

Research article

IMPACT OF MONITORING ON THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN PRIMARY SCHOOLS IN ZONE B SENATORIAL DISTRICT OF BENUE STATE, NIGERIA

BY

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Abstract

This study investigated the impact of monitoring on the implementation of Universal Basic Education programme in primary schools in Zone B Senatorial District of Benue State, Nigeria. Two research questions and two research hypotheses guided the study. The descriptive survey design was adopted for the study. The population of the study comprised of 8252 teachers. A sample of 413 teachers from 43 selected primary schools constituted the sample of the study. A-20 item structured questionnaire developed by the researcher titled impact

of monitoring on the implementation of Universal Basic Education programme in primary schools questionnaire (IMIUBEQ) was used for data collection. Descriptive statistics of means and standard deviations were used to answer research questions while the chi-square χ^2 test of goodness of fit was used to test the hypotheses at 0.05 level of significance. The findings revealed that, monitoring significantly affect funding and provision of welfare packages for the implementation of Universal Basic Education Programme in Primary schools in Zone B Senatorial District of Benue State, Nigeria. Based on the findings, it was recommended among others that government through SUBEB should ensure that the supervisors for the Universal Basic Education programme maintain a link between the teachers and the government in ensuring that the UBE programme is well funded.

Keywords:

Introduction

Universal Basic Education (UBE) is a reformed programme in Nigeria's Basic education policy delivery (from primary one, all through to junior secondary school class three) and is to reinforce the implementation of the national policy on education (NPE) in order to provide greater access and ensure quality throughout the federation as it is free and compulsory (Adomeh, Arhedo and Omoike, 2007). The scheme in Nigeria can be said to be the product of earlier educational scheme, programmes and educational decisions. It is the offshoot of previous schemes which could be said to have bedeviled by problems, which the current scheme is expected to offset.

It should be noted that educational activities of the 1950s laid the foundation stones for later educational developments in the 1960s and beyond. Educational activities of the 1950s were themselves determined by the history of educational growth from the fourth decade of the 19th century. By implication therefore, educational explosion in the western region had influence on other regions. It should be recalled briefly that 1950 Macpherson constitution created regional houses that were responsible to the central government in Lagos. The constitution also empowered the regional houses to make laws in education. The effect of this was that regions grew differently in educational provisions (Awede, 1992; Kose-Mani and Okorosaye – Oruibite, 1995).

Importantly, Nigeria is adopting UBE and as a process of fulfilling the aim of Education For All (EFA) as endorsed at the world conference on education held in Jomtien in 1990. According to the world conference on education in Ekpunobi (2006), basic education is made free and available to all and sundry, thus emphasizing free access, equity, efficiency, literacy, numeracy and lifelong skills for all. Therefore, UBE is being implemented in Nigeria, Benue State and zone B senatorial area of Benue State in particular as a lasting legacy for the eradication of illiteracy.

According to Igwe (2004), basic education is the foundation for sustainable lifelong learning. It provides reading, writing and numeracy skills. It comprises wide variety of formal and non-formal educational activities and programmes designed to enable learners to acquire functional literacy. He stated further that, in Nigeria, basic education includes primary, junior secondary and Nomadic education as well as adult literacy. Education has remained a social process in capacity building and maintenance of society for decades. It is a

weapon for acquiring skills, relevant knowledge and habits for surviving in the changing world. In consequent realization of education as a right for citizens, Nigeria Government made provision for Universal Basic Education (UBE) in section 3 of the National policy on Education (FRN, 2004) and stipulated that, it is universal, free and compulsory. Universal means that, access to education is open to all irrespective of race, religion, tribe and ethnics affiliations, socio-economic background and physical conditions, free means that it is tuition free and without compulsory levies such as laboratory and sports levies. Compulsory means that, parents, guardian and communities are under obligation to send their children to school and to ensure that their children take full advantage of the opportunities offered by UBE.

Universal Basic Education according to Mkpa (2000), Eya (2000), Obanya (2000); Abraham and Obasi (2004) is seen as basic or fundamental education and the education around which every other education viz: formal, informal and Non-formal revolves. The programme is designed to ensure that children remain long enough in school to acquire basic competencies and life skills, (FRN, 2004). On the other hand, Obanya (2006) viewed monitoring of UBE as the process of going round the UBE schools and collecting information after observation in relation to the extent at which the programme is being implemented, making corrections and giving assistance if possible while implementation here implies the execution of the policies of the UBE programme to meet with the desired intended aims and objectives to be achieved.

