Innovations

Evaluation of infrastructural facilities for Universal Basic Education (UBE) programme implementation in Delta state

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Abstract

The purpose of this report was to assess the state of Delta State's infrastructure in light of its potential role in carrying out the Universal Basic Education (UBE) plan. We found solutions to two research problems. Fifteen UBE institutions in Delta State participated in the survey, necessitating a retrospective approach to data collection. The researchers used a simple checklist of required infrastructure (20 items) of the requirements of a Standard UBE School obtained from the Universal Basic Education Commission (UBEC) to assess the availability and adequacy of infrastructural facilities in the schools that were randomly selected for this study. Mean and standard deviation were used to analyze the collected data. Eight of the twenty infrastructure facilities on the checklist were found to be unavailable, meaning that the UBE initiative could not be put into effect. Facilities such as these include labs, school buses, sufficient staff rooms, dorms, clinics, bookstores, and computers. Only six of the twenty infrastructural elements on the checklist (sports facilities, water, and toilet/sanitation, refectories, ventilation, and first aid kits) were determined to be sufficient. It was determined that the infrastructure needed to carry out the UBE programme in Delta State was present, but woefully inadequate for students and teachers. All UBE schools must thus have full school infrastructure in accordance with UBE criteria and standards for the program's goals to be realized.

Key Words*:1. Evaluation, 2.Infrastructure Facilities, 3.Implementation, 4.UBE,*

Introduction

Among the countries in the world, Nigeria is one that places a premium on a good education. According to Nigeria's National Policy on Education, the country's educational system is a key component in its pursuit of national development (FRN, 2014). As a result, the nation's requirements will be met through the medium of education. According to the National Policy on Education (2014 revised), the purpose of schooling is to "instill a sense of national consciousness and national unity; instill the right types of values and attitudes for the survival of the individual and Nigerian society; train the mind to understand the world around us; acquire appropriate skills; and foster the development of mental, physical, and social abilities and competencies" (2014 revised). On September 30th, 1999, then-president of Nigeria Chief Olusegun Obasanjo started the Universal Basic Education (UBE) Programme in Sokoto State, in part because of the aforementioned assertions (Ambe, Agbor&Eyo, 2018).

The initiative's introduction was lauded by many Nigerians, who saw it as a chance to address the country's literacy crisis and reform the country's broken educational system. A basic education in Nigeria consists of 9 years of schooling, including 6 years of elementary school and 3 years of junior high school (Federal Republic of Nigeria, 2014). The plan mandates that all citizens must participate in what amounts to a free and universal elementary education. The plan will cover both in-school and out-of-school children by providing them with access to primary and secondary level non-formal and adult education programmes.

Universal, basic, and education are the three pillars upon which the UBE project rests. The term "universal" refers to the fact that the programme is open to all people, regardless of their background or socioeconomic status. When something is described as "basic," it is assumed to be crucial and must be provided no matter what. This is the lynchpin upon which the entire structure is built. It is impossible to accomplish anything without it. It is the cornerstone of education (Akpokiniovo, 2022). Therefore, the UBE curriculum represents the type of education that everyone should receive; it should not be a privilege but a right, and it should be the whole amount of an individual's experiences regardless of his status or background. People in Delta State mostly approved of the show. Nonetheless, there appear to be contrasting reports as to the availability, adequacy, or quality of these facilities for the effective implementation of the programme at all levels, despite the above evidence with respect to the efforts being made by the various governments and bodies to provide the UBE schools with basic educational resources like infrastructural facilities (Akpokiniovo2018).

Inadequate and dilapidated school infrastructure; congestion in schools leading to over stretching of existing facilities; lack of instructional materials for both teachers and students; imbalance in the deployment of available teachers in favour of urban schools to the detriment of rural schools; deteriorating infrastructure due to old age and lack of maintenance were all issues highlighted at the Delta State education summit, which reviewed the UBE programme.The Universal Basic Education Commission, as reported by Ambe, Agbor&Eyo (2018), created a standard action plan in 2004 consisting of strategies and approaches to serve as a guide in ensuring the faithful implementation of the basic education programme for the

successful attainment of the stated objectives of the UBE. Supply of infrastructure and equipment; and provision of instructional materials are two of the most important ways for enacting the UBE plan (UBEC, 2004). The purpose of this research was to assess the infrastructure available in Delta State to carry out the UBE initiative effectively.

