

## AN EVALUATION OF LEARNING INFRASTRUCTURE IN THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN CROSS RIVER STATE, NIGERIA

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### **Abstract**

*This study is an evaluation of material resource-base as a factor in the implementation of Universal Basic Education Programme in Cross River State, Nigeria. The study which involved all the 81 schools found in Calabar Education zone in Cross River State, utilized quantitative technique. Data was collected from 567 teachers (243 males and 324 females) drawn through a combination of stratified random sampling and purposive sampling techniques; using a questionnaire whose reliability ranged from .81 to .85. Frequency count, percentages and graphs were employed in summarizing and presenting the results. The findings revealed that most of the instructional materials and infrastructural facilities provisions are not available, hence impeding the objectives of UBE. It was recommended that government should maintain the policy of making adequate budget for funding UBE; Monitoring supervisors should be set up for operations; UBEC officials should endeavor to provide instructional materials and infrastructural facilities at upper basic level of education.*

**Key words: Instructional materials, Infrastructural facilities, Universal Basic Education**

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### **Introduction**

The Universal Basic Education (UBE) Programme is positioned within the large perspective of worldwide mission for “Education for All” (EFA). This refers to one of the existing nationwide guidelines going on board by Nigerian government to make available concrete foundation for lifelong education through the indoctrination of the preferred learning – to - learn, self consciousness, nationality and abilities. This programme has a fundamental

principle, that is, everybody must have access to quality education. In this context, education is an apparatus for socialization, psychological and financial improvement, during which correct standards and approaches for appropriate growth and advancement are instilled. As Obanya (2001:4) wrote:

“The Universal Basic Education Programme in Nigeria has both International and national antecedents.

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It is a prospective area of the meeting point of the Millennium Development Goals (MDGs). Famous among the international antecedents is the 1948 universal declaration of human rights which symbolizes the right of every world's citizen to education".

This gave credibility to the 1990 global symposium on Education for All (EFA) at Jomtien (Thailand). It was approved at the conference that basic education should lay emphasis on literacy, numeracy and life skills and above all the skills of learning how to learn. Federal Republic of Nigeria (FRN, 2004) explained that UBE agenda will be within nine years interval encompassing 6 years in primary schooling and 3 years in the junior secondary school. Also it will include adult with non formal education programme (including nomadic education) at both elementary and at junior secondary school level for the mature and youths that have dropped out from school. Other writers (Ukeje, 2000; Mkpa, 2000; Abraham & Obasi, 2004; Eya, 2000) are of the opinion that UBE is still operating in the old system as described by Federal Republic of Nigeria (that is, the 6-3-3-4 rather than the 9-3-4 system).

Unfortunately, Nigeria is still conducting common entrance examination in which a child must graduate from primary six before going to junior secondary school as practiced in the formal system of education. We have been left into a state of dilemma what system of education we are actually practicing. Is it the 6-3-3-4 or the 9-3-4 scheme that is adopted? If 9-3-4 scheme is where we are, then, there ought to be a general examination

which supposes to take place after 9 years of study in the upper basic level of education, former junior secondary school (JSS1-3). After the 9 years, entrance examination into the senior secondary school is conducted and certificate be obtained by the students from upper basic education referred to as Basic Education Certificate Examination. "This certificate therefore replaces the common entrance examination of primary six in the former primary school system" (Labo-Popoola, Bello & Atanda, 2009: 636).

As stated by the words of Ajuonuma (Esu, 2008:346), confirms that the upper universal basic education programme remains the standard or the willpower of the progress of the learner, promotion and certification. According to Dare (2008) "the new scheme has therefore, changed the education system from 6-3-3-4 to 9-3-4 system of education. It is expected that there shall be a smooth transition from the lower basic level to the upper basic level of education" (Esu, 2008:349). As a result, it deciphers to abolition of a common entrance examination into the secondary school (JSS 1 – 3). The so called Junior Secondary School (JSS) which should now be referred to as upper basic level shall be an independent organization, without meddling with the senior secondary school. The divisions of the three basic levels are:

- (a) Lower basic level of education (former primary 3 and below)
- (b) Middle basic level of education (former primary 4 and above)

- (c) Upper basic level of education (former junior secondary school - JSS) p.346.

