

Original Research Article

Policy Implementation of Universal Basic Education Programme in Rural and Urban Nigeria: Evaluation on Teachers' Development, Provision and Maintenance of Physical Resources

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Abstract

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This study evaluated the Policy Implementation of Universal Basic Education Programme in Rural and Urban Nigeria, with the objective of assessing the policy implementation on Teachers' Development, Provision and Maintenance of Physical Resources for achieving a functional UBE programme in Nigeria. A descriptive survey research design was adopted for the study. A multi-stage sampling procedure was adopted to select the total sample of 700 teachers and 36 education stakeholders from which information was collected. A self-constructed questionnaire titled: "Teachers' Development, Provision and Maintenance of Physical Resources and Policy Implementation of Universal Basic Education Programme Questionnaire" (TDPMPRIUBEPQ) that gave a reliability coefficient of 0.86 after using the test-retest method of reliability. Three research questions and three hypotheses were tested using mean (with an acceptance level of 2.50) and one way analysis of variance statistical tools at 0.05 level of significance. Findings revealed that teachers' development programmes were adequately provided in Rural and Urban Nigeria. Also, Physical Resources were not adequately provided and maintained in Rural Nigeria for the achievement of a functional UBE programme. The study recommended provision of adequate school facilities, periodic and compulsory training and re-training programmes for UBE teachers across the nation so that government investment in UBE programmes will not be a waste.

Keywords: Implementation, Physical Resources, Policy, Teachers' Development, Universal Basic Education Programme (UBEP)

INTRODUCTION

Universal Basic Education Programme (UBEP) was launched by the Federal Government of Nigeria in September, 1999 under the leadership of the former President, Olusegun Obasanjo. The programme took-off fully in 2004. The programme has become necessary so as to give Nigerians the basic education they need to

survive the challenges of the future and become useful citizens to their community, country and indeed the whole world (Obasanjo, 1999). It is a policy reform of the Federal Government of Nigeria targeted at reforming the basic level of education in Nigeria. According to the Federal Ministry of Education (2009), it comprises; 1 year

of pre-primary, 6 years of primary and 3 years of junior secondary education. The scheme is compulsory, free, universal and qualitative for children between the ages of 3 to 14 years. Basic education policy was designed to achieve certain goals and objectives. Universal Basic Education (2004) and Federal Republic of Nigeria (2013) stated the goals of basic education as: to provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement; to develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities; to inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour; to inspire national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, colour, ethnic and socio-economic background; and to provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limits of the child's capability.

For the purposes of policy coordination and monitoring of education at the basic level, the Federal Government of Nigeria instituted a Universal Basic Education (UBE) to achieve the following objectives:

- a. Developing in the entire citizenry, a strong conscientiousness for education and a strong commitment to its vigorous promotion;
- b. The provision of compulsory, free, and Universal Basic Education for every Nigerian child of school going age;
- c. Reducing the incidence of drop out from the formal school system, through improved relevance, quality and efficiency;
- d. Catering through appropriate form of complementary approaches to the promotion of basic education, for the learning needs of young persons who for one reason or another have had to interrupt their schooling; and
- e. Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative communicative and life skills as well as the ethical, moral, security and civic values needed for laying a solid foundation for life-long learning.

However, the targets of universal basic education scheme, according to Irewole and Akinsuroju (2018) are; to ensure that 100% of graduates from this scheme possess literacy, numeracy and basic life skills that will enable them to live meaningfully in their societies and at the same time contribute their quotas towards the national development; ensuring that 100% of teachers employed for the programme have minimum teaching qualification of Nigeria Certificate in Education (NCE), as well as ensuring that 100% of basic education schools have conducive teaching and learning environment; and lastly, redressing all forms of disadvantages, gender disparity and promotion of inclusive education.

Teachers' Development Programmes of Universal Basic Education Programme.