Like every other enterprise, the success of UBE depends solely on the provision of adequate resources. Resources include proper funding, employing and sustain enough qualified teachers and functional infrastructures. This can be achieved through proper monitoring and implementation of the programme. There is the problem of dearth of qualified teachers to adequately handle educational needs arising from the expansion of the previously existing educational structure.

Monitoring is seen as indispensable tool for the effective and efficient implementation of educational policies and programmes including the UBE. The monitoring team and their practices seem as instrument for maintaining standards and quality control in the UBE programme. This is because they help to identify the progress made in the areas of deficiency and what needs to be done. They ensure proper funding and provision of welfare packages and also try to control the types of leadership style adopted by some UBE head teachers/principals which may hinder the effective implementation of UBE programme. Nakpodia (2011) reported that parent teachers association (PTA) contributed immensely to the UBE programme towards its effective implementation. Also, that Non-governmental organizations (NGOs) equally contributed greatly in the provision of instructional materials, sports and health equipment, furniture, classroom blocks to the programme. On the other hand, Nwikina (2000) found that supervisors appointed from UBEC, SUBEB and LGEAs observe and assess the conditions of staff of UBE and recommend for government provision of welfare packages such as accommodation, transportation means, and medical facilities.

The assumed roles to be played by any monitoring team on ensuring the successful implementation of UBE are the same with the situation in primary schools in zone B senatorial district of Benue State. This is because, in most primary schools in the study area, the monitoring teams inform of supervisors try to visit all the primary schools to see how far the programme is being implemented. Where there is need for more instructional materials and infrastructural facilities due to increased pupils' enrolment they respond to it. They also approve for the training of UBE teachers through allowing them to enroll in sandwich programme in

tertiary institutions and also ensure proper motivation of teachers. It is in realization of the proper implementation of Universal Basic Education UBE in compliance with the recommendations of the in Jomtein, Thailand in 1991 that the monitoring team is charged with the responsibility of ensuring proper implementation of which the study area is not an exception. It is against this background that the researcher deems it necessary to investigate the impact of monitoring on the implementation of UBE in primary schools in zone B senatorial district of Benue State with particular focus to funding and provision of welfare packages.

Statement of the Problem

Concern has been serious expressed by educational stakeholders on the issue of the implementation of universal Basic Education in primary school in zone B senatorial district of Benue State. It seems there is poor implementation of the UBE programme due to the inactive attitudes and poor practices of the monitoring team or supervisors. This problem appears to be affecting the implementation of the UBE programme in primary school in the study area and Nigeria in general.

The essence of monitoring the Universal Basic Education programme is to ensure that the aim and objective of the programme is met through proper implementation using head teachers and teachers. The monitoring team is expected to monitor the activities of the teachers, and support them through proper funding and provision of welfare packages.. However, the case in the study area seems to be different as nobody cares if the fund released for the implementation is well used and welfare of the staff is well taking care of. This tends to demoralize them towards putting in their best so as to ensure proper implementation of the programme.

This situation has bothered stakeholders in the education sector and the general public making them to have doubts concerning the proper implementation of the UBE programme arising from the shortcomings of the monitoring team. The researcher observed that most teachers and school heads in their daily discussions criticize the monitoring team inform of supervisors for their inability to assist teachers in providing welfare packages to them so as to improve in their performance for the achievement of the aims or goals of the programme.

The issue of poor monitoring has been so pronounced in the study area that the facilities present in most of the UBE schools seem not to be commensurable with the increasing pupils' enrolment. The researcher observed that for a couple of 6 month in Benue State and Zone B in particular, teachers have not been paid their salaries nor infrastructural facilities and instructional materials provided which shows that their welfare have been totally neglected. The funding of this programme in the study area has also been very poor due to the corrupt nature of government officials who always divert funds meant for the programme to their pocket. It could therefore be speculated that stakeholders of education and the concerned public appear not to have carried out enough investigations on the impact of monitoring on the implementation of Universal Basic Education (UBE) in the study area. There is therefore a felt need by the researcher to investigate further into the possible impact of monitoring on the implementation of Universal Basic Education in primary schools in Zone B senatorial district of Benue State.

