EVALUATION OF THE LOWER LEVEL OF THE UNIVERSAL BASIC EDUCATION PROGRAMME IN EDO SOUTH SENATORIAL DISTRICT

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CHAPTER ONE

INTRODUCTION

Background to the Study

Every nation of the world is concerned so much with how the society could find a better way of living that will bring about progress in the society. One remarkable instrument that is anticipated to bring about this desired change is education. Hence, the education system a country adopt is very important to the achievement of such progress. No wonder it is often said "no nation can develop above the quality of her education". Globally, nations of the world have come together to pursue a similar course in adopting education system that will satisfy the needs and aspirations of the people, and also address the peculiarities of their societies. Nigeria is not left out in her quest to use education as a tool for national development. Since the advent of western education in Nigeria, a lot of revolutionary measures, actions, and policies have been introduced by different government, to ensure that quality education is provided. Overtime, Nigeria has consistently maintained different systems of educational programmes, example of such programme is the Universal Primary Education (UPE). However, the failure of most of the educational programmes in Nigeria to achieve the desired result and the need to give equal educational opportunities to all citizens could have led to the introduction of Universal Basic Education (UBE).

The Universal Basic Education (UBE) is an educational programme brought about by the Federal Government of Nigeria in 1999. It was to remove distortions and inconsistencies in basic education delivery and reinforce the implementation of the National Policy on education as well as to provide greater access to, and ensure quality of basic education. This is to allow for a

gradual and systematic phase out of the old curricula. The objectives of the UBE are to ensure that students have unfettered access to 9 years of formal basic education, provision of free universal basic education for every Nigerian child and reducing the incidence of "dropout" from the formal school system through improved relevance, quality, and efficiency among others. The programme is designed to cater for a wide range of formal education, informal education and skills development activities and schemes. It is intended to enable individuals live meaningful and fulfilling lives; to contribute to the development of their society, to derive maximum social, economic and cultural benefits from their society and to discharge their civic obligations as patriotic citizens. The UBE Act of 2004 extensively provides the design for the implementation of the programme.

Arop et al. (2018) were of the view that the need to provide infrastructures by the Government was clearly stated in the UBE implementation blueprint, but effective implementation of this strategy is highly questionable. In that study, many public secondary and primary schools lacked such infrastructures as buildings, adequate classrooms, laboratories. Abutu (2015) showed among others that infrastructural facilities, instructional material, trained teachers and funds were not adequately available to a large extent for the effective implementation of UBE programme in the primary schools. Bello et al. (2017) revealed that children above aged six are enrolled to basic education, and the level of access is below average because it was observed that more than 60% of school age children are out of school. By implication the level of access of school going age children to Lower Basic Education is very low.

Despite previous efforts made to revamp the schools in Edo State by the previous administration, it seems school infrastructure across the Edo State still remains inadequate. (The

World Bank, 2020). A good number of primary schools and junior secondary schools are old, with dilapidated buildings, leaking roofs, cracked walls, sagging ceilings, and broken windows. Facilities such as library resources as well as computer and science laboratories are inadequate; number of classrooms are insufficient leading to over-crowding, and the lack of school buses in most schools (The World Bank). The World Bank in its Program Information Documents (PID) reported that as of 2017, the government identified the following weaknesses in the education and skills development system: overworked and poorly trained teachers using outdated teaching methods which failed to prepare the children for the requirements of the 21st century. While Edo education policy has pursued the admirable goal of primary "education for all" it has not been effectively operationalised. Until the launch of the Edo Best, teacher absenteeism was high with no mechanism to ensure teachers were in school. Professional development opportunities were limited. Furthermore, the system was not effective in increasing the supply of qualified teachers. Due to limited technical and financial support in recent years. If this trend continues, the UBE objectives at the lower level may not be attained in Edo State.

The Lower Level of the nine-year UBE ranges from basic one to basic three. This is the formative stage and transitional level of the programme and it is expected that every child who complete this stage would transit to basic four. Hence, the successful implementation of this level is very important to the attainment of overall success of UBE objectives in Nigeria and Edo State in particular. Every child who completes the lower basic should be able to possess some traits and performs some given tasks. The teachers are in the fore front in the implementation of UBE programme objectives at any level, hence, the need to have adequate qualified teachers to implement in the classroom, the programmes and policies of UBE. Moreover, the teachers do not work in vacuum hence, the facilities with which they would work should be provided by various

stakeholders. The training and production of the manpower required to fulfill this task should be framed on the quality and quantity of teachers because the success or failure of UBE programme will depend upon the teachers due to the nature of the programme.

Infrastructural facilities are essential to qualitative UBE programme. Administrative offices, libraries, staffrooms, classrooms blocks, benches and desk, laboratories, workshops, computers, assembly halls, laboratory equipment, sanitary facilities, electricity, among others are all very essential structures needed to create an enabling environment for teaching and learning to be effective. Therefore, these infrastructures should be provided in adequate quality and when provided should not be converted for other usage (Oladipo, 2019). Instructional materials are resources used by teachers and students to help the teachers teach and stimulate students' interest in learning. UBE (2010) said that minimum standard for instructional materials should conform to National curriculum, which must be gender sensitive, good quality, good quantity, made up of 85% of the content of national curriculum for the particular level of education and should fulfill UBE/FME evaluation criteria. Textbooks, workbooks, graphics or visual aids and also graphs, charts, tables, flow-charts, which show the physical relation between ideas should be provided. Others include worksheets, tests, projects, quizzes, and handouts which are used by teachers to assess students' level of learning in the classroom. The way in which educational institutions and policy maker strive to ensure students have equal and equitable opportunities to take full advantage of their education is paramount. The kilometers travelled may have relationship to school attendance, punctuality and absenteeism to school and ultimately leading to dropout.

There has been a growing concern about the effectiveness of public education system in many developing countries. Hence, involving the private sector in the provision of education has increasingly been seen as an alternative to addressing part of the problems, but the access and

availability of private schools has not been free of controversy and its quality and efficacy in Nigeria has been under question. Government's desire for partnership with private providers in the delivery of education is contained in the 1998 National Policy on Education (NPE). According to the 1999 Constitution of the Federal Government of Nigeria, access to quality education is the right of every Nigerian child (whether in public or private schools). The private sector took up the challenge and directly involved itself in the delivery of education through private institutions. These institutions generally complied with set standard guidelines and received approval from the government to deliver education (FRN, 2021). A casual observation of the on-going in the government owned schools reveal abandoned project, misdirected programmes and a lackadaisical terrain of no-man's-land. Perhaps the nature of governance in the land suggests the outlook of schools. The concern of the government reflects in the performance of the school children and the facilities provided for intellectual development (Babalola, 2018). More parents and guardians who can afford it are daily withdrawing their children and wards from the public schools to the private fee-paying primary schools despite its expensive nature even in this hard time (Adeyemi, 2014). The private sector is known to have been contributing immensely to the development of education in the country and should be considered in education sector planning for the MDGs to be attained (Njoku & Adeyemi, 2013).

Having considered the degree of input the government and other stakeholders have expended into UBE programme to ensure human and material resources are deployed in reasonable quantities and qualities overtime, it will be wise to determine the extent to which such programme is doing in all ramifications hence, the need to collect information will help in this regard. The extent of implementation of the provisions of the UBE benchmark in order to achieve the stated objectives can only be ascertained by evaluation. Chen (2015) defined program evaluation as

the process of systematically gathering empirical data and contextual information about an intervention program—specifically answers to what, who, how, whether, and why questions that will assist in assessing a program's planning, implementation, and/or effectiveness. Evaluation is determining the value of something. So, more specifically, in the field of education, evaluation means measuring or observing the process to judge it or to determine it for its value by comparing it to others or some kind of a standard (Weir & Roberts' study, as cited in Yambi, 2020). Provus, the proponent of Discrepancy Evaluation Model (DEM) sees evaluation as a tool to make a judgment on the advantages and disadvantages of an object based on the standards and performance. DEM considers evaluation as the comparison of actual performance to the desired standard. If a difference is found to exist between the standard and the performance, this difference is known as a discrepancy.

Just like every other programme, evaluation is key because it gives feedback to every stakeholder who mean well for the programme. Hence, UBE is not left out especially now that the study focuses on primary schools (Lower Level. That is Basic 1-3) which is the formative stage of the programme. The draft of UBE recommends monitoring the scheme as a way of checking the degree to which planned activities are being carried out hence, Discrepancy Evaluation Model (DEM) fits into this category. This model assumes that in order to examine the feasibility of a programme, evaluator can compare between the supposed and expected standard (S) with what is actually happening-performance (P), so that it can be ascertained whether there is a gap-discrepancy (D) between the two is the standard set by the actual performance. Without a standard some implicit intent or expected model of excellence- evaluation is impossible. Once we are clear about how things should be, we can proceed to find out whether they are actually the way. When the focus is finding out the characteristics of the object to be evaluated, then we

are taking Performance measures (P). Thus, evaluation is a matter of comparing standard with performance. Thereafter, the comparison yields Discrepancy (D) information, and thus, we can speak of evaluation as being a matter of making judgments about the worth or adequacy of an object based upon D information between S and P.

The unit and sub unit of minimum standard for basic education which are the programme objectives, infrastructural facilities and instructional materials, teacher quality and quantity, transition from one class to the other, and/or one level to the other, pupils' enrolment and dropout that are of interest to the researcher were the supposed standard. On the other hand, the performance measured was the data collected from the field by the researcher. The comparison of the standard which is the minimum standard for basic education in Nigeria with the performance which is the feedback from the field were the discrepancy information. This discrepancy would help to provide feedback needed for decision on the next line of action. Therefore, this study investigated the extent of rating of UBE programme objective, quality and quantity of teachers available, infrastructural facilities and instructional materials available, as well as the level of access and enrolment and dropout for the UBE in Edo South Senatorial District of Edo State.

Statement of the Problem

Every child that completes the lower level of the free, compulsory and continuous nine-year Universal Basic Education is expected to attain some level of communication, acquire manipulative, literacy, numeracy and life skills with relevant civic, moral and ethical standards that can make him transits to middle level and thereafter to upper level. With the laudable expectations from the UBE programme in Nigeria and the amount of resources invested by government and other stakeholders, it is expected that the programme objectives achievement

would have attained a greater height. Despite the resources invested, there are concerns from various stakeholders in education about the programme's effectiveness in Edo State. The lower basic level of education (Basic 1-3) is crucial for laying the foundation for future academic success. However, there could be indications of disparities in educational outcomes due to inadequate educational facilities, teacher quality, and resource allocation, which may hinder the attainment of the UBE objectives.

Although, efforts have been made by several studies to evaluate UBE programme across board. For example, Oladipo (2019) who evaluated the nine-year UBE programme in Edo South Senatorial District concluded that much still needs to be desired in the transaction variables such as infrastructures and instructional materials in order to have a successful implementation and achieve the goals of the UBE; Igabari (2016) who also evaluated the implementation of Universal Basic Education in Delta and Edo States concluded that the extent of implementation of the UBE programme in Delta and Edo States is low. Several disparities exist in the level of implementation of the UBE programme in both States. Far reaching conclusions may have been reached as regard to their studies, the need to validate or refute their findings with regard to UBE at the lower level and concern as whether the lower level of the UBE is implementing the programme, hence the need for evaluation to determine the extent of implementation.

The Provus DEM is clear with defining objectives and then developing a plan to achieve those objectives using the key component of Standard, Performance and Discrepancy (SPD). Comparison of actual performance to the desired standard which includes physical facilities, access and enrolment for the programme, teachers' qualification and adequacy and more importantly transition from lower level to middle level of the UBE is pertinent. The resources channelled towards achieving the objective of the programme can only be empirically

determined through evaluation in order to know if there are discrepancies in information that will be useful about the programme. This study therefore, attempts to evaluate the lower level of the UBE programme in Edo South Senatorial District, and identifying discrepancies between the intended programme goals and actual implementation.

Research Questions

To guide the study, thirteen research questions were raised as follows:

1. What are the headmistress/headmaster's ratings of the objectives of the Universal Basic Education at the Lower Level in Edo South Senatorial District?
2. What are the qualifications of teachers under the Universal Basic Education at the Lower Level in Edo South Senatorial District?
3. Are there adequate teachers in the Universal Basic Education at the Lower Level in Edo South Senatorial District?
4. What are the levels of availability of infrastructural facilities for Universal Basic Education at the Lower Level in Edo South Senatorial District?
5. What is the condition of infrastructural facilities in Universal Basic Education at the Lower Level in Edo South Senatorial District?
6. What is the level of availability of instructional materials in the Universal Basic Education at the Lower Level in Edo South Senatorial District?
7. Are there adequate instructional materials in the Universal Basic Education at the Lower Level in Edo South Senatorial District?

8. What is the rate of pupils' enrolment of Universal Basic Education at the Lower Level in Edo South Senatorial District?
9. What is the rate of pupils' dropout of Universal Basic Education at the Lower Level in Edo South Senatorial District?
10. What is the level of transition from the Lower Level to Middle Level of Universal Basic Education in Edo South Senatorial District?
11. What is the difference in the implementation of minimum standard of human resources between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District?
12. What is the difference in the implementation of minimum standard of infrastructural facilities between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District?
13. What is the difference in the implementation of minimum standard of instructional materials between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District?

Hypotheses

Research questions eleven to thirteen were formulated into hypotheses and tested.

1. There is no significant difference in the implementation of minimum standard of infrastructural facilities between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District.

2. There is no significant difference in the implementation of minimum standard of instructional materials between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District.
3. There is no significant difference in the implementation of minimum standard of human resources between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District.

Purpose of the Study

The purpose of this study was to evaluate the Universal Basic Education programme at the Lower Level (Basic 1-3) in Edo South Senatorial District. The study also presupposed a comparison in school ownership. Therefore, the study specifically examined:

- headmistress/headmaster's ratings of the objectives of the Universal Basic Education at the Lower Level in Edo South Senatorial District;
- the qualifications of teachers for Universal Basic Education at the Lower Level in Edo South Senatorial District;
- adequacy of teachers for Universal Basic Education at the Lower Level in Edo South Senatorial District;
- the level of availability of infrastructural facilities for Universal Basic Education at the Lower Level in Edo South Senatorial District;
- the condition of infrastructural facilities in Universal Basic Education at the Lower Level in Edo South Senatorial District;

- the level of availability of instructional materials for Universal Basic Education at the Lower Level in Edo South Senatorial District;
- the adequacy of instructional materials in the Universal Basic Education at the Lower Level in Edo South Senatorial District;
- the level of pupils' response to enrolment of Universal Basic Education at the Lower Level in Edo South Senatorial District;
- the level of pupils' completion of Universal Basic Education at the Lower Level in Edo South Senatorial District;
- the level of transition from Lower level to Middle Level of Universal Basic Education in Edo South Senatorial District;
- the difference in the implementation of minimum standard of human resources between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District;
- the difference in the implementation of minimum standard of infrastructural facilities between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District; and
- the difference in the implementation of minimum standard of instructional materials between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District.

Significance of the Study

The findings of this study will be of immense benefit to various group of people which include the following: the government, policy makers, teachers/headmistress/headmasters, educational evaluator, students, parents and academic literature.

The findings will provide feedback to the government at all levels (Federal, State and Local Government) on their investment of resources in the UBE programme at lower basic level. The findings will help the government to ascertain the level of return on investment, and the extent to which the programme is meeting the bench mark set. This will help the government to find a better way of achieving the objectives and goals of UBE. The study will be useful to the government in efficiently harnessing both human and material resources in the quest to improve the standard of education

The result will provide information that will reveal the level of success and achievement of the UBE programme especially at the lower basic level to policy makers which include the government agencies and ministries such as UBEC, SUBEC, MDG, Ministry of Education, private individuals/organizations and other policy maker. The outcome of this study will reveal areas where improvements are necessary and suggest ways to help improve on the implementation of the UBE programme at the lower basic level and strengthens better decision making about the essence of the programme. Moreover, the information the study will provide will be used by Edo SUBEB as basic for promoting and providing infrastructure and instructional material in the school across the Senatorial District.

The teachers/headmistress/headmasters are not left out among the beneficiaries, as the findings will help them to understand the need for training and professional development that will bring about efficiency and effectiveness in their day-to-day use of infrastructural facilities and instructional materials in the discharge of their duties since the teachers do no work in vacuum. It will also help them by ensuring compliance with the Minimum Standards for basic education in Nigeria.

To the educational evaluator, the study will serve to validate data on UBE and provide necessary feed-back on the extent to which the UBE programme have been implemented in the Senatorial District. It will also provide them with impetus to always undertake periodic monitoring and evaluation in order to know the extent of implementation of the UBE provisions which are essential in achieving the objectives.

The parents as part of the key players in the achievement of UBE at the lower basic level will see the need to fully participate in their children/wards' education pursuit, the study will encourage them to collaborate with other key players like teachers and other private school owners to provide functional education to the pupils. The extent to which UBE at the lower basic level is accessible to all irrespective of the ownership of school will be identified by this study with the view to providing suggested solution that may be adopted in order to achieve the MDG-2 of education for all.

The students will benefit in such a way that the significance of evaluating UBE for students lies in the potential for improved educational quality, tailored towards supporting, and the creation of conducive learning environment that foster student academic success and growth.

Finally, the study will add to the available academic literature on Universal Basic Education at the lower basic level. The study will provide relevant data and add to existing literature for the benefit of future researchers and experts in measurement and evaluation, who will now be motivated to be more forthcoming in evaluating present and future educational policies, and propose value judgment that will help to improve the standard of education and aid in achieving the desired specific objectives

Scope and Delimitation of the Study

This study sought to evaluate the Universal Basic Education at the Lower Level. That is from primary one to three (Basic one to three) within the formal setting in Edo South Senatorial District of Edo State, Nigeria. Going by the basic tenets of Discrepancy Evaluation Model (DEM), the study evaluated the Standard, Performance and the Discrepancy variable of interest. The Standard variable of interest was the minimum standard for basic education in Nigeria: the materials and human resources available as provided by various stakeholders to UBE at the lower level and the level to which they were available. The study was meant to evaluate also the enrolment trend as well as the incidence of dropout. More so, the transition rate from lower level to middle level was also determined. The performance variable was based on the data from the field. A difference between the standard and performance was used to establish the discrepancy. Moreover, the study determined whether there was a difference in the programme implementation of material and human resources by school ownership. The study was delimited to UBE at the lower level (Basic one to three) Edo South Senatorial District. This study cuts across both public primary schools and private primary schools within the district.

Definition of Terms

The following terms were defined as used in the study.

Dropout: These are pupils who have enrolled in Universal Basic Education at the lower basic of primary one and discontinued before completing the entire three year programme

Educational Facilities: Educational facilities include the following, textbooks, salaries, allowances, consumables and tools necessary for the efficient and effective teaching and learning operations of the UBE programme of education.

Enrolment: This is the number of school age children properly registered and attending classes in UBE lower basic level.

Evaluation: This is the systematic process of assessing the design, implementation, and outcomes of an educational programme. With reference to UBE, evaluation aims to determine the effectiveness, efficiency, and impact of the programme on educational access, quality, and equity. It involves quantitative methods to gather data and insights regarding the programme's success in meeting its goals.

Implementation: This refers to the process of executing the educational programme as planned. In the context of UBE, implementation encompasses the activities and strategies used to roll out the programme, teacher training, resource allocation, and ensuring that policies are effectively translated into practice in schools. Evaluation of implementation assesses whether the programme is being delivered as intended and identifies any challenges or barriers encountered.

Qualification of Teachers: This refers to the number of teachers that have minimum teaching qualifications at the lower basic level of UBE available and taking part in day to day running of the school.

School Ownership: This concept refers to the extent to which the local community, stakeholders, and educational institutions take responsibility in the management and outcomes of their schools. In the context of this study, school ownership involve private and public involvement, and the engagement of teachers in decision-making processes. Evaluating school ownership assesses the degree of collaboration and commitment from various stakeholders, which can influence the effectiveness and sustainability of educational programmes to a large extent.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, literature was reviewed under the following sub-headings:

- Model of the Study
- The Concept of Programme Evaluation and Evaluation Models
- Universal Basic Education programme and objective in Nigeria
- Qualification and Adequacy of Lower Level of UBE teachers
- Infrastructural Facilities for Lower Level of UBE
- Instructional Materials for Lower Level of UBE
- Review of Access and Enrolment Trend in Lower Level of UBE
- Incidence of Completion or Dropout in Lower Level of UBE

- Comparison of UBE Implementation of human and material resources between Public School Ownership and Private School Ownership in Lower Level of UBE
- Universal Basic Education (UBE) Programme in Nigeria: A Retrospect
- Summary of Reviewed Literature

Model of the Study

The model employed in this study is the Discrepancy Evaluation Model (DEM) that was developed by Malcolm M. Provus in 1971. DEM assumes that in order to determine the feasibility of a program, evaluator can compare the difference between the expected (standard) and the actual/reality (performance) so that it can be known whether there is a gap (discrepancy) between the two is the standard set by the actual performance (Widoyoko, 2009). DEM represents an assembly of ideas and procedures arising from attempts to respond constructively to some expectations. It represents a scheme with which to respond to the challenges presented by the difficult task of evaluating educational programs. Malcolm Provus, provides information for program assessment and program improvement. Under the DEM, evaluation is defined as the comparison of actual performance to the desired standard. If a difference is found to exist between the standard and the performance, this difference is known as a discrepancy. The word discrepancy is an English term, which is translated into Indonesian meaning gaps. The model developed by Malcolm Provus is a model that emphasizes the view of deficiencies in program implementation. Program evaluation carried out by the evaluator measures the degree of the difference in each component. Malcolm M. Provus first introduced the Discrepancy Evaluation Model (DEM) in 1971 in his book entitled, Discrepancy Evaluation Model. (Hill & Stufflebeam, 2012).

The concept of a standard is not new to evaluation. Without a standard, some implicit intent or expectation, or model of excellence- evaluation is impossible. In order to evaluate something, we inevitably make comparisons. More specifically, we say that to evaluate a given object (whether a person, a motorcycle, or a program) it must be compared to a standard. By a standard we mean a list, description, or representation of the qualities or characteristics the object should possess. In other words, a description of how something should be is called the Standard (S). Once we are clear about how things should be, we can proceed to find out whether they actually are that way. When we are engaged in finding out the actual characteristics of the object to be evaluated, we are taking Performance measures (P). Thus, evaluation is a matter of comparing S against P. There is another term involved in the comparison between S and P. We say that the comparison yields Discrepancy (D) information, and thus we can speak of evaluation as being a matter of making judgments about the worth or adequacy of an object based upon D information between S and P. The concepts of S, P, and D surface quite naturally whenever, under the name of evaluation, one intends to judge the adequacy or worth of something.

The DEM embodies five key components of evaluation based upon a programme's natural development: program design, installation, process, product, and cost-benefit analysis. At all stages, some indicator of performance is obtained, which is compared with a standard which serves as the criterion of performance. The discrepancy will be obtained when a hundred score of the standard is reduced by the program performance achievement score on each stage of evaluation. At each stage, a comparison is made between reality and standards. Before making a comparison, it is necessary to make a standard first. The standard for stages 2, 3 and 4 is the design of a program created in stage 1 (Aliyya, 2020).

At Stage I, a description of the programme's design is obtained as "performance" information. This performance is compared with the "Design Criteria" postulated as a standard. The discrepancy between achievement and standard is reported to those responsible for the management of the programme. At Stage II, the standard for comparison is the programme design arrived at in Stage I. Programme performance information consists of observations from the field regarding the programme's installation. Discrepancy information may be used by the programme manager to redefine the programme or change installation procedures. At Stage III, the standard is that part of the programme design, which describes the relationship between programme processes and interim products. Discrepancy information is used either to redefine the process and relationship of process to an interim product or to better control the process being used in the field. At Stage IV, the standard is that part of the programme design, which refers to terminal objectives. Programme performance information consists of criterion measures used to estimate the terminal effects of the project. At this point in time, if decision-makers have more than one project with similar outcomes available to them for analysis, they may elect to do a cost-benefit analysis to determine programme efficiency.

The "Design Criteria" constitutes an underlying assumption on which all other criteria for standards are based. The "Design Criteria" has been defined so as to contain three basic elements, each of which may subsume many variables. These basic elements of any programme (as described in a vast “systems" literature) are Input, Process, and Output. Stage V represents a cost-benefit option available to the evaluator only after the first four stages have been negotiated (Bultra et al., 1978).

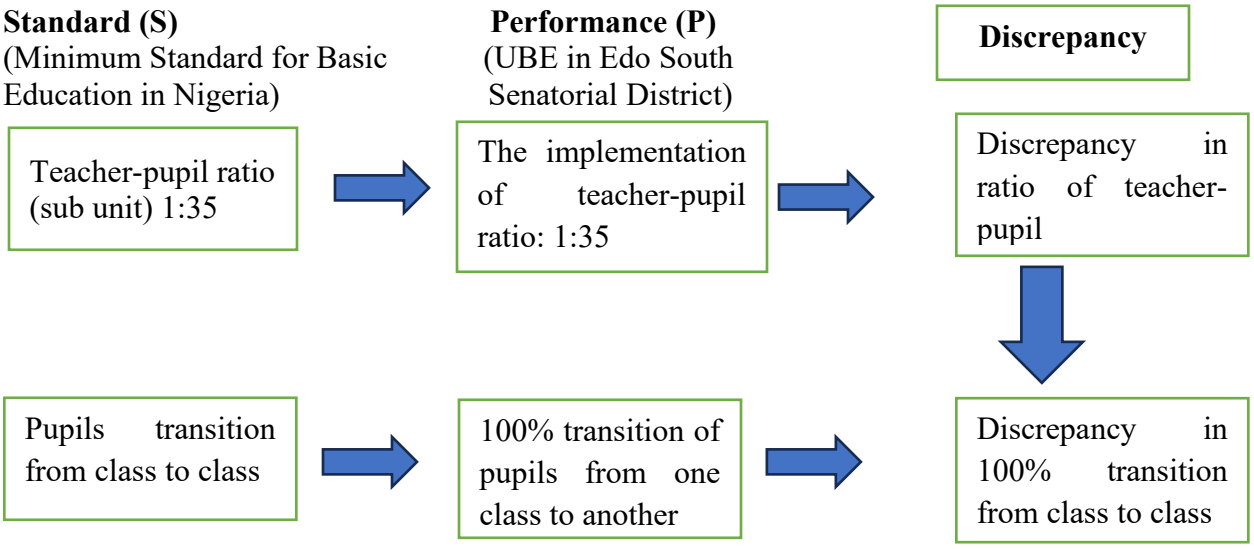
Based on discrepancy evaluation model, the evaluation needs Six steps in its implementation (Wirawan, 2012), they are:

- develop a design and standards that express the characteristics of an ideal implementation of the object of evaluation: policies, programmes, or projects;
- determine the necessary information to compare with the actual implementation of standards that define the object of performance evaluation;
- collect the object of performance evaluation that includes implementation of the programme, the results of quantitative and qualitative information;
- identifying discrepancies between the standards and the performance of the results of the evaluation;
- determine the cause of the discrepancy between the standard with the object of performance evaluation; and
- eliminate inequality by making changes to the implementation of the object of evaluation.

A wide variety of activities are encompassed by the term evaluation, there is apprehensiveness associated with it that seems to remain invariant. Evaluation suggests making judgments of worth, and these judgments are generally accompanied by strong emotional reactions. The term raises apprehension that judgments will be made which will affect the social and/or professional status of people, their career plans, their self esteem, the scope of their authority, and so on. To work effectively, an evaluator is mearnt to clarify his/ her position in relation to all these expectations. The Discrepancy Evaluation Model (DEM) represents an assembly of ideas and procedures arising out of attempts to respond constructively to such expectations. It represents a scheme with which to respond to the challenges presented by the difficult task of evaluating educational programmes. The researcher prefers to use the Discrepancy Evaluation Model in this study. The model is chosen due to Malcolm Provus, who created the model and introduced the concept of evaluation which can indicate whether a policy

has been implemented in accordance with the standards that have been set or not (Provus, 1974). In this case there are guidelines and minimum standard for basic education in Nigeria recommended by UBEC and FME and the objectives of UBE, these are the policy document that guided this study. The standard set by UBEC in the units and sub units of interest to the researcher will be compared to the performance from the field.

In evaluating policies, there are twenty two approaches (Stufflebeam, 2002). The Discrepancy Evaluation Model (DEM) offers a pragmatic, systematic approach to a wide variety of evaluation needs (Steinmetz). The DEM uses an approach oriented to decisions made on programmes or policies. The model described here deals with explicit methods for using evaluation as a programme improvement tool as well as a means of programme assessment (Provus, 1974). Therefore, the picture below explains the application of DEM based on research into the framework of the development of the model of the study. The application of DEM in the framework of research can be seen in Figure 1.



