



## ASSESSMENT OF PHYSICAL FACILITIES PROVIDED FOR EFFECTIVE IMPLEMENTATION OF THE UBE SCHEME IN THE SOUTH EAST STATES

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**Abstract:** Provision of physical facilities play a major role in the achievement of set education goals as their availability and use of instructional materials have significant effect on the academic performance of pupils/students and successful implementation of the UBE programme. This study, assess the physical facilities provided for effective implementation of the UBE scheme in the south east states. Survey research design was adopted in conducting the study. The study was carried out in among 6,360 made up of 500 management staff of the State Universal Basic Education Board of the five States in the South East zone and 5860 head teachers of primary schools in the study area. The study instrument was face and content validated by two experts in Educational Administration and Management and one expert in Science and Computer Education. Data collected were analyzed using descriptive table of Mean and standard deviation while the t-test was used to test the hypotheses at 0.05 significant level. The result of the study shows that both the UBE officials and head teachers, from the overall grand mean, considered physical facilities in the primary schools to be sufficient to a great extent. It was concluded that UBE officials and head teachers considered physical facilities in the primary schools to be sufficient to a great extent while the facilities that are provided to a great extent in schools, should be adequately maintained and secured. School authorities should put adequate internal control mechanisms in place to avert the carting away and damaging of such facilities was recommended

**Keywords:** Physical Facilities, Universal Basic Education, Ube Effective Implementation, Ube Scheme

### Introduction

Man is but a splendid slave without education as education is not everything but nothing thrives without education. The role of education in the development of any nation cannot be over-emphasized in that, it empowers its recipients to be useful members of the society and prepares them for success in life (Popoola-Lapo, Bello, & Atanda, 2019).). Globally, education is regarded as an important element that brings about individual and national development. Nigeria today gives credence to the crucial role of education in the life of a nation by making

education an instrument par excellence for effecting national development (Akinsuroju, 2008) through the establishment of various program that encourages basic education, such Universal Basic Education.

The vision of UBE according UBEC (2012), is to ensure nine years of continuous education, in which every child should acquire appropriate and relevant skills and values and be employable in order to contribute his or her quota to National Development. The scope of UBE is programmes and initiatives for early childhood-care and education, six-year primary education and three years of junior secondary education while the objectives of the

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UBE according to Oni, (2008).) are to basically provide free and compulsory universal and nine year basic education for every Nigerian child of school-age, reduce drastically the incidence of dropout from the formal school system, through improved relevance, quality and efficiency; ensuring the acquisition of appropriate level of literacy numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values. These are to ensure a solid foundation for lifelong learning.

The establishment of UBE scheme is an expression of the strong desire of government to produce a literate and educated society, which will accelerate the tempo of our socio-political, cultural and economic development. Although the UBE is homegrown, it has its roots in trends and development in education in the global community. It is Nigeria Government commitment to basic principles of several universal articles of understanding and agreements of which Nigeria is a signatory and subscribes to. Obanya (2012), maintained that these international antecedents include the 1990 Jomtien Declaration on the promotion of basic education for all: the 1991 New Delhi Declaration requiring stringent efforts to drastically reduce illiteracy by countries of the world with the largest concentration of illiterate adults and the Durban Statement of Commitment to advance the educational frontiers of the world. It also included the United Nations Convention and the OAU Charter on Rights of the Child to free basic education and the commitment of government, the parents and non-governmental agencies to create the right educational environment for the development and promotion of the child's personality, talents and abilities to their fullest potential.

The establishment of the 2004 UBE Act gave rise to the Universal Basic Education Commission (UBEC) as well as UBE program which serves as a mechanism for the Federal Government in achieving of Universal Primary Education (UPE). The UBE Act has put in place regulations to ensure orderly development of basic education in Nigeria as well as ensure that all children of school age are enrolled, attend

and complete basic education. The Act provided mechanism for the provision of school facilities that enables proper educational outcome. physical facilities are indicators for planning, delivering and acquisition of educational programmes.

Physical facilities are any infrastructure to enhance the learning environment. Provision of physical facilities play a major role in the achievement of set education goals. Physical facilities include building, furniture, equipment, machine, teaching aids, classroom blocks, chalkboards, textbooks, writing materials, libraries, instructional materials, seats, tables, chairs, toilet facilities, recreational facilities and computers. The availability of this facilities and use of instructional materials have significant effect on the academic performance of pupils/students (Efanga, 2015). The availability, adequacy and quality of these materials are not only important but required for the successful implementation of the UBE programme. In the same vein, Efanga, and Ikpe, (2011) subscribed that furniture such as tables, desks, chairs, lockers, cupboards etc are grossly lacking in our schools. These are very necessary in any school system if the goals of the school would be actualized as they enhance effective teaching and learning.

