

## **Adequacy of Facilities for the Implementation of the Universal Basic Education Scheme in Public Primary Schools in Ogun State, Nigeria: An Appraisal**

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**Abstract.** This paper examined the extent to which facilities for the full implementation of the Universal Basic Education (UBE) programme have been provided in public primary schools in Ogun State, Nigeria. The study adopted the descriptive survey design. 70 public primary schools were randomly sampled from the 7 randomly selected local government councils in the state. A self-designed instrument, the Primary School Facilities Checklist (PSFC) was used to obtain data. Data collected were analysed using frequency count, simple percentage, mean and standard deviation. Results show that some facilities were not available in many of the sampled schools and where they existed, they were either inadequate or in different stages of disrepair. This indicates that government's pledge to provide adequate facilities for all primary schools in the state under the UBE scheme has not been fully fulfilled. This is certain to have negative impact on the quality of primary education and the achievement of the overall objectives of the UBE scheme, especially since research has shown that school infrastructure and availability of teaching materials have significant impact on the learning outcomes of primary school pupils.

**Keywords:** Adequacy, Appraisal, Facilities, Implementation, Policy.

### **1. Introduction**

It is universally acknowledged that education is the aggregate of the process by which a child acquires attitudes, abilities and other forms of behaviour of positive value to the society in which he lives. Education helps the individual to develop physically, mentally, morally, socially and technologically, thus enabling him to function in any environment in which he may find himself. Education also performs the major task of equipping the individual with the knowledge, skills and competences needed for self realization and development of the society. It is an attempt made by each society to assist individuals to become functional members who will be able to maintain and promote the inherited culture of that society (Lawal, 2004). Education has the power to transform lives. It widens people's freedom of choice and action. It empowers them to participate in the social and political lives of their societies and equips them with the skills they need to develop their livelihoods. It is the greatest investment any nation can make for the rapid development of its economic, political, social, and human resources.

At the foundation of every formal education system is the primary level of education. Primary education is the type of education given in institutions for children usually between the age of six and eleven years to equip them mainly with sound basic education in reading, writing, and mathematics. Primary education develops in the individual the capacity to read, write and

calculate, and have a general knowledge of the world around him. It also lays a sound basis for scientific and reflective thinking (Akinbote, 2007).

Realizing the numerous benefits derivable from primary education, the Federal Government of Nigeria launched the Universal Primary Education (UPE) programme in 1976, and the Universal Basic Education (UBE) scheme in 1999. It also came out with policy statements meant to enhance both the quantity and quality of education. Government stated that it would enhance the learning environment by providing physical and material facilities, including support services such as libraries, elementary science laboratories, basic health scheme, counselling, media and ICT centres for primary schools in the country.

The learning environment plays an important role in the lives of young learners. Buttressing this statement, Siraj-Blatchford (2008) argues that the quality of the learning environment is probably the most important factor when understanding and explaining students' differences in learning. It can add a significant dimension to children's experience and development when the learning environment is carefully and knowingly arranged. A learning environment, called 'the third teacher' in the Reggio Emilia Schools (Gandini, 2002) enhances and supports the child's ability to do something himself, take care of himself, initiate and complete activities, take control of his own actions and responsibilities, communicate and interact with others easily, and have better perceptual and motor skills. Enhancing the learning environment includes the provision of physical and material facilities through which pupils can have unlimited access to knowledge and develop their potential maximally.

In spite of government's publicly declared statements of intention to provide facilities for all primary schools, lack of adequate

infrastructure has been identified as a common feature of most public primary schools in Nigeria. Ajayi (2007) and Sulaiman (2004) have observed that infrastructural facilities such as classrooms, laboratories, libraries, furniture and fittings, textbooks and instructional materials were still inadequate in Nigerian primary schools and that where they were available, they were inadequate or in very bad state. The question then is: how available and adequate are facilities needed for the successful implementation of the Universal Basic Education programme in Ogun State public schools?

