



Teachers' perception of welfare packages and adequacy of infrastructural facilities for the implementation of UBE programme in Ankpa education zone of Kogi state-Nigeria

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Abstract

The study investigated teachers' perception of welfare packages and adequacy of infrastructural facilities for the implementation of UBE programme in Ankpa education zone of Kogi state. Two research questions and two hypotheses guided the study. A descriptive survey design was adopted for the study. The population of the study comprised of 112 UBE schools in Ankpa Education Zone with the population 2,234 teaching staff. A sample of 400 teachers from 25 UBE schools was used for the study. Teachers' Perception on the Implementation of Universal Basic Education Questionnaire (TPIUBEQ) was used for data collection. The reliability of the instrument yielded 0.77. Mean and Standard Deviations were used to answer the two research questions, while chi-square (χ^2) was used to test the two hypotheses at 0.05 level of significance. The result of the study revealed among others that welfare packages (216.10 > 3.84) and adequate infrastructural facilities (325.20 > 3.83) have significant relationship with the implementation of UBE in Ankpa Education Zone of Kogi State. Based on the results of this study, the researcher recommended that government should ensure that their teachers' welfares and infrastructural facilities are given top priority as to make them cheerful and diligent in the implementation of UBE programme.

Keywords: UBE, Teachers' perception, Welfares' packages, Infrastructural facilities

Introduction

All over the world, primary education has been regarded as the most important as well as the most accessed by people. This perhaps may be due to the fact that it is the foundation of the whole educational pursuit, which is expected to provide literacy and enlightenment to the citizens Oni (2008) [25]. Oni further posited that the importance of primary education can be seen in the sense that all beneficiaries of the other levels of education by necessity have to pass through this level. Federal Republic of Nigeria in her National Policy on Education (2004) [12] defined primary education as the kind of education given in an institution for children aged 6-11 years plus, and it constitutes the bedrock upon which the entire educational system is built. It is in view of the indispensable role of education in the development of man and modern society, particularly the primary education that various declarations on education were made at the global level. Such declaration includes The 1984 Human Rights Declaration which states that everyone has the right to education, which will be free at least in the elementary school. The New Delhi 1993 Declaration on E-9 Countries in 1993 (the nine countries with the largest concentration of illiteracy of which Nigeria is a member) which was later reaffirmed in Recife Brazil 2000, by calling for a massive eradication of illiteracy within the shortest possible time span.

Similarly, based on the above declarations among others, the then president of Nigeria, Chief Olusegun Obasanjo on 30th September 1999 launched the Universal Basic Education (UBE) Programme in Sokoto State. The launching of the programme was appreciated by many Nigerians who considered the programme a good opportunity for improving the literacy level of Nigerians as

well as solving the problem of the educational system in Nigeria. Basic education, according to National Policy on Education (2004) [12], is a type of education comprising of 6 years of primary education and 3 years of junior secondary school education. The policy stipulates that basic education shall be free and compulsory. The scheme shall include adult and non-formal education programme at primary and junior secondary school levels for both adult and out-of-school youths. The UBE programme has three main components, namely: Universal, Basic and Education.

'Universal' here means that the programme is for everyone, irrespective of tribe, culture or race and class. The term 'Basic' depicts that it is fundamental or essential, and that it must be given at all cost. It is on this factor that every other factors rest without it, nothing may be achieved. It is the root for the acquisition of any knowledge (Eddy & Akpan, 2009) [7]. UBE programme can thus be seen as that type of education that every individual must have; it should not be a privilege but a right, and it should be the sum total of an individual's experiences no matter his class or background. The mission of Universal Basic Education is to serve as a prime energizer of national movement for the actualization of the nation's vision. This will mobilize the nation's creative energies to ensure that Education for All becomes the responsibilities of all (Universal Basic Education, 2005) [29, 30].

