

ASSESSMENT OF THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION POLICIES ON TEACHERS TRAINING AND RE-TRAINING BY THE GOVERNMENT OF ONDO STATE, NIGERIA

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Abstract

The study assessed the extent of training and re-training of the basic school teachers in Ondo State Universal Basic Education Board (SUBEB) in line with the Universal Basic Education Commission (UBEC) policies in Ondo State. It also examined the level of infrastructure provision in terms of school buildings and the restructuring of dilapidated ones by the SUBEB in the study area. These were with a view to determining the extent of compliance with the quality assurance policies of the UBEC by the Ondo SUBEB. The study adopted the descriptive survey research design. The population for the study included 1,341 headteachers and 4,361 teachers in public primary schools; 305 principals and 3,192 teachers in public junior secondary schools in Ondo state. The study sample consisted of 330 respondents, which included 24 headteachers and 240 teachers in public primary schools; six principals and 60 teachers in junior secondary schools were selected through the multistage sampling technique. The instrument was a self-developed questionnaire titled: Assessment of Quality Assurance Policies Questionnaire (AQAPQ). Data collected were analysed using frequency counts, percentages, and mean. The result showed that the extent of training and re-training of teachers in Ondo State was moderate ($\bar{X} = 3.24$). The result showed that the level of provision of infrastructure in terms of school buildings and restructuring of dilapidated

ones in the state was moderate ($\bar{X} = 3.01$). The study concluded that the Ondo SUBEB complied with the quality assurance policies of the UBEC to a moderate extent.

Keywords: Universal Basic Education, Policies, Teachers Training, Quality assurance

Introduction

Education is a dynamic tool that may be utilized to influence the economic, political, and social growth of individuals in order for them to perform well in their society. It entails a teaching and learning process that, if done well, should result in the recipient developing to the point where one is capable of engaging in meaningful thought and action while interacting with others in the community for the benefit of everyone. As a result, the education system serves as a vehicle for bringing about beneficial change in every society.

The federal government of Nigeria, in September 1999, under the leadership of President Olusegun Obasanjo, implemented the Universal Basic Education (UBE) in compliance with the Education for All (EFA) suggestion made at the World Conference on Education, which was held in Jomtien, Thailand, in 1991. All Nigerian children between the ages of three and fifteen will now be required to receive free universal education as of the signing of the UBE Act in April 2004. More details about this programme are that it includes people who live in rural areas, nomadic people, urban slums, homeless children, almajeries and children with special needs. The UBE Act sought to increase access to and guarantee the quality of basic education across Nigeria (Olaleye & Babatope, 2013).

To this end, the UBE Act 2004 was enacted into law. This law enables the Federal Government to support the 36 States and 774 Local Governments of Nigeria to ensure quality and uniformity in basic education across the nation. Due to the current situation, most children who are not in school lack the awareness, skills, networks and resources necessary to raise their concerns and call for change. Street kids, orphans and other vulnerable populations are stigmatized, experience violence and are more likely to be exposed to risky situations in addition to being denied the chance to complete a minimum primary education (Federal Republic of Nigeria FRN, 2014; United Nations Children's Fund UNICEF, 2013).

The UBE implementation guideline mentioned the subsequent targets as policy aims: Free formal basic education by guaranteeing that children of school age attend; compulsory, uninterrupted primary and junior secondary school (JSS) education; 100% transition to JSS after six years of primary education; emphasis on curriculum diversification and relevance to adequately and effectively cover individual and community needs and aspirations; and completion of basic education by students who are competent in literacy, numeracy and basic life skills. Regular and frequent in-service training for all basic school teachers who hold a minimum of a Nigerian Certificate in Education; a review of the basic education curriculum to ensure it is in line with the reform agenda and provision of it as needed to the elementary schools; achieving complete HIV/AIDS awareness in schools; separation of the Junior Secondary (JSS) from the Senior Secondary (SSS), creating a framework that is effective for assessing teaching and learning, community ownership of schools, including participation in

decision-making processes in schools, and provision of adequate infrastructure in all primary schools to support teaching and learning are some of the goals that should be reached in schools (Tahir, 2005).

