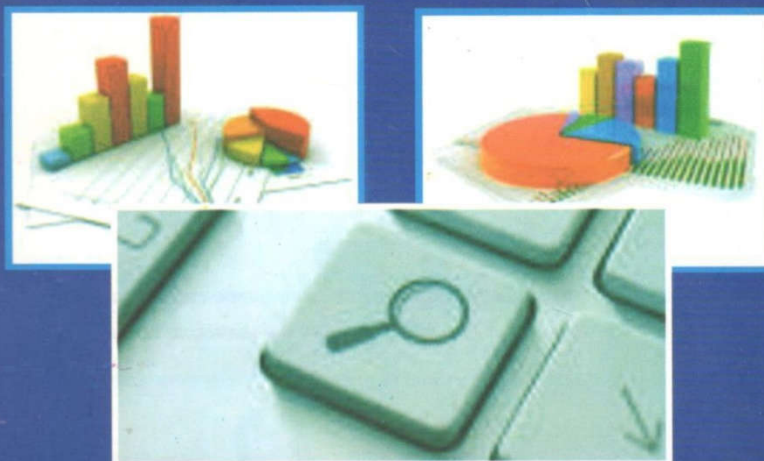


Research Journal of the Collaboration of Education Faculties in West Africa

Vol. 3, No.1, 2014

An official Journal of the
Collaboration of Education Faculties in West Africa
(CEFWA)



Editorial Board

Editor-in-Chief

Professor Alfred A. Adegoke, University of Ilorin

Editorial Board Members

Prof. A. S. Olorundare, University of Ilorin

Prof. M. A. Bidmus, University of Lagos

Prof. Garvin Williams, Oxford University

Prof. M. Opare, University of Cape Coast, Ghana

Prof. D. O. Durosaro, University of Ilorin

Prof. Joseph A. Ghartey, University of Cape Coast Ghana

Prof. J. O. Fawole, Osun State University

Prof. I. A. Kolo, IBB University Lapai

Prof. P. B. Ikulayo, University of Lagos

Influence of Home and School Environment
on the Psychosocial Adjustment of Students
with hearing impairment in Oyo State, Nigeria

OYEWUMI M. ADEBOMI (Ph.D)

Influence of 'Opon Imo' Tablet Of Knowledge
On The Performance Of Senior Secondary
Students (SS3) In Osun State:
Implication for Higher Education

DR. F. A. YUSUF,

DR. LASODEABOLANLE O.

Students' Acceptance of Computer-based Instructional
Puzzle as in Instructional Strategy in Social Studies

DR. ADEDOJA, G. O,

FAKOKUNDE, J. B

Overview of Physical Education and Challenges
affecting Nigerian Women in Sports

PROF. O. O. OBIYEMI,

T. O. IBRAHEEM (Ph.D.)

I. OLOGELE (Ph.D.)

Teacher Preparation: Implications for change
in Teaching Practice Policy in Tertiary
institutions in Nigeria.

ONWUAMA, M.A.C

Effect of Jigsaw Learning Strategy on
Junior Secondary School Students'
performance in Social Studies in Ibadan, Nigeria

OGUNDIRAN OLATUNDE JOHN, Ph. D.

Contents

Views of Biology Teachers on the significance of Practical Component of Nigerian Secondary School Biology Curriculum <i>RIHANAT ADUKE AHMED, M. ED.</i> <i>ISAAC OLAKANMI ABIMBOLA, PH.D.</i> <i>MULKAH ADEBISI AHMED, (MRS.) PH. D.</i>	1
Behavioural and Social Problems exhibited by Students with learning disabilities in Ibadan North Local Government Area, Oyo State <i>LAZARUS, KELECHI U. (PH. D)</i> <i>OGUNSOLA, GABRIEL O.</i>	11
Assessment of the Implementation of the Universal Basic Education Programme in Kwara State, Nigeria <i>BELLO, GANIYU, BELLO,</i> <i>ILIAS AYO</i>	25
Challenges of Curriculum Implementation for effective teaching and learning of the Sciences in Nigerian Schools <i>AYODELE M. ASEBIOMO (PHD)</i>	41
Nigerian University Graduate Chemists' self perception of acquired employability skills in workplace <i>AYOADE EJIWALE OKANLAWON,</i> <i>IGE ADEOYE OYETUNDE</i>	53
Influence of Self Efficacy and Occupational Stress on the Morale of Special Education Teachers in Federal Capital Territory Abuja, Nigeria <i>ISIAKA, TAJUDEEN ONITADA</i>	68

