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## **Assessment Of Implementation Of Universal Basic Educatuion Programme In Bayelsa West Senatorial Zone, Bayelsa State.**

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### **Abstract**

This study investigated implementation of universal basic education programme in Bayelsa West Senatorial Zone of Bayelsa State. Descriptive survey research design was employed. Two research questions and two hypotheses guided the study. The population comprised of 1182 teachers with sample size of 400 teachers drawn using Taro Yamane scientific method. Random sampling technique was used to select the teachers. The instruments for data collection is self structured questionnaire titled "Assessment of the implementation of Universal Basic Education Programme (AIUBEP)". Reliability of the instrument was determined through test-retest method in which the initial and the retest scores were correlated which yielded 0.80 reliability coefficient. Percentage, mean and standard deviation were used to answer the research questions, while independent t-test was used for the test of null hypothesis at 0.05 level of significance. Findings revealed inadequate provision of infrastructural facilities, and instructional materials in UBE schools for effective implementation of UBE programmes in Bayelsa West Senatorial zone. Adequate fund for UBE programmes, Government and non-government organizations should always provide the students with required learning materials and teaching aids for effective studies and regular maintenance of school structures to avoid further dilapidation of the existing building as this constitute danger to students and teachers in the learning environment.

**Keywords:** Assessment, Basic Education, Universal, Basic, Education.

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## **Introduction**

Nigeria is one among the nations of the world that values education. In her National Policy on Education (FRN, 2004) Nigeria sees education as an excellent instrument for effecting national development. Thus, education will be used to achieve the nation's needs. The policy document provides guidelines on the education of Nigerian society. It contains the philosophy of the nation's education, levels of education and their objectives, beginning with pre-primary, through primary, secondary to tertiary education. All over the world, primary education has been regarded as the most important as well as the most accessed by people. It also prepares the individual to cope with the challenges of his environment and contribute effectively to the development of the society (Asuru, 2004).

Basic education, according to Federal Republic of Nigeria ((FRN, 2004), is a type of education comprising of 6 years of primary education and 3 years of junior secondary school education. The policy stipulates that basic education shall be free and compulsory. The scheme shall include adult and non-formal educational programme at primary and junior secondary school levels for both adult and out-of- schools' youths. The UBE programme has three main components, namely: Universal, Basic and Education. 'Universal' here means that the programme is for everyone, irrespective of tribe, culture or race and class. The term 'Basic' depicts that it is fundamental or essential, and that it must be given at all cost. It is on this factor that every other thing rests on, without it, nothing may be achieved. It is the root for the acquisition of any knowledge (Eddy & Akpan, 2009). Interestingly, Asuk, (2020) defined education as a unique process of arousing the individual ability to acquire knowledge, skills, values, attitudes. It is a means of bringing out the latent potentials in every individual.

Furthermore, Chikwe, (2021) stated that Education is seen as a means of achieving total development of man in order to bring about desired changes in every area of a human endeavour. UBE programme can thus be seen as that type of education that every individual must have; it should not be a privilege but a right, and it should be the sum total of an individual's experiences no matter his class or background. The noticeable increase in the dilapidation of infrastructures especially in the rural areas used by the UBE schools has become a serious source of concern to both government and the people. Lack of basic teaching and learning materials in schools, hinders the fulfillment of educational objectives. Dare (2008) reported that the inadequacy of statistical data has always affected the provision of educational resources such as books, laboratory equipment, audio-visual materials, among others, which in themselves constitute major challenges to the successful implementation of the UBE programme. Many of the schools do not have these materials and where they are available, they are inadequate and outdated. The overall problem, regarding general inadequacy of infrastructural facilities, teaching materials and amenities in Nigerian educational system is well captured by the former Minister of Education, Oby Ezekwesili, when she said that the physical infrastructure in Nigerian schools is below standard and grossly insufficient. The basic amenities such as water and light are seriously lacking (Ogunjinu, 2009). The Federal Ministry of Education minimum guidelines for the establishment of schools in Nigeria specified the minimum requirements on physical facilities, human resources, fund, and other resources needed.

In Bayelsa State, the minimum guidelines on physical facilities recommended for the establishment of primary schools include 2/5 Hectares of land with Certificate of occupancy, 3 Classrooms at inception with a dimension of 9m x 12m and a class size of 18 pupils. Other requirements are administrative block and a class size of 30 pupils. Other requirements are administrative block of 1 room with a store, a functional library, first aid room, 4wc toilet facilities, 1 football field and a farm/fish land for effective operation of the schools. On the minimum requirements on human resources for the establishment of a primary school in Bayelsa State, a minimum qualification of National Certificate Education (NCE) with Teachers Registration Council of Nigeria (TRCN) of not less than 5 years' experience was recommended for head teacher, while NCE is recommended for a teacher and at least 3 NCE teachers must be in a school at inception. The minimum guideline on fund as specified by the Ministry of Education's guideline is that at least N2million must be in school's bank account. In light of the above minimum standard, together with UBE guidelines (1999) that are the aims, objectives and policies of the programme, was used in this study as the benchmark for determining the extent of implementation of UBE programme in Bayelsa West senatorial zone, Bayelsa state. This necessitated the researcher to carry out the assessment of implementation of Universal Basic Education programme in Bayelsa West senatorial zone to ascertain the extent of the implementation of UBE programme in the State.

