

## Effect of Basic Education Policy on Rural Development in Ekiti State, Nigeria

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### Abstract

The study examined the effect of basic education policy on rural development in the study area; and analysed the challenges confronting basic education policy implementation for rural development in the State. These were with a view to providing information on the effect of basic education policy on rural development of Ekiti State. The study adopted survey research design. Primary and secondary data were utilised for the study. Primary data were collected through the administration of questionnaire and interview. The distribution of the sample size is as follow: 93 teachers, 34 members of Local Government Departments of Education and 89 members of Community Development Association. In addition, interview was conducted on six purposively selected respondents, which comprised Local Inspectors of Education in the selected local governments. Secondary data was obtained from books, journal articles, internet, annual reports, workshops, conferences and seminar papers, newspapers and policy documents relating to the subject matter. Data collected was analysed using appropriate descriptive statistics. The descriptive statistics included the use of frequency distribution, percentages and measure of central tendency (mean). The study revealed that reduction in poverty level, economic growth and development, and equal accessibility to basic education were some of the effect of basic education policy on rural development in Ekiti State. The study reported that basic education policy has significant effect on rural development in Ekiti State ( $r = +0.685, p < 0.05$ ).

**Key words:** Basic education; Development; Education; Service delivery; Rural development and rural area

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### 1. INTRODUCTION

Education is the largest sector after agriculture in Nigeria and mostly in Ekiti State. Also, education sector, when compared with other modern industrial and commercial sectors, has employed more personnel in Ekiti State. Education could be appropriately seen as a process of intellectual, emotional and psychomotor improvement of a person. Education serves as an agent of socialising a child into the process and culture of the society for harmony and progress to exist in the community. Therefore, education is generally considered to be an essential basic human right. Education, linked with many individuals in the community is pursued for promoting opportunities and improving the standard of living of individuals and groups. The solid confidence of countries in education for advancement is confirmed by the great proportion of public and private expenditure on education sector annually. For instance, the United Nations specified that 26% of every country financial plan should be spent on education.

The social and economic reality of rural areas puts students in rural schools at a disadvantage. Basic education is introduced to socialise the people in the norms and values which portray the cultural heritage of the people, but the instructive framework is not represented by a unified policy and, obviously, has

not been facilitated. Umar (2006) underlined that the educational framework in Nigeria was scholarly or intellectual, instead of professional or specialised. Little effort was placed on provision of qualified personnel in agriculture, aviation, engineering, medicine, and other human activities. Nigerian government has made some efforts by formulating some educational Acts, such as universal primary education in 1976, universal basic education 1999 and UBE act in 2004 in order to seek universal access to education for its citizens. The purpose is to attend to and solve the problems of education in the country and reduce the level of illiteracy by ensuring that all children of primary school age are enrolled for basic education starting from Early Child Care Development Education (ECCDE) to junior secondary school. This is also tailored for the development of Nigeria.

The Western Regions Compulsory and Free Primary Education Act of 1955, the introduction of UPE in the Eastern Regions of 1957, the UPE Programme of 1976 and the Programme of 2000 are considered the origins of UBE in Nigeria. Education in Nigeria. Universal primary education was essentially aimed at narrowing the educational gap between North and South. Nigeria's official president, Olusegun Obasanjo, welcomed universal basic education in Sokoto in 2000 as a means of achieving Education for All (EFA) and the education-related Millennium Development Goals (MDGs). The UBE Bill was formally signed by former presidential secretary Olusegun Obasanjo after it was passed by the National Assembly on May 26, 2004. The UBE Act regulates basic education, including early childhood education (ECCE), universal and compulsory primary education, and secondary education.

Nigerian governments at the local and state levels are obligated to pay for basic education. Additionally, the Federal Government may decide to contribute 2% of its Consolidated Revenue Fund to the financing of basic education. But there are requirements that must be met in order for States to fully benefit from the fund. The Act also lays out how to establish the Universal Basic Education Commission (UBEC) to oversee and guarantee the program's execution at the state and local levels through the Local Government Education Authorities (LGEAs) and the States Universal Basic Education Boards (SUBEBs) of each state.

### **Statement of the Problem**

Formulation and implementation of several education policies have been carried out in Nigeria since 1999. Despite this, Umoh (2006) claimed that the objectives for which the policy was formulated were yet to be fulfilled as the quality of education keeps declining in the country. There are numerous reasons why the system of education is in danger of complete collapse. These include: Obielumani (2016) cited inadequate supply of educational facilities; poor and inconsistent policy making approach

and process (Aghenta, 2008); Babalola (2011) stated that policies and programmes are poorly implemented and Lenshie (2013) mentioned nepotism, favouritism, corruption, ethnicity and god-fatherism as some of the problems confronting education in Nigeria.

De Janvry and Sadoulet (1993), argues that the provision of basic education in rural areas remains a challenge. Rural development remains unabated despite the formulation and implementation of various education policies in the country. Rural areas are often deprived of better educational services (such as libraries, laboratory equipment and modern classroom). Despite the formulation and implementation of basic policy, development of rural areas remains unabated. Rural areas are often characterised with diseases, low income, poverty, lethargy, superstition and low productivity. These poor state of affairs of rural areas in Nigeria are brought about as a result of government non sustainable policy action towards rural transformation and basic education advancement. In the light of this, it is important to examine ways by which this syndrome of rural underdevelopment in Nigeria can be addressed through a rigorous basic education development to providing solution to the problem. Hence, this study is focused on providing solution to these persistent problems.