Oga (2002) observed that UBE system started in the country in 1999, in reaction to the universal movement of providing teaching and learning for

- (i) development in the citizenry a strong consciousness for education and strong commitment to its vigorous promotion;
- (ii) the provision of basic education for every Nigerian child of school age;
- (iii) reducing drastically the incidence of drop out from the formal school system through improved reliance, quality and efficiency;
- (iv) catering for the learning needs of young persons who, for one reason or another have had to interrupt their schooling through appropriate forms of complementary approaches to the provisions and promotion of basic education;
- (v) Ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civil values needed for laying a solid foundation for life-long learning.

UBE Act, 2004 emerged at par with Universal Basic Education Commission (UBEC) "Standard Action Plan". The progress of a "Standard Action Plan" (UBEC) is geared towards ensuring the successful completion of the

each and every one by the time 2002. The chief aim of the scheme was to get rid of illiteracy and ensure gaining of purposeful proficiency for mitigation of poverty. UBE arrived to pursue these blueprints as stated by Edho (2009: 184):

programme of activities of the commission. It is a step in the right direction taking into consideration that no task or activity succeeds without a well ready plan. This document is anticipated to make easy the smooth transformation of the UBEC programmes into actionable activities and will be of immense value not only to UBEC but to all the State Universal Basic Education Board (SUBEB) and other major stakeholders in the basic education sub-sector. It will serve as a guide to successful achievement of the stated intentions and the goals of UBE, EFA and MDGs. There are three basic features of the UBE Act, 2004 provided by UBEC Standard Action Plan. These are:

- (i) Each of the Nigeria government should make available free, compulsory education for young person of lower, middle as well as upper basic education of school age. The services to be provided free of charge in Universal Basic Education Programme are tuition, school fees, instructional materials, classrooms, furniture and mid-day meals. Charging of school fees shall invite sanction;
- (ii) Each blood relation/guidance should make sure that a child/ward is sent to and be present at, and finished his/her lower, middle and upper basic education; and failure to comply shall call for sanctions. All local government

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shall make certain that all close relative/person who has the concern and keeping of a kid act upon this responsibility;

(iii) Federal government shall get involved only by giving help toward

- (a) guaranteeing equity in provision of basic education;
- (b) ensuring quality in the provision of basic education;
- (c) Identifying critical areas of intervention. For example, infrastructural facilities, instructional materials, girl child, special education, etc.

### *Research questions*

1. To what extent have instructional materials been provided by the Universal Basic Education (UBE) Programme?
2. To what extent have necessary infrastructural facilities been provided by Universal Basic Education (UBE) Programme?

### **Methodology**

*Research design and evaluation model:*  
An evaluative survey was adopted to document the extent of provision of instructional resource materials and female teachers were more in the selection than the males. Twenty three

Universal Basic Education Practice Questionnaire (UBEPQ) named Teacher's Inventory of Instructional Materials and Infrastructural Facilities Provisions Questionnaire (TIIMIFPQ) was used to collect data in this study. Section A of the instrument deals with the demographic characteristics of the respondents, while sections B and C provided data on instructional materials

the state in addition to local government in Nigeria designed for the reason of even and superior basic education all through the country. Activities involve are;

Out of the three fundamental features of the UBE Act, 2004, the evaluative research is focused on the first feature, to find out whether there are discrepancies between the programme plan and implementation, with respect to instructional materials and infrastructural facilities.

infrastructural facilities in Universal Basic Education, utilizing mixed method (combination of quantitative and qualitative techniques).

*Sample:* Subjects in this study comprised of five hundred and sixty seven (567) teachers (243 males & 324 females) were selected, through a combination of stratified random sampling and accidental sampling techniques from Upper Basic Education Level of Calabar Education Zone, participated in this study. Also the

percent (23%) of the teachers' population was employed.

and infrastructural facilities. The initial items were presented to 3 lecturers in measurement and evaluation to examine the items and ensure that the items are such that could generate the data required to answer the research questions. They were also expected to examine the structure of the items to ensure that the items are clear with no ambiguity. This exercise was very

useful in producing a more refined questionnaire which was judged by the research supervisor as valid. The reliability was obtained by espousing Cranach alpha technique. The analysis indicates that the reliability index associated with instructional materials scale is 0.85 while that associated with infrastructural facilities is 0.81.