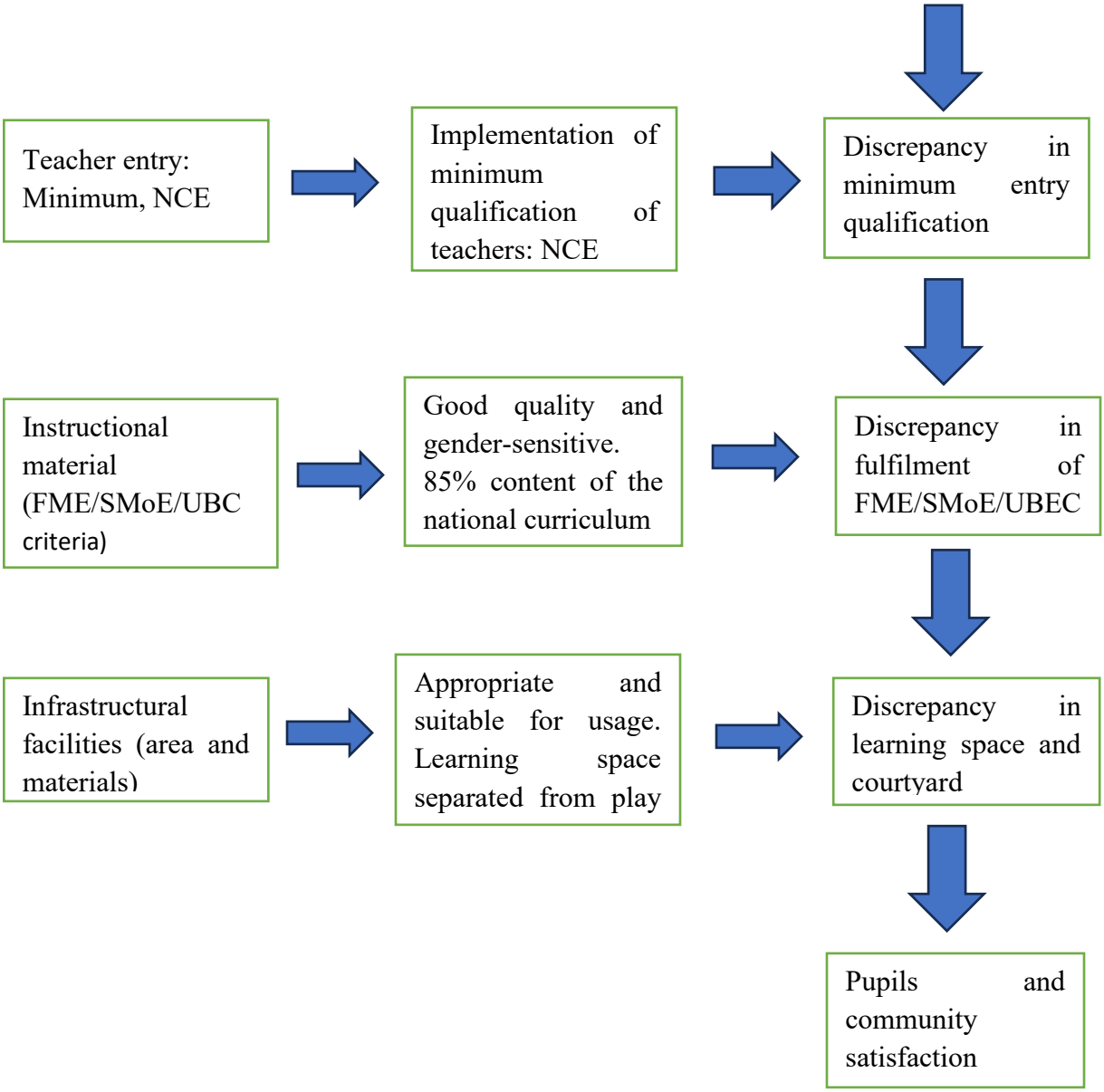


Figure 1: Diagrammatic Representation of DEM.

Supriyadi et al. (2020) adopted a Discrepancy Evaluation Model (DEM) to optimize PEP UNNES online workshop series. PEP UNNES has a responsibility to encourage the scientific culture and improve the quality of education in the Covid-19 pandemic era. Therefore, PEP UNNES organises a series of online workshop that is open for all parties. But, to improve the

quality of implementation, there must be a comprehensive evaluation. Their study aimed to obtain two main things. First: Evaluate the target achievement of the PEP UNNES online workshop series. Second, provide recommendations related to the implementation of the next workshop. The approach of their study was a mixed-method with concurrent triangulation design using the basis of the Discrepancy Evaluation Model (DEM), which has five main stages. The objects of the study were workshop participants who becsme members of the WhatsApp groups. As the concurrent triangulation design, both quantitative and qualitative methods were used in the same way for a whole research process since data collecting, analysing until taking the conclusion. Data collection was about searching the program performance, and the data analysis was about exploring the gap or discrepancy between standard and programme performance in every stage. Based on the study of each step, the researcher was able to get the conclusion to continue, stop, or revise the programme.

Meldasari et al. (2019) adopted Discrepancy Evaluation Model for human resources health placement evaluation at the Puskesmas. Their study aimed to evaluate the implementation of the Regulation of Minister of Health (RMH) of Indonesia Number seventy five the year 2014, as the basis to recruit health care worker of Puskesmas (Community Health Center). The method of study used the Discrepancy Evaluation Model by Malcolm Provus. The informants were the official of the Office of Health at Banjarbaru City, the official of Puskesmas, and the community. The research focused on planning, recruitment, selection, placement, and empowerment. The conclusions of the research was (1) planning, there was no gap or discrepancy between the S (Standard) of the ministerial health policy and the P (Performance); (2) recruitment, there was a gap or positive discrepancy; (3) selection, there was a gap or positive discrepancy; (4) placement,

there was a gap or positive discrepancy; (5) empowerment, there was no gap or discrepancy, which means adequacy occurred between standard and performance.

A discrepancy analysis of a strategic planning model and the 1988 general plan for educational development of Jordan was carried out by Nabil (1996). His study made an effort to conduct a comparison between the formal strategic planning process and the planning process which led the construction of the General Plan of Educational Development in Jordan. To conduct such a comparison, the researcher resorted to the Discrepancy Model which had been developed by Malcolm Provus. Provus's model entails a simple and common sense methodology which includes three steps. The first step involves the identification of major constructs or the standards of a model, a project or an object in its ideal state. The second step is to figure out the actual performance of this project or that programme. The third step involves the identification of the discrepancy between the ideal situation, the standard, and the reality, or the performance. In the study, the researcher selected strategic planning as the standard by which the planning process followed in developing the GPED was measured. The difference between the two practices revealed whether the Jordanian planning was strategic planning or was another type of planning.

The Provus (1973) DEM was chosen specifically for this study because it addresses evaluation as a continuous information management process designed to serve as the watchdog of programme management and the handmaiden of administration in the management of programme development through sound decision making. Applying the Discrepancy Evaluation Model to evaluate the lower level of Universal Basic Education in Edo South Senatorial District is relevant to providing a structured framework to identify gaps, understand stakeholder expectations, and promote continuous improvement. This model can guide stakeholders toward

enhancing educational outcomes and ensuring that the UBE programme effectively meets the needs of the local population. The Provus DEM is concerned with clearly defining objectives and then developing a plan to achieve those objectives. UBE is a programme with clear cut objectives with a standard plan to achieve the objectives. The DEM, simply put, examine the process of objective attainment and ascertains the gaps between what the intended outcomes and the actual outcomes are in order that changes may be made in the programme to narrow the gap. In this study the process of objective attainment will be examined and measured, thereafter the gap between the standard set and the performance from the field in order to make necessary changes to the programme.

This study will make use of the DEM like Meldasari et al. (2019). The Standard (S) variable of the Ministry of Health is the regulation of Ministry of Health/RMH No. 75/20141; placement of health workers at Puskesmas and the regulation of the use of the budget (cost) in Puskesmas. In this study, Standard (S) was the minimum standard for basic education in Nigeria and UBE objectives: teacher-pupil ratio, pupil transition from class to class, teacher entry qualification, instructional material, infrastructural facilities, pupils' enrolment and completion of UBE at the Lower Basic Level. The Performance (P) was the outcome from the field base on data collected on every sub unit represented in the minimum standard that were of interest to the researcher. The Discrepancy (D) was now the difference that surfaced by comparing the Standard (S) and Performance (P). The result at this point was used as a feedback and information for decision making on programme changes whether to continue, stop or revise it as the case may be.

Concept of Programme Evaluation and Evaluation Models

According to Oxford Advanced Learner's Dictionary of Current English in A. S. Hornby as cited in Arikunto and Cepi (2014), evaluation is to find out, decide the amount or value which means an attempt to determine the amount and value**.** Fitzpatrick et al. (2011) defined evaluation as the identification, clarification, and application of defensible criteria to determine an evaluation object's value (worth or merit) in relation to those criteria. From the definition above, it can be concluded that evaluation is the activity of collecting information by comparing with the standard which then can be used for decision taking. Evaluation plays a vital role in the process of learning and instructional technology. For many years, evaluation has been used for programme improvement. Program managers or those who deliver the program can make changes to improve the programme based on the evaluation results. For example, teachers can use the results of student assessment to revise their curricula or pedagogical methods (Fitzpatrick et al. 2011). Moreover Fitzpatrick et al. stated that the purpose of the evaluation is to provide both decision making and programme improvement.

Educational programme evaluation is series of activities carried out on purpose to see the level of success of educational programmes. Evaluating educational programmes is an activity that is intended to find out how much success the planned action has recorded (Rusi, 2020). According to Wirawan (2012), evaluation of programme education can be used to evaluate various aspects of education, such as: curriculum, learning process and learning method, education services, teachers (educators), and so on. In the view of Stufflebeam (2012), "a programme evaluation theory is a coherent set of conceptual, hypothetical, pragmatic, and ethical principles forming a general framework to guide the study and practice of programme evaluation". Described from the above according to Rusi (2020) understanding in a bit to throw

more light is that programme evaluation theory has six characteristics, namely: comprehensive linkages, core concepts, tested hypotheses about how evaluation procedures produce the expected output, systems that can be applied, requirements ethics, and a general framework for guiding programme evaluation practice and conducting research into evaluation programme. Programme evaluation is a set of mostly quantitative procedures used to understand the full costs of a programme and to determine and judge what investments returned in objectives achieved and broader social benefits. The aim is to determine costs associated with programme inputs, determine the monetary value of the programme outcomes, compute benefit-cost ratios, compare the calculated rates to those of similar programmes, and ultimately judge a programme's productivity in economic terms. Programme evaluation uses standard research procedures to determine the effectiveness of programme interventions that are implemented both politically and in an environment organizational. In other words, programme evaluation is about understanding the programme through a regular, systematic, delegate gathering of information to uncover and identify what contributes to the "success" of the programme and what actions need to be taken to address the findings of the evaluation process (Frye & Hemmer, 2012)**.**

The most common reason for doing evaluation are to identify needed improvements to the evaluand (formative assessment); to support decisions about the program (summative evaluation), and to enlarge or refine our body of evaluative knowledge (ascriptive evaluation as in 'best practices' and lesson learned' studies and almost all assessments by historians) (Donalson et al., as cited in Rusi, 2020). The description above explains that evaluation consists of three functions, namely a formative role; mainly evaluation that is used for improvement and development of a programme, service, summative role; mainly assessment that is used for accountability, information, selection or making decisions related to programmes and diagnostic

functions; mainly to diagnose a program. Educational programme evaluation is the "systematic collection and analysis of information related to the design, implementation, and outcomes of a programme, for monitoring and improving the quality and effectiveness of the programme" (Frye & Hemmer, 2012). Explicit evaluation refers to the achievement of goals, while implicitly evaluation must compare what has been achieved from the programme with what should be made based on the standards set. In the context of implementation programme, the criteria in question are the criteria for the success of the implementation, and the things that are assessed are the results of the process itself in the framework of decision making. Evaluation can be used to check the level of programme success about the environment programme with a "judgment" whether the programme should be continued, postponed, improved, developed, accepted or rejected. The definition that emphasizes the role of evaluation in educational programmes is expressed that; a formal evaluation has a vital role in education includes providing information used as the basis for:

- make policies and decisions,
- assess the results achieved by the students,
- assess the curriculum,
- gives credence to school,
- to monitor the funds that have been granted, and
- repair materials and educational programmes. Based on these various definitions, it can be synthesized that program evaluation is a systematic and continuous process of collecting, describing, interpreting and presenting information to be used as a basis for making decisions, formulating policies and developing subsequent programmes (Rusi, 2020).

In conducting educational evaluation, a model is needed to measure and assess the educational programme that will be evaluated. In evaluation field there are some evaluation models that can be applied to evaluate learning programme. Those evaluation models have different format and steps however, they still have some similarities. An evaluator should have ability to understand the varieties of evaluation models to be able to choose which model is the most appropriate to the needs of evaluation. Even though there are also many differences among them but the main focus of those evaluation themselves is the same, it is to collect data and information that can be used as the consideration for decision making of the program. Evaluation model give characteristics of evaluation that indicate the purpose of evaluation, evaluated aspects, breadth of coverage, evaluation stages, the stages of program to be evaluated, and how to approach it (Mardapi, 2012).

Below are the various models of evaluation in education:

1. Goal Oriented Evaluation Model/Tyler Evaluation Model

Earliest evaluation model, developed starting in 1961, focuses on achieving educational goals, namely the extent to which predetermined learning objectives can be achieved. In the evaluation of educational programmes, measurements are made of variables education (indicators). The measurement results are compared with the goals that have been determined before the application is implemented or with standard criteria. The results of these comparisons can illustrate the success or failure of educational programmes. This model uses programme objectives as the criteria for determining success. The evaluator tries to measure the extent to which the goals have been achieved. Evaluation of this model is carried out on an ongoing basis to continuously evaluate how far the objectives have been made in the programme implementation process (Rusi, 2020). The first evaluation model that has become one of the most

popular model in the field of education is Ralph Tyler's Model or Goal Oriented Evaluation Model. Learning process is categorized as success if the students who experience learning process can achieve the objectives set in the learning process (Sukardi, 2011). Tyler's approach in this principle emphasizes the need for a purpose in teaching and learning. This approach is a systematic approach, elegant, accurate, and internally has a rational logical. Compared with other evaluation models, the simplicity of the model of Tyler also represents its own advantages and became an elegant construction strength and a contingency evaluation.

In the words of Rusi (2020), goal-based evaluation models generally measure whether the objectives set by policy, programme or project can be achieved or not. This evaluation model focuses on gathering information that aims to measure the achievement of system, programme objectives and plan for accountability and decision making. If a programme has a purpose or has no valuable meaning, then it is a wrong programme. The objectives are the goals to be achieved, the effect or the end of what the programme will succeed. Even though Tyler's objective model was first created for use in evaluating educational programmes, objective-based evaluation can be found in all kinds of services and it is usual to see the government requirements specifying that evaluations should be carried out to determine the extent to which each funded programme achieved its objectives (Stufflebeam et al. 2014). The objective-based approach developed from Tyler's objective model is especially applicable in evaluating tightly focused programs that have clear and supportable objectives.

2. Goal Free Evaluation Model

Goal-free evaluation model was created in 1972 by Michael Scriven. At that time, for the more effective management practice of education, much money was invested in education. Such action raised the need for evaluating the educational projects which were funded by the

government. As one person taking part in the evaluation of these projects, Scriven realized that the evaluations were influenced by the project's goals, which led to the low quality of evaluations. Therefore, he proposed the new model called 'goal-free evaluation" in program evaluation which is defined as "a model in which official or stated programme goals and objectives are withheld or screened from the evaluator" (Youker & Ingraham, 2013). This model is the opposite of goal oriented evaluation model. Scriven beliefs in implementing programme evaluation, evaluators do not need to pay attention to program's goal. But the one that needs to be considered is how the programme works. However, this model is not completely separated from the goal; but only separated from particular goal. This model only focused on general objectives to be achieved by the programme, not in detail per component.

Goal free evaluation is oriented towards external parties, consumers, stakeholders, the education council, the community. This model assessment assumes that for consumers, stakeholders, or the city "the goals of a programme are not important". What is important for consumers is good behaviour that can be displayed by every person who participates in the activity programme or every item produced. In the context of educational evaluation, goal-free does not mean that evaluators are blind or do not want to know about programme objectives. However, evaluators limit themselves to not being too focused on the goal to be avoided and biased. Furthermore, if one has some kind of needs assessment in hand, then one can use it to evaluate all effects, whether intended or not. Indeed, it is precisely the appropriate device for doing so. Consequently, one could completely by-pass the reference to goals. Programmes, like products, should be evaluated by matching their effects against the needs of those whom they affect. The evaluator engages an investigator to find whatever effects an intervention produce (Donalsonet et al. as cited in Ciawi, 2020). Evaluation of the goal free model focuses on changes

in behaviour that occur as an impact, and the programme is implemented, looking at side effects, both expected and unexpected, and comparing with before the programme was implemented. Youker and Ingraham (2013) suggested a guideline for evaluators to follow when they conduct a goal-free evaluation. The guideline proposes four main steps that evaluators should take as follows: first, identify relevant effects to examine without referencing goals and objectives, secondly, identify what occurred without the prompting of goals and objectives Thirdly, determine if what occurred can logically be attributed to the programme or intervention lastly, determine the degree to which the effect is positive, negative or neutral"

3. Formative Summative Evaluation Model

Aside from Goal Free Evaluation Model, Michael Scriven also developed another evaluation model namely Formative Summative Evaluation Model. This model shows the stages and the scope of the object being evaluated, that is, evaluation which is carried out while the programme is still running (Formative Evaluation) and when the programme is finished (Summative Evaluation). Formative evaluation is an evaluation that is carried out while the programme is still running. The purpose of formative evaluation is to find out how far the designated programme can go, as well as to identify obstacles. By knowing the obstacles and things that causes the programme not to run smoothly, the decision makers can make improvement early that will support the smoothness of the achievement of programme objectives. Formative evaluation was defined as the process of judging an entity, or its components, that could be revised in form for the expressed purpose of providing feedback to persons directly involved in the formation of the entity. Formative evaluation, internal in nature, functions to improve institutional performance, develop programmes/personnel aims to determine the progress of programme the ongoing (in-progress). Monitoring and supervision, included in the

category of formative evaluation, is carried out while programme activities are continuing, and will answer various questions. (Patton, as cited in Rusi, 2020). After the programme ends, a summative evaluation will be conducted. The purpose of summative evaluation is to measure programme achievement. The target object and implementation time between formative evaluation and summative evaluation are different, then, the scope of the target and the thing being evaluated are also different. According to Rusi (2020), summative evaluation, carried out at the end of the programme, aims to determine the success of the programme that has been implemented, provides accountability for its duties, provides recommendations to continue or stop the programme in the following year. The evaluation will be able to answer questions, the extent to which programme objectives have been achieved, what changes have occurred after the programme is completed, whether the application has been able to solve problems, what changes in behaviour can be displayed, seen and felt during programme implementation.

4. CSE-UCLA Evaluation Model

CSE-UCLA consists of two abbreviations, they are CSE and UCLA. CSE is the abbreviation from Center for the Study of Evaluation. Meanwhile UCLA is the abbreviation from University of California in Los Angeles. Evaluation of the CSE-UCLA model is almost the same as the CIPP model, including category a comprehensive review. The CSE-UCLA evaluation involves five evaluation areas, and they represent attempts to provide evaluative information to satisfy unique decision categories: system assessment, program planning, program implementation, programme improvement, programme certification (Alkin, 2010). The first stage of evaluation begins with the Needs Assessment, where the assessment identifies problems by looking for differences between the status programme, or actual and expected conditions. What issues are faced and what irregularities exist in the institution. The second stage of

planning and development (program planning and development), looks at whether the planned programme is appropriate to meet needs or achieve goals, and the decision to be taken is the selection of strategies to achieve programme objectives. The third stage of implementation (program implementation), the evaluation focuses on programme implementation. The review will answer the questions: did the programme go according to plan? how did the teachers and students look? what were the impressions and attitudes of parents and the community? what was the teaching and learning process? what needed to be changed? What needed to be fixed so that the programme would run successfully at the end of the programme. The fourth stage of results (improvement program), evaluation is carried out on the results achieved. The extent to which the application has been able to meet the planned objectives, whether the results were made as a result of the treatment given. The fifth stage of impact (programme certification), the evaluation is focused on assessing the benefits and the programme. Questions revolve around how the exists programme, how the programme benefits individuals and institutions, the type of recommendation at this stage is that the application needs to be developed, extended, modified, reduced or even stopped (Rusi, 2020).

5. Discrepancy Evaluation Model

The Discrepancy Evaluation Model developed by Malcolm M. Provus 1971. This model assumes that in order to determine the feasibility of a programme, evaluator can compare between the supposed and expected (standard) with what is actually happening (performance) so that it can be known whether there is a gap (discrepancy) between the two is the standard set by the actual performance. Based on discrepancy evaluation model, the evaluation needs six steps in its implementation (Wirawan, 2012), they are: develop a design and standards that express the characteristics of an ideal implementation of the object of evaluation: policies, programs, or

projects, determine the necessary information to compare with the actual implementation of standards that define the object of performance evaluation, collect the object of performance evaluation that includes the implementation of the programme, the results of quantitative and qualitative -- identifying imbalances (discrepancies) between the standards with the implementation of the results of the evaluation of the actual implementation of the object, determines the ratio of inequality, determine the cause of the discrepancy between the standard with the object of performance evaluation, eliminate inequality by making changes to the implementation of the object of evaluation.

6. Countenance Evaluation Model

Robert E. Stake created a system for carrying out evaluation in education in 1970s. (Popham, as cited in Vo, 2018). The model was then developed with the name Stake's responsive model. Stake's responsive model is the model that "sacrifices some precision in measurement, hopefully to increase the usefulness of findings to persons in and around the programme" (Stake, 2011). The evaluation focused on educational programmes, to identify the stages of the education process and the factors that influence it. This model was introduced by Stake. According to him, there are three stages of the programme, namely the Antecedent phase, Transaction phase, and Outcomes phase. At each stage, it will reveal (describe) two things: What was wanted (intended) and What happened (observed).

In detail, it is described as follows:

- Antecedent phase, the phase before the programme is implemented. The evaluation will look at the condition of the initial application, the factors that are expected to affect the success/failure, the readiness of students, teachers, administrative staff, and facilities before the program is implemented.

- Transaction phase, when the application is deployed. The evaluation focused on seeing the program goes according to plan or not, how people's participation, openness, independence principals.
- Outcomes phase, at the end of the programme, to see the changes that occur as a result of a programme that has been done. Are the implementer demonstrated good behaviour, high performance? Are clients (consumers) satisfied with the programmes implemented and what behaviour changes that can be observed after the application is completed (Fitzpatrick et al., 2011).

The Stake Model can provide an in-depth overview of programme implementation and detailed. Suppose an assessment of a programme has been carried out. In that case, it is continued by making relatively similar comparisons between applications, or absolute comparisons, namely comparing a plan with a certain standard. There is a possibility that the description, on the one hand, differs from the judgment on the other. In this model, the input, process and outcome data are compared not only to determine whether there is a difference between the objectives and the actual situation, but also against an absolute standard for assessing the benefits of the programme.

7. Responsive Evaluation Model

After several years of performing and develop Countenance Model, Stake led the idea of Responsive Evaluation Model. This evaluation is developed in line with the development of personnel management and behaviour change. This evaluation model is suitable for social programs, arts, humanities, and problems that need to be addressed with the humanities aspect. The evaluation focuses on the reactions of various parties to the implemented programme and observes the impact and results of programme implementation. In other words, it uses approach

client-centred studies and transaction observation. This model is suitable for evaluating programmes that cause conflict in the community. Evaluation decisions are oriented towards the client or programme user. Responsive evaluation is an alternative, an alternative hold, based on what people do naturally to evaluate things, they observe and react (Patton as cited in Rusi, 2020). In this model, the reactions of the programme users are used as the basis for observations. According to evaluation, it is called responsive if it meets three criteria: (i) more directly oriented towards programme activities than programme objectives, (ii) responding to the information needs of the audience, and (iii) the perspective of the different values of the people served is reported in the success and failure of the programme (Stake, 2010). Educational evaluators must work for and have the support of educators who provide educational services. Evaluators serve a wide variety of clients, including teachers, school administrators, curriculum developers, taxpayers, legislators, financial sponsors and the general public who often have different needs. The evaluators must interact continuously to respond to the needs of their clients.

8. Context, Input, Process, and Product Evaluation Model (CIPP)

Stufflebeam introduced this model, the acronym CIPP and Context, Input, Process, Product, is an evaluation model that is oriented towards decision making. Stufflebeam argues that: Corresponding to the letters in acronym CIPP, the model's core concepts are context, input, process, and product evaluation. Context evaluation assesses needs, problems and opportunities as based for defining goals and priorities and judging the significance of outcomes. Input evaluation assesses alternative approaches to meeting requirements as a mean of plans to guide activities and later to help explain results. Product evaluation identifies intended and unintended issues to help keep the process on track and determine effectiveness (Stufflebeam, 2012). Stufflebeam classifies evaluations into four types to be reviewed, and alternative decisions are

taken and program stages that are evaluated. Of the four stages of assessment, each evaluation stage provides information on decision-making. Evaluation, Context carried out at the stage of assessment, provides information for planning decisions (planning decision). Context evaluation will look at the contextual conditions, what are the expectations of the community, what is the vision and mission of the institution to be evaluated. Evaluation Input, conducted in the early stages produce information for decision determination programme implementation strategy (structuring decision). Input evaluation will see how the input conditions (input) both raw input and instrumental input. Raw data is the input that is processed into output, for educational institutions are students, learners; Instrumental contributions such as teachers, facilities, curriculum, management, are supporting data in program implementation. Evaluation Process, carried out while the programme is running, produces information about program implementation; Process evaluation will look at how programme activities are running, participant participation, resource persons or teachers, teacher/instructor performances at PBM in class, how funds are used, how a teacher and student interactions in class. What percentage of success has been achieved, and estimate the victory at the end of the programme? The type of decision was an implementing decision. Evaluation Product, carried out at the end of the programme, is to determine the success of the programme. The extent to which the objectives have been achieved, the obstacles encountered and the solutions, how the programme's success rate includes: effectiveness, efficiency, relevance, productivity, and so on. Product evaluation produces information for program continuation decisions (recycling decision). Product evaluation is also the leader's accountability for the programme, which is the responsibility of the stakeholder (Rusi, 2020).

From several models that have been briefly explained above, one can conclude that each model has their own characteristic, specialty, and emphasis. The use of these models depends on the purposes to be achieved in every evaluation**.** In this evaluation study, the researcher choose to use the Discrepancy Evaluation Model (DEM) because, it examines the process of objective attainment and measures the gaps between what the intended outcomes and the actual outcomes are in order that changes may be made in the programme to narrow the gap. In this study, the process of objective attainment will be examine and measure, thereafter the gap between the standard set and the performance from the field in order to make necessary changes to the programme.

Universal Basic Education Programme and Objectives in Nigeria

The Universal Basic Education Programme (UBE) was introduced by the Federal government of Nigeria in 1999. It was to remove distortions and inconsistencies in basic education delivery and reinforce the implementation of the National Policy on education as well as to provide greater access to, and ensure quality of basic education throughout Nigeria. Universal Basic Education is the transmission of fundamental knowledge to all facets of the Nigerian society from generation to generation. It has three main components - universal, basic and education. Universal connotes a programme that is meant for all facets of the society - the rich and poor, the physically fit and physically challenged, the brilliant and dull, the regular students and the dropouts including every other individual that is ready to acquire knowledge. The term basic connotes that which is fundamental or essential indicating that basic education is the starting point in the acquisition of knowledge and that it is for all citizens. It is that type of education that can help an individual function effectively in the society (Adewole, 2010}.

The writing of Osarenren-Osaghae and Irabor (2018) also has on record that UBE is a laudable programme that was birthed in 1999 by President Olusegun Obasanjo's administration. It is supposed to be compulsory and free for all citizens that fall within the categories of primary to junior secondary school age. Non-formal groups such as marginalized groups that is, school dropouts, adult Education, nomadic Education. This is why UBE is seen as the type of education everyone must have, it should not be seen as a privilege but a right and sum total of an individual's experience. The whole idea of UBE hinges on national development. According to Yakubu (2014), basic education means the type of education, in quality and content, that is given in the first level of education. This construct changes from country to country. In Nigeria, basic education 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. Universal Basic Education (UBE) is conceived to embrace formal education up to age fifteen as well as adult and non-formal education including education of the marginalized groups within the Nigerian society.

The UBE Act of 2004 explicitly provides the design for the implementation of the programme. The Act provides for the establishment of the Universal Basic Education Commission (UBEC) to co-ordinate the implementation of the programme at the state and local government levels, through the State Universal Basic Education Board (SUBEB) and the Local Government Education Authorities (LGEAS) for states and local governments respectively. The Universal Basic Education Commission (UBEC) law established the commission as the intervention agency responsible for the disbursement of the Federal Government Universal Basic Education Intervention to states and other stakeholders and the coordination of the implementation of the UBE programme throughout Nigeria. The Law defines Basic education to include: "Early childhood care and development education, nine years of formal schooling (6

years of primary and 3 years of junior secondary education, adult literacy and 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. It also defines the functions of the Commission to include the following:

- formulate the policy guidelines for the successful operation of the Universal Basic Education Programme in the Federation;
- receive block grants from the Federal Government and allocate 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; provided that the Commission shall not disburse such grants until it is satisfied that the earlier disbursements have been applied in accordance with the provisions of this Act;
- 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 the standards;
- enquire into and advise the Federal Government on the funding and orderly development of basic education in Nigeria
- 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 facilities which include: (i) proposals to the Minister for equal and adequate basic education opportunity in Nigeria; (ii) the provision of adequate basic education facilities in Nigeria; (iii) ensure that the Basic Education Curricula and Syllabi and

other necessary instructional materials are in use in early childhood care and development centres, primary and junior secondary schools in Nigeria

- 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
- monitor Federal inputs into the implementation of basic education;
- present periodic progress reports on the implementation of the Universal Basic Education to the President through the Minister;
- coordinate the implementation of the universal basic education related activities in collaboration with non-governmental and multi-lateral agencies;
- liaise with donor agencies and other development partners in matters relating to basic education
- develop and disseminate curricula and instructional materials for basic education in Nigeria
- establish a basic education data bank and conduct research on basic education in Nigeria;
- support national capacity building for teachers and managers of basic education in Nigeria
- 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;
- carry out such other activities that are relevant and conducive to the discharge of its functions under this Act and
- carry out other functions as the Minister may; from time to time, determine.

The UBE Commission also correlates with the State Governments to facilitates its activities through their respective State Universal Basic Education Boards (SUBEBs) and the Local

Government Education Authorities (LGEAs) established by law passed by each State House of Assembly (UBEC, 2018).

In Otaru (2015), the new revised nine-year Basic Education Curriculum (BEC) is for nine-year of continuous schooling. Its implementation started in September, 2008 in all public and private primary and junior secondary schools in the country. This is to allow for a gradual and systematic phase out of the old curricula. However, the new revised nine-year BEC has a three – level structure: Lower Basic Level- Primary one to three, Middle Basic Level- primary four to six and Upper Basic Level- J.S.S 1-3. The philosophy of nine-year BEC entails that every learner who has gone through nine-year of basic education should have acquired appropriate level of literacy, numeracy, manipulative, communicative and life-skills, as well as the ethical, moral and civil values needed for laying a solid foundation for life-long learning as a basis for scientific and reflective thinking.