ASSESSMENT OF THE IMPLEMENTATION OF THE UNIVERSAL BASIC EDUCATION PROGRAMME IN KWARA STATE, NIGERIA

By

Bello, Ganiyu

*Department of Science Education, University of Ilorin, Ilorin, Nigeria
P.M.B. 1515 Ilorin, Nigeria
bello.g@unilorin.edu.ng*

And

Bello, Ilias Ayo

*Nigeria Police Academy
Wudil, Kano*

Abstract

In this survey study, an attempt was made to examine the Basic School teachers, administrators and supervisors' assessment of the implementation of the Universal Basic Education (UBE) programme in Kwara State, Nigeria. Four hundred and forty-five Basic School teachers, administrators and supervisors drawn from all the three senatorial districts in the state took part in the study. We designed and used a questionnaire tagged 'Assessment of the Implementation of UBE in Kwara State' to gather data in the study. Descriptive and inferential statistical techniques were used to analyse the data gathered in the study. Findings of the study revealed that the implementation of the UBE programme in the state was inadequate. Most of the Basic School teachers, administrators and supervisors adjudged the funding, provision of basic infrastructural facilities, science and ICTs facilities, textbooks and library to be inadequate. Also, the results of the study revealed the near absence of professional teachers for the newly introduced subjects and early childhood education classes. The provision of library, basic science, and ICTs laboratories in all Basic Schools to attain the set objectives of the UBE programme was advocated in the study. We also advocated for the introduction of new courses

into the teacher education curricula at university and colleges of education levels to produce specialist teachers for the newly introduced subjects at the Basic School level. We equally challenged the government to implement the mandatory teacher professional development scheme.

Introduction

Formal education is arguably the most significant human cultural heritage. Its primary role includes the development of human potentials and cultural transmission amongst others. Without it, sustainable socioeconomic growth and development in any sphere of human endeavors is inconceivable. Ladipo (2013) rightly noted that *"almost everywhere education is considered as the key to economic prosperity and a vital instrument for combating disease, tackling poverty, and supporting sustainable development"* It is the recognition of the invaluable roles of formal education in the society that the international community declared *"everyone has the right to education"* through Article 26 of the 1948 Universal Declaration of Human Rights. In Nigeria, the right to education is not fully guaranteed in the constitution because it is not enforceable. However, Nigeria and not less than 160 countries meet at the World Education Forum in April 2000 to adopt the 2000-word Dakar Framework for Action, Education for All. (EFA). The forum re-affirmed the Jomtien 1990 World Declaration on Education for All (UNESCO, nd). The goals of EFA are; (1) Expand early childhood care and education, (2) Provide free and compulsory primary education for all, (3) Promote learning and life skills for young people and adults, (4) Increase adult literacy, (5) Achieve gender parity, and (6) Improve the quality of education.

Also, the forum adopted the Millennium Development Goals (MDGs). The goals of the MDGs according to UNESCO (nd.) are; (1) Eradicate extreme poverty and hunger, (2) Achieve universal primary education, (3) Promote gender equality and empower women, (4) Reduce child mortality, (5) Improve maternal health, (6) Combat HIV/AIDS, malaria and other diseases, (7) Ensure environmental sustainability, and (8) Develop a global partnership for development. These goals now form the roadmap for the international community to achieve sustainable growth and development in all spheres of human endeavors. Arguably, the achievement of the goals of EFA and MDGs rest on the quality of basic education in the country. Herein lies the need to implement the full compliments of the Universal Basic Education (UBE) in Nigeria.

Mass failure and examination malpractices in public examinations characterizes the education industry in Nigeria over the past few decades. Expectedly an atmosphere of unending public outcry for immediate long lasting solution to the dismal academic performance of students dominates public debates on education. Mass failure and malpractices in public examinations are unmistakable indications of the poor quality of the education system in Nigeria.

The multitude of socioeconomic, security, and political challenges confronting the nation are not unconnected with the poor quality of education in the nation because education is the bedrock of sustainable socioeconomic growth and development in any society. Paradoxically, the daunting challenges portray Nigeria, the most populous African nation, the largest economy in Africa and the 12th largest producer of oil in the world as a fragile (failed) nation (Fund For Peace, 2014 and BBC News, 2014, April 6). This paradox is traceable to decades of neglect of basic institutions and infrastructures in the education industry especially at the basic education level. There is no doubt that the quality of basic education is key to the success of other levels of the educational ladder. The imposing core objectives of the UBE programme as stated by the Universal Basic Education Commission (UBEC) are;

(i) Ensure unfettered access to nine (9) years of formal basic education. (ii) The provision of free, Universal Basic Education for every Nigerian child of school going age. (iii) Reducing drastically the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency. (iv) Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning. (UBEC, 2013)