Teachers are the key agents as well as the most important factors in the teaching and learning process (Wit Education Policy Unit, 2005). Chireshe and Shumba (2011) stressed the critical role teachers play in nurturing the hearts and minds of the young ones when they opined that almost every professional (doctor, lawyer, accountant, engineer etc) and the political class have all passed through the hands of a teacher. As a result of the important roles they play within and outside the school setting, there must be training and re-training of teachers to improve or help them attain the required level of knowledge or skills needed for better performance. For the universal basic education scheme (UBES) to be qualitative enough, Irewole and Akinsuroju (2018) maintained that the Federal Government of Nigeria spelt it out categorically that the minimum teaching qualification that teachers for universal basic education programme must possess is Nigeria Certificate in Education (NCE). It is disheartening to note that teachers with qualifications lower than the minimum NCE are still found in some states of the federation.

Teacher development according to Musa and Sa'idu (2018) is an ingredient in enhancing the performance of any school level, while training and development are the processes of behaviour modification of moulding workers in order to integrate the organization's needs. Teachers' development programmes such as in-service training programme, workshop programme, in-house training programme, conference programme etc enable teachers to progress from his/her present state of understanding and capability to the future that requires higher level of competency, skills and knowledge. Teachers' development programme is aimed to improve the current level of performance of incumbents in their present job and equip men with potential for higher level responsibilities (Sherma, 1979).

In-service training programme according to Greenland in Maifada (2018) is the official release of staff to leave their job and go for further training and re-training especially in higher institutions of learning while still retaining their job and in most cases the salary of the staff continues to flow. He further stated that on return, the personnel are expected to present the result or certificate acquired to the appropriate authorities for documentation, upgrading and possible promotion. In-service training and re-training of teachers promote constant upgrading of teachers skills, the main objective is to provide a measure of modification involving complex attitude, skills and understanding and improving effectiveness in achieving the goals of universal basic education policy (Thomas and Benjamin, 2018). This connotes that in-service training and re-training of teachers must be geared towards achieving the objectives of a universal basic education programme and

in doing this, it must not be training for training's sake. Many benefits are derived from training UBE teachers which include: improved teachers' productivity (Barrett and O'Connell, 2001); reduced supervision of teachers (Krueger and Rouse, 1998); improved flexibility and stability for achievement of goals of universal basic education policy (Barrett and O'Connell, 2001).

Maifada (2018) found out that workshops programme, conference programme, seminar and in-service training programmes contributed to effective implementation of UBE programme in Kastina state. This is an indication that teachers' development programmes provide teachers with additional modern days teaching experience that facilitated achievement of universal basic education goals and objectives in Nigeria. Gordon (2000) stressed that the seminar programme exposes teachers to new development in subject areas, and teaching methodologies. He further urged the government to encourage teachers to attend seminars periodically to avoid what he called burn-out or rust-out in their teaching career. Jumare (2015) buttressed that training and re-training of teachers is expected to increase teachers' productivity thereby increasing students' performance. He concluded that one of the means to achieve the mandate of universal basic education policy in Nigeria is through National Capacity Building for UBE teachers.

Provision and Maintenance of Physical Resources of Universal Basic Education Programme

Physical resources are the physical structures of the school which include school libraries, classrooms, laboratories, toilet facilities, assembly halls, to mention but few. These must be adequately available to achieve the goal of any education programme. Subedi (2003); Ihuoma (2008) and Uko (2015) opined that the school physical resources consist of all buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others according to them include; furniture, and toilet facilities, lighting, acoustics, storage facilities, parking lot, security, transportation (school bus), ICT, Cleaning materials and special facilities for the physically challenged persons. From the foregoing, school physical resources are needed for achieving the goals and objectives of universal basic education policy in Nigeria.

Adeogun (2009) asserted that school physical resources in good quality and quantity in the form of buildings with well equipped, ventilated and lit classrooms, laboratories, libraries, teaching aids and a crop of qualified and experienced teachers in a good environment surely facilitate effective teaching and learning. To buttress this, Ojeniyi and Adegbesan (2018) observed that school physical resources are physical materials that are used at all levels of education for

teaching and learning processes which include school buildings or classrooms, workshops, laboratories, assembly halls, libraries, teaching aids and devices such as modern, educational hardware in the form of magnetic tapes, films and transparent educational facilities. In a study carried out by Obi (2005), quality and quantity of school physical resources was found to have direct influence on the attainment of goals of any educational programme. He further stressed that a conducive, well ventilated and good classroom structure are germane for good and meaningful teaching and learning but, where there are dilapidated buildings, partitioned classrooms as in many secondary schools, where palm fronds are used as ceiling and zinc, effective and efficient implementation of UBE programme will be a mirage.