Children from three to fifteen years old receive a basic education. It consists of three years of preschool instruction and nine years of secondary qualifications education (Universal Basic Education Commission, UBEC, 2005; UBEC, 2009). As a result, it offers the educational foundation that a youngster can use throughout their life. The three tiers of government, the Federal, State, and Local administrations, coordinate the UBE Programme, a reform initiative designed to improve access to and guarantee the quality of basic education throughout Nigeria. The State Universal Basic Education Boards (SUBEBs) and Local Government Education Authorities (LGEAs), respectively, are the main state and local government entities responsible for carrying out the program, while the Universal Basic Education Commission (UBEC) is the primary federal agency in charge of overseeing its implementation (Universal Basic Education Commission, UBEC, 2014).

Due to the crucial role that fundamental educational systems are intended to play in achieving economic and social development, an internal assessment of their performance is required to ensure the program's successful implementation. It has frequently been observed that the functioning and output of the educational system serve to constrain growth and global competitiveness. This has been linked to the provision of a high-quality curriculum, supervision and moderation, teacher training and retraining, and infrastructure in schools (Aja, Eze & Eke, 2014; Obamwonyi & Aibieyi, 2014; Okoroma, 2016).

Education Quality Assurance (EQA) is a comprehensive process based on the concepts of Total Quality Management, which essentially entails introducing and implementing quality consciousness throughout the system. It guarantees that practice and evaluation procedures are followed in accordance with predetermined criteria. The conclusions are supported by evidence, making them valid, trustworthy, consistent and useful for planning, training and policy creation at the federal and state levels. Within the above in view, the areas of responsibilities officially assigned to this Department are as follows: monitoring, evaluation and supervision of teaching and learning; examinations and continuous assessment; curriculum, syllabus and schemes; textbooks and other instructional materials; school libraries and library service; supervision and evaluation of capacity building programmes; monitoring and supervision of cluster meetings and school support visits; coordination of Teacher Development Programme (TPD) in scale-up the programme and other TDP activities among other areas of responsibilities.

However, as a state-level organization responsible for ensuring the quality of education, they also have the following responsibilities: organizing the creation of a state-level Quality Assurance (QA) framework and system in partnership with local governments and other stakeholders; coordinating external assessments of public and private schools over a set cycle with the local government authority; supporting the development of state and local government capacity, particularly the effective mentorship of evaluators; generating and distributing EQA documentation and advocacy materials to the public, government and

educational institutions; collecting and analysing state QA annual data to find trends and patterns in education quality across the state; Creating and widely disseminating a yearly State of Education Report (SoER) using input from local government; collaborating with the FME to train, accredit and maintain a database of trained Nigerian education QA evaluators; developing a national code of conduct and QA practices in Nigeria in partnership with other stakeholders and ensuring compliance; advising local authorities, owners of private schools, and other interested parties to use evaluation results to guide policy, planning, and interventions that will help schools improve, as well as engaging in other activities to improve QA practices in the states that are in line with National Education Quality Assurance Policies (NEQAP) (Ondo State Ministry of Education, 2024).

The above specific functions are set to ensure that the 'how' of the educational system is matched with the 'what' of it. In explaining the above statement, quality assurance in education was established to make sure that the activities of the system is being corroborated with the aims and purposes thereof in order to achieve the goals of the system; in making sure that the educational system preserves its relevance and quality, quality assurance involves carrying-out thorough evaluation of the system making use of several evaluation tools at its disposal (Adetoun, Akinjide, & Ajibola, 2011). Therefore, quality assurance policies are established to be used as indicators to ensure compliance. It is necessary to note that the quality assurance policies are put in place to regulate both the internal and external activities of all the basic institutions.

Despite the introduction of the quality assurance agency in the state, the level of achievement of the UBEC in Ondo state remains unclear because the researchers has observed that some of the basic schools in Ondo state are still facing issues of training and retraining of the teachers and that many of the schools have dilapidated blocks of classroom but yet, necessary repair and maintenance are not being carried out on them. Therefore, this prompted the researchers to investigate the quality assurance policies of the UBEC and the practices of the UBE board in relation to the issues raised.