Public outcry on mass failure in public examinations often neglect the fact that only secondary school students sit for public examinations. The performance of students at the basic school level attracts relatively little attention from the public and other stakeholders in the education industry. There are credible indications that the performance of students at the basic school level is equally appalling. According to the Federal ministry of Education (FME, 2005) the academic achievements of basic school students, as depicted by MLA and other related results at national and state levels is low. Evidence from the literature suggests that there are notable challenges in the implementation of the UBE programme at the three tiers of the government. Domike and Edward (2014) identified under funding, classroom environment, inadequate infrastructural facilities, lack of professional teachers, and the neglect of the mother tongue, as some of the major problems in the implementation of the UBE curriculum in Cross River State, Nigeria.

Ladipo, (2013) summarized the major challenges in the education sector thus; (i) over-centralization; (ii) implementation failure; and (iii) de-emphasis on the value of education. The Federal Ministry of Education catalogued challenges facing basic education as follows; (1) Insufficient data (2). Inadequate funding and lack of appropriate financing framework that would ensure UBE goal attainment nationwide. (3). Teacher quality is low despite the policy provision of national

minimum teaching qualification requirement of Nigeria Certificate in Education (NCE) for teachers at the primary education level. (4). Low learning achievements at the primary, as depicted by MLA and other related results at national and state levels. (5) Disparities in educational development among states, LGAs, and between rural and urban areas and by gender and socio-economic groups. (6). Inadequate and dilapidated school structures that require rehabilitation to ensure improved access and retention for the large population to be covered. 7. Absence of a gender-in-Education policy, despite the global focus on the issue.

Findings from empirical studies highlighted the multitudes of obstacles in the implementation of UBE programme. Enamiroro (2009) carried out a survey study on ICT resources available for teaching at UBE schools in Delta State. The results of the study revealed that no primary school in the state have a computer teacher, Internet services, video laboratories, and television sets. At the junior secondary schools, the ratio of computer teacher -student stood at 1:6615. The researcher concluded that Delta State lacks adequate ICT resources for a qualitative UBE programme implementation. Chris and Issac(2013) conducted a cross-sectional survey study on the perceptions of school heads, parents, teachers and the learners on the implementation of the Universal Basic Education in the North-central Geo-political zone of Nigeria. The findings of the study showed that; (i) School administrators were not satisfied with the level of implementation of the UBE programme in the zone. (ii) Parents perceived that human resources are inadequate for the effective implementation of UBE Programme., (iii) Learners were satisfied with the implementation of the UBE programme. Also, results of the study catalogued the major factors militating against the effective implementation of UBE Programme in North-Central zone to include, overcrowded classroom, inadequate funding and dilapidated buildings. It was concluded in the study that the implementation of the UBE Programme in the North-Central zone of Nigeria is unsatisfactory.

In Ogun State, Ajayi and Adeyemi (2011) carried out a study to assess the level of provision of facilities to UBE schools level. Results of the study indicated the gross inadequate provision of classroom facilities and the uneven distribution of the facilities across schools and Local Government Areas of the state. The researchers attributed inadequate facilities to poor funding by the government. They noted that in their earlier study conducted in 2007, UBE schools that benefited from the provision of classroom facilities (though inadequate) in Ogun State performed better than UBE schools without classroom facilities. Schools with classroom facilities had better classroom control and discipline, teacher motivation, and teaching/learning environment according to the researchers.

Kutelu and Olowe (2013) investigated the level of the involvement of parents in UBE programme in Ondo State Nigeria Three hundred teachers randomly selected from 30 UBE schools within Ondo West Local Government

Area, of the state took part in the survey study. The results of the study revealed that the level of parents' involvement in the implementation of the UBE programme in the areas of provision of instructional materials, curriculum implementation and administration was low. The survey study conducted by Yusuf, Ajidagba, Yusuf, Olumorin, Ahmed, Salman, Ibraheem, Oniyangi and Yusuf (2012) focused on the extent of UBE teachers' involvement in the national basic education reform in Ilorin Emirate, Kwara State, Nigeria. Results of the study indicated that the level of UBE teachers' involvement in the basic education reform was still very low. The researchers, therefore, opined that the success of the reforms is doubtful without adequate involvement of the UBE teachers. Bello and Sanni (2010) conducted a study among Basic School teachers in Kwara State on the persistent problems in the implementation of the UBE programme in the State. The findings of the survey study revealed that the teachers assessed most of the persistent problems to be partially resolved while some were poorly resolved.

