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## Teachers' Perception of Influence of Environmental Factors on the Implementation of Universal Basic Education (UBE) Programme in North Central Nigeria

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### **Abstract:**

*This study investigated teachers' perception of environmental factors on the implementation of Universal Basic Education (UBE) programme in North Central Nigeria. Three research questions and three hypotheses guided the study. The total population of the study was 124,363 teachers and head teachers from 13,349 public primary schools in the study area. A sample size of 399 teachers and head teachers was selected using Taro Yamene's formula for determining sample size.*

*A 21 item questionnaire titled Teachers perception of Environmental Factors on the Implementation of Universal Basic Education program (TPEFIUBE) in North Central Nigeria was used to collect data from respondents in the study area. Means and standard deviation were used to answer the research questions, while chi-square was employed to test the hypotheses at 0.05 level of significance.*

*The study reviewed that teachers perceived funding, supervision of instructions and teacher motivation to have positive significance on implementation of UBE programme in North Central Nigeria. Based on these findings, the following recommendations were made among others, the Federal Government in particular and other education authorities should constantly organize workshops, seminars and in-service training programmes for teachers, head teachers, supervisors and monitoring officers to serve as incentives to boost their morale.*

**Keywords:** Perception, implementation, UBE programme, environmental factors

### **1. Background of the Study**

Education is a crucial sector in any nation. It is a means of achieving progress by individuals as well as the society as a whole. Consequently, all nations both developed and developing strive to put in place educational systems and programs which are designed to enable them achieve their set goals. There is no doubt that, education is always the means whereby citizens get their bearings and learn to live with and among themselves. According to National Open University NOUN (2007), education is essential for creating a worldwide middle class, global prosperity and fulfilling the most basic needs of the human body and spirit. That is why education of people should be taken very seriously because as the Chinese people say: if you are planning for a life-time, educate a person. This explains why contemporary world attention is now focused on education as an instrument for launching nations into the world of science and technology and with consequential hope of human advancement in terms of conditions and development of the environment. This is because; education in the life of a nation is the live wire of its industries and also the foundation of moral regeneration and revival of its people. It is also the force and bulwark of any nation's defense. It can also be said that no nation rises above the level of its education (Kingdom & Maekae 2013).

In Nigeria, a great deal of efforts was made in the immediate post-independence era to fashion out educational programmes that would be capable of liberating her citizens from the quagmire of illiteracy, mass poverty, hunger, disease, superstition and other ills of underdevelopment. To this end, political leaders, professional groups, educationist as well as international agencies were quick to recognize, in the course of various brain-storming sessions, the importance of laying a solid foundation at the primary and secondary levels of education. One of such programmes is the Universal Basic Education (UBE) which was launched in 1999. The Universal Basic Education (UBE) programme was intended and designed to make education accessible to Nigerian children at the levels of primary and Junior Secondary school as well as

nomadic and adult education for the vulnerable adult population. The National Policy on Education (FRN, 2016), Section 3 defines Basic Education as a type of education comprising 6 years of primary education and 3 years of Junior Secondary school. The policy stipulates that the education shall be free and compulsory, and that, the scheme shall include adult and non-formal education programmes at primary and junior secondary school levels for both adult and out-of-school youths. The UBE has three main components, Universal, Basic and Education. Universal here means the programme is for everyone irrespective of tribe, culture or race and class. The term basic depicts that which is a fundamental or essential thing that must be given. It is on this factor that every other thing rests on. Without it, nothing may be achieved. It is the root for acquisition of any knowledge. Hence UBE can be seen as that type of education that every individual must have, it should not be a privilege but a right and it should be the sum total of an individual's experience, (Lapo-Popoola, Bello & Atanda, 2009).

This programme has laudable goals and objectives which according to Lapo-Popoola, Bello and Atanda (2009:36) include among others:

- Ensuring unfettered access to nine years of formal basic education;
- The provision of free, universal basic education for every Nigerian child of school-going age;
- Reducing drastically the incidence of dropout from the formal school system, through improved relevance, quality and efficiency and;
- Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning.

