

ASSESSMENT OF THE IMPLEMENTATION OF NINE-YEAR BASIC EDUCATION IN FEDERAL CAPITAL TERRITORY, ABUJA

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Abstract: *The study assessed the implementation of nine year basic education in Federal Capital Territory, Abuja from 1999 to 2016. The study determined the adequacy and functionality of learning materials, school equipment and infrastructural facilities as assessed by UBE staff and teachers. The target population was all the UBE staff and Teachers in the six area councils. To achieve the aim of this study and its subsequent objectives, random sampling was used to select 64 UBE staff and 164 teachers that participated in the study. Questionnaire was the instrument used for data collection. Mean, standard deviation and t-test were the statistical tools used for data analysis. The results of this study indicated that learning materials, school equipment and infrastructural facilities are inadequate and functional and also there was significant difference between the mean responses of teachers and staff on their assessment of adequacy and functionality of learning materials, equipment and infrastructural facilities. It was accordingly recommended that effort should be made by government and stakeholders to provide the learning materials, equipment/facilities for all schools for effective implementation of UBE programme and enhancement of overall educational accomplishments in Nigeria.*

Keywords-

1. INTRODUCTION

Education, the world over, is considered as a vital instrument for change, national development, and social advancement. It is an engine for growth, development and transformation of any society (Denga, 2000). Thus, the purpose of education whether formal, non-formal or informal, is to equip the members of any human group with the capacity of personal survival. The average Nigerian child will be helped to cope adequately with the problems of meeting basic needs, of food, shelter, clothing, and good health, learn how to manage his own economic affairs, and his role as a citizen in the community and his part in family life. In recent times, there has been a renewed commitment to provide and promote basic education for all, the world over to which Nigeria is a signatory.

In 1976, the Federal Military Government under the leadership of General Olusegun Obasanjo made history by introducing the Universal Primary Education (UPE) which was provided for in the Third National Development Plan (1975-1980). The programme was launched on the 8th of September, 1976 in Sokoto (UNESCO, 2008). The principal reason given for the launching of the scheme, as stated in the plan, was the recognition of UPE as a requirement for achieving equal educational opportunities across the country. This was considered as a major government objective in keeping with the implementation of Article 26 of the Universal Declaration of Human Rights which stated that everyone has the right to free education, at least in the elementary stages (Oguche, 2006).

The programme took off amidst inadequate planning due to inadequate statistics. Other challenges which undermined the effective implementation of the programme at regional level also inhibited the attainment of the overall objectives of the UPE. Fafunwa (1974) attributed the failure and collapse of the UPE of the regional government in 1956 and 1957 to lack of human and material resources. Taiwo, (1980) said that the Federal Government was to provide all the necessary funds for implementing the scheme, hence the 1976 Universal Primary Education Scheme was perhaps the most gigantic education enterprise of the Federal Government of Nigeria. When the scheme was started in 1976, eight million pupils were enrolled. By 1980, the figure had risen to fifteen million, six hundred thousand. In preparation for the programme, the Federal Government embarked upon the training of teachers.

Like other sectors of the national economy, primary education in Nigeria faced many problems and stresses. Such problems include inadequacy of teaching personnel, infrastructure, finance and educational imbalance in the country (Nwaji, 2011). Reviews made of the programme in 1976 spoke of increase in pupils enrollment, shortage of class rooms, teachers, equipment and funds. In fact, there was no corresponding increase in teaching facilities as against the increase in the enrolment of pupils (Taiwo, 1980.)

In a related development, the Obasanjo administration re-launched yet another universal education scheme. This time, tagged, Universal Basic Education (UBE) launched on the 30th September, 1999 in Sokoto, Sokoto state with the aim of educating the masses as a means of lifting every individual to the level where his potential has a fair chance of being realized. It is almost the same as the old UPE scheme. It is “free” and universal like before but now in addition, it is compulsory. At this point, it is worthy to note that implementation of this programme in Nigeria has to be viewed given the antecedent of UPE in Nigeria. Finance has been identified as the main factor that largely determined the provision of classrooms, instructional materials, furniture, and provision of personnel. These will have effect in implementation of the UBE programme. It therefore becomes imperative to assess the programme from 1999-2016 with the view to help the planners and administrators establish the success of the programme so far, and chart a new path for it greater success.

1.1 Statement of the Problem

The fundamental principle of the 9-Year Basic Education Programme is that every child must have access to the free, universal and compulsory basic education, comprehensively and co-educationally. Also, at the end of 9-Year Basic Education Programme, every child that passes through the system should have acquired appropriate levels of literacy, numeracy, communication, manipulative and life skills and be useful to himself/herself and the society at large by possessing relevant ethical, moral and civic values.

