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SITUATIONAL ANALYSIS OF QUALITY DELIVERY PROVISIONS IN UNIVERSAL BASIC EDUCATION SCHOOLS ACROSS DELTA STATE

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ABSTRACT

This study is an analysis of the quality delivery provisions in Universal Basic Education schools across Delta State. Four research questions guided the study. A descriptive survey research design was employed to conduct the study. Population for the study was made up of 10,619 teachers from the 1,130 public-owned Universal Basic Education (UBE) schools within three Senatorial districts in Delta State. The sample size for the study comprised 531 teachers selected from 113 public-owned UBE schools drawn at 5% and 10% respectively using purposive sampling technique. Instrument for data collection was a 38-item questionnaire developed by the researcher titled "Situation Analysis of Quality Delivery Provisions Questionnaire (SAQDPQ)". The questionnaire was validated by three experts from the Department of Educational Management and Foundations, including one Measurement and Evaluation experts, Delta State University, Abraka. Reliability of the research instrument was established through a pilot-test. Data gathered from the pilot-test conducted were analyzed using Cronbach Alpha method. This yielded coefficient reliability values of 0.87, 0.83, 0.78 and 0.89, for each of the four clusters with an overall coefficient of internal consistency of 0.84. Data collected were analyzed using only mean statistics rated at 2.50 and standard deviation for answering all the research questions. Findings of the study indicated among others the current state of infrastructural facilities in UBE schools was poor and in bad state for quality delivery in these schools across Delta State. Among the recommendations made was that Delta State government in collaboration with relevant educational agencies and authorities such as the Delta State Universal Basic Education Board (DSUBEB) should prioritize the upgrading and expansion of infrastructural facilities in order to create a conducive learning environment, which is essential for quality teaching and learning delivery in UBE schools across the State.

Keywords: Situation, Analysis, Quality, Delivery, Provisions, UBE, Schools

Introduction

The Universal Basic Education (UBE) programme in Nigeria was implemented to provide free, compulsory, universal and quality education for all children of school-going age in the country. Launched in 1999, the UBE programme targets enhancing the educational landscape by addressing fundamental issues such as access, quality and equity in basic education. However, Delta State, located in the South-South region of Nigeria, has been actively involved in the implementation of this initiative programme. Despite significant efforts, challenges related to the quality of educational delivery seem to persist. Addressing concerns related to quality education delivery provisions of UBE programme in basic

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education schools will definitely lead to attainment of educational goals for national development. Quality education delivery is thus, a cornerstone for national development and societal progress. Quality as described by Juran and Godfrey (2021) refers to the degree to which a set of inherent characteristics of an object fulfills requirements. Quality delivery on the other hand is the efficient and effective provision of services or products that meet or exceed customer expectations (Parasuraman, Zeithaml & Berry, 2020). Deming (2020) stated that quality delivery refers to the consistent and reliable execution of processes that result in outputs that fulfill predefined standards and criteria. Its provisions in the education system entails the action of providing or supplying something for use. It involves the supply of something, especially basic necessities, for the maintenance or operation of an organization or activity (Cambridge University Press, 2023; Oxford University Press, 2022). It therefore becomes very crucial that such factors and frameworks that will enhance teachers' quality education delivery are adequately provided and appropriately established for goal (s) attainment in the Universal Basic Education (UBE) schools. Besides, the Universal Basic Education (UBE) schools according to the Federal Republic of Nigeria (2014) are educational institutions that provide free and compulsory basic education to all children of school-going age, typically including primary and junior secondary education. Obanya (2020) views the UBE schools as public institutions established under the Universal Basic Education programme to ensure equitable access to quality basic education for all children. In the context of Delta State, public-owned Universal Basic Education (UBE) schools play a crucial role in shaping the future of the younger generation. For attainment of the basic education goals and objectives in the UBE schools as indicated by the Federal Republic of Nigeria (FRN, 2014) in the National Policy on Education (NPE) document, it is important to take matters as regards to quality delivery provision seriously.

The quality of education delivered in the UBE schools is contingent upon several factors, including the state of infrastructural facilities, the adequacy and appropriateness of teaching resources, the management of human resources, and the effectiveness of supervisory techniques. Infrastructural facilities as observed by Mankiw (2021) are the basic physical and organizational structures needed for the operation of a society or enterprise. Infrastructural facilities such as classrooms, libraries, laboratories, playgrounds and recreational areas, electricity, water supply administrative offices, computer labs, sports facilities and sanitation facilities, among others, are fundamental and crucial towards providing or creating a conducive learning environment (Ajayi & Akinwande, 2022). This study sought to determine the current situation of these infrastructural facilities in UBE schools across Delta State, assessing whether they meet the standards required for teachers' quality education delivery.

Again, teaching resources, including textbooks, workbooks, teaching aids, laboratory equipment, kits and specimens, teacher guides and manuals, interactive whiteboards, digital projectors, computers, educational software, manipulatives (e.g., blocks, shapes), science kits, flashcards, graphic materials, pictures, posters, charts, real objects, and digital learning tools, among others, are essential for effective teaching and learning processes in the UBE schools (Okeke & Nwafor, 2021). Teaching resources are the materials, tools, and content used by educators to facilitate learning and improve student achievement (Reigeluth, 2019). They can be referred to as the variety of materials and

equipment used to support instruction and enhance the learning experience (Gagné, Wager, Golas, & Keller, 2020). The adequacy and appropriateness of these resources were assessed to determine their impact on teachers' quality of education delivery in UBE schools.