Purpose of the Study

The main purpose of this study was to investigate the impact of monitoring on the implementation of Universal Basic Education (UBE) in primary schools in Zone 'B' Senatorial District of Benue State. Specifically, the study intends to:

1. find out the impact of monitoring on funding for the implementation of Universal Basic Education programme in primary schools in Zone B Senatorial District of Benue state.
2. examine the impact of monitoring on the provision of welfare packages for the implementation of Universal Basic Education Programme in primary schools.

Research Questions

The following research questions were posed to guide the study.

1. How does monitoring impact on funding for the implementation of Universal Basic Education Programme in primary schools in Zone B Senatorial District of Benue State?
2. How does monitoring impact on the provision of welfare packages for the implementation of Universal Basic Education programme in primary school?

Research Hypotheses

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

1. Monitoring has no significant impact on funding for the implementation of Universal Basic Education Programme in primary schools in Zone B Senatorial District of Benue.
2. Monitoring has no significantly impact on the provision of welfare packages for the implementation of Universal Basic Education Programme in primary schools.

Significance of the Study

The findings of this study will pose as a challenge to Government and the UBE monitoring team (Supervisors) to work towards an improved funding of the UBE Scheme so as to ensure proper implementation. It will highlight some of the welfare packages needed to be provided by the Government through the report of the monitoring team which will help to boost the morale of teachers towards putting in their best in the performance of their duties for an enhanced implementation of UBE programme. Finally, the outcome of the study will also be of immense importance to students, educational planners, teachers, managers as well as those who may wish to carry out a study on a related topic and make recommendations for policy makers to act on it.

METHODOLOGY

Descriptive survey research design was adopted for the study. The population of the study comprised of 8,252 primary school teachers in 863 primary schools in Zone B of Benue State. A sample of 413 out of 8,252 primary school teachers representing 5% was selected from 43 out of 863 primary schools representing 5% in the study area. This agrees with Glass and Hopkins (1994) who assert that when the population is 1000 or more, 5% and above is ideal or okay to constitute the sample. The stratified random sampling technique was employed to select the sample size of 413 teachers for the study applying the hat and draw method of selection whereby some piece of papers with an inscription of the names of schools was squeezed into balls and dropped in a container for some persons to pick without replacement to ensure that each school have the equal probability chance of being selected. The process continued until the required sample was obtained. A questionnaire constructed by the researcher titled impact of monitoring on the implementation of Universal Basic Education Questionnaire (IMIUBEQ) was used for data collection. The questionnaire was structured in two sections A and B. Section A obtained information on the name of the school of the respondents' while section B elicits

information on two clusters with five (5) items each. This was divided according to the variables of the study namely; funding and welfare packages. The instrument was modeled on a four point rating scale with a response mode of strongly Agree =4, Agree=3, Disagree =2 and Strongly Disagree =1. There was assigned to the items of the instrument to be ticked by the respondents. Descriptive statistics of mean and standard deviation was used to answer the research questions. A cut off mark of 2.50 was used for decision making. Any mean score less than 2.50 will be rejected as not having the desired influence while mean scores of 2.50 was accepted as having the desired influence. The chi-square (X^2) test of goodness of fit was used to test the hypotheses at 0.05 level of significance.

Results and findings

Research Question One:

How does monitoring impact on funding for the implementation of Universal Basic Education Programme in primary schools in Zone B Senatorial District of Benue State?

Table 1: Mean ratings and standard deviations of the impact of monitoring on funding for the implementation of Universal Basic Education in Primary schools

Item No	Item Description	SA	A	D	SD	\bar{X}	ST.D	Decision
1.	Ministry of Education increases allocation of funds to UBE schools based on the report received from supervisors of the programme	113	201	68	31	2.96	0.86	Accepted
2.	The UBE supervisors have embraced procedures for monitoring the utilization of disbursed funds by school heads of the UBE Schools.	202	134	54	23	3.25	0.89	Accepted
3.	Government does not necessary consider the report of UBE supervisors before releasing funds for the implementation of the programme.	170	112	78	53	2.97	1.06	Rejected
4.	UBE Supervisors influence private individuals and non-governmental organizations in the area of providing financial assistance for the implementation of the UBE scheme	141	166	62	44	2.98	0.96	Accepted
5.	The UBE monitoring and evaluating team sometimes does not even visit the UBE Schools to ascertain if there is need for increased funding of the schools.	199	122	59	33	3.18	0.96	Accepted
Cluster mean/Standard Deviation						3.07	0.95	Accepted

Data presented on Table 1 showed that the mean ratings of items 1-5 are 2.96, 3.25, 2.97, 2.98, and 3.18 respectively with their corresponding standard deviations of 0.86, 0.89, 1.06, 0.96 and 0.96.