On funding, Federal Government must provide the necessary assistance to different regional and local governments. Sec. 11(1) of the UBE Act 2004 states that the implementation of the UBE shall be financed from Federal Government block grant of not less than 2% of its Consolidated Revenue. Fund contribution is in form of Federal Guaranteed Credits and Local and International donor grants. Similarly, Sec. 11(2) of the Act provides that for any state to qualify for the Federal Government block grant, such state shall contribute not less than 50% of the total cost of the project as its commitment in the execution of such project. The current sharing formula of the FGN UBE Intervention Funds is composed of matching grants to states (50%), educational imbalance (14%), good performance (5%), physical and mentally challenged fund (2%), teachers professional development fund (10%), instructional material fund (15%) and UBE implementation fund (2%). It was stipulated clearly that the Government at all levels will

support the UBE scheme with the necessary funds for effective implementation of the programme. Unfortunately, the annual budgetary allocations channeled towards education generally, has never met the 26% benchmark set by UNESCO. In fact, the Education Rights Campaign (ERC) has described the 7.04 per cent allocation to education in the proposed 2018 budget as unacceptable, as it condemned it in strong terms, calling for upward review of budgetary allocation to education to meet the United Nations Education and Scientific Organisation, UNESCO's recommendation of 265% (Olaniyi, 2017).

From the Aule (2017) presentation at a four-day interactive meeting of UBEC with Directors of Finance, Internal Auditors and Accountants, between the year 2005 and 31st October, 2017, the total FGN-UBE intervention funds released by the Federal Government to the Universal Basic Education Commission stood at seven hundred and nine billion, nine hundred and seventy two million, nine hundred and seventy seven thousand, one hundred and thirty eight naira fourty nine kobo (N709,972,977,138.49.) The total statutory releases by the Federal Government as FGN-UBE Matching Grant stood at three hundred and eighty billion, fifty two million, five hundred and thirteen thousand and four hundred ninty one one naira, seventy six kobo (N380, 052,513,491.76) (representing 80%) has been disbursed to 36 States and FCT Abuja. The total balance un-accessed stood at seventy six billion, one hundred and nineteen million, fifty one thouasand, four hundred and eighty one naira eighty six kobo (N76,119,051,481.86) representing 20%. The total statutory releases by the Federal Government as Special Education Fund stood at fourteen billion, three hundred and seventy four million, fifty nine thousand, five hundred and two naira, seventy three kobo (N14,374,059,502.73). A total of one billion, three hundred fourty seven million six hundred and twelve thousand, four hundred and ninty five naira sixty three kobo (N1,347,612,495.63) (representing 79%) has been disbursed

to 36 states and FCT, Abuja. The total un-accessed stood at three billion, twenty six million, four hundred and fourty seven thousand, seven naira and ten kobo (N3,026,447,007.10) (representing 21%). The total statutory released by the Federal Government as Teacher Professional Development Fund stood at fifty seven billion, three hundrede and nineteen million, eight hundred and one thousand, sixty four naira and fourteen kobo (N57,3 19,801,064.14). A total of fourty billion, three hundred and seventy eight million, five hundred and eighty three thousand, eighty eight naira and seven two kobo (N40,378,583,088.72) (representing 70%) has been disbursed to 36 States and FCT, Abuja. And the total balance un-accessed stood at sixteen billion, eight hundred and thirty three million, eight hundred and four thousand, twenty three naira and fourty kobo (N16,833,804,023.40) (representing 30%).

The act also empowers non-governmental groups like business enterprises, the parents-teachers association, alumni and community development committees to participate in the funding of the Universal Basic Education in Nigeria (Nakpodia, 2011). Moreso, there must be community ownership of schools including participation in decision- making process in schools. Every parent shall ensure that his/her child or ward attends and completes primary school education and junior secondary school education. 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 him/her under the Universal Basic Education Act, 2004. Parents who do not enroll or who withdraws his/her child from school contravenes Sec. 2(2) of the UBE Act, and therefore commits an offence and be liable. To ensure improvement of literacy, numeracy and communication skills of pupils and students, the act demands for recruitment and training of teachers as well as retraining of existing teachers through seminars, workshops and professional contacts with the members of the teaching force in the country (Muftahu & Hazri,

2015). For success of the programme too, the Federal Ministry of Education instituted supervision and support system, appropriate continuous teacher professional development, and full involvement of members of the teaching force to the educational development to serve as a watchdog on the activities of teachers. For increase enrolment in schools, the act demands for establishment of new schools, provision of new equipment and resources; and the services provided in UBE schools shall be free of charge including tuition, books, instructional materials, furniture and mid-day meal. Finally, the governments expect the blue print and ensure effective and efficient achievement of the educational goals of the UBE.

Otaru (2015) asserted that for effective implementation of the curriculum in schools, teachers' capacity building on the use and selection of instructional materials, orientation and sensitization of teachers of BEC should be undertaken. In the view of Alonge and Enowoghomwenma (2019), the implementation of the UBE programme includes the activities of planning, organizing, coordinating, controlling, commanding, directing, evaluating, staffing and motivating teachers, non-teaching staff members, pupils/students and others towards the attainment of the overall goals of the basic education sub-system. From the foregoing, it shows that the implementation of the UBE programme is an invaluable avenue for ensuring the values of educational curriculum are adequately and appropriately communicated to the targeted people. The Universal Basic Education programme implementation in Nigeria is the responsibility of Local Education Authorities (LGEAs) under the supervision of the State Universal Basic Education Boards (SUBEBs) and the UBEC at the federal level. There are a large number of other institutions, including: the National Commission for Nomadic Education (NCNE), the National Commission for Mass Literacy, Adult and Non-formal Education (NMEC), the National Teachers' Institute (NTI), the Nigerian Education and Research Development Council

(NERDC), the National Commission for Colleges of Education (NCCE) and the Teachers' Registration Council of Nigeria (TRCN) also in charge of regulating the quality of the educational system.

The followings are the objectives of UBE according to FRN (2013):

- developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion
- the provision of compulsory, free and Universal Basic Education for every Nigerian child of school going age
- reducing drastically, the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency
- Catering through appropriate forms of complementary approaches to the promotion of basic education, for the learning needs of young persons who for one reason or another, have had to interrupt their schooling; and
- Ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills, as well as the ethical, moral, security and civic values needed for laying a solid foundation for life-long learning.

According to FRN (2013), the goals of Universal Basic Education shall be the same as those of primary and junior secondary education. Since UBE combines pre-primary, primary and junior secondary education, the following implementation strategies of UBE were outlined by Odukoya (as cited in Muhammad et al., 2023):

- UBE shall be tuition free, Universal and compulsory.

- The following educational services shall be provided (i) school library (ii) basic health scheme (iii) counselling (iv) educational resource centre (v) specialist teachers of particular subjects such as Mathematics, Science, Physical Education.
- Teaching shall be by practical, exploratory and experimental methods.
- The medium of instruction in the primary school shall be the language of the environment for the first three years. During this period, English shall be taught as a subject.
- From the fourth year, English shall progressively be used as a medium of instruction and the language of immediate environment and French shall be taught as subjects.
- For effective teaching and learning, the teacher-pupil ratio shall be 1:35
- Advancement from one class to another shall be based on continuous assessment;
- Special efforts shall be made by all appropriate agencies to encourage parents to send their children to school.
- Government shall therefore provide basic infrastructure and training for the realization of UBE goals at the school level.
- The Primary School Leaving Certificate shall be based only on continuous assessment and shall be issued locally by the head teacher of the school
- Everything possible shall be done to discourage the incidence of dropping out at the primary level of education. However, if this occurs, provision shall be made in the context of adult and non-formal education to enable such early leavers to continue with their education
- Government welcomes the contributions of voluntary agencies, communities and private individuals in the establishment and management of primary schools alongside those

provided by the state and local government as long as they meet the minimum standards laid down by the Federal Government.

- In recognition of the prominent role of Information Communication Technology in advancing knowledge and skills necessary for effective functioning in the modern world, there is urgent need to integrate Information and Communication Technology to education in Nigeria.
- Students who complete junior secondary school shall be streamed into: (i) the senior secondary school (ii) the technical college (iii) an out-of-school vocational training centre or (iv) an apprenticeship scheme. The streaming shall be based on the result of tests to determine academic ability, aptitude and vocational interest.

In assessing the realization of UBE goals and objectives, it will be pertinent to ask some critical questions. Arop et al. (2018), summarized them as follows:

- Are the entire citizens of the country conscious towards education with a strong commitment towards its vigorous promotion?
- Is the education provided at either pre-primary, primary or junior secondary school levels compulsory?
- Is it totally free?
- Is every Nigerian child of school going age in school?
- Are there still school dropouts from the formal school system in Nigeria?
- Are young people who for one reason or another interrupted their schooling, given any complimentary education or opportunity for better livelihood?
- Are there appropriate levels of literacy, numeracy, communicative and life skills in young learners within the formal school system? In other words, can every

child in primary or junior secondary school read, write, speak simple correct English, or solve basic mathematics problems involving arithmetic?

- Do all these young learners possess one or more vocational skills?
- Are there still ethical, moral, security, and civic issues within the primary and secondary school systems?

If for any reason, there is a "yes" to any one, two or more questions posed above, it implies that the goals of UBE in Nigeria have not been realized. The degree of realization of such objectives depends on the number of "Yes" or "No" provided as answers to the questions posed above. The higher the number of "Yes", the higher the degree of UBE goals realization, and vice versa.

Oladipo (2019) in her study on evaluation of the nine-year Universal Basic Education programme in Edo South Senatorial District of Edo State, part of the study was to find out the rating of UBE statement of objectives by stakeholders in education. Three hundred and fourty randomly selected stakeholders from four Local Government Areas in Edo South Senatorial District to rate the twelve item UBE statement of programme objectives as an antecedent variable of the study. Using mean and standard deviation, the findings revealed that the objectives were rated very good by the stakeholders. A qualitative analysis of Universal Basic Education policy implementation strategies in Nigeria: Effective management for goals realization was carried out by Arop et al. (2018). The study assessed qualitatively, the implementation strategies of the Universal Basic Education (UBE) policy in Nigeria. In order to provide insights into the topic, the Universal Basic Education goals were stated as contained in the policy statement of the National Policy on Education. The proposed strategies for the realization of the goals of UBE were stated and analysed accordingly. A critique was carried out

on the implementation of the stated strategies in order to x-ray the strengths and weaknesses underlying the implementation of UBE policy. It was discovered that the formulated policy of the UBE was very good including the strategies documented to attain stated objectives of the programme. Although it was also observed that the programme has witness some setback at its implementation phase.

Igabari (2016) study examined evaluation of implementation of Universal Basic Education in Delta and Edo States. Part of the purpose of the study was to evaluate the extent to which the UBE programme has been implemented. The study was guided by nine research questions and seven null hypotheses tested at 0.05 level of significance. The design of the study was an ex-post-facto research design which employed a descriptive survey method. The population of the study was made up of all head teachers of public Primary and Junior Secondary Schools in Delta and Edo States. Simple random sampling technique was used to select a sample of one thousand school heads, comprising of 600 from Delta and 400 from Edo State. A self-developed instrument consisting of checklists and a questionnaire was used to collect the data. The data collected were analysed using descriptive statistics to answer the research questions and Chi-square test for the hypotheses. The findings showed that objectives of UBE as perceived by the Head Teachers recorded mean scores above the bench mark of 2.00 set for the items on the instrument. Hence, the Head-teachers' perception shows that they understood and agree that the items are actually the objectives of the UBE in both Delta and Edo States. As for the extent of implementation of the UBE objectives in Delta and Edo States, the finding showed that all the objectives have been implemented to a level that is above average score of 2.00. This means that the UBE objectives are generally perceived by head teachers, to be partially implemented in both Delta and Edo States.

Qualification and Adequacy of Lower Level of UBE Teachers

Adequate supply of quality teachers is a guarantee to the production of quality graduates. Federal Republic of Nigeria (FRN) (2013) stated that no nation can achieve social, political, economic and technological advancement without a good system of education to sustain its achievement. Therefore, the training and production of the manpower required to fulfill this task should be framed on the quality and quantity of teachers. In Nakpodia (2011), the importance of teachers in any educational programme cannot be over stressed, especially in the implementation of the Universal Basic Education programme. The success or failure of it will depend upon the teachers because of the nature of the programme. The number and quality must be meticulously planned to ensure adequacy of the teachers quantitatively and qualitatively. FRN (2013) in her National Policy on Education stated that all teachers who are the main human resources in educational system shall be professionally trained. Their training shall be designed to equip them with necessary skills for efficient performance of their responsibilities.

According to UBEC (2010) the minimum teacher qualification is National Certificate of Education (NCE) and registration with Teachers Registration Council of Nigeria (TRCN). A qualified teacher is therefore, one who has gone through and completed a formal training in a teacher training institute or an intended programme of training in philosophies and practice of education. Such a teacher must also have `been exposed to teaching practice (an observed period of student-teacher interrelationship) as part of the period of training. Teachers' education in Ejima (2012) refers to the policies and practices designed to equip prospective teachers with the knowledge, attitude and skills they require to perform their tasks effectively in the classroom, school and wider society. To ensure that quality teachers are made available, the FGN established the Teachers Registration Council of Nigeria (TRCN) as an agency of the Federal

Ministry of Education (FME) which among other duties is to register and license qualified teachers to practice. Ejima went ahead to identify three stages of teacher education. These are initial teacher education, induction and continuous professional development (CPD). The initial teacher education is the pre-service course given to a teacher trainee before entering the classroom as a fully responsible teacher. This stage of teacher education is provided by accredited teacher education institutions or units.

In Nigeria, the institutions and bodies are so many that one cannot vouch for uniformity and standards. The initial teacher education is being carried out employing both the consecutive and the concurrent models. The issue, however, is that the two semesters for the post graduate diploma in education (PGDE) in the consecutive model is probably inadequate to provide enough knowledge, attitudes and skills required of a professional teacher (Ejima, 2012). The second stage is induction which is the education and support given to newly qualified teachers in the first few years of teaching. To help teachers develop a professional identity and to further develop the basic competences not acquired during the initial teacher education in the school. In most cases, this is done by mentoring, peer network and input from educational experts. In Nigeria, this is rarely done. What is done in some schools is induction into the school where newly qualified teachers are posted to. The third stage of continuous profession development (CPD) has to do with in-service education for practicing teachers. This could be in form of conferences, seminars and workshops. This is often practiced for serving teachers but is not uncommon to find directors and other senior officials of the ministry and relevant departments enrolling for the conference at the expense of the practicing teachers. Ejima further opined that enrolments of artisans, motor cycle riders and traders for such programmes are also common

scenes in Nigeria. Of course, reasons for this may not be farfetched. These are most likely for financial gains and not for professional development.

In many countries of the world especially in developed countries, there are quality assurance mechanisms in which case the serving teachers strive to meet the standards and so the professional development is enhanced. For instance, in some of these countries like America and the United Kingdom, assessment of teacher performance is done with a view to identify teachers' needs for additional development or identify teachers that may have to leave the profession. There are no such mechanisms in Nigeria and so Continuous Profession Development (CPD) programmes are not directed at appropriate audience and as such one can rightly say that teachers do not strive to keep afloat in the profession. From his observation, they are promoted en mass, every three to four years, whether competent or not. This may account for one of the reasons why they exhibit negative attitude, such as 'I don't care behaviour' to work (Osarenren-Osaghae, 2014).

Again, the inability of TRCN to regulate entrance into the profession is today a major short-coming in the teacher professional development in Nigeria. For instance, anyone can seek to be employed as a teacher in today's Nigeria even after twenty two years of the establishment of TRCN. The current practice of TRCN seems to be that of simply giving people the right to teach when they meet the basic requirements. The major focus on high standards that support and extend teacher professional development is lacking. The linkage between TRCN and the teacher education institutions or bodies is not strong enough to ensure quality (Akintudire, 2012). Despite concerted efforts to improve Teachers' Education to actualize the goals of education, a lot of problems continue to besiege the programme to the extent that the effects of these numerous problems are showing on graduates produced.

When Student-teachers are not adequately prepared, they are not knowledgeable enough to carry out their duties effectively and efficiently. According to Egbo (2021), many of the teachers are incompetent to deliver effective and efficient teaching. This is as a result of unorganized manner in which teachers are recruited in the programme. Some states used the programme to settle their political supporters. Consequently, many of them could not pass through the recruitment process. Others take up the job without adequate commitment with the notion of "na government work". Hence, teaching-learning suffer greatly. The presence of teachers who were poorly trained and unmotivated has been apparently one of the main reasons on the failure of this educational scheme (Muftahu & Hazri, 2015).

If the objective of UBE must be achieved the adequacy of teachers in every school is very important. Chukwu (2011) described pupil-teacher ratio as an indispensable variable for efficient teacher-teaching and student-learning. This perhaps made the United Nations Educational, Scientific and Cultural Organization (UNESCO) to prescribe a pupil-teacher ratio of 25:1, However, UBEC (2010) in the minimum guidelines prescribed standard pupil-teacher ratio of 35:1 for primary and 40:1 for JSS for a start while working towards the ideal of 35:1 for both which is expected to be achieved within ten years. Muhammad et al. (2023) observed that pupil-teacher ratio was stipulated in the implementation guidelines that the teacher-pupil ratio shall be 1:35. Unfortunately, this strategy has not been implemented by the Government

The World Bank (2020) Edo Basic Education Sector and Skills Transformation Operation: Program Information Documents (PID) reported that as of 2017, the government identified the following weaknesses in the education and skills development system: overworked and poorly trained teachers using outdated teaching methods which failed to prepare the children for the requirements of the 21st century. While Edo education policy has pursued the admirable

goal of primary “education for all” it has not been effectively operated, leading to overcrowded classrooms and the recruitment of untrained teachers. Until the launch of the EdoBest, teacher absenteeism was high (6.9 days or 35 percent of school days were missed each month) with no mechanism to ensure that teachers were in school. Professional development opportunities were limited. Further, the system was not effective in increasing the supply of qualified teachers. Due to limited technical and financial support in recent years, the COEs are not fully operational, its programs were mostly unaccredited with an outdated curriculum and pedagogical approaches, and therefore, not able to produce qualified teachers needed to improve the quality of basic education.

Alonge and Enowoghomwenma (2019) carried out a study on quality of primary education programme implementation in the International Christian Centre (ICC) internally displaced persons camp, Edo state. The study adopted a descriptive research of survey design. The only school in the International Christian Center IDPs camp in Edo State has a population of 1059 pupils and 36 teachers. No sample was made for the study. A checklist titled: “Teachers and Physical Facility Checklist for the Implementation of the Primary Education Programme (TPCIPEP)” was used to obtain data for the study. Section A of the instrument was designed to collect data on pupils’ enrolment and teachers’ availability, while section B collected data on available physical facilities for the implementation of primary education programme adopted from UBE. The data collected were analyzed using percentages and ratio with the UBE Programme Minimum Academic Benchmark and Percentage Benchmark of 0-49% (low), 50-59% (moderately high) and 60-100% (high) was applied to take decision. The result revealed that the teacher pupils’ ratio of ICC internally displaced person camp primary school for 2016 was adequate across the six levels of the primary school using the UBE benchmark of 1:35. It

therefore implies that the available teacher for the implementation of the primary education programme in the IDPs camp in Edo State is adequate. The study also revealed the percentage of teachers' qualification as follows: SSCE (28%), TC11 (0%), DIP.Th (0%), ND (14%), NCE (53%), B.Ed (3%), B.Sc/BA (3%) and other (0%). The current required qualification to teach in the primary school in Nigeria is NCE. This means that the qualification of the teaching staff in ICC internally displaced primary school was moderately high (56%).

In the same vain, Tyokaa (2014) concede descriptive research in Kebbi State, Nigeria. He studied the readiness of primary schools in terms of personnel and infrastructural facilities required for the implementation of basic education programme of the Federal Government. The population was one hundred and four primary schools (public and private) in the study area. The study used a sample of thirty primary schools, consisting of fifteen each from private and public schools. The instruments for data collection were questionnaire and checklist. Descriptive statistics of frequency counts, means, percentages, standard deviations and independent sample t-test were used for data analysis. The recommended number of teachers based on the benchmark was compared with the available number of teachers, to arrive at a decision as to whether they are adequate or inadequate. Findings on the adequacy of teachers in the sampled schools yielded an average percentage of 89%. This is an indication of teacher adequate readiness for the implementation of basic education in Benin, Kebbe LGA. The independent t-test on adequacy of teachers based on location of school tested at a p value of 0.05 yielded a t-tabulated (1.07)>t-calculated (0.12) establishing that no significant different in teacher adequacy based on location (urban or rural) in study area. Analysis revealed adequate quantity and quality of teachers.

On the contrary, Abutu (2015) evaluated the implementation of UBE programme in primary schools in Nsukka Education Zone of Enugu State. To guide the study five research

questions were posed and five null-hypotheses were formulated. The design of the study was a descriptive survey design. The population comprised of two thousabd six hundred and seventy three made up of two hundred and thirty eight head teachers and two thousand four hundred and thirty five teachers of UBE primary schools in Nsukka Education Zone of Enugu State. The sample constituted of fourty head teachers and eighty teachers drawn from 3 local government areas of the zone. A total of three hundred and sity respondents participated in the study. A thirty-item questionnaire was used for data collection. Mean rating and t-test were used in answering the research questions and testing of the null-hypothesis respectively. The findings showed among others that trained teachers are not adequately available to a high extent for the effective implementation of UBE programme in the primary schools.

In another development, Domike and Edward (2014) carried out a descriptive study on the evaluation of the major implementation problems of primary school curriculum in Cross River State, Nigeria. They used two variables, mainly the quality and quantity of teachers and school infrastructural facilities (classroom and health facilities). A total of one hundred and five teachers of English Language from thirty schools, ten schools each from the three educational zones in the state namely Calabar, Ikom and Ogoja were sampled, fifty six from Calabar, twenty three from Ikom and twenty six from Ogoja. Analysis of the inventory used for data collection using frequency counts and percentages revealed that 62 teachers representing 59% are school certificate holders, 31 teachers which is 30% are NCE, 10 teachers representing 9.52% had Diploma and 2 teachers representing 1.90% had a B.Ed. This is an indication of a dearth of qualified teachers in the state. The findings also revealed that contrary to the Federal Government stipulation of a teacher-pupil ratio of 1:35 in UBE schools, the obtainable teacher-pupil ratio was 1:50 in Calabar, 1:45 in Ikom and as high as 1:76 in Ogoja educational zones.

The researchers concluded that poor quality and quantity of teachers is a major problem confronting the implementation of the UBE curriculum in Cross River State.

On the contrary, Nwogu and Esobhawan (2014) in their descriptive survey study conceded in Edo State, Nigeria to investigate teacher quality and quantity for the implementation of Universal Basic Education. Sample of one hundred and ten principals out of a population of two hundred and seventy six principals from the three educational zones in the state was used. Data analysis was done using mean, rank order and z statistics. The study established adequacy of qualified teachers promotes the implementation of UBE programmes in Nigeria. Good quality and quantity according to them would guarantee efficient instructions delivery, use of various teaching methods, better classroom management and reduction of teachers load among others. Alaba and Olowoniwa (2022) study assessed the quality of basic education teachers in Kogi state. Survey research design was adopted for the study, structured questionnaire were used for data collection. One thousand five hundred (1500) teachers were sampled using stratified random sampling techniques and Chi-square used to test the hypothesis. The findings indicated that adequate qualified teachers were employed for the UBE programmes and that the majority of teachers were NCE (49%) as required. However, a good number were not trained, those who hold B.Sc., B.A. without any teaching qualification (24.8%). Findings revealed that the proportion of qualified teachers was significantly different from the one hundred percent (100%) stipulated by UBE implementation guidelines.

Infrastructural Facilities for Lower Level of UBE

Infrastructural facilities are essential to qualitative UBE programme. Administrative offices, libraries, staffrooms, classrooms blocks, benches and desk, laboratories, workshops, computers, assembly halls, laboratory equipment, sanitary facilities, electricity, et cetera are all

very essential structures needed to create conducive environment for teaching and learning to be effective. Therefore, these infrastructures should be provided in adequate quality and when provided should not be converted to other usage (Oladipo, 2019). FRN (2013) as expressed in section thirty three of the National Policy on Education shall deliver physical infrastructures such as school classrooms, tables and chairs, libraries, school health services, laboratories and workshops to improve the attainment of the UBE objective of functional education. Infrastructures such as classrooms, staffrooms, staff furniture, toilets, playgrounds, libraries, benches and desks, laboratories, computers, sport facilities, laboratory equipment. Metrological gardens, electricity and potable water among others are all very essential for the successful implementation of UBE in Nigeria (Anaduaka & Okafor, 2013).

Alimi et al. (2012) in their study describe infrastructures as comprising the entire school plant, staffrooms, toilets, school farm, laboratories, workshops, playgrounds, chairs, tables, spaces, waste disposal facilities among others which the school has. Infrastructural facilities in teaching and learning situation can be compared to tools in an engineering workshop, without which work will deteriorate and time will be wasted. Regardless of how good a teacher may be in terms of theoretical steps the absence of infrastructural facilities will render such teachers' effort fruitless and will be covered with several problems. Lumpkin (2013) asserted that as a matter of necessity, a school should acquire basic infrastructures such as classroom blocks, administrative and office blocks, laboratories, libraries, workshops, art studios, office furniture, hostel accommodation, staff house, canteens among others. He added other essential infrastructural facilities such as potable water, electricity, health care facilities, sanitation facilities and access routes to the school irrespective of the season.

Jalingo study (as cited in Bala, 2014) classified school facilities into two: Educational or Administrative facilities and instructional facilities. He listed structural facilities to include classrooms, administrative block, laboratories, libraries, stores, sickbay, hostels, dining halls, incinerators, resources rooms, school shops, school book shop, sport fields, road network, security post, school poultry farm or garden, parking lot, among others. Lawanson (2011) on the other hand categorized facilities to be: general, instructional, recreational and residential facilities. Examples placed under different categories include: laboratories, libraries, agricultural farms, seats, audio-visual equipment, lawns, field, pitches, sport equipment, furniture, classrooms, canteens, hostels, farms, toilet, school outlook; flowers trees, roads, fields, paths, et cetera. He explains that these facilities should be of the suitable quality and enough quantity to satisfy the minimum standards for attaining meaningful teaching and learning objectives. He stated that lack of these facilities creates a gap between the teacher and pupils or students and between the students and attainment of educational goals. In Arop et al. (2018), the need to provide infrastructures by the Government was clearly stated in the UBE implementation blueprint. The purpose was to ensure that there are adequate classrooms, libraries, buildings, laboratories, and other materials for effective teaching and learning. The effective implementation of this strategy is highly questionable especially given the fact that many primary schools are utilizing buildings that are dilapidated and worn out.

In Cross River State for example, many public secondary and primary schools lack such infrastructures as buildings, adequate classrooms, laboratories, and so on. Not only in rural schools can this be seen, it is commonplace even in urban areas like Ikom, some parts of Calabar Municipal/south, Ogoja and Obudu. It was noted that there are infrastructures which were provided to be able to deliver basic education to Nigerians, however, like any other resources,

like books and other learning materials, they are insufficient to meet the goals of the program, and to ensure access by everyone (Muftahu & Hazri, 2015). Despite previous efforts made, school infrastructure across the Edo State remains suboptimal and inadequate. Many primary schools and junior secondary schools are old, with dilapidated buildings, leaking roofs, cracked walls, sagging ceilings, and broken windows; facilities such as library resources as well as computer and science laboratories are inadequate; number of classrooms are insufficient, leading to over-crowding; there is a lack of school buses in most schools (only 5 percent of schools have a school bus or vehicle) (The World Bank, 2020). The need to provide infrastructures by the Government was clearly stated in the UBE implementation blueprint. The purpose was to ensure that there are adequate classrooms libraries, buildings, laboratories, and other materials for effective teaching and learning. The effective implementation of this strategy is highly questionable especially given the fact that many primary schools are utilizing buildings that are dilapidated and worm out (Muhammad et al., 2023).

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Programme Minimum Academic Benchmark and Percentage Benchmark of 0-49% (low), 50-59% (moderately high) and 60-100% (high) was applied to take decision. The study revealed that Library, School Assembly Hall, Administrative Block, Sickbay and Computers were not available, Classroom, Toilet, Recreational facilities, Pupils Chairs and Tables were available but inadequate while only Garden was available and adequate. It was therefore concluded that the available physical facility for the implementation of the UBE programme in the IDPs camp in Edo State was inadequate.

The research conducted by Asiyai (2012) on impact of school facilities on students' academic performance in public secondary schools in Delta State, with the aim to find the state of infrastructural facilities in schools. Ex-post facto design was used for the study while the questionnaire was use for data collection. Stratified sampling technique was employed for the selection of six hundred and fourty respondents from all the three hundred and fifty eight public secondary schools in the state. The result showed that physical facilities in the state public schools were in a serious state of dilapidation. In another development, though similar result, The World Bank (2020) on Edo Basic Education Sector and Skills Transformation Operation: Program Information Documents (PID) corroborated the above findings that as of 2017, the government identified the following weaknesses in the education and skills development system: school infrastructure is sub-optimal and inadequate despite investment to date. Many primary and secondary schools have dilapidated buildings, leaking roofs, cracked walls, sagging ceilings, and broken windows; facilities such as library resources as well as computer and science laboratories are inadequate; number of classrooms are insufficient, and most schools do not have buses (only about five percent of schools have a school bus or vehicle). Edo state has made advances in open government and the development of the capacity for information and

communication technology (ICT). Although technology is seen in Edo state to have great potential to support the delivery of quality education, use of technology is limited in both teaching/learning and management.

Sote et al. (2011) conducted a descriptive survey research on the evaluation of the State Universal Basic Education Libraries in selected States namely Oyo, Ogun and Osun in Nigeria, a random and representative sample of three SUBEB model libraries and eighty three learning resource centres distributed across the Local Government Area of the sampled states were used. From the population of library users (teachers and students) in these centres, a random sample of 10% of the population was selected which gave a total of one hundred and thirty eight respondents, seventy two, thirty two, and thirty four from Oyo, Ogun and Osun States respectively. The instrument was questionnaire designed for library users to elicit their opinion on the services available, adequacy and relevance of learning resources, availability of learning facilities or infrastructural facilities at the selected centres. Analysis of data and results revealed adequacy of some resources such as tables, chairs textbooks, and dictionaries which are not relevant to the need of the users, the dearth of electronic or computer-based resources was also discovered. Resources such as fans, air conditioners to make the libraries comfortable for users were absent.

