

1-1-2010

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Adeyemi, Muyiwa and Ositoye, Wale (2010) "Assessment Of Distribution Adequacy Of Universal Basic Education (Ube) Building Facilities In Ogun State Primary Schools Of Nigeria," *Academic Leadership: The Online Journal*: Vol. 8 : Iss. 4 , Article 12.

Available at: <https://scholars.fhsu.edu/alj/vol8/iss4/12>

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Assessment Of Distribution Adequacy Of Universal Basic Education (Ube) Building Facilities In Ogun State Primary Schools Of Nigeria

Issues: [Fall 2010 - Volume 8 Issue 4](#)

Posted On 2010-09-28 08:41:00

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Introduction

The recent introduction of “basic education” and Education for All “is not entirely new in the history of education in Nigeria. Several attempts at providing basic education for Nigerians have been made in the past. These attempts can be summarized as follows:

- The defunct Western Region free primary education programme of 1955.
- The defunct Eastern Region Education of 1957.
- The federal Government National Universal Primary Education of 1976.

Over the years, universal access to education has been the prime target for Nigeria, since the middle of the 1970s when the universal primary Education (UPE) scheme took off. Predictably, pupils’ enrolment rapidly increased from 6.2 million in the 1975 1976 session to 14.8 million in 1992. As usual, the burst of educational activities brought in its wake a plethora of changes, some positive, some negative. The overwhelming unanticipated results of this sudden educational expansion brought about a profound shortage of learning facilities including space, a severe dearth of teachers and funds to implement the scheme. These problems still persist in our schools today, especially at the primary school level (FGN, 1993, NPEC/ World Bank 1997 & Adeyemi 2007).

The Nigerian government therefore, working in partnership with world development agencies, has been trying to take a right step in the right direction for the development of new efforts to activate an education boom, through the provision of basic education under the new UBE schemes.

The following suggestions embodied the new education culture (UBE scheme) in consonance with the current problems highlighted earlier.

We need to realize that education goes beyond literacy and numeracy. It embrace all kinds of basic knowledge and skills necessary for an individual to lead a useful and contented life. We must therefore, encourage children to develop a scientific outlook and rudimentary understanding of the natural and social environment. Our basic education must adopt a two fold approach. We need to educate young children on the one hand, and promote adult literacy and continuing education; on the other hand, to

help developed their basic skill in child parenting, family management and civic participation. Our new education culture must embody effective planning using appropriate data bank in all spheres of education. Guidance service must be emphasized to deal with current behavioral problems, which have plagued the education industry at all level in Nigeria. Educational experts should sensitize the government to become more aware of their service and contributions through regular publications of research findings in their areas of specialization (Denga, 1999, FGN, 1999 and FRN, 2004).

The operational outlook of the new UBE scheme accommodates citizenship involvement, sharing of decision making and total community participation. It is people oriented and problem centered. The underlying philosophy of the UBE is all inclusive as it covers programmes and initiative for the acquisition of functional literacy, numeracy, life skill and more importantly, adults' special programmes for nomadic population and out of school children. It also cover non formal programmes for updating the knowledge and skills of persons who left school before acquiring the basics needed for life long learning non formal skills, as well as apprenticeship training for adolescent and youths who have had the benefit of formal education. And lastly, it involves formal school system from the beginning of primary education to the end of the junior secondary school. To this extent, the functionalism of the scheme must be adequately emphasized.

Since the commencement of the UBE programme progress is expected to be made in the following ways;

- Rehabilitation of schools and construction of new schools and classroom blocks.
- Special programmes targeted at girls and hard-to-reach group such as children of fishermen and nomadic communities.
- Reduction of high pupil-teacher ratio.
- Formation of partnership with local government and communications on education in Ogun State public primary schools.

Statement of the problem

The issue of providing facilities to primary schools has always been a cause of concern for all stakeholders in the industry (Olubor & Unyimadu, 2001; Awoyele, 2005 & Ajayi 2005). The new initiative universal basic education programme is currently positioned to provide facilities at this level of education. Specifically for this study, the building programme (construction of blocks of classrooms) of the scheme is focused upon, just as it is widely acknowledged that school structures in primary school in Nigeria and Ogun State inclusive are in deplorable conditions.

To this extent;, this study intended to provide information on the distribution adequately of the universal Basic education (UBE) building facilities (construction of blocks classroom) in Ogun state public primary schools, with a view to bringing to the fore, the extent of facilities provision vis-à-vis, existing schools in the local government and administrative zones of the state.

In addressing the problem of this study, answers will be provided to the following research questions.

