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ASSESSING THE INFLUENCE OF UNIVERSAL BASIC EDUCATION (UBE) FACILITIES ON PUPIL ENROLMENT, TEACHER POPULATION AND TEACHER - PUPIL RATIO IN OGUN STATE PUBLIC PRIMARY SCHOOLS OF NIGERIA

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ABSTRACT

This current study is with the specific objective of assessing the influence of Universal Basic Education (UBE) Facilities on pupil enrolment, teacher population and their classroom ratio in the teaching and learning process in Ogun State public primary schools of Nigeria. This was achieved by comparing schools with the UBE facilities and those without these facilities.

To carry out this study, data on pupil and teacher population were gathered using a self-designed School Records Collection Sheets (SRCS) from thirty-two (32) public primary schools selected for study. Eight (8) schools (four (4) with UBE facilities and four (4) without the facilities) each were picked from the four (4) administrative areas of the state (these are Ijebu, Egba, Yewa and Remo) using purposive and simple random sampling techniques.

Findings of the study indicate that there were significant positive influence of UBE facilities on pupil enrolment but an insignificant levels of influence of UBE facilities on teacher population and teacher - pupil ratio.

Recommendations were therefore provided on the findings of this study.

Key Words: Public School, UBE Facilities, Pupil Enrolment, Teacher Population and Pupil – Teacher Ratio.

INTRODUCTION

Primary education as the first arm of basic education in Nigeria is the foundation of any educational system. If this foundation is not strong enough, the whole system may collapse. There is no gainsaying that over several decades there has been gradual deterioration in the facilities provided by governments both at the federal and state levels for the running of education at this stage. This situation has greatly affected pupil enrolment trend and teacher population in public primary schools.

According to Badejo (1996) and Adeyemi (2007) the deplorable situation in public primary schools based on the inadequacies of government against the provision of the National Policy on Education (FGN, 2004) is affecting public school population as children are now being enrolled in private institutions which seem to provide childhood education that embraces “play” as a significant method in the development of the mind of children. Equally, Akintola (1981) and Adeyemi (2007) posits that in public schools, pupils learning environment typically has few facilities, and classes consist more than 50 pupils (higher than 1 to 30/40 standard indicated in the

National Policy on Education (FGN, 2004). All these, in addition to overloaded curricular, inadequate learning materials as well as poor and harsh teaching techniques precipitate teachers loss of interest in the profession and poor academic performance in schools which again made the children become disillusioned, and so search for an escape route outside the school, hence drop outs.

A report of the African Regional Studies programme of the World Bank presents a sorry picture of the conditions in African Primary Schools- Nigeria Inclusive. It points out that most schools in sub-Sahara Africa suffer from very poor condition of learning in dilapidated or half-completed buildings, Insufficient desks, overcrowded classrooms, inadequate learning materials, poorly educated and poor motivated teachers and the use of recitation as the dominant vehicle for learning (World Bank, 1998). It was also observed that in Nigeria, the total enrolment as a percentage of total school age population had been declining since 1983 from 93% in that year till date (Chinsman, 1998 cited in Adeyemi, 2007). Ogun State which is the case study for this research work might not be entirely absolved from this apparent situation and decline in enrolment.

In Ogun State Education Handbook, it was indicated that the state strived to provide facilities and other instructional materials and equipment for the use of primary schools. Despite these efforts, Ajayi (2001) felt seriously concerned that as much as total of 278,854 classrooms (1999/2000 session) in our schools were dilapidated. He also notes that the obvious inadequacy of this number had resulted in severe overcrowding with pupils sitting on bare floor. This situation has been identified by researchers to be of great influence on the interest of teacher in the teaching – learning process hence, its impact on teacher populations in schools today.) Ejiogu (1980), NPEC/World Bank (1997), Abdul Kareem (2000) and Adeyemi (2007) in their various studies reports how Nigerian educational sector is constantly loosing much of its personnel to other sectors of the economy due to the state of the facilities in system.

Presently, the sorry state of education in Nigeria needs special dedicated attention (especially in the area of facilities provision) so as to get the desired positive changes being expected by the introduction of the UBE scheme. Where positive changes are expected are in the areas of pupils enrolment, teacher population and the subsequent teacher pupil ratio among other so a s to enable the school system function at optional level through the optimal use of facilities.

Statement of the Problem

The provisions of facilities under the basic education system over the years have suffered many setbacks and its attendant influences on school performance variables cannot be over emphasized. With the recent efforts in the provision of facilities under the new initiative Universal Basis Education (UBE) programme at the primary school level, and the various claims by both federal and state governments in Nigeria in this regard, this study intend to assess the influence of UBE facilities on pupil enrolment, teacher population and teacher-pupil ratio in public primary schools.

Research Hypotheses

The following research hypotheses were generated and tested for the purpose of this study.

1. There is no significant difference in the school population / enrolment of schools with UBE facilities and schools without these facilities.
2. There is no significant difference in teacher population of schools with UBE facilities and schools without these facilities.
3. There is no significant difference in teacher-pupil ratio in schools with UBE facilities and schools without these facilities.

RESEARCH METHOD

Design

The study adopts *ex-post facto* research design. The study basically aims at fact finding of existing situations in primary schools. The study surveys the amount of some school facilities of the UBE scheme and their influence on selected variables in school performance in Ogun State Primary Schools. The design thus, helps to offer feasible explanations about some school factors on the two sets of schools differentiated in terms of UBE facilities.

Sampled Schools

To select the sampled schools, the four (4) geographical zones (Ijebu, Egba, Yewa and Remo) that make-up Ogun State were used. Each zone was stratified into rural and urban areas. The purposive and simple random sampling method of random numbers in computer was used to select the thirty-two (32) schools, eight (8) each from the four (4) zones. These consisted of four (4) schools already provided with UBE facilities and four (4) without the facilities. This is to allow for equal representation and equal basis for impact assessment.

Instrument

School Records collection sheet

School Record Collection Sheets (SRCS) were designed for the collection of data for the purpose of this study The researcher collected some school records from 2000/2001 session to 2004/2005 session on (a) school population/enrolment and (b) number of teachers available; from the sampled schools. These records were used to address the research hypotheses on school population/enrolment, teacher population, and teacher-pupil ratio respectively. Records used in the study were sourced directly and reliably too from the sampled schools.

Data Collection

For the administration of the instruments designed for the purpose of this study, the researcher engaged the services of three trained research assistants. The research assistants were tutored on the objectives of the research work and how to go about the use of the School Record Collection Sheets (SRCS). This facilitated quick and effective administration.

Data Analysis

For analysis of scores generated, descriptive statistics were calculated for data gathered from school records on school population/enrolment, teacher population and teacher-pupil ratio under hypotheses 1, 2, and 3, while, chi-square was adopted to calculate the significant levels for these hypotheses.

RESULTS

Hypothesis One

Hypotheses one states that: There is no significant difference in the school population/ enrolment of schools with UBE facilities and schools without these facilities.

To address the hypothesis on facilities influence on school population/enrolment tables 1, 2, 3 & 4 below shows records of pupils' enrolment for the period 2000-2005 in schools with UBE facilities and those without UBE facilities and the percentage difference in pupils' enrolment in these two sampled school types. Also presented below are figures 1, 2, 3, and 4 indicating the enrolment trends. The calculated chi-square analysis to show the level of significance in pupil enrolment between the two school types is also presented in table 5 below.

