, specimens, flannel boards, e.t.c.

2. **Audio Aids/Resources:** These are teaching materials that aid hearing by appealing to the sense of learning e.g Radio, Audio C.Ds, Tape recorders e.t.c.
3. **Audio-Visual Materials:** These refers to the teaching materials that appeal to the organs of sight and hearing at the same time e.g T.Vs, video tapes, V.C.Ds, film shows, motion pictures with sound tract e.t.c. These make more lasting impact on the learners as they appeal to more sense organs. They are however more expensive and most complex technologically.

Dike (1989) on his part classifies instructional/teaching materials into:

1. Graphic materials
2. Three dimensional materials
3. Still pictures
4. Still projected pictures
5. Motion pictures
6. Audio materials

This classification is based on mode of production, mode of usage as well as physical out look of the teaching materials. In addition to the above, Iortyer (2005) includes printed materials. On their part, Hime and Ada in Ada and Odey Ed (2003) classify teaching materials into those by hardware and soft ware, those by utilization and those by design.

The teaching materials by hardware are those teaching materials that are of physical products. These include devices and technical equipment such as television, radio sets, projectors, record players, cassettes, tape recorders e.t.c. hardware teaching materials are made of hard materials such as wood, metals, synthetic products, e.t.c

Software teaching materials on their part are carriers of instructional messages which require hardware to function. They function to retrieve, reproduce, transmit, magnify and/or project instructional messages.

Teaching materials by design: These are specifically designed as major components of the instructional system. They facilitate formal learning and evaluation e.g Textbooks, instructional games e.t.c.

Teaching materials by utilization: they are instructional materials not specifically designed as components of the instructional system or to be used for instruction in academics but can be used for learning and evaluation e.g Radio, Real objects, Telephone, Cassette Tapes, e.t.c.

In the views of Ogbonna, Iheagwam & Betiang (2004) teaching materials can be classified into:-

1. Audio aids
2. Visual aids
3. Projected materials
4. Three dimensional aids
5. Displays materials
6. Audio-visual aids

### **Relevance of Infrastructure and Teaching Materials in UBE Schools**

Infrastructure and teaching- materials play significant roles in UBE schools particularly, and the education system generally. Infrastructures like the classroom buildings create a conducive environment for learning by screening away distractions like cold, excess sunshine, noises from moving vehicles and people e.t.c. The laboratories make the learning

environment friendly and conducive for carrying out practical by virtue of their special designs.

Others like the toilets help to provide conveniences readily thereby saving time and embarrassment and therefore making life comfortable in the schools. The recreational facilities provide opportunities for relaxation and recreation and sometimes indirectly turn out to make a profession for some learners. Teaching materials help to make the lesson to have long lasting effect on the learners. They also make learning more concrete and not abstract. They also make the lesson more real and as such more applicable to real-life situations.

They also save time for both the teacher and the learners as they help the learners to learn faster. Adequate provision of these facilities (infrastructure and teaching materials) in schools facilitates the attainment of educational objectives and reduces failure rate as well as promotes school enrollment and retention of learners (Manguwat and Awuya, 2009).

The absence of teaching materials some time makes a mockery of leaning e.g learning computer science without a computer system is just more of learning about computer than learning computer or learning chemistry without chemicals. These are practical orientated courses that when learnt without practical does not permit practice in real life. Unfortunately, evidence abound that Nigerian educational system is in dire want of these facilities (Gidado, 2005, Etesike, 2008, Imonivwereha and Enaibe 2008, Maduewesi and Ihebereme, 2009).

Ayogu (2004) also reported that “the state of infrastructure in primary schools today is alarming and very worrisome” he stressed that in most schools, the buildings are dilapidated while in some especially in rural areas, classes hold under tree shades.

Commenting on the state of infrastructure in Nigerian schools, Teboho (2000) said, the

present infrastructure condition impart negatively on the quality of education offered in the country (Nigeria) and contributes to brain drain and high dropout rate of learners. In most UBE Schools, these materials are in short supply thereby leading to poor quality of teaching less retention of studied material for life application and poor quality of graduates. There is therefore the need for adequate infrastructure and teaching materials in UBE schools if optimum results are to be achieved. These should be made available in sufficient quantity and quality.

### **Teacher Adequacy in UBE Schools**

This is a concept that carries dual meaning the first one being adequacy in terms of number of teachers per school per number of pupils/students. This is to say that a teacher is supposed to handle certain number of students beyond which his performance begins to diminish. However, with the dearth of teachers in Nigerian education system (Anyaoagu, 2008, FME, 2009), shortage of teachers now compels teachers to teach above the maximum number required. This idea of few teachers teaching too many students is termed teacher in adequacy. This occurs when students –teacher ratio is high we say teachers are inadequate but when not beyond the maximum it is assumed to be adequate.

NPE (2004) specifies that in early childcare development education the number of students to a teacher should be 20 students to a teacher and a helper/assistant. (i.e student-teacher ratio should be 20:1). In primary school the ratio is expected to be 35:1 while in secondary schools it should be 40:1, for vocational and technical, is expected to be a maximum of 20:1. When there is adequate number of teachers. (i.e in terms of students teacher ratio), teachers performance turns to be higher if all other variables of high performance are in place. Unfortunately, FME, (2009) revealed in “The road map to Nigerian Education Sector” that teachers are in short supply at all levels of education in Nigeria; the short falls are given as

follows:

<b>LEVEL</b>	<b>SHORT FALL</b>
ECCDE	969, 078
Primary Education	338,147
J.S.S.	581
S.S.S	1,580 000

This is clearly depicting inadequacy of teachers for U.B.E (numerical wise). Another dimension of teacher adequacy is in terms of professional training. In this regard, minimum qualifications to be obtained before one can teach at any level are specified by N.P.E, FME, and National commission for colleges of education (NCCE) when teachers are teaching at any level and they possess the requisite professional qualification for teaching at that level, they are said to be adequate to teach at the level. On the other hand when they lack the requisite qualification for teaching at that level, they are said to be inadequate to teach at the level.

On a general note, NPE, (2004) specifies that NCE shall be the minimum qualification for entry into teaching profession in Nigeria. This qualification however does not qualify them to teach beyond J.S.S. to teach in S.S.S therefore, one needs to possess a minimum of B.Ed, B.Sc. (Ed), B.A (Ed) or any other degree with PGDE attached (Ocho, 2005). To teach at that level, the implication is that at UBE level, NCE is adequate qualification. However, Surma and Mude (2000) NCCE, (2002) and Adepoju & Fabiyi (2007) all say there is gross inadequacy of teachers in UBE in terms of quantity and quality. Also Anyogu (2008) affirmed that,

*In Nigerian schools generally, facilities and personal are in short supply both quantitative and qualitatively. There is the endemic problem of recruitment, retraining and retention of people with requisite aptitudes, skills and specialized knowledge to cope with the demands of the teaching service. (P. 13).*

The startling revelation is an irony in that, the same government that is this careless about the quality and quantity of teachers in her schools says “No Education system can rise above the quality of its teachers”.

From the national claim as stated above, it is obvious that the educational planners (UBE planners) are aware that the quality assurance expected from UBE programme depends on the quality of teachers. It therefore becomes incumbent on the government to recruit adequate quality and quantity of teachers, motivate, maintain them and adequately furnish the schools with infrastructure and teaching materials so that the teachers will be willing and able to effectively and efficiently implement UBE programme and guarantee its success otherwise like Ofeogbe (2002) said, “it will be a political jargon”.

In a similar view, Imonivwerha and Enaibe (2008) asserted that, reforms of education may build new schools, make changes in the structure and curriculum, recommend and prescribe teaching methods and aids, but only the teacher can apply them. This implies that, without adequate teachers, any educational reform (including UBE) can fail. Teachers are the bedrocks of attaining any educational aims and objectives (including those of UBE).

Ekuafeh (2008) Opines that “the quality and caliber of teacher’s that service the educational system of a country could serve as an index of development and progress of the country”.

This implies that the quality and even quantity of teachers in UBE could serve as indicators of the programmes’ success or failure. In line with this, Ekuafeh (2008) says “if the learner is the center of the educational system then, the teacher is the pivot of the educational process”.

Also Nwiyi (2009) states that “the quality of teachers in our educational system, determines to a large extent the quality of those that they produce” this means while the

student is very vital in the educational process because he is the one through whom the curriculum can be brought to bear on the society, the quality of the teacher is what determines the extent to which the curriculum can be brought to bear on the society. The teacher by virtue of his training and position can make or mar the curriculum implementation process.

In the secondary schools, (J.S.S.-S.S.S) which starts from the upper basic education, many teachers are not professionally trained to teach (Nwiyi & Uriah, 2007). They are therefore not qualified by virtue of training and as such can be said to be of low quality. They lack the technicalities of teaching and can hardly give qualitative teaching which will yield the high quality graduates expected from the UBE programme in Nigeria. Ogbodo (2006) declared that, most of these teachers came into teaching as a last resort (in the face of job scarcity) and as such cannot offer quality service. In addition to the above, Ekuafeh (2008) says; the mass movement of professional teachers into more lucrative professions due to poor conditions of teaching service paves way for influx of untrained and unqualified teachers into teaching profession. This is mostly in primary and secondary schools which is the educational section that covers UBE. This ugly situation if not checkmated can hamper the attainment of UBE objectives.

Since there is no substitute for the qualitative teacher in any successful educational endeavor, there is the need to recruit high quality teachers in the UBE programme and to retrain the ones that are already in the system as well as keep them motivated as a way of gaining their dedication to the job. In line with this, Abenga (1997) cited in Ekuafeh (2008) asserts that,

*If well qualified and dedicated teachers are in the system, even with inadequate facilities, they are likely to produce better results. For it is not actually the guns that fight but the men behind them. (P.64).*

As such, the extent to which UBE objectives can be realized is dependent on the professional

efficiency and quality of the teachers. Also since education is a necessity for life, the destiny of our children and generations unborn will depend on how well the teacher is adequately trained and does his job.

### **Curriculum Implementation in UBE**

Curriculum implementation is the most vital aspect of any curriculum process; this is due to the fact that, no matter how well a curriculum may be planned, it will remain a paper document that cannot bring its objectives to bear on the lives of the people or the society. It is the implementation of the curriculum that makes it to yield its benefits to the society (Babalola, 2004). It is at the implementation stage that many excellent curriculum plans and other educational policies are buried without a trace.

This has made curriculum implementation in UBE programme an issue for discussion in this study. What then is curriculum implementation? According to Mkpa (1987), curriculum implementation is “the task of translating the curriculum document into the operating curriculum by the combined efforts of the teachers, the students and others concerned” Babalola (2004) sees curriculum implementation as „the multifarious activities of translating a complex curriculum conception in the form of a design or plan into new patterns of practical actions useable and realizable in a teaching learning milieu.

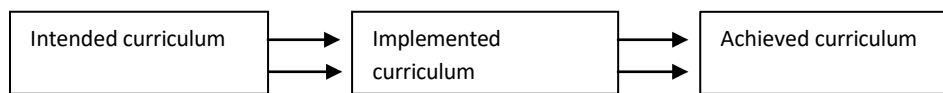
On his own part, Doggoh (2007) defines curriculum implementation as “the process of putting into actual practice, what has been planned in the curriculum document”. Also Onyeachu (2008) defined curriculum implantation as the process of putting all that have been planned as a curriculum document into practice in the classroom through the combined efforts of the teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials psychological and social environment.

Okebukola (2005) defines curriculum implementation as the “translation of the objectives of

the curriculum from paper to practice” He says that process begins when the curriculum is handed over to the teacher and ends when the learners have been exposed to the learning experiences prescribed by the curriculum. The activities, of curriculum implementation includes: practical work such as experiments, interaction (student-teacher, student – student, student – materials) workshops, field trips, lectures, and evaluation which is normally followed by feedback.

The success of curriculum implementation is normally determined by the extent to which the curriculum manifests in the behavior and performance of the learners. It is the content of the curriculum that the teacher successfully input in the learner that manifest through the behavior and performance of the learners. This manifestation is in form of skills, knowledge and attitudes and it is on the basis of these manifestations that the curriculum can be said to be achieved. This relationship is diagrammatically shown below.

Fig. 2.1: Diagram for curriculum implementation adapted from Okebukola (2004)



It is evident from the above definitions that curriculum implementation has to do with practical application of theory into practice in such a manner that the hidden intention in the theory becomes manifest for all to benefit and to appreciate. It is the ultimate stage in the curriculum process. Hence Mkpa (1987) cited in Doggoh (2009) posits that curricula are not drawn up as ends in themselves but as means, the ends of which are solutions to specific problems. It is the implementation that releases the solutions or aspirations which are embedded in the curricula. In the case of UBE too, the objectives of UBE can only be said to be actualized if the UBE curriculum is effectively implemented and its objectives are seen in the behavior and performance of the learners.

## **Requirements for Effective Curriculum Implementation in UBE Schools in Nigeria**

To achieve the objectives of UBE, the successful implementation of the UBE curricular at all levels is imperative. In view of this, the requirements for effective implementation of the curriculum are hereby discussed.

According to Onyeachu (2009) the requirements includes adequate infrastructure, adequate instructional materials, and adequate number of qualified teachers, adequate information and communication technology equipment, adequate funding, adequate motivation of teachers.

**Adequate Teacher Motivation:** The fact that adequate and qualified teachers are required for effective curriculum implementation is no longer news as the national policy on education (2004) says no education system can rise above the quality of its“ teachers.

Beyond the recruitment of qualified and adequate teachers is the fact that the teachers need to be motivated adequately in order to obtain their dedication to duty. Edemobi (2007) posits that, for successful UBE programme, teachers who are responsible for helping students acquire knowledge, skills and practical orientation essential for self as well as notional development must be effectively motivated. He stressed further that without adequate teacher motivation, the objectives, the vision, and purpose of UBE cannot be achieved. Onuh (2003) sums it up by saying, if sophisticated equipment, facilities and fund are not well utilized by dedicated and highly motivated teachers, educational (UBE) goals cannot be achieved. Akpojotor (2007) adds that if they are not motivated and become uncommitted, apathetic, uninspired...the whole nation is doomed.

**Funding:** Adequate funding is vital for the implementation of UBE programme. This is because money is required for the procurement of teaching materials necessary for effective teaching/learning. Without which no meaning learning can take place since UBE is aiming at “laying a foundation for life-long education” (Obanya, 2000), Effective learning that can

guarantee practical application in real life is necessary, this cannot be possible without funds. Regrettably, evidence exist that between 1997-2002, federal governments' budgetary allocation to education declined from 12.3% -9.1% mean while united nations organization (UNO) recommends at least 26% (World Bank, 2004 in road map to Nigerian education sector (2009). Also sometimes funds allocated to education sector are not accessible e.g by July, 16<sup>th</sup>, 2009, N53b meant for UBE in 2008 was not yet accessed (source: the nation newspaper Thursday 16<sup>th</sup> July 2009). This delay in the release of funds could amount to poor implementation of UBE curriculum.

Adequate information and communication equipment are also required for effective curriculum implementation. This is because UBE has in its objectives the "acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills . . . needed for laying a strong foundation for life-long learning" this means computer literacy, computer and allied manipulative skills, internet communication skills which provide a strong foundation for life-long learning are all part of UBE. The implication is that, computer studies should be effectively taught in UBE schools. This requires enough computers in schools and adequate/stable power supply. This situation is not so as Tabotndip (2009) says many hired teachers from computer centers go to schools to teach computer science without computer sets. This is done on payment of fees by every student as agreed upon with the school management/head. Meanwhile Askar *et, al* (2006) noted that computers are widely used in Tukiish primary schools to a level that information technology has entered the life of teachers. The question is, if computers can be this popular in Turkey then why can't Nigeria afford it? Especially for the fact that, we are in the dispensation when computer is applied to every sphere of life?

Oragande, Hanmaikyur and Iorliam (2006) also identify absence of computers and other hard wares as an obstacle to the implementation of computer studies in UBE programme. The studies in computer is needed to lunch the Nigerian learners and indeed Nigeria into the main stream of globalization and avail them of knowledge for development in all spheres of life hence world bank report (1998 & 1998b) cited in Osaat (2006) says:

*For countries in the vanguard of the world economy, the balance between knowledge and resources has shifted so far towards the formal that knowledge has become perhaps the most important factor determining the standard of living. Today's most technologically advanced economies are truly knowledge – based (p. 10).*

This was a comment on the commitment of U.S.A, U.K, Ireland, Australia, Canada and New Zealand to knowledge economy as a way of repositioning these countries in globalization. Thus Nigeria stands to gain if effective implementation of computer studies/ICT is done in UBE. **Adequate Number of Qualified Teachers:** For effective curriculum implementation to be enhanced in UBE programme, adequate numbers of teachers are required and these teachers must also be qualified in terms of educational training too. This is due to the fact that free and compulsory education policy has brought about population explosion in schools (Onocha, 2002; Nwagwu, 2004). Coupled with the number of teachers which already has been in short supply is now grossly inadequate to manage the learners for quality education to be achieved. Commenting on the situation, Okeke (2004) observed that “the teacher constitute the most vital factor of any national education system, upon their number, devotion and quality depends the effectiveness of any educational programme”.

In a similar way Ndukwu (2008) maintain that, in the education process, we may be able to manage with inadequate structures, improvised instructional materials, but we cannot do without the teacher in one form or the other.

These comments of Okeke and Ndukwu, all point to the fact that the teacher quality and quantity cannot be substituted with anything else. Hence the need for adequate quantity and quality of teachers for the UBE programme in Nigeria generally and Benue State and Abuja in particular.

**Adequate Teaching Materials:** Teaching materials are the devices which help or assist the teacher in the course of presentation of his lesson and facilitate students understanding of the concepts in question. These materials which can be classified into three categories (visual, audio- visual and audio materials) are very vital for effective teaching and learning. Izuaba (2006) presents their relevance to teaching and learning as follows: They save the teachers' time.

1. They capture learners' interest easily
2. They facilitate learning and help effective retention of learned subject matter.
3. They clarify complex concepts and keep learners active.
4. They make learning concrete and stimulate students thinking.

In view of the importance of teaching materials in UBE curriculum implementation, Anyaogu, (2008) submitted that, the "provision and adequate utilization of teaching/learning materials is *sin qua non* in the success of UBE programme in Nigeria" the assertion can be better appreciated when we look at the fact that students learn better when they see, hear feel or touch, smell and taste with their sense organs. Thus with the students population explosion in schools, these materials are needful for efficient and qualitative teaching and learning to take place. Maduewesi and Ihebereme (2009) therefore opined that, "for UBE to be of good quality and benefit, teachers must be provided with instructional materials for effective teaching" they stress further that these "materials have remarkable effects on students academic performance" which is the hallmark of curriculum implementation.

## Personnel involved in curriculum implementation in UBE in Nigeria

Many personnel are involved with the business of curriculum implementation and all of them play crucial roles without which the curriculum implementation process may not be successful. These personnel are grouped into:-

1. The government
2. The supervisors of schools
3. The head teachers
4. The teachers
5. Parents
6. Learners

These personnel are diagrammatically presented below:

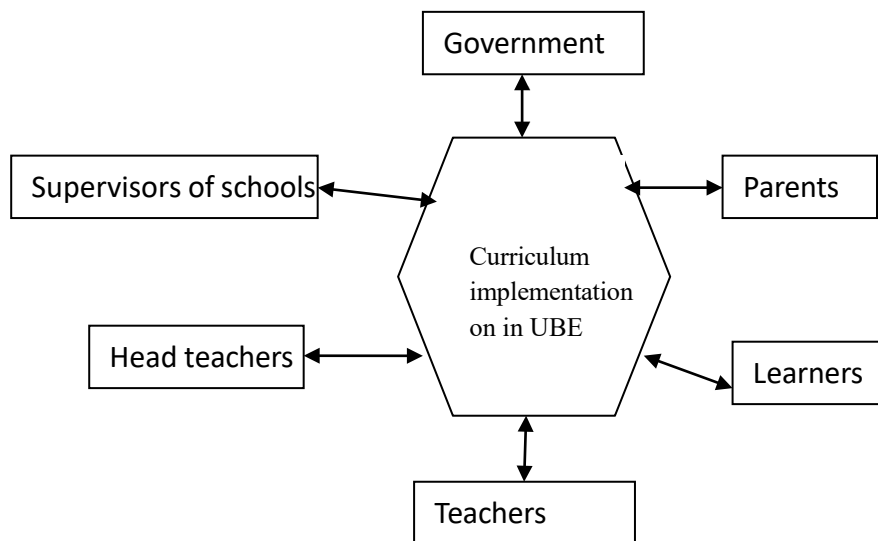


Fig 2.2: Diagram of personnel involved in curriculum implementation.

The roles of the various groups or personnel listed above are as follows:

**The Government:** the governments' roles include

Employment of adequate & qualitative teachers to implement the curriculum.

They pay the school staff their salaries and other benefits as at when due. Provision of adequate school facilities and materials for effective teaching and learning.

Promotion of teachers in due seasons

Provision of adequate funds for the smooth running of the schools.

This role of the government is very vital and a slack in her functions impairs successful implementation of the curriculum in any arm of UBE.

Monitoring to ensure judicious use of funds allocated to UBE.

Organization of workshops, seminars and conferences to update the knowledge of teachers.

***School supervisors/monitoring officers:*** They perform the following roles in curriculum in implementation:-

They pay regular visits to schools to supervise and examine the extent to which teachers are implementing the UBE curriculum in the UBE schools.

According to Nworgu (1994) in Onyeachu (2008) they select suitable instructional textbooks and materials for use in UBE schools.

They also help organizing conferences and workshops to assist teachers on keeping school records accurately.

***School administrators/head teachers:***

To Onyeachu (2008), their main task is to manage human and material resources properly so as to enhance the attainment of UBE curriculum goals/objectives.

To enhance the utilization of community resources for the attainment of educational goals:

They ensure the availability of resources for effective implementation of UBE curriculum at the school level.

They evaluate the teaching efforts of UBE teachers under them to ensure effective implementation of the UBE curriculum.

They match parents evaluation with teachers' efforts as well as public expectation with school practices they facilitate curriculum decisions at the school level.

### **The Role of the Teacher:**

The teacher plays a very vital role in the implementation of the curriculum, he is actually the key factor in the process. Ekpo (2005) says "teachers are at the centre of curriculum implementation" some of the teachers roles are:

They are the ones that interpret and implement the curriculum at the classroom level.

Anene (2005) says they decide on what to teach and when, for effective learning to take place.

### **They plan instructional activities**

They decide and employ the appropriate methods, technique and materials to use for each particular curriculum experience or content. They select the subject matter from the curriculum to teach on a daily basis. This role is instrumental to the success of curriculum implementation in that wrong choice could hamper learning and make a shipwreck the curriculum (Mkpa, 2005).

They evaluate instructional outcomes.

They improvise and use instructional materials for effective lesson delivery.

### **Student/learners roles**

The roles of the student in curriculum implementation includes:

Regular attendance to classes to learn what is planned in the curriculum. Carrying out assignments practical, projects and other learning activities. They submit to internal and external evaluations.

They participate in the production of local instructional materials. They participate in extracurricular activities.

The role of parents in curriculum implementation:

Provision of school materials for their children/wards  
Regular payment of their children's school fees

Attendance to PTA meetings and payment of PTA levies as well as commitments to school development projects.

All these roles of the various groups are complementary to each other and a failure of one group must affect the role of the other groups.

### **UBE Curriculum Implementation Models**

There are several models of curriculum implementation; prominent among them are: Pilot model and Concerns-Based Adoption Model (CBAM).

#### **Pilot Model**

The pilot model is a model that allows for trial implementation in a controlled and limited way (Offorma, 2006). This is to evaluate the likely hood of it's success when fully implemented and to identify its strength and weaknesses.

When curricula are developed and implemented without the benefit of a pilot implementation, the curriculum may be resisted by the society more easily as it's benefits may not be easily noticed or be handy to encourage its acceptance. This could jeopardize the efforts of the planners and as well hinder the society from reaping its potential benefits.

On the other hand, a pilot implementation that is successful can expose the benefits of the curriculum and make it attractive to policy makers and the society.

Offorma (2006) is of the view that pilot implementation model of curriculum has the following advantages:

1. It determines the feasibility of a proposed curriculum.

2. It provides empirical evidence of the viability of the proposed curriculum.
3. It determines the relevance of the proposed curriculum in a variety of selected contexts.
4. It helps to develop a new curriculum in realistic settings.
5. It encourages experimentation and creativity.
6. It helps to identify possible impediments to the proposed curriculum.
7. It builds support or consensus for the proposed curriculum if it proves positive at pilot implementation.
8. Participants in the pilot experience personal professional development.
9. The experience from the pilot helps to shape the curriculum before it is fully implemented, this is because the lessons from the pilot provide significant insight into the assumptions held about the curriculum and as such help to improve the practice.

Pilot models are small scale projects that require high and collaborative planning and long term commitment from policy makers and curriculum experts when moving to main stream implementation.

It is important to note that, UBE in Nigeria did not pilot test its curriculum before the main stream implementation. This could be one of the reasons for the myriad of problems confronting the implementation of its curriculum.

Generally, only the homegrown school feeding and health programme (HGSFHP) of UBE received pilot model approach and the results made it to be discontinued due to huge cost involvement; a decision criticized by scholars like Ada (2006) who said “the decision failed to consider the cost-benefit analysis”.

### **Concerns-Based Adoption Model (CBAM)**

The concerns-Based Adoption Model (CBAM) provides ways to assess seven stages of

concerns. These concerns have major implications for curriculum development and implementation. Curriculum developers know and use the concerns and experiences of educators, students, parents, policy makers and the society that are sensitive to the questions that they ask. They hold the opinion that people experience change as a result of the kind of questions they ask and their usage of whatever the changes are. Some of these concerns-based questions are:

1. What is it?
2. How will it affect me? When these questions are resolved, more questions emerge that are more tasks oriented. These could be:
3. How do I do it?
4. How can I use these materials efficiently?
5. How can I organize myself?
6. Why is it taking so much time?
7. Is this curriculum working for students or the society? And is there something that will work better?

Rutherford (1987) in Offorma (2006) said that “Teachers were considered to be trainers but now their roles have broadened immensely”. They are now more of facilitators, resource brokers, and mediators of learning. Thus, curriculum implementation has also become wider in her requirements and demands from the implanter; the teacher being a key to it at the classroom level. These wide range of concerns are categorized by Washington Academy of Science 2005 as follows:

**Table 2.1: Typical Expressions of concerns**

<b>Stage of Concern</b>	<b>Expression of Concern</b>
1. Refocusing	I have some ideas about something that will work even better.
2. Collaboration.	How can I relate what I am doing to what others are doing?
3. Consequence	How is my use affecting learners? How can I refine it to have more impact?
4. Management	I seem to be spending all my time getting materials ready
5. Personal	How will using it affect me?
6. Informational	I would like to know more about it
7. Awareness	I am not concerned about it.

