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Harnessing Infrastructural and Instructional Facilities for Effective Implementation of Universal Basic Education Programme in Nigeria

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ABSTRACT
The objective of this research is to assess the implementation of Universal basic Education Programme in Nigeria from 1999-2009 on availability of infrastructural and instructional facilities was assumed to limit or render the successful implantation of the programme incapacitated. The descriptive and survey method was adopted for the investigations, through random sampling technique, two (2) States each were selected from the six geopolitical zones of Nigeria in which three local government areas from each of the States selected were used. A total of 1221 copies of questionnaires was administered by the researcher and used for the study. A hypotheses was set, the analysis of variance (ANOVA) and Duncan Multiple Range Test were used to test the hypotheses and the extent of significant difference in the respondent opinions. The findings of the research revealed that infrastructural and instructional facilities were inadequate for the implementation of UBEP in Nigeria. Recommendation was made as provisions of adequate facilities, text books and modern library in line with the UBEP implementation guidelines should be put in place. SUBEB should intensify sensitization of community on the 9 year compulsory Basic Education Programme
Key words: Basic Education, Implementing, Infrastructural and Instructional Facilities

INTRODUCTION

Education system in Nigeria before 1999 was six years primary school, three year, junior secondary, and three year, senior secondary school. But in an attempt to encourage pupils to stay in school, and learn appropriate skills that will make them self reliant, the compulsory nine year basic education programme was introduced.

The Universal Basic Education mission statement observed that at the end of nine years of continuous education every child that passes through the system should acquire appropriate levels of literacy. According to the mission statement, skills like numeracy, communication, and manipulation of life skills are to make individual employable, useful to himself and society at large by possessing relevant ethical, moral and civic values. It also states in part working in concert with all stakeholders by mobilizing the nation's energies to ensure that education for all becomes the responsibilities of all.

The implementation guideline of the Universal Basic Education program (1999) proffers some strategies which are to aid effective implementation. The strategies include the fact that provision of educational program should be universal, free and compulsory and efforts are to be made to counter the factors that were impediments to the realization of previous education programs for example, the universal primary education scheme.

Gidado (2004) stated that UBE infrastructural facilities include, permanent, semi-permanent, temporary, mobile collapsible, boat-school and even under tree shade classroom structures. However, the permanent structures are the commonest but as the national economy declines and people earning power dwindles, temporary and semi permanent structures are predominating in the school system. In addition as the social demand for basic education increases and the authority's mobility to match such demands with available resources increases, many classrooms' variants will no doubt be introduced. The under tree shade classroom has been in the educational scene since the colonial period and its number is increasing in an alarming rate.

Infrastructural and Instructional Facilities for the UBE Programme

The review of the existing facilities to ascertain their adequacy and appropriateness coupled with the provision of additional facilities where the existing ones are in short supply, and the rehabilitation of those facilities that may be in deplorable conditions. This implies the need to acquire useable data and information in order to guide informed decisions on either construction of new classrooms or rehabilitation of the existing ones.

From the available research statistics by the National Primary Education Commission (NPEC) on the UBE policy on the provision of infrastructural facilities, there are 332,408 classrooms in the country; of this number only 10,134 classes are in fairly good condition. This means that not less than 192,274 have to be rehabilitated to bring them up to an acceptable standard for teaching and learning NPEC (1999). The Federal Government agreed as part of its 50% contribution towards the provision of primary school infrastructural

facilities, to construct 14,000 classrooms in the country on the basis of 70% equity to all states and 30% to the less educationally developed states.

A wide range of class size; lack of teaching aids; acute shortage of furniture; poor visual learning environment as a result of constant closure of windows to keep off strong winds (there were no artificial light in the classrooms of the study and poor condition of buildings. In a similar study conducted by Olaofe (2002), twenty years after the study reported, the situation had even grown worse. Olaofe painted a very grim picture of the current situation in public primary schools when he asserted that all the primary schools in his study were typical public schools and were deficient in basic infrastructural facilities that make learning conductive. They included access roads, buildings, classrooms, furniture, and toilets among others. Many classrooms had no covers, door lids and ceiling. Children sat on the floor to take lessons and teachers had no tables or chairs. The Nigerian public schools were referred to as "a breeding ground for illiteracy". Apart from classrooms, every school is expected to have a library.

Ayeni and Oyebanji (1997) carried out a nationwide study. The study revealed that school libraries in Nigeria were still mostly non-functional due to neglect and inadequate funding. In most states of the country, school library services were very inadequate because there were no financial allocations made to school libraries. If the UBE programme is to succeed, it is necessary to revamp the existing ones and build more libraries. The authors asserted that the poor state of school library service created a problem for the effective implementation of the UBE programme. Most schools were reported to lack libraries and a few that were available were poorly funded, lacked adequate collections and accommodation and were poorly staffed. The implementation guidelines of the UBE emphasize the need for school libraries to be provided with appropriate standards.