From the researchers' point of view, school physical resources are raw materials which are used to achieve an objective or goal in schools. Ezekwesili in Amadi and Ezeugo (2019) asserted that school physical resources such as libraries, laboratories, good buildings, classrooms, good water supply, regular power supply, toilet facilities, security etc are needed for achieving the goals and objectives of universal basic education programme in Nigeria. Akinsolu (2004) stressed the importance of school physical resources when she concluded that the educational curriculum (UBE curriculum inclusive) cannot be sound and well operated without school physical resources. Physical resources can only be optimally and efficient when they are adequately utilized and maintained. Based on the above submission Agabi (2010) argued that the meagre physical resources provided are not only over utilized, they are also poorly maintained. Where physical resources are inadequate and not well maintained, poor academic performance, poor concentration, low morale of teachers and students, over-crowding, poor job satisfaction and poor attitude and disciplinary problems among staff and students could be observed (Asodike, 2005; Asiabaka, 2008). Junaid (2014) observed that in order to achieve the goals of universal basic education in Nigeria, classroom blocks in selected primary schools in all the 36 states and the Federal Capital Territory (FCT) are being built and renewed and so far, over 20,000 classrooms and over 3000 head teachers' office have either been constructed or renovated. This is an indication that the Nigeria Government is doing a lot to achieve the goals and objectives of the universal basic education programme as stated in the National Policy on Education (2013). Enahwo (2010) in a study lamented that inadequate provision of essential resources such as inadequate or unqualified staff, inadequate classrooms, poor furnishing of classrooms, lack of basic equipment, irregular water supply, poor libraries furnishing and inadequate space are major problems hindering the growth and development of educational system in Nigeria (universal basic education programme inclusive). Agabi (2010) contended that resources made available for

executing educational policies in Nigeria are inadequate and irregular.

Statement of the Problem

Universal basic education (UBE) is seen as a vital stratum in the nation's education system. Considering its importance to national development one would expect qualified teachers, better quality training and better resources in training learners in public primary and junior secondary schools, which would in turn produce better graduates that would be processed by the schools level across the country. However it seems the reverse is the case, findings by previous studies have reported that many of the public primary and junior secondary schools graduates emerged with scanty knowledge. The implication of this is that literacy needed by them to fit into senior secondary schools in Nigeria will not be acquired by them. Studies equally shown that resource provision and maintenance for implementing Universal Basic Education policy are challenged by a number of factors such as dearth of funds, shortage of skilled and quality personnel, over-crowded classroom and lecture theatres. Therefore, problems related to inadequate or lack of teachers' development programmes and inadequate provision and maintenance of school physical resources (such as furniture, library, classrooms, laboratories and toilet facility) are perceived by the researchers to pose serious challenge to policy implementation of Universal Basic Education Programme in Nigeria.

Purpose of the Study

Specifically, the study was set to achieve the following purposes:

1. to assess teachers development programmes provided by the government for policy implementation of universal basic education programme in rural and urban Nigeria.
2. to establish the extent of the physical resources provided for policy implementation of universal basic education programmes in rural and urban Nigeria.
3. to examine how physical resources are maintained for policy implementation of a universal basic education programme in rural and urban Nigeria.

Research Questions

The study was guided by the following questions.

1. What are the teachers' development programmes provided by the government for implementing universal

basic education programmes in Rural and Urban Nigeria?

2. To what extent are the physical resources provided by the government for implementing universal basic education programmes in Rural and Urban Nigeria?

3. How are the physical resources maintained in Rural and Urban Nigeria for effective implementation of universal basic education programmes?

Hypotheses

The following hypotheses were formulated to guide the study:

H₀₁: There is no significant difference in the opinions of SUBEB Directors in Rural and Urban Nigeria on teachers' development programmes, provision and maintenance of physical resources in the implementation of UBE programme.

H₀₂: There is no significant difference in the opinions of teachers in Rural and Urban Nigeria on teachers' development programmes, provision and maintenance of physical resources in the implementation of UBE programme.

H₀₃: There is no significant difference in the opinions of SUBEB Directors and teachers in Rural and Urban Nigeria on teachers' development programmes, provision and maintenance of physical resources in the implementation of UBE programme.

