SCHOOL FACILITIES PROVISION FOR THE IMPLEMENTATION OF THE UNIVERSAL BASIC EDUCATION PROGRAMME IN IMO STATE, NIGERIA

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Abstract

The study investigated the level of the provision of school facilities for the implementation of the Universal Basic Education programme in Imo State, Nigeria. Three research questions and two hypotheses guided the study. Descriptive survey research design was adopted for the study. The population comprised 1,376 UBE schools in the three educational zones of Imo State, Nigeria. The sample size of the study was 138 UBE schools which represent 10% of the population selected using the stratified proportionate random sampling technique.The respondents were the 138 school heads of the sampled schools. The instruments for data collection were checklist and a self structured questionnaire titled: School Facilities Provision for the Implementation of Universal Basic Eduction Scale (SFPIUBES) which was validated by Measurement and Evaluation and Educational Management Experts and with 0.89 reliability index determined through the test re-test method. Percentage, mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance. The findings revealed among others that the facilities for the implementation of the UBE programme are available. The study recommended that among others that adequate planning should be carried out with current and quality statistical data to determine and project the enrolment rate so as to ensure that the necessary facilities are provided in their right quantities.

Keywords: School, Facilities, Implementation, Universal, Basic, Education

Introduction

Education is a vital instrument for the nation's development and transformation in all aspects of economic, social, and the political activities of the nation. It is also an important tool for human development. Education equips the beneficiaries with relevant skills, knowledge and attitude to be productive; so as to contribute to the nation's development (Madu, 2017). It satisfies the basic human need for knowledge, improves an individual's

capacity for personal hygiene, safety and civic responsibilities. The realization of the importance of education to development led to the declaration of education as a right of every child by both international and national communities. By this, governments are obliged to make education available, accessible, acceptable and adaptable. The Federal Government of Nigeria in her commitment to provide education as a social service to the nation and as a right of every citizen introduced the universal basic education (UBE) programme.

Universal Basic Education scheme is a programme meant to be free and compulsory for all Nigerian children irrespective of location, occupation, religion, race and gender. It is a nine year programme that spans from primary to junior secondary. Omotere (2011) noted that Universal Basic Education programme is a new innovative trend in Nigeria educational industry particularly as it is programmed to be for 9 years. That is, it is designed to cater for a child's education from primary school to the end of the junior secondary. In other words, Students are required to attend free and compulsory 9 years in primary and junior secondary in which the former should be completed for a period of 6 years while the latter should be completed in a period of 3 years. Obioma (2006) summarized the objectives of UBE as follows: to ensure gender empowerment, value orientation, poverty eradication and create opportunity for all. The three cardinal objectives of the UBE programme are access, equity and quality. In order to ensure the actualization of these cardinal objectives, the provision of physical facilities, also referred to as school plant in their right quantities is critical.

School facilities generally refer to the buildings, equipment and the entire physical components of an educational institution as well as other fixed and movable items like furniture, which facilitate the teaching and learning process. Asiabaka as cited in Ojiri (2017) stated that school facilities are the physical resources provided for teachers and students to optimize their productivity in the teaching and learning process. Functionally speaking, some of the facilities have direct impact on the teaching and learning process while others have indirect impact on teaching and learningand also serve to take care of the physical and emotional well being of the occupants. The Provision of school physical facilities entails making available all the things that are needed for effective implementation of educational programmes. That is to say, the successful implementation of any educational programme depends, to a great extent, on

the quality of available school facilities that are provided for such programme. No wonder Castaldi as cited in Audu (2015) surmised that excellent school facilities and dedicated teachers are basic ingredients of good educational programmes. This was supported by the view of Adaralegbe in Abraham (2003:105) who posited that "the type of atmosphere required for effective learning is that consisting of better school buildings, more and better teaching facilities". Ipso facto, it can be deduced that the quality of education that the children receive has a significant relationship with the availability or the lack of physical facilities and the overall atmosphere where the teaching and learning take place. The provision of physical facilities or resources is critical to the successful implementation of any educational programme.