Table 1: Pupil Enrolment In Schools With UBE Facilities

Zone	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Remo	1538	1804	1231	1691	1878	1852
Egba	1881	1913	1909	1995	2128	2230
Ijebu	2363	2290	2293	2236	2255	2285
Yewa	1872	1902	2002	2098	2191	2292
Total	**7654**	**7909**	**7435**	**8020**	**8452**	**8659**

Figure 1: Pupil Enrolment in Schools with UBE Facilities

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Table 2: Pupil Enrolment in Schools Without UBE Facilities

Zone	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Remo	1270	1077	1054	1085	1144	1107
Egba	1632	2154	2088	1885	2059	1988
Ijebu	1843	1862	1790	1388	1837	1884
Yewa	1518	2073	2010	1979	1971	1986
Total	**6263**	**7166**	**6942**	**6337**	**7011**	**6965**

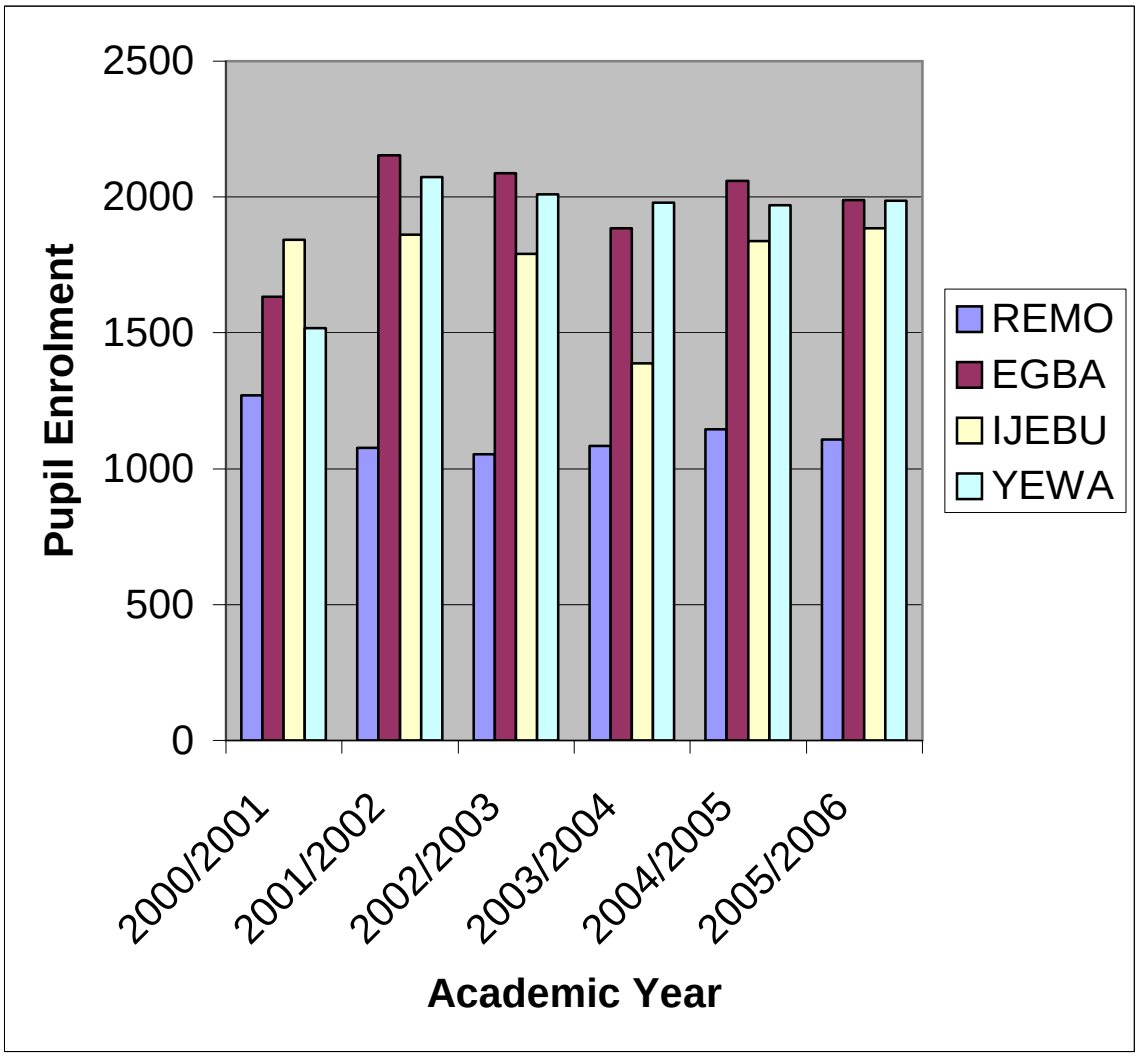

Figure 2: Pupil Enrolment in Schools without UBE Facilities

Table 3: Total Pupil Enrolment In Schools with and without UBE Facilities

School Type	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Schools with UBE facilities	7654	7909	7435	8020	8452	8659
Schools without UBE facilities	6263	7166	6942	6337	7011	6965

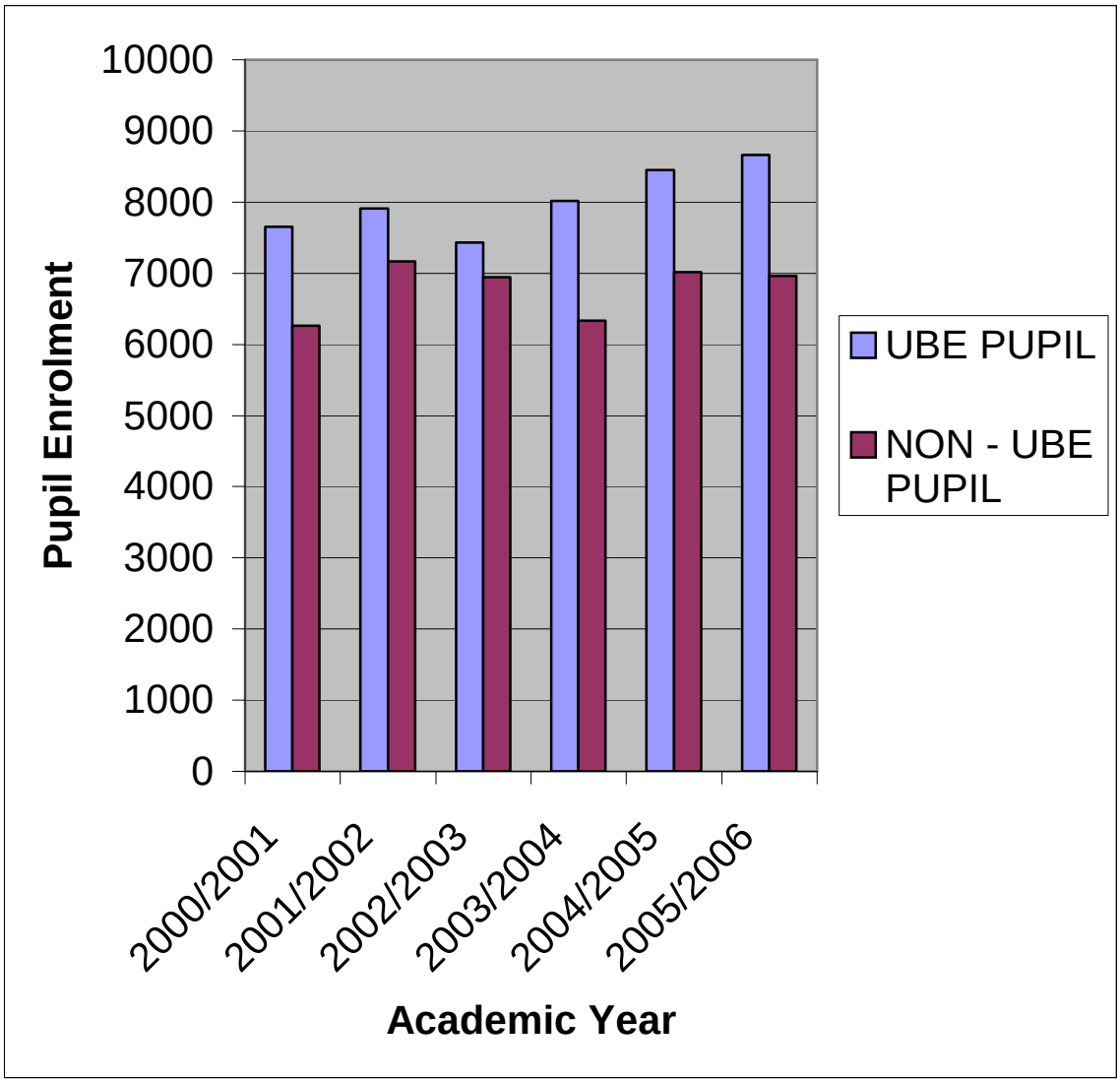

Figure 3: Total Pupil Enrolment in Schools with and without UBE Facilities

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Table 4: Percentage Difference In Pupil Population/Enrolment in Schools with and without UBE Facilities

School type	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Schools with UBE facilities		3.33	-5.99	7.87	5.39	2.45
Schools without UBE facilities		14.42	-7.31	-8.72	1.06	-0.66

