

Innovations

Managing Universal Basic Education for Value Re-Orientation in Ekiti State, Nigeria

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Abstract

Problem: The study examined the management of universal basic education for value re-orientation in Ekiti state of Nigeria. The purpose of the study was to ascertain problems encountered and strategies to be adopted in the management of UBE for value re-orientation in Ekiti state. Two research questions guided the study. **Methodology:** Descriptive overview research was taken on 200 staff including the executives' staff and strict instructors were purposively tested. UBE Value Re-Orientation Questionnaire (UBEVRQ) served as an instrument. Examination of data was finished utilizing mean and standard deviation. **Findings:** Examination of information uncovered that the administration of UBE experienced issues amongst others as a politicization of instructive arrangement, insufficient arrangement of assets to buy observing gadgets like Closed Circuit Television (CCTV) cameras on the school compound. Methodologies, for example, satisfactory arrangement of assets to training as well as rejuvenation of significant worth instruction in optional school educational programs were uncovered. **Conclusion:** It was inferred that quality worth re-direction (re-orientation) cannot be completed without viable administration of UBE by the government. It was suggested in addition to other things that genuine independence with occasional checking ought to be given to UBE as part of training in Nigeria.

Keywords: 1.Management, 2.UBE, 3.Value,4. Re-orientation, 5.Ekiti State

1. Introduction

Schooling in all nations of the world has been viewed as extremely fundamental to individual and cultural turn of events. Nigeria is among the countries in the world that values instruction. In her National Policy on Education (the Federal Republic of Nigeria, 2004), Nigeria considers instruction to be a magnificent instrument for affecting the public turn of events. Consequently, instruction is utilized to accomplish the country's requirements. The arrangement report gives rules on the schooling of Nigerian culture. It contains the way of thinking about the country's schooling, levels of training, and targets, starting with pre-essential, essential, auxiliary, and tertiary instruction.

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Stressing on the vital place of grade school, Oni (2008) is of the assessment that from one side of the planet to the other, essential instruction has been viewed as the most significant as well as the most gotten to by individuals. This maybe might be because of the way that it is the underpinning of the entire instructive pursuit, as most would consider it to be normal to give education and edification to the residents. Oni further set that the significance of essential instruction should be visible as all recipients of different degrees of schooling need to go through this level. The Government Republic of Nigeria in her National Policy on Education (2004) characterized essential instruction as the sort of schooling given in an establishment for youngsters matured 6-11 years also, and it comprises the bedrock whereupon the whole schooling system is constructed. It is considered the essential job of instruction in the advancement of man and current culture, especially the essential training that different announcements on schooling were made at the worldwide level. Such affirmation incorporates the 1984 Human Rights Declaration which expresses that everybody has the option of training, which will be free essentially in grade school. The New Delhi 1993 Declaration on E-9 Countries 1993 (the nine nations with the biggest convergence of ignorance of which Nigeria is a part) was subsequently reaffirmed in RecifeBrazil(2000), by requiring enormous destruction of lack of education inside the most limited conceivable time frame.

Also, given the above affirmations, the then leader of Nigeria, Chief Olusegun Obasanjo on 30th September 1999 Fundamental training, as indicated by the Federal Republic of Nigeria (2004), is a sort of instruction containing 6 years of essential instruction and 3 years of junior auxiliary school training. The arrangement specifies that essential instruction will be free and obligatory. The plan will incorporate a grown-up and non-formal training program at essential and junior optional school levels for both grown-up and out-of-school adolescents. The UBE program has three primary parts, specifically: Universal, Basic, and Education.' Universal' here implies that the program is for everybody, independent of clan, culture or race, and class. The term 'Fundamental' portrays that it is fundamental and that it should be given at all expenses. Then, the last part is 'Schooling'. Training, as indicated by Adokiye (2013) is the course of socialization through which an individual show is attractive to the general public. This implies that schooling is a co-usable, dynamic, and long-lasting cycle through which a general public purposely creates information, abilities values, and different types of conduct for its endurance and food and sends the same starting with one age and then onto the next. Unmistakable issues are emerging from the above definition and significance of training and these incorporate the accompanying:

- Instruction manages the age, transmission, and securing of information, abilities, values, perspectives, and propensities, among others.
- It has to do with the overall advancement of a person.
- Training is, and should, be established in the way of life of individuals
- Training is given over starting with one age and then onto the next
- It is a long-lasting interaction
- An organization is allocated the obligation of schooling
- Training sets one up to be valuable to both himself and society at large.

