

**Material Management, Teachers' Adequacy and Learners' Motivation
Towards Learning as Determinants of Universal Basic Education Goals
Achievement in Public Basic Schools, Southwest Nigeria**

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Certification

This is to certify that **Shamsideen Abiodun Wahab** with matriculation number **LCU/PG/000918** carried out this research work titled “Material Management, Teachers’ Adequacy, Learners Motivation Towards Learning as Determinants of Universal Basic Education Goals Achievement in Public Basic Schools, Southwest, Nigeria” in the Department of Arts & Social Science, Faculty of Arts Education, Lead City University, Ibadan, Oyo State, Nigeria under my supervision.

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Dedication

This research work is dedicated to Almighty Allah the giver and taker of life and to those who have desire for more knowledge but are constrained not to have it, I say just start and impossible will become possible.

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“Even though the above-mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work”

Abstract

Previous studies on the achievement of UBE goals in public basic schools, Southwest, Nigeria had focused more on material management and teachers' adequacy. The present study was designed to investigate material management, teachers' adequacy and learners' motivation towards learning as determinants of UBE goals achievement. The study adopted the descriptive research design of survey type. A sample of 4,200 respondents were randomly selected from 280 public junior secondary schools. Material Management Questionnaire, Teachers' Adequacy Questionnaire, Learners' Motivation Questionnaire and Learners Academic Achievement Test were used for data collection $r=0.8114$, $r=0.842$, $r=0.912$ and $KR_{20}=0.942$ respectively. Data collected were analysed using Means, Standard Deviation and Multiple Regression. Findings revealed that there was significant combined influence of material management, teachers' adequacy and learners' motivation towards learning ($R=.228$; $R^2=.052$; $F_{(4,275)}=3.787$; $p < 0.05$), significant relative influence of learners' motivation towards learning ($\beta=.242$; $t=3.723$; $p < 0.05$), no significant differences in school location (rural and urban) on material management ($F_{2,113}=0.175$; $p > 0.05$) and urban schools $F_{2,161}=0.527$; $p > 0.05$), no significant differences in school location on teachers' adequacy ($F_{1,114}=0.009$; $p > 0.05$) and urban schools $F_{1,162}=3.670$; $p > 0.05$) and there was significant differences in school location on learners' motivation towards learning in the achievement of UBE goals ($F_{1,114}=2.745$; $p > 0.05$ and $F_{1,162}=9.100$; $p < 0.05$). The study concluded that material management, teachers' adequacy and learners' motivation towards learning are essential parts that can determine UBE Goals Achievement in public basic schools in Southwest, Nigeria. It was therefore recommended that government should provide necessary material (instructional and infrastructural), and ensure more qualified teachers are recruited to enhance effective teaching and learning to promote learners' friendly environment.

Keywords: Material Management, Teachers' Adequacy, Learners' Motivation, UBE Goals Achievement

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List of Acronyms

Abbreviation	Meaning
CEP:	Center on Education Policy
DFID:	Department for International Development
EFA:	Education for All
FRN:	Federal Republic of Nigeria
GDP:	Gross Domestic Product
JSS:	Junior Secondary Schools
LGEA:	Local Government Education Authority
MDGs:	Millennium Development Goals
NEEDS:	National Economic Empowerment Development Strategy
NPE:	National Policy on Education
OECD:	Organisation for Economic Cooperation and Development
PTA:	Parents Teachers Association
PTR:	Pupils Teachers Ratio
DSGs	Sustainable Development Goals
SEEDS:	State Economic Empowerment Development Strategy
STR:	Students Teacher Ratio
SUBEB:	State Universal Basic Education Board
UBE:	Universal Basic Education
UBEC:	Universal Basic Education Commission
UNDP:	United Nations Development Programme
UNESCO:	United Nation Education Scientific & Cultural Organisation
UNFPA:	United Nations Population Fund for Population Activities
UNICEF:	United Nations International Children Education Fund
UNO:	United Nations Organisation
UPE:	Universal Primary Education

Chapter One

Introduction

1.1 Background to the Study

Universal access to basic education has been the prime target of Nigeria in the last four decades and Nigeria is also a signatory to World Declaration on Education for All¹. The United Nations Organization (UNO) Article 26 of the Universal Declaration of Human Rights states: 'Everyone has the right to education. Education shall be free at least in the elementary and fundamental stages'¹. It is an educational programme aimed at eradicating illiteracy, ignorance and poverty. Therefore, it can be said that at both national and international levels, Nigeria is committed to the provision of Basic Education to all its citizens.

Universal Basic Education (UBE) in Nigeria evolved from the 1955 Universal Primary Education Scheme which operated in Western Nigeria. In subsequent years, the Eastern and Northern governments also had in place their respective universal education². The federal government came into the scene only in 1976 with the commencement of the universal primary education in all the regions within the country. The consequence was the provision of a unified and singular framework for educating Nigerians.

The UBE programme is designed to remove distortions and inconsistencies in basic education delivery and to reinforce the implementation of the National Policy on Education. It is also Nigeria's response to the achievement of Education for all (EFA), Millennium Development Goals (MDGs) and the present Sustainable Development Goals (SDGs) and one of the seven cardinal points of the present government in South West, Nigeria. Basic Education has been described as fundamental education, foundation education or bottom-line education upon which every other forms of education (formal, informal and non-

formal) are built. Without Basic Education, any educational structure erected, will not have chances of success³.

Universal Basic Education is a programme aimed at addressing problems of access, quality and equity in primary and junior secondary schools. It is a 9-year educational programme of six years' duration for the primary segment and three years of junior secondary. These two levels of basic education are universal free and compulsory for all Nigerian children aged 6 to 15. The Universal Basic Education programme also stimulate learning from the early years of 3 to 5⁺ which is called early child care development and education (ECCDE).

The Universal Basic Education programme is almost the same as the old UPE scheme, free and universal like before but in addition now, it will be compulsory". It was further explained that the new programme would extend to all children from age six to fifteen years and embrace both primary school and junior secondary school education⁴.

The idea behind Basic Education programme is to give every child formal education for a period of ten years (one year of pre-primary education, six years of primary and three years of junior secondary education) which would in turn make an average child of fifteen years to be self- reliant and able to survive life challenges. In effect, the objectives of the Universal Basic Education (UBE) programme of the Federal Republic of Nigeria as stated in the implementation guidelines is as follows:

"Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion; the provision of free, universal basic education for every Nigeria child of school age group; reducing drastically the incidence of drop out from the formal school system; catering for the learning needs of young persons who for one reason or another, have had to interrupt their schooling through appropriate forms of complimentary approaches to the provision and promotion of basic education and ensuring the acquisition of the appropriate levels of literacy, manipulative and life skills as well as the ethical, moral and civic values needed for laying the foundation for lifelong learning." ⁵

These objectives are in consonance with the requirement of the federal government which states inter alia in section 18 that “... Government shall strive to eradicate illiteracy; and to this end Government shall as and when practicable provide; free, compulsory and universal primary education; free secondary education; free university education and free adult literacy programme⁶. To achieve this, every parent shall ensure that his child or ward attends and completes: primary school education and junior secondary school education; the stakeholders in education in every Local Government Area shall ensure that every parent or person who has the care and custody of a child performs the duty imposed on him⁷.”

The goals of basic education in line with the federal government of Nigeria are to; “provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement, develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities; inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour; inspire national consciousness and harmonious co-existence irrespective of differences in endowment, religion, ethnic and economic background; and provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within limit of the child’s capacity⁵.”

The strategy is driven by the new motto: “Education for all is the responsibility of all” and that the community role is that of watchdog, facilitator, benefactor, and beneficiary in the final analysis. But this is not the case of what is happening in our society today, considering the out of school children which was put at 17 million⁸.

The primary target of the UBE aspect of this new educational policy is to ensure that every Nigerian child acquires a minimum of 10 years’ basic education. Given the

unstable and consequently unreliable socio-economic realities in Nigeria, one cannot but wonder how far the UBE programme can go in meeting its target and achieving its set objectives. In every society, including the very advanced ones in Europe and America, education has remained the major social structure for capacity building. As such, if Nigeria must compete favourably with other societies in today's globalized world in the area of skilled manpower, the issue of education must be accorded utmost priority. Given that basic education provides the foundation for any educational pursuit, it becomes necessary for the basic education programme to be given fundamental attention.

The vision of the Universal Basic Education (UBE) is that at the end of ten years of continuous education, every child should have acquired appropriate and relevant skills and values and be employable in order to contribute his/her quota to national development. The UBE Act of 2004 covers one-year kindergarten, six years of primary Education and three years of junior secondary education.

Furthermore, the guideline for the implementation of UBE outlined the targets/goals of the policy as follows: Ensuring that school-age children are in school; 100% transition to JSS at the end of six years of primary education, Completers of Basic Education to possess literacy, numeracy and basic life skills, as well as ethical moral and civic values, all teachers in Basic Education institutions to possess the Nigerian certificate of education, review of basic education curriculum to conform to the reform agenda, achievement of 100% awareness on HIV/AIDS in schools, establishment of an effective institutional framework for monitoring learning and teaching, and active involvement in and participation and eventual ownership of schools by local communities. As good as this laudable programme is, there is acute shortage of manpower for monitoring and evaluation: many basic schools had to pay school fees termed 'parents assist', no free transition from primary to junior secondary schools as many have to sit for Common Entrance

examination into Junior Secondary schools. All these and many more coupled with constant changes in curriculum are considered impediments to the effective attainment of Universal Basic Education goals.

The implementation of the UBE programme would necessarily entail the commitment of large chunk of resources (human and materials) in order to ensure its effectiveness and efficiency. Effective management of these resources in order to guarantee the success of the programme becomes imperative and compelling. No education plan can succeed without proper planning and implementation. The financing of basic education is the responsibility of states and local governments. However, the federal government has decided to intervene in the provision of basic education with 2% of its Consolidated Revenue Fund. The Act also provides for the establishment of Universal Basic Education Commission (UBEC) to co-ordinate the implementation of the programme at the states and local government through the State Universal Basic Education Board (SUBEB) of each state and the Local Government Education Authorities (LGEAs). But it is quite disheartening that many states in the country failed to access the funds meant to actualize this goal. Funds meant for the provisions of educational materials are there lying unaccessed by states at the UBEC accounts⁹.

Educational material is very important to the success of education it was not a surprise that the 1955 Universal Primary Education programme in South-west failed as a result of perceived improper projection of education resources in terms of teachers' adequacy, infrastructural facilities, instructional material and finance amongst others. Material management is the efficient and effective deployment of organisation's resources where and when they are needed. Such materials may include financial materials, infrastructure, instructional materials and production materials or information technology (IT). Also, material management include ideas such as making sure an organization has

enough physical materials for business but not an over-abundance. Education materials include all movable and immovable materials which are used for teaching, learning and other school activities.

Educational materials are the totality of the inputs that have impact on the learners¹⁰. These materials include parents, pupils, teachers, administrators, buildings, equipment, time, finance and information. Material constitutes a very important factor in the functioning of the education system. This is because the success of the system or otherwise depend on the manpower and materials made available. Material management in achieving the universal basic education goals therefore connotes the systematic harnessing of resources at the disposal of the implementers of the programme in order to achieve the stated goals and objectives. This suggests that material management requires both conceptual and technical skill and competence in order to meet the challenges which the jobs of the implementers demand.

Material management provides a supporting management function to the core business of an organization and concentrates on the area of interface between physical workplace and people. It requires a multi-skill approach to integrate people, place, process and technology in executing its support functions. The function could be as complex as strategic planning to menial as cleaning services and a range of services in between.

Management is a social process concerned with identifying, maintaining, motivating, controlling and unifying formally and informally organized human and material resources within a social system¹¹.

Considering the meaning of management in the school sector, management includes a variety of sequential and related activities that are designed and carried out in order to effectively and efficiently achieve the goals of teaching and learning in relation to the needs of the society. This achievement could be made through effective planning,

organizing, coordinating, supervising, directing, motivating, controlling, budgeting and evaluating programmes as well as undertaking risks and handling of uncertainty.

Relating this to material management in achieving Universal Goals of basic education we can therefore say material management at the basic education level as the process of coordinating activities and making decisions in managing material (infrastructural and instructional) that would lead to the attainment of the goals of basic education.

In education institutions, facilities constitute essential inputs, which create favourable learning environment, facilitate interaction and enhance organisational performance¹¹. In essence, the school curriculum would not be meaningful and functional if required facilities are not provided in adequate quality and quantity at appropriate times through the school head with administrative finesse¹². Material management in schools plays a pivotal role in the actualization of education goals and objectives by satisfying the physical and emotional needs of the staff and students.

Materials are physical input utilized by educational institutions in the process of implementing educational programmes. They act as ancillaries for the achievement of educational goals and objectives. Educational materials are the integral part of a well-organized school system. It could be understood to be any material which is used to facilitate the overall teaching and learning process in schools. They include textbooks, visual aids, charts, maps, laboratories equipment, chalkboard/whiteboard, playground and other materials applicable in education system¹³.

Effective management of school materials requires knowledge, skill and expertise in handling different facets of the school system¹⁴. This calls on the ability of the school head to set required objectives, supervise resource usage, formulate plans for procurement and ensure actual management and supervision of available facilities to attain set goals of the school system. The school head as the manager of the school organization therefore has the onerous task of mobilizing available resources to ensure a proper running of the school.

Basic Education which provides the foundation for upper secondary and tertiary levels is vital to national development. Management of material at this level is very vital to achievement of educational objectives and appropriate management techniques would assist in taking care of all available resources. In other words, materials which might have suffered neglect as a result of carelessness, ignorance, lack of commitment and proper management, would receive attention from school administrators and inspectors. Also, school materials which are well managed are likely to be durable. Many schools do not have adequate classrooms, instructional facilities, conveniences, library, funds and some schools do not even have a single classroom (Pix 1 & 2). This unimaginable level has resulted into improper data, improper planning and improper control of education at the basic level. (Table 1.1)

Teachers have been known to have important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students¹¹. Both teaching and learning depend on teachers: no wonder "*an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher*"¹⁴. Teachers are the largest and most crucial inputs of educational system. Teachers translate theory into practice, hence the

qualities and effectiveness of the UBE depends on the quality, efficiency and devotion of the teachers.

The Federal Ministry of Education stated that no educational system can rise above the quality of the teachers¹⁵. Every educational system at every level depends heavily on teachers for the execution of its programmes. Maintaining and improving educational standards is only possible through teachers. The teacher is a crucial component of any educational system because no organized education can take place without the teachers. The teachers implement educational policies, the curriculum and play significant roles in the attainment of the objectives of any educational system.

The statistics obtained revealed that Nigeria did not have sufficient qualified teachers in basic schools¹⁵. Only 66 percent of teachers in Nigerian primary schools were trained to teach. That is, about two out of every five teachers in Nigeria were not qualified to teach pupils. Education is in disarray as people without requisite skills are being employed to transfer knowledge to hapless children. (Table 1.3)

Nigeria has one of the highest numbers of pupils per teacher in the world¹⁶. In the country, a teacher is attached to minimum of 38 pupils in primary school. The high ratio indicates that school infrastructure is inadequate and teaching personnel are overstretched. This scenario is unhelpful as it reduces the quality of education in Nigeria. The Organization for Economic Cooperation and Development (OECD) members like Sweden, USA, UK have better pupil-to-teacher ratio of 10, 15 and 17 respectively (Table 1.4).

For successful implementation of the UBE programme, competent and qualified teachers must be readily available for the execution of the laudable curriculum. Teacher adequacy refers to the number of qualified and specialized teachers that can conveniently handle a given number of learners. It is measured in terms of a ratio. Like any other good in the market, equilibrium between demand and supply of teachers is very vital for the

progress of the larger education sector. For harmony to prevail in the market, demand and supply should be kept at equilibrium. Applied to education, there should be equilibrium between demand and supply of teachers for quality teaching and learning¹⁷ (Table 1.1).

Any organisation that does not plan for its workforce will often find that it is meeting neither the personnel requirement nor its overall goals effectively¹⁰. When the Federal Government launched the 6-3-3-4 system of education, huge financial materials were expended on equipment for technical education, however, the workforce required to operate the equipment was not considered. Consequently, the equipment was left to rot in the rain and many of the equipment were eventually stolen by hoodlums¹¹.

The initiation of the UBE increased government spending on education and has brought about an increase in the enrolment in public basic schools. The increase in the number of students without corresponding facilities/materials in the schools is affecting the quality of education¹⁷. This is because teachers in some cases were hard pressed to cope with large numbers of learners that had increased disproportionately without commensurate expansion of teaching and learning resources. As a result, some learners were forced to sit on the floor (See Pix 1; pupils in classroom without enough seats). This had adverse effects on the learning outcomes and teachers' morale in public basic schools in the country.

Learners' motivation is very important factor in teaching and learning process, but it is very sad that much attention is given to teachers' motivation without any recourse to learners. When teachers are motivated but learners are not, the consequence is that teaching and learning situation will still suffer. Towards the achievement of UBE goals, learners' motivation needs to be given urgent and prompt attention. Motivation is a fundamental element of students' learning; teachers can assist in increasing and developing motivation for optimal achievement in the classroom.

Through the facilitation of a supportive classroom environment, engaging learning experiences, goal setting and teacher enthusiasm, teachers can empower students to find joy and excitement in their learning. Motivation is enhanced as students gain a sense of self-satisfaction as they are able to complete the text and task. Student motivation refers to a student's level of engagement in the learning process. When discussing student motivation, scholars typically recognize two major types of motivation: Intrinsic and Extrinsic¹⁹. Intrinsic motivation refers to self-motivation²⁰. In other words, it is a student's desire to learn information, achieve a goal or perform a task simply because the student takes pleasure in doing so and sees the value in it. Intrinsic motivation is believed to be the most powerful type of motivation²⁰. When a student is intrinsically motivated, they are less likely to be deterred by factors such as peer pressure, complacency or indecisiveness²¹. Also when a person is intrinsically motivated or possesses self-efficacy skills, he or she believes in his or her ability to organize and execute a plan of action that may be required to solve a problem¹⁹.

Extrinsic motivation refers to working to achieve a goal because it will produce a certain result¹⁸. Students who are extrinsically motivated do not necessarily take pleasure in the learning process, but they may show engagement in school because they want to graduate or because they do not want to disappoint their parents. In other words, these students are motivated by outside forces, whereas intrinsic motivation comes from within. Either type of motivation may produce positive results. Regardless of the type of motivation a student possesses, a high level of motivation is key to academic success²⁰. Not only has a high level of motivation been linked to better academic performance, it has also been linked to better conceptual understanding, higher self-esteem, increased satisfaction with school, increased graduation rates and better social adjustment. If students are unmotivated, it is extremely difficult to improve their academic performance in school

because motivation affects how students relate to their teachers, how much time they devote to studying, and how they go about seeking help when they are having difficulties with assignments²¹.

School location plays significant role in the provision of materials and teachers adequacy. Schools located in the urban centres tend to have advantages over schools located in rural and remote areas. School location may be classified into urban, semi-urban and rural. This classification sometimes goes a long way to influence government distribution of social amenities like electricity, water, hospital and educational institution. It is a common knowledge that many of these social amenities are concentrated in urban areas than rural areas. This also goes a long way to affect the provision of materials to schools in rural areas. In this context school location will serve as moderating variable in this study, as its effect cannot be overemphasized on the provision of infrastructural facilities, instructional materials and teachers' adequacy for the achievement of UBE goals.

The efficient use of time by teacher is an important variable in helping learners achieve learning goals and making the classroom a pleasant place for teachers and students²². There are other multifarious problems facing the achievement of UBE programme in public basic schools, but this study aimed at finding the extent to which material management (instructional and infrastructural materials), teachers' adequacy and learners' motivation towards learning affects the achievement of Universal Basic Education goals in public basic school in Southwest Nigeria.

1.2 Statement of the Problem

Over the years, the gap between educational policies and goal attainment due to inadequate implementation of these policies has become of great concern to many observers. In the day-to-day administration of basic schools, heads of schools face myriad administrative problems which militate against the effective running of their schools. These

may range from lack of qualified and dedicated teachers, insufficient funding to maintain schools, accommodation for pupils, inadequate instructional materials, infrastructural facilities, indiscipline on the part of pupils and uncooperative attitudes of other school staff. Where the heads fail to arrest these situations, the smooth running of basic education is compromised. Despite the huge amount invested by Universal Basic Education Commission in the development of the basic education system in its quest for quality education, it appears they are not sure of what factors really affect student academic performance in the basic education system. The educational system in the country is perceived to be faced by a myriad of problems among which are material management and teachers' adequacy. Several authors^(23,24) have written on this topic with divergent opinions. In view of this, this study would go a step further to investigate material management (instructional and infrastructural), teachers' adequacy and learners' motivation towards learning as determinants of UBE goals achievement in public basic schools in Southwest Nigeria.

1.3 Aim and Objectives of the Study

The aim of this study is to investigate the influence of material management, teachers' adequacy and learners' motivation towards learning as determinants of Universal Basic Education goals achievement in public basic schools in Southwest, Nigeria.

The specific objectives are to:

- i. examine the extent of material management (infrastructural and instructional) in the achievement of Universal Basic Education goals in Southwest, Nigeria;
- ii. examine the level of teachers' adequacy (teachers' availability) in the achievement of Universal Basic Education goals in Southwest, Nigeria;
- iii. identify the extent of learners' motivation towards learning in the achievement of Universal Basic Education goals in Southwest, Nigeria;

- iv. investigate the combined influence of material management, (infrastructural and instructional) teachers' adequacy and learners' motivation towards learning in the achievement of Universal Basic Education goals in South West, Nigeria;
- v. investigate the relative influence of material management, teachers' adequacy and learners' motivation in the achievement of Universal Basic Education goals in South West, Nigeria;
- vi. investigate the differences in school location (rural and urban) on material management (infrastructural material and instructional material) in the achievement of UBE goals in Southwest, Nigeria;
- vii. investigate the differences in school location (rural and urban) on teachers' adequacy in the achievement of UBE goals in Southwest, Nigeria and
- viii. investigate the differences in school location (rural and urban) on learners' motivation towards learning in the achievement of UBE goals in Southwest Nigeria.

1.4 Research Questions

1. What is the extent of material management (infrastructural material and instructional material) in public basic schools in Southwest, Nigeria?
2. What is the level of teachers' adequacy (teachers' availability) in public basic schools in Southwest, Nigeria?
3. What is the extent of learners' motivation towards learning in public basic schools in Southwest, Nigeria?

1.5 Hypotheses

For the purpose of this study, the following null hypotheses were postulated for testing:

- H₀₁:** There will be no significant combined influence of material management (infrastructural material and instructional material), teachers' adequacy and learners' motivation towards learning on Universal Basic Education goals achievements in public basic schools in Southwest, Nigeria.
- H₀₂:** There will be no significant relative influence of material management (infrastructural material and instructional material), teachers' adequacy and learners' motivation towards learning on Universal Basic Education goals achievement in public basic schools in Southwest, Nigeria.
- H₀₃:** There will be no significant differences in school location (rural and urban) on material management (infrastructural material and instructional material) in the achievement of UBE goals in public basic schools in Southwest, Nigeria.
- H₀₄:** There will be no significant differences in school location (rural and urban) on teachers' adequacy in the achievement of UBE goals in public basic schools in Southwest, Nigeria.
- H₀₅:** There will be no significant differences in school location (rural and urban) on learners' motivation towards learning in the achievement of UBE goals in public basic schools in Southwest, Nigeria.

1.6 Significance of the Study

The findings of this study upon publication will be of immense benefits to a wide range of interest groups including learners, teachers, school administrators, parents, policy makers, and the generality of the school community. Learners' will be the most beneficiaries of improved academic performance. When educational material (infrastructure and instructional) are well managed, teachers are adequate and learners are well motivated towards learning, students' will learn more, achieve better understanding of

the subject matter and achieve the required goals of the Universal Basic Education programme.

Findings from this study will help school administrators in advising the Government and other stakeholders (parents, NGOs and so forth) on the type of educational materials needed in schools. Thus, accurate information on the needs of the school will be given. Also, it will help school administrator to be responsible for safe keeping of these facilities.