The study as well is intended to provide various ways of improving the life and standard of living of the people in the selected rural areas of Ekiti State through integrated basic education development. With improved basic education, government will be able to offer people with the fundamental understanding they need to earn a living and develop their society at large. The study would also reveal the extent to which basic education would impact on rural development in Ekiti State. The study shall be an added contribution to the existing knowledge on nexus between education and development in rural areas in Nigeria. Other researchers who might want to conduct similar studies will also benefit from the study. The study covered public schools in Ekiti State from 2001-2022 because most of the basic education policies were formulated between these years, including the 9-year basic education scheme policy. Ekiti State was created on first October, 1996 by late general Sanni Abacha. It was a Yoruba speaking state located in South West Nigeria.

### **Hypothesis**

The following hypothesis was tested to assess the effect of basic education policy on the rural development in the Ekiti State.

H<sub>0</sub>: Basic education policy has no significant effect on the rural development in Ekiti State.

H<sub>i</sub>: Basic Education Policy has significant effect on the rural development in Ekiti State.

## 2. LITERATURE REVIEW

### Education

The school system has likewise gone through a protracted, severe crisis and has dramatically deteriorated over the past 20 years. The adult literacy rate as at 1999 was comparatively low at 57%. Nigeria has the highest percentage of out-of-school children (23% of all children in Sub-Saharan Africa, or almost 8 million in 2004–2005), according to the Education for All Global Monitoring Report for 2009. Little development is anticipated given present condition. Despite an uptick, the net enrolment rate remains far below the average for Africa region. Given the existing status of education, funding, governance, equity, and teacher recruitment, Nigeria is thought not to be on pace to meet the Education for All goals (International Labour Organization, 2009).

All educational levels have seen a considerable decline in quality, but the brain drain to towns and cities at the elementary level has been the most pronounced. The government has established a set of goals for the educational system in reaction to the decrease in the sector, among them are eliminating of illiteracy by the year 2010 as well as the acquisition of knowledge in science, technology, and its application. The following are some of the steps taken to accomplish the goals:

- i. to implement the Universal Basic Education (UBE) curriculum and scheme,
- ii. promoting private sector involvement in education,
- iii. fostering educational research,
- iv. supervising and evaluating the entire educational system,
- v. putting an emphasis on the development of practical skills, and
- vi. creating a teaching and learning environment comparable to that found in developed nations are just a few of the goals.

Available statistics highlight gender disparities in access to education. Women participation in Nigeria is at low rates, particularly in the Northern state. In the northwest and northeast, only 20% of women are literate and have a high school diploma. The Girls' Education Project is managed by a collaboration between the Federal Ministry of Education, UNICEF, state and local government education agencies, which was established in Nigeria (GEP, 2018). Six of Nigeria's 36 states (Katsina, Niger, Bauchi, Borno, Sokoto, and Jigawa) are already putting this into practice. It is a three-year project which started off in 2005. Its aim is to improve access, retention and learning outcomes for girls in GEP countries through a collaborative, cross-sectoral approach to girls' education. Its basic goal is to improve girls' quality of life and enroll more girls in primary and secondary education. The project's second phase started in 2008 (GEP, 2018).

### Universal Basic Education

A reform initiative, aims to lessen the basic disparities in educational opportunity, including access to high-quality education is introduced by federal government. The federal government particularly created the program in order to remove eliminate distortions and discrepancies in the delivery of basic education and to enhance the execution of national education policy. These go beyond expanding access to basic education but also emphasizes more on skill discovery and acquisition across the nation. The federal government was worried that local and state governments, who were legally responsible for delivering basic education, were unable to effectively promote and guarantee unrestricted access to high-quality, basic education. In order to set and enforce educational standards, the government turned to a constitutional provision. All children who are of school age must receive UBE according to the Free UBE Act, which the federal government adopted in 2004.

The powers of the Universal Basic Education Act extend to provisions of the 1999 Constitution, such as Article 18(3) and Second Annex Part 1, Article 60(c), which require the government to provide free and compulsory basic education. It is important to note that the constitution also empowers the National Assembly to pass laws establishing basic requirements for education at all levels of government in the country. Above all, the constitution stipulates that local and state governments should oversee basic education institutions because they are the custodians of those institutions. However, only the Federal Government in Nigeria has the power to establish national standards for all facets of education. We may sum up by saying that the UBE is a federal government-sponsored, nine-year educational intervention program with the goal of eradicating all types of ignorance, poverty, and illiteracy in order to promote and hasten national development, political consciousness, and national integration. In order for the provision of basic education to be a shared duty in the country, the Universal Basic Education (UBE) guidelines for operating the UBE programme acknowledge the need to eradicate the bridges between the government, civil society organisations, private providers, and communities.