The role of school libraries in implementing the UBE programme cannot be overemphasized. As Fayose (1995) rightly asserts, the school library is a resource centre where there are collection of books, periodicals, magazines and newspapers, slides, computers, study kits, media and other information resources for use by teachers and pupils or students for learning, recreational activities, personal interest and interpersonal relationship of children in school. It had been observed that pupils had good knowledge of environment hygiene, but inadequate opportunities and lack of sanitation facilities at schools and homes did not allow them practice the health knowledge they had acquired (Odutan, 1974).

Statement of the Problem

Universal access to education has been the prime target for Nigeria in the last four decades and Nigeria is a signatory of World Declaration on Education for all. Igwe (2006) reported that the United Nations Organization (UNO) article 26 of the Universal Declaration of Human Rights states in part that everyone has the right to education, and this shall be free in elementary and primary stages. It, therefore, can be said that at both national and international levels, Nigeria is committed to the provision of basic education to all its citizens. Many attempts have been made in this direction but with little or no appreciable positive impact made.

Jomtein (1990) World Declaration on Education for All revealed three demographic studies on the existing national primary education sector; that 12% of primary school pupils sit on the floor, 30% classrooms have no ceilings, 37.8 % classrooms are over-crowded, while 27.3 % pupils lack textbook. To buttress this assertion, Ajayi (2000) opines that teachers are poorly motivated, there is lack of community interest and participation as well as inadequate teaching personnel, infrastructure, mobilization and poor planning are problems which may hinder the implementation of the UBE program.

It is against this background, that this researcher is set to assess on the field experiences of the program by stakeholders - the school head teachers (principals and headmasters), teachers, students and parents, as well as the efforts of government in the mobilization and participation of the community in complementing effective implementation of the UBE program in Nigeria.

Objectives of the study

The objective of the study is to assess the adequacy of instructional and infrastructural facilities provided for effective implementation of the UBE program in Nigeria.

Research Questions

The study seeks to answer this research question:

Are the instructional and infrastructural facilities on ground adequate for the effective implementation of the Universal Basic Education program?

Hypotheses

Based on the research question above, a hypothesis was proposed.

There is no significant difference in the opinion of stakeholders with regard to the adequacy of instructional and infrastructural facilities on ground for the effective implementation of the universal basic education programme in Nigeria.

Significance of the Study

The significance of this study can be seen in the light of the fact that education plays a major role in the total well being of the individual and that of society. It connotes values that should be desired and as such no sacrifice made to achieve it will be too much. Education will enable the individual to live a more meaningful and fulfilling life as well as contribute to the social, economic and political development of their societies. Therefore, the variety of opinions from the respondents, that is, teachers, head teachers, students and parents would help in reactivating the government in the mobilization and participation of the community, provisions of adequate physical, human and material resources for the implementation of the UBE program.

However, the beneficiaries of this study are educational administrators, policy makers, research centers, curriculum planners, teachers and the nation at large.

METHODS AND MATERIALS

Research Design

The research design for this study was a cross sectional survey which is descriptive and exploratory. It demands the technique of observation of the stakeholders of the Universal Basic Education (UBE) as a principal means of data collection. This is in line with Ngu (2008) who state that a survey research is a systematic collection of data from a given population or sample through interview or questionnaire. Similarly Osuala (1987) opined that using survey approach the research could appropriately study representative samples, make inference and generalization.

Population

The Population study in a survey research is the theoretically specified aggregation of survey element from which the survey sample is actually selected (Ngu, 2008). Therefore, the population for this study consists of all the stakeholders in the Universal Basic Education programmes from the six geo-political zones of Nigeria. Specifically, the population includes UBEC/SUBEB officials, Local Government Education secretaries, School-heads of both primary and junior secondary school and their assistants.

Sample and Sampling Technique

Random sampling technique was used to draw two states each from the six geo-political zones, and three local government Areas from each of the states selected. The technique according to Akinboye (1986) is appropriate because it prevents bias in obtaining the sample size. The random sampling was done by preparing a tag carrying name of each state respectively. Using Krejice and Morgan (1970) method of determining sample size, the sample were obtained; from the randomly sampled states of the six geo-political zones. The total number of sample size is one thousand three hundred and twenty five (1325) respondents.

Research Instrument

The instrument used in collecting the data is the questionnaire which is titled: "An assessment of the implementation of the Universal Basic Education programme in Nigeria 1999-2009". The researcher constructs the Head Teachers' and the principal' questionnaire after due consultation with the specialist. A structured questionnaires was designed for this study with the grading of the responses for the respondents, the Likert five (5) point scale questionnaire (Strongly Agree =5; Agree = 4; Undecided = 3; Disagree = 2 and Strongly Disagree = 1) was adopted in line with the perceptions of Ndiyo (2005) and Sambo (2005) the rating scale which allows respondents to indicate the existence or non-existence of the items on the questionnaire in their various institutions was used.

The questionnaire was designed to gather data and responses from UBEC, SUBEB, and school-heads, teachers and education officers on the adequacy or non existence of instructional as well as infrastructural facilities for the implementation of the UBEP in Nigeria.