Teachers are at the heart of the education system (Adeola & Oladimeji, 2023). They are always at the forefront of every child learning. Teachers are responsible for implementing educational policies at the classroom level. Hence, providing or establishing effective resource management opportunities and programmes for teachers is a way of enhancing their efficiency and effectiveness on their job. Human resource management opportunities for teachers could be referred to as the practices and policies designed to support the recruitment, development, and retention of teaching staff (Dessler, 2020). Human resource management opportunities encompass the various professional development and career advancement possibilities provided to teachers to enhance their skills and job satisfaction (Noe, 2021). For Dessler (2020) and Noe (2021) human resource management programmes can be implemented in organizations by creating opportunities like: professional development workshops, in-service training programmes, mentorship schemes, performance appraisals, promotion opportunities, sabbaticals, research grants, health insurance benefits, competitive salaries and tuition reimbursement for further education. This study investigated the human resource management opportunities provided for teachers, such as professional development programmes, incentives and benefits, career advancement opportunities, workload, teachers welfare packages, mentorship schemes, promotion opportunities, research grants and working conditions, to understand how these factors contribute to or hinder quality education delivery in UBE schools.

Supervisory techniques are critical for ensuring adherence to curriculum guidelines and maintaining educational standards (Eze & Chukwu, 2020). According to Robbins and Coulter (2022) supervisory techniques involve strategies and approaches implemented to monitor, support, and enhance employee performance and adherence to organizational standards. This includes techniques such as: classroom observations, performance evaluations, feedback sessions, mentoring and coaching, professional development plans, peer reviews, self-assessment tools, curriculum audits, student performance monitoring, and use of supervision checklists. This study therefore, ascertained the effectiveness of these techniques in UBE schools, evaluating how they influence the quality of education delivery. By addressing these key areas, the study aimed to provide a comprehensive analysis of the current situation of quality delivery in UBE schools across Delta State, offering insights for policymakers, educational administrators, and other stakeholders involved in the education sector. Although, several empirical studies like those of: Adeyemi (2011), Ameli, Ayaga and Ouda (2024), Ampofo, Onyango and Ogola (2019), Asaolu and Fashanu (2012), Ekundayo and Alonge (2012), Erinsakin (2016), Hoque and Atheef (2024), Leye-Akinlabi and Komolafe (2023), Kigwiru and Akala (2017), Mulenga and Chileshe (2020), Mwila (2016), Obanya (2014), Olorundare, Odeh, Ochai and Idoko (2025), Suleiman, Mrakpor and Ishola (2021), Umkabu (2023), Wandera, Akala and Imonje (2020), Wejinya (2024) and Yangeve (2012), have been conducted in one aspect of schools' infrastructure, facilities, teaching resources, human resource management and school supervision or the other; but all these previous studies seems to have their differences

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with the present study in terms of their structure, purpose, content, literature, methodology, location, population, sample size and technique and method of data analysis, which makes them different from the present study. This study aimed to provide a situational analysis of the quality delivery provisions in UBE schools across Delta State. The study however, focused on the major key areas such as infrastructural facilities, teaching resources, human resource management, and supervisory techniques, aimed to identify strengths and areas for improvement to enhance the overall quality of education provided. The thrust of this study therefore, sought to investigate the situation analysis of quality delivery provisions especially in public-owned Universal Basic Education (UBE) schools across Delta State.

Statement of the Problem

The Universal Basic Education (UBE) programme in Nigeria, particularly in Delta State, aims to ensure that every child of school-going age receives quality education. Despite the substantial investments and policy efforts towards effective implementation and quality delivery of the Universal Basic Education programme all over the country and Delta State inclusive, yet, there seems to be persistent challenges that hinder the achievement of quality delivery, especially, in public-owned UBE schools. Just to mention but a few of these quality delivery challenges include inadequate infrastructural facilities, insufficient and inappropriate teaching resources, limited human resource management opportunities for teachers, and ineffective supervisory techniques, among others. These quality delivery issues collectively impact the overall effectiveness of the UBE programme, leading to suboptimal educational outcomes. Existing literature highlights the importance of these factors in providing quality education, but there is a lack of comprehensive, localized studies that analyze these issues within the context of Delta State's UBE schools. Consequently, in order to identify the intended gaps to be filled in this present study, there is a critical need to evaluate the current state of infrastructural facilities, assess the adequacy and appropriateness of teaching resources, investigate human resource management opportunities for teachers, and ascertain the effectiveness of supervisory techniques. By addressing these gaps, the study sought to provide a comprehensive situational analysis that can inform policymakers, educational administrators, and other stakeholders. The findings will help in devising targeted interventions to enhance the quality of education in UBE schools across Delta State. Thus, the problem of this study is to ascertain the situation analysis of quality delivery provisions in Universal Basic Education (UBE) schools across Delta State.