The Universal Basic Education Commission (UBEC), which is the government agency responsible for monitoring the implementation of UBE programme, in its 2013 Annual Report revealed that transformation of the education in the area of school infrastructural development has been achieved through judicious use of FGN-UBE intervention funds. It is the view of the commission that adequate

allocations are made for the provision of basic education in the country. They noted that the UBE programme has been on the funding priority list of the government. This the report observed, was buttressed by the government huge allocation to State Universal Basic Education Boards (SUBEBs) in the 36 states and FCT for both capital expenditure for erection of building and purchase of equipment and recurrent expenditure for the payment of salaries, services, among others. Specifically the report showed that UBE marching grants statutory allocations to the 36 states and FCT from 2005-2013 was N200, 392, 601, 491. 67. and out of this figure N159, 734, 113, 067.03 has been accessed by the 36 states and FCT, while the sum of N1, 312,500.00 has been expended on the development of the new 9-years basic education curriculum in the year 2007 (UBE, 2005).

The UBE matching grants are funds that are jointly contributed by both Federal and state governments on equal basis; it is 70% of the 2% consolidated revenue funds. The matching grant is to be utilized in the implementation of the programme as follows:

Five percent on Early Child Care Development Education (ECCDE) sixty percent on primary school education and thirty five percent on junior secondary school education. The seventy percent of the mentioned funds are to be used for the provision of infrastructural facilities, instructional materials, training and retraining of teachers, among others. (Universal Basic Education Commission, 2013) ^[31].

However, teacher's perception on the implementation of UBE is determined by all the components of the system which are the teacher's experience, qualification, competence, training, motivation, the interaction with the objectives of the UBE and the interaction with the students and finally the impact of the UBE on the students and the general society (Jude, 2011) ^[16]. According to Federal Republic of Nigeria (2013) ^[14], the extent of implementation of UBE after about a decade since its inception is perceived to be unsatisfactory by teachers because, previous research by Edho (2009) ^[8] points out that the implementation of UBE programme in Nigeria is hindered by several factors which include: poor funding, lack of training, poor motivation of teachers inadequate provision of welfare packages, improper supervision and monitoring of the UBE programme; inadequate teaching and learning facilities.

Moreover, implementation according to Apeinumbu (2013) ^[4] entails the extent to which the aims and objectives of the Universal Basic Education programme are achieved in primary schools through the performance of the obligation or task of the major stake holders of the scheme. Implementation and strategic planning are essential to the success of the UBE programme and for capacity building in the system as well as for its success.

Welfare package of teachers is very necessary in the implementation of UBE because, when teachers are motivated through the provision of such welfare packages like in-service training, accommodation, transport allowances, canteen, fringe benefit, bonus and medical services, they serve as motivating factors for teachers'/students' performance vice versa, in UBE implementation.

Infrastructural facilities and instructional materials are factors that facilitate and promote teaching and learning, they include items like class-rooms, furniture, libraries and administrative block. Lack of basic teaching and learning

materials in schools, hinders the fulfillment of educational objectives. Uja (2008) reported that the inadequacy of statistical data has always affected the provision of educational resources such as books, laboratory equipment, audio-visual materials, among others, which in themselves constitute major challenges to the successful implementation of the UBE programme. Many of the schools do not have these materials and where they are available, they are inadequate and outdated. The overall problem, regarding general inadequacy of infrastructural facilities, teaching materials and amenities in Nigerian educational system is well captured by the former Minister of Education, Oby Ezekwesili, when she said that the physical infrastructure in Nigerian schools is below standard and grossly insufficient. The basic amenity such as water and light is seriously lacking (Egwu, 2008) ^[9].

Today, the UBE is here with us and it aims at equipping individuals with knowledge. In Kogi State, people welcomed the programme in its totality. The Kogi State Universal Basic Education Board (KOSUBEB) in its report of 2013 revealed that the introduction of UBE in the state was like an answered prayer because many Kogi citizens have been praying for empowerment. It adds that, so far the Board has accessed a total of N4, 301,175,672 between 2005 and 2013 from the FGN/UBE intervention funds and the state government is ensuring that qualified teachers are recruited while effective monitoring mechanism is maintained to guarantee that the programme is successfully implemented in the State. In support of this claim, Ortunaya (2013) revealed that Kogi State Government is poised to improve the educational content of its school curriculum, in terms of quality and quantity, and this would be achieved through the recruitment of qualified teachers, and provision of educational facilities such as books, classrooms, desks, chairs as well as renovation of dilapidated schools structures across the state.