Statement of the Problem

The United Nations (UN) declared in 1948 that everyone has the right to education and that education shall be free, at least in the elementary and fundamental stages. The declaration rests on the fact that education is the key to sustainable socioeconomic growth and development, peaceful coexistence and stability at all levels of the human society. The right to education is not enforceable at present in Nigeria, but the three tiers of government are committed to the provision of basic education to the citizenry through the UBE programme. However, despite huge annual budgetary allocation to the UBE programme by the government, there seems to be no indications of the effective and successful implementation of the programme. For instance, there are 10.5 million (highest in the world) Nigerian school-age children that are not enrolled in school. (UNESCO, 2013 and This Day Live, 2013 June, 12). The Office of Gordon and Sarah Brown (2013,) also, noted that there is a shortage of nearly 1.3 million teachers and 1.2 million classrooms. Also, 52% of female children who completed basic education (UBE) remain illiterates.

As part of efforts to attain the objectives of the UBE and improve learning outcomes in delivering basic education, the Kwara State government formulated the Every Child Counts policy. The execution of the policy seems to produce positive results as acknowledged by the Civil Society Action Coalition on Education For All (CSACEFA) Kwara State chapter in year 2013. However, some problems seem to be persistent as reported by Bello and Sanni (2010). Indeed CSACEFA (2013) also, observed that:

A number of barriers remain which are hindering children's access to education, retention and participation in school. These barriers include, but are not limited to: the distribution, quality and turnover

of teachers; PTA levies and other fees; cultural and religious beliefs on education (especially for girls); health issues; exclusion of groups including those with disabilities and orphans and vulnerable children; distance and poor roads between communities and schools; and poor school infrastructure

Attempt was, therefore, made to assess the current level of the implementation of the UBE programme and examine the problems mitigation the success of the programme in Kwara State.

Purpose of the Study

The main purpose of this study was to assess the current level of the implementation of the Universal Basic Education (UBE) programme in Kwara State as part of ongoing efforts to improve basic education delivery in the State and the nation in general. Specifically, the study examined the Basic School teachers, administrators and supervisors' assessment of the implementation of the Universal Basic Education (UBE) programme in Kwara State, Nigeria. Also, it attempted to examine the persistent problems mitigation the successful implementation of the UBE programme in the State.

Research Questions

Attempt was made to provide answers to the under listed research questions

1. What is the current level of the implementation of the UBE programme in Kwara State as assessed by the Basic School teachers, administrators and supervisors?
2. What is the extent of the resolution of the problems mitigating the effective implementation of the UBE programme in Kwara State?
3. Is there any significant difference in the assessment of the UBE programme by the Basic School teachers, administrators and supervisors?

Research Hypotheses

Only one hypothesis was generated and tested (at 0.05 alpha level) in this study.

H₀₁: There is no significant difference in the assessment of the UBE programme by the Basic School teachers, administrators and supervisors.

Significance of the Study

The findings of this study would be of immense benefits to all major players in the education industry. Specifically, the results of the study would provide useful insights into the progress made so far in attaining the objectives of the UBE programme in Kwara State to the implementers of the programme, government, parents, non-governmental organizations, educational agencies and the general public. It would equally equip them with relevant information on factors mitigating

the effective and successful implementation of the programme in the state. Consequently, they would be able to undertake informed decisions to fast track the attainment of the UBE objectives.

Findings of this study could stimulate donor agencies, parents, philanthropies and other stakeholders to increase their financial, technical and material support for the success of basic education in the State and the country at large. Learners and teachers would benefit from increase technical, material and financial support from the aforementioned major stakeholders because it would positively impact on learning outcomes. Researchers who are interested in further studies on basic education in Nigeria would find the study as a useful literature material.

Clarification of Major Terms

(1) *Basic School Teachers*: Teachers in both public lower basic(primary) and upper basic (junior Secondary) schools in Kwara State

(2) *Basic School Administrators*: Headmasters and principals of both lower basic and upper basic schools in Kwara State.