### Educational Policy

The basis for implementing an educational system's views, actions, intentions, aims, and objectives is provided by the educational policy, which is a practical and operational manual of the UBE scheme. Every nation has educational strategies in place to hasten its development. Because of this, no policy is created without first recognising and capturing the national ideology and goals (FRN, 2013). Education policies are made by the government or those in charge of running the educational system. According to Ocho (2003), educational policies serve as operational

guidelines that give management, personnel and professionals a base for carrying out the demands placed on the educational system by the government.

The course of an educational system is decided by educational policies, which are usually initiatives taken by governments (Okoroma 2000). Osokoya (1987) states that education is a special strategy used by the community to integrate its young people into full membership. Therefore, in order to guide it along the development process and beginning, any modern civilization that strives for development needs specific educational policies. Awokoya (1981) asserts that the goal of educational policy is to raise people's standards of living. He contends that any policy should aim to satisfy the needs of the populace, the needs of the community, and the complexity and sophistication necessary for socialized workers to meet these needs. Awokoya (1981) lists the following elements as necessary factors that must be taken into consideration while creating an efficient educational policy;

- i. It ought to be created and put into effect through a political process that acknowledges the legitimacy and reality of participants' conflicting interests.
- ii. It ought to serve as a binding directive for those who execute it.
- iii. It should include information on the broad objectives that should be attained,
- iv. It ought to be upheld by the society that creates it.

According to Kerr (1976), an educational policy must be different from other policies in order. According to him, the fact that educational policies are an integral aspect of educational institutions sets them apart from other policies. It is crucial to remember that not all policies created in educational settings may be categorised as educational policies. In general, for a policy to stand a test of time, it must be logical and well-intentioned.

### **Millennium Development Goals**

In 2000, world leaders set the Millennium Development Goals (MDGs) to advance the health of women and children, gender equality, education, the environment and global partnerships. The Millennium Development Goals (MDGs) were supposed to be accomplished by the year 2015, however their failure gave rise to the Sustainable Development Goals (SDGs). As the MDG era ends at the end of the year 2015, the ambitious and revolutionary 2030 Agenda for Sustainable Development, adopted by world leaders at the United Nations, is officially launched in the year 2016. According to the new Agenda, countries must start working toward the 17 Sustainable Development Goals (SDGs) within the next 15 years.

### **Development**

The concept of development in social science is complex and difficult to comprehend. The explanation seems plausible. First of all, development is a phrase that is frequently used in social science and in everyday speech.

Because of this, it is challenging to distinguish between the meaning in the academic community and the meaning in the public domain. There is scarcely any agreement on a definition among academics because the concept is surrounded by polemics caused by unusual academic backgrounds and user persuasions. Different definitions of development have been offered by academics from various fields (Anikpo, 1996). Sen (1999) defined growth as a coordinated process of substantive freedom growth that connects to one another. It follows that freedom from poverty, inequality, and others, are necessary for development. Sen thinks that development should focus more on enhancing quality of life and liberties. Development is viewed in this study as the continuous achievement of all efforts made by the government at the national, state, and local levels to address the problems that the people in the area face in their environments and in the course of their daily lives to attain the optimal level of wellness in the course of their daily lives. This explanation, is popularly believed to effectively convey the goals, services, and development of rural areas. Even though the situation is widespread, local governments and rural areas have different levels of development.

Refining development and taking into account the essential components that make it up is one of the ways of analysis development. Rural development is a key topic in the discourse on development. The rural communities of Nigeria share Handelman's perspective on political and economic underdevelopment. This emphasizes the necessity of giving the development of rural communities more serious thought. Rural areas fall behind of urban areas in terms of delivering social services such as suitable housing, healthcare, education, housing, clean water, energy, suitable housing, livelihood challenges and environmental concerns. According to Handelman (2009), rural areas in the majority of developing countries experience the worst facets of underdevelopment in politics and economy. Nigeria's rural areas are primarily agricultural areas and lack the majority of the characteristics of contemporary urban areas. The rural communities of Nigeria share Handelman's perspective on political and economic underdevelopment. This emphasizes the necessity of giving the development of rural communities more serious thought. Rural areas fall behind of urban areas in terms of delivering social services such as suitable housing, healthcare, education, housing, clean water, energy, suitable housing, livelihood challenges and environmental concerns. In Nigeria, the social circumstances of rural residents have long been ignored in favour of the metropolis and its residents.

There are a wide variety of economic, political, and social development indicators, from Gross National Income to various measures of poverty and economic inequality to the Sustainable Development Goals, which place a greater emphasis on social development

indicators like education and health, all the way down to much more ephemeral indicators of development like happiness, equality, wellbeing among others. In this study, I considered access to quality education, life expectancy, employment rates, gender equality and social inclusion, as the most useful indicators of development in rural areas in Ekiti State.

### **Education for Sustainable Development**

All sectors benefit from education and therefore, it is both public and private good. It is believed that education is a private good since it involves spending money on the advancement of human capital, which is one of the important factors of production, which receives compensation for its role in the production of goods and services. Levine (2012) came to the conclusion that, within the framework of the market demand and supply, education may be adequately paid. As an alternative, education is a public good as well. One of the reasons behind this is because, *ceteris paribus*, an educated population is thought to be essential for a law-abiding and modernized society, which is important for the development of a workable democratic society. Additionally, it plays a significant role in determining a nation's identity and place in the world. Bekaert (2009) argued that as basic education is regarded as a primarily public good, the government should take the initiative to ensure that there is an effective demand for educational services as well as a sufficient supply of such services. Making basic education mandatory and free is the easiest method for a government to do this, as it implies that the government will fund the capital and ongoing costs of providing the service from the public coffers rather than the individual.