Statement of the Problem

One of the social policies the Nigerian government has adopted over time to support and enhance its citizens' wellbeing is the education policy. To provide and achieve a viable educational system for school-age children as stipulated in the educational policy, the school programme should be strictly monitored and supervised to ensure that the quality of education provided is assured through quality assurance. Quality assurance of the basic education level is the foundation of formal education, which is crucial to achieve the educational goals because this level of education determines the success or otherwise of children's educational attainment. Over the years, the gap between UBE policy and its goal attainment has become a great concern to many observers. Over 10 million children are thought to be out of school in Nigeria despite the complex legislative and legal framework upheld by this policy (UNESCO, 2015). In line with this, the researchers have also observed that many of the schools visited in Ondo state are not even producing the required output in terms of quality education coupled with several researches that have been carried out in order to identify the cause of this trend in low quality education, but there seems to be no solution. This poor performance of the

education sector in Nigeria has become worrisome, and many stakeholders have begun to ask what the problem could be: Is it that the training and retraining of the basic school teachers is missing? Is the level of infrastructure provision, such as school buildings and the restructuring of dilapidated ones, not in place? Therefore, this study is interested in answering the questions raised by assessing quality assurance policies of the UBEC and Ondo SUBEB practices.

Research questions

1. To what extent are the basic teachers in Ondo State being trained and re-trained?
2. What is the level of infrastructure provision regarding school buildings and the restructuring of dilapidated ones in Ondo State?

Theoretical Framework - General Systems Theory by Von Bertalanfy (1968)

The study is hinged on the General Systems Theory. This theory was propounded by Ludwig Von Bertalanfy (1968). It states that a system's characteristics are determined by how its parts interact with one another and by how nonlinearly such interconnections behave. According to the theory, an organization doesn't exist in a vacuum. The systems viewpoint is concerned with the interpersonal and group behaviours that lead to a centralized system. Five fundamental elements have been connected and intertwined to make up the general system theory. Input, Process, Output and Outcome, Feedback, and Environment are these components. It implies that organizations should be examined as a whole while taking into account the interactions between each of their constituent pieces and how they interact with the outside world (Oyewale, 2019).

The theory demonstrates how Nigerian public primary and junior secondary schools carry out and oversee the Universal Basic Education's Quality Assurance policies. The following fundamental elements are related to the input for this study: setting minimum standards for the basic education program; moderation and provision of the school curriculum; training and retraining of the basic school teachers; and provision of infrastructure. The process assists the input in going through a transformation where they are planned, organised, motivated, monitored, and controlled, ultimately meeting national goals of increasing access to and ensuring the standard of primary education across Nigeria. The process in this study involves ensuring effective application of regulations in accordance with government plans and initiatives, that is, the supervision of the inputs through the guided means of Ondo SUBEB in line with UBEC policies on the inputs.

The output can be measured by the level of pupils' progress in the classroom and the number of pupils who successfully enrolled and pass their primary and junior secondary school leaving certificate examinations putting into consideration their performance in terminal examinations like Common Entrance Examination (CE) for Primary school pupils, and Basic Examination Certificate Examination (BECE) for Junior Secondary School students (FRN, 2004; Amuchie, Asotibe, & Christina, 2015). By implication, both the input and output are significantly responsive to administration. Headmasters/mistresses and Principals have a role to play in ensuring efficiency and effectiveness within and outside the school, not only in the training and re-training of the basic school teachers but also in the supervision of the Universal Basic Education Board in line with the Universal Basic Education Commission policies. This can be

accomplished by ensuring that the Early Childhood Care and Development Centers, Primary and Junior Secondary Schools use the Basic National School curriculum, Syllabi, and the relevant instructional resources.