METHODOLOGY

The study adopted a descriptive survey design. The population for the study consisted of all the SUBEB Directors and UBE teachers including principals and Head-teachers in rural and urban areas in South West States, Nigeria. Table 1, Figure 1

Sample and Sampling Techniques

A multi-stage sampling procedure was adopted for the study because it involves various stages of selection. At the first stage, Simple random sampling technique was used to select 3 out of 6 States in South-West Nigeria. At the second stage, 10% of the Local Government Areas in the selected States were randomly selected. From each of the Local Government Areas selected, simple random sampling was used to select 10 schools (5 primary and 5 junior secondary schools) from which 10 teachers including principals and Head-teachers were randomly selected from each of the selected schools to make the total sample of 700 teachers. All the 36 SUBEB Directors (12 per state) in the sampled states were used for the study. Table 2

Table 1. Number of Local Govt, Primary and Junior Secondary Schools, Teachers and management officials

State	No. of Local Govt	No. of Pry Sch.	No. of Pry Sch. Teachers	No. of Headteachers	No. of Junior Sch.	No. Junior Sch. Teachers	No. of Principals	No of SUBEB Directors
Ogun	20	1836	10131	1836	26870	20848	26870	12
Ondo	18	880	7541	880	1300	9550	1300	12
Osun	30	1031	8011	1031	12634	15888	12634	12
Oyo	33	1976	11334	1976	32073	69986	32073	12
Ekiti	16	748	7406	748	18902	35443	18902	09
Lagos	20	3247	10577	3247	38432	89446	38432	12
Total	137	9718	63000	9718	130211	241161	130211	69

Source: Federal Ministry of Education (2020)

**Figure 1.** Map of Nigeria showing the location of the South-west States.

Source: Internet; <https://www.google.com.ng/imgres?imgurl=http://article.sapub.org/image/>

Table 2. Number of Sampled Local Govt, Primary and Junior Secondary Schools, Teachers and management officials

Sampled States	Selected LGA (10%)	No. of Selected Schools	No. of Selected Teachers	No of Selected SUBEB Directors
Lagos	2	20	200	12
Oyo	3	30	300	12
Ondo	2	20	200	12
Total	7	80	700	36

Research Instrument

A self-designed instrument titled: "Teachers' Development, Provision and Maintenance of Physical Resources and Policy Implementation of Universal Basic Education Programme Questionnaire" (TDPMP-RPIUBEPQ) was used to gather data for the study. The instrument consisted of three sections designed in 4-Point Rating Scale made up two different options of four response [Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)] and [Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE)]. The three sections respectively sought information on Teachers' Development programmes, Provision and Maintenance of Physical Resources for policy implementation of the UBE programmes in Rural

and Urban areas in South-west, Nigeria.

Validity and Reliability of the Instrument

The instrument was validated by experts in the field of education. The reliability was determined using a test-retest over a period of two weeks and the values correlated using Pearson Product Moment Correlation coefficient which gave 0.86 which was considered high enough for reliability.

Method of Data Analysis

The instruments were analyzed using a mean (with an

Table 3. Analysis showing the teachers development programmes provided by the government for implementing universal basic education programmes in Rural and Urban Areas in Southwest, Nigeria

S/N	Items	Rural		Urban	
		X	Decision	X	Decision
1	In-service training is adequately provided for effective implementation of the universal basic education programme in Nigeria.	2.53	Agree	2.69	Agree
2	Teachers are made to attend in-house workshops for effective implementation of universal basic education programme in Nigeria	2.51	Agree	3.26	Agree
3	Induction courses are organized for newly employed UBE teachers.	2.85	Agree	3.15	Agree
4	Training and re-training is made available to all UBE teachers.	2.63	Agree	2.96	Agree
5	UBE teachers are sponsored by the government to attend Seminar	2.87	Agree	3.36	Agree

Table 4. Analysis showing the extent physical resources are provided by the government for implementing the Universal Basic Education programme in Rural and Urban Nigeria