It is believed that findings from this study will stimulate both federal and states ministry of education to supply relevant and adequate educational materials to schools at the right time. This will enhance the implementation of UBE goals. It will also assist Government and other stakeholders to set aside substantial amount of capital for the provision of infrastructural facilities, instructional materials and other needed materials to schools.

Also, findings from the study will help to identify different forms of training needs for teachers and school administrators in which adequate knowledge on utilization and maintenance of facilities would be acquired for teachers' professional development. This will also assist users in putting the resources into effective use.

Parents and guardians will also benefit from the findings of this study as they also invest largely aside government primarily on the learners. Therefore, issues relating to material management will have positive effect on the implementation of the curriculum and improve the parent/teacher/school relationship as well.

School administrators are the coordinators of education material, they will benefit from the findings of this study in their quest to manage pupils, teachers and other school resources. This will eventually manifest in the smooth running of the schools and bring

about improved quality service delivery, and enhance academic performance of the learners towards the achievement of the UBE goals.

Community at large will be the end beneficiary of the school activities. The meaningfulness of effective school administration much relies on good school-community relations that will foster smooth organization of activities necessary to instill the right academic values and culture on the pupils, teacher and the community it serves. Issues relating to the security of lives and properties are paramount to the communities. Hence the findings of this study will be helpful in ensuring that school drop outs are controlled and thus checkmated when learners are well motivated.

Lastly, the findings of this study are expected to contribute to the body of existing knowledge in the educational planning and management which will serve as effective tool for material management, enhanced teachers' quality and adequacy, curriculum planning, development and implementation for an increased level of academic performance as well as being useful to educational planners and policy makers to improve the academic situation of the public basic education from its present state to arouse learners interest for enhanced performance.

Finally, this research work upon publication will contribute to the body of knowledge as a reference material for scholars in the research field.

1.7 Scope of the Study

This study investigated material management, teachers' adequacy and learners' motivation towards learning as determinants of UBE goals achievement with focus on the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills as well as the ethical, moral and civic values needed for laying the foundation for life-long learning in public basic schools in Southwest, Nigeria,

1.8 Limitations of the Study

Every research work must have limitations for proper coverage and timeliness of report, as a result, this study was limited to the six (6) states in South West, Nigeria with emphasis on public basic schools. Timely collection of data from different source served as a major limitation to this study as a result of COVID-19 pandemic situation in the country and throughout the whole World. The basic school is classified into lower, middle, upper primary and Junior Secondary schools, the Junior Secondary III was sampled in this study as this stage was the terminal point for basic education and transition stage to Senior Secondary School. No attempt was made in any way in this study to investigate material management, teachers' adequacy and learners' motivation in private schools in any of the states selected.

1.9 Operational Definitions of Terms

For this study, the following variables have been operationally defined as used in the study:

Universal Basic Education Goals: In this study these include, acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills as well as the ethical, moral and civic values needed for laying the foundation for lifelong learning.

Education: This is the process of facilitating learning, the acquisition of knowledge, skills, values, beliefs, and habits to bring about a desirable change in behaviour.

Basic Education: Fundamental education, or foundation education upon which every other education whether formal, informal or non-formal depends upon. i.e Pre- primary, primary and Junior Secondary.

Motivation: Is a condition that activates and sustains behaviour towards a goal.

Learners Motivation: Are those things that increase learners' interest towards learning. Intrinsic motivation, where learners' are interested in the course content or extrinsic where learners' are interested in earning a grade.

Teachers Adequacy: Refers to the number of qualified teachers that has the pre requisite qualification to conveniently handle a given subject in a particular school.

Teachers Availability: Refers to the total number of teachers in a particular school at a particular time.

Public Basic Education: Is education provided to the learners maintained at public expense for the children of a community that constitutes a part of system of free public education commonly including pre-primary, primary and junior secondary schools.

Material Management: This refers to prudent planning, sourcing, storing and control of education materials (textbooks, building/equipment and other instructional materials) by school administrators so as to provide a pre-decided service to the students in an optimum manner.

Infrastructural management: This refers to the process of creation, identification, capturing and managing of infrastructures in schools for effective teaching and learning.

Instructional management: Refers to the management of textbooks, teaching aids and other teaching/learning materials in school for educational purposes.

School Location: In this study refers to urban and rural area.

Endnotes

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Chapter Two

Review of Related Literature

The literature review focused on Material Management, Teachers' Adequacy and Learners' Motivation towards learning as determinants of UBE Goals Achievement in public Basic Schools, Southwest, Nigeria. This chapter shall be discussed under the following headings: Conceptual review, theoretical review, empirical review, conceptual model and summary of related literature.

This section of this study, contain review of literature based on the following procedures:

2.1 Conceptual Review

2.1.1 The Concept of Management

2.1.2 The Concept of Resources in Education

2.1.3 Concept of Education Materials

2.1.4 The Role of Materials in Educational Management

2.1.5 Types of Educational Materials

2.1.6 Concept of Material Management

2.1.7 Objectives of Material Management

2.1.8 Instructional Management: Concept of Curriculum Management

2.1.9 Infrastructural Materials Management

2.1.10 Concept of Instructional Materials Adequacy

2.1.11 Adequacy of Physical Facilities

2.1.12 School Manager and Effective Management of Materials

- 2.1.13 Material Management: Tasks of Education Managers
- 2.1.14 Conditions for Effective Material Management
- 2.1.15 Material Management in school
- 2.1.16 Concept of Teacher Adequacy and Students' Academic Performance
- 2.1.17 Concept of Motivation
- 2.1.18 Strategies of Motivating Students
- 2.1.19 Teachers' Attention on the Learners
- 2.1.20 Relevance of Lesson to Learners' Motivation
- 2.1.21 Building of Confidence on Students
- 2.1.22 Creating Satisfaction on the Learners
- 2.1.23 Media Selection for Teaching
- 2.1.24 Providing Feedback to Students
- 2.1.25 Types of Motivation
- 2.1.26 Roles of Parental Motivation on Students Academic Performance
- 2.1.27 Relevance of Learning Environment towards Learners Motivation
- 2.1.28 Role of Motivation in Learners' Academic Performance
- 2.1.29 The Concept of Policy
- 2.1.30 Philosophy of Education
- 2.1.31 The Case of Universalizing Education in Nigeria

- 2.1.32 Concept of Universal Primary Education as Nationwide Scheme
- 2.1.33 Concept of Universal Basic Education
- 2.1.34 Goals of Universal Basic Education
- 2.1.35 Objectives of Universal Basic Education (UBE)
- 2.1.36 UBE and Nations' Building
- 2.1.37 UBE's effort to assist School-age children
- 2.1.38 UBE's effort to provide Teaching and Learning facilities
- 2.1.39 Overview of Policy Implementation in Nigeria
- 2.1.40 Universal Basic Education Programme Facilities and Infrastructures
- 2.1.41 Criticisms Against Universal Basic Education (UBE) Policy in Nigeria
- 2.1.42 Concept of School Location

2.2 Theoretical Framework

- 2.2.1 System Resource Theory
- 2.2.2 Goal-Path Theory
- 2.2.3 Rensis Likert's Employee-Centred Supervision Theory
- 2.2.4 Theory of Learners' Motivation
 - 2.2.4.1 Operant Conditioning (B. F Skinner)
 - 2.2.4.2 Theory of Conditioning: Stimulus – Response (Ivan Pavlov)
- 2.2.5 Theory of Teachers Demand and Supply

2.2.6 Cognitive Developmental Theory

2.3 Review of Empirical Studies

2.3.1 Material management and Universal Basic Education Goals Achievement in public basic schools;

2.3.2 Teachers' adequacy and Universal Basic Education Goals Achievement in public basic schools

2.3.3 Learners motivation and Universal Basic Education Goals Achievement in public schools

2.4 Conceptual Framework: Model of Material Management, Teachers' Adequacy and Learners' Motivation towards learning as Determinants of UBE Goals Achievement

2.5 Summary of Literature Review

2.1 Conceptual Review

2.1.1 The Concept of Management

Management is like investment. Managers have resources to plan with, their own time and talent as well as human and material resources. The goal of management is to get the best return on those resources by getting things done efficiently and economically.

The term management means many things to many people. In modern general saying, the term management implies the process by which a cooperative group directs action towards common goals. But to a modern industrialist, management means “getting things done through other people”. To the economist, management is just “one of the factors of production”; to the sociologist, management is “a class or status system”. However, in the modern organized context, management is viewed as a social process which is designed to ensure the cooperation, participation and involvement in the effective achievement of a given objective.

The definition of management above has the following implications:

1. **Function:** Management implies that managers have functions to perform within organisations. Even though such functions may vary from one organisation to another, the process involved is likely to be the same. Several authors like Henri Fayol, Elton Mayo identified the five basic functions performed by management of all organizations as planning, organising, directing, coordinating and controlling. Some scholars have added budgeting, leading, communicating and educating as other functions of the manager.
2. **Productivity:** The essence of management is to produce. It is interesting to note that most of the enterprises whether private companies, government agencies, or educational institutions (either profit or non – profit oriented) are set up to produce either goods, product, people or services. The ultimate objective of a manager is to

create surplus. In raw economic term, this is referred to as profit maximization. Management therefore would want to use people and materials very efficiently to achieve this goal.

3. **General Application:** Management applies to all kinds of organizations owing to the wide distribution of the enterprise which of course includes all kinds of organizations goal might vary, materials used could be different and people within the organization *may differ in age, sex, qualifications. Whatever the differences, the essence of management* is to put them into efficient and effective use. Therefore, management as an organized body of knowledge provides clear insight as to how to apply management techniques to achieve organizational goals.
4. **Applicable to all levels:** Managements applies to all levels of organizational life. It is pertinent to observe that within each organization, there is a mapped out structure. The structure so to say depicts the organizational hierarchy. Both the structure and the hierarchy therefore depend on individual responsibilities and authorities to perform. The performance of these therefore, at any level requires management. Interestingly, not all groups believe that they need management, but it is undisputable that management is essential in all organized cooperation as well as at all levels of organization in an enterprise.

2.1.2 The Concept of Resources in Education

While resources have been defined in various ways to suit various purposes, almost all definitions accept that resources are necessary tools for the creation of wealth. The word, “resource” developed out of the Latin phrase “re surgere” literally interpreted as: again (re) to rise (surgere), or “to rise again.” “Re surgere” developed into the French word “resource” meaning “relief or recovery” which, in turn, developed into the English word,

“resource” defined as something that can be turned to for support or help; an available supply that can be drawn upon when needed; and/or means that can be used to an advantage. A more comprehensive and detailed approach to the word include:

- (a) Useful land or minerals such as coal, or oil that exists in a country and can be used to increase its wealth;
- (b) All the money, property, skills, etc. that are available and can be used when needed;
- (c) Personal qualities such as courage and determination that are necessary in dealing with a difficult situation; and
- (d) Books, films, pictures, etc. used by teachers and students to provide information¹.

Resources are the basic tools necessary in the effective performance of tasks and for the growth and development of human organizations. The constitution of a resource is determined by the uses to which it can be put. Generally, a resource is identified by its ability to solve problems, and yield more wealth when applied to economic situations. Resources are classified as visible when they exist and can be quantified in the form of human beings, land, money, property, books, pictures, and so on. Resources are invisible when they exist in the form of skills and physical dexterity and can only be measured in terms of productivity levels and quality of work. It is difficult to determine who has what skill and what level of physical dexterity if tasks are not assigned to human beings. The human beings who possess the skills and the physical dexterity constitute the class of resources known as human resources. The other types of visible resources that can be applied by human resources in the production process constitute material resources.

Human capital is therefore consciously created through education and training. While accepting the general economic definition of land as the factor of production supplied by nature. Thus a farmer is able to produce better land by applying labour to extract weeds or

fertilizer to improve soil balance. Similarly, in the field of education, professionals are required in the effective manipulation of educational resources to achieve the desired balance in the production of educated labour.

Financial capital is a significant resource often assumed to be a part of physical capital. It is actually the basis for the procurement, utilization and maintenance of all other types of resources. Without a strong financial base, it will be difficult to produce the right types of goods and services in desirable quantity and quality. Since the human economy is a monetary economy, the availability of funds in any organization or institution is vital to its productive process and the quality of its product and service. The foregoing analysis clearly shows that resources are assets only to those who can identify them and effectively employ them for the purpose of achieving clearly defined objectives. This is because resources alone cannot yield additional wealth. They must be drawn upon and put to judicious use to enable them to increase wealth or productivity. Thus, the prudent management of education funds involves decisions on how to procure, expand, utilize and properly account for funds directed at the achievement of education objectives in general or institutional goals in particular.

2.1.3 Concept of Education Materials

Resource scarcity is a central focus of economics. This is because resources (time, information, money, material and human capacity) are scarce in supply relative to the various uses to which they can be applied. Economics has therefore evolved to establish how to best apply limited resources to achieve the greatest advantage.

This formula applies to educational institutions as organizations. In 2006, Nigeria's population was 140 million with at least 45% of the total population under 15 years of age². World Bank country poverty assessments reveal that 88 million Nigerians are living below the international poverty line of US\$1.25 a day³. This, in turn, means that a

significant percentage of Nigerians cannot invest in sending their children to school. Consequently, the opportunity to acquire an education for a large proportion of the school aged population depends on the provision of education as a social service. For the Nigerian state this means that there are many people to be educated and many educational programmes to be implemented. The resources needed to accomplish this feat are, to say the least, lacking.

A review of previous educational programmes in the country shows that material inadequacy has long been a central factor in chronic education shortcomings. The educational materials provided by state for the execution of education programmes are inadequate and irregular. This inadequacy is compounded by the meagre budgetary allocations for education in recent years, which have been steadily declining over the past two decades. While in 2007 the education sector was allocated 11% of the national budget, this fell to 10% in 2008, 8% in 2009 6% in 2010 and 8.7 in 2013 against the international benchmark which is 26%. Both the global economic recession and a growing demand for education in all developing countries have compound the already-compromised state of Nigerian education.

In 2009, there was a near collapse of the education sector in Nigeria as virtually all labour groups involved in education embarked on nation-wide industrial actions. Learners at all levels were forced to sit at home for several months and wait for the resolution of the dispute. The industrial actions were intended to achieve greater financial and material support for the school system in Nigeria⁴. The questions that emerged, however, included: should children sit at home because the school system is inadequate? Should education be abruptly terminated because schools are not properly equipped? Should the education sector be expunged from the sectors of organized human endeavour because the government is not providing adequate funds? Many suggestions have since been put

forward by researchers and observers to ensure improved funding and more resources for the effective implementation of Nigerian education. This outpouring is, in part, a result of the expectation that the education sector will facilitate technological advancement and economic development in Nigeria, given adequate resources⁵.

In the analysis of the funding of the Universal Basic Education programme (UBE) in the Bayelsa State of Nigeria, it was discovered that the envisaged financial contributions from various sources, particularly local communities and individuals, as proposed by the federal government's implementation guidelines, have not had a visible impact on the success of the programme⁶. This was attributed to poor public understanding and the inadequate mobilization of the public by the government, the low participation of children, especially female children, in the UBE programme, to the poor state of schools in the Bayelsa State which in turn, was traced back to poor funding. It was recommended that further exploration of non-governmental sources of funding and additional public enlightenment efforts on the part of the Bayelsa State government be encouraged. This was seen as the most viable means for achieving Education for All⁷, as envisaged by the federal government.

In support of this, the participation of parents and the community will contribute significantly to the achievement of UBE programme objectives. Parents should contribute as monitors, curriculum designers, para-professional aids and primary educators. For its part, the community should initiate and execute specific projects, and provide logistical support and an enabling environment that will ensure safety and the maintenance of infrastructure. The establishment of strong and viable Parents-Teachers' Associations (PTA) as a medium for getting parents to participate actively and meaningfully in the effective implementation of the UBE programme were recommended⁶.

With reference to tertiary education in Nigeria, the human and capacity

development expectations of the federal government, the academic community is being increasingly called upon to provide useful answers to the countless anxieties of our society, not the least of which is the anxiety over the true foundations of our national development which underlines the late President Yar'Adua's seven-point agenda⁸." Specifically, the federal government expects universities to offer perspectives on development policies and strategies, the nature of investment resources, modalities for effective implementation of educational programmes, monitoring and evaluation indicators, impact assessments for identified programmes/projects, and the implementation and prioritization thereof over the next three to four years. Describing Nigeria as Africa's great hope transformed into Africa's great disappointment, with a real per capital income of about 250 dollars. Nigeria was once sub-Saharan Africa's most promising and oil rich country, over the last two decades its economy has floundered in the face of political instability and bad governance. It is therefore not surprising that the same government that places such enormous expectations on the academic community allocates a smaller percentage of each subsequent annual budget to education; this at a time when other countries are increasing their education spending.

The prospect of the education sector receiving adequate funding as a social service becomes less likely with each passing day. As such, the best alternative in the effective management of education is prudence in the use of those resources which are available. When a given level of material is utilized efficiently, more services are provided and more goods produced. Such economy in the use of resources begins with the adequate exploration of all sources of relevant resources.

2.1.4 The Role of Materials in Educational Management

The importance of material in the management of education cannot be over emphasized. It is not possible to deliver effective education without some level of relevant

materials. This has been highlighted by various education analysts and professionals. Instructional materials provide a solid basis for conceptual thinking; increase the propensity of the brain to retain information; make learning more interesting; and take care of differences that may exist among learners. Finance, as a material plays a crucial role in the development of education, while proper funding and a good supply of qualified teachers can greatly improve the facility index of a school⁹.

In addition to all these benefits, it is important to note that the quality and quantity of materials available to any education system provides a basis for the assessment of the managerial abilities of an education manager. This is because even the most resourceful manager requires a materials base upon which to exhibit resourcefulness. For instance, a school principal in a rural school with unfurnished classrooms, a large enrolment, poor supply of instructional materials and a grossly inadequate number of trained teachers cannot be said to have a good material base. His colleague in a sub-urban area, who is managing a school with a similar teacher-pupil ratio, well-furnished classrooms, and a regular and good supply of instructional materials, has a better material base. Efforts at resourcefulness may yield better results for the latter because of an improved material base.

Educational equipment within the classroom such as chairs and table for students, buildings and playgrounds are just as important as any other school plant. However, the two former (classroom and educational equipment and buildings) are very vital in the teaching-learning process. Although, teaching and learning do not only take place within the school, yet for proper implementation of classroom curriculum and effective delivery of class instruction, the role of classroom and educational equipment and buildings such as a spacious and well-ventilated classroom cannot be undermined in a formal school environment. In regards to the latter category of school plant (playground), this is arguably needed to support co-curricular activities of the school. Hence, one could rightly say that

the relevance of educational classroom equipment, buildings and playgrounds are not mutually exclusive in the implementation of the curriculum; just as the saying goes “all work and no play, makes Jack a dull boy”. Evidently, all play and no work will equally make „Jill“ a dull girl.

2.1.5 Types of Educational Materials

That which constitutes a material in education is determined by the level of education and the type of education to be provided. The standard resources for all education types and levels are prescribed by the federal government. These include professionally trained teachers and qualified teaching staff in all subject areas, government approved curriculum, teaching aids, school buildings and furniture and the right calibre of administrators to ensure effective school management. The materials necessary for the provision of primary and secondary education in Nigeria are prescribed by the national policy on education¹⁰. At the tertiary level, the federal government works in collaboration with the Nigerian Universities Commission, the National Board for Technical Education and the National Commission for Colleges of Education in ensuring the provision and maintenance of standard recommended resources.

Educational materials have been classified into four groups and include:

- (a) physical materials such as school plants, classrooms, offices, recreational facilities and the entire school ground;
- (b) Instructional material including instructional aids, stationeries, education plans, objectives and prescribed methodologies;
- (c) human resources (both teaching and non-teaching staff); and
- (d) financial resources made up of all monetary input into the education system

directed towards the achievement of specified educational objectives.

Time is a resource that is highly limited in supply and critical to education, but often taken for granted by the providers of educational resources. Time is a vital complementary resource that is indispensable in the effective harnessing and utilization of the physical, material, financial and human resources in the school system. All school system activities are carried out within a time frame which may be limited to minutes, hours, days, months or even years. Time mismanagement constrains the effective achievement of the objective for which a particular educational resource is required. Effective material management will be difficult to achieve in any school where time is disregarded.

Information, another vital resource that complements the use of other resources identified in this work, is critical in the effective management of any organization. Information is defined as “facts or details that tell you something about a situation, person or event”¹ Specifically, information is a service facility for applying facts or news, and law; it is a numerical measure of uncertainty of an experimental outcome. Adequate information and its proper management are central to effective decision making in any education environment. The relevance of information as an educational resource cannot be over-emphasized. It is believed that most educational management problems in Nigeria are traceable to inadequate information and a general lack of proper information management techniques ^(11&12).

In light of the above analysis, two classes of resources can be identified. The first consists of concrete resources that can be physically quantified and their effect on education achievement measured in terms of their quantity and quality. In this class of resources belong human resources and non-human resource which include, school plant facilities, funding (financial resources), and instructional materials. The second class of

resources (of equal importance), also consists of abstract resources such as time and information, can only be measured in terms of their effect on job performance. Good knowledge and the appropriate utilization of these major classes of resources are vital in the achievement of effectiveness in material management in the school system, especially in the present context of global economic crises and a consistent decrease in federal monetary allocation to education. The school manager must be well informed of the existence of education resources and know when to collect and use such resources. He/she should also be able to adopt a classificatory method that is suitable to the level of education at which he/she is operating.

2.1.6 Concept of Material Management

Facilities are those basic infrastructures and all education equipment that are provided in the school in order to cater for the general and specific needs of students as well as to ease the process of teaching and learning both in class and outside the classroom. Education facilities can be classified into two broad types, physical facilities and learning facilities or curriculum resources¹³. Physical facilities include classroom, school bay clinic, libraries, laboratories, administrative offices, auditoriums, toilets, cafeteria, common rooms, workshops, parking lots, power and water plants, transportation sport and recreational grounds, refuse disposal facilities, drainage facilities, gardens and so on (curriculum resources or learning facilities are visual aids, aural aids and audio-visual aids. The latter is used during the process of instruction. School facilities can be view as material provided for staff and students to optimize their productivity.

The realization that the transfer of knowledge does not only take place within the walls of the classroom from the teacher to the students but rather that learning takes place through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching learning facilities that

reflect these changes. Schools exist to serve socio-economic and political needs of the ever-changing society; consequently, they are in constant interaction with their external environment. They receive inputs from the external environment in the form of human and material resources, process them and empty same into the society as finished products and services. The quality of the products bears a direct relationship with the quality of the facilities deployed in the process of the production. Useful types of resources are to be contacted by the planners and the management team. These are acoustical design engineering, audio-visual design engineering, behavioural sciences, building systems, designs, community and press relations, ecological studies, electrical data processing of hardware, specification electrical data processing for programme development, use of facilities training and financial planning, information management, installation supervision, interior design, laboratory planning and engineering lighting design, management consulting, project planning, safety engineering, site planning and technical equipment specialization¹³.

Education facilities are those things of education which enables a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. By “things of education”, it shows that education facilities are therefore numerous. Whatever materials and or services that helps to facilitate teaching and learning rightly fall under the term school plant or education

School plants could be taken as the location of the school building, the equipment in the school and other material resources provided in the school or, it could mean the site where the school programmes and activities takes place, the school facilities as the space interpretation of the school curriculums. The programmes of the school are expressed as it were through the school site; the buildings, playground, the arrangement and design of the buildings. A well designed functional school building with a wide array of teaching aids,

provides effective delivery of school curriculum and are positively related to students.

In trying to conceptualize part of the school facilities, water facility can be seen as that which provides the school as pipe-borne water, well water, borehole water tanks and so forth. The schools sometimes incorporate water saving devices and techniques into their facilities through conservation that is reserved for general body and environmental cleanliness¹⁴.