Source: ***Fieldwork (2005)***

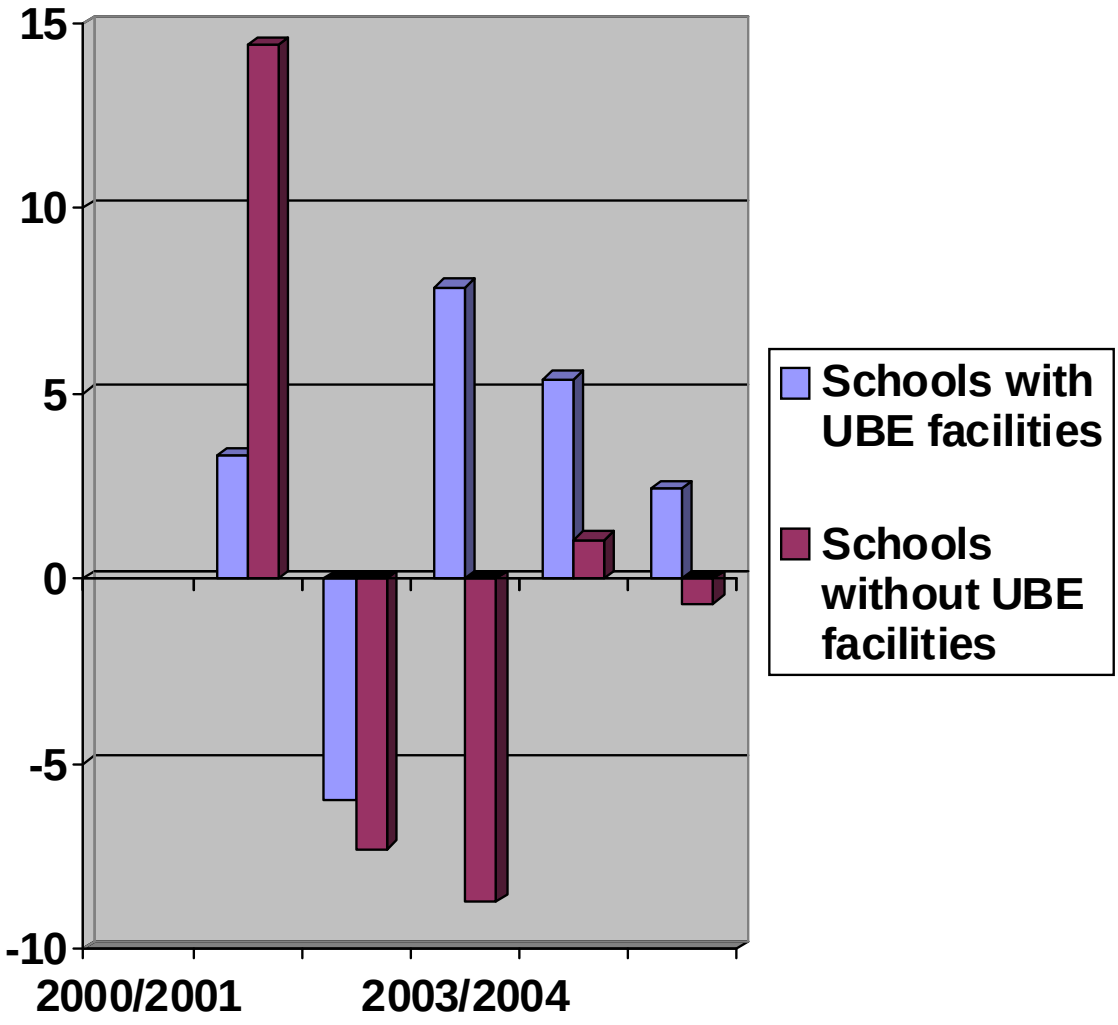

Figure 4: Percentage Difference in pupil Enrolment in Schools with and without UBE Facilities

The percentage difference on pupil enrolment shows that in 2001/2002, 2003/2004, 2004/2005 and 2005/2006 academic sessions, schools provided with UBE facilities recorded percentage (%) increase of 3.33, 7.87, 5.39 and 2.45 in school enrolment. In 2002/2003 academic session, the schools witnessed percentage (%) decrease of -5.99 in school population. On the other hand, schools without UBE facilities recorded in 2001/2002, 2004/2005 academic sessions percentage (%) increase of 14.42 and 1.06 in enrolment, while in 2002/2003, 2003/2004 and 2005/2006 academic session, the school had percentage (%) decrease of –7.31, -8.72 and –0.66. The above statistics point to the dwindling enrolment trend in public primary schools with and without UBE facilities in the years under consideration.
Table 5 below presents the chi-square analysis for the significant difference in school population of these two school types.

Table 5: Calculated chi-square on pupil enrolment in schools with and without UBE Facilities.

School Type	**1**	**2**	**3**	**4**	**5**	**6**	**Total**
	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	
Schools with UBE facilities	7654 (7541.82)	7909 (8169.35)	7435 (7791.10)	8020 (9780.26)	8452 (8379.61)	8659 (8466.86)	**48129**
Schools without UBE facilities	6263 (6375.18)	7166 (6905.65)	6942 (6585.90)	6337 (6576.74)	7011 (7083.39)	6965 (7157.14)	**40684**
Total	**13917**	**15075**	**14377**	**14357**	**15463**	**15624**	**888.13**

Expected frequencies are indicated in brackets
$X^2 = 84.30 > CV = 11.07$, df = 5, $P < 0.05$

Table 5 shows that the calculated x^2 of 84.30 is greater than the critical value of 11.07 at 0.05 significant level. From the results presented in the calculated chi-square in table 5 it is indicated that there is a significant difference in school population/enrolment of schools with UBE facilities and schools without UBE facilities. To this extent hypothesis one which states that there is no significant difference in school population/enrolment of schools with UBE and those without UBE facilities is therefore not retained.

Hypothesis Two

Hypothesis two states that: There is no significant difference in teacher population of schools with UBE facilities and schools without these facilities.

To further address the hypothesis on impact of facilities on teacher population, tables 6, 7, 8 & 9 below shows records of teacher population from 2000-2005 in schools with UBE facilities and those without UBE facilities and the percentage difference in teacher population in these two sampled school types. Also, presented below are figures 5, 6, 7 and 8 indicating the teacher population trends. The calculated chi-square to show the level of significance in teacher population between the two school types is presented in table 10 below.

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Table 6: Teacher Population In Schools With UBE Facilities

Zone	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Remo	75	76	58	88	96	110
Egba	81	82	86	92	97	101
Ijebu	97	94	95	101	101	100
Yewa	83	86	91	101	109	117
Total	**336**	**338**	**330**	**382**	**403**	**428**

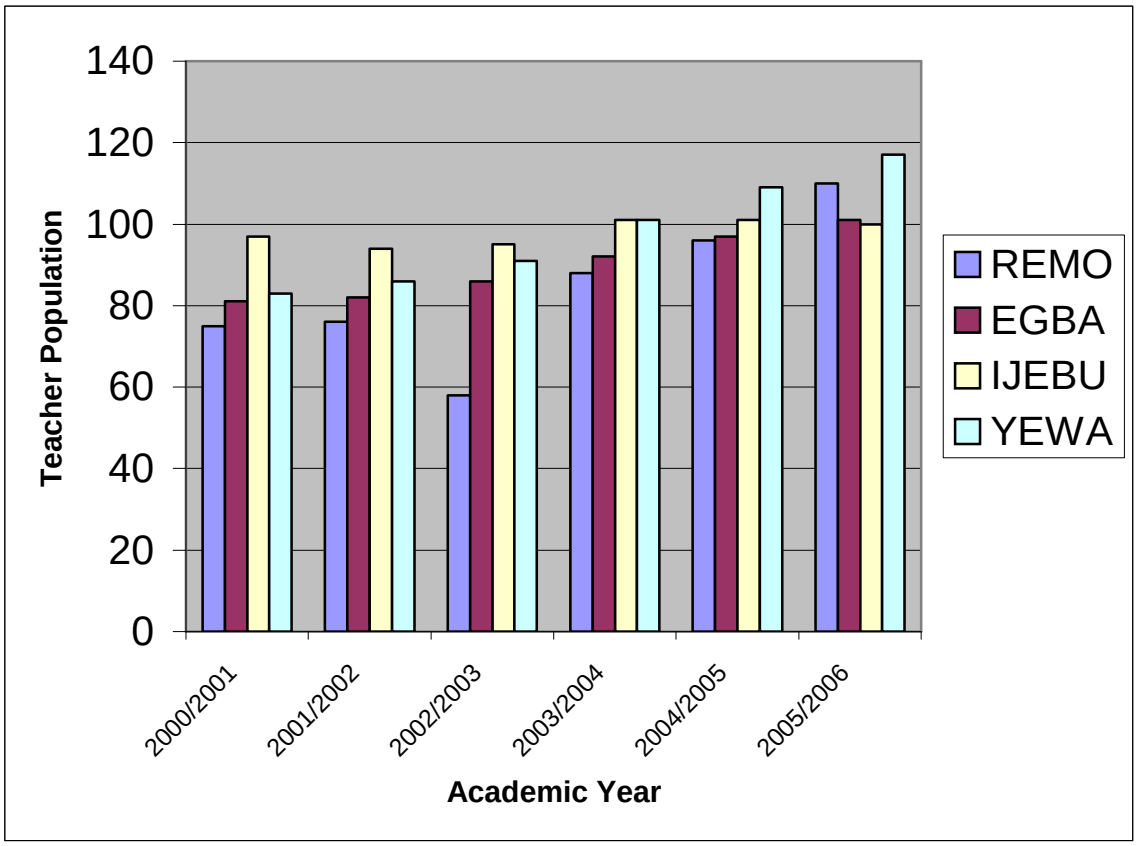

Figure 5: Teacher Population in Schools with UBE Facilities
Source: *Fieldwork (2005)*