So, this study is designed to provide empirical evidence on the strengths and weaknesses of 9-Year Basic Education Programme implementation in Federal Capital Tertiary of Nigeria with particular reference to provision of basic infrastructural facilities, learning materials and school equipment as it influence the actualization of the objectives of the 9-Year Basic Education Programme.

1.2 Aim and Objectives of the Study

The study assessed the extent of implementation of UBE Programme put in place from 1999-2009 in FCT. Specifically, the basic focus of the study includes:

1. To find out the adequacy and functionality of learning materials as assessed by UBE staff and teachers.
2. To ascertain the adequacy and functionality of school equipment and infrastructural facilities as assessed by UBE staff and teachers.

1.3 Research Questions

Answers will be sought for the following questions.

- 1 How adequate and functional are the learning materials as assessed by UBE staff and teachers between 1999-2009?
- 2 What is the level of adequacy and functionality of school equipment and infrastructural facilities as assessed by UBE staff and students?

1.4 Research Hypotheses

HO₁: There is no significant difference in the assessment of adequacy and functionality of learning materials by UBE staff and teachers

HO₂: There is no significant difference in the assessment of adequacy and functionality of school equipment and infrastructural facilities by UBE staff and teachers

2. METHODOLOGY

Descriptive survey which involves the use of questionnaire for data collection was the design adopted for this study. The study population was all the 2792 UBE teachers and 1280 UBE staff of all the 6 Local Education Authorities of Federal Capital Territory, Abuja. Five percent of the population was chosen as study sample. Therefore, the study sample size was 64 UBE staff and 134 UBE teachers.

The instrument used for data collection is Universal Basic Education Implementation Assessment Questionnaire (UBEIAQ). The researcher constructed the questionnaire after due consultation with the Universal Basic Education Board bench mark. This is to show the available equipment, infrastructure/facilities and learning materials in which the beneficiaries are expected to have, and the respondents are to ascertain whether these infrastructures/facilities, learning materials and equipment are 'adequate' or 'not adequate', 'functional' or 'not functional' and 'fairly adequate'. The instrument was face validated by 3 lecturers in Faculty of Education, University of Abuja, Nigeria. They made useful suggestions that led to some corrections and modifications. The validity was to ensure the relevance of the questions to the research topic.

To ascertain the reliability of the instrument, a pilot study was conducted in Kogi state using 15 SUBEB staff and 30 UBE teachers. Their views were weighed and split-half method was applied, grouping them into A and B. Pearson's Product Moment Correlation formula was applied and a reliability coefficient of 0.73 was obtained which was considered high. One research assistant in each Area Council assisted in data collection. In analyzing the data collected, mean and standard deviation was used to answer the research questions while t-test statistics was used to test the hypotheses at 0.05 level of significance.

3. RESULTS

3.1 Research Question One

How adequate and functional are the learning materials as assessed by UBE staff and teachers between 1999-2009?

Table 1: Analysis of UBE Staff and Teachers' Responses on the Level of Adequacy and Functionality of Learning Materials

N ₁ = 64, N ₂ = 134								
S/N	LEARNING MATERIALS	\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	\bar{X}_A	SD _A	Decision
1	Tape Recorder	3.36	0.95	3.02	0.90	3.13	0.92	Inadeq.& Functional

2	Radio set	3.20	1.00	3.12	1.01	3.15	1.01	Inadeq.& Functional
3	Computer instructional material)	(as 2.62	1.20	2.60	1.10	2.61	1.13	Inadeq.& Functional
4	Video set	3.02	1.00	3.00	1.14	3.01	1.09	Inadeq.& Functional
5	Television	2.80	0.92	2.76	0.94	2.77	0.93	Inadeq.& Functional
6	Chart	2.98	1.00	2.92	1.04	2.94	1.03	Inadeq.& Functional
7	Map	3.00	0.97	3.04	0.96	3.03	0.96	Inadeq.& Functional
8	Chalkboard	3.04	1.04	3.00	1.02	3.35	1.03	Inadeq.& Functional
9	Globe/Models	2.68	0.96	2.58	0.92	2.61	0.93	Inadeq.& Functional
	Sectional Mean/Std. Deviation	3.04	1.15	2.89	1.01	2.94	1.06	Inadeq.& Functional

Analysis on table 1 show that most respondents agreed that all the listed learning materials are inadequate and functional. None was found otherwise. The overall mean for the items in respect of respondents from this section was 2.94 which indicated inadequate and functional for all the learning materials

Research Question Two

What is the level of adequacy and functionality of school equipment and infrastructural facilities as assessed by UBE staff and students?

