

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

Folake Sarah OLANIYAN
LCU/PG/002963

**Being a PhD Thesis Submitted to the department of Arts & Social Science, Faculty of
Education, Lead City University, Ibadan, Oyo State, Nigeria**

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

2025

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.

Dr. Ukamaka Evelyn AKUCHE
Supervisor

Date

Dr. Oluyomi Susan Pitan
Head of Department

Date

Dedication

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

Lead City University Ibadan DO NOT COPY

Acknowledgement

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.

I would like to express my deepest gratitude to my supervisor Associate Professor Ukamaka Evelyn Akuche for her understanding, meticulous guidance, and unwavering support throughout the reading, corrections, and contributions to this thesis. May God continue to bless you and expand your endeavours.

I am grateful to Professor Donald Odeleye, Dean, Faculty of Education, Professor Afolakemi Olasumbo Oredein, the amiable Provost of the Postgraduate College, I sincerely appreciate the contributions of Professor Tunde Philiyas Yara, Head of Department, Science Education, Professor Senimetu Ileuma, Professor Eseza Erwat, Associate Prof. Toyin Oyedeji and Associate Prof. Susan Oluyomi Pitan, Head of Department, Arts and Social Science Education for their support. I would like to acknowledge also the tremendous support and contributions of other Doctors in the Faculty: Monilola Oyetade,. Omobola Gambo, Sabina Obi, Olabisi Kilian, Mojirade Ayantunji, Seyi David, Deborah Ayeni, Yejide Ibikunle, Hafsat Abdulsemihi, Moyinoluwa Owojori, Chinenye Obadimeji, Albert Ayodele Olaniyi (P.G. Coordinator). Joseph Kolasi, Mr. Beckley, and others for their unwavering support throughout my academic journey.

My profound gratitude goes to my loving and supportive husband, Pastor (Prof) Rotimi Francis Olaniyan, my wonderful children: Ayomide, Ayooluwani, Ayobola & Ayowole and my siblings most especially, Engr. Bayo Arohunmolase and his family for their love and understanding throughout this programme. To my senior colleague Prof. Tope Rufus Oziegbe the director of Academic Planning and his secretary Mr. Gideon Batimehin you are appreciated. All my colleagues at place of work namely: Dr. G. B .Owolabi, Mr. Akingbade Olumide, Mrs. Akinsanya Olabisi, Mrs Anthonia Obia, Mr. Akingbulu S.P, Mr. Ayorinde Akinnusi, and Faculty Manager Mr. A.F. Akinkuoroye are appreciated for their encouragement during the research. I also appreciate the research assistants, the Principals, Staff members and the Students of the selected schools.

I also appreciate Tertiary Education Trust Fund (TETFUND) for sponsoring this research, my unalloyed appreciation goes to the Vice Chancellor of Adeyemi Federal University of Education, Ondo (AFUED) in person of Prof. B.I. Popoola and the Deputy Vice Chancellor in person of Prof. Irete Folashade Alao. You are blessed ma.

“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”.

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.

Keywords: Evaluation, Universal Basic Education, and Public Secondary Schools in Ondo State.

Word Count: 453

Table of Contents

Content	Page
Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	vi
Table of Contents	
List of Tables	
List of Figures	
Chapter One: Introduction	
1.1 Background to the Study	1
1.2 Statement of the Problem	6
1.3 Aim and Objectives of Study	6
1.4 Research Questions	7
1.5 Significance of the Study	8
1.6 Scope of the Study	10
1.7 Limitation of the Study	11
1.8 Operational Definition of Terms	11
Endnotes	12
Chapter Two: Literature Review	
2.1 Conceptual Review	15
2.1.1 Universal Basic Education (UBE)	15
2.1.2 Measurement	19
2.1.3 Assessment	21
2.1.4 Evaluation	22
2.2 Theoretical Framework	26
2.2.1 Systems Theory	26
2.2.2 Context, Input, Process, Product (CIPP) Theoretical Model	28
2.3 Review of Empirical Studies	31

