

COMPUTER INTEGRATION: MECHANISM TO ACHIEVE UNIVERSAL BASIC EDUCATION CURRICULUM IN SOUTH WEST, NIGERIA

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Abstract

This study was carried out on computer integration (CI) as a mechanism to achieve Universal Basic Education (UBE) curriculum in South West, Nigeria. Descriptive survey research design was adopted for the study. Population of the study comprised, UBE programme teachers. The sample size of the study was Three hundred and sixty (360) respondents that were selected, through a simple random sampling technique. Two research questions were raised for the study. A self-structured and developed research instrument by the researcher titled, " Questionnaire on Computer Integration Mechanism towards Achieving UBE Curriculum in South West, Nigeria" with the use of four points scale. The research instruments were validated by two experts in Test and Measurement while, it reliability was determined, through test-retest method at two weeks interval. 0.71 coefficient reliability was established. Data obtained were analyzed, using descriptive statistics(simple percentages, frequency counts and mean). The results showed that CI into curriculum could significantly and positively enhance access to UBE programme. Conclusions were made that, CI into UBE programme curriculum could enable learners to have access to UBE programme. Besides, it could also facilitate effective teaching and learning. Recommendations were made that adequate fund should be committed for the procurement of computer for UBE programme. Furthermore, logistics supports should be provided to make computer usage possible by governments.

Keywords: Computer, Integration, Mechanism, Universal Basic Education, Curriculum.

Background to the Study

Education is a tool for a meaningful individuals' and nations' development. It positions towards sustainable development holistically cannot be undermined and underestimated. It is very critical to individuals' and nations' technological advancement. Education plays a vital role in shaping individuals and society Rabeyal (2024). Also, it has fundamental functions in political, economic, spiritual, and psycho-social development and life of human beings activities. A democratic society can only be created and sustained through education (Prasaid and Gumpta, 2020). Education is a supportive mechanism for individuals to succeed in different human endeavours and spheres of life (Isijola, 2018). It equips the people, reshapes the society, mould human behaviours, and enhances quality of life, and so on. It is a key, vital instrument and cornerstone to national development. Further, education equips one's with knowledge which enable individuals to become self-reliant, self-sufficient, and become productive member of society (Ogbonnaya, 2020).

Further, if a nation is to achieve rapid socio-economic, physical, and technological progress, such a nation cannot afford to neglect the provision of functional education to her citizens. Education can transform the prevailing endemic poverty and bringing development among others (Erinsakin, Alumona, Awogoke and Bokun, 2019, 27). The perceived benefits of education culminated to aggressive drive, vision and several policies and programmes on education globally, which had hitherto manifested in several agenda, and adoption of the Jomtien Declaration in 1990, and re-affirmed in Dakar 2000 and EFA (Education for All) agenda. The sustainable development goals (SDGs) cardinal focuses on access, equity and equality, gender bias based and discrimination (Yusuf, 2017). The SDGs goal (1) and (2) state, that by 2030, all girls and boys must complete free, equitable and quality primary and secondary education. Further, by 2030, all girls and boys should have access to quality early development and care, pre-primary education (Universal Basic Education Commission, 2025). It is interesting to know that the Federal Government of Nigeria (FGN) is committed to ensuring equitable access to education. The Federal Government of Nigeria is also committed to solving disparity reduction in the primary and secondary schools, thus, ensuring full and equal access to quality education for all Nigerian children in respective of sex, religion, and so on. To achieve this, the Federal Government of Nigeria (FGN), also enacted several Acts on Education coupled, with sectoral policies and programmes on provision of education to children, which implementation of Universal Basic Education (UBE) programme is one of such. This is not unconnected with the desirable vision of the nation, Nigeria, towards ensuring free, compulsory and quality education. The Universal Basic Education (UBE) programme is an educational programme aimed to eradicate illiteracy, ignorance, and poverty. Emujakporue and Osaat (2025), stated that UBE is meant to make children in Nigeria to have access to quality and equitable education opportunities. Its implementation in Nigeria is in compliance with the Declaration of the World Conference on Education for All (EFA) held in Jomtien (Thailand) in 1990 reiterated in Article (1) that every person- child, youth or adult- shall be able to benefit from educational opportunities designed to meet their basic needs. This Declaration was re-affirmed at the World Summit for children held in 1990, which stated that all children should have access to and complete education so as for the nation to achieve education goals, the Dakar World Education Forum was held as a follow-up mechanism to the World Conference on Education (WCEFA), where high sets of goals were set to be attained by the year 2015 (UBEC, 2025).