For the UBE programme to be implemented therefore, school facilities which serve as the tools of a workman in the hand of the teacher must be adequately provided. Giving credence to this, Audu (2015) remarked that the UBE programme being a laudable educational programme can only be successfully implemented with the availability of adequate and quality school facilities. The implementation of the UBE programme is not different. The adequate provision of these facilities (infrastructure and teaching materials) in schools facilitates the attainment of educational objectives and reduces failure rate as well as promotes school enrollment and retention of learners (Manguwat and Awuya, 2009). In a study on the implementation of universal basic education programme in Rivers State, Nigeria, Brown (2012) found out that most of the facilities needed for the implementation of the UBE programme are grossly lacking while the few existing ones are not properly maintained. Ogboke (2012) in a study on the implementation of the universal basic education (UBE) programme in Yenagoa and Kolokuma-Opokuma Local Government Areas of Bayelsa State, found out that there was inadequate provision of physical facilities in both urban and rural public schools. Nwabunwanne (2009) averred that despite the noble objectives of the Universal Basic Education (UBE) Programme, adequate provision and utilization of instructional material for effective teaching and learning of Home Economics still remain elusive.

In realization of the need for provision of the necessary teaching resources, the Federal Government of Nigeria took up the responsibility of making available sufficient teaching facilities for the success of current educational system (Nwabunwanne, 2009). Studies in Nigeria have shown inconsistent findings with the

above assertion of Nwabunwanne. In a study on the assessment of the implementation of the universal basic education programme in Rivers State carried out by Osuigbo (2011), it was found out that there was inadequacy of instructional materials and infrastructural facilities for the effective implementation of the universal basic education programme in the State. Sam-Ngwu (2009) carried out a study on the extent of the implementation of the UBE programme in junior secondary schools in Makurdi Local Government Area of Benue State. The study revealed among others that the provision of infrastructure in UBE junior secondary schools in Makurdi Local Government Area was inadequate. Okorie as cited in Nwabunwanne (2009) noted that instructional facilities which are meant to facilitate industrial development through effective teaching and learning are grossly inadequate and not only that they the few available ones are obsolete and need replacement.

These facilities must not only be provided, they must also be in good conditions to enhance teaching and learning. It is important to note that students and indeed their teachers need a conducive environment to be able to teach and learn adequately and effectively. Ayeni and Adelabu as cited in Udosen (2015) opined that the provision of adequate school physical facilities and their maintenance are essential in order to make the school a pleasant, safe and comfortable environment that will increase students' attendance, motivation and willingness to participate adequately in both curricula and co-curricula activities. Ogboke (2012) in a study on the implementation of universal basic education (UBE) programme in Yenagoa and Kolokuma-Opokuma Local Government Areas of Bayelsa State, found out that school facilities are moderately in good condition in rural areas and highly in good condition in urban areas. Oluremi (2005)in his study on creating a friendly school learning environment for Nigerian children, found out that many schools selected were not child-friendly, since the infrastructural facilities are in bad conditions. No wonder, Taiwo (2011) lamented that the state of the unfriendly nature of the classrooms of the foundational level of education (Elementary Schools) is one to worry about.

Statement of the Problem

The implementation of UBE programme requires adequate provision of the necessary resources (human and material) to cope with the increased enrolment being experienced as a result of the implementation of the programme which is free and compulsory. These facilities must not only be provided, they must also be in

good conditions to enhance learning and guarantee the safety and security of the members of the school community. This is because when access to education is increased without a corresponding increase in the provision of relevant resources, quality and standards will be adversely affected. Also, inadequate physical resources in the school or their bad conditions have negative influence on teachers' effectiveness. They equally impact negatively on the academic performance of the students where they are not adequately provided. The concern of the study is centred on the grave implications of the continued and astronomic rise in the enrolment rate as a result of the fact that the UBE programme has opened widely the doors of basic education by being free and compulsory and the corresponding demands that come with it in Imo State, Nigeria.