Physical facilities are in no doubt over stretched due to the student population explosion in south East Nigeria. Study from South West Nigeria reported that the available classrooms are either dilapidated, uncompleted or with dusty floors that show holes of rodents and ant lion larvae. A majority of the students are pairing on a chair and desk some are sitting on the floor and windows despite the quarterly intervention of UBE Programme, (Tsafa 2013). This menace could hinder the effective implementation of UBE vision which is targeted at providing free and compulsory qualitative education for children of school age. Therefore, the need for massive investment in school infrastructure, improvements is needed and there is a need for a complete overhaul of primary education infrastructural facilities, monitoring of it leadership,



teachers and use of resources for education by multi-stakeholders' forum (Efanga, (2015). In view of this menace, this study assess the physical facilities provided for effective implementation of the UBE scheme in the south east states

### **Purpose of the Study**

The study was designed to investigate physical facilities provided for effective implementation of the UBE scheme in the south east states. Specifically, the study sought to: investigate physical facilities provided for effective implementation of the UBE scheme in the south east states

### **Research Questions**

- The following research questions guided the work:

What is the extent of provision of physical facilities in the primary schools in the South East States?

### **Hypotheses**

The following null hypothesis were formulated to guide the study. They were tested at 0.05 level of significance.

Ho: Significant difference does not exist between the mean perception scores of UBE officials and Head teachers on the extent to which physical facilities are provided in the primary schools in the South East States.

### **Research Method**

The various process utilized in carrying out this study was outlined in this section

### **Research Design**

A survey research design was adopted. The design was very apt for this study because the authors worked with a sample of the head teachers.

### **Area of the Study**

This study was conducted in the South-East States of Nigeria. These comprise the following: Abia, Anambra, Ebonyi, Enugu and Imo. The states not only share the same group history but also similar characteristics (Ajayi & Crowther, 1991). They constituted the former East Central State which was created in 1967 from the Old Eastern Region of Nigeria. According to Bello (2003), it was in the East Central 90 State of Nigeria that government takeover of schools was first experienced in Nigeria. Eemenike

(2004) noted that the takeover was effected through public Education Edict of 1970.

The South-East states are predominantly Igbo-speaking and in the words of Ocho (2005), the Igbos are noted for their insatiable quest for knowledge, their robust enterprising spirit, their irritating confidence in their ability even in the face of formidable obstacles, their republican equalitarianism, their belief that the world is large enough to accommodate everybody and their impatience to achieve commendable success as quickly as possible. All these attributes, which capture the philosophy of Ndigbo have brought the Igbos intellectual and material success but in turn have fueled suspicion, envy bordering on hatred and persecution on the part of their neighbours, far and near. Ocho (2005) cited one example of structural marginalization of Ndigbo, a weapon to keep them down perpetually and permanently. As highlighted in Ocho (2005), among the six geopolitical zones in the country, the South-East has the least number of states and the least number of local governments.

While the South-West, South-South, North-East and North Central geo-political zones, have six states each and the North-West seven, the South-East has only five. The local government picture is even worse. While the South-West, South-South, North-East, North Central and North-West have 137, 123, 123, 106 and 184 local governments respectively, the South- East has only 95 (Ocho 2005).

Therefore, when one notes that the Federal Government shares revenue from the Federation account among states and local governments, it will perhaps not be difficult to see the possible limitations of South-East States to be conveniently disposed towards fully fulfilling their expectations in the area of funding of the Universal Basic Education programme in their states.

### **Population for the Study**

The population for this study was 6,360 made up of 500 management staff of the State Universal Basic Education Board of the five States in the South East zone and 5860 head teachers of primary schools in the study area (UBEC



2019). The authors considered the population suitable for the study because the respondents were in the best position to supply the much needed information for the study.

### Sample and Sampling Techniques

There was no sampling for the UBE officials because the population was small and manageable. The entire 500 UBE officials were used for the study. Proportionate random sampling technique was used to draw 10% of the population of the head teachers. Uzoagulu (1998) noted that 10% sample is appropriate for a population that is up to 5000 or a little above.

**Table 2: Population and sample size of head teachers of primary schools in the south east zone**

States	976	Sample size 10%
Abia	1275	98
Anambra	974	128
Ebonyi	1163	97
Enugu	1472	116
Imo	5860	147
South east zone		586

Source: . UBEC 2019

Thus, from the above table, a sum total of 1086 respondents were used for the study. These included 500 UBE officials and 586 primary school head teachers.