Statement of the Problem

For many years, Nigeria and Delta State in particular have struggled to overcome numerous obstacles that have prevented them from fully realizing their basic education programme. These difficulties appear to stem less from a lack of relevant information and sound policymaking than from a lack of resources dedicated to putting that knowledge into practice. It is unclear if Delta State has received the necessary funding to build and maintain an appropriate infrastructure to support the Universal Basic Education programme. Adequate infrastructure has been shown to improve student achievement and the overall execution of curricula. It is for this reason that researchers set out to assess the infrastructure available in Delta State to carry out the UBE initiative effectively.

Literature Review

A literature study was conducted with a focus on evaluation, infrastructure, and UBE.

Concept of Evaluation

In the academic literature, the idea of assessment is defined in a variety of ways that represent various perspectives. The notion of evaluation has been defined in a variety of ways by various authors. Decision-making is aided by evaluation, which Akpokiniovo (2018) described as "the supply of information comprising selection of criteria, gathering of data, and analysis." Ohuche and Akeju (2017) agree with this view and claim that assessment involves "the defining of objectives for particular areas of education and the review of the extent to which such objectives have been attained." According to the authors, it makes an effort to provide a sound appraisal by considering relevant objectives, criteria, and evidence.

Concept of Implementation

The term "implementation" refers to the process of carrying out a directive, policy, or strategy. According to the definition offered by Akpokiniovo and Odebala (2015), implementation is the action of putting a plan into action. It is the act of carrying out a plan or carrying out an action in order to achieve a goal. According to Okoli (2017), this is the phase in which all the forethought and planning is put to the test, and the results of any planned analysis are tallied. Thus, the term "implementation" refers to the process of translating plans and strategies into a tangible end result.

Overview of the UBE Programme

According to Akpokiniovo and Odebala (2015), the UBE programme is born out of the fact that Nigeria is a signatory to the (1990) Jomtein Declaration on Education for All (EFA) by the year 2000 and a member of the group of E-9 (nations committed to the total eradication of illiteracy). The UBE vision is that at the end of 9 years of continuous

education, every child who has passed through the system should be able to acquire an appropriate level of literacy, numeracy, communication, manipulative, and life skills and be employable, useful to him and the society at large.

Objectives of Universal Basic Education

The primary goal of the UBE programme, as stated in its instructions for execution, is to ensure that millions of Nigerians have access to a high-quality education throughout their lives (FGN, 2014). The primary goals of the UBE programme are as follows.

- Fostering a deep appreciation for education and a determination to promote it actively among all residents;
- Basic education for all children of school age in Nigeria, provided free of charge;
- Improvement in applicability, quality, and efficiency, which leads to a dramatic decrease in the number of students dropping out of school;
- Providing for the educational requirements of young people who, for various reasons, have been unable to continue their formal education by utilizing complementary methods of delivering and promoting fundamental education; and
- Building a strong foundation for future learning by making sure students master the basics of reading, writing, arithmetic, manipulative skills, communication, and life (FGN, 2014).

Infrastructure Facilities and Universal Basic Education Implementation

The greatest educators and most well-thought-out curriculum in the world will not amount to much if the school's physical facilities, such classrooms, benches, and offices, are inadequate. A school's infrastructure is defined by Asiyai (2012) as "things and resources that support teaching and learning, therefore making the process relevant and purposeful." Everything in the school that is used by administrators, instructors, and students for the goal of achieving the school's stated aims as a place of education. Lack of or inadequate provision of such facilities means that educational objectives will not be met, or will be met at a lower level than intended. Graphics, photographic electronics like cassettes or mechanical ways of arresting, processing, and re-consisting visual and verbal information are all part of what Muyiwa and Quadri (2012) call "facilities" that help kids learn and grow.

Okoye (2013) argues that in order to provide a quality education in Nigeria, the country's educational system requires adequate infrastructure, including classroom blocks, furniture, and so on. Ohuche and Akeju (2017)also saw a number of unfinished buildings and broken furniture; destroyed classrooms; unkempt grounds; and overgrown grass. Elementary and high school educators are not provided with a pleasant work environment. According to Ikoya and Onoyase (2008), this is consistent with the fact that many Nigerian schools still lack the resources necessary to effectively administer the Universal Basic Education (UBE) programme despite massive yearly budgeting and expenditures.