Procedure for Data Collection

The researcher employs the following procedures for the collection of data for the study; personal visit to the Universal Basic Education Commission headquarters, visit to the State Universal Basic Education Board (SUBEB) and the sampled public primary and junior secondary schools in the selected states. The questionnaires distributed personally by the researcher and through research assistants to the teachers, head teachers, of the sampled schools and officials of SUBEB and LGA Education secretaries.

Methods of Data Analysis

The data on head teachers and teachers' perception on the implementation of the UBE in Nigeria was be collected from public primary and junior secondary schools. The data was computed, tabulated and analyzed. The data collected was subjected to one way analysis of variance (ANOVA) was employed to test the hypothesis and Duncan multiple range test to separate the means of the respondents at 0.05 levels, of significance.

Results

Hypothesis Testing

There is no significance difference in the opinion of stakeholder with regards to the adequacy of infrastructural and instructional facilities on ground for the implementation of the Universal Basic Education programme in

Nigeria (1999-2009). To test this hypothesis, the questionnaire was used to find out the difference of the respondent opinion on the availability of infrastructural and instructional facilities in the implementation of UBE in Nigeria. Therefore, to test the null hypothesis, one way analysis of variance was used and the results are presented in table 1

Table 1: One way analysis of variance (ANOVA) on the availability of infrastructural and Instructional facilities in the implementation of UBEP in Nigeria.

Source of variance	D.f	Sum of square	Mean square	F value	F table	Decision
Between groups	5	19.539	3.9078	11.35	2.21	**Rejected**
Within groups	1216	418.795	0.344			
Total	**s1221**	**438.304**				

From table 1 above, the computed probability is 11.35 and this is greater than the table value 2.21 at P-value of 0.05 set for the study. Therefore, the null hypothesis was rejected. It can be concluded that there was significant differences in the opinion of the categories of respondents regarding availability of infrastructural and instructional facilities in the implementation of UBE programmes in Nigeria. To ascertain the extent of the relationship in the opinion of the six categories of respondents Duncan Multiple Range Test was carried out as showed in Table 2.

Table 2: Duncan Multiple Test on the opinions respondents on the availability of Infrastructural and Instructional facilities in the implementation of UBEP in Nigeria

Dependent	**Category/Status**	**Mean**
	Principals	**2.73b**
	Teachers (JSS)	**2.91a**
Available Infrastructural	Head Teachers	**2.67b**
and instructional facilities	Teachers (Pry)	**2.85a**
	SUBEB staff	**2.65b**
	Education Secretaries	**2.73b**

Means with the same letters with column are not significant different at 5% level of probability.

From the Duncan Multiple Range Test, it shows that differences existed in the opinions of the respondents on the availability of infrastructure and instructional facilities for the implementation of UBE programmes in Nigeria. The mean difference of teachers in Junior secondary schools differ significantly, while principals, Head teachers, SUBEB staff and Education Secretaries opinion seems to be the same in terms of infrastructural and instructional facilities availability. Similarly, the opinion of primary school teachers and junior secondary school teacher seems to be more in agreement.

The similarity of opinion of junior secondary school teacher and primary school teachers might be attributed to the fact that they are the end users of the infrastructural and instructional facilities on ground as they see the realities. However, the difference that existed in the opinion of Principals, Head teachers, SUBEB and Education secretaries could be attributed to the fact that they all perform similar administrative functions hence; basic infrastructural and instructional facilities for the implementation of UBE in Nigeria should be enhanced to improve the quality of education.

DISCUSSION

Discussion of Findings

The hypothesis which sought the opinions of the respondents regarding the adequacy of infrastructural and instructional facilities for the implementation of UBE programme in Nigeria revealed that majority of the stakeholder did not agreed that the basic infrastructural and instructional materials were adequately provided in schools. However, the principals, head teacher, SUBEB staff and education secretaries seem to agree that infrastructural and instructional facilities are provided, but on the sport assessment of some of the schools visited revealed gross inadequacy of infrastructure and instructional materials.

In most of the schools visited, basic infrastructural and instructional facilities such as classrooms, furniture/offices games or sport equipment, toilets, water, and instructional materials, e.g. Textbook for teachers, and pupils in 4 core subjects were inadequate and these facilities were expected to be provided by the UBEP in

Nigeria.

Conclusion

From the analysis and result of the findings of this study, it could be concluded that; infrastructural and instructional facilities for the implementation of UBE programme in Nigeria were available, but grossly inadequate for pupils and students of Junior Secondary Schools, especially in rural areas. There has been gross inadequacy of staff offices, toilets, water and textbooks for teachers and pupils.

Recommendations

In line with the findings and conclusion of this study, the following recommendations were made:

It is pertinent to recommend that adequate infrastructural facilities should be provided by SUBEB, e.g. classes, offices, toilet, water, etc and SUBEB should renovate more classrooms all over the state, rather than conservation in the urban area.

Adequate textbooks for core subjects in primary and junior secondary schools should be improved on. Libraries should also be stocked with relevant books in line with curriculum.

Provision of additional classrooms and provision of pupils and teachers' furniture or SUBEB should rehabilitate dilapidated building and provide more instructional materials.

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