In a study on assessment of sanitation facilities in primary schools within Ilorin, the study was undertaken to assess the state of sanitation facilities in primary schools within Ilorin, north central Nigeria. A multi stage sampling technique was used for the survey to select and 200 schools eventually participated. Data for the study was obtained from physical inspection of sanitation facilities and semi-structured questionnaires. The study revealed that 5.5%-26.5% of the assessed school have sanitation facility in adequate quantity, quality or usage; 23% have less number of facilities compared to pupil population, 42% have grossly insufficient facilities and 12.5% have no sanitation facility. The quality of facilities in 24.5% of the schools is tolerable while the facilities in 57.5% of the schools are in deplorable condition. 26.5% of the school effectively used the toilet and urinals. 22.5% seldom use them while 38.5% do not use them at all. Because they are objectionable or risky, therefore, raising the status of schools lacking behind in quantity, quality or usage of sanitation facilities should be a top priority in order to achieve developmental goals¹⁵.

Sporting facilities are those equipments or items that aid extra-curricular activities in school. Sport is an extra-curricular activity which can be classified into informal and formal activities. The formal activities include activities which are relatively structured, such as participating in athletics or learning to play a musical instrument. Informal activities on the other hand also known as leisure activities which include less structured activities, such as watching television¹⁶. Recreational facilities include those equipments,

building, environments, constructions and designs that aid both indoor and outdoor exercise among students or individuals of a particular community¹⁷. In other words, it is an area perfected for circuit training and for group workout classes. Campus recreation facilities equipment and other resources may only be used for personal recreation and fitness.

In a related study on accessing school facilities in public Secondary Schools in Delta State, the study was to find out the state of the facilities. The study employs the ex-post-facto research design the questionnaire was the instrument for data collection from 640 respondents selected through stratified sampling techniques from all the 356 public secondary schools in the state. Findings reveal that school facilities in the schools are general in a state of disrepair. The findings further revealed the maintenance carried out on school facilities were inadequate for majority of the facilities¹⁸.

2.1.7 Objectives of Materials Management

There are at least nine objectives of materials management, each in some way or the other contributes to the achievement of some overall company objectives. If the contribution is direct, the objective may be called the primary, and if the contribution is indirect (materials department assisting some other department), the objectives may be called secondary. Whether Primary or secondary, the main focus of materials management is to procure right materials of right quantity, the right quality, at the right time, bought from the right source and at right prices.

Material managers determine the amount of material required and held in stock, plan for the replenishment of these stocks, create inventory levels for each type of item (raw material, work in progress or finished goods), and communicate information and

requirements to procurement operations and the extended supply chain. Materials management also involves assessing material quality to make sure it meets customer demands in line with a production schedule and at the lowest cost.

Material management systems embrace all of the activities related to materials and are a basic business function that adds value to a finished product. It can also include the procurement of machinery and other equipment needed for production processes as well as spare parts.

Typical roles in Materials Management include inventory analysts, inventory control managers, materials managers, material planners, and expeditors as well as hybrid roles like buyer/planners.

Regardless of role, the main objective of Materials Management is assuring a supply of material with optimised inventory levels and minimum deviation between planned and actual results.

The objectives of material management are sometimes referred to as the 'Five Rs of Materials Management:'

1. The **right** material
2. At the **right** time
3. In the **right** amount

And of the quality that is:

1. At the **right** price
2. From the **right** sources

Materials management uses inventories and production requirements for planning and control to ensure materials are available as required to meet production schedules.

2.1.8 Instructional Management: Concept of Curriculum Management

The achievement of effective curriculum management, support and implementation requires optimum school functionality and stable schools. In other words, the environment of the schools must provide a conducive atmosphere for teaching and learning. Thus, an effective curriculum management and delivery will require that all conditions at school level are stabilized. Reports on school development and support have indicated that the school district unit is an important component in the support of schools. These reports have identified characteristics that are central to the improvement in school functionality. These can be grouped as follows¹⁹:

- i. Effective leadership that focuses on learner achievement and learning;
- ii. Accountability that develops clear goals that identify how to improve learner achievement and takes responsibility for improving student learning;
- iii. Creating opportunities for meaningful professional development;
- iv. Use of data to make decisions and to guide instructional decisions and allocation of resources. Districts must provide training in the use of data and help schools to collect and interpret information;
- v. Regular monitoring of progress with recognition for successful schools and intervention for struggling schools; and
- vi. Managing community partnerships.

An overarching factor is that these characteristics work together and impact one another and therefore infuse the organization. Thus, these characteristics provides a framework for the enhancement of the management of curriculum in the system and seeks to strengthen curriculum delivery in the classroom through the coordination of the

different components of the schooling system in the province. It focuses attention in the entire schooling sector and seeks to break self-made barriers in the support of teaching and learning in schools. It provides an indication of alignment that is necessary to maximise schooling.

Furthermore, there are six elements of curriculum management and implementation that guide this strategy, namely:

- a. Supervising the taught curriculum at classroom level;
- b. Monitoring and evaluating the curriculum implementation;
- c. Providing support services and resources to teachers;
- d. Providing skills development training through in-service education and training for teachers;
- e. Developing exemplars and demonstration programmes of quality learning activities; and
- f. Quality assuring the assessment for learning and assessment for learning¹³.

The above elements of curriculum management require a provincial strategy that is aligned to its resources- (human and physical) assets and linked to the internal and external environment so that all the participants move strategically towards the achievement of effective curriculum implementation.

Curriculum refers to what a learner is required to encounter, study, practice and master²⁰. It entails taking decisions about what should be taught, how it should be taught and when it should be taught. The four (4) core elements of the curriculum are teaching; learning, assessment and resources used for teaching and learning.

These factors include: effective and efficient classroom management, a sense of “positiveness” instructional match, clearly stated goals and expectations, clearly presented lessons, individual instructional support, sufficient allocation of time for instructional

activities, high opportunity for students to respond, active monitoring of student progress and understanding by the teacher, and frequent and appropriate evaluation of student progress by the teacher. Similar evidence about critical instructional factors that enhance student learning were provided²¹. These factors include encouraging high student engagement in learning, having a strong academic focus and clarity of content coverage, facilitating moderate to high success rates, and performance monitoring and informative feedback. Additionally, they discuss the positive effects of goal setting and its relationship to academic outcomes.

Within the curriculum management and delivery branch, there are internal role players. Fig 2.1 illustrates the general functions of critical internal role players. The roles and responsibilities regarding curriculum management clearly indicate that curriculum is not managed from a single structure but it is a matter that calls for a joint effort by internal and external stakeholders

Fig 2.1

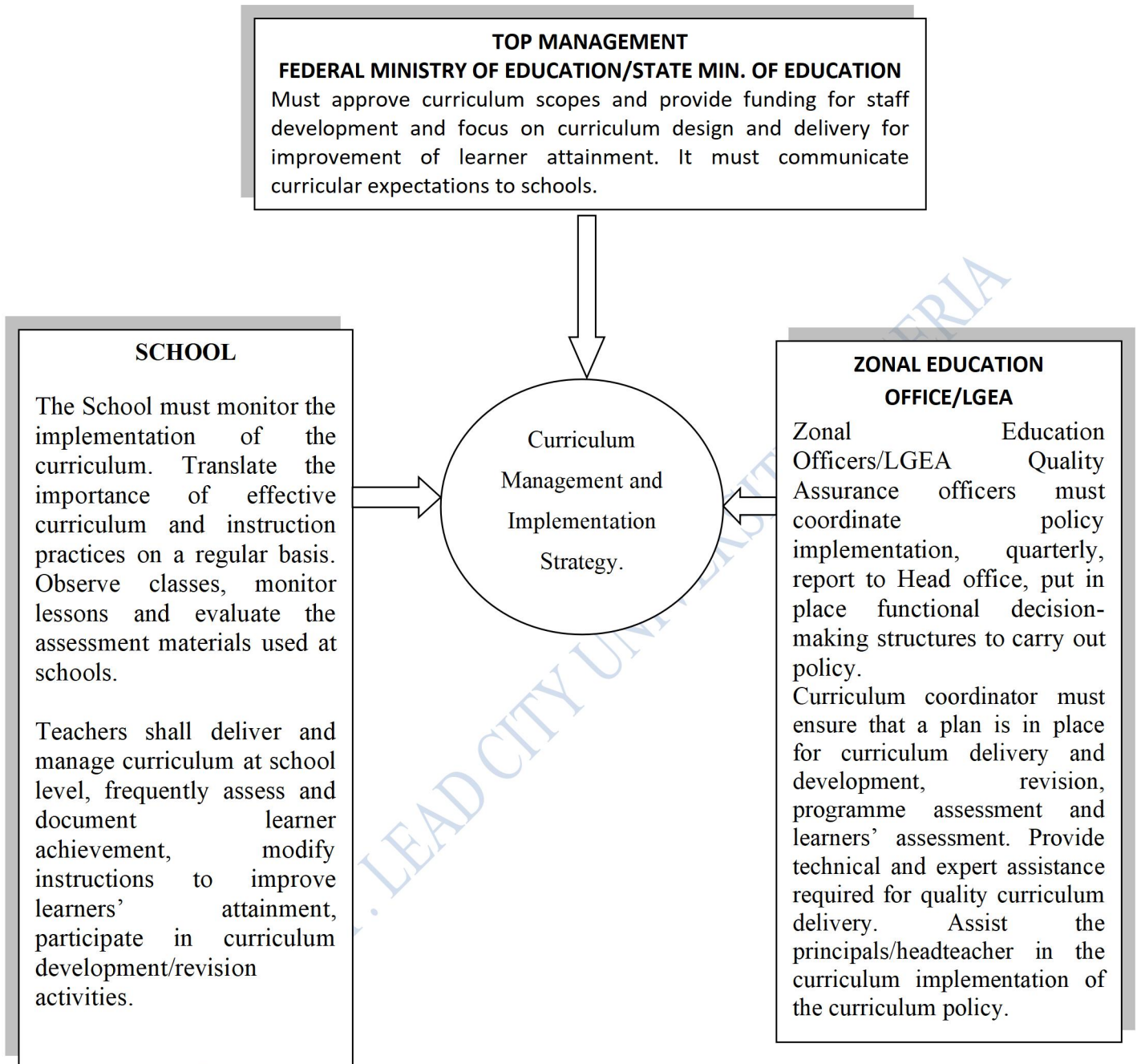


Fig 2.1: Roles and Responsibilities of internal role players. Adopted from Iman 2017.

The primary purpose of education is teaching and learning which is about imparting and creating knowledge, skills, concepts, processes, values and attitudes necessary for learners to satisfactorily achieve the learning objectives. The branch “Curriculum Delivery and Management” has, as one of its strategic goals, a responsibility to create and maintain an environment to support curriculum delivery at classroom level¹⁹. This calls for the crafting of a zonal education curriculum management strategy which describes the scope, timing as well as curriculum delivery and evaluation. By its very scope and nature, the task of curriculum delivery and management requires a common zonal education strategy. The zonal education strategy must be applicable to all education zones, circuits and schools. It must be used as a guide for curriculum management and to support schools in making effective delivery decisions. The strategy must focus on four strategic areas.

The first area in the curriculum management strategy is content planning for effective curriculum delivery. This calls for the structuring of learning content in such a way that all districts, circuits and schools in the state follow a plan that connects the topics in a logical manner. This is linked to development of timeframes for curriculum coverage and implementable frameworks for testing, remediation and revision during the year. It suggests that the strategy must provide space for the monitoring of curriculum coverage and curriculum support at school level¹⁹.

The second area of the curriculum management strategy relates to methodology for curriculum delivery which outlines the best ways of imparting knowledge, values, processes and attitudes to learners in a manner that prepares them not only to achieve the learning goals but also to excel in their achievements. It is linked to the intention to increase the number of distinctions in key subjects like Mathematics and Science. Within this context excelling means providing support to struggling learners so that they achieve above the elementary level.

The third strategic area of the curriculum management strategy is the assessment of the effectiveness of delivery methodology and the quality of curriculum delivery. This links curriculum planning to assessment planning. The main purpose of curriculum assessment processes is to evaluate the work of the educators and that of learners in the entire system. The assessment of the effectiveness of delivery methodology and the quality of curriculum delivery must take place at three levels¹³.

The first one is a conceptual level where learners must demonstrate consistent use of subject concepts/terminology in their interaction with its content. The second one is at objective level where learners must demonstrate the extent to which their acquired knowledge is aligned to the learning objectives. The third one is the strategic level where the branch continually assesses learners, evaluate the successes and failures and strategically design working interventions as a way of closing the knowledge gaps. This level of assessment continuously creates a “Revision Programme” for end of year preparations. The fourth area in the curriculum management strategy is curriculum feedback. This part of the strategy documents, defines and describes the feedback on curriculum delivery.

The main purpose of curriculum feedback in the curriculum management strategy is to ensure that the strategy leads to the achievements its intended outcomes. Feedback is obtained from a variety of sources in the system. The quarterly monitoring of syllabus coverage, quarterly assessments and quarterly moderation provide feedback that lubricates the engine of curriculum delivery and management. The content of learners’ exercise books per subject, the content of teacher profiles and the performance and progress of individual learners must be used to provide feedback on how the curriculum management strategy works in relation to intended outcomes.

2.1.9 Infrastructural Material Management

Infrastructural material are facilities that are specifically meant for direct teaching and learning. It includes classrooms, classroom seats, laboratories, libraries, experimental equipment, chalkboard, audio-visual learning equipment, zoological gardens and experimental agricultural farms. These facilities bear directly on the teaching – learning process and are therefore considered of prime priority among other school facilities. Infrastructural materials management play a pivotal role in the actualization of education goals and objectives by satisfying the physical and emotional needs of the staff and students²².

Physical needs are met through the provision of safe structures, adequate sanitary facilities, a balanced visual and thermal environment, sufficient shelter space for work and play; while emotional needs are met by creating a pleasant surroundings, friendly atmosphere and an inspiring environment. Supporting the need for effective management of resources in schools, infrastructural management involves a planned process to ensure that the buildings and other technical systems support the proper discharge of operations and services within the school organization¹³.

Infrastructural facilities are major component of school facilities. She further stated that since teaching and learning do not take place in a vacuum, school facilities give meaning to the planned curricular and extra-curricular activities. To her, any discussion on the school plant starts with the conceptualization of the education programmes to be offered in the school. Thus, the nature and type of education programmes will determine the nature and type of school plants to be provided.

The provision and management of school facilities must take into cognizance modern views of the teaching-learning process which have moved beyond memorizing to involvement of teachers and students in applying, analyzing, synthesizing and evaluating to stress the need for flexibility in time and space²². Thus, the complexity of the learning

environment requires flexibility in the design of facilities to meet present day school needs that is, the facilities should be designed to meet diverse academic needs of the school system. Multipurpose facilities used for academic activities during school hours may also be available for use by the community during and after school hours. Such programmes may be used for continuing education programmes, social activities and recreation. This requires proper scheduling of such facilities to allow for accessibility to the community or other public users during school hours without interfering with academic programmes. This will eliminate the burden of duplication of such facilities as conference halls, gymnasium, library, theatre, football pitch, tennis court, swimming pool and other sporting facilities, thereby integrating the collective effort towards cost effectiveness and enhancing healthy school-community harmonious relationship.

The need for effective management of school materials leads to a shift in the conception of principal-ship from the managerial and administrative perspective to that of instructional leadership whereby the principal acts as a leader in all aspects of the school curricula, imparting and enforcing on the intellectual and emotional development of the teachers, changing the instructional climate of the school and affecting and transforming the students learning and achievement behaviour and attitude²³. Students were more likely to perform better when their environment was conducive to learning; that is, environmentally responsive heating, air conditioning, proper ventilating systems, new or renovated school buildings and halls, adequacy of teaching equipment and other education facilities in a more comfortable learning environment²⁴.

The condition, adequacy and effective management of education facilities had a stronger effect on the overall performance of students than the combined influences of the family background, socio-economic status, school attendance and behaviour²⁵. A major need of maintaining an effective management of education facilities is that the school environment and the activities that take place therein must be considered healthy and

productive, otherwise it will expose the untidy, careless and non-challant attitude of the principal, teachers, custodial staff, students and their education programmes²⁶.

This is a phenomenon where planning, organizing, staffing, leading and controlling the processes of supply, utilization, maintenance and improving education facilities in secondary schools is superintended by the principal to fulfill the set education objectives. In order to fulfill education objectives, education facilities are required and should be central to the extent that teachers, students and other personnel will enjoy their stay and perform their duties effectively, made possible by the principal's leadership ingenuity and proficiency²⁷. The school curriculum would be meaningful and functional if the required facilities are provided in adequate quantities at appropriate times and maintained properly. The realization of the importance of education facilities has informed the demand in the choice of secondary schools that parents/guardians send their children/wards to in Nigeria. This commitment is demonstrated by government in the provision and establishment of Universal Basic Education (UBE), to bring all categories of citizens into the school system and ensure retention till graduation²⁸.

However, this can only be achieved if the existing facilities are properly managed especially as greater demands would be mounted by the users²⁹. In a related study, the utilization of facilities is of various degrees depending on the extent to which an item has been put into effective use³⁰. This includes non-utilization, underutilization, maximum utilization, optimum utilization and over-utilization. Non-utilization occurs when a facility is not put into use at all; when a facility is not used to its fullest capacity, underutilization occurs. There is over-utilization, when a facility is used more than its capacity. All of these require the ingenuity of the school manager to balance the usage and maintenance of available facilities.

i. Classroom

A classroom or schoolroom is a room in which classes are held. Classrooms are found in education institutions of all kinds, from preschools to universities, and may also be found in other places where education or training is provided, such as corporations and religious and humanitarian organizations. The classroom attempts to provide a space where learning can take place uninterrupted by outside distractions. For lessons that require specific resources or a vocational approach different types of classrooms both indoors and outdoors are used. This allows for learning in an authentic context that fosters the natural development of the particular vocational skill.

Classrooms can range from small groups of five or six to big classrooms with hundreds of students. A large class room is also called a lecture hall. A few examples of classrooms are computer labs which are used for IT lessons in schools, gymnasiums for sports, and science laboratories for biology, chemistry and physics³¹. There are also small group classrooms where students learn in groups of about 7 or less. It is desirable that some rooms should accommodate as many as 70 and others 30 - 40 students.

Most classrooms have a large writing surface where the instructor or students can share notes with other members of the class. Traditionally, this was in the form of a blackboard but these are becoming less common in well-equipped schools because of new alternatives like flipcharts, whiteboards and interactive whiteboards. Many classrooms also have TVs, maps, charts, pencils, books, monographs and LCD projectors for presenting information and images from a computer³². The layout, design and decor of the classroom has a significant effect upon the quality of the education experience³³. Attention to the acoustics and colour scheme may reduce distractions and aid concentration. The lighting and furniture likewise influence factors such as student attention span³⁴.

In the design of a classroom, desk arrangements are essential to the decor and design of the classroom followed by seating arrangements for the students. Usually

classroom desks are arranged in rows or columns, but there are many more ways to arrange the desks, for example making a circle with the desks so that it's more of a group discussion or having the desks in a "U" shape for group discussions and easy access for the teacher. Color is also a big asset to the classroom by relating the colors to the subjects learned in the classroom to help the students learn. Also color helps the atmosphere to be fun and exciting and help visual stimulation for the students. Furniture is an important aspect because students spend most of their time seated in the classroom. The furniture should be able to move and easy to arrange to allow students to sit in places that are best suited for their learning styles³⁵.

Traditionally, classrooms have had one setup: straight rows of desks facing the front of the classroom. The row style allows teachers ample amount of space to walk around. This makes it easier for teachers to supervise the students work and catch any students that may be misbehaving, insuring that students stay focused. Studies have found that the row style also fosters less off topic talking causing the atmosphere to be more conducive to learning³⁶. While the row style sounds ideal from a teacher's stand point it can be damaging to the student's well-being. The row style of desk arrangement has been found to cause the students to withdraw³⁷.

ii. Laboratories

A laboratory (informally, lab) is a facility that provides controlled conditions in which scientific or technological research, experiments, and measurement may be performed. Laboratories used for scientific research take many forms because of the differing requirements of specialists in the various fields of science and engineering. A physics laboratory might contain a particle accelerator or vacuum chamber, while a metallurgy laboratory could have apparatus for casting or refining metals or for testing their strength.

A chemist or biologist might use a wet laboratory, while a psychologist's laboratory might be a room with one-way mirrors and hidden cameras in which to observe behavior. In some laboratories, such as those commonly used by computer scientists, computers (sometimes supercomputers) are used for either simulations or the analysis of data collected elsewhere. Scientists in other fields will use still other types of laboratories. Engineers use laboratories as well to design, build, and test technological devices. Scientific laboratories can be found in schools and universities, in industry, in government or military facilities, and even aboard ships and spacecraft³⁸. In some laboratories, the conditions are no more dangerous than in any other room. In many labs, though, hazards are present. Laboratory hazards are as varied as the subjects of study in laboratories, and might include poisons; infectious agents; flammable, explosive, or radioactive materials; moving machinery; extreme temperatures; lasers, strong magnetic fields or high voltage. In laboratories where dangerous conditions might exist, safety precautions are important. Rules exist to minimize the individual's risk, and safety equipment is used to protect the lab user from injury or to assist in responding to an emergency³⁹.

iii. Workshop

Education has been vocationalized. A number of trades like carpentry, metal fittings, electrical works repair of household gadgets and transistor assembling, masonry and repair of automobile have introduced. In the higher secondary schools, a number of groups as agriculture group, mechanical group, civil engineering, textile engineering and so forth, have been introduced. All these necessitate well-equipped workshops and sheds. These should be located on the ground floors. Floors, walls, and ceilings of the workshops should be constructed to suit the different activities.

Special attention should be given to safety and health factors in planning school workshops. Some items needing special considerations are adequate aisles between mechanics and various parts of the shop. Other important conditions effecting safety are

light and ventilation, selection of floor-surface material and fire protection. There should be heavy concreting of wall and flooring. They should have iron roofs and be well ventilated. There should be heavy electrical wiring and spacious for installations of machines and tools. There should be separation of wet and dry activity workshop. There should be special room for bulky equipments⁴⁰.

4. Latrine/toilet

There should be one urinal and bowl for 60 students. These should be regularly inspected to assure cleanliness and working condition. Obscene pictures and writing, if any, should be immediately removed. Toilet rooms should have moisture-proof concrete floors which can be easily washed. So far as drinking water is concerned, in urban areas the supply of water can be obtained from the main line of the town. In rural areas, underground water may be pumped by means of section lift pump to a reservoir. Water should be checked up before use.

The word latrine can refer to a toilet or a simpler facility which is used as a toilet within a sanitation system. It can be a communal trench in the earth in a camp, a hole in the ground (pit), or more advanced designs, including pour-flush systems. Latrines are still commonly used in emergency situations, as well as in army camps.

The term is derived from the Latin *lavatrina*, meaning bath. It is nowadays still commonly used in the term "pit latrine". For most people, it has the connotation of something being less advanced and less hygienic than a toilet. It is typically used to describe communal facilities, such as the shallow-trench latrines used in emergency situations, e.g. after an earthquake, flooding event or other natural disaster. Many forms of latrine technology have been used, from utterly simple to more sophisticated - although the more sophisticated, the more likely that the term "toilet" is used instead of "latrine". A Pit latrine is a simple and inexpensive toilet, minimally defined as a hole (pit) in the ground.

More sophisticated pit latrines may include a floor plate, or ventilation to reduce odor and fly and mosquito breeding (called ventilated improved pit latrine or "VIP latrine")⁴¹. Other types of pit latrines may include the Reed Odourless Earth Closet (ROEC). In a location with no functioning toilet, a latrine or trench toilet is typically set. It typically consists of a pit or a trench in the ground, 4 feet (1.2 m) to 5 feet (1.5 m) deep and 4 feet (1.2 m) to 20 feet (6.1 m) long. Many military units, if intended for extended use, have primitive shelters and seating placed over the pits. A pit is typically kept well away from any water sources to minimize possible contamination. After prolonged use, a pit is typically buried.

v. Common Rooms

This is a school building constructed in the school premises as a recreation environment for both teachers and students for conveniences such as the school common room. Common room is a large room decorated and arranged with furniture for comfort and relaxation. Where possible television and satellite services are connected to help in socializing students and staff and keeping them abreast with national and international happenings.

vi. Playground Facilities

A playground is a place with a specific design to allow children to play there. It may be indoors but is typically outdoors. While a playground is usually designed for children, some playgrounds are designed for other age groups. It is possible for a playground to exclude children if they are below the required age for entrance.