All the mean ratings are above the cut-off point of 2.50. This means that the respondents had accepted that ministry of Education increases allocation of funds to UBE schools based on the report received from supervisors of the programme, the UBE supervisors have embraced procedures for monitoring the utilization of disbursed funds by school heads of the UBE Schools. They also agreed that government does not necessary consider the report of UBE supervisors before releasing funds for the implementation of the programme. More

so that, UBE Supervisors influence private individuals and non-governmental organizations in the area of providing financial assistance for the implementation of the UBE scheme and that the UBE monitoring and evaluating team sometimes does not even visit the UBE Schools to ascertain if there is need for increased funding of the schools. The cluster mean of 3.07 with the standard deviations of 0.95 was also found to be above the cut-off point of 2.50. This implies that monitoring affects funding for the implementation of Universal Basic Education Programme in primary schools in Zone B Senatorial District of Benue State.

Research Question Two

How does monitoring impact on the provision of welfare packages for the implementation of Universal Basic Education programme in primary school?

Table 2: Mean ratings and standard deviations of the impact of monitoring on provision of welfare packages for the implementation of Universal Basic Education programme in primary school

Item No	Item Description	SA	A	D	SD	\bar{X}	ST.D	Decision
6	UBE supervisors observe, assess and recommend some UBE teachers and head teachers for in-service training.	202	144	45	22	3.27	0.86	Accepted
7	UBE Monitoring and evaluating team hardly respond to the personal needs of the teachers.	135	193	67	18	3.08	0.81	Accepted
8	UBE monitoring team does not care about irregular payment of teachers' salaries, bonuses and allowances.	138	184	53	38	3.02	0.91	Accepted
9	UBE supervisors do not regularly recommends the provision of medical care for UBE teachers.	151	127	84	51	2.92	1.03	Accepted
10	The UBE teachers do not get the support of their supervisors in helping to provide them with transportation means to their respective schools.	223	101	56	33	3.27	0.95	Accepted
Cluster mean/Standard Deviation						3.11	0.91	Accepted

Data presented on Table 2, showed that the mean ratings of items 6-10 are 3.27, 3.08, 3.02, 2.92, and 3.27 respectively with the corresponding standard deviations of 0.86, 0.81, 0.91, 1.03 and 0.95.

All the mean ratings are above the cut-off point of 2.50. This means that the respondents had accepted that UBE supervisors observe, assess and recommend some UBE teachers and head teachers for in-service training. That UBE Monitoring and evaluating team hardly respond to the personal needs of the teachers. Also that UBE monitoring team does not care about irregular payment of teachers' salaries, bonuses and allowances. More so, UBE supervisors do not regularly recommends the provision of medical care for UBE teachers and that UBE teachers do not get the support of their supervisors in helping to provide them with transportation means to their respective schools. The cluster mean of 3.11 with the standard deviations of 0.91 was also found to be above the cut-off point of 2.50. This implies that monitoring affects the provision of welfare packages for the implementation of Universal Basic Education programme in primary school.

Hypotheses Testing

In order to test the two hypotheses of this study, the chi-square (χ^2) test of goodness of fit was used to test the options of the teachers at 0.05 level of significance.

Research Hypothesis One:

Monitoring has no significant impact on funding for the implementation of Universal Basic Education Programme in primary schools in Zone B Senatorial District of Benue.