## 2. Methodology

The study adopted the descriptive survey design. The sampling technique was random. Seventy (70) public primary schools were randomly sampled from the randomly selected seven (7) local government councils (there are 20 local government councils in the state) cutting across the three senatorial districts in the state. A self-designed instrument, the Primary School Facilities Checklist (PSFC) was used to obtain data. The Primary School Facilities Checklist was meant to determine the availability and adequacy of facilities in the selected schools. It solicited information on the availability and adequacy of facilities such as classrooms, furniture, libraries, elementary science laboratories, counselling, media and ICT centres, instructional materials and others. It was designed on a 4-point rating scale (for adequacy of facilities – Grossly Inadequate, Inadequate, Adequate and Very Adequate). Scoring was 1, 2, 3, 4 for GI, I, A, and VA respectively. The researcher took the instrument to the selected schools and with the assistance of the school heads, went round to inspect the facilities in the schools. The data gathered were analysed using frequency count, simple percentage, mean and standard deviation.

**3. Results**

**Table 1: Frequency Table on the Adequacy of Facilities in Public Primary Schools in Ogun State, Nigeria.**

Item	Grossly Inadequate		Inadequate		Adequate		Very Adequate		Mean	SD
	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
1. Classrooms	13	18.6	44	62.9	10	14.3	3	4.3	1.89	.986
2. Teachers' tables and chairs.	10	14.3	36	51.4	20	28.6	4	5.7	2.14	.997
3. Pupils' tables and chairs.	15	21.4	34	48.6	16	22.9	5	7.1	2.06	1.020
4. Staff common room.	63	90.0	5	7.1	2	2.9	-	-	.26	.716
5. Radio/tape recorder.	60	88.6	7	10.0	1	1.4	-	-	.30	.709
6. Television	62	88.6	5	7.1	2	2.9	1	1.4	.34	.849
7. Computers	56	80.0	12	17.1	2	2.9	-	-	.47	.880
8.Elementary Science Laboratory	66	94.3	4	5.7	-	-	-	-	.17	.510
9. Library	59	84.3	5	7.1	5	7.1	1	1.4	.46	1.003
10. Counselling centre	66	94.3	4	5.7	-	-	-	-	.17	.510
11. Counters	60	85.7	5	7.1	2	2.9	3	4.3	.44	1.044
12. Flash cards	48	68.6	5	7.1	11	15.7	6	8.6	1.01	1.460
13. Wall charts	48	68.6	5	7.1	11	15.7	6	8.6	.99	1.450
14. Play ground	44	62.8	13	18.6	9	12.9	4	5.7	1.00	1.362
15. Toys	57	81.4	10	14.3	3	4.3	-	-	.47	.896
16. Games	58	82.8	7	10.0	5	7.1	-	-	.43	.941
17. Nature corner	51	72.8	9	12.9	6	8.6	4	5.7	.76	1.290
18. Health care centre	57	81.4	7	10.0	4	5.7	2	2.9	.53	1.073
19. First aid box	46	65.8	7	10.0	14	20.0	3	4.3	1.00	1.394
20. Toilet facilities	42	60.0	18	25.7	7	10.0	3	4.3	1.00	1.285
21. Safe water	61	87.1	3	4.3	4	5.7	2	2.9	.43	1.015
22. Fire extinguisher	67	95.7	3	4.3	-	-	-	-	.14	.460
23. Electricity	59	84.3	4	5.7	4	5.7	3	4.3	.50	1.113

Table 1 reveals that nearly all the facilities available in the schools were inadequate. It shows that the schools did not have enough classrooms, teachers' tables and chairs, pupils' tables and chairs, staff common room, radio/tape recorder, televisions, computers, elementary science laboratories, and libraries with 91.5%, 65.7%, 70.0%, 97.1%, 98.6%, 95.7%, 97.1%, 94.3% and 91.4% of the respondents affirming this respectively. 94.3% of the respondents affirmed that many of the schools did not have counselling centres, that there were few health care centres (91.4%), and first aid boxes (75.8%), that there were no decent toilet facilities (85.7%), and that the schools did not have adequate access to safe water (91.4%), and there was no electricity (90.0%). The respondents also asserted that the schools lacked good playing grounds, nature corners, games, toys, counters, flash cards and wall charts with 81.4%, 85.7%, 92.8%, 95.7%, 92.8%, 75.7%, and 75.7% respectively. From the results, it is clear that many physical facilities and material resources were either unavailable or in short supply in public primary schools in Ogun State.

Table 2 shows the percentage analysis of adequacy of facilities in Ogun State public primary schools across the twenty local government areas.