The environment focuses on the school surroundings in the form of technological, social, political, and economic forces, which may or may not be favourable. If the school surrounding is favourable, productivity, satisfaction and trust will be achieved and if not favourable, an effective reform agenda for monitoring learning and instruction will not be achieved; hence, the basic education curriculum may not conform to the reform agenda and the sole aim of educational policy as enshrined in the Universal Basic Education Commission policies might be defeated. Feedback, on the other hand, is the public knowledge of the output. If the output is satisfactory, then it can be the basis for the selection of input in the next process cycle, hence, continuous achievement of the stated policies of the Universal Basic Education Commission. However, if the output is not satisfactory, the input and its components can be subject to review to determine whether to continue or discontinue the sequence of the component. This will not only assist educational stakeholders in evaluating the school's effectiveness in policy implementation but will also inform future actions regarding their assessment against the set standards of the Universal Basic Education Commission. This theory is relevant because it enables educational stakeholders to understand the intricacies involved in assessing Quality Assurance policies of Universal Basic Education in public Primary and Junior Secondary Schools.

Empirical Review

A study on the impact of social studies teachers' attendance at in-service training, symposia, and master classes on the achievement of students in junior-senior schools in Cross River State, Nigeria, was conducted by Essien, Akpan and Obot (2016). Ex-post facto was chosen as the study's research design. The study's sample, 500 pupils, was chosen. The instrument for gathering data for the study was a questionnaire on Social Studies instructors' seminar and workshop training, in-service training, and Social Studies Performance Test (SOSPT). According to the study, there is a connection between teachers' participation at seminars, workshops, and in-service training sessions and their students' academic achievement in social studies. Therefore, the report proposed that the government mandate professional training for all instructors in both primary and post-primary schools.

In order to evaluate the association between in-service training and teaching abilities with student achievement, Norwani, Daud, Mansor and Yusof (2017) conducted a study. The goal of the study was to determine how instructors' teaching abilities and the level of in-service training requirements relate to student accomplishment in secondary schools in Malaysia's state of Perak. A total of 324 teachers were chosen at random from the research area's 18 schools. A questionnaire was used to gather pertinent data for the investigation. With the use of percentage, mean, t-test, and ANOVA, the data collected were analysed. The findings demonstrated a large disparity between the demand for in-service training and the teaching abilities of the teachers. The outcome also demonstrated that there is no meaningful connection between students' academic progress and teachers' ability to teach.

Doggoh (2014) conducted research to determine the meta-analysis of how the UBE programme is being executed in the North-Central Geo-political zone of the country. The researcher used a cross-sectional survey approach for the study. The study sample was composed of 400 teachers and 800 students, totalling 1,200 respondents. They were selected from the states of Benue, Nasarawa, Niger, and FCT Abuja. The instrument utilized to gather the study's data was a well-structured questionnaire. The Mann Whitney Kruscal Walis test was used to analyze the data that had been gathered. In terms of teacher training and retraining, motivation and retention, the test's results revealed a considerable disparity between the states of the geopolitical zones in the implementation of the UBE Act (2004). The study also demonstrates that there was a dearth of infrastructure and instructional resources, particularly in the study area's rural parts. As a result, the researcher advised that extensive educational awareness tactics be used to raise awareness in the affected area.

Methodology

The study adopted the descriptive survey research design. The population for the study comprised 1,646 public schools in Ondo State including: 1,341 Headmasters/mistresses in Public Primary Schools and 305 Principals in Junior Secondary Schools as well as 4,361 teaching staff in Public Primary and Junior Secondary Schools that is, 1,169 Teachers and Heads of Departments in Primary Schools and 3,192 Teachers and Heads of Departments in Public Junior Secondary Schools who possess NCE as their minimum educational qualification from all the 1,646 Public Primary and Junior Secondary Schools across the three senatorial district in Ondo State (Ondo State Ministry of Education, 2024). The sample comprised 330 participants, including 24 Headmasters/mistresses and 240 Teachers and Heads of Departments in Public Primary Schools; six Principals and 60 Teachers and Heads of Departments in Public Junior Secondary Schools using a research advisor. The Public Primary and Junior Secondary Schools in Ondo State were grouped according to the three senatorial districts within the State. Using a simple random selection technique, two Local Government Areas (LGAs) were chosen from each of the three Senatorial Districts in Ondo State, as well as five schools, consisting of four primary schools and one junior secondary school from each LGA. Using a simple random sample method, ten teachers from each school were chosen, including the Heads of Department. 300 teachers and department heads, including 240 teachers and department heads for primary schools and 60 teachers and department heads for junior secondary schools, were chosen from the six LGAs. All 24 Headmasters/mistresses and six Principals of the selected schools were selected using a purposive sampling technique. The rationale for the purposive selection is that respondents must have spent three years working in a Public Primary or Junior Secondary School in Ondo State as designated Headmaster/mistress or Principal. This ensures that such respondents have adequate experience to respond appropriately to the instrument.