Purpose of the Study

This study examined the situation analysis of quality delivery provisions in Universal Basic Education (UBE) schools across Delta State. Specific objectives of the study aimed at:

1. Determining the current state of infrastructural facilities provided for quality delivery in Universal Basic Education (UBE) schools across Delta State.
2. Assessing the adequacy and appropriateness of teaching resources used in teaching and learning for quality delivery in Universal Basic Education (UBE) schools across Delta State.
3. Investigating the human resource management opportunities provided for teachers for quality delivery in Universal Basic Education (UBE) schools across Delta State.
4. Ascertaining the effectiveness of supervisory techniques implemented to monitor curriculum guidelines and educational standards for quality

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delivery in Universal Basic Education (UBE) schools across Delta State.

Research Questions

The following research questions guided the study:

1. What is the current state of infrastructural facilities provided for quality delivery in Universal Basic Education (UBE) schools across Delta State?
2. How adequate and appropriate are the teaching resources used in teaching and learning for quality delivery in Universal Basic Education (UBE) schools across Delta State?
3. What are the human resource management opportunities provided for teachers for quality delivery in Universal Basic Education (UBE) schools across Delta State?
4. How effectively are the supervisory techniques implemented to monitor curriculum guidelines and educational standards for quality delivery in Universal Basic Education (UBE) schools across Delta State?

Methods

A descriptive survey research design was employed to conduct the study. The design was employed to enable the researcher carry out a field investigation concerning the problem by raising a research instrument (questionnaire) which was used to retrieve information from a sample of teachers from the Universal Basic Education (UBE) schools out of their total population in Delta State. Information gathered were collated and analyzed using a statistical tool to reveal the findings and then, conclude the study. Population for the study was made up of 10,619 teachers from the 1,130 public-owned UBE schools within three Senatorial districts in Delta State. The choice of choosing only the teachers as population for the study was to enable the researcher get accurate information about the problem concerning the real situation of things as they existed in the public-owned UBE schools in Delta State. The sample size for the study comprised 531 teachers selected from 113 public-owned UBE schools drawn at 5% and 10% respectively using purposive sampling technique. The sample was made based on the researcher's discretion. This is in line with Nworgu (2015) who stated that for any study with large population, 5% to 80% is sizeable to conduct the study.

Instrument for data collection was a 38-item questionnaire developed by the researcher titled "Situation Analysis of Quality Delivery Provisions Questionnaire (SAQDPQ)" and was structured on a 4-point rating scale of Very Good State (VGS) - 4 points, Good State (GS) - 3 points, Poor State (PS) - 2 points and Very Poor State (VPS) -1, for answering research question 1. While rating scale of Highly Adequate and Appropriate (HAA) - 4 points, Adequate and Appropriate (AA) - 3 points, Less Adequate and Appropriate (LAA) - 2 points and Very Less Adequate and Appropriate (VLAA) -1, for answering research question 2. And 4-point rating scale of Strongly Agree (SA) - 4 points, Agree (A) - 3 points, Disagree (D) - 2 points and Strongly Disagree (SD) -1 point, was used for answering research questions 3 and 4. Construction of this research instrument was guided by the purpose of the study, research questions and several literatures consulted. The questionnaire was face and content validated by three experts from the Department of Educational Management and Foundations, including one Measurement and Evaluation experts, Delta State University, Abraka. These experts made useful corrections on the questionnaire in terms of the sentence construction, suitability and clarity, which were incorporated before the final print out of the research instrument. Reliability of the research

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instrument was established through a pilot-test selecting 25 teachers from 5 public-owned UBE schools in Delta State, but they were not part of the study. Data gathered from the pilot-test conducted were analyzed using Cronbach Alpha method. This yielded coefficient reliability values of 0.87, 0.83, 0.78 and 0.89, for each of the four clusters with an overall coefficient of internal consistency of 0.84. Method of data collection was through a face to face and direct contact with the respondents, engaging the services of three research assistants who met with each of the teacher representatives in their various UBE schools with the three Senatorial district in order to administer the questionnaire. These research assistants were informed about the purpose of the research and directed on how to collect the necessary information from the teachers concerning the study. It took both the researcher and research assistants a period of seven working days to distribute and gather all copies of the 531 questionnaires from the teachers. The rate of return was at a 100%. Data collected were analyzed using only mean statistics rated at 2.50 and standard deviation for answering all the research questions. The decision rule for taking decisions on the items on the questionnaire which was rated at 2.50 was that any mean score which rated at 2.50 and above was an indication of good state (GS), adequate and appropriate (AA) or agree (A). Any mean score that rated below 2.50 was an indication of poor state (PS), less adequate and appropriate (LAA) or disagree (D).

Results

Research Question 1: What is the current state of infrastructural facilities provided for quality delivery in Universal Basic Education (UBE) schools across Delta State?