**Source: Offorma (2006).**

These stages are important in the implementation of an innovation or a curriculum as they are important in attending to peoples questions of life and addressing them when they are asking them through the curriculum. The implication is that, when individual questions are answered when they are asked, the collective needs or concerns of the society are addressed when they need to be addressed.

The UBE curriculum in Nigeria is also planned based on the concerns of Nigerians i.e. the question of how to wipe out illiteracy, and poverty in the country and to achieve the benefits of an enlightened society in which democracy and good governance can thrive.

### **Community Participation in UBE**

Education is such a capital intensive project that cannot be left in the hands of the government alone. This could be why UBE collaborators say “education for all is the Responsibility of all” or as put in the UBE mission statement,--“mobilizing the nation’s creative energies to ensure that Education for all becomes the business of all with the entire

populace patriotically assuming ownership of UBE” (UBEC, 2000).

Since the school is for the community, the involvement of the parents and the community in UBE is one of the steps that can guarantee its success. Thus, Ogbonna (2002) posits that, “No matter how good the UBE policy might be, if the parents and the community are not actively involved or mobilized to participate, it will be rendered ineffective”. He stressed further that, among the stakeholders in basic Education, the community is perhaps the most important. The participation of the community in UBE can be done through community based organizations (CBO).

The CBOs exist in form of Religious, Ethnic, Cultural and Occupational organizations and can be mobilized effectively to help the school to tackle some of its challenges such as provision of infrastructure, building of classrooms, teacher provision and pupils enrollment improvement.

In some places, schools are built by the community and as such they protect it in every way as their own. In such cases, they embark on enrollment drives to ensure that members of the community enroll their children in the school to ensure its survival and can sanction parents that fail to enroll their children or wards and those who withdraw their children.

Some communities or individual members of the community compete with one another in funding and equipping their schools. These competitions are healthy for the school as they help provide the needed funds and materials to help the school run smoothly. This provides the school with enabling environment for effective teaching and learning.

These efforts of the community can be encouraged or reinforced by the school leadership by appreciating them, ensuring that effective teaching goes on in the school such that students do well in external examinations, sustaining good moral standard in the school and by the

government also living up to her responsibilities in the school.

### **Some CBOs that can be Exploited to Enhance UBE Success.**

#### **a. Parent-Teachers Association (PTA)**

This is an association or organization of parents whose children or wards attend a particular school and the teachers who teach in the school. This association since its emergence at the school, local government, state and national levels has had a great positive impact on Education at all levels. They have provided classroom blocks, vehicles, funds and other valuable school needs like teaching and non teaching staff. They in some cases wage in when teachers unions and the government are at crisis points thus they help to promote unity in the Education industry. They are instrumental to the success of many school heads and can do same in UBE schools.

#### **b. Community Development Associations**

These are associations of the members of the community formed for the purpose of enhancing community development by way of pooling resources together, identifying viable projects based on the needs of the society and ensuring the development and completion of such projects in the community.

When adequately mobilized, they can be used to provide some needs of the UBE schools in such a way that the schools will be put in a vintage position to realize her objectives. They can provide most of what the PTA can provide and as well organize launchings to raise funds from their illustrious sons and daughters for the benefit of the UBE schools.

#### **c. Well-to-do Members of the Community**

These are individual members of the community who are influential and financially buoyant enough to assist the UBE Schools. When adequately mobilized, such individuals can use their

wealth of influence to attract facilities and materials as well as funds to the UBE Schools which can help in creating an enabling environment for the school to thrive better and to record more success. This can also be by way of making useful suggestions that can help in decision making and management of the UBE schools.

## **2.4 Empirical Studies**

This section of the study dwells on review of previous studies related to Universal Basic Education. Particularly it reviews literature related to factors that touch on the implementation of universal basic education in Nigeria. This is to provide evidence that this research is not a work in isolation from the body of knowledge and research in education in Nigeria. Adeshina, (2009) assessed the implementation of universal basic education policy in Sabon Gari Local Government Area of Zaria, Kaduna State. The study was aimed at assessing the funding, infrastructural provision, teacher adequacy, among other things; the study used 321 subjects and found that there was adequate funding of UBE, 81% of the UBE teachers were N.C.E. holders. The students - teachers ratio was high (inadequate), the level of community awareness and participation in UBE was still very poor.

The study is related to this one because it assessed UBE and was concerned with some objectives or variables that this study is also concerned with such as the assessment of awareness/educational consciousness and teachers of UBE; it however differs from this study in that it assessed UBE policy in Sabon Gari Local Government Education Authority, Zaria in Kaduna State while this study is concerned with North Central geo-political zone. This study is therefore broader in scope than that of Adeshina (2009).

Yaji (2005) evaluated the implementation of UBE programme in Gwer-East Local Government Area of Benue State. The aim was to assess the extent of success or failure recorded in the implementation process in the area. Two hundred (200) students and Thirty

(30) teachers were involved. The study found out that there was poor students' enrollment in UBE in the area due to poor awareness and lack of confidence in the programme, poor staffing of the UBE schools, inadequate supply of teaching materials and poor payment of salaries to the UBE teachers.

The study is similar to this study as it evaluated the UBE programme. However it differs because it was restricted to one local government area in Benue State which could be peculiar in nature. This study however is broad based covering a geo-political area of six states and FCT with a view to gaining insight into what is prevailing in the entire North-Central geo-political zone.

Sam-Ngwu (2009) carried out a study on the extent of implementation of UBE programme in junior secondary schools in Makurdi Local Government Area of Benue State. The study was aimed at examining the adequacy or availability of infrastructure in UBE programme in Makurdi Local Government Area and to determine the level/adequacy of supervision and monitoring. Two hundred and fifty-five (255) UBE Teachers were involved in the study which found out that the provision of infrastructure in UBE junior secondary schools in Makurdi Local Government Area was inadequate; there was inadequate funding and the level of supervision/monitoring of UBE junior secondary schools were high and adequate in the area. The study was concerned with the implementation of UBE programme which is similar to this one. However, it is restricted not only to one local government area (Makurdi) but also to junior secondary schools. This study has covered both the primary school arm of UBE as well as the junior secondary school and it includes the entire North-Central geo-political zone.

A study carried out by Jekayinta (2007) on the provision of teachers for primary school section of UBE in Nigeria showed that there was a student –teacher ratio of 97:1 in Balyesa State (south-south) while Kwara State had the lowest ratio of the six sampled states 36:1. In

another north-central state (plateau) the ratio was 53:1 Ondo State from South-Western Geopolitical zone had 51:1, Katsina State in North West had 66:1 while Yobe State from North-east had 62:1. The study found out that there was gross shortage of teachers for UBE in the primary school section across the nation. The study is related to this one as both have to do with UBE implementation. They however differ as this one covers other variables such as curriculum implementation and the provision of teaching materials apart from the teachers-students ratio and is not restricted only to primary schools.

A study by Doggoh (2007) in Buruku Local government secondary schools in Benue State on the status of Agriculture Science in secondary schools showed that most secondary schools in the local government had a student's teacher ratio of 49:1 and the highest was 68:1. The study focused on upper basic education arm of UBE which is JSS1-3 while this one covers lower arm which is Primary 1-3, middle arm which is Primary 4-6 and upper arm which is JSS1-3 which all touch on effective curriculum implementation in UBE.

UBEC (2008) in their study on UBE implementation in Nigeria reported its schools census in Punch Newspaper of Feb, 15, 2009 that there is a short fall of teachers in UBE, that while the total number of teachers required was 912,000 for primary schools, the commission had only 600, 000. Indicating a shortfall of about 312, 000 for primary schools alone while the whole UBE had need of 390, 000 teachers to be able to run the programme successfully.

The study is similar to this in that it dealt with teacher requirement for effective UBE implementation and it was government sponsored and as such had the probability of being bias, this one provides an independent study that can be used to authenticate the UBEC study. Moreover, their findings conflict with that of the educational diagnosis of the federal ministry of education (2005), which found out that 75% of the teaching staff requirement of UBE was available and was qualified to teach except for the poor quality of performance of

most of the teachers.

Notwithstanding, most of the available empirical evidence point to the fact that UBE teachers are in short supply even though some trained teachers are still roaming the streets. It should be noted that, fewer student-teacher ratios are better for enhanced academic standards and teaching efficiency. It also reduces the work load of teachers and permits them to pay more attention to individual learners which makes the students too to benefit more from the lessons. It also makes room for much closer monitoring/evaluation of learner's progress and achievements. This is why in developed countries like United States of America (USA), students: teacher ratios in primary school (Elementary Schools) are as low as 10:1 in some states e.g. Rhodes Island, while the highest ratios are 19:1 e.g. in Washington, (U.S. Education Statistics 2005-2006 academic year).

On the issue of teachers qualifications for teaching in UBE, a study by Adeniran (2003) shows that many primary school teachers especially in the north-east and north-western part of Nigeria are having grade II especially rural areas. In secondary schools, Doggoh (2007) found out in Buruku local government area of Benue state that diploma and HND as well as other non- professional teachers abound (about 23%). Also the 2006 national assessment of UBE programme shows that about 15% of the teachers in UBE nationwide are not qualified teachers.

The fact that the 2006 UBE national assessment programme give a meager percentage (%) of non-qualified teachers as the short fall does not underscore the truth that unqualified teachers are still in the system. Also considering the high students – teacher ratios in the country, it can be inferred that these unqualified teachers are still many in the UBE programme.

To worsen matters, educational sector diagnosis noted that even “the qualified teacher’s performance is poor”. A study by Adepoju and Fabiyi (2007) also revealed that “teacher’s performance was rated as low as their students’ achievements”. This when viewed from the findings of Adeniran (2003) that most brilliant students go for lucrative professional courses and only “the rejects” apply for education/teaching courses (mostly through preliminary course) it can be said there is acute dearth of qualified and competent teachers in the UBE programme in Nigeria. Thus, punch newspaper of 15<sup>th</sup> February 2009. Reported that,

*Public schools across the country have for a long time been battling with poor funding, dilapidated structures, primary school teachers are not qualified to teach in many states. (p. 1).*

The punch newspaper report also contradicts the previous findings that the unqualified teachers are less in percentage as they said, “the 50% of unqualified teachers within the UBE system in F.C.T Abuja need to be addressed”. This shows that up to 50% of UBE teachers in F.C.T are unqualified. And since evidence abound that the rural areas are worst hit by the dearth of teachers (Adeniran, 2003, Oyeniran, 2004, Okoyeocha, 2006 and Ihuarulam, 2008) it means there is no respite anywhere in the country.

### **Empirical Studies on Availability of Infrastructure/Instructional Materials in UBE Schools**

Infrastructural materials are important in the teaching/learning process and have resultant effects on academic performance of learners. They also contribute to the enhancement of teachers’ motivation and job satisfaction. These facilities form part of the tools designed to facilitate and stimulate the educational achievements of the school Durosaro and Akomolafe (2001) found out in their study that schools that have these facilities and maintain them have high students’ retention and higher academic achievements even in external examinations like W.A.E.C and N.E.C.O.

Meanwhile Iniobong (2009) found out in his study that lack of infrastructure and teaching material contribute to falling standard of education. These findings appear to be speaking of the consequences of the findings of Okwu (2003) that “pupils in some primary schools located especially in rural areas study in a completely bare environment, no building, no furniture, no facilities both teaching and learning”.

Also Adepoju and Fabiyi (2007) found out in their demographic study on the existing situation in the nations primary schools found out that, 12% of the pupils in primary schools sit on the floor, 30% class rooms have no ceiling, 87% class rooms are over crowded, and 77% of pupils lack textbooks. Also Nwadi (2007) lamented the near absence of libraries and laboratories as well as workshops in almost all the nations’ primary and secondary schools after his study.

In UBE programme particularly under the formal school system where learners are tender with short attention span, these facilities are helpful in captivating and sustaining their attention on the learning material and this is critical for effective, teaching and learning to be enhanced.

Unfortunately, empirical studies show further that these materials are in short supply in the UBE schools nationwide. A research by the children’s services and education in Nigeria (2005) showed “that instructional materials are grossly inadequate and that less than 40% of pupils have basic textbooks and writing materials” also Adepoju (2004) in a study titled “Universal Basic Education in Nigeria: challenges and prospects” discovered that most schools in UBE are lacking in infrastructure and teaching materials ranging from classrooms, toilet etc. in his research, about 63% of the sampled schools fell in this category. Iniobong (2009) also in a research in Akwa Ibom among the primary schools in the state uncovered that inadequate infrastructure and teaching materials constitute one of the major hindrances

to effective curriculum implementation at that level in the state. Nwiyi (2009) also found out from her study of secondary schools in Port Harcourt that teaching materials and infrastructure were inadequate meanwhile the respondents (70% agreed that adequacy of these materials is instrumental to effective curriculum implementation.

All those findings point to the fact that though teaching materials and infrastructure are relevant for effective teaching and learning, they are presently inadequate in supply to the UBE schools (roadmap to Nigerian education sector, 2009). The implication is that until their supply is made adequate, UBE curriculum implementation will continue to be haphazard and the quality of their products will be low.

### **Empirical Studies on Teacher Motivation and Retention in UBE**

Motivation is one of the most paramount factors that push human beings to goal achievement, at every point in an individual's life and activities, there is always a motivating factor. It does not matter if the objective is pleasure or treasure, charity or vanity, the individual must be sufficiently motivated before he can embark on the venture and pursue it with all vigor and enthusiasm or efficiency. This could be why Nwogu and Osai (2001) posited that "authority is an in appropriate means of obtaining commitment to objectives". In other words, it can be said that, authority which represents power, backed by law are on their own not strong enough to cause workers to be committed to the realization of the objectives of the establishment; they require motivation besides law and authority.

In the case of UBE in Nigeria too, the teachers who are supposed to be the ones to master mind the UBE curriculum implementation, need to be motivated enough to spur them into giving out their best, culminating into the realization of the goals and objectives of UBE in Nigeria; This cannot be achieved just by UBE Law and UBE monitoring/supervision. The

findings of Ihwakar and Vihi (2006) supports this view as they found out that poor teacher motivation is one of the major problems confronting effective implementation of UBE curriculum in Nigeria.

Wachukwu (2006) in a study titled “Teachers job satisfaction and motivation for school effectiveness: An assessment” in River state, found that, conditions that yield higher job satisfactions like regular salaries, timely promotion, leave bonuses, pension and gratuity, Job security, favourable working environment and prestige are instrumental to teacher motivation and higher performance which culminates into retention on the job. This, to the researcher is in agreement with the findings of Infindo (2003, 2004), Ubom and Joshua (2004, Ladebo, 2005) said Nigerian teachers dissatisfaction with pay and fringe benefits, materials rewards and advancement, as well as better working conditions were associated with intention to leave the teaching profession” (poor job retention).

The study by Asiyai (2009) also supports the above as her findings in Delta state revealed that “lack of adequate teacher motivation by paying less attention to teachers” dignity and self-esteem leads to teachers” frustration nonchalant attitudes to work, and lack of commitment” all these affect teachers efficiency and consequently effective curriculum implementation in the UBE programme in Nigeria.

This study which had 69% of the respondents supporting the above view appears to be a general situation with teaching profession (especially in primary and secondary schools) in Nigeria. Similarly, Anyaogu (2008) in her study submitted that “the non or poor retention of skilled personnel in teaching profession borders mostly on teachers” salaries and conditions of service” thus, Meneke (2004) noted that, the adoption of the following actions can redress the ugly trend.”

- a. Payment of attractive salary and other remunerations e.g. leave allowances; pensions

and gratuity for retired teachers.

- b. Adequately equipping the schools with basic facilities for effective teaching and learning.

Provision of fringe benefits like housing allowance housing loan, car/vehicle loans, medical allowances, etc. the hall mark of the findings is that the steps that are supposed to be taken to adequately motivate the UBE teachers in Nigeria which will guarantee their commitment to effective UBE curriculum implementation have not yet been taken from the empirical evidence available.

## **2.5 Theoretical Framework**

### **Human Capital Theory (HCT)**

Gary Becker (1962) propounded and advanced this theory. He posited that individuals have a combination of potential, skills, and abilities, which they develop and refine through the process of training and learning in schools.

The theory considers education at all levels from cradle to adult as an investment that should yield returns to the individual through increasing productivity and economic turnarounds. In fact, the theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of the population, therefore, an educated population is a productive population. Human capital theory emphasizes how education increases the productivity and efficacy of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investments in human capital which the proponents considers as equally or even more worthwhile than that of physical capital (Woodhall, 1997).

Therefore, Human Capital Theory concludes that investment in human capital through universal, free, compulsory basic education by governments at all levels will promote

economic growth, human capital development, prosperity and greater outputs in physical tangible assets etc. However, in lieu of this theory that the researcher tends to examine how the achievements of the Universal Basic Education of Public Junior Secondary Schools in Edo State in line with its objectives which includes (i) developing the entire citizenry with a strong consciousness for quality education, (ii) providing free, compulsory and universal basic education for every Nigerian child of school age, (iii) reduced drastically the numbers of school drop outs and out of school children, (iv) ensure the acquisition of the appropriate levels of literacy, numeracy, manipulations and life skills as well as ethical, moral and civic values needed for laying the foundations for life long learnings (Federal Government of Nigeria, 2004). However, in assessing the impact of its objectives, the federal government shall assists the states and local governments in uniforms and qualitative skills education and also government at all levels shall provide free, compulsory and universal basic education for every child of both primary and secondary schools age and moreso, parental involvement and encouragement of children's school attendance as well as automatic transition from one level from junior to senior secondary schools age in line with the objectives of the Universal Basic Education. Therefore, the thrust of this research is to assess the impact of the Universal Basic Education policy on public junior secondary schools in Edo State: A case study of selected schools in Egor Local Government Area.

This work is rooted in the theory of Dewey (1916) titled education as a necessity of life. In the work Dewey defines life as covering customs, institutions, beliefs, victories and defeats, recreations and occupations. He says education involves reshaping the obsolete system of societal life to make it fit the revolutionary changes in the societal life. E.g. his play schools were devised not only to care for specific needs of young learners but also to meet new needs in the family affected by industrial and urban conditions which varied significantly from the feudal or colonial times. This new school system helped to meet the current or prevailing

needs of both the young learner and the society (the family). He says it is not possible to transmit all the resources and achievements of a complex society without formal education.

This theory paid attention to the child's right (including right to education) and bridges the gap between an outdated and class distorted educational set up inherited from the past and pointed out the urgent needs of the new era which were needful for surviving in the present and preparation for the future. This was important as the past agrarian and village/small town life of the past was giving way to the new industrial/urban life in America where he did his work.

Dewey stresses that formal education opens a way to a kind of experience which cannot be accessible to the young if they are left to pick up their training in informal associations with others since to him books and symbols of knowledge are mastered. This points to the fact that to live successful, the young ones need to be formally educated on the prevailing realities of their life and environment and to be made to master the survival strategies of the hostile and changing environment in which they find themselves and as well prepare a room for accommodating changes that may occur in the future. This is to say that it is the nature of life to strive to continue and the process of striving to continue in life is a self-renewing process which can only be guaranteed and guided through formal education. Thus he maintained that what nutrition and reproduction are to physiological life, education is to social life.

This implies that as food and balanced diet (nutrition) are necessary for continuous and improved life (Physiologically) so is education to the society. This also means for the society to continue to function and develop, education is imperative. Also as reproduction is necessary for the continuous existence of life, so is Education to the society. That is, if formal Education ceases, continuity of societal values, culture, polity and social-economic life will also cease.

Ocho (2005), support the views of Dewey (1916) as he says “Education makes man and man makes the world” he went further to say that,” the ability of man to use the things of this world to improve life and living depends on education, the thrust, type quality and depth of education received, man’s understanding of his place in the community, in the nation and in the world depends on his Education”.

Ocho (2005) further says “the learned will shine as brightly as the vault of heaven” implying that it is the educated that stand out in the society i.e. they make the greater positive impact on their societies by contributing to its positive development in a manner that they are easily noticed by the society e.g. Bill gates the inventor of computer soft wares, Henry ford the inventor of the motor car etc. in the light of the above, Rusk (1969) cited in Ocho (2005) says, “those who are rightly educated generally become good men” Rusk (1969) therefore went further to say that “nobody should rule who is not willing to educate all the citizens to their fullest potentials” implying that every government should take responsibility for educating her citizens Ocho (2005) then points out that the central purpose of education is virtue or character training, inculcation of values, acquisition of knowledge, understanding and physical skills.

The reason for such a firm stand on education and leadership cannot be far from the belief that Education is necessary for life and that without basic formal education in this scientific and computer age „one could only subsist and not really live”. Omolewa (2001) also shares this opinion as he says, “Education make both the person and the nation” implying that both the individual and the nation cannot successfully live or meaningfully survive in this new age without basic formal Education.

This view and theories of education portray Education as a cure to all societal ailments: be it poverty, ignorance, unemployment, backwardness in agricultural practices, science and

technological backwardness, inventions and discovery dearth, poor or absence of viable manufacturing power etc. (Olubadewo, 2007). These beliefs clearly depict the fact that education is a necessity for life and without it development cannot occur also that “only educated population can command the skills necessary for sustainable economic growth and a better quality of life” (Olubadewo, 2007).

This theory of Dewey although has been criticized alongside with his progressive theory as being partly responsible for moral decay in U.S.A. and for debasement of religious values and cultural heritage, it has promoted value based learning which is based on interest of the learner and the society and has as well promoted and protected this rights of the child (learner). The theory is relevant to this study as UBE is geared towards providing basic education which is a right of the Nigerian children of school age. The theory also dwell on bridging the gap between the colonial era and the modern age which in Nigeria the colonial era did not emphasize formal (Western) Education but modern era does and that the education must prepare the Nigerian learner to fit into the present computer age in the present global village so as to be able not only to live but to compete favourably with his counterparts elsewhere.

In view of these, it is pertinent and incumbent on the Nigerian government to religiously implement UBE programme and ensure that it succeeds so as to avail the citizens of this basic necessity of life (education) and to lay a solid foundation for national development and quality life for the nationals The theory is relevant to this study as UBE is geared towards providing basic education which is a right of the Nigerian children of school age. The theory also dwell on bridging the gap between the colonial era and the modern age which in Nigeria the colonial era did not emphasize formal (Western) Education but modern era does and that the education must prepare the Nigerian learner to fit into the present computer age in the

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## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Research Design**

A research methodology deals with the method and procedures employed by the researcher in carrying out the research objectives sets out. It encompasses the research design, sources of data collection, sample size and sampling technique, instrument of data collection and the techniques of data analysis. However, in this study, the researcher utilized the survey research design.

#### **3.2 Sources of Data**

The researcher adopted the use of both primary and secondary sources of data collection. The secondary sources includes: books, texts, journals, articles, literatures and official gazettes on the subject matter, while the primary source of data includes the use of structured questionnaire to elicit information from respondents on the subject matter.

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

The study population comprises four different UBE schools in Egor Local Government Area which include the following; Egor Secondary School (1,706), Asoro Grammar School (1,812), Use Junior Secondary School (531) and Evbotubu Grammar School (1,669).

### 3.4 Sample Size and Sampling Technique

To ensure adequate representation based on the size of the study population, the researcher opted to drawing the sample size that will be representative through the method of percentaging. Thus, twenty percent (20%) sampling was drawn from each of the four selected UBE schools in Egor local government area, which upon calculation amounted to a study sample size of 946. Twenty percent was adopted by the researcher to foster even representation of the study sample. The sampling technique adopted for this study is the stratified random sampling technique in which respondents was selected using certain conditions such as gender, class, age and teacher’s qualifications etc. The aforementioned statements are further explained in the tables below:

State	Local Government Area	Selected UBE Schools	Population of Designation		Sample Size = 20% of the Population
Edo State	Egor	Egor Secondary School (ESS)	Students	1655	331
			Teaching Staff	33	7
			Non-Teaching Staff	18	4
		Asoro Grammar School (AGS)	Students	1752	350
			Teaching Staff	48	10
			Non-Teaching Staff	12	2
		Use Junior Secondary School (UJSS)	Students	502	100
			Teaching Staff	21	4
			Non-Teaching Staff	8	2
		Evbotubu Grammar School (EGS)	Students	1613	323
			Teaching Staff	41	8
			Non-Teaching Staff	15	3
		<b>Total</b>			<b>5718</b>

Source: ESS, AGS, UJSS and EGS Human Resource Department (2024)

### **3.5 Instrument of Data Collection**

The questionnaire instrument was employed to elicit information from respondents which includes students, teaching and non-teaching staff of ESS, AGS, UJSS and EGS. The questionnaire is divided into two sections namely, section A is for respondents' bio-data, while section B consisted of the structured research question in which the Likert Scale was adopted.

### **3.6 Data Analysis Technique**

All studies are designed to deliver and contribute relevant information to societal growth and development. Nonetheless, there is a distinction between information and data obtained. Therefore, it is essential to translate raw data into useful information. Hence, the necessity for data processing and analysis. The primary data collected from respondents through the survey questionnaire were coded and stored into the SPSS Package (Statistical Package for Social Sciences) to generate frequency tables and charts. Also, this was very useful to execute a number of inferential statistics rapidly and accurately (Collis and Hussey, 2014).

Primarily, the first set of analyses carried out was descriptive in nature. Coldwell and Herbst (2004), established that descriptive analysis involves converting raw data obtained to a form which can be properly accessed and interpreted. Likewise, as the analysis continued, the inferential statistics of Pearson's Product Moment Correlation Coefficient ( $r$ ) was necessarily employed.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

The presentation of data and analysis is examined in this section. As indicated in the study methodology, 1144 respondents were sampled and same number of copies of questionnaire distributed to the target respondents of this study. In the retrieval process, the researcher observed that, out of the 1144 copies of questionnaire distributed to the study sampled respondents, 892 copies were retrieved, thus, changing the study analysis total sample to 892, which has a 78.0% retrieval rate. Furthermore, in analyzing the data quantitatively, the Statistical Package for the Social Science (SPSS; version 21) was employed.