One self-designed research instrument titled "Assessment of Quality Assurance Policies Questionnaire (AQAP-Q)" was used in this study. The instrument was administered to Headmasters/mistresses, Principals, Teachers and Heads of Departments. The instrument AQAP-Q was used to elicit information on the quality assurance policies of the Universal Basic Education Commission and how these policies were put into practice by the Ondo State Universal Basic Education Board. AQAP-Q will be divided into three sections, namely: Section A

– This section was designed mainly to collect demographic information from the headteacher, principals, teachers and heads of departments. Under this section, specific information about sex, age, academic qualifications, job position, work experience and area of specialization of the respondents was requested. Section B – This was used to seek information on the extent of training and re-training of the basic school teachers by Ondo SUBEB in line with UBEC policies. It will enable the respondents to tick the appropriate columns as they perceived the extent of training and re-training of the basic school teachers, while Section C –sought relevant information on the level of provision of infrastructures by Ondo SUBEB in line with UBEC policies. It will enable the respondents to tick the appropriate columns as they agree on the level of infrastructure provision. Finally, AQAP-Q was on Likert scale scoring format of: Extremely High=5, High=4, Moderate=3, Low=2 and Extremely Low=1, to a Very Large Extent=5 for sections B and E. AQAP-Q also used Likert scale scoring format of: to a Large Extent =4, to a Moderate Extent =3, to a Low Extent =2 and to a Very Low Extent =1 for sections C and D. The items of the instrument were validated using face and content validity procedures. The items on the instrument were checked by the researchers to make sure they linked to the study's objectives. For their necessary input and adjustments, which were taken care of during the development of the final draft of the questionnaire and other specialists in the Department of Educational Management were provided a sample of the questionnaire, after which necessary corrections were made and a final copy produced for the collection of data. In order to ensure that the instrument was suitable for the study, appropriate and pertinent suggestions were given in order to improve the instrument's quality. The researchers used the test-retest reliability method to determine the reliability of the instrument. On two separate occasions for two weeks, the instrument was given to 20 instructors who were part of the population but not the intended sample region. In order to determine the instrument's internal consistency dependability, test-retest data was also subjected to a reliability test utilizing Pearson Product Moment Correlation (PPMC). The instrument was deemed reliable for the investigation with a reliability value of 0.844. The instrument (Questionnaire) was personally administered by the researcher to the respondents through the face-to-face method. This was to ensure a high return rate in the collection of data. All the copies of the questionnaire were administered to Headmasters/mistresses, principals, teachers and heads of departments; the questionnaires were retrieved by the researcher after completion in each of the schools selected for the study. All the respondents were informed of the essence of the research and their cooperation and support were requested in the administration of the questionnaire. The researcher used a quantitative approach to analyse the data. Frequency counts, percentages and mean scores were used to analyse research questions.

Results and Discussion of Findings

Research Question 1: To what extent are the basic teachers in Ondo State being trained and re-trained?

Table 1: Training and retraining of the Basic School Teachers in line with Universal Basic Education Commission policies