Laudable as these objectives are, they can hardly be realized if adequate funds are not provided for UBE programme to build infrastructures in schools, provide instructional materials in schools such as textbooks and computers motivate and train teachers, provide security for teachers and pupils. The successful implementation of the programme depends on these facilities, (Tyokyaa & Kende; 2016). It is observed that, even though the programme has now existed for over eighteen years, there seems to be little or no impact felt, in terms of achievement of the goals and objectives set at its inception. This is evident from observation that teachers' performance as measured by pupils' academic achievement has not been very encouraging. The implementation of Universal Basic Education programme seems to be inundated with various challenges, some of which include inadequate funding, poor supervision of instructions and teacher motivation. It is assumed that part of the problems of UBE implementation emanate from environmental factors. Such factors might include; inadequate funding, poor teacher motivation and retention, and poor instructional supervision of teachers. It has been observed that, the implementation of Universal Basic Education programme in North Central Nigeria is greatly affected by the state of these environmental factors. The researchers therefore seek to undertake this study to determine teachers' perception of the influence of environmental factors on the implementation of Universal Basic Education programme in North Central Nigeria.

### *1.1. Statement of the Problem*

Concerns have been expressed by different stakeholders in education about the quality of the implementation of UBE programme in Nigeria in general and North Central Nigeria in particular. The researchers as trained school administrators and planners for many years standing have observed that the laudable goals set for the programme have largely not been achieved in the area of study. It is observed that, many children seem to be dropping out of school for reasons associated with environmental factors. Products of the programme also seem to be half-baked as a lot of them do not acquire appropriate levels of literacy, numeracy, manipulative skills and moral standard expected of them.

Several factors may account for the observed ineffectiveness in implementation of the UBE in the area of study, many of such factors are environmental in nature. Such environmental factors may include: poor funding, inadequate supervision of instructions, poor motivation of teachers. A cursory look at the Basic Education schools in North Central Nigeria seems to indicate that there is inadequate funding, poor teacher motivation and retention, and poor instructional supervision of teachers. It also seems that teachers are inadequately motivated as most of them have not paid their monthly salaries as at when due; thus, dampening their morale. This may have negative influence on their primary duty of instructional delivery and instructional/supervision. Many of the schools have overcrowded classrooms and funding seems to be generally inadequate in most states in the area of study. It is in the light of this worrisome situation that the researchers sought to empirically determine teachers' perception of the influence of environmental factors of funding, supervision of instructions and motivation of teachers of UBE in North Central Nigeria.

### *1.2. Purpose of the Study*

The main purpose of this study is to investigate teachers' perception of the influence of environmental factors on the implementation of Universal Basic Education programme in North Central Nigeria. Specifically, the study sought to:

- Ascertain teachers' perception influence of government funding on the implementation of Universal Basic Education Programme in North Central Nigeria
- Determine teachers' perception influence of supervision of instructions on the implementation of Universal Basic Education Programme in North Central Nigeria
- Determine teachers' perception influence of motivation on the implementation of Universal Basic Education programme in North Central Nigeria.

### *1.3. Research Questions*

The following research questions guided the Study

- How do teachers perceive influence of government funding in the implementation of Universal Basic Education (UBE) programme in North Central Nigeria?
- How do teachers perceive influence of supervision of instructions in the implementation of Universal Basic Education (UBE) programme in North Central Nigeria?
- How do teachers perceive influence of motivation in the implementation of Universal Basic Education (UBE) programme in North Central Nigeria?

#### 1.4. Statement of Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

- Government funding has no significant influence on the implementation of Universal Basic Education (UBE) programme in North Central Nigeria.
- Supervision of instructions have no significant influence on the implementation of Universal Basic Education (UBE) programme in North Central Nigeria
- Teachers' motivation has no significant influence on the implementation of Universal Basic Education (UBE) programme in North Central Nigeria.

## 2. Methodology

The study was conducted in public primary schools in North Central Nigeria comprising the following states: Benue, Kogi, Kwara, Nasarawa, Niger, Plateau and the Federal Capital Territory of Nigeria, Abuja. The population of this study consisted of 124,363 teachers and head teachers from 13,249 public primary schools in North Central Nigeria. A sample size of 399 respondents made up of teachers and head teachers from 13249 primary schools, was selected using Taro Yamene's formula. Teachers and Head teachers were chosen as respondents because they were knowledgeable about the variables under study and could supply useful information on the research instrument. The instrument for data collection was a structured questionnaire titled: Teachers Perception of Implementation of Universal Basic Education (UBE) Programme Questionnaire (TPEFIUBE). The instrument was a 21-item questionnaire structured on a 4-point rating scale with response mode of Strongly Agree (S.A) – 4, Agree (A) – 3, Disagree (D) – 2, Strongly Disagree (S.D.) – 1.