The government would also create an environment that is conducive to private sector involvement in the provision of basic education through regulatory measures (Mekinnon, 2012). Demand for the basic education service provided by the private sector will depend on the ability to pay by individuals who prefer it over the government schools. Olubiyo (2011) argues that the government's policy and strategy for tertiary education should be centered on creating incentives and a generally supportive environment for the development of an appropriate legal and regulatory framework, the provision of necessary infrastructure, and the provision of financial incentives, such as tax breaks, for the private sector to deliver education, would be part of the government's responsibility to encourage private involvement in the provision of education to complement government efforts in providing uninterrupted access to education from basic to high educations. Individual persons will be liable for paying the cost of the services they seek, not the government. It is important to emphasise that the importance of higher education for the government's goal of rapid economic transformation is in no way diminished

by attributing tertiary education to market supply and demand.

Pagano 2010 argues that Basic and higher education receive very small part of government budget, which simply reflects the fact that resources are limited and should be apportioned to maintain sufficiency, effectiveness, dynamism, and continuity. Stan (2010) suggested that programmes like E-learning, Open University, and other distance, non-physical presence learning techniques would promote education. Such programmes give flexibility and relatively cheap education to ensure that citizens' desire to further their education after receiving their basic education is not hampered by their inability to raise the necessary fund.

### **The Role of ICT in Rural Education Development**

Rosen and Well (1995); and Thierer (2000) mention that One of the most important and most frequently debated topics in modern education policy is the use of technology in teaching and learning. Most education experts agree that information and communication technologies have great potential to improve teaching and learning, as well as impact future employment opportunities. Poole (1996) states that the new illiteracy is widely believed to be computer illiteracy. In fact, this has renewed and intensified a desire to equip schools in developed countries with the computer resources and skilled personnel they require to produce children who are proficient and successful users of technology.

The different ways in which e-governance has been conceptualized above imply that it has to do with the use of ICT to governmental operations for the provision of services. One of the main services provided by the government to the populace is education. ICT has made a significant contribution to the growth of rural education. However, according to Dada (2006), e-governance is more than just the computerisation of a government system. It is also the conviction that technology can significantly advance a number of governmental functions, altering the nature of politics and the relationships between governments and citizens. According to Vander Walt (2003), e-governance can be further broken down into e-Commerce (cash transactions), e-Democracy (political dialogue with citizens), e-Service (customer interaction when providing services to society), e-Learning (online instruction and examinations included), e-Management (improved management of ICT resources and staff) and e-Decision-making (better informed public interest decisions).

Ndou (2004) asserts that one benefit of e-governance adoption is that it provides a platform for evaluating good governance. This is due to its transformative capability, particularly in the interaction between governments and citizens. He continued by pointing out that the adoption of e-governance has the potential to increase the participation

of citizens in governmental processes at all levels, as well as help deliver better services in terms of timely delivery, making government services more efficient, affordable, and encouraging accessibility. Additionally, Ambali (2013), e-governance can make it easier to obtain information, support freedom of speech, increase equity, be more efficient, boost production and growth, and promote social inclusion. Basically, some scholars believe that e-governance may be a way to improve educational growth through the following channels:

1. **G2C (Government-to-Citizens):** Creating user-friendly one-stop centres for services that make it simple to access high-quality government information and services is the main focus of this. Government may readily access the rural educational sector through this and learn about their requirements without physically having to go there.

2. **G2B (Government-to-Business):** By enhancing connectivity and communication between government and private sector, this will help facilitating and enhancing the capacities of business transactions between the government and the private sector. The activities of remote private schools are enhanced.

3. **G2G (Government-to-Government):** This intergovernmental initiative seeks to improve the coordination and efficiency of services provided by the federal, state, and local governments in the course of carrying out daily administration, with a basic goal of enhancing the efficiency and effectiveness of all government activities, thereby enables local government to easily communicate with the central and state government on the educational needs and status of the rural dwellers. This involve online opinion poll of the dwellers and also online examination which avoid the rural dwellers the stress of travelling to the city to participate in public examinations. This also includes online learning. This enables most rural dwellers to have equal opportunity with their counterparts in the urban areas.

4. **Intra-government:** The goal of this is to use ICT to cut expenses and raise the standard of management and administration inside government organisations (Islam & Ahmed, 2007; Onuigbo & Eme, 2015).