S/N	Training and Retraining of the Basic School Teachers	Responses					Mean
		To a Very Large Extent	To a Large Extent	To a Moderate Extent	To a Low Extent	To a Very Low Extent	
		F (%)	F (%)	F (%)	F (%)	F (%)	
1	OSUBEB gives approval for training and retraining of teaching and non-teaching staff in my school	108 (32.7)	87 (26.4)	47 (14.2)	58 (17.6)	30 (9.1)	3.56
2	OSUBEB ensures there is an effective process of appraisal and career development for school staff	52 (15.8)	92 (27.9)	89 (27.0)	67 (20.3)	30 (9.1)	3.21
3	OSUBEB encourages teachers and non-teaching staff to seek professional development	72 (21.8)	51 (15.5)	110 (33.3)	58 (17.6)	39 (11.8)	3.18
4	OSUBEB Prepares testimonials and certificates of service for teaching and non-teaching staff whenever necessary	80 (24.2)	79 (23.9)	87 (26.4)	44 (13.3)	40 (12.1)	3.35
5	Carries out, at regular intervals a personnel audit of teaching and non-teaching staff of all basic education institutions in the State	60 (18.2)	103 (31.2)	72 (21.8)	73 (22.1)	22 (6.7)	3.32
6	Support state capacity building for teachers and managers of basic education in the State	73 (22.1)	104 (31.5)	86 (26.1)	59 (17.9)	8 (2.4)	3.53
7	Recruit, appoint promote and discipline teaching and non-teaching staff on grade levels 07 and above	73 (22.1)	72 (21.8)	102 (30.9)	29 (8.8)	54 (16.4)	3.25
8	Organises conference and workshops for teaching and non-teaching staffs in my	67 (20.3)	73 (22.1)	101 (30.6)	49 (14.8)	40 (12.1)	3.24

school

9	Ensures adequate and prompt payment of staff training fee and grants	58 (17.6)	50 (15.2)	109 (33.0)	66 (20.0)	47 (14.2)	3.02
10	The resource usually used in the training programme is satisfactory	23 (7.0)	63 (19.1)	103 (31.2)	101 (30.6)	40 (12.1)	2.78
	Avg. Total	67 (20.3)	77 (23.3)	91 (27.6)	60 (18.2)	35 (10.6)	3.24

Source: Field Survey, (2025).

The analysis of Table 1 reveals that the training and re-training of basic school teachers and non-teaching staff in Ondo State by the Ondo State Universal Basic Education Board (OSUBEB) were generally rated to a moderate extent. A notable portion of respondents (32.7%) affirmed to a very large extent that OSUBEB approved training and retraining activities. However, aspects such as performance appraisal, encouragement for further development, issuance of service documents, and implementation of training-related administrative functions, such as promotion, discipline, and workshops, were mostly rated moderately by respondents, with percentages ranging from 26.4% to 33.3%. This indicates that while mechanisms for development exist, they may not be optimally implemented.

The data also suggests some stronger areas of support by the government and OSUBEB. Specifically, 31.2% of respondents acknowledged a large extent of regular personnel audits across basic education institutions. Similarly, 31.5% agreed that capacity-building initiatives for both teachers and administrators were supported to a *large extent*. These functions, while slightly more favorably rated, still fall within the broader moderate category, as evidenced by the average mean score of 3.24 on the rating scale. This average underscores a consistent perception of moderate effectiveness across the measured indicators of professional development support.

In alignment with existing literature, the findings of this study agreed with the findings of Essien, Akpan, and Obot (2016), who also reported moderate levels of in-service teacher training in Cross River State. Their study established a correlation between teacher training frequency and student academic performance. Likewise, the results corroborate the findings of Norwani *et al.* (2017), who identified a moderate level of teacher development efforts and a positive relationship between in-service training and the enhancement of teaching skills. These consistencies validate the current study's conclusion that while efforts are in place, there remains room for improvement in the professional development system for basic education staff in Ondo State.

Research Question 2: What is the level of provision of infrastructure in terms of school buildings and the restructuring of dilapidated ones in Ondo State?

Table 2: Provision of Infrastructure in line with Universal Basic Education Commission policies in your school