Modern playgrounds often have recreational equipment such as the seesaw, merry-go-round, swing-set, slide, jungle gym, chin-up bars, sandbox, spring rider, trapeze rings, playhouses, and mazes, many of which help children develop physical coordination, strength, and flexibility, as well as providing recreation and enjoyment. Common in modern playgrounds are *play structures* that link many different pieces of equipment.

Playgrounds often also have facilities for playing informal games of adult sports, such as a baseball diamond, a skating arena, a basketball court, or a tether ball⁴².

Public playground equipment refers to equipment intended for use in the play areas of parks, schools, child care facilities, institutions, multiple family dwellings, restaurants, resorts, and recreational developments, and other areas of public use. A type of playground called a play scape is designed to provide a safe environment for play in a natural setting. Playground design is influenced by the intended purpose and audience. Separate play areas might be offered to accommodate very young children. Single, large, open parks tend to not to be used by older schoolgirls or less aggressive children, because there is little opportunity for them to escape more aggressive children⁴³. By contrast, a park that offers multiple play areas is used equally by boys and girls.

Safety, in the context of playgrounds, is generally understood as the prevention of injuries. Risk aversion and fear of lawsuits on the part of the adults who design playgrounds prioritizes injury prevention above other factors, such as cost or developmental benefit to the users. It is important that children gradually develop the skill of risk assessment, and a completely safe environment does not allow that⁴⁴. Sometimes the safety of playgrounds is disputed in school or among regulators. Over at least the last twenty years, the kinds of equipment to be found in playgrounds has changed, often towards safer equipment built with plastic. For example, an older jungle gym might be constructed entirely from steel bars, while newer ones tend to have a minimal steel framework while providing a web of nylon ropes for children to climb on.

Playgrounds with equipment that children may fall off often use much on the ground to help cushion the impact⁴⁴. Playgrounds are also made differently for different age groups. Often schools have a playground that is taller and more advanced for older schoolchildren and a lower playground with less risk of falling for younger children.

vii. School Canteen

Canteens are a unique food business. Under ownership of the school, the ultimate responsibility for what is sold and how it runs lies with the Principal. Depending on the level of school community engagement, the canteen could be operated under the direct management of the Principal, the school council, or Leasee (private operator). It is the role of the chosen management body to ensure the policies and procedures (such as Fresh Tastes at School) relevant to running the canteen are developed, implemented and reviewed. The canteen manager acts as an employee (paid or unpaid) who is managed by the management body.

Feeding facilities are the planning and design processes intended for school foodservices which depicts kitchens, storage rooms, dining rooms and dish rooms. They also include the various utensils used both in cooking and in serving of food to students. There is a wide range of utensils that facilitate cooking of food and help for easy supply of the food. Such vital concrete objects include pot, iron kettle, frying pan and cutlery such as spoon, knife, fork, perforated spoon, grinding machine, blenders. The various kinds of plates and cups used in serving food and for drinking respectively are all aspects of feeding facilities. This study affirms therefore that since one does not eat food from pots on fire, the utensils are important. This is because some food could be eaten without actual cooking. For example, bread and sardine may not need any form of cooking before consumption.

viii. Libraries

Library is a building constructed for the purpose of studies and research by staff and students., a library should be desirable to accommodate at least 20% of the students' population at a time. It should have a space of 2.3m² per student⁴⁵. There should be 80% open access books at 2.3 m² per-person. Selection section should be 7.4 m² per person, clerical staff 3.72 m² per person and library information office 13.94 m². Expected book ratio should be such that reference work equals 2.1%, Philosophy 1.0%, Religion 1.5%, Social Sciences 9.5%, Language 2.0%, Science 10%, Technology 12%, Fine Art 5.0%,

Literature 11%, Travel 6.0% Hosting 9%, Biography 6.0%, and Fiction 25%. Library furniture should include reading tables, staff desire catalogue cabinets, periodicals shelves and book shelves. However, a library is regarded as the nerve centre of a school. However, school buildings are expected to have large windows and functional fans to enhance adequate ventilation.

ix. Worship Centre

Worship centre is an important facility of the secondary school plant because it is here that general meetings and activities are arranged. Children come together in a safe environment filled with opportunities to experience God. Worship plays a key role alongside fun and interactive stories that will develop child's faith, character and purpose in life. At worship centre, students create a setting that not only enables spiritual growth, but also healthy friendships with other students. With high energy praise and worship, impacting messages and exciting competitions.

The worship centre should be located on the ground floor and possibly in a wing isolated from the quieter areas to ensure safety of crowds, easy access for both pupils and public, reduced sound interference and accessibility to parking. The worship centre should have good acoustics. A speaker should be audible in every part without undue strain on the speaker or the listener.

2.1.10 Concept of Instructional Materials Adequacy

The primary purpose of teaching and learning process is to bring a significant change in behavior through active participation and critical thinking of the learner. This cannot take place without the availability of instructional materials¹⁷⁵. Instructional materials are objects or devices, which help the teacher to make a lesson much clearer to the learner. Instructional materials are also described as concrete or physical objects which provide sound, visual or both to the sense organs during teaching. In this study Instructional materials involve students' textbooks, teacher's guides and reference books, maps and

globes. These are key ingredients in learning and teaching thus enhance students' academic¹⁷⁵. Instructional materials are very important in the whole process of teaching and learning to any subject. They make learning more pleasant to the students because they offer a reality of experience, which stimulates self-activity and imagination on the part of the students. They also supply concrete basis for conceptual thinking and hence, reduce meaningless word responses from students⁴⁶.

Instructional materials enhance the teaching/learning process by exhibiting information necessary to acquire knowledge and skills. Apart from teachers, instructional materials are the most important resources needed at classroom level⁴⁷. If the curriculum is to succeed, the preparation and production of instructional materials must be handled with utmost care. The Ministry of Education and Vocational Training is responsible for putting in place criteria for evaluating and ensuring that only quality instructional materials are selected to support the teaching and learning in the classroom. It is expected that quality instructional materials shall:

- Correspond to the curricula and syllabi,
- Be piloted or tried out in pilot schools,
- Promote competences intended for the learners,
- Be enough, adequate interesting and learner friendly especially for the learners with special needs,
- Stimulate the learners' cognitive, affective and psychomotor domains during teaching/learning.
- Address requirements of learners with special needs including the hearing and the visually impaired and physical handicapped.

There are basically two types of teaching/learning materials, namely; textual and non-textual. Textual Materials include printed materials such as textbooks; syllabi modules and manuals, reference books, charts and maps, newspapers, journals and encyclopedias, texts

in Braille, posters, fliers, photographs, booklets and brochures. On the other hand, non-textual materials include laboratory apparatus, prototypes, Braille machines, writing boards, weather stations, and samples of actual materials, ICT resources such as computers, internet connectivity, photocopying machines, printers and scanners⁴⁸. Likewise, authentic materials enable the students to explore the language used in day-to-day life and which is tailored to their needs and interests. The provision of teaching and learning materials especially books are an effective way of improving results⁴⁹. However, in many countries, conditions are difficult, whether they relate to the physical states of schools and the availability of instructional materials, class sizes, or the changing characteristics of the student population⁵⁰.

Most of secondary schools have an acute shortage of teaching and learning materials such as text books, classrooms as well as laboratory equipment and this is due to insufficient fund received from the Government aimed to cater for the same, hence limiting the improved academic achievement of Community Secondary Schools in Tanzania^{51,52}. On Influence of instructional resources on secondary school students' academic performance in Makueni County, Kenya it was confirmed that inadequacy of teachers' reference books and guides, students' text books, maps and charts negatively affected student's academic performance⁵³. Also it was clarified that, instructional materials enhance perception and retention and so improve the efficiency of learning⁵⁴. The limitations of words in conveying new concepts are greatly minimized by the use of relevant teaching and learning materials.

Materials which involve many senses are the most suitable. Furthermore, it was observed that schools and Colleges in Tanzania face an acute shortage of textbooks and reference books and that the Ministry of Education cannot provide them due to limited funding capacity⁵⁵. It was suggested that measures to overcome the shortage of materials include the establishment of well coordinate, materially-equipped, and convenient centers

(schools) to allow adjacent schools to borrow the required materials from there. Moreover, potential people should be requested to help with the provision of learning materials. These include the community, resource persons, and education stakeholder. All these are teaching and learning materials used by both teachers and students to facilitate the teaching and learning process.

In a study on the importance of teaching resources, it was found that teachers, whether those on training or those who are qualified, perceive the use of learning aids in teaching as advantageous to both teacher and the students since their use reduces the talk and chalk method of teaching⁵⁶. On the same line of thought, However, it is strongly recommended that each learner should possess the appropriate materials during the lesson if at all and to improve academic achievement it was that, teachers can only be effective and productive in their work if they have adequate and relevant instructional materials⁵⁷. For effective teaching and learning, textbook and other instructional materials are basic tools, in absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it as dry and non- exciting.

Schools endowed with more instructional materials performed better than schools that are less endowed⁵⁸. It was reiterated that a low level of instructional materials available in public schools and stated that our public schools are starved of both teaching and learning resources. He expresses that effective teaching cannot take place within the classroom if basic instructional materials are not present⁵⁸.

2.1.11 Adequacy of Physical Facilities

Physical facilities are the school plant, that is, the school buildings, classrooms, library, laboratories, toilet facilities, offices and other materials and infrastructures that would likely motivate students towards learning⁵⁹. Schools exist for the purpose of teaching and learning. Human and material resources are deployed for this purpose. School physical facilities are the material resources provided for staff and students to

optimize their productivity in the teaching and learning process. It was indicated that, physical facilities include classrooms, laboratories, libraries, ICT facilities, dormitories, health and kitchen facilities, as well as facilities for students with disabilities⁴⁸.

Physical facilities provide and maintain, safe, clean, and creative educational environments that are conducive to high achievements of the students. Physical facilities strive to give students a comfortable atmosphere in which they work and learn. In developing countries low levels of learning among children can partly be attributed to poor or inadequate physical facilities of the schools. Physical facilities are essential to effective learning and academic performance of students. In support of this, physical facilities are the main factor contributing to academic achievement in the school system⁴⁷.

These include the school buildings, classrooms, furniture, libraries, laboratories, recreational equipment, apparatus and other instructional materials. While the availability, relevance and adequacy of these resource items contribute to academic achievement, the scholar acknowledged the fact that unattractive school buildings, inadequate classrooms, furniture such as desks and chairs absence of libraries and laboratories can contribute to poor academic achievement. Likewise schools that lack adequate classrooms for instance, students hold their lessons outside or under trees⁸. During bad weather such lessons are postponed or are never held altogether. This interferes with syllabus coverage and students from such schools do not perform well in examination. World Bank linked performance of students to the provision of adequate physical facilities while referring to a survey of 51 primary schools in Botswana that students performed significantly better on academic tests when they had adequate classrooms, desks and chairs⁶⁰.

Succinctly school buildings are very vital input to educational system; emphasizing that even though they do not teach but their use may facilitate or impede learning. However, school building cannot be seen as one of the critical variables affecting school academic achievement because he found no evidence to show that an expensive school

building would necessarily improve academic achievement. School physical facilities like classrooms of public schools have no roofs, windows and doors, some walls are cracked, instructional facilities are lacking while teachers are frustrated consequent upon lack of equipment/facilities to meet educational endeavours⁶¹.

Physical facilities are the fundamental factors in better learning and achievements of the students⁹⁴. All facilities must be provided to the schools for the students' better, concrete, and real experiences. Physical facilities help to enhance the learning of the students. Research shows that availability of the physical facilities including classrooms, water, electricity, boundary wall, toilets, furniture, playgrounds, libraries, and dispensaries have a significant positive influence on the performance of the students and their achievement⁶². In the context to school facilities, environment in which the students learn is very crucial and without the suitable environment effective learning cannot take place.

The learning environment is the third teacher but it is important that, the environment is not an end in itself; we have to look at the settings. Space is an important factor in providing a rich environment for learning, but it is only significant to the degree that it assists in providing a suitable climate for learning. Physical conditions have direct positive and negative effects on teacher morale, sense of personal safety, feelings of effectiveness in the classroom, and on the general learning environment. It was emphasized that there was significance of various categories of physical facilities towards the quality of education at the different levels of the educational system⁶³. Ethnographic and perception studies have also indicated that inadequate school physical facilities have a negative impact on teachers' motivation that in turn negatively affects students' academic achievement⁶⁴.

In the same way, it was emphasized that the unavailability of school physical facilities negatively affects staff and student's motivation⁶³. A good school environment and adequate school with enough physical facilities have a significant positive effect on

teacher's motivation and student's academic achievement. Additionally, school facilities impacts on student achievement, attendance and teachers' retention⁶⁶. Likewise, adequate and quality school physical facilities are basic ingredients for quality education and to achieve the intended goal of the school program. They also strengthen the idea by emphasizing that learning is a complex activity that requires students and teachers' motivation, adequate school facilities such as standardized buildings and classrooms with their facilities, instructional materials and equipment for child's development⁶⁷.

The National Policy on Education prescribed a class size of 30 as the upper limits allowed for primary schools. The class size is a good indicator of pupils' access to physical facilities, particularly classrooms. The lower the class size, the better the school system is adjudged to be⁶⁸. (See Table 5). The table reveals that Bauchi State had the highest class of 148, while Edo State had the least class size of 29

2.1.12 School Manager and Effective Management of Materials

The management of academic and administrative affairs of schools traditionally falls within the purview of the school. Unerringly, formal education in Nigeria is rapidly changing and technically tailored towards meeting certain set goals, such as "Education for All"⁶⁹. The requirements of these various goals from the school managers are centred on the advancement of teaching and learning through the implementation of performance-based management, which is led by a management team, with the school at the fulcrum. Given this onerous task, the school head, as a matter of fact, must understand the role of school managers to effectively manage not only staff but the facilities to meet the overall objectives of the school system.

The unsatisfactory performance often experienced in schools by students and education programs is always attributed to lack of basic infrastructure, lack of adequate and accurate statistics, inadequate funding, embezzlement, bureaucratic bottleneck and poor

attitude to work⁷⁰. Generally, the principal's responsibility in the management of education facilities entails bringing together individuals as a group that will control, coordinate and articulate activities to achieve tangible and holistic learning for the overall benefit of the society⁷¹. School management by principals is the totality of efforts that are brought to bear in the provision and delivery of education to ensure that both human and material resources allocated to education are used to the best advantage in the pursuit of education objectives and goals. The school management team lead by the principal must develop, support and equip staff with knowledge and skills to respond positively to the ever changing phenomenon of education to meet contemporary societal challenges. To achieve this, there must be continuous increase and adequacy of education facilities, because the existing ones are often overstretched, poorly maintained and cannot provide and foster desirable, creative and harmonious problem-solving skills²⁷.

Since education seeks to develop the minds and character of future citizens, their abilities, skills and potentials, in order to equip them for contemporary society, school facilities have to be supplied in adequate quantities, properly and effectively managed, controlled and supervised. It is prima-facie function of top management, down to the teaching and non-teaching staff. In education institutions, facilities constitute essential inputs, which create favourable learning environment, facilitate interaction and enhance achievement of education objectives⁷². In essence, the school curriculum would not be meaningful and functional if required facilities are not provided in adequate quality and quantity at appropriate times through the principal's administrative finesse²⁶.

Facilities management can be described as the practice of co-ordinating the physical workplace with the people and the work of the organization by integrating the principles of business administration and architecture with the behavioural and engineering sciences. School facilities management is the application of scientific methods in the planning, organizing, decision-making, co-ordination and controlling of the physical environment of

learning for the actualization of the education goals and objectives. This culminates in the collective and participative decision making process towards the selection, establishment and installation of school plants; design of school grounds, halls and spaces; upgrading, innovation and purchase of new machineries and equipment; choice, design and implementation of programmes and projects; backup and review of management policies, practices, rules and regulations.

Effective management of school materials requires knowledge, skill and expertise in handling different facets of the school system⁷³. This calls on the ability of the principal to set required objectives, supervise facilities usage, formulate plans for procurement and ensure actual management and supervision of available facilities to attain set goals of the school system. The principal as the manager of the school organization therefore has the onerous task of mobilizing available human resource to ensure a proper running of the school. School facilities comprise the physical expression of the school curriculum in the construction, internal and external arrangements of the buildings, equipment, grounds, surroundings, general appearance which include the flower beds, paths, orchards, shrubs, playgrounds, classrooms, assembly hall, dining hall, desks and school farms⁷⁴. When school facilities are considered from the point of the school plant, then one will be considering a gamut of facilities such as; school furniture, science laboratories, school library, technical workshops. Under school equipment, the following are:

- i) Administrative: Filing Cabinets, typing machines, Duplicating Machines, Photocopying machines, Telephones, and so on.
- ii) Teaching equipment: – Projectors, cameras, monitors, transparencies, and so on.
- iii) Games/Sports Equipment: – Boots, Footballs, Tennis Balls, Jerseys, Rackets, and so on.
- iv) General Services Equipment: – Grass Mower, Grass Cutters, Catering, First Aid, Fire Extinguishers. Also mentioned: sanitary, water supply, refuse disposal,

catering services and health care delivery facilities. According to her, effective management of school facilities calls on the ingenuity of the principal to mobilize and facilitate the teachers, non-teaching/custodial staff and students to ensure proper management and maintenance of existing facilities.

2.1.13 Material management Tasks of Education Managers

From the structural perspective, management is the policy level at which major organizational decisions are taken, and at which policies and programmes of activity are defined and stated. Education policies and programmes define education resources. The manager's role thus includes the provision of appropriate guidance in resource acquisition and distribution in line with education policies and programmes for subordinate structural levels. The pursuance of the accomplishment of the goals of education, the school principal who plans the affairs of the school should be prudent by allocating available resources in such a way and by using such methods that will lead to the realization of much of the set objectives of the school in a concise time frame. The school head, whose primary responsibility is the provision of functional managerial services, is expected, in addition to planning the daily activities of the school, to allocate available education resources vis-à-vis education time.

2.1.14 Conditions for Effective Material Management

Conditions that are vital to the effective application of prudence in the management of education include a conducive work environment, resource maintenance, the recognition of resource input, staff maintenance and the provision of curriculum and instructional leadership. These include:

(a) A Conducive Work Environment:

In view of the low level of statutory financial allocations available to school managers and the vast area of curricular coverage expected of them, the establishment of an environment that fosters positive interaction between the school and the host community

is very important. In maintaining a positive and conducive school environment, the school head should be able to: act as the spokesman of the school to the public; interpret system-wide policies and develop supplementary policies; secure, present and interpret school and community information for staff use; develop a co-coordinated and positive programme for community relations; and encourage joint school-community discussions of policies, programmes and issues as they relate to schools. Such an environment is then conducive for establishing access to the resources available in the community.

(b) Reducing Material Depreciation

The value of most school materials depreciates with age and regular usage while others depreciate from poor management and non-utilization. Material maintenance should be directed at keeping school materials in the proper places prepared for them. Maintenance processes should ensure that buildings are kept in sanitary conditions and that machine and electrical appliances are in good and safe working conditions. Resource maintenance also includes the provision of pest control and fire prevention services. All of this will enhance the protection and durability of school plant and instructional resources and minimize wastage that may arise from poor maintenance.

(c) Recognizing Relevant Material Inputs:

The school head should be able to identify relevant material inputs for the attainment of education goals. Human and material must be present in the proper proportions to facilitate the achievement of optimal efficacy in school management. This will help to minimize wastage from over-utilization and also eliminate the problem of under-utilization.

(d) Staff Maintenance:

Appropriate training, appropriate job placement and regular supervision should be given to members of staff (both teaching and non-teaching). This ensures the sustenance of desirable productivity levels. A school principal should be able to tell when an employee

needs to be retired, retrained, promoted or laid off. Regular supervision and evaluation of school personnel, with special emphasis on teacher performance, will enable the principal to perform this role effectively. The principal should also make the school open for inspection by higher authorities.

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(e) Curriculum and Instructional Leadership:

The school head provides curriculum and instructional leadership in the school. His or her functions in this regard include:

- Promotion of quality instruction;
- Supervision and evaluation of instructional activities;
- Allocation and protection of instructional time;
- Curriculum co-ordination;
- Promotion of content coverage; and
- Monitoring of student progress.

Contemporary Challenges to Effective Material management in the Nigerian School System. The contemporary school manager in the Nigerian school system is faced with a number of problems, some of which include:

- a) The politicization of educational leadership positions. This is a situation in which school managers are appointed not by merit and professional qualification, but by political affinity.
- b) Pressure on existing resources: The demands on existing education resources far outweigh the supply and the ability of the school manager to acquire additional resources through non-statutory sources. Nigeria, under President Yar'Adua's seven-point agenda, was committed to reviving education in order to create more equality, and develop citizens who can function more productively in today's world. However, national expenditures on primary education, as a percentage of the GDP since 1999, have not yielded a substantial drop in youth illiteracy rates, even with the UBE scheme on course⁷⁵.
- c) A lack of funding has plagued the education sector since the history of formal education in Nigeria. Public schools in third world countries (Nigeria included) are heavily affected by macro-economic aggregates such as budget deficits, fluctuating

foreign exchange rates, inflation, and increasing debt burdens. This situation is made worse by the fact that public schools are non-competitive and slow to change. Additionally, public school managers exercise very limited powers of initiation in the procurement of education resources.

- d) Political instability makes education policies as tentative as the political environment in which they are executed. From 1977 to 2013, the national policy on education in Nigeria has been revised three times to accommodate social, political and economic changes in the country⁷⁶.

The school head therefore needs to regularly update his knowledge of education policies and programmes by participating in national workshops usually organized for such purpose and at which education policies and programmes are interpreted.

Since state materials for education are not always adequate, a resourceful education manager should be able to explore all available material sources. The purpose of this exploration is to attract more resources to the school than would have been the case if he/she were to depend only on statutory sources. To achieve efficiency in resource utilization, there is also the need to adopt an effective method of resource distribution, utilization and monitoring.

At the top structural level, where education management involves making major decisions and developing education policies and programmes, resourcefulness includes a clear identification of the resource needs of education programmes, the acquisition of the identified resources and the appropriate distribution of such resources to areas of education need vis-à-vis policies and programmes.

2.1.15 Material Management in School

(a) Physical Material Management

School physical material management otherwise known as infrastructural materials has a direct impact on the learning environment and is a key determinant of educational

outcomes. It is therefore critical that school physical resource management practices align with the school improvement plan by linking school assets to basic education service delivery standards and strategies. Facility maintenance entails providing clean and safe environment for teaching and learning. It also involves provision of adequate facilities for teaching and learning.

The following type of maintenance should be adopted in the facility maintenance plan⁷⁷.

These are preventive, routine, emergency repairs, and predictive maintenance.

(i) Preventive maintenance - This is a type of maintenance carried out on school facilities to avoid breakdown and ensure optimal performance of the facility. Up to date information about the facility is required to serve as a guide for the maintenance team. Preventive maintenance saves cost and time. It is usually an integral part of the management practice in societies where maintenance culture is well established. Decisions on preventive maintenance are collectively made and implemented.

(ii) Routine maintenance- This is carried out periodically as scheduled by the school managers. Facilities may be serviced monthly, quarterly or even annually depending on the agreed schedule. Manufacturers guide provide information on the nature and maintenance intervals. School managers comply with these guides to avoid breakdown of the equipment.

(iii) Emergency Repairs- This is very common in the management of school facilities in societies where maintenance culture is not well established. It takes place when a facility breaks down and urgent measures or steps had to be taken to remedy the situation. In this regard, collective decision-making may not be possible because there may be limited time to bring together all the necessary individuals to make decisions. It is also expensive because due to lack of maintenance, the extent of damage may demand total replacement of the facility or high cost of repair. In some cases, the breakdown may cause injury or even death to staff and or students of the school. The resultant effect may be high

insurance premium or prevent the use of the facility for teaching and learning until repair had been effected. School managers should proactively develop and implement facilities management plan for addressing facility needs.

