



Factors Responsible for Non-Implementation of the Objectives of Universal Basic Education Programme in Delta State

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ABSTRACT

This study examined the Factors Responsible for Non-Implementation of the Objectives of Universal Basic Education Programme in Delta State, guided by 2 research questions and two null hypotheses. An ex-post facto research design was adopted, with a population size of 407,416 students and 21,440 teachers. The sample consisted of 767 students and 740 teachers. Data were collected using a questionnaire validated by three experts in Measurement and Evaluation, and the instrument showed a satisfactory reliability coefficient. Both descriptive and inferential statistics were used for analysis. Several factors were identified as contributing to the partial or non-implementation of the UBE programme in Delta State. These include poor teaching methods, low private sector involvement in funding, inadequate supervision, and the recruitment of unqualified teachers by the state government. To improve the programme, recommendations include declaring a state of emergency on school infrastructure and enforcing strict supervision of officers responsible for accessing UBE grants. No significant differences were found between male and female teachers in their evaluation of the factors affecting UBE implementation or the suggested solutions for improvement. The study recommends increased investment in infrastructure, teacher training, and community outreach to ensure the program's continued success and expansion, particularly in underserved areas.

Keywords: Factors Responsible; Non-Implementation; Objectives; Universal Basic Education Programme; Delta State.

Introduction

Eight years after the target year in the achievement of the goals of the Universal Basic Education programme, one would think that by now, every school age child should have access to education. However, this is not so, as the implementation of the UBE appears to be poor. Young children are still roaming about on the streets begging and hawking during school hours, the population of under-aged mothers (young mothers who should be in secondary schools) still looms high. The development of consciousness to education and its vigorous promotion in Delta State also appears to be a mirage. Many public primary school pupils and some that have completed primary education cannot read, write, compute, comprehend and communicate effectively in English language. As such, they cannot apply these skills to solve real life problems in their daily lives. We hear of kidnapping, ritual killings and human trafficking, pointing to the fact that our youths who should have partly benefited from the UBE programme are still rebels in the society.

Several factors appear to be responsible for the non or partial implementation of the UBE programme in the state. For instance, teachers' appointment and development tend not to be based on supply and demand, in part due to lack of reliable data, but also because the process is prone to political interference. Professional teachers' shortage exists in some local government areas and tends to be higher in remote rural areas. Furthermore, there appears to be a mismatch between teacher training, specializations, and appointments with primary school trained teachers often ending up as secondary school teachers. Despite the national objective to provide free and compulsory basic education to all children, Delta State still has one of the largest out-of-school populations in the country. The Nigerian Digest of Education Statistics (2016) revealed that of the 838,470 children between ages 6 and 11 years in Delta State, only 286,761, representing 34.2% of the total population, were in school at the primary level; then of the 403,468 children between ages 12 and 14 years in Delta State, only 155,128, representing 34.4% of the total population, were in school at the junior secondary level. What this means is that the remaining part of the population (65.8% for primary school and 65.2% for junior secondary school) are outside the school system. It is on the basis of the problems enumerated above that I deemed it imperative to carry out this work.

In view of the above, what could be responsible for the non or partial implementation of the programme in the state? The focus of this study is to examine the factors that can be attributed to its non or partial implementation. Some of these factors may include inadequate trained teachers, inadequate infrastructural facilities, inadequate instructional materials, inadequate fund, and lack of effective supervision. Infrastructural facilities and instructional materials are factors that facilitate and promote teaching and learning and they include items like classrooms, furniture, libraries, administrative block, etc. Trained teachers are special brand of men and women that have received training on coaching, supervising and guiding pupil/students to achieve outstanding feats in life. Fund, on the other hand, refers to the sum of money saved or made available for a particular purpose. These resources, according

to Abutu (2015), have to be of appropriate quality and quantity to meet the minimum standard of promoting any meaningful teaching and learning. The responsibility for providing these facilities and resources in public schools lie with the government.

However, there appear to be contrasting reports as to the availability, adequacy or quality of these resources for the effective implementation of the programme at all levels. Sobechi (2014) shares the view that some UBE schools lack infrastructural facilities and instructional materials especially in the rural areas; because what passed as schools are make-shift structures that look more like farm shades. The facilities on the ground are less encouraging to the very few teachers, who were posted to the areas.

