

RELEVANCE OF INFRASTRUCTURE AND TEACHING MATERIALS IN UBE SCHOOLS UNDER ABUJA MUNICIPAL AREA COUNCIL

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Abstract

Educational programme to be successfully implemented, especially one with targets and requiring access for everyone like the universal basic education programme of Nigeria; basic indices which include infrastructure like school blocks and classrooms, sitting desks, school playgrounds/ sports facilities, examination halls, library and laboratory blocks, staff rooms, safe water supply and sanitation facilities and clinics. This study examine the relevance of infrastructure and teaching materials in UBE schools under Abuja municipal area council. The study selects 402 academic staff randomly in all the UBE Junior Secondary schools in within the area. This include Principals and Teachers. Based on the analysis the found Adequacy of teaching infrastructure and Reliability infrastructure to be positive and significant while infrastructure has a negative but significant on academic teaching. The study recommended that government should ensure that there is availability of teaching infrastructure in the various district and towns within AMAC. The study also recommended that government should ensure there is adequacy of instructional materials as students in UBE are mostly teachers at such there is need for this materials to be made available for academic excellence.

Keywords: reliability infrastructure; teaching infrastructure; infrastructure; UBE

Introduction

On realizing the importance of education in the development of the country, the Nigerian government launched various educational programme by different administrations. The first among these programmes were Universal Primary Education (UPE) 1976, the mass literacy in 1990, the free basic education in the west in 1955, the 6,3,3,4 systems in 1979 and now the Universal Basic Education (UBE) launched in 1999. Although the Universal Primary Education (UPE) programme was a carefully designed programme, Government did not really achieve the objective due to inadequate planning and haphazard implementation (Ikwuba & Ingyoroko, 2006).

This massive development and investment in the education sector which has far reaching consequences in the national education system was adopted by the Federal Government and launched in 1976 with the sole aim to produce citizens that are capable of using their heads, hands and hearts for the overall socio economic improvement of the individuals and their nation at large (Dukor, 2016). As a result of the 1976 Ibrahim Dasuki Committee report in Local Government reforms, coupled with the transfer of power to civilian government in 1979, the responsibility of shouldering primary education was rested with the Local Government councils. Subsequently, and in line with the new revenue formula introduced in 1981, the Federal Government withdrew itself from funding primary education. Many state Governments realizing that they would not fund the scheme also left the management to the Local Government councils (Ibukun, 2004). This singular action of the Federal Government led to the down turn of the standard and quality of primary education as classrooms built for the UPE intake began to collapse, and could not be rehabilitated. The pupils' enrolment and attendance started to decline. Instructional materials and equipment became scarce in the schools (Federal Republic of Nigeria, 1999).

Stakeholders (that is, parents, teachers and school administrators) have expressed concerns over lack of serious attention towards implementation of the UBE programme in the area of public enlightenment, social mobilization, community involvement, teachers' recruitment, provision of infrastructural facilities, funding, monitoring and rural - urban disparity. A careful look at the implementation guidelines for successful implementation of UBE programme to achieve the goals of the Federal Republic of Nigeria (2004) which listed nine items include; public enlightenment and social mobilization, full community involvement, data collection and analysis of human and material resources, planning, monitoring and evaluation; teacher and their recruitment, education, training, retraining, motivation, provision of infrastructural facilities, enriched curricular, provision of textbooks and instructional materials, improved funding and management of the entire process (Federal Ministry of Education, 2004)

The intention of government as expressed in the UBE implementation guidelines reveals government preparedness to take measures towards countering the factors which might hinder the achievement of the goals of the Universal Basic Education programme (Tahir, 2008). Assessing its success is therefore very important since it serves as a guide and a check. The essence of UBE programme is thus to establish a purposeful educational system; and provide a guide for taking future actions to ensure maintenance of standard in the country's educational system.