Abutu (2015) evaluated the implementation of UBE programme in primary schools in Nsukka Education Zone of Enugu State. To guide the study five research questions were posed and five null-hypotheses were formulated. The design of the study was a descriptive survey design. The population comprised of two thousand six hundred seventy three made up of two hundred and thirty eight head teachers and two thousand four hundred and thirty five teachers of UBE primary schools in Nsukka Education Zone of Enugu State. The sample constituted of

fourty head teachers and eighty teachers drawn from three local government areas of the zone. A total of three hundred and sixty respondents participated in the study. A thirty-item questionnaire was used for data collection. Mean rating and t-test were used in answering the research questions and testing of the null-hypothesis respectively. One of his findings indicated that both head teachers and teachers are of the opinion that most UBE primary schools have less than six classrooms built on 9m x 12m dimension, there are no WC toilet facilities in the primary schools, there are inadequate classroom block, there are no adequate furniture, there are no functional library and no adequate first aid medical facilities for the effective implementation of UBE programme in primary schools to a large extent. Imakpokpomwan et al. (2022) sought to investigate the management of the UBE policy implementation process in Central Senatorial District of Edo State. The study was to answer three questions raised, while adopting the descriptive survey research design. The multi stage sampling procedure was adopted for the study. Three local government areas were sampled through stratified random sampling for the study. A total of five hundred and ninety six out of five thousand eight hundred twenty five students (10.23 %) were isolated for closer analysis. The study found that the learning resources provision to the sampled schools fell short of expectation. Most schools have no science laboratories and home economics laboratories according to them.

Instructional Materials for Lower Level of UBE

Instructional materials are resources used by teachers and students to help teacher teach and stimulate students' interest in learning. UBE (2010) minimum standard for instructional materials should conform to National Curriculum, must be gender sensitive, good quality, good quantity, made up of 85% of the content of national curriculum for the particular level of education and should fulfill UBE/FME evaluation criteria. There are many types: traditional

materials such as textbooks, workbooks, graphics or visual aids such as graphs, chart, tables, flow-charts among others, which show the physical relation between ideas. There are also teacher-made materials such as worksheets, tests, projects, quizzes, and handout et cetera, which are used by teachers to assess students' level of learning in the classroom.

Crist (2014) opined that the nature of the instructional facilities in schools will better affect the parameters of the educational programme in view. He therefore insisted that materials and facilities should always be available, sufficient and of variety to support instruction. These equipment or materials aid learning, however, they must be provided in the required quantity proportionate to the number of students and in a good and standard form to make functional education possible. In another development, Jalingo study (as cited in Bala, 2014) classified school facilities into two: Educational or Administrative facilities and instructional facilities. He listed the second category to include record files, examination booklet, result booklets, duty register, school register, log book, testimonials or certificates or, duty book, scheme of work, timetables, department files, diaries, personal or staff files, club activities files, staff duty roasters, visitors' book, time books, staff movement book, inventory book, reward and punishment book, store record book, income & expenditure book, health record book, PTA minutes book, staff minutes book, et cetera.

Mustapha (2011) who observed that where the instructional materials were available they were obsolete books and other learning materials which have constituted a main setback to the implementation of the UBE programme. Instructional materials such as textbooks, charts, tape recorders, flashcards, audio CD/DVDs, video CD/DVDs, among others that would facilitate the teaching of core subjects such as English Language and Mathematics are suggested to be provided by the Government for the implementation of the new basic education curriculum. A

contrary viewpoint is that at these levels, teachers should improvise instructional materials, but what about the students? Many students come to school without any writing materials or books for different reasons, one of which is poverty. The Minister of Education reiterated the Federal Government's commitment to provide free instructional materials for basic education and stated for reference purposes that recent approval of the sum of #8.7 billion for provision and distribution of textbooks for UBE schools across the country has been granted by the Federal Government. This will sustain the availability of instructional materials in core subject areas such as Mathematics, English Language, Basic Science and Technology, for primary one to three in public schools at a pupil-to-book ratio 1:1 as against an earlier ratio of 4:1 (Observer, 2015, January 4).

The National policy of education prescribed there shall be integration of Information and Communication Technologies into the UBE programme. This will have help in raising learners that will be able to function in a dynamic economy, and adapt to the technologically changes of the 21st century. According to Adeosun (2020), one of the things which have contributed to the lack of efficiency of the education system in the country is the insufficient integration of information and communication technology. Factors such as poor internet connectivity, poor knowledge and technical skills in information and communication technology infrastructures, lack of time, lack of financial requirements, and reluctance from both the teachers and the learners have all been highly influential in the failure to integrate such technology in education.

Okoli and Okorie (2015) in their study carried out in Ebonyi State used descriptive survey design to find out the adequacy of material resources for effective implementation of the Upper Basic Business Studies curriculum in Ebonyi State. The total number of Business Studies teachers in the state which was also used as the sample was two hundred and fourty one, since it

was considered accessible. Questionnaire was used for data collection and analysis was done using mean, standard deviation and t-test method. The study revealed that the mean of thirty three out of fourty items essential for competent teaching and learning of Business Studies fell between 1.1 and 2.0 indicating low adequacy. It also revealed low adequacy of Business Studies textbooks. The level of inadequacyies of these materials was the same irrespective of school ownership and location. To corroborate the above findings, Ajayi and Adeyemi (2011) investigated the implementation of UBE policy with regard to provision of facilities in the lower basic schools. The variables considered were instructional materials, infrastructures such as classrooms, offices toilet, store, furniture and textbooks in four core subject areas. The population of the study was all public primary schools in the twenty local government area of the state. Three hundred and eight teachers and six hundred and eight primary five pupils making a total of nine hundred and sixteen respondents were used as sample. A checklist was used and the analysis of data was done using descriptive statistics of mean and percentages. Findings revealed 6.73% as the percentage of adequacy of facilities in public primary schools across the study area. Comparison of the percentage of schools equipped with the facilities with the total number of public primary schools in the state was found to be very low and inadequate. Furthermore, the 6.73% provision was unevenly distributed across the twenty Local Government Areas in the geographical zones of the state and the distribution was not according to the actual needs of the schools.

Abutu (2015), evaluated the implementation of UBE programme in primary schools in Nsukka Education Zone of Enugu State. To guide the study five research questions were posed and five null-hypotheses were formulated. The design of the study was a descriptive survey design. The population comprised two thousand six hundred and seventy three made up of two

hundred and thirty eight head teachers and two housand four hundred and thirty five teachers of UBE primary schools in Nsukka Education Zone of Enugu State. The sample constituted of 40 head teachers and 80 teachers drawn from three local government areas of the zone. A total of three hundred and sixty respondents participated in the study. A thirty-item questionnaire was used for data collection. Mean rating and t-test were used in answering the research questions and testing of the null-hypothesis respectively. The findings revealed that electronic teaching aids like computers and audio-video sets are not available in primary schools to a high extent, with mean value of (X =3.24 and X 3.12) for both, head teacher and teachers. The school libraries are not also equipped with modern books to cater for the needs of pupil in various subjects, with mean of (X 3.36 and X 2.94) for head teachers and teachers.

Achuba (2025) investigated the availability, adequacy and utilization of instructional materials in the teaching and learning of Basic Science and Technology (BST) of Junior Secondary School students in Uhunmwode Local Government Area of Edo State, Nigeria. Three research questions were raised to guide the study with a sample of Junior Secondary School teachers from fourteen (14) public Junior Secondary Schools selected from a population of 102 teachers. The descriptive survey research design was adopted for the study while the simple random sampling technique was used in selecting the sample. A twenty-item Basic Science and Technology Curriculum Instructional Materials (BSTCIM) checklist was adopted for the study. A reliability coefficient of 0.784 was obtained using Cronbach's alpha reliability method. The instrument was administered to Junior Secondary Schools teachers by the researchers after permission from the schools' authorities and thereafter they were collected and collated for analysis. The data was analyzed using descriptive statistics of frequency counts and percentages. The study revealed that instructional materials are available though not adequate. Olayiwola

(2024) study examined relevance and utilization of available instructional materials in teaching basic Social Studies in Iseyin, Oyo State, Nigeria. The study adopted descriptive survey research type. Forty five Social Studies teachers were selected from 18 purposively selected secondary schools. A 15 item researcher designed questionnaire titled: Questionnaire on Relevance, Availability and Utilization of Instructional Materials for Basic Schools (QRAUIMBS) was used for data collection. The instrument was validated and reliability co efficient of 0.83 was obtained. The three research questions raised for this study were answered using percentages. The result revealed that instructional materials are available to teach basic Social Studies in the study area. The finding of this study revealed that available instructional materials like textbooks, newspapers, posters, computer systems, televisions, video systems, radio, and a host of others are available in teaching basic Social Studies

Review of Access and Enrolment Trend in Lower Level of UBE

Access to UBE is opportunity given to school age children to have basic education in terms of provision of basic schools and instructions to enable them acquire competence in literacy, numeracy and life skills. It could also be defined as the ability of all school aged children to have equal opportunity to education, regardless of their social class, gender, ethnicity background or physical and mental disabilities. (Bello et al., 2017). To UNESCO (2012) universal access to education is equal opportunity in education made open to all people to have basic education regardless of their location, status or social class, sex, cultural or religious background and physical or mental disabilities.

There has been continuous advocacy and efforts by stakeholders to make education accessible to all. The Nigerian Government is making efforts by building schools and employing teachers. Foreign Governments and international agencies such as UNESCO, UNICEF, among

others are also making efforts to provide support for developing countries like Nigeria to achieve education for all at least to certain level. Regardless of many attempts by the government through the National Policy on Education (NPE) and the Universal Basic Education Board (UBEB) to map out relevant policies geared towards positioning Nigeria's education system at a balance with international standards, and promote access to primary education, there continues to be the problem of unsatisfactory or non-achievement of Nigeria's education goals. (Ben-George, 2018). Nigeria lacks policy coherence and ample implementation plans. (Obafemi, 2015; Okoroma, 2017). Okoroma noticed with displeasure the inconsistencies between educational policies and implementation efforts in Nigeria and worried that policy somersaults in education have impeded educational development in Nigeria and consequently hampered the nation's growth. He identified some key challenges hindering access to education as including: Inadequate qualified teaching staff, Insufficient funding, Inadequate teaching and learning facilities, Lack of guidance and counseling services among others.

These problems according to Okoroma (2016) are the same as those that handicapped the implementation of the 1976 U.P.E. initiative. This indicates that the change in nomenclature from U.P.E. to U.B.E. in 1999 did not stem from lessons learned from the failure of the then U.P.E., as the quality of education at the primary level today is worse than the pre-1976 era. He therefore advocated that, after the formation of educational policies, there must be a translation of policy into a plan of action, emphasizing the need due to increasing national population and diminishing resource availability. According to Dambo and Ben-George (2022) access to education in Nigeria is deterred by many factors ranging from psychological determinants, home factors, religious factors like the case of the Almajiris in the Northern parts of Nigeria, financial obstacles, cultural/traditional obstacles, Population growth. The vision of UBE is to ensure equal

and universal access to quality basic education that will equip participants with skills for effective participation in democratic governance, good citizenship, preparedness for further education and self-reliance. It is to provide Universal Basic Education to groups of children who have often been marginalized by social status, location, sex, household circumstances, or disabilities. There have been changes, innovations, and reforms all in an attempt to make education accessible to Nigerian citizens.

In the work of Dambo and Ben-George (2022), some of the key challenges that hinder free and equal access to primary education in Nigeria are as follow:

- Poor Policy Implementation: Poor policy implementation has also been identified as one of the most critical hydra headed obstacles confronting access to primary education. Not to mention that the increased enrolment rates due to growing population have created challenges in ensuring quality education, as resources are spread more thinly. According to Ubulom et al. (2011), the actualization of the blueprint of the UBE Programme cannot be achieved without total and goal-direct objectives of the implementation process. Although the budgetary allocations for education have fluctuated over the years, Nigeria's 2019 budgetary allocation for education still falls below the United Nations Educational Scientific and Cultural Organization's 2015 recommendation of 15-20 percent international benchmark for developing countries and still hovering around 5-7 percent region (Ameh & Aluko, 2019). Benwari and Dambo (2014) wrote that the laudable goals of Nigeria's education can be achieved through proper and adequate management of the educational system. The authors proposed transformational leadership model as a visionary approach to education management which encourages change and promises to surmount the bureaucratic bottlenecks of administration and aid informed decision making, leading to greater efficiency. The Universal Declaration of free and compulsory

basic education as a Human Right makes clear that poverty and lack of funds should not be a barrier to primary education in Nigeria. Governments in many developing countries, over the last several decades have announced the abolition of school fees and have recorded impressive increases in the number of in-school children (Rueckert, 2019). To the author, increasing access to education can improve the overall health and longevity of a society, grow economies, and even combat climate change and can be achieved through supports from foreign educational aids and grants.

- Engagement of Incompetent Teachers: One problem of access to education is that of engaging incompetent teachers. Educating the whole person is an important goal of education in itself. The teacher therefore is in control of many factors that affect learning, behavior, motivation and achievement. The teacher is expected to take into account the readiness of the learners based on their psychological, emotional, family, physical and social needs. (Amesi et. al., 2014). This is to say that being a teacher is way past mere subject knowledge and owning a degree. Okebukola (2017) speaking to the Punch Newspaper said that a great part of the problems challenging Nigerian education system is the engagement of incompetent teachers. In his words, “the master key which opens the intricate door to quality education is the teacher”; and until competent teachers are engaged with a provision for good welfare scheme, Nigeria’s education problem will remain unsolved. The cardinals to improving Nigeria’s education system according to Okebukola are:

    - To completely revamp the curriculum
    - Employ qualified teachers
    - Implement teachers’ salary scale
    - Mete out sanctions on those who mistreat teachers

- Children with Disabilities**:** Furthermore, education is still largely an unfulfilled dream for millions of children with disabilities. Regrettably, despite the fact that education is a universal human right, being denied access to education is common for the world's 93 to 150 million children with a spectrum of disabilities (World Bank, 2017; Reuckert, 2019). World Bank (2019b) reported that Children with disabilities are among the most marginalized and vulnerable in many countries, facing a multitude of barriers in attending, participating benefitting from school. In fact, they are the most likely to be excluded from education. Listed below are some distressing facts relating to accessing quality education in Nigeria by children with disability:
    - Children with disabilities are less likely to stay in school than their non-disabled peers.
    - Approximately 85% of primary school-age children with disabilities who are not in school have never attended school.
    - When children with disabilities attend school, an inaccessible learning environment and a lack of support for learning hinders their education.
    - Learning gaps have widened between children with disabilities and their non-disabled peers in general, and they are the least likely to complete primary school.
- Religious Factors: Ivowi (2015) identified the case of religious discrimination in the practice of Traditional Qur'anic Schools dominant in Northern Nigeria where Almajiri Integrated Model Schools (AIMS) were formed and reputable mallamai were engaged to teach the children with emphasis on reading and memorizingthe Qur'an. UNICEF (2019) reported that in North-Eastern and North-Western States of Nigeria, twenty nine and thirty five percent of Muslim children, respectively, receive Qur'anic education, exclusive of basic literacy and numeracy skills and the government considers such children to be officially out-of-school. According to the agency, two million eight hundred thousand children in Northern Nigeria are in need of

emergency support for education in three conflict-affected States: Borno, Yobe and Adamawa. In these States, at least eight hundre and two schools remain closed and four hundred and ninety seven classrooms are listed as destroyed, with another one thousand three hundred and ninety two damaged but repairable. This is the outright result of social crises rising from religious orientations and rejection of western education which translated into what is termed “Boko haram”. Crises in these regions have not only resulted in shutting down of schools but have also weakened economic activities in the region.

Bello et al. (2017) revealed that children above aged six are enrolled to basic education, and the level of access is below average because it was found out that more than 60% of school age children are out of school. They therefore concluded based on the findings of their study that the level of access of school going age children to Lower Basic Education which is the gateway to formal education in Sokoto State is very low. This is visible in the increase in the numbers of Almajiri children on the street. Therefore, constituting threat to the realization of the goals and objectives of Education for All, Millennium Access to Universal Basic Education in Sokoto State, Nigeria Development Goals and Nigeria vision of becoming one of the most 20 developed Nations of the World (vision 20:2020

Danjuma (2010), in their work consented to a continuous increase in enrolment year-in-year out in Sokoto and Niger respectively. The former in his findings reported a rise in the rate of enrolment in basic schools in Sokoto State and accredited some major factors that led to it as: Governments’ effective mobilization, active administrative supervision, increased community participation in the UBE programme among others. Also, Odu (2011) on the other hand, observed that enrolment rate in public schools has increased since the last ten years but that most parents or guardians still enroll their children or wards in private schools where the UBE

programme has no impact, because they are still in doubt of the possibility of implementing the free, compulsory and Universal Basic Education. In Nigeria, the trend has been that of the private sector gradually taking over the primary and secondary sub-sectors of the education industry. It was revealed from Olorunlero (2013) study that private school have almost triple of the enrolment figures managed by the UBE schools. The concern about this finding is that parents prefer to enroll their children in private schools where they pay heavy school fees rather than enroll their children/wards in UBE schools for free? This is due to the fact that parents perceived that there is an educational standard in private schools compare to public schools. From this assertion, it shows that the enrolment of students into public school is declining.

Adeyemi and Adu (2010) carried out descriptive research in Ekiti State, Nigeria. They examined the pattern of enrolment compared with the provision of physical facilities in lower and upper basic schools. The population and sample size was nine hundred and thirty which involved all the one hundred and eighty two junior secondary schools and seven hundred and fourty eight primary schools in the state. Two research instruments (inventories) were used, one for Lower basic (primary) schools and the other for Upper basic (JSS). Data collected ranged from the year 2002 through to 2008 and were analyzed using descriptive statistics of frequency counts and percentages. Enrolment growth rate for primary schools were 5.51%, 3.59%, 3.12%, 3.78%, 6.06% and 4.93% and for junior secondary school; 1.30%, 2.29%, 1.65%, 5.57%, 9.69% and 4.10% for the six years respectively. This revealed that the proportion of enrolment was increasing in primary schools as against a decreasing enrolment growth rate in JSS in a space of six years considered.

Bello et al. (2017) in their study, evaluate access to UBE in the three senatorial districts of Sokoto State. All the UBE primary schools in Sokoto State constituted the population while

three Local Government Areas in the three senatorial districts form the target population. Purposive sampling technique was adopted for the selection of the study sample. Specifically, the study evaluates the level of access of school age children to basic education in Kebbe, Wammako and Illelah local government areas of Sokoto State, Nigeria. Ex-post facto design was adopted for the study and profoma was designed to collect data from the school administrators and local education authorities. Research designed Pro forma was used to obtained data on primary school enrolment into basic one (from 2004–2013). Gross intake rate was employed to evaluate the extent to which children have access to formal basic education, this was calculated using percentage. To determine the degree of accessibility to primary education (lower basic education) total enrolment of school going age children admitted to government schools in Kebbe, Wammako and Illelah LGA's of Sokoto State was collected. This was expressed as a percentage of the population of the official school age children (Projected Population). This is called gross intake rate, because every child is expected to be in school, the gross intake rate is expected to be 100%.

The result of Bello et al.(2017) shows that the gross intake rate of children into primary one in Kebbe Local Government in Sokoto South Senatorial District were 54.4%, 22.7%, 28%, 26%, 44%, 30%, 27.4%, 33%, 36% and 33%. In Illela Local Government of Sokoto East Senatorial District the gross intake rate into primary one was revealed as 18%, 20%, 36%, 75%, 37%, 25%, 25%, 31%, 27% and 30% while, the gross intake rate of children into primary one in Wammako Local Government in Sokoto North Senatorial District were 46%, 50%, 37%, 31%, 51%, 62%, 44%, 41%, 42% and 43% for the years of study respectively. The findings also show that the average Gross In-take Rate for 2004–2013 were 33.45%, 32.4% and 44.7% in Kebbe, Illela and Wammako respectively. This connotes that 66.55%, 67.6% and 55.33% of school age

children are out of school in Kebbe, Illela and Wammako Local Government in Sokoto South Senatorial District. The study also revealed that over 60% of school age children in Sokoto State were out of school, while only 33% were in school. Data for enrolment in primary and junior secondary schools for a range of five years were collected. Data analysis was conducted using percentages to find the growth rate, the findings revealed a variation in enrolment growth rate from year to year in the schools. The average enrolment growth rate was 3.7% and 3.8% for primary and junior secondary schools respectively. This implies a higher enrolment rate for the junior secondary than the primary schools in percentages.

Incidence of Completion or Dropout in Lower Level of UBE

Chivore study (as cited in Mawere 2012) defines dropout as a pupil who ceases to attend school either temporarily or permanently, before completing the given educational cycle. UNRWA (2013) views it as the result of a series of events or processes that culminate in the final action of the student attending school for the last time. In the context of this study, dropouts include students who enrolled but did not push through to completion or graduation alongside their cohorts. School dropout is also the untimely withdrawal of pupils/students from the school. A lot of multi-dimensional factors influence the dropout of pupils/students from the school, which can be grouped as school, learner, government, home/family, as well as society-based factors. While the school factors operate within a school, the home/family factors are linked to parents/home. Government-factors are traceable to the government, through policies or actions. The society-based factors are associated with society (Ige &Adenuga, 2021).

The rate at which students dropout of school is alarming. In the United States of America (USA), for example, 6.1% of 16-to-24-year-olds were not enrolled in school in 2016

(McFarland et al., 2018). In the South African context, a very large number of learners drop out of school each year (Weybright et al., 2017). During the 2007/08 calendar year alone, 6.5% of Grade 9, 11.5% of Grade 10 and 11.8% of Grade 11 learners dropped out of school (DBE, RSA, 2011). The 2011 census found that only 40.7% of young people aged 20 had completed Grade 12 (Statistics South Africa, 2012). The literature on school dropout shows a wide range of factors that increase young people's risk of dropping out. Several of these are briefly discussed here, viz. academic challenges, immigration, poor commitment to studies, disability, pregnancy, poverty, and drug and alcohol abuse. Some studies highlight academic challenges as the cause of dropout (Weybright et al., 2017). Through globalization, people are now moving to other countries in search of safer living environments, improved income and better health care. But immigration has its own challenges, including language difficulties and experiences of xenophobia, which contribute to children's academic challenges (Perumal, 2015). When children cannot speak the language of the host country, they find it hard to cope with their studies and are at risk of dropout.

Research in South Africa, Magqibelo et al. (2016) suggests that migrant children may experience hostility from other learners and teachers as well as structural barriers to accessing education. In a study in the USA, Oseguera et al. (2011) found that the stereotype that Latino children are lazy and do not try hard enough to be successful makes them pessimistic and leads to the loss of motivation for and commitment to their studies. When learners feel unmotivated and undermined by teachers, they see little reason to attend school (McWhirter et al., 2017). Another reason that can bring about dropout in school is disability. Being disabled can increase the risk of dropout (McWhirter et al.). Research in Kenya shows a dropout rate of about 75% among learners with disabilities, with particular challenges for girls with disabilities (Eron & Emong, 2017). Learners with disabilities can be challenged by inaccessibility of school venues

and the lack of equipment and resources to enable them to learn. Social exclusion and labeling by teachers and peers are not uncommon causes for school dropout.

A drastic reduction in the frequency of dropouts from the formal school system through enhanced quality assurance, curriculum relevance and efficiency are one of the objectives of UBE. FME (2008) in her report on the improvement of education in Nigeria posited equal opportunity and participation in education, promotion of high level of retention, encouragement of completion and performance as paramount aspects of the UBE policy. Arop et al. (2018) said that it was specified as part of the implementation strategies of the UBE programme that, the Government will do everything possible to discourage the incidence of school drop-out rates from the school system. The policy did not prescribe what will be done to discourage the rate of school drop-out from the primary schools. Again, due to the failure of the Government to provide free education to all Nigerian children of school going age, many pupils whose parents could not meet up with such financial demands from the school system are left with no other option than to disconnect from schools. Olarenwaju (2018) reported that Nigeria has the highest number of out-of-school children in the entire Sub-Saharan Africa; that despite the increase in primary school enrolment in recent years, net attendance is just about 70% and translates to Nigeria having over ten million five hundre thousand out-of-school children. This record shows a rise in the number of out-of-school children in Nigeria over the years.

Lack of favourable learning environment due to obvious deterioration of physical facilities in primary schools, absence of health and sanitation facilities, scarcity of basic instructional materials and unmotivated teachers are said to be factors resulting in large number of dropouts from basic education (Bala, 2014). The implication of these is a negative impact on the social commitment of parents towards allowing their children or wards to go to school,

seeing it as a waste of time and resources, which would have been utilized on the farm or market resulting in large rate of school dropouts. Hadley (2010) on the other hand opined that short-term withdrawals from school in harvest seasons when parents take their children away from school, most times lead to permanent dropouts. He went further that, children, particularly those from the rural areas, are under pressures to work and this often clashes with their school time tables. In the same vein, Mark (2011) opined that irrespective of prevailing policy, the socio-economic status of parents has significant effects on their children's registration in school, retention and completion of basic education.

A descriptive survey of ex-post facto design was carried out by Nakpodia (2010) on the rate of dropouts among secondary school students in Delta State. All students enrolled in the two hundred and sixty public secondary schools in the state that could not complete their study before leaving school made up the population. The sample was one hundred and twenty students who were withdrawn from schools. Sample was randomly selected from twenty five Local Government Areas of the State. The instruments used were a questionnaire and inventory. Analysis of Data was done using descriptive statistics of frequency counts, means and percentages. Data between the years 1999-2003 were used for the study. It was discovered that the rate of dropouts for the first years was (from 146,671 to 149,007) which was 1.6%, the following year there was a decrease in the rate of dropouts from 149,007 to 146,935, 1.4% the rate of dropouts drastically increased in the next year to 12.6%, followed by a further drop the next academic session to 4.1%, the study also revealed that more boys 58.57% dropped out of school as against girls 4.142%.

Arowolo et al. (2016) in their descriptive research carried out in the North Central geographical region of Nigeria titled "trend analysis of student's dropout rate and the effects on

the social and educational system in Nigeria". The population which serves as the sample was the enrolment data of all students both at primary and secondary institutions in the North-Central region of Nigeria who dropped out of the basic education before nine years. Secondary data from publications of UNESCO, Federal Ministry of Education (FME), Nigeria Bureau of Statistics (NBS), United Nations (UN), United Nations International Children's Emergency Fund (UNICEF) among other websites that are necessary for data validation were used. Data gathered were analyzed using simple descriptive statistics of means, percentages and bar chart. The study exposed a high rate of dropouts of primary school pupils over the years and also an increase in the rate of dropouts among the males than the females. Another issue revealed was lack of efficient public schools to cope with the population of children in need of education and that where the schools are available. There were inadequate instructional materials and textbooks to cater for the pupils or students.

Ige and Adenuga (2021) in their study investigated the factors influencing dropout of students, as perceived by the principals in public secondary schools in the Central Senatorial District of Ondo State, Nigeria. It adopted a descriptive design. Two questions were raised and two hypotheses were formulated to guide the study. All the one hundred and seven public secondary schools in the district were the main population while principals of the schools were targets. Data were gathered through the use of a questionnaire, designed, validated, and tested for reliability. The data were analyzed using frequency count, percentage, mean, as well as the Statistical Package for Social Sciences (SPSS) while the hypotheses were tested using t-test statistic. In the end, it was found among others that poverty of parents, negative peer influence, negative attitude of teachers, and gender discrimination, influenced the dropout of students. Also,

no significant difference was found in the perception of male and female principals, highly and less experienced principals, on the factors influencing dropout of students.

Arowolo et al. (2016) used a descriptive study design that focused on the study of the pattern and trend of enrolment and dropouts among primary and secondary school students in Nigeria with the North Central Geopolitical Region as a case study. The objective was to establish the magnitude of dropout occurrence. The populations of study consist of data on all the students enrolled in the states of the North-Central Region of Nigeria who could not complete the basic study before leaving school. Data was analysed using statistical methods of mean, time series, regression, bar chart and percentages. From the analysis it was found that high rate of student dropouts is a common phenomenon in all the states under study in both primary and secondary schools. The rate of dropouts among male students was also found to be higher than their female counterparts in transition from primary to secondary schools in the period under review.

Comparison of UBE Implementation of Human and Material Resources between Public and Private Lower Level of UBE

Providing education is the task of government as a service to its people in developing countries. In many countries, education is provided through public school system with all or most of the cost paid by the government. But with growing populations, increased costs, and financial strains in other areas of governance, the task of providing public education has not been easy for many governments. In addition to the financial problems, there has been a growing concern about the effectiveness of public education system in many developing countries. Involving the private sector in the provision of education has increasingly been seen as an

alternative to addressing part of the problem. But the access and availability of private school has not been free of controversy and its quality and efficacy in Nigeria has been under question. On one hand, they are in high demand and are growing in numbers. On the other hand, in public discourse, their growth is often dubbed the 'mushrooming of teaching shops' (Kingdon, 2016). In Lagos, the State's investment in education has not kept pace with demand and accountability has often been interpreted as building relationships with the private sector, rather than earmarking resources to ensure free basic education for all (Roshan et al., 2016).

Countries have gone back and forth in promoting and adopting private education systems, one thing that could be held on to as sacrosanct is that parents want the best and the most effective school for their children and for this reason in many instances, they selected the private schools. Also, what can be seen from the above debates and examples from the countries cited is that both public and private schools continue to remain in those countries amidst growing controversies (Omachonu, 2019).

Nigeria government's desire for partnership with private providers in the delivery of education was contained in the 1998 National Policy on Education (NPE), which reads:

> "Government welcomes the contributions of voluntary agencies, communities and private individuals in the establishment and management of private schools alongside those provided by the state and local governments, as long as they meet the minimum standards laid down by the Federal Government".

In the words of Dambo and Ben-George (2022), for education to really serve optimally as a vehicle for socioeconomic growth and sustainable development of Nigeria as well as for the

actualization of its objectives, educational institutions, Government agencies and systems must function optimally in relation to set standards. The Federal Republic of Nigeria in the National Policy on education (2013) stated that the Government cannot single handedly provide all education opportunities for all Nigerians, especially with the dynamic and complex education system on ground. The policy therefore, provided that the private sector should continue to partner with the Government to provide education for all. To this end, many schools, according to Ikeobi (2012), such as the St. Paul's Academy, Jos, Dennis Memorial Grammer School, Onitsha, and so on were established by the church and her leaders. Many private individuals have also stepped in to fill the problem of unequal access to education by establishing schools. The problem however is that due to the economic structure of Nigeria, where Government has little control over private businesses, private school investors have become alarmingly profit thirsty, quoting outrageous sums of money as tuition fees, placing huge charges on educational facilities and thereby building a yawning gap in access to education by all Nigerian children. Geometric increase in Nigeria's population during the oil boom era in the 1970s caused the number of students to rise considerably without proportionate funding as resources are spread more thinly across large numbers of enrolled school children. This challenged the quality of education and led to a downturn in the late 1980s which brought about the neglect of education. (Iruonagbe et al., 2015; Olanrewaju, 2019).