Schooling, for the most part, focuses on the age, procurement, and transmission of information, abilities, values, perspectives, and propensities in a conventional foundation for the prosperity of the individual and society at large. This makes instruction the focal turn of hour improvement. Instruction as an instrument in gathering the expectations, values, requests, desires, yearnings, and difficulties of a group and tackling their squeezing issues, can fluctuate from one country to another. For example, In Nigeria, the objectives of training as per the National Policy on Education (2004) are as per the following:

- a. "The teaching of public cognizance and National Unity;
- b. The teaching of the right kind of values and perspectives for the endurance of the individual and the Nigerian Society;

- c. The preparation of the brain in the comprehension of the world around; and
- d. The securing of suitable abilities and the improvement of mental, physical, and social capacities and capabilities as gear for the person to live in and add to the advancement of the general public (FRN, 2004:8).

To accomplish the above-expressed public objectives of schooling, the nature of guidance at all levels should be coordinated towards instilling the accompanying qualities:

- a) "Regard of the value and poise of the person;
- b) Faith in man's capacity to settle on objective choices;
- c) Moral and profound standards in relational and human relations;
- d) Shared liability for the benefit of all of society;
- e) Promotion of the physical, enthusiastic, and mental advancement of all youngsters; and
- f) Acquisition of skills fundamental for independence" (FRN, 2004:8).

Given the above-mentioned, the need to emphasize the instructing of significant worth in our educational system, particularly at the UBE level has become inescapable. Teaching values in the personalities of kids at this phase of instruction particularly at the UBE level will go far in recovering our qualities which are deteriorating into termination experiencing the same thing in Nigeria.

Concept of Values and Value Re-orientation

Values are essential convictions and dispositions in a general public whether of people or gatherings which are thought of as advantageous and fill in as a manual for decisions and ways of behaving in our day-to-day routines (Ibrahim, 2016). This consequently implies that values are well-established convictions that impact individuals' activities and ways of behaving. Values as indicated by Buba (2016) are the convictions about what is good and bad and what is significant throughout everyday life. Values as per Bodurin (2004) are essential convictions and perspectives in a general public whether of people or gatherings which are thought of as beneficial and fill in as a manual for decisions and behaviour in day-to-day existence.

Values as indicated by Aishtu and Lucy (2016) suggest satisfactory guidelines, optimal approaches to getting things done, and carrying on with righteous life in the general public. The specialists' further place that values can't work in a vacuum since there is a need to fill cultural needs. The positive or predominant qualities that serve various social orders alongside Nigeria incorporate regard and honor agreed to guardians, seniors, people of honor, love and insurance of the family and family name has been the practices in the customary settings. Nigerians have a conviction halfway in life that God is a Supreme Being. The scientist further added the accompanying qualities to incorporate uprightness, straightforwardness, obligation, responsibility, value, decency proficiency, and adequacy. These qualities are encountering degeneration continuously and the need to instruct and invigorate them in the personalities of youthful ones from the root is unavoidable to guarantee steadiness, serene concurrence, and improvement in Nigeria.

Esteem direction as indicated by Bara'atu (2016) is the standard of good and bad that are acknowledged by people or gatherings. The re-direction of the significant worth framework is a cognizant improvement of HR through philosophical requests, arranging, preparing, usefulness, and proficiency in accomplishments through corporate culture.

From these definitions, the guiding principle of Nigeria that has been debilitated throughout the long term should be fortified for public advancement to be accomplished. These basic beliefs are regard for seniors, trustworthiness, discipline, fearlessness, truth, sympathy, ethical trust, transparency, love, charitableness, equity, uniformity, nationalism, anxiety toward God, regard for the pride of work, regard for individuals in the influential place, compliance to cultural principles and guidelines among others.