Supporting the above view, Central Bank of Nigeria (2022) reported that there are inadequate infrastructure and facilities in many schools in Nigeria. Many of the schools do not have these materials and where they are available, they are inadequate and outdated. The basic amenities such as water and light are seriously lacking. The occurrence of this kind of situation in the UBE schools perhaps may have very unfavourable effects on the UBE programme, as they may hinder the attainment of its objectives.

Research Questions

The following research questions guided the study:

1. How do teachers evaluate the factors responsible for non or partial implementation of the nine (9) years of formal basic education in Delta State?
2. How do teachers evaluate the steps to improve on the full implementation of the nine (9) years of formal basic education in Delta State?

Hypotheses

The following null hypotheses were tested in the study:

1. There is no significant difference in the evaluation of male and female teachers on the factors responsible for non or partial implementation of the nine (9) years of formal basic education in Delta State
2. There is no significant difference in the evaluation of male and female teachers on the suggested steps to improve on the full implementation of the nine (9) years of formal basic education in Delta State

Methods

The study adopted an *ex-post facto* research design. The population The population of the study comprised 265,400 lower and middle basic school pupils and 10,676 teachers; as well as 142,016 upper basic school students and 10,764 teachers. The sample size for the study was 384 lower and middle basic school pupils, 383 upper basic school students, 370 lower and middle basic school teachers and 370 upper basic school teachers, making a total of 767 students and 740 teachers. The researchers selected the students and teachers from schools across the 25 Local Government Areas of Delta State. The sampling techniques that were used to select the students are proportionate stratified, simple random and convenience sampling techniques.

The instrument of the study is a questionnaire. The questionnaire is titled Factors Responsible for Non-Implementation of Universal Basic Education Programme Questionnaire (FRNIUBEPQ). The questionnaire contains the following scales:

Factors Responsible for Non or Partial Implementation of the Nine (9) Years of Formal Basic Education Scale: This scale contained a total of 30 items that measured the factors responsible for non or partial implementation of the nine (9) years of formal basic education. It was measured on a 4-point scale, ranging from 1 for strongly disagree to 4 for strongly agree.

Suggested Steps to Improve on the Full Implementation of the Nine (9) Years of Formal Basic Education Scale: This scale contained a total of 30 items that measured the suggested steps to improve on the full implementation of the nine (9) years of formal basic education in the state. It was measured on a 4-point scale, ranging from 1 for strongly disagree to 4 for strongly agree.

The questionnaire was validated by three experts in Measurement and Evaluation in the Department of Guidance Counselling, Delta State University, Abraka. In order to ensure the validity of the instrument, copies of the questionnaire were distributed to the experts, who went through it and made suggestions for correction. The corrections were taken note of and reflected in the final draft. Based on the judgement of the experts, the instrument was considered valid. The instrument has both face and content validities.

In order to establish the reliability of the instrument, the questionnaire was administered to 100 pupils/students and teachers in Edo State, who were not part of the study. The data were analysed using Cronbach alpha reliability coefficient. The following coefficients were obtained: Factors Responsible for Non or Partial Implementation of the Nine (9) Years of Formal Basic Education = 0.71; and Suggested Steps to Improve on the Full Implementation of the Nine (9) Years of Formal Basic Education = 0.73. This means that the instruments are highly reliable.

The questionnaire was administered directly to the respondents by the researchers with the help of 5 research assistants. The researchers went to the various schools to administer the questionnaire to the respondents. This exercise took a period of six weeks. The instrument was retrieved immediately. Descriptive and inferential statistics were used to analyse the data. Mean and standard deviation were used to answer the research questions. The independent samples t-test was used to test the hypotheses at 0.05 level of significance.

Results

Research Question 1: How do teachers evaluate the factors responsible for non or partial implementation of the nine (9) years of formal basic education in Delta State?