Table 1: Mean Scores and SD of Teachers on the Current State of Infrastructural Facilities Provided for Quality Delivery in Universal Basic Education (UBE) Schools Across Delta State (N = 531 Teachers)

S/N	Please identify the current state of infrastructural facilities provided for quality delivery in your school.	VGS	GS	PS	VPS	X	SD	Decision
	Current state of infrastructural facilities as regards to the:							
1.	conducive classrooms with nature corner space provided for teachers' quality delivery in the school	93	79	173	186	2.15	1.09	**Poor State**
2.	library facility with updated books available for teachers' quality delivery in the school	75	98	159	199	2.09	1.06	**Poor State**
3.	adequate laboratories (e.g., science, computer, arts and technical labs) provided for teachers' quality delivery in the school	82	100	201	148	2.22	1.02	**Poor State**
4.	adequate sanitary facilities such as gender-separate toilets, portable water points, boreholes, First Aid box for emergence care, wash hand basins in the classrooms, insecticides, soaps/detergents, fumigation, provided for teachers' quality delivery in the school	84	78	194	175	2.13	1.04	**Poor State**
5.	conducive staff rooms provided for teachers' quality delivery in the school	91	113	169	158	2.26	1.06	**Poor State**
6.	adequate furniture with fans in the offices available for teachers' quality delivery in the school	88	102	137	204	2.14	1.10	**Poor State**
7.	adequate electric fans in the classrooms provided for teachers' quality delivery in the school	51	111	212	157	2.11	0.94	**Poor State**
8.	sickbay with medical kits available for teachers' quality delivery in the school	57	121	187	166	2.13	0.98	**Poor State**
9.	recreational areas provided for relaxation necessary for teachers' quality delivery in the school	73	101	208	149	2.18	0.99	**Poor State**
10.	constant electricity available for teachers' quality delivery in the school	35	49	201	246	1.76	0.87	**Poor State**
11.	standard sports field with adequate facilities available for teachers' quality delivery in the school	44	117	209	161	2.08	0.92	**Poor State**
	Overall Mean Score & SD =					**2.11**	**1.02**	**Poor State**

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Analysis of data from Table 1 indicated that none of the items from 1 - 11 was rated above 2.50 of the acceptable mean score by the teachers, to show their agreement with these statements. All the items were rated below 2.50 of the acceptable mean score by the teachers to show their disagreement with these statements. The overall mean and standard deviation (SD) of 2.11 and 1.02 indicated closeness in the teachers' responses to showcase that they responded negatively to majority of the statements. This result showcased that the situation analysis as regards to the infrastructural facilities provided for quality delivery in Universal Basic Education (UBE) schools across Delta State were currently in a poor and bad state.

Research Question 2: How adequate and appropriate are the teaching resources used in teaching and learning for quality delivery in Universal Basic Education (UBE) schools across Delta State?

Table 2: Mean Scores and SD of Teachers on How Adequate and Appropriate are the Teaching Resources used in Teaching and Learning for Quality Delivery in Universal Basic Education (UBE) Schools Across Delta State (N = 531 teachers)

S/N	Please identify the adequacy and appropriateness of the following teaching resources used in teaching and learning for quality delivery in your school.	HAA	AA	LAA	VLAA	X	SD	Decision
	Adequacy and Appropriateness of:							
12.	textbooks including workbooks used in teaching and learning for teachers' quality delivery in the school	101	138	145	147	2.36	1.08	**LAA**
13.	teaching aids such as interactive whiteboards, teacher guides, manuals, flashcards, pictures, posters, charts, real objects, used in teaching and learning for teachers' quality delivery in the school	100	115	153	163	2.29	1.09	**LAA**
14.	manipulatives (e.g., blocks, shapes, dimensional objects) used in teaching and learning for teachers' quality delivery in the school	83	102	144	202	2.12	1.09	**LAA**
15.	digital learning tools like graphic materials including animations used in teaching and learning for teachers' quality delivery in the school	59	66	167	239	1.90	1.00	**LAA**
16.	arts likewise science laboratory equipment and kits including technical workshop equipment used in teaching and learning for teachers' quality delivery in the school	77	72	217	165	2.11	1.01	**LAA**
17.	educational software used in teaching and learning for teachers' quality delivery in the school	32	62	206	231	1.80	0.87	**LAA**
18.	digital projectors, slides including filmstrips used in teaching and learning for teachers' quality delivery in the school	25	54	262	190	1.84	0.79	**LAA**
19.	computers in terms of laptops, desktops with monitor, tablets, palmtops, ipads, ipods used in teaching and learning for teachers' quality delivery in the school	59	76	177	219	1.95	1.00	**LAA**
	Overall Mean Score & SD =					**2.05**	**1.01**	**LAA**

Analysis of data from Table 2 indicated that none of the items from 12 - 19 was rated above 2.50 of the acceptable mean score by the teachers, to show their agreement with these statements. All the items were rated below 2.50 of the acceptable mean score by the teachers to show their disagreement with these statements. The overall mean and standard deviation (SD) of 2.05 and 1.01 indicated closeness in the teachers' responses to showcase that they responded negatively to majority of the statements. This result showcased that the situation analysis as regards to the teaching resources provided for quality delivery in Universal Basic Education (UBE) schools across Delta State were less adequate and not appropriately used in teaching and learning processes.

Research Question 3: What are the human resource management opportunities provided for teachers

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for quality delivery in Universal Basic Education (UBE) schools across Delta State?