So many reasons could be adduced for the improper implementation of UBE which include cost of schooling, namely: cost of books, equipment, uniform, and tuition and examination fee. Others are illness, poverty and economic benefits of education. This situation as described poses a serious challenge to the successful implementation of UBE programme. The rationale for the introduction of UBE in Nigeria is fundamentally based on the fact that many Nigerians, both youths and adults, are illiterate, poor and do not contribute meaningfully to the development of the nation (Dina, 2001) ^[6]. Considering the importance of the UBE scheme to national development and growth, Aluede (2006) ^[3] opined that close examination of the implementation of the UBE programme should be done, since the objectives of the programme do not differ significantly from the objectives of the failed UPE scheme of 1977, which failed because of inadequate infrastructural facilities, instructional materials, trained teachers, and qualified teachers. This suggests periodic evaluation of these resources in the implementation process of the UBE programme, to find out their current status in terms of availability/adequacy. Implementation is the act of executing a plan, policy and ideas Ogonnaya (2003) ^[23] referred to it as the process of carrying out an objective or a plan. For the purpose of this study, availability is concerned with the ability to find or obtain, while adequacy is concerned with sufficiency or being enough of these resources in the implementation of the UBE programme in

schools. However, the basis for the worry in this study is to find out teachers' perception of welfare packages and adequacy of infrastructural facilities for the implementation of UBE programme in Ankpa education zone of Kogi state.

Statement of the Problem

In Kogi State generally, It could be noted that over the years, the implementation of basic education programme has been facing lots of constraints especially in the areas of availabilities of welfare packages and adequacy of infrastructural facilities in the observation of researchers, and it seems like the problem does not only lie with adequate knowledge and policies, but the effective implementation of the programme.

The Universal Primary Education (UPE) programme which is one of the basic education programme introduced in the country in the past seems to have failed due to several factors, and such factors were attributed to non-availability of fund, lack of welfare packages, lack of trained teachers, lack of infrastructural facilities, poor supervision of the programme, inadequate instructional materials, among others. There also seem to be lots of obstacles affecting the implementation of the current Universal Basic Education (UBE) programme primary schools in Nigeria, particularly in Ankpa Education Zone of Kogi State. Most of the UBE primary schools are bedeviled with overcrowded classrooms, poor funding of the school activities, inadequate infrastructural facilities, non-availability of functional library, inadequate instructional materials, poor supervision and monitoring of the school programme among others. All these are challenges for the effective implementation of UBE programme in Nigeria. Thus, the problem of this study put in a question form is what is the teachers' perception of welfare packages and adequacy of infrastructural facilities for the implementation of UBE programme in Ankpa education zone of Kogi state?

Purpose of the Study

The general purpose of the study is to investigate teachers' perception of welfare packages and adequacy of infrastructural facilities for the implementation of UBE programme in Ankpa education zone of Kogi state. Specifically the study intends to:

1. investigate teachers' perception of welfare packages for the implementation of UBE programme in Ankpa Education Zone of Kogi State.
2. find out teachers' perception of adequacy of infrastructural facilities for the implementation of UBE programme in Ankpa Education Zone.

Research Questions

The following research questions guided the study

1. What is teachers' perception of availability of welfare packages for the implementation of UBE programme in Ankpa Education Zone of Kogi State?
2. What is teachers' perception of adequacy of infrastructural facilities for the implementation of UBE programme?

Hypotheses

The following hypotheses are formulated and will be tested at 0.05 level of significant.

1. Availability of welfare packages has no significant relationship with the implementation of UBE

programme in Ankpa Education Zone.

2. Adequacy of infrastructural facilities has no significant relationship with the implementation of UBE programme in Ankpa Education Zone.