According to Adeyemi and Adu (2010), school infrastructure is one of the most important factors in a student's academic growth. Classrooms, school buildings, library books, playground apparatus, and other similar items fall under this category. They claim that the value of schools' facilities cannot be overstated since they provide the tools and resources that make education possible. In support of this claim, Odukunle and Okuwa (2012) remarked that the Nigerian federal government won contracts to build over 200 school buildings around the country in 2002 as a first step toward providing infrastructure in schools. After that, classroom and library furnishings were delivered. Twenty years of contracting have passed with no tangible results from the UBE initiative. Similarly, Anike and Tari (2011) state that, especially in rural regions, schools lack the infrastructure necessary to carry out the UBE programme effectively.

Theoretical Framework

Specifically, the Functionalism theory was chosen as the theoretical framework for this investigation. Emile Durkheim is generally credited with developing the Functionalism Theory (1964). According to Emile (1964), the term "functionalism" refers to a group of responsibilities assigned to distinct parts of a community for the sake of maintaining social order. Consensus and order are emphasized in the functionalism theory, with an emphasis on social stability and common public ideals. The idea aims to improve one's problem-solving skills and contributes significantly to the operation of society's complex institutions. The present study seeks to ascertain whether adequate provision of infrastructural facilities will positively influence the effective implementation of the UBE programme in Delta State, on the basis that individual contributions in a society can enhance the stability of a society and increase the performance of the complex institutions therein.

Study Objectives

The study's overarching objective is to assess Delta State's infrastructure for delivering the Universal Basic Education programme effectively. The method of evaluation is to determine whether or not they are readily available and sufficient for effective programme execution.

Methods of the Study

Ex-post facto design was employed for this investigation. Because it allows the researcher to gather data objectively on the variables as they exist at the time of the inquiry, this approach is recommended; the UBE programme is already in place. For this analysis, we will be using data from all three Delta State Education Zones, totaling 145 UBE. This study used a stratified random sampling method to identify participants. The population we were looking at was divided into three groups based on where they went to school. Eight of the state's local governments were chosen at random, and 15 schools within those municipalities were selected using the same procedure (a hat and a draw). The researcher used a simple checklist of 20 items culled from the guidelines established by the UBEC to evaluate the schools in the study for their availability and adequacy of infrastructure.

Data Analysis

To shed light on the research issues, descriptive statistics was employed to the collected data. In order to accomplish this, we needed to determine the average and standard deviation with a median rating of 2.5 on the instrument's 4-point scale.

Research Question One: are the infrastructure facilities in Delta State for putting the UBE programme into action available?

The sufficiency of instructional resources checklist was used to address this study question in the visited schools. Table 1 displays their means and standard deviations.

Table 1: Availability of Infrastructural Facilities in UBE Schools

Items	**Mean**	**SD**	**Decision**
School blocks	3.82	1.80	Available
Laboratories	1.67	0.68	Not Available
Classrooms	3.41	1.78	Available
Examination halls	2.73	0.48	Available
Libraries	2.89	0.76	Available
Sport facilities	3.21	1.75	Available
School bus	1.48	0.70	Not Available
Staff room	1.64	0.51	Not Available
Sitting desk	2.73	0.48	Available
Water	3.21	1.75	Available
Toilets/sanitation	2.76	0.75	Available
Furniture	3.21	1.75	Available
Dormitories	0.76	0.11	Not Available
Refectories	3.41	1.78	Available
Clinic	1.48	0.70	Not Available
Store	0.76	0.11	Not Available
Book shelves	1.67	0.68	Not Available
Ventilation	2.73	0.48	Available
Computers	1.64	0.51	Not Available
First aid kits	2.76	0.75	Available
Grand Mean	2.35	0.92	Not Available

Using the data shown in Table 1, we can see that only 12 of the 20 required infrastructure facilities were really available for the UBE programme to be put into action. Facilities such as these include labs, school buses, sufficient staff rooms, dorms, clinics,

bookstores, and computers. As a result, with a cumulative mean rating of 2.35, it is safe to assume that the necessary infrastructure for carrying out the UBE project in Delta State is not now in place.