### **Problems of Rural Education Development in Local Government Areas of Nigeria**

More than 70% of the population of Nigeria resides in rural regions, where local governments are constitutionally permitted to offer the majority of basic education (Section 4 second schedule of the 1999 and 2011 modified constitution of the Federal republic of Nigeria). This implies that local governance is vital in deciding how effectively education is provided to the vast rural population (Ibok, 2012). Understandably, the manner in which public goods are provided affects their effectiveness. Over the time, local government in Nigeria

has identified a number of problems that hinder the establishment of successful rural education. These issues include:

(i). **Problem of Inadequate Finance:** Every level of government and organisation depend largely on its finances. This is the early stages of local governance. The issue is made worse by the council's limited capacity to generate internal revenue, in addition to the fact that the federal and state governments' statutory allocations and grants to councils are insufficient. The federal and state governments regularly deduct various expenses from their monthly allotments, which contributes to this issue and makes it worse. Worse yet, most state governments flatly refuse to submit the 10% internally produced money accrued to the state each month, which is required by law to be paid to local governments. Many local councils are now struggling to cover even the most basic expenses, let alone pay worker salaries.

(ii). **Problem of Corruption:** In Nigeria's political system, corruption has taken on a dominant role. Nigerian local councils are rotting from the inside out because of corruption. There have been glaring cases of council officials embezzling and misappropriating funds from the councils. The most pitiful and heartbreaking is how council lords and stalwarts divide government funding intended for the area's development for personal purpose. Due to these unethical conducts, the local council is now financially helpless and unable to provide the planned improvements in rural schools.

(iii). **Problems of Political Interference:** This has adverse effects on local governments, as the administrators often politicises public policies to advance its own interests at the expense of the interests of the general public. Council appointments are occasionally made based on political favouritism and partly on party affiliation, which allows for mediocrity and underperformance. Plans for the growth of rural education are hampered as a result of this.

(iv). **Frequent Change in Council Leadership:** A local council with unstable political leadership has seen the arbitrary expulsion of local government officials. The most pitiful practice is to remove elected officials at will and establish sole administrators and caretaker committees in their place. Instead of serving the interests of the local population, these appointees serve the interests of those who appointed them.

(v). **Absence of Accountability:** An important tool for effective and efficient administration is accountability. It stops the chief executive and his staff from abusing their positions of authority. Accountability makes ensuring that the public is confident in the effective and efficient operation of the government. It evokes the idea that those in authority are not taking advantage of the governed. Due to a lack of accountability, the people at the grass-root no

longer have faith in their leaders, especially in light of the pervasive practice of council executives and their patrons splitting federal funding intended for the fulfillment of basic requirements to the local people. Despite the fact that there are enough constitutional clauses and administrative rules to checkmate local governance, these clauses have been completely abandoned. The situation has angered Nigerians, who have called for the local government to be dissolved since politicians see it as a means of stealing money from local councils.

### Theoretical Framework

The development school of thought served as the theoretical foundation for this study since it is crucial to a democratic system and serves useful administrative goals including responsiveness, accountability, and control. The Dudley Seer hypothesis of rural development was used in the study. According to Dudley Seers, when a country's rates of unemployment, inequality, and poverty are decreased or eliminated, it is said to be developing. Before Seer's theory of development came into existence, many poor countries had the view that development occurred when a nation enjoyed sustained economic growth, or its capacity for production.

Over the years, many developing countries, including Nigeria, have witnessed consistent economic growth; nevertheless, this prosperity has not improved the quality of life for the population. With an emphasis on poverty, inequality, and unemployment, Seer broke away from such beliefs and presented his theory of development. He therefore based his case on the three measures of poverty, inequality, and unemployment. Seer (1969) mentions that a nation's level of inequality, poverty, and unemployment affects its level of development. He thought that if these three things have gotten worse over time for the country in issue, growth had happened. If these metrics are declining, a nation is said to be developing; if not, a nation is not said to be developing. By examining how basic education has contributed to a decrease in poverty, inequality, and unemployment in the rural parts of Ekiti State, Nigeria, this study used these variables to evaluate the impact of basic education on rural development. Seers lists several development goals for poor countries, including:

- i. That a family's income must be sufficient to cover the costs of food, shelter, clothes, and footwear.
- ii. All family heads should have access to employment, not only to guarantee that income distribution normally exceeds subsistence levels, but also because personality development cannot occur in the absence of employment.
- iii. That there should be more access to education and higher literacy rates.
- iii. The public should be given the chance to engage in politics.
- v. National independence should be attained in the sense that decisions made by one's own government are not heavily influenced by the opinions of other

governments.

The main thrust of this study is that education is crucial for development at all levels. There is growing evidence at the national, state, and local levels that education is positively correlated with economic growth (Hanushek & Kimko, 2000). While the amount of schooling is vital, the quality of education—which is typically determined by how well kids perform on tests is much more crucial. Education also plays a significant role in influencing an individual's lifetime returns (Psacharopoulos, 1994; Psacharopoulos & Patrinos, 2004).

While some of the consequences of education are exclusive to the person and are, thus, private, others are plainly advantageous to the society as a whole. Education's considerable social and outside benefits (McMahon, 2004) make public provision of it justified. Because of this, government funding for continuous education—which is thought to have a higher percentage of private advantages than that for elementary and secondary education is frequently only partially provided, whereas funding for compulsory education is typically provided by the public purse.