To ensure the validity of the instrument, it was subjected to face and content validity by three experts; one from Test and Measurement and two from Educational Administration and Planning from Federal University of Agriculture Makurdi in Benue State. The reliability of the instrument was trial tested on forty (40) respondents comprising 20 teachers from (2) public primary schools in Obudu Town and twenty teachers from two public primary schools in Ogoja Town, Cross-River State which are outside the study area and not part of sample for the main study. The result yielded an Alpha reliability co-efficient of 0.80. This indicates that the instrument was reliable for use for the study.

## 3. Results and Discussion

Mean and standard deviation were used to answer the research question. The mean scores of 2.50 were considered "Agreed" while scores below 2.50 were considered "Disagreed", Chi-square ( $\chi^2$ ) test was used to test the hypotheses at 0.50 level of significance.

The results of the statistical analysis of the data collected are presented as follows:

### 3.1. Research Question One

How do teachers perceive influence of government funding of Universal Basic Education Programme in North Central Nigeria

Items No.	Item Description	N	Mean	Std Deviation	Decision
1.	The UBE programme is not well funded by government since its introduction so facilities are not adequately provided in UBE schools	399	3.25	.93	Agreed
2.	Under Universal Basic Education programme inadequate funds has hindered provision of facilities.	399	3.32	.91	Agreed
3.	With the introduction of Universal Basic Education adequate funds are not provided to pay and promote teachers.	399	3.22	.96	Agreed
4.	The benefits paid to teachers are not favourable compared to those paid to other workers thus reducing their productivity.	399	3.18	.98	Agreed
5.	Under UBE programme, enough funds have not been provided to recruit more teachers	399	3.66	.97	Agreed
6.	Funds have not been provided for training of teachers and supervisors.	399	3.69	.55	Agreed
7.	Under universal Basic education Programme government hardly gives impress to head teachers	399	3.14	.94	Agreed
Cluster mean and Standard Deviation.			3.35	0.85	Agreed

Table 1: Mean Ratings and Standard Deviations of Respondents on Teachers' Perception of Funding on Implementation of Universal Basic Education Programme

Table 1 showed the mean scores and standard deviations of government funding on implementation of Universal Basic Education programme in North Central Nigeria. Item by item analysis revealed the mean scores of items 1 to 7 as 3.25, 3.32, 3.222, 3.18, 3.66, 3.69, 3.14 with the corresponding standard deviations of 0.93, 0.91, 0.96, 0.98, 0.67, 0.55 and 0.94 respectively, with the cluster mean of 3.35 and standard deviation of 0.85. From these results, it can be observed that majority of the respondents agreed that government funding has significant influence on the implementation of Universal Basic Education programme in North Central Nigeria. The cluster mean of 3.35 with standard deviation of 0.85 was also found to be above the cut-off point of 2.50. This implies that government funding has significant influence on implementation of UBE programme in North Central Nigeria.

### 3.2. Research Question Two

How do teachers perceive influence of supervision of instructions on the implementation of Universal Basic Education (UBE) programme in North Central Nigeria?

Items No.	Item Description	N	Mean	Std Deviation	Decision
8.	Supervisors and monitoring officers seldomly visit my school regularly to ensure teaching/learning process	399	3.44	.63	Agreed
9.	Lack of vehicles hamper effective supervision in primary schools	399	3.41	.99	Agreed
10.	There is an urgent need to employ more supervisors to ensure teaching/learning	399	3.18	.78	Agreed
11.	There are no ample chances for the training of supervisors under UBE programme to enhance their performance	399	3.44	1.07	Agreed
12.	There are inadequate supervisors in primary schools thereby leading to low productivity.	399	3.40	.79	Agreed
13.	Supervision should be encouraged generally so as to make teachers work harder	399	3.48	.73	Agreed
14.	Teachers show more commitment when they are regularly supervised.	399	2.85	.97	Agreed
Cluster mean and Standard Deviation.			3.31	0.85	Agreed