Research Question Two: How adequately do Delta State's infrastructural facilities support the implementation of the UBE programme?

At order to answer this study question, the Adequacy of Instructional Materials Checklist was utilized in the visited schools. In Table 2 we see their mean and standard deviation.

Table 2: Adequacy of Infrastructural Facilities in UBE Schools

Items	**Mean**	**SD**	**Decision**
School blocks	1.48	0.70	Not Adequate
Laboratories	1.67	0.68	Not Available
Classrooms	1.64	0.51	Not Adequate
Examination halls	1.21	0.75	Not Adequate
Libraries	0.76	0.11	Not Adequate
Sport facilities	3.21	1.75	Adequate
School bus	1.48	0.70	Not Adequate
Staff room	1.64	0.51	Not Adequate
Sitting desk	0.76	0.11	Not Adequate
Water	3.21	1.75	Adequate
Toilets/sanitation	2.76	0.75	Adequate
Furniture	1.64	0.51	Not Adequate
Dormitories	0.76	0.11	Not Adequate
Refectories	3.41	1.78	Adequate
Clinic	1.48	0.70	Not Adequate
Store	0.76	0.11	Not Adequate
Book shelves	1.67	0.68	Not Adequate
Ventilation	2.73	0.48	Adequate
Computers	1.64	0.51	Not Adequate
First aid kits	2.76	0.75	Adequate
Grand Mean	1.83	0.69	Not Adequate

In Table 2, we can see that just six of the twenty infrastructural elements on the checklist (sports facilities, water, toilets/sanitation, refectories, ventilation, and first aid kits) were sufficient. This results in a mean score for the entire sample of 1.83. This suggests that Delta State lacks the necessary infrastructure to fully implement the UBE programme. This demonstrates that the current ones are insufficient for carrying out the UBE initiative effectively in Delta State.

Discussion of Findings

Following an investigation of the checklist of available and adequate amenities, the researcher found that some infrastructural facilities had been supplied in schools across the state for the UBE curriculum. More and more classrooms have been added to schools, and newer school buildings have been constructed in many regions, notably in cities. However, these infrastructures are woefully inadequate for carrying out the UBE plan. Every year, Delta State undertakes a statewide school refurbishment project mandated by the State Universal Basic Education Board (SUBEB). The Board of Education said that LGEAs suggest which schools should be renovated in need of repair. Consequently, the LGEAs and the school heads might be held accountable for the deficiencies or shortcomings seen in terms of school building renovations. As Odukunle and Okuwa (2012) pointed out, as a first step toward providing infrastructure in schools, the Federal government issued contracts to construct over 200 school structures across Nigeria in 2002. This research confirms these results. After that, classroom and library furnishings were delivered. So many schools, especially in Delta State's rural regions, still lack basic facilities like sitting desks, which is surprising given all the hoopla surrounding the state's adoption of the UBE initiative.

Worse still, at now, not a single UBE institution in the state has access to a suitable laboratory. Anike and Tari (2011), whose work is emphasized here, state that school facilities necessary for the execution of the UBE programme are extremely inadequate, especially in rural regions. These data verify that assertion.Ohucheand Akeju (2017) noted multiple unfinished buildings and broken chairs; wrecked classrooms; messy gardens; and unmoved lawns, all of which are consistent with the study's conclusions. Elementary and high school educators are not provided with a pleasant work environment. According to Ikoya and Onoyase (2008), this is consistent with the fact that many Nigerian schools still lack the resources necessary to effectively administer the Universal Basic Education (UBE) programme despite massive yearly budgeting and expenditures.

Conclusion/Recommendations

The results of this research suggest that the infrastructure necessary to carry out the UBE programme in Delta State exists, but is woefully inadequate for the state's students and teachers. Educators and students have been severely hampered by a lack of necessary infrastructure. Since the majority of UBE schools, especially in rural areas, have inadequate infrastructure, the UBE programme has failed to fully realize it’s potential. To ensure the goals of the programme are met, it is suggested that all UBE schools be equipped with the full complement of facilities required by UBE benchmarks/standards.

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