Table 3: Chi-square test of the impact of monitoring on funding for the implementation of Universal Basic Education programme in primary schools

Opinions	Observed frequency	Expected Frequency	df	Level of sig	χ^2_{cal}	χ^2_{tab}	Decision
No Impact	99 (24%)	206.6(50%)	1	0.05	120.47	3.84	Ho
Impact	314(76%)	206.6(50%)					Rejected

Values in parentheses are percentages ($\chi^2 = 120.47$, $df = 1$, $p = 0.05 > 0.00$)

Table 3 showed that, the descriptive statistics of percentages and the inferential statistics of chi-square were used to test the impact of monitoring on funding for the implementation of Universal Basic Education programme in primary schools. The results showed that 76% of the respondents agreed that monitoring have positive impact on funding for the implementation of Universal Basic Education Programme in primary schools as against 24% respondents who disagreed.

Chi-square calculated value of 120.47 was greater than the chi-square table value of 3.84 checked at 0.05 level of significance and at 1degree of freedom. The null hypothesis was therefore rejected. This implies that monitoring significantly affects funding for the implementation of Universal Basic Education Programme in primary schools in Zone B Senatorial District of Benue.

Research Hypothesis Two

Monitoring has no significant impact on the provision of welfare packages for the implementation of Universal Basic Education Programme in primary schools.

Table 4: Chi-square test of the impact of monitoring on the provision of welfare packages for the implementation of Universal Basic Education programme in primary schools

Opinions	Observed frequency	Expected Frequency	df	Level of sig	χ^2_{cal}	χ^2_{tab}	Decision
No Impact	85 (21%)	206.6(50%)	1	0.05	147.99	3.84	Ho
Impact	328(79%)	206.6(50%)					Rejected

Values in parentheses are percentages ($\chi^2 = 147.99$, $df = 1$, $p = 0.05 > 0.00$)

Table 4, showed that, the descriptive statistics of percentages and the inferential statistics of chi-square were used to test the impact of monitoring on the provision of welfare packages for the implementation of Universal Basic Education programme in primary schools. The results showed that 79% of the respondents agreed that monitoring have positive impact on the provision of welfare packages for the implementation of Universal Basic Education Programme in primary schools as against 21% respondents who disagreed. Chi-square calculated value of 147.99 was greater than the chi-square table value of 3.84 checked at 0.05 level of significance and at 1degree of freedom. The null hypothesis was therefore rejected. This implies that monitoring significantly affect the provision of welfare packages for the implementation of Universal Basic Education Programme in primary schools.

Discussion of Findings:

Based on the results of the analysis of the two research questions and testing of the two hypotheses of this study, the following findings are stated and discussed one after the other below for clarity.

The first finding of this study revealed that monitoring ha a significant impact on funding for the implementation of Universal Basic Education Programme in primary schools in Zone B Senatorial District of Benue. This finding is in agreement with the views of Tahir (2001) who stated that the monitoring team or supervisors have an embracing procedure for monitoring the utilization of disbursed funds and programme implementation. He further stated that one of the objectives of the monitoring team is to make necessary suggestions and recommendations or remedial measures. It then means that the supervisors most a times visit the UBE schools, observe and probably identify constraints to the proper implementation of the programme mostly in the area of funding which tends to draw the attention of the federal or state ministry of education on the need to increase or improve in provision of finance for the successful implementation of the UBE Programme.

The second finding of the study revealed that monitoring has significant impact on the provision of welfare packages for the implementation of Universal Basic Education Programme in primary schools. This finding is in agreement with the opinion of Ojedele (1998) who observed that the UBE monitoring team assess the conditions of teachers, the teaching and learning situations in the different UBE schools and supply the Ministry of Education with the information on the problems hindering the implementation of the UBE scheme which calls for the need of the Ministry of Education to respond mostly in the areas of provision of staff accommodation, transportation means, medical facilities sand other fringe benefits like bonus that will boost the morale of UBE teachers toward proper execution of the programme.

CONCLUSION

Based on the findings of this study, it was concluded that Monitoring has significant impact on funding and the provision of welfare packages for the implementation of Universal Basic Education in primary schools in Zone B Senatorial District of Benue, Nigeria.

Recommendations

Based on the findings of the study, the following recommendations were made:

- i. Government through SUBEB should ensure that the supervisors for the Universal Basic Education programme maintain a link between the teachers and the government in ensuring that the UBE programme is well funded.
- ii. The monitoring team for the UBE programme should ensure that they regularly liaise with the Government in helping to provide welfare packages for the teachers so as to encourage them to put in their best towards performance.

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