The private sector took up the challenge and is directly involved in the delivery of education through private institutions. These institutions generally comply with set standard guidelines and received approval from the government to deliver education (FRN, 2021). According to the 1999 Constitution of the Federal Government of Nigeria, access to quality education is the right of every Nigerian child (whether in public or private schools). Nigerian

children are both in public and private schools with curricula guidelines provided by the Ministry of Education. The private sector is known to have been contributing immensely to the development of education in the country and should be considered in education sector planning for the MDGs to be attained **(**Njoku & Adeyemi, 2013). In the recent times the rate at which the private schools are springing up is rapid. This does not exclude any level: from nursery school to the university. The business seems booming and the glory seems rising. On the other side, public schools primarily owned by governments are fading away in glory. It seems as if only the indigent in the land sends their children to the government schools because of the cost. It is becoming a curse for the enlightened parents to send their children to the public schools. The structures of some old missionary schools taken over by governments are collapsing. A visit to any of the public schools gives one the impression of a deserted compound especially in the interior. The reason for the decay may not be farfetched: nobody is really holding responsibility for the declined fortune (Babalola, 2018).

Investment into the education in the public sectors by the government in most cases is misdirected. Government venture is nobody's venture. Officials and personnel in charge seem to fail to discharge their responsibilities faithfully. Meaningful goal oriented consistent supervisions are not given to the running of the public schools. The system needs appropriate nurture for a positive result. Perhaps the private sector receives the required nurture in this regard. The competition generated by the free entry of interested individuals to establish schools supplies the needed tonic for a higher rate of commitment in the academic activities of the schools. A casual observation of the on-goings in the government owned schools reveals abandoned project, misdirected programmes and a lackadaisical terrain of no-man's-land. Perhaps the nature of governance in the land suggests the outlook of schools. The concern of the government reflects

in the performance of the school children and the facilities provided for intellectual development (Babalola, 2018). More parents and guardians who can afford it are daily withdrawing their children and wards from the public schools to the private fee-paying primary schools despite its expensive nature even in this hard time. Many of the private schools are growing bigger and fatter at the expense of the public ones whose enrolment is daily dwindling (Adeyemi, 2014)

Primary education in Nigeria is part of basic education that targets children aged 6-12 years, and who are expected to have completed one year of mandatory pre-primary. According to the National Policy on Education (NERDC, 2013), primary education is compulsory, universal, and qualitative, with the expectation that all eligible children are to be enrolled in the first grade and stay in school until the final year of primary. In addition, the implication of free primary education is that the government will cater for the goods and services which are essential for school attendance by eligible children. The government recognizes this is an enormous task and therefore calls for a shared responsibility between Federal, State, and Local Governments, as well as the private sector, to ensure that these three tenets of primary education are achieved.

Some of the indicators that may be involved in determining quality or standard of primary education are pupils enrolment/completion rates, health/nutrition of pupils, availability of portable water in the schools, provision and utilization of instructional/infrastructural materials, violence free school environment, quality recruitment process of staff, staff retraining process, teacher pupil ratio, teachers readiness, family support services, support from other stakeholders proximity of schools and compliance to school rules and regulations (Shah et al., 2015). Quality primary education in Nigeria is determined by considering the extent to which school, curriculum, teachers, students, teaching-learning materials, learning time, teaching practice, educational administration and community services are available, adequate and

accessible (Anero, 2013). Quality assurance in primary education is a mechanism to evaluate the efficiency and appropriateness of teaching and learning in primary schools so as to ensure the delivery of high quality of education. It is also a holistic method of identifying and resolving problem within the educational system in order to ensure continuous quality improvement. It can also be described as a means of disseminating information regarding the quality of primary education (Alaba, 2010). According to National Educational Quality Assurance Policy base on National Minimum Standards on Educational Establishment Institutions Act 16 1985, Nigeria is concerned with eight (8) components of quality standards for educational development which are learner achievement and standards, learner welfare and participation, care guidance and support, leadership and management, school-community relationship, learning environment, teaching and learning, and curriculum and other activities.

Quality primary education is one of the determinants of educational development. In this case, qualitative private and public primary education and instructions plays a great role in educational development in Nigeria. Public primary education is a system of elementary institutions and measures that ensure the education and upbringings of a pupil in accordance with interest and requirement of society and state. A public primary school in Nigeria is an elementary school supported by public funds and providing free education for children of a community or district. It is maintained at public expense for education of the children of such community or district. These schools are endowed to prepare students chiefly for secondary schools. Public primary schools are owned and funded by Federal and State Governments. They are characterized by tuition free, centrally run by boards, overseen by the Ministry of Education, adjusting managerial styles for improved service delivery and responding to change (innovations improved school provision) (Guga, 2014).

On the other hand, private primary education is received from educational institutions at the elementary level where individuals or group of persons, organizations or mission bodies come together to establish and run an education institution. It is the responsibility of entrepreneurs, agencies or groups such as religious bodies, communities, universities, corporate bodies and foreign communities to supplement government effort at providing quality public primary education. These are educational institutions that are established, conducted and supported by nongovernmental agencies. They are also not operated by any public authority regardless of whether they receive financial support from public authorities. The characteristics of private primary schools according to Guga (2014) are supported by private organization or individuals rather than by the State, independent schools that are supported wholly by the payment of fees, schools that are not administered by local, state or federal government, they are schools that retain the right to select their students, and they are schools that do not rely on mandatory taxation through public or government funding.

The number of private primary schools in Nigeria is increasing with a fast population growth. Four in ten primary schools in Nigeria are private, underscoring the important role the private sector plays in delivering education services in the country. For the 2018 Annual School Census, the FME collected administrative records from 116,500 primary schools, with the results showing that 51,500 were private (44%) and 65,000 were public (56%). There were 74,500 schools in rural locations, with over 22,000 of them (30%) being private. In urban locations, census revealed that there were 42,000 schools, 29,400 of them or 70% being private. The almost equal share in the number of public and private schools demonstrates the enormous responsibility in providing space for the 37 million children eligible for primary school (2019 estimates). The high share of private schools also demonstrates the response to the opportunity

that the government has extended to the private sector through education policies over the years. Although the private sector heeded the call, as can be seen by the number of private schools today, anecdotal evidence from some sector stakeholders suggests that substantial number of them remain unregistered/unapproved. This certainly undermines monitoring and assuring the quality of education provided in such establishments, and this has been cited by educationists as a major drawback of private sector involvement in service delivery as postulated by the Global Partnership for Education (Global Education Series, 2017).

The share of private schools varies across states, with Lagos State having almost no public primary schools. Although at a national level, 4 in 10 schools are private, there is significant variation between the 37 States (including the Federal Capital) In Sokoto for instance, only 1 in 10 primary schools are privately owned, compared to 9 in 10 in Lagos. According to one of the civil societies in the country (I Take Actions, 2018), Private schools are increasingly popular with citizens because of their relatively desirous input standards compared to public run schools. This includes conforming to desired class sizes and favourable teacher/instructor to student ratios, for example. Apart from school infrastructure and related facilities, citizens consider protracted teacher strikes, which mostly affect public schools, as a big factor when deciding what school to send their children to. While the involvement of the private sector in meeting the huge demand for education is certainly positive, the high number of private schools in some states evokes important moral concerns. Education policy in Nigeria provides for free and compulsory primary education, yet in states like Lagos, there is almost no public school for children to attend. With no evidence of public-private partnerships at the operational level, where the government (Federal, State, or Local) would extend funding to private schools based on the

number of students, children from poor households in such States may end up being excluded from education.

One concern, which cannot be determined from existing data, is what percentages of these private schools do not cost a lot to attend, and how many of them are expensive. Low-cost private schools have come under close scrutiny in developing countries, especially with regard to their apprehension about regulation, as well as their philosophy and approach to service delivery, which are believed to potentially reinforce social divides, notably gender inequality (Global Education Series, 2017). The UN Committee on the Rights of the Child (CRC), the UN Committee on Economic, Social and Cultural Rights (CESCR), and the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), have all expressed concern that the fast growth of unregulated private schools may undermine the very human rights education they are established to ensure, considering the apprehensiveness of private schools when it comes to regulation and inspection (The Global Initiative, 2015). The comparison indices of private and public educational schools are based on factors responsible for educational development in Nigeria. A private school is autonomous and generates its own funding through various sources like student tuition, private grants and endowments. A public school is government funded and all students attend free of cost. School facilities in private primary schools are accessible because they are adequately provided and utilized for the small class size. They have enough school buildings like classrooms, instructional rooms, staff and students' rooms and furniture for the privileged few. In public primary schools, pupils have no access to facilities because of overpopulation borne from free and compulsory education of government. The facilities cannot be adequate to the large class size. Admission rate in private primary

schools are controlled. It is determined by parents of pupils who can afford it for their children. (Agi, 2013).

In public school there is no admission criteria but can be based on tests and other criteria. Admission is determined by the address of the students. Every community has a zoned or district school and pupil attend their respective zones or district school. Public primary schools are required to accommodate all children within a zoning area. Enrolment in private primary schools is defined by the school authorities, most parents cannot afford the cost of private primary school which reduces the number of pupils enrolled. Public primary schools have massive enrolment of pupils no matter the disability, academic level, religion, ethnicity and socio-economic status. The transition rate in private primary school level, by pupil flow analysis through promotion, repetition and dropouts are one hundred percent. All pupils are promoted without repetition and dropout because of the small number of pupils and cost of private education. Private schools generally promote all pupils because of small class sizes and cost considerations (Federal Republic of Nigeria, 2013). Public primary schools transit pupils through promotion, repetition and dropout because of the massive enrolment. The efficiency of private primary schools have no wastage because pupils enrolled in primary one which is considered cohort will all complete their primary Six years. Wastage in public primary schools are high as many will not complete primary one to six. The incidence of wastage on the part of girls is higher than on the part of boys. Retention of the cohort in private primary schools is higher than public primary schools. The input and output efficiency of the true cohort in private primary is also higher than public primary schools. The input per graduate wastage on account of repeaters and dropouts' average duration of stay on graduates' dropout and cohort survival and dropout rate are also found in public primary schools than private primary schools (Agi, 2013).

The quality of private primary schools based on completion rate, gross completion rate, net completion rate and graduation rate to complete the six years of educational attainment produce better output than public primary schools. Learners' achievement is lower in public primary schools than private primary schools. The investment in primary education as determined by unit cost per pupil is higher in private primary schools. However, the same is also in terms of pupil attending school, graduates and corresponding age specific population. Expenditure on per pupil cost in public primary school level is low. Quality facilities and utilization in private primary schools are limited. They do not have large spacious school buildings but small classrooms. Facilities like laboratories, libraries, demonstration farms, toilets facilities, playgrounds and staff quarters etc. are not available (Agi, 2013). All facilities in public primary schools including buildings, halls, library, furniture and utilities like electricity, water supply, and toilet are adequately provided by government. Utilization of facilities based on spaces is adequate. Pupils' supplies like textbooks, slate, exercise books and pencils are available, school meals and uniforms are provided to the pupils in public primary schools.

Teachers play an important role in functioning of school and imparting education in both private and public primary schools. Teachers' qualification in private primary schools may not be certified. Private primary schools have less qualified or untrained teachers, but pay individual attention to students. Homework is assigned and checked regularly. Selected study is done in private schools and short notes are given to students. Students become more dependent and careless because of more attention of teacher. They are more female teachers in private primary schools than the public ones. Teachers' qualification in public school must all meet state mandated requirements and be highly proficient in their subject areas with at least B.A, B.Sc and M.A, M.Sc degrees. Teachers are permanent highly qualified and trained. Teachers pay in public

primary school is also higher than his counterpart in private school. Teachers' salary is government funded not from tuition fees brought in by student as in private schools. Private Primary schools has reasonable small class size and greater control over the classrooms. Teachers – student ratio is smaller in private schools. Teachers give complete attention to pupils. Public primary schools have larger overcrowded classrooms. A teacher will only remember your name if you often interact with them or because of your classroom participation. Teacher – student ratio is wider in public school. Teachers are more in number in public primary school than private ones. The gender parity index on enrollment, literary rate and efficiency of female is higher in pubic primary school than private schools (Adeyemi, 2014).

The school is particularly and specifically arranged so as to facilitate effective learning. Unfortunately, the poor condition of our schools, particularly the primary schools today in the nation raises a lot of anxiety. A cursory look at these school in spite of government efforts reveals schools dominated by dilapidated buildings, school void of good furniture and equipment, schools where instructional materials are either not provided or are inadequate; school that are under-staffed; school, where teachers' salaries and allowances are not promptly paid, schools that have not been inspected for the last 15 years; schools where there are no discipline among other things (Adeyemi, 2014). In rural schools, there are more boys than girls, mostly in public schools where there are ninety girls for every hundred boys. In private schools, there are equal numbers of boys and girls. In urban schools, there is perfect parity between the two groups in both public and private schools. Despite representing 30% of the schools in rural areas, private schools account for 14% of enrolment. A similar phenomenon is observed in urban areas where 70% of schools are private, but they account for just 30% of students. This explains the difference in the sizes of public and private schools.

Njoku and Adeyemi (2013) on disparities in public and private pre-primary and primary schools' enrolments, classrooms and teachers in Nigeria: implications for access and educational management experience of educational sector and operational planning concluded in Bauchi, Jigawa and Niger states of Nigeria with 2005/2006 as baseline academic year gave impetus to the study. Three research questions guided the study. The descriptive research methodology was adopted in the study. Relevant data were extracted from a pool of secondary source data obtained from Basic and Senior Secondary Education Statistics in Nigeria 2004 and 2005 of the Federal Ministry of Education (FMOE) (2006). The methodology employed latitudinal approach using 2005 as the baseline year. This cuts across all the 36 states of the federation plus the Federal Capital Territory (FCT), Abuja. The baseline year, 2005 was chosen for the fact that frontline states in the MDG long term education sector plan namely Bauchi, Jigawa, and Niger States, adopted 2005/2006 academic year as their baseline. The ten-year plan would therefore end by 2015. The same is likely to apply to other states joining them. The population of the study was made up of all the sixty thousand, one and eighty nine pre-primary and primary schools in the 36 states of the federation plus Abuja. Relevant data were extracted from the pool of secondary source data in respect of enrolments, classrooms, and teachers from both public and private schools were organized and analyzed in respect of the research questions. Descriptive statistics using figures, percentages and ratios were employed in the analysis which was tabulated.

From the study of Njoku and Adeyemi (2013) result showed that, total enrolment figures for public and private schools stood at twenty four million, one hundred and twenty seven thousand, six hundred and seventy eight. Of this figures, public schools recorded as high as twenty one million, seven hundred and twenty three thousand, nine hundred and fifty while private schools had as low as two million, four hundred and sixty three thousand, seven hundred

and thirty eight representing 92.29% and 7.71% respectively. In the same vein, a total number of two hundred and fifty four, three hundred and nineteen classrooms existed in the sixty thousand, one hundred and eighty nine public and private pre-primary and primary schools. For the public schools, there were one hundred and ninety three thousand and ninty six classrooms for their fifty thousand, eight hundred and seventy one schools with two million, one hundred and seventy two thousand, three hundred and ninety five enrolment figures representing 75.93% of the total number while the private schools had sixty one thousand, two hundred and twenty three classrooms for their ninety three thousand, one hundred and eighty four schools representing 24.07% with enrolment figures of two million, four hundred and three thousand, seven hundred and twenty eight.. The Pupil–Class Ratio (PCR) for all the schools (public and private) was 94.8. While the PCR for public school was as high as 112.50, while that of private school was 43.27.

Furthermore, Njoku and Adeyemi (2013) result showed that there were six hundred thousand, one hundred and seventy two teachers in both public and private preprimary and primary schools. Of this number two hundred and ninety five thousand, three hundred and fourty seven were males while three hundred and four thousand, eight and twenty five were females representing 49.21% and 50.79% respectively. For the public schools, of the four hundred and ninety four thousand, eight hundred and fourty six teachers, two hundred and fifty eight thousand, two hundred and eighty seven were males while two hundred and thirty six thousand, five hundred and fifty nine were females representing 52.20% and 47.80% respectively. For the private schools, of the one hundred and five thousand, three hundred and twenty six teachers there were thirty seven thousand and sixty males and sixty eight thousand, two hundred and sixty six female representing 35.19% and 64.81% respectively. While there were slightly more male teachers (52.20%) than females (47.80%) in the public schools, the reverse was the case in the

private schools with males having as low as 35.19% and females as high as 64.81% of the teaching force. Kabiru (2015) on comparison has revealed that private primary schools have contributed to educational development of Nigeria in terms of internal efficiency of the educational system and quality of services and the utilization. Public primary schools on the other hand have contributed to the development of primary education in terms of access and coverage of the educational system. Public primary schools have better facilities, spacious buildings, highly qualified staff and development-oriented management styles, as compared to private primary school.

Universal Basic Education (UBE) Programme in Nigeria: A Retrospect

Formal education was introduced in Nigeria by Christian missionaries who arrived in the coastal area of the Southern part in the year 1842 by the Methodist Missionary Society (MMS). However, according to Oni (2008), the universality of primary education in Nigeria dates back to the 1950s. In 1951, the Department of Education engaged in serious reflection on the educational policy of the whole country, there emerged Macpherson Constitution initiated by Sir John Macpherson the then Governor. In 1952, the Nation had three prominent political parties; National Council of Nigeria and the Cameroons (NCNC), Action Group (AG) and Northern People's Congress (NPC). These parties were popularly in control of government in the Eastern, Western and Northern Regions respectively. Macpherson Constitution, among other things, made education a regional matter. Each of the three regions was henceforth, free to raise funds and enact laws on education. By July 1952, the Minister of Education in Western Region; S. O. Awokoya, presented a sectional paper on the educational policy of the region to the House of Assembly which was tagged "one of expansion and reorientation"; a policy for a six-year free primary education programme billed to start in 1955. From this target year, primary education in

Western Region would be free and compulsory. Following this was the Eastern Region coming up with the Education Laws of 1956 and the Lagos Education Ordinance in 1957. Worthy of note is that the Regional Education Laws and Acts were derived from a common source, 'the Education Act 1944, of Wales and England (Imam, 2012). The Northern Region seemed to opt out of the race in the provision of free Universal Primary Education (UPE). It appeared the region was so comfortable with the Islamic system of education which had been prevalent for centuries.

The UPE programme that originally started in the late 1950s as a regional project was redesigned and launched by the military head of State- General Olusegun Obasanjo on Monday 6 September 1976, though, it was planned to be compulsory by 1979. Primary education was not only free but in addition universal in all the then nineteen states of the federation. Admission into the six-year primary education programme was to be offered to six-year-olds and those who would be six years in the calendar year. The federal government budgeted three million naira (N300 million) for making structural and infrastructural facilities available in schools and another two hunmdred million naira (N200 million) for the training of teachers. Two million, three hundred thousand children were projected to be enrolled in primary one. Projection of additional teaching staff and classrooms was put at fifty nine thousand, five hundred and thirty six thousand respectively (Oni, 2008).

From the forgoing, according to Bello et al. (2017), Universal Basic Education (UBE) can be regarded as an offshoot of the Universal Primary Education (UPE) in Nigeria and it is the strategy for the achievement of Education for All (EFA) and the education component of the Millennium Development Goals (MDGs). It is worthy to note that Nigeria is one of the 164 countries that signed the 2000 Dakar framework of Action to ensure 'Education for All' (EFA)

by the year 2015. Alongside launching of the UBE programme is the enactment of the UBE Act in 2004. It provides for compulsory, free universal basic education for all school age children in the Federal Republic of Nigeria; stating clearly that "Education for all is the responsibility of all". In line with this, Oladimeji and Ogunyebi (2019) reported that the reduction of illiteracy to the barest minimum by 2015 by world nations and the achievement of item two of the Millennium Development Goals (MDGs) prompt the introduction of the Universal Basic Education (UBE) programme in Nigeria. The 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. The item 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 trigger for the birth of basic education.

The effectiveness of basic education to eradicate or reduce level of illiteracy as well as enhance development could have been an issue of concern to all the stakeholders of basic education. This could have been one of the reasons for the introduction of Universal Basic Education in place of the former Universal Primary Education in Nigeria. In the words of Bolaji (2019), the UBE reform was an initiative by the United Nations towards addressing the issue of the growing population of uneducated children in the developing countries. In another development, Osarenren-Osaghae and Irabor (2018) asserted that the 1990 Jomtien Declaration for all by the year 2003 brought about the enforcement of the UBE. A lot of local and international conferences such as the New Delhi 1991 declaration on E-9 countries, 1991 Ouagadougou declaration on Education for women and girls, affirmation on pursuit of the goals of Jomtien, Durban, 1998, statement of commitment on Inter-African collaboration for the development of education, organization for African Unity (OAU) decade of education in Africa

(1997 to 2006) and Dakar 2000 world education forum were born out of the 1990 Jomtien Declaration. These conferences created awareness and brought attention to Education for all African countries and most of them by 2015 embraced the phenomenon as a strategy to get rid of poverty. It was in furtherance of this, that Nigeria launched her UBE programme on the 29th of September 1999 in Sokoto by President Olusegun Obasanjo. The compulsory and free universal basic education bill was passed and enacted by the national Assembly. It became operational on the 26th May 2004 (Akinyemi et al., 2010).

Summary of Reviewed Literature

Universal Basic Education (UBE) is regarded as an offshoot of the Universal Primary Education (UPE) in Nigeria and it is the strategy for the achievement of Education for All (EFA) and the education component of the Millennium Development Goals (MDGs). Nigeria is one of the 164 countries that signed the 2000 Dakar framework of action to ensure 'Education for All' (EFA) by the year 2015. Alongside launching of the UBE programme is the enactment of the UBE Act in 2004 that provides for compulsory, free and universal basic education for all school age children in the Federal Republic of Nigeria; stating clearly that "Education for all is the responsibility of all". In line with the above statement, the reduction of illiteracy to the barest minimum by 2015 by world nations and the achievement of item two of the Millennium Development Goals (MDGs) prompt the introduction of the Universal Basic Education (UBE) programme in Nigeria. UBE is a nine years duration programme, which comprises 6 years of primary education and 3 years of Junior Secondary Education (Lower Basic, Middle Basic and Upper Basic). The implementation of the UBE is financed from Federal Government block grant of not less than 2% of its Consolidated Revenue. For any state to qualify for the Federal

Government block grant, such state shall contribute not less than 50% of the total cost of the project as its commitment in the execution of such project.

Towards the end of the twentieth century, the Nigerian education could not play the role of a prime mover of political and socio- economic development. This was as a result of the fact that education suffered the same fate as the nation itself, despite the increase in building of schools, it did not give rise to any merging qualitative improvement. In addition, the performance of UBE could not meet up with the minimum standard for UBE in Nigeria and this is due to lack of infrastructure, decay of facilities, demoralized teachers, low teacher quality, high teacher pupil ratio, poor access, poor retention, and wide geographical/gender/social disparities in educational opportunities. The effectiveness of basic education to eradicate or reduce level of illiteracy as well as enhance development has been an issue of concern to all the stakeholders of basic education. This has been one of the reasons for the introduction of Universal Basic Education in place of the former Universal Primary Education in Nigeria.

Empirical studies carried out across different States in Nigeria revealed that the system was characterized by overworked and poorly trained teachers using outdated teaching methods which fail to prepare the children for the requirements of the 21st century. Edo education policy has pursued the admirable goal of education for all in primary schools. These policies have not been effectively operationalized, however, leading to failure to achieve the goal of UBE. Moreso, inadequacy of quality instructional materials has been an impediment to effective teaching and learning in Nigeria schools. It was observed that where the instructional materials were available, they are obsolete books and other learning materials which have constituted a main setback to the implementation of the UBE programme. Considering the enormity of facilities that are needed for the effective performance of Nigerian schools, the Universal Basic

Education Scheme has adopted the partnership approach. Thus, Federal, State and Local Governments on the one hand and the private individuals and organizations on the other hand, are complimenting one another's efforts in the advancement of the UBE programme. It was noted that children who attended private primary schools performed better than pupils in public schools.

A lot of multi-dimensional factors influence the dropout of pupils/students from the school, which can be grouped as school, learner, government, home/family, as well as society-based factors were reported. On access and enrolment of pupils, this was manifested at the sight of so many children of school age roaming the streets in many Nigerian cities during school hours. Economic factors have a significant part in having access to basic education and that the increase in poverty has affected the social responsibilities of families. From this assertion, it shows that the enrolment of students into UBE schools is declining.

The gap in literature that this study intends to fill is the evaluation of the lower level of universal basic education programme in Edo South Senatorial District of Edo State. From the reviewed literatures, studies that have been carried out in different aspects of UBE include evaluation of the nine-year Universal Basic Education, evaluation of implementation of universal basic education in Delta and Edo states, evaluation of the middle basic level of Universal Basic Education, evaluation of continuous assessment and curriculum at different levels. Moreover, some studies were hinged on ATO, CIPP model of evaluation. To the best of the researcher's knowledge there is a dearth of information on the Lower Level of UBE in Edo South Senatorial District of Edo State. No study evaluated the extent of implementation of the lower level of the UBE programme in terms of the available human and material resources, rate of dropout of students, rate of enrolment and transition from lower level to middle level of UBE programme as

a whole. No study has been carried out to compare and contrast the implementation of human and material resources of UBE for both public and private schools ownership. Furthermore, no UBE study has been carried out in Edo South Senatorial District of Edo State using Discrepancy Evaluation Model (DEM). This is the gap in literature that is filled in the study.

CHAPTER THREE

METHODOLOGY

In this chapter, the procedure and technique that was adopted is presented under the following sub-headings:

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Research Instruments
- Validity of the Instruments
- Reliability of the Instruments
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The survey research design was adopted for this study. Survey design relies on data collected in the form of public opinions, views, inventory, observation, interviews or through sampled questionnaires. The concept in question was to evaluate the lower level of the UBE programmme using the Discrepancy Evaluation Model (DEM) with focus on identifying the minimum standard of UBE in Nigeria and comparing it with the performance information. The ultimate goal of this evaluation model is to delineate the discrepancy between what should be done and what actually is done in all stages of the programme under evaluation. Discrepancy

evaluation is implemented over five major stages of program development. According to Provus (1971), at each of the stages, an evaluation process will take place. The evaluation process in this study involved the use of the units and sub units of programme evaluation presented earlier. At each of the stages, the standards, the performance and the discrepancy were identified. Therefore, when the evaluation was completed, the discrepancies between what should have been done and what actually obtained at the unit of the program was clear. Then, programme stakeholders, if they wish, may make decisions on the changes and the adjustments needed.

Population of the Study

The population of this study comprised eight hundred and twenty primary schools (Basic 1-3) in Edo South Senatorial District. The district is made up of seven Local Government Areas which include Egor, Ikpoba-Okha, Oredo, Orhiomwon, Ovia North-East, Ovia South-West, and Uhunmwode Local Government Area of Edo State. The total number of primary schools in this Local Government Area were eight hundred and twenty (820). The distribution of schools and their respective Local Government Areas in Edo South Senatorial District is shown in Table 1.

Table 1: Distribution of Primary Schools (Basic 1-3) in Edo South Senatorial District

S/N	Local Government Area	No. of Primary Schools (Basic 1-3)		
		Public	**Private**	**Total**
1	Egor	18	24	42
2	Ikpoba-Okha	47	33	80
3	Oredo	61	87	148
4	Orhiomwon	91	22	113
5	Ovia North-Eas	101	54	155
6	Ovia South-West	81	22	103
7	Uhunmwode	90	89	179
Total		**489**	**331**	**820**

Source: Edo-SUBEB and Ministry of Education (2022)

Sample and Sampling Technique

The sample of this study comprised eighty two primary schools in Edo South Senatorial District. This sample was based on ten percent (10%) of the entire population. Multistage sampling procedure was adopted to get the desire sample size for this study.

The first stage was based on the local government areas. Edo South Senatorial District has seven Local Government Areas (Egor, Oredo, Ikpoba-Okha, Orhiomwon, Ovia North-East, Ovia South-West and Uhunmwode Local Government Area). Simple random sampling was used to select four out of seven Local Government Areas

In the second stage the four selected local government areas were stratified into public and private primary school ownership with Egor having eighteen public primary schools and twenty four private primary schools, Oredo sixty one public primary schools and eighty seven private primary schools, Ovia North East one hundred and one public primary schools and fifty four private primary schools, Ovia South West eighty one public primary schools and twenty two private primary schools respectively. This gave a total of four hundred and fourty eight primary schools

In the third stage, proportional stratified random sampling (18.30%) of public primary and private primary schools were selected in each of the Local Government Areas to arrive at a total of eighty two schools, fourty eight public primary and thirty four private primary schools respectively. 18.30% was used because by way of rule of thumb and in literature, this percentage was considered adequate for a survey study. The percentage allowed equal representation of participants. The overall distribution is shown in table 2.

Table 2: Sample Distribution of Primary Schools (Basic 1-3) in Edo South Senatorial District

LGA	No. of schools in each LGA	Sampled Schools, (18.30%).