The findings about the link between growth and education imply that it is critical to make a distinction between the quantity and quality of education offered. This has important ramifications for research on educational efficiency because measurements of quality are often harder to obtain than measures of quantity. It is important to first make a distinction between the two words efficiency and effectiveness. Effectiveness refers to doing the right things, whereas efficiency refers to doing things correctly (Drucker, 1967). Effective resource management therefore occurs in the context of education when the observed educational outputs (such as test results or value added) are produced at the lowest level of resource; effective resource management ensures that the variety of educational outcomes desired by society are achieved. The primary emphasis of this special issue is on the effectiveness of education as opposed to its efficiency.

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### 3. METHODOLOGY

This study adopted survey research design so as to achieve the objectives of the study. The choice of the method is based on the fact that it is an investigative method in which a sample of the population can be studied and the selection made such that the sample can be considered representative of the whole population. The population of this study (1078) consisted of Teachers, Members of Local Government Department of Education, Local Inspectors of Education, Members of State Universal Basic Education Board (SUBEB) and Community Development Associations. The population of the study consisted of Teachers (400), Members of Local Government Departments of Education (170), Members of State

Universal Basis Education Board (108) and Members of Community Development Associations (400) of these local government areas. From the pilot study carried out, the sample size of 216 representing approximately 20% of the total population of 1078 was chosen. This was distributed among the following respondents; Teachers (80), Members of Local Government Departments of Education (34), Members of State Universal Basic Education Board (22) and Community Development Associations (80) of these local government areas. In addition to the questionnaire administration, interview sessions were conducted with six Local Inspectors of Education (Education Secretaries), in the selected local governments, so as to complement all collected data through questionnaire administration. The acquired data were examined using appropriate descriptive and inferential statistics. Frequency distribution, percentages, and measures of central tendency (mean) were all used in the descriptive statistics. Inferential statistics and statistical inference were applied to the acquired data.

#### 4. DATA ANALYSIS, INTERPRETATION AND DISCUSSION

The focus of this aspect of the study is on the analysis, interpretation and discussion of data obtained through the administration of questionnaire in six selected LGAs of Ekiti State. A total of 216 questionnaire were distributed to collect data on the state's basic education policy and rural development. 207 questionnaire were recovered from the field, representing 95.8% of all distributed questionnaires. A qualitative analysis of the data was also added to the analysis, and this was done by conducting interviews with specific stakeholders.

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The focus of this study here is to assess how the basic education policy would contribute to rural development in the study areas, was covered in this section. Respondents were prompted to rate each of the claims in an effort to accomplish this goal. In order to have a meaningful discussion on the impact of the basic education policy on rural development in Ekiti State, the qualitative data analysis was also used to augment the quantitative study. According to the following option rule: where ( $X < 3.0$ ), more respondents inclined to disagree; and where ( $X > 3.0$ ), more respondents tended to agree, the mean value ( $X$ ) also served as a summary of the respondents' strength.

The answer to the question of whether universal basic education has reduced poverty in rural communities is shown in the analysis below:

38.5% of the population, or 80 respondents, said they strongly agreed with the statement. An additional trend revealed that 107 respondents, or 51.4%, concurred as well. Only 4 (1.9%) respondents strongly disagreed with the notion, making up the

entire minority. 5.8% of all responders, or about 12 people, didn't make any claims. The mean value and standard deviation, which were 4.23 and 0.803, respectively, corroborated this frequency distribution. According to one view, this distribution indicates that Universal Basic Education has helped to reduce poverty in Ekiti State.

Furthermore, it was stated that the Universal Basic Education programme has helped to reduce rural-urban migration.

75 (36.1%) of the respondents and 110 (52.9%) of the respondents said that they agreed or strongly agreed, respectively, while 17 (8.2%) of the respondents and 4 representing 1.9% of the respondents disagreed or strongly disagreed. The data's mean value and standard deviation ( $X = 4.23$ ,  $SD = 0.718$ ) indicate that a significant proportion of respondents appear to have agreed with the assertion that the Universal Basic Education program is meant to halt rural-urban migration.

However, it was found that 109 respondents, or 52.4% of the sample population, merely agreed with the claim that productivity has significantly improved for both individuals and the community. This contrasts with the finding that

76 respondents, or 36.5 percent, strongly agreed with the claim. But 13 (6.3%) of the respondents disagreed with the assertion that the state's productivity and human capital have significantly improved, and 8 (3.8%) of the respondents thought they strongly disagreed with the assertion. With the mean value and standard deviation ( $X = 4.21$ ,  $SD = 0.765$ ), this supports the generalization that there has been a significant improvement in both individual productivity and rural community production since the implementation of the Universal Basic Education program.

As stated in Table 1,

80 (38.5%) of respondents strongly agreed and 98 (47.1%) of respondents agreed with the statement that the Basic Education policy has helped to promote the provision of social services in the community. The claim that basic education policy has helped to promote the provision of social services in rural communities, however, was disputed by 21 respondents (10.1%), as opposed to 7 respondents (3.4%). In contrast to the other respondents, just 1 (or 0.5% of the total respondents) did not have an opinion on this assertion.