Table 1: Mean response of how teachers evaluate the factors responsible for non or partial implementation of the nine (9) years of formal basic education in Delta State

S/N	Factors Responsible	N	Mean	SD	Remark
1	Poor teaching method adopted by teachers	740	2.88	1.01	Accepted
2	Low participation of Private sector in funding of UBE	740	2.79	0.95	Accepted
3	Inadequate fund supervision through careless monitoring of programme implementation	740	2.77	0.93	Accepted
4	Large numbers of unqualified teachers recruited by the state government	740	2.77	0.95	Accepted
5	Non-availability of teachers in the rural/riverside communities	740	2.77	0.97	Accepted
6	Corruption	740	2.76	0.97	Accepted
7	The distance location of schools	740	2.75	0.99	Accepted
8	Over-reliance on a single source of revenue	740	2.72	0.95	Accepted
9	Misappropriation of funds by the operators of the programme	740	2.71	0.95	Accepted
10	Unwillingness of teachers to accept posting to rural areas	740	2.71	0.90	Accepted
11	Global economic meltdown	740	2.70	0.99	Accepted
12	Educational wastage	740	2.69	1.00	Accepted
13	Lack of experience of educational purpose in some teachers	740	2.68	0.92	Accepted
14	Lack of impress from local government Education Authority or State Universal basic education	740	2.68	0.92	Accepted
15	Inadequate/poor data	740	2.67	0.97	Accepted
16	Lack of supervision of UBE programme	740	2.65	1.03	Accepted
17	Poor maintenance of school Records/materials	740	2.65	1.01	Accepted
18	Poor statistical data on UBE programmes in upper basic schools	740	2.65	0.94	Accepted
19	Poor supervision on the part of relevant Government agencies	740	2.63	0.94	Accepted
20	Lack of instructional materials	740	2.62	0.93	Accepted
21	Poor remuneration of teachers	740	2.62	0.95	Accepted
22	Lack of evaluation of UBE programme	740	2.62	0.91	Accepted
23	Lack of Proper Public Enlightenment	740	2.62	0.91	Accepted
24	Insufficient teachers' guidebooks	740	2.62	0.92	Accepted
25	Poor funding	740	2.61	0.92	Accepted
26	Inadequate qualified teachers	740	2.61	0.94	Accepted
27	Over populated class size	740	2.61	0.97	Accepted
28	Bureaucratic bottlenecks in releasing funds	740	2.60	0.96	Accepted

29	Low teacher motivation as a result poor working condition	740	2.59	0.99	Accepted
30	Lack of political will	740	2.55	0.94	Accepted
Average Mean			2.68	0.95	Accepted

Criterion Mean = 2.50

Table 1 shows the mean response of how teachers evaluate the factors responsible for non or partial implementation of the nine (9) years of formal basic education in Delta State. From the result, the mean score ranged between 2.55 and 2.88. The table also shows that the average mean is 2.68. This implies that teachers evaluate all the factors to be responsible for non or partial implementation of the nine (9) years of formal basic education in Delta State. This is because the average mean is greater than the criterion mean of 2.50.

Research Question 2: How do teachers evaluate the steps to improve on the full implementation of the nine (9) years of formal basic education in Delta State?

Table 2: Mean response of how teachers evaluate the steps to improve on the full implementation of the nine (9) years of formal basic education in Delta State

S/N	Steps to Improve	N	Mean	SD	Remark
1	Government should declare state of emergency on infrastructure in schools	740	2.94	0.88	Accepted
2	Desk officers in charge of accessing UBE grants should be strictly supervised	740	2.91	0.90	Accepted
3	Proper funding of education	740	2.89	1.04	Accepted
4	Provision of vital instructional materials should be prioritized by all stakeholders	740	2.88	0.88	Accepted
5	The government should make provision and prepare for training of qualified teachers in Nigeria	740	2.80	0.94	Accepted
6	Federal government should come up with laws that will ensure direct investment in the education of children	740	2.79	0.82	Accepted
7	The state government should recruit professional teachers	740	2.79	0.92	Accepted
8	The government should have the political will to put into effect the Act that stipulates penalties for parents who refuse to send their children or wards to school.	740	2.78	0.94	Accepted
9	Educational police force must visit the major roads in the cities, mechanic villages, artisan workshops to fish out any child learning a trade but less than 16 years of age.	740	2.78	0.93	Accepted
10	Government efforts should be sustained in recruitment of qualified teachers	740	2.78	0.93	Accepted
11	Government should isolate education from party politics	740	2.78	0.92	Accepted
12	encouraging serving teachers to upgrade their qualification through in-service training to mitigate the shortage of teachers in the school	740	2.78	0.86	Accepted
13	provision of school physical facilities by government	740	2.77	1.80	Accepted
14	Parents need to be educated on the need to give their children the basic education for a lifelong education.	740	2.76	0.92	Accepted
15	Community recruitment of teachers in the rural areas of the state	740	2.75	0.90	Accepted
16	Colleges of education as well as faculties of education in the universities should wake up to their responsibilities in giving adequate and qualitative training to the prospective teachers.	740	2.74	0.86	Accepted
17	Government should put up more schools to achieve the stipulated ratio in order to avoid overcrowding	740	2.74	0.95	Accepted
18	The enjoyment of government services by parents such as medical services should be made contingent upon the production of a certificate that they have their children in school.	740	2.72	0.93	Accepted
19	Teachers should be allowed to attend seminars	740	2.72	0.95	Accepted