Re-direction as indicated by Adeyemi (2016) implies the repositioning of things in how they should be in the future. Godiya (2016) sees re-direction as changing indeed a position or disposition connected with the circumstance or conditions. Godiya added that re-direction is the condition diverted suddenly, revision or realignment mentally or inwardly. For this situation, re-direction implies readdressing things to their typical

state/position, particularly those things we esteem. In this manner, values re-direction according to Agu (2016) has to do with re-tending to those values which have been upset in the line because of progress in conduct. This specialist added that values re-direction implies heading back to the root and yet again coordinating things in the manner in which they used to be. This implies that values re-direction is the inversion of those esteems that are falling apart in the general public to guarantee dependability, tranquil co-relationship, and improvement. All together words, values re-direction is the re-educating of the goals of Nigerian culture to guarantee strength, tranquil concurrence, and improvement among the populace. Beatrice (2016) sees esteem re-direction as the method involved in teaching great qualities that can help a country out of her various quandaries and can pull together the country toward significance. This implies that improvement, all things considered, might be unclear on the off chance that values are not as expected readdressed in Nigeria. In this way, to guarantee tranquil concurrence in Nigeria, values re-direction through appropriate administration of UBE is unavoidable. Esteem reorientation can't be guaranteed due to the absence of appropriate administration of UBE in Nigeria.

It is trusted that legitimate administration of UBE will achieve inversion of our lost qualities however perceptions by these researchers portray that the disposition of the significant Nigerians in the journey for realism and impersonation of acquired ways of life from abroad can in any case be a snag in the completion of these objectives. It is additionally trusted that legitimate administration of UBE would fortify the upsides of Nigerian culture among the offspring of underage at the degree of UBE yet perceptions and research discoveries somewhere else have shown that the majority of the understudies at this degree of instruction are neither affecting their social orders decidedly nor display helpful lives in the general public due to their current degenerate way of behaving (Shaibu, Odoh, and Muhammed, 2017). Some of them are not enunciated and have become an irritation to the general public with an association in secret factions, equipped theft, death, grabbing, chronic drug use, attacks, robberies, and pocket-picking. A portion of these youngsters don't have regard for the respect for work and have become overwhelmed with the activity of crisis mogul at all expense. Omoregie (2006) presented that UBE is at this point not compelling in Nigeria contending that UBE is a wilderness of crooks where future brutal are brood. This they credited to administrative deficiencies of certain schools in Nigeria. The inquiry subsequently is, will the administration of UBE in Nigeria decidedly impact our cultural qualities in Ekiti state?

As far as the board as a body, the Universal Basic Education Commission (UBEC), is the public authority office liable for the executives of the UBE program in Nigeria. In its 2013 Annual Report, it was uncovered that change of instruction in the space of school advancement has been accomplished through prudent utilization of FGN-UBE intercession reserves. It is the perspective of the commission that sufficient allotments are made for the arrangement of essential instruction in the country. They noticed that the UBE program has been on the financing need rundown of the public authority. This the report noticed, was buttressed by the public authority immense portion to State Universal Basic Education Boards (SUBEBs) in the 36 states and FCT for both capitals used for the erection of building and acquisition of gear and repetitive use for the instalment of compensations, administrations, among others. Explicitly the report showed that UBE walking awards legal distributions to the 36 states and FCT from 2005-2013 was N200, 392, 601, 491. 67. also, out of this figure N159, 734, 113, 067.03 has been gotten to by the 36 states and FCT, while the amount of N1, 312,500.00 has been consumed on the advancement of the new 9-year essential instruction educational plan in the year 2005 (UBE, 2007). Yet, the above monetary responsibility did not contact the part of significant worth reorientation particularly now that Nigeria is experiencing cultural issues coming about because of the loss of values consequently there is a pressing need to examine the executives of UBE for esteem reorientation in Ekiti territory of Nigeria.