	Public	Private	Public	Private	Grand Total
Egor	18	24	3	4	
Oredo	61	87	11	16	
Ovia North-East	101	54	19	10	
Ovia South-West	81	22	15	4	
Total	**261**	**187**			
			48	**34**	**82**

Research Instruments

The instruments for this study comprised the Universal Basic Education Programme Objective Rating Scale (UBEPORS). This instrument with a reliability coefficient of 0.92 was adopted from Oladipo (2019). This instrument helped to generate rating of the stakeholder as regard to the attainment of the objective of UBE. The instrument was made up of two sections. Section A was based on the profile of Head Master/Head Mistress or Year Head/HOD/Head Teacher such as status, age, sex, qualification and name of school. Section B contained a twelve-item statement of UBE objective. The statements were structured in a four point Likert rating scale format where Fair =1, Good =2, Very Good =3 and Excellent = 4

The second instrument was the Universal Basic Education Resources Minimum Standard (UBERMS). This instrument generated performance information that addressed the standard. It contained resources that facilitate learning activity to be identified. This instrument was adapted from Odiagbe, and Oghochukwu and Gbendu (as cited in Oladipo, 2019). It was made up of four sections. Section A- This was used to elicit information on teachers' profile based on sex, qualifications and adequacy in each of the selected schools. Changes made to the list in section B were based on the contents of the national minimum standard for basic education for primary schools in Nigeria (UBEC, 2010). It was made up of twenty four items written in columns to

observe and record the availability and condition of such infrastructural facilities in the selected primary schools. It contained items such as classrooms, staff rooms, laboratories/workshops et cetera. The observation of the items cut across availability, poor condition or good condition. The record of observation of the items cut across Available = 1, Poor condition = 2 and Good condition =3. These responses were the changes made. Section C was adapted from Tyoakaa (as cited in Oladipo). Items not relevant to this study were removed and new ones were introduced to make up a 16-item list. It was designed to observe and collect information on the availability and adequacy of instructional materials in the UBE programme in the selected schools. The record of observation of the items cut across Not available =1, Not adequate=2, Adequate = 3 and Very adequate=4.

The third instrument was the Universal Basic Education Programme Enrolment Pattern (UBEPEP). The UBEPEP generated information that helped assessed the performance of the minimum standard of UBE of the various schools in the lower level. This was adapted from Adeyemi and Adu (as cited in Oladipo, 2019) to gather information on the enrolment and case of dropout from the lower level of the UBE programme. This instrument had two sections. Section A was designed to get information on the enrolment trend from the head of schools over a period of four years (from 2021 to 2024). It contained information such as year/session, number of females' enrolment, number of males' enrolment and the total number of pupils' enrolment for each year. Section B was designed to find out information on the rate of dropout from the lower level of the UBE programme. It contained information on the enrolment of pupils in primary (Basic 1-3.) and the number of them who successfully completed lower level of UBE and that eventually transited to Middle Level of the UBE programme. It contained the profile of the school, year, and number of pupils who transited to middle basic level.

Validity of the Instrument

The validity of the instrument was ascertained by three expert in the field of educational measurement and evaluation. The researcher made a triplicate copy of the instruments and gave to the experts to check and ensure the items were adequate after which the researcher collected them and effected necessary corrections.

Reliability of the Instrument

Test of reliability was conducted for instrument 1 (UBEPORS) and instrument 2 (UBERMSC). Internal consistency reliability was carried out for instrument 1 using a sub-set of the population, twenty respondents of Head Master/Head Mistress or Year Head/HOD/Head Teacher, who were not part of the sample that was finally used in the research study. The data collected were entered and analyzed using the Cronbach Alpha method. A coefficient of 0.86 was obtained. Inter-rater scale reliability was adopted to determine the reliability coefficient for instrument 2 (UBERMSC). This was carried out by giving three copies of the instrument to teachers in lower level of UBE to fill in order to ascertain the level of agreement or disagreement on a scale of 0-3. Their rating was subjected to percentage agreement calculation and a coefficient of reliability of 0.86 and 0.60 were obtained for infrastructural facilities and instructional materials respectively. From the results it was revealed that the adapted instruments were reliable.

Method of Data Collection

The researcher employed the services of trained field assistants and on-the-spot administration of questionnaires, inventories and other instruments. The researcher and the assistants went to each of the schools selected for the study with the help of the teachers and school heads to serve as a guide when necessary, having presented letter of introduction from his department. The questionnaires were administered to Head Master/Head Mistress hand-to-hand. The checklist on infrastructural facilities and instructional materials were verified with the assistance of Year Head/HOD/Head Teacher. The data on enrolment pattern, dropout/completion and transition were collected with the assistance of the stakeholders (Head Master/Head Mistress or Year Head/HOD/Head Teacher). To avoid poor return rate, the completed instruments were collected before proceeding to the next school.

Method of Data Analysis

Data generated for the study were collated, coded and presented in tables and analysed. Descriptive Statistics of frequency counts, percentages, means and standard deviations were employed to provide answers to all the research questions raised. Independence sample t-test was used to test hypotheses one and two, this was considered appropriate due to the need to calculate the difference between two group mean. Chi-Square: test of independence (2 by 2 matrix) was used to test hypothesis three. Chi-Square:was considred appropriate because the data generated were in categorical scale. All hypotheses formulated were tested at 0.05 level of significance. The rating of the UBE objectives were graded as follows; 1.00-1.74 = Fair, 1.75-2.49 = Good, 2.50-3.24 = Very good, 3.25-4.00 = Excellent. A criterion score of 2.5 was used for decision making. Any score ≥ 2.5 indicated Very Good while scores < 2.5 indicated Poor. The investigation of infrastructural facilities in the UBE were graded as follows; 1.00-1.99 = Poor condition, 2.00-2.99 = Good condition. A criterion score of 2.0 was used for decision making.

Any score ≥ 2.0 indicated Good condition while score < 2.0 indicated Poor condition. The investigation of instructional materials in the UBE were graded as follows; 1.00-1.47 = Not available, 1.75-2.49 = Not adequate, 2.50-3.24 = Adequate and 3.25-4.00 = Very adequate. A criterion score of 2.5 was used for decision making. Any score ≥ 2.5 indicated adequacy while scores < 2.5indicated inadequacy. For the level of availability of infrastructural facilities and instructional materials, a criterion score of 50% and above was rated Available and below 50% was rated Not available.

The pupil-teacher ratio was arrived at by dividing the enrolment figures of pupils in each of the sampled schools in Edo South Senatorial District by the total number of teachers available to determine teachers' adequacy. Ratios equal to and below 35:1 are considered adequate while ratios above 35:1 are considered inadequate by the minimum standard benchmark.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, the results of the data analysis for the thirteen research questions raised, three hypotheses formulated and the discussion of findings are presented below.

Presentation of Results

Research question one: What are the headmistress/headmaster's ratings of the objectives of the Universal Basic Education at the Lower Level in Edo South Senatorial District?

Table 3: Description of Respondents Rating of the Statement of Objectives of UBE Programme at the Lower Level in Edo South Senatorial District

S/N	Objectives og Universal Basic Education	Mean	SD	Decision
1	Development of the entire citizenry a consciousness for education	3.27	.832	Very good
2	Ensuring a nine-year free, compulsory and continuous education	3.12	.943	Very good
3	Ensuring the acquisition of basic communication Skills	3.39	.766	Very good
4	Acquisition of manipulative skills	2.80	.823	Very good
5	Endowment of individuals with tools for learning, problem solving and rational decision	3.00	.903	Very good

6	Equiping young people with science and technological skills	3.07	.966	Very good
7	Acquisition of basic entrepreneurial skills and wealth generation	2.62	1.03	Very good
8	Acquisition of ethical, moral and civic values needed to contribute meaningfully to the society	3.23	.821	Very good
9	Acquisition of knowledge and skills tailored towards individual needs	2.89	.861	Very good
10	Equiping young people to contribute to social Development	3.15	.891	Very good
11	Reducing the rate of drop-out from formal school system	3.21	.913	Very good
12	Prepare the young people for further studies in any career of their choice	3.43	.754	Very good
	Grand Mean	3.09	0.88	Very good

Criterion mean = 2.5

Source: Researcher's Fieldwork 2024.

Table 3 revealed the mean and standard deviation of the objectives of the UBE at the lower level. Generally, the overall mean was 3.09 which means the statement of objective was very good. Specifically, the statements were as follow: Prepare the young people for further studies in any career of their choice was rated very good with a mean of 3.43 and standard deviation of .754. Ensuring the acquisition of basic communication skills was rated very good with a mean of 3.39 and standard deviation of .766. Developing in the entire citizenry a consciousness for education was rated very good with a mean of 3.27 and standard deviation of .832. Acquisition of ethical, moral and civic values needed to contribute meaningfully to the society was rated very good with a mean of 3.23 and standard deviation of .821. Reducing the rate of drop-out from formal school system is rated very good with a mean of 3.21 and standard

deviation of .913. Equip young people to contribute to social development is rated very good with a mean of 3.15 and standard deviation of .891. Ensuring a 9-year free, compulsory and continuous education is rated to be very good with mean of 3.12 and standard deviation of .943. Equip young people with science and technological skills was rated very good with a mean of 3.07 and a standard deviation of .966. Endowment of individuals with tools for learning, problem solving and rational decision was rated very good with a mean of 3.00 and a standard deviation of .903. Acquisition of knowledge and skills tailored towards individual needs was rated very good with a mean of 2.89 and a standard deviation of .861. Acquisition of manipulative skills was rated very good with a mean of 2.80 and a standard deviation of .823. Acquisition of basic entrepreneurial skills and wealth generation was rated very good with a mean of 2.62 and a standard deviation of 1.03. Each of the statements had a mean ranges from 2.62 to 3.43 which was greater than the criterion mean of 2.5. From the result the grand mean of 3.09 showed that the headmistress/headmaster's rating of the objectives of the Universal Basic Education at the Lower Level in Edo South Senatorial District was very good.

Research question two: What are the qualifications of teachers in the Universal Basic Education at the Lower Level in Edo South Senatorial District?

Table 4: Description of the Qualifications of Teachers in the Universal BasicEducation at the Lower Level in Edo South Senatorial District

	N	%	Decision
TQ	204	87.93%	High
NTQ	28	12.07%	Very Low
Total	232	100%	

Source: Researcher's Fieldwork 2024

Key: TQ = Teaching Qualification, NTQ = No Teaching Qualification

Table 4 revealed that out of a total of 232 teachers available in the schools sampled, 204 or 87.93% were with teaching qualification while 28 or 12.07% were without teaching qualification. In view of this high percentage, most of the teachers are qualified to teach. That means the sampled schools have more qualified teachers meeting the minimum standard for Universal Basic Education at the Lower Level in Edo South Senatorial District. This implies a non-discrepancies.

Research question three: Are there adequate teachers in the Universal Basic Education at the Lower Level in Edo South Senatorial District?

Table 5: Description of the Provision of Adequate Teachers Meeting the Minimum Standard for Universal Basic Education at the Lower Level in Edo South Senatorial District

	Total Teachers	Total Pupils	Ratio of Pupils and Teachers	Decision
Highest	6	365	61:1	Inadequate
Lowest	2	29	15:1	Adequate
	232	5305	23:1	Adequate

Source: Researcher's Fieldwork 2024

Table 5 revealed the highest range of 6 teachers and 365 pupils and the lowest range of 2 teachers and 29 pupils, with pupil/teacher ratio of 61:1 and 15:1 respectively. On the other hand, a total of 232 teachers and 5305 pupils, with pupil/teacher ratio of 23:1 was recorded. This showed that there are adequate teachers meeting the minimum standard for Universal Basic Education at the Lower Level in Edo South Senatorial District. This implies a non-discrepancies.

Research question four: What are the level of availability of infrastructural facilities for Universal Basic Education at the Lower Level in Edo South Senatorial District?

Table 6: Description of the availability of infrastructural facilities for Universal Basic Education at the Lower Level in Edo South Senatorial District

S/N	Infrastructural facilities	N	f	%A	f	%NA
1.	A school building	82	82	100.00%	0	0.00%
2.	Windows	82	82	100.00%	0	0.00%
3.	Head-teacher's office	82	77	93.90%	5	6.10%
4.	Assistant head-teacher's office	82	54	65.90%	28	34.10%

5.	A classroom of 144m^2 internal space	82	74	90.20%	8	9.80%
6.	Toilet facilities for staff (male and female)	82	69	84.10%	13	15.90%
7.	Toilet facilities for pupils (male and female)	82	65	79.30%	17	20.70%
8.	Spacious and ventilated classrooms	82	79	96.39%	3	3.70%
9.	Desks/seats for pupils in each classroom	82	79	96.39%	3	3.70%
10.	Teacher's tables and chairs for each classroom	82	69	84.10%	13	15.90%
11.	Writing board for each classroom	82	81	98.80%	1	1.20%
12.	Sick-bay and First-Aid Box	82	47	57.30%	35	42.70%
13.	Spacious playground for merry-go-around	82	74	90.20%	8	9.80%
14.	A football pitch	82	63	76.80%	19	23.20%
15.	A perimeter fence with a gate	82	57	69.50%	25	30.50%
16.	portable water supply	82	58	70.70%	24	29.30%
17.	Library- well stocked reading corner	82	44	53.70%	38	46.30%
18.	Computers	82	45	54.90%	37	45.10%
19.	All-purpose science laboratories	82	47	57.30%	35	42.70%
20.	Assembly hall/ground	82	69	84.10%	13	15.90%
21.	Waste disposal facility	82	59	72.00%	23	28.00%
22.	Classrooms and offices with electricity supply	82	51	62.20%	31	37.80%
23.	Ceiling-fans in all the offices and classrooms	82	47	57.30%	35	42.70%
24.	A functional meteorological garden	82	45	54.90%	37	45.10%
	Grand Mean		63	77.08%	19	22.92%

Source: Researcher's Fieldwork 2024

Key: A = Available; NA = Not Available

Table 6 revealed rating of availability of infrastructural facilities in UBE programme at the lower level. A school building and windows with 100% each shows that these facilities are available in all schools. However, other infrastructural facilities such as head-teacher's office,

spacious and ventilated classrooms, writing board for each classroom, a classroom with good internal spacing, desks/seats for pupils in each classroom, Assembly hall/ground, Toilet facilities for staff, Spacious play-ground for merry-go-round, teacher's tables and chairs for each classroom, toilet facilities for pupils, assistant head-teacher's office, a perimeter fence with a gate, a football pitch, portable water supply, waste disposal facilities among others were available in some schools and not available in some others. The availability of infrastructural facilities in all the schools recorded 50% and above. From the table the grand mean revealed the level of availability in such a way that 77.08% were available and 22.92% were not available. This means that infrastructural facilities were available.

Research question five: What is the condition of infrastructural facilities for Universal Basic Education at the Lower Level in Edo South Senatorial District?

Table 7: Description of the condition of infrastructural facilities for Universal Basic Education at the Lower Level in Edo South Senatorial District

S/N	Infrastructural facilities	Mean	Std. Dev.
1.	A school building	2.56*	.49
2.	Windows	2.52*	.50
3.	Head-teacher's office	2.50*	.59
4.	Assistant head-teacher's office	2.02*	.82
5.	A classroom of 144m^2 internal space	2.38*	.64
6.	Toilet facilities for staff (male and female)	2.22*	.67
7.	Toilet facilities for pupils (male and female)	2.11*	.70
8.	Spacious and ventilated classrooms	2.45*	.57
9.	Desks/seats for pupils in each classroom	2.33*	.55
10.	Teacher's tables and chairs for each classroom	2.13*	.64
11.	Writing board for each classroom	2.39*	.52
12.	Sick-bay and First-Aid Box	1.83	.79
13.	Spacious playground for merry-go-around	2.18*	.59
14.	A football pitch	2.00*	.67
15.	A perimeter fence with a gate	2.02*	.77
16.	portable water supply	2.00*	.77
17.	Library- well stocked reading corner	1.69	.71
18.	Computers	1.77	.77
19.	All-purpose science laboratories	1.82	.79
20.	Assembly hall/ground	2.24*	.69
21.	Waste disposal facility	1.99	.75
22.	Classrooms and offices with electricity supply	1.89	.79
23.	Ceiling-fans in all the offices and classrooms	1.88	.82
24.	A functional meteorological garden	1.79	.79
	Grand Mean	2.11*	.68

Source: Researcher's Fieldwork 2024 *Good condition

Table 7 revealed rating of condition of infrastructural facilities as follows: A school building, Windows, Head-teacher's office, Spacious and ventilated classrooms, Writing board for each classroom, A classroom with good internal spacing, Desks/seats for pupils in each classroom,

Assembly hall/ground, Toilet facilities for staff, Spacious play-ground for merry-go-round, Teacher's tables and chairs for each classroom, Toilet facilities for pupils, Assistant head-teacher's office, A perimeter fence with a gate, A football pitch and portable water supply with means of 2.56, 2.52, 2.50, 2.45, 2.39, 2.38, 2.33, 2.24, 2.22, 2.18, 2.13, 2.11, 2.02, and 2.00. Others have means of 1.99, 1.89, 1.88, 1.83, 1.82, 1.79, 1.77 and 1.69 among which are: Waste disposal facilities, Classrooms and offices with electricity supply, Ceiling-fans in all the offices and classrooms, Sick-bay and First Aid Box, All-purpose science laboratory, a functional meteorological garden, Computers, Library-well stocked reading corners. From the result, more of the items are in good condition and few items in poor condition, still did not meet up to 85% content of the National curriculum for this level. Although, the grand mean of 2.11 shows that infrastructural facilities for Universal Basic Education at the Lower Level in Edo South Senatorial District were in good condition, but still did not meet up with standard hence, this implies that there is a discrepancies.

Research question six: What is the level of availability of instructional materials in the Universal Basic Education at the Lower Level in Edo South Senatorial District?

Table 8: Description of the availability of Instructional Materials in the Universal Basic Education at the Lower Level in Edo South Senatorial District

S/N	Instructional Materials	N	f	%A	f	%NA
1.	National curriculum/examination syllabus	82	60	75.90%	21	24.10%
2.	National Policy on Education Document	82	52	66.70%	29	33.30%
3.	Teachers' English Language & Mathematics Textbook	82	68	85.10%	13	14.90%
4.	Teachers' Guide in English Language & Mathematics	82	65	81.60%	16	18.40%
5.	Scheme of Work/Diaries	82	62	78.20%	19	21.80%
6.	Students' Mathematics Textbook	82	74	92.00%	7	8.00%
7.	Students' English Textbook	82	72	89.70%	9	10.30%
8.	Tape recorder	82	24	34.50%	57	65.50%
9.	Audio CDs	82	24	34.50%	57	65.50%
10.	Video/DVDs	82	32	43.70%	49	56.30%
11.	Posters, charts, flash cards	82	65	81.60%	16	18.40%
12.	Language laboratory	82	31	42.50%	50	57.50%
13.	ICT centre	82	34	46.00%	47	54.00%
14.	Library	82	34	46.00%	47	54.00%
15.	Slides	82	32	43.70%	49	56.30%
16.	Projector & Screen	82	30	41.40%	51	58.60%
	Grand Mean		48	61.44%	34	38.56%

Source: Researcher's Fieldwork 2024

Key: A = Available; NA = Not Available

Table 8 showed respondents' rating of availability of instructional materials as follows: National curriculum/examination syllabus, National Policy on Education Document, Teachers' English Language & Mathematics Textbook, Teachers' Guide in English Language & Mathematics, Scheme of Work/Diaries, Students' Mathematics Textbook, Students' English Textbook, and

Posters, charts, flash cards have a rating of 66.70% and above as available. While Tape recorder, Audio CDs, Video/DVDs, Language laboratory, ICT centre. Library, Slides and Projector and Screen have a rating of 54.00% and above as not available. From the table the grand mean showed the level of availability in such a way that 61.44% were available and 38.56% were not available. This means that instructional materials were available.

Research question seven: Are there adequate instructional materials in the Universal Basic Education at the Lower Level in Edo South Senatorial District?

Table 9: Description of Adequacy of Instructional Materials in the Universal Basic Education at the Lower Level in Edo South Senatorial District Using Mean and Standard Deviation

S/N	Instructional Materials	N	Mean	Std. Dev.
1	National curriculum/examination syllabus	82	2.88*	1.22
2	National Policy on Education Document	82	2.61*	1.34
3	Teachers' English Language & Mathematics Textbook	82	3.02*	1.13
4	Teachers' Guide in English Language & Mathematics	82	2.99*	1.19
5	Scheme of Work/Diaries	82	2.79*	1.22
6	Students' Mathematics Textbook	82	3.16*	1.02
7	Students' English Textbook	82	2.99*	1.08
8	Tape recorder	82	1.71	1.17
9	Audio CDs	82	1.72	1.19
10	Video/DVDs	82	1.87	1.21
11	Posters, charts, flash cards	82	2.89*	1.19
12	Language laboratory	82	1.72	1.06
13	ICT centre	82	1.88	1.16
14	Library	82	1.74	1.03
15	Slides	82	1.80	1.13
16	Projector & Screen	82	1.76	1.13

Grand Mean	2.35	1.16

Source: Researcher's Fieldwork 2024 *Adequate

Table 9 showed respondents' rating of the following instructional materials as follows: National curriculum/examination syllabus, National Policy on Education Document, Teachers' English Language & Mathematics Textbook, Teachers' Guide in English Language & Mathematics, Scheme of Work/Diaries, Students' Mathematics Textbook, Students' English Textbook, Posters, charts, flash cards with means of 2.88, 2.61, 3.02, 2.99, 2.79, 3.16, 2.99 and 2.89. Others have mean of 1.71, 1.72, 1.87, 1.88, 1.74, 1.80, and 1.76 among which are: Tape recorder, Audio CDs, Video/DVDs, Language laboratory, ICT centre. Library, Slides and Projector and Screen. From the result, eight items of the instructional materials were said to be adequate while other eight of the instructional materials were said to be inadequate. The grand mean of 2.35 however shows that the instructional materials for Universal Basic Education at the Lower Level in Edo South Senatorial District were inadequate. This implies that there are discrepancies.

Research question eight: What is the rate of pupils' enrolment of Universal Basic Education at the Lower Level in Edo South Senatorial District?

Table 10: Description of level of Pupils' Response to Enrolment of Universal Basic Education at the Lower Level in Edo South Senatorial District

Year	Total Enrolment of Pupils	Frequency	Growth Rate (%)	Decision
2020/2021	8643	-	-	-
2021/2022	8784	141	1.63%	Increase
2022/2023	8847	63	0.72%	Increase
2023/2024	8730	-117	-1.32%	Decrease
Average			0.34%	Low

Source: Researcher's Fieldwork 2024

Table 10 revealed the enrolment figure in lower basic level to be a total of 8643 in the base year 2020. There was an increase in lower basic level enrolment of 141 or 1.63% and 63 or 0.72% in 2021/2022 and 2022/2023 respectively. However, there was a decline of 117 or 1.32% in 2023/2024. On the average, the enrolment growth rate in Edo South Senatorial District is 0.34%. This means that the level of pupils' enrolment of Universal Basic Education at the Lower Level in Edo South Senatorial District was low. Note that there was (-) sign because of the decrease in enrolment for 2023/2024.

Research question nine: What is the rate of pupils' dropout of Universal Basic Education at the Lower Basic Level in Edo South Senatorial District?

Table 11: Description of the Rate of Pupils' Dropout of Universal Basic Education at the Lower Level in Edo South Senatorial District

	2020-2023				2021-2024			
Year	Class	Enrolment Figure	Diff.	Dropout Rate(%)	Class	Enrolment Figure	Diff.	Dropout Rate(%)
2020/2021	Pry 1	2719	-	-				
2021/2022	Pry 2	1569	-1150	-42.29	Pry1	2458	-	-
2022/2023	Pry 3	1662	93	5.93	Pry2	2088	-370	-15.05
2023/2024					Pry3	1805	-283	-13.55
Average				-18.18				-14.3
Decision				High				High

Source: Researcher's Fieldwork 2024

Table 11 revealed total enrolment for Edo South Senatorial District for two different ranges of years 2020-2023 and 2021-2024. For the 2020/2021 academic session, the enrolment figure was 2719 in primary one, with zero rate of dropout since it was the base year. The dropout figure for the following year 2021/2022 for pupils in primary two showed a decline of -1150 or -42.29%

thereby decreasing the enrolment to 1569 pupils. In 2022/2023 session, the enrolment increased to 1662 with a rise figure of 93 and the rate was 5.93%, at the end of the three years education of the first range there was an average dropout rate of -18.18%.

The second set of three year's enrolment at the base year 2021/2022 was 2458. The following year 2022/2023, there was a dropout figure of 370 or 15.05% reducing the enrolment to 2088, a further dropout of 283 or 13.55% reduced the enrolment to 1805 in 2023/2024. The average dropout at the end of the three years (2021-2024) was -14.3%. From the two sessions under consideration, the rate of pupils' dropout of Universal Basic Education at the Lower Level in Edo South Senatorial District was high. This implies that there is a discrepancies.

Note that there was (-) sign because of the decrease in enrolment.

Research question ten: What is the level of transition from the lower basic to middle basic level of Universal Basic Education in Edo South Senatorial District?

Table 12: Description of level of Transition from the Lower Level to Middle Level of Universal Basic Education in Edo South Senatorial District

Year	Class	Total	Diff.	Transition Rate (%)	Decision
2022/2023	Pry 3	1731	-	-	
2023/2024	Pry 4	1601	-130	-7.51	Negative

Source: Researcher's Fieldwork 2024

Table 12 revealed the enrolment figure of primary three (3) for the 2022/2023 session as one thousand, seven hundred and thirty one. The transition figure for the following year 2023/2024 for pupils in primary four (4) showed a decline of -130 or -7.51% thereby reducing the transition to one thousand, six hundred and one pupils. From the result it showed that there

was no 100% level of transition from the lower to middle level of Universal Basic Education in Edo South Senatorial District. This implies a discrepancies.

Research question eleven: What is the difference in the implementation of minimum standard of human resources between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District?

Here, the comparison between public and private ownership of school in human resources were dealt with. The number of teachers with teaching qualification and pupils-teacher ratio are considered.

Table 13: Description of a Comparison of Human Resources in Meeting the Minimum Standard for Universal Basic Education at the Lower Level in Edo South Senatorial District

	Teachers with:			Number of	Pupils/Teacher	
Ownership	TQ	NTQ	TOTAL	Pupils	Ratio	Decision
Public	120	10	130	3191	25:1	Adequate
Percentage	92.31%	7.69%	100%			
Private	84	18	102	2114	21:1	Adequate
Percentage	82.35%	17.65%	100%			
Total	204	28	232	5305	23:1	Adequate
Percentage	87.93%	12.07%	100%			

Source: Researcher's Fieldwork 2024

Key: TQ = Teaching Qualification, NTQ = No Teaching Qualification

Table 13 revealed that out of a total of one hundred and thirty teachers available in the public schools sampled, one hundred and twenty or 92.31% are with teaching qualification while ten or 7.69% are without teaching qualification. While out of a total of one hundred and two teachers available in the private schools sampled, eighty four or 82.35% are with teaching qualification while eighteen or 17.65% are without teaching qualification. A cursory look at the figures available in table twelve, shows that public school ownership has more teachers with teaching qualification compare to that of private school ownership.This means that there is a difference in the implementation of minimum standard of human resources (teaching qualification) between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District.

Table 13 also revealed that pupil/teacher ratio of 25:1 was recorded for public school ownership while pupil/teacher ratio of 21:1 was recorder for private school ownership. Although they both meet the minimum standard benchmark of the commission, but the private school ownership is better than that of public school ownership. This means that there is a difference in the implementation of minimum standard of human resources (teachers' adequacy) between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District.

Research question twelve: What is the difference in the implementation of minimum standard of infrastructural facilities between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District?

Table 14: Description of a Comparison of Infrastructural Facilities in Meeting the Minimum Standard for Universal Basic Education at the Lower Level in Edo South Senatorial Distric

		Private		Public	
S/N	Infrastructural Facilities	Mean	Std. Dev.	Mean	Std. Dev.
1.	A school building	2.62*	.49	2.52*	.50
2.	Windows	2.56*	.50	2.50*	.51
3.	Head-teacher's office	2.50*	.51	2.50*	.65
4.	Assistant head-teacher's office	2.32*	.68	1.81	.84
5.	A classroom of 144m^2 internal space	2.50*	.62	2.29*	.65
6.	Toilet facilities for staff (male and female)	2.47*	.51	2.04*	.71
7.	Toilet facilities for pupils (male and female)	2.47*	.51	1.85	.71
8.	Spacious and ventilated classrooms	2.56*	.50	2.38*	.61
9.	Desks/seats for pupils in each classroom	2.47*	.51	2.23*	.56
10.	Teacher's tables and chairs for each classroom	2.38*	.65	1.96	.58
11.	Writing board for each classroom	2.41*	.50	2.38*	.53
12.	Sick-bay and First-Aid Box	2.44*	.61	1.40	.61
13.	Spacious playground for merry-go-around	2.35*	.49	2.06*	.63
14.	A football pitch	2.18*	.63	1.88	.67

15.	A perimeter fence with a gate	2.47*	.51	1.71	.77
16.	portable water supply	2.47*	.51	1.67	.75
17.	Library- well stocked reading corner	2.18*	.63	1.35	.56
18.	Computers	2.26*	.67	1.42	.65
19.	All-purpose science laboratories	2.47*	.51	1.35	.60
20.	Assembly hall/ground	2.53*	.51	2.04*	.74
21.	Waste disposal facility	2.53*	.51	1.60	.64
22.	Classrooms and offices with electricity supply	2.47*	.51	1.48	.68
23.	Ceiling-fans in all the offices and classrooms	2.41*	.61	1.50	.74
24.	A functional meteorological garden	2.13*	.69	1.56	.80
	Grand Mean	2.42		1.90	

Source: Researcher's Fieldwork 2024 *Good condition

Table 14 above showed that public school ownership has ten (10) items in good condition: A school building, Window, Head-teacher's office, A classroom of good internal space, Toilet facilities for staff, Spacious and ventilated classroom, Desks/seats for pupils in each classroom, Writing board for each classroom, amongst others with a mean above 2.00; and fourteen (14) items in poor condition: Assistant head-teacher's office, Toilet facilities for pupils (male and female), Teacher's tables and chairs for each classroom, Sick-bay and First-Aid Box, a football pitch, A perimeter fence with a gate, Portable water supply, amongst others having a mean below 2.00. It is clear that all items in private school ownership have a mean above 2.00, which means that the items are available in good condition. Moreover, the grand mean of 2.42 for private school ownership shows that they have more items available in good condition compare to the grand mean of 1.90 for public school ownership. This means there is a difference in the implementation of minimum standard of infrastructural facilities between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District.

Research question thirteen: What is the difference in the implementation of minimum standard of instructional materials between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District?

