

FACTORS AFFECTING THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION IN JUNIOR SECONDARY SCHOOLS

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Abstract

The study investigated the factors affecting the implementation of the Universal Basic Education (UBE) programme in Junior Secondary Schools in Delta State. The population consisted of 14,745 teachers from 434 public secondary schools in Delta State. The sample for the study consisted of 261 Social Studies teachers. The multi-stage sampling technique was adopted for the study. The instrument for the study was the questionnaire. The statistical tool used for the computing and analysing the response score was the z-test. The result of the study showed that there is no significant difference in the perception of teachers on the factors affecting the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools; there is no significant difference in teachers perception on teachers quality as a factor that affect the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools; there is no significant difference in teachers views on lack of fund as a factor that affect the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools. Based on the findings it was recommended that attention should be focused on the supply of quantity and quality teachers for Junior Secondary School education; teachers should be provided with adequate instructional materials for effective teaching/learning process; adequate funding of the UBE Programme should be ensured by government and non-governmental organization and foreign bodies/institution enabling by creating partnership to enhance adequate funding of the programme.

Keywords: Factors; Implementation; Universal Basic Education; Junior Secondary Schools.

The idea of universal education was first noted in 1955 when the Universal Primary Education (UPE) scheme was inaugurated by the government of western Nigeria. The Eastern Nigeria government launched its own universal primary education in 1957. In Northern Nigeria education was provided free by government in a bid to make children attend school. Thus, at its onset, the universal primary education scheme had been taken by regional government. There was no Federal government intervention until 1976 when the universal primary education (U.P.E) was launched to cover the whole country ((Adenula, 2011; Obioma, 2012).

The Universal Basic Education (UBE) programme of the Federal Republic of Nigeria was however launched by President Olusegun Obasanjo on the 30th day of September, 1999. Universal Basic Education is the transmission of fundamental knowledge to all facets of Nigerian society from 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, the poor, the physically fit and the disabled, the brilliant fit, the dull, the regular students and the dropouts including every other individual that is ready to acquire knowledge (Ezeaku, 2013). Ado, Akinbobola & Inyang (2010) described it as the form of education which is essential for life. They also saw UBE as the form of education which must equip an individual with the necessary skills to survive in his/her environment. It should be a practical and functional education.

UBE by definition must provide minimum education citizen should have easy access to it and it should be free. UBE is also expected according to Ejere (2011), to provide fundamental and basic education which is anticipated to be terminal. Since the UBE scheme include the Junior Secondary Schools, the National Policy on Education stipulated the objectives of junior secondary schools to include effective thinking, communication skills, making of relevant judgment, making the pupils a useful member of one's family, understanding basic facts about health and sanitation, understanding and appreciating one's role as a useful member of the country (NPE, 2013). These objectives are more likely achieved in Junior Secondary Schools than at the end of the six years' primary school level.

Abdullahi & Abdullah (2014) opined that for any education programme, whether UBE, policy or innovation to be deciphered into reality and success, it must present the classroom. The factors and challenges affecting the UBE programme have been quite numerous. They range from funding concerns (payment of staff and faculty salaries, maintenance of infrastructures in schools), training and professional motivations of educators, and gender issues (Bolaji, 2014). The programme is carrying

on as if nothing has changed. Some critical questions deserved answers in the conception and implementation of UBE programme. Has the government trained the required number and quality of teachers needed for successful implementation of the programme? Are teachers motivated to perform their duties? Are the classrooms and seats ready? Are the students going to sit on a bare floor? Are the books and other teaching materials ready? There is great need therefore to carry out this study so as to find out factors affecting the implementation of Universal Basic Education in Junior Secondary School.

Statement of the Problem

The intent of the UBE as declared in the policy statement is that, education should be free like its predecessor UPE. The financial burden of government often forces parents to get involved in the funding of the Basic level of education. How free is free Education Policy? Since most parents are poor the children remain poorly equipped to learn. The release of funds from the national fund to the States UBE boards seen to be diverted thus, shifting the burden to parents in terms of levies. The UBE declaration of 1999 stipulated that the Federal government shall provide the bulk of funds while the state government assisting sufficiently to ensure that, the poorly stricken parents contributes minimal funds. Despite huge budgets allocated to the States Universal Basic Education Boards, education still eludes millions of Nigerians.

The adverse effects of underfunding have led to payment of teachers' salaries in arrears, non-completion of new construction and provision of incentive for teaching and learning. In spite of the bloated annual budgets for funding the UBE programme including massive aids from local and international communities for successful implementation, they are indications that several schools are still plagued with inadequate physical facilities for effective implementation of UBE. Hence, this study is carried out so as to find out factors affecting the implementation of Universal Basic Education (UBE).