Aim and Objectives of the Study

The aim of the study was to investigate the level of provision of school facilities for the implementation of the Universal Basic Education programme in Imo State, Nigeria. In specific terms, the study was to determine the following:

1. the facilities available for the implementation of the UBE programme in Imo State, Nigeria.
2. the adequacy of the available facilities for the implementation of the UBE programme in Imo State, Nigeria.
3. the conditions of the available facilities for the implementation of the UBE programme in Imo State, Nigeria.

Research Questions

The following research questions were posed to guide the study

1. What are the facilities available for the implementation of the UBE programme in Imo State, Nigeria?
2. How adequate are the available facilities for the implementation of the UBE programme in Imo State, Nigeria?
3. What are the conditions of the available facilities for the implementation of the UBE programme, Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. There is no significant difference between urban and rural schools on the adequacy of the available facilities for the implementation of the UBE programme in Imo State, Nigeria.
2. There is no significant difference between urban and rural schools on the condition of the available facilities for the implementation of the UBE programme in Imo State, Nigeria.

Methodology

Descriptive survey research design was adopted for the study. The population comprised 1,376 UBE schools in the three educational zones of Imo State, Nigeria. The sample size of the study was 138 UBE schools which represent 10% of the population selected using the stratified proportionate random sampling technique. The respondents were the 138 school heads of the sampled schools. The instruments for data collection were checklist and a self structured questionnaire titled: School Facilities Provision for the Implementation of Universal Basic Education Scale (SFPIUBES) which was validated by Measurement and Evaluation and Educational Management Experts and with 0.89 reliability index determined through the test re-test method. Percentage, mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance.

Data Analysis

Research Question One: What are the facilities available for the implementation of the UBE programme in Imo State?

Table One: Percentage ratings on thefacilitiesavailable for the implementation of the UBE programme in Imo State.

S/N	Available Facilities	Frequency	%	Remarks
1	Classrooms	138	100	Available
2	Introductory workshop/equipment	106	76.8	Available
3	Library	54	39.1	Not available
4	Library books	52	37.7	Not available
5	Staff room	138	100	Available
6	Games equipments	121	87.7	Available
7	Playfield for games/sports	138	100	Available
8	Audio-visual materials	32	23.2	Not available
9	Computers	12	8.7	Not available
10	Toilets/toiletries	135	97.8	Available
11	Water supply	18	13.0	Not available
12	School hall	20	14.5	Not available
13	Tables and chairs	138	100	Available
14	Magnetic boards	21	15.2	Not available
15	Sick bay	9	6.5	Not available
16	School farm	124	89.9	Available
17	Electricity (regular power supply	62	44.9	Not available
	Aggregate %		56.2	Available

No: 138

Key: Available, 50% - 100%
Not available 0% - 49%

Table 1 shows the facilities available for the implementation of the UBE programme in Imo State. From the table, it was observed that items 1, 2, 5, 6, 7, 10, 13, and 16 with their percentage values above the criterion % were available while items 3, 4, 8, 9, 11, 12, 14, 15 and 17with their percentage values below the criterion % were not available.The aggregate % of 56.2 indicated that the facilities for the implementation of the UBE programme are available.

Research Question Two: How adequate are the available facilities for the implementation of the UBE programme in Imo State, Nigeria?

Table Two: Mean and SD scores on the adequacy of the available facilities for the implementation of the UBE programme in Imo State, Nigeria.