Table 15: Description of a Comparison of Instructional Materials in Meeting the Minimum Standard for Universal Basic Education at the Lower Level in Edo South Senatorial District

		Private		Public	
S/N	Instructional Materials	Mean	Std. Dev.	Mean	Std. Dev.
1.	National curriculum/examination syllabus	3.39*	.78	2.38	1.23
2.	National Policy on Education Document	3.47*	1.05	2.00	1.19
3.	Teachers' English Language & Mathematics Textbook	3.65*	.85	2.58*	1.11
4.	Teachers' Guide in English Language & Mathematics	3.65*	.85	2.52*	1.18
5.	Scheme of Work/Diaries	3.59*	.86	2.23	1.13
6.	Students' Mathematics Textbook	3.76*	.74	2.73*	.98
7.	Students' English Textbook	3.47*	1.05	2.65*	.98
8.	Tape recorder	2.47	1.44	1.17	.43
9.	Audio CDs	2.47	1.48	1.19	.49
10.	Video/DVDs	2.74*	1.31	1.27	.64
11.	Posters, charts, flash cards	2.88*	1.39	2.90*	1.04

12. Language laboratory	2.29	1.22	1.31	.69
13. ICT centre	2.35	1.23	1.54	.99
14. Library	2.35	1.18	1.31	.62
15. Slides	2.41	1.28	1.38	.76
16. Projector & Screen	2.47	1.33	1.25	.56
Grand Mean	2.98*		1.9	

Source: Researcher's Fieldwork 2024 *Adequate

Table 15 showed that private school ownership agreed on adequacy of nine (9) items which are above the mean of 2.5. The items are National Curriculum/examination syllabus, National Policy on Education Document, Teachers' English Language & Mathematics Textbook, Teachers' Guide in English Language & Mathematics, Scheme of Work/Diaries, Students' Mathematics Textbook, Students' English Textbook, Video/DVDs and Posters, charts, flash cards; and they disagree on adequacy of seven (7) items which are below the mean of 2.5. While that of public school ownership agreed on adequacy of five (5) items which are above the mean of 2.5. the items are Teachers' English Language & Mathematics Textbook, Teachers' Guide in English Language & Mathematics, Students' Mathematics Textbook, Students' English Textbook and Posters, charts, flash cards; others items are below the mean of 2.5. However, a close look at the grand mean for both schools showed that the private school ownership with a grand mean of 2.98 has the highest agreement of adequacy of these instructional materials compare to a grand mean of 1.9 of public school ownership. This means that there is a difference in the implementation of minimum standard of instructional materials between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District.

Hypothesis one: There is no significant difference in the implementation of minimum standard of human resources between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District

Variable	N	df	Chi-square	table value	Decision
Qualification*school ownership	232	1	5.33	3.84	Reject Ho

Table 16: Chi-square of Human Resources and School Ownership

∝=0.05 **Source:** Researcher's Fieldwork 2024

Table 16 showed a chi-square value of 5.33 and table value of 3.84. Testing at an alpha level of 0.05 the chi-square value is greater than the table value, so the null hypothesis which states that "there is no significant difference in the implementation of minimum standard of human resources between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District" is rejected. Consequently, there is a significant difference in the implementation of minimum standard of human resources between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District?

Hypothesis two: There is no significant difference in the implementation of minimum standard of infrastructural facilities between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District.

Table 17: t-test of Independent Sample of Infrastructural Facilities by School Ownership

School ownership	N	Mean	Std. Dev	df	t.test	Sig (2-tailed)	Decision
Private	34	58.15	10.34				
				80	6.31	.000	Reject H0
Public	48	45.48	7.83				

∝=0.05 **Source:** Researcher's Fieldwork 2024

Table 17 showed a t value of 6.31 and a p value of .000. Testing at an alpha level of 0.05 the p value is less than the alpha level, so the null hypothesis which states that "there is no

significant difference in the implementation of minimum standard of infrastructural facilities between public school ownership and private school ownership of Universal Basic Education at the Lower Basic Level in Edo South Senatorial District." is rejected. Consequently, there is a significant difference in the implementation of minimum standard of infrastructural facilities between public school ownership and private school ownership of Universal Basic Education.

Hypothesis three: There is no significant difference in the implementation of minimum standard of instructional materials between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District.

Table 18: t-test of Independent Sample of Instructional Materials by School Ownership

School ownership	N	Mean	Std. Dev	df.	t.test	Sig (2-tailed)	Decision
Private	34	47.62	13.54				
				80	6.90	.000	Reject H0
Public	48	30.40	9.09				

$\propto$=0.05 **Source:** Researcher's Fieldwork 2024

Table 18 showed a t value of 6.90 and a p value of .000. Testing at an alpha level of 0.05 the p value is less than the alpha level, so the null hypothesis which states that "there is no significant difference in the implementation of minimum standard of infrastructural facilities between public school ownership and private school ownership of Universal Basic Education at the Lower Basic Level in Edo South Senatorial District" is rejected. Consequently, there is a significant difference in the implementation of minimum standard of instructional materials between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District.

Discussion of Findings

Result from research question one showed the headmistress/headmaster's ratings of the objectives of the Universal Basic Education at the Lower Level in Edo South Senatorial District. The finding showed that the objectives of UBE were rated very good by the respondents. This finding could be so because the implementers of the UBE progrmmes were the ones who responded and provided the data for the analysis. This finding is in agreement with Oladipo (2019) who evaluated the nine years Universal Basic Education programme in Edo South Senatorial District of Edo State, the findings revealed that the objectives of UBE were rated very good by the stakeholders. In the same vain, Arop et al. (2018), who attempted to assess qualitatively, the implementation strategies of the Universal Basic Education (UBE) policy in Nigeria. The Universal Basic Education goals were stated as contained in the policy statement of the National Policy on Education. It was discovered that the formulated policy of the UBE was very good including the strategies documented to attain stated objectives of the programme. This implies that the respondents agree that government and policy makers have done a good job in setting a standard for the UBE programme at the lower basic level and the programme is

worthwhile. However, Igabari (2016) who examined evaluation of the implementation of Universal Basic Education in Delta and Edo States revealed that UBE objectives were generally perceived by head teachers, to be partially implemented in both Delta and Edo States. This disagrees with the findings of this study.

Research question two addresses the qualifications of teachers in the Universal Basic Education at the Lower Level in Edo South Senatorial District. The findings revealed that the sampled schools have more qualified teachers meeting the minimum standard for Universal Basic Education at the Lower Level in Edo South Senatorial District. This was obvious as 87.93 percent of teachers have the requisite qualification which is a minimum of NCE. Considering the statement of FRN (2004), (2013) in her National Policy on Education that all teachers who are the main human resources in educational system shall be professionally trained. This finding is so due to the quest to deploy qualified teachers to teach in the area of study that is very high. Nwogu and Esobhawan (2014) whose finding is in agreement with the findings of this study, in their descriptive survey conceded in Edo State, Nigeria and investigated teacher quality and quantity for the implementation of Universal Basic Education, their findings established adequacy of qualified teachers. By implication the man power needed for the attainment of the UBE objective in the study area were in place. To corroborate this study also, Alonge and Enowoghomwenma (2019) carried out a study on quality of primary education programme implementation in the International Christian Centre (ICC) internally displaced persons camp, Edo state. The qualification of the teaching staff in ICC internally displaced primary school was moderately high (56%). But still do not meet up with UBE benchmark. However, the study disagrees with the study carried out by Oladimeji and Ogunyebi (2019) on assessment of the implementation of the universal basic education programme in South West, Nigeria: issues,

problems and prospects. In one of their results, the proportion of qualified teachers in terms of training in South-West Zone was significantly different from the one hundred percent (100%) provided for in the UBE implementation guideline. Still in disagreement with this finding, Domike and Edward (2014) who carried out a descriptive study on the evaluation of the major implementation problems of primary school curriculum in Cross River State, Nigeria. Their finding indicated a dearth of qualified teachers in the state. On the contrary,

On whether there are adequate teachers in the Universal Basic Education at the Lower Level in Edo South Senatorial District. The results of research question three revealed that the sampled schools have adequate teachers meeting the minimum standard of 1:35 for Universal Basic Education at the Lower Level in Edo South Senatorial District. This adequacy could have resulted due to some unqualified teachers that are deployed thereby, increasing the quantities of teachers available in the schools. However, what this means is that the implementation of the UBE programme will be effective and achievement of UBE goals will be an easy task. To corroborate this study, Alonge and Enowoghomwenma (2019) carried out a study on quality of primary education programme implementation in the International Christian Centre (ICC) internally displaced persons camp, Edo state. Their result revealed that the teacher pupils' ratio of ICC internally displaced person camp primary school for 2016 was adequate across the six levels of the primary school using the UBE benchmark of 1:35. Still in support of the study, Tyokaa (2014) conceded a descriptive research in Kebbi State, Nigeria, where he studied the readiness of primary schools in terms of personnel and infrastructural facilities required for the implementation of basic education programme of the Federal Government. His findings on the adequacy of teachers in the sampled schools yielded an average of 89%. This shows teacher adequate readiness in order to implement the universal basic education programme in Benin,

Kebbe LGA. Alaba and Olowoniwa (2022) study assessed the quality of basic education teachers in Kogi state. Survey research design was adopted for the study. The findings indicated that adequate qualified teachers were employed for the UBE programmes and that the majority of teachers were NCE as required. However, a good number were not trained, for example, those who hold B.Sc., B.A, etc. without any teaching qualification. Findings revealed that the proportion of qualified teachers was significantly different from the one hundred percent stipulated by UBE implementation guidelines.

On the contrary, Abutu (2015), evaluated the implementation of UBE programme in primary schools in Nsukka Education Zone of Enugu State. The findings showed among others that trained teachers are not adequately available to a high extent for the effective implementation of UBE programme in the primary schools. Still in line with Abutu, Domike and Edward (2014) carried out a descriptive study on the evaluation of the major implementation problems of primary school curriculum in Cross River State, Nigeria. The findings also revealed that contrary to the Federal Government stipulation of a teacher-pupil ratio 1:35 in UBE schools, the obtainable teacher-pupil ratio was inadequate.

Research question four addressed the level of availability of infrastructural facilities for Universal Basic Education at the Lower Level in Edo South Senatorial District. The availability of infrastructural facilities in all the schools recorded 50% and above. From the analysis the grand mean showed that infrastructural facilities were available. The reason for this result could be that many schools have infrastructural facilities on ground hence the result was on the high side. However, whether they are in good condition is a different matter. This study gives credence to Alonge and Enowoghomwenma (2019) who carried out a study on quality of primary education programme implementation in the International Christian Centre (ICC)

internally displaced persons camp, Edo State. Their finding revealed that some of the infrastructural facilities were available, although, Imakpokpomwan et al. (2022), who sought to investigate the management of the UBE policy implementation process in Central Senatorial District of Edo State, found that the learning resources provision to the sampled schools fell short of expectation, that most schools have no science laboratories and home economics laboratories.

Research question five revealed the condition of infrastructural facilities in Universal Basic Education at the Lower Level in Edo South Senatorial District, The checklist data analysed revealed that the minimum benchmark of good quality infrastructural facilities needed for the successful implementation of UBE programmes were not in place. Out of twenty four (24) items, only sixteen (16) were in good condition while others were in poor condition. This could be due to lack of maintenance culture bedeviling other sectors of the economy by extension education sector. Infrastructural facilities help to stimulate pupil's interest, enhance retention and make teaching and learning to be effective. Since they are not in place it therefore means that there will be no effective teaching and learning in primary schools. A similar result was gotten from the study conducted by Asiyai (2012) on impact of school facilities on students' academic performance in public secondary schools in Delta State, with the aim to find the state of infrastructural facilities in schools. The result showed that physical facilities in the state public schools were in a serious state of dilapidation. Which invariably means poor condition. Abutu (2015) finding when he evaluated the implementation of UBE programme in primary schools in Nsukka Education Zone of Enugu State are as follows: both head teachers and teachers are of the opinion that most UBE primary schools have less than 6 classrooms built on 9m x 12m dimension, there are no WC toilet facilities in the primary schools, there are inadequate classroom block, there are no adequate furniture, there are no functional library and no adequate

first aid medical facilities for the effective implementation of UBE programme in primary schools to a high extent. A cursory look at these school in spite of government efforts reveals schools dominated by dilapidated buildings, school void of good furniture and equipment, schools where instructional materials are either not provided or are inadequate (Adeyemi, 2014).

Research question six revealed the level of availability of instructional materials in the Universal Basic Education at the Lower Level in Edo South Senatorial District. From the result, the grand mean showed the level of availability in such a way that 61.44% were available. This means that instructional materials are available. Although the level of availability of audio visual and tape recorder as well as slide, projector and screen accounted for a lesser percentage. This could be so because some of these materials are expensive to purchase and maintain. In line with this finding, Olayiwola (2024) study examined relevance and utilization of available instructional materials in teaching basic Social Studies in Iseyin, Oyo State, Nigeria and found that available instructional materials like textbooks, newspapers, posters, computer systems, televisions, video systems, radio, and a host of others were available in teaching Basic Social Studies. In line with this study, Achuba (2025) investigated the availability, adequacy and utilization of instructional materials in the teaching and learning of Basic Science and Technology (BST) in Junior Secondary School students in Uhunmwode Local Government Area of Edo State, Nigeria. The study revealed that instructional materials were available though not adequate, but Abutu (2015) evaluated the implementation of UBE programme in primary schools in Nsukka Education Zone of Enugu State. The finding revealed that electronic teaching aids like computers and audio-video sets are not available in primary schools to a high extent. The school libraries were not also equipped with modern books to cater for the needs of pupil in various subjects.

Research question seven revealed respondents' agreement on the adequacy of printed instructional materials and disagree on the adequacy of non-printed instructional materials. Above all the grand mean of 2.35 shows that respondents disagree on the adequacy of the instructional materials in schools. The non-printed material could be expensive to maintain due to high vulnerability and sensitivity many schools may not consider it necessary, but these facilities cannot be undermined if the objective of UBE especially at lower basic level will be achieved. Inadequate supply of instructional materials hinders effective teaching and learning and by implication since the interest of the learners are not stimulated learning may become boredom and such the objective of UBE goals can be affected. In support of this findings, Okoli and Okorie (2015) carried out a study with the intent to find out the adequacy of material resources for effective implementation of the Upper Basic Business Studies curriculum in Ebonyi State. The study revealed that the mean of 33 out of 40 items essential for competent teaching and learning of Business Studies fell between 1.1 and 2.0 indicating low adequacy. Their study also revealed low adequacy of Business Studies textbooks. To corroborate the above findings also, Ajayi and Adeyemi (2011) investigated the implementation of UBE policy with regard to provision of facilities in the lower basic schools. Their findings revealed 6.73% as the value of adequate facilities in public primary schools across the study area. Comparison of the percentage of schools equipped with the facilities with the total number of public primary schools in the state was found to be very low and inadequate. Still in line with this finding, Abutu (2015) evaluated the implementation of UBE programme in primary schools in Nsukka Education Zone of Enugu State. The findings revealed that electronic teaching aids like computers and audio-video sets are not available in primary schools to a high extent. The school

libraries were not also equipped with modern books to cater for the needs of pupil in various subjects

Analysis of the data in research question eight revealed on the average, the enrolment growth rate in Edo South Senatorial District to be 0.34% which has low growth rate over the range of four years. This implies that many children are out of school which goes against the word “universal” in the UBE programme. This is evidence on our street today seeing school-age children who are supposed to be in school roaming the street, some are engaged in child labour. The economic hardship may have accounted for such low enrolment of pupils in the lower basic level (basic1-3) of the UBE in the area covered. This study agrees with Bello et al. (2017) in their study evaluated access to UBE in the three senatorial districts of Sokoto State. Their findings revealed that children above aged six are enrolled to basic education, and the level of access is below average because it was found out that more than 60% of school age children are out of school. They therefore concluded that the level of access of school going age children to Lower Basic Education which is the gateway to formal education in Sokoto State is very low. On the contrary, Adeyemi and Adu (2010) carried out descriptive research in Ekiti State, Nigeria. They examined the pattern of enrolment compared with the provision of physical facilities in lower and upper basic schools. The findings of their study revealed that the proportion of students’ enrolment was increasing in primary schools as against a decreasing enrolment growth rate in JSS in a space of six years considered. Still in line with Adeyemi and Adu study, Danjuma (2010), in his work consented to a continuous increase in enrolment year-in-year out in Sokoto and Niger respectively. The former in his findings reported a rise in the rate of students’ enrolment in basic schools in Sokoto State. The findings of Adeyemi and Adu; and Danjuma could be so because as at 2010 the economic was not biting on people as it is now.

Finding from research question nine reveals that pupils' dropout fluctuated in the first set as observed in the sample. However, the average dropout rate was very high. But the second set revealed that there was a continuous decrease as observed in the sample. However, the average dropout was still very high. The economic situation may have also accounted for this especially the post COVID 19 era. On the contrary, Oladipo (2019) in her study on evaluation of the nine-year UBE programme in Edo South Senatorial District of Edo State revealed an average dropout percentage that was very low. This was done before the COVID 19 pandemic though. A descriptive survey of ex-post facto design was carried out by Nakpodia (2010) on the rate of dropouts among secondary school students in Delta State. Although the rate of dropouts for the first years was from 146,671 to 149,007 which was 1.6%, but in the following year there was a decrease in the rate of dropouts from 149,007 to 146,935, 1.4% the rate of dropouts drastically increased in the next year to 12.6%, followed by a further drop the next academic session to 4.1%, which is also in support of this findings. In the same vein, Arowolo et al. (2016) in their descriptive research carried out in the North Central geographical region of Nigeria on trend analysis of students' dropout rate and the effects on the social and educational system in Nigeria. The study exposed a high rate of pupils' dropouts of primary school over the years. If the trend of high dropout rate continues, the UBE objective that specified reducing drastically, the incidence of dropout from the formal school system, through improved relevance, quality and efficiency cannot be achieved.

Findings from research question ten revealed that the transition rate from basic three (3) to basic four (4) is moderately low. If this is allowed to continue it will not only affect the enrolment rate for the Middle Basic Level of UBE it will also go against the 100% transition rate from class to class and level to level as specified in the minimum standard for basic education in Nigeria. Although, Agi (2013) reported that transition rate in private primary school level, by

pupil flow analysis through promotion, repetition and dropouts are one hundred percent. All pupils are promoted without repetition and dropout because of the small number of pupils and cost of private education. However, he reported that public primary schools transit pupils through promotion, repetition and dropout because of the massive enrolment. The efficiency of private primary schools has no wastage because pupils enrolled in primary one which is considered cohort will all complete their primary six. Wastage in public primary schools is high as many will not complete primary 1-6. Retention of the cohort in private primary schools is higher than public primary schools. Aliu (2022) revealed that teachers' attitude towards the completion of MBL by pupils in Benin Metropolis is positive which is supported by Mohammed (2018), whose findings suggests that completion rate could be affected by the poor implementation of UBE. This implies that if teachers' attitude towards the implementation of MBL is positive and the program is well implemented with positive attitude towards completing the cycle, obtaining transition rate of 100% as indicated in the UBE policy, will be made easier.

Findings from research question eleven revealed that public school ownership has more teachers with teaching qualification compare to that of private school ownership. This is because the recruitment of teachers in public school ownership is usually done by the government hence they are able to select qualified teachers unlike the private school ownership. On the other hand, the private school ownership is better than that of public school ownership in terms of pupil/teacher ratio. This finding is due to the small size of class and population the private school maintain. Teachers play an important role in functioning of school and imparting education in both private and public primary schools. Teachers' qualification in private primary schools may not be certified. Private primary schools have less qualified or untrained teachers. Teachers' qualification in public school must all meet state mandated requirements and be highly proficient

in their subject areas. Teachers are permanent highly qualified and trained (Adeyemi, 2014). In view of this, Babalola (2018) reported that majority of those who teach English language in the selected schools especially the government owned schools are competent but such competence is being undermined by the poor performance of the students in the subject on yearly basis. If the private schools with less qualified personnel could perform better, definitely something essential is missing somewhere. Private Primary schools has reasonable small class size and greater control over the classrooms. Teachers – student ratio is smaller in private schools. Public primary schools have larger overcrowded classrooms. Teacher – student ratio is wider in public school. (Adeyemi, 2014).

Findings from research question twelve and thirteen revealed that private school ownership have more infrastructural facilities available in good condition compare to the public school ownership. On the other hand, it was also revealed that the private school ownership has the highest agreement on adequacy of instructional materials compare to the public ownership. This result could be so because the private schools are established for profit making hence the need to equip it to attract parents and pupils is their top priority. If this phenomenon continues it will not be long private schools may out-run the public schools and many of the public schools may be a shadow of itself. Many of the private schools are growing bigger and fatter at the expense of the public ones whose enrolment is daily dwindling. Adeyemi (2014) reported that School facilities in private primary schools are accessible because they are adequately provided and utilized for the small class size. They have enough school buildings like classrooms, instructional rooms, staff and students' rooms and furniture for the privileged few. In public primary school, pupils have no access to facilities because of overpopulation borne from free and compulsory education of government. The facilities cannot be adequate to the large class size. Admission rate in private

primary schools is controlled. It is determined by parents of pupils who can afford it for their children.

On the contrary, Agi (2013) reported that quality facilities and utilization in private primary schools are limited. They do not have large spacious school buildings but small classrooms. Facilities like laboratories, libraries, demonstration farms, toilets facilities, playgrounds and staff quarters etcetera are not available. All facilities in public primary schools including buildings, halls, library, furniture and utilities like electricity, water supply, and toilet are adequately provided by government. Utilization of facilities based on spaces is adequate. Still in agreement with Agi, Kabiru (2015) on comparison reported that public primary schools have better facilities, spacious buildings, highly qualified staff and development-oriented management styles, as compared to private primary school. In all, both private and public primary school systems have contributed immensely to the development of education in Nigeria (Agi, 2013, Oguntimehin & Oni, 2010).

The finding of hypothesis one showed that there was a significant difference in the implementation of minimum standard of human resources in terms of teachers' qualification between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District. The findings of hypothesis two and three revealed a significant difference in infrastructural facilities by school ownership in favour of private school ownership. On instructional materials, it was also discovered that, there was a significant difference in instructional materials by school ownership in favour of private school ownership. This further confirms the descriptive statistics result in table 13. In terms of provision of material resources private school ownership is always making sure that such materials are provided, however, this could be due to the competition that exists among themselves or better still small

class size. A comparative study of pupils' academic performance between private and public primary schools was carried out by Adeyemi (2014). Though the result showed that there was statistically significant difference in pupils' academic performance mean scores between private and public schools, null hypothesis was rejected and accepted the alternative hypothesis. That is, there was a difference in the academic performance of pupils in private and public primary schools. This implies that the pupils in private schools performed better than their counterparts in the public primary schools. This could be so as a result of educational facilities that are on ground in private schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, the summary, conclusion and recommendations of the study based on the findings from the data analyzed and their interpretation are presented below.

Summary

The study evaluated the lower level of Universal Basic Education programme in Edo South Senatorial District of Edo State. Thirteen research questions were generated to investigate the extent to which the performance aligned with standard set by the authorities and three hypotheses were formulated.

The population of this study comprised eight hundred and twenty (820) primary schools (Basic 1-3) in Edo South Senatorial District. The district is made up of seven Local Government Areas across urban and rural communities which include Egor, Ikpoba-Okha, Oredo, Orhiomwon, Ovia North-East, Ovia South-West, and Uhunmwode Local Government Area of Edo State. Multistage sampling was adopted to get the desire sample size of eighty two (82) schools made up of thirty four (34) private school ownership and fourty eight (48) public school ownership in Edo South Senatorial District. Ten percent (10%) each of the population of private school ownership and public school ownership was used to determine the sample for the study.

The study was hinged on the theoretical model propounded by Malcolm M. Provus-Discrepancy Evaluation Model (DEM). DEM assumes that in order to determine the feasibility

of a program, evaluator can compare between the supposed and expected (standard) with what is actually happening (performance) so that it can be known whether there is a gap (discrepancy) between the two hence, the concepts of S, P, and D. Related literature were reviewed as follows: Universal Basic Education in Nigeria, quantities and qualities of human (teachers) and material resources available for the implementation of UBE programme at the lower basic level, comparison of UBE implementation of human and material resources between public and private schools in lower basic level among others.

The survey research design was adopted for this study. The instruments used in this study included: Universal Basic Education Programme Objective Rating Scale (UBEPORS), Universal Basic Education Resources Minimum Standard (UBERMS), and Universal Basic Education Programme Enrolment Pattern (UBEPEP). These instruments were made up of questionnaires, inventory and checklist with each instrument having section A, B, or C as the case may be. The validity of the instruments was ascertained by three experts in the field of educational measurement and evaluation. Test of reliability were conducted for instrument 1 (UBEPORS) and instrument 2 (UBERMSC). Internal consistency reliability was carried out for instrument 1 using the Cronbach Alpha formula and a coefficient of 0.86 was obtained. Inter-rater scale reliability was adopted to determine the reliability coefficient for instrument 2. The rating was subjected to percentage agreement calculation and a reliability coefficient of 0.86 and 0.60 were obtained for infrastructural facilities and instructional materials respectively.

From the analysis of the results in chapter four using descriptive statistics of mean, standard deviation, frequency counts and percentage in providing answers to the thirteen research questions raised; and independence t-test and chi-square to test three hypotheses formulated to guide the study, the following findings were as follows:

1. Headmistress/headmaster rated the objectives of the Universal Basic Education at the Lower Level in Edo South Senatorial District as very good;
2. sampled schools have more qualified teachers meeting the minimum standard for Universal Basic Education at the Lower Level in Edo South Senatorial District, the sampled schools have adequate teachers meeting the minimum standard for Universal Basic Education at the Lower Level in Edo South Senatorial District;
3. infrastructural facilities needed for a successful implementation of UBE programmes were available but some in poor condition;
4. there is inadequate instructional materials in schools, especially the non-printed materials which may hinder the acquisition of functional education;
5. the enrolment growth rate of Universal Basic Education in Edo South Senatorial District is low over the range of four years;
6. there is a very high rate of incidence of dropouts of pupils in the Universal Basic Education programme;
7. that the transition rate from basic three (3) to basic four (4) is moderately low in the Universal Basic Education programme;
8. public school ownership has more teachers with teaching qualification compared to that of private school ownership. On the other hand, the private school ownership is better than that of public school ownership in terms of pupil/teacher ratio in the Universal Basic Education programme.The Chi-Square established a significant difference in the implementation of minimum standard of human resources between public school ownership and private school ownership of Universal Basic Education at the Lower Level in Edo South Senatorial District;

9. private school ownership has more infrastructural facilities in good condition compared to the public school ownership; t-test of independence establishes a significant difference in infrastructural facilities by school ownership in favour of private school ownership; and
10. private school ownership has more adequate instructional materials compare to the public school ownership; t-test of independence establishes a significant difference in instructional materials by school ownership in favour of private school ownership.

Conclusion

The conclusion the researcher reached in this study is that there was discrepancy between standard and performance in some units of the Universal Basic Education programme at the Lower Level. That means the performance fell short of the minimum standard set by the commission in some sub units. Although the UBE objective was rated very good by the stakeholders. The findings of the study established that there were adequate and qualified teachers meeting the minimum standard for Universal Basic Education at the Lower Level. The importance of teachers in any educational programme cannot be undermined, especially in the implementation of the Universal Basic Education programme. The success or failure of it will depend upon the qualification of teachers because of the nature of the programme.

The infrastructural facilities and instructional materials were in need of attention as the study showed poor condition and inadequacy of these materials. UBE is a restructuring and reorientation of the nation's education system focused on technological, economic and social development. Hence, functional education requires a very good accommodation for the learners, good and well-equipped laboratories, libraries and computers among other infrastructural

facilities that facilitate teaching and learning. In the same vein, instructional equipment or materials like audio and audio-visual aid learning, and they must be provided in the required quantity proportionate to the number of students and in a good and standard form to make functional education possible too. One of the implementation strategies of UBE is that teaching shall be by practical, exploratory and experimental methods.

The enrolment growth rate, incidence of dropout and transition rate from basic three to basic four was worrisome as the finding suggested the need for improvement. Low access to primary education connotes problem of unsatisfactory or non-achievement of Nigeria's education goals, and by extension Universal Basic Education programme. There must be a translation of policy into a plan of action, emphasizing the need due to increasing national population and diminishing resource availability.

Recommendations

Based on the findings in this study, the researcher's recommendations are as follow:

1. The commission should ensure a successful implementation of the Universal Basic Education programme at the Lower Level by maintaining that adequate and qualified teachers are deployed for teaching profession.
2. The infrastructural facilities and instructional materials provided should be improved on. These facilities should be of good and suitable quality and enough quantity to satisfy the minimum standards for attaining meaningful teaching and learning objectives.
3. All factors that hinder access and encourage dropout of pupils should be factored-in in the policy implementation plan of UBE.

4. The UBE commission should encourage and ensure all private school ownership to maintain the minimum acceptable practice for teaching profession by employing qualified teachers.

Contributions to Knowledge

The contributions to knowledge of this study based on the gap it intended to cover are spelt out in the following ways:

1. The study has shown that the lower level of UBE programme which is the formation and transitional level needs attention of various stakeholders to collaborate and provide necessary resources for implementation if the objectives must be achieved.
2. The study has established that private school ownership has more infrastructural facilities in good condition and more adequate instructional materials compared to public school ownership.
3. The study has shown that infrastructural facilities and instructional materials needed for the successful implementation of UBE programme in Edo State were available although some were not in good condition and some were not adequate.
4. Through the use of the Discrepancy Evaluation Model, the study has help to provide discrepancy information between UBE minimum standard and actual performance.

Suggestions for Further Studies

The following are suggestions for further studies:

1. Other studies could be carried out on evaluation of Middle Level of the Universal Basic Education programme.

2. Further study can be done on addressing the discrepancies between standard and performance in resources available for the implementation of UBE programme.
3. Other areas and sub-units like curriculum, quality assurance among others where minimum standard have been specified in Universal Basic Education programme should inform another study of evaluation.
4. A similar study should be replicated using the entire state to confirm or break new ground.

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APPENDIX A

LETTER OF PERMISSION FOR DATA COLLECTION

UNIVERSITY OF BENIN
BENIN CITY, NIGERIA
DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELLING PSYCHOLOGY (EECP)
FACULTY OF EDUCATION

24th of October, 2023.

Head of School,
Primary Schools,
Edo South Senatorial District,
Edo State.