***Procedures for Data Collection and Analysis:***

The administration of the instrument was done by meeting teachers one or one without the help of any research assistant. In order to do this successfully a key was developed which was used as directives for systematic arrangement of information that was composed for the inquiry. All

questionnaire was administered to 40 teachers not integrated in the portion of the research. The summary of reliability

other entries of the instrument were classified based on the variables they were intended to evaluate. Descriptive statistics: (frequency counts, percentages and bar charts) were used to summarise the results.

**Results**

*Research question one:* To what extent are instructional materials provided by the Universal Basic Education (UBE) programme.

Frequency counts, percentages and bar charts were used to summarize the data. The result is presented in Table 1.

**Table1: Availability of instructional materials for Universal Basic Education (UBE) programme**

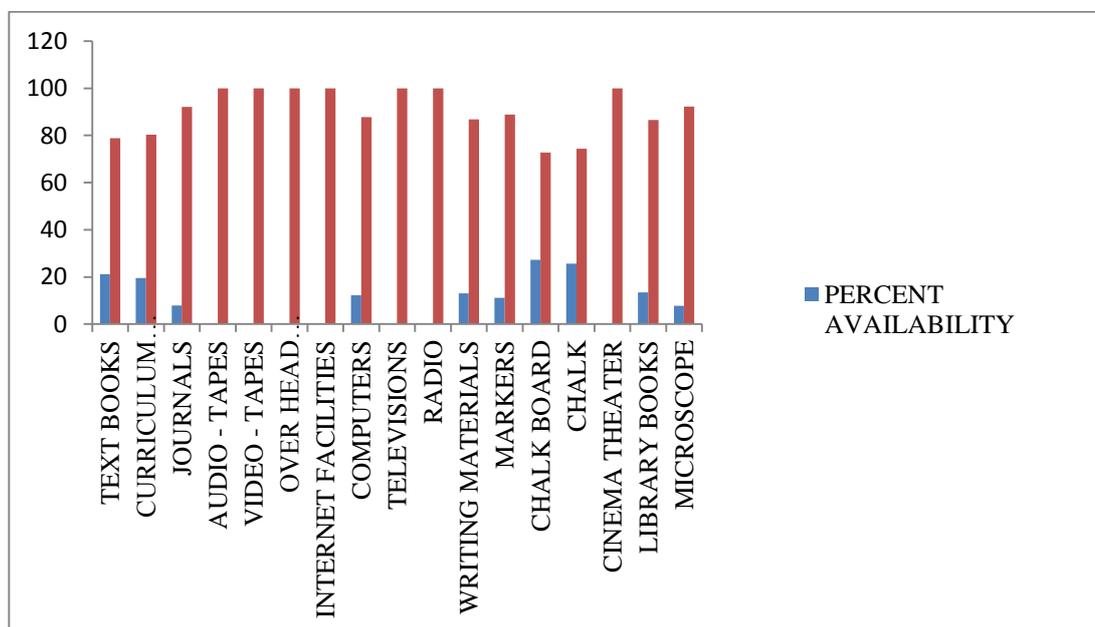
Instructional materials	Frequency	Frequency	Percentage %	Percentage%
	Available	Not available	Available	Not available
Text books	120	447	21.2	78.8
Curriculum Modules	111	456	19.6	80.4
Journals	45	522	7.9	92.1
Audio-tapes	0	567	0	100
Video tapes	0	567	0	100
Over head Projector	0	567	0	100
Internet facilities	0	567	0	100
Computer	64	498	12.2	87.8
Television	0	567	0	100
Radio	0	567	0	100
Writing Materials	74	493	13.1	86.9
Markers	63	504	11.1	88.9
Chalkboard	155	412	27.3	72.7
Chalk	145	422	25.6	74.4
Cinema Theater	0	567	0	100