### Instrument for Data Collection

A self-developed questionnaire titled Extent of Funding the Universal Basic Education Programme Questionnaire (EFUBEPQ) was used in collecting data for the study. Both the UBE officials and Head teachers responded to the same items in the questionnaire. The questionnaire had three sections. Section A dealt with biodata of the Respondents, section B dealt with was concerned with the extent of the availability of physical facilities in the primary schools in the South East States.

A four-point scale of Very Great Extent (VGE), Great Extent (GE) Little Extent (LE) and Very Little Extent (VLE) was used as the response categories. The responses were assigned values of 4,3,2 and 1 respectively.

### Validation of the Instrument

In order to ensure the validity of the instrument, copies of the instrument were sent to two experts in Educational Administration and Management and one expert in Science and Computer Education, all in the Faculty of Education, Enugu State University of Science and Technology (ESUT) Agbani. The experts were specifically requested to validate or examine the instrument in terms of clarity of instructions, technicality in terms of words and grammar used, appropriateness and adequacy of the items in addressing the purpose and problem of the study. Eventually, when the researcher received the vetted instrument, the necessary corrections.

### Reliability of the Instrument

The researcher used Cronbach Alpha to determine the reliability coefficient. 20 copies of the instrument were administered to UBE officials and another 30 copies were also distributed to head teachers from the South South zone of Nigeria. South-South was chosen because, the geo-political zone is very close to South East and both zones share similar characteristics. The reliability coefficients of the instrument, visà-vis clusters, after analysis, were found to be 0.73, 0.76, 0.83, and 0.84 respectively, while the overall reliability coefficient was 0.79 indicating high reliability of the instrument. Cronbach Alpha was appropriate because the questionnaire items were polychotomous and in essay form. A polychotomous instrument does not lend itself to “yes” or “no”: response.

### Method of Data Collection

The authors employed the services of five graduate research assistants in distributing and collecting the questionnaire to and from the respondents. The research assistants were trained by the authors in a two-day meeting. During the training programmes, the authors acquainted them with the purpose of the study, the nature of the respondents and how to administer and collect the instrument. The process of administering and retrieving the questionnaire lasted for 3 weeks and a hundred percent return rate was recorded.



**Method of Data Analysis**

Mean with standard deviation was used to answer the research questions while the t-test was used to test the hypotheses at 0.05 significant level. The t-test was apt for testing the hypotheses because it could be used for both small and large samples.

**Decision Rule:** The decision rule adopted was the upper and lower limits of the mean for the research questions. thus:

- 3.50 - 4.00 = Very Great Extent (VGE)
- 2.50 - 3.49 = Great Extent (GE)
- 1.50 - 2.49 = Low Extent (LE)
- Below 1.50 = Very Low Extent (VLE)

For the hypotheses, if the t-value as calculated was less than the critical t-value, the null hypothesis was not

**TABLE 3: MEAN**

S/N	Availability of physical facilities	UBE Officials			Head Teachers		
		-x	SD	Decision	x	SD	Decision
16	Each class is provided with a chalkboard	3.02	0.13	GE	3.01	0.67	GE
17	More classrooms have been built.	3.23	0.43	GE	2.82	0.78	GE
18	Textbooks are provided for the students	3.23	0.42	GE	2.58	0.87	GE
19	Writing materials are provided free of charge to the students	2.08	0.71	LE	2.23	0.98	LE
20	There are adequate seats for the students	3.00	0.00	GE	2.61	0.75	GE
21	Libraries are well equipped .	3.00	0.00	GE	2.51	0.80	GE
22	Instructional materials are put in place.	3.00	0.00	GE	2.55	0.70	GE
23	Toilet facilities are provided	2.35	0.83	LE	2.24	0.73	LE
24	Lessons are taught under the trees	1.37	0.53	VLE	2.75	0.77	GE
25	Teachers write on the wall.	1.40	0.74	VLE	2.81	0.65	GE
26	Computers are provided	2.68	0.48	GE	2.42	0.86	LE
27	Tables and chairs are provided for meaningful scholarship and learning .	3.39	3.80	GE	2.86	0.71	GE
28	There are recreational facilities	2.48	0.86	LE	2.45	0.71	LE
29	Children sit on the floor while receiving lessons .	1.68	0.83	LE	2.86	0.79	GE
	Brand Mean	2.66	0.69	GE	2.62	0.24	GE

Table 3 shows that from the point of view of the UBE officials, the following facilities are available in the

rejected. However, if the calculated t-value was equal to, or greater than, the critical value, the null hypothesis was rejected.