Methods

The study employed a descriptive survey design. The research design is a survey which focused on teachers' perception of the implementation of the UBE program in Ankpa Education Zone of Kogi State. This type of research gathers data from a large number of subjects. The purpose is to gather information about variables from a representative sample of the population. One of the features of the survey research is that, it employs principally questionnaire as the mechanism for data gathering technique. The design was chosen due to the nature of the study and processes involved in the collection of data. It was considered appropriate here because it seeks to find out the factors that are associated with certain occurrences, practices, outcomes, conditions or types of behaviour by analysis of past events or of already existing conditions. It is also justifiable because it is in line with the purpose of the study which is to investigate teachers' perception of the implementation of Universal Basic Education. The design according to Emaikwu (2013)^[11] is appropriate where it is not possible for the researcher to directly manipulate the independent variable. Emaikwu also stated that the design is also good for the collection of facts and detail information from a large population as well as the use of representative samples which permit inferences and generalizations to be made on the entire population.

The study was carried out in Ankpa Education Zone in Kogi State. This Zone is made up of three local governments namely: Ankpa, Omala and Olamaboro. Kogi State lies within the central region of Nigeria. Its geographical coordinates are longitude 7°36, and 42° east. Latitude 7°50, and 6.700° east and is the only state that shares boundaries with ten other states namely: The Federal Capital Territory to the north, Nassarawa State to the north-east, Benue State to the east, Enugu State to the south-east, Anambra State to the south, Edo State to the south-west, Ondo State to the West, Ekiti State to the West, Kwara State to the north-west, and Niger State to the north respectively. It is popularly called the confluence state because the confluence of River Niger and River Benue is at its capital Lokoja, which is the first administrative capital of modern-day Nigeria.

Educationally, Kogi State is a home to the Federal University, Lokoja, Kogi State University Anyigba, Private Salem University Lokoja, Federal Polytechnic (Idah), Kogi State Polytechnic Lokoja, Federal College of Education Okene, Kogi State College of Education Ankpa, Kogi College of Education (Technical) Kabba. There are also school of Nursing and Midwifery in Obangede, School of Health Technology in Idah and ECWA Schools of Nursing in Egbe.

The People of Kogi State engage in diverse occupations for livelihood. Most are farmers (producing a wide range of crops such as coffee, coco, palm oil, cashew, rice, yam, mango, beans, vegetables, pepper, melon, African pear and animal production such as cattle, poultry and goat) civil servants and businessmen. The people possess a rich and diverse cultural heritage. The area is inhabited by Igala, Ebira Okum tribes though other tribes like, Igbo, Yoruba, Hausa, are here for their businesses either for farming or trading. Igala language is predominantly spoken in the area.

Kogi State is chosen for this research in the sense that, education seems to be the major industry in the area, as the zone has 112 UBE schools (Universal Basic Education Board Office Ankpa, 2014). But this important industry is under a serious threat due to Teachers' perception of the implementation of UBE. Something has to be done urgently to arrest the situation. There is therefore a felt need to investigate into the teachers' perception of the implementation of UBE in Ankpa Education Zone of Kogi State.

The population of this study consisted of 2434 teaching staff from 112 UBE schools in Ankpa Education Zone (Universal Basic Education Board Office Ankpa Kogi State, 2014). The choice of these staff was based on the fact these staff are in the best position to supply the data needed for the welfare packages and educational infrastructures needed that are the variables for the study.

The sample for the study is made up of 400 teachers representing 16%, 2434 out of the 25 UBE schools representing 22% of the 112 UBE schools in Ankpa Education Zone. Emaikwu (2013) ^[11] who opined that 15 to 20 percent representative sample of a population of 1,000 and above is considered ideal, 400 teachers (representing 16%) was sampled out of the 2,434 teachers within the area under study.

Multi-stage method of sampling was adopted in the following order; stage one: simple random sample was used in the selection of local government. Teachers' perception of UBE in Ankpa Education Zone of Kogi State over the years has not been properly implemented; this informed the choice of adopting the education zone for this study. Stage II: choice of school; purposive sampling technique was used in selection of choice of school in Ankpa Education Zone which is made up of 3 area education offices namely: Ankpa, Omala and Olamaboro education offices. In order to reach out to the entire education zones and extrapolate the findings, the researcher deemed it fit to individually draw sample from each school within specified area education offices. Stage III: purposive was used in the selection of schools based on perceived poor implementation of UBE by the researcher.