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Library Books	76	491	13.4	86.6
Microscope	66	501	11.6	88.4
<b>N = 567</b>				

Table 1 shows that one hundred and twenty (21.2%) of textbooks were available while 447 (78.8%) were not available, 111 (19.6%) curriculum modules were available while 456 (80.4%) were not available. 45 (7.9%) journals were available while 522 (92.1%) were not available. Audio tapes, video tapes, over head projectors, internet facilities, televisions, radios, and cinema theaters were not available. Sixty - nine (12.2%) of computers were available while 87.8% were not available. In the

case of writing materials 13.1% were available while 498 (86.9%) were not available. Markers had 63 (11.1%) available while 504 (88.9%) were not available. In respect to chalk, 145 (25.6%) were available while 422 (74.4%) were not available. Seventy six (13.4%) of library books were available while 491 (86.6%) were not available. Furthermore, 66 (11.6%) microscopes were available while 501 (88.4%) were not available.



**FIG 1:** Bar chart for instructional material provisions by UBE programme

The bar chart presented in Figure 1 displays bar chart for instructional materials of UBE programme. It reveals that, there are two colours (red

and blue) indicating the level of availability of instructional materials. Percentages that fall below 50% shows low availability of instructional

resources such as text books, journals, computers, writing materials, chalkboard, chalk, library books, and microscope are in blue colour. Others with only red colour indicate that the following such as audio – tapes, video tapes, over head projectors, internet

facilities, televisions, radio, and cinema theaters were not seen in schools. This negative development is said to be creating digital divide on UBE students in schools.

**Research question two:** To what extent are necessary infrastructural facilities provided by the Universal Basic Education (UBE) programme?

Frequency counts, percentages and bar chart were used to summarise the data.

**Table2: Availability of infrastructural facility for Universal basic education (UBE) Programme**

Frequency counts, percentages and bar chart were used to summarise the data.

**Table 2:** Availability of infrastructural facility for Universal basic education (UBE) Programme

Infrastructural material	No. Available	No. not Available	% Available	% Not Available
Well equipped libraries	46	521	8.1	91.9
Computer laboratories	26	541	4.6	95.4
Electricity supply	16	551	2.8	97.2
Science laboratory	80	487	14.1	85.9
Desk	145	422	25.6	74.4
Offices	101	466	17.8	82.2
Staff rooms	107	460	18.9	81.1
Ari conditioners	0	567	0	100
Recreational centers	0	567	0	100
Sports facilities	99	468	17.5	82.5
School restaurant	50	517	8.8	91.2
Tables	102	465	18.0	82.0
Good toilets	103	464	18.2	81.8
Portable water	92	475	16.2	83.8
Assembly hall	85	482	15.0	85.0
N = 567				

Available data in Table 2 indicate wide gaps between available infrastructural facilities and those that are not available. For classrooms 127 (22.4%) available while 440 (77.6%) were not available. Well equipped libraries were 46 (8.1%) available while 521 (91.9%) were not available. Computer laboratories were 26 (4.6%) available while 541 (95.4%) were not available. Electricity supply were 16 (2.8%) were available while 551 (97.2%) were not available. Eighty (14.1%) of science laboratory were available while 487 (85.9%) were not available. Desk 145 (25.6%) available while 422 (74.4%) were not available. Offices 101

(17.8%) were available while 466 (82.2%) were not available. Air conditioners and recreational centers were not available. Sports facilities were 99 (17.5%) available while 468 (82.5%) were not available. Also 50 (8.8%) of schools restaurant were available while 517 (91.2%) were not available. Tables were 102 (18.0%) available while 465 (82.0%) were not available. Toilets 103 (18.2%) were available while 464 (81.8%) were not available. Portable water 92 (16.2%) were available while 475 (83.8%) were not available and 85 (15%) of Assembly hall were available while 482 (85%) were not available.