Values for support of school offices are seen to have been shipped off eradication in the space making the instructive offices to be in an unfortunate state. These unfortunate offices are not introducing a favourable climate to educating and learning and they could be passing snares for both regulatory staff and instructors who are the fundamental tenants of the structures and their lives could be put at the chance. Different offices are extremely old and outdated, for example, power generators, office equipment like ICT media, labs, workplaces, and studios. With the above picture, it has been observed that essential offices that could work with viable instructing and learning

seem not to be adequate and where they are adequately accessible, their circumstances are not palatable for powerful educating and discovering that might advance qualities reorientation nearby. Notwithstanding, the review means to explore the executives of general essential instruction for esteem re-direction in Ekiti province of Nigeria with the explicit spotlight on issues experienced and procedures to be taken on in the administration of UBE for esteem re-direction in Ekiti territory of Nigeria.

So many reasons could be shown for the absence of legitimate administration of UBE which incorporate the expense of tutoring, in particular: the cost of books, gear, uniforms, educational costs, and assessment charges. Others are sickness, destitution, and the financial advantages of schooling. The present circumstance as portrayed represents a genuine test of the fruitful execution of the UBE program. The reasoning for the presentation of UBE in Nigeria is in a general sense because of the way that numerous Nigerians, the two adolescents, and grown-ups, are uneducated, poor, and do not contribute definitively to the advancement of the country (Ugwuoke, 2011). Considering the significance of the UBE plan to public turn of events and development, Aluede (2006) thought that a nearby assessment of the execution of the UBE program ought to be done since the targets of the program do not contrast fundamentally with the goals of the bombed UPE plan of 1977, which fizzled because of lacking infrastructural offices, informative materials, prepared instructors, and qualified educators. This proposes an occasional assessment of these assets in the administration of the UBE program, to figure out their present status as far as its adequacy in gathering up the objective for which it is planned is inescapable. In Ekiti State, it will be seen that there has been significant worry about the administration of Universal Basic Education in elementary schools and junior auxiliary schools. As seen by the researchers, there appear to be a ton of anomalies by educators concerning the administration of all-inclusive essential training in the space of significant worth reorientation.

It very well may be noticed that throughout the long term, the administration of fundamental instruction program in Nigeria has been confronting heaps of imperatives, and it seems like the issue of the Nigeria instructive program doesn't just lie with detailing of satisfactory information and approaches, however the successful administration of the program. Thus, many offences of all sorts appear to be on the high side in the locale as though esteem training isn't given a spot in UBE, bringing about the execution of brutality and danger to society. A few pieces of Ekiti state in the perception of analysts are presently not livable because of the exercises of hoodlums which cause cultural anxiety and common distress. It has been seen by researchers that the majority of the lawbreakers even work together with certain individuals from networks to advance freak ways of behaving nearby.

There have been accelerations of announced assaults by Fulani herders who mercilessly kill locals of the attacked cultivating networks remembering ladies and youngsters for the state. The gangsters equipped with refined weapons typically assault their interest group at the time they are generally powerless. Killing, ransacking, and seizing individuals unpredictably which are generally ladies and kids, and stealing from properties are seen to be inescapable. Most troubling is the severity and exemption with which the aggressors work without respect for the law and the sacredness of life combined with the failure of the Nigeria Police and, surprisingly, the military task force to shield the casualties savagely butchered in their country. Perception has shown that a portion of these attackers had a proclivity toward lawmakers and addressed themselves as political hooligans who tend not to have values for presence and society at large. Hence, the board of widespread essential training for esteem re-direction in Ekiti territory of Nigeria with the explicit spotlight on issues experienced and procedures to be embraced in the administration of UBE for esteem re-direction in Ekiti province of Nigeria should be examined.

The Universal Primary Education (UPE) program which is one of the fundamental schooling programs presented in the country in the past appears to have flopped because of a few elements, and such factors were ascribed to non-accessibility of assets, absence of government assistance bundles, absence of prepared educators, absence of infrastructural offices, unfortunate management of the program, lacking informative materials, among others. There likewise appear to be bunches of obstructions influencing the administration of the current Universal Basic Education (UBE) program in Nigeria, especially in Ekiti State. The vast majority of the UBE elementary schools are perplexed with packed study halls, unfortunate financing of the school exercises, lacking infrastructural

offices, non-accessibility of a useful library, deficient educational materials, and unfortunate oversight and checking of the school program among others. Every one of these is difficult for the powerful administration of the UBE program in Nigeria however they are yet to be experimentally found assuming these factors are the elements liable for the noticed weakened values in Ekiti State. This shortcoming propelled the researchers to explore the executives of widespread fundamental instruction for esteem re-direction in Ekiti province of Nigeria.