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Table 7: Teacher Population In Schools Without UBE Facilities

Zone	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Remo	56	54	55	64	66	70
Egba	76	93	89	92	95	92
Ijebu	82	83	83	66	90	90
Yewa	73	99	98	97	102	100
Total	**287**	**329**	**325**	**319**	**353**	**352**

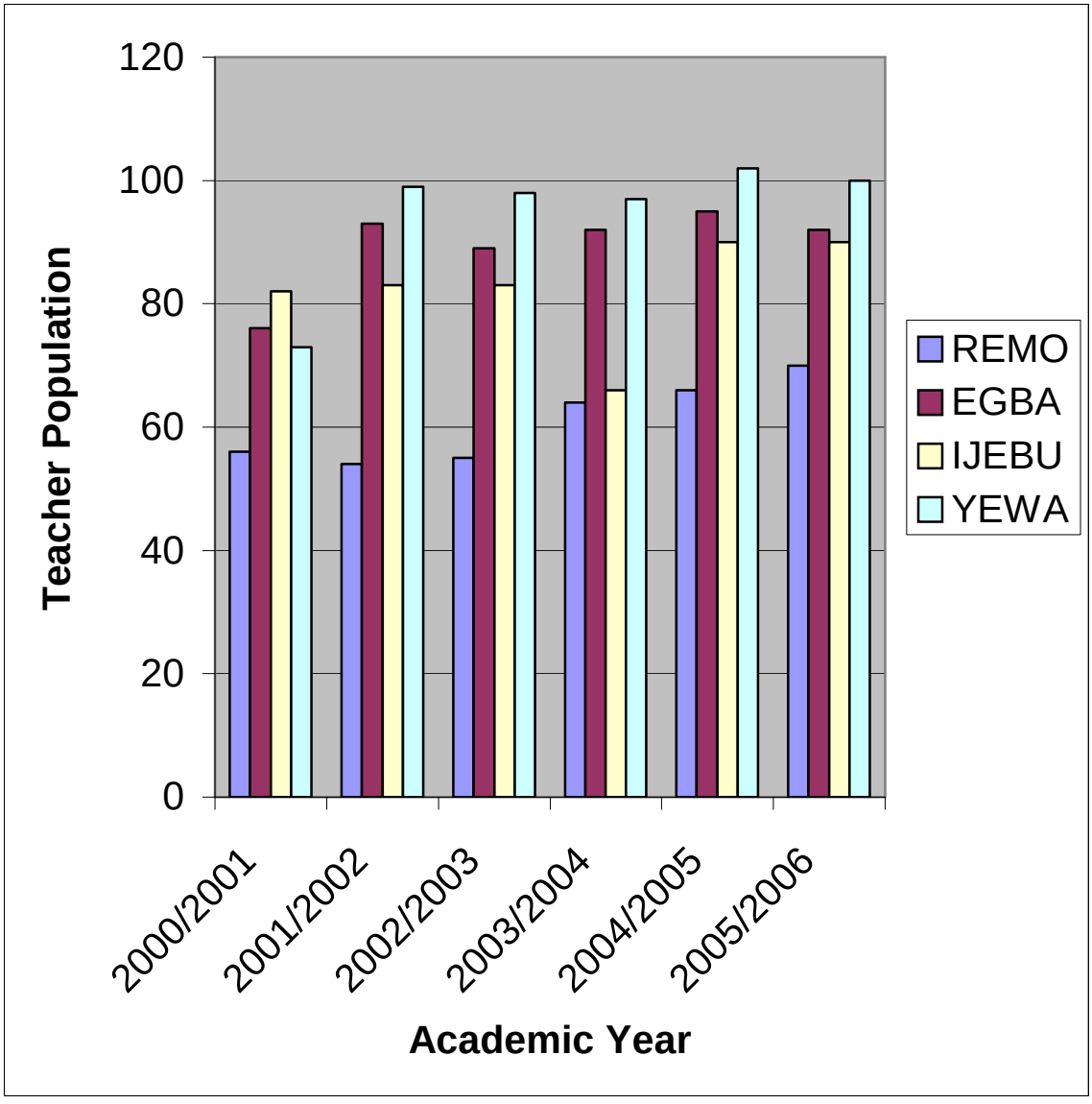

Figure 6: Teacher Population in Schools without UBE Facilities

Table 8: Total Teacher Population In Schools With and Without UBE Facilities

School Type	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Schools with UBE facilities	336	338	330	382	403	428
Schools without UBE facilities	287	329	325	319	353	352

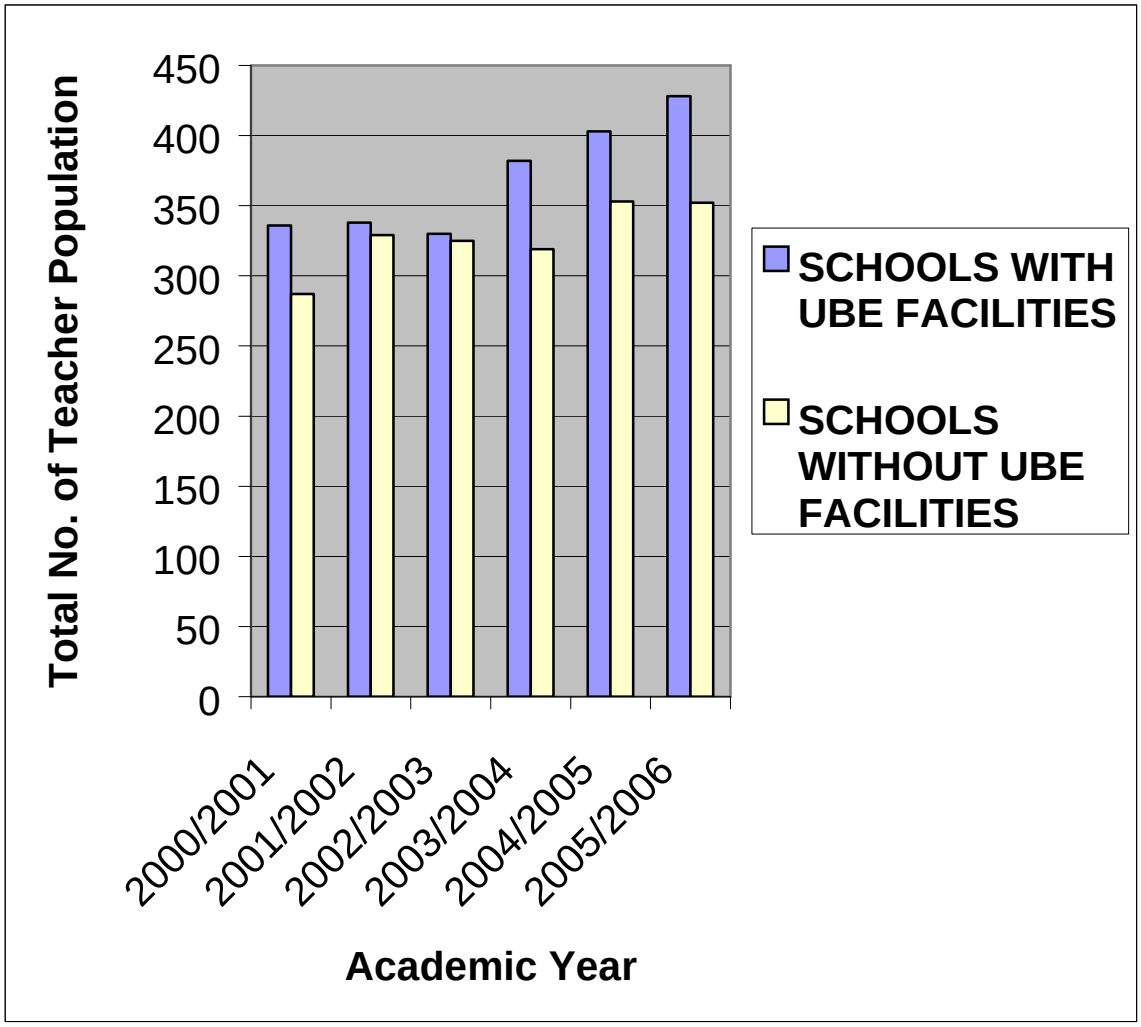

Figure 7: Total Teacher Population In Schools with And without UBE Facilities

Table 9: Percentage Difference In Teacher Population in Schools with and without UBE Facilities.