Research Questions

The following research questions were raised to guide the study:

1. What are the factors affecting the implementation of Universal Basic Education (UBE) Programme in Junior Secondary Schools in Delta State?
2. Do teachers quality affect the implementation UBE programme in Junior Secondary Schools in Delta State?
3. Does lack of fund affect the implementation UBE programme in Junior Secondary Schools in Delta State?

Hypotheses

1. There is no significant difference between male and female teachers' opinion on the factors affecting the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools in Delta State.
2. There is no significant difference between male and female teachers' view on teachers' quality as a factor that affect the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools in Delta State.
3. There is no significant difference between male and female teachers' views on lack of fund as a factor that affect the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools in Delta State.

Methodology

The study adopted the survey research design. It sought to elicit the opinions of teachers on the factors affecting the implementation of the Universal Basic Education (UBE) Programme in junior secondary schools. The population consisted of 14,745 teachers from 434 public secondary schools in Delta State. The sample for the study consisted of 261 Social Studies teachers in the three senatorial districts in Delta State. The multi-stage sampling technique was adopted for the study. The instrument for the study was the questionnaire tagged "Factors Affecting the Implementation of the Universal Basic Education (FAIUBE)", made up of two sections, section A and B. Section A contained personal information of the respondent, while section B consisted of 20 items. The items in this section were rated on 4 points scale as follows: SA (Strongly Agree) 4, A (Agree) 2, D (Disagree) 3, and S.D (Strongly Disagree) 1. Test re-test method of establishing reliability was employed to determine the reliability of the instrument. The Pearson Product Moment Co-efficient Correlational (r) was used to calculate the reliability and a value of .82 was obtained. Descriptive data analysis (mean and decision) were used to answer the research questions. A mean of 2.50 and above indicates agreement with the item statement while a mean below 2.50 indicates disagreement. The statistical tool used for the computing and analysing the response score was the z-test. The level of significance was determined at .05 probability level.

Results

Research Question 1

What are the factors affecting the implementation of Universal Basic Education (UBE) Programme in Junior Secondary Schools in Delta State?

Table 1 Mean Ratings of Teachers on the Factors Affecting the Implementation of Universal Basic Education (UBE) Programme in Junior Secondary Schools

S/N	Items Statement	N	SA	A	SD	D	X	SD	Decision
1	Poor infrastructural facilities (e.g. library) is a factor that affect the implementation of the UBE programme	261	92	52	61	56	2.69	0.49	A
2	Inadequate classroom facilities affect the implementation of the UBE programme	261	116	68	40	37	3.01	0.93	A
3	Poor classroom organisation and management	261	50	44	54	113	2.12	1.03	D
4	Non-involvement of teachers at the planning stage	261	131	95	22	13	3.32	0.74	A
5	Inadequate provision of funds	261	157	93	7	4	3.54	0.65	A
6	Overestimation of government capacity to fund for the scheme	261	136	84	21	20	3.29	0.76	A
7	Emphasis on quantity rather than quality	261	142	108	7	4	3.49	0.62	A
8	Lack of training of teachers	261	134	90	28	9	3.34	0.65	A
9	Absence of or inadequate enlightenment	261	58	49	42	112	2.20	1.14	D
10	Experts are not involved in the planning	261	182	76	2	1	3.68	0.62	A
Grand Mean							3.07	0.76	A

From Table 1, it could be seen that the opinion of respondents varies on the factors that affect the implementation of Universal Basic Education (UBE) Programme in Junior Secondary Schools. Be that as it may, Item 10 which dwelt on experts not involved in the planning for the scheme has the highest mean distribution of 3.68. This is closely followed by Items 5 and 7 (Inadequate provision of funds; and, emphasis on quantity rather than quality) with a mean distribution of 3.54 and 3.49 respectively. Items 4, 6, 8 and 2 (Non-involvement of teachers at the planning stage; Overestimation of government capacity to fund for the scheme; Lack of training of teachers and, Inadequate classroom facilities affect the implementation of the UBE programme) with a mean distribution of 3.32, 3.29, 3.34 and 3.01 respectively. In the same vein, Item 3

(Poor classroom organisation and management) recorded the lowest mean rating of 2.12. Giving the obtained grand mean of 3.05, it could be surmised that experts not involved in the planning of scheme; inadequate provision of funds; emphasis on quantity rather than quality; lack of training of teachers and, Inadequate classroom facilities are the factors that affect the implementation of the UBE programme.

Research Question 2

Do teachers quality affect the implementation UBE programme in Junior Secondary Schools in Delta State?