Table 3: Mean Scores and SD of Teachers on the Human Resource Management Opportunities Provided for Teachers for Quality Delivery in Universal Basic Education (UBE) Schools Across Delta State (N = 531 teachers)

S/N	**Please identify the human resource management opportunities provided for teachers for quality delivery in your school.** HRM opportunities through:	SA	A	D	SD	X	SD	Decision
20.	adequate financial assistance is provided for teachers' participation in constant professional development programmes such as conferences, seminars, workshops, to upgrade teachers' knowledge for quality delivery in the school	98	89	191	153	2.25	1.06	**Disagree**
21.	opportunities are provided for teachers' job coaching including mentorship from experienced staff for quality delivery in the school	85	83	174	189	2.12	1.07	**Disagree**
22.	consistent orientation likewise induction training is available for newly employed teachers to boost their skills for quality delivery in the school	78	107	156	190	2.14	1.06	**Disagree**
23.	scholarships are constantly provided for teachers to participate in university programmes to acquire higher degree qualifications for quality delivery in the school	99	110	213	109	2.37	1.01	**Disagree**
24.	sufficient job incentives, rewards, fringe benefits, health insurance benefits including other welfare packages are constantly provided for teachers for quality delivery in the school	88	100	149	194	2.15	1.09	**Disagree**
25.	good working conditions are available in order to contribute to teachers' high morale including job satisfaction for quality delivery in the school	75	102	191	163	2.17	1.02	**Disagree**
26.	strong collaborations for effective team-building are highly encouraged among teachers for quality delivery in the school	93	90	201	147	2.24	1.04	**Disagree**
27.	consistency in promotions where teachers are promoted as at when due for quality delivery in the school	195	206	56	74	2.98	1.01	**Agree**
28.	research grants are provided for teachers' quality delivery in the school	81	121	177	152	2.25	1.03	**Disagree**
29.	appropriate workloads are assigned to teachers for quality delivery in the school	68	104	183	176	2.12	1.01	**Disagree**
30.	competitive salary with other professions provided for teachers' quality delivery in the school	101	114	131	185	2.25	1.12	**Disagree**
	Overall Mean Score & SD =					**2.28**	**1.08**	**Disagree**

Analysis of data from Table 3 indicated that only item 27 was rated above 2.50 of the acceptable mean score by the teachers, to show their agreement with the statement. All other items from 20-26 and 28-30 were rated below 2.50 of the acceptable mean score by the teachers to show their disagreement with these statements. The overall mean and standard deviation (SD) of 2.28 and 1.08 indicated closeness in the teachers' responses to showcase that they responded negatively to majority of the statements. The situation analysis showcased that very few and limited provisions were made as regards to the human resource management opportunities provided for quality delivery in Universal Basic Education (UBE) schools across Delta State.

Research Question 4: How effectively are the supervisory techniques implemented to monitor curriculum guidelines and educational standards for quality delivery in Universal Basic Education (UBE) schools across Delta State?

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Table 4: Mean Scores and SD of Teachers on How the Supervisory Techniques are Effectively Implemented to Monitor Curriculum Guidelines and Educational Standards for Quality Delivery in Universal Basic Education (UBE) Schools Across Delta State (N = 531 teachers)

S/N	Please identify how effective the under listed supervisory techniques are effectively implemented to monitor curriculum guidelines and educational standards for quality delivery in your school.	SA	A	D	SD	X	SD	Decision
	Implementation of effective supervisory techniques through:							
31.	consistent external supervision conducted by officials from the Delta State Universal Basic Education Board to monitor educational standards likewise boost teachers' efficiency for quality delivery in the school	99	60	205	167	2.17	1.07	Disagree
32.	regular classroom visits including observation provided by the head teacher in order to monitor curriculum guidelines for teachers' quality delivery in the school	73	107	158	193	2.11	1.05	Disagree
33.	consistent performance evaluations conducted by both the officials of DSUBEB likewise head teachers during supervision to monitor curriculum guidelines likewise educational standards which will enhance teachers' quality delivery in the school	101	103	183	144	2.30	1.06	Disagree
34.	frequency in providing adequate feedback sessions after both internal likewise external supervision to monitor curriculum guidelines including educational standards for teachers' quality delivery in the school	84	51	217	179	2.08	1.03	Disagree
35.	head teacher mobilization of self-assessment tools to monitor curriculum guidelines likewise educational standards for teachers' quality delivery in the school	74	93	145	219	2.04	1.07	Disagree
36.	leaners' performance monitoring to assess curriculum guidelines likewise educational standards for teachers' quality delivery in the school	89	119	156	167	2.24	1.07	Disagree
37.	use of supervision checklists to monitor curriculum guidelines likewise educational standards to determine teachers' quality delivery in the school	67	79	174	211	2.00	1.03	Disagree
38.	curriculum audits consistently provided to monitor curriculum guidelines for teachers' quality delivery in the school	57	64	222	188	1.98	0.95	Disagree
	Overall Mean Score & SD =					**2.12**	**1.05**	**Disagree**

Analysis of data from Table 4 indicated that none of the items from 31 - 38 was rated above 2.50 of the acceptable mean score by the teachers, to show their agreement with these statements. All the items were rated below 2.50 of the acceptable mean score by the teachers to show their disagreement with these statements. The overall mean and standard deviation (SD) of 2.12 and 1.05 indicated closeness in the teachers' responses to showcase that they responded negatively to majority of the statements. This result showcased that the situation analysis as regards to the supervisory techniques implemented to monitor curriculum guidelines and educational standards for quality delivery in Universal Basic Education (UBE) schools across Delta State were not effectively executed.