2.3.1	Evaluation of Universal Basic Education	
2.3.1.1	Evaluation of UBE Programme in Primary School Level Lagos East Senatorial District, Nigeria	31
2.3.1.2	Evaluation of the Level of Funding and Supervision in the Implementation of the UBE Programme in Schools across River State, Nigeria	32
2.3.1.5	Evaluation of the Basic Science Textbooks used in UBE Schools in Benue State, Nigeria	33
2.3.1.4	Assessment of the <u>Implementation</u> of the UBE Programme in Primary and Junior Secondary Schools in Kaduna South, Kaduna State	35
2.3.1.5	The Impact of the Effective Library Records Management on Workers’ Productivity in Benue State	36
2.3.1.6	Implementation of the UBE Yoruba Language Curriculum in the South West State of Nigeria	38
2.3.1.7	The Assessment of the Impact of the In-Service Training Programme Provided by the UBE in Akwa Ibom State, Nigeria	39
2.3.1.8	CIPP Evaluation Model of Implementing UBE Programme in River State	40
2.3.1.9	Nigeria’s UBE Policy Concerning the Inclusion of Muslim Almajiri Street Boys	41
2.3.2.0	The Impact of Curriculum Management Strategies on the Successful Implementation of the UBE Programme in North-West Nigeria	43
2.3.2.1	Challenges Hindering the Implementation of the UBE Policy in Ebonyi State	43
2.3.2.2	Contribution of the UBE Programme to Educational Development in Bade Local Government Area of Yobe State	45
2.3.2.3	Teacher’s Perception on the Policy Implementation Process in the UBE Programme in Enugu State	46
2.3.2.4	The Role of Motivation in Repositioning the UBE Programme for National Transformation	47
2.3.2.5	The role of organizations and Local communities in enhancing Access to UBE in South West Nigeria	48

2.3.2.6 Perception of Head Master/Mistress and Principal on the Extent of UBE Programme Implementation in Awka North Local Government Area, Anambra State, Nigeria	50
2.3.2.7 The impact of Insecurity in North-Eastern Nigeria on the Achievement of UBE	52
2.3.2.8 Challenges Associated with Technology and the availability of Trained Educators in the implementation of Trained Educators in the implementation of the UBE Programme in Primary schools in Ile-Oluji, Ondo State	54
2.3.2 Assessment of Universal Basic Education	
2.3.2.1 Assumption on the Implementation of the UBE Programme	55
2.3.2.2 The Effectiveness and Implementation of the UBE Policy in fostering education development in Nigeria	55
2.3.2.3 Stake holders perception in the Implementation of UBE Programme in the North Central Zone of Nigeria	57
2.3.2.4 The Implementation of the UBE Programme in the South-East Region of Nigeria	58
2.3.2.5 Various Indicator-Based Assessment	59
2.3.2.6 Method used in Ibadan-West Local Government Area of Oyo State	60
2.3.2.7 An Evaluation of UBE Programme in Giwa Local Government Area of Kaduna State	60
2.3.2.8 The Level of Implementation of UBE Curriculum in River State	61
2.3.2.9 Evaluation of UBE Programme in South-West Nigeria	62
2.3.3.0 Adequate Educational Services Available for the Implementation of the UBE Programme in South-West Nigeria	63
2.3.3.1 Implementation of the UBE Programme in Benue State, Nigeria	63
2.3.3.2 Relationship Between Quality Assurance Mechanism and the Achievement of UBE Goals in Public Secondary School in Kwara State, Nigeria	64
2.3.3.3 Level of Readiness of Primary Schools on Birnin Kebbi Local Government Area of Kebbi State, Nigeria.	65

2.3.3.4	Implementation and the Assessment of the UBE Curriculum in River State	66
2.3.3.5	Assessment of the Implementation of the UBE Programme in the Ondo West Local Governemnt Area of Ondo State. Nigeria	67
2.3.3.6	Assessment of Educational Resources Available for Implementation of the UBE Programme in Njikoka Local Government Area of Anambra State, Nigeria	68
2.3.3.7	The Role of School Development Planning in the Implementation of UBE Programme in Kwara State, Nigeria	69
2.3.3.8	The Quality Impact of UBE Policy in Nigerian Schools	70
2.3.3.9	The Implementation of the Basic Education Curriculum (BEC) on Funding and Instructional Delivery	71
2.3.4.0	Level at which Delta central Senatorial District School Teachers Mastered the Number Based System	72
2.3.4.1	The Impact of Curriculum Management Strategies on the Successful Implementation of the UBE in North-West, Nigeria	75
2.3.4.2	Research Design used to Examine the Impact of UBE Policy in School Environment of Girl child in Calabar South Local Government Area of Cross River State, Nigeria	76
2.4	Conceptual Model	77
2.4.1	Context, Input, Process, Product (CIPP) Model	77
2.5	Summary of Literature Reviewed	80
	Endnotes	82
	Chapter Three: Methodology	
3.1	Research Design	94
3.2	Population of the Study	94
3.3	Sample and Sampling Techniques	96
3.4	Instruments for Data Collection	98
3.5	Validity of the Research Instruments	99