#### 4.1 Presentations of Data

#### 4.2 Interpretation of Data

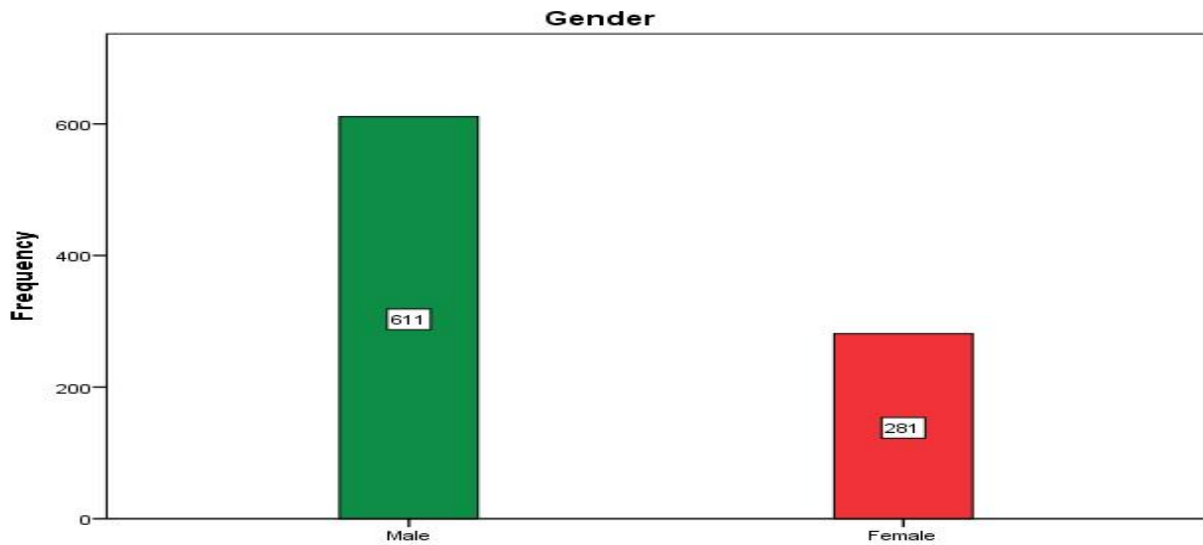
#### Frequency Table

**Table 1: Gender Distribution**

Sets	Frequency	Percent	Valid Percent
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Male	611	68.5	68.5
Female	281	31.5	31.5
Total	892	100.0	100.0

Source: Fieldwork, 2024



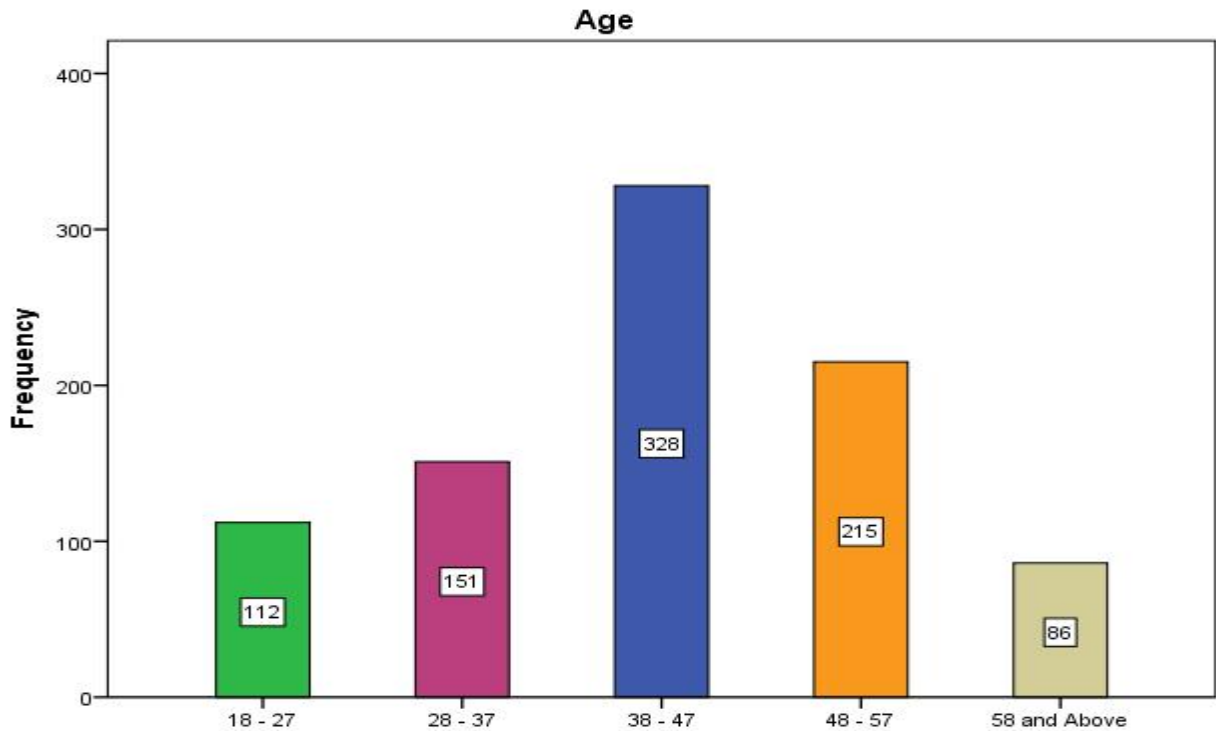
**Fig. 4.1:** Gender Distribution

Table 1 above reveals that, 611 respondents representing 68.5% of the sampled population are male, while 281 respondents representing 31.5% are female. Thus, the aforementioned analysis indicates that more male respondents took part in this study.

**Table 2: Age Distribution**

Sets	Frequency	Percent	Valid Percent
18 – 27	112	12.6	12.6
28 – 37	151	16.9	16.9
38 – 47	328	36.8	36.8
48 – 57	215	24.1	24.1
58 and Above	86	9.6	9.6
Total	892	100.0	100.0

Source: Fieldwork, 2024



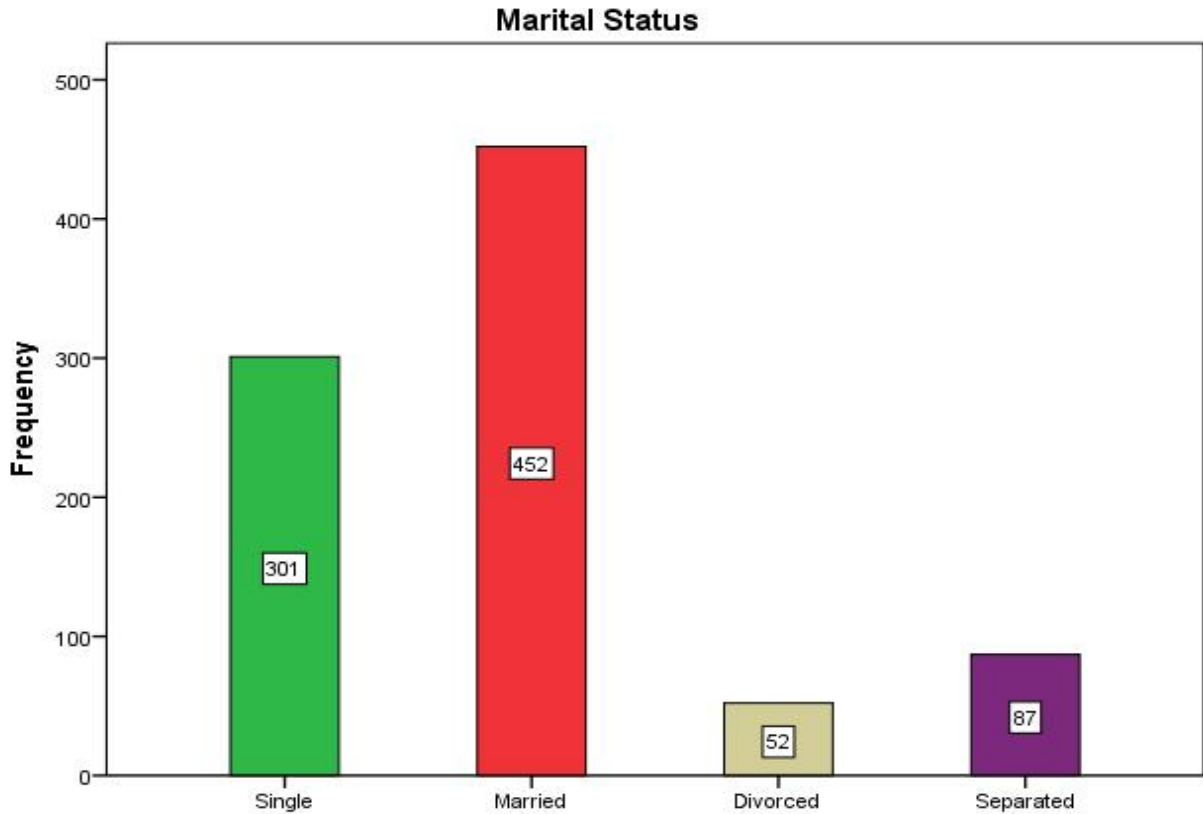
**Fig. 4.2: Age Distribution**

Data in table 2 shows that 112 respondents covering 12.6% of the study sampled respondents are 18 - 25 years, 151 respondents representing 16.9% are 28 – 37 years of age, 328 respondents covering 36.8% are 38 – 47 years of age, 215 respondents representing 24.1% are 48 – 57 years of age, while the remaining 86 respondents expressing 9.6% are 58 and above years of age. This signifies that, respondents between 38 – 47 years old participated more in this study.

**Table 3: Marital Status Distribution**

Sets	Frequency	Percent	Valid Percent
Single	301	33.7	33.7
Married	452	50.7	50.7
Divorced	52	5.8	5.8
Separated	87	9.8	9.8
Total	892	100.0	100.0

Source: Fieldwork, 2024



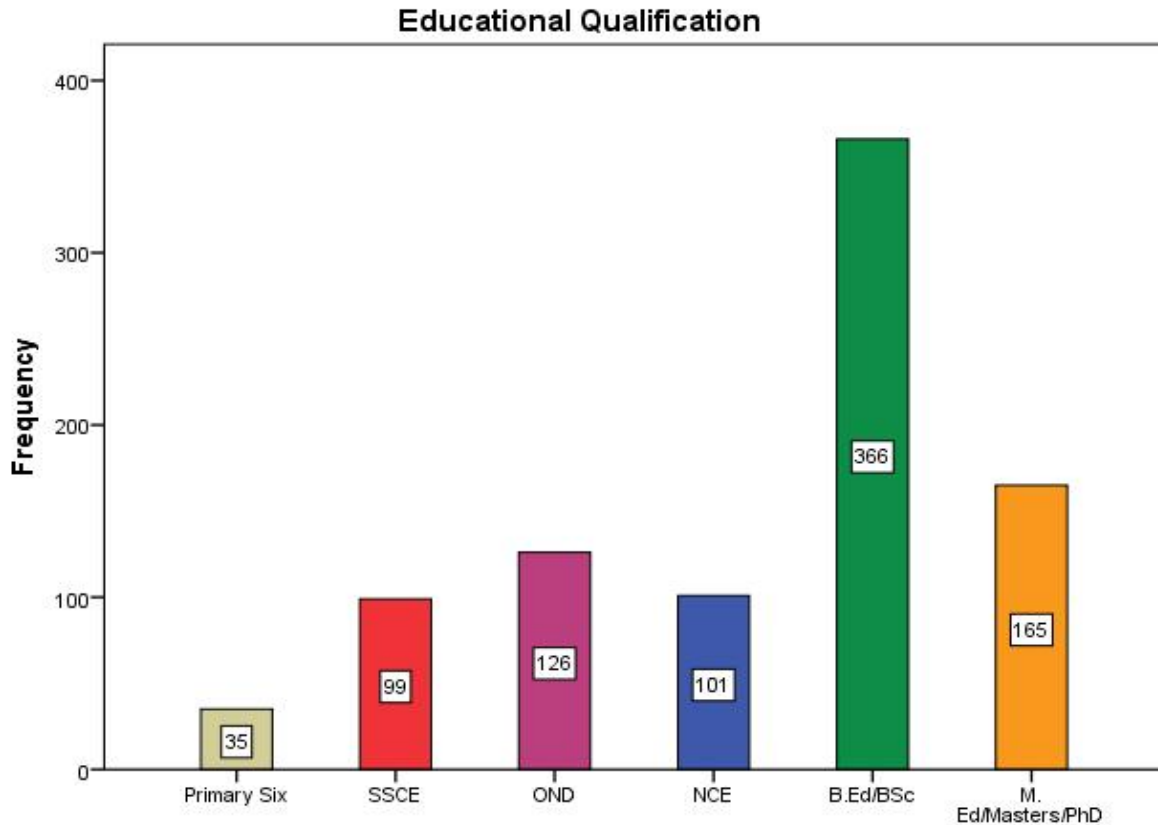
**Fig. 4.3:** Marital Status Distribution

Table 3 reveals that, 301 respondents representing 33.7% of the study sample population are single, 50.7% covering 452 respondents are married, 52 respondents expressing 5.8% are divorced, while 9.8% covering 87 respondents are separated. Thus, indicating that, more married respondents participated in this study.

**Table 4: Education Distribution**

Sets	Frequency	Percent	Valid Percent
Primary Six	35	3.9	3.9
SSCE	99	11.1	11.1
OND	126	14.1	14.1
NCE	101	11.3	11.3
B.Ed/BSc	366	41.0	41.0
M.Ed/Masters/PhD	165	18.5	18.5
Total	892	100.0	100.0

Source: Fieldwork, 2024



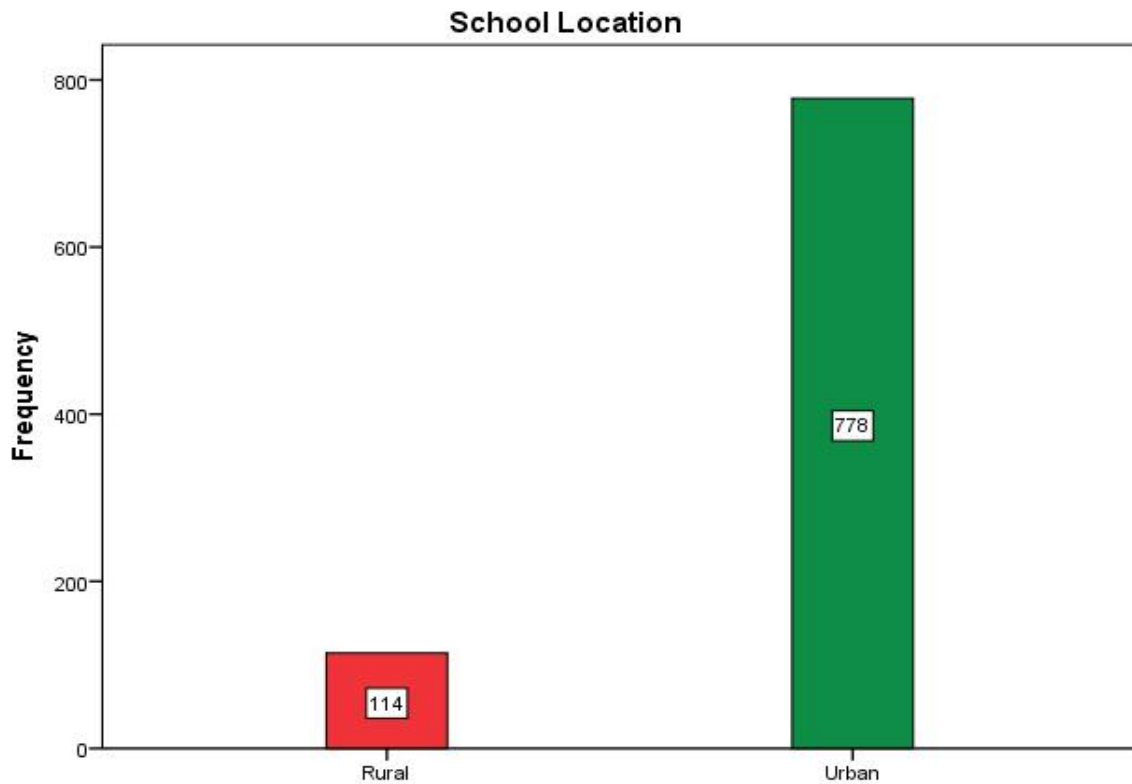
**Fig. 4.4:** Education Distribution

The study discovered in table 4 above that, 35 respondents covering 3.9% of the sampled population are Primary school certificate leavers, 99 respondents covering 11.1% are O’Level graduates, 126 respondents representing 14.1% are OND certificate holders, 101 respondents covering 11.3% are NCE certificate holders, 366 sampled respondents expressing 41.0% are B.Ed/BSc certificate holders, while 165 respondents covering 18.5% of the study sampled population are M.Ed/Masters/PhD certificate holders. It thus indicates that, respondents that are B.Ed/BSc certificate holders participated more in this research.

**Table 5: School Location**

Sets	Frequency	Percent	Valid Percent
Rural	114	12.8	12.8
Urban	778	87.2	87.2
Total	892	100.0	100.0

Source: Fieldwork, 2024



**Fig. 4.5:** School Location

Table 5 above reveals that, 12.8% of the study sampled populations are located in rural areas, while 87.2% of the sampled respondents are from urban schools. The researcher thus noticed that more urban respondents participated more in the study.

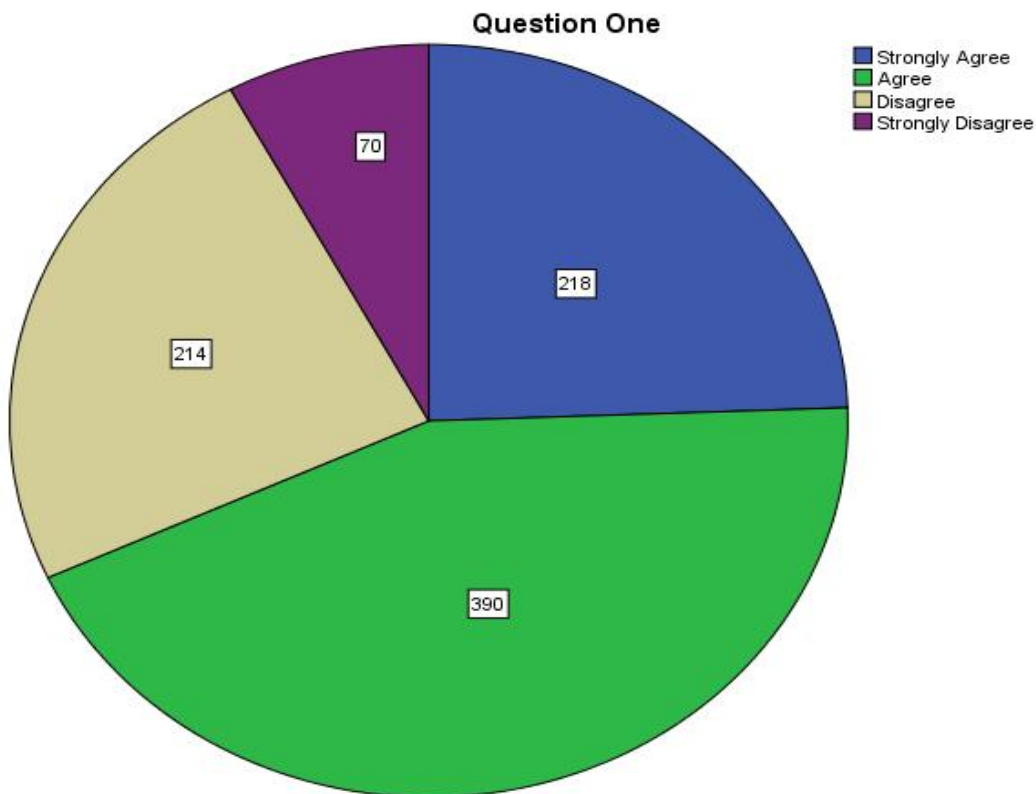
## **SECTION B**

In this section, the various responses obtained from the survey questionnaire was analyzed descriptively and with pie chart representation in consonant with the research questions and objectives.

**Table 6:** Universal basic education policy has improved the quality and quantity of teachers in public junior secondary schools in Edo State.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	218	24.4	24.4
Agree	390	43.7	43.7
Disagree	214	24.0	24.0
Strongly Disagree	70	7.8	7.8
Total	892	100.0	100.0

Source: Fieldwork, 2024



**Fig. 6:** Universal basic education policy has improved the quality and quantity of teachers in public junior secondary schools in Edo State

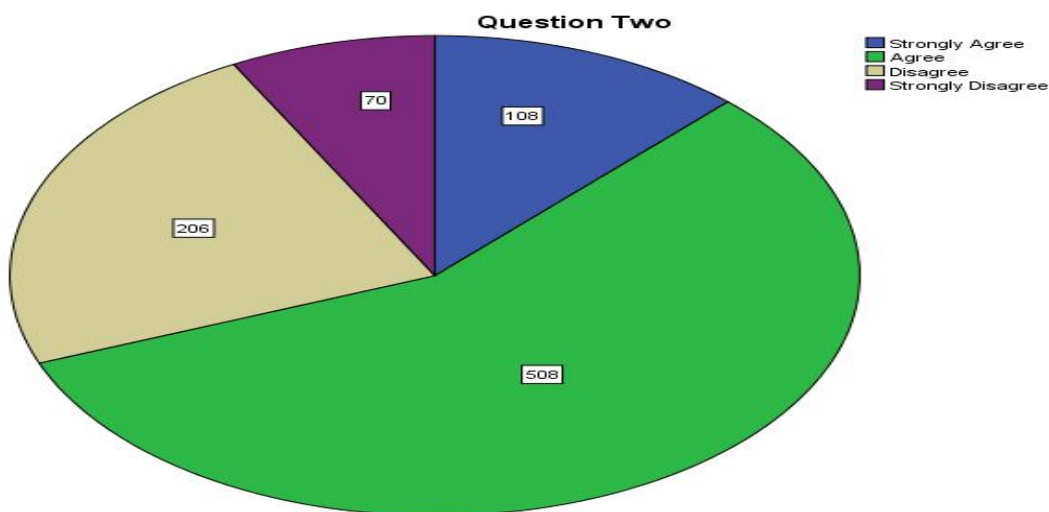
Table 6 shows that, 24.4% strongly agree that universal basic education policy has improved the quality and quantity of teachers in public junior secondary schools in Edo State, 43.7% of the sampled respondents agreed, 24.0% respondents disagree, while the remaining 7.8% strongly disagree that universal basic education policy has improved the quality and quantity

of teachers in public junior secondary schools in Edo State. The analysis thus reveals that, majority of the sampled respondents agreed that universal basic education policy has improved the quality and quantity of teachers in public junior secondary schools in Edo State.

**Table 7:** Universal basic education policy has improved the number of teachers to guarantee quality teaching.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	108	12.1	12.1
Agree	508	57.0	57.0
Disagree	206	23.1	23.1
Strongly Disagree	70	7.8	7.8
Total	892	100.0	100.0

Source: Fieldwork, 2024



**Fig. 7:** Universal basic education policy has improved the number of teachers to guarantee quality teaching

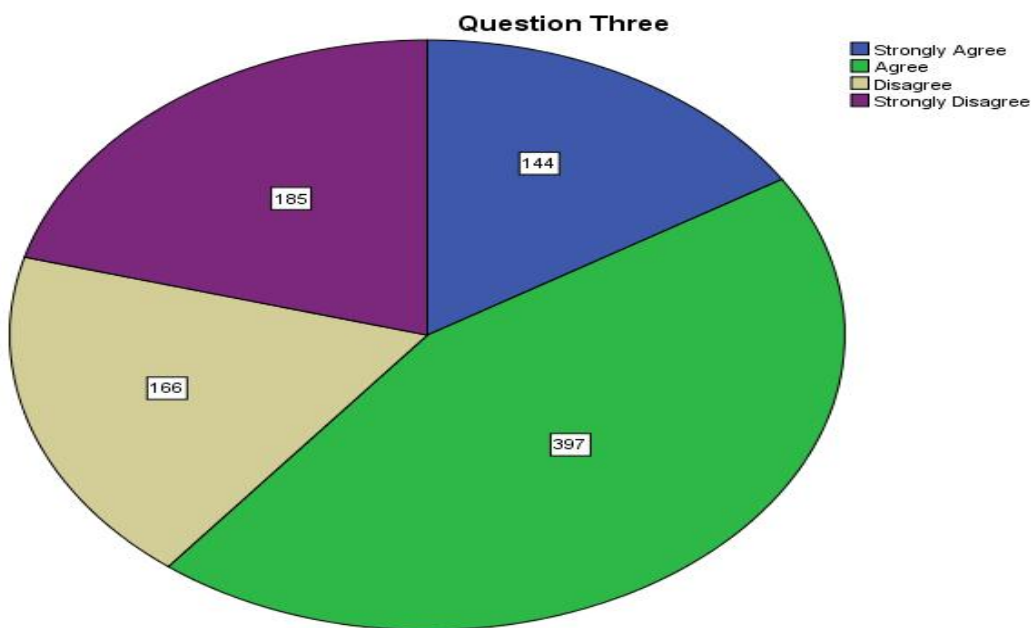
As regards question two, table 7 reveals that 12.1% of the respondents strongly agree that universal basic education policy has improved the number of teachers to guarantee quality teaching, 57.0% agreed, 23.1% disagreed, while the remaining 7.8% strongly disagreed that universal basic education policy has improved the number of teachers to guarantee quality

teaching. The analysis thus reveals that majority of the sampled respondents agreed that universal basic education policy has improved the number of teachers to guarantee quality teaching.

**Table 8:** Universal basic education policy has led to the recruitment of more teachers in the Edo State ministry of education.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	114	12.8	12.8
Agree	405	45.4	45.4
Disagree	228	25.6	25.6
Strongly Disagree	145	16.3	16.3
Total	892	100.0	100.0

Source: Fieldwork, 2024



**Fig. 8:** Universal basic education policy has led to the recruitment of more teachers in the Edo State ministry of education

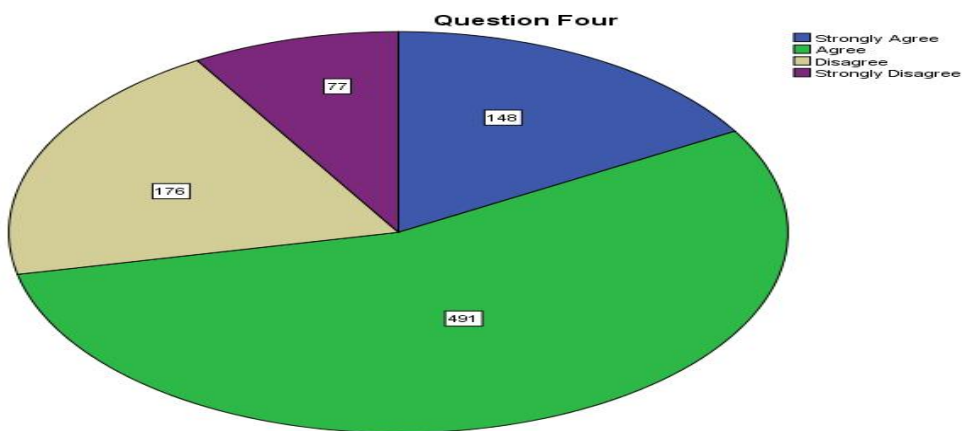
Table 8 shows that 16.1% of the respondents strongly agree that Universal basic education policy has led to the recruitment of more teachers in the Edo State ministry of education, 44.5% agreed, 18.6% disagreed, while the remaining 20.7% sampled respondents strongly disagreed that universal basic education policy has led to the recruitment of more teachers in

the Edo State ministry of education. It therefore shows from the above analyses that majority of the sampled respondents agreed that universal basic education policy has led to the recruitment of more teachers in the Edo State ministry of education.