The launching of the Universal Basic Education (UBE) by the former Head of State Chief Olusegun Obasanjo at Sokoto state on 30th September, 1999 is a clear testimony of the fact that the civilian administration is also very much concerned about the general improvement of primary and junior secondary education which is the bedrock of future educational endeavors (Nwagwu, 2004). However, in order to ensure the success of the programme, adequate measures should be taken to avoid the past mistakes of the U.P.E. thus, the aspect of infrastructure and teaching materials availability in the various schools should be given urgent attention, to facilitate effective teaching in the various UBE schools hence this paper focus on the relevance of infrastructure and Teaching materials in UBE Schools in North Central Nigeria Schools (Kogi and Nasarawa State).

Statement of the Problem

For any educational programme to be successfully implemented, especially one with targets and requiring access for everyone like the universal basic education programme of Nigeria; basic indices which include infrastructure like school blocks and classrooms, sitting desks, school playgrounds/sports facilities, examination halls, library and laboratory blocks, staff rooms, safe water supply and sanitation facilities and clinics. Other materials necessary for a successful implementation for the UBE programme is instructional materials such as: chalkboards, dusters, cardboard drawings, projectors, TVs, DVDs, maps, charts, specimens, burners, beakers reagents and demonstration farms must be made available.

In the present day most of the schools' infrastructure materials have been in a depleted stage and most of the teaching infrastructure are not worthy to be reckoned with at such this study seek to investigate the relevance of infrastructure and teaching material in UBE school in Abuja metropolis. The following research questions will guide in providing solutions to the above stated problems.

Research Question

Three research questions were raised for the study

- i. How relevant are infrastructural facilities to academic teachings in UBE schools?
- ii. How does availabilities of instructional facilities affect teachers' performance in UBE schools
- iii. How can infrastructural facilities increase the academic performance of students in UBE schools within Abuja?

Objective of the Study

The broad objective of this study is to examine the relevance of infrastructure and Teaching materials in UBE Schools within Abuja Municipal Area Council FCT Abuja. While the sub objectives of the study are:

- i. To determine the relevancy of infrastructural facilities to academic teachings in UBE schools.
- ii. To understand how availabilities of instructional facilities can affect teachers' performance in UBE schools
- iii. To ascertain how infrastructural facilities can increase the academic excellence of students in UBE schools within AMAC

Conceptual Clarification

The Concept of Infrastructure/Teaching Materials in UBE

Infrastructural facilities according to Abdul (2001) include all facilities that make learning environment suitable for effective teaching and learning in schools such as classroom, buildings, laboratories, workshops, libraries, toilets, desks, chairs, tables e.t.c Abdul stressed that these facilities are very vital for learning to take place in schools successfully. Their shortage in schools during the era of U.P.E partly accounted for the failure of that educational programme.

Instructional materials, teaching aids or learning resources are essentially those materials or equipments the teacher uses on the course of his lesson presentation to drive home the main points of the lesson and assist the students in understanding the lesson with much ease. These materials could be visuals, audiovisuals, audio, phenomenal, and manipulative. They could be teacher made or already made. Maduewesi and Ihebereme (2009) noted that most of the needed instructional facilities are yet to be provided in primary schools in preparation for the Universal Basic Education programme. The authors stressed that these are equipments required by teachers for assimilation of lessons by pupils. The provision and use of instructional materials for the effective implementation of the universal basic education programme is viewed by Edem and Okon (2008) as being of crucial importance and that many schools in Nigeria hardly have adequate material resources for instruction. It is widely accepted that 'human beings remember 10 percent of what they see; 50 percent of what they see and hear and about 75 percent of what they do, see and hear (Edem & kon 2008: 99).

The implication is that, where facilities like the classroom are not available or are in short supply, students learn under harsh environment and as such grasp little or nothing resulting in poor achievements and non-attainment of educational objectives. Teaching materials on their part carry different nomenclatures. Gbamanja (2002) calls it curriculum materials. Agbi, (2004) refers to them as instructional resources; Maduabum (1996) calls them teaching aids and resources; Agishi and

Afaor in Ada and Odey (Ed) (2003) call them instructional media.