The instrument used for the study was questionnaire constructed by the researcher titled "Teachers Perception of the Implementation of Universal Basic Education" (TPIUBEPQ)". The questionnaire is in two sections, A and B. Section A is made up of personal data of the respondents while section B is designed to elicit information on teachers' perception of the implementation of the UBE programme. The section had 20- items divided into four clusters according to the variables of the study namely, training, qualified teachers, infrastructural facilities and welfare packages. The respondents were guided by the modified four point rating scale with a response mode of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1.

In order to confirm the validity of the instrument that was used in the study, a 20 item questionnaire was constructed and the questionnaires were validated by three experts in the Department of Curriculum and Teaching and one expert in Measurement and Evaluation Benue State University, Makurdi. They were asked to examine the construct and content validity of the items in the questionnaire. They made appropriate face, construct and content corrections and adjustments on questions 1, 3, 4, 7, 12 and 18 and

ascertained that the questionnaires were not ambiguous and the instrument was therefore believed to be capable of achieving the purpose for which it was designed.

In order to ensure the internal consistency of the instrument of data collection, trial testing of the instrument was done using a sample of 30 teachers. This sample was taken from the population of same characteristics but in the same Kogi State which were not part of the sample for the study.

A reliability estimate was obtained after administering, collecting and analyzing data on a computer using the Statistical Package for Social Science (SPSS). The reliability of the instrument was established through the Cronbach Alpha which yielded 0.77. This indicates high internal consistency and reliability of the instrument for usage (Ali, 2006) ^[2]. According to Emaikwu (2013) ^[11] Cronbach Alpha is used to establish a more generalized way of estimating internal consistency. The instrument was therefore considered to possess high reliability and could be administered on the sample of the study.

To ensure an effective administration of the questionnaire, the researcher visited all the 25 sampled schools. The researcher made a brief introduction and the purpose of visit to the principal; after which, questionnaires were administered to the respondents. They were administered with the help of two research assistants who were briefed on how to administer/collect questionnaire. In the process, the respondents were assured of confidentiality of their responses. The researcher administered a total of 400 copies of the instruments to the teachers in the selected UBE schools and ensured that, 100% of the instrument was returned. The researcher employed and ensured an immediate fill-and-submit policy to avoid any loss of the questionnaires.

The various responses from the questionnaire were collated and analyzed in order to arrive at a result for conclusion. Mean and standard deviation were used to answer the research questions. A cut off mean of 2.50 and above was used to determine positive response while a cut-off-mean of less than 2.50 was considered as negative responses. The hypotheses were tested using the chi square statistical analysis at 0.05 level of significance. The choice of chi-square is because it is more effective in seeking/determining the views of respondents on issues concerning; Teachers' Perception of the Implementation of Universal Basic Education (UBE) in a large and sparsely populated area like Ankpa Education Zone of Kogi State.

Results and Discussion

A total of 400 copies of the questionnaire were administered to 400 respondents and 400 or 100% copies of the questionnaire were returned answered. The presentation, analysis and interpretation of data were organized according to the four research questions and four hypotheses posited for the study. Mean and standard deviations were used to answer the research questions whereby a cut-off point of 2.50 was used for decision making. Any mean score of up to 2.50 and above was accepted as having the desired influence while any mean score below 2.50 was rejected as not having influence. The hypotheses were tested using chi-square (χ^2) test of goodness of fit at 0.05 level of significant.

Research question 1

What is teachers' perception of adequacy of available welfare packages for the implementation of UBE programme?

Table 1: Mean ratings and standard deviations of teachers’ perception and welfare packages for the implementation of the Ube programme

Item No.		SA	A	D	SD	\bar{x}	Std	Decision
1.	UBE school teachers are provided job security which boosts their morale in the putting in their best effort in the UBE programme.	99	152	79	70	2.70	1.03	Accepted
2.	Inattention to health problems of teachers may result to low commitment to the UBE programme.	89	179	99	33	2.81	0.88	Accepted
3.	Provision of accommodation for teachers would boost the morale of teachers’ performance in the implementation of UBE programme.	141	186	35	38	3.08	0.90	Accepted
4.	Provision of training incentive can enhance better commitment of teachers in the implementation of UBE programme.	111	177	76	36	2.91	0.91	Accepted
5.	Irregular payment of teachers’ salaries would result to dissatisfaction ineffectiveness in the implementation of UBE Programme.	138	148	35	79	2.86	1.18	Accepted
Cluster means/standard deviation						2.87	0.98	Accepted