**Table 9:** Universal basic education policy facilitates the training and retraining of teachers through seminars, workshops, or refreshing courses to enhance the delivery of quality teaching to their students.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	108	9.1	9.1
Agree	286	24.2	24.2
Disagree	674	57.0	57.0
Strongly Disagree	114	9.6	9.6
Total	1182	100.0	100.0

Source: Fieldwork, 2024



**Fig. 9:** Universal basic education policy facilitates the training and retraining of teachers through seminars, workshops, or refreshing courses to enhance the delivery of quality teaching to their students

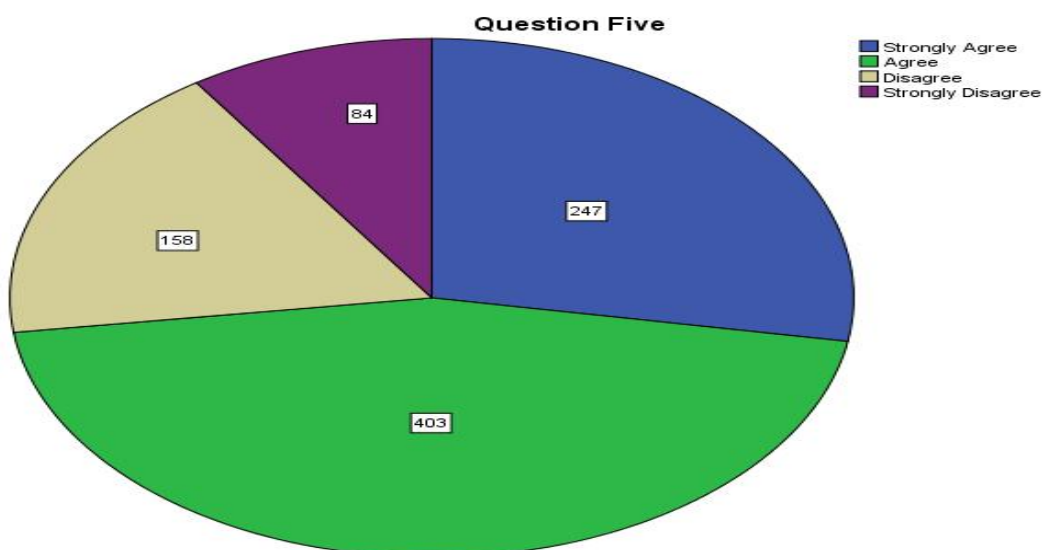
Table 9 reveals that, 9.1% of the respondents strongly agreed that universal basic education policy facilitates the training and retraining of teachers through seminars, workshops, or refreshing courses to enhance the delivery of quality teaching to their students, 16.6% agreed,

55.0% disagreed, while the remaining 19.7% strongly disagree that universal basic education policy facilitates the training and retraining of teachers through seminars, workshops, or refreshing courses to enhance the delivery of quality teaching to their students. It therefore shows from the above analyses that majority of the sampled respondents agreed that universal basic education policy facilitates the training and retraining of teachers through seminars, workshops, or refreshing courses to enhance the delivery of quality teaching to their students.

**Table 10:** Universal basic education policy has enhanced the supply of teachers in the core subject areas in Maths, English language, and sciences among others.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	247	27.7	27.7
Agree	403	45.2	45.2
Disagree	158	17.7	17.7
Strongly Disagree	84	9.4	9.4
Total	892	100.0	100.0

Source: Fieldwork, 2024



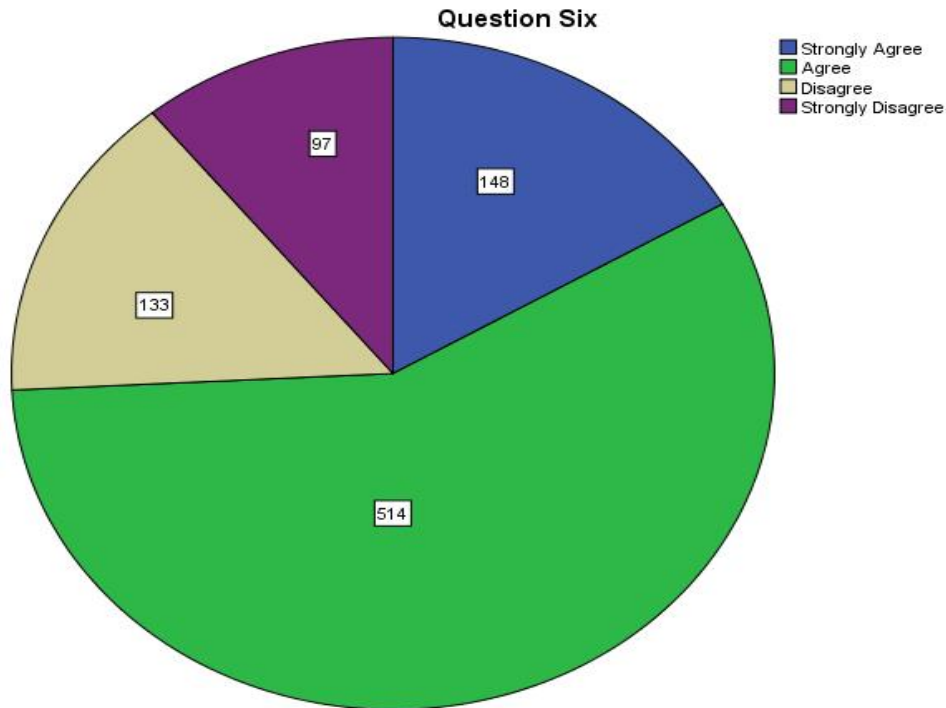
**Fig. 10:** Universal basic education policy has enhanced the supply of teachers in the core subject areas in Maths, English language, and sciences among others.

In relation to table 10, it was observed that 10.0% of the respondents strongly agree that universal basic education policy has enhanced the supply of teachers in the core subject areas in Maths, English language, and sciences among others, 45.2% agreed, 17.7% disagreed, while the remaining 9.4% strongly disagreed that universal basic education policy has enhanced the supply of teachers in the core subject areas in Maths, English language, and sciences among others. It therefore shows from the above analyses that majority of the agreed that universal basic education policy has enhanced the supply of teachers in the core subject areas in Maths, English language, and sciences among others.

**Table 11:** The universal basic education policy has lessened my teaching workload significantly.

<b>Opinions</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Strongly Agree	240	20.3	20.3
Agree	586	49.6	49.6
Disagree	214	18.1	18.1
Strongly Disagree	142	12.0	12.0
Total	1182	100.0	100.0

Source: Fieldwork, 2024



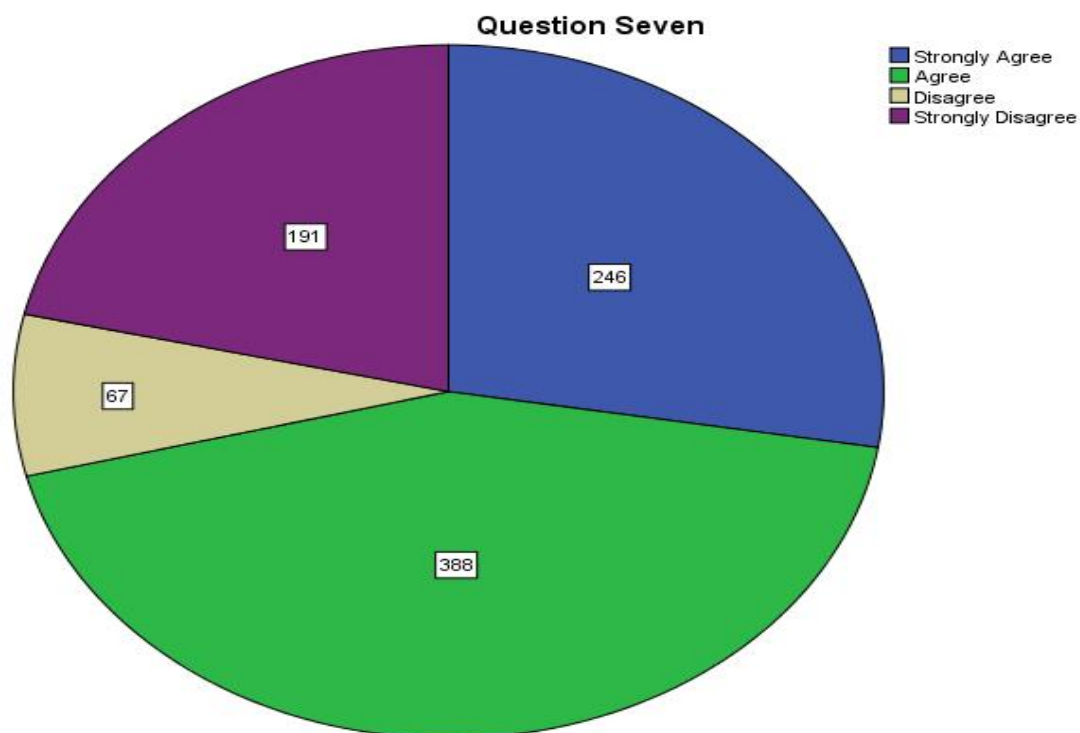
**Fig. 11:** The universal basic education policy has lessened my teaching workload significantly

Also, in table 11 it was discovered that 16.6% of the respondents strongly agreed that the universal basic education policy has lessened my teaching workload significantly, 57.6% agreed, 14.9% disagreed, while the remaining 10.9% strongly disagreed that the universal basic education policy has lessened my teaching workload significantly. It therefore shows from the above analyses that, majority of the sampled respondents agreed that the universal basic education policy has lessened my teaching workload significantly.

**Table 12:** Universal basic education policy has improved teachers remuneration.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	246	27.6	27.6
Agree	388	43.5	43.5
Disagree	67	7.5	7.5
Strongly Disagree	191	21.4	21.4
Total	892	100.0	100.0

Source: Fieldwork, 2024



**Fig. 12:** Universal basic education policy has improved teachers remuneration.

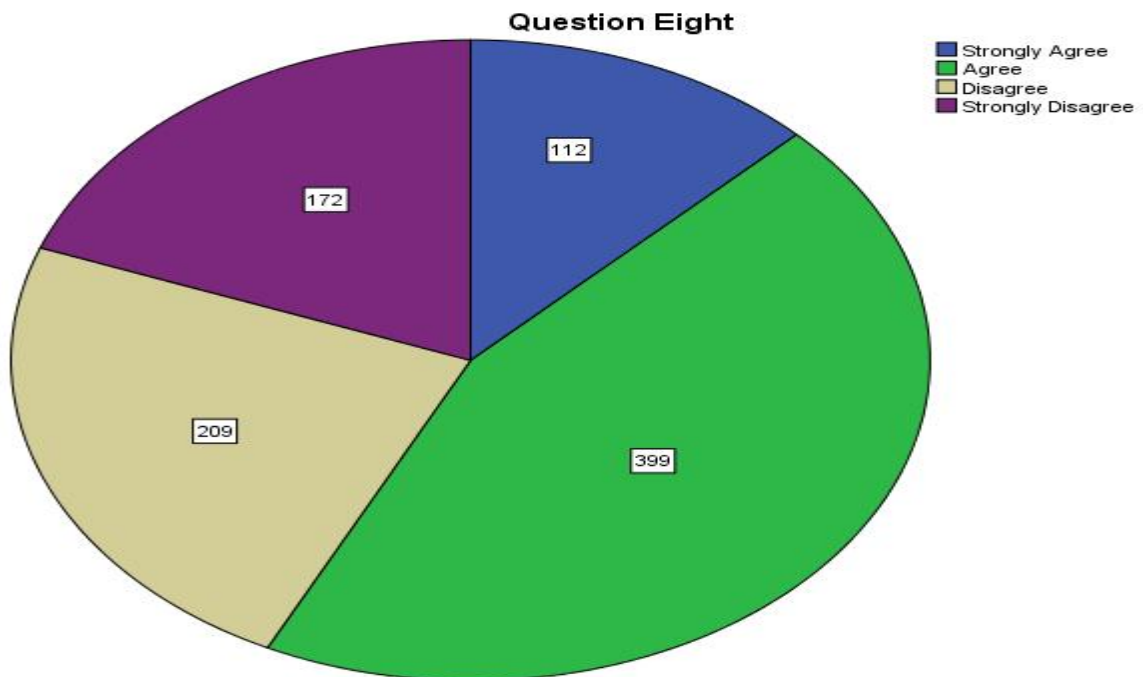
Table 12 reveals that 27.6% of the respondents strongly agree that universal basic education policy has improved teachers remuneration, 43.5% agreed, 7.5% disagreed, while the remaining 21.4% sampled respondents strongly disagree that universal basic education policy has improved teachers remuneration. It therefore shows from the above analyses that, majority of the sampled respondents agreed that universal basic education policy has improved teachers remuneration.

**Table 13:** Salary is commensurate with productivity.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	112	12.6	12.6
Agree	399	44.7	44.7
Disagree	209	23.4	23.4
Strongly Disagree	172	19.3	19.3

Total	892	100.0	100.0
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Source: Fieldwork, 2024



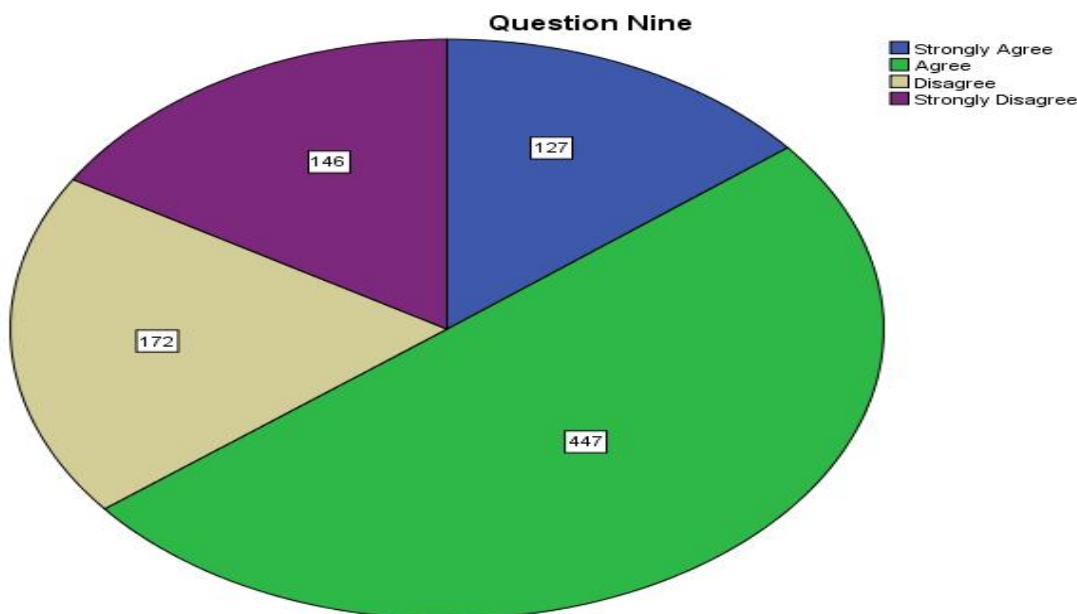
**Fig. 13:** Salary is commensurate with productivity.

In table 13 it was discovered that, 12.6% of the study sampled respondents strongly agree that salary is commensurate with productivity, 44.7% agreed, 23.4% disagreed; while the remaining 19.3% strongly disagreed that salary is commensurate with productivity. It therefore shows from the above analyses that Salary is commensurate with productivity.

**Table 14:** Other allowances will motivate you to put your best into teaching.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	127	14.2	14.2
Agree	447	50.1	50.1
Disagree	172	19.3	19.3
Strongly Disagree	146	16.4	16.4
Total	892	100.0	100.0

Source: Fieldwork, 2024



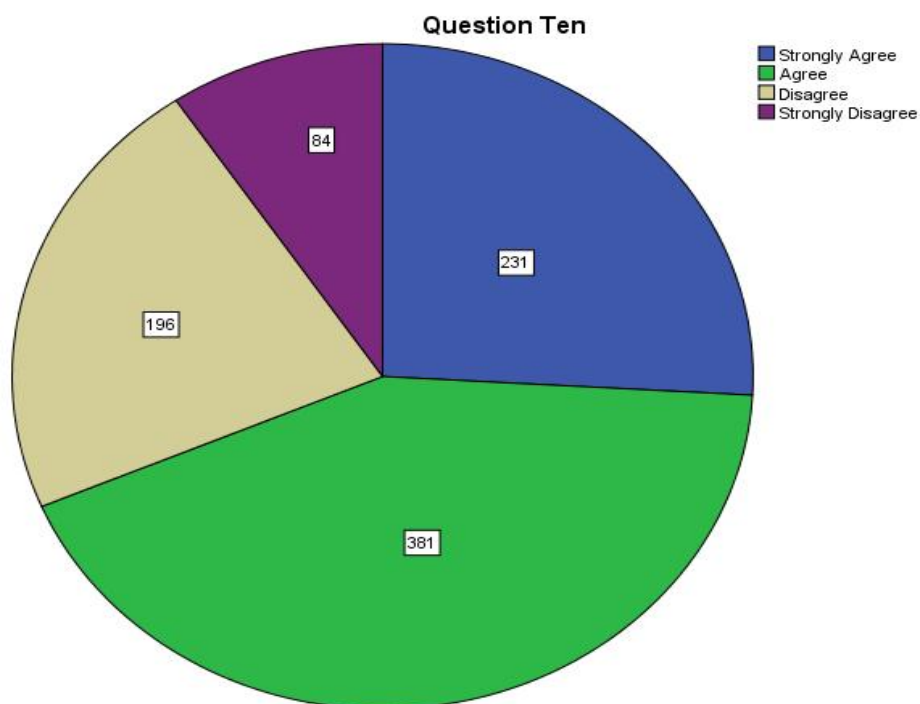
**Fig. 14:** Other allowances will motivate you to put your best into teaching.

Table 14 confirms that 14.2% of the respondents strongly agreed that other allowances will motivate them to put their best into teaching, 50.1% agreed, 19.3% disagreed, while the remaining 19.3% strongly disagree that other allowances will motivate them to put their best into teaching. It therefore shows from the above analyses that, majority of the sampled respondents agreed that other allowances will motivate them to put their best into teaching.

**Table 15:** Universal basic education policy ensures teachers are well paid compared to other sectoral workers.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	231	25.9	25.9
Agree	381	42.7	42.7
Disagree	196	22.0	22.0
Strongly Disagree	84	9.4	9.4
Total	892	100.0	100.0

Source: Fieldwork, 2024



**Fig. 15:** Universal basic education policy ensures teachers are well paid compared to other sectoral workers

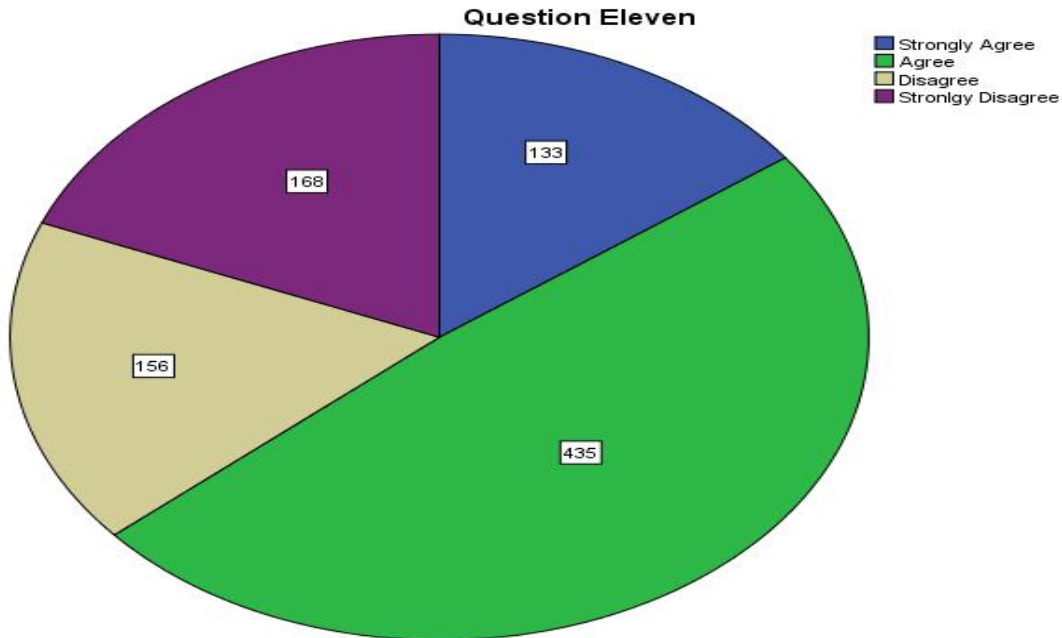
Table 15 reveals that, 25.9% of the sampled respondents strongly agreed that universal basic education policy ensures teachers are well paid compared to other sectoral workers, 42.7% of the respondents agreed, 22.0% of the respondents disagreed, while 9.4% of the respondents strongly disagreed that universal basic education policy ensures teachers are well paid compared to other sectoral workers. It therefore shows from the above analyses that, majority of the sampled respondents agreed that universal basic education policy ensures teachers are well paid compared to other sectoral workers.

**Table 16:** Universal basic education policy has improved the level of educational infrastructural facilities in public junior secondary schools in Egor Local Government Area.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	133	14.9	14.9
Agree	435	48.8	48.8

Disagree	156	17.5	17.5
Strongly Disagree	168	18.8	18.8
Total	892	100.0	100.0

Source: Fieldwork, 2024



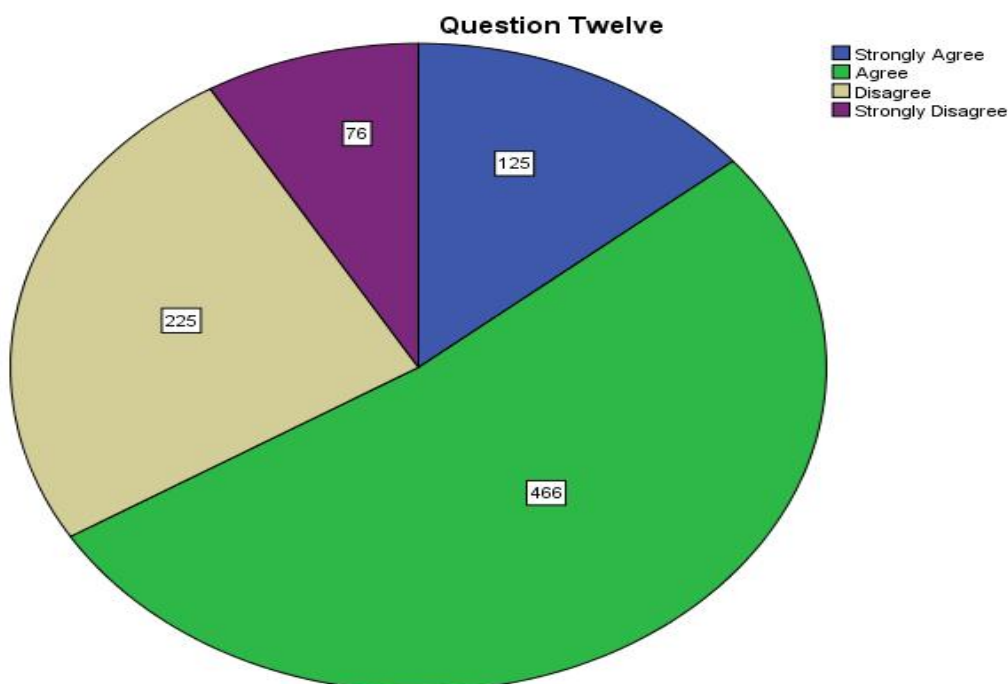
**Fig. 16:** Universal basic education policy has improved the level of educational infrastructural facilities in public junior secondary schools in Egor Local Government Area

As regard table 16 the data reveals that 14.9% of the respondents strongly agreed that universal basic education policy has improved the level of educational infrastructural facilities in public junior secondary schools in Egor local government area, 48.8% agreed, 17.5% disagreed, while the remaining 18.8% strongly disagree that universal basic education policy has improved the level of educational infrastructural facilities in public junior secondary schools in Egor local government area. It therefore shows from the above analyses that universal basic education policy has improved the level of educational infrastructural facilities in public junior secondary schools in Egor local government area.

**Table 17:** Universal basic education policy has enhanced adequate and spacious classrooms for learning purposes.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	125	14.0	14.0
Agree	466	52.2	52.2
Disagree	225	25.2	25.2
Strongly Disagree	76	8.5	8.5
Total	892	100.0	100.0

Source: Fieldwork, 2024



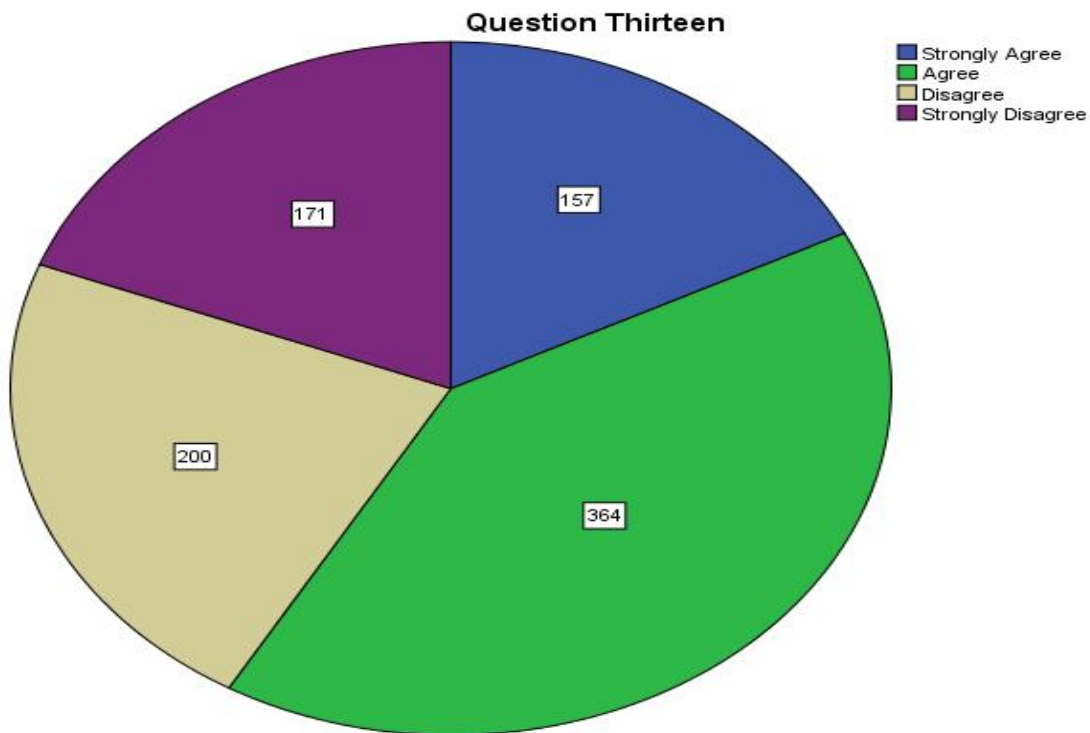
**Fig. 17:** Universal basic education policy has enhanced adequate and spacious classrooms for learning purposes

Table 17, shows that, 14.0% of the respondents strongly agree that universal basic education policy has enhanced adequate and spacious classrooms for learning purposes, 52.2% agreed, 25.2% disagreed, while the remaining 8.5% strongly disagree that universal basic education policy has enhanced adequate and spacious classrooms for learning purposes. It therefore shows from the above analyses that majority of the sampled respondents agreed that universal basic education policy has enhanced adequate and spacious classrooms for learning purposes.