Table 2: UBE staff and Teachers' Responses analysis on Level of Adequacy and Functionality of Infrastructural Facilities

$N_1 = 64, N_2 = 134$

S/N	INFRASTRUCTURAL FACILITIES AND EQUIPMENTS	\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	\bar{X}_A	SD _A	Decision
1	Block of classrooms	3.80	1.08	3.42	1.04	3.54	1.05	Adeq.& functional
2	Offices	2.84	1.06	2.81	1.06	2.82	1.06	Inadeq.& Functional
3	Stores	2.74	1.04	2.70	1.00	2.79	1.02	Inadeq.& Functional
4	Toilets	2.66	1.02	2.54	1.22	2.58	1.16	Inadeq.& Functional
5	Libraries	2.60	1.00	2.50	1.01	2.53	1.01	Inadeq.& Functional
6	Laboratory/ICT Room	2.77	1.02	2.70	1.20	3.13	1.16	Inadeq.& Functional
7	Borehole/well	2.42	1.26	2.40	1.10	2.41	1.15	Adeq. but nonfunction al
8	Incinerators	2.82	1.24	2.78	1.14	2.79	1.17	Inadeq.& Functional

9	Furniture		3.32	0.98	3.12	0.92	3.18	0.93	Inadeq.& Functional
10	Typewriter		3.30	1.24	2.60	1.04	2.83	1.10	Inadeq.& Functional
11	Files cabinet		2.80	1.20	2.50	1.00	2.60	1.06	Inadeq.& Functional
12	Duplicating machine		3.58	1.00	3.06	1.10	3.23	1.07	Adeq.& functional
13	Vehicle		2.78	1.44	2.68	1.40	2.71	1.41	Inadeq.& Functional
14	Power generating plant		3.70	1.00	3.40	1.00	3.50	1.00	Adeq.& functional
15	Vocational laboratory equipment		2.68	1.52	2.58	1.02	2.61	1.18	Inadeq.& Functional
16	Game facilities		2.76	1.04	3.10	1.10	2.99	1.08	Inadeq.& Functional
17	Science laboratory equipment		3.48	1.24	3.42	1.14	3.44	1.17	Inadeq.& Functional
	Sectional Deviation	Mean/Std.	2.94	1.11	2.71	1.12	2.78	1.17	Inadeq.& Functional

Analysis on table 2 indicated that most respondents agreed that the listed equipment and infrastructural facilities are inadequate and functional. But in the cases of block of classroom, duplicating machine and power generating plant, the respondents observed that such facilities were adequate but non- functional while equally recording that blocks of classrooms were adequate and functional. The overall mean for the items in respect of respondents from this section was 2.78 which indicated inadequate and functional for all the equipment and infrastructural facilities.

3.2 Null Hypothesis One

HO₁: There is no significant difference in the assessment of adequacy and functionality of learning materials by UBE staff and teachers

Table 3: Two-tailed t-Test Result In Respect of Mean Responses of Teachers and UBE staff on their assessment of Adequacy and Functionality of Learning Materials

Category	N	\bar{X}	SD	df	t-value	t-cal	Std. Error	Sig	Decision
Teacher	134	2.89	1.01						
Staff	64	3.04	1.15	∞	1.96	2.197	1.101	0.237	Rejected

Key: N = Number of respondents; SD = Standard Deviation; \bar{X} = Mean; Df = Degree of Freedom

Result on Table 3 revealed a significant difference between the mean responses of teachers and staff on their assessment of adequacy and functionality of learning materials. As a result, the first hypothesis was rejected. In other words, teachers and UBE staff differed significantly in their responses on the assessment of adequacy and functionality of learning materials.

Null Hypothesis Two

HO₂: There is no significance difference in assessment of adequacy and functionality of school equipment and infrastructural facilities by UBE staff and teachers

Table 4: Two-tailed t-Test Result In Respect of Mean Responses of Teachers and UBE staff on their assessment of Adequacy and Functionality of School Equipment and Infrastructural Facilities

Category	N	\bar{X}	SD	df	t-value	t- Cal	Std. Error	Sig.	Decision
Teachers	134	2.71	1.12	∞	1.96	0.558	1.001	0.0000	Accepted
Staff	64	2.94	1.11						

Key: N = Number of respondents; SD = Standard Deviation; \bar{X} = Mean; Df = Degree of Freedom

Table 4 shows the result of analysis for hypothesis two. It indicated no significant difference in mean responses of teachers and UBE staff on their assessment of adequacy and functionality of school equipment and infrastructural facilities. The hypothesis was therefore accepted in the light of present result.