(iv) Predictive Maintenance-This involves the use of computer software's to predict equipment failure based on age, user demand and performance measures.

(b) Financial Management

Financial materials are the funds required for the smooth operations of a school and are regarded as the life-wire of any system. It is indeed a more critical facet with which other factors of administrations are created, maintained and sustained. In school administration, funds are necessary for the procurement of facilities, equipment, electronics and communication gadget needed for effective performance. Apart from this, funds are needed to pay the salaries of administrative, academic and non-academic staff. A robust financial allocation for school administration would not only enhance goals attainment but its sustainability. Plan and policy implementation are responsive to funds availability. Funds are needed for the acquisition of fixed and current assets and to settle current liabilities and expenditures incurred in the course of administration.

Financial management covers such areas as the procurement of funds, their allocation, monitoring their use in the interest of accountability and producing financial reports for the relevant stakeholders. Effective financial management ensures that:

- All financial regulations and procedures are complied with,
- All financial transactions are recorded accurately,
- Adequate controls are in place to ensure that expenditures do not exceed income, and
- Only authorized expenditures are incurred.

Financial management is, therefore, an integral part of the responsibility as an education manager because, without good financial management practices, schools would find it difficult to achieve their goals.

2.1.16 Concept of Teachers' Adequacy and Students' Academic Achievement

The success of the educational system is determined by the availability and adequacy of teachers. To identify the adequacy of teachers in the learning environment, the student-teacher ratio (STR) need to be determined which will account for the number of students a single teacher handles in a class. The STR method will make it simple for teachers to be allocated a specific number of students in the class at any educational level. The method as well shows the workload of any given teacher in any level of education. Additionally, the method is helpful in that it can determine the number of the students that need to be enrolled in any learning institution as well as the manpower that is required for a given number of students⁷⁸. Contemporary education thought holds that one of the pivotal causes of unsteady development in many countries is inability to adequately staff schools with teachers. Schools are plagued by shortage of teachers due to increase in students' enrolment, teacher attrition and retirement leading to poor academic performance. Teacher inadequacy is believed to confront many public schools world over and Nigeria is not exempted. The similar situation was observed in Australia that the nation need to hire at least one million teachers over the next ten years because the inadequacy can affect students' academic performance⁷⁹.

The attrition of both new and experience teachers is a great challenge for schools and school administrators throughout the United States. This can affect students' academic performance. The shortage of teachers has forced many education systems to lower education standards through the employment of unqualified teachers to fill the gap, thus lowering the school's academic performance. In Tanzania as an instances, students' performance is dismal, and the quality of performance is suspected to be affected by inadequate teachers as well as low syllabus coverage among other factors⁸⁰. The country need to improve the quality and the performance of the students, teacher students' ratio needs to be addressed together with employing more qualified teachers as a way of solving

the problem. Most of the secondary schools has inadequate teachers which has led to poor academic performance⁸¹.

Teacher adequacy is a significant factor influencing students' academic performance. Students will be considered passive in the class due to their large number as a result of the teaching methods that will be employed by the teacher in taking care of the big population⁸². Since the introduction of free primary and subsidized secondary education the ratio of teacher to student has escalated from the recommended range of 1:35 to 1:60⁸³. The teacher-student ratio factor is a major contributor to the compromised results of the students.

From efforts made by the government to ensure education for all (EFA) to attain the Millennium Development Goal, Nigeria faces a serious shortage of qualified teachers which is causing schools performance to be negatively affected amongst other factors.⁸⁴ The report also reiterated the problems of shortage of teaching personnel which are factors influencing students' academic performance in Nigeria schools.

2.1.17 Concept of Motivation

Motivation is a difficult term to define⁸⁵. The word "motivation" comes from a Latin word "*movers*" which means to move. Motivation as those phenomena which are involved in the stimulation where there were little or no movement towards goals. Motivation can be seen as inner state of need or desire that activates an individual to do something that will satisfy that need or desire⁸⁶. Motivation is based on behaviouralistic and cognitive. Based on behaviouralistic, motivation is defined as anticipation of reinforcement which is powerful concept for the classroom. Based on cognitive definition, motivation definition can be classified into three categories. First, based on drive theory, motivation stems from basic innate drives. So motivation has been in existence since we are born. Second, based on hierarchy, motivation is something that comes from individual needs. Third, based on self-control theory, motivation is something that appears if there is

opportunity to make someone to make own choices about what to pursue and what not to pursue (self-control)⁸⁷.

So, motivation is one of the influential factors in learning that drives learners to struggle to reach their goals in learning process and can become a stimulus in learning process. For example, a learner who is motivated to study Economics because he wants to get a gift from his teacher will try to study hard to get the gift, that is, as a stimulus in the learning process. Therefore, motivation is one of the most influential factor in teaching and learning process.

Definitions of motivation were gleaned from a variety of psychology textbooks and reflect the general consensus that motivation is an internal state or condition sometimes described as need, desire or want that serves to activate or energize behaviour and give it direction. Summarily, motivation in relation to this present study means arousing the interest of the learner.

2.1.18 Strategies of Motivating Students

Strong and lasting memory connected with the emotional state and experiences of the learners depend on the strategies used in teaching and learning¹⁷⁶. Three strategies were developed at ensuring motivation in teaching and learning. The three categories devised are as follows:

- i. Interest refers to whether the learner's curiosity is aroused and whether this arousal is sustained appropriately over time.
- ii. Relevance refers to the learner's perception of personal need, satisfaction in relation to the instruction, or whether a highly desired goal is perceived to be related to the instructional activities.
- iii. Expectancy refers to the perceived likelihood of success and the extent to which success is under learner control.

These three categories were eventually translated into the ARC Model of instructional motivation design in which interest was changed to 'Attention' and Expectancy to 'Confidence' with Relevance retaining its title.

2.1.19 Teacher's Attention on the Learners

Three actions can be used to enhance learners' attention⁸⁸. These are:

- i. Vary the appearance or sound of instructional materials;
- ii. Use concrete examples for every abstraction that is presented; and
- iii. Surprise the learner with novelty and incongruity.

The intent of these actions is to avoid designing instruction that becomes mundane or predictable for the learner. Many authors caution, however of becoming too creative to the point the learner becomes confused with too much "flash", particularly with actions intended to stimulate the perceptual curiosity of the learner.

The first consideration for establishing epistemic curiosity is the development of clear outcomes, objectives and success criteria. Clarity, reduces fear-born of ambiguity. Complex objectives should be broken into more manageable sub-objectives which are then associated with chunked parcels of learning. Strategies to gain learner attention and raise curiosity include asking questions or making a statement that creates an unusual perspective in the mind of the learner. The extent of the question or statement is to put the learner in a problem-solving mode that raises cognitive activity. Also using anecdotes to create an emotional element in what would otherwise be purely intellectual material were suggested

The final strategy for maintaining learner attention is to use of inquiry as a means of fostering epistemic curiosity. Inquiry learning is intended to help learners further develop cognitive skills by having them seek out answers to questions themselves rather than hearing the answers provided. With this strategy, learners are provided with some investigative techniques and then allowed to search for answers to specific questions with

the instructor's guidance. The instructor's role is to maintain learner curiosity and to resolve learner frustration in the event the learner becomes confused or overwhelmed while searching for answers to questions presented.

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2.1.20 Relevance of Lesson to Learners' Motivation

Learners need to perceive that important personal needs are being met by the learning situation if motivation is to be sustained over the long term. Important personal needs translate into the relevance of the current learning experience to past experiences and to what learners consider worthwhile in the future.

Strategies for assuring instructional relevance include the followings⁸⁸:

- Ensuring that content relates to the learner's past experience and stored knowledge,
- Explaining the present worth of the skills,
- Taking steps to convince the learner of the value of what is learned for future activities that are valued.

Personal needs related to relevance can be enhanced by showing learners that their success is a direct consequence of their efforts when a moderate degree of risk is involved in the learning process and adequate feedback is provided attesting to the learners' efforts. Care needs to be taken with the introduction of competition, however, to ensure much stronger students do not disenfranchise weaker students during the learning experience.

Providing students with a measure of control over their learning can also help increase the relevance of what is being learned. Providing choice and allowing students to take responsibility for their learning gives them a sense of pride for accomplishment and achievement. Learner control, however, conjures up different meaning depending on the perspective of the individual designer.

2.1.21 Building of Confidence on Students

To build learner's confidence, attribution moulding intended to reinforce the notion that successful learning depends, in the large part, on effort and learning strategies as opposed to external forces. It was suggested that allowing learners to assume a certain

measure of control over their learning as a means of enhancing self-attribution and, by extension, promoting an internal locus of control and self-efficiency.

The following strategies would promote learner's confidence⁸⁹:

- Communicate clear and definite learning objectives;
- Sequence successive lessons or learning tasks so that each can be readily mastered;
- Permit learners to take an increasing degree of control over the sequence of learning and over the attainment of successful outcomes.

There is need to create a challenging setting in which learners “perform something that they are not quite capable of performing on their own, but can perform with assistance or practice” ¹²⁰. However, the learning situation should begin with activities that relax students and build confidence early in the learning process. He also suggests instructors make an effort at the outset of a learning situation to establish personal contact with the learners as a means of putting the learner at ease. Personal motivation increases with personal expectancy for success, a character trait that is affected in large part by success or failure with previous learning experiences, locus of control and personal causation.

Feedback is an important element for building learner confidence, but not just any feedback. Feedback must emphasize the relationship between learner effort and the results achieved. If it is evident the learner put great effort into a particular assessment vehicle, but achieved poor results, the feedback resulting from this assessment must balance the need for critique with acknowledgement of the effort used up by the learner.

Feedback should endeavour to increase learner's expectancy for success by providing suggestions on how the same amount of effort can improve results by using certain technique unknown to the learner.

2.1.22 Creating Satisfaction on the Learners

Attainment of learner satisfaction is perhaps the easiest of the Attention, Relevance and Confidence (ARC) components to achieve. Satisfaction is attained using feedback to

bring about reinforcement. By using a thorough feedback process with many learning iterations, satisfaction with a single learning experience develops into a self-management skill (actually, a cognitive strategy) that give support to learner's confidence, maintains attention and the relation of learning activities to long-term goals"⁸⁸.

It is worthy to note the importance of establishing clear learning objectives at the outset of learning and the negative impact on learner motivation that can occur if those objectives are inconsistent with what is provided in the accompanying instruction. There is the need to provide instruction as close as possible to the direct application of that instruction so the knowledge or training gained can be employed immediately.

2.1.23 Media Selection for Teaching

Media selection is a very important consideration in determining how a learning intervention will be presented to those who will eventually use the instruction. Today, media relies heavily on technology to transmit and present instruction. However, technology does not always add learning value to the instruction and can, in some cases, have a detrimental learning effect if learners have difficulty in understanding the technology or problems arise when the technology is used.

Medium (plural: media) defined as "a channel of communication, derived from the Latin word meaning "between", the term refers to anything that carries information between a source and a receiver". Examples include video, television, diagrams, printed materials, computers and instructors. These are considered instructional media when they carry messages with an instructional purpose.

2.1.24 Providing Feedback to Students

The importance of timely and constructive feedback to the promotion and maintenance of learner motivation has already been mentioned. However, the importance of this motivational tools cannot be over emphasized and deserve further examination.

A distinction should be made between motivational feedback, which should be delivered immediately following a related performance, and formative feedback, which should be delivered before the next performance so the feedback will be useful.

Motivational feedback relates to those elements affecting learner control and self-efficacy. It deals extensively with encouraging the learner as well as providing constructive criticism. During the learning process, it is very demotivating for learners to never know how well they are performing. People with a high need for achievement, who are already intrinsically motivated have a strong desire for feedback regarding how well they are progressing.

2.1.25 Types of Motivation

The various types of motivation are as follows:

- i. **Achievement Motivation:** it is the drive to pursue and attend goals. An individual with achievement motivation wishes to achieve objectives and advance up on the ladder of success.
- ii. **Affiliation motivation:** It is a drive to relate to people on a social basis. Persons with affiliation motivation perform work better when they are complemented for their favourable attitudes and cooperation.
- iii. **Competence motivation:** It is the drive to be good at something, allowing the individual to perform high quality work. Competence motivated people seek mastery, take prides in developing and using their problem solving skills and strive to be creative when confronted with obstacles.
- iv. **Power motivation:** it is the drive to influence people and change situations. Power motivated people wish to create an impact on their organization and are willing to take risk.

- v. **Attitude motivation:** Attitude motivation is how people think and feel. It is their self-confidence, their belief in themselves, their attitude to life. It is how they feel about the future and how they react to the past.
- vi. **Fear motivation:** Fear motivation coerces a person to act against will. It is instantaneous and gets the job done quickly. It is helpful in the short run directly connected to each other and which is supported by teachers, researchers and psychologists for a long period of time. They have pointed out that motivation can be regarded as the key issue in teaching and learning processes, thus students' motivation must be preserved, elaborated or even heightened. In order to achieve this lofty mission, teachers and instructors have to make use of various strategies for motivation. Most motivation theorists assume that motivation is involved in the performance of all learned responses, that is, a learned behaviour will not occur unless it is energized.

There is a hierarchy of needs that people must satisfy in search of life's fulfillment¹²¹. Once needs of safety, belonging, love, respect, and self-esteem are met, people look to satisfy their need for self-actualization. At this point, they seek to actualize their potential, capacities and talents by developing a fuller knowledge of "and acceptance of, the person's own intrinsic nature, as an increasing trend toward unity, integration or synergy within the person." He noted that as people realize self-actualization and find gratification in their accomplishments, their motivation heightens and grows. As act of learning continues over time, several factors influence motivation to continue learning, not the least of which is the learning experience and the quality of the learning products experienced. Learner motivation colours all that follows in the learning event and therefore requires the attention of the instructional designer if learning is to be successful. They go on to note that motivation must be a consideration throughout the entire teaching

and learning process and not simply an embellishment selectively included at certain stages of the process.

If two people of identical ability decided to take the same course under identical conditions, the motivated person will invariably do better on the course than the unmotivated person. Attending to elements of social cognitive learning theory during instructional design can only result in a more motivated learner. postulated, However, students' motivation upon entering a programme shapes their expectations for the content of the programme and the support they expect to receive once engaged in the course of study⁹⁰. The suggestion being that an unmotivated learner experiencing a learning environment that does not cater to enhancing learner motivation will only serve to substantiate the learner's expectations.

When learners are motivated, communication between instructor and student flows smoothly, anxiety associated with learning decreases and learning creativity and engagement is more in evidence. Learners who complete an exciting and rewarding learning experience leave "feeling motivated to seek future learning opportunities and to use what they have learned."

The typical classroom environment can be used to contextualize the summary of learner motivational elements; the same context can be applied to distance education:

- The motivation that produces behaviour is the result of a complex array of interrelated motives.
- A teacher cannot know the sources and levels of each motive but can observe the behaviour resulting from the totality.
- Natural tendencies of the student to imitate, explore, manipulate and master his environment are the strongest motives available for school learning;
- Successful experience intensifies the anticipation and expectancy of future success and this experience constitutes a major thrust into and through new learning.

- Setting goals and standards of excellence for themselves increases students' motivation for achievement.
- Students have characteristic arousal levels, which they seek to maintain.

Performance is a product of a variety of factors, including a combination of the motivational patterns and is, at best, a crude measure of motivation

2.1.26 The Role of Parental Motivation on Students Academic Performance

Students have been required to supplement their learning in school by doing homework ever since the mid-nineteenth⁹¹

i. Parents' Involvement in their Children Education

Generally, parental involvement in their children's education is considered to be desirable. However, finding the relations of parents' involvement with students' outcomes are not ubiquitous (common) whereas many studies found parental involvement to be positively related to adaptive student outcomes.

ii. Parents' Involvement in Homework

Parents' perceived competence in helping their children has been found to be related to their level and type of involvement with their children^{92,93}. Parents with low perceived competence tend to engage in negative self-thoughts about their interaction with their child and manifest less attention and low problem-solving skills when engaged with the child's task.

Positive parental attitude towards homework (i.e. parent beliefs that homework contribute to the child's learning) were associated with more frequent homework persistence by the student and with higher grade in elementary. Parent's attitudes towards homework were also directly related to the student's positive attitudes and consistency in engagement in homework.

2.1.27 Relevance of Learning Environment towards Learners Motivation

The totality of internal and external influences surrounding a school constitutes its environment. The appropriateness of a learning environment is key both to safety and to effective learning and development⁹⁴. The surrounding in which students learn can greatly influence the academic performance and well-being of the learners⁹⁵. The architecture, layout, and facilities of the school play a vital role in shaping the learning environment and promotion of effective teaching and learning. Again, the learning environment can serve as a tool for influencing behaviour and as an aid to the teacher in the management tasks. It was submitted that students learn better in a well-manage classroom environment. Conducive learning environment can have effect on both the attitudes and achievement of students⁹⁶.

Positive learning environment is relevant for students to achieve their educational goals and teachers to meet their instructional objectives²². The school physical facilities and other elements are the determinant factors in the attainment of educational goals. Also the quality of education that children receive bears direct relevance to the availability or lack of physical facilities and overall atmosphere in which learning takes place. The school facilities consist of all types of buildings for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and parts. Others include furniture and toilet facilities and packing lot, security, transportation, ICT, cleaning materials, food storage facilities and social facilities for the physically challenged persons.

Positive learning environment needs to be actively created and sustained by members of the student, parent and school personnel groups in school, and supported by the community at large. When the school community works together to understand and improve learning environment, collective action powerfully supports positive youth development and learning and promotes the underlying 21st century skills and knowledge⁹⁷.

Learning environment promotes students learning. Positive learning environment powerfully affects students' motivation to learn. For example, activities like community

service-learning and students' value, and students' engagement can enhance learning environment by providing students with opportunities to participate in the learning process and construct their own knowledge of social and government system.

Moreover, when activities are presented in a supportive and collaborative learning environment, they encourage students to build upon one another's ideas in productive and engaging ways. Together, the experience realistically represents the social situation that they may find themselves part of the greater civil society⁹⁸. In an overlapping manner, positive learning environment promotes cooperative learning, group cohesion, respect and mutual trust. These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical, emotional, cultural, social, educational and psychological needs of students as well as the general educational goals of the society. The physical needs are met through provision of safe structure, adequate sanitary facilities, a balanced visual environment, appropriate thermal environment, and sufficient shelter space for his work and play. Learners' emotional needs are met by creating pleasant surroundings, a friendly atmosphere, and a spring environment⁹⁹.

In fact, schools exist to serve socio-economic and political needs of the ever-changing society. Consequently, they are in constant interaction with their external environment. They receive inputs from the external environment in the form of human and material resources processes them and empty same into the society as finished products and services. Learning environment is also relevance to its occupants and the society where it exists because of its multipurpose facilities which can be used for academic activities during school hours, and may be available for community use during or after school hours. Such facilities may be used for continuing educational programmes, social activities and recreation. Through appropriate scheduling multipurpose facilities may be available to the community during school hours. This will eliminate the burden of duplication of such

facilities as conference halls, gymnasium, library, theatre and sporting facilities. Such integrated effort is effective and brings the community closer to the school.

Again, decent facilities in our learning environment make additional contributions to teacher's work. There is a direct relationship between architecture and the collaboration of teachers. The availability of relevant and recent facilities and equipment in a conducive school climate can influence teacher's abilities and increase the formation of social and professional relationship and sharing of information and knowledge.

Learning environment reflects the shared ideas, assumptions, values, beliefs and practices that define its culture and standards for expected behaviour. A school climate that contributes to learning focuses on essential components, including safety and strong relationship between teaching and learning. A positive school climate means that students, staff, and visitors all feel safe. Threats to their physical and emotional safety (example, building) can take a great toll on students, leading some to be fearful of attending school and ultimately impacting negatively on students' learning. A school climate that builds a culture of mutual trust and respect, engage participants, and supports a relationship between teaching and learning that can improve childhood health and academic performance. Ensuring that a school learning environment is sensitive to its culturally and linguistically diverse student body, result in stronger connections between each student and teacher.

Finally, from the foregoing contributions of different authorities on the relevance of learning environment we can sum up that, positive learning environment promotes student learning, academic achievement, school success and healthy development, as well as effective risk prevention, positive youth development and increase teachers' relation.

2.1.28 Role of Motivation in Learners' Academic Performance

One of the characteristics of motivation is its ability to energize the person so motivated. In other words, it acts as a catalyst or fuel to the person. Because the motivating

object acts as an incentive and creates imbalance in the person, he is 'forced' to restore the balance. Motivation is selective in the activities it uses to achieve its objectives. In doing so, certain activities are favoured and selected while others are neglected or even avoided. Furthermore, a person who is motivated directs all his activities towards the achievement of the motivating object either directly or indirectly.

One way of motivating the learner is to make learning learner-centered. If our goal is somehow to help our students to acquire an adequate control of Ls, then the focus must be changed from the teacher to students¹⁰⁰. This begins with writing the instructional objective(s) with emphasis on what the learner would do.

Another motivating device is reinforcement. Reinforcement is a stimulus which produces a change or reaction in an individual organism which follows the occurrence of a response which is produced as a reaction to a stimulus and affects the probability of that response occurring or not occurring again.

2.1.29 The Concept of Policy

Policy is an official statement of government intentions on different sectors of government. It is the activities involved in getting and using power in public life and being able to influence decision that affects a country or a society¹⁰¹. This implies that policies take long processes to be formulated, decided upon, adopted, implemented, violated, evaluated, revised and rescinded. For instance, the National Policy on Education which provides the principles, guideline, programmes, persons, contents, methods, supervision and evaluation of in-put/output process to achieve educational goals in Nigeria did not spring up overnight. It came into being as a result of many conferences and high powered committees that brainstormed to put together what we know today as a National Policy on Education (NPE) which has been revised in 1981, 2004, 2008 and 2013. It is in this regard that educational policies can define as course of action recommended and adopted by the leaders (government agents, political power). As expedient or essential to the issues and

problems of education which may take the form of ordinance, code, edict, decree or law depends on the type of government in place¹⁰².

In the same vein, educational policy is the statement of intentions of the government and the envisaged means of achieving those aspects of its national objectives that have to rely on the use of education as a tool¹⁰³. The concept of educational policy therefore denotes the determination of major educational objectives, the selection of methods of achieving and the continuous adaptation of existing programmes to the problems that face a government.

Education policy in the context of this study can therefore be described as the collection of laws and rules that govern the operation of an education system. It encapsulates a government's expressed intentions and official enactments, as well as its consistent patterns of activity or inactivity. Education policy intends to bring to life the perspectives, realities and tools for negotiating the political order of education in order to effect the desired improvement in the education system in line with the changing society. It is the ambiance of politics that develops policies which means that politics shape the policies in education. Every government desires to make basic education accessible to all citizens that is why the UBE programme was introduced in Nigeria¹⁰⁴.

2.1.30 Philosophy of Nigerian Education

The National Policy on Education has been seen as governments' way of achieving that part of its national objectives that can be achieved using education as an instrument¹⁰⁵. No policy be it on education, population, transportation, agriculture, health, industry etc. can be formulated without first identifying the overall philosophy and objectives of the nation.

The five (5) main National objectives of Nigeria, as stated in the constitution and national policy on education are the building of;

- a free and democratic society

- a just and egalitarian society
- a united, strong and self-reliant nation
- a great and dynamic economy
- a land of bright and full opportunities for all citizens

The philosophy of Nigerian education, therefore is based on the integration of the individual into a sound and effective citizenry and equal educational opportunities for all citizens of the country at the primary, secondary and tertiary levels; both inside and outside the formal school system. For these reasons, the quality of instruction at all levels of education has to be tailored towards inculcating the following values:

- Respect for the worth and dignity of the individuals;
- Faith in man's ability to make rational decisions;
- Moral and spiritual values in inter-personal and human relations;
- Shared responsibilities for the common good of society;
- Respect for the dignity of labour and;
- Promotion of the emotional, physical and physiological health of all children.