1. Is the distribution of blocks of classrooms by UBE schemes to Ogun State public primary schools adequate across the local government area of the state?

2. Is the distribution of blocks of classrooms provided by UBE scheme to Ogun state public primary school adequate the administrative zones of the state?

Methodology

Design

The descriptive research design was used to conduct this study. This enabled the researcher to gather information on the percentage of distribution of UBE blocks of classrooms to Ogun state public primary schools.

Research Instrument

The data for the study were collected using a self designed school records collection sheets. The researcher collected some school records relevant to the study on (a) existing number of schools in each local government areas of Ogun State; (b) existing total number of schools in each administrative zones of the state; © number of schools in each local government with UBE blocks of classrooms; and (d) number of schools in each administrative zones of the state with UBE blocks of classrooms. These data were sourced from the state ministry of Education (Ogun-SPEB, 2007-2009) and the data were cross-checked against the availability of the facility through personal visit to the schools.

Data Analysis

For analysis of data generated, descriptive statistics were calculated to answer the two (2) research questions raised in the study.

Results

The findings of this study with particular reference of the research questions answered were considered as follows:

Research Question 1:

Is the distribution of UBE block of classrooms to Ogun State public primary schools adequate across the local government areas of the state?

The adequacy of distribution was measured with the percentage of primary schools so far provided with UBE blocks of classrooms and this is reported in table 1 below.

Table 1: Percentage Analysis of Adequacy of UBE Facilities in Ogun State public Primary Schools across Local Government Areas

	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
Total		1336	90	6.73%

From table 1 presented above, the percentage (%) total of all Ogun State public Primary Schools provided with UBE facilities is 6.73. Only one (1) Local Government Area had 20% of its schools provided with these facilities. This was the highest. Four (4) LGAs had between 10-19% of their schools provided and fifteen (15) local government areas had below 10% of their schools provided with UBE facilities. Indeed, some LGAs had below 5% of their schools so far provided with UBE facilities. On the whole, the percentage distribution ranges from 3.72 to 20.00, a range of 16.28. Below are figures 1, 2, & 3 indicating total number of schools per local government, number of schools provided with UBE facilities and percentage distribution of schools with these facilities, across local government areas of the state. The following numbers represent each of the local government areas.

To further explain the percentage (%) of schools provided with UBE facilities in Ogun State, the next research question focus on administrative zones of the State.

Research Question 2

Is the distribution of educational facilities provided by the UBE Scheme to Ogun State public primary schools adequate across the four geographical zones of the state?

The adequacy of distribution was measured with the percentage of all schools in each of the zones provided with UBE facilities, and they are presented in Table 2 below.

Table 2: Percentage Analysis of Adequacy of UBE Facilities to Ogun State Public Primary Schools across zones

Key	Local Government Area
1.	Abeokuta North
2.	Abeokuta South
3.	Ado-Odo/Ota
4.	Ewekoro
5.	Ifo
6.	Ijebu East
7.	Ijebu North
8.	Ijebu North-East
9.	Ijebu-Ode
10.	Ikenne

Key	Local Government Area
11.	Imeko-Afon
12.	Ipokia
13.	Obafemi/Owode
14.	Odeda
15.	Odogbolu
16.	Ogun Waterside
17.	Remo North
18.	Sagamu
19.	Yewa North
20.	Yewa South

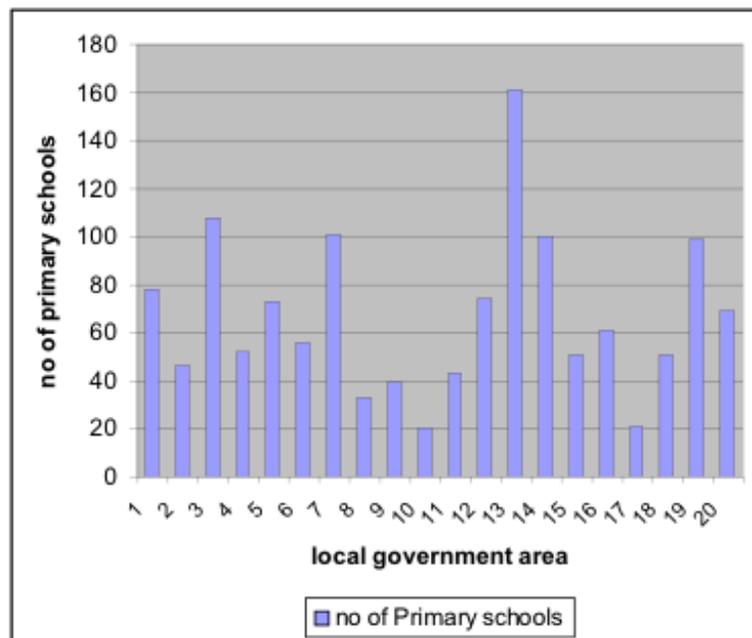


Figure 1: Number of Primary Schools per Local Government Area in Ogun State.