Just as they carry different nomenclatures, they are also defined differently to Agbi (2004) they refer to all those facilities, materials and equipment used by the teachers to illustrate, explain and emphasize a lesson in order to make it clearer to the learners. In other words, they are the devices which can be used to make learning experiences more real, more realistic and more dynamic. Surma and Doggoh (2007) refers to them as materials that teachers employ or make use of in the course of their teaching so as to ensure that learning experiences appeal to more than one sense organ of their learners in order to enhance effective learning and long lasting impact. On the other hand, Agishi and Afaor in Ada and Odey (Ed) (2003) say "they are the materials which can help to extend the range of various experiences of learners in any teaching/learning situation"

These materials make tremendous enhancement of lesson impact when used appropriately. This is due to the fact that when used appropriately, they enrich the store of concrete sensory experiences of learners which they require to learn effectively. Thus infrastructural facilities and teaching materials are needed in the school environment to enhance life long learning. Example of teaching materials include textbooks, chalk, chalkboards, real objects, scientific chemicals for experiments, posters, T.V sets, DVDs, VCDs, projectors, film slides e.t.c.

Classification of Teaching/Instructional Materials in UBE

The classification of teaching materials also varies from one expert to the other. To Agbi (2004) and Maduabum (1996) teaching materials can be classified into three viz: -

1. Visual Aids/Resources: These are teaching materials that appeal to the sense of sight or vision. These include printed materials, journals, workbooks, pictures, posters, maps, charts, exhibits, models, specimens, flannel boards, e.t.c.
2. Audio Aids/Resources: These are teaching material that aid hearing by appealing to the sense of learning e.g Radio, Audio C.Ds, Tape recorders e.t.c.
3. Audio-Visual Materials: These refers to the teaching materials that appeal to the organs of sight and hearing at the same time e.g T.Vs, video tapes, V.C.Ds, film shows, motion pictures with sound tract e.t.c. These make more lasting impact on the learners as they appeal to more sense organs. They are however more expensive and most complex technologically.

Dike (1989) on his part classifies instructional/teaching materials into:

1. Graphic Materials
2. Three dimensional materials
3. Still pictures
4. Still projected pictures
5. Motion pictures
6. Audio materials

This classification is based on mode of production, mode of usage as well as physical out look of the teaching materials. In addition to the above, Iortyer (2005) includes printed materials. On their part, Hime and Ada in Ada and Odey Ed (2003) classify teaching materials into those by hardware and software, those by utilization and those by design.

The teaching materials by hardware are those teaching materials that are of physical products. These include devices and technical equipment such as television, radio sets, projectors, record players, cassettes, tape recorders e.t.c. hardware teaching materials are made of hard materials such as wood, metals, synthetic products, e.t.c. Software teaching materials on their part are carriers of instructional messages which require hardware to function. They function to retrieve, reproduce, transmit, magnify and/or project instructional messages.

Teaching materials by design: These are specifically designed as major components of the instructional system. They facilitate formal learning and evaluation e.g Textbooks, instructional games e.t.c. Teaching materials by utilization: they are instructional materials not specifically designed as components of the instructional system or to be used for instruction in academics but can be used for learning and evaluation e.g Radio, Real objects, Telephone, Cassette Tapes, e.t.c. In the views of Ogbonna, et al (2004) teaching materials can be classified into: -

1. Audio aids
2. Visual aids

3. Projected materials
4. Three dimensional aids
5. Displays materials
6. Audio-visual aids

Benefit of Infrastructure and Teaching Materials in UBE Schools

Infrastructure and teaching- materials play significant roles in UBE schools particularly, and the education system generally. Infrastructures like the classroom buildings create a conducive environment for learning by screening away distractions like cold, excess sunshine, noises from moving vehicles and people e.t.c. The laboratories make the learning environment friendly and conducive for carrying out practical by virtue of their special designs.