S/N	Items	Rural		Urban	
		X	Decision	X	Decision
	What is the extent to which the following physical resources are provided for effective implementation of universal basic education programme in Nigeria?				
1	Well-furnished classroom with desk and chairs for learners	2.84	High	4.32	High
2	Classroom shelves for learners to keep materials not in use	2.44	Low	3.19	High
3	Laboratories for home economics	1.22	Low	2.72	High
4	Workshop for Basic technology	2.53	High	4.38	High
5	Fine Art room	1.85	Low	2.81	High
6	Computer room	3.25	High	4.08	High
7	Music room	1.03	Low	2.43	Low
8	Generators as back up for power failure.	2.11	Low	3.33	High
9	Textbooks for all students	3.56	High	3.96	High
10	Assembly halls	1.16	Low	2.83	High
11	Library Materials for all subjects and learners	2.71	High	4.17	High
12	Sport Facilities	2.23	Low	3.21	High
13	School Bus	0.67	Low	1.25	Low
14	Teaching Aids and Devices	2.62	High	2.73	High
15	Toilet facility	4.35	High	4.49	High
16	Sick bay	2.2	Low	3.43	High
17	Reliable water resources	1.63	Low	3.21	High
18	Perimeter Fence	0.82	Low	3.14	High
19	Regular Power Supply	1.38	Low	2.75	High

acceptance level of 2.50) and one way analysis of variance (ANOVA) statistical tool at 0.05 level of significance.

RESULTS AND FINDINGS

Research Question One: What are the teachers' development programmes provided by the government for implementing universal basic education programmes in Rural and Urban areas?

The data shown in table 3 revealed the mean responses of respondents on the teachers development programmes provided by the government for implementing universal basic education programme in Rural and Urban Nigeria. The value of the mean responses from rural and urban Nigeria range from 2.51

to 2.87 and 2.69 to 3.36 respectively, revealed that the respondents agreed that teachers development programmes are provided by the government for implementing universal basic education programme in Rural and Urban areas.

Research Question Two: To what extent are the physical resources provided by the government for implementing universal basic education programmes in Rural and Urban areas?

The data shown in table 4 revealed the mean responses of respondents on the extent physical resources are provided by the government for implementing a universal basic education programme in Rural and Urban Nigeria. Items no 2, 3, 5, 7, 8, 10, 12, 13, 16, 17, 18 and 19 recorded mean responses below 2.50, and items no 1, 4, 6, 9, 11, 14 and 15 recorded

Table 5. Analysis showing how physical resources are maintained in Rural and Urban Nigeria for effective implementation of universal basic education programme

S/N	Items	Rural		Urban	
	Physical Resources are maintained in the following ways for effective implementation of universal basic education programme in Nigeria	X	Decision	X	Decision
1	Machines and vehicles are repaired when they develop fault	1.26	Disagree	2.73	Agree
2	Machines and vehicles are regularly serviced	2.11	Disagree	2.22	Disagree
3	Blocks and buildings are renovated when they are old.	2.84	Agree	3.53	Agree
4	Measures are put in place to prevent malfunctioning	1.70	Disagree	2.66	Agree
5	Employment of experts to man the maintenance of equipment.	0.23	Disagree	1.54	Disagree

Table 6. Summary of one way Analysis of Variance on the opinions of SUBEB Directors in Rural and Urban Nigeria on teachers' development programmes, provision and maintenance of physical resources in the implementation of UBE programme

Status square	Sum of square	DF	Mean	F	Prob.	F.Critical	Remark
Between Groups	270.043	2	67.231	1.512	0.249	2.802	Retained
Within Groups	38074.928	734	41.307				
Total	38344.971	736					

*Significant at 0.05 level of significance.

Table 7. Summary of one way Analysis of Variance on the opinions of teachers in Rural and Urban Nigeria on teachers' development programmes, provision and maintenance of physical resources in the implementation of UBE programme

Status Square	Sum of square	DF	Mean	F	Prob.	F.Critical	Remark
Between Groups	345.576	275.394	4.590	0.001	2.802	Rejected	
Within Groups	65891.922	73447.625					
Total	66237.498	736					

*Significant at 0.05 level of significance.

mean responses above 2.50 in rural Nigeria. While in urban Nigeria all the items recorded mean responses above 2.50, except items no 7 and 13 that recorded mean responses below 2.50. By implication the above findings revealed that the extent to which physical resources are provided by the government for implementing universal basic education programmes is extremely higher in urban Nigeria than rural schools in Nigeria. By this, provisions of physical resources are grossly inadequate in rural Nigeria.