Dear Sir/Ma,

LETTER OF INTRODUCTION

The bearer **Osarenren Clement OGBEIDE** is a postgraduate student of the named Department and Faculty above. He is carrying out a Ph,D. research work on the topic **"Evaluation of the Lower Basic Level of Universal Basic Education Programme in Edo South Senatorial District of Edo State, Nigeria".**

Your school has been randomly selected among 82 primary schools (Basic 1-3) in Edo South Senatorial District for the purpose of this research. We hereby plead for your cooperation and assistance to administer the instruments (inventory) to the staff, collect other information and also to complete the rating scale even as you serve as guide. The information is purely for academic purpose and will be treated confidentially

Thanks

Dr. (Mrs.) M. U. Orheruata

Head of Department

APPENDIX B

INSTRUMENT FOR DATA COLLECTION

Instrument 1:

Universal Basic Education Programme Objective Rating Scale (UBEPORS)

Section A: Socio-demographic Data

1. Status: Headmaster/Headmistress [ ] Year Head/HOD/ Head Teacher [ ] Classroom teacher [ ]
2. AGE: 19-28 years [ ] 29-38 years [ ] 39-48 years [ ] 49& above [ ]
3. SEX: Male [ ] Female [ ]
4. QUALIFICATIONS: TC II [ ] OND [ ] NCE [ ] HND [ ] B.Sc./B.A. [ ] B.Sc.Ed/B.A.Ed/B.Ed. [ ] PGDE/M.A./M.Sc.M.Ed. [ ] P.Hd [ ]
5. Name of School_____ LGA_____

Please indicate by ticking (√) your rating of the objectives of Universal Basic Education

4=Excellent, 3= Very Good, 2= Good, 1= Fair

S/N	STATEMENTS OF UBE PROGRAMME OBJECTIVE	4	3	2	1
1	Developing in the entire citizenry a consciousness for education				
2	Ensuring a 9-year free, compulsory and continuous education				
3	Ensuring the acquisition of basic communication skills				
4	Acquisition of manipulative skills				
5	Endowment of individuals with tools for learning, problem solving and rational decision				
6	Equip young people with science and technological skills				
7	Acquisition of basic entrepreneurial skills and wealth generation				
8	Acquisition of ethical, moral and civic values needed to contribute meaningfully to the society				
9	Acquisition of knowledge and skills tailored towards individual needs				
10	Equip young people to contribute to social development				
11	Reducing the rate of drop-out from formal school system				
12	Prepare the young people for further studies in any career of their				

	choice				

Instrument 2

Section A:

Universal Basic Education Resources Minimum Standard (UBERMS)

Name of School…….....……..

Number of qualified teachers for Universal Basic Education			
	Number of teachers		
Qualification	Male	Female	Total
SSCE			
TCII			
OND			
NCE			
HND			
B.Sc/B.A			
B.Ed/B.Sc. Ed/B.A.Ed			
PGDE/M.A/M.Sc/M.Ed			
P.Hd			

LGA……..……

School Ownership ……..……

Section B:

Please indicate by ticking **[√]** your rating of availability and condition of the following infrastructural facilities in UBE Schools presently

S/N	Infrastructural Facilities	Available	Poor Condition	Good Condition
1	A school building			
2	Windows			
3	Head-teacher's office			
4	Assistant head-teacher's office			
5	A classroom of 144m^2 internal space			
6	Toilet facilities for staff (male and female)			
7	Toilet facilities for pupils (male and female)			
8	Spacious and ventilated classrooms			
9	Desks/seats for pupils in each classroom			
10	Teacher's tables and chairs for each classroom			
11	Writing board for each classroom			
12	Sick-bay and First-Aid Box			
13	Spacious playground for merry-go-around			
14	A football pitch			
15	A perimeter fence with a gate			
16	portable water supply			
17	Library- well stocked reading corner			

18	Computers			
19	All-purpose science laboratories			
20	Assembly hall/ground			
21	Waste disposal facility			
22	Classrooms and offices with electricity supply			
23	Ceiling-fans in all the offices and classrooms			
24	A functional meteorological garden			

Section C

Please indicate by ticking **[√]** your rating of the following instructional materials in UBE Schools presently

Where 4 = Very Adequate, 3 = Adequate, 2 = Not Adequate, 1 = Not Available

S/N	**Instructional Materials**	**4**	**3**	**2**	**1**
1	National curriculum/examination syllabus				
2	National Policy on Education Document				
3	Teachers' English Language & Mathematics Textbook				
4	Teachers' Guide in English Language & Mathematics				
5	Scheme of Work/Diaries				
6	Students' Mathematics Textbook				
7	Students' English Textbook				
8	Tape recorder				
9	Audio CDs				
10	Video/DVDs				
11	Posters, charts, flash cards				
12	Language laboratory				
13	ICT centre				

14	Library				
15	Slides				
16	Projector & Screen				

Instrument 3

Section A:

Universal Basic Education Programme Enrolment Pattern (UBEPEP)

Name of School……

LGA…….

School Ownership……

Year	**M**	**F**	**Total**

Section B:

Incidence of Dropout

(SET 1)

Year	Class	Male	Female	Total
	Basic 1			
	Basic 2			
	Basic 3			
	Basic 4			

(SET 2)

Year	Class	Male	Female	Total
	Basic 1			
	Basic 2			
	Basic 3			
	Basic 4			

APPENDIX C
Reliability of Infrastructural Facilities

3 X 24 = 72

ITEM	JUDGE1	JUDGE2	JUDGE3	J1/J2	J1/J3	J2/J3	TOTAL
1	3	3	3	1	1	1	3
2	3	3	3	1	1	1	3
3	3	3	3	1	1	1	3
4	3	3	0	1	0	0	1
5	3	3	3	1	1	1	3
6	3	3	3	1	1	1	3
7	3	3	3	1	1	1	3
8	3	3	3	1	1	1	3
9	3	3	3	1	1	1	3
10	3	3	3	1	1	1	3
11	3	3	3	1	1	1	3
12	3	3	3	1	1	1	3
13	3	3	3	1	1	1	3
14	3	3	2	1	0	0	1
15	3	3	3	1	1	1	3
16	3	3	3	1	1	1	3
17	2	3	2	0	1	0	1
18	3	3	3	1	1	1	3
19	1	3	3	0	0	1	1
20	3	3	3	1	1	1	3
21	3	3	3	1	1	1	3
22	3	3	3	1	1	1	3
23	3	3	3	1	1	1	3
24	2	0	0	0	0	1	1
TOTAL							**62**

62/72 = **0.86**

Reliability of Instructional Materials

ITEM	JUDGE1	JUDGE2	JUDGE3	J1/J2	J1/J3	J2/J3	TOTAL
1	3	3	3	1	1	1	3
2	1	3	3	0	0	1	1
3	3	3	3	1	1	1	3
4	3	3	3	0	0	1	1
5	3	3	3	1	1	1	3
6	3	3	3	1	1	1	3
7	3	3	3	1	1	1	3
8	1	0	1	0	1	0	1
9	1	0	2	0	0	0	0
10	1	2	2	0	0	1	1
11	2	2	3	1	0	0	1
12	0	1	1	0	0	1	1
13	3	3	3	1	1	1	3
14	2	3	3	0	0	1	1
15	0	0	0	1	1	1	3
16	0	2	0	0	1	0	1
TOTAL							**29**

3 X 16 = 48

29/48 = **0.60**

Reliability of UBE Programme Objectives

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.862	12

APPENDIX D

S/N	LIST OF SAMPLED SCHOOLS	LGA
1	COMMAND PRIMARY SCHOOL	EGOR
2	GLOBAL CHILDREN SCHOOL	EGOR
3	MERIDIAN EDUCATION CENTRE	EGOR
4	WORD OF FAITH	EGOR
5	AMAGOR PRIMARY SCHOOL	EGOR
6	OGIDA PRIMARY SCHOOL	EGOR
7	UGBOWO PRIMARY SCHOOL	EGOR
8	WINROSE GROUP NURY/PRY. SCHOOL	OREDO
9	WORD OF FAITH NURY/PRY. SCHOOL, EFOMON	OREDO
10	OUR LADY OF HOPE NURY/PRY SCHOOL	OREDO
11	PEKAH LEARNING HOUSE NURY/PRY SCHOOL	OREDO
12	HOLY CHILD JESUSNURY/PRY SCHOOL.	OREDO
13	IKPONMWOSA NOSAKHAREPRIMARY SCHOOL	OREDO
14	IMMANUEL BAPTIST ACADEMY	OREDO
15	DWYNET INTERNATIONAL ACADEMY	OREDO
16	EHIBASS ACADEMY PRY & SEC. SCH	OREDO
17	EDOKPOLO NUR/PRY SCHOOL	OREDO
18	ANOINTED ACADEMY	OREDO
19	AUNTY DOROTHY SCHOOL	OREDO
20	BERACAH ACADEMY	OREDO
21	BRAINVILLE MONT SCH	OREDO
22	CHILDREN CENTRAL LIFE ACADEMY.	OREDO
23	CHRISTIAN EDUCATION CENTRE	OREDO
24	ADESUWA SCHOOL	OREDO
25	ADOLO SCHOOL	OREDO
26	EKAE SCHOOL	OREDO
27	AGBADO SCHOOL	OREDO
28	ESIGIE SCHOOL	OREDO
29	FABIYI-AKPATA SCHOOL	OREDO
30	EWUARE (UZEBU) SCHOOL	OREDO
31	PAYNE SCHOOL	OREDO
32	ORE-OGHENE SCHOOL	OREDO

33	OLIHA SCHOOL	OREDO
34	OWINA SCHOOL	OREDO
35	CONTINENTAL GROUP OF SCHOOL	OVIA N/E
36	SUNRISE GROUP OF SCHOOLS	OVIA N/E
37	GOD'S HANDWRITING ACADEMY	OVIA N/E
38	IMMACULATE CHRIST INTERNATIONAL SCHOOL	OVIA N/E
39	UWAGBOE DEMONSTRATION SCHOOL	OVIA N/E
40	RADIANT CITY MONTESSORI ACADEMY	OVIA N/E
41	NEWTON'S BRAIN ACADEMY	OVIA N/E
42	GOLDEN TOUCH	OVIA N/E
43	SOLAMIN INTERNATIONAL SCHOOL	OVIA N/E
44	MODERN CITY HILLS ACADEMY	OVIA N/E
45	RAINBOW INTERNATIONAL SCHOOL	OVIA N/E
46	ST. TITUS INTERNATIONAL COLLEGE	OVIA N/E
47	ISIUWA PRIMARY SCHOOL	OVIA N/E
48	OKPONHA PRIMARY SCHOOL	OVIA N/E
49	OKUNZUWA PRIMARY SCHOOL	OVIA N/E
50	OSARO PRIMARY SCHOOL	OVIA N/E
51	OBAZUWA PRIMARY SCHOOL	OVIA N/E
52	IKALADERHAN PRIMARY SCHOOL	OVIA N/E
53	OWINA PRIMARY SCHOOL	OVIA N/E
54	ODARO PRIMARY SCHOOL	OVIA N/E
55	OVONRANMWEN PRIMARY SCHOOL	OVIA N/E
56	OGIOBO PRIMARY SCHOOL	OVIA N/E
57	NOBORE PRIMARY SCHOOL	OVIA N/E
58	ISE PRIMARY SCHOOL	OVIA N/E
59	IGUOSODIN PRIMARY SCHOOL	OVIA N/E
60	ERESOYEN PRIMARY SCHOOL	OVIA N/E
61	EKOSODIN PRIMARY SCHOOL	OVIA N/E
62	ARUOSA PRIMARY SCHOOL	OVIA N/E
63	ADOLOR PRIMARY SCHOOL	OVIA N/E
64	CHILDREN ACADEMY	OVIA S/W
65	GIIGAL EDUCATION CENTRE	OVIA S/W
66	EVERGREEN G/S	OVIA S/W
67	EXCELLENT GROUP OF SCHOOLS	OVIA S/W
68	OGUONA PRIMARY SCHOOL	OVIA S/W
69	OKORO PRIMARY SCHOOL	OVIA S/W
70	AIFESOBA PRIMARY SCHOOL	OVIA S/W
71	OFUMWENGBE PRIMARY SCHOOL	OVIA S/W
72	AKUGBE PRIMARY SCHOOL (IGUEZE)	OVIA S/W
73	UGBOKUA PRIMARY SCHOOL	OVIA S/W
74	OGBOE PRIMARY SCHOOL	OVIA S/W
75	IZEDENOKE PRIMARY SCHOOL	OVIA S/W
76	OBARETIN PRIMARY SCHOOL	OVIA S/W
77	OKOKPON PRIMARY SCHOOL	OVIA S/W

78	OBAHIAGBON PRIMARY SCHOOL	OVIA S/W
79	IGUOSA PRIMARY SCHOOL	OVIA S/W
80	OKUA PRIMARY SCHOOL	OVIA S/W
81	OHA-EVBAREKE PRIMARY SCHOOL	OVIA S/W
82	AKUGBE PRIMARY SCHOOL (IGUERHAHON)	OVIA S/W

APPENDIX E

S/N	AREA	SUB-UNIT	STANDARD (SPECIFICATION)	REFERENCE	REMARKS
1	Teachers-pupil/ Student ratio	ECCE	1:25	NPE (2004)	Collated
		Primary	1:35	NPE (2004)	Collated
		JSS	1:40	NPE (2004)	Collated
2	Pupils'/students' transition	Primary	-Transition within the curriculum and from class to class is based on competency-based C.A. -Transition from primary six to JSS is based on C.A.	UBE Act 2004 and Implementatio Guidelines.	Inchoate (i.e.still evolving)
3	Teacher	Entry	-Minimum entry NCE qualification -Mandatory registration with TRCN And professional training.	NPE (2004) and TRCN Act	Collated
4	Instructional Materials		-Should conform to National Curriculum. -Be of good quality and gender-Sensitive. -Have at least 85% content of the National curriculum for a Particular level. -Should have fulfilled FME/SMoE/ UBEC's evaluation criteria	UBE Consolidated. Implementation Guidelines	Yet to be domesticated In SUBEB
5	Classroom	Area	7m x 8m = 56 sq m	Minimum Standard	
6	Toilet	Area	$1.2m^2$	See Section 5.0	
7	Window	Material	Metal/Aluminium	See Section 5.0	

8	Doors	Material	Metal/Aluminium	See Section 5.0
9	Library	Area	120 m^2	Minimum Guidelines for Establishment of Libraries, UBEC

1. MINIMUM FOR BASIC EDUCATION IN NIGERIA
Adapted from UBEC (2010).

2. FME GUIDELINES ON MINIMUM STANDARDS IN SCHOOLS NATIONWIDE
Based on the Federal Government of Nigeria Decree 16 of 1985 on minimum standards for primary and secondary schools nationwide, the FME officials and some parastatals in September 2002 came up with 14 guidelines (UBEC, 2010).

APPENDIX F

Descriptive Statistics of Rating of UBE Objective

	N	Mean	Std. Deviation
Developing in the entire citizenry a consciousness for education	82	3.2683	.83220
Ensuring a 9-year free, compulsory and continuous education	82	3.1098	.94289
Ensuring the acquisition of basic communication skills	82	3.3902	.76588
Acquisition of manipulative skills	82	2.8049	.82311
Endowment of individuals with tools for learning, problem solving and rational decision	82	3.0000	.90267
Equip young people with science and technological skills	82	3.0732	.96584
Acquisition of basic entrepreneurial skills and wealth generation	82	2.6220	1.03804
Acquisition of ethical, moral and civic values needed to contribute meaningfully to the society	82	3.2317	.82100
Acquisition of knowledge and skills tailored towards individual needs	82	2.8902	.86075

Equip young people to contribute to social development	82	3.1463	.89058
Reducing the rate of drop-out from formal school system	82	3.2073	.91271
Prepare the young people for further studies in any career of their choice	82	3.4268	.75409
Total		37.1707	10.50976
Average		3.097558333	0.875813333

Private School Teachers and Pupils' Ratio

N	TQ	NTQ	PUPILS
1	2	1	346
2	2	1	77
3	3	0	67
4	3	0	27
5	3	0	52
6	3	0	49
7	2	1	17
8	1	2	47
9	3	0	60
10	3	0	42
11	2	1	61
12	2	1	36
13	2	1	17
14	3	0	23
15	2	1	60
16	3	0	27
17	2	1	357
18	2	1	77
19	3	0	67

20	3	0	27
21	3	0	52
22	3	0	49
23	3	0	17
24	1	2	47
25	3	0	60
26	3	0	42
27	2	1	61
28	2	1	36
29	2	1	17
30	3	0	23
31	2	1	60
32	3	0	27
33	2	1	60
34	3	0	27
TOTAL	84	18	2114
TOTAL		102	

Public School Teachers and Pupils' Ratio

N	TQ	NTQ	PUPILS
1	3	0	230
2	2	1	200
3	3	0	30
4	1	0	34
5	3	0	34
6	2	0	40
7	2	0	25
8	3	0	30
9	3	0	77
10	1	2	38
11	2	1	12
12	2	0	33
13	2	1	246
14	3	0	62
15	3	0	14
16	2	1	200

17	3	0	100
18	3	0	30
19	2	0	28
20	3	0	103
21	3	0	79
22	3	0	67
23	3	0	117
24	2	1	30
25	3	0	13
26	3	0	19
27	2	1	30
28	3	0	49
29	3	0	233
30	3	0	30
31	3	0	67
32	3	0	72
33	2	0	26
34	1	0	45
35	1	2	15
36	3	0	100
37	3	0	100
38	3	0	200
39	3	0	40
40	3	0	50
41	3	0	30
42	2	0	15
43	3	0	37
44	3	0	28
45	1	0	34
46	3	0	34
47	2	0	40
48	2	0	25
TOTAL	120	10	3191
TOTAL		130	

Enrolment Pattern Between 2020/2021-2023/2024

S/N	2020/2021	2021/2022	2022/2023	2023/2024
1	364	279	253	336
2	105	111	105	111
3	65	99	65	99
4	16	13	12	9
5	10	11	6	10
6	450	408	443	418
7	19	14	10	7
8	15	24	24	12
9	96	176	203	167
10	27	20	27	20
11	7	14	6	7

12	95	102	98	92
13	279	300	290	273
14	213	222	233	225
15	200	225	232	204
16	104	86	80	94
17	0	127	131	142
18	596	596	522	636
19	3	8	8	5
20	65	70	65	50
21	60	90	74	71
22	15	22	32	20
23	9	12	7	15
24	28	38	28	38
25	31	28	22	28
26	19	6	2	2
27	0	0	0	8
28	0	0	66	57
29	0	0	9	19
30	26	25	30	32
31	10	11	36	37
32	794	607	735	694
33	501	578	525	477
34	36	44	38	16
35	27	19	22	19
36	108	67	108	67
37	109	112	85	65
38	42	65	72	78
39	100	104	119	126
40	68	85	78	72
41	34	32	40	36
42	50	55	50	40
43	33	35	52	29
44	35	35	49	27
45	40	40	47	31
46	21	12	14	10
47	138	152	191	176
48	0	21	2	11
49	0	0	15	8
50	5	8	4	4
51	25	16	22	20
52	9	9	7	5
53	650	450	400	300
54	364	279	253	336

55	105	111	105	111
56	65	99	65	99
57	16	13	12	9
58	10	11	6	10
59	450	408	443	418
60	19	14	10	7
61	15	24	24	12
62	96	176	203	167
63	27	20	27	20
64	7	14	6	7
65	95	102	98	92
66	279	300	290	273
67	213	222	233	225
68	200	225	232	204
69	104	86	80	94
70	0	127	131	142
71	596	596	522	636
72	3	8	8	5
73	65	70	65	50
74	60	90	74	71
75	15	22	32	20
76	9	12	7	15
77	28	38	28	38
78	31	28	22	28
79	19	6	2	2
80	0	0	0	8
81	0	0	66	57
82	0	0	9	19
TOTAL	8643	8784	8847	8730

Rate(%)
1.63
0.72
-1.32
0.343333

Dropout Rate of Primary Schools for 2020/2021 T0 2022/2023

PRY1	PRY2	PRY3
2020/2021	2021/2022	2022/2023
364	70	105
25	23	24
20	20	25

18	15	9
8	10	18
35	23	23
5	9	3
12	7	8
20	18	22
10	5	8
4	10	3
9	8	19
35	18	8
19	13	10
30	20	20
17	14	16
364	70	105
25	23	24
20	20	25
18	15	9
8	10	18
35	23	23
5	9	3
12	7	8
20	18	22
10	5	8
4	10	3
9	8	19
35	18	8
19	13	10
30	20	20
17	14	16
364	70	105
25	23	24
21	21	20
27	27	24
28	27	26
6	6	8
65	72	78
7	10	7
6	5	4
3	3	4
50	35	25
32	15	8
35	15	10
30	22	15

	21	7	3
	3	3	2
	65	55	50
	60	60	60
	21	22	25
	9	8	2
	12	8	6
	31	27	26
	19	6	3
	10	0	0
	0	0	11
	0	0	12
	13	12	11
	0	43	80
	5	5	5
	25	21	14
	9	6	4
	5	0	6
	0	2	6
	0	0	11
	65	72	78
	7	10	7
	6	5	4
	3	3	4
	50	35	25
	32	15	8
	35	15	10
	30	22	15
	21	7	3
	3	3	2
	65	55	50
	60	60	60
	21	22	25
	9	8	2
	12	8	6
	31	27	26
Total	2719	1569	1662

Dropout Rate of Primary Schools for 2021/2022 T0 2023/2024

PRY1	PRY2	PRY3
2021/2022	2022/2023	2023/2024
279	105	108
25	26	26
20	22	25
17	9	23
12	5	10
11	24	17
3	8	7
10	13	7
17	30	21
9	3	6
6	4	2
13	11	13
13	22	14
21	20	30
25	18	15
18	13	17
279	105	108
25	26	26
20	22	25
17	9	23
12	5	10
11	24	17
3	8	7
10	13	7
17	30	21
9	3	6
6	4	2
13	11	13
13	22	14
21	20	30
25	18	15
18	13	17
279	105	108
25	26	26
15	9	3
19	17	18
17	17	17
20	20	20
72	78	83

10	7	11
6	8	5
3	6	4
55	35	27
28	22	17
35	28	16
48	32	23
14	7	7
8	2	2
58	53	50
90	185	71
12	14	18
12	10	7
8	10	5
28	24	25
6	2	2
0	10	15
0	11	13
0	12	11
12	12	11
57	83	90
8	8	7
16	12	9
6	4	3
6	15	5
0	6	7
0	11	16
72	78	83
10	7	11
6	8	5
3	6	4
55	35	27
28	22	17
35	28	16
48	32	23
14	7	7
8	2	2
58	53	50
90	185	71
12	14	18
12	10	7
8	10	5
28	24	25

Total	2458	2088	1805

Average of Dropout

2020-2023	2021-2024
-42.29	-15.05
5.93	-13.55
-18.18	-14.3

Rate of Transition from Primary 3-4

S/N	2022/2023	2023/2024
1	127	142
2	26	34
3	25	32
4	23	11
5	10	8
6	17	21
7	7	3
8	7	6
9	21	20
10	6	2
11	2	5
12	13	5
13	14	10
14	30	10
15	15	23
16	17	15
17	15	5
18	7	2
19	16	18
20	7	5
21	9	7
22	3	2
23	2	2
24	50	35
25	71	74
26	18	5
27	7	0
28	5	15
29	25	30
30	2	4
31	10	15
32	13	16
33	11	11

34	11	0
35	90	54
36	3	2
37	18	18
38	17	16
39	8	10
40	83	96
41	11	15
42	5	7
43	4	6
44	27	20
45	17	10
46	16	11
47	23	15
48	7	6
49	18	18
50	17	16
51	8	10
52	83	96
53	11	15
54	5	7
55	4	6
56	27	20
57	17	10
58	16	11
59	23	15
60	7	6
61	127	142
62	26	34
63	25	32
64	23	11
65	10	8
66	17	21
67	7	3
68	7	6
69	21	20
70	6	2
71	2	5
72	13	5
73	14	10
74	30	10
75	15	23
76	17	15

77	50	35
78	71	74
79	18	5
80	7	0
81	5	15
82	13	16
TOTAL	1731	1601

Infrastructural Facilities Rating

	f	%A	f	%NA
	82	100.00%	0	0.00%
	82	100.00%	0	0.00%
	77	93.90%	5	6.10%
	54	65.90%	28	34.10%
	74	90.20%	8	9.80%
	69	84.10%	13	15.90%
	65	79.30%	17	20.70%
	79	96.39%	3	3.70%
	79	96.39%	3	3.70%
	69	84.10%	13	15.90%
	81	98.80%	1	1.20%
	47	57.30%	35	42.70%
	74	90.20%	8	9.80%
	63	76.80%	19	23.20%
	57	69.50%	25	30.50%
	58	70.70%	24	29.30%
	44	53.70%	38	46.30%
	45	54.90%	37	45.10%
	47	57.30%	35	42.70%
	69	84.10%	13	15.90%
	59	72.00%	23	28.00%
	51	62.20%	31	37.80%
	47	57.30%	35	42.70%
	45	54.90%	37	45.10%
Average	63.20833	77.08%	18.79167	22.93%

Descriptive Statistics of Infrastructural Facilities

	N	Mean	Std. Deviation
A school building	82	2.5610	.49932
Windows	82	2.5244	.50248
Head-teacher's office	82	2.5000	.59317
Assistant head-teacher's office	82	2.0244	.81613
A classroom of 144m2 internal space	82	2.3780	.64099
Toilet facilities for staff (male and female)	82	2.2195	.66712
Toilet facilities for pupils (male and female)	82	2.1098	.70284
Spacious and ventilated classrooms	82	2.4512	.56987
Desks/seats for pupils in each classroom	82	2.3293	.54557
Teacher's tables and chairs for each classroom	82	2.1341	.64334
Writing board for each classroom	82	2.3902	.51535
Sick-bay and First-Aid Box	82	1.8293	.79822
Spacious playground for merry-go-around	82	2.1829	.59063
A football pitch	82	2.0000	.66667
A perimeter fence with a gate	82	2.0244	.76941
portable water supply	82	2.0000	.76980
Library- well stocked reading corner	82	1.6951	.71473
Computers	82	1.7683	.77458
All-purpose science laboratories	82	1.8171	.78768
Assembly hall/ground	82	2.2439	.69497
Waste disposal facility	82	1.9878	.74525

Classrooms and offices with electricity supply	82	1.8902	.78577
Ceiling-fans in all the offices and classrooms	82	1.8780	.82238
A functional meteorological garden	82	1.7927	.79718
Total		50.71	16.39
Average		2.11291	0.68291

Instructional Materials Rating

	f	%A	f	%NA
	60	75.90%	21	24.10%
	52	66.70%	29	33.30%
	68	85.10%	13	14.90%
	65	81.60%	16	18.40%
	62	78.20%	19	21.80%
	74	92.00%	7	8.00%
	72	89.70%	9	10.30%
	24	34.50%	57	65.50%
	24	34.50%	57	65.50%
	32	43.70%	49	56.30%
	65	81.60%	16	18.40%
	31	42.50%	50	57.50%
	34	46.00%	47	54.00%
	34	46.00%	47	54.00%
	32	43.70%	49	56.30%
	30	41.40%	51	58.60%
Average	47.4375	61.44%	33.5625	38.56%

Descriptive Statistics of Instructional Materials

	N	Mean	Std. Deviation
National curriculum/examination syllabus	82	2.8780	1.22111
National Policy on Education Document	82	2.6098	1.34032
Teachers' English Language & Mathematics Textbook	82	3.0244	1.13285
Teachers' Guide in English Language & Mathematics	82	2.9878	1.19147
Scheme of Work/Diaries	82	2.7927	1.22462
Students' Mathematics Textbook	82	3.1585	1.02403
Students' English Textbook	82	2.9878	1.08291

Tape recorder	82	1.7073	1.17050
Audio CDs	82	1.7195	1.19953
Video/DVDs	82	1.8780	1.21096
Posters, charts, flash cards	82	2.8902	1.18641
Language laboratory	82	1.7195	1.05730
ICT centre	82	1.8780	1.15887
Library	82	1.7439	1.02813
Slides	82	1.8049	1.12699
Projector & Screen	82	1.7561	1.12832
Total		37.5364	18.48432
Average		2.346025	1.15527

Independence t-test of Infrastructural Facilities and School Ownership

Group Statistics

	school ownership	N	Mean	Std. Deviation	Std. Error Mean
difference	private	34	47.6176	13.53786	2.32172
	public	48	30.3958	9.09229	1.31236

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
difference	Equal variances assumed	12.132	.001	6.895	80

	Equal variances not assumed			6.457	53.614

Independent Samples Test

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower
difference	Equal variances assumed	.000	17.22181	2.49777	12.25108
	Equal variances not assumed	.000	17.22181	2.66696	11.87399

Independent Samples Test

		t-test for Equality of Means
		95% Confidence Interval of the Difference Upper
difference	Equal variances assumed	22.19254
	Equal variances not assumed	22.56963

Independence t-test of Instructional Materials and School Ownership

Group Statistics

	school ownership	N	Mean	Std. Deviation	Std. Error Mean
Total difference	PRIVATR	34	58.1471	10.34300	1.77381
	PUBLIC	48	45.4792	7.82519	1.12947

Independent Samples Test

	Levene's Test for Equality of	t-test for Equality of

		Variances		Means	
		F	Sig.	t	df
Tota ldifference	Equal variances assumed	9.291	.003	6.314	80
	Equal variances not assumed			6.024	58.439

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Totaldifference	Equal variances assumed	.000	12.66789	2.00619
	Equal variances not assumed	.000	12.66789	2.10288

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Totaldifference	Equal variances assumed	8.67545	16.66033
	Equal variances not assumed	8.45919	16.87659

School Ownership * Teachers' Qualification Crosstabulation

			Tqua		
			Teaching qualification	No teaching qualification	Total
schown	public	Count	120	10	130
		Expected Count	114.3	15.7	130.0
	private	Count	84	18	102

	Expected Count	89.7	12.3	102.0
Total	Count	204	28	232
	Expected Count	204.0	28.0	232.0

APPENDIX G
Percentage Difference Calculation

Enrolment growth rate of pupils was computed adopting the formula of percentage difference for enrolment response rate.

Percentage Difference = [(b-a)/a] x 100

Where a = initial value, i.e. previous year

b = final value, i.e. present year

Transition rate of pupils was computed adopting the formula of percentage difference for transition rate.

Percentage Difference = [(b-a)/a] x 100

Where a = initial value, i.e. previous year- primary 3

b = final value, i.e. present year- primary 4

Dropout rate was computed by adopting the formula of percentage difference for dropout rate.

Percentage Difference = [(b-a)/a] x 100

Where a = initial value, i.e. previous year

b = final value, i.e. present year