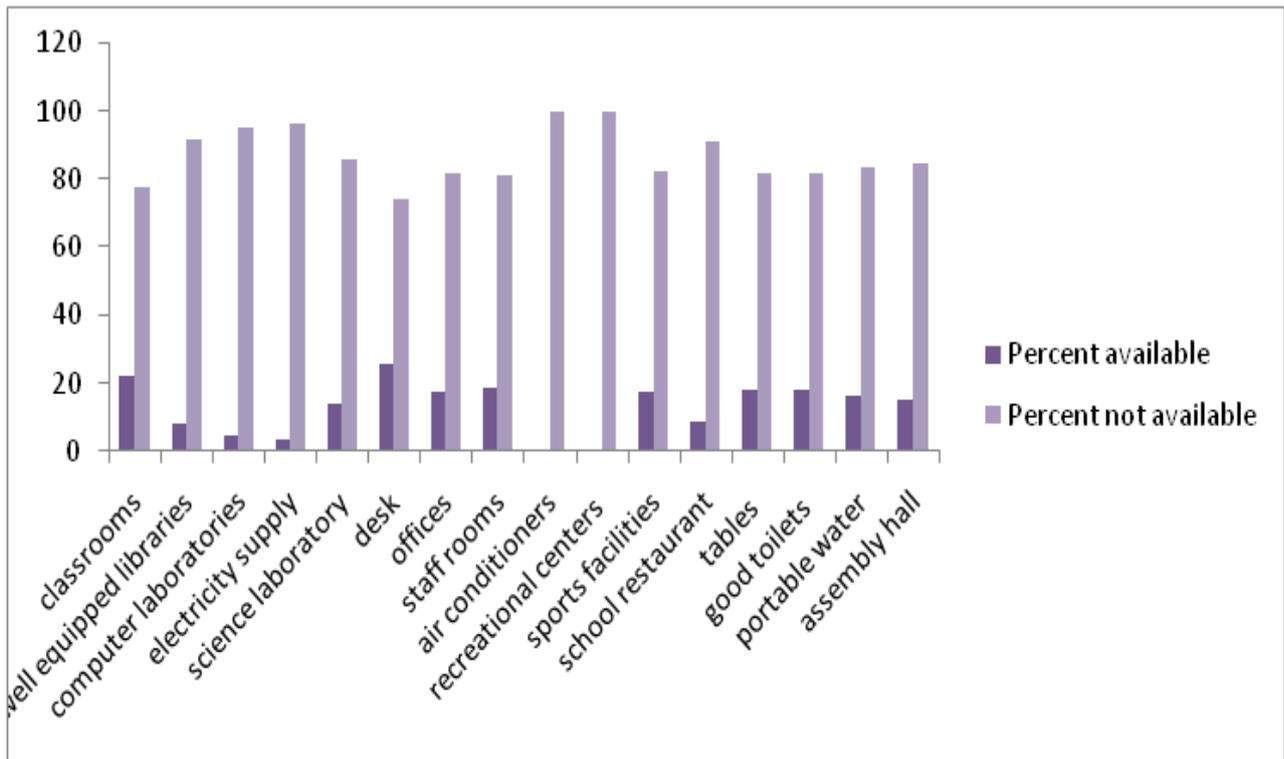


FIG 2: Bar chart for infrastructural facilities provisions by UBE programme



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Figure 2 on infrastructural facilities reveals a low availability level of UBE provisions of classrooms, libraries, computer laboratory, electricity supply, science laboratory, desk, offices, staffrooms, sports facilities, tables, toilets, portable water and assembly hall. Air conditioners and school restaurant were not provided for comfort of both students and teachers. Some schools go on morning and afternoon shift due to accommodation problems, a situation in which students complain and find it unpleasant.

### **Discussion**

The results based on research question one, reveals instructional materials available to be very low. The percentage of unavailability of textbooks were 78.8%, curriculum modules were 80.4%, journals were 92.1%, computers were 87.8%, ,

writing materials were 86.9%, markers were 88.9%, chalkboard were 72.7%, chalk were 74.4%, library books were 86.6%, and microscope were 92.2%. In the case of audio tapes, video tapes, over head projectors, internet facilities, television, radio and cinema theater, results reveals that, there are not even seen in schools or used for classroom instruction to students.