Research Question Three: How are the physical resources maintained in Rural and Urban Nigeria for effective implementation of the universal basic education programmes?

Table 5 above, revealed the mean responses of the respondents on how physical resources are maintained in Rural and Urban Nigeria for effective implementation of

universal basic education programmes. All the items (except item no 3) recorded responses above the cut-off mean of 2.50 in rural Nigeria. In urban schools, items no 1, 3 and 4 recorded mean scores above 2.50, while items no 2 and 5 recorded mean scores below 2.50. By implication, this means maintenance of physical resources are given more attention in urban schools than schools in rural Nigeria.

H_{01} : There is no significant difference in the opinions of SUBED Directors in Rural and Urban Nigeria on teachers' development programmes, provision and maintenance of physical resources in the implementation of UBE programme.

From Table 6 above, the critical value (2.802) is greater than f. value (1.512). This means that there is no significant difference in the opinions of SUBEB Directors in Rural and Urban Nigeria on teachers' development

Table 8. Summary of one way Analysis of Variance on the opinions of SUBED Directors and teachers in Rural and Urban Nigeria on teachers' development programmes, provision and maintenance of physical resources in the implementation of UBE programme

Status square	Sum of square	DF	Mean	F	Prob.	F.Critical	Remark
Between Groups	481.152	2	82.788	5.821	0.000	2.802	Rejected
Within Groups	71783.843	734	65.250				
Total	72264.995						

*Significant at 0.05 level of significance.

programmes, provision and maintenance of physical resources in the implementation of UBE programme. Therefore, the null hypothesis is retained.

H₀₂: There is no significant difference in the opinions of teachers in Rural and Urban Nigeria on teachers' development programmes, provision and maintenance of physical resources in the implementation of UBE programme.

From Table 7 above, the critical value (2.802) is less than f. value (4.590). This means that there is significant difference in the opinions of teachers in Rural and Urban Nigeria on teachers' development programmes, provision and maintenance of physical resources in the implementation of UBE programme. Therefore, the null hypothesis is rejected.

H₀₃: There is no significant difference in the opinions of SUBEB Directors and teachers in Rural and Urban Nigeria on teachers' development programmes, provision and maintenance of physical resources in the implementation of UBE programme.

From Table 8 above, the critical value (2.802) is less than f. value (5.821). This means that there is significant difference in the opinions of SUBEB Directors and teachers in Rural and Urban Nigeria on teachers' development programmes, provision and maintenance of physical resources in the implementation of UBE programme. Therefore, the null hypothesis is rejected.

DISCUSSION OF FINDINGS

The results in Table 3 revealed the mean responses of respondents on the teachers development programmes provided by the government for implementing universal basic education programmes in Rural and Urban Nigeria. The value of the mean responses from rural and urban Nigeria range from 2.51 to 2.87 and 2.69 to 3.36 respectively, revealed that the respondents agreed that teachers development programmes are provided by the government for implementing universal basic education programme in Rural and Urban Nigeria. This finding is in line with the opinion of Krueger and Rouse (1998); Gordon (2000); Barrett and O'Connell (2001); and Maifada (2018) that teachers' development programmes

such as workshops programme, conference programme, seminar and in-service training programmes are provided by the government to improve teachers' productivity; reduced supervision of teachers; improve flexibility and stability for achieving the goals of universal basic education policy in Nigeria. The result is also supported by the work of Jumare (2015) that one of the means to achieve the mandate of universal basic education policy in Nigeria is through National Capacity Building for UBE teachers.

Table 4 revealed that the extent to which physical resources are provided by the government for implementing universal basic education programme is extremely high in urban Nigeria than rural schools in Nigeria. By this, provisions of physical resources are grossly inadequate in rural Nigeria. This finding is supported by the findings of Ezekwesili in Amadi and Ezeugo (2019) that school physical resources such as libraries, laboratories, good buildings, classrooms, good water supply, regular power supply, toilet facilities, security etc are needed for achieving the goals and objectives of universal basic education programme in Nigeria. Enahwo (2010) in a study also supported the result of this finding he lamented that inadequate provision of essential resources such as inadequate or unqualified staff, inadequate classrooms, poor furnishing of classrooms, lack of basic equipment, irregular water supply, poor libraries furnishing and inadequate space are major problems hindered the growth and development of educational system in Nigeria (universal basic education programme inclusive).