Table 2: Mean Ratings and Standard Deviations of Respondents on Teachers' Perception of Supervision of Instructions in Implementation of Universal Basic Education (UBE) Programme

Table 2 showed the mean scores and standard deviations of supervision of instructions in Universal Basic Education schools in North Central Nigeria. Item by item analysis reveals that supervision of instructions had the mean scores of items 8 to 14 as 3.45, 3.41, 3.18, 3.45, 3.41, 3.49 and 2.85 with corresponding standard deviation of 0.63, 0.99, 1.78, 1.07, 0.79, 0.73 and 0.97 and cluster mean of 3.34 with standard deviation of 0.85. From these results, it can be observed that majority of respondents agreed that supervision of instructions has significant influence on the implementation of Universal Basic Education programme in North Central Nigeria. The cluster mean of 3.34 with standard deviation of 0.85 was also found to be above the cut-off point of 2.50. This implies that supervision of instructions has significant influence on the implementation of Universal Basic Education programme in North Central Nigeria.

### 3.3. Research Question Three

How do teachers perceive the influence of motivation on the implementation of Universal Basic Education programme (UBE) in North Central Nigeria?

Items No.	Item Description	N	Mean	Std Deviation	Decision
15.	I hate teaching because of the way teachers are treated.	399	3.33	1.02	Agreed
16.	I hardly attend workshops and seminars regularly; this affects my productivity	399	3.06	1.06	Agreed
17.	Teachers' conditions of service are generally not very attractive for new entrants	399	3.15	1.01	Agreed
18.	I hardly receive my salary and other entitlements as at and when due and this affects my performance	399	3.60	.67	Agreed
19.	Government needs to train and recruit more teachers in primary schools for higher productivity	399	3.38	.93	Agreed
20.	The promotional policy for teachers is not attractive as that of other workers thereby reducing teachers' performance	399	3.37	.82	Agreed
21.	Under UBE programme, teachers are not given any loans and this affects their productivity.	399	2.15	1.04	Agreed
Cluster mean and Standard Deviation.			3.29	0.93	Agreed

Table 3: The Mean Ratings and Standard Deviations of Respondents on Motivation of Teachers on the Implementation of Universal Basic Education Programme

Table 3 showed the mean scores and standard deviation of motivation of teachers on the implementation of Universal Basic Education programme in North Central Nigeria. Item by item analysis revealed that motivation had the

mean scores of items 15-21 as 3.33, 3.06, 3.15, 3.60, 3.38, 3.37 and 3.15 with corresponding standard deviations of 1.02, 1.06, 1.01, 0.67, 0.93, 0.82 and 1.04 respectively and cluster mean of 3.29 with standard deviation of 0.94. From these results, it can be observed that, majority of the respondents agreed that teacher motivation has significant influence on the implementation of Universal Basic Education programme in North Central Nigeria. The cluster mean of 3.29 with standard deviation of 0.93 was also found to be above the cut-off point of 2.50. This implies that motivation of teachers has significant influence on the implementation of Universal Basic Education programme in North Central Nigeria.

### 3.4. Hypotheses Testing

Data from respondents were computed to test the three hypotheses at 0.05 level of significance using chi-square test. The results are presented on Tables 4-6 below.

#### 3.4.1. Hypothesis One

Government funding has no significant influence on the implementation of Universal Basic Education (UBE) programme in North Central Nigeria.

Df	X <sup>2</sup>	P-value	Sign	Remarks
8	296.61	0.000	0.05	Rejected

Table 4: Chi-Square Test of Teacher's Perception of Government Funding on the Implementation of Universal Basic Education (UBE) Programme

Table 4 presented a summary of Chi-Square (X<sup>2</sup>) test on funding on the implementation of UBE programme. The result revealed that df=8, X<sup>2</sup>=296.61, P-value=0.000, significance value = 0.05. Since p is less than 0.05, the null hypothesis of no significance is rejected. This means that government funding has positive influence on the implementation of UBE programme in North Central Nigeria.