### **Research Questions**

To guide the study, the following research questions were formulated:

1. To what extent are the infrastructural facilities available for the effective implementation of the UBE programme in Bayelsa West senatorial zone of Bayelsa State?
2. To what extent are the instructional materials available for the effective implementation of the UBE programme in Bayelsa West senatorial zone of Bayelsa State?

### **Hypotheses**

To guide the study, the following corresponding null hypotheses were formulated:

**HO<sub>1</sub>:** There is no significant difference in the mean rating of male and female teachers on availability of infrastructural materials for effective implementation of UBE programme on in Bayelsa West senatorial zone of Bayelsa State.

**HO<sub>2</sub>:** There is no significant difference in the mean rating of male and female teachers on availability of instructional material for the effective implementation of UBE programme in Bayelsa West senatorial zone of Bayelsa State.

### **Methodology**

The study adopted descriptive survey. The research was conducted in Bayelsa West Senatorial Zone of Bayelsa State. The population for the study consisted of 1,182 Universal Basic Education teachers in Bayelsa West Senatorial Zone (Source: Bayelsa State Education Board, 2021). The random sampling technique was used in selecting the sample for the study. A sample size of (400) respondents in which male teachers are (180) while the female teachers are (220) were obtained using Taro Yamen's Formula, so that the population can be easily accessed.

The instrument for data collection in this study was questionnaire titled "Assessment of Universal Basic Education Programme in Bayelsa West Senatorial Zone of Bayelsa (AUBEP)". The instrument contained 26 items on a checklist which measures the

availability of the facilities. The questionnaire was divided into two sections namely: A and B. Section A sought for demographic information of the respondents while section B which has 44 items was divided into 2 clusters A and B. Cluster A, sought information on the extent of availability of infrastructural facilities based on physical structures. Cluster B; sought information on the extent of availability of instructional materials based on teaching aid.

The designed instrument was validated by the researcher's supervisor and two other experts in Test and Measurement from the Department of Educational Psychology, Guidance and Counselling who vetted and made corrections while the reliability of the instrument was estimated using a test-retest technique for internal consistency. The researcher visited and administered the same instrument to a sample of 60 teachers in Bayelsa State which is outside the sample school at two weeks interval. Pearson's Product Moment Correlation was used to correlate the initial and final results, which yielded a reliability coefficient of 0.80, hereby making the instrument reliable enough for the study. The data generated for the study was analyzed using percentage, mean and standard deviation to answer the research questions while independent t-test was used to test the hypotheses at 0.05 level of significance.

## Results

**Research Question One:** To what extent are the infrastructural facilities available for the effective implementation of the UBE programme in Bayelsa West senatorial zone of Bayelsa State?

**Table 1: Frequencies and Percentages of Teachers Responses on Availability of Infrastructural Facilities for Effective Implementation of the UBE Programme.**

S/N (%)	Items	Availability (%)	Not Availability
1	Good classrooms	100 (25%)	300(75%)
2	Staff offices	80 (20%)	320 (80%)
3	Library	80 (20%)	320 (80%)
4	Laboratory	50 (12.5%)	350 (87.5%)
5	Furniture	120 (30%)	280 (70%)
6	Toilet with WC	70 (17.5%)	330 (82.5%)
7	Computer laboratory	50 (12.5%)	350 (87.5%)
8	Water system	50 (12.5%)	350 (87.5%)
9	Recreational facilities	70 (17.5%)	330 (82.5%)
10	Recreational centers	70 (17.5%)	330 (82.5%)
11	Administrative blocks	80 (20%)	320 (80%)
12	Counselling office	<u>50 (12.5%)</u>	<u>350 (87.5%)</u>
	<b>TOTAL</b>	870 (217.5)	3930 (327.5)
	<b>MEAN</b>	72.5 (18.13%)	982.5 (81.88%)

Table 1 shows the availability of infrastructural facilities for effective implementation of the UBE programme in Bayelsa West Senatorial zone of Bayelsa state. The study reveals that 100(25%) agreed on the availability of good classrooms, while 300(75%) disagreed. 80(20%) agreed on the availability of staff offices, library and administrative blocks, while 320(80%) disagreed. 50(12.5%) agreed on the availability of laboratory, water system and counselling office, while 350 (87.5%) disagreed. 70(17.5%) agreed on availability of toilets with WC, recreational centres

and facilities, while 230(77%) disagreed. 120(30%) agreed on the availability of furniture, while 280(70%) disagreed.