(3) *Basic School Supervisors*: Members of the State School Improvement Team (SSIT) and School Support Officers (SSO)

Methodology

We adopted the descriptive survey research procedure in carrying out this study. All the Basic School teachers, administrators and supervisors in Kwara constituted the population of this study. Multi-stage sampling technique was employed to select representative sample of the population to participate in the study. The population was initially stratified into three based on the existing three senatorial districts in the state. Proportional sampling method was then used to select 50 Basic Schools that operate both lower basic (primary) school and upper basic (Junior secondary) school from the population. Simple random sampling technique was used to select six teachers from each of the 50 selected schools (Three teachers each from lower and upper Basic School) All administrators in the 50 selected schools were purposefully selected to participate in the study. One hundred and twenty supervisors were selected using proportional sampling technique

We designed a questionnaire tagged '*Assessment of the Implementation of UBE in Kwara State*' to gather data in the study. Section A of the questionnaire sought for demographic data. Section B sought for the rating of the level of the implementation of the various components of the UBE programme. In this section, the respondents were required to use a 3-points rating scale(Not implemented =1; Inadequate implementation =.2; Adequate implementation = 3) to assess the level of the implementation of the various aspects of the programme. The aspects

assessed included, infrastructures, teachers, finance, students, books, Early Childhood Care Education, monitoring and supervision among others.

Items in Section C contained a list of problems associated with the implementation of UBE programme identified in the works of, Ajayi and Adeyemi (2011), Bello and Sunni (2010), Domike and Edward (2014) and other reviewed literature. The respondents were required to assess the extent to which the problems had been resolved in Kwara State using a 4-points rating scale (Not resolved=1; Poorly resolved =2, Inadequately resolved =.3; Adequately resolved = 4). The questionnaire was subjected to both content and face validation through the assistants of two Chief lectures with specialization in Primary Education Studies from two Colleges of Education in Kwara State and an experienced Basic School teacher. The reliability coefficient of the questionnaire was calculated after field testing and found to be 0.68.

Data were collected in the study through the active collaboration of some members of the SSO and SSIT who helped to administered copies of the research instrument to the selected participants. After almost two weeks of the administration of the instrument, 94% (445 out of 470) copies of the administered instrument were returned. Two hundred and ninety-six (296) completed copies were returned by the Basic School teachers, while 44 and 105 were returned by the administrators and supervisors respectively.

Data Analyses and Results

Data gathered in the study were analyzed using both descriptive and inferential statistical techniques in line with the research questions and hypotheses generated in the study. All hypotheses were tested at 0.05 alpha level with the aid of the SPSS version 16 statistical programme.

Research question 1: What is the current level of the implementation of the UBE programme in Kwara State?

In order to provide an answer to research question 1, the data gathered through Section B of the research instrument was subjected to descriptive statistical analyses. Tables 1(a) and (b) presented the summary of the assessment of the current level of the implementation of the UBE programme in Kwara State by the Basic School teachers, administrators and supervisors. Table 1(a) indicated the number of Basic School teachers, administrators and supervisors who rated various aspects of the implementation of the UBE programme as either poor, partial or adequate. A slight majority (53.70%) of the teachers, administrators and supervisors assessed the current level of the implementation of the UBE programme in Kwara State to be partial. Also, the table indicated that one in every four respondents (25.39%) and one in every five (20.89%) assessed the implementation of the programme to be poor and adequate respectively. Table 1(b)

revealed a mean score of 1.96 as the overall assessment of the implementation of the UBE programme by the respondents. The mean score (1.96) is within the range of inadequate implementation (1.50 to 2.49). This result provides the answer to research question 1 posed in this study. The result is consistent with the observations of CSACEFA (2013) and the findings of Bello and Sanni (2010) amongst others.

Table 1(a): Current Level of Implementation of UBE Programme in Kwara State as Assessed by the Basic School Teachers, Administrators and Supervisors

		Levels of Implementation			
Designations		Poorly Implemented	Inadequately Implemented	Adequately implemented	Total
	Court	84	147	65	296
Basic Teachers	%within level of implementation	74.3%	61.5%	69.9%	66.5%
	Court	9	23	12	44
Administrators	%within level of implementation	8.0%	9.6%	12.9%	9.9%
	Court	20	69	16	105
Supervisors	%within level of implementation	17.7%	28.9%	17.2%	23.6%
Total	Court / (%)	113(25.39%)	239 (53.70%)	93 (20.89%)	445

Table 1(b): Descriptive Statistics of the Basic School Teachers, Administrators and Supervisors' Assessment of the Level of Implementation of UBE programme in Kwara State

	N	Mean	Std. Deviation	Minimum	Maximum
Designations	445	1.57	.848	1	3
Level of Implementation	445	1.96	.680	1	3
Mean Score Range					
1.00-1.49					Poor Implementation
1.50-2.49					Inadequate Implementation
2.50-3.00					Adequate Implementation

Research Question 2: What are the extents of the resolution of the problems mitigating the effective implementation of the UBE programme in Kwara State?