**Table 18:** Universal basic education policy has improved classroom infrastructure.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	157	17.6	17.6
Agree	364	40.8	40.8
Disagree	200	22.4	22.4
Strongly Disagree	171	19.2	19.2
Total	892	100.0	100.0

Source: Fieldwork, 2024



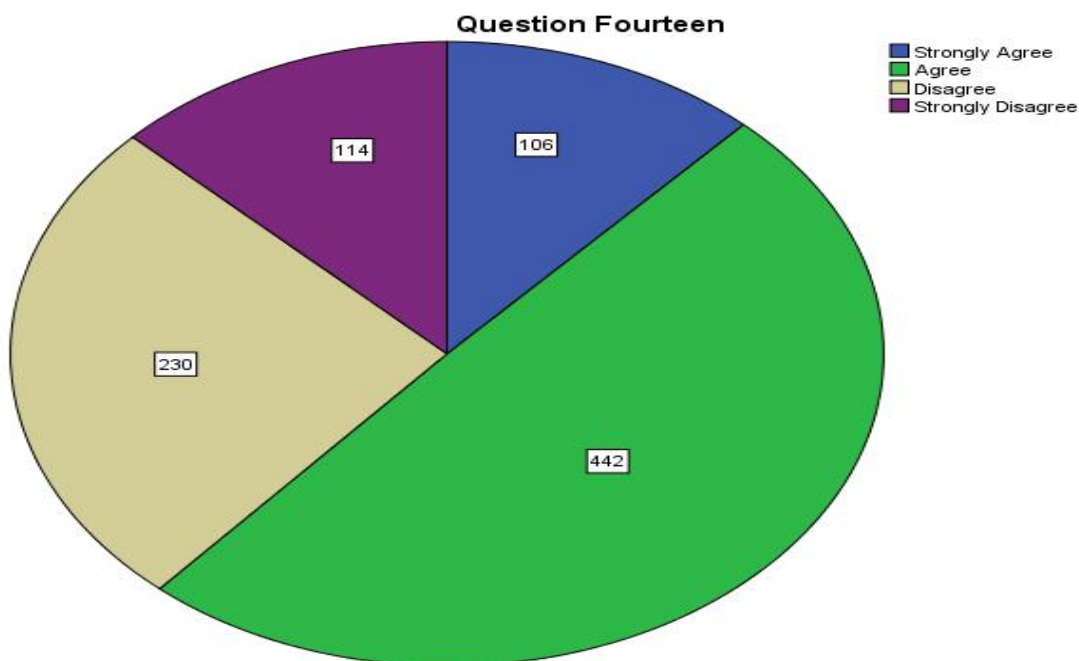
**Fig. 18:** Universal basic education policy has improved classroom infrastructure.

With respect to question thirteen, table 18 reveals that 17.6% of the respondents strongly agree that universal basic education policy has improved classroom infrastructure, 40.8% agreed, 22.4% disagreed, while the remaining 19.2% strongly disagreed that universal basic education policy has improved classroom infrastructure. The analysis thus reveals that majority of the sampled respondents agreed that universal basic education policy has improved classroom infrastructure.

**Table 19:** Universal basic education policy has made electronic teaching aids like computers, tablets, and teachers’ computer tablets available.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	106	11.9	11.9
Agree	442	49.6	49.6
Disagree	230	25.8	25.8
Strongly Disagree	114	12.8	12.8
Total	892	100.0	100.0

Source: Fieldwork, 2024



**Fig. 19:** Universal basic education policy has made electronic teaching aids like computers, tablets, and teachers’ computer tablets available.

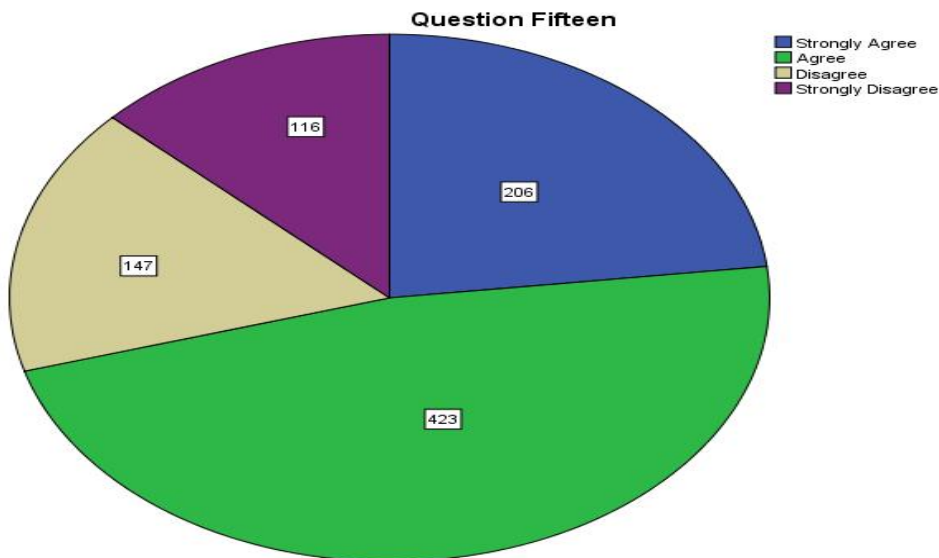
Table 19 shows that 11.9% of the respondents strongly agree that universal basic education policy has made electronic teaching aids like computers, tablets, and teachers’ computer tablets available, 49.6% agreed, 25.8% disagreed, while the remaining 12.8% sampled respondents strongly disagree that universal basic education policy has made electronic teaching aids like computers, tablets, and teachers’ computer tablets available. It therefore shows from the above analyses that majority of the sampled respondents agreed that

universal basic education policy has made electronic teaching aids like computers, tablets, and teachers' computer tablets available.

**Table 20:** Universal basic education policy has made a well-equipped and functional school library to be available for students' use.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	206	23.1	23.1
Agree	423	47.4	47.4
Disagree	147	16.5	16.5
Strongly Disagree	116	13.0	13.0
Total	892	100.0	100.0

Source: Fieldwork, 2024



**Fig. 20:** Universal basic education policy has made a well-equipped and functional school library to be available for students' use.

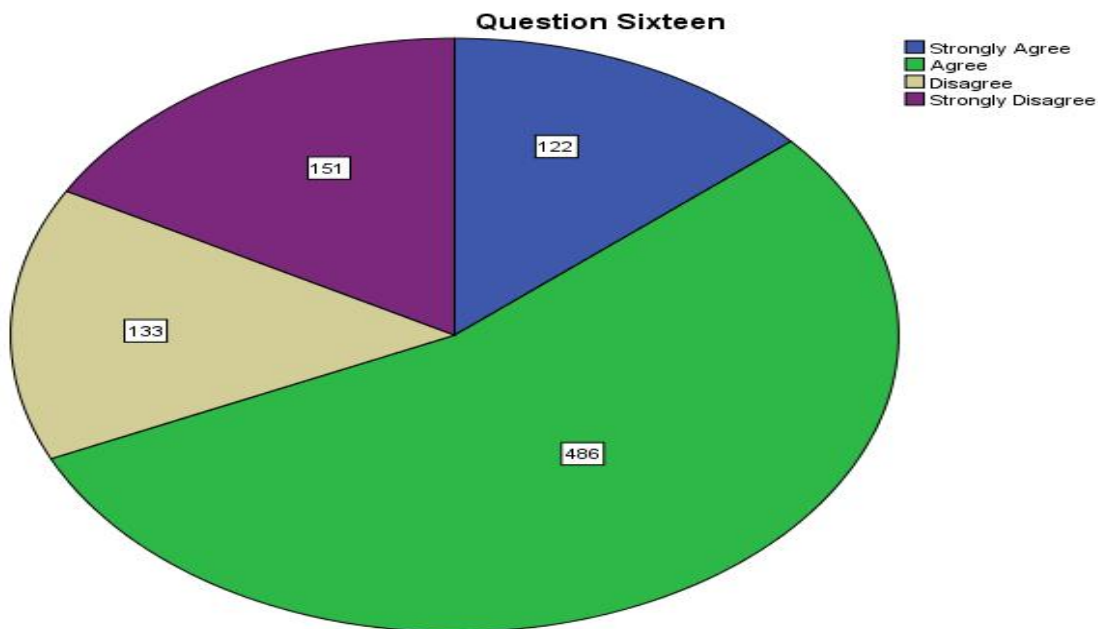
In table 20 it was reveals that, 23.1% of the respondents strongly agree that universal basic education policy has made a well-equipped and functional school library to be available for students' use, 47.4% agreed, 16.5% disagreed, while the remaining 13.0% strongly disagree that universal basic education policy has made a well-equipped and functional school library to be available for students' use. It therefore shows from the above analyses that, majority of

the sampled respondents agreed that universal basic education policy has made a well-equipped and functional school library to be available for students' use.

**Table 21:** Universal basic education policy has improved the level of funding of public junior secondary schools in the State in Edo State.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	122	13.7	13.7
Agree	486	54.5	54.5
Disagree	133	14.9	14.9
Strongly Disagree	151	16.9	16.9
Total	892	100.0	100.0

Source: Fieldwork, 2024



**Fig. 21:** Universal basic education policy has improved the level of funding of public junior secondary schools in the State in Edo State

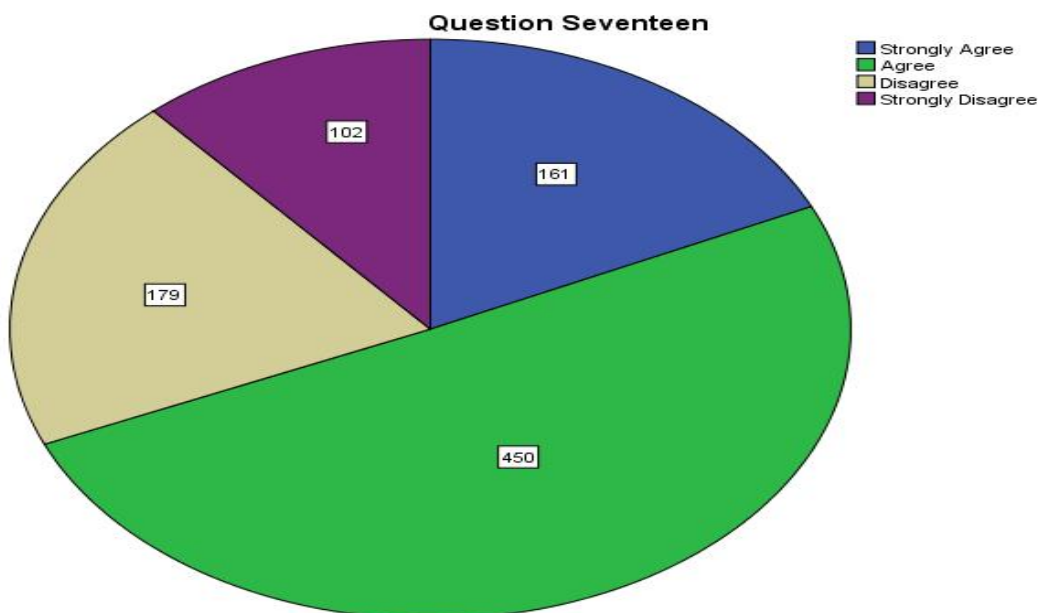
Table 21 shows that, 13.7% of the sampled respondents strongly agree that universal basic education policy has improved the level of funding of public junior secondary schools in the State in Edo State, 54.5% agreed, 14.9% disagreed, while the remaining 16.9% strongly disagree that universal basic education policy has improved the level of funding of public junior secondary schools in the State in Edo State. It therefore shows from the above analyses

that, majority of the sampled respondents agreed that universal basic education policy has improved the level of funding of public junior secondary schools in the State in Edo State.

**Table 22:** Universal basic education policy has improved budgetary allocation for the implementation of the UBE policy in public junior secondary schools.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	161	18.0	18.0
Agree	450	50.4	50.4
Disagree	179	20.1	20.1
Strongly Disagree	102	11.4	11.4
Total	892	100.0	100.0

Source: Fieldwork, 2024.



**Fig. 22:** Universal basic education policy has improved budgetary allocation for the implementation of the UBE policy in public junior secondary schools

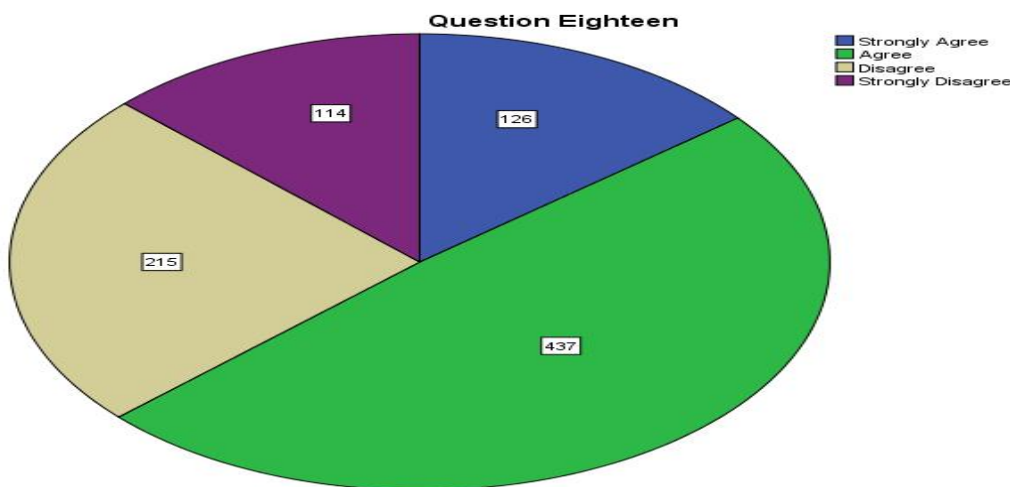
Also, in table 22 it was observed that 18.0% of the sampled respondents strongly agreed that universal basic education policy has improved budgetary allocation for the implementation of the UBE policy in public junior secondary schools, 50.4% agreed, 20.1% disagreed, while the remaining 11.4% strongly disagreed that universal basic education policy has improved

budgetary allocation for the implementation of the UBE policy in public junior secondary schools. It therefore shows from the above analyses that majority of the sampled respondents agreed that universal basic education policy has improved budgetary allocation for the implementation of the UBE policy in public junior secondary schools.

**Table 23:** Universal basic education has improved junior secondary schools monthly subventions.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	195	16.5	16.5
Agree	602	50.9	50.9
Disagree	271	22.9	22.9
Strongly Disagree	114	9.6	9.6
Total	1182	100.0	100.0

Source: Fieldwork, 2024



**Fig. 23:** Universal basic education has improved junior secondary schools monthly subventions.

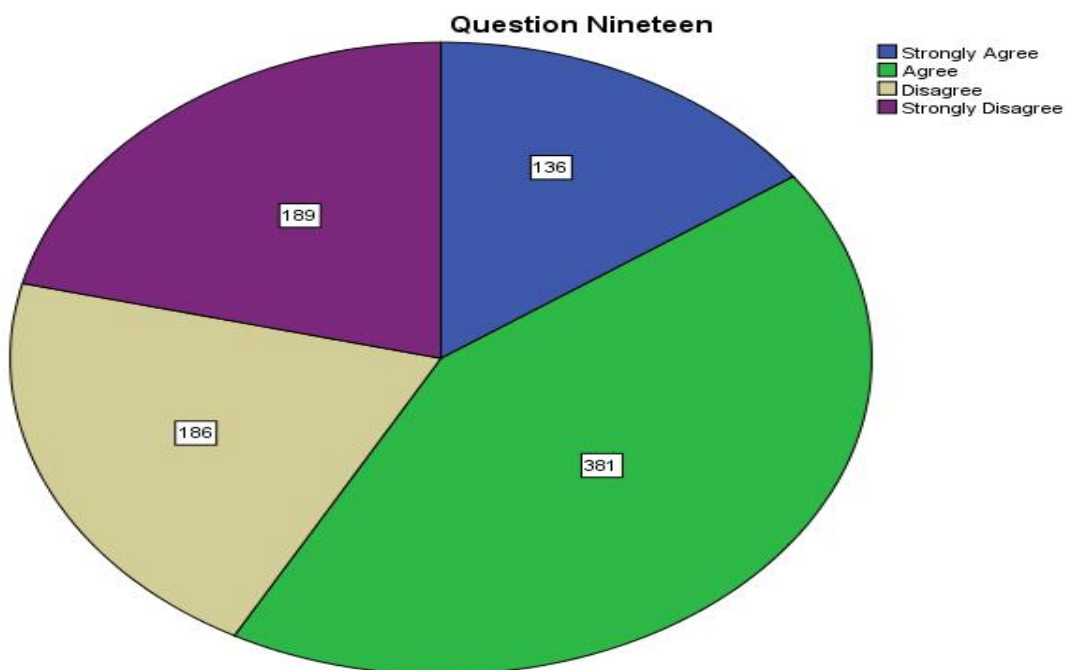
Table 23 reveals that 14.1% of the study sample respondents strongly agreed that universal basic education has improved junior secondary schools monthly subventions, 49.0% agreed, 24.1% disagreed, while the remaining 12.8% sampled respondents strongly disagree that universal basic education has improved junior secondary schools monthly subventions. It

therefore shows from the above analyses that, majority of the sampled respondents agreed that universal basic education has improved junior secondary schools monthly subventions.

**Table 24:** Universal basic education policy has led to improved instructional and learning facilities in public junior secondary schools in Edo State.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	136	15.2	15.2
Agree	381	42.7	42.7
Disagree	186	20.9	20.9
Strongly Disagree	189	21.2	21.2
Total	892	100.0	100.0

Source: Fieldwork, 2024.



**Fig. 24:** Universal basic education policy has led to improved instructional and learning facilities in public junior secondary schools in Edo State.

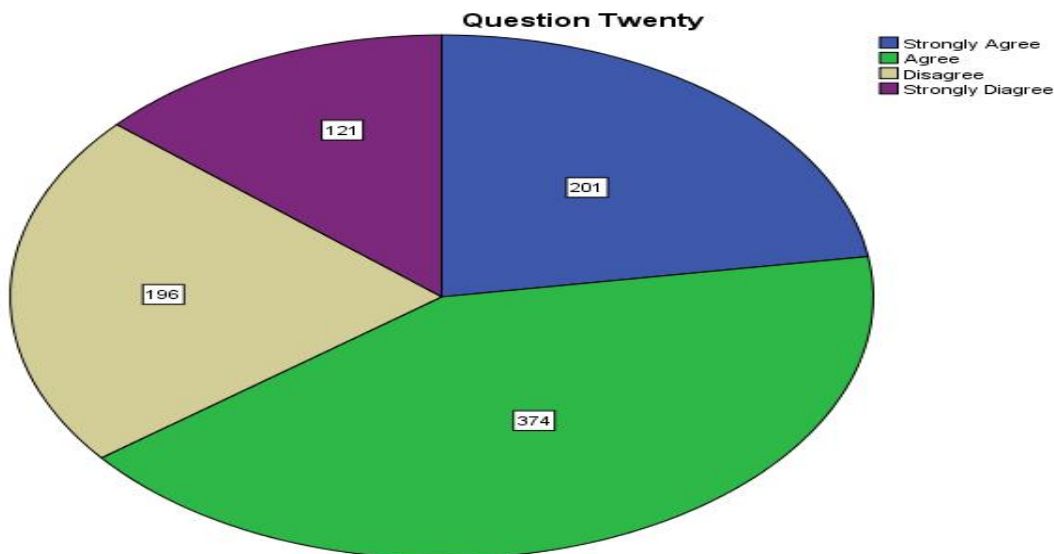
In table 24 it was discovered that 15.2% of the respondents strongly agree that universal basic education policy has led to improved instructional and learning facilities in public junior secondary schools in Edo State, 42.7% agreed, 20.9% disagreed; while the remaining

21.2% strongly disagreed that universal basic education policy has led to improved instructional and learning facilities in public junior secondary schools in Edo State. It therefore shows from the above analyses that majority of the sampled respondents agreed that universal basic education policy has led to improved instructional and learning facilities in public junior secondary schools in Edo State.

**Table 25:** Universal basic education policy has made textbooks available in all subject areas in public junior secondary schools.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	201	22.5	22.5
Agree	374	41.9	41.9
Disagree	196	22.0	22.0
Strongly Disagree	121	13.6	13.6
Total	892	100.0	100.0

Source: Fieldwork, 2024



**Fig. 24:** Universal basic education policy has led to improved instructional and learning facilities in public junior secondary schools in Edo State.

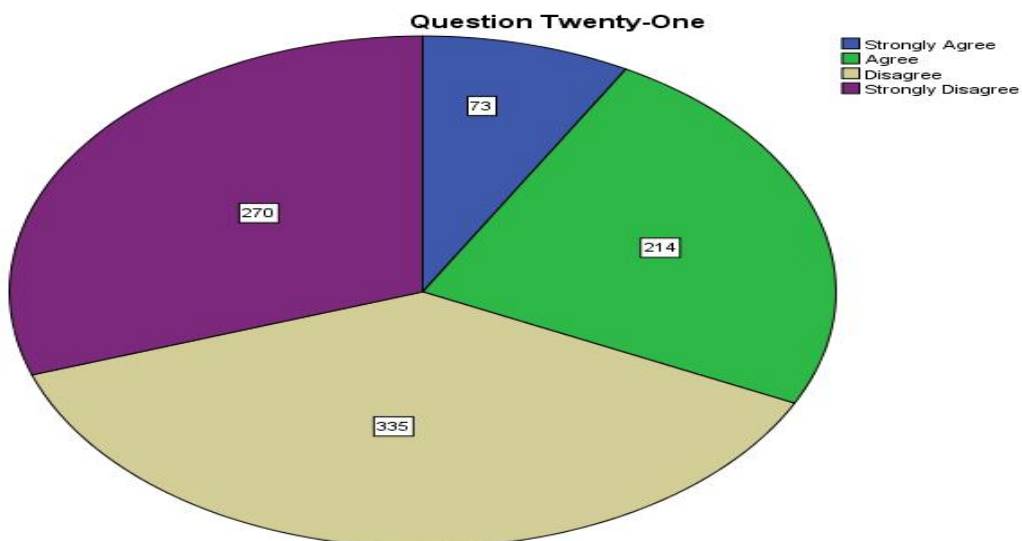
Table 25 shows that 22.5% of the respondents strongly agree that universal basic education policy has made textbooks available in all subject areas in public junior secondary schools, 41.9% agreed, 22.0% disagreed, while the remaining 13.6% strongly disagree that universal

basic education policy has made textbooks available in all subject areas in public junior secondary schools. It therefore shows from the above analyses that majority of sampled respondents agreed that universal basic education policy has made textbooks available in all subject areas in public junior secondary schools.

**Table 26:** Universal basic education policy only provides textbooks in the core subject areas of mathematics, English language, and basic science among others.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	73	8.2	8.2
Agree	214	24.0	24.0
Disagree	335	37.6	37.6
Strongly Disagree	270	30.3	30.3
Total	892	100.0	100.0

Source: Fieldwork, 2024



**Fig. 26:** Universal basic education policy only provides textbooks in the core subject areas of mathematics, English language, and basic science among others.

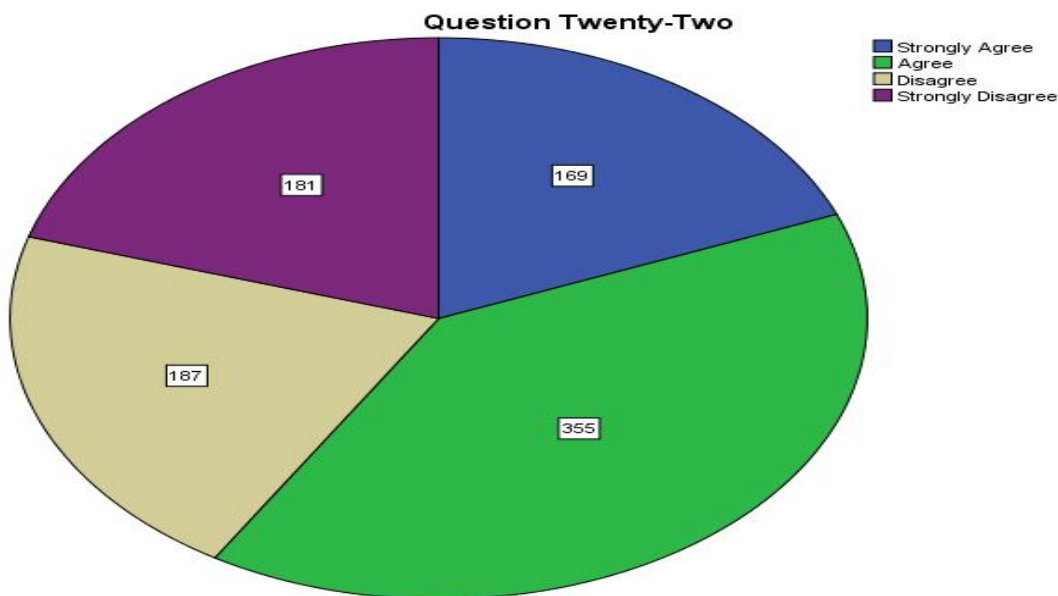
Table 26 reveals that, 8.2% of the sampled respondents strongly agreed that universal basic education policy only provides textbooks in the core subject areas of mathematics, English language, and basic science among others, 24.0% of the respondents agreed, 37.6% of the respondents disagreed, while 30.3% of the respondents strongly disagreed that universal

basic education policy only provides textbooks in the core subject areas of mathematics, English language, and basic science among others. It therefore shows from the above analyses that majority of the sampled respondents agreed that universal basic education policy only provides textbooks in the core subject areas of mathematics, English language, and basic science among others.