The delivery of social services in rural communities appears to have been encouraged by basic education policy, according to the mean value and standard deviation ( $X = 4.20$ ,  $SD = 0.793$ ). Additionally, it was noted that

118 respondents, or 56.7% of the sample, only agreed with the claim that universal basic education has resulted in significant capital investment for rural development, while 56 respondents, or 26.9% of the sample, gave the claim a strong agreement. However, 20 (9.6%) of respondents disagreed with the stance regarding the Universal Basic Education in terms of its fundamental knowledge and skills as a tool for capital investment and development, and 8 (3.8%) of respondents thought the viewpoint was severely disagreed with. 5 (2.4%) of the respondents were unsure about this claim. It is confirmed that the Universal Basic Education is a working platform for development and capital investment because the mean value (4.02) is higher than the midpoint of 3.0.



Also, respondents were asked whether Universal Basic Education has helped to create more employment opportunities for the rural people.

64 respondents (30.8%) strongly agreed with the claim, and 119 respondents (57.2%) agreed with it, according to their various responses to the claim. However, 18 representing 8.7% of the respondents disagreed with this viewpoint that Universal Basic Education has helped to create more employment opportunities for the rural people, while 6 (2.9%) of the respondents disagreed with the assertion. This confirms that the Universal Basic Education has significant influence on the creation of more employment opportunities for the rural people, with the mean value and standard deviation ( $\bar{x} = 4.16$ ,  $SD = 0.698$ ).

**Furthermore**

72 (34.6%) of respondents strongly agreed with the statement that the UBE policy has contributed to opportunities for students to have equal access to basic education, and 92 (44.2%) of respondents agreed with the statement. However, 20 respondents (9.6%) of the sample population, disagreed with the premise that universal basic education creates equitable access to basic education, and 15 respondents (7.2%) severely disagreed with the premise. This result revealed a great level of agreement with the assertion, although only 3.8% of the respondents expressed any dissent or were undecided.

This data distribution demonstrates that a sizable portion of the respondents seem to have agreed with the statement that the Universal Basic Education Policy is geared towards providing equal access to education and training as well as the educational needs of individuals and the society at large, as verified by the mean value and standard deviation ( $\bar{X} = 3.99$ ,  $SD = 1.043$ ).

As depicted in the analysis above, respondents were inquired as to whether the Universal Basic Education Programme has helped to improve and rehabilitate the community roads and other infrastructures.

56 respondents representing 26.9% of the total sampling population, indicated that they strongly agreed with this position, and 115 respondents representing 55.3%, agreed with it. However, 16 (7.7%) of the respondents disagreed with the assertion that the Universal Basic Education Programme has helped to improve and rehabilitate rural roads and other infrastructures, while 14 representing 6.7% of the respondents ordinarily disagreed with the assertion. Contrary to the other respondents, 6 representing 2.9% of the total sampling sample were unsure about this claim. This rather implies that the Universal Basic Education Programme has evidently improved provision of roads infrastructures in the state, as verified by the mean value and standard deviation ( $\bar{x} = 3.97$ ,  $SD = 0.939$ ).

In addition, respondents were inquired whether the basic education programme has helped to encourage and promote vocational trainings among the pupils.

64 respondents (30.8%) of the respondents, responded that they strongly agreed with this position, while 110 respondents, or 52.9%, agreed. However, 16 (7.7%) of the responders disputed the statement that basic education programme has helped to encourage and promote vocational trainings among the pupils while 11 representing 5.3% of the respondents strongly disagreed with the assertion. Unlike the other respondent, 6 representing 2.9% of the respondents were indifferent on this assertion. This rather implies that the basic education programme has been serving as a source of encouragement and the promotion of vocational trainings among the pupils, as verified by the mean value and standard deviation ( $\bar{X} = 4.04$ ,  $SD = 0.929$ ).

**Table 1**  
**Effect of Basic Education Policy on Rural Development in Ekiti State, Nigeria**

S/N	Assertions	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided	Descriptive Statistics	
		f (%)	f (%)		f (%)	f (%)	Mean Value	Standard Deviation
i.	Basic Education Programme has reduced the poverty level in rural communities	80 (38.5)	107 (51.4)	12 (5.8)	4 (1.9)	4 (1.9)	4.23	0.803
ii.	Basic Education Programme has led to reduction in rural-urban migration	75 (36.1)	110 (52.9)	17 (8.2)	4 (1.9)	1 (0.5)	4.23	0.718
iii.	Basic Education Programme has enhanced the productivity of both individuals and the rural community	76 (36.5)	109 (52.4)	13 (6.3)	8 (3.8)	1 (0.5)	4.21	0.765
iv.	Basic Education Programme has led to provision of social amenities in rural communities	80 (38.5)	98 (47.1)	21 (10.1)	7 (3.4)	1 (0.5)	4.20	0.793
v.	Basic Education Programme has led to huge capital investment for rural development	56 (26.9)	118 (56.7)	20 (9.6)	8 (3.8)	5 (2.4)	4.02	0.861
Vi	Basic education Programme has resulted in improvement and rehabilitation of rural roads and other infrastructures	64 (30.8)	119 (57.2)	18 (8.7)	6 (2.9)	- (-)	4.16	0.698
Vii	Basic Education Programme has created avenue for equal accessibility to basic education for pupils	72 (34.6)	92 (44.2)	20 (9.6)	15 (7.2)	8 (3.8)	3.99	1.043
viii	Basic education has promoted and encouraged vocational education and trainings among pupils	56 (26.)	115 (55.3)	16 (7.7)	14 (6.7)	6 (2.9)	3.97	0.939
ix	Basic Education Programme has created job opportunities for people in the rural areas.	64 (30.8)	110 (52.9)	16 (7.7)	11 (5.3)	6 (2.9)	4.04	0.929

