



149 – 162pp

30.

Journal of Education & Social Policy

ISSN 2375-0782 (Print) 2375-0790 (Online)

DOI: 10.30845/jesp

- Home
- Aims & Scope
- CPI
- Journals
- Editorial Board
- Submission
- Current
- Archive
- Index

MENU

- Home
- Aims & Scope
- CPI
- Journals
- Editorial Board
- Submission
- Current
- Archive
- Index
- FAQ
- Subscription
- Contact

Vol. 6, No. 2; June 2019

Table of Contents

Articles

The Influence of Organizational Structure on Teacher Empowerment Study of a Title I Elementary School

Dr. Marci B. Vining, Dr. William F. Truby, Dr. Rudo E. Tsemunhu, Dr. John D. Lairsey, Dr. Kelly C. Dreger

DOI: 10.30845/jesp.v6n2p1 URL: <http://dx.doi.org/10.30845/jesp.v6n2p1>

[View Abstract](#) | [Full Text \(PDF\)](#)

A Conversation with John Dewey and Carter G. Woodson concerning Education, Education and Social Justice, and Culturally Responsive Education

Dr. Magnus O. Basse

DOI: 10.30845/jesp.v6n2p2 URL: <http://dx.doi.org/10.30845/jesp.v6n2p2>

[View Abstract](#) | [Full Text \(PDF\)](#)

The Relationship between Praxis and Practice Confidence among Youth Care Students

Andrea Diduch, BCYC; Kathryn East, BCYC; Randi Hayley, BCYC; ...
DOI: 10.30845/jesp.v6n2p3 URL: <http://dx.doi.org/10.30845/jesp.v6n2p3>

[View Abstract](#) | [Full Text \(PDF\)](#)

A Critical Race Inquiry of African American Female Law Student Experiences at a Racially Diverse Law School

Chloe Lancaster, Yonghong Xu, Elin Ovrebo, Eric Hosman

DOI: 10.30845/jesp.v6n2p4 URL: <http://dx.doi.org/10.30845/jesp.v6n2p4>

[View Abstract](#) | [Full Text \(PDF\)](#)



Visitors Counter

1 7 9 2 4 5 3

- Today : 1
- Yesterday : 1
- This Month : 21
- Last Month : 30
- All Days : 1792
- Online : 1

Call for Papers

Journal of Education & Social Policy (JESP) is a quarterly peer reviewed journal

[Read more...](#)

Recruitment of Reviewers

Reviewer's name and affiliation will be listed in the printed journal and on the journal's webpage.

Read more...

Learning from Assessments and Feedback, A Teacher and Student

Piet Koppejan

DOI: 10.30845/jesp.v6n2p5 URL: <http://dx.doi.org/10.30845/jesp.v6n2p5>

[View Abstract](#) | [Full Text \(PDF\)](#)

Work and Life. Balance or Conflict? Theoretical Context vs. Research

Renata Tomaszewska, Aleksandra Pawlicka

DOI: 10.30845/jesp.v6n2p6 URL: <http://dx.doi.org/10.30845/jesp.v6n2p6>

[View Abstract](#) | [Full Text \(PDF\)](#)

Greeks Primary Students' Attitudes Concerning the Inclusion of Educational Needs Students in the Mainstream School

Tsakiridou, Helen; Polyzopoulou, Konstantia

DOI: 10.30845/jesp.v6n2p7 URL: <http://dx.doi.org/10.30845/jesp.v6n2p7>

[View Abstract](#) | [Full Text \(PDF\)](#)

Religious Education of Lifelong Learning in Taiwan Weixin Shen University

Li-Yueh Chen, PhD; Chen-Mei Li, PhD

DOI: 10.30845/jesp.v6n2p8 URL: <http://dx.doi.org/10.30845/jesp.v6n2p8>

[View Abstract](#) | [Full Text \(PDF\)](#)

Critical Thinking and Its Assessment: A Literature Review with Focus in Greece and Cyprus

Giorgos K. Fountzoulas, Maria I. Koutsouba, Evgenia Nikolaki

DOI: 10.30845/jesp.v6n2p9 URL: <http://dx.doi.org/10.30845/jesp.v6n2p9>

[View Abstract](#) | [Full Text \(PDF\)](#)

Parenting Skill Performances of Mothers of Young Children with Delay in Taiwan

Ming-Jae Lo

DOI: 10.30845/jesp.v6n2p10 URL: <http://dx.doi.org/10.30845/jesp.v6n2p10>

[View Abstract](#) | [Full Text \(PDF\)](#)

The Phenomenon of Greek Traditional Dance Workshops in Greece: The Cultural Association "En Choro"

Niki Niora, Maria I. Koutsouba, Vasiliki Lalioti, Vasiliki Tyrovola

DOI: 10.30845/jesp.v6n2p11 URL: <http://dx.doi.org/10.30845/jesp.v6n2p11>

[View Abstract](#) | [Full Text \(PDF\)](#)

The Puzzle of the Difficulties in Education Burden Reduction- British Perspective

Ying Xie, Liuxi Chu

DOI: 10.30845/jesp.v6n2p12 URL: <http://dx.doi.org/10.30845/jesp.v6n2p12>

[View Abstract](#) | [Full Text \(PDF\)](#)

On Therapy for Autistic Children Using Interactive Media Art

Ting Xu

DOI: 10.30845/jesp.v6n2p13 URL: <http://dx.doi.org/10.30845/jesp.v6n2p13>

[View Abstract](#) | [Full Text \(PDF\)](#)

Poor Performance in National Examinations by Public Primary Schools in Kakamega North Sub-County, Kenya

Eric W. Wamalwa, Felix A. Mugasia, William K. Sugut

DOI: 10.30845/jesp.v6n2p14 URL: <http://dx.doi.org/10.30845/jesp>

[View Abstract](#) | [Full Text \(PDF\)](#)

Effect of Standardized Electronic Test of Science on Learning Mathematics

Osamah (Mohammad Ameen) Aldalalah, ZiyadWaleed Mohamed Abd
Mohammad Abu Nawas, Reem Ahmad Albatayneh

DOI: 10.30845/jesp.v6n2p15 URL: <http://dx.doi.org/10.30845/jesp>

[View Abstract](#) | [Full Text \(PDF\)](#)

Students Choice of a University: Case of the National University of Science and Technology

Dr. Regina M. Thetsane, Dr. Motšelisi C. Mokhehi, Mr. Bukenya M. F

DOI: 10.30845/jesp.v6n2p16 URL: <http://dx.doi.org/10.30845/jesp>

[View Abstract](#) | [Full Text \(PDF\)](#)

The Assessment of Universal Basic Education Policy in the Provision of Facilities: A Case Study of Oyo State, Nigeria.