3.6	Reliability of the Research Instrument	99
3.7	Method of Data Collection	100
3.8	Method of Data Analysis	100
3.9	Ethical Approval	100
	Endnotes	102
Chapter Four: Results and Discussion of Findings		
4.1	Questionnaire Return Rate	103
4.2	Demographic Data Analysis	103
4.3	Results and Interpretation	108
4.4	Discussion of Findings	159
	Endnotes	173
Chapter Five: Conclusion		
5.1	Summary of Findings	176
5.2	Conclusion	176
5.3	Recommendations	178
5.4	Contribution to Knowledge	179
5.5	Suggestion for Further Studies	180
	Bibliography	182
	Appendixes	193
	Bio-data	226
	The University Compliance Certification	230

List of Tables

Table	Title	Page
3.1	Population for the Study	91
3.2	Sample and Sampling Techniques	93
4.1	Demographic Data of Teachers	98
4.2	Demographic Data of Students	100
4.3	Demographic Data of Principals	101
4.4.1	Extent to which the UBE Programme has Developed the Consciousness of the Entire Citizenry for Education and a Strong Commitment to its Vigorous Promotion in Ondo State (Teachers Response)	104
4.4.2	Extent to which the UBE Programme has Developed the Consciousness of the Entire Citizenry for Education and a Strong Commitment to its Vigorous Promotion in Ondo State (Students' Response)	106
4.4.3	Extent to which the UBE Programme has Developed the Consciousness of the Entire Citizenry for Education and a Strong Commitment to its Vigorous Promotion in Ondo State (Principals' Response)	109
4.4.4	Extent to which the UBE Programme has Developed the Consciousness of the Entire Citizenry for Education and a Strong Commitment to its Vigorous Promotion in Ondo State (Teachers, Students and Principals Responses)	111
4.5.1	Extent to which the UBE Programme has Provided Free, Universal Basic Education for Every Child of School Going Age in Ondo State (Teachers' Response)	114
4.5.2	Extent to which the UBE Programme has Provided Free, Universal Basic Education for Every Child of School Going Age in Ondo State (Students' Response)	117
4.5.3	Extent to which the UBE Programme has Provided Free, UBE for Every Child of School Going Age in Ondo State (Principals' Response)	119

4.5.4	Extent to which the UBE Programme has Provided Free, Universal Basic Education for Every Child of School Going Age in Ondo State (Teachers, Students and Principals Responses)	121
4.6.1	Extent to which the UBE Programme has Reduced Drastically the Incidence of Drop-Out from the Formal School System in Ondo State (Teachers' Response)	123
4.6.2	Extent to which the UBE Programme has Reduced Drastically the Incidence of Drop-Out from the Formal School System (Through Improved Relevance, Quality and Efficiency) in Ondo State (Students' Response)	125
4.6.3	Extent to which the UBE Programme has Reduced Drastically the Incidence of Drop-Out from the Formal School System in Ondo State (Principals' Response)	128
4.6.4	Extent to which the UBE Programme has Reduced Drastically the Incidence of Drop-Out from the Formal School System in Ondo State (Teachers, Students and Principals Responses)	130
4.7.1	Extent to which the UBE Programme has Catered for the Learning Needs of Young Persons, in Ondo State (Teachers' Response)	133
4.7.2	Extent to which the UBE Programme has Catered for the Learning Needs of Young Persons, Approaches to the Provision and Promotion of Basic Education in Ondo State (Students' Response)	136
4.7.3	Extent to which the UBE Programme has Catered for the Learning Needs of Young Persons, in Ondo State (Principals' Response)	139
4.7.4	Extent to which the UBE Programme has Catered for the Learning Needs of Young Persons, in Ondo State (Teachers, Students and Principals Responses)	142
4.8.1	Extent to which the UBE Programme has ensured the Acquisition of Appropriate Level of Literacy, Numeracy etc in Ondo State (Teachers' Response)	144
4.8.2	Extent to which the UBE Programme has ensured the Acquisition of Appropriate Level of Literacy, Numeracy, Manipulative, etc in Ondo State (Students' Response)	147

4.8.3	Extent to which the UBE Programme has ensured the Acquisition of Appropriate Level of Literacy, Numeracy, Manipulative, Communicative and Life Skills in Ondo State (principals' Response)	150
4.8.4	Extent to which the UBE Programme has ensured the Acquisition of Appropriate Level of Literacy, Numeracy, Manipulative, Communicative and Life Skills in Ondo State (Teachers, Students and Principals Responses)	152

Lead City University Ibadan DO NOT COPY

List of Figure

Figure	Title	Page
2.1	Contexts, Input, Process, Product (CIPP) Theoretical Model	29
2.2	Conceptual Model	73

Lead City University Ibadan DO NOT COPY