20	The junior secondary schools should be planned as neighbourhood schools as stated in the National Policy on Education to relieve students from trekking long distance before getting to school.	740	2.72	0.88	Accepted
21	Any child arrested should have his/her parents charged before the court for contravening section 2 (2) of the UBE Act.	740	2.71	0.95	Accepted
22	Government should remove all the obstacles which militate against effective funding of education	740	2.70	0.90	Accepted
23	Government, especially the state and local governments should put in place an educational police force who would go out to arrest children of school age who are not in school during school hours.	740	2.70	0.88	Accepted
24	the Homegrown School Feeding Programme, a United Nation project emanating from the Millennium Development Goals (MDGs) of Education for all in the year 2015, being currently practiced in some states, should be extended to other states of the federation	740	2.66	0.92	Accepted
25	Whatever allocation is given, to education the overhead cost, i.e., salaries and allowances should not be added to the allocation	740	2.66	0.93	Accepted
26	Teachers should be sent for in-services training	740	2.64	0.95	Accepted
27	The people should be properly educated about the scheme	740	2.64	0.96	Accepted
28	Teachers should be positively motivated to ensure dedication from them.	740	2.62	0.98	Accepted
29	There is the need to retrain the existing teachers to reshape their orientation towards qualitative education in Nigeria.	740	2.58	0.90	Accepted
30	The government expenditure should be closely monitored	740	2.55	1.04	Accepted
Average Mean			2.74	0.95	Accepted

Criterion Mean = 2.50

Table 2 shows the mean response of how teachers evaluate the steps to improve on the full implementation of the nine (9) years of formal basic education in Delta State. From the result, the mean score ranged between 2.55 and 2.94. The table also shows that the average mean is 2.74. This implies that teachers accepted all the steps for the improvement of full implementation of the nine (9) years of formal basic education in Delta State. This is because the average mean is greater than the criterion mean of 2.50.

Hypothesis 1: There is no significant difference in the evaluation of male and female teachers on the factors responsible for non or partial implementation of the nine (9) years of formal basic education in Delta State

Table 3: Summary of independence samples t-test analysis of the difference in the evaluation of male and female teachers on the factors responsible for non or partial implementation of the nine (9) years of formal basic education in Delta State

Gender	N	Mean	SD	df	t	p	Decision
Male	306	80.20	6.03				
Female	434	79.76	6.59	702	0.93	0.35	Not Significant

α 0.05

Table 3 showed a t-test analysis, which was carried out to ascertain the difference in the evaluation of male and female teachers on the factors responsible for non or partial implementation of the nine (9) years of formal basic education in Delta State. From the result $t = 0.93$, $p > 0.05$ level of significance. The null hypothesis is therefore accepted. This means that there is no significant difference in the evaluation of male and female teachers on the factors responsible for non or partial implementation of the nine (9) years of formal basic education in Delta State.