#### 3.4.2. Hypothesis Two

Supervision of instructions has no significant influence on the implementation of Universal Basic Education (UBE) programme in North Central Nigeria

Df	X <sup>2</sup>	P-value	Sign	Remarks
7	61.09	0.000	0.05	Rejected

Table 5: Chi-Square Test of Teachers' Perception of Supervision of Instructions on the Implementation of Universal Basic Education (UBE) Programme

Table 5 presented a summary of Chi-Square (X<sup>2</sup>) test on significance of supervision of instructions on the implementation of UBE programme. The result revealed that df=7, X<sup>2</sup>=61.09, P-value=0.000, significance value = 0.05. Since p is less than 0.05, the null hypothesis which states that Supervision of instructions has no significant influence on the implementation of UBE programme was rejected. This means that Supervision of instructions has positive influence on the implementation of UBE programme in North Central Nigeria.

#### 3.4.3. Hypothesis Three

Teachers' motivation has no significant influence on the implementation of Universal Basic Education (UBE) programme in North Central Nigeria

Df	X <sup>2</sup>	P-value	Sign	Remarks
8	150.32	0.000	0.05	Rejected

Table 6: Chi-Square Test of Teacher's Perception of Motivation on the Implementation of Universal Basic Education (UBE) Programme

Table 6 presented a summary of Chi-Square (X<sup>2</sup>) test of motivation of teachers on the implementation of UBE programme. The result revealed that df=8, X<sup>2</sup>=150.32, P-value=0.000, significance value = 0.05. Since p is less than 0.05, the null hypothesis which states that motivation has no significant influence on the implementation of UBE programme was rejected. This implies therefore that motivation has positive influence on the implementation of UBE programme in North Central Nigeria.

## 4. Discussion of Findings

The findings of this study are discussed in line with research questions and hypotheses of the study. Three findings are made:

The first finding showed that government funding has positive influence on the implementation of UBE programme in North Central Nigeria. This finding agrees with the finding by Anyike (2010) who revealed that finance is used in payment of staff salaries and in tackling several administrative and implementation issues, provision of infrastructures, instructional materials, and other basic amenities which go along way in enhancing teaching learning

situation. The fact that, the findings of the present study agrees with that by Anyike (2010) is a clear confirmation that funding is not limited to a particular area but has a general applicability.

The second finding revealed that supervision of instructions has positive influence on the implementation of UBE programme in North Central Nigeria. This finding is in agreement with that of Usman (2015) who found that regular instructional supervision using robust supervision strategies like checking of students; note books, checking teachers' lesson plan/notes and inspection of teachers' record keeping have significant impact on teachers' performance and academic achievement of students. This implies that, if pupils and teachers are regularly supervised, it will positively enhance implementation in UBE schools and vice-versa. The fact that, the finding of the present study is in consonance with that of Usman (2015) is a clear confirmation that, supervision of instructions has a general applicability.

The third finding showed that, motivation has positive influence on the implementation of UBE programme in North Central Nigeria. This study is in consonance with Lawal and Adesegun (2015) and Ombuya (2015) whose studies revealed that, in-service training, promotion and regular payment of salaries enhance workers' productivity. This is because motivation is the inner drive, which prompts people to act in a certain way. The fact that, the findings of this study are similar to Ombuya who carried similar studies in different areas has confirmed that, motivation has a universal applicability.

## 5. Conclusion

The study investigated teachers' perception of influence of environmental factors on the implementation of Universal Basic Education (UBE) programme in North Central Nigeria. The study showed that the respondents (teachers and head teachers) share the same views on most issues that influence implementation of UBE programme in North Central Nigeria. Some of these common views are on funding, supervision of instructions and motivation. Based on the results of the study, it is therefore concluded that: majority of teachers perceive government funding, supervision of instructions and motivation to have positive influence on the implementation of Universal Basic Education programme in North Central Nigeria.

## 6. Recommendations

Based on the findings of this study, the following recommendations are made;

- i. The Federal Government should carry out a census of all children of school age throughout the Federation. This is to ascertain the actual number of pupils to benefit from the program. This will also enable Government to budget, allocate and disburse adequate funds for the programme. This will enhance the number of teachers to be employed and build classrooms that would accommodate all the pupils that are enrolled for the programme.
- ii. There should be constant monitoring and supervision in UBE schools in order to ensure effective teaching/learning process, provision of adequate equipment and their proper use.
- iii. Workshops, seminars and in-service training programme should be organized by Government for teachers, head teachers and supervisors to serve as incentives to boost their morale. This will promote teachers' job performance.

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