Discussion of Findings

The situational analysis of quality delivery provisions in public-owned Universal Basic Education (UBE) schools across Delta State revealed significant challenges that hindered the achievement of the programme's objectives. The findings indicate that the current state of infrastructural facilities in these schools was poor and in bad state for quality delivery in Universal Basic Education (UBE) schools across Delta State, which adversely impacts the learning environment and overall educational experience for learners. The current poor and bad state of the classrooms with nature corner space, libraries with updated books, laboratories (e.g. science, computer, arts and technical laboratories) and sanitation facilities

which includes gender-separate toilets, portable water points, boreholes, First Aid box for emergence care, wash hand basins in the classrooms, insecticides, soaps/detergents, fumigation, office furniture with electric fans, electric fans in the classrooms, sickbay with medical kits, recreational areas for teachers relaxation, electricity and standard sports field with adequate facilities, contributed to suboptimal teaching and learning conditions. This finding agrees with Suleiman, Mrakpor and Ishola (2021) study which found out that the objective of free and compulsory education for children in primary and junior secondary schools is yet to be fully achieved, and that there are many factors associated with the implementation of UBE programme. Those factors include poor funding, inadequate infrastructure, poor maintenance culture, among others. In support, additional findings from quantitative approach revealed that there was an overpopulation of pupils in the classroom. Specifically, pupil-class room ratio in public primary schools is 57 while pupil-classroom ratio in junior secondary schools is 52. There is a decline in enrolment level because pupil enrolment level in public primary school is 234,6112 while student enrolment level in public junior secondary schools is 924,662, affecting the completion rate, which was also a serious issue. The finding in this study agrees with most studies which were done in Zambia like those of Mulenga and Chileshe (2020) study and Mwila (2016) study which found out that TVET institutions were riddled with infrastructural challenges which included old and obsolete training equipment, shortage of workshop and classroom accommodation and poor internet connectivity.

The present study finding corroborates with the findings of Olorundare, Odeh, Ochai and Idoko (2025) study which revealed that the provision and utilization of school facilities in public and private secondary schools significantly differ in South West Nigeria in favour of private schools. The study concluded that, private schools generally fare better in provision and utilization school facilities in secondary schools than public secondary schools in South-West Nigeria. Most notably, it was shown that there was higher provision of classroom facilities such as dusters and chalkboards and library facilities such as chairs and tables in private schools compared to public schools. More so, the trend continues in staffroom facilities, where private schools higher provision for tables and chairs, compared to public schools. Private schools also surpass public schools in the provision of laboratory facilities, sporting facilities, toilet facilities, and ICT facilities, with notable differences in items such as desktop sets/laptops and printers. Supporting this finding, Yangeve (2012) study discovered superior provision of classroom, laboratory, library, and sporting facilities in private secondary schools than the public schools in Benue State. Similarly, findings of Ekundayo and Alonge (2012) study confirmed better equipment in private schools more than in the public schools, particularly library facilities, in Ondo State. Asaolu and Fashanu (2012) study also confirmed superior ICT facilities in private schools more than in the public schools in Lagos State.

The assessment of teaching resources demonstrated that they were both less adequate (inadequate) and inappropriately utilized in teaching and learning for quality delivery in Universal Basic Education (UBE) schools across Delta State. The insufficiency of essential materials such as updated textbooks including workbooks, teaching aids such as interactive whiteboards, teacher guides, manuals, flashcards, pictures, posters, charts, real objects, manipulatives (e.g. blocks, shapes, dimensional objects), digital learning tools like graphic

materials including animations, arts likewise science laboratory equipment and kits including technical workshop equipment, educational software, digital projectors, slides including filmstrips, and computers in terms of laptops, desktops with monitor, tablets, palmtops, ipads and ipods, hampered effective teaching and learning processes. This inadequacy is compounded by the improper use of available resources, further diminishing their potential impact on actualizing quality educational outcomes. The present study finding concurs with the findings of Mulenga and Chileshe (2020) study which showed that TVET institutions in Zambia were plagued with a number of challenges ranging from lack of appropriate and modern workshop equipment, lack of reading material and ineffective industrial attachment. In particular, a study conducted in Lusaka province by Mubanga, Hock, Karim, Senteri, Mulenga and Preckler (2019) reported that the industry expert illustrated that students were being trained on old technology and old methods which are not relevant to the modern industry. The emphasis was that students should be trained using same or similar equipment, tools and technology that they will find in industry when the graduate to either go and set up their businesses or get employed, otherwise they bound to face difficulties in both instances. As a result, this may have affected the quality of training and development of students as well as their knowledge and skills that could have made them contribute and participate in the complex rapidly changing society. Generally, inadequate and non-functional training facilities in TVET institutions may result in the poor acquisition of competencies and poor students' performance. According to the lecturers' responses in Mulenga and Chileshe (2020) study, learning materials were not adequate for all students for both theory and practical learning with, learning materials for teaching and learning were not appropriate for the tasks and learning materials for teaching were not available and enough for all programmes. This is in agreement with other scholars who suggested that the other major challenge faced by TVET institutions in implementing its curriculum was the shortage of teaching and learning materials such as textbooks, lecture rooms demonstration aids and computers (Kigwiru & Akala, 2017). Mwila (2016) study confirmed that TVET institutions did not provide well-stocked library facilities to the students which affected their levels of theoretical understanding of technical concepts. This results in over reliance on old and obsolete literature thereby denying students and staff opportunities to research and familiarize themselves with more recent developments in various spheres of specializations.