**Table 2: Percentage Analysis of Adequacy of UBE Facilities in Ogun State Public Primary Schools Across Local Government Areas**

S/N	Local Government Area	No of Primary Schools per L.G.A.	No of Schools Provided with UBE Facilities	% Distribution
1.	Abeokuta North	78	5	6.41
2.	Abeokuta South	46	5	10.86
3.	Ado-Odo/Ota	108	5	4.62
4.	Ewekoro	52	4	7.69
5.	Ifo	73	4	5.47
6.	Ijebu East	56	5	8.92
7.	Ijebu North	101	5	4.95
8.	Ijebu North-East	33	4	12.12
9.	Ijebu Ode	39	5	12.82
10.	Ikenne	20	4	20.00
11.	Imeko-Afon	43	4	9.30
12.	Ipokia	74	4	5.40
13.	Obafemi Owode	161	6	3.72
14.	Odeda	100	4	4.00
15.	Odogbolu	51	4	7.84
16.	Ogun Waterside	61	4	6.55
17.	Remo North	21	4	19.04
18.	Sagamu	51	5	9.80
19.	Yewa North	99	5	5.05
20.	Yewa South	69	4	5.79
	<b>TOTAL</b>	<b>1,336</b>	<b>90</b>	<b>6.73</b>

Source: Adeyemi, A. 2011. *Nigerian Education Report*. 1.1:21

Table 2 shows that the percentage of the total number of public primary schools in Ogun State provided with Universal Basic Education (UBE) facilities is 6.73. On the whole, the percentage distribution ranges from 3.72 to 20.00, a range of 16.28.

#### 4. Discussion

The study appraised the state of both physical and material facilities in public primary schools in Ogun State, Nigeria, in terms of availability and adequacy. Table 1 shows that some of these facilities were not available, and where they existed, they were inadequate. For example, educational support services such as libraries, elementary science laboratories, and counselling and information technology centres were virtually non-existent in majority of the schools. So also were instructional materials such as games, toys, counters, and wall charts. Where physical facilities such as classrooms, furniture, play grounds and others were available, they were usually insufficient or in bad state. A holistic appraisal shows that these facilities were only fairly available, but inadequate and, hence,

cannot help to achieve the goal of providing quality basic education for the children in the state.

This finding corroborates those of several earlier studies. A report of the African Regional Studies Programme of the World Bank presents a sorry state of the conditions in African schools, Nigeria inclusive. It points out that most primary schools in Nigeria suffer from very poor conditions of learning and that learning takes place in dilapidated or uncompleted buildings. It reveals that there were inadequate classrooms leading to overcrowded classrooms, insufficient tables and desks, and inadequate learning materials (The World Bank, 1998). Corroborating this report, especially on the condition of school buildings, Ajayi (2007) found out that as many as a total of 276,854 classrooms in Nigerian primary schools in the 1999-2000 academic session were dilapidated.

A situation analysis report submitted to the United States Agency for International Development (USAID) in 2006 on the state of primary education in Nigeria observed that

primary school infrastructure in the country had badly deteriorated with many of the existing structures needing repairs. The learning conditions, it stated further, were alarming: paucity of teaching and learning materials; in many schools, there were no charts or teaching aids, while pupils in many cases had only their exercise books for taking notes. The report also revealed the lack of adequate furniture, and a generally run-down condition of many of the school buildings.

The poor state of infrastructural facilities in Nigerian primary schools was also aptly captured in the report of the Vision 2020 National Technical Working Group on Education Sector. The report stated that from the 2006 School Census, there were 87,941 primary schools in Nigeria. There were about 254,319 classrooms while 251,030 more classrooms were needed to accommodate the children still seeking space in primary schools. It stated further that even the existing infrastructure needed major repairs to bring them up to minimum acceptable standards. Of the available classrooms, 50.9% was considered to be in 'good' condition. The inadequate number and poor state of classrooms had contributed to large class sizes and had impact on teaching and learning outcomes. The report stated, in addition, that the physical state of classrooms was very poor, with poor floors, broken roofs and ceilings. In other words, the fabric was in a poor state of repair with broken windows. Where doors were available, they were without locks. Few schools had perimeter fence or enclosure and so lacked security (FRN, 2009).