The data gathered through Section C of the research instrument was analyzed using means core computation with the aid of the SPSS statistical programme version 16. Table 2 summarized the results of the statistical analysis. The respondents identified 23 problems mitigating the successful implementation of the UBE programme. None of the problems was resolved adequately as indicated on Table 2. Only 39.13% (9 out of 23) was fairly resolved. Most (60.87%) of the problems were considered resolved poorly. This finding provides the answer to research question 2 raised in this study. The finding is compatible with the results of similar studies (Bello and Sanni, 2010; Chris and Issac, 2013; and Enamiroro, 2009) conducted in Kwara State and elsewhere in the country.

Table 2: Descriptive Statistics on the Extent of Resolution of the Problems Mitigating the success of UBE in Kwara State

	Problems	N	Mean	Std.	Decision
1	Inadequate monitoring and evaluation	445	2.96	.901	Fairly Resolved
2	Insufficient number of schools	445	2.87	.902	Fairly Resolved
3	Irregular payment of teacher salary and allowance	445	2.82	.919	Fairly Resolved
4	Corrupt practices in the school administration	445	2.82	.872	Fairly Resolved
5	Non-implementation of the compulsory basic education for all school age children	445	2.68	.902	Fairly Resolved
6	High students drop out rate	445	2.67	.891	Fairly Resolved
7	Poor educational planning	445	2.65	.960	Fairly Resolved
8	Irregular promotion of teachers	445	2.56	.900	Fairly Resolved
9	High pupil – teacher ratio	445	2.53	.924	Fairly Resolved
10	Non- provision of basic education materials for pupil (e.g textbooks, tables, e.t.c)	445	2.48	.894	Poorly Resolved
11	Inadequate classrooms	445	2.48	.929	Poorly Resolved
12	Non-implementation of free qualitative education	445	2.47	.985	Poorly Resolved
13	Inadequate provision of teaching and learning materials for teachers	445	2.46	.918	Poorly Resolved
14	Poor founding	445	2.45	.923	Poorly Resolved
15	Recruitment of unqualified individual as teachers	445	2.44	.979	Poorly Resolved
16	Poor classroom infrastructure facilities	445	2.26	.895	Poorly Resolved

17	Lack of teachers for the new subjects in the curriculum	445	2.21	.923	Poorly Resolved
18	Non-implementation of teacher special salary scale (TSS)	445	2.10	.952	Poorly Resolved
19	Consistent political interruption and interference on education system	445	2.08	.936	Poorly Resolved
20	Lack of school library	445	2.04	.948	Poorly Resolved
21	Lack of ICT library	445	1.99	.943	Poorly Resolved
22	Lack of Basic science laboratory	445	1.99	.865	Poorly Resolved
23	Lack of specialist teachers for the early childhood care education	445	1.99	.865	Poorly Resolved
Mean score		Interpretation		Mean Score Interpretation	

1.00 -1.49 Not resolved

1.50- 2.49 Poorly resolved

1.50- 3.49 Fairly resolved 3.50 – 4.00 Adequately resolved

Research Hypothesis I: There is no significant difference in the assessment of the UBE programme by the Basic School teachers, administrators and supervisors.

The hypothesis was tested at 0.05 alpha level with the use of the Chi-square statistical technique. The result of the test showed that the Chi-square value ($X^2(4) = 9.488$, $p = 0.051 > 0.05$), is not significant (See Table 3). Therefore, the hypothesis was not rejected. The results suggest that there was no significant difference in the assessment of the UBE programme by Basic School teachers, administrators and supervisors. Also, the finding provides the answer to research question 3

Table 3: Chi-square Test for Significant difference in the Assessment of the implementation of the UBE Programme

	Value	Df.	Asymp. Sig. (2-sided)
Chi-Square	9.488	4	.051
Likelihood Ratio	9.564	4	.048
Fisher's Linear Association	.279	1	.597
Valid Cases	445		

Summary of Major Findings

1. The current level of the implementation of the UBE programme in Kwara State is inadequate
2. None of the problems mitigating the success of the programme was adequately resolved by the government.
3. There was no significant difference in the assessment of the UBE programme by Basic School teachers, administrators and supervisors.