Others like the toilets help to provide conveniences readily thereby saving time and embarrassment and therefore making life comfortable in the schools. The recreational facilities provide opportunities for relaxation and recreation and sometimes indirectly turn out to make a profession for some learners. Teaching materials help to make the lesson to have long lasting effect on the learners. They also make learning more concrete and not abstract. They also make the lesson more real and as such more applicable to real-life situations.

They also save time for both the teacher and the learners as they help the learners to learn faster. Adequate provision of these facilities (infrastructure and teaching materials) in schools facilitates the attainment of educational objectives and reduces failure rate as well as promotes school enrollment and retention of learners (Manguwat & Awuya, 2009).

The absence of teaching materials some time makes a mockery of leaning e.g learning computer science without a computer system is just more of learning about computer than learning computer or learning chemistry without chemicals. These are practical orientated courses that when learnt without practical does not permit practice in real life. Unfortunately, evidence abound that Nigerian educational system is in dire want of these facilities (Gidado, 2005, Etesike, 2008, Imonivwereha & Enaibe 2008, Maduwesi & Ihebereme, 2009).

Literature Review

Ayogu (2004) also reported that “the state of infrastructure in primary schools today is alarming and very worrisome” he stressed that in most schools, the buildings are dilapidated while in some especially in rural areas, classes hold under tree shades. Okujagu (2013) observed that “instructional media are central in the classroom setting. They are pathways to permanent learning. Besides, learning aids give focus to meeting laid down school targets.

Commenting on the state of infrastructure in Nigerian schools, Teboho (2000) said, the present infrastructure condition imparts negatively on the quality of education offered in the country (Nigeria) and contributes to brain drain and high dropout rate of learners. In most UBE Schools, these materials are in short supply thereby leading to poor quality of teaching less retention of studied material for life application and poor quality of graduates.

Provision of school infrastructure and Universal Basic Education programme with the best teachers and the best curriculum in a school if the school lacks basic infrastructure such as adequate classrooms, benches, and office space, the implementation of the curriculum will not be effective and the objectives will fall short of being implemented. Okujagu (2013) defined school infrastructure to “encompasses all physical facilities needed to make schools function as intended and attain set goals” . Where these infrastructures are absent or inadequate, achievement of educational goals will either be below the target or absent.

Edem and Okon (2008) are of the view that, as at 1999, “there were 332,498 classrooms in 44,292 primary schools in the country and out of this number, only 140,134 classrooms were in good

condition. While the remaining 192,364 were in a deplorable state in need of renovation/rehabilitation; there was a massive shortfall of 285,920 classrooms that were needed to accommodate 511,939 streams of different classes.

According to Ayara, Essia and Udah (2013), the Cross River State Government as at 2013 had completely renovated sixty Secondary Schools to boost accommodation in schools. Adeyemi and Quadri (2012) studied the influence of Universal Basic Education facilities on school learning environment in Lagos State, Nigeria. They raised hypotheses and obtained data from 200 teachers. They sought to examine the influence of provision of Universal Basic Education facilities on the level of classroom control in schools with Universal Basic Education facilities and schools without these facilities. Results of analysis showed a significant mean difference in classroom control between the schools with UBE facilities ($N=135$, $X=2.473$, $SD=0.891$) and schools without UBE facilities ($N=65$, $X=1.597$, $SD=0.499$). The t-test analysis also revealed that the t-cal value 9.25 was greater than the t-critical value of 1.645 at 0.05 level of significance. They concluded that availability of learning facilities would foster efficient classroom control in the school setting and overall implementation of the programme. The study is in line with what this particular researcher has in mind and we align this study with this finding. The Federal Republic of Nigeria (FRN) (2004:17) in the National Policy on Education stated that governments shall provide infrastructure for the realization of the goals of primary education.