Hypothesis 2: There is no significant difference in the evaluation of male and female teachers on the suggested steps to improve on the full implementation of the nine (9) years of formal basic education in Delta State

Table 4: Summary of independence samples t-test analysis of the difference in the evaluation of male and female teachers on the suggested steps to improve on the full implementation of the nine (9) years of formal basic education in Delta State

Gender	N	Mean	SD	df	t	p	Decision
Male	306	82.19	6.96				

Female	434	81.94	7.27	702	0.47	0.64	Not Significant
α 0.05							

Table 4 showed a t-test analysis, which was carried out to ascertain the difference in the evaluation of male and female teachers on the suggested steps to improve on the full implementation of the nine (9) years of formal basic education in Delta State. From the result $t = 1.51$, $p > 0.05$ level of significance. The null hypothesis is therefore accepted. This means that there is no significant difference in the evaluation of male and female teachers on the suggested steps to improve on the full implementation of the nine (9) years of formal basic education in Delta State.

Discussions

The first finding showed that the factors responsible for non or partial implementation of the nine (9) years of formal basic education in Delta State include poor teaching method adopted by teachers, low participation of Private sector in funding of UBE, inadequate fund supervision through careless monitoring of programme implementation, large numbers of unqualified teachers recruited by the state government, non-availability of teachers in the rural/riverside communities, corruption, the distance location of schools, over-reliance on a single sources of revenue, misappropriation of funds by the operators of the programme, unwillingness of teachers to accept posting to rural areas, global economic meltdown, educational wastage, lack of experience of educational purpose in some teachers, lack of impress from local government Education Authority or State Universal basic education and inadequate/poor data. Others include lack of supervision of UBE programme, poor maintenance of school Records/materials, poor statistical data on UBE programmes in upper basic schools, poor supervision on the part of relevant Government agencies, lack of instructional materials, poor remuneration of teachers, lack of evaluation of UBE programme, lack of Proper Public Enlightenment, insufficient teachers' guidebooks, poor funding, inadequate qualified teachers, over populated class size, bureaucratic bottlenecks in releasing funds, low teacher motivation as a result poor working condition and lack of political will.

The above factors encompass various aspects, including teaching methods, funding, supervision, teacher qualifications, infrastructure, corruption, economic issues, and administrative inefficiencies. Ineffective teaching methods hinder students' learning outcomes. Teachers may lack training in innovative and student-centred pedagogical approaches, leading to disengagement and limited academic progress among students. Reliance on government funding alone limits the resources available for education. Lack of private sector involvement reduces financial support for infrastructure development, teacher training, and educational programs, contributing to the inadequacy of the education system. Poor oversight of funds allocated to education programs can lead to mismanagement and misappropriation of resources. Careless monitoring of program implementation allows for corruption and inefficient use of funds, undermining the quality and effectiveness of educational initiatives. The recruitment of unqualified teachers compromises the quality of education. Inexperienced or underqualified teachers may lack the necessary skills and knowledge to effectively deliver instruction, negatively impacting students' academic performance.

Unequal distribution of teachers between urban and rural areas results in educational disparities. The scarcity of teachers in rural and riverside communities limits access to quality education for students living in these areas, perpetuating inequality. Corruption within the education system diverts resources away from their intended purpose. Embezzlement and bribery undermine efforts to improve educational infrastructure, teacher training, and student support services. Geographical barriers make it challenging for students to access education. Remote school locations increase transportation costs and hinder attendance, particularly for students living in rural areas. Dependency on a single source of revenue makes education funding vulnerable to economic fluctuations. Diversifying funding sources can provide stability and ensure sustained support for educational initiatives. Funds allocated to education may be misused or diverted for personal gain. Lack of accountability and transparency in financial management jeopardizes the integrity of education programs and undermines public trust. Insufficient public awareness and engagement hinder efforts to address educational challenges. Lack of communication and outreach efforts limit community involvement in supporting education initiatives and advocating for reform. Neglecting school records and materials compromises administrative efficiency and accountability. Inadequate record-keeping impedes monitoring and evaluation efforts, making it difficult to track progress and identify areas for improvement. Inaccurate or incomplete data hampers evidence-based decision-making. Lack of reliable statistics on UBE programs impedes planning, resource allocation, and policy formulation. Administrative delays in releasing funds hinder timely implementation of education programs. Bureaucratic red tape slows down project execution and undermines the effectiveness of educational initiatives. Inadequate remuneration and unfavorable working conditions demotivate teachers and affect job satisfaction. Low morale among teachers contributes to absenteeism, turnover, and diminished instructional quality. Failure to assess program effectiveness prevents informed decision-making. Lack of program evaluation limits opportunities for improvement and perpetuates inefficiencies in education delivery. Lack of instructional resources hampers teaching effectiveness. Inadequate access to guidebooks, textbooks, and teaching aids limits teachers' ability to deliver quality instruction and engage students effectively. Insufficient funding and staffing levels hinder educational quality. Inadequate resources and a shortage of qualified teachers compromise the delivery of effective instruction and support services. Large class sizes strain teacher-student ratios and hinder personalized instruction. Overcrowded classrooms limit individualized attention and hinder students' academic progress. Absence of political commitment undermines education reform efforts. Lack of leadership and prioritization of education issues perpetuates systemic challenges and inhibits progress in improving educational quality and access.