Discussion

Education is globally acknowledged as the bedrock of human capital development and by extension the most potent tool for sustainable socioeconomic growth and development, political stability and peaceful co-existence. No nation can avoid down playing the need to provide qualitative basic education to the citizenry without untold consequences. Logbaby.com (nd.) rightly observed that

Literacy is essential for eradicating poverty, improving the socioeconomic status of communities, reducing child and maternal mortality rates, curbing population growth, achieving gender equality and promoting sustainable development at the local, regional and national levels

Education is equally a powerful weapon to combat poverty, disease, and inequality hence, the success of the UBE programme is crucial to the development and progress in Nigeria. The commitment of the Kwara State government in recent time to ensure the success of the UBE programme is well-documented (ESPIN, 2009; Skill G.Com, 2012; The News, 2014 and ThisDay, 2013). The recent efforts of the government include rehabilitation and construction of classrooms, increase budgetary allocation to education, promotion of teachers, regular payment of teachers' salary, training and re-training of teachers and distribution of textbooks to students among others

Despite the aforementioned efforts of the state government, it is evident from the results of this study and similar studies that the UBE programme is still far from been accomplished successfully. Findings of this study indicated that most of the problems hindering the success of the programme in the state were poorly addressed. Prominent amongst the problems are, lack of basic facilities such as Basic Science laboratory, ICTs laboratory, and school library. It is difficult to imagine how the products of the UBE programme in the state will acquire the desired scientific and technological knowledge, skills and competences at the completion of the nine programme without these facilities. The desire of the government to use basic education to eradicate poverty, improve the socioeconomic status of the people and lay solid foundation for sustainable growth and development is undoubtedly at stake. It is essential for the state government to urgently provide these basic facilities without further delay

There is no doubt that the success of any programme rests on the availability of sufficient fund. Results of this study indicated that funding is one of the major problems that mitigate the success of the UBE programme in the state despite increase in budgetary allocation to the education sector. This result may arise from discrepancies between actual fund made available and the budget allocation. It can equally arise from corrupt practices at the various levels of the public

service. Corruption can significantly reduce the expected positive impacts of increment in budgetary allocation to the education sector in the state.

Teaching is a globally recognized profession; hence, untrained individuals have no legal business in the class as teachers. Astoundingly results of this study revealed that the recruitment of unqualified individual as teachers is still in practice in the state. The practice is worrisome in view of the fact the state-owned three Colleges of Education and one University that regularly produces professional teachers. The unemployment market is saturated with several unemployed professional teachers. . Hence, there is no reason to recruit unqualified individuals as teachers. The government should remember that the unqualified individuals they recruited as teachers can only cheat instead of teaching the students.

Findings from this study revealed that there are insufficient teachers for the Early Childhood Education (ECE) programme and the new subjects in the curriculum. This result is not astounding because ECE is a recent component on the UBE programme (FRN,2013). It takes years to train professional teachers hence it is imperative to provide ad hoc solution to this problem by the government. The problem is a clear testimony to poor educational planning by the major stakeholders in the education industry.

Recommendations

The government is a major player in the education industry in Nigeria like in many other nations. It is crucial for the government to rejuvenate its commitment to the education sector as part of measures to attain successes in implementing the UBE programme. The failure of the programme can significantly hinder progress in achieving the goals of MDGs and EFA. The following recommendations can improve basic education delivery in the country.

Increase funding, accountability and transparency in the implementation of the UBE programme need the special attention of the government and other big players in basic education. Provision and routine maintenance of basic classroom infrastructural facilities need immediate attention of the government, NGOs, parents and philanthropists in the state. The government need to respect educational edits and laws by putting an end to the recruitment of unqualified individuals as class teachers as part of measures to improve learning outcomes in the classroom. Universities and Colleges of Education should introduce new courses to produce specialist teachers for the newly introduced subjects at the Basic School level. The state government should support its teacher education institutions to accelerate the production of ECE specialist teachers, as well as teachers for the newly introduced subjects at the basic education level.

There is a need to establish Education Resource Centre (ERC) in

collaboration with Skill G Nigeria limited in each LGA in the state. The services of the ERC would provide palliative measures to the acute shortages of basic educational resources especially in the field of science and technology. In the current post-modern era it will be difficult for e-illiterates citizens to survive in the global competitive market. Therefore, the use of modern digital technologies in education delivery should now take centre stage in UBE classrooms. Major players in the education sector should make available ICTs facilities to pupils and teachers. The current trend in education delivery globally is a shift from the traditional chalk and talk class toward e-learning class. Kwara State and Nigeria in general should join the race towards the emerging global e-society by making available ICT teaching and learning facilities for the pupils to become e-literates.

The future of the state and the nation in general rest on the success of the UBE programme. Therefore, the Nigeria Union of Teachers (NUT), parents and NGOs should live up to their responsibilities by keeping the government on its toes on all issues relating to the success of the basic education. The government should implement the mandatory teacher professional development scheme to improve the teachers' professional competencies. Only highly skillful teachers can cope with the prevailing challenges in the classroom.