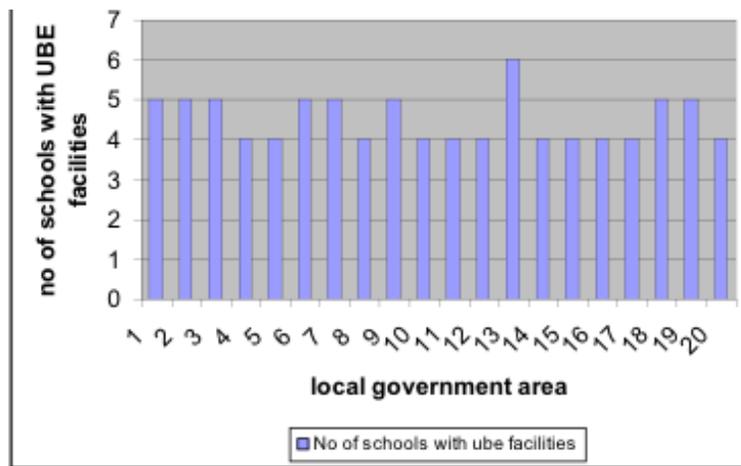


Figure 2: Number of Schools with UBE Facilities per Local Government Area in Ogun State.

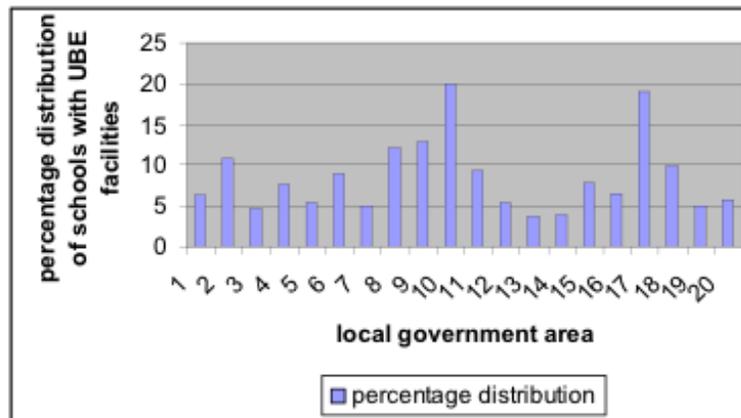


Figure 3: Percentage Distribution of Schools provided with UBE Facilities per Local Government Area in Ogun State.

Zone	Local Government Area	No of Primary Schools	No of Schools Provided with UBE Facilities	% Distribution Per Zone
Ijebu	Ijebu-East	56	5	
	Ijebu-North	101	5	
	Ijebu-North-East	33	4	
	Ijebu-Ode	39	5	
	Odogbolu	51	4	
	Ogun Waterside	61	4	

	Total	341	27	7.91%
Egba	Abeokuta North	78	5	
	Abeokuta South	46	5	
	Ewekoro	52	4	
	Ifo	73	4	
	Obafemi/Owode	161	6	
	Odeda	100	4	
	Total	510	28	5.49%
Yewa	Ado-Odo/Ota	108	5	
	Imeko-Afon	43	4	
	Ipokia	74	4	
	Yewa North	99	5	
	Yewa South	69	4	
	Total	393	22	5.59%
Remo	Ikenne	20	4	
	Remo North	21	4	
	Sagamu	51	5	
	Total	92	13	14.13%

The above table 2 on zonal distribution shows that schools in three (3) of the four (4) zones had below

10% provided with UBE facilities, while one (1) had between 10-19% of its schools provided with UBE facilities. On the whole, the percentage distribution ranges from 5.49 to 14.13, a range of 8.64.

Figures 4, 5 & 6 indicate the total number of public primary schools per zone, total number of schools with UBE facilities and the percentage of schools with these facilities in each of the zones and in Ogun State in general.

Discussion of Findings

The various findings of this study are discussed as follow:

Facilities Distribution Adequacy.