Ayara, et.al. (2013) conducted a study to ascertain the level of attainment in the educational sector they sought to test the hypothesis which stated that “Cross River State will achieve the Millennium Development Goal (MDG) goal 2 by 2015. The study was based on analyses of secondary data and observational checklist on the availability of infrastructural equipment. They sampled 1242 educational institutions both private and public. Their findings reveal that 58 percent of the primary schools and 71 percent of secondary schools (1,452) had standard classrooms numbering 4,201 and 1,452 respectively. Two hundred and fifty-eight thousand, eight hundred and fifty-eight (258,858) pupils and students in public educational facilities (190,938 pupils and 67,920 students) did not study in standard classrooms. The findings of the study showed that an additional 8,629 classrooms (6,365 Primary and 2,264 Secondary) were required to close this gap; that is, 1,438 six-classroom blocks were required for average of 30 persons per classroom, amounting to classroom/pupil ratio of 1:75 for primary schools and 1:77 for secondary schools. This finding goes to buttress the sorry state of schools in the state.

There is still a huge gap in the number of desks available per school and per student in Cross River State; the findings in the study of Ayara, et.al. (2013) reveal the following data as the number of desks required in each Local Government Area in the State. These are: Abi-7692; Akamkpa-2724; Akpaabuyo-572; Bakassi-1,414; Bekwarra-3,380; Biase-5,071; Boki-3,331; Calabar Municipal-498; Calabar South-2110; Etung-1443; Ikom-3,509; Obanliku-3153; Obubra-3307; Obudu-3909; Odukpani-945; Ogoja-5854; Yakurr-2506; and Yala-6329. This amounts to a state wide shortage in desks of 57,747. This is an alarming number and we hope the state government can meet up with this demand so as to ensure that the State meets up or inch towards achievement of MDGs goal.

It was planned by Universal Basic Education Commission (UBEC) that by 2011, “provision will be made for 4,000 additional classrooms per annum for pre-primary and 22,000- additional classrooms per annum for primary education. In addition, 4,407,071 were also planned for Junior Secondary Educational and 3,127, 395 for Early Childhood Care Education Nationwide. In spite of this development, there still exist some unresolved challenges for the UBE in the area of infrastructural provision” (Alaba, 2010). This challenge perhaps lies in the fact that the total numbers of school blocks as planned were not provided year in and out from commencement.

Theoretical Framework

This work is rooted in the theory of Dewey (1916) titled education as a necessity of life. In the work Dewey defines life as covering customs, institutions, beliefs, victories and defeats, recreations and occupations. He says education involves reshaping the obsolete system of societal life to make it fit the revolutionary changes in the societal life. E.g. his play schools were devised not only to care for specific needs of young learners but also to meet new needs in the family affected by industrial and urban conditions which varied significantly from the feudal or colonial times.

This theory paid attention to the child's right (including right to education) and bridges the gap between an outdated and class distorted educational set up inherited from the past and pointed out the urgent needs of the new era which were needful for surviving in the present and preparation for the future. This was important as the past agrarian and village/small town life of the past was giving way to the new industrial/urban life in America where he did his work.

Dewey stresses that formal education opens a way to a kind of experience which cannot be accessible to the young if they are left to pick up their training in informal associations with others since to him books and symbols of knowledge are mastered. This points to the fact that to live successful, the young ones need to be formally educated on the prevailing realities of their life and environment and to be made to master the survival strategies of the hostile and changing environment in which they find themselves and as well prepare a room for accommodating changes that may occur in the future. This is to say that it is the nature of life to strive to continue and the process of striving to continue in life is a self-renewing process which can only be guaranteed and guided through formal education. Thus he maintained that what nutrition and reproduction are to physiological life, education is to social life.

Research Design

This study employed a correlational design. Correlational design is used when we want to find out the relationship that exist between two or more variables. The population of this study includes selected primary schools and junior secondary within Abuja metropolis. The study selects 402 academic staff randomly in all the UBE Junior Secondary schools in within the area. This includes Principals and Teachers.