A corresponding hypothesis revealed that there is no significant difference in the evaluation of male and female teachers on the factors responsible for non or partial implementation of the nine (9) years of formal basic education in Delta State. This suggests that both male and female teachers perceive these factors similarly in terms of their impact on the non or partial implementation of the nine years of formal basic education. This implies that regardless

of gender, teachers recognize and acknowledge the multifaceted challenges facing the education system and their implications for program implementation and effectiveness.

The above finding agrees with Igabari (2018), who found that Limited funding from the government and over-reliance on a single source can hinder infrastructure development, teacher recruitment, and resource provision. The finding also supports Eze and Okeke (2014), who found that Corruption, misappropriation, and inadequate supervision can divert resources away from program goals. The finding is also in line with Esonye (2013), who stated that economic downturns can further strain government resources allocated to education.

The second finding revealed that the steps to improve on the full implementation of the nine (9) years of formal basic education in Delta State include that government should declare state of emergency on infrastructure in schools, that desk officers in charge of accessing UBE grants should be strictly supervised, proper funding of education, provision of vital instructional materials should be prioritized by all stakeholders, that government should make provision and prepare for training of qualified teachers in Nigeria, that Federal government should come up with laws that will ensure direct investment in the education of children, that state government should recruit professional teachers, that government should have the political will to put into effect the Act that stipulates penalties for parents who refuse to send their children or wards to school, that educational police force must visit the major roads in the cities, mechanic villages, artisan workshops to fish out any child learning a trade but less than 16 years of age, that government efforts should be sustained in recruitment of qualified teachers, that government should isolate education from party politics, encouraging serving teachers to upgrade their qualification through in-service training to mitigate the shortage of teachers in the school, provision of school physical facilities by government, that parents need to be educated on the need to give their children the basic education for a lifelong education and community recruitment of teachers in the rural areas of the state. It was also suggested that colleges of education as well as faculties of education in the universities should wake up to their responsibilities in giving adequate and qualitative training to the prospective teachers, that government should put up more schools to achieve the stipulated ratio in order to avoid overcrowding, enjoyment of government services by parents such as medical services should be made contingent upon the production of a certificate that they have their children in school, that teachers should be allowed to attend seminars, that junior secondary schools should be planned as neighbourhood schools as stated in the National Policy on Education to relieve students from trekking long distance before getting to school, that any child arrested should have his/her parents charged before the court for contravening section 2 (2) of the UBE Act, that government should remove all the obstacles which militate against effective funding of education, that government, especially the state and local governments should put in place an educational police force who would go out to arrest children of school age who are not in school during school hours, that Homegrown School Feeding Programme, a United Nation project emanating from the Millennium Development Goals (MDGs) of Education for all in the year 2015, being currently practiced in some states, should be extended to other states of the federation, that whatever allocation is given, to education the overhead cost, i.e., salaries and allowances should not be added to the allocation, that teachers should be sent for in-services training, that the people should be properly educated about the scheme, that teachers should be positively motivated to ensure dedication from them, that there is the need to retrain the existing teachers to reshape their orientation towards qualitative education in Nigeria, and that government expenditure should be closely monitored.

The above steps encompass various aspects, including infrastructure development, funding, teacher training, community engagement, policy reform, and enforcement measures. Prioritizing infrastructure improvements in schools is essential for creating conducive learning environments. This includes repairing existing facilities, constructing new classrooms, and providing essential amenities such as electricity, water, and sanitation facilities. Enhanced oversight and accountability mechanisms are necessary to ensure that UBE grants are utilized effectively and transparently. This involves monitoring the allocation and utilization of funds by desk officers and holding them accountable for proper grant management. Adequate and sustained funding is critical for addressing resource gaps and improving educational quality. Governments at all levels should allocate sufficient resources to education and ensure that funds are disbursed promptly and equitably.