1.1 Purpose of the Study

The purpose of the study is to investigate the management of universal basic education for value re-orientation in the Ekiti state of Nigeria. Specifically, the study intends to:

1. Find out the problems encountered by the UBE management team for value re-orientation in Ekiti State.
2. Find out the strategies to be adopted by the UBE management team to overcome the problems encountered for value –re-orientation in Ekiti State.

1.2 Research Questions

The following research questions were raised to guide the study.

1. What are problems encountered by the UBE management team for value re-orientation in Ekiti State?
2. What are the strategies to be adopted by the UBE management team to overcome the problems encountered for value –re-orientation in Ekiti State?

2. Research Methodology

The study employed a descriptive survey design. This type of research gathers data from a large number of subjects. The intention is to assemble data about factors from a delegate test of the populace. One of the elements of the review research is that it utilizes an essential survey as the component of an information-gathering strategy. The plan was decided because of the idea of the review and cycles engaged with the assortment of information. It was considered proper here because it looks to figure out the elements that are related to specific events, rehearses, results, conditions, or sorts of conduct by investigation of previous occasions or previously existing circumstances. The plan as indicated by Emaikwu (2013) is fitting where it isn't feasible for the analyst to straightforwardly control the autonomous variable.

The review was conducted in Ekiti state. Ekiti state is comprised of sixteen neighbourhood government regions (16). Instructively, Ekiti state is referred to as the home of schooling as a various number of instructive foundations which typified high pace of instructive staff at all degrees of labour are accessible nearby. Individuals of Ekiti state take part in different occupations for a job however for the most part in horticulture. Individuals have rich and various social legacies. The Yoruba language is transcendently spoken nearby. The decision of Ekiti state is educated because of the predominance of arranged crooks radiating from the young people nearby. There is along these lines a felt need to examine the administration of UBE for esteem reorientation in Ekiti state.

The number of inhabitants in the review comprised 20 administrative staff, 96 administrators, and 192 instructors showing Christian strict information and Islamic strict information totalling 308 staff (Ekiti state UBEC office, 2022). The decision of this populace depends on the way that they are individuals who are straightforwardly associated with the administration and organization of the UBE program in Ekiti state and are in a better situation to supply the fundamental data required for the review.

200 staff members comprise of the board, managers and strict educators were purposively inspected for the review. UBE Value Re-direction Questionnaire (UBEVRQ) was utilized as an instrument for information assortment. The survey is in two areas, An and B. Area An is comprised of individual information of the respondents while segment B is intended to inspire data on issues experienced and systems to be embraced in the administration of UBE for esteem re-direction in Ekiti province of Nigeria

The segment had 10 things separated into five bunches as per the factors of the concentrate specifically, issues experienced in the administration of UBE for esteem re-direction in Ekiti state and methodologies to be

embraced in the administration of UBE for esteem re-direction in Ekiti state. The respondents will be directed by the changed four-point rating scale with a reaction method of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1.

The validity of the instrument was ensured by experts in the Department of Educational Management and Business Studies and experts in Test and Measurement, Federal University Oye. The reliability of the instrument was established through the Cronbach Alpha which yielded 0.77.

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

The various responses from the questionnaire were collated and analysed to arrive at a result conclusion. Mean and standard deviation was used to answer the research questions. A cut-off mean of 2.50 and above were used to determine a positive response while a cut-off mean of less than 2.50 was considered a negative response.

3. Result and Discussion

3.1 Research Question 1: What are the problems encountered by UBE management team for value re-orientation in Ekiti state?