In the findings of Wandera, Akala and Imonje (2020) study, it was found out that the most 21st Century learning resources were inadequate in most of the schools. These include but not limited to computers, school library services, staffroom space and audio visual aids. Of much concern was the low adequacy of audio-visual aids which was at 10 %, school library services at 25 %, staffroom space at 30 % and drinking water at 40 %. On the issue of whether school heads helped their teachers to select appropriate teaching /learning resources for their lessons, the findings show that this is hardly done in Ampofo, Onyango and Ogola (2019) study. This is likely to affect teachers' ability to deliver lessons effectively. This finding resonates with the views of some of the sampled teachers who were interviewed in this previous study where one of them lamented that: the school head never made sure the needed teaching/learning resources were even provided, let alone help teachers to select the appropriate ones for their lessons. He was mostly interested in ensuring that teachers go to class on time. He did

not have time for that. He rather concentrated on other administrative duties. The findings of the study portray that the school heads scarcely assisted teachers to choose appropriate teaching/learning resources for lesson delivery. This finding is not at variance with Osakwe (2010) who posited that there was a significant relationship between the school head's supervisory strategies and teachers' instructional performance in terms of teaching materials. Osakwe (2010) confirmed that if school heads could help teachers choose appropriate teaching/learning resources, it could positively influence teaching because that would facilitate the learners' understanding of abstract concepts. This implies that there is the likelihood of students in senior high schools not grasping concepts taught in various subjects in the study locale which may lead to poor students' performance.

The findings into human resource management (HRM) opportunities for teachers revealed that very few and limited opportunities were provided for their professional development and growth through conferences, seminars and workshops, in order to upgrade teachers' knowledge for quality delivery, likewise, in other areas of HRM. The limited access to professional development programmes, inadequate incentives, inadequate job coaching including mentorship from experienced staff, lack of scholarships support to obtain University higher degree qualifications, inconsistent orientation likewise induction training, insufficient job incentives, rewards, fringe benefits, health insurance benefits including other welfare packages, poor working conditions, lack of strong collaborations for effective team-building, inconsistency in staff promotions, lack of support for research grants, inappropriate workloads, and poor provision of competitive salary for teachers with other professions, contributed to low teacher morale and job satisfaction, therefore, hindering quality delivery in UBE schools in Delta State. This lack of support undermines teachers' ability to deliver quality education and engage effectively with learners. The present study finding flows in line with Suleiman, Mrakpor and Ishola (2021) study which found out that there were many factors associated with the implementation of UBE programme and they include poor funding, lack of adequate data and poor teachers' remuneration.

The finding also concurs with Wejinya (2024) study found out that recruitment process, training and retraining, and motivation greatly and positively influenced quality education delivery and so concluded that all these measures are necessary for the achievement of quality education delivery. In Rivers State, however, the provision of training and retraining opportunities was often inconsistent, with many teachers lacking access to quality professional development programmes. As a result, there was need for structured and regular training initiatives that were aligned with the specific needs of teachers and the broader educational goals of the state. It is important to note that motivation can be extrinsic, driven by factors such as salary, benefits, and job security, or intrinsic, driven by personal satisfaction, professional growth, and a sense of accomplishment. Yet in many public primary schools, particularly in under-resourced regions like Rivers State, teachers often face challenges that negatively impact their motivation. These challenges include low salaries, inadequate teaching resources, large class sizes, and limited opportunities for career advancement (Obanya, 2014). Addressing these issues through targeted motivation strategies, such as improving working conditions, providing performance-based incentives, and offering opportunities for professional growth, can significantly enhance teacher motivation and, consequently, the quality

of education delivery. Continuous professional development is essential in a rapidly changing educational landscape, where new teaching methodologies, technologies, and curriculum standards are constantly emerging (Adeyemi, 2011) yet it is absent in Nigerian primary schools. Effective training programmes is supposed to provide teachers with opportunities to enhance their instructional skills, adapt to new educational challenges, and improve student engagement and learning outcomes. Findings of Leye-Akinlabi and Komolafe (2023) study confirmed that poor remuneration was a cogent factor that affects availability of human resource in primary schools in Nigeria. This aligns with the submission of Erinsakin (2016) that one of the major factors that affect personnel readiness to work and availability at to most organizations, schools inclusive is the poor salary. The present study finding differs and deviates from Hoque and Atheef (2024) study which found out eight most essential HRM practices for improving school performance, which included planning, organizing, recruitment and selection, training and development, performance management, employee relations and involvement, reward and compensation, health, safety, and work-life balance. Leadership style, motivation to work, job satisfaction, productivity and task performance, competency and commitment were among the performance-influencing elements.

Additionally, the present study found out that supervisory techniques implemented to monitor curriculum guidelines and educational standards were not effectively executed. The infrequent and inconsistent external supervision conducted by officials from the Delta State Universal Basic Education Board, coupled with irregular classroom visits including observation provided by the head teachers, inconsistent performance evaluations conducted by both the officials of DSUBEB likewise head teachers during supervision, inadequate feedback sessions and mechanisms after internal and external supervision, lack of mobilization of self-assessment tools and leaners' performance monitoring by head teachers, poor use of supervision checklists, and inconsistency in conducting curriculum audits, failed to ensure adherence to guidelines and educational standards; and does not provide sufficient support for teachers to improve their instructional practices. This finding corroborates with Too, Kimutai and Kosgei (2012) study which found out that the school heads' poor performance of the responsibility of conducting inspection on teachers' schemes of work and performance of students in national exams, was likely to negatively affect the teacher's role performance in terms of preparation of good instructional documents if not checked.