For the philosophy to be in harmony with Nigeria's National Objectives, education has to be geared towards self-realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity, as well as towards social, cultural, economic, political, scientific and technological progress. The national aims and objectives to which the philosophy is linked therefore are:

- the inculcation of national consciousness and national unity;
- the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society.
- the training of the mind in the understanding of the world around and
- the acquisition of appropriate skills, development, abilities and competence both mental and physical as equipment for individual to live in and contribute to the

development of his society

Education is universally accepted as a form of investment in human beings which yields economic benefits or returns and contribute to a nation's future wealth and development by increasing the productive and consumptive capacity of its citizens¹². Viewed in this way, all expenditure on education at any level can to a great extent be justified in terms of the potential contribution of education to economic growth and national development. While education generally gave impacts to national development. Basic education is its cutting edge at this level. It does not only lay foundation for further education but also equips the beneficiaries with the survived skills.

2.1.31 The Case of Universalizing Education in Nigeria

The idea of making education universal in the world was first conceived by the United Nation in 1948, following the proclamation of the Universal Declaration of Human Rights¹⁰⁶ article 26 recognizes education as a right of every human being. The Article in its items (i), (ii) and (iii); stresses that:

- i. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- ii. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- iii. Parents have a prior right to choose the kind of education that shall be given to their children.

In Nigeria, universalizing education is traceable to a period in the colonial era, precisely when John MacPherson became the Nigeria's Governor General in 1951. In the assessment of the issue of misconceptions in the Universal Basic Education programme, an examination of the trend from the very root is desirable. The current UBE scheme in Nigeria can be said to be the product of earlier educational scheme, programmes and educational decisions¹⁰⁷. It is the offshoot of previous schemes, which could be said to have been bedeviled by problems, which the current scheme is expected to offset. It should be noted that educational activities of the 1950s laid the foundation stones for later educational developments in the 1960s and beyond. Therefore, educational activities of the 1950s were themselves determined by the history of educational growth from the fourth decade of the 19th century. By implication therefore, educational explosion in the Western region had influences on the other regions.

However, regional rivalry heightened with the evolution of the 1951 Macpherson constitution which provided opportunities for regions to utilise rights the constitution bestowed on them for their development, that is, legislative powers to the regions, to legislate on matters relating to education, health and agriculture. First to utilise these legislative powers on education and translate the rivalry among regions into positive use, as noted above was the Western region which under the political leadership of Late Chief Obafemi Awolowo proposed to the regional House of Assembly the party's priority in the budget, focusing on education and health. From historical accounts it was recalled that in July 1952, Chief S. O. Awokoya who was then the Western Region Education Minister announced the decision of the Action Group (AG) to start the scheme - UPE by 1955. The plan eventually materialized with its launch in the West on the 17th day of January, 1955^{108,109,110 & 111}.

Subsequently in the year 1953, the Education Minister for the Eastern Region, Mr. R.T. Uzoma, like his counterpart in the Western Region presented a proposal for the

introduction of free primary education to come into effect in 1957. Unfortunately, the crisis that engulfed the NCNC in 1953 led to a cabinet re-shufflement and some party members renounced their membership to join other political parties. In this regard, the old arrangement in respect of the UPE scheme by the former administration was rejected by Late Dr. Nnamdi Azikwe-led new government. Eventually, 1957 witnessed the launch of UPE in the Eastern region¹⁰⁸.

Also, in 1951, Lagos was merged with the Western Region under the Macpherson constitution for being a Yoruba speaking area¹⁴². However, in 1954, Lagos became a Federal Capital Territory, as a result of which it was separated from the Western Region. By implication, Lagos was not part of the 1955 Western region UPE, but had to design its own UPE scheme if it wanted its subjects to have the benefit of the programme. Therefore, in January, 1957 the UPE scheme was launched.

In the Northern Region, having launched the UPE scheme earlier in the Western and Eastern regions, it was practically impossible to do same in the Northern region, for the reason of financial constraints. Instead of launching the UPE scheme, the Northern Regional government paid a serious attention to the development of education in the rural areas and the promotion of adult literacy. The regional government in the North eventually decided to have primary education on a provincial basis in 1958, just as emanated in the other two regions, the introduction of UPE scheme in the Northern Region witnessed a numerous problem, of which necessitated the setting up the Oldman's Commission in 1960 to specifically look into the financial, as well as the administrative problems which greeted the introduction of the scheme in that region¹¹².

No region was spared of one problem or the other characterizing its implementation of the scheme. These, ranging from paucity of funds, overstretching of facilities, overcrowding, teachers' low commitments among others which at various times necessitated setting up of post-independence commissions/committees headed by Banjo,

Ajayi and Taiwo in the west; and in the east by Dike and Ikoku¹¹³. In a nutshell, all the regions faced apparent problems in the implementation of the schemes, but at varied extent.

2.1.32 Concept of Universal Primary Education as a Nationwide Scheme

The realization by the Federal Military Government of the inadequacies that greeted the operation of UPE scheme in the regions and the need to be centrally responsible for education of Nigerians at the elementary level became an impetus for the Federal Government to provide Free and Universal Primary Education in the country and making it a nationwide scheme. The then Head of State, General Olusegun Obasanjo (rtd.) launched the scheme at Oke-Suna Municipal Primary School in Lagos; precisely on the 6th of September, 1976. The intention was to make it compulsory by 1979 as a response to the African Education Ministers agreement at the Addis Ababa conference in 1961; to achieve universal primary education by 1980 in the continent.

2.1.33 Concept of Universal Basic Education (UBE)

The second coming of Chief Olusegun Obasanjo, as a civilian President of Nigeria provided a good fortune for country's education at primary and post-primary levels. The establishment of UBE has a very significant relationship with the World Education Conference which Nigeria participated at Jomtien, Thailand from March 5th – 9th, 1990¹⁰⁸. The 1990 Jomtien's Conference in Thailand had Nigeria as one of the signatories to the declaration of Education for All (EFA) attended by 155 countries and 150 organisations. With this declaration, every child is expected to be educated. Government of various countries were expected to demonstrate this commitment at least at the elementary/primary level.

Other international frameworks that provided the Nigerian Government with the idea of being proactive about universalizing education which metamorphosed into UBE included the New Delhi Declaration -1991 requiring stringent efforts by the E-9 countries (nine countries of the world with the largest concentration of illiterate adults) to drastically

reduce illiteracy within the shortest possible time frame. In the same vein, UBE in Nigeria is also a demonstration of interest in the Durban Statement of Commitment of 1998 and the Organization of Africa Unity (OAU) (now, AU) - Decade of Education for Africa, 1997–2006 which requires African states to generalize access to quality basic education as a foundation stone for sustainable socio-economic development¹¹⁴

A *raison d'être* for Universal Basic Education can be internally seen as pivotal to the attainment of and is interlinked with National Economic Empowerment Development Strategy (NEEDS) and the State Economic Empowerment Development Strategy (SEEDS)¹¹⁵. However, the most significant and practical impetus to the launching of UBE in Nigeria was the second opportunity of Chief Olusegun Obasanjo to consolidate on what he formerly initiated nationally as a Military Head of States in 1976, bringing to the fore again as a civilian president; the issue of primary education and expanding its scope to include the first three (3) years of secondary schooling, that is the Junior Secondary School (JSS). In short, UBE was ceremoniously launched on 30th September, 1999 in Sokoto, Sokoto State.

Universal Basic Education (UBE) is an educational programme of the Nigerian Government that provides free, compulsory and continuous 9 years education in two levels: 6 years of primary education and 3 years of junior secondary education for all school-aged children. The commission explains that the framework for the UBE programme is the UBE Act, 2004 signed into law in 2004 by the then President Olusegun Obasanjo. This provides for compulsory, free Universal Basic education for all children of primary and junior secondary school age in the federal republic of Nigeria. It also stipulates penalties for parents who fail to comply with its provisions. It entails free and compulsory education for every individual child, starting from primary school level to junior secondary education school level. In addition to this development any parent who fails to avail their children this golden opportunity face sanction.

The Federal Government of Nigeria explained the meaning and scope of Basic Education as the foundation for sustainable life-long learning. It provides reading, writing and numeracy skills. It comprises of a wide variety of formal and non-formal educational activities and programmes designed to enable learners acquire functional literacy. In the Nigerian context, basic education includes primary, junior secondary and nomadic as well as adult education. Basic Education means the type of education, in quality and content, that is given in the first level of education. This construct changes from country to country. In Nigeria, basic education was equated with six years of primary schooling in the past. Currently basic education is extended to include the three years of Junior Secondary School. Universal Basic Education (UBE) is conceived to embrace formal education up to age 15, as well as adult and non-formal education including education of the marginalized groups within the Nigerian society. It is a policy reform measure of the Federal Government of Nigeria, that is in line with the state objectives of the 1999 constitution which states in section 18 that...

Government shall eradicate illiteracy; to this end, government shall as and when practicable provide a free and compulsory. Universal Primary Education, free secondary education, and free adult literacy programmes¹¹⁶.

UBEC held that UBE was introduced to remove distortions and inconsistency in basic education delivery and reinforce the implementation of the national policy as well as provide great access to and ensure quality of basic education throughout Nigeria¹¹⁷.

2.1.34 Goals of Universal Basic Education

Education for All (EFA) is a global initiative on education launched in Jomtiem, Thailand in 1990 to guarantee Universal Basic Education to every citizen irrespective of nationality, race, sex, age, status or disabilities¹¹⁸. Education for All (EFA) through the universal basic education (UBE) programme in Nigeria is aimed at universalizing access to education and thereby reducing drastically the incidence of mass illiteracy in the world over¹¹⁹. UBE as a government intervention for the actualization of EFA is also related to

millennium development Goals (MDGS) and one of the strategies for realizing the nation's economic agenda as enunciated by National Economic Empowerment and development strategy (NEEDS). EFA as an international movement was championed by United Nations Education, Scientific and cultural organization (UNESCO) in collaboration with UNDP, UNFPA, UNICEF and the World Bank aiming at meeting the learning needs and to provide quality basic education for all children, youth and adults by 2015. At the 1990 world conference on education for All in Jomtiem, a declaration on education for all was adopted which stresses that education is a fundamental human right and therefore enjoined participating countries to strengthen their effort to improve education in order to ensure the basic learning needs for all were met. The framework for action on EFA to meet the basic learning needs articulated the following six goals for the year 2000.

1. Universal access to learning
2. A focus on equity
3. Emphasis on learning
4. Broadening the means and the scope of basic education
5. Enhancing the environment for learning
6. Strengthening partners by 2000.

In 2000 at the world Education Forum in Dakar, Senegal organized to take stock of the extent various countries of the world have reached the EFA goals stated above. The forum observe that many countries have not met up with the EFA goals and therefore agreed on a more proactive framework aimed at achieving the following goals:

1. Expanding and improving comprehensive early childhood care and education especially for most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, with special emphasis on girls, children in difficult circumstance and from ethnic minorities have access to and complete free and compulsory primary education of good quality.

3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
4. Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2015 and achieving gender equality in education by 2015 with focus on ensuring girls full and equal access to and achievement in basic education and of good quality.
6. Improving all aspects of the quality of education and ensuring excellence for all so that recognized and reasonable learning outcomes are achieved, especially in literacy, numeracy and essential life skills.

Goal 1: Expanding Early Childhood Care and Education

Early childhood education includes the type of education given in an educational institution to children aged three to five years plus, prior to their entry the primary school (Federal Republic of Nigeria (FRN), 2004). In other words, it is normally referred to as pre-school education.

Although the National policy on education in Nigeria specifies the minimum standards for establishing pre-primary school, the operators of these schools are mostly private individuals, voluntary organizations and churches.

To corroborate this assertion, it was noted that there was no uniform curriculum in use for early childhood care and education especially in Nigeria rural communities¹²⁰. Despite the overwhelming importance of this level of education on the overall growth and development of the entire education system, except for policy provisions government is yet to take a practical step in the provision of pre-school education.

Government is only committed to its effective implementation by way of legislation and quality control.

Goal 2: Ensuring that by 2015 all children have access to and complete free and compulsory primary education of good quality

The introduction of Universal Basic Education (UBE) programme in 1999 by the Federal Government of Nigeria was a right step towards the actualization of this EFA goal. This is because UBE is an expression of Nigeria government strong desire to provide uninterrupted free and compulsory education to all her citizens from primary to junior secondary schools. The programme recorded unprecedented increase in primary school pupils' enrolment as it rose from 18 million in 1999 to 25 million in 2002⁶.

Appreciable success was also recorded in areas of students' enrolment at the junior secondary school level throughout all the states in Nigeria. However, 100 percent enrolments of school age children into primary and junior secondary schools are yet to be achieved notwithstanding 2015 target. This is evident as many school age children are still seen in major cities and towns hawking or doing other menial jobs during the school hours. Others are languishing in the villages or taken to towns as house helps all in the efforts to cushion the economic hardship of their families.

GOAL 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

This basic learning and life skills according to article 1 of the World Declaration on Education for All comprised of essential learning tools (such as literacy, oral expression, numeracy and problem solving) and the basic content (such as knowledge, skills, values and attitudes) required by human beings to be able to develop their full capacities.

Reasonable progress has been recorded by government of Nigeria in her bid to provide a type of education that can meet the basic of every citizen by introducing new and expanded curriculum in primary and junior secondary schools as well as the establishment of equipped skills acquisition centres all over the country by various levels of government. There is no doubt that this aspect of Education for All goal is necessary in Nigeria

considering the souring unemployment of her youths but this notwithstanding, the reality on the ground is that equitable access to appropriate learning and life skills by all Nigerian citizens is yet to be achieved.

Goal 4: Achieving a 50 percent improvement in the level of adult literacy by 2015 especially for women and equitable access basic and continuing education for all adults

Nigeria government has done much in this direction through her federal and state ministries of education's adult and non-formal (mass education) units, National Teachers Institute's Distance Learning System and women empowerment programmes of ministries of women affairs and offices of Her Excellencies, the wives of Governors and the President of Nigeria. The impact of these government interventions is far reaching but more is needed as chances of every adult to basic literacy programme especially in rural populace are still low.

Goal 5: Eliminating gender disparity in primary and secondary education by 2015 with a focus on ensuring girls full and equal access to and achievement in basic education of good quality

In Nigeria, the Universal Basic Education Act of 2014 and other laws established to protect the rights of citizens to basic education are laudable government efforts to achieve EFA goal 5 but in most communities in Nigeria, there still exist discrimination between male and female education with preference to male. This ugly condition was attributed to many factors which include family socio-economic status, cultural/religious, school programmes and policies which are difficult to be broken by external forces.

Goal 6: Improving all aspects of the quality of education and ensuring excellence for all so that recognized and reasonable learning outcomes are achieved especially in literacy, numeracy and essential life skills

Nigeria government has put in place measures to guarantee quality of education in the country through the provisions of her National policy on education. The federal and state ministries of education through the inspectorate units and education boards are up and doing to ensure that Nigeria conform to the policy provisions.

Several types of appraisal of learning outcome of pupils and students in primary and secondary schools' reports revealed that their performances leave much to be desired.

This implies that the desired quality of education at these levels is yet to be achieved in Nigeria and may be farfetched except with improved funding of the UBE programme.¹²⁰

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2.1.35 Objective of UBE

The objectives of the UBE programme as stipulated by the Federal Republic of Nigeria builds on the goals of basic education are as follows¹¹⁶:

- i. Development of the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
- ii. The provision of free, universal basic education for every Nigerian child of school going age.
- iii. Reducing drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficient education),
- iv. Catering for the learning needs of young person who for one reason or the others, have had to interrupt their schooling through appropriate forms of complementary approaches to the provision of basic education.
- v. Ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical moral and civic values needed for laying a solid foundation for a lifelong learning.

The UBE is keeping with the requirement of the Constitution of the Federal Government on Nigeria which stated the intention of the government to provide equal and adequate educational opportunities at the levels (FRN 1999). The Federal Republic of Nigeria spelt-out the uniqueness of this programme because it has the following features:

- i. Inclusiveness: That is person in all manners and conditions of physical, special and psychological existence will benefit from (he programme,
- ii. Special attention: That is special needs of all sectors of the population will be taken into consideration,
- iii. Provision of Facilities: Facilities will be made available for every childhood care with regard to their various needs in terms of social group and geographical zones

of the country. Bearing in mind the need to lay a solid foundation of lifelong learning right from early childhood.

These are the attributes of the UBE. A demonstration of the nation's bold attempt to cater for the needs of Nigerians and the desire to move the nation forward with other advancing nations of the world.

The Main Beneficiaries of the Programme are:

- a) Children aged 3-5 years, for Early Child Care and Development (ECCDE);
- b) Children aged 6-11 plus years for primary school education; and
- c) Children aged 12-14 plus years for Junior Secondary School Education.

The Scope of UBE includes the following:

- a) Programmes and initiatives for ECCDE;
- b) Programmes and initiatives for acquisition of functional literacy, numeracy and life skills, especially for adults (persons aged 15 and above);
- c) Out- of school, non-formal programmes for the updating of knowledge and skills or persons who left school before acquiring the basics needed for lifelong learning;
- d) Special programmes of encouragement to all marginalized groups: girls and women, nomadic populations out of school youth and the almajiris (Qur'anic Students); and
- e) Non-formal skills and apprentice training for adolescents and youths, who have not had the benefit of formal education⁸⁴.

2.1.36 UBE and Nation Building

The UBE programme in its objectives has vested itself with the responsibility of providing education for the varying needs of our multidimensional socio-cultural nation through quality efficient education. The sustainability and goal achievement of the UBE largely depend on the type of basic science and technical education it provides in its environment¹²¹. Such science and technical education should centre around developing the individual for better living in his local environment. Political factors which trigger the

formation of such innovations in education should as much as possible consider the requirements of people and the relevant education to meet such requirements as people are now increasingly becoming more conscious of their needs.

In this perspective, it can be said that, the relevant basic education to be emphasized by the UBE programme should provide, among basic science education necessary to equip Nigerians to explore and improve themselves and their environment; vocational and technical education that will give the individual the basic foundation towards self-dependence and self-sufficiency by equipping them with the knowledge that would eventually give them gainful employments, where they can contribute their quota towards the development of their nation economically. Also there is the need for functional moral and citizenship education that will equip the individual to play a better role in the nation's political and social developments. The Federal Government has already launched the anti-bribery and corruption bill aiming at preparing Nigerians towards a better honest future life. There is no other place through which this programme can be presented better to reach the people other than the UBE. This will highlight Nigerians on the evils of this twin activity as well as widen the horizon of the individual's knowledge towards a more honest and better life and political participation in Nigeria's democracy.

It is the lack of political education that has made many individuals to become tools in the hands of corrupt politicians for them to be used to achieve their selfish ends. It is equally lack of citizenship education that has made many people to become problems and menace to the Nigerian society through deviant Activities such as armed robbery, drug abuse and many other social evils that have bedeviled our great nation. Through such type of education, the government can achieve its millennium aim of eradicating diseases and poverty in Nigeria. The vocational and science education for UBE should emphasize on the development of the individual towards developing himself and his local environment for a healthy and harmonious living and it should re-emphasize the "being to school syndrome"

imposed by some educational systems e.g. U.P.E. which increases the desire for white collar jobs and consequently increase the rate of unemployment.

The system of education under the UBE should be based on the dissemination and acquisition of demonstrable concepts which are of benefit to the environment and the individual and whose benefits can be easily evaluated e.g. education for improving their local trade, sanitation, health, physical fitness, political awareness and social adjustments. This type of education should be capable of providing self-reliance together with basic literacy and numeracy, beside introducing new vocational, science and technical education for the development of the individual and his immediate environment

For the UBE as an educational programme to contribute as a means of achieving nation building as outlined above, there is a need for careful consideration of the process of providing means that is resources for sustaining it in terms of methods and materials of disseminating knowledge. Improvisation is a way of providing, making or doing something quickly in time of need, using whatever happens to be available.

The National Primary Education stressed that the spirit of creativity should be taught to the child through the exploration of the environment and nature. The UBE should embark on the provision of education using local and available resources. This should inculcate in people the desire to explore their environment and enhance it for the solving of their problems.

2.1.37 UBE's effort to assist School-age Children

Numeracy is the ability to reason and to apply simple numerical concepts. Basic numeracy skills consist of comprehending fundamental arithmetic like addition, subtraction, multiplication, and division. Substantial aspects of numeracy also include number sense, operation sense, computation, measurement, geometry, probability and statistics. A numerically literate person can manage and respond to the mathematical demands of life¹²². Numeracy skills include understanding of the real number line, time, measurement, and

estimation. Fundamental skills include basic skills (the ability to identify and understand numbers) and computational skills (the ability to perform simple arithmetical operations and compare numerical magnitudes). More sophisticated numeracy skills include understanding of ratio concepts (notably fractions, proportions, percentages, and probabilities), and knowing when and how to perform multistep operations.

Two categories of skills are included at the higher levels: the analytical skills (the ability to understand numerical information, such as required to interpret graphs and charts) and the statistical skills (the ability to apply higher probabilistic and statistical computation, such as conditional probabilities). Ethics and morality are aspects of axiology concerned with what is good, what is beautiful and what is desired or preferred human conduct. Ethics is concerned with contemporary norms or standard of conduct that govern the relationship among human beings and their institution¹²³.

One way to help children understand how their work compares to the work of their classmates is to make available their classmates' work (anonymously) in an accessible format so that the children with vision loss can review it. This activity equates to what sighted children do when they "look over other children's shoulders", to see how they have performed on a test or what comments the teacher has shared on a completed assignment.

2.1.38 UBE's effort to provide Teaching and Learning facilities

No educational system can rise above the level of its teachers. This explains why some programmes failed because teacher factors are not considered seriously and is a very critical one. Many educational programmes and projects have failed mainly because they did not take due account of the teacher factor. It is good to create awareness for the programme, elicit the support and inputs of the school teachers and enrich their perception by training and retraining them. Once in a while teachers need the workshop and seminars to retain the already serving teachers in the villages and not only in the headquarters.

Teachers need a good working condition that keeps them happy, regular and highly dedicated to their work. UBE requires the full involvement of teachers in curriculum planning in social mobilization and in decision-making process¹²⁴. Teachers deserve their regular promotions and payment of all salaries and fringe benefits as at when due. There is the problem of dearth of qualified teachers to adequately handle educational needs arising from the expansion of the previously existing educational structure. Most primary schools lack qualified teachers. The problem of lack of teachers in primary schools affects 85% of the States in Nigeria. The argument is, if most primary schools in the Federation lack qualified hands, how then can they adequately accommodate pupils of the junior secondary category who under the 9-3-4 system of the U.B.E. policy would now become integral part of the primary schools¹²⁵.

The problem of inadequate skilled teachers will affect pupils to the extent that they will pass out without being equipped with the required educational skills that match with that level of education. At the end the objective of having beneficiaries of the Universal Basic Education to possess literacy and basic life skill will be defeated. A list of infrastructures and facilities should involve classrooms, libraries, workshops, laboratories, and playfield and school farm. These need to be provided in the appropriate quantity and quality to meet the minimum standard for promoting any meaningful teaching and learning, provision of textbooks and instruction materials are required in accordance to demand of the curriculum. UBE has posed a challenge to Nigeria to publish required textbooks for effective teaching and learning.

2.1.39 Overview of Policy Implementation in Nigeria

It is understandable that every government that comes to power has its own political agenda which shapes social programmes, governance structure and public institutions. These are accompanied with changes invariably seen as policy change which sometimes

are changes made in order to alter the political balance of power or even exercise political coercion to manoeuvre opponent.

It is worthy to note every level of education in Nigeria has its own fair share of these political intrigues; that the effect of change in government (which brings about changes in policy) on the goals of education and mobilization of resources is a proof to ineffective implementation of various programmes canvassed for by the National policy on Education, and has relegated hopes and optimism to the back-state¹³. The gap that often exists between policy formulation and implementation calls for inquiry to identify actors that constrain the effective implementation of educational policies especially at the junior secondary school level.

On the evaluation of the aspect of the National policy on education observed that the following factors have hindered effective implementation of the policy¹²⁶. They are:

- (1) Inadequate qualified staff,
- (2) Inadequate physical facilities/equipment
- (3) Insufficient funds, and
- (4) Non-availability of guidance and counseling services corroborating these findings

The Department for International Development (DFID) reported that secondary schools in Nigeria operate in a very challenging environment, with too few qualified teachers, poor infrastructure and unpredictable state of funding all contributing to poor learning outcomes for students in secondary education¹²⁷.