A similar study was conducted by Ajayi and Adeyemi (2011) to determine the percentage adequacy of the distribution of UBE services in the area of school building (which comprise blocks of classrooms, head teacher's offices, stores and toilets) furniture, instructional and reading materials to Ogun state government pre secondary schools. The proportion of colleges distributed with UBE services when contrasted with the overall

statistics of public post nursery schools in Ogun State was established excessively small and insufficient. Abdulkareem (2000) further in agreement to these details in the findings on insufficient allocation and preservation of teaching aids and textbooks for successful completion of the project in Nigeria examined that majority of children are lacking required materials despite the hard work of the World Bank and national administration on the elementary schooling system.

Earlier information bank are in line with the contemporary reviews as revealed in the investigation results of Peretomode (2001), Oguntimehin (2004), Deji-Folutile(2004) and Awoyele (2005).Edun (2005) in validation attributed the insufficiency and unequal allocation of services to reduced estimates of amenities requirements of institutions owing to limited preparation approaches occurring from derisory and miserable data records. In terms of library services, Dike (2003) commended that labours through government to advance didactic and comprehension levels in Nigeria has proven abortive. The

explanation behind this is that, there is no accessibility of libraries in the successful achievement of UBE programme.

This outcome of the study is in consistency with the results of Ifeakor (2006), Asiyai (2006), Danjuma (2006) for Anambra with regards to visuals and audio-visuals considering Delta and Plateau States as well. The results sustained that they are neither existing nor made use of in teaching and learning. Ifeakor explicated that the meager resources undertakings in relating to allotment of science machineries added to student's low degree towards studious practices. These assets then require prompt action for satisfactory supplies and appropriately utilised by the tutors for resourceful chemistry lessons in high schools. This is a sign that universal basic education (UBE) programme has not clinch to the scientific era of information and communication in their training and learning, notwithstanding the guidelines on declaration of UBEC Standard Action Plan. Bull, Bell, Mason and Grofalo (2002)Hepp, Hnostroza, Ernest and Rehbein (2004) and Kozma, Mcghee, Quellmalz & Zellas (2004) are research confirmations that proved that teachers in Nigeria are not prepared with the relevance skills to utilise the new technologies in teaching and learning. The resources obtainable are very low and the cost of using them constitutes a setback. These issues are responsible for time after time, high rates of student's failure in their subjects.

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The findings of Effiong (2005), Jegede and Owolabi (2008) confirms with the deductions of this research which explains that ICT resources like computers and their laboratories, laser printers, copiers, scanning machines, e-books, texts, manuals, workbooks, and internet are not existing and not in use in the educational system of Nigerian. Likewise, the findings have the same opinion with the explorative information of Ololube, Ubogu and Egbezor (2007) showing that ICT communication network and services are not presented for the release of teaching apparatus in Nigerian universities.

In contrast, Becker (2000) performs a study and discovered that United State lower and upper high schools make use of computers in all subjects, principally in the lessons of language and mathematics. But UBEP (2002) has a similar view with Salami (2004) and accounted that lesson resources such as syllabus, modules, textbooks, continuous assessment brochures and introductory technology resources were not enough in the learning environment. It was surveyed that it is widespread information that teaching paraphernalia such as radio, television set and computers are hardly ever accessible in the institutions. It could be alarming to note that the entire technical apparatus introduced from Bulgaria and circulated to colleges for the commencement of the project (that is introductory technology course) were all wasted. These teaching apparatus are found wanting in Nigerian colleges. As a result, instructors ended it all to teacher chalk

and talk as they lack teaching aids or audio visual equipment through which students can recognize, handle, stench and take notice of, through the system of education. It is maintained that when teaching equipment are not existing, students' abilities drop drastically. This implies that when students fail to meet the target, the set goals of teaching and learning will not be completed.