The percentage of schools provided with UBE facilities when compared with the total numbers of primary schools in Ogun State were found to be too low and inadequate. Indeed about 80 percent of the public primary schools had not received UBE facilities at about the time of this study. Only 6.73% of the states public primary schools were provided with these facilities, which reflect a low level of inadequacy. Not only that, those provided were not actually based on schools' needs, backed with current and adequate data as the distribution was equally uneven on the basis of the twenty (20) local government areas and across the administrative zones of the State. For example Ijebu Zone had 7.91% of its 341 schools provided with UBE facilities, Egba Zone had 5.49% of its 510 schools provided with these facilities. Also, Yewa Zone had 5.59% of its 393 schools allocated with these facilities while 14.13% of the

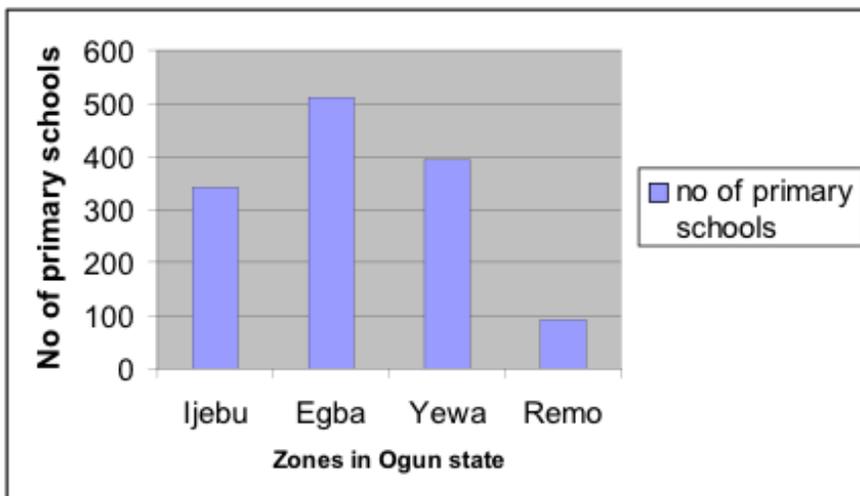


Figure 4: Total Number of Public Primary schools per Zone in Ogun State.

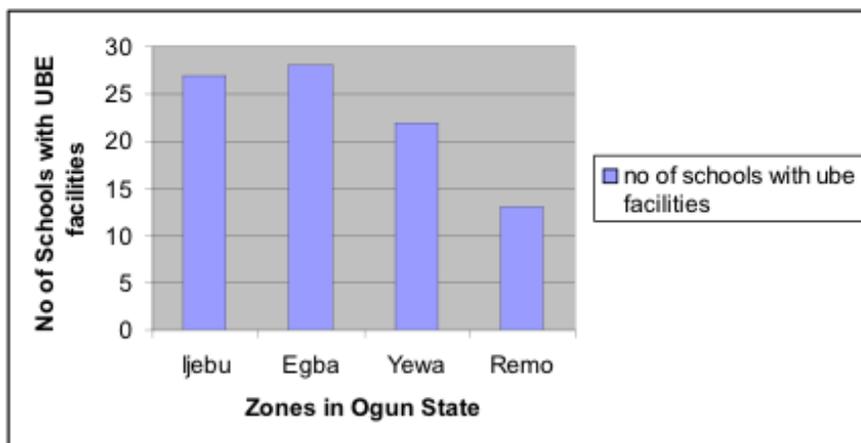
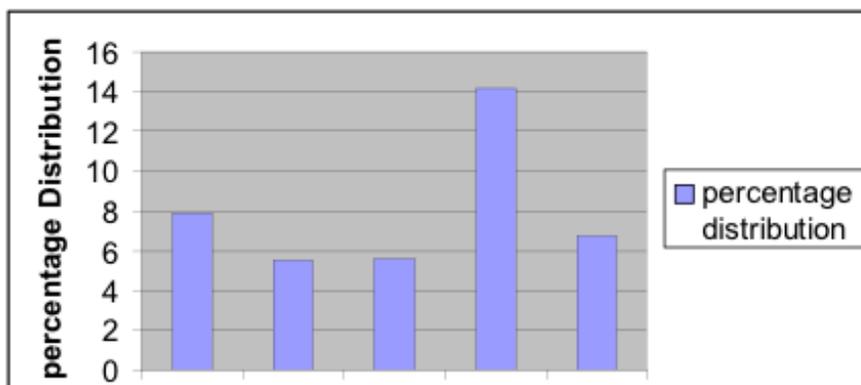


Figure 5: Total Number of public Primary Schools with UBE Facilities per Zone in Ogun State



92 schools in Remo Zone were provided with UBE facilities. It was further revealed from the researcher's fieldwork that one out of the blocks of

Ijebu	Egba	Yewa	Remo	Total
Zones in Ogun State				

Figure 6: Percentage of Schools with UBE Facilities per Zone and in Ogun State.

classrooms provided in some sampled Local Government Areas of the State was still not fully completed but have been put to use by the schools. This further compound the inadequacy of these facilities even to the schools already provided. As a matter of fact, it was reported in a school that some furniture were yet to be fully supplied by contractors handling their provisions.