Similarly, poor communication process, capability problem and dispositional conflicts as general explanations for unsuccessful implementation of educational policies and programmes¹²⁷. It is on this back-drop that politics of the nation in, Nigeria over the period of democratic rule has hindered a holistic policy implementation model for the collective interest of Nigerians, and observed that major education stakeholders are not involved in the formulation of education policies but are left to implement the policies

without the needed resources. They also noted that saddling politicians who have little or no knowledge in educational management with the responsibility of education policy formulation and corruption at all levels have taken their toll on the challenges to the implementation of educational policies and programmes in Nigeria.

Lending voice on the challenges to effective planning and implementation of educational policies and programmes, Planning and implementation of educational policies in Nigeria is faced with many challenges among which includes¹²⁸:

- (1) The cart before the horse syndrome
- (2) Dearth of reliable statistical data
- (3) Population explosion
- (4) Depressing economy
- (5) Bureaucracy
- (6) Inadequate finances
- (7) Inadequate qualified manpower and political instability.

In the same vein planning with unreliable data, lack of political will, insufficient funds and corruption as been identified as the major hindrances to the implementation of educational policies in Nigeria¹²⁸. The following reasons were given for planning in education¹⁶¹:

- (1) To clearly identify and define the desired end results of educational operations
- (2) To ensure that limited educational resources are rationally allocated among the various competing educational demands and programme
- (3) To ensure that educational interests, needs and demands of various interest groups like students, staff parents and members of the school community are harmonized with those of the society
- (4) To achieve the national objectives of education, and

- (5) To avoid wastages by providing just the type and quantity of educational service needed in the society

It was noted that policy implementation in Nigeria is a problem due to different conflicting factors resulting from poor policy planning; although planning comes first before policy formulation but proceeds implementation.

Unfortunately, educational policy plans and goal attainment have been irrevocable due to implementation constraints. It is against this backdrop that the problem of policy implementation is traceable to the planning stage which comes immediately after policy formulation¹⁶⁰. She noted that good planning that can facilitate effective implementation ought to consider such factors as the planning environment, social, political, financial and statistical problems. The following factors were observed as constraints to educational policy implementation in Nigeria¹²⁹ :

- (1) The nature of the economy
- (2) The non-economic factors (culture and tradition, attitudes etc)
- (3) Tiers of government
- (4) Availability of resources
- (5) Public pressure
- (6) Ambiguity or lack of specificity in policy directives and frequent changes in policy as a result of change in government.

Furthermore, it was observed that extensive bureaucratization and fostering hierarchical reporting relationship characteristic of bureaucracy most of the time stifle timely dispensation of duties which invariably delay actions on government policies and programmes in education¹²⁸. Bureaucracy is a system of administration characterized by specialization of functions, adherence to fixed rules and hierarchy of authority usually represented by civil service not elected representatives¹³⁰.

In Nigeria today, the political influence in the education policy issues has negatively impacted on the civil service system that is regarded as a contemporary institution with the purpose of creating an efficient way of organizing public organizations. In numerous instances, many policies have been marred by poor implementation strategies emanating from bureaucratic procedures due to overbearing political influences.

2.1.40 Universal Basic Education Programme Facilities and Infrastructure

Infrastructure and facilities refer to those physical and spatial enablers of teaching and learning. They include classrooms, libraries, laboratories, workshops, play grounds, school farms and gardens, as well as provisions for water and sanitation.

These listed infrastructure and facilities have to be of the appropriate quality, size and quantity to meet the minimum standard for promoting any meaningful teaching and learning under the Basic Education programme.

An essential task in the planning process of Universal Basic Education Programme was a census of existing infrastructure and facilities. These facilities and infrastructure were assessed for their quality appropriateness and adequacy, and the findings are that the task of refurbishing dilapidated schools and building new ones is indeed enormous. In facing this challenge, the Federal Government will support the efforts of states and local governments in a big way, while the populace will be taken along the entire process, to ensure complete interface between school, and other forms of teaching-learning environments and their immediate communities, Long before the start of the ill-fated Universal Primary Education scheme, government realized the need to invest heavily in the states for the purposes of education.

Between 1974 and 1977 the Federal Government gave grants to all states to provide the additional classrooms required for all the anticipated number of pupils of about 8 million between the ages 6 and 12 to be in school. Additional funds were provided for the renovation of existing classrooms and to assist the states with the running expenses of

primary education. However, it would appear that with more than 6-7 years of the official launching of the Universal Basic Educational Programme, the impact of government preparatory strategies in terms of infrastructures and facilities is yet to be seen or felt. Infrastructural facilities play an important role in the quality of education.

Equipment is listed among others as one of the criteria for assessing the quality of education. Overcrowded classrooms, shortage of laboratory, poor state and problem of maintenance of equipment as observable shortcoming in the provision of UBE programme. In other words, they are physical and special enablers of teaching and learning and include classrooms, libraries, laboratories, workshops, play fields, school farms and gardens.

The Government embarked upon mass rehabilitation of schools for the successful take off of the Universal Basic Education Programme, which was a welcome development then. But the problem lies more with the maintenance of these facilities since it has direct effect on the continuity of the Universal Basic Education Programme, the above listed infrastructures and facilities have to be in appropriate quantity, size and quality to meet the demand of the programme.

2.1.41 Criticisms Against Universal Basic Education (UBE) Policy in Nigeria

An examination of the UBE policy shows that a number of problems have bedeviled the policy considering its main thrust and specific objectives, a major constraint or challenge of the UBE programme is inadequate funding. The federal government takes the lead in setting policy and financing basic education through transfers to states. Financial responsibility for basic education is shared between the states and local governments. Local governments are charged with paying salaries and allowances of primary school teachers. In spite of the shared responsibility for UBE financing by the three tiers of government, funding has remained an issue. Similarly, funds estimated for renovating the existing school structures and building new ones are hardly disbursed. Most

schools have dilapidated structures with inadequate libraries, laboratories and other support facilities^{131,132}.

The problem of qualified teachers has continued to be a big challenge to the achievement of UBE programme. The scheme does not have adequate qualified teachers which can adequately accommodate pupils of the junior secondary category who under the 9-3-4 system of the UBE policy would become integral part of the primary schools. The lack of skilled teachers affects pupils to the extent that they graduate without being equipped with the required educational skills that match with that level of education. The implication is that the objective of the Universal Basic Education towards enhancing literary and basic life skill acquisition have not been achieved¹³².

Inadequate data for planning is a major setback facing the UBE programme. Inadequate and poor data pose planning difficulties and implementation challenges. Unreliable data prevent adequate projections in terms of expected enrolment, required teachers, infrastructural needs and equipment. When data provided for planning are inaccurate, the decisions based on such data would be faulty.

One of the ways to assess the effectiveness of the UBE Scheme is to look at the availability of infrastructures needed for its implementation. It was noted that infrastructure such as classroom, books, and other learning materials are insufficient to meet the learning conditions of the pupils negatively thus defeating the goals and objectives of the programmes¹⁶⁵. Shortage of equipment, infrastructures, text-books and instructional materials are undermining the successful implementation of the UBE programme. Without the provisions of adequate textbooks and instructional materials, it is difficult to implement the school curriculum¹³⁴.

Poor management of available materials and corruption also contribute to the problems confronting the UBE programme. Mismanagement is observed in the UBE sector especially in the area of funds allocated to the programme. Funds that are meant for

execution of projects are diverted into other projects. The corrupt attitude of stake holders discouraged teachers and create unnecessary bottle necks and even outright hindrances to the furtherance of issues that will make for the success of the UBE programme.¹³⁴

The teacher is an important and indispensable tool in the achievement of educational goals in all educational institutions. Curriculum reform should involve teachers' inputs. Curriculum reform can therefore be effective if teachers are trained and equipped with skills to implement the intended curriculum, and such training should be for all teachers.

In spite of the inefficiencies or inadequacies of the programme, many still agree that the universal basic education in the country has been highly significant in changing the political, social and economic context of the country. If one agrees to the fact that education is a veritable tool for advancing any nation, especially a developing country like Nigeria, then the UBE programme is worth executing since its aim is to empower leaders educationally for the advancement of human and national development¹³⁵.

2.1.42 Concept of School Location

The importance of school as a citadel of learning in social environment is not an over statement¹⁶⁷. The extent to which school location determines students' achievement lies with the particular type of school, its size and whether it is near or far away from another school. School location refers to a school's site, type of buildings, usage, capacity, teachers, students, environment and other parameters for rationalization of both rural and urban school map¹³⁶

The location of secondary schools in Nigeria is done haphazardly, without recourse to laid down statutes. The unplanned location of secondary schools has therefore, limited their spatial distribution resulting in their concentration to a few locations¹³⁵. The implication is that while some students spend little time to reach their schools from their homes, others have to travel long distances⁶⁰.

Another impact of rural and urban schools' location is the preference teachers have for urban schools where social amenities avail, to the detriment of rural schools where population is low and only subsistence livelihood prevails¹³⁷.

The resultant effect of these factors on secondary schools is that qualified teachers refuse posting to rural locations, rural dwellers refuse sending their children to schools because they rely on them for subsistence living and help, where parents hesitate to entrust their daughters to male teachers, fearing promiscuity^{138,139}.

Rural schools are located in the interior constituency of a state while urban schools are located in the township area of a state¹³⁹. Rural-urban location of schools has been found to be one of the important predictors of differences in pupils' academic achievement¹⁴⁰. The urban environment is said to have a stimulating effect on learning and social interaction which rural pupils are not exposed to.

School location describes the school psychological environment or what others refer as school ethos, school cultures or the school climate. The school psychological environment could be seen from two perspectives: the goal and relationship dimensions. There is increasing evidence that the students' perception of achievement goal structures both within the classroom and the school generally are related to their self-perception and use of effective learning strategies¹⁴¹. School location is one of the potent factors that influence the distribution of educational resources and academic achievement. In addition, school location is view as one of the major factors that influence students' academic achievement in some subject areas¹⁴².

Low level of development arising from lack or insufficient basic infrastructural facilities is seriously affecting the rural school students, which invariably has resulted in their low or poor academic achievements. This problem has prevented many quality and experienced teachers from teaching in rural schools and this could result into the poor academic achievement of students in rural schools. Over the past two decades, research has

indicated that the educational aspirations of students who study in the rural areas lag behind those of their urban counter-parts¹³⁵

Making a critical analysis of location factors, it was surmised that provision of education in rural areas is normally fraught with the following difficulties and problems: qualified teachers refuse appointment in isolated villages; villagers refuse to send their children to schools because they are dependent on them for help; parents hesitate to entrust their daughters to male teachers; some villagers have few children for an ordinary primary school; lack of roads or satisfactory means of communication makes it difficult to get books and teaching materials to the school which place difficulties in the way of organizing school transport among others.

Writing on the improvisation of science teaching equipment in line with location, it was argued that unfortunately in Nigeria, where there is a preponderance of poverty among its populace and a wide gap between the rich and the poor ...disparity in the distribution of resources and social amenities on the part of the government, the population has polarized into two –of those who favourably affected and those who are disfavoured¹³⁵. These two groups have been forced on economic reasons and levels of education to organize themselves into two different sub-geographical locations to a very large extent determine what amenities and/or facilities are made available to each. The location of a school has a big role to play on the educational performance of students in the school. Immediate environment of a child play a major role in the socialization of such a child. Therefore, the area in which a school is located do affect the educational achievement of a student. A school in the heart of the government reserved area (G.R.A) or housing estate cannot be compared with a school located in an unsuitable place like motor garage, main street, noisy environment, and nearness to a big market among others.

The classification of school location into rural, semi urban and urban sometimes goes a long way to influence government distribution of social amenities like electricity, water, hospital and educational institution. It is a common knowledge that many of these

social amenities are concentrated in urban areas than rural areas. In a study on school location and academic achievement of secondary school students in Ekiti State, Nigeria (between 1990-1997), the study population was drawn from the results of the West African School Certificate Examination (WASCE) conducted between 1990 and 1997 in 50 secondary schools in both urban and rural area of the study. The result showed that there was a significant difference between students' academic achievement of rural and urban secondary schools in senior school certificate examination This has proven that students in urban area had better academic achievement than their rural counterparts.⁶⁰

Another impact of rural and urban schools' location is the preference teachers have for urban schools where social amenities availed, to the detriment of rural schools where population is low and only subsistence livelihood prevailed.¹³⁷

Some parents in the urban are also able to employ private teachers for their children at home after school hours. In the same vein, it was maintained that, the reason why urban students performed well in academic than rural students is because, they do attract some amenities like pipe borne water, electricity, good roads and well equipped schools¹⁴³. The reason is able because rural schools lack good educational facilities for effective teaching and learning. Many rural schools are in terrible state of despair and lacking basic learning facilities. The poor environment and poor infrastructural facilities contribute immensely to poor teaching and poor academic performance.

In a related development, it was found that there is a significant among academic performance of students in urban and rural secondary schools in mathematics. The differences in academic performance among the students may be due to the concentration of more qualified mathematics teachers posted to the urban secondary schools as against those on rural areas¹⁴⁴.

Summarily, provision of education in rural areas is faced with difficulties and problems such as: qualified teachers refusing appointment in isolated villages; villagers

refusing to send their children to school because they are dependent on them for help; parents heisted to entrust their daughters to male teachers: lack of roads, books and teaching materials¹⁴⁵.

Unequal conditions present in different environments may lead to achievement gaps among students from different school locations. Learners from different school locations should be exposed sufficiently to equal literacy-enriched environment to bridge the gap in achievement among learners from urban and rural school environments¹⁴⁶.

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2.2 Theoretical Framework

The materials provided by government in any state of the federation for the execution of education projects in Nigeria are grossly inadequate and irregular as witnessed by the frequency of industrial actions in the educational sector. Moreover, due to the general level of poverty in the country, the contributions of communities and private individuals to educational provision have been negligible. Consequently, the best alternative is prudence in the use of available resource. This is because when a given level of resource is efficiently utilized, more services are provided and more goods are produced than when inefficiency abounds. Prudency in the use of education resources begins with the identification and exploration of all sources of resources relevant to education. It also includes the careful harnessing, rational distribution, efficient utilization and adequate management of the identified materials.

2.2.1 System Resource Theory

The framework of the material management in this research is established in the System Resource Model of organizational effectiveness. From the model, effectiveness is “an organization’s ability to secure an advantageous bargaining position in its environment and to capitalize on that position to acquire, judiciously distribute and monitor utilization of scarce and valued resources¹⁴⁷. In other words, an organization is resourceful when it is able to adequately acquire, rationally distributed, efficiently utilize and regularly manage scarce resource in implementing its programmes. In turn, such an organization is likely to be effective in accomplishing its goals.

A system is an interrelated set of elements functioning as an operating unit. A combination of an interrelated elements or sub-system organized in such a way to ensure the efficient functioning of co-ordination between the sub-systems, each of which is designed to achieve a specified purpose¹⁴⁸.

In order words, it is a group of independent but interrelated elements whose activities are aimed at achieving the goal of the unified whole. Though, the evolution of system theory

could be traced to ancient day when it was opined that the whole of the system is greater than the sum of its parts. System theory is used in social work and education inclusive¹⁴⁹. System can either be controlled (cybernetic) or uncontrolled. In a controlled system information is sensed, and changes are effected in response to information.

This is true of schools as educational organizations. Schools like any other organizations are not closed social systems and so depend on its environment support for survival. Yet material allocation to schools is vulnerable to both state and community politics because of the multiple social programmes competing for limited resources. In this context, it takes a resourceful manager to secure a good bargaining position and acquire more resources from the environment for his school. The rational distribution and utilization of acquired resources not only guarantees short term success but also helps to improve the manager's bargaining position for more resources (feedback effect). Thus, the resourcefulness and abilities of the manager can be a major determining factor in the success of an organization. This conceptualization is schematically represented in Figure 2.1. From the figure, the school is a social system; it has continuous interaction with its environment through input, processes and output. One of the cardinal managerial tasks is to take advantage of the numerous opportunities available to secure the resources needed to execute educational programmes. The proper distribution, efficient utilization and adequate maintenance of these resources will determine the extent and quality of school goal achievement. The output of the school system generates feedback into its environment, which ultimately affects the manager's capacity to secure additional resources. Where output is considered inadequate to justify the initial input of critical resources, securing additional input to sustain the school's production and management process becomes difficult.

The basic processes or inputs required by the school to sustain itself within the system are the work process (teaching and learning), the management process, the

evaluation process, and the internal feedback process (from the student). These processes must be properly handled to ensure that the school can be judged as resourceful. From the diagram, the Ministry of Education, school boards, households, the industrial and commercial sector, the school community through the PTA, as well as all donor agencies (local or international) are the elements of the environment from which critical input must be secure to sustain school management.

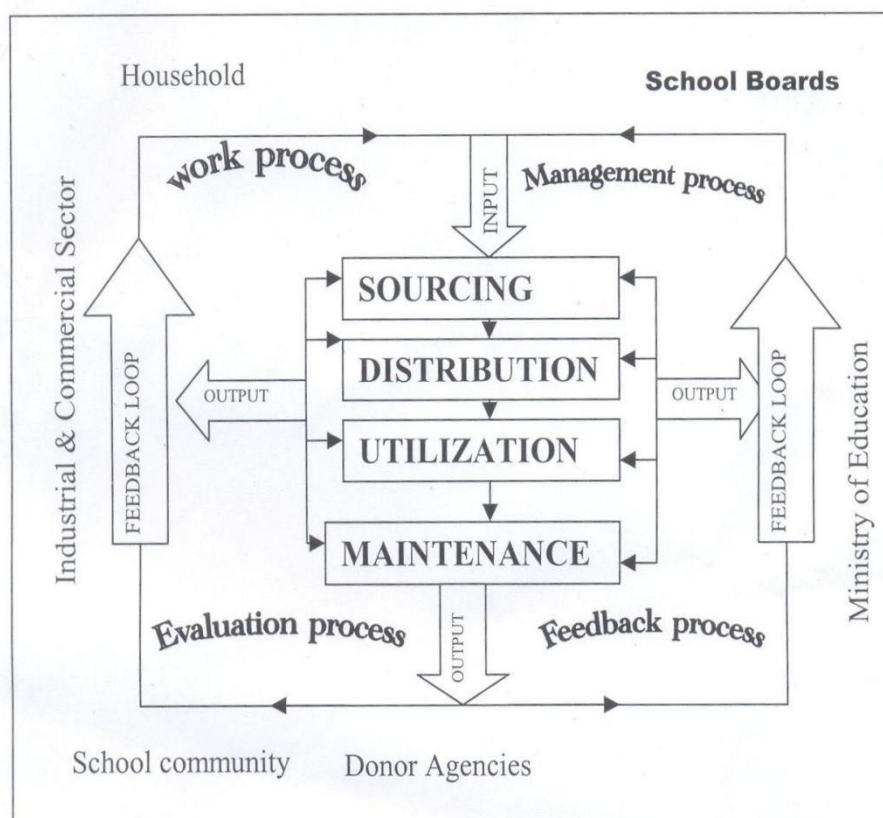


Figure 2.2. Adapted from Agabi C. O (2010) *Prudential Approach to Material management in Nigerian Education*

The above model explains the production system in education – how educational inputs are turned into output through the transformation process. The inputs are social demand indices (human, financial, material and physical resources) that are to be considered in the process of producing an educated individual. During transformation, the input is converted; they are the process of teaching/learning to output. The output is a functional secondary education that is relevant to the individual and the immediate society.

In other words, basic education recipient should be able to possess literacy and numeracy abilities, communication competency, development in science and technology and value of good citizenship as well as be able to obtain at least credits in 5 subjects including Mathematics and English language in JSS examination so as to further his/her education; and /or able to use acquired employability skills to get employed in the local labour-market and contribute to society.

The level of functionality is related by the environment via the feedback loop. The feedback loop is to inform the stakeholder (student, parent, school, administrators, policy makers, government, employers etc.) on the output quality so as to readjust the inputs for goal achievement.

2.2.2 Path Goal Theory

Path goal theory predicts that directive leader behavior will be more effective for the subordinates with high need for achievement because directive leader through clarifying path guides subordinates. Similarly, participative leader behavior is also effective as he consults with subordinates in setting, clarifying and achieving goals.

The premise of the Path-Goal Theory is to provide what is missing for the subordinates and compensate for deficiencies. Path-goal theory states that leaders have to adjust their leadership style based on the characteristics of followers and type of tasks that need to be completed. Path-goal theory attempts to increase the motivation and happiness of the followers in each situation¹⁵⁰. A leader will increase the motivation and job satisfaction of followers by adding value to follower needs, while also making the goal clear to all followers. According to path-goal theory, a leader also needs to provide rewards to increase motivation and satisfaction. It is the responsibility of the leader in line with path-goal theory, to guide followers to completion of task using proper behaviours to increase motivation. Path-goal theory focuses on leadership behaviour, which is seen as

source of influence that can change the attitude, motivation, and behaviour of subordinate¹⁵¹.

Path-goal leadership theory requires educational leaders, who are interested in spreading learning culture to adopt any of directive, supportive, participative, and achievement-oriented leadership behaviour. Certainly, leaders can adopt one of these leadership behaviours to achieve the goal of influencing subordinates' knowledge and experiences. Moreover, the adoption of appropriate approach is required to respond quickly to subordinates' expectations, needs, and wants.

When leader support and participation are held constant, the relationship between leader initiating structure and subordinate satisfaction increases as task structure decreases also when structure and participation are held constant, the relationship between leader support and subordinate satisfaction increased as task structure increased.

Path-goal theory is primarily a theory of task and person oriented supervisory behavior which does not concern the leadership of entire organization, rather only the specified work unit. It specifies leader behaviors that enhance subordinate satisfaction and effectiveness of both work unit and subordinate by addressing the effects of leaders' behaviors on the motivation and abilities of immediate subordinate and work unit performance.

Path-goal theory had two objectives:

- (a) identify roles and behaviors of effective leaders
- (b) explore situational contingencies that modify those behaviors.

Leader behavior is acceptable and satisfying to the extent that the subordinates see such behavior either an immediate source of satisfaction or instrumental to future satisfaction ¹⁵².

Leader behavior is predicted to be motivational if:

- (1) reduces roadblocks that interfere with goal accomplishment
- (2) provides guidance and support needed by subordinates
- (3) ties meaningful rewards to goal accomplishment.

This could further be represented as shown in the figure below

The Basic Idea of Path-Goal Theory



Fig 2.3: Adapted from Olowoselu, Abdulrasheed, Mohamad, Mua'azam bin, and Aboudahr, Shorouk (2019)

The illustrations above posited that leaders motivate their subordinates by removing obstacles from the path to success, as well as coaching and leading them to complete their tasks and achieve their goal¹⁵³.

Thus leader role is to align individual goals with organizational goals and facilitate the achievement of such goals by encouraging them to achieve these goals, clarifying the path towards goal attainment and ensuring that goals are valuable to followers.