According to the Universal Basic Education Commission (UBEC, 2025), the objectives of the programme among others are: developing the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion. The above extract is the cardinal objective of UBE programme. Nigeria representatives were in attendance, when declaration of the World conferences on Education was made swung into action to implement the programme after democracy was installed, after a long-term political interregnum in the country. Universal Basic Education (UBE) was formally launched by the then, President Olusegun Obasanjo on the 30th of September, 1999. The UBE programme is intended to be made free and compulsory primary pupils and Junior Secondary students according to the implementation guidelines for the programme as published by the Federal Ministry of Education, Abuja in February 2000 (Federal Republic of Nigeria, 2000). However, as lofty and laudable as the UBE programme is, its implementation has been marred by myriad of factors, such as; poor planning, lack of accurate statistics for numerical strength of pupils, lack of

supervision and monitoring problems, dearth of personnel, shortage of instructional materials, poor attitude of teachers, and so on (Onyekwelu, 2025,1).

All the above challenges are threats to achieving the objectives of the programme in Nigeria. Several suggestions have been suggested by stakeholders to combat the above challenges, such as; adequate budgeting, employment of adequate and qualified personnel, procurement of teaching and learning materials and facilities, proper planning, effective monitoring and follow -up, and so on . Despite all these, many of the challenges are still persisting and remained unabated.

Observable, the researcher of this study noticed that Universal Basic Education and allied issues have been as vital sources of conducting research by the academics and other active and key stakeholders in education in Nigeria. Further, the researcher also noticed that from the existing studies much have not been done on computer integration as mechanism towards achieving Universal Basic Education curriculum. Computer integration into schools' curriculum is aimed at fostering digital literacy into, science, technology and Mathematic education. However, the process in Nigeria has been marred by several militating factors, such as; erratic supply of electricity, rarity of computer Engineer, instructors and maintenance culture Sofia et. al (2022). The essence is to enhance is to enhance students' involvement in learning activities and also, improve teaching standard (Okorgi and Rodeg, 2025). In the same light, it was further that many of the related studies had been self reported by the researchers without empirical validation. The observed gaps were factors that motivated the researcher to conduct this present research.

Statement of the Problem

The implementation of Universal Basic Education in Nigeria was in compliance with the World Declaration on Education for All (WDFA) held in Jomtien in Thailand in 1990. The cardinal objective of the programme was to give opportunity for children, and interested adults to acquire basic education to solve life challenges. However, the implementation of the programme curriculum has been marred by many challenges. Also, remedies adopted seems not to be yielding the desired expectations and results, thus, necessitated the conduct of this study to determine influence of computer Integration into Universal Basic Education curriculum in South West, Nigeria.

Objectives of the Study

The broad objective of this study was on computer integration as mechanism to achieve Universal Basic Education (UBE) curriculum in South West Nigeria. The specific objectives were to:

1. investigate the influence of computer integration on widening access to education for pupils; and
2. determine the impact of computer integration on effective teaching and learning processes in UBE programme.

Research Questions

Two research questions were raised to guide the conduct of the study.

1. Will computer integration enable pupils to have access to Universal Basic Education programme in South West Nigeria?

2. Can computer integration facilitate effective teaching and learning in Universal Education programme in South West Nigeria?

Methodology

Descriptive survey research design was adopted for the study. The population of the study comprised, UBE Programme teachers in South West, Nigeria. The sample size of the study was Three hundred and sixty (360) respondents that were selected, through a simple random sampling technique, one primary school and junior secondary school from each of the six states (Ondo, Ogun, Osun, Oyo, Lagos and Ekiti) that constitute South West region in Nigeria. From each primary school and Junior Secondary Schools, sixty (60) respondents from each state were selected, to make the total respondents to be Three hundred and sixty (360). Two research questions were raised for the study. A self-structured and developed research instruments by the researcher titled, "Questionnaire on Computer Integration: Mechanisms towards Achieving Universal Basic Education Curriculum in South West, Nigeria. It was fashioned on four point scales : Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD), rated on 4, 3, 2 and 1 points respectively.

The research instruments were validated by experts in Test and Measurement, while its reliability was determined, through test-retest method. 0.71 coefficient reliability was established. Data collected were analyzed, through descriptive statistics (frequency counts, simple percentages and mean (X).

Presentation of Findings and Discussion of Results

Presentation of Findings

Research Questions One: Will computer integration enable pupils to have access to Universal Basic Education Programme in South West, Nigeria?