School type	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Schools with UBE facilities		0.59	-2.37	15.76	5.50	6.20
Schools without UBE facilities		14.63	-1.2	-1.85	10.66	-0.28

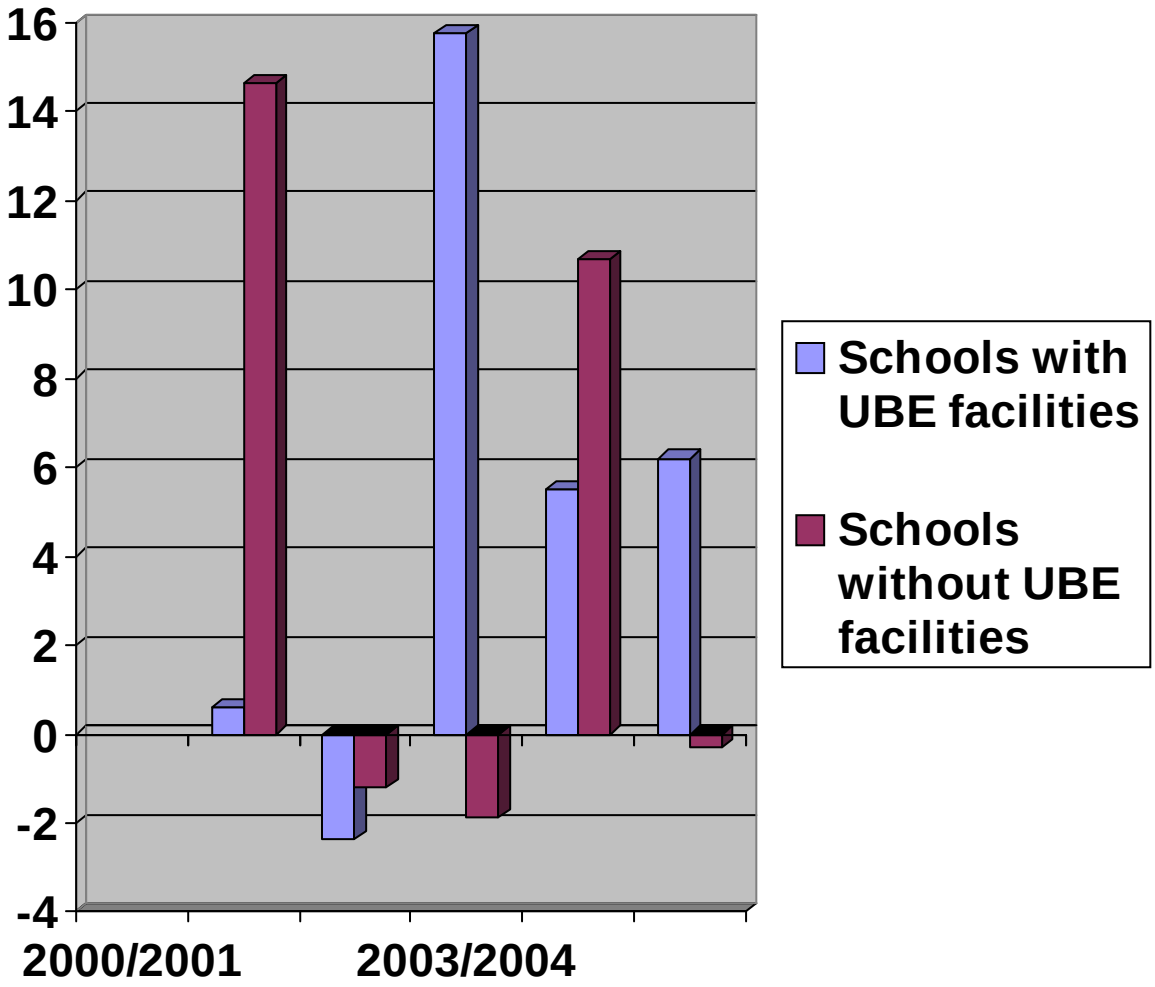

Figure 8: Percentage Difference in Teacher Population in Schools with and without UBE Facilities

The percentage difference in teacher population indicates that in 2001/2002, 2003/2004, 2004/2005 and 2005/2006 academic sessions, schools with UBE facilities recorded percentage (%) increase of 0.59, 15.76, 5.50 and 6.20, while in 2002/2003 academic session, there was percentage (%) decrease of –2.37. On the other hand, schools without UBE facilities recorded in 2001/2002, 2004/2005 academic sessions percentage (%)

increase in teacher population of 14.63 and 10.66 while in 2002/2003, 2003/2004 and 2005/2006 academic sessions percentage (%) decrease of –1.2, -1.85 and –0.28 were recorded.

Table 38 below presents the chi-square calculated for the level of significance in teacher population in these two school types.

Table 10: Calculated chi-square on Teacher Population in schools with and without UBE Facilities

School Type	1	2	3	4	5	6	Total
	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	
Schools with UBE facilities	336 (330.3)	338 (353.6)	330 (347.23)	382 (371.62)	403 (400.78)	428 (413.50)	**2217**
Schools without UBE facilities	287 (292.73)	329 (313.40)	325 (307.77)	319 (329.28)	353 (355.22)	352 (366.50)	**1965**
Total	**623**	**667**	**655**	**701**	**756**	**780**	**4182**

Expected frequencies are indicated in brackets

$X^2 = 5.21 < CV = 11.07$, df = 5, P < 0.05

The table shows that the calculated x^2 of 5.21 is less than the critical value of 11.07 at 0.05 significant level. This mean, that there was no significant impact of UBE facilities on teacher population in schools where they were provided as against the result from teachers rating above. To this extent, hypothesis two which states that there is no significant difference in teacher population in schools with UBE facilities and schools without these facilities is therefore retained.

Hypothesis Three

Hypothesis three states that: There is no significant difference in teacher-pupil ratio in schools with UBE facilities and schools without these facilities.

To also address the hypothesis on facilities-impact on teacher-pupil ratio, tables 11, 12, 13 & 14 below shows records of teacher-pupil ratio from 2000-2005 in schools with UBE facilities and those without UBE facilities and the percentage difference in teacher-pupil ratio in these two sampled school types. Also, presented below are figures 10, 11, 12 and 13 indicating teacher-pupil ratio trends. The calculated chi-square to show the level of significance in teacher–pupil ratio between the two school types is also presented in table 15 below.

Table 11: Teacher – Pupil Ratio For Schools With UBE Facilities By Zones

Zone	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Remo	20.51	23.74	21.22	19.22	19.56	16.84
Egba	23.22	23.33	22.2	21.68	21.94	22.08
Ijebu	24.36	24.31	24.14	22.14	22.33	22.85
Yewa	22.55	22.17	22	20.77	20.1	19.59