**Table 27:** Universal basic education policy has improved the level of educational infrastructural facilities in public junior secondary schools in Egor Local Government Area.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	169	18.9	18.9
Agree	355	39.8	39.8
Disagree	187	21.0	21.0
Strongly Disagree	181	20.3	20.3
Total	892	100.0	100.0

Source: Fieldwork, 2024



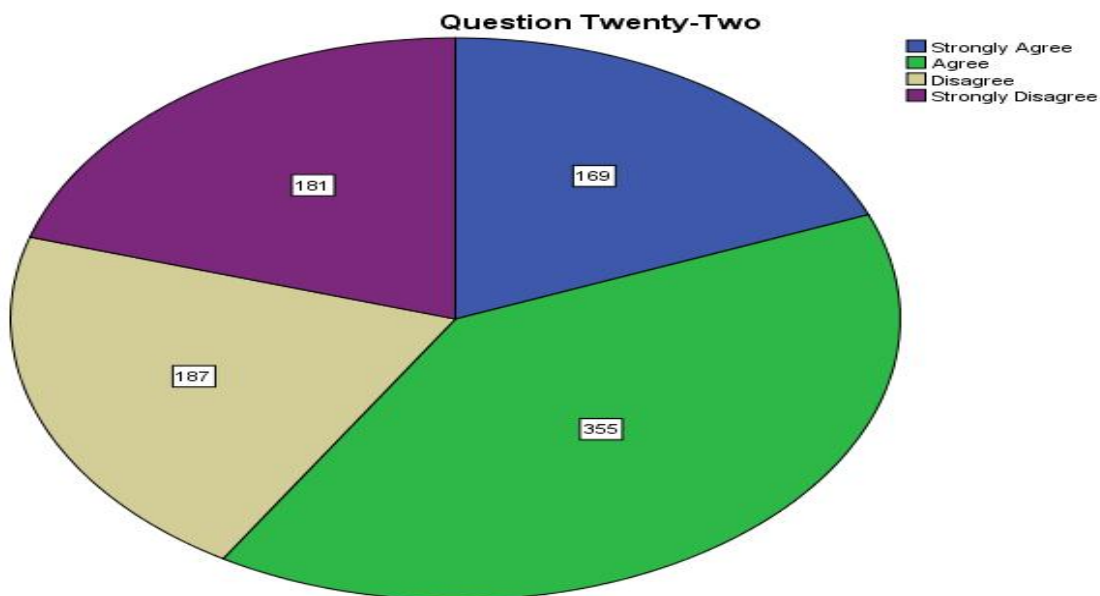
**Fig. 27:** Universal basic education policy has improved the level of educational infrastructural facilities in public junior secondary schools in Egor Local Government Area.

As regard table 27 the data reveals that 18.9% of the respondents strongly agreed that universal basic education policy has improved the level of educational infrastructural facilities in public junior secondary schools in Egor local government area, 39.8% agreed, 21.0% disagreed, while the remaining 20.3% strongly disagree that universal basic education policy has improved the level of educational infrastructural facilities in public junior secondary schools in Egor local government area. It therefore shows from the above analyses that universal basic education policy has improved the level of educational infrastructural facilities in public junior secondary schools in Egor Local Government Area.

**Table 28:** Universal basic education policy also provides textbooks in the noncore subject areas of home economics, and fine art among others.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	169	18.9	18.9
Agree	355	39.8	39.8
Disagree	187	21.0	21.0
Strongly Disagree	181	20.3	20.3
Total	892	100.0	100.0

Source: Fieldwork, 2024



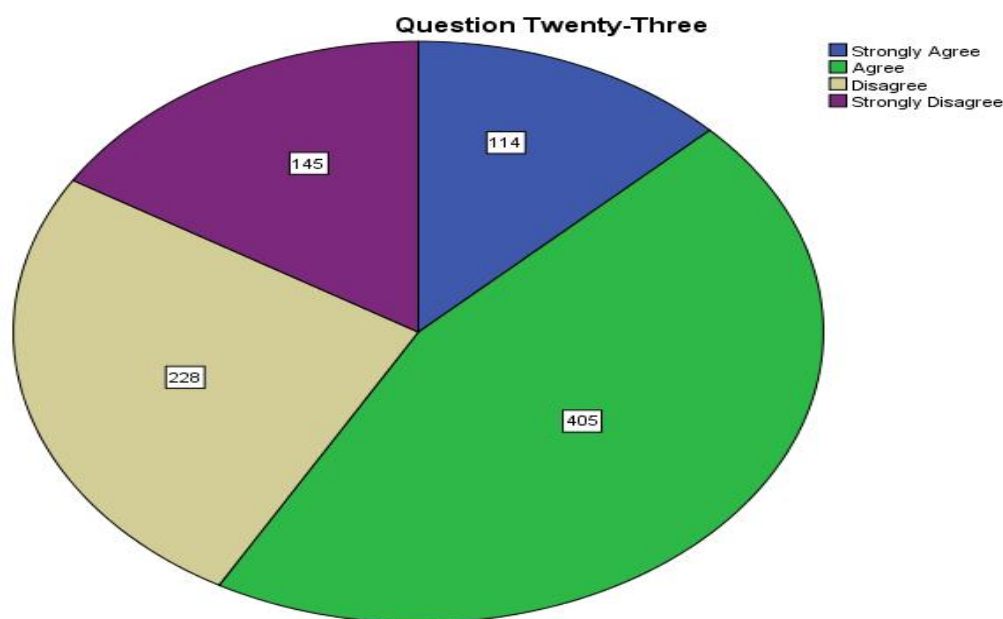
**Fig. 28:** Universal basic education policy also provides textbooks in the noncore subject areas of home economics, and fine art among others.

Table 28, shows that, 18.9% of the respondents strongly agree that universal basic education policy also provides textbooks in the noncore subject areas of home economics, and fine art among others, 39.8% agreed, 21.0% disagreed, while the remaining 20.3% strongly disagree that universal basic education policy also provides textbooks in the noncore subject areas of home economics, and fine art among others. It therefore shows from the above analyses that majority of the sampled respondents agreed that universal basic education policy also provides textbooks in the noncore subject areas of home economics, and fine art among others.

**Table 29:** Universal basic education policy provides standard white or black boards with accompanying markers, chalks, and customized dusters among others.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	114	12.8	12.8
Agree	405	45.4	45.4
Valid Disagree	228	25.6	25.6
Strongly Disagree	145	16.3	16.3
Total	892	100.0	100.0

Source: Fieldwork, 2024



**Fig. 29:** Universal basic education policy provides standard white or black boards with accompanying markers, chalks, and customized dusters among others.

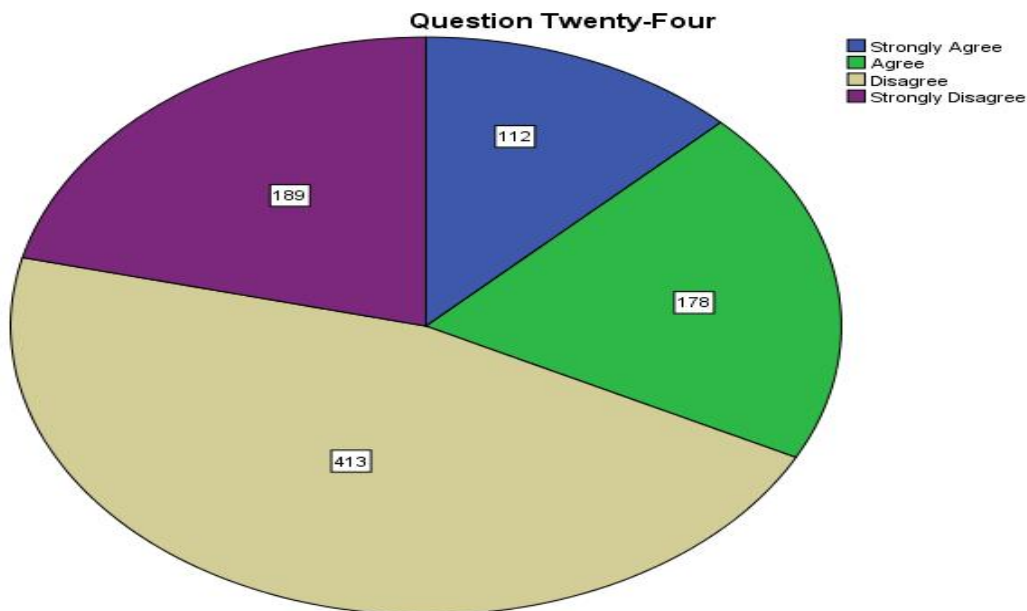
Table 29 reveals that 12.8% of the respondents strongly agree that universal basic education policy provides standard white or black boards with accompanying markers, chalks, and customized dusters among others, 45.4% agreed, 25.6% disagreed, while the remaining 16.3% strongly disagreed that universal basic education policy provides standard white or black boards with accompanying markers, chalks, and customized dusters among others. The analysis thus reveals that majority of the sampled respondents agreed that universal basic education policy provides standard white or black boards with accompanying markers, chalks, and customized dusters among others.

**Table 30:** Universal basic education policy provides audio-visual learning aids like television, radio, and projectors among others.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	112	12.6	12.6
Agree	178	20.0	20.0

Disagree	413	46.3	46.3
Strongly Disagree	189	21.2	21.2
Total	892	100.0	100.0

Source: Fieldwork, 2024



**Fig. 30:** Universal basic education policy provides audio-visual learning aids like television, radio, and projectors among others.

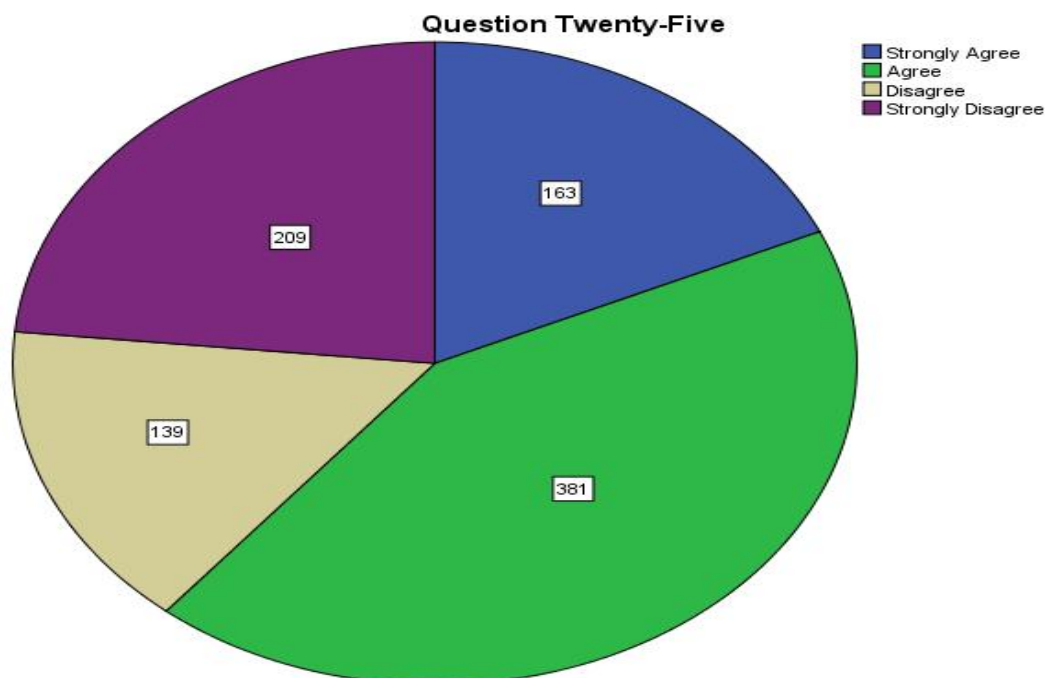
Table 30 shows that 12.6% of the respondents strongly agree that universal basic education policy provides audio-visual learning aids like television, radio, and projectors among others, 20.0% agreed, 46.3% disagreed, while the remaining 21.2% sampled respondents strongly disagree that universal basic education policy provides audio-visual learning aids like television, radio, and projectors among others. It therefore shows from the above analyses that majority of the sampled respondents disagreed that universal basic education policy provides audio-visual learning aids like television, radio, and projectors among others.

**Table 31:** Universal basic education policy has led to a reduction in the figures of out-of-school children in Edo State.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	163	18.3	18.3
Agree	381	42.7	42.7

Disagree	139	15.6	15.6
Strongly Disagree	209	23.4	23.4
Total	892	100.0	100.0

Source: Fieldwork, 2024



**Fig. 31:** Universal basic education policy has led to a reduction in the figures of out-of-school children in Edo State.

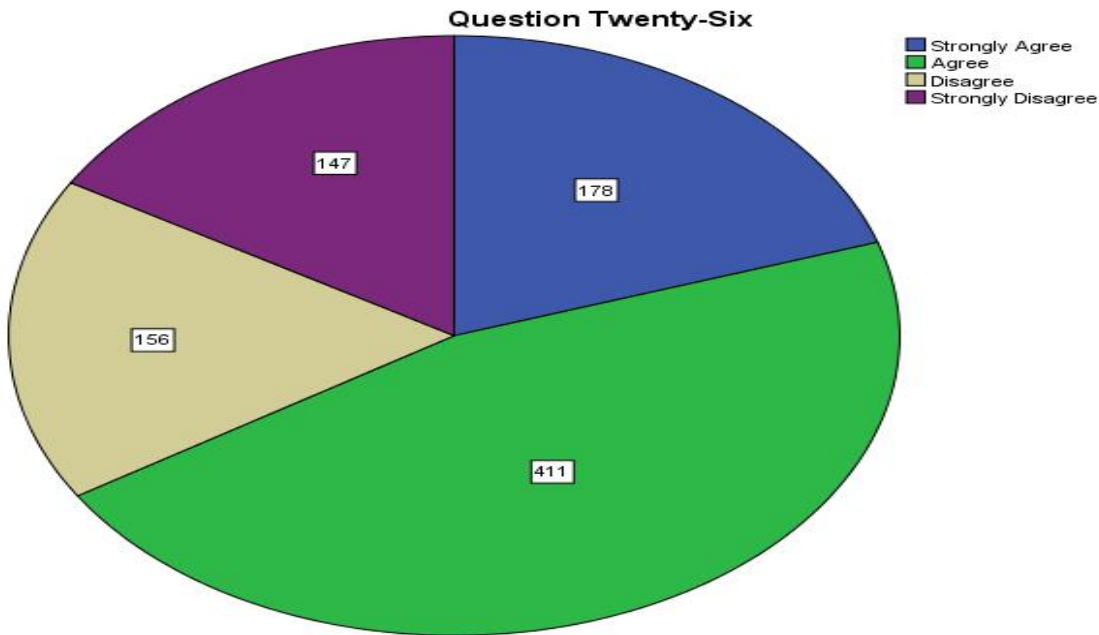
In table 31 it was revealed that, 18.3% of the respondents strongly agree that universal basic education policy has led to a reduction in the figures of out-of-school children in Edo State, 42.7% agreed, 15.6% disagreed, while the remaining 23.4% strongly disagree that universal basic education policy has led to a reduction in the figures of out-of-school children in Edo State. It therefore shows from the above analyses that, majority of the sampled respondents agreed that universal basic education policy has led to a reduction in the figures of out-of-school children in Edo State.

**Table 32:** Universal basic education policy has made it possible for public junior secondary school students not to be roaming the streets during school hours.

Opinions	Frequency	Percent	Valid Percent
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Strongly Agree	178	20.0	20.0
Agree	411	46.1	46.1
Disagree	156	17.5	17.5
Strongly Disagree	147	16.5	16.5
Total	892	100.0	100.0

Source: Fieldwork, 2024



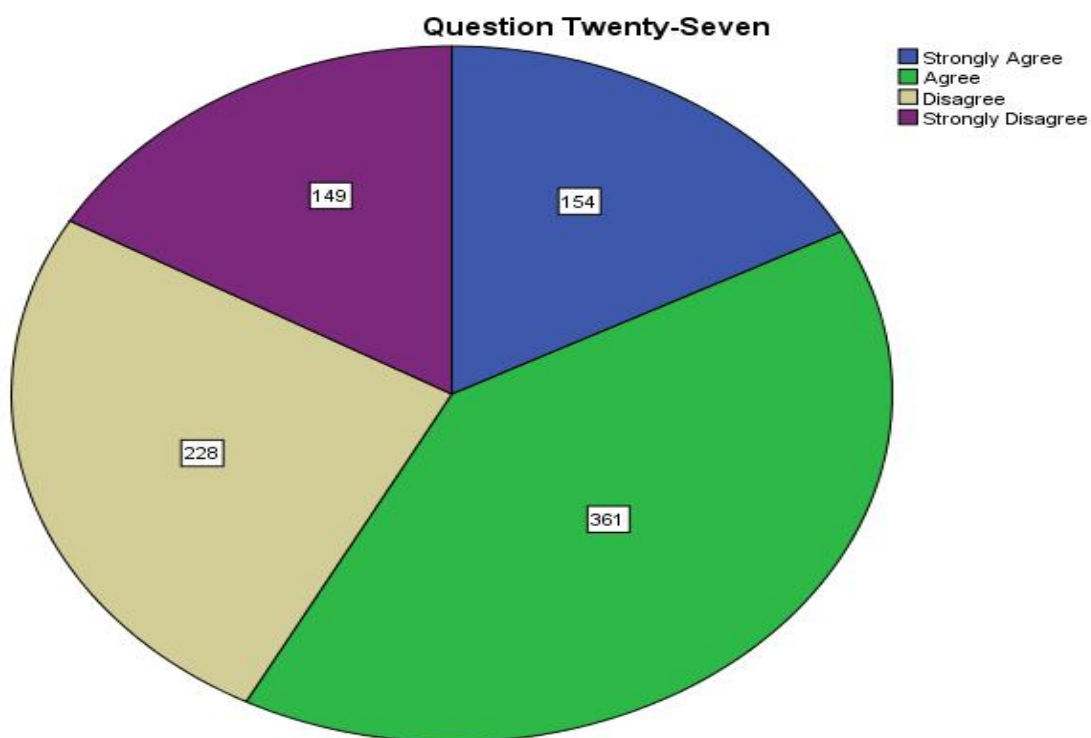
**Fig. 4. 32:** Universal basic education policy has made it possible for public junior secondary school students not to be roaming the streets during school hours.

Table 32 shows that, 20.0% of the sampled respondents strongly agree that universal basic education policy has made it possible for public junior secondary school students not to be roaming the streets during school hours, 46.1% agreed, 17.5% disagreed, while the remaining 16.5% strongly disagree that universal basic education policy has made it possible for public junior secondary school students not to be roaming the streets during school hours. It therefore shows from the above analyses that, majority of the sampled respondents agreed that universal basic education policy has made it possible for public junior secondary school students not to be roaming the streets during school hours.

**Table 33:** UBE policy has increased secondary school enrolment in UDSS.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	154	17.3	17.3
Agree	361	40.5	40.5
Disagree	228	25.6	25.6
Strongly Disagree	149	16.7	16.7
Total	892	100.0	100.0

Source: Fieldwork, 2024.



**Fig. 33:** UBE policy has increased secondary school enrolment in UDSS.

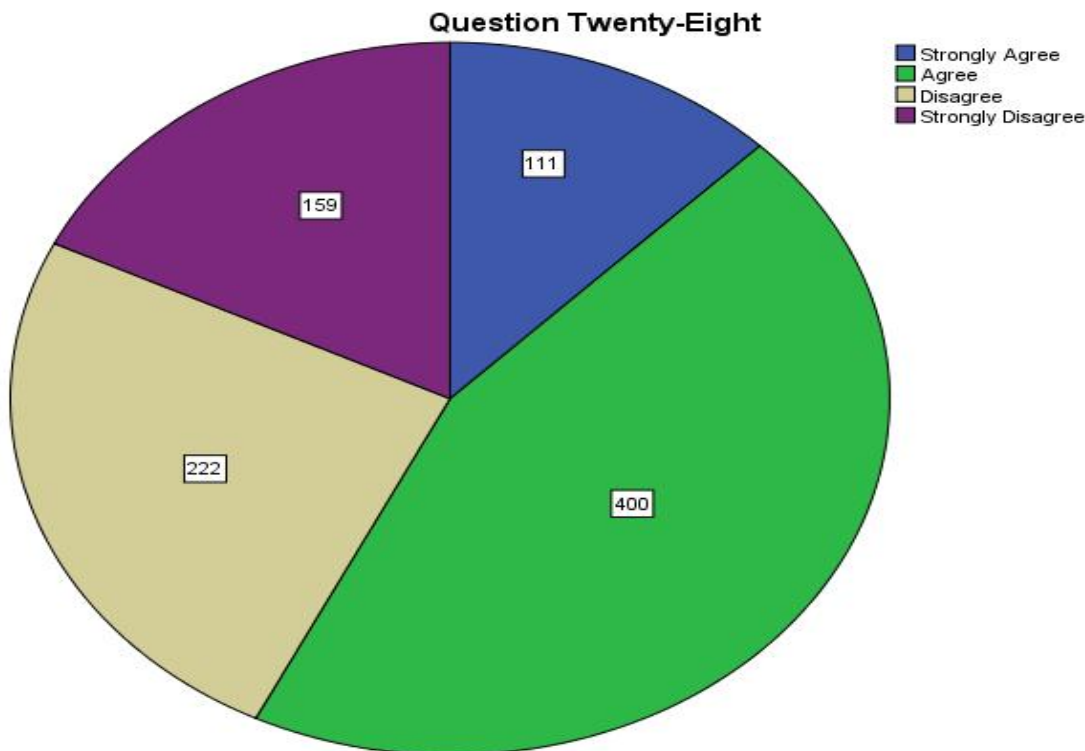
Also, in table 33 it was observed that 17.3% of the sampled respondents strongly agreed that UBE policy has increased secondary school enrolment in Edo State, 40.5% agreed, 25.6% disagreed, while the remaining 16.7% strongly disagreed that UBE policy has increased secondary school enrolment in Edo State. It therefore shows from the above analyses that majority of the sampled respondents agreed that UBE policy has increased secondary school enrolment in Edo State.

**Table 34:** UBE policy has improved teaching quality.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	111	12.4	12.4
Agree	400	44.8	44.8

Disagree	222	24.9	24.9
Strongly Disagree	159	17.8	17.8
Total	892	100.0	100.0

Source: Fieldwork, 2024



**Fig. 34:** UBE policy has improved teaching quality.

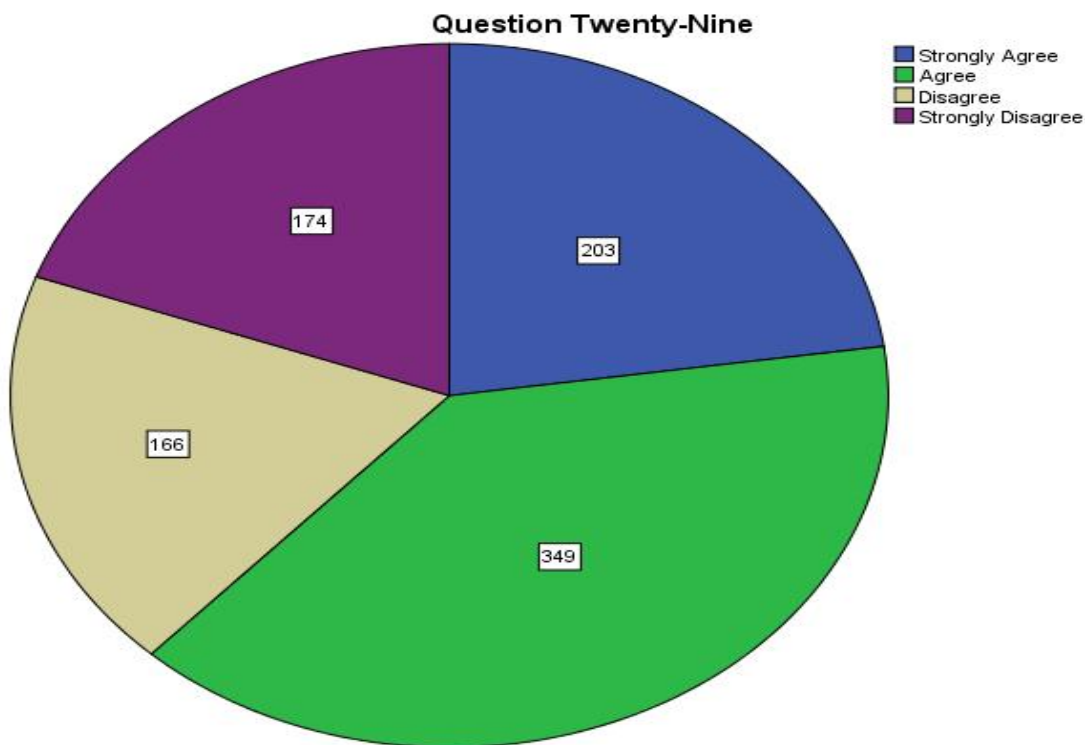
Table 34 reveals that 12.4% of the study sample respondents strongly agreed that UBE policy has improved teaching quality, 44.8% agreed, 24.9% disagreed, while the remaining 17.8% sampled respondents strongly disagree that UBE policy has improved teaching quality. It therefore shows from the above analyses that, majority of the sampled respondents agreed that UBE policy has improved teaching quality.

**Table 35:** UBE policy has positively impacted on quality education UBE policy is effective in Edo State.

Opinions	Frequency	Percent	Valid Percent
Strongly Agree	203	22.8	22.8
Agree	349	39.1	39.1
Disagree	166	18.6	18.6

Strongly Disagree	174	19.5	19.5
Total	892	100.0	100.0

Source: Fieldwork, 2024.



**Fig. 35:** UBE policy has positively impacted on quality education UBE policy is effective in Edo State.

In table 35 it was discovered that 22.8% of the respondents strongly agree that UBE policy has positively impacted on quality education UBE policy is effective in Edo State, 39.1% agreed, 18.6% disagreed; while the remaining 19.5% strongly disagreed that UBE policy has positively impacted on quality education UBE policy is effective in Edo State. It therefore shows from the above analyses that majority of the sampled respondents agreed that UBE policy has positively impacted on quality education UBE policy is effective in Edo State.

### 4.3 Hypotheses Testing

In ascertaining the relationship between the variables under review in this study, the Pearson's Correlation analytical tool was deployed in testing the hypotheses of the study.

### Hypothesis One

1. Ho: There is no relationship between the UBE policy and improved quality of students and teachers in public junior secondary schools in Edo State.

H<sub>R</sub>: There is a relationship between the UBE policy and improved quality of students and teachers in public junior secondary schools in Edo State.

**Table 36:** Correlation between the UBE policy and improved quality of students and teachers in public junior secondary schools in Edo State.

#### Correlations

		UBE Policy	Quality of Students and Teachers
UBE Policy	Pearson Correlation	1	.890**
	Sig. (2-tailed)		.000
	N	892	892
Quality of Students and Teachers	Pearson Correlation	.890**	1
	Sig. (2-tailed)	.000	
	N	892	892

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 36 reveals that, there exist a significant relationship the UBE policy and improved quality of students and teachers in public junior secondary schools in Edo State with a correlation coefficient *R* value of 0.890, indicating that, UBE policy has a strong impact on the quality of students and teachers in public secondary schools in Edo State. Furthermore, with the *p*-value (Sig = 0.000) less than (<) 0.01, the study is thus rejected the null hypothesis (there is no significant relationship between the UBE policy and improved quality of students and teachers in public junior secondary schools in Edo State) and accept the research hypothesis (there is a significant relationship between the UBE policy and improved quality of students and teachers in public junior secondary schools in Edo State).

### Hypothesis Two

2. Ho: There is no relationship between the UBE policy and improved funding of educational infrastructural facilities in public junior secondary schools in Edo State.

H<sub>R</sub>: There is no relationship between the UBE policy and improved funding of educational infrastructural facilities in public junior secondary schools in Edo State.