Source: Field Survey, 2023

## Test of Hypothesis

The analysis and interpretation of the study's hypothesis were covered in this part. The spearman correlation coefficient was the statistical tool utilized to analyze the data. The analysis's alpha level was set at 5% (0.05). To determine how basic education policy affected rural development in Ekiti State, this hypothesis was put to the test. The results of the respondents' ratings were used to administer the test. From variables in Table 2, the spearman's correlation co-efficient result was produced.

**H<sub>0</sub>: Basic education policy has no significant effect on the rural development in the study area.**

**Table 2**  
**Correlation Analysis between Basic Education Policy and Rural Development in the Study Area**

Hypothesis	Correlation co-efficient (r)	df	p-value	N
Basic education policy has no significant effect on the rural development in the study area.	+0.685	1	0.000	207

Source: Field Survey, 2023

The 'simple R' column in this model summary table, which represents the correlation between the actual observed independent variable and the projected dependent variable, is very helpful in understanding correlation analysis. The percentage of the (sample) variable in the dependent variable that may be attributable to the independent variable was given. The correlation analysis between basic education policy and rural development in several local government areas of Ekiti State was presented in Table 2.

The spearman's correlation coefficient was positive (+0.685), which is significant at  $p < 0.05$ , according to Table 2. The positive coefficient demonstrated that basic education policy and rural development in Ekiti State are approximately (69%) positively correlated. The study therefore rejected the null hypothesis and came to the conclusion that basic education policy had a substantial impact on the rural development in the study area ( $r = +0.685$ ,  $p < 0.05$ ) since probability value (0.000) is less than alpha level (0.05). The spearman co-efficient therefore implied that an approximate of 69% of the changes occurring on the rural development at the local level is associated with the impactful implementation of basic education policy in Ekiti State. The positive relationship also showed that the better implementation of basic education, the better the development of rural areas in Ekiti State.

## 5. SUMMARY AND CONCLUSION

### Summary

From the foregoing analysis of the study and the review of literature, the following findings were summarised and provided. This study evaluated the effect of basic

education policy on rural development in Ekiti State between 2001 and 2021. The findings of the study demonstrated that the UBE programmes are anticipated to play a role in the socialisation and integration of the entire population, if effectively executed. Once more, the UBE curriculum is meant to instill in students the proper values and attitudes that will encourage societal goals of coexisting and cooperating for national development. The pupils in UBE programmes are also expected to be prepared to play active and positive roles in society's growth for the future progress that will be gauged in terms of people's well-being. UBE is thus supposed to instill a sense of dedication to the entire community while also assisting youths in accepting the principles of Nigeria's nature and variety. The study showed that the expected results of UBE programmes and other educational policies on rural development has not been far-fetched because of certain challenges such as poor planning, inadequate resources, under-estimated of implementation cost, politisation, lack of qualified teachers and educational facilities among others.

### Conclusion

The programme and curriculum for Universal Basic Education (UBE) includes the creation of human capital that can aid in the advancement of the state and society in general. The objectives of basic education are to increase access and provide a high standard of education across Nigeria. Since its inception, governments have developed strategies to improve children's enrollment in, retention in, and completion of foundational courses that are essential for eradicating poverty in developing nations. This is because education improves maternal and child health, increases employment opportunities, and raises income levels. Based on the findings of the study, a number of conclusions emerged. First the study concluded that there was an established nexus between education and development. It established that the implementation of basic education programmes and educational policies have significant impact on rural development in Ekiti State, although with certain limitations. It also showed that the country's educational strategy, which aims to achieve greatness in poverty eradication and self-reliance in order to raise living standards, is an admirable programme. The findings of the study also showed that the acquired learning experience and the expected learning outcome both fall far short of expectations. Due to the problems detailed in this paper, the existing UBE programme has not significantly met its stated goals. As a result, achieving an equal level of usefulness and relevance for the education policy in the state continues to be difficult.

## 6. RECOMMENDATIONS

In view of the findings of this study, the following recommendations were advanced

- In an effort to increase their degree of success in the management of basic education in the State, teachers can better equip themselves with a variety of administrative instruments such as effective supervision, effective leadership, effective communication, and discipline
- The State Ministry of Education and its agencies should work more to regularly supervise and oversee schools for efficient management. To accomplish the aims and goals of the National Policy on Education.
- Government at all levels and its recognized agencies should step up efforts to educate the public and mobilize society about the value of education for personal growth and societal development.
- To support the implementation of educational policies, the government should provide the infrastructure and other necessary facilities.
- Government should ensure that educational programs are executed as needed, the government should establish trained monitoring teams. This team should be consulted when creating policies so that they are aware of the goals of those policies. The government should receive assistance from the monitoring team in providing the infrastructure needed for policy implementation as well as ongoing policy evaluation.

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