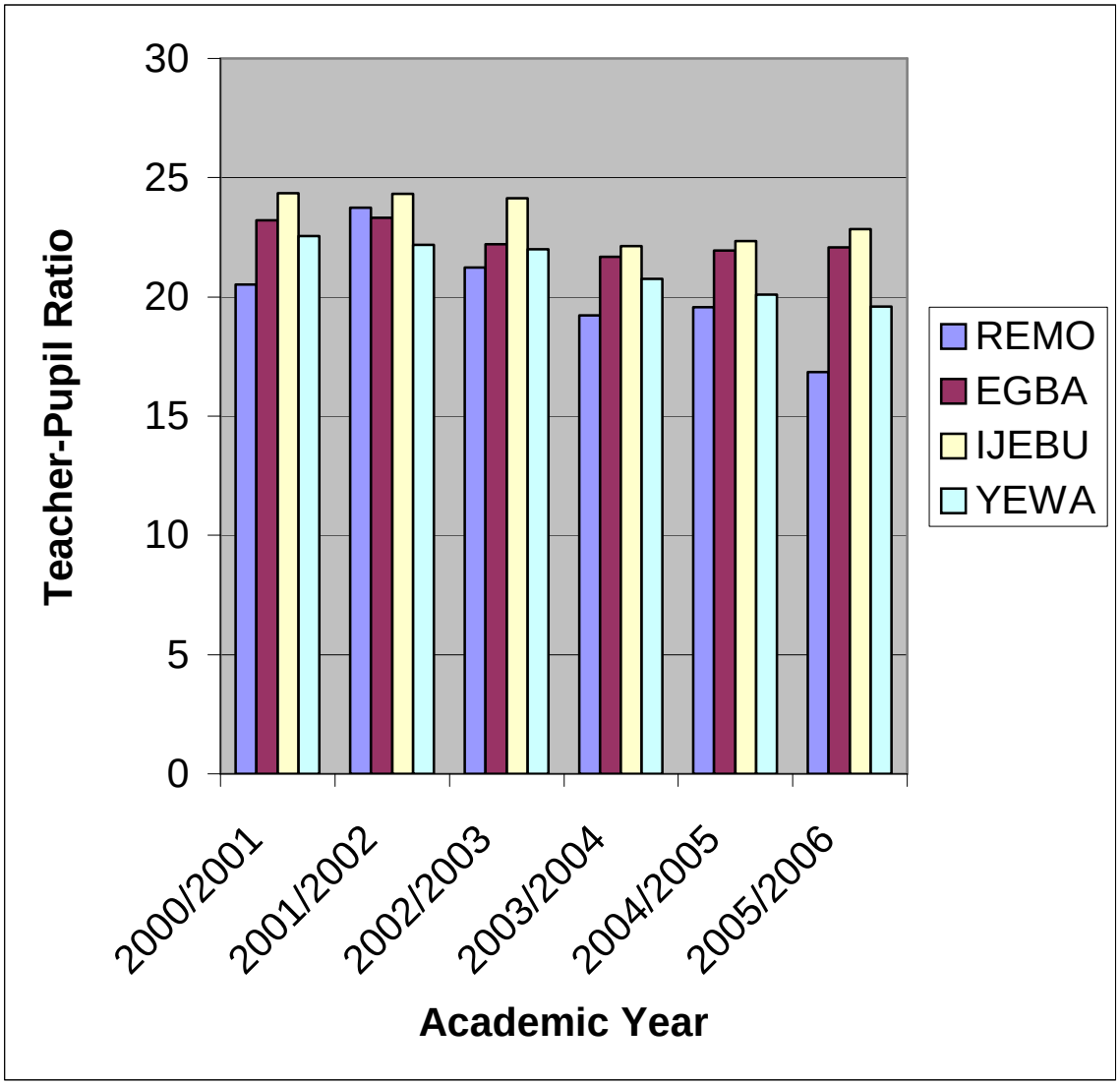

Figure 10: Teacher – Pupil Ratio for Schools with UBE Facilities by Zones

Table 12: Teacher – Pupil Ratio For Schools Without UBE Facilities By Zones

Zone	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Remo	22.68	19.94	19.16	16.95	17.33	15.81
Egba	21.47	22.16	23.46	20.49	21.67	21.61
Ijebu	22.48	22.43	21.57	21.03	20.41	20.93
Yewa	20.79	20.94	20.51	20.4	19.32	19.86

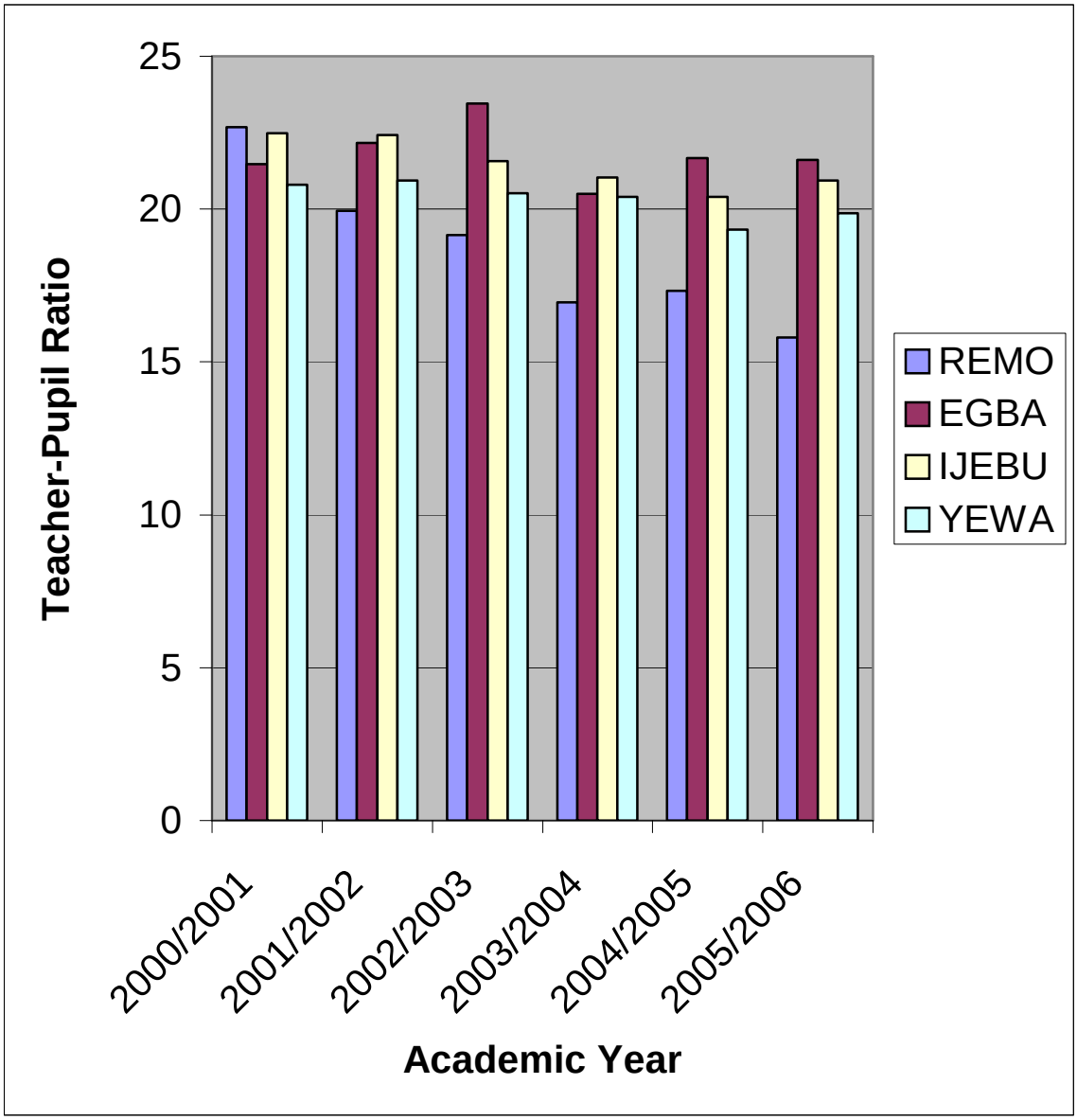

Figure 11: Teacher – Pupil Ratio for Schools without UBE Facilities by Zones

Table 13: Teacher – Pupil Ratio In Schools With And Without UBE Facilities

School Type	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Schools with UBE facilities	22.77	23.39	22.53	20.99	20.97	20.23
Schools without UBE facilities	21.82	21.78	21.36	19.86	19.86	19.78