**Table 37:** Correlation between the UBE policy and improved funding of educational infrastructural facilities in public junior secondary schools in Edo State.

**Correlations**

		UBE Policy	Funding of Educational Infrastructural Facilities
UBE Policy	Pearson Correlation	1	.897**
	Sig. (2-tailed)		.000
	N	892	892
Funding of Educational Infrastructural Facilities	of Pearson Correlation	.897**	1
	Sig. (2-tailed)	.000	
	N	892	892

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Data from table 38 shows a significant relationship between the UBE policy and improved funding of educational infrastructural facilities in public junior secondary schools in Edo State. With a correlation coefficient value of 0.897, the table above reveals a very strong correlation between the UBE policy and improved funding of educational infrastructural facilities in public junior secondary schools in Edo State. The study thus rejects the null hypothesis (there is no significant relationship between the UBE policy and improved funding of educational infrastructural facilities in public junior secondary schools in Edo State) due to the *p*-value (sig = 0.000) less than 0.01, and accept the research hypothesis (there is no significant relationship between the UBE policy and improved funding of educational infrastructural facilities in public junior secondary schools in Edo State).

### Hypothesis Three

3. Ho: There is relationship between the UBE policy and improved instructional and learning facilities in public junior secondary schools in Edo State.

H<sub>R</sub>: There is relationship between the UBE policy and improved instructional and learning facilities in public junior secondary schools in Edo State.

**Table 38:** Correlation between the UBE policy and improved instructional and learning facilities in public junior secondary schools in Edo State.

#### Correlations

		UBE policy	Instructional and Learning Facilities
UBE policy	Pearson Correlation	1	.971**
	Sig. (2-tailed)		.000
	N	892	892
Instructional and Learning Facilities	Pearson Correlation	.971**	1
	Sig. (2-tailed)	.000	
	N	892	892

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 39 analysis reveals a positive relationship between the UBE policy and improved instructional and learning facilities in public junior secondary schools in Edo State due to the high rate of *R* coefficient which is 0.892, hence signifying a strong relationship between UBE policy and improved instructional and learning facilities in public junior secondary schools in Edo State. The data from table 39 also reveals a *p*-value (sig = 0.000) which is < 0.01, indicating that the researcher rejects the null hypothesis which state that, there is no significant relationship between the UBE policy and improved instructional and learning facilities in public junior secondary schools in Edo State, and accepts the research hypothesis which states that, there is a significant relationship between the UBE policy and improved instructional and learning facilities in public junior secondary schools in Edo State.

### Hypothesis Four

4. Ho: There is no significant relationship between the UBE policy and reduced number of out-of-school students of public junior secondary schools in Edo State.

HR: There is no significant relationship between the UBE policy and reduced number of out-of-school students of public junior secondary schools in Edo State.

**Table 39:** Correlation between the UBE policy and reduced number of out-of-school students of public junior secondary schools in Edo State.

**Correlations**

		UBE policy	Number of Out-of-School Students
UBE policy	Pearson Correlation	1	.920**
	Sig. (2-tailed)		.000
	N	892	892
Number of Out-of-School Students	Pearson Correlation	.920**	1
	Sig. (2-tailed)	.000	
	N	892	892

\*\* . Correlation is significant at the 0.01 level (2-tailed).

As indicating in table 35, data analysis so obtained reveals a significant relationship between the UBE policy and reduced number of out-of-school students of public junior secondary schools in Edo State. With an *R* correlation coefficient of 0.913 which shows a very strong correlation between the UBE policy and reduced number of out-of-school students of public junior secondary schools in Edo State and also, a *p* value of 0.000 (which is less than 0.01), the study therefore accepts the research hypothesis, which state that there is a significant relationship between the UBE policy and reduced number of out-of-school students of public junior secondary schools in Edo State and rejects the null hypothesis which states that there is no significant relationship between the UBE policy and reduced number of out-of-school students of public junior secondary schools in Edo State.

**4.4 Discussion of Findings**

This section addresses relevant literature on the impact of the universal basic education policy on public junior secondary schools in Edo State with special focus to Egor Local Government Area in Edo State by way of explaining causal links and relationships.

### **Correlation between the UBE policy and improved quality of students and teachers in public junior secondary schools in Edo State**

Data computation from table 36 shows that, there exist a significant relationship between the UBE policy and improved quality of students and teachers in public junior secondary schools in Edo State with a correlation coefficient  $R$  value of 0.890, which demonstrates a very high causal relationship. Buttressing the aforementioned findings, Fabunmi (2019), human resources are the building blocks of an educational organization. The effectiveness of that system depends largely on the effectiveness of the individuals that are involved. Human resources in the UBE programme include the teachers, Head-teachers, principals, vice-principal inspectors, counselors, medical personnel and other administrative staff. UBEC (2010), clearly specified the minimum standards for human resources in the implementation of the UBE programme. For teachers, the envisaged minimum entry qualification is N.C.E (Nigeria Certificate in Education), a mandatory registration with teachers registration council of Nigeria (TRCN) and professional training. On teacher-pupil/student ratio, the standard or specification is one teacher to thirty-five pupils (1:35) in the primary schools while one teacher to forty students (1:40) in the junior secondary schools. This is also in line with the National Policy on Education (2004). The teacher constitutes the most important human resource in the education project (Agabi, 2005). The reason is that effective learning cannot take place in the school without the teacher to give proper curricular and instructional guidance. Nigeria is facing a problem of dearth in both quantity and quality of teachers.

At the launch of the free Universal Basic Education by the government in 2004, the system required an estimated additional 400,000 teachers for the programme. The capacity of the Colleges of Education all together can produce about 60,000 Nigeria Certificate in Education (N.C.E) graduates annually (Ojo, Egho and Eguntola, 2012). Anaduaka and Okafor (2013) describes the resultant pressure on education system in terms of two-pronged problem of number and relevance. The problem of number implies that there is insufficient quantity of teachers that are available for the various levels of the system. The problem of relevance suggests that the quality and relevance of the knowledge and competence of the teaching cadre at all levels of the system is inadequate. Ejere (2011) observed that inadequacy of policy resources tend to undermine implementation and that the basic education level is plagued by acute shortage of professionally qualified teachers in Nigeria. The successful implementation of any educational programme (UBE) for self-reliance depends so much on the availability and adequacy of the right calibre of teachers. Since the teacher is the translator, interpreter and trusted executor of the school curriculum in the classroom, it follows that the Teacher is a central figure in the meaningful realization of the objectives of the UBE programme. The actualization of the goals and benefits of education for self-reliance is a heavy task on the teacher within the school system. The reason is because the teacher as the implementer of the curriculum mediates between the curriculum (aims and objectives, contents and materials) and the learner (Nwachukwu, 2009).

Furthermore, Morrison (2006) opines that, for effective and efficient execution of these laudable tasks, teachers should be properly trained to acquire a mastery of vast arrays of skills and competencies. Examples of such skills are knowledge of the subject content, practical competence, as well as minds-on and hands-on pedagogical competencies. Since the acquisition of skills necessary for self-reliance are all embracing, practical activities should be extended to simulations, games and such like. Since no educational system or curriculum

could rise above the quality of its teachers, it is important, that teachers should be trained with variety of pedagogical approaches which will facilitate acquisition of skills needed for self employment and the corresponding effect would be self-reliance (Ojo, et al., 2012).

Part of the human resources are the school principals and head-teachers. The minimum qualification for a head teacher in the primary school is N.C.E (Nigeria Certificate in Education) graduate with at least five years teaching experience, but in an ideal case, ten years teaching experience is prescribed by UBEC. In the secondary schools, the minimum requirement for a principal is a bachelor's degree in Education or a first degree in Arts, Science or Social science combined with a Post Graduate Diploma in Education, and at least ten years teaching experience. According to UBEC (2010) specification if the mandatory requirement is not yet attained the ideal requirement should be achieved within the next ten (10) years. A trained guidance counselor, a qualified resident nurse (for boarding schools), house master at the ratio of 1:80 students, a matron, head cook, electrician, plumber, security men, clerical staff, laboratory and library staff, are the other human resources required in schools for the implementation of the UBE programme. The roles of the school inspectors and supervisors as human resources in the implementation of UBE cannot be ignored. From the minimum standards, supervisors from the SUBEB (State Universal Basic Education) supervisors are to visit schools at least twice in a term, while local government area supervisors are to visit schools at least three time in a term. For school supervisors and community supervisors, work should be continuous.

Moreso, Osiobe (2010), investigated resource requirement for the implementation of the Universal Basic Education in Delta State. The study examined the state of human and physical resources for the implementation of the UBE programme. The design of the study was a descriptive survey with a sample of 376 primary and 141 junior secondary schools'

head teachers in 15 local government areas of Delta State. A questionnaire was used to extract data from the respondents, while the data collected was analyzed using descriptive statistics to answer the research questions and t – test for the hypotheses. One of the findings was that available physical resources in both urban and rural primary and Junior Secondary schools were grossly inadequate. The researcher also posited that the existing facility provisions accounted for only about 20% of facility requirement in both primary and junior secondary schools. It was also observed that even the existing facilities were not properly maintained. On human resources, the research concluded that there was excess supply of teachers in both primary and Junior Secondary Schools in Delta State. The research also identified irregular payment of salaries, poor working conditions, non-payment of allowances and lack of in-service training programmes as factors contributing to poor motivation of teachers of note is the finding of the research that there is more inhibitions to the provision of physical resources in rural schools than in urban schools. The findings of this research on physical resources agreed with the assertions of the Education for All (EFA) global monitoring report (2005), Maduagwu (2006), and Asher (2005). The study recommended urgent rehabilitation of school facilities, better provision for security of the school system and better motivation of teachers through regular payment of salaries and allowances.

In another study on Universal Basic Education (UBE) and human capital development through Junior Secondary Schools in Rivers State, Ubulom, Enyekit and Amaewhule (2011) opined that there was shortages of teachers in rural schools in Rivers State and that there was inadequate supply of model instructional materials in Junior Secondary Schools across Rivers State. The study which was a descriptive survey investigated 160 parents and 42 teachers. Stratified random sampling was used to select the respondents. A questionnaire was used to extract data from the respondents, while the data collected was analyzed using descriptive statistics to answer the research questions and t – test for the hypotheses. The

findings showed that teaching staff, physical facilities and instructional materials were not adequately provided for. The research advocated a rationing of teachers' posting so that rural areas are not disadvantaged, and further recommended that provision of instructional materials should be vigorously pursued.

In a study on improvement and sustenance of the Universal Basic Education in Nigeria, Oladunjoye (2011) identified funding, management, poor state of material resources and general poor implementation as fundamental problems facing the UBE programme. The study was a descriptive survey design with a sample of 2000 respondents cutting across major stake holders of the UBE programme. A questionnaire containing items on sustainability and improvement of the UBE was used to extract data from the respondents, while the data collected was analyzed using descriptive statistics to answer the research questions and t – test for the hypotheses. It emphasized the need for better funding, better provision of material resources, and better preparation of teachers for the programme. The study advocated for better supervision of schools, as well as greater involvement of communities and social agencies for the effective sustenance of the UBE programme. It also advocated aggressive public enlightenment campaign by the Universal Basic Education Commission (UBEC) and Ministries of Education so that the school children, teachers and the larger society can all be carried along.

Asuru (2011), agrees with Matsuura (2001), that most educational evaluations stem from genuine desire to appraise the worth of an educational programme in order to either improve it or to retain it. He further explained that evaluation ensures accountability and focus during programme implementation, and makes programme managers take responsibility for either the success or the failure of the programme. The Research therefore advocated that evaluation should be in-built in every educational programmes for better decisions on

continuation, termination, modification, refinement or refocus of the programme. He recommended that it was necessary to evaluate educational programmes component-wise and on whole-sale basis, and that periodic evaluation report be made mandatory to serve as input for subsequent stages. Osadebe (2011), carried out a research on the topic “Evaluating the achievements of the Universal Basic Education Programme in Delta State”. The study was guided by one research question and two hypotheses. A sample of 300 students was selected for the study and a questionnaire was administered on each. The mean statistics was used to answer the research question, while Z test was used for the hypotheses. The research concluded that the extent of the achievement of UBE objectives in Delta State was low. Consequently, it recommended that the UBE objectives should be continuously monitored and evaluated until they are fully implemented and functional. It also advocated proper collaboration between all the stakeholders to ensure the achievement of UBE objectives. The research further advocated continuous training and retraining of human resources needed in the programme on how to achieve the objectives of the UBE programme. The need for adequate funding for the provision of resources was also emphasized.

Also, Amegua (2008), investigated the planning network for effective implementation of the Universal Basic Education in Rivers State. The purpose of the study was to determine the rationality of the existing planning networks for planning, implementation and monitoring of the UBE programme in Rivers State. Seven research questions and seven hypotheses guided the study. The sample for the study consisted of 193 primary school heads, 49 heads of junior secondary schools, 43 senior staff of Rivers State Ministry of Education and 16 senior staff of Rivers SUBEB. Simple mean was used to answer the research questions, and ANOVA was used to test the hypotheses. Among the findings of this research was the conclusion that there was inadequate supply of material resources needed for the implementation of the UBE programme in Rivers State, and that political influences and policy inconsistencies have had

adverse effects on the implementation. It observed that there was a noticeable pattern of drift of pupils from public to private schools despite the high cost of tuition in private schools. The research recommended among others that political inclination should be de-emphasized in the implementation of the UBE programme and in the provision of material resources, and that efforts should be made to ensure higher level of participation by host communities and non-government organization in provision of material resources to complement the efforts of government.

Nakpodia (2010) investigated teacher factors in the implementation of Universal Basic Education programme in Junior Secondary Schools in the South Senatorial District of Delta State. To guide the study were three research questions and three hypotheses. A simple random sample of 205 teachers was selected, and had a well validated questionnaire administered on them for the purpose of data collection. The data collected was analyzed using descriptive statistics of mean to answer the research questions and the Z-test to test the hypotheses at 0.05 level of significance. The study found no significant difference between urban teachers and rural teachers in the implementation of the UBE programme, but observed that there were relatively more resources in urban schools than in rural schools. The study also found no significant difference between experienced teachers and less experienced teachers, and between professionally trained and non-professionally trained teachers in the implementation of the UBE programme in the study area. He, however, asserted that the importance of the teacher in any educational programme cannot be overlooked, and that the success or failure of the UBE programme will depend much upon the teacher factor because of the nature of the programme. Despite the findings, the study still went ahead to recommend that the state government should continue to value experienced teachers as working experience affects the overall success or failure of the UBE programme. Community recruitment of teachers in rural areas of the state was also recommended to address situations

where teachers reject posting to such rural areas, and that more professional teachers should be recruited into the primary and junior secondary schools in the state so that the pupils can achieve permanent literacy, numeracy and the ability to communicate effectively. Finally he recommended that the State Ministry of Education should put in more efforts to ensure effective supervision, monitoring and evaluation of the Universal Basic Education programme in the state. It is the accepted conclusion of several researchers that the continuous evaluation of UBE programme is necessary for the modification and improvement of the objectives of UBE.

The evaluation study carried out by Osadebe (2011), concluded that there was low implementation of the UBE programme in Delta State, and disagreed with the publication of Delta State Ministry of Information that much has been done in the area of basic education. While there have been workshops and seminars for Head of schools, teachers and guidance counsellors in the UBE programme in Delta State, however, he believes that the advocacy for strong consciousness for education should continue because the UBE objectives have not been fully achieved in the state. Aina (2010), noted that every society will be judged by the level of what its educational system can deliver. Odili and Osadebe (2008), in their study on pupils' possession of text books in primary schools in Delta State, asserted that Delta State government has not given enough books to primary school pupils as envisaged in the UBE programme. In a contrary view, the Delta State Ministry of Information continues to claim that much attention have been paid to basic education in the State. Research findings have not been able to establish positive effects of this claimed attention on the UBE programme in the state. It has been pointed out that for the UBE programme to achieve its objectives there should be faithful, trustworthy, reliable and God-fearing implementation committee members (Oraegbunam and Nwokolo, 2007).

## **Correlation between the UBE policy and improved funding of educational infrastructural facilities in public junior secondary schools in Edo State**

The test of hypothesis two also reveals a very large significant relationship between the UBE policy and improved funding of educational infrastructural facilities in public junior secondary schools in Edo State with a correlation coefficient value of 0.897. This result shows that, the UBE policy has a huge role to play in improving funding of educational infrastructural facilities in public junior secondary schools in Edo State. In accordance with hypothesis two data result, Onocha (2013) reported that in a recent needs analysis conducted by UBEC in the area of ICT infrastructure in the basic education sub-sector revealed that only 8 states (22%) can be said to be ICT complaint. The emerging Information and Communication Technology (ICT) becomes an imperative for implementing the UBE programme, for improving our education as education can accelerate economic growth and investment.

The UBE is therefore an excellent opportunity for Nigeria to confront head-on the challenges and take full advantage of the possibilities offered by the new information and communication technologies for improving the quality of educations. The information age is also the age of knowledge (Nigeria Federal Ministry of Education, 2000). This indicates that no nation can afford to stay outside the knowledge age of information by keeping its educations system/sector out of information knowledge. Therefore, the way out of such problem is the integration of computer literacy and application into the content of the teacher training programme of the UBE.

Abinbada (1998), noted that there is already a national policy on computer education in Nigeria, Okiy (2004), reported that a survey conducted to determine the extent of teachers awareness of this policy revealed that many, were not aware of it and a large number of

schools do not have microcomputers or teachers qualified to teach computer studies. So far, Okiy (2004), explained further that computer usage is limited to a few secondary schools such as federal government colleges, state government colleges and a few private secondary schools.

As reported by Etukudo (1995), Bankole (1998), Ajelabi (1998), and Anho (2012) the computer can be used in the process of teaching and learning and it will greatly transform the act of teaching and learning. The computer assisted instruction can use the concept of continuous assessment to enable learners to maximize their learning achievement, and that studies carried out in various primary and secondary schools in Nigeria on the use of ICT indicate that it can be useful in enhancing achievement and improving the achieve of students.

Anho (2012), recommended the use of modeling and simulation which is used with the aid of computer software and hardware to promote, modeling and simulations, robotics — this used a type computer aided manufacturing system which can be very useful in teaching. Robots can mimic the teacher in a classroom setting. Consequently, trained UBE teachers in Information and Communication Technology (ICT) are essential for rapid political growth, economic development and socio-cultural transformation for an improved standard of living, for the expansion, innovation and modernization of the education sector, for the realization of national objectives. ICT in the content/curricular of teaching institutions responsible for teaching the trainers will help in transformation the UBE programme for national transformation. There should be integrated computer system such as word processing, spread sheet for accounting and forecasting, data base management system, communication facilities, data analysis, experimental process, input and storage system, fax link up and radio among others.

Halak (1990) identifies educational facilities as the main factors contributing to academic performances in a school system. Without these facilities, effective instruction and learning may not take place. Such facilities include: school uniforms, exercise books, pencils/pens, textbooks, buildings, furniture and an environment that is conducive to learning. Denga (2000) observes that the introduction of UBE in 1976 brought about a plethora of changes including an over-whelming increase in enrolment which resulted in a shortage of learning facilities. In the same vein, Omojuwa (1999) notes that basic school facilities such as classrooms, libraries and playgrounds are critically in short supply. Classrooms are overcrowded and inadequate such that many classes are held under trees and on open grounds. Sad enough, proper teaching cannot be done in these unorthodox makeshift classrooms because pupils' learning in quantity and quality will be intangible and poor due to lack of facilities. The lack of adequate infrastructure in the Nigerian education programme is thus another issue without any contention.

The evidence of dilapidated school buildings is everywhere and sadly, sometimes in places one does not even expect; even in reputed government schools. The primary schools are worse hit. Dike (2003) reports that about 2,015 primary schools in the country have no buildings of any type! UBE primary one class in Benue State was envisaged to be in the region of 1.12 million pupils at the ratio of 40 pupils per class (Benue State Universal Basic Education Board, (2012). This, it was envisaged, would require the provision of 280,000 additional classrooms and a minimum of 280,000 teachers at the ratio of 1 teacher to 40 pupils. Assuming we have adequate teachers in the existing schools, the envisaged pupils for the UBE would still require an additional 280,000 teachers which will be at the ratio of 1:40. The situation is really pathetic especially that funds are not quite forthcoming for the provision of these facilities in Benue State (Agbe, 2008).

To further stress the importance of teaching facilities, Akpa (1987 p.46.) laments thus: How can our children enjoy potentialities inherent in these instructional facilities which include developing in the child scientific attitudes such as honesty, patience and appreciative feelings, helping a child in a real life situation rather than memorization and regurgitation of facts and finally adding to the child's knowledge base such as creativity, carefulness, open-mindedness, accuracy and objectivity? Infrastructural facilities are important components of the schools and their absence or insufficient supply to schools could hinder teachers' performance (Ker & Oluwole, 2006; Okon, 1997; Nnabuo, 2001). In Benue State, infrastructural facilities have been reported to be in short supply. Perhaps, this accounts for the seemingly poor implementation of the UBE programme experienced in the State. The National Policy on Education (FRN, 2004) emphasizes the need for providing infrastructures in schools for teaching and learning. The importance of instructional materials in the effective implementation of the UBE programme in Nigeria cannot be overemphasized. However, the major problem with Nigerian education today is lack of textbooks and instructional materials. The situation can be compared to a farmer who wishes to have a viable farm yet he has no tools for that.

According to Asemah (2012:35), "Textbooks and instructional materials comprise a vital part of the teaching and learning process in our school system. They convey learning experiences to students and often determine the structure of the curriculum". For this reason, one can understand that to achieve the goal of the UBE programme, enough textbooks and other instructional materials are needed. From the foregoing, it can be observed that there is urgent need for an environment in Nigerian schools that is conducive for teaching and learning and for good facilities to be provided for the UBE programme for it to effectively achieve its aims and objectives. The provision of furniture and equipment is very important for the implementation of the UBE programme. Many scholars opined that the provision of

facilities, especially in the rural schools, is far below expectation. (Oluwole, 2007; Akpakwu, 2008). Thus, an assessment of the scheme will enable the researcher to determine the extent of the provision of the infrastructural facilities for the UBE implementation in Benue State.

The poor state of infrastructural facilities in Nigerian primary schools was also aptly captured in the report of the Vision 2020 National Technical Working Group on Education Sector. The report stated that from the 2006 School Census, there were 87,941 primary schools in Nigeria. There were about 254,319 classrooms while 251,030 more classrooms were needed to accommodate the children still seeking space in primary schools. It stated further that even the existing infrastructure needed major repairs to bring them up to minimum acceptable standards. Of the available classrooms, 50.9% was considered to be in 'good' condition. The inadequate number and poor state of classrooms had contributed to large class sizes and had impact on teaching and learning outcomes. The report stated, in addition, that the physical state of classrooms was very poor, with poor floors, broken roofs and ceilings. In other words, the fabric was in a poor state of repair with broken windows. Where doors were available, they were without locks. Few schools had perimeter fence or enclosure and so lacked security (FRN, 2009).

As the result of this study has shown, Edo State SUBEB exhibited the same pattern as that described above concerning the state of facilities in them, especially in terms of availability and adequacy. This study confirms similar findings by earlier studies. Sulaiman (2004) reported that most of the educational services such as libraries and counseling centres were not available in public primary schools in the state. She observed that where library services were provided, they were not properly designed because classroom spaces were converted for the purpose. The same thing applies to the reading corners in the classrooms as they were poorly designed and arranged, and both (libraries and reading corners) lacked new and recent

publications. She also reported the paucity of other materials: that 75.0% of the schools sampled in both urban and rural areas did not have adequate teaching aids, that pipe borne water was found in as few as 4% of the schools sampled, and that 56.0% of the sampled schools had no electricity, and that even those that had face frequent power outage during the school hours. Adeyemi (2011), conducted a study to determine the percentage of adequacy of provision of Universal Basic Education (UBE) facilities in public primary schools in Ogun State across local government areas in the area of school building, furniture, instructional and reading materials. The assessment was done using all the schools in the twenty local government areas in the state where these facilities were provided. The study showed that the total percentage of all public primary schools in Ogun State provided with UBE facilities was 6.1%. Only one local government had 20.0% of its schools provided with these facilities. Four local governments had about 10.2% of its schools provided, and fifteen had below 10.0%. Indeed, some local governments had below 5.0%. In all, the percentage distribution ranged from 3.7% to 20.0%, a range of 16.3%. This is a clear indication of both unavailability and insufficiency of facilities in these schools, a position that this present study corroborates. The uneven pattern of distribution of these facilities indicates unavailability and inadequacy.

Another study by Ajayi and Adeyemi (2011) revealed that in the 2006/2007 academic session, Ogun State had 1,336 public primary schools spread across the twenty local government councils. The total number of classrooms stood at 10,172. Of this number of classrooms, only 2,790 were adjudged to be in good condition, a paltry 27.0% (Ajayi and Adeyemi, 2011). These findings have implications for the quality of primary education in Ogun State. Both physical and material facilities are significant to the achievement of the goals of education. The present conditions of primary school buildings would impact negatively on the quality of education. Such conditions would encourage brain drain of teaching and administrative

personnel out of education to other sectors of the economy. Dilapidated school environments contribute to the high dropout rate of learners from school. School infrastructure constitutes a major component of conducive and enabling environment for teaching and learning. Pheko (2006) asserts that the amount of learning that takes place in schools is facilitated by the available quantity and quality of facilities.

Furthermore, Adeogun (2001) had earlier submitted that schools endowed with more resources perform better than schools that are less endowed. He states further that instructional materials increase teachers' effectiveness in the classroom because they augment, complement and supplement their effort. Uwheraka (2005) study reveals that facilities below approved standard could lead to reduction in the quality of teaching and learning in schools, culminating in students' poor academic performance. While Newhouse and Beegle (2006) in their study showed that higher quality inputs produced higher test scores in public schools in Indonesia, Sureiman (2010) in his study also reported that school infrastructure and availability of teaching materials had significant impact on academic performance of pupils in Kenya. Likewise, Murillo and Roman (2011) submitted that facilities impact on the achievement of primary school pupils in Latin America.

### **Correlation between the UBE policy and improved instructional and learning facilities in public junior secondary schools in Edo State**

Analysis from hypothesis three testing (table 38) reveals a positive relationship between the UBE policy and improved instructional and learning facilities in public junior secondary schools in Edo State due to the high rate of *R* coefficient which is 0.971, hence signifying a very strong relationship between the UBE policy and improved instructional and learning facilities in public junior secondary schools in Edo State. According to Egbebi (2024), material resources remain a formidable factor to be reckoned with in the implementation of

any educational programme. No school can operate in a vacuum. The buildings, furniture, teaching aids and several other materials are needed before a school can be said to be operational (Okolo, 2005).