Sampling technique

The sampling technique adopted for this study is the simple random sampling technique selected 28 schools out of the available 50 UBE Junior Secondary schools in the Area. All the schools were listed on separate pieces of paper and folded up. The folded papers were put into a container and stirred to mix up. One rolled paper was picked, the school name on it was written down and the paper was refolded and put back. This was done to give every school equal probability of being selected. Where an already picked school was picked again, it was not written, instead the paper was folded immediately and put back into the hat. The same procedure was followed until the 28 UBE schools were obtained within AMAC.

Sample

The sample of this study is four hundred and two (402) teachers who was randomly selected from 28 UBE Junior Secondary out of 50 UBE Junior Secondary under the control of AMAC. A breakdown of the figure indicates that 65 percent of the participants will be selected from each school. Data was collected using a well structure questionnaire on four point likert scale, the data collected were analyzed using SPSS

Results and Analysis

Table 1 : Relevant of Infrastructural Facilities to Academic Teachings in Universal Basic Education (UBE) Schools

	Item	SA	A	U	D	SD	Mean
1	Infrastructure facilities promote learning activities in the school.	155 (38.8%)	168 (42%)	33 (8.3%)	24 (6%)	20 (5%)	4.03
2	Teachers find it easy to inculcate knowledge to the student with good teaching facilities.	168 (42%)	159 (39.8%)	29 (7.3%)	28 (7%)	16 (4%)	4.08
3	Condition of the class room will improve teachers performance in the class rooms	112 (28%)	174 (43.5%)	51 (12.8%)	22 (55%)	41 (10.3%)	3.74
4	Provision of teachers with good infrastructure will facilitate job performance	98 (24.5%)	123 (30.8%)	91 (22.8%)	53 (13.3%)	35 (8.8%)	3.49

Table 2: Adequacy of Infrastructural Facilities in UBE Schools for Students Excellence performance

	Item	SA	A	U	D	SD	Mean
5	UBE programme have led to adequacy of infrastructural facilities	139 (34.7%)	141 (35.2%)	76 (19.1%)	20 (5%)	24 (6%)	3.88
6	UBE programmes has aided effective teaching and learning among the various schools in FCT.	128 (32%)	150 (37.4%)	21 (5.2%)	40 (10.1%)	61 (15.3%)	3.61
7	Teaching infrastructures has led to improvement in the academic performance of students	152 (38%)	182 (45.5%)	19 (4.7%)	26 (6.5%)	21 (5.3%)	4.05

Table 3: Teaching Materials Availability in UBE Schools and Promotion of Academic Learning

	Item	SA	A	U	D	SD	Mean
9	Availability of teaching materials in the school as aided academic learning	301 (75.3%)	95 (23.8%)	3 (0.75%)	1 (0.25%)	0 (0.0%)	4.74
10	Teaching materials availability will promote	356 (89%)	39 (9.75%)	3 (0.75%)	2 (0.5%)	0 (0.0%)	4.87

	excellence performance among students.						
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Table 5: Mean and Standard Deviation of Variables

Variables	N	Min	Max	Mean	Std. Dev.
Adequacy of Teaching Infrastructure	400	1	5	3.84	.275
Reliability of Teaching Infrastructure	400	1	5	3.84	.181
Infrastructure	400	1	5	3.84	.126

Source: Research Survey, 2020

Table 4.5 shows the mean and standard deviation of adequacy of Teaching Infrastructure, has a mean of 3.84 which reveals that the respondents agreed that Teaching Infrastructure is adequate. The standard deviation of the estimate is 0.275. The value is low indicating that the estimated mean is reliable.

Reliability of Teaching Infrastructure has a mean of 3.84, indicating that the respondents agreed that the various component of Teaching Infrastructure are reliable. The standard deviation measures the dispersion of the responses from their mean value. The standard deviation 0.181 is low.