The result also revealed that mean value of the teachers' response on the availability of infrastructural facilities for effective implementation of the UBE programme is 72.5( 18.13%) while the response based on the non-availability is 982.5 (81.88%). This therefore, implies that good classrooms, staff offices, administrative blocks, library, laboratories, furniture, toilets with WC, water system, recreational facilities were not availability as well as functioning for the effective implementation of the UBE programme in Bayelsa West Senatorial zone of Bayelsa State.

**Hypothesis One:** There is no significant difference in the mean rating of male and female teachers on availability of infrastructural materials for effective implementation of UBE programme in Bayelsa West senatorial zone of Bayelsa State.

**Table 2: T-test Results of male and female Teachers Responses on availability of infrastructural materials for effective implementation of UBE programme.**

Group	N	Mean	Std	Df	$\alpha$	t-value	P-value	Decision
Male	180	2.90	0.80	398	0.05	3.543	0.075	<b>Ho<sub>1</sub>: Not Rejected</b>
Female	220	2.96	0.82					

Table 2 of t-test results reveal that the mean responses of male teachers was 2.90 with its corresponding standard deviation of 0.80, while the mean responses of female teachers was 2.96 and a standard deviation of 0.82 The table also shows calculated (t 3.543, P= 0.075 > 0.05) which is greater than the chosen level of significant was gotten at 398 degree of freedom. Therefore, the null hypothesis is not rejected. This implies that there is no significant difference in the mean rating of male and female teachers on availability of physical structure for effective implementation of UBE programme in Bayelsa West senatorial zone of Bayelsa State.

**Research Question Two:** To what extent are the instructional materials available for the effective implementation of the UBE programme in Bayelsa West Senatorial Zone of Bayelsa State?

**Table 3: Frequencies and Percentages of Teachers Responses on Availability of Instructional material for Effective Implementation of the UBE Programme**

S/N (%)	Items	Availability (%)	Not Availability
13	Computers	50(12.5%)	350(87.5%)
14	Board markers	150(37.5%)	250(62.5%)
15	Maps/Charts	150(37.5%)	250(62.5%)
16	Visual	30(7.5%)	370(92.5%)
17	Radio set	30(7.5%)	370(92.5%)
18	Television	30(7.5%)	370(92.5%)
19	Video tape	30(7.5%)	370(92.5%)
20	Recorder	30(7.5%)	370(92.5%)

21	Text books	80(20%)	320(80%)
22	Audio-visual	30(7.5%)	370(92.5%)
23	Power supply	80(20%)	320(80%)
24	Graphic materials	80(20%)	320(80%)
25	Projector	30(7.5%)	370(92.5%)
26	Marker board	<u>150(37.5%)</u>	<u>250(62.5%)</u>
	<b>TOTAL</b>	950 (68)	4650 (332.14)
	<b>MEAN</b>	237.5% (16.96)	1162.5 (83.03%)

Table 3 shows the availability of instructional materials for effective implementation of the UBE programme in Bayelsa West Senatorial Zone of Bayelsa State.

The study reveals that 50(12.5%) agreed on the availability of computer, while 350(87.5%) disagreed. 150(37.5%) agreed on the availability of board markers, maps/charts, marker board, while 250(62.5%) disagreed. 30(7.5%) agreed on visual, Radio set, Television, video tape, recorder, audio-visual and projector, while 370(92.5%) disagreed. 80(20%) agreed on the availability of text books, power supply and graphic materials, while 320(80%) disagreed. This implies that computer, Radio set, Television, video tape, recorder, projector, textbooks, graphic materials, visual and audio-visual that are available are not sufficient to meet up with the quantity of pupil/ students for the effective teaching and learning process, while board markers, maps/charts, maker board were available to an extent but not sufficient.

**Hypothesis Two:** There is no significant difference in the mean rating of male and female teachers on availability of instructional material for the effective implementation of UBE programme on teaching aids in Bayelsa West senatorial zone of Bayelsa State.

**Table 4: T-test Results of male and female Teachers Responses on availability of instructional material for the effective implementation of UBE programme.**

Group	N	Mean	Std	Df	$\alpha$	t-value	P-value	Decision
Male	180	2.90	0.80	398	0.05	2.748	0.068	<b>Ho2: Not Rejected</b>
Female	220	2.89	0.80					

Table 4 of t-test results reveal that the mean responses of male teachers was 2.90 with its corresponding standard deviation of 0.80, while the mean responses of female teachers was 2.89 and a standard deviation of 0.80. The table also shows calculated (t 2.748, P= 0.068 > 0.05) which is greater than the chosen level of significant was gotten at 398 degree of freedom. Therefore, the null hypothesis is not rejected. This implies that there is no significant difference in the mean rating of male and female teachers on availability of instructional materials for effective implementation of UBE programme in Bayelsa West senatorial zone of Bayelsa State.