S/N	Provision of Infrastructure	Responses					Mean
		Extremely High F (%)	High F (%)	Moderate F (%)	Low F (%)	Extremely Low F (%)	
1	Gather information and create periodic master plans for the development of potential interventions to provide enough basic education facilities in a balanced and coordinated manner.	98 (29.7)	59 (17.9)	113 (34.2)	37 (11.2)	23 (7.0)	3.52
2	Laboratory apparatus and chemicals needed by teachers for practical session are provided	29 (8.8)	42 (12.7)	119 (36.1)	88 (26.7)	52 (15.8)	2.72
3	Plans and monitors the provision and supply of needed school facilities and equipment as and when due	42 (12.7)	87 (26.4)	82 (24.8)	88 (26.7)	31 (9.4)	3.06
4	Recommends the renovation of dilapidated school buildings at the council meeting, ministry of education	64 (19.4)	38 (11.5)	82 (24.8)	100 (30.3)	46 (13.9)	2.92
5	Inspect the maintenance of school building and ensuring proper use of all school building and facilities	87 (26.4)	30 (9.1)	74 (22.4)	101 (30.6)	38 (11.5)	3.08
6	Adequately gives the school advice on how to acquire and maintain school facilities	28 (8.5)	103 (31.2)	65 (19.7)	110 (33.3)	24 (7.3)	3.00
7	Ensure the provision of stationeries, textbooks and other materials needed for the daily operations of the school	70 (21.2)	38 (11.5)	95 (28.8)	73 (22.1)	54 (16.4)	2.99
8	Tables and chairs are suitable for the size of the users and furniture have a convenient	49 (14.8)	15 (4.5)	123 (37.3)	65 (19.7)	78 (23.6)	2.67

	location for the placement of students' bag						
9	Separate Toilets are provided for boys and girls, as well as male and female teachers	89 (27.0)	30 (9.1)	89 (27.0)	57 (17.3)	65 (19.7)	3.06
	Avg. Total	62 (18.8)	49 (14.9)	94 (28.5)	80 (24.2)	45 (13.6)	3.01

Source: Field Survey (2025).

The results presented in Table 2 illustrate the respondents' perceptions of the level of infrastructural provision and maintenance in basic schools across Ondo State. A moderate percentage (34.2%) of respondents agreed that efforts to gather data and develop master plans for infrastructure development occurred at a moderate level. Similarly, the provision of essential laboratory equipment and chemicals for practical sessions was also perceived as moderately implemented (36.1%). The supply of daily learning materials, such as textbooks and stationery, received a comparable assessment (28.8%). In addition, aspects such as furniture appropriateness and toilet separation were highlighted positively, with 37.3% indicating moderate satisfaction with the layout and 27.0% reporting an extremely high level of compliance regarding gender-specific sanitary facilities.

However, the data reveals that some critical areas of infrastructural planning and maintenance were perceived to be inadequately addressed. Notably, respondents indicated that the planning and monitoring of the supply of school facilities (26.7%), recommendations for renovation (30.3%), and inspection for proper usage of school buildings (33.3%) were all carried out at low levels. Furthermore, 33.3% of respondents noted that the council or the Ministry of Education seldom provided adequate guidance on acquiring and maintaining school facilities. These findings underscore a systemic gap in the ongoing oversight and timely response to infrastructure challenges, suggesting a shortfall in physical resource maintenance and administrative support mechanisms.

In conclusion, the overall mean score of 3.01 indicates a moderate level of infrastructural provision in Ondo State basic schools. This aligns with the findings of Doggoh (2014), who reported a widespread deficiency in school infrastructure and instructional resources, especially in rural areas. Although certain facility-related improvements, such as classroom furniture and gender-separated toilets, are commendable, more strategic and sustained efforts are needed in maintenance, planning, renovation, and policy support to meet the infrastructural needs of the basic education sector fully.

Conclusion

Based on the findings of this study, it can be concluded that basic schools in Ondo state complied moderately with the UBEC quality assurance policy as implemented by the Ondo State SUBEB in terms of teachers' training and retraining and on the provision of school infrastructure.

Recommendations

Due to the study's findings, the following recommendations were made:

- i. There is a pressing need for the Ondo State Universal Basic Education Board (OSUBEB) to initiate a more robust, systematic approach to in-service teacher training in the basic schools. Such initiatives should be continuous, discipline-specific, and supported with teaching resources that reflect current methodologies. To retain skilled educators, career advancement should be linked to participation in such professional development programmes.
- ii. The state government should prioritise routine maintenance of school infrastructure. Rather than occasional renovations, an annual facility upgrade schedule should be institutionalized. Funding mechanisms that allow for routine repairs, particularly in older schools, are essential to sustain the learning environment.
- iii. Budgetary allocations for education should reflect the growing need for physical infrastructure and staff development. Beyond allocation, proper disbursement and transparent procurement processes are critical. Establishing clear accountability structures will minimize misuse and promote effective implementation.

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