S/N	Adequacy of Available Facilities	X	SD	Remarks
18	Classrooms	2.48	.000	Inadequate
19	Introductory workshop/equipment	2.34	.346	Inadequate
20	Library	2.00	.414	Inadequate
21	Library books	2.05	.414	Inadequate
22	Staff room	2.59	.220	Adequate
23	Games equipment	2.58	.500	Adequate
24	Playfield for games/sports	2.62	.235	Adequate
25	Audio-visual materials	2.23	.000	Inadequate
26	Computers	2.28	.146	Inadequate
27	Toilets/toiletries	2.47	.502	Inadequate
28	Water supply	2.22	.498	Inadequate
29	School hall	2.51	.387	Adequate
30	Tables and chairs	2.47	.346	Inadequate
31	Magnetic boards	2.43	.010	Inadequate
32	Sick bay	2.21	.020	Inadequate
33	School farm	2.55	.442	Adequate
34	Electricity (regular power supply)	2.10	.349	Inadequate
	Aggregate Mean	2.36	.280	

Key: Adequate 2.50 - 3.00
Inadequate 0.0 - 2.49

Table 2 reveals the adequacy of the available facilities for the implementation of the UBE programme in Imo state, Nigeria. On the table, it was shown that items 22, 23, 24, 29, and 33 with mean scores of 2.59, 2.58, 2.62, 2.51 and 2.55 respectively are adequate while all other items with mean scores below the criterion mean of 2.50 are inadequate. The aggregate mean score of 2.36 revealed that the facilities for the implementation of the UBE programme are inadequate.

Research Question Three: What are the conditions of the available facilities for the implementation of the UBE programme in Imo State, Nigeria?

Table Three: Mean and SD ratings on the conditions of the available facilities for the implementation of the UBE programme in Imo State, Nigeria.

S/N	Condition of Available Facilities	X	SD	Remarks
33	Classrooms	2.49	.380	Bad condition
34	Introductory workshop/equipment	2.47	.346	Bad condition
35	Library	2.41	.432	Bad condition
36	Library books	2.50	.374	Good condition
37	Staff room	2.68	.303	Good condition
38	Games equipments	2.59	.497	Good condition
39	Playfield for games/sports	2.71	.293	Good condition
40	Audio-visual materials	2.54	.023	Good condition
41	Computers	2.43	.146	Bad condition
42	Toilets/toiletries	2.31	2.002	Bad condition
43	Water supply	2.11	.500	Bad condition
44	School hall	2.62	.441	Good condition
45	Tables and chairs	2.39	.445	Bad condition
46	Magnetic boards	2.52	.281	Good condition
47	Sick bay	2.50	.263	Good condition
48	School farm	2.64	.468	Good condition
49	Electricity (regular power supply)	2.40	.243	Bad condition
	Aggregate Mean	2.49	.449	Bad condition

Key: Good condition 2.50 - 3.00
Bad condition 0.0 -2.49

Table 3 reveals the conditions of the available facilities for the implementation of the UBE programme in Imo State, Nigeria.The table indicated that items 36, 37, 38, 39, 40, 44, 46, 47, and 48 with mean ratings of 2.68, 2.59, 2.71, 2.54, 2.62, 2.52, 2.50 and 2.64 respectively are in good condition. Items 33, 34, 35, 41, 42, 43, 45 and 49 with mean ratings of 2.49, 2.47, 2.41, 2.43, 2.31, 2.11, 2.39 and 2.40 respectively are in bad condition. With aggregate mean rating of 2.49 the facilities for the implementation of the UBE programme are in bad condition.

Hypotheses

HO_1: There is no significant difference between urban and rural schools on the adequacy of the available facilities for the implementation of the UBE programme in Imo State, Nigeria.

Table Four: Summary of z-test analysis on the adequacy of the available facilities for the implementation of the UBE programme in Imo State, Nigeria.

Basic education	N	X	SD	Df	t-cal	t-crit	Remark
Urban	72	2.41	0.276	136	1.11	1.96	Retained
	66	2.31	0.284				

Table 4 depicts that the calculated and critical table values of z are 1.11 and 1.96 respectively at 136 degree of freedom. This shows that the calculated z-value is less than the critical table value. Hence, the null hypothesis is upheld.