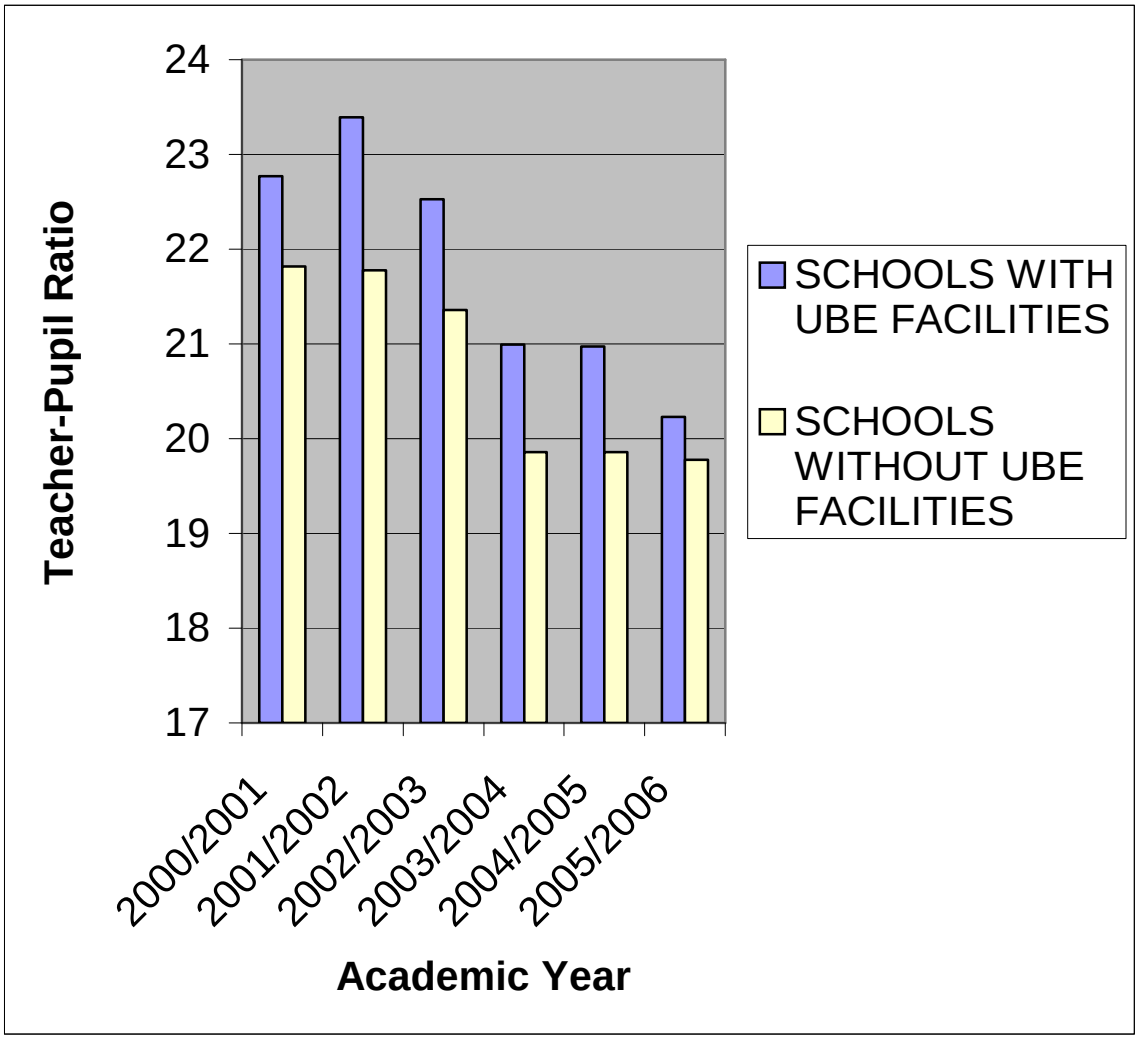

Figure 12: Teacher – Pupil Ratio in Schools with and without UBE Facilities

Table 14: Percentage Difference In Teacher-Pupil Ratio in Schools with and without UBE Facilities

School type	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Schools with UBE facilities		2.72	-3.68	-6.84	-0.1	-3.53
Schools without UBE facilities		-0.19	-1.93	-7.02	0	-0.4

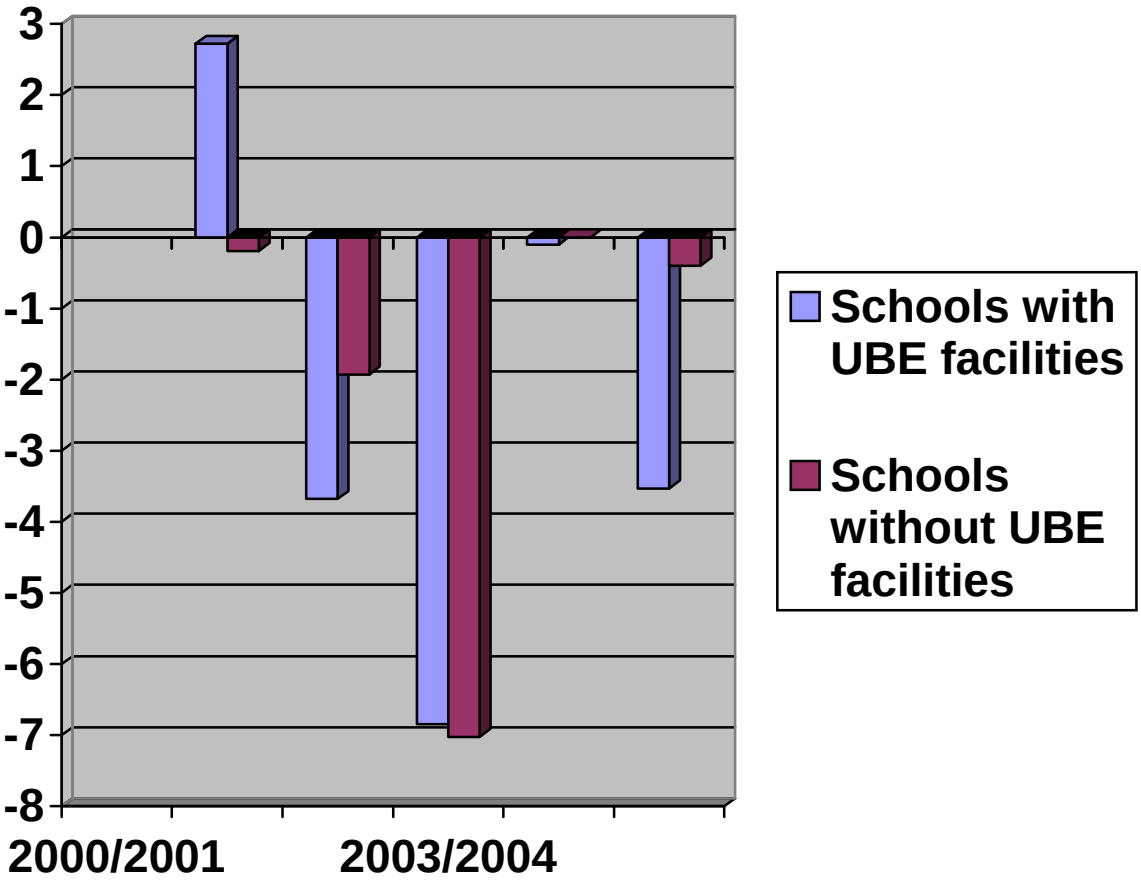

Figure 13: Percentage Difference in Teacher – Pupil ratio in Schools with and without UBE Facilities

The percentage (%) difference in teacher-pupil ratio indicates that in 2001/2002 academic session, schools with UBE facilities had percentage (%) increase of 2.72 in teacher-pupil ratio, while in 2002/2003, 2003/2004, 2004/2005 and 2005/2006 academic sessions percentage (%) decrease of –3.68, -6.84, -0.1 and –3.53 were recorded. On the other hand, schools without UBE facilities in 2004/2005 academic session recorded 0%. While in 2001/2002, 2002/2003, 2003/2004 and 2005/2006 academic sessions percentage (%) decrease of –0.19, -1.93, -7.02 and –0.4 in teacher-pupil ratio were recorded.

Presented in table 15 below is the calculated chi-square to show the level of significance in teacher-pupil ratio for these two school types.

Table 15: Calculated chi-square on Teacher-Pupil Ratio in schools with and without UBE Facilities

School Type	1	2	3	4	5	6	Total
	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	
Schools with UBE facilities	22.77 (22.86)	23.39 (23.15)	22.53 (22.50)	20.99 (20.10)	20.97 (20.93)	20.23 (20.50)	**130.88**
Schools without UBE facilities	21.82 (21.73)	21.78 (20.02)	21.36 (21.39)	19.86 (19.91)	19.86 (19.90)	19.78 (19.50)	**124.46**
Total	**44.59**	**45.17**	**43.89**	**40.85**	**40.83**	**40.01**	**255.34**

Expected frequencies are indicated in brackets

$X^2 = 0.23 > CV = 11.07$, df = 5, $P < 0.05$

The table shows that the calculated $\bar{x}^2$ of 0.23 is less than the critical value of 11.07 at 0.05 significance level. This means that there was no significant impact of UBE facilities on teacher-pupil ratio in schools provided with UBE facilities and those without these facilities. To this extent hypothesis six which states that there is no significant difference in the classroom teacher-pupil ratio of school with UBE facilities and those without these facilities is therefore retained.