Provision of essential instructional materials such as textbooks, teaching aids, and laboratory equipment is vital for enhancing teaching and learning outcomes. Stakeholders should collaborate to ensure timely procurement and distribution of these materials to schools. Investing in teacher training and professional development is essential for improving instructional quality and teacher effectiveness. Governments should prioritize the recruitment and training of qualified teachers to meet the demand for skilled teachers. Enacting laws to mandate direct investment in education ensures sustained commitment to educational development and prevents diversion of funds to other sectors. Hiring qualified and competent teachers is crucial for delivering quality education. State governments should prioritize the recruitment of professional teachers and provide incentives to attract and retain talent. Enforcing laws that penalize parents for refusing to send their children to school promotes accountability and encourages school attendance.

Engaging communities in educational initiatives fosters ownership and support for education programs. Community participation in teacher recruitment, school management, and parent-teacher associations strengthens the education system. Providing ongoing in-service training and professional development opportunities for teachers enhances their instructional effectiveness and fosters continuous improvement. Building more schools and classrooms to accommodate growing student populations and reduce overcrowding improves access to education and enhances learning environments. Extending the Homegrown School Feeding Program to additional states encourages school enrolment and reduces hunger-related barriers to learning. Educating the public about the importance of education and the benefits of school attendance promotes community support and involvement in educational initiatives. Recognizing and rewarding teachers for their dedication and contributions to education encourages professionalism and commitment. Providing opportunities for existing teachers to update their skills and knowledge through retraining programs enhances their effectiveness and adaptability to changing educational needs. Implementing robust monitoring and evaluation mechanisms ensures transparency, accountability, and efficient utilization of education funds.

A corresponding hypothesis showed that there is no significant difference in the evaluation of male and female teachers on the suggested steps to improve on the full implementation of the nine (9) years of formal basic education in Delta State. This suggests that male and female teachers evaluate these steps

similarly in terms of their effectiveness in improving the implementation of the nine years of formal basic education. This indicates a consensus among teachers regarding the importance of these measures for addressing the challenges facing the education system, regardless of gender.

The above finding agrees with Adeyemo (2012), who suggested that targeted investment is needed to equip teachers with the necessary skills and knowledge. The finding further agrees with Eze and Okeke (2014), who suggested that close monitoring of UBE funds can help prevent mismanagement. The finding is also in line with Esu (2009), who stated that improving working conditions and offering incentives can enhance teacher morale and performance.

Conclusion and Recommendations

Based on the findings of the study, it can be concluded that the evaluation of the achievement of the objectives of universal basic education programme in Delta State offer valuable insights into the challenges of the Universal Basic Education (UBE) program. The identified barriers to full UBE implementation, including ineffective teaching strategies, limited private sector engagement, inadequate fund supervision, and the prevalence of underqualified teachers, underscore systemic challenges compromising educational quality and accessibility. Remarkably, gender-neutral perspectives prevail among male and female teachers regarding these systemic hurdles. In proposing actionable strategies for educational enhancement, urgent attention is directed towards infrastructural refurbishment and stringent oversight mechanisms for UBE funding disbursement. Notably, gender parity is maintained in the evaluation of proposed remedial measures, indicating a shared consensus among male and female teachers on the imperative for systemic reforms.

Based on this conclusion, the following recommendations were made:

1. Government should address systemic challenges such as poor teaching methods, inadequate funding, and unqualified teacher recruitment through targeted policy reforms, capacity-building initiatives, and stakeholder collaboration.
2. School heads and Principals should ensure gender-responsive approaches to addressing implementation barriers, considering the unique perspectives and experiences of male and female teachers in reform efforts.
3. Government should prioritize infrastructure development, enhance financial oversight mechanisms, and strengthen accountability measures to support the full implementation of UBE goals and objectives.
4. Government should foster collaboration between male and female teachers in implementing improvement strategies, leveraging their diverse perspectives and expertise to enhance educational outcomes for all students.

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