Table 1: Showing simple percentages, frequency counts and mean on will computer integration enable pupils to have access to Universal Basic Education Programme in South West, Nigeria?

N=360		C= 2.5				N	MEAN X	DECISION
S/N	Items	SA	A	D	SD			
1	Will CI in UBE programme enable pupils to have access to education	299 83.05	56 15.55	2 0.55	3 0.55	360	3.50	Accepted
2	CI has no influence on widening access to pupils in UBE programme	6 1.66	4 1.11	49 13.6 1	301 83.61	360	1.20	Rejected
3	CI will enable pupils who can't be in a physical classroom to acquire learning	311 86.38	37 10.27	3 0.83	9 2.5	360	3.80	Accepted
4	CI may not allow pupils who are not in physical classroom to acquire learning	6 1.66	3 0.83	54. 15	295 82.5	360	3.80	Rejected

5	CI makes acquisition of learning to be done by individual pupils in UBE programme	344 95.55	6 1.66	6 1.66	4 1.11	360	3.91	Accepted
6	C I does not encourage self-learning in UBE programme	29 8.05	10 2.77	32 8.88	289 80.27	360	1.38	Rejected
7	C I brings pupils in far distance from school closer to learning opportunities	3.33 92.5	21 5.83	4 1.11	2 0.55	360	3.90	Accepted
8	C I does not assist pupils who are far away from school to be closer to learning opportunities	9 2.5	29 8.05	32 8.88	290 80.55	360	1.32	Rejected
	TOTAL WEIGHT	1337 46.42	166 5.76	182 6.31	1,195 41.49		2.54	Accepted

Source: Field Survey, 2026.

Keys: N = Total Number of Respondents; C = Cut- off- Point, X= Mean, SA = Strongly Agreed; A = Agreed, D = Disagreed, SD = Strongly Disagreed

Table 1, above shows the findings on research questions one as follows: On items (1) responses obtained indicated the following; 299 (83.05), 56 (15.55), 2 (0.55) and 3 (0.83) for strongly agreed, agreed, disagreed and strongly disagreed, respectively. On items (2), 6(1.66). 4 (1.11), 49 (13.61) and 301 (83.61) were obtained for strongly agreed, agreed, disagreed and strongly disagreed. On items (3), responses got were; 311 (86.38), 37(10.27), 3 (0.83) and 9 (2.5) for strongly agreed, agreed, disagreed and strongly disagreed. On items (4), 6(1.66, 3 (0.83), 54 (15) and 297 (82.5) were obtained for strongly agreed, agreed disagreed and strongly disagreed, also.

On item (for strongly agreed, agreed, disagreed and strongly disagreed. On item (7) the following responses 5), the following responses were got; 344 (95.55), 6 (1.66), 6 (1.66) and 4(1.11) for strongly agreed, agreed, disagreed and strongly disagreed, also. On item (6), responses obtained showed were got; 333(92.5), 21 (5.83), 4(1.11) and 2 (0.55) for strongly disagreed. Finally on item (8), 9 (2.5), 29 (8.05), 32 (8.88) and 290 (80.55) were got for strongly agreed, agreed, disagreed and strongly disagreed respectively. The total weight of the findings showed that the average ratings scale of four ($\bar{x} = 2.5$) was lesser than the mean of average rating scale of four ($X=2.57$)

Research Questions Two: Can computer integration facilitate effective teaching and learning in Universal Basic Education Programme in South West, Nigeria?

Table 2: Showing simple percentage, frequency counts and mean (X) on can computer institution facilitate effective teaching and learning processes in Universal Basic Education Programme in South West, Nigeria

N= 360		C= 2.5						
S/N	Items	SA	A	D	SD	N	MEAN X	DECISIO N
9	CI will enhance effective Instructional Delivery in UBE programme	302 83.88	36 10	19 5.27	3 0.83	360	3.76	Accepted
10	CI will not enhance effective Instructional Delivery in UBE programme	16 4.44	19 5.27	36 10	289 80.27	360	3.81	Rejected
11	Self- Study will be possible in UBE programme by CI	311 86.38	35 9.72	10 2.77	288 8.0	360	3.81	Accepted
12	Self-study will not be feasible in UBE programme by CI	31 8.61	8 2.22	33 9.16	288 80	360	1.39	Rejected
13	Pupils will learn better through CI into the curriculum	331 96.74	18 5	7 1.94	4 1.11	360	13.87	Accepted
14	Pupils may not learn better through CI into the curriculum	19 5.27	9 2.5	33 9.16	299 83.05	360	1.3	Rejected
15	CI will enhance pupils interest in learning	321 89.16	33 9.16	4 1.11	2 0.55	360	3.86	Accepted
16	CI will not enhance pupils interest in learning	2 0.55	34 9.44	33 9.16	291 80.33	360	1.29 2.57	Accepted
	TOTAL WEIGHT	1333 46.28	192 6.66	175 6.07	1180 40.97		2.57	Accepted

Source: Field Survey, 2026.