## **Discussion of Findings**

### **Infrastructural Facilities for Effective Implementation of UBE Programme.**

The finding of the result reveals that UBE schools lack good classrooms block, administrative blocks, toilets with WC set, libraries, laboratories, recreational facilities and water system for effective implementation of the UBE programme in the area under investigation.

The t-test result also reveals that calculated ( $t = 3.543$ ,  $P = 0.075 > 0.05$ ) which is greater than the chosen level of significant was gotten at 398 degree of freedom. Therefore, the null hypothesis is not rejected. This implies that there is no significant difference in the mean rating of male and female teachers on availability of physical structure for effective implementation of UBE programme in Bayelsa West Senatorial zone of Bayelsa State.

This study is in agreement with the studies of Ejere (2011) who noted that, for there to be a successful implementation of UBE programmes, schools must be provided with adequate infrastructures and other physical facilities like classrooms, laboratories, libraries, computer centres, potable water, electricity, toilets and furniture so as to meet learning demand of the students. This is probably because physical facilities have influence on teaching and learning of students.

In view of Federal Ministry of Education guideline for the establishment UBE schools in Nigeria, It was supported that a minimum of 5 hectares of land with a certificate of occupancy, 12 classrooms, administrative block with a store, a functional library, first aid room, 4 WC toilet facilities, 1 football field and a farm/ fish land are all required for the establishment of universal basic education school. This is because it make learning environment conducive for effective instructions.

This study is also in line with the studies of Ogedi and Obionu (2017) who contributed that all stake holders in education view the problem of physical facilities as the same. They added that unconducive learning environment hinder effective teaching-learning activities and poor implementation of UBE programmes. Nwigbor and Obilor (2019) also supported when they found no significant difference in the mean response between higher basic and lower basic teachers on the availability of physical facilities for implementation of the UBE programmes. The noted that UBE objectives should be revisited for effective implementation of UBE programmes. Therefore, the UBE schools in the area under investigation have not met adequate requirement for effective implementation of UBE programmes. This is probably because the physical structures for teaching and learning are not put in place for educational service delivery.

### **Instructional Materials for Effective Implementation of UBE Programme.**

The finding of the result reveals that teaching aids like computer, Radio set, Television, textbooks, power supply, graphic materials, projectors, visual and audio-visual were not available for successful implementation of UBE programme in Bayelsa West Senatorial zone.

The t-test result also reveals calculated ( $t = 2.748$ ,  $P = 0.068 > 0.05$ ) which is greater than the chosen level of significant was gotten at 398 degree of freedom. Therefore, the null hypothesis is not rejected. This implies that there is no significant difference in the mean rating of male and female teachers on availability of instructional

materials for effective implementation of UBE programme in Bayelsa West senatorial zone.

This study is in harmony with the studies of Edem (2006) who recorded that, it is the duty of the Ministry of Education or the board of education to make provision of furniture, equipment, textbooks, educational charts, makers, electronic boards, and other instruments that aids teaching, together with the expendable materials available to schools, because their inadequacy constitutes source of frustration and disillusionment among teachers. The absence of these materials contributes ineffective towards the implementation of school programme. Yusuf (2015) also supported that instructional material, electronic equipment, teaching aids and funds are not adequately available to a high extent for the effective implementation of UBE programme schools.

This study is also in harmony with the studies of Mohammed (2018) who found no significant difference in the response of teachers and principals towards availability of instructional materials for effective implementation of educational programmes for junior secondary school. He revealed low implementation of UBE programmes as a result of absence of instructional equipment for effective teaching and learning. This is probably because available of this equipment have direct impact on academic performance of students, as it makes learning, meaningful, simple and clear understanding.

### **Conclusion**

Based on the findings of the research, the following conclusions were made: There are inadequate infrastructural facilities and inadequate provision of instructional materials for successful implementation of UBE programmes in Bayelsa West Senatorial zone of Bayelsa State.

### **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Government and non-governmental organizations should always provide the students with instructional materials and aids for effective teaching and learning.
2. Provision of adequate infrastructural facilities to school so that the pupils and students will have enough for their teaching – learning process.
3. There should be regular maintenance of school infrastructures to avoid further dilapidation of the existing building as this constitute danger to students and teachers in the learning environment.
4. Funds should also be made available to Principals and School Heads for management of school.

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