Major Components of Path-Goal Theory

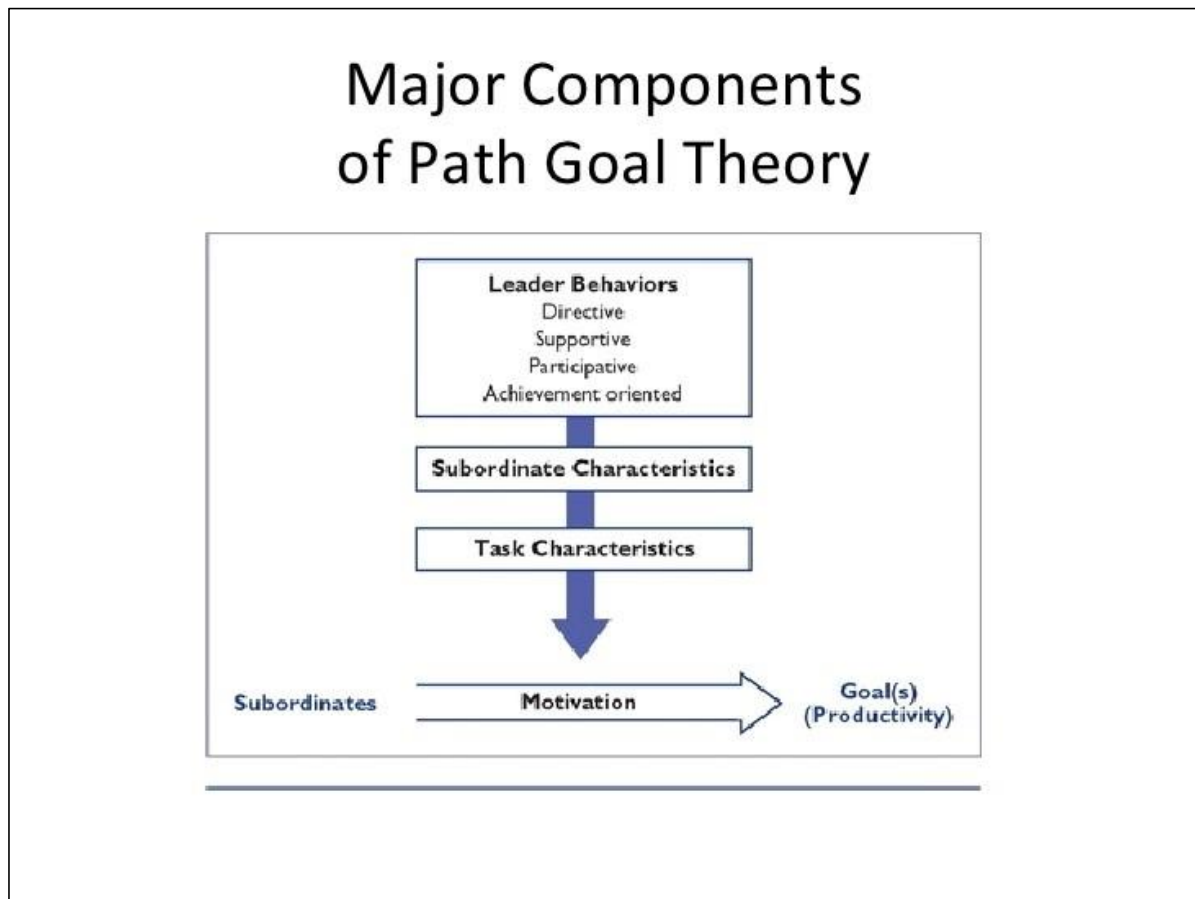


Fig 2.4: Adapted from Olowoselu, Abdulrasheed, Mohamad, Mua'azam bin, and Aboudahr, Shorouk (2019)

Illustrations above demonstrated main items of path-goal theory, which consist of behaviours of the leader, subordinate characteristics, task characteristics, as well as motivation. Path-goal theory proposes that every leader's behaviour has different influence on subordinates' motivation. The effectiveness of leader's motivation towards their subordinates is depends on subordinates as well as task characteristics¹⁵³. These could further be explained as follows:

Leadership Characteristics

Four categories of leadership behaviour were identified¹⁵².

Directive leader gives subordinates clear and specific instructions to perform their tasks, the timeline for task, and the standards of performance measurement. The leader using directive approach will assign precisely the task for subordinates and how the task should be completed. Besides that, he or she will explain the ways to complete the task and task schedules to subordinates. The leader will also provide performance standards and sets clear rules and regulations as well as provides explicit expectations of performance for subordinates¹⁵⁰. Directive leadership behaviour is suitable when task assigned is complex or ambiguous, formal authority is strong, and the subordinates are satisfied with their current job¹⁵⁴. This approach can be used when subordinates do not understand the working task and the process of achieving the task. Education leaders' can respond to subordinates needs through directive leadership approach by motivating subordinate through explaining the goal and procedures of the task, providing structures, and setting the standards they should follow to achieve the task completion. The directive leadership approach is preferred by many managers and has been adopted regardless of its effect on subordinates' level of satisfaction and their performance. The application of this theory in educational institution is geared towards education leaders to use this approach in encouraging their subordinates working abilities through planning and organizing staff development activities in their various educational institutions.

Supportive leader shows concern for the well-being and needs of the subordinates and treat them as equals. Supportive leadership approach is an emotional support for subordinates. Supportive leaders show concern for employees' wellbeing and individual desires. Supportive leaders' normally postulated friendly behaviour, approachable as well as attend to the comfort and personal needs of the followers¹⁵⁰. Therefore, this leadership approach

is adequate in situation where formal authority is weak, and subordinate lacks job satisfaction¹⁵⁴. Supportive leaders encourage friendly attitude by responding to subordinates needs.

Participative leader involves subordinates in decision making by asking for ideas, opinions and takes their suggestions into account. Participative approach is proposed as an approach for progressive movement of leaders within an educational institution. Participative behaviour is leaders' appreciation of their subordinates' suggestions and opinions. The use of this approach by education leaders will encourage subordinates' inputs and feedback regardless of their position, rank, and interpersonal relationship. Participative approach promotes open communication, which encourage power-sharing that enable both the leaders and subordinates to overcome challenges in their institutions.

The final leader behavior identified is *Achievement-Oriented* which involves creating challenging and high standard performance goals for subordinates and seeks for continuous improvement by showing great confidence in subordinates.

Achievement-oriented leadership approach provides understandable and challenging targets for followers. This leadership approach establishes high quality of target for followers and continue to seek for improvement¹⁵³. Furthermore, the leader demonstrates high level of confidence towards followers¹⁵⁰. Hence, achievement-oriented leadership is suitable when followers have external locus of control, when autocratic leadership is being accepted, and when their ability is high¹⁵⁴. Achievement-oriented approach has leaders' confidence regarding their subordinates' performance and excellent achievement¹⁵⁴.

The application of this theory is that achievement-oriented leadership as an approach that can be used by education leaders' in the case of challenging subordinate activity in goal achievement. Leaders who want to achieve their challenge goals usually

have high expectations and set high standards for subordinates. Leaders will motivate subordinates by sharing responsibility, removing obstacles, and pushing for achievement in the institution. In the case of existence of substantial pressure in the work environment, job satisfaction should be provided to the subordinates by the achievement-oriented leader in order to achieve effective performance. Education administrators should be more supportive, especially if the institution system is clear and rigid. Based on the theory, clear path to goals of subordinate working task will be achieved through highly structured institution with role and clarity of task.

Lastly, the leader should be interested in good working relationship with subordinates, supports their working morale, and decrease the task boredom.

Path-goal leadership further proposes that the effectiveness of leader is influenced by the interaction of leader behaviors (directive, supportive, participative and achievement-oriented) with two types of contingency factors: subordinate characteristics and environment. Contingency factors are the situational variables that cause one leadership style to be more effective than another.

Subordinate/Personal characteristics include:

Need for Autonomy: refers subordinate desire to be independent and in self-control;

Need for Achievement: refers to subordinates' instinct of striving for and attaining a level of excellence;

Locus of Control: is belief of subordinates that they are "master of their own fates" or whatever happens to them in life is a result of "luck, chance, or outside people and events";

Perceived Ability: is the extent of the subordinates' ability to perform tasks and achieve goals.

The environmental/climate characteristics include:

Task Structure is the extent to which the nature and the requirements of task are specified.

It is the degree to which a task, job, work assignment is simple, repetitive and ambiguous.

Role Ambiguity is experiencing lack of clarity about what is expected of one, how one will be evaluated, and criteria for evaluation. It refers to the degree of uncertainty an employee has about the work role such as duties, authority, allocation of time, relationship with co-workers, directives, policies. Stress refers to body's biological response to an intense physical, emotional or mental demand/threatening situation placed on it by oneself or others

Personal Motivation

Path-Goal theory was stimulated by "The effects of Supervisory Behavior on the Path-Goal Relationship" and expectancy theory of motivation. The strategic functions of a leader was defined as¹⁵²:

1. Understanding and stimulating subordinates' needs for outcomes
2. Enhancing followers' incentives in order to motivate them for attainment of goals
3. Helping the followers to step forward in order to achieve those incentives
4. Making the followers understand what is expected of them
5. Finally, the leader should reduce those barriers which create frustrations and enhance chances that effective performance results in personal satisfaction.

Based on expectancy theory, leaders should increase the personal rewards, subordinates receive upon achieving goals along with making the path to these goals easier to follow, by clarifying it and reducing roadblocks and pitfalls. In order to predict specific behavior in a particular situation, individual's expectancies in that situation should be considered.

Expectancy Theory assumes that people are motivated to work when they believe that they can achieve things they want from their jobs. There is a relationship between expectancy, effort, productivity and reward. A person will exert a high effort if he/she believes there is reasonable probability that the effort will lead to the attainment of an organizational goal, and the attainment of the organizational goal will become an instrument through which that person will attain his/her personal goals¹⁵¹.

According to expectancy theory, motivation depends on a person's belief that efforts lead to performance (expectancy I) and performance leads to rewards (expectancy II). It was believed that expectancy II refers to the degree to which high quality, quantity and timely performance lead to extrinsic rewards such as increased pay, promotion, recognition or security.

Performance is the realization of goals and meeting of expectations, while performance management can be defined as a continuous cycle of improving job performance with goal-setting, feedback, coaching, rewards and positive reinforcement. Managers play central role in sustaining employees' commitment to perform their jobs, boost their morale and ensure job satisfaction. Extrinsic and intrinsic rewards have reciprocal motivational effects. Similarly, the need for recognition and a sense of belonging affect employees perform beyond expectation.

Implications of Path Goal Theory

It provides a useful theoretical framework for understanding how leadership behaviours affect followers' satisfaction and work performance. It attempts to integrate the motivation principles of expectancy theory into a theory of leadership. It assists school manager to guide teachers and learners to choose the best paths to reach both their goals as well as achievement of educational goals. The method is suitable for emergencies and situations where there is time constraint and same time very flexible but if there is too

much dependence on the school administrator, the school system may collapse if anything happens to the administrator.

The characteristics of subordinate and characteristics of tasks are just as important in path-goal theory as the behaviors of leaders are. Path-goal theory has focused on need for affiliation, preference for structure, desire for control, and self-perceived task ability. Task characteristics include design of the task, organizational hierarchical structure, and workgroup of subordinate. It is important for leaders to adjust their leadership behaviors based on characteristics of their subordinate and task that needs to be completed. Directive behaviors are preferable when subordinate need structure and are doing complicated task. Supportive behaviors are best when subordinate need to be treated well, and task is simple or difficult to them. Participative behaviors are best when subordinate need clear guidance to complete a task in different ways. Achievement oriented behaviors are preferable when subordinate want to do well, and task is difficult. Path-goal theory is the only leadership approach that employ leaders to recognize that there is need to motivate subordinate appropriately to get a task completed¹⁵⁵.

2.2.3 Rensis Likert's Employee-Centred Supervision Theory

Rensis Likert was one of the most important contributors to the human relations school management theory. He identified four basic management styles.

Exploitative authoritative,

Benevolent authoritative;

Consultative authoritative, and

Participative group management

He argued that managers will achieve the best performance if they devote most of their attention and resources to the human aspect of their staff's problems and on building an effective working team. He identified five conditions necessary for effective supervisory behaviour

- (a) The principle of supportive relations – where each member of an organization perceives their relationship and interaction with the ‘leaders/managers’ as supportive, and as one that builds and maintains individual self-esteem
- (b) Group methods of supervision – a manager can only maximize the capabilities of staff if each of them is part of an effective working group. This unit must exhibit a high level of group loyalty and expect high performance levels to be achieved by each team member.
- (c) High performance goals – for this to be achieved, a manager must be employee-centred, expect high performance levels, and enthusiastically project commitment for achieving those goals to subordinates.
- (d) Technical knowledge – a manager must be able to maintain credibility, either by possessing adequate knowledge or knowing where to find it quickly.
- (e) Coordinating, scheduling, planning – the manager’s role here is to communicate the views, goals and values of the group to other groups where appropriate, thereby becoming the link with the rest of the organization.

Educational Implication

The implication of this theory to educational system is that school head should be able to apply all the five effective supervisory behaviour in order to coordinate all educational materials in his care with human resource to achieve educational goals and for better performance.

2.2.4. Theory of Learners’ Motivation

2.2.4.1 B.F Skinner (1948 Operant Conditioning)

Skinner is regarded as the father of Operant Conditioning, but his work was based on Thorndike’s (1905) law of effect. Skinner introduced a new term into the Law of Effect - Reinforcement. Behavior which is reinforced tends to be repeated (i.e. strengthened); behavior which is not reinforced tends to die out-or be extinguished (i.e. weakened).

Skinner studied operant conditioning by conducting experiments using animals which he placed in a '*Skinner Box*' which was similar to Thorndike's puzzle box. Skinner coined the term operant conditioning; it means roughly changing of behavior by the use of reinforcement which is given after the desired response. Skinner identified three types of responses or operant that can follow behavior.¹⁵⁶

- Neutral operant: responses from the environment that neither increase nor decrease the probability of a behavior being repeated.
- Re-inforcers: Responses from the environment that increase the probability of a behavior being repeated. Reinforcers can be either positive or negative.
- Punishers: Responses from the environment that decrease the likelihood of a behavior being repeated. Punishment weakens behavior.

We can all think of examples of how our own behavior has been affected by reinforcers and punishers. As a child we would probably have tried out a number of behaviors and learned from such consequences.

At a younger age when a child tried smoking at school, and the chief consequence was that he got in with the crowd he always wanted to hang out with, he would have been positively reinforced (i.e. rewarded) and would be likely to repeat the behavior. If, however, the main consequence was that he was caught, caned, suspended from school and his parents became involved he would most certainly have been punished, and would consequently be much less likely to smoke in the future.

Positive Reinforcement; Presenting the subject with something that it likes. E.g. Skinner rewarded his rats with food pellets.

Negative Reinforcement: Reward—in the sense of removing or avoiding some aversive (painful) stimulus. E.g. Skinner's rats learned to press the lever in order to switch off the electric current in the cage.

Punishment- Imposing an aversive or painful stimulus. E.g. Skinner's rats were given electric shocks.

Primary Re-inforcers-These are stimuli which are naturally reinforcing because they directly satisfy a need. E.g. food, water.

Secondary Reinforcers -These are stimuli, which are reinforcing through their association with a primary reinforcer. I.e. they do not directly satisfy a need but may be the means to do so. E.g. Money! You cannot eat it or drink it but if you have it you can buy whatever you want. So a secondary reinforcer can be just as powerful a motivator as a primary reinforcer.

Operant Conditioning Summary

Looking at Skinner's classic studies on pigeons'/ rat's behavior we can identify some of the major assumptions of the behaviorist approach.

- Behaviorism is primarily concerned with observable behavior, as opposed to internal events like thinking and emotion. Note that Skinner did not say that the rats learned to press a lever because they wanted food. He instead concentrated on describing the easily observed behavior that the rats acquired.
- The major influence on human behavior is learning from our environment. In the Skinner study, because food followed a particular behavior the rats learned to repeat that behavior, e.g. operant conditioning.

- There is little difference between the learning that takes place in humans and that in other animals. Skinner proposed that the way humans learn behavior is much the same as the way the rats learned to press a lever.

Educational Applications

In the conventional learning situation operant conditioning applies largely to issues of class and student management, rather than to learning content. It is very relevant to shaping skill performance. A simple way to shape behavior is to provide feedback on learners' performance, e.g. compliments, approval, encouragement, and affirmation. A variable-ratio produces the highest response rate for students learning a new task, whereby initially reinforcement (e.g. praise) occurs at frequent intervals, and as the performance improves reinforcement occurs less frequently, until eventually only exceptional outcomes are reinforced. If a teacher wanted to encourage students for example to answer questions in class, the student should praise for every attempt (regardless of whether their answer is correct). Gradually the teacher will only praise the students when their answer is correct, and over time only exceptional answers will be praised. Unwanted behaviors, such as tardiness and dominating class discussion can be extinguished through being ignored by the teacher (rather than being reinforced by having attention drawn to them).

Knowledge of success is also important as it motivates future learning. However, it is important to vary the type of reinforcement given, so that the behavior is maintained. This is not an easy task, as the teacher may appear insincere if he/she thinks too much about the way to behave.

2.2.4.2 Stimulus – Response: Theory of Conditioning (Ivan Pavlov)

The theoretical framework for learner motivation in this study is based on the theory of stimulus –response^{157&158}. Stimulus-Response is a type of learning which is based on the association of stimulus that does not ordinarily elicit a particular response with

another stimulus that does not elicit a response¹⁵⁹. While studying the functioning of the digestive system, an unforeseen problem was encountered¹⁵⁷. The dogs in his experiment salivated not only upon actually eating but also when they saw the food, noticed the man who usually brought it or even heard his footsteps. Pavlov began to study this phenomenon, which he called „conditioning. “Since the type of conditioning emphasized was a classical one quite different from the conditioning emphasized by other psychologists at the later stage, it has been renamed classical conditioning.

In one of his experiments ¹⁵⁷, kept a dog hungry for a few days and then tied it to the experimental table which was fitted with certain mechanically controlled devices. The dog was made comfortable and distractions were excluded as far as it was possible to do so. The observer himself remained hidden from the dog but was able to view the experiment by means of a set of mirrors. Arrangement was made to give food to the dog through an automatic mechanism. He also arranged for a bell to ring every time food was presented to the dog. When the food was put before the dog and the bell was rung, there was automatic secretion of saliva from the mouth of the dog. The activity of presenting the food accompanied with the ringing of the bell was repeated several times and the amount of saliva secured was measured.

After the several trials the dog was given no food but the bell rung. In this case also, the amount of saliva secreted was recorded and measured, it was found that even in the absence of food (the natural stimulus), the ringing of the bell (an artificial stimulus) caused the dog to secrete the saliva (natural response).

The above experiment thus, brings to light four essential elements of conditioning process. The first element is a natural stimulus, technically known as unconditioned stimulus (US) that is food. It results in a natural response called the unconditioned response (UR). This response constitutes the second element. The third element is artificial stimulus that is the ringing of the bell which is technically known as a conditioned stimulus (CS). It

is substituted for the natural stimulus (food). To begin with, the conditioned stimulus does not evoke the desired response, (CR). The fourth element is the chain of the conditioning process. However, as a result of conditioning, one learns to produce behaviours in the form of a conditioned response to the conditioned stimulus.

The theory of conditioning as advocated by Pavlov, thus, considers learning as habit formation and is based on the principle of association and substitution. It is simply a stimulus-response type of learning where in place of a natural stimulus like food, water etc., and an artificial stimulus like the sound of a bell, sight of light of a definite colour, etc, can evoke a natural response. When both the artificial or natural stimulus (ringing of bell) and the natural stimulus (food) are brought together several times, the dog becomes schooled or conditioned to this situation. A perfect association occurs between the types of stimuli presented together. As a result, after some times, the natural stimulus can be substituted or replaced by an artificial stimulus and this artificial stimulus is able to evoke the natural response. Supporting Pavlovs' ideas on conditioned responses, through his experiments, Watson tried to demonstrate the role of conditioning in producing as well as eliminating emotional responses such as fear. In one of his experiments, Watson took an eleven months old child named Albert as his subject. The baby was given a rabbit to play with. The baby liked it very much and was pleased to touch its fur. He carefully observed the pleasant responses of the baby. After some times, in the course of the experiment, as soon as the baby touched the rabbit, a loud noise was produced to frighten the baby. The loud noise was repeated every time he tried to touch the rabbit, and this gave rise to a fear response. After some times the baby began to fear the rabbit, even when there was no loud noise hence it touched the rabbit. In this way, the baby learned to fear the rabbit through conditioning.

Educational Implication of Classical Conditioning

In our day to day life, we are usually exposed to simple classical conditioning. Fear, love and hatred towards an object, phenomenon or event are created through conditioning. A father who, when he comes home from workplace, always rebukes and punishes his child without caring to know the basic reasons may condition his child to fear him, or develop anxiety reactions at the time of return to home. The child may further develop a feeling of hatred towards his father or even discontent and a hostile attitude towards his home.

Similarly, a teacher with his defective methods of teaching or improper behaviours may condition a child to develop distaste and hatred toward him, the subject he teaches and even the school environment. On the contrary, affection, a loving attitude and sympathetic treatment given to the child by the parent at home or by the teachers at school may produce a desirable impact on him through the process of conditioning.

Thus, much of our behaviour in the shape of interest, attitudes, habits, sense of application or criticism, moods and temperaments, is fashioned through conditioning. The process of conditioning not only helps us in learning of undesirable habits, unhealthy attitudes, superstitions, fear and phobias through reconditioning. An individual who hates a particular person or object may be made to seek pleasure in their company. Another individual who thinks it is a bad sign if a cat crosses his path can be made to give up his superstitious belief.

Based on the theory of Stimulus-response, education researches proved the impact of school structural characteristics on the academic performance and students' achievements investigating individual-level and school structural characteristics that influence academic achievement is important because students spend a great deal of time in school, and therefore schools and school-related activities play key roles in the socialization of students and serve as the primary social setting for students¹⁶⁰

2.2.4 Theory of Teachers Demand and Supply

The theory of demand and supply presented the indifference curve approach to the theory of demand and supply and gave logic ordering to the demand theory¹⁶¹.

The law of demand which is relevant to this study, states that “as the price of a good or service fall, a larger quantity will be bought, and as the price of a good or service rises, a smaller quantity will be bought.” Demand for education is always likely to be affected by the costs involved, amount of school desired and the prospects of earning higher income¹⁶¹. This law also states that at higher prices, a larger quantity of a good or service will be supplied than at lower price, and at lower prices, a smaller quantity will be supplied than at higher prices. In this study, supply means the quantity of school places at primary school level.

The highest percentages of government expenditure in education, about 70% goes to payment of teachers’ salaries. This is likely to impact negatively on the population of teachers and by extension the PTR, since the government may not be able to sustain a higher number of teaching staff in schools, which equally requires other resources. In this case then, the sufficient supply of education to a big number of enrolled learners is likely to be hampered. This is because demand and supply conditions always affect the success of any new product on the market¹⁶².

2.2.5 Cognitive Developmental Theory

Cognitive theory is concerned with the development of a person’s thought processes. It also looks at how we understand and interact with the world. The theorist, proposed an idea that seems obvious now that help revolutionize how we think about child development Children think differently than adult¹⁶³.

The cognitive theory seeks to describe and explain the development of thought processes and mental states. It also looks at how these thought processes influence the way we understand and interact with the world.

Piaget then proposed a theory of cognitive development to account for steps and sequence of children's intellectual development:

- 1) **The sensor motor stage:** a period of time between birth and age of two during which infant's knowledge of the world is limited to his or her sensory perceptions and motor activities. Behaviours are limited to simple motor responses caused by sensory stimuli;
- 2) **The pre-operational stage:** a period between the ages of 2 and 6 during which a child learns to use language. During this stage, children do not yet understand concrete logic, cannot mentally manipulate information and are unable to take the point of view of other people;
- 3) **The concrete operational stage:** a period between the ages of 7 and 11 during which children gain a better understanding of mental operations. Children begin thinking logically about concrete events, but have difficulty understanding abstract or hypothetical concepts and
- 4) **The formal operational stage:** a period between the ages of 12 to adulthood when people develop the ability to think about abstract concepts. Skills such as logical thought, deductive reasoning and systematic planning also emerge during this stage¹⁶⁴.

Implication of Piaget Theory to Education

The theory of cognitive development explains how a child constructs a mental model of the world is relevant to this research work on education in Nigeria. Piaget disagreed with the idea that intelligence was a fixed trait and regarded cognitive development as a process which occurs due to biological maturation and interaction with the environment. Children are born with a very basic mental structure (genetically inherited and evolved) on which all subsequent learning and knowledge are based¹⁶⁵.

Cognitive development was a progressive reorganization of mental processes as a result of biological maturation and environmental experience¹⁶³. Children construct an understanding of the world around them, then experience discrepancies between what they already know and what they discover in their environment through education¹⁶⁶.

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2.3 Empirical Review of Concept

2.3.1 Material Management and Universal Basic Education Goals Achievement

A study on Material Management for Effective Implementation of Universal Basic Education in Junior Secondary Schools in