The funding of education in providing these equipments e.g. blocks of classrooms, head teacher's offices, stores, toilets, furniture, instructional materials, computer and science laboratory in Nigeria has been a very controversial one. Within 2006 – 2014, the standard of financial plan distribution to educational sector by the federal control is not as much as 10 percent (Maduwesi, 2001). Nwagwu (2004) further added that in view of the vastness of resources required for the effective practices of universal basic education, one could say that there is unremitting poor allocation of funds to the programme. Federal Ministry of Education (FME, 2000) has also affirmed recently that, scarcity of textbooks in the nation's classrooms is factual. Mkpa (2007) also monitored and confirmed in respect to computer instructions that while computers were set aside in the principal's office and not being made use of in the school, others used got bad and lack good maintenance, therefore lying in the store. As a result of this, computer studies, information and communication technology fulfillment is unable to be realized. Aduwa-Ogiegbaen & Iyamu (2005) states that

it is obvious most scholars from upper basic level in Nigeria are previously away in terms of technology from their age brackets at industrialized nations, thus broadening the universal digital gap.

The result related to research question 2 shows that the percentage of resources not available is disturbing. Classrooms were 77.6%, well equipped libraries were 91.9%, computer laboratories were 95.4%, electricity supply were 97.2%, science laboratory were 85.9%, desk were 74.4%, offices were 82.2%, staff rooms were 81.1%, air conditioners were 100%, recreational centers were 100%, sports facilities were 82.5%, school restaurant were 91.2%, tables 82.0%, toilets 81.8%, portable water 83.8% and assembly hall 85.0%. During interview, it was discovered that those facilities available were provided by the state government in collaboration with the State Secondary Education Board (SSEB) and not through UBE programme.

The findings of this research are as well reliable with the judgement of Mac - Ikemenjima (2005), Jegede and Owalabi (2008) that there are insufficiency on physical facilities and scarcity of amenities as well as computer/ laboratories and electronic-classrooms for the learning of computer studies in senior colleges. In terms of laboratory, the findings of Ibiam, Ibrahim and Idoko (2008) concur to this study. The end product shows that the majority of science laboratories in institutions of learning in Enugu state have insufficient safety gadgets to a

desirable level. Safety devices and defensive attires for laboratories operations do not exist. Dike (2007), Obilor (2012) gave a detailed information that our indigenous leaders are disgustingly obdurate, fastening to the antiquated poor methods, such that nearly all the schools are in ramshackle states without writing desk for beginners and scholars to settle on /or put pen to paper.

Yusuf (2005) have acknowledged that, educators' skills and readiness to use internet facilities and incorporate it into their lessons is fundamentally reliant on the miserable value of specialized internet advancement they obtain. Therefore, they are incapable of discovering efficient avenues to employ technical expertise in their classrooms or any other aspect of education throughout their living. Adomi (2008) result is also in agreement with the empirical conclusion of Osunde and Omoruyi (2004) stating that the utmost difficulty confronting the tutor education institutions is poor endowment of cash backing attached with shortage of studying centers and deficient instructional contrivances. Lawanson and Gede (2011) confirm thus 'It is however, no news that the school facilities needed for effective implementation of UBE programme are totally absent'. For examples, there are decaying buildings, absence of libraries in most schools, shortage or entire absence of laboratory equipment, deficiency of tables, chairs, and lack of textbooks, computers and other audio – visual aids.

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Akinsolu (2008) opposed and illustrated that sudden increase of registration and indifferent attitudes of a few schools leaders and beginners towards education services were alarming on services depreciation. Studies from different researchers revealed that most of our schools in Nigeria lack good or properly maintained computer room or laboratory. There is also lack of power supply. Many sections of the world particularly the neglected regions where schools are also located have not gotten electricity supply. Power supply is very unreliable.

Education Sector Support Programme (2009) observed thus, in an investigation and discovered that scarce physical structures in schools are obstructing the practice of Universal Basic Education. These structures and repairs appraisal conducted in 2009 by ESSPIN uncovered that better structures in schools stocked in our society particularly state and local level is at a halt and incredibly awful. The idea achieved is that transversely, an estimate of seventy five percent of the schools' physical structure is abysmally poor. Igbuzor (2006) also recognized crucial limitations which comprise reduced value of data and amount, little preparation/ completion ability, derisory monitory scheme, ill harmonization and lack of practical all-inclusive structures, bad managerial skills with affiliations, and absent of devolution for rendering activities effectively.