Source: Field work (2018)

Table 1 showed that the mean ratings for items 1 – 5 were 2.70, 2.81, 3.08, 2.91 and 2.86 respectively with the corresponding standard deviation of 1.03, 0.88, 0.90, 0.91, and 1.18. All the means ratings are above the cut-off point of 2.50. This means that the respondents had agreed that UBE teachers are provided with job security which boosts their morale in putting their best effort in the UBE programme and that inattention to health problems of teachers may result to low commitment to the UBE programme. They also equally agreed that provision of accommodation for teachers would boost the morale of teacher’s performance in the implementation of UBE programme and that provision of training incentives can

enhance better commitment of teachers in the implementation of UBE programme. More also, irregular payment of teachers’ salaries would result to dissatisfaction ineffectiveness in the implementation of UBE programme. Hence the cluster mean of 2.87 with the standard deviation of 0.98 was also found to be above the cutoff point of 2.50. This implies means that, available of welfare package has significance relationship in the implementation of UBE programme in Ankpa Education Zone of Kogi State.

Research question 2

What is teachers’ perception of adequacy of infrastructural facilities for the implementation of UBE programme?

Table 2: Mean ratings and standard deviations of teachers’ perception of infrastructural facilities for the implementation of the UBE programme

Item No	Item description	SA	A	D	SD	\bar{x}	Std	Decision
6.	Inadequate provision of classrooms can result to overcrowding thus adversely affect effective teaching in the UBE programme.	123	166	47	64	2.87	1.03	Accepted
7.	Inadequate provision of furniture like desks for students will result to un-conducive learning in the UBE programme	90	154	100	56	2.70	0.97	Accepted
8.	Dilapidated buildings can disrupt learning in the UBE programme especially during raining season.	63	200	112	25	2.75	0.79	Accepted
9.	Provision of sanitary facilities like pipe borne water would enhance convenience for learning in the UBE programme	164	166	36	34	3.15	0.91	Accepted
10.	Provision of good offices for teachers will enhance better implementation of UBE programme.	120	190	41	49	2.95	0.95	Acceptable
Cluster mean/standard deviation						2.88	0.93	Accepted

Source: Field work (2018)

The data presented on table 2: showed that, the mean ratings of items 6 – 10 were 2.87, 2.70, 2.75, 3.15 and 2.95 respectively with the corresponding standard deviation of 1.03, 0.97, 0.79, 0.91, and 0.95. All the mean ratings are above the cut-off point of 2.5. This means that the respondents had agreed that inadequate provision of classrooms can result to overcrowding thus adversely affect effective teaching in the UBE programme. They also accepted that inadequate provision of furniture like desks for students will result to un-conducive learning in the UBE programme. They equally agreed that dilapidated buildings can disrupt learning in the UBE programme especially during raining season. More also that, the provisions of sanitary facilities like pipe borne water would enhance convenience for learning in the UBE programme. They also agreed that the provision of good offices for teachers will enhance better implementation of UBE programme. Hence

the cluster mean of 2.88 with the corresponding standard deviation of 0.93 was also found to be above the cut of point of 2.50. This signifies that adequacy of infrastructural facilities has a significant relationship with the implementation of UBE programme in Ankpa Education Zone of Kogi State.

Hypotheses Testing

In order to test the hypotheses of this study, the chi-square (χ^2) test of goodness of fit was used to test the options of respondents at 0.05 levels of significance. The results are presented on tables 4 to 8.

Hypothesis one:

Availability of welfare packages has no significant relationship with the implementation of the UBE programme in Ankpa Education Zone of Kogi State

Table 3: Chi-square of the influence of teachers' perception of welfare packages on the implementation of the UBE programme

Opinions	Observed Frequency	Expected Frequency	df	Level of sig	X ² -cal	x ² -tab	Decision
No influence	77(19%)	200(50%)	1	0.05	216.10	3.84	Ho rejected
Influence	323(81%)	200(50%)					

Table 3 showed that the inferential statistics of chi-square was used to test the influence of teachers' of welfare packages on the implementation of the UBE programme. The result showed that 81% of the respondents agreed that teachers' perception of welfare packages had significant influence on the implementation of UBE programme as against 19% respondents who disagreed.