Table 2: Mean Ratings of Teachers on Teachers’ Quality Affecting the Implementation UBE Programme in Junior Secondary Schools

S/ N	Items Statement	N	S A	A	S D	D	X	SD	Decisi on
11	Increases teachers’ mastery in the subject matter	26 1	13 2	97	18	15	3.3 2	0.7 4	A
12	Better delivery of instruction	26 1	15 5	96	7	3	3.5 4	0.6 5	A
13	The use of varied teaching methodologies to improve teaching/learning process	26 1	36	41	54	130	1.9 4	1.2 2	D
14	Only teachers with NCE are teaching UBE programme	26 1	44	44	54	119	2.0 5	1.1 1	D
15	Teachers prepare lesson notes ahead of lessons	26 1	13 2	90	21	18	3.2 9	0.7 5	A
Grand Mean							3.2 9	0.7 5	A

From Table 2, it could be seen that the opinion of respondents varies on teachers’ qualities that affect the implementation of Universal Basic Education (UBE) Programme in Junior Secondary Schools. Be that as it may, Item 12 which dwelt on better delivery of instruction has the highest mean distribution of 3.54. This is closely followed by Items 11 and 15 (Increases teachers’ mastery in the subject matter; and, teachers prepare lesson notes) with a mean distribution of 3.32 and 3.29 respectively. In the same vein, Item 14 (Only teachers with NCE are teaching UBE programme) recorded the lowest mean rating of 2.05. Giving the obtained grand mean of 3.29, it could be surmised that the teachers’ quality affects the implementation of the UBE programme.

Research Question 3

Does lack of fund affect the implementation UBE programme in Junior Secondary Schools in Delta State?

Table 3: Mean Ratings of Teachers on Lack of Fund Affecting the Implementation UBE Programme in Junior Secondary Schools

S/N	Items Statement	N	SA	A	S D	D	X	SD	Decision
16	Inadequate funding is one of the constraints to successful implementation of the of UBE programme	261	161	92	5	3	3.57	0.74	A
17	Teachers condition of service is poor	261	140	81	28	12	3.34	0.81	A
18	Stipends to teachers are regularly paid.	261	144	105	6	6	3.48	0.61	A
19	Symposium seminar/workshop and lectures are regularly organized for teachers	261	56	42	59	104	2.19	1.14	D
20	Inadequate instructional materials at the different study centres for effective implementation of UBE programme	261	136	102	6	17	3.37	0.68	A
Grand Mean							3.37	0.68	A

From Table 3, it could be seen that the opinion of respondents varies on lack of fund affecting the implementation of Universal Basic Education (UBE) Programme in Junior Secondary Schools. Be that as it may, Item 16 which dwelt on Inadequate funding as one of the constraints in to successful implementation of the of UBE programme has the highest mean distribution of 3.57. This is closely followed by Items 18, 20 and 17 (Stipends to teachers are regularly paid; Inadequate instructional materials at the different study centres for effective implementation of UBE programme; and, Teachers condition of service is poor) with a mean distribution of 3.48, 3.37 and 3.34 respectively. In the same vein, Item 19 (Symposium seminar/workshop and lectures are regularly organized for teachers) recorded the lowest mean rating of 2.19. Giving the obtained grand mean of 3.19, it could be surmised that lack of fund affect the implementation of the UBE programme.

Hypothesis 1

There is no significant difference between male and female teachers’ opinion on the factors affecting the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools in Delta State.

Table 4: Summary of z-test on Teachers' Opinion on the Factors Affecting the Implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools

Variables	N	X	SD	df	z-Cal.	z-Crit.	Decision
Male Teachers	86	3.05	0.93	259	0.64	1.96	Accepted
Female Teachers	175	2.94	0.42				

Table 4 presents the independent z-test analysis of the mean difference in the response opinions of teachers on the factors affecting the implementation of the Universal Basic Education (UBE) Programme. Looking at the table one can observe that the calculated z-value is .64 at 259 degree of freedom and .05 level of significance. Since the calculated z-value of .64 is less than the critical table value of 1.96, this hypothesis is accepted. In other words, there is no significant difference in the perception of teachers on the factors affecting the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools.

Hypothesis 2

There is no significant difference between male and female teachers' view on teachers' quality as a factor that affect the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools in Delta State.

Table 5: z-test Summary on Teachers' View on Teachers' Quality as a Factor that Affect the Implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools

Variable	N	Mean	SD	df	z-Cal.	z-Crit	Decision
Male Teachers	86	3.14	0.76	259	0.32	1.96	Accepted
Female Teachers	175	3.12	0.84				

Table 5 shows the independent z-test analysis of the mean difference in the response perception of teachers on teachers' quality as a factor that affect the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools. Looking at the table one can see that the calculated z-value is 0.32 at 259 degree of freedom and 0.05 level of significance. Since the calculated z-value of 0.32 is less than the critical table value of 1.96, this hypothesis is accepted. In other words, there is no significant difference in teachers' perception on teachers' quality as a factor that affect the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools.