The findings are in agreement with Adeogun(2008) for providing useful information about infrastructures in childhood education in Ekiti State for being in a condition of misery. The conclusion on the satisfactoriness of repairs observed on the school amenities pointed out that the repairs undertaken on foundation's structures such as refurbishing cracks on wrecked walls, spoiled ceilings, tops, electrical equipment were not enough. While broken louvers, doorways, gates, casement, and pane were not restored immediately. The fixtures were also not renovated and structures not frequently refurbished.

Omokhodion (2008) also pointed out in his findings that shortage of equipment and infrastructure are discouragement to the effective practices of UBE programme. It is noted that the major resource limitation relate to inadequate funding. An examination into the state of toilet facilities in public schools by the researcher shows that toilets in government schools are dirty and grossly unavailable. Because of this near - by bushes around the school areas have been turned to dung dump, a situation specialists claim may result in serious epidemic unless it is urgently checked. In most of the government schools, the toilets were filled up to the point that there were excreta on the floor, and where the toilets were manageable, there was no water to flush or clean them. The percentage of classroom availability (22.7%) is low while 77.6% were not available in this study.

In agreement with Nwachukwu (2005), also express grief on the types of construction established in our educational institutions. He pointed out that government schools (lower, middle with upper) have witnessed lethargy and it is deteriorating. He added by complaining with disappointment that many institutions of learning are a misrepresentation of what schools supposed to be in our contemporary society, i.e. buildings fallen down, porous roofs and disheveled environs. This study shows that 2.8% of electricity supply was available while 97.2% were not available. Lack of electricity supply can as well affects the installations of computer centers at upper basic education level. Goshit (2006) also observed that efforts have been made to ensure that information communication technology (ICT) is available and used in universal basic education, but the level of uptake is still low. This low rate is attributed to frequent electricity disruption.

Researcher's findings in most Nigerian schools are that power malfunction has been an incessant setback not in favor of ICT appliances and utilization in our country. Ndiku (2003), Adomi (2005), Enakrire and Onyenema (2007), Adomi, Omodeko and Otele (2004) are of that view. Most colleges are stranded without being linked to electricity in Nigeria. Nigeria being a growing economy, the administration was unable to hook up to other branches of the general public to the countrywide power supply network. Accordingly, diverse educational institutions that descended under the underprivileged ones are left paralyzed and are unable

to proffer literacy education for computer training. From this study's conclusion, it appears as if it is a taboo for schools to enjoy electricity, including other basic amenities discussed above. This lack of electricity automatically affects also the use of Air conditioners. None were found in schools and this is a misnomer to the Nigerian educational system as well as the society at large.

### **Conclusion and Policy Implications**

Considering the upshots of this research on An Evaluation of Material Resource–Base as a factor in the Implementation of Universal Basic Education Programme in Cross River State, it is concluded that a high percentage of most instructional materials (computers, televisions, radios, over head projectors, video tapes, cinema theatre, microscopes, internet facilities etc.) are not available for teaching and learning. Universal Basic Education (UBE) programme also do not provide well equipped libraries, classrooms, buildings, Text books, computer laboratory, science laboratory, good toilets, sports facilities, portable water, air conditioners, desk, offices, staff rooms, assembly halls, etc. at upper basic level of education. The facilities available were provided by the State Government in partnership with the State Secondary Education Board (SSEB). Much has been faulted of failed educational policies in Nigeria.

Based on the conclusion, it was recommended that: Budgetary allocation to education should be

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stepped up to meet with the UNESCO standard (26%) education for all. Elementary science laboratory and ICT facilities at the upper basic level of education in Cross River State should be provided and students should have access to them. Contemporary classrooms outfitted with indispensable facilities so as to ensure services for the latest 9 years system of education should be constructed. Good and modern system toilets should be provided including disinfectants and adequate water to destroy germs for the purpose of healthy conditions of students. The Nigerian system ought to provide digital libraries in every educational establishment, making sure that each e-library has a server for storage, recovery, uploading, and downloading of data. There should be habitual and efficient supervision/monitoring of resources and agencies to enhance UBE feat.

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