Keys: N = Total Number of Respondents; C = Cut- off- Point; Mean= X, SA = Strongly Agreed, A = Agreed, D = Disagreed, SD = Strongly Disagreed

Table 2 above, presents the findings on research questions two on item (9), responses got were 302 (83.88), 36 (10) , 19 (5.27) and 3(0.83) for strongly agreed, agreed, disagreed and strongly disagreed respectively. Items (10) shows the following responses, 16 (14.44), 19 (5.27), 36(10), 289n (80.27) for strongly agreed, agreed, disagreed and strongly disagreed. On item (11), responses got were; 311 (86.38), 35 (9.72), 10 (2.77) and 4 (1.11) for strongly agreed, agreed, disagreed and strongly disagreed, respectively. On item (12), 31(8.61), 8 (2.22), 33 (9.16) and 288 (80) were got for strongly agreed, agreed, disagreed and strongly disagreed. On item (13), 33 (91.94), 16(5), 7(1.94), 4(1.11) for strongly agreed, agreed, disagreed and strongly disagreed. Also, item (14) reveals the following responses; 19(5.27), 9(2.5) , 33 (9.16) and 2.99(83.05) for strongly agreed, agreed, disagreed and strongly disagreed. On item (15) responses got were 321 (89.16), 33 (9.16), 4(1.11) and 2 (0.55) for strongly disagreed. On item (16), 2(0.55), 34 (9.44), 33 (9.16) and 291 (80.83) responses were obtained for strongly agreed, agree, disagreed and strongly disagreed, respectively.

Generally speaking, the total weight of findings reveals that the average rating scale ($\bar{x} = 2.5$) was lesser than the mean of average rating scale four ($(\bar{x} = 2.57)$). This indicates that computer integration (CI) into curriculum of Universal Basic Education could facilitate effective teaching and learning in the programme.

Discussion of Results

The findings on research questions one states that, CI into curriculum of Universal Basic Education (UBE) could enable pupils to have access to the programme is in consonance with the opinion of Glyn (2025), that CI into curriculum could significantly and positively enhance access to education. Further, that accessibility of technology like, computer will create equitable learning environment where learners can meaningfully participate in learning activities. The result also aligns with the submission of Jimoh (2021) that computer usage could provide with easy to access information, accelerated learning which would improve their academic performance, and also make them to be more engaged with their learning, and that the approach could also address issues like drop-out rate and improve the quality of education, ultimately contributions to the goals of UBE programme.

In the same vein, the findings on research question two, which indicated that CI into UBE curriculum could enhance effective teaching and learning. The results is in agreement with the submission of Ghavitekr and Rosely (2015) that CI enhance students' learning and understanding on the subject matter taught. Also, that ICT teaching will enhance the learning process and maximized the students' abilities in active learning (Finger and Trinidad, 2002; Jorge et al, 2003; Young 2003; Jamieson. Procter et al, 2013). The result is also in agreement with the opinion of Sofia, Tiago and Catarina (2022), that computer usage provides access to high quality teaching and learning. The result also aligns with the view of Marja (2025) that computer brings innovations in educational system thus, contribute to effective and improvement and efficiency in teaching and learning.

Conclusion

Based on the results of the study conclusion were made that CI into curriculum of UBE programme would enable pupils of primary schools and students of Junior Secondary Schools to have access to UBE programme ,and also facilitate effective teaching and learning.

Recommendations

Based on the findings of the paper, the following recommendations were made:

1. Government should establish more UBE schools for easy accessibility by interested pupils and students.
2. The UBE curriculum planners should endeavour to ensure that there is a strict compliance of using computers in UBE programme.
3. Adequate fund should be committed for the procurement of computer devices in UBE programme in Nigeria.
4. Teachers of UBE programme should be taught on how to use computer for effective teaching.
5. Pupils should be encouraged to be using computer for self-study, and other academic activities. Further, learners should be adequately orientated on advantages of using computers

6. Logistics supports, such as; regular supply of electricity, serving of computers, and so on should be provided by governments, and so on.
7. Seminars should be held regularly on the relevance of CI into curriculum of UBE programme in Nigeria, and so on.

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