The material resources in schools are very essential and they are needed for the positive realization of the objectives of the organization. At the inception of a school, certain basic materials stipulated by relevant agencies of government must be available (Okolo, 2005). They include classroom blocks, toilets, libraries, workshops, playfield, science equipment, science laboratory, instructional materials, information and communication technology (ICT) facilities, electricity, pipe borne water, and health facilities amongst others. UBEC (2010), specified the minimum standards for material resources in the implementation of the universal basic education. The official maximum number of pupils per classroom is 40, and a mandatory pupil or student space, including circulation as  $1.4\text{m}^2 \times 40 = 56.0\text{m}^2$ . The laboratory size is  $3.5\text{m}^2 \times 40\text{m}$  giving a total of  $140.0\text{m}^2$ . The library space is to allow  $3.0\text{m}^2/\text{reader}$  to cater for bookshelves and circulation. It is desirable that a whole class of 40 pupils is able to move into the library for some specific periods, therefore the minimum required size of library is  $3.0\text{m}^2 \times 40 = 120.00\text{m}^2$ . Other material resources like playfields should have a suitable physical characteristics like level surfaces, good drainage, short grass, oriented North-South Football pitches. There should be some provision for gardening in each school, no matter how small. The orientation of the classroom blocks should be based on the relevant climatic design recommendations (UBEC, 2010).

The envisage requirement for toilets in urban schools should allow  $0.12\text{m}^2$  pupil in an urban school where water system is feasible. There should be separate toilets for boys and girls by entrances or location, available at a ratio of one toilet to forty pupils or students. Wash-hand basins in equal number to WCs and at a height 700mm from finished floor level should be

provided. In addition to the WCs, a urinary should be provided for the boys at a ratio of 1:40. For rural schools, where pipe-borne water supply does not exist, two ventilated improved pit (V.I.P) latrines for every 40 pupils assuming equal number of boys and girls should be provided, and the location must be in a well-drained area and sufficiently private. The direction of the prevailing wind is to be considered in the location of pit latrines while they should also be at least 20-30m away from the nearest learning area. In all schools, toilet for teachers should be on the basis of ratio one toilet to twenty-five staff, and toilet for male staff should be separated from that of the female staff.

Water supply is another material resources required in both urban and rural schools. Urban schools are to be linked with the metropolitan water supply, while rural schools are to depend on individual deep wells and boreholes. Both should have overhead reserve tanks of appropriate sizes. Drinking water fountains should be separated from toilet, they should be built near the administrative buildings at the ratio of 1:50 pupils. All local health requirement for drinking water, such as boiling or filtering should be the responsibility of the headmasters, principals and parent teachers associations (PTAs). FME (2002) on minimum standards for primary and secondary also prescribe the required standard for electricity supply. A generating set for machines and for minimum comfort of staff and students especially in secondary schools.

Every school must have a separate well-equipped standard laboratory or workshop for Integrated science. Agricultural science, Introductory technology and Home Economics. Physical structures like offices for heads of departments, subject heads, supplementary staff rooms may be located within the classroom blocks. The principal's office and adjoining reception room must be well ventilated, burglary-proofed and well-furnished and attractive enough to host visitors. Eke (2010) opines that the physical environment is the focus of many

studies and attracts the attention of assessing inspectors. He gave an elaborate list of what should constitute the physical environment to include classroom space, arrangement of desks and seats, chalkboard or its equivalent, lighting, temperature and acoustical qualities, library, instructional materials such as laboratory equipment and teacher made materials, playground and games equipment.

In a study carried out by Falaye (2009), it was revealed that there was a declining concern for the nature of learning environment in a study of Nigerian secondary schools by OAU and National Examination Council. The indices used were quantity and quality of school physical facilities and quality of teachers in terms of number and qualification. Research report indicate that children learn best when they are actively exposed to dominate their environment through material resources. It was stated in the implementation guideline that for any teaching and learning to be meaningful and to meet up with the minimum standard for UBE programme, infrastructure and facilities have to be available in appropriate quantity, size and quality. Research reports on the state of facilities in Nigeria schools shows serious defects, and tend to conclude that facilities were scarcely available in all categories in schools (Agabi, 2005, Oladunjoye, 2010).

Added to that Osiobe (2010), asserted that no matter the quality of the teachers an education system might possess not much can be achieved if the enabling facilities are not in place. It then means that physical or material resources must be upgraded in public primary and junior secondary schools in order to achieve the UBE goals. Concerning infrastructural inadequacy, Oladunjoye (2010) observes that many schools lack the essential infrastructures to enable them function as safe, efficient and effective schools. The vast majority, whether urban or rural have no water, sanitation and electricity. These services need to be addressed as a matter of urgency. The physical state of the average classroom is very poor, with floors

full of holes, roofs and ceilings broken, the fabric in a poor state of repair, doors and windows have shutters at best but these are often not lockable. Few schools have a perimeter fence or enclosure, again making them open to intruders and vandalism. In some instances, schools furniture have been vandalized and classrooms are used as toilets (FME, 2009).

Furthermore, according to Adaramola (2012), instructional resources refer to the supply of materials, equipment, information and expertise to an institution and its effective utilization in order to achieve the objective of the institution. The major reason why teachers use resources is to develop problem solving skills, scientific attitude and functional knowledge in learners which will lead to achieving educational goals. When instructional resources are used while teaching and learning, students are actively involved and properly motivated. According to Adaramola (2012), the effectiveness of any resources depends on the quality of the resources and the skill of the teacher. The National Policy on Education (NPE, 2004) and the UBE Act of 2004 provided for 6 years of primary school and 3 years of Junior Secondary School. The UBE Act, 2004 stipulates that “every learner who has gone through nine years of basic education should have acquired appropriate levels of literacy, numeracy, manipulative, communicative and life-long skills as well as ethical, moral and civic values needed for laying a solid foundation for life-long learning, as the bases for scientific and reflective thinking.

According to Anaduaka and Okafor (2013), curriculum process in Nigeria can be consider as consisting of three levels, namely, what is intended, what is implemented, and what is learnt or attained. Curriculum can only be effective if teachers are trained and equipped with the skills for implementation. Unfortunately, this is far from the case. The new curriculum content of the 9-year basic education have been prepared with the mind that it will provide learning environment for the: a. acquisition of scientific and technological skills. b.

inculcation of value re-orientation, civic and moral responsibility. c. acquisition of skills for poverty reduction. d. acquisition of knowledge and application of ICTs. e. empowerment of citizens to face national and global challenges.

The curriculum for the nine (9) years of continuous schooling is divided into three component parts. a. three years of lower basic education curriculum (Primary 1-3) b. three years of middle basic education curriculum (Primary 4-6) c. three years of upper basic education curriculum (JSS 1-3). This is done for the purpose of proper planning and alignment of curriculum contents in order to make learning sequence simple, logical and practical (UBEC, 2008). The minimum standard required for primary school curriculum is nine (9) compulsory subjects with not more than two elective subjects. In the Junior Secondary, it is ten compulsory subjects with not more than three elective subjects. The basic education subjects are divided into core, compulsory and elective subjects. The core subjects for primary schools are; English Studies, Mathematics, Basic Science and Technology, Computer Studies, Religious Studies, Civic Education, Social Studies one Nigerian language, and the elective subjects are Agriculture, Home Economics, Arabic. The core subjects for JSS are the same as listed for the primary, but Basic Science and Technology is broken into two separate subject called Basic Science and Basic Technology, respectively. The elective subjects for JSS are Agriculture, Home Economics, Arabic, and Business Studies. Thematic approach to curriculum content organization has been adopted. Themes reflect the way young children understand the world around them, that is as a whole and not divided into different compartments of knowledge.

In the opinions of Arhado et al (2009), Nneji (2006), and Obong (2006), a major gain from the UBE curriculum is that the contents reflect both emerging issues and national values. Instructional materials include technological resources like computers, radio, projectors and

print materials like textbooks for teachers guides, exercise books, scheme of work, diaries, chalkboard or marker boards, duster, etc. Instructional materials influences the rate of learning, saves the teacher's time and effort, increase learner motivation and faculty retention of what is learnt. According to Nakpodia (2010), government should supply instructional materials, textbooks, equipment and facilities as a measure to the implementation of the universal basic education. As observed by Omokhodion (2008) and Ejere (2011), instructional materials are resources used by teachers in the classroom to ensure effective teaching and learning: They can be used to stimulate and sustain students' interest for effective retention of what they are taught, to stimulate the learner's imagination, to capture the learner's interest, and to reduce the level of abstraction in teaching. According to UBEC (2010), in conformity with the implementation guidelines, instructional materials in both primary and junior secondary schools should conform to the national curriculum, be of good quality and gender sensitive. It should have at least 85% content of the national curriculum for a particular level and should have fulfilled the evaluation criteria of Federal Ministry of Education or State Ministry of Education or Universal Basic Education Board.

### **Correlation between the UBE policy and reduced number of out-of-school students of public junior secondary schools in Edo State**

As indicated in table 39, data analysis so obtained reveals a significant relationship between the UBE policy and reduced number of out-of-school students of public junior secondary schools in Edo State, with an *R* correlation coefficient of 0.920 which shows a very strong correlation between the UBE policy and reduced number of out-of-school students of public junior secondary schools in Edo State. Drawing from the figure gotten from the analysis in table 39, according to Egbebi (2024), education is life and at the same time, serves as the rudimentary weapon to set people free from poverty, parochial thinking, and agony due to ignorance. Education is the process of transmitting social values to citizens to enhance their

knowledge, skills, productive capacity, income, and contributions to national development through the teaching and learning process for the attainment of goals and objectives of education (Fabunmi, 2019). In understanding the role which education service delivery promotes in national development, the government of Nigeria has offered an education policy blueprint for all levels of educational institutions. This is done in anticipation of achieving a great and dynamic nation by revamping the socioeconomic and political needs of the citizenry.

Universal Basic Education allows the following categories of learners to benefit from services provided by basic educational institutions in hierarchical order: - Childhood Care Development or Preschool/Nursery/Kindergarten, Primary Education, Junior Secondary Education and non-formal Education such as Fishermen and Nomadic education subprogrammes. UBE is a nine-year educational intervention programme by the Federal Government of Nigeria. It was designed to eradicate illiteracy, ignorance and poverty to stimulate and accelerate national development, political consciousness and national integration (Omotayo, 2011). The programme is expected to serve the lifelong learning tendencies of all children, and even some adult learners. It is concerned with not only young children but also adolescents and adults who do not have ample opportunity for formal education (Egbebi & Harbau, 2019). It aimed at widening access to basic education and improving the quality of its provision through equal access, equity and fair play for every learner.

According to Egbebi & Harbau (2019), that millions of children are out of school systems due to numerous factors. This commences from a child's upbringing in classrooms to acquire relevant knowledge in manipulative, literacy, music, Agriculture, and even sciences skills. All these skills put together may be seen as indispensable tools to fight poverty and make

learners become total people in life (Egbebi, 2019). He furthered that, it may equally advance the enhancement of teacher professional development of dynamic teaching workforce. Thus, in the design and delivery of the UBE programme, great attention is expected to be placed on bringing about lasting solutions to issues of quality educational service delivery through effective and efficient instructional management strategies during the implementation of the UBE curriculum. Teacher preparation is expected to include minimum standards in Colleges of Education; and Faculties of Education of Universities, who are in charge of training of teachers (Omotayo, 2011). This development may be accounted for through effective educator training arrangements by players of the programme. UBE implementation issues will be highlighted shortly. So far in the operations of UBE, there existed some fundamental issues over the years.

According to Fabunmi (2019), the educational process involves different categories of people that use all sorts of resources which may be readily or not readily available for the use of learners, teachers, educational resources personnel, curriculum, finance and facilities/materials. As a result of this growth, countries of the world met at different periods and locations to discuss and agree on how freedom of free access, equity and quality education may be given to all children of school-going age. America is a country that has cherished children so much by the provisions of vital programmes. For instance, No Child Is Left Behind will give all to a child to grow and develop at his or her own pace. This is to make them useful to themselves and the American community at large. To achieve this development within the larger society, the country's education curriculum was attended to with utmost priority (Etuk, Ering & Ajake, 2012).

The Education for All Track Initiative to give attention to the need for basic education all over the world is a global movement. This was launched in 2002 by donor governments

under the organizational leadership of the World Bank. It was a direct response to the pledges made at Dakar in 2000 and at Monterrey in 2002, which resolved, among other things, that the international community would provide the necessary resources to countries committed to the provision of Education for All, as well as Millennium Development Goal, MDG goals. Millennium Development Goals (MDGs) item two adopted by world nations in 2000 proposed that, by 2015, children of educable age should have free, affordable and accessible education.

Nevertheless, the original target of the goal was not attained at the end of year 2015 (Egbebi, 2019). At that time, the millennium development goal nomenclature was readdressed as a Sustainable Development goal. The programme is a response to the world conference of “Education For ALL (EFA)” held in Jomitten, Thailand from 5th to 9th March 1990, which was the major reason for the birth of universal basic education (Okugbe, 2009). Among such meetings include the Jomitien Declaration of 1948 tagged, Education for All, EFA.

## **CHAPTER FIVE**

## **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Summary**

It is universally acknowledged that education is the aggregate of the process by which a child acquires attitudes, abilities and other forms of behaviour of positive value to the society in which he lives. Education helps the individual to develop physically, mentally, morally, socially and technologically, thus enabling him to function in any environment in which he may find himself. Education also performs the major task of equipping the individual with the knowledge, skills and competences needed for self-realization and development of the society. It is an attempt made by each society to assist individuals to become functional members who will be able to maintain and promote the inherited culture of that society (Lawal, 2004).

Education has the power to transform lives. It widens people's freedom of choice and action. It empowers them to participate in the social and political lives of their societies and equips them with the skills they need to develop their livelihoods. It is the greatest investment any nation can make for the rapid development of its economic, political, social, and human resources. At the foundation of every formal education system is the primary level of education. Primary and junior secondary education is the type of education given in institutions for children usually between the age of six and fourteen years to equip them mainly with sound basic education in reading, writing, and mathematics. Primary education develops in the individual the capacity to read, write and calculate, and have a general knowledge of the world around him. It also lays a sound basis for scientific and reflective thinking (Akinbote, 2007).

Realizing the numerous benefits derivable from primary education, the Federal Government of Nigeria launched the Universal Primary Education (UPE) programme in 1976, and the

Universal Basic Education (UBE) scheme in 1999. It also came out with policy statements meant to enhance both the quantity and quality of education. Government stated that it would enhance the learning environment by providing physical and material facilities, including support services such as libraries, elementary science laboratories, basic health scheme, counselling, media and ICT centres for primary schools in the country. The learning culture and environment plays an important role in the lives of young learners.

Buttressing this statement, Siraj-Blatchford (2008) argues that the quality of the learning environment is probably the most important factor when understanding and explaining students' differences in learning. It can add a significant dimension to children's experience and development when the learning environment is carefully and knowingly arranged. A learning environment, called 'the third teacher' in the Reggio Emilia Schools (Gandini, 2002) enhances and supports the child's ability to do something himself, take care of himself, initiate and complete activities, take control of his own actions and responsibilities, communicate and interact with others easily, and have better perceptual and motor skills. Enhancing the learning environment includes the provision of physical and material facilities through which pupils can have unlimited access to knowledge and develop their potential maximally. In spite of government's publicly declared statements of intention to provide learning facilities for all SUBEB schools, lack of adequate infrastructure has been identified as a common feature of most SUBEB schools in Edo State. Ajayi (2007) and Sulaiman (2004) have observed that infrastructural facilities such as classrooms, laboratories, libraries, furniture and fittings, textbooks and instructional materials were still inadequate in Nigerian SUBEB schools and that where they were available, they were inadequate or in very bad state. Thus, based on the aforementioned narrative the study as its main objective examined "the impact of the universal basic education policy on public junior secondary schools in Edo State with special focus to Egor Local Government Area". The specific objectives were to;

1. examine the extent to which the universal basic education policy has improved the quality and attracted more of both students and teachers into public junior secondary schools in Edo State.
2. examine the extent to which the universal basic education policy has improved on education and infrastructural facilities through State government funding of public junior secondary schools in Edo State.
3. examine the extent to which the universal basic education policy has improved on instructional and learning facilities from the previous programmes.
4. provide a workable recommendations to education stakeholders on how to reposition public junior and senior secondary schools in Edo State.

Furthermore, in order to ascertain the relationship between the variables under review – digitalization and public sector productivity some hypothetical statements were formulated which are;

(i) H<sub>R</sub>: There is relationship between the UBE policy and improved quality of students and teachers in public junior secondary schools in Edo State;

H<sub>O</sub>: There is no relationship between the UBE policy and improved quality of students and teachers in public junior secondary schools in Edo State;

(ii) H<sub>R</sub>: There is relationship between the UBE policy and improved funding of educational infrastructural facilities in public junior secondary schools in Edo State;

H<sub>O</sub>: There is no relationship between the UBE policy and improved funding of educational infrastructural facilities in public junior secondary schools in Edo State;

(iii) H<sub>R</sub>: There is relationship between the UBE policy and improved instructional and learning facilities in public junior secondary schools in Edo State;

H<sub>O</sub>: There is no relationship between the UBE policy and improved instructional and learning facilities in public junior secondary schools in Edo State;

(iv)  $H_R$ : There is relationship between the UBE policy and reduced number of out-of-school students of public junior secondary schools in Edo State.

$H_0$ : There is no relationship between the UBE policy and reduced number of out-of-school students of public junior secondary schools in Edo State.

With the data gotten from the field and subsequent analysis of same, the study made some interesting discovering. The study hence reveals amongst others that universal basic education policy has improved the quality and quantity of teachers in public junior secondary schools in Edo State. In the area of improved number and quality of teachers, the study observed that the universal basic education policy has improved the number of teachers to guarantee quality teaching. The study also noticed that the universal basic education policy facilitates the training and retraining of teachers through seminars, workshops, or refreshing courses to enhance the delivery of quality teaching to their students. Furthermore, the study discovered that the universal basic education policy has improved classroom infrastructure to some extent. Also, on the issue of infrastructural development, the study reveals that the universal basic education policy has improved classroom infrastructure in Edo State particularly in Egor local government area. This observation also aligns with the result of hypothesis two which shows a positive significant relationship between the UBE policy and improved funding of educational infrastructural facilities in public junior secondary schools in Edo State. The study reveals that the universal basic education policy has enhanced adequate and spacious classrooms for learning purposes. Again, on the issue of funding, the study reveals that the universal basic education policy has improved the level of funding of public junior secondary schools in the State in Edo State.

Furthermore, hypothesis three analysis result reveals a strong positive correlation between the UBE policy and improved instructional and learning facilities in public junior secondary

schools in Edo State. Supporting the aforementioned findings, the study discovered that the universal basic education policy has made textbooks available in all subject areas in public junior secondary schools. It was also exposed by the study that the universal basic education policy provides standard white or black boards with accompanying markers, chalks, and customized dusters among others. The study further shows that the universal basic education policy also provides textbooks in the noncore subject areas of home economics, and fine art among others. On the issue of reduced number of out-of-school students, the study observed by reason of its retrieved field data and subsequent analysis that there exists a strong relationship between the UBE policy and reduced number of out-of-school students of public junior secondary schools in Edo State. By reason of the aforementioned findings, the study reveals that the universal basic education policy has made it possible for public junior secondary school students not to be roaming the streets during school hours. The study also noticed that UBE policy has increased secondary school enrolment in Egor Local Government Area. It was also observed that the universal basic education policy has led to a reduction in the figures of out-of-school children in Edo State.

## **5.2 Conclusions**

The universal basic education policy as observed by the study has impacted to a large extent on the quality of junior secondary schools in Edo State particularly in Egor local government area. Thus, with the aforementioned findings of the study in the summary section, the study concludes that, there exist a positive significant relationship between the UBE policy and improved quality of students and teachers in public junior secondary schools in Edo State. The study also concludes that there exists a strong positive correlation between the UBE policy and improved funding of educational infrastructural facilities in public junior secondary schools in Edo State. Furthermore, the study shows that there exists a correlation between the UBE policy and improved instructional and learning facilities in public junior

secondary schools in Edo State. Also, the study reveals by way of conclusion that there is a significant relationship between the UBE policy and reduced number of out-of-school students of public junior secondary schools in Edo State.

### **5.3 Recommendations**

Based on the study findings the study recommends the following;

1. That the UBE objectives should be fully implemented by all UBE stakeholders.
2. That there should be concerted effort by all stakeholders to ensure that sufficient human resources are available in all Junior Secondary in Edo States.
3. The State Universal Basic Education Board should ensure that human resources are evenly distributed between urban and rural schools for the implementation of the UBE programme in Edo State.
4. Educational administrators in charge of Basic Education should ensure that human resources are sufficiently available in both urban and rural schools of Edo State.
5. UBE stakeholders should ensure that all UBE schools, irrespective of their location, are provided with all necessary material resources in order to avoid inadequacies among school children for the implementation of the UBE programme in Edo States.
6. Special attention should be given to schools in rural and remote settings in the area of material resources for effective implementation of the UBE programme in Edo States.
7. In order to solve the problems of shortage of qualified teachers, efforts should be intensified to ensure that teachers go for in-service training and upgrade their knowledge and qualifications for efficient teaching and implementation of the UBE in Edo States.

8. All stakeholders should give sufficient attention to teachers' motivation for better performance in the implementation of the UBE in Edo states.
9. Experts in Measurement and Evaluation should ensure that effective monitoring and evaluation of the UBE schools in the area of human and materials resources, curriculum implementation and teacher quality is carried out regularly in the urban and rural schools for full implementation of UBE programme.

#### **5.4 Contribution to Knowledge**

The study made the following contribution to knowledge;

1. The study made immense contribution to revealing the impact of the universal basic education policy on public junior secondary schools in Edo State with special focus to Egor Local Government Area where no sure research has been done before.
2. The study also bring to light issues of proper monitoring and supervision of the UBE programme in Egor Local Government Area of Edo State.

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**APPENDIX I**  
**QUESTIONNAIRE**

Department of Public Administration,  
Faculty of Social Science,  
University of Benin,  
Benin City.

Dear Sir/Madam,

**REQUEST FOR YOUR COOPERATION INCOMPLETING THIS  
QUESTIONNAIRE**

I am a postgraduate student of the above-mentioned Department and University. As part of the requirements for a Ph.D. in Public Administration, I am presently conducting research on

the topic: *“Assessment of the Effect of Universal Basic Education Policy on Public Junior Secondary Schools in Edo State: A Case Study of University of Benin Demonstration Secondary School (UDSS), Benin City”*. This questionnaire is therefore designed to collect the relevant data for the study. Your response to the questions in the questionnaire will not be used for any other purpose other than the one stated above.

Furthermore, you are kindly requested to respond as sincerely as possible to all the questions as stated in the questionnaire. Please, tick [√] in the space provided at the most appropriate column on each of the items.

Thanks for your cooperation.

**Igabor, Obaren Thomas**

*Researcher*

**Instructions:** Please tick ( ) the appropriate box in the table below:

Section A: Socio-Demographic Data of Public Junior Secondary School Teachers in Edo State

1. **Sex:** Female ( ) Male ( )
2. **Marital Status:** Single ( ), Married ( ), Divorced ( ), Separated.
3. **Age:** Below 18-27 ( ), 28-37 ( ), 38-47 ( ), 48 -57( ), 58 and above ( )
4. **School Location:** Rural ( ), Semi-Urban ( ), Urban ( )
5. **Senatorial District:** Edo South ( ), Edo North ( ), Edo Central
6. **Educational Qualification:** No formal education ( ), Primary Six ( ), SSCE ( ),  
OND ( ), NCE ( ), B.Ed/BSC( ), M.ED/Masters and Above ( )

**SECTION B:**

Questionnaires for Public Junior Secondary School Teachers in Edo State **Indicate the extent to which you agree or disagree with the following statements.**

Keys: Strongly agree (SA), Agree (A), Disagree (D), Strongly disagree (SD)

S/n	Statements	SA	A	D	SD
1	Universal basic education policy has improved the quality and quantity of teachers in public junior secondary schools in Edo State.				
2	Universal basic education policy has improved the number of teachers to guarantee quality teaching.				
3	Universal basic education policy has led to the recruitment of more teachers in the Edo State ministry of education				
4	Universal basic education policy facilitates the training and retraining of teachers through seminars, workshops, or refreshing courses to enhance the delivery of quality teaching to their students.				
5	Universal basic education policy has enhanced the supply of teachers in the core subject areas in Maths, English language, and sciences				

S/n	Statements	SA	A	D	SD
	among others.				
6	The universal basic education policy has lessened my teaching workload significantly.				
7	Universal basic education policy has improved teachers remuneration				
8	Salary is commensurate with productivity				
9	Other allowances will motivate you to put your best into teaching				
10	Universal basic education policy ensures teachers are well paid compared to other sectoral workers.				
11	<b>Universal basic education policy has improved the level of educational infrastructural facilities in public junior secondary schools in UDSS.</b>				
12	Universal basic education policy has enhanced adequate and spacious classrooms for learning purposes.				
13	Universal basic education policy has improved classroom infrastructure.				
14	Universal basic education policy has made electronic teaching aids like computers, tablets, and teachers' computer tablets available.				
15	Universal basic education policy has made a well-equipped and functional school library to be available for students' use.				
16	<b>Universal basic education policy has improved the level of funding of public junior secondary schools in the State in Edo State.</b>				
17	Universal basic education policy has improved budgetary allocation for the implementation of the UBE policy in public junior secondary schools.				
18	Universal basic education has improved junior secondary schools monthly subventions.				
19	<b>Universal basic education policy has led to improved instructional and learning facilities in public junior secondary</b>				

S/n	Statements	SA	A	D	SD
	<b>schools in Edo State.</b>				
20	Universal basic education policy has made textbooks available in all subject areas in public junior secondary schools				
21	Universal basic education policy only provides textbooks in the core subject areas of mathematics, English language, and basic science among others.				
22	Universal basic education policy also provides textbooks in the noncore subject areas of home economics, and fine art among others.				
23	Universal basic education policy provides standard white or black boards with accompanying markers, chalks, and customized dusters among others.				
24	Universal basic education policy provides audio-visual learning aids like television, radio, and projectors among others.				
25	<b>Universal basic education policy has led to a reduction in the figures of out-of-school children in Edo State.</b>				
26	Universal basic education policy has made it possible for public junior secondary school students not to be roaming the streets during school hours.				
27	UBE policy has increased secondary school enrolment in UDSS.				
28	UBE policy has improved teaching quality				
29	UBE policy has positively impacted on quality education UBE policy is effective in UDSS.				

## **APPENDIX II**

### **INTERVIEW GUIDE FOR EDO STATE UNIVERSAL BASIC EDUCATION**

#### **OFFICIALS**

1. To what extent would you say that the universal basic education policy has improved the quality of public junior secondary school teachers in Edo State?
2. To what extent would you evaluate universal basic education policy on educational infrastructural facilities in public junior secondary schools in Edo State?
3. To what extent would you say that the universal basic education policy has improved the level of funding in public junior secondary schools in Edo State?
4. To what extent would you say that the universal basic education policy has improved instructional and learning facilities in public junior secondary schools in Edo State with reference to UDSS?
5. To what extent would you say that the universal basic education policy has reduced the figures of out-of-school children in Edo State?
6. What are your recommendations (if there are any) for the universal basic education policy in Edo state in particular and Nigeria in general?