Conclusion

Attempt was made in this study to contribute to the improvement in learning outcome in basic education classrooms. It undertook the tasks of assessing the current level of implementation of the UBE programme and the problems associated with the programme. The results of the study showed that the programme is far from been adequately implemented while some problems have been fairly resolved, many others were poorly resolved. Recommendations were offered with the hope of stimulating positive change to enhance meaningful learning outcomes.

References

- Ajayi, K. & Adeyemi, M. (2011). Universal Basic Education (UBE) policy implementation in facilities provision: Ogun State as a Case Study. *International Journal on New Trends in Education and Their Implications*, 2(2). Retrieved from www.ijonte.org.
- Bello, G., & Sanni, S. A. (2010). Teachers' perceptions of the persistent problems in the implementation of universal basic education scheme. *Book of Proceedings of the 2nd National Conference on the attainment of universal basic education ; Past, present, and future*. School of Sciences, Federal College of Education [T] Guasu, Zamfara State. 6th - 10th April, 2010, 1-10.
- Chris, I.A. & Issac, I.K. (2013). An Assessment of stakeholders' perception of the implementation of Universal Basic Education in North-Central Geo-Political Zone of Nigeria. *Journal of Education and Practice*, 4(3), 158 - 167.
- Domike, G.C. & Eduward, O.O. (2014). An evaluation of major implementation problems of primary school curriculum Cross River State, Nigeria. *American Journal of Educational Research*, 2(6) 397-401.
- Education Sector Support Programme in Nigeria (ESSPIN). (2009, September). *Development of the Kwara State Education Policy Reform Law (Input Visit Report Report Number: KW 203)*. Retrieved from ESSPIN: Retrieved from www.esspin.org
- Enamiroro, P.O. (2009). Analysis of information and communication technology resources for qualitative Universal Basic Education in Nigeria's Delta State. *Journal of Research in National Development*, 7(2). Retrieved from <http://www.transcampus.org/JORINDV7Dec2009/JournalsV7NO2Dec2009.html>.
- Federal Republic of Nigeria. (2013). *National Policy on Education*. Lagos: NERDC Press.
- Fund For Peace. (2014). *Fragile States Index 2014*. Retrieved from www.ftp.stateside.org/rankings
- Gordon, B. (2013, September 9th). *On the Road to Education For All in Nigeria*. Retrieved from The Office of Gordon and Sarah Brown: www.gordonandsarahbrown.com/tag/education
- Ketelu, B.O. & Olowe, P.K. (2013). Level of parents' involvement in primary school education in Ondo West Local Government Area, Nigeria. *African Educational Research Journal*, 1(3), 209-214.
- Ladipo, A. (2013, February 12). Education Sector in Criss. *Vanguard*, p. Retrieved from www.vanguardngr.com.
- Logbaby.com. (nd). *Making UBE Real in the North*. Retrieved from Logbaby.com: retrieved from www.logbaby.com/news
- The News. (2014, July 2). How We Cope With MDGs Challenges – Gbeneol. *The News*, p. retrieved from www.thenewsnigeria.com.
- This Day. (2013, June 12). Nigeria Emerges top in number of children out of school. *This day Live*, p. Retrieved from www.thisdaylive.com.

- ThisDay . (2013, october 10). Fulfilling Education MDGs in Kwara. *ThisDay* , p. Retrieved from www.thisdaylive.com.
- UNESCO.(2000) Dakar Framework for Action Education For-All: *Meeting Our Collective Commitments Text adopted by the World Education Forum Dakar, Senegal, 26-28 April 2000*. Retrieved from www.unesco.org
- UNESCO. (2013). *Education For All*. Retrieved from www.unesco.org/new/file/admin
- UNESCO. (2013). *Education For All (EFA) Global Monitoring Report 2012 (Introduction of EFA goal of one-year Early Childhood Care and Education* . Retrieved from www.unesco.org: UNESCO.
- UNESCO. (nd). *Dakar Framework for Action - Unesco*. Retrieved from World Education Forum 2000: www2.unesco.org/wef/en-conf/dakframeng.shtm
- Universal Basic Education Commission . (nd.). *Objectives of UBE*. Retrieved from Universal Basic Education Commission : www.ubeonline.com/about_ubec.html
- YYusuf A.1, Ajidagba U. A.1, Yusuf H. T.1, Olumorin C. O.1, Ahmed M. A.1, Salman M. F.1, Ibraheem T. O.1, Oniyangi S. O.1 and Yusuf N.2 (2012). The extent of basic school teachers' involvement in the national basic education reform in Ilorin Emirate, Nigeria . *International Journal of Sociology And Anthropology*, 4(6). Retrieved from www.academicjournals.org.