Table 1: Mean ratings and standard deviations on problems encountered by UBE management team for value re-orientation

Item No	Item description	SA	A	D	SD	\bar{x}	Std	Decision
1.	Inadequate provision of funds to purchase monitoring devices like Closed Circuit Television (CCTV) cameras on school compound and Short Message Service (SMS) tracking devices.	83	86	19	12	3.20	1.78	Accepted
2.	The issue of godfatherism in the recruitment of UBE teachers	90	84	20	16	3.34	1.83	Accepted
3.	Extinction of value education from school curriculum of Nigeria	83	90	17	10	3.23	1.78	Accepted
4.	Employment of mediocre to teach moral subjects like Christian religious studies and Islamic religious knowledge	64	96	24	16	3.04	1.74	Accepted
5.	Lack of functional guidance and counseling unit in schools, extinction of value education from school curriculum of Nigeria amongst others.	120	60	11	9	3.45	1.86	Accepted
Cluster mean/standard deviation						3.25	1.80	Accepted

Source: Field work (2022)

The data presented in table 2: showed that the mean ratings of items 1 – 5 were 3.20, 3.34, 3.23, 3.04, and 3.45 respectively with the corresponding standard deviation of 1.78, 1.83, 1.78, 1.74, and 1.86. All the mean ratings are above the cut-off point of 2.5. This implies that the respondents had concurred that insufficient arrangement of assets to buy observing gadgets like Closed Circuit Television (CCTV) cameras on the school compounds and Short Message Service (SMS) GPS beacons; the issue of godfatherism in the enlistment of UBE educators and elimination

of significant worth instruction from school educational plan of Nigeria to be a snag. They similarly concurred work of unremarkable to show moral subjects like Christian strict examinations and Islamic strict information and the Lack of useful direction and advising unit in schools, the annihilation of significant worth training from school educational plan of Nigeria among others Lack of practical direction and guiding unit in schools, elimination of significant worth instruction from school educational program of Nigeria among others were likewise consented to be issues experienced by UBE supervisory group for esteem re-direction. . Consequently the group means of 3.25 with the relating standard deviation of 1.80 was likewise observed to be over the cut mark of 2.50. This implies that issues experienced by UBE supervisory crew affect esteem re-direction in Ekiti state. This finding is as per Uga and Fanan. (2019) who observed Inadequate financing; unfortunate school Plant the executives and organization as issues confronting the powerful completion of UBE programs in Nigeria. Ofeimu and Kolawole (2021) additionally tracked down that defilement, unfortunate subsidizing, make-easy money disorder among the young people, cultism, unfortunate administration of assets by school executives, low quality of showing staff, bad quality initiative by school heads, educators being unfortunate good example, absence of parental help in the space of understudies' discipline and political precariousness was issuing influencing the board of the school system.

3.2 Research question two:

What are strategies to be adopted by the UBE management team to overcome the problems encountered for value –re-orientation in Ekiti State?

Table 2: Mean ratings and standard deviations on strategies to be adopted by UBE management team to overcome the problems encountered for value –re-orientation

Item No.	Items Description	SA	A	D	SD	\bar{x}	Std	Decision
6.	Adequate provision of funds to education sector to ease the financing of educational projects.	69	82	29	20	3.15	1.77	Accepted
7.	Unpoliticization of teaching appointment to ensure that appointment into UBE is based on merit.	79	89	21	11	3.18	1.78	Accepted
8.	Value education should be prioritized in UBE curriculum.	71	86	35	18	3.15	1.77	Accepted
9.	Employment of professionals to teach moral subjects like Christian religious studies and Islamic religious knowledge.	91	77	21	11	3.24	1.80	Accepted
10.	Provision of functional guidance and counseling unit in schools.	78	88	24	10	3.17	1.78	Accepted
Cluster means/standard deviation						3.18	1.78	Accepted

Source: Field work (2022)

Table 2 showed that the mean ratings for items 6 – 10 were 3.15, 3.18, 3.15, 3.24, and 3.17 respectively with the corresponding standard deviation of 1.77, 1.78, 1.77, 1.80, and 1.78. All the means ratings are above the cut-off point of 2.50. This implies that the respondents had concurred that systems to be embraced by UBE supervisory group to conquer the issues experienced for esteem - re-direction in Ekiti State incorporate a sufficient arrangement of assets to schooling area to facilitate the funding of instructive undertakings; the politicization of helping arrangement to guarantee that arrangement into UBE depends on legitimacy and prioritization of significant worth training in UBE educational program in Nigeria. Respondents additionally concurred that the work of experts to show moral subjects like Christian strict investigations and Islamic strict information and the Provision of useful direction and advising unit in schools were techniques to be taken on by UBE supervisory group to turn around values in Ekiti State, Nigeria. Thus the group mean of 3.18 with a standard deviation of 1.78 was likewise observed