**Result Presentation**

Research Question

What is the extent of provision of physical facilities in primary schools in the South East States?

The result answering of Research Question is presented on Table

Table 1: Mean Responses with Standard Deviation of UBE officials and head teachers on extent of provision of physical facilities in primary schools.

schools to a great extent: facilities, computers, tables and chairs. According to their opinion, the for the students.





chalkboard, classrooms, textbooks, seats, libraries, instructional following are available only to a little extent: free writing materials, toilet facilities, recreational facilities, and pupils sit on the floor or under the trees to receive lessons and that teachers write on the wall only to a little extent. From the above items stated negatively, head teachers considered all of them conversely and respectively to a great extent. On the whole, both UBE officials and head teachers generally considered physical facilities in the primary schools to be sufficient to a great extent (with a grand mean of 2.66 and 2.62 respectively. The overall standard deviation of 0.24 and the standard

deviation relative to the various respondents to the items indicated the proximity of the respondents to the mean and one another in their responses.

#### Test of hypotheses

**Ho:** Significant difference does not exist between the mean opinion scores of UBE officials and head teachers on the extent to which physical facilities are provided in the primary schools in the South East States.

The result of testing this hypothesis is presented on Table 2.

**Table 4: t-test Analysis of the mean opinion scores of UBE officials and head teachers on the extent of provision of physical facilities in the primary schools.**

Variable	N	x	SD	df	t-cal	t-critical	Result
UBE officials	500	2.66	0.69				Accept
	586	0.29	0.529	1.084	0.0026	1.960	H0.

Results in Table 4 reveal that the calculated t-value (0.0026) is less than the critical t-value (1.960) at 0.05 level of significance and at 1,084 degree of freedom. The results indicate that both UBE officials and head teachers do not have significant difference in their opinions on the availability of physical facilities of the primary schools in South-East States. The implication, therefore, is that the null hypothesis is not rejected. The researcher concludes that the physical facilities as provided in the primary schools were perceived by both UBE officials and head teachers to be sufficient to a great extent

#### Discussion of Findings

It was also found in the study that both the UBE officials and head teachers, from the overall grand mean, considered physical facilities in the primary schools to be sufficient to a great extent. This is surprising because it runs contrary to the writings and views of many scholars and authors. This finding seems not to agree with Akpa (2007) who subscribed to the view that physical facilities in most Nigerian schools are grossly insufficient and in

deplorable condition where they exist at all. Onyejemezi (2000) noted that physical facilities include the classrooms, school facilities and environment, the immediate community or environmental resources. The effective implementation of any educational programme including the UBE scheme calls for the provision and utilization of relevant physical facilities. These include, among others, writing materials, computers, recreational facilities and toilet facilities. The authors equally feels that this finding which shows that physical facilities in the South East States are sufficient to a great extent, might have been influenced by the desire of the two classes of respondents (UBE officials and head teachers) to protect their positions and offices. Result of test of hypothesis further reveals that physical facilities in the primary schools were perceived by both UBE officials and head teachers to be sufficient to a great extent. It should be pointed out that misrepresentation of facts and real situations in the primary school subsystem by the respondents is an injustice to the subsystem and the



Nigerian educational system in its entirety. Primary education is pedestal and indispensable to the success of the subsequent levels of the educational system, that is, secondary and tertiary.

### **Conclusion**

Based on the findings of the study, the authors conclude UBE officials and head teachers considered physical facilities in the primary schools to be sufficient to a great extent. The effective implementation of any educational programme including the UBE scheme calls for the provision and utilization of relevant physical facilities. These include, among others, writing materials, computers, recreational facilities and toilet facilities

### **Educational Implications of the Findings**

The findings of the present study have Implications for the funding of the Universal Basic Education (UBE) programme in Nigeria. For the fact that both classes respondents maintained that physical facilities are sufficient to a great extent in schools, the objectives of the UBE scheme are likely to be met since the availability and effective utilization of these facilities will certainly make positive impact in the teaching and learning process.

### **Recommendation**

Based on the findings and implications of the study highlighted above, the following recommendations are made:

The facilities that are provided to a great extent in schools, should be adequately maintained and secured. School authorities should put adequate internal control mechanisms in place to avert the carting away and damaging of such facilities. Also, there is need for proper training and retraining programmes for head teachers where they should be constantly educated on the need for maintenance culture.

Federal government should come up with laws that will ensure direct investment in the education of children since the future of the country depends on the quality of its children. Without quality education for children, Nigeria may find it difficult to compete favourably with other

countries of the world. The laws should take care of children's education whether the person is poor or not.

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