DISCUSSION OF FINDINGS

School Population/Enrolment Assessment

The result of this assessment reveals that the UBE facilities provided in the sampled schools where the facilities are provided have significant impact on school population. A look at the block of classrooms, furniture and the immediate surroundings of the building point to their conduciveness for effective teaching and learning, and these are capable of attracting pupils to attend school. The provision of instructional materials may attract pupils, to some extent, to be academically ready to attend school. It was observed from the fieldwork that a few of the schools use their block of classrooms for their nursery children. When interviewed, they posited that those buildings were beautiful and attractive. These they believe have been encouraging parents to send their children to school with the hope that they will graduate to the primary level, thus, gradually reversing the dwindling enrolment in public primary schools.

Increase in enrolment may also be made possible with the promulgation of laws at Federal and State levels that make basic education free, universal and compulsory. Nwagwu (2002) provides insight into this finding when he anticipated increase in school enrolment in primary and secondary schools as a result of the UBE programme. He therefore notes that, more facilities will definitely be required especially in urban areas.

This opinion is in line with the findings of Majasan (1995) when he also posits that the classroom is an environment where pupils are motivated to grow physically, intellectually and emotionally. He argues that the organisation and management of the environment and learning situation attracts parents and pupils to school and finally lead to the achievement of educational goals. Fadipe (1997) in his study reveals that attractive school buildings and environment contribute to increase in school population/enrolment. He submits that the school building is one of the most important infrastructural facilities needed for the promotion of teaching-learning activities in schools. Moreover, good organisation of the classroom, which brings about the application of effective routines in carrying out classroom activities and also the existence of a democratic method of discipline, attract pupils to school to learn effectively.

Teacher Population Assessment

As earlier discussed, the provision of facilities was noted to have impacted on school enrolment, this may equally have bearing on the need for teachers. As pointed out by Fadipe (1997), the number of classes coupled with school population may dictate the number of teachers. As revealed by Brolin (1964), in a study, the number of classes is closely related to the problem of providing sufficient supplies of both teachers and the classrooms.

The chi-square calculated on teacher population using school records indicated that there was no significant impact of UBE facilities on the availability of teachers. What the result may be saying is that there is no remarkable change in the number of teachers as a result of UBE scheme in schools with UBE facilities in Ogun State. Possible reasons for this may include the following: state and local government recruitment pattern irrespective of UBE facilities, maintenance of budget on teachers which may affect the provision of teachers to schools, the non creation of new schools, and that previous shortage of teachers that are just being corrected in primary schools today. This could be explained further from the fact that in Nigeria today, our public primary schools are witnessing shortages of teachers. Tracing this phenomenon for instance, the World Confederation for the Organisation of the Teaching Profession (1961) stated that most teachers in Nigerian schools as at this period were ill-equipped, it pointed out that over 75 percent of Nigerian teachers have no training in teaching, and are therefore not qualified professionally to teach. Despite all bold attempts over the years to improve the professional training of teachers, the situation is marginally different from what it was twenty-six years ago. In another survey conducted by the National Teachers Institute, Kaduna (1981), it was found out that out of a total of 256,979 primary school teachers in 1976/77 academic session, only 110,476 representing 42.9 percent were qualified as Grade Two teachers. This shows that in that year 57.1 percent primary school teachers were unqualified. Although in recent years, this position has improved in many states, however, some states are still seriously, having this problem.

More recently, Ogbeifun and Olisa (2001) reported in their study that the over 400,000 teachers currently employed in the Nations Primary Schools constitute a far cry from the number required to run the schools efficiently especially in relation to the projected pupils enrolment for the UBE scheme. This can be explained as a major factor affecting the impact level of UBE facilities on the availability of teachers in Nigeria primary schools, Ogun State inclusive. To add to this report, Dike (2002) reveals in his own study that the falling standard of education in the country is caused by acute shortage of qualified teachers at the primary school level. He pointed out that only 429,048 qualified teachers were available to teach 20,698, 546 pupils. These figures indicate an average ratio of one teacher to 48 pupils as against the universally acceptable standard of one teacher to 40 pupils (FGN, 2004). This observation, is supported by Nwagwu (2002), Onanuga (2003) and Aderinoye (2004) in their various studies in the area of demand and supply of teachers in primary schools. Fadipe (2002) however, declared that planners of the UBE programme have no choice but to recruit, train, remunerate and motivate teachers needed for the successful implementation of the Universal Basic Education programme in the country.

Teacher-pupil Ratio Assessment

The findings on the influence of UBE facilities on teacher-pupil ratio assessment can be explained from the viewpoint that dwindling enrolment exists in public primary schools over the years and before the UBE, as the public was beginning to lose confidence in them. Hence, in most of the schools it is common to find teacher-pupil ratio of 1 – 24 as revealed in this study. This viewpoint is supported by Ajayi (2005) and Adeniji (2005) in their studies, "towards reversing dwindling enrolment trend in public primary schools in Ijebu-North Local Government Area of Ogun State". They discovered, as earlier identified, that in schools in this part of the State, the ratio of teacher to pupil was between 1:24 and 1:30. Hence, provision of block of classrooms, furniture and instructional materials may have significant impact although this may be low as shown in the finding. This will enable some of these schools to decongest classrooms and manage the existing ones at their disposal.

However, it should be pointed out that such decongestion will be predicated on a number of factors which include school population, availability of teachers and drop-out rate among other determinants. With the UBE programme, educational facilities especially block of classrooms, furniture and instructional materials are being provided to school. To this extent and at the start of the programme increase in enrolment was envisaged. This is corroborated with the findings of this study. Also, to increase enrolment and address the dwindling trend in school population, many public primary schools now run nursery sections. From the nursery sections, the children graduate to the primary level. The UBE facilities have been found to be useful in this direction, as it makes the classroom environment inviting to the children.

With increase in school population, which equally serves as determinant of number of classes, teachers and other educational resources in schools, and considering the enormous demand for educational facilities, consequent upon the serious decay witnessed over the years, the UBE facilities as pointed out in the chi-square calculated using school records, may not have significant impact on teacher-pupil ratio.

It was discovered from field report that with the highly deteriorated classrooms and furniture, schools merge between two-three arms in a classroom, thereby increasing the classroom population beyond the required standard of forty by the Federal Government of Nigeria in the National Policy on Education (FRN, 2004).

Lending credence to the determinants of teacher-pupil ratio, Fadipe (2000) points out that teacher-pupil ratio is dictated by school population, which also determines number of classes, teachers and other educational resources needed for schools to function. Also supporting the issue of classroom condition as one of the determinants of classroom population, Ogbuka (2000), in a survey reveals that over 47% of the classrooms in the country's primary schools needs renovation and an additional 285,920 blocks were needed to accommodate about 511,939 more classes. The World Bank (1998) lend credence to it that most schools in sub-Sahara Africa suffer from very poor conditions of learning in dilapidated or half-completed buildings, insufficient desks, overcrowded classrooms, inadequate learning materials, poorly educated and motivated teachers.

CONCLUSIONS AND RECOMMENDATIONS

Ogun State Government in providing facilities could through the State Universal Basic Education Board (SUBEB) identify the areas of needs of primary schools in all the 20 local government areas that make-up the geographical zones of the state. Such identification of needs may focus on pupil enrolment trend, classrooms and furniture situations, teacher population and teacher-pupil ratio among other factors. It is expected that this will enable the state government plan and project adequately and realistically too, rather than relying on guesswork and political considerations. This will also help to balance the uneven distribution of facilities found out in this current study.In trying to achieve this and considering the capital-intensive nature of the UBEN scheme, Ogun State Government can map-out an execution plan programme for specific period of time (this

may be in short and long terms). This will enable the government implement in phases, based on school needs and priorities, the provision of UBE facilities to primary schools in the State

The state government has to be more aggressive and double efforts in the areas of renovation of school buildings and the provision of new ones. These efforts may equally be maintained when the implementation of the scheme, at the Junior Secondary School (JSS) level starts. With the level of facilities provision that is far from being adequate, the rehabilitation of school structures to standard is expected to save cost. Thus, the programme will reach more schools.

It should be noted that only through commitment and sincerity of purpose that Ogun State government could achieve and actualize Education for all. However, this may not be in the target year of 2015, taking into account, the extent of needs of primary schools for these facilities and the level at which they have been provided so far.

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