Hypothesis 3

There is no significant difference between male and female teachers' views on lack of fund as a factor that affect the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools in Delta State.

Table 6: z-test Summary on Teachers' Views on Lack of Fund as a Factor that Affect the Implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools

Variable	N	Mean	SD	df	z-Cal.	z-Crit	Decision
Male Teachers	86	3.19	0.73	259	0.90	1.96	Accepted
Female Teachers	175	3.10	0.88				

Table 6 present the independent z-test analysis of the mean difference in the response in teachers' views on lack of fund as a factor that affect the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools. Looking at the table one can see that the calculated z-value is 0.90 at 259 degree of freedom and .05 level of significance. Since the calculated z-value of .90 is less than the critical table value of 1.96, this hypothesis is accepted. Therefore, there is no significant difference in teachers' views on lack of fund as a factor that affect the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools.

Discussion of Results

The result of hypothesis one revealed that there is no significant difference in the perception of teachers on the factors affecting the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools. The teachers share the view that some issues Such as poor infrastructural facilities (e.g. library), inadequate classroom facilities, inadequate provision of funds, and emphasis on quantity rather than quality are some of the factors affecting the implementation of the Universal Basic Education (UBE) Programme. The findings agree with Ado, Akinbobola & Inyang (2010), Ajayi & Adeyemi (2011), Ejere (2011), Nakpodia (2011), Ayeni (2012), Ezeaku (2013), Bolaji (2014) and Abutu (2015) who reported no significant difference on the factors affecting the implementation of the Universal Basic Education (UBE) Programme. And who stated that poor infrastructural facilities (e.g. library), inadequate classroom facilities, inadequate provision of funds, and emphasis on quantity rather than quality are some of the factors affecting the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools.

The result of hypothesis two revealed that there is no significant difference in teachers' views on teachers' quality as a factor that affect the implementation of the Universal Basic Education (UBE) Programme in junior secondary schools. According to

them teachers' quality that affect the implementation of the Universal Basic Education (UBE) Programme in junior secondary schools include: teachers are not adequately motivated, Teachers prepare lesson notes ahead of lessons, some of the teachers lack knowledge and skills, and the teachers are not adequately motivated. The findings agree with Ado, Akinbobola & Inyang (2010), Ejere (2011), Oloruntoyin (2011), Ajayi & Kayode (2011), Bolaji (2014) and Abutu (2015) observed no significant difference in teachers' view on teachers' quality as a factor that affect the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools.

The result of hypothesis three revealed that there is no significant difference in teachers' views on lack of fund as a factor that affect the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools. The analysis revealed that teachers are of the opinion that government's fund allocation for the effective implementation of UBE programme is not adequate, Teachers condition of service is poor, allowances and other entitlement of UBE teachers are not adequately. These clearly imply that lack of fund is a factor that affect the implementation of the Universal Basic Education (UBE) Programme in junior secondary schools. The finding is in agreement with that of Nakpodia (2011), Ejere (2011), Bolaji (2014) and Abutu (2015) who reported that the funding of the educational system by the government in recent times has not been effective in the sense that the share of the government expenditure going to the education sector has been on the declining state, resulting in poor performance of the sector. This is also evident in the report of Onwubiko (2012) who opined that stakeholders have been lamenting over the poor quality of education in Nigeria with a slim allocation every year in the nation's budget.

Conclusions

Based on the findings above, the following conclusions were drawn:

1. The study revealed that teachers did not differ in their opinion of teachers on the factors affecting the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools.
2. The established that teachers did not vary in their views on teachers' quality as a factor that affect the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools.
3. This study established that teachers did not differ in their views on lack of fund as a factor that affect the implementation of the Universal Basic Education (UBE) Programme in Junior Secondary Schools.

Recommendations

Based on the findings and the conclusions drawn in this study, it is hereby recommended that:

1. Attention should be focused on the supply of quantity and quality teachers for secondary school education who will be able to teach and equip our children with the opportunities they need to optimize their potentials and contribute to the growth and development of the society and humanity.
2. The federal government should make provisions for training and retraining of teachers, in order to equip them with new ideas and methods in the profession in conjunction with UBEC.
3. Teachers should be provided with adequate instructional materials for effective teaching/learning process.
4. Adequate funding of the UBE Programme should be ensured by the government, non-governmental organization and foreign bodies/institutions to enhance adequate funding of the programme.

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