As the result of this study has shown, Ogun State public primary schools exhibited the same pattern as that described above concerning the state of facilities in them, especially in terms of availability and adequacy. This study confirms similar findings by earlier studies. Sulaiman (2004) reported that most of the educational services such as libraries and counseling centres were not available in public primary schools in the state. She observed that where library services were provided, they were not properly designed because classroom spaces were converted for the purpose. The same thing

applies to the reading corners in the classrooms as they were poorly designed and arranged, and both (libraries and reading corners) lacked new and recent publications. She also reported the paucity of other materials: that 75.0% of the schools sampled in both urban and rural areas did not have adequate teaching aids, that pipe borne water was found in as few as 4% of the schools sampled, and that 56.0% of the sampled schools had no electricity, and that even those that had face frequent power outage during the school hours.

A study was conducted by Adeyemi in 2011 to determine the percentage of adequacy of provision of Universal Basic Education (UBE) facilities in public primary schools in Ogun State across local government areas in the area of school building, furniture, instructional and reading materials. The assessment was done using all the schools in the twenty local government areas in the state where these facilities were provided. The study showed that the total percentage of all public primary schools in Ogun State provided with UBE facilities was 6.1%. Only one local government had 20.0% of its schools provided with these facilities. Four local governments had about 10.2% of its schools provided, and fifteen had below 10.0%. Indeed, some local governments had below 5.0%. In all, the percentage distribution ranged from 3.7% to 20.0%, a range of 16.3%. This is a clear indication of both unavailability and insufficiency of facilities in these schools, a position that this present study corroborates. The uneven pattern of distribution of these facilities indicates unavailability and inadequacy. Another study by Ajayi and Adeyemi revealed that in the 2006/2007 academic session, Ogun State had 1,336 public primary schools spread across the twenty local government councils. The total number of classrooms stood at 10,172. Of this number of classrooms, only 2,790 were adjudged to be in good condition, a paltry 27.0% (Ajayi and Adeyemi, 2011).

These findings have implications for the quality of primary education in Ogun State. Both physical and material facilities are significant to the achievement of the goals of education. The present conditions of primary school buildings

would impact negatively on the quality of education. Such conditions would encourage brain drain of teaching and administrative personnel out of education to other sectors of the economy. Dilapidated school environments contribute to the high dropout rate of learners from school. School infrastructure constitutes a major component of conducive and enabling environment for teaching and learning. Pheko (2006) asserts that the amount of learning that takes place in schools is facilitated by the available quantity and quality of facilities. Adeogun (2001) had earlier submitted that schools endowed with more resources perform better than schools that are less endowed. He states further that instructional materials increase teachers' effectiveness in the classroom because they augment, complement and supplement their effort. Uwheraka's 2005 study reveals that facilities below approved standard could lead to reduction in the quality of teaching and learning in schools, culminating in students' poor academic performance. While Newhouse and Beegle (2006) in their study showed that higher quality inputs produced higher test scores in public schools in Indonesia, Sureiman (2010) in his study also reported that school infrastructure and availability of teaching materials had significant impact on academic performance of pupils in Kenya. Likewise, Murillo and Roman (2011) submitted that facilities impact on the achievement of primary school pupils in Latin America.

## 5. Conclusion

This study shows that some facilities were not available in some public primary schools in Ogun State, Nigeria, and where they existed, they were inadequate and or in bad shape. Facilities such as educational support services like libraries, elementary science laboratories, and counselling centres were virtually non-existent in majority of the schools. So also were instructional materials such as games, toys, counters, wall charts and others. In schools where physical facilities like classrooms, furniture, play grounds and others were available, they were usually insufficient or in bad state. A holistic appraisal shows that these

facilities were only fairly available, but inadequate.

This finding has implication for the quality of basic education in the state. Physical and material facilities are very important for the achievement of the goals of education. The present conditions of primary school buildings would impact negatively on the quality of education. Such conditions would encourage brain drain of teaching and administrative personnel out of education to other sectors of the economy. Unimpressive school environments contribute to apathy to education on the part of pupils and consequently high dropout rate of learners from school. School infrastructure constitutes a major component of conducive and enabling learning environment. Pheko (2006) asserts that the amount of learning that takes place in schools is facilitated by the available quantity and quality of facilities. Adeogun (2001) had earlier submitted that schools endowed with more resources perform better than schools that are less endowed. He states further that instructional materials increase teachers' effectiveness in the classroom.

From this discussion, it is clear that facilities have impact on the learning outcomes of pupils. The unavailability and inadequacy of some facilities in Ogun State public primary schools is certain to have negative impact on the quality of education being given to the pupils. This is a situation that needs to be addressed if the goals of the UBE programme and, indeed, the goals of education in Nigeria are to be achieved.

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