Table 3 also showed that the chi-square calculated value of 216.10 was greater than the chi-square table value of 3.84 checked at 0.05 level of significant with 1 df. The null hypothesis was therefore rejected. This implied that teachers' perception of welfare packages had significant influence on the implementation of UBE programme. This finding agrees with the views of Obanya (2006) [20] who observes that UBE teacher's salaries are inadequate and irregularly paid. The working conditions are dissatisfactory with most of the teachers' not enjoying regular promotions as at when due. This situation is not supposed to be the case because of the role and importance of teachers especially at the grassroots this is where good teaching should take place in order to produce quality students that could pursue higher

education in the future. In a similar view, Awua (2003) [5] points out that through the provision of welfare packages, teachers of UBE and head teachers may appear to be more competent and confident. This could enhance the identification of their good qualities as well as the areas of need in the classroom and the school.

In the same line, Akpakwu (2007) [1] opines that, in trying to motivate the staff of any institution to higher work performance, attempt should not be made to neglect or ignore welfare packages since it stands as one of the most motivating factors of job performance. Akpakwu, further states that, welfare packages here include medical facilities, provision of financial assistance through various groups, provision of recreational facilities such as canteen, staff club, provision of staff in-service training among others.

Hypothesis Two

Adequacy of infrastructural facilities has no significant relationship between the implementation programme in Ankpa Education Zone of Kogi State.

Table 4: Chi-square of the influence of teachers' perception of infrastructural facilities on the implementation of the UBE programme

Opinions	Observed Frequency	Expected Frequency	df	Level of sig	X ² -cal	x ² -tab	Decision
No influence	85(21%)	200(50%)	1	0.05	325.20	3.84	Ho rejected
Influence	315(79%)	200(50%)					

Values in parentheses are percentages (X² = 325.20, df = 1, p =0.05>0.00)

Table 4 showed that the inferential statistics of chi-square was used to test the influence of teachers' perception of infrastructural facilities on the implementation of UBE programme. The result showed that 79% of the respondents agreed that teachers' perception of infrastructural facilities had significant influence on the implementation of the UBE programme as against 21% respondents who disagreed.

Table 4 also showed that chi-square calculated value of 325.20 was greater than the chi-square table value of 3.84 checked at 0.05 level of significant with 1 df. The null hypothesis was therefore rejected. This implied that teachers' perception of infrastructural facilities had significant influence on the implementation of the UBE programme. The second finding revealed that teachers' perception of infrastructural facilities has significant relationship with the implementation of the UBE programme. The findings agrees with the views of Omotere (2011) [24] who avers that poor monitoring and supervision of schools, working distance, inadequate infrastructural facilities and lack of qualified personnel among others were responsible for poor implementation of programme. The finding also agrees with the view of Nwachukwu (2006) [19] who observes that free education usually leads to increased enrolment. This in turn puts a lot of pressure on available space and result in decline in the quality and quantity of the building. Nwachukwu further maintains that many Nigerian primary schools are characterized by dilapidated buildings whose roofs are often blown off during thunder storms. In some villages, pupils gather under tree shades in open fields

for their lesson. The consequence of rainfall in such a situation is better imagined than experienced. In some schools there are inadequate seats in the classroom for pupils so, too many of them seat on one seat and in many situations pupils sit on bare un-cemented floor to learn.

Conclusion

Based on the findings of this study, it was concluded that, teachers' perception of infrastructural facilities and adequacy of welfare packages has significant relationship with the implementation of the UBE in Ankpa Education Zone of Kogi State.

Recommendations

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

1. Government should make adequate provisions of welfare packages for the teachers so as to encourage them put in their best towards the implementation of the programme.
2. Infrastructural facilities should be adequately provided for the UBE programme by the government so as to enhance the effective implementation of the programme.

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