OGUNNIRAN Moses Oladele, Isuku, Eragbai Jerome, Hou Longlong

DOI: 10.30845/jesp.v6n2p17 URL: <http://dx.doi.org/10.30845/jesp>

[View Abstract](#) | [Full Text \(PDF\)](#)

GROWTH PERFORMANCE OF PAPAYA PLANTS (Carica papaya) INFLUENCED BY ORGANIC MULCHES

Fernan Q. Abragan

DOI: 10.30845/jesp.v6n2p18 URL: <http://dx.doi.org/10.30845/jesp>

[View Abstract](#) | [Full Text \(PDF\)](#)

Copyright © 2014 - 2021: www.jespnet.com | All Rights Reserved.

The Assessment of Universal Basic Education Policy in the Provision of School Facilities: A Case Study of Oyo State, Nigeria.

OGUNNIRAN Moses Oladele

Beijing Normal University, Beijing, China

Ph.D. Scholar

Faculty of Education,

Department of International and Comparative Education

(Educational Leadership and Policy)

No. 19, XinJieKouWai St. Haidian, District, Beijing 100875.

Isuku, Eragbai Jerome.

Department of Educational Management

University of Ibadan, Nigeria

Hou Longlong

Associate Professor

Faculty of Education, Institute of Economics of Education.

Beijing Normal University, Beijing China.

Abstract

School facilities are over stretched due to the student population explosion in Ibadan South-West Local Government Area of Oyo State. The available classrooms are either dilapidated, uncompleted or with dusty floors that show holes of rodents and ant lion larvae. The study was a descriptive survey design of ex-post facto type. The population for the study was all principals and teachers. The Pearson Product Moment Correlation was used to test hypotheses at 0.05 level of significant. However, it was shown that both school facilities were not statistically significant in relating to graduates from upper basic education. Conclusions were made that School facilities are very strong predictors of enrollment into JSS1. There are supply of school facilities for UBE implementation but not adequate. As government strive to provide more found, school authority should put strict measure against students' destructive activities for durability of the school facilities.

Keywords: School Facilities, Implementation of Policy, UBE Programmes,

Introduction

One of the major indices for measuring successful implementation of any educational programme is the provision, organization and management of the facilities available for such programme. School facilities are indicators for planning, delivering and acquisition of educational programmes. School facilities are building, furniture, equipment, machine, teaching aids and spaces necessary for facilitating teaching and learning processes.

UNESCO (1990) during the Jomtien Declaration and Framework of Action on Education for All defines basic education as a process which encourages close articulation of formal, non-formal and informal approaches to education and structures for the awakening of all round developments of human and capital potentials. Basic Education, therefore, is a "life-long learning" form of education. This involves "learning to learn", "continuing education", "mass literacy" and "adult Education". At Jomtien world conference in 1990, the framework Action on Education for All (EFA) was developed, and every nation was urged to pursue attainment of the objectives according to its developmental needs and capacity. Universal Basic Education Commission (2014) makes it clear in their book that the outcome of the world conference prompted the launching of Universal Basic Education (UBE) in Nigeria on 30th September 1999 in Sokoto, Sokoto State by former President Olusegun Obasanjo. The Universal Basic Education (UBE) is a Nigerian strategy for achieving Education for All (EFA) and the education-related Millennium Development Goals (MDGs) which has a nine (9) year basic educational programme. It proclaimed free and compulsory 9-year basic education for children of school age in Nigeria. It is propelled and executed to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration. The UBE Programme

The Vision of Ube

According to UBEC (2005), vision of UBE is to ensure nine years of continuous education, in which every child should acquire appropriate and relevant skills and values and be employable in order to contribute his or her quota to National Development. The mission is to serve as a prime energizer of National Movement for the actualization of the nation's Universal Basic Education (UBE) vision, working in concert with all stakeholders, thus mobilizing the Nation's creative energies to ensure that Education For All becomes the Responsibility of all. According to Tahir (2005) the UBE Act (2004) makes primary and junior secondary education free and compulsory for all children within the target population and also guarantees regular funding from the Federal government for the programme.

The Scope of Ube

The scope of UBE is programmes and initiatives for early childhood-care and education, six-year primary education and three years of junior secondary education. The objectives of the UBE according to Sote et.al (2011) are to basically provide free and compulsory universal and nine year basic education for every Nigerian child of school-age, reduce drastically the incidence of dropout from the formal school system, through improved relevance, quality and efficiency; ensuring the acquisition of appropriate level of literacy numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values. These are to ensure a solid foundation for lifelong learning.

Implementation of Ube

Base on proposition of UBEC (2005), the implementation process of the programme has been on since 1999, but progress was hampered by lack of an enabling law to execute certain aspects of the programme. However, it was a big relief when the President signed the UBE Bill into law on 26th May 2004 following its passage by the National Assembly. The UBE Act 2004 makes provision for basic education comprising of Early Childhood Care Development and Education (ECCDE), primary and junior Secondary education. The financing of basic education is the responsibility of States and Local Governments. This is done with special reference to special areas like mass literacy, nomadic and migrant children, and the children in the river Rhine areas, almajirias and physically disabled children. However, the Federal Government has decided to intervene in the provision of basic education with 2% of its Consolidated Revenue Fund. For states to fully benefit from this Fund, criteria were established which states are to comply. The Act also provides for the establishment of the Universal Basic Education Commission (UBEC) to co-ordinate the implementation of the programme at the states and local government through the State Universal Basic Education Board (SUBEB) of each state and the Local Government Education Authorities (LGEAs). The Universal Basic Education Commission (UBEC) was formally established on 7th October 2004 to run the affairs of UBE in Nigeria.

For full actualization of Education for All (EFA) and MDGs in every state in Nigeria, UBE programmes are implemented through close collaborative partnerships between UBEC and State Universal Basic Education Boards (SUBEBs), Local Government Education Authorities (LGEAs) and Basic Education stakeholders at all levels. However, in extension of EFA gesture, Oyo State Universal Basic Education Board (OYSUBEB) was created on 27th of May 1994. Her major function is the management of basic education in Oyo state.

Despite the national objective to provide free and compulsory basic education to all children, Nigeria has one of the largest out-of-school populations in the world. According to UIS estimate, (2010) about 10.5 million primary school children are out of school which is about 42 percent of the primary-age population. A slight improvement has been recorded in children's attendance of pre-primary education. Base on observations of RTI International & USAID (2011), children age 4–16 who attended pre-primary school as a proportion of those ever been to school increased from 30 percent in 2004 to 40 percent in 2010. According to World Bank (2013) using Nigeria Education Data Survey 2010, despite this slightly positive trend however, the pre-primary enrollment ratios for 4- to 5-year-olds remain low, at a net of 34 percent and a gross of 51 percent. But this positive trend is not obvious in Oyo State as a number of school age children are still hawking, roaming the street and making menace out of peace of the state. This is evident in UNICEF (2011) analysis that 23.3% of primary school age and 18.2% junior secondary school age are out of school.

Report from different scholars and as well as the African Regional Studies Programme of the World Bank presents a sorry picture of the conditions in African primary schools - Nigeria inclusive. It points out that most schools in Sub-Saharan Africa suffer from very poor conditions of learning in dilapidated or half-completed buildings, insufficient furniture, overcrowded classrooms, inadequate learning materials, poorly educated and motivated teachers and the use of recitation as the dominant vehicle for learning (World Bank, 1998 cited in Ajayi & Adeyemi 2011). Majority of the schools have no libraries to inculcate in the students the habit of reading. Those that have libraries have no books meant for this level of education.

It was also observed that in Nigeria, the total enrolment as a percentage of total school age population had been declining since 1983 from 93% in that year to date Chinsman, 1998 cited in Ajayi & Adeyemi 2011). The reducing enrollment rate exposes vulnerability of UBE vision in Nigeria.

A Brief Current Situation of Oyo State Universal Basic Education Board (Oysubeb).

Current situation in the area of facilities provision and basic education could be a pointer to decadent state of basic education in Nigeria. Oyo State might not be entirely absolved from this apparent situation and decline. Adediran (2002) while accessing library service for universal basic primary education in Oyo state submitted that every primary school in Oyo State must have a library. Oyo State took a step to address the provision of library and information centre in primary schools in 2005. Due to funding incapability, the OYSUBEB has chosen a school in each of the 33 Local Governments areas where a library and information centre was built. It was also established that ETF has allocated N33 million which will be used to purchase books. Each Local Government Authority (L.G.A.) will have about 296 volumes of books. Because of other constraints, only 33 out of the 1,753 schools in Oyo State were provided with Library and Information Centre. This could leave dreams of UBE fantasies to be desired rather than attainable goals.

Statement of the Problem

School facilities are in no doubt over stretched due to the student population explosion in Ibadan South-West Local Government Area of Oyo State. The available classrooms are either dilapidated, uncompleted or with dusty floors that show holes of rodents and ant lion larvae. A majority of the students are pairing on a chair and desk some are sitting on the floor and windows despite the quarterly intervention of UBE Programme. (Tsafe 2013). This Vision of UBE targeted at providing free and compulsory qualitative education for children of school age could be blurred in Ibadan South-West Local Government Area of Oyo State. Lack of/inadequate basic essential ingredients of education like building and furniture could be menaces therefore, there is call for quick intervention to safeguard beautiful intentions of UBE in Oyo State. There is the dire need to look into the role of the present UBE programme in provision of school facilities in Ibadan South-West of Oyo State.

Purpose of the Study

Generally the study will access the role of UBE programme in provision of school facilities in public junior scwashools in Ibadan South West Local Government area of Oyo State. The study seeks to determine efficacy of UBE programme in Junior Secondary Schools within 2010/2011 to 2012/2013 academic session by comparing:

- i. available classrooms with enrollment under UBE programme;
- ii. available furniture with class size under UBE programme;
- iii. enrollment –graduate ratio under UBE programme in junior secondary school; and
- iv. school facilities in terms of furniture and building with UBE implementation;
- v. implication of the study for forecasting in Education.

Research Questions

The study was guided by the following research questions:

- i. To what extent has UBE programme improve availability of classroom blocks in Ibadan South West Local Government area?
- ii. How has the implementation of UBE programme improve student enrollment in Ibadan South West Local Government area?
- iii. How has UBE programme improve provision of school facilities in Ibadan South West Local Government area?

Research Hypotheses

In this study, the following hypotheses would be tested;

- Ho1. There is no significant relationship between availability of classrooms and enrolment of students in junior secondary school in Ibadan South West Local Government area.
- Ho2. There is no significant relationship between availability of furniture and enrollment students in junior secondary school in Ibadan South West Local Government area
- Ho3. There is no significant relationship between availability of school facilities and UBE successful implementation in Ibadan South West Local Government area.

Significance of the Research

The study could expose how public funds and donor devoted to UBE are being utilized in terms of provision of school facilities. It could reveal provide a clear guide for tracking implementation process of UBE programmes. It could be a useful tool for evaluating performance of UBE by educational planners and policy makers.

The study could help promote fair allocation, administration and maximum optimization of all resources devoted towards education. It could promote equality, equity and quality of junior secondary school education. The study could invite interests of sponsor and donor to junior secondary education. It could facilitate private- public partnership in providing school facilities. Likewise, this study could enlighten schools, government and other stakeholders in education to improve educational provision and reduce wastage in order to encourage quantitative and qualitative formal basic education for all children of school age.

The Scope of the Research

The study will examine the role of UBE programme in the facilities provision in schools. The UBE programme was the independent variable of the study..The school facilities are the dependent variable of the study. School facilities were measured with school building and furniture. This study covers all 38public junior schools in Ibadan South West Local Government area of Oyo state. It will be delimited to twenty (22) schools.

Operational Definition of Terms

School facilities: means those things of education which enables a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. For this research, school facilities were measured with:

- furniture implies desk and chair and
- building implies block of classrooms

Universal Basic Education (UBE): means nine years free and compulsory qualitative basic education for children of school age in Nigeria. The stipulated school age for UBE is within 4-15yrs. For this study, implementation of UBE was measured with respect to upper basic education which includes JSS I to JSSIII. The level of implementation of UBE programme was measured with;

- enrollment into JSS I
- students who students who have completed the junior secondary school courses and successful in the Joint Junior Secondary School Certificate Examination (JSSCE)

Review of Related Literature

During this research, the following literature will be reviewed.

- i. Studies on the implementation of UBE programme in secondary schools in Nigeria
- ii. Facilities provision and program support strategies under UBE
- iii. Studies on school facilities and implementation of UBE programme
- iv. Factors limiting implementation of UBE Programme
- v. Consequences of the study for secondary education
- vi. Appraisal of literature.

Some Related Literature

Heyneman (2009) argues that the failure of Education for All is partly a political strategy by nations which has weakened the position of foreign aid. attention and generate higher priority for education/higher education in the allocation of aids. He generalized the progress of basic education in the world from achievement in Eastern Europe, East Asia and many parts of Latin America and Middle East, but failed to highlight the failures in achieving EFA in Sub-Saharan Africa. Citing Jones (2008, p.38) support that the “focus on the MDGs and basic education has side-line education aid, as it has been increasingly seen as a marginal concern in the broad assault against poverty and the promotion of economic growth and development.” However, despite the progress made over the years in some part of developing countries, there are still some critical problems that persist in the Sub-Saharan Africa, Nigeria in particular.

Table 1 shows a least amount of % from the table above base on the argument raised by Heyneman and Jones. it therefore contradicts their opinion because the contribution to education in terms of priority is seen to be the least (in order of priority) based on the above table. Whereas, Heyneman and Jones assertion could be true in a different way but I therefore argue that it will be a bite of problematic to solely blame EFA for been made a priority over other sector of education.

Table 1

	\$ billion	Percentage
Public administration	55	19.9
Transporter	43	15.6
Energy and mining	39	14.1
Finance	34	12.3
Industry	24	9.1
Water	21	7.6
Health	21	7.6
Agriculture	21	6.0
Education	17	6.0
Communication	5	1.8
Total	276	100

Source: World Bank (2009)

On the status of the CIES presidential address, president Gilbert A. Valverde (2014), argues that since 1990s, countries across the globe steadily shifted from educational policies committed to providing children with roofs and desk in schools to an overriding attention on education quality which is the primary focus of every global policy maker. He called such policy shift as a “radical advocates of education.” Whereas, this policy shift could be true in developed countries since they have overcome the basic infrastructural challenges/facilities and other human related motivation. This might not be the same in the Sub-Saharan Africa looking at the context perspective where we have challenges of very poor conditions of learning in dilapidated or half-completed buildings, insufficient furniture, overcrowded classrooms, inadequate learning materials, poorly educated and motivated teachers and the use of recitation as the dominant vehicle for learning (World Bank, 1998 cited in Ajayi & Adeyemi 2011). This challenges will not enhance quality outcome-based-learning that will qualify us for global league examination such as the PISA and TALIS. Valverde (2014) further explains that they are radical because they promote the idea “that quality-of-outcomes-driven policies are a primary causal factor leading to a successful educational system, that setting quality-of-outcome goals aligned with international definition of quality are the roof of effective educational improvement.”(p.557). However, it is a false conclusion/generalization because context specific challenges/issues was not taken into consideration specially in sub-Sahara Africa like Nigeria.

Euan Auld & Paul Morris (2016) PISA, both argued that education reform is measure by the means of a nation’s global competitiveness which reflect its international performance on its pupil’s achievement. However, this will not be achievable without the provision of school facilities that has strong significant relationship with student performance especially at the JSS class in the country of the globa south like Nigeria. Therefore, to achieve a reliable performance at international level (e.g PISA, TALIS, OECD etc), pupils need to be provided with adequate resources/school facilities/school climate to enhance learning and performance. We can not talk about quality of school outcome without considering the quality of school facilities especially in the public schools of most developing countries in sub-Sahara Africa. This is one of the reason why many countries in this area are not fully qualify enough to take part in international league tables of pupils achievement. Moreover, success in high-performing education system is not only as result of the in put in its quality of education but also in its facilities/school climate.

Methodology

Research Design

Descriptive survey design of ex-post facto type was used for this study because it is primarily concerned with the collection of data for the purpose of describing and interpreting existing conditions of the population under study.

Population of the Study

The targeted population for this study was all the 38 public junior secondary schools in Ibadan South West Local Government Area, of Oyo State. All the principals in the schools was the subjects of the study.

Sampling and Sampling Technique

Simple random sampling technique was used to draw out the twenty two (22) junior secondary schools that were used for the study. This random selection gave all the schools in the local government equal chances of being chosen. The researcher purposively selected a class each from JSS1, 2and 3 making three classes that was purposively selected from each of the 22 sampled schools.

3 Classroom teachers were selected from each of the JSS arms of the schools and the principals in the sampled schools were the subjects for the study. This made the total responding teachers 66 and 22 principals.

Research Instrument

The study employed three research instruments which are an inventory titled Student Flow Rate. This inventory was used to collect information on student enrollment since the implementation of Universal Basic Education in junior secondary schools. (2009-2013). The second instrument that is meant for teachers is a questionnaire titled UBE Programme and School Facilities Questionnaire (UPSFQ) and Checklist on School Facilities.

Validity of Research Instrument

The three instruments was drafted by the researcher and given to the supervisor for validation. The supervisor will review the instruments for clarity of expression, simple and concise use of language and clear understanding of items by the respondents. This was done to establish face validity and content validity of the instrument.

Reliability of instrument

Reliability of an instrument is a measure of its consistency in measuring what it is expected to measure. The purpose of reliability therefore is to determine and establish the consistency between measurement in series (overtime). For the inventory, reliability test will not be conducted because the data collected through the inventory were already in the schools and since reliability of an instrument involves ensuring its consistency, the school records will basically give the same data on the items overtime.

Method of Data Analysis

The Cohort analysis between 2010/2011 to 2012/2013 was used to find the actual input –output ratio in order to determine efficacious implementation of the UBE programmes. The input was total enrollment into JSS1. Output shall be total number of students who completed the junior secondary school course (upper basic education) and successful in the joint Junior Secondary School Certificate Examination (JSSCE). Mean and standard deviation was used to answer the three research question. The Pearson Product Moment Correlation was used to test hypotheses at 0.05 level of significant.

Research Results and Discussion of Findings

This chapter presents results of the statistical tables to answer the proposed research questions and hypotheses in Chapter One.

Research Questions

Research Questions I: To what extent has UBE programme improve availability of classroom blocks in Ibadan South West Local Government area?

Table 4.1.1: shows the condition of classroom blocks

No. Required		No. Available		No. of classroom block in Good Condition		No. of Broken Down Facilities	
F	Mean	F	Mean	F	Mean	F	Mean
197	15.15	145	11.15	78	6.00	67	5.15

Table 4.1.2 Responses of Teachers on availability of classroom blocks

Table 4.1.2 Responses of Teachers on availability of classroom blocks

Items	Very High %	High %	Low %	Very Low %	Mean rank
Provision of classroom blocks	7.7	30.8	30.8	30.8	2.15
improvement in condition of classrooms	2.6	23.1	46.2	28.2	2.00
renovation of classroom	10.3	12.8	43.6	33.3	2.00
The standard of teaching-learning activities	25.6	48.7	17.9	7.7	2.92

Table 4.1.2 depicted the views of the respondents on the extent to which UBE Programme has contributed to the provision of classroom in their school. 7.7% of the respondents are of the opinion that provision of classroom blocks for UBE Programme has been very high, 30.8% of the respondents are of the view that it is high, 30.8 % of the respondents are of the view that it is low. While, the remaining 30.8% of the respondents are of the view that it is very low. It can be deduced that the mean rank is 2.15.

It can be deduced that 2.6% of the respondents are of the opinion that the rate of improvement in the condition of classrooms as a result of UBE programme is very high, 23.1% of the respondents are of the view that it is high, 46.2% of the respondents are of the view that it is low. While, the remaining 28.2% of the respondents are of the view that it is very low. It can be deduced that the mean rank is 2.00

On how the respondents would rate the renovation of classroom for UBE programme. It is shown that 10.3% of the respondents are of the opinion they rate it very high, 12.8% of the respondents are of the view that they rate it high, 43.6% of the respondents rated it low. While, the remaining 33.3% of the respondents are of the view that it is very low. It can be deduced that the mean rank is 2.00

On the view of the respondents on the standard of teaching-learning activities in the classroom, it shows that 25.6% of the respondents are of the opinion that the standard of teaching-learning is very high, 48.7% of the respondents are of the view that it is high, 17.9% of the respondents are of the view that it is low. While, the remaining 7.7% of the respondents are of the view that it is very low. It can be deduced that the mean rank is 2.92

From the table 4.1.2 it can be asserted that UBE programme has not provide enough school facilities for schools.

Research Question II: How has the implementation of UBE programme improve student enrollment in Ibadan South West Local Government area?

Table 4.1 3 Student Enrollment from 2009-2013

Class	2009/2010		2010/2011		2011/2012		2012/2013	
	M	F	M	F	M	F	M	F
JSS 1	1095	2773	1114	2567	1169	2585	1186	2904
JSS 2	1129	2456	1160	2252	1103	2157	1242	2432
JSS 3	1191	2050	1173	1872	1187	1886	1112	1901
No. of Graduates	866	1458	893	1588	937	1467	911	1539

Table 4.1 3 shows that in JSS1 between 2009-2013, total 3868 students were registered in 2009/2010, but there was 5% decrease in 2010/2011 as 3681 students were recorded for enrollment. Different from the preceding year, there was slight 2% increase in 2011/2012 as 3754. Again, there was 8% increase in enrollment in 2011/2013 as 4090 was recorded. The table also showed that there has been fluctuation in student enrollment from 2009-2013. This fluctuation was also extended to JSS2, JSS3 and number of students who completed the basic education.

Table: 4.1.4 depicted the views of the respondents on the extent to which UBE Programme has contributed to the provision of classroom in their school.

Table: 4.1.4 Responses of Teachers on Enrollment

Items	Very High	High	Low	Very Low	Mean rank
Enrolment into JSS	53.8	41	5.1	-	3.49
Class population	48.7	43.6	5.1	2.6	3.38
Population of school	59	35.9	5.1	-	3.54
Stretching of school facilities	28.2	25.6	30.8	15.4	2.67
Benefits from basic education	35.9	25.6	20.5	17.9	2.79

7.7% of the respondents are of the opinion that provision of classroom blocks for UBE Programme has been very high, 30.% of the respondents are of the view that it is high, 30.8% of the respondents are of the view that it is low. While, the remaining 30.8% of the respondents are of the view that it is very low. It can be deduced that the mean rank is 2.15.

It can be deduced that 2.6% of the respondents are of the opinion that the rate of improvement in the condition of classrooms as a result of UBE programme is very high, 23.1% of the respondents are of the view that it is high, 46.2% of the respondents are of the view that it is low. While, the remaining 28.2% of the respondents are of the view that it is very low. It can be deduced that the mean rank is 2.00.

On how the respondents would rate the renovation of classroom for UBE programme. It is shown that 10.3% of the respondents are of the opinion they rate it very high, 12.8% of the respondents are of the view that they rate it high, 43.6% of the respondents rated it low. While, the remaining 33.3% of the respondents are of the view that it is very low. It can be deduced that the mean rank is 2.00

On the view of the respondents regards standard of teaching-learning activities in the classroom. It shows that 25.6% of the respondents are of the opinion that the standard of teaching-learning is very high, 48.7% of the respondents are of the view that it is high, 17.9% of the respondents are of the view that it is low. While, the remaining 7.7% of the respondents are of the view that it is very low. It can be deduced that the mean rank is 2.92

With the responses of the sample teachers, it be affirmed that UBE programs promote enrollment for upper basic education otherwise known as junior secondary education.

Research Question How has UBE programme improve provision of school facilities in Ibadan South West Local Government area?

Table 4.1.5 Condition of School Furniture

Facilities	No. Required	No. Available	No. of Facilities in Good Condition	No. of Broken Down Facilities
Desk	4146	3497	2495	1102
Chair	4146	3361	2230	1351

Table 4.1.6 depicted the views of the respondents on the Improvement in student enrolment as a result of implementation of UBE programme. It can deduced that 53.8% of the respondents are of the opinion that the students' enrollment in their school is very high because JSS is nearly free, 41.8% of the respondents are of the view that it is high, 5.1% of the respondents are of the view that it is low. It can be deduced that the mean rank is 3.49.

Table 4.1.6. Responses on Provision of School Facilities for UBE Programme

	Very High	High	Low	Very Low	Mean rank
Supply of Desk and Chair	-	20.5	35.9	43.6	1.77
Improvement of desk and chair	-	10.3	51.3	38.5	1.72
repair of Desk and chair	-	15.4	41	43.6	1.72
Number of good desk and chair	(2.6)	20.5	41	35.9	1.90

It can deduced that 48.7% of the respondents are of the opinion that the students' enrollment in their class is very high because of UBE programme, 43.6% of the respondents are of the view that it is high, 5.1% of the respondents are of the view that it is low. While, the remaining 2.6% of the respondents is of the view that it is very low. It can be deduced that the mean rank is 3.49.

It is shown that 59% of the respondents are of the opinion that the population of their school because of UBE programme is very high, 35.9% of the respondents are of the view that it is high, 5.1% of the respondents are of the view that it is low. It can be deduced that the mean rank is 3.54.

On the extent to which the respondents agree that school facilities are stretched as a result of more population brought about by UBE programme. It can be deduced that 59% of the respondents are of the opinion that it is very high, 25.6% of the respondents are of the view that it is high, 30.8% of the respondents are of the view that it is low. While, the remaining 6 15.4% are of the view that it is very low. It can be deduced that the mean rank is 2.67.

On how the respondents would rate the population of students benefiting from basic education compare to the past. It is shown that 35.9% of the respondents are of the opinion they rate it very high, 25.6% of the respondents are of the view that they rate it high, 20.5% of the respondents rated it low while, the remaining 17.9% of the respondents are of the view that they rated very low. It can be deduced that the mean rank is 2.79.

Research Hypotheses

Hypothesis 1: There is no significant relationship between availability of classrooms and enrolment of students in junior secondary school in Ibadan South West Local Government area.

Table 4.2.1 shows the relationship between availability of classrooms and enrolment Of Students

Table 4.2.1 Relationship between Availability of Classrooms and Enrolment Of Students

	Blocks of Classroom- No of Facilities in Good Condition	Total enrolment into JSS1	Total enrolment into JSS2	Total enrolment into JSS3
Blocks of Classroom- No of Facilities in Good Condition	1			
Total enrolment into JSS1	0.801**	1		
Total enrolment into JSS2	0.547	0.891**	1	
Total enrolment into JSS3	0.388	0.825**	0.910**	1

As shown in table 4.2.1, given a strong correlation between total enrollment into JSS 1 and available blocks of classroom, ($r=.801$, $p<0.05$) it was clear that classroom blocks was a good predictor of enrollment of students into the classrooms. Enrollment in JSS 2 was positively and moderately correlated with blocks of classroom but not statistically significant. It was revealed that enrollment into JSS2 was strongly and positively correlated with enrollment into JSS with ($r=.891$, $p<0.5$). Total enrollment into JSS3 and blocks of classroom came out differently as the weak positive correlation between them was not statistically significant. Enrollment into JSS1 and JSS2 were shown to be a great predictor of enrollment into JSS3 as there was strong positive correlation between them as reflected with ($r=.825$, $p<0.5$) and ($r=.910$, $p<0.5$) respectively.

It can be concluded from the table 4.2.1 that there is a strong positive significant relationship between blocks of classroom and enrolment of students into JSS 1 at 5%. However, there is no significant relationship between blocks of classroom and enrolment of student into JSS 2 and JSS 3.

Hypothesis 2 There is no significant relationship between availability of furniture and enrollment students in junior secondary school in Ibadan South West Local Government Area. Where furniture means desk and chair in good condition;

Table 4.2.2 Relationship between availability of Furniture and Enrollment Students.

	Furniture	Total 2012-JSS1	Total 2012-JSS2	Total 2012-JSS3
Furniture	1			
Total 2012-JSS1	0.671**	1		
Total 2012-JSS2	0.511	0.891**	1	
Total 2012-JSS3	0.306	0.825**	0.910**	1

As shown in table 4.2.2, furniture was highly related with enrollment into JSS1 ($r=.671$, $p<0.5$). The moderate positive significant relationship between enrollments into JSS2 was not statistically significant. Likewise the weak positive correlation between JSS3 enrollment and furniture was not statistically significant. It can be concluded therefore that there was a significant relationship between availability of furniture and enrolment of students into JSS 1 at 5%. However, there is no significant relationship between availability of furniture and enrolment of student in JSS 2 and JSS 3.

Hypothesis 3 There is no significant relationship between availability of school facilities and UBE successful implementation in Ibadan South West Local Government area.

Where school facilities mean desks, chairs and classrooms blocks that were in good condition as at the time of this survey; and implementation is enrollment into JSS1 and upper basic school graduate.

Table 4.2.3 Shows the relationship between availability of School Facilities and UBE Successful Implementation in terms enrollment into JSS1

Table 4.2.3 Relationship between Availability of School Facilities and UBE Successful Implementation in terms enrollment into JSS1

	Total 2012-JSS1	furniture	Blocks of Classroom
Total 2012-JSS1	1		
furniture	0.671*	1	
Blocks of Classroom	0.801**	.686*	1

Note: ** indicates correlation is significant at 5% level

Table 4.2.3 presented the summary of finding in table 4.2.1 and table 4.2.2 it was revealed from the findings that both classroom blocks and furniture were strong predictor of enrollment into JSS1. However, it was shown that both school facilities were not statistically significant in relating to graduates from upper basic education as shown in table 4.2.4 below;

Table 4.2.4 shows the relationship between availability of School Facilities and UBE Successful Implementation in terms Graduates of Upper Basic Education

Table 4.2.4 Relationship between Availability of School Facilities and UBE Successful Implementation in terms Graduates of Upper Basic Education

	Total 2012-graduate	Facility	Blocks of Classroom- No of Facilities in Good Condition
Total 2012-graduate	1		
Facility	.266	1	
Blocks of Classroom- No of Facilities in Good Condition	.335	.686**	1

Note: ** indicates correlation is significant at 5% level

Discussion of Findings

The findings of this study stated that blocks of classrooms that are in condition and enrolment of students into JSS 1 were related this contradicted Chinsman, 1998 cited in Ajayi & Adeyemi (2011). This supported the claims of world Bank (2013) narrated that after an initial improvement from 84.2 percent to 102.6 percent, the gross enrollment rate declined to 83.3 percent in 2010. the fact that the study indicated that there is no significant relationship between blocks of classroom and enrolment of student into JSS 2 and JSS 3 supported the claims of Sofowora (2010) that there are still problems and challenges in the provision of facilities, enrolment of pupils and provision of quality teachers. Claims of UBEC (2005) was displaced as stated that government has supplemented the effort of States by building 3,096 three-classroom blocks with head teachers' offices, ventilated and improved toilets and stores in all the 774 local council areas in the country (by selecting 4 schools per Local Government) The classrooms can accommodate no fewer than 371,520 pupils at the rate of 40 pupils per classroom.

The enrollment rate showed in this study was in-line with the study of Sote et.al (2011) are to basically provide free and compulsory universal and nine year basic education for every Nigerian child of school-age, reduce drastically the incidence of dropout from the formal school system. Non-significant relationship between desk in JSS 2 and 3 in this present study supported the findings of Ayara, Essia & Udah(2013) that average pupils-desk ratio for public primary schools stands at 1:7, meaning that 58 percent of the pupils were without school desks. This implies that most pupils did have good desks in classrooms, indicating unhealthy and unacceptable learning conditions with and uneven distribution of desk among public schools. This study also embraced the findings of Tsafe (2013) that Lack of/inadequate basic essential ingredients of education like building and furniture could be menaces to aim of UBE targeted at providing free and compulsory qualitative education for children of school age could be blurred in Ibadan South-West Local Government Area of Oyo State.

In terms of relationship between school facilities and implementation of UBE programmes, this study supported the findings of Ajayi and Adeyemi in (2007) and Gbadamosi (2009) who found that school facilities where being supplied through implementation of UBE programmes yet there are questions to answer in terms of adequacy of these facilities. In contrast the findings of study did support Nakpodia (2011) who found that government contributed adequate finance towards effective implementation of UBE programme. The study supported the claims of Ayara, Essia & Udah (2013) who reported shortage supply of desk and chairs among other school facilities. Differently, the study also supported Adeyemi and Quadri (2012) that facilities enable students to acquire knowledge, skill, attitude, which include graphics, photographic electronics such as tapes or mechanical means of arresting, processing and reconstituting visual and verbal information.

Summary, Conclusion and Recommendations

Summary

The study access the role of UBE programme in provision of school facilities in public junior schools in Ibadan South West Local Government area of Oyo State. The study was carried out by measuring school facilities with furniture implies desk and chair and building implies block of classrooms likewise, the level of implementation of UBE

programme was measured with enrollment into JSS1 and students who have completed the junior secondary school courses and successful in the Joint Junior Secondary School Certificate Examination (JSSCE). The study which was a descriptive survey design of ex-post facto type was carefully carried out with eight research questions and three null hypotheses.

The population for the study was all All the principals in the schools in 38 public junior secondary schools in Ibadan South West Local Government Area, of Oyo State. 3 Classroom teachers were selected from each of the JSS arms of the schools and the principals in the sampled schools were the subjects for the study. This made the total responding teachers 66 and 22 principals. The study employed three research instruments which are an inventory titled Student Flow Rate. The second instrument that is meant for teachers is a questionnaire titled UBE Programme and School Facilities Questionnaire (UPSFQ) and third was a Checklist on School Facilities. Mean and standard deviation was used to answer the three research question. The Pearson Product Moment Correlation was used to test hypotheses at 0.05 level of significant.

It was discovered that there were strong significant relationship between school facility and enrollment into JSS1. Also there was an indication for inadequacy in school facilities for implementation of UBE programs.

Conclusions

As revealed through the findings of the study, the following conclusions were made;

- i. School facilities are very strong predictors of enrollment into JSS1
- ii. There are supply of school facilities for UBE implementation but not adequate.
- iii. School facilities are not related to number of graduates produced by junior secondary education.
- iv. Enrollment into JSS1 is prerequisite to enrollment in JSS2 likewise enrollment into JSS3 is related to enrollment into JSS2

Recommendations

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

1. The World Bank, UNESCO and Government should increase fund towards implementation of UBE programs for the goal of EFA to be effectively achieve.
2. School authority should put strict measure against students' destructive activities for durability of the school facilities
3. There should be adequate replacement provision for dilapidated school facilities
4. Government should set up adequate monitoring/maintenance track on ground to ensure that school facilities are in good condition.

5.4. Limitation of the Study

1. Responses generated from the survey may not be strong enough to make hasty generalization on the whole Oyo State as the study only reckoned with one local government area out of thirty three LGA in the whole Oyo state.
2. The study is limited to senior secondary schools student in Ibadan North Local Government Area of Ibadan, Oyo State.
3. The researcher encountered problem with some respondent who needed to be persuaded to return the administered instruments.
4. Only thirteen schools responded to the survey.
5. One of the limitations of the study is that most of the subjects were not willing to release information on time. This is even compounded by poor record keeping and maintenance cultures in some these schools.
6. Some of the head teachers I met at the schools were complaining they were new to the school and do not really know much about the school records, so it really took me time to get the useful and correct data.

5.5. Suggestions for Further Studies

As a result of the limitations encountered in the course of this study, the researcher suggests the following;

- This study only used two variables for measuring school facilities, however further study should consider using more variables different for the one used in this study.
- Further study should consider more population for more reliable generalization

• Acknowledgment: This project is founded by: China National Education Science Planning. The General Project "Study on Synergy Effect of Incentive Policy for Primary and Secondary School Teachers". Project Number: BGA180059. I also like to acknowledge the effort of Prof. David Turner for his constant help and forthright attitude at every point which has helped me a lot to work in time. Secondary, to my highly respectable supervisors, Dr. Isuku, E.J. and Asst. Prof. Hou Longlong who is the corresponding author of this paper. Thank you for your remarkable guide, contributions, and advice towards the success of this paper. Thank you All.

References

- Action Health Incorporated. (2011). Insights into Early Marriage and Girls' Education in Northern Nigeria, Lagos: Action Health Incorporated.
- Adamolekun, L. (2013). Education sector in crisis: Evidence, causes and possible remedies. Vanguard, February 12. <http://www.vanguardngr.com/2013/02/education-sector-in-crisis-evidence-causes-and-possible-remedies/>. Accessed on May 12 2014
- Adeiran, S. A. (2002). Oyo state moves to provide Library in Primary Schools <http://www.thisdayonline.com/archive/2002/05/15/20020515eduol.html> Accessed April 08 2014.
- Ajayi, Hannah O. (2008). Early childhood education in Nigeria: A reality or a mirage? *Contemporary Issues in Early Childhood* 9 (4): 375–80.
- Ajayi, K & Adeyemi M. (2011) Universal Basic Education (UBE) Policy Implementation in Facilities Provision: Ogun State as a Case Study. *International Journal on New Trends in Education and Their Implications* Vol. 2 Issue: 2. Articles: 4. 34- 48.
- Ajayi, K. (2005). Towards Reversing Dwindling Enrolment Trend in Public Primary Schools in Ijebu-North Local Government Area of Ogun State. In Adenuga, A. (Ed) *Reversing Dwindling Enrolment Trend in Public Primary Schools in Ogun State*. Lagos: Elegant Publisher.
- Arong, F. E., & Ogbadu, M. A. (2010). Major causes of the declining quality of education in Nigeria from an administrative perspective: A case study of the Dekina local government area. *Canadian Social Science* 6(3): 183–98.
- Ayara, N., Essia, U., Udah, E., (2013) The universalization of basic education in Nigeria: the Cross River state experience *Wudpecker Journal of Public Administration* Vol. 1(1), pp. 007 - 019, July 2013
- Ekpunobi, A.N., 2006. Education Commission. Paper presented at the 47th Annual Conference of Science teachers Associated of Nigeria held in Calabar. , August 13th -19th.
- Euan, A. & Paul, M. (2016). PISA, Policy and persuasion: translating complex conditions into education "best practice", *Comparative Education*, 52:2, 202-229, DOI: 10.1080/03050068.2016.1143278.
- Federal Republic of Nigeria (1999). *Universal Basic Education Blue Print*. Abuja Federal Government Press.
- Federal Republic of Nigeria (2004) *Guidelines the Universal Basic Education programme*. Abuja: Federal Government Press.
- Federal Republic of Nigeria (2013). *Addressing Challenges of Access & Quality in Nigerian Education*. Draft paper for Learning for All Ministerial. Abuja, FME.
- Federal Republic of Nigeria (FRN 2004) *National Policy on Education (4th edition)*, Yaba, Lagos, Nigeria. NERDC Press.
- Federal Republic of Nigeria (FRN). 2004: *Implementation Guidelines for the Universal Basic Education (UBE) Programme*. Abuja, Federal Ministry of Education. p.17.
- Federal Republic of Nigeria. (1999). *UBE blueprint*. Abuja: Federal Republic of Nigeria. p4
- Fordham, P. (1990). *World Conference on Education for All, Monograph II, Education for All: An Expanded Vision*. UNESCO
- Gabriel, A. O.I. (2012) Achieving Universal Basic Education in Nigeria since 1999: woman as partners. *International Journal of Learning & Development* ISSN 2164-4063 2012, Vol. 2, No. 5.
- Gbadamosi B.O. (2009). *Developing Library Services For Universal Basic Education: A Case Study of Library Services For Universal Basic Primary Education In Oyo State, Nigeria*. Oyo, EACE Publication.
- Härmä, J. (2011). *Education Sector Support Programme in Nigeria (ESSPIN) assignment report: Study of private schools in Lagos*. Report LG 303.
- Heyneman Stephen, P. (2009). *The failure of Education for All as political strategy*. Department of leadership, policy and organization, vanderbilt university, Nashville, TN 37203, USA. <http://www.esspin.org/index.php/resources/reports/>. Accessed on June 03 2014.
- Lawanson, O.A. and Gede, N.T. 2011. Provision and Management of School Facilities for the Implementation of UBE Programme. *Journal of Educational and Social Research*. Vol.1 (4): 47- 55.
- Lincove, Jane Arnold (2009). "Determinants of Schooling for Boys and Girls in Nigeria Under a Policy of Free Primary Education." *Economics of Education Review*. 28, 474-484.
- Nakpodia, E. D. (2011) Integrative funding and effective implementation of Universal basic education programme in Central Senatorial District of Delta State, Nigeria. *Journal of Economics and International Finance* Vol. 3(3), 157-167, <http://www.academicjournals.org/JEIF> . Accessed on June 04 2014.

- Obasanjo O (1999). Address delivered on the occasion of the Re-launching of the UBE Programme in Sokoto 30th September. Strategies. A keynote Address presented on the occasion of International Conference on Basic Education held at University of Nigeria, Nsukka.
- Obidike, N. D. & Onwuka, I. N. (2013) Enhancing the Implementation of Universal Basic Education in Nigeria Research Journal in Organizational Psychology and Educational Studies Vol. 2(4) 185-190.
- Obioma, G., 2006. The Role of Teachers in the Implementation of UBE in Nigeria: Paper Presented at the 47th Annual Conference of STAN in Calabar.
- Okebukola, P. A., Owolabi, O., and Okebukola, F. O. (2013). Mother Tongue as the Default Language of Instruction in Lower Primary Science Classes: Tension between Policy Prescription and Practice in Nigeria. *Journal of Research in Science and Technology* 50 (1): 62–81.
- Omotayo, D., Ihebereme, M. and Maduewesi, B. U., (2008) Management of Universal Basic Education(UBE) Scheme for Qualitative Education in Nigeria. Lagos. High Beam Research.
- Omosewo, O.E., Akanmu, M.A., Asebiomo, M.A. (2013) Evolution of Functional Basic and Senior Secondary Education Curriculum in Nigeria: Implications for Effective Implementation. *Journal of Education and Practice*; Vol.4, No.22. Pg. 73- 80. [http://www.iiste.org/journals/ISSN 2222-288X](http://www.iiste.org/journals/ISSN%20222-288X) Accessed on September 15, 2014.
- Onele, A. A & Aja-Okorie, U. (2013) Integrative Funding And Effective Implementation Of Universal Basic Education Programme: A Need Assessment In Primary And Junior Secondary Schools Of Ebonyi State, Nigeria. *European Scientific Journal* Vol.9, No.31
- Oyo State Universal Basic Education Board (OYSUBEB) (2014), SUBEB Bulletin. <http://www.oyostate.gov.ng/ministries-departments-and-agencies/departments-and-agencies/state-universal-basic-education-board/> Accessed June 2 2014.
- RTI International & USAID (US Agency for International Development) (2011). Northern Nigeria Education Initiative (NEI): Results of the Early Grade Reading Assessment (EGRA) in Hausa. Report prepared for US Agency for International Development-Nigeria. Research Triangle Park, NC: Research Triangle Institute.
- Sofowora, O.A. (2010) Improving the Standard and Quality of Primary Education in Nigeria: A Case Study of Oyo and Osun States *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE)*, 1(3) 157- 160
- Sote, Adetoun; Aramide, Kolawole Akinjide; and Gbotoso, Ajibola, "An Evaluation of State Universal Basic Education Board (SUBEB) Libraries in Selected States in South- West Nigeria" (2011). *Library Philosophy and Practice (e-journal)*. Paper 629. <http://digitalcommons.unl.edu/libphilprac/629> Accessed June 27 2014.
- Tahir, G (2001) Federal Government Intervention in Universal Basic Education, *UBE Forum*, (A Journal of Basic Education in Nigeria), Vol. 1, No. 1.
- Tahir, G. (2005) Foreword, 2005 Annual Report of the UBEC, Abuja, UBEC.
- Tolulope, A. (2012). The girl-child and education In Nigeria. *Leadership*, July 17. http://www.leadership.ng/nga/articles/30037/2012/07/18/girlchild_and_education_nigeria.html. Accessed on June 10 2014.
- Tsafe, A.K. (2013) A critical analysis of universal basic education on its implementation so far. *Scientific Journal of Pure and Applied Sciences* (2013) 2(1) 23-34
- UBEC (2004). The Compulsory, free, Universal Basic Education in Act, 2004 and other Related Matters. Abuja Federal Government Press.
- UBEC (2005) Fundamental Features of UBE: Compulsory, Free Universal Basic Education. 2005 Annual Report, Abuja, UBEC.
- UBEC (2009). 2006 National Assessment of Universal Basic Education Programme - Final Report. Abuja: UBEC.
- UBEC (2012) Universal Basic Education Commission: Education for All is the responsibility of all. Abuja: UBEC. Available at <http://ubeconline.com/>. Accessed on 22/06/2014
- UBEC (2014) UBE Programmes. <http://ubeconline.com/UBEProgrammes.html>. Accessed April 08 2014.
- UNESCO, (1990), World Declaration on Educational Needs and Framework for Action to Meet the Basic Learning Needs. Adopted by the World Conference on Education Forum. Dakar, Senegal.
- UNICEF (2011). Study Of Out-Of-School Children (OOSC) in Nigeria, 2011. New York: UNICEF
- UNICEF(2012). The state of the world's children 2012. New York: UNICEF. n (n.d.). Education. http://www.unicef.org/nigeria/children_1937.html.
- Viridiana Garcia, V. (2012). Children's malnutrition and horizontal inequalities in Sub-Saharan Africa: A focus on contrasting domestic trajectories. New York: United Nations Development
- Valverde Gilbert, A. (2014). Education Quality: Global Politics, Comparative Inquiry, and Opportunities to Learn. *Comparative of Education Review*, vol. 58, no. 4.

Program.<http://web.undp.org/africa/knowledge/WP-2012-019-garcia-working-afhdr-malnutritioninequalities.pdf>.

Accessed on May 16 2014

World Bank (2008). Nigeria: A review of the costs and financing of public education. Volume II: Main Report. Report 42418-NG. AFTH3, Human Development Unit, Africa Region, World Bank.

World Bank (2011). Kano Conditional Cash Transfer Program for Girls' Education baseline report. Washington, DC: World Bank.

World Bank (2012b). World Development Indicators: Literacy rate, adult total (% of people ages 15 and above). <http://data.worldbank.org/indicator/SE.ADT.LITR.ZS>. Accessed June 27 2014

World Bank (2012c). World Development Indicators: Poverty headcount ratio at \$1.25 a day (PPP) (% of population). <http://data.worldbank.org/indicator/SI.POV.DDAY>. Accessed June 27 2014

World Bank (2012d). World Development Indicators: Pupil/teacher ratio, primary.

<http://data.worldbank.org/indicator/SE.PRM.ENRL.TC.ZS> Accessed June 27 2014

World Bank (2013). Nigeria education and skills policy notes: Policy note 1—access, equity and quality in Nigeria Unpublished.

UNIVERSITY OF IBADAN LIBRARY