4. DISCUSSION OF FINDINGS

The finding of this study revealed that UBE staff and teachers agreed that the learning resources for the implementation of UBE programme in Nigeria are inadequate and functional. This finding is in consonance with the opinion of Bulama (2000), who opined that UBE programme in Nigeria is hindered by implementation problems which includes lack of learning resources and equipment. Over the years, teachers have indicated that one of the greatest impediments to implementation of UBE programme is inadequacy of learning resources. In support of this finding, Nworji (2005) asserted that the UBE is facing the problem of learning materials and equipment and that teaching and learning demands a lot of materials for arousing/stimulating the interest of the students, enhance their learning retention and knowledge transfer. Therefore, there is need for adequate learning materials like books, pencils and eraser, posters and pictorials, computer, printer, scanner, diskette, flash drive and CD-Rom. Others are games and sporting materials such as Polo shirts and canvas, education boards viz: magic board and plastigraphs, white board, bulletin boards, flannel boards, cloth board, hook and loop board among others

The finding of this study also revealed that infrastructural facilities like offices, stores, toilets, libraries, laboratories/ICT room, incinerators and furniture are inadequate and functional. This is in line with the findings of Bulama (2000) who reported that the major problem facing education system in Nigeria is that of deplorable state of physical facilities in our schools. He stressed further that the consequence of the inadequacies in facilities will definitely have a negative effect on teaching and learning. In support of this result, the Common Country System Analysis by United Nations (2001) reported that there was lack of adequate infrastructure at basic level of education in Nigeria. Data analyzed showed inadequacy of physical facilities for implementation of the UBE programme. The results of this study further revealed that facilities like classrooms are adequate and functional while facilities like borehole/well are adequate but not functional. This is also in agreement with the opinion of Akinmade (2000) who suggested that provision of facilities like classrooms and sources of water are essential for effective implementation of UBE programme in Delta State. Nakpodia

(2011) reported in his findings that the supply of furniture in urban schools is fair except in a few cases where the supply is grossly inadequate because of unexpected increase in the schools population. The situation in the rural schools is worse because both furniture and equipment were not provided when the schools were first built. In rural areas, children are carrying their furniture to school every day. Oluwole (2005) concluded to support this finding that few available facilities in schools were not properly maintained and that was the reason why some of these facilities are not functional. Yusuf and Atere (2009) also supported this finding by saying that one of the envisaged problems of UBE implementation is provision and maintenance of infrastructural facilities like buildings, equipment and teaching materials.

Research on adequacy and functionality of school equipment reveal that most equipment like typewriter, files cabinet, vehicle, vocational laboratory equipment, Game facilities and Science laboratory equipment are inadequate and functional. This finding agreed with the finding of Nwaji (2011) who discovered that one of the major problems hindering effective implementation of UBE programme is lack of learning materials and equipment.

The Two tailed t-test analysis for hypothesis one revealed significant difference between the mean responses of teachers and staff on their assessment of adequacy and functionality of learning materials. It means that the teachers and UBE staff differed significantly in their responses on the assessment of adequacy and functionality of learning materials. The test analysis for hypothesis two revealed that no significant difference in respect of mean responses of teachers and UBE staff on their assessment of adequacy and functionality of school equipment and infrastructural facilities. This also confirmed that the teachers and UBE staff did not differ significantly in their responses on the assessment of adequacy and functionality of school equipment and infrastructural facilities. This is in conformity with the findings of Nwaji (2011) who discovered that one of the major problems hindering effective implementation of UBE programme is lack of learning materials and facilities. The finding also supported the findings of Enoch and Okpede (2000) who suggested that facilities–human and physical, financial and educational centres are major factors in the management of the educational system.

5. CONCLUSION

From the findings and discussions on the assessment of the implementation of the UBE in Nigeria: 1999-2016., learning materials, equipment and infrastructural facilities for the implementation of UBE are inadequate and functional. The organs that are saddled with the responsibilities of implementing UBE programme are very effective. There are lots of impediments to the implementation of UBE programme. Therefore, efforts should be made by all the concerned citizens, government at all levels, stakeholders and NGOs to ensure that all the necessary equipment/facilities, resources, and effective organizational set-up are provided for effective implementation of UBE programme in Nigeria.

5.1 Recommendations

Based on the educational implications of the result of this study, the following recommendations are made:

1. Efforts should be made by government and stakeholders to provide the learning materials, equipment/facilities, for effective implantation of UBE programme.
2. UBE facilities should be provided for those schools that are yet to have these UBE facilities, this will enable the school to use them for enhancement of overall UBE objectives accomplishments in Nigeria.
3. Government at all levels should show better commitment to the implementation of the UBE. Lip service must be paid to the problem by government, but a conscious and radical approach should be adopted to address the failure currently observed in the sector.

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