Table 4.5 shows the mean and standard deviation of Infrastructure, has a mean of 3.84 which reveals that the respondents agreed that Infrastructure is adequate. The standard deviation of the estimate is 0.126. The value is low indicating that the estimated mean is reliable. This shows that the estimated mean is reliable.

Table 6

Pearson Correlation Analysis of the Variables

Variable	Adequacy	Reliability	Infrastructure
Adequacy	1.000		
Reliability	0.345	1.000	
Infrastructure	0.851	0.694	1.000

Source: Research Survey, 2020

Table 6 shows the correlation between the variables. A correlation of 0.851 indicated that the relationship between adequacy of Infrastructure and academic teaching is strong and positive. The correlation coefficient of 0.694 reveals the association between reliability of infrastructure and academic teaching is positive and strong. Since strong positive relationships have been obtained, the cause and effect relationship was estimated. This is based on Alfa (2010) who posits that regression analysis should be carried out after obtaining significant correlation between variables.

Table 7 : Model Summary

R Square	Adjusted R Square	Std. Error of the Estimate
0.615	0.571	.19190

Table 4.8 : Regression Result

Dependent Variable: SSD

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Adequacy	0.325	0.011	.561	29.54	0.04
Reliability	0.452	0.088	.633	5.14	0.03
Infrastructure	-0.235	0.018	.463	6.15	0.02

The t-statistic of the estimate of reliability of Infrastructure facilities is ($t = 5.14$) this is greater than the critical value 1.96 at 5% level of significance. Alternatively, the p-value of the estimate ($p =$

0.003) is less than 0.05. Based on these, the null hypothesis that reliability of teaching infrastructure facilities has no significant effect on academic teaching.

Discussion of Findings

This study has revealed that Adequacy of teaching infrastructure has significant and positive effect on academic teaching in Abuja Municipal Areal Council. The finding from this study is in line with that of Ayara, et.al. (2013) conducted a study to ascertain the level of attainment in the educational sector they sought to test the hypothesis which stated that “Cross River State will achieve the Millennium Development Goal (MDG) goal 2 by 2015.

The finding of this study also found that Reliability infrastructure in UBE schools has significant positive effect on academic teaching among schools within Abuja Municipal Area Council. The finding from this agree with that of Edwin (2017) examined Teachers’ factors in the implementation of Universal Basic Education Programme.

Finally, the study found that infrastructure to be negative but significant on academic teaching among schools within Abuja Municipal Area Council. The finding from this study disagree with that of Okonkwo and Obineli (2012) observed that many well-designed programmes of government meant for the upliftment of the educational system. One of such programmes in Nigeria is the Universal Basic Education (U.B.E) programme.

Conclusion

Drawing conclusions from the study findings, it is crucial to observe that the key study variables that informed this work, in a great measure, were found to have had substantial contributions to teacher’s performance in UBE secondary schools within Abuja Municipal Area Council. These variables were, Reliability infrastructure, Adequacy of teaching infrastructure, and infrastructure in the various UBE schools. Universal Basic Education programmes in Nigeria (UBE) is a very important programme which has the potential for complete eradication of illiteracy on the Nigerian soil, this has implications for achieving education for all (EFA) and positioning Nigeria at the threshold of political, social and economic break through this is in line with the views of Ogbuagu (2009) that “rapid quantitative expansion of educational opportunities is the key to national development; the more education ,the more rapid national and individual development”. For this education to be for all it is require that adequate teaching infrastructure should be provided because it is only this infrastructure the main goals and objective of this agency can be achievable.

Recommendations

The following recommendations are made from the findings:

- i. The government should ensure that there is availability of teaching infrastructure in the various district and towns within AMAC.
- ii. Government should ensure teaching / instructional materials are made available to the various UBE school administrators to ensure that to boost the performance of teachers.
- iii. Government should ensure there is adequacy of instructional materials as students in UBE are mostly teachers at such there is need for this materials to be made available for academic excellence

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