HO_2: There is no significant difference between urban and rural schools on the conditions of the available facilities for the implementation of the UBE programme in Imo State, Nigeria.

Table Five: Summary of z-test analysis on the condition of the available facilities for the implementation of the UBE programme in Imo State, Nigeria.

Basic education	N	$\overline{X}$	SD	df	t-cal	t-crit	Remark
Urban	72	2.53	0.455	136	0.70	1.96	Retained
Rural	66	2.45	0.444				

Basic Education	N	$\overline{X}$	SD	df	t-cal	t-crit	Remark
Urban	72	2.53	0.455	136	0.70	1.96	Retained
	66	2.45	0.444				

Table 5 revealed that at 136 degree of freedom, the calculated z-value is 0.70 and the critical table value is 1.96. This indicates that the calculated z-value is less than the critical table value. The null hypothesis is therefore accepted.

Discussion of Findings

The findings revealed that the facilities for the implementation of the UBE programme in Imo State, Nigeria are available with aggregate of 56.2%. The findings are inconsistent with Brown (2012) who found out that facilities provision and maintenance were poor. The findings are not consistent with Ogboke (2012) who found that there is inadequate provision of physical facilities in both urban and rural public schools. The findings are at varience withthe assertion of Nwabunwanne (2009) who stated that despite the good intention of the Universal Basic Education (UBE) Programme,

adequate provision and utilization of instructional material for effective teaching and learning of Home Economics has not been attained. Audu (2015) remarked that the UBE programme being a laudable educational programme can only be successfully implemented with the availability of adequate and quality school facilities.

The findings also showed that the available facilities for the implementation of the UBE programme are inadequate. The findings equally revealed that there is no significant difference between urban and rural schools on the adequacy of the available facilities for the implementation of the UBE programme in Imo State. The findings are in agreement with the result of Osuigbo (2011), that there was inadequacy of instructional materials and infrastructural facilities for the effective implementation of the universal basic education programme in Rivers State. The findings are also in consonance with Sam-Ngwu (2009) who found out among others that the provision of infrastructure in UBE junior secondary schools in Makurdi Local Government Area was inadequate. The findings are in support of Okorie as cited in Nwabunwanne (2009) who noted that instructional facilities in consonance with the industrial development in the country are grossly inadequate and not only that they are few in number, but most of those installed are out of date and need replacement.

The findings further revealed that the available facilities for the implementation of the UBE programme in Imo State are in bad conditions. It was equally revealed by the findings that there is no significant difference between urban and rural schools on the conditions of the available facilities for the implementation of the UBE programme. The findings are consistent with the findings of the study carried out byOluremi (2005) who found out that many schools selected were not child-friendly since the infrastructural facilities are in bad condition. The findings are also in consonance to the submission of Taiwo (2011) that the state of the unfriendly nature of the classrooms of the foundational level of education (Elementary Schools) is one to worry about. The findings are inconsistent with Ogboke (2012) in his findings that school facilities are moderately in good condition in rural areas. However, it was highly in good condition in urban areas. The contribution of Ayeni and Adelabuas cited in Udosen (2015) remains sacrosanct. The scholars opined that the provision of adequate school physical facilities and their maintenance are essential in order to make the school a pleasant, safe and comfortable centre that will increase students' attendance motivation and

willingness to participate adequately in both curricula and co-curricula activities.

Conclusion

Based on the findings of the study, it was concluded that the facilities for the implementation of the UBE programme are available. However, these facilities facilities are inadequate. Also, the study concluded that the facilities are in bad conditions.

Recommendations

- Adequate planning should be carried based on current and quality statistical data to determine and project the enrolment rate so as to ensure that the necessary facilities are provided in their right quantities.
- School mapping should be regularly carried out to ensure that educational facilities are provided based on needs and also to guarantee both access and economy in resource utilization.
- There should be policy provision on facilities maintenance plan for schools.
- Every school should have comprehensive facilities maintenance plan and unit

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