The implication of the inadequacy is that the claim for a free and Universal Basic Education has not gone far and quality education has not been available to fifty percent of children of school-going age in Ogun State. It also implies that two sets of public primary schools are being run in the state; those with UBE facilities and those without the facilities.

However, there is no doubt that Government at the various levels (Federal, State and Local) is gradually realizing the importance of education to national development, and how the provision of educational facilities is *sine-qua-non* to effective teaching and learning in the school system. It is therefore a known fact that no school can function properly without adequate facilities. As pointed out by Adeniji (2005), the provision of relevant equipment and facilities to schools should be a priority in aiming at better academic results. He points out that regrettably, our public primary schools are bedeviled with lack of necessary and adequate facilities. Supporting this position, Abdulkareem (1997) and Ajayi (2005) in a research finding reveal that, physical facilities in primary schools (block of classrooms, and furniture) are grossly inadequate and out-dated, while many of the physical structures are dilapidated and crying for renovation. Chairs, desks and tables are rickety and jerry built, while the school environment is unattractive for learning and that in most cases, there are inadequate facilities for effective teaching and learning with modern learning gadgets almost non-existing.

In addition, earlier studies by World Bank (1988) show that primary education in Sub-Saharan Africa, is faced with erosion of quality, low cognitive achievement among pupils, due mainly to poor supplies to schools of key inputs, especially books and other learning materials. UNICEF Studies in 1993 and 1995 also confirms that all classes of basic education are characterized by inadequacy of physical and infrastructural facilities such as lack of textbooks, writing materials and inability of pupils at this level to communicate effectively, with low score on numeracy.

It is understandable that with the UBE programme Government is trying to provide facilities to schools covered by the scheme, with initial focus on primary education. It has been discovered overtime, that the inadequate provision of facilities to schools has always been one of the major problems in the education sector for the actualization of objectives in the country's initiative for educational development (Abdulkareem, 2000 & Ajayi, 2005).

For instance, in spite of government huge financial outlays on education, especially primary education, since the re-introduction of the National Primary Education Commission (NPEC) through Decree 96 of 1993, many primary schools still lacks adequate educational facilities (NPEC/World Bank, 1997). Abdulkareem (2000) further corroborates this fact in the findings of his study on adequate provision

and maintenance of instructional materials and textbooks for a successful implementation of Universal Basic Education (UBE) programme in Nigeria. He observes that a lot of pupils are without necessary textbooks in spite of the World Bank and Federal Government efforts on primary education project. Many schools do not have textbooks while those provided never distributed them to users for logistic constraints.

The view pointed out earlier is corroborated in Edun (2005) when he posits that public primary schools have always suffered serious decay in terms of infrastructural facilities. On UBE facilities, he posits that, such efforts of government are still very little compared to the massive needs of primary schools in Ogun State. The inadequacy and uneven distribution of facilities may be ascribed to poor forecast of facilities needs of schools due to poor planning strategies arising from inadequate and poor statistics. Evidences from previous efforts in the provisions of block of classrooms, furniture, writing and instructional materials in the area of Basic Education have shown this and past trends are in line with the current study as shown in the research findings of Imogie (1992), Chiaha (1998), Peretomode (2001), Oguntimehin (2004), Deji-Folutile (2004) and Awoyele (2005). Apart from poor forecast, inadequate funding of education is another factor affecting the adequate distribution of facilities to schools. Even, when sufficient planning is put in place, government at all levels are usually not ready to bear the full financial demand of education. Rather than invest in human capital, they take as priority, investment in physical capital. This factor has been one of the bane of educational development in Nigeria, Ogun State inclusive.

However, Dike (2000); Nwagwu (2002); Alani (2002) and Amosun and Ojo (2005) opines that the UBE scheme with its implementation strategies in the area of facilities provision to schools in particular is a programme that can make huge differences in the education sector and the lives of the Nigerian people, if, properly funded and adequately monitored and evaluated in the area of facilities provision.

Conclusions

The findings of this study have clearly shown that a lot needed to be done in the area of providing facilities to public primary schools in Ogun State of Nigeria for the Universal Basic Education Programme to be a success. The adequate provision of facilities is expected to impact positively on school performance variables at this level of schooling.

To this extent therefore, government at all levels and other stakeholders are to see the provision of facilities as the business of all in order to achieve education for all by 2015.

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