The findings also showed that lesson plans were not vetted regularly by the school heads. The present study finding corresponds with the findings of Ameli, Ayaga and Ouda (2024) study, which discovered that there were various areas of teacher supervision, which were not adequately addressed as indicated by the respondents, including teaching and learning resources, time management and teacher professional records. By implementing effective supervisory practices, schools can create an environment that supports high-quality education and fosters continuous improvement in learning outcomes. Generally, respondents thought that supervisory practices in place were effective, though the degree or intensity of effectiveness varied. Moreover, the frequency of supervisor visits conducted was low, which compromised its meaningful and positive contribution to the overall programme effectiveness since it was a critical factor. Areas of supervision, such as curriculum adherence and

classroom management, were identified as key determinants of successful programme implementation. The nature of supervision practices was found to influence teacher preparedness, emphasizing the importance of aligning these practices with the best standards in early childhood education. The findings of Ampofo, Onyango and Ogola (2019) study confirmed that the teachers expressed mostly negative reaction to the lesson planning supervision they received from their school heads. This implied that lesson planning supervision (i.e. termly inspection of schemes of work, discussion of challenges on preparation of schemes of work, weekly vetting of lesson plan/notes) was poorly carried out by school heads in the study location. It is worth noting that other aspects of lesson planning supervision (i.e. ensuring clear and achievable lesson objectives and offering suggestions to improve lesson plans) was averagely ensured. Again, the teachers ranked the practice of school heads in ensuring that the teachers' lesson objectives were clear and achievable highest among the lesson planning supervision activities, whereas, helping teachers select appropriate teaching/learning resources was ranked least. Furthermore, the teachers were generally of the opinion that school heads did not undertake this particular supervision practice of supervising manner of asking/distributing questions and moderating feedback, as appropriately as expected. The finding on the level of supervision teachers received from school heads through assessment practices supervision in public senior high schools in Central Region, Ghana, the teachers were generally of the view that the school heads usually offer supervision to teachers in the form of supervising their assessment practices. Notably, on ensuring that teachers keep up to date records of students' continuous assessment was ranked highest by the teachers. The present study finding is at variance and deviates from the findings Umkabu (2023) study which revealed that the direct impact of supervision management was felt by the teachers at school. Teachers were motivated to develop quality teaching and learning situations. In this case, to carry out the function of academic supervision, school principals attended competency learner training organized by the Directorate General of Teachers and Education Personnel, Ministry of Education and Culture of the Republic of Indonesia. This educational strategy focused on improving the quality of teachers so that student learning outcomes increased. Actions taken by the school principal were carried out to achieve educational goals by accommodating all school capabilities.

Conclusion

In conclusion, the poor state of infrastructural facilities, inadequate and inappropriately used teaching resources, limited human resource management opportunities for teachers, and ineffective supervisory techniques collectively contribute to the challenges facing quality delivery in UBE schools across Delta State. Addressing these issues requires concerted efforts from policymakers, educational administrators, and other stakeholders to implement targeted interventions. Enhancing infrastructure, providing adequate and appropriate teaching resources, improving effective human resource management opportunities through constant support for professional development opportunities for teachers, among others and strengthening supervisory practices and techniques, are critical steps towards achieving the goals of the Universal Basic Education programme and ensuring quality education delivery for all learners in Delta State. Hence, the recommendations made below.

Recommendations

Based on the findings, the following recommendations have been proffered:

1. Delta State government in collaboration with relevant educational agencies and authorities such as the Delta State Universal Basic Education Board (DSUBEB) should prioritize the upgrading and expansion of infrastructural facilities in order to create a conducive learning environment, which is essential for quality teaching and learning delivery in UBE schools across the State. This includes constructing additional classrooms, renovating existing ones, and ensuring that all schools have adequate libraries, well-equipped laboratories and workshops, well-furnished staff offices, sanitation facilities, health facilities and other basic amenities.
2. Delta State government and DSUBEB should allocate sufficient funds for the procurement and proper utilization of teaching resources which are crucial for facilitating quality instructions and enhancing quality learning outcomes. This includes ensuring that all students have access to up-to-date textbooks, providing teachers with modern instructional aids and digital tools, and offering training on the effective use of these resources which significantly improve the quality of education delivery.
3. The DSUBEB and head teachers should continuously develop and implement comprehensive professional development programmes for teachers to ensure that they are well-prepared and motivated to deliver high-quality education. This should include regular in-service training, opportunities for further education, competitive salaries, and other incentives to improve job satisfaction and retention, leading to improved teaching practices, higher teacher morale, and better learners' performance.
4. The DSUBEB, head teachers and other auxiliary heads should revise and strengthen the supervisory framework to ensure consistent and effective monitoring of curriculum guidelines and educational standards in order to enhance the overall educational quality. This can involve increasing the frequency of supervision visits including classroom observations and visitation, likewise, providing supervisors with advanced training, and implementing robust feedback mechanisms to support teachers to improve their instructional practices.

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