Table 5 revealed that maintenance of physical resources is more given attention in urban schools than schools in rural Nigeria. This is in agreement with Agabi (2010) that the meager physical resources provided are not only over utilized, they are also poorly maintained. Where physical resources are inadequate and not maintained, poor academic performance, poor concentration, low morale of teachers and students, overcrowding, poor job satisfaction and poor attitude and disciplinary problems among staff and students could be observed

Table 6 revealed that there is no significant difference in the opinions of SUBEB Directors in Rural and Urban

Nigeria on teachers' development programmes, provision and maintenance of physical resources in the implementation of UBE programme. The finding is corroborated by Junaid (2014) when he observed that in order to achieve the goals of universal basic education in Nigeria, classroom blocks in selected primary schools in all the 36 states and the Federal Capital Territory (FCT) are being built and renewed and so far, over 20,000 classrooms and over 3000 head teachers' office have either been constructed or renovated. This is an indication that Nigeria Government is doing a lot to achieve the goals and objectives of universal basic education programme as stated in the National Policy on Education

Table 7 revealed that there is significant difference in the opinions of teachers in Rural and Urban Nigeria on teachers' development programmes, provision and maintenance of physical resources in the implementation of UBE programme. By implication teachers in rural schools believed that more attention is given to urban schools in the areas of teachers' development, provision and maintenance of physical resources than rural schools.

Table 8 revealed that there is significant difference in the opinions of SUBEB Directors and teachers in Rural and Urban Nigeria on teachers' development programmes, provision and maintenance of physical resources in the implementation of UBE programme. Principals of junior secondary schools, Head-teachers; and teachers varied in their opinions as majority of them are of the opinion that rural schools lag behind in the area of teachers' development, provision and maintenance of physical resources.

SUMMARY OF FINDINGS

The major findings in the study are summarized thus:

- i. that teachers development programmes are provided by the government for implementing universal basic education programmes in Rural and Urban Nigeria.
- ii. that the extent to which physical resources are provided by the government for implementing universal basic education programme is extremely high in urban Nigeria than rural schools in Nigeria.
- iii. that maintenance of physical resources are more given attention in urban schools than schools in rural Nigeria.
- iv. that there is no significant difference in the opinions of SUBEB Directors in Rural and Urban Nigeria on teachers' development programmes, provision and maintenance of physical resources in the implementation of UBE programme. [f. value (1.512) < cri. Value (2.802)].
- v. that there is significant difference in the opinions of teachers in Rural and Urban Nigeria on teachers' development programmes, provision and maintenance of

physical resources in the implementation of UBE programme. [f. value (4.590) > cri. Value (2.802)].

- vi. that there is significant difference in the opinions of SUBEB Directors and teachers in Rural and Urban Nigeria on teachers' development programmes, provision and maintenance of physical resources in the implementation of UBE programme. [f. value (5.821) > cri. Value (2.802)].

CONCLUSION

Based on the findings of this study, it is clear that teachers' development programme (in-service training, seminars and in-house workshop, etc), provision and maintenance of adequate school physical resources (adequate classrooms, regular power supply and availability of toilet facility) are germane to goal attainment of Universal Basic Education policy in rural and urban Nigeria. The achievement of UBE goals and objectives, particularly in rural Nigeria will be a mirage if capacity building programmes for UBE teachers are not given serious attention by the government and school physical resources are not adequately provided and maintained.

RECOMMENDATIONS

Based on the findings, the following recommendations were made:

1. The Federal Government through the Federal, States' Ministries, Local Education Authorities and SUBEB should supervise periodic and compulsory training and re-training programmes for UBE teachers particularly in rural areas to see if truly training and re-training programmes are inadequate for rural teachers.
2. School Physical Resources, because of their importance to the achievement of universal basic education policy, should be provided and maintained by the government in large quantities and the quality of these resources should be also considered in both rural and urban Nigeria.
3. Teachers with lower qualifications should be encouraged by the government by setting aside funds that could motivate them to go for further studies.

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