to be over the limit of 2.50. This suggests that esteem reorientation is fundamentally subject to methodologies to be taken on by the supervisory group in Ekiti State, Nigeria. This finding is steady with Aja, Eze, Igba, and Ukaigwe (2017) who uncovered that a utilitarian optional school educational program assists with equipping understudies with vital characteristics, information, and abilities for successful administration, esteem re-direction, and advancement of feasible public turn of events. Denon (2020), when uncovered that utilizing the instructive way to deal with the improvement of significant worth reorientation is awesome to guarantee development and advancement and that intentional essential and post-elementary school educational plans ought to embrace, esteems that will fabricate the mentalities and personal conduct standard of the students to ingrain cognizance in their positive ways of behaving.

4. Conclusion

In light of the discoveries from the review, the end was made that quality worth re-direction can't be completed without the powerful administration of UBE in Ekiti State.

5. Recommendations

The accompanying proposals were made because of the discoveries and finish of the review:

- i. Value schooling ought to be remembered for the UBE educational plan and made necessary for all students. This will revive the standards of Nigeria in the personalities of the youthful ones from childhood to their grown-up age and make them part of their lives.
- ii. There ought to be an improvement in national government monetary designation to the schooling sector with exceptional inclination to UBE in Nigeria. This will make this unit of schooling meet up their monetary requirement for improvement, all things considered.
- iii. Direction and guiding unit of UBE ought to be made practical and focused on guiding and counselling the understudies who are indiscipline in school. This will hold a few degrees of profound quality in understudies to guarantee they act mindfully in the general public.

6. Educational Implications of the Study

The discoveries of this have expansive ramifications as some of them are featured beneath:

1. The principal tracking down uncovered that insufficient arrangement of assets to buy checking gadgets like Closed Circuit Television (CCTV) cameras on the school compound and Short Message Service (SMS) GPS beacons; the issue of godfatherism in the enrolment of UBE instructors and elimination of significant worth training from school educational program of Nigeria to be a hindrance. They similarly concurred work unremarkable to show moral subjects like Christian strict examinations and Islamic strict information and Lack of practical direction and guiding unit in schools, among others were additionally consented to be issues experienced by UBE supervisory crew for esteem re-direction. This infers that UBE can't realize its instructive hardware for esteem re-direction without previously mentioned components in schools. This likewise weakens UBE in the impartation of profound quality to understudies.
2. The subsequent viewing uncovered those strategies as embraced by UBE supervisory group to conquer the issues experienced for esteem - re-direction in Ekiti State incorporate a satisfactory arrangement of assets to instruction area to facilitate the funding of instructive activities; not politicizing helping arrangement to guarantee that arrangement into UBE depends on legitimacy and prioritization of significant worth training in UBE educational program in Nigeria. Respondents likewise concurred that work of experts to show moral subjects like Christian strict examinations and Islamic strict information and the Provision of utilitarian direction and advising unit in schools were systems to be embraced by UBE supervisory group to switch values in Ekiti State, Nigeria. This specifies that UBE executives will be successful and useful assuming free hands are given to them to work. By this, the inversion of our dear cultural qualities involving UBE as a system would be more straightforward.

Authors' contributions

This research was a collaborative effort of all the authors. The study was designed by author Adesua Olubunmi Veronica Ph.D and its' statistical analysis. Protocol and the first draft of the manuscript were compiled by author Shaibu Leonard PhD. Author Adeleke, Foluso Florence, PhD extensively did the analysis of the study while author Idoko Eberechukwu Joy Obetta PhD did the literature searches. All authors read and approved the final manuscript.

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Competing interests

The authors have no relevant financial or non financial interests to disclose.

Data Availability Statements

The datasets generated and analyzed during the current study are available from the corresponding author on reasonable request.

Declaration Statements

The authors have read and approved the final manuscript.

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Ethics Approval

All ethical procedures required were followed. Participants were made to indicate their willingness to participate in the study and a written consent was collected and preserved by the author.

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