Evaluation of the Universal Basic Education Programme in Ondo State, Nigeria

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In Partial Fulfilment of the Requirements for the Award of Doctor of Philosophy Degree (PhD) in Measurement & Evaluation

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Certification

This is to certify that **Folake Sarah OLANIYAN,** with matriculation number **LCU/PG/002963**, carried out this research titled "Evaluation of the Universal Basic Education Programme in Ondo State, Nigeria" in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Nigeria, for the award of Doctor of Philosophy Degree (PhD) in Measurement & Evaluation and that this has not been previously submitted.

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Dedication

This research is dedicated to God Almighty, my husband and my children, for their encouragement and support throughout the period of the programme.

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The researcher sincerely appreciates the opportunity to study and carryout this research in Lead City University, Ibadan, a citadel of excellence; various libraries: Lead City University Ibadan Library, Adeyemi Federal University of Education, Ondo (AFUED) Library, Ondo State Library, Akure and Adekunle Ajashin University, Akungba Akoko Library, Ondo State are appreciated.

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"Even though the above mentioned institutions and persons have assisted in the process of this research, I alone stand responsible for the errors, if any is found in this work".

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Abstract

Despite numerous policy interventions such as Infrastructure Development, Teacher Training and Development, Provision of Educational Materials, Increased Funding, Recruitment of Teachers, Provision of Furniture and Equipment etc and significant investments by the Ondo State Government to achieve universal access to quality education, major challenges persist. The continued prevalence of street hawking among school-age children, high failure rates, moral decadence, truancy, indiscipline, and a troublingly high illiteracy rate highlight deep-rooted obstacles within the educational system. Although previous studies have addressed aspects of educational challenges, there remains a gap in existing literature that holistically assesses the overall success of the Universal Basic Education (UBE) Programme in achieving its intended objectives in Ondo State, Nigeria. This study therefore aims to fill this gap by conducting a comprehensive evaluation of the UBE Programme in the state. Five research questions were raised, two theories were used for the study namely: System Theory and Context, Input, Process, Product (CIPP) Theoretical Model. Descriptive research design was used to guide the study. The study population comprised 31,360 SSS1 students, 2,835 teachers, and 308 principals across public secondary schools in the state. Using a multi-stage sampling procedure, 2,204 students, 177 teachers, and 20 principals were selected. Data were collected through three self-designed instruments — the Student Questionnaire (SQEUBEP), Teacher Questionnaire (TQEUBEP), and Principal Questionnaire (PQEUBEP) — all validated with a Cronbach's Alpha reliability coefficient of 0.889, 0.756 and 0.811 respectively. Findings revealed that the UBE Programme, to a high extent, has developed a strong educational consciousness and commitment among the citizenry ($\bar{x}$ = 3.28); UBE programme has effectively provided free, universal basic education to children of school-going age to a high extent ($\bar{x}$ = 3.17); to a high extent, there is a significant reduction in school dropout rates, attributed to improvements in the relevance, quality, and efficiency of education delivery ($\bar{x}$ = 3.14). In addressing the needs of young persons who interrupted their schooling, the UBE programme was rated highly ($\bar{x}$ = 3.05); lastly, the programme's efforts to ensure the acquisition of literacy, numeracy, life skills, and moral and civic values were rated highly ($\bar{x}$ = 3.17). In conclusion, the UBE Programme in Ondo State stands as a transformative initiative that is contributing positively to the realization of basic education for all. Based on these findings, it was recommended that the government sustain and intensify awareness campaigns and community sensitization efforts about the value of basic education, leveraging local media and grassroots mobilization to further strengthen citizens' commitment, particularly in underserved rural communities. Based on these findings, it is recommended that the government sustain and intensify awareness campaigns and community sensitization efforts about the value of basic education, leveraging local media and grassroots mobilization to further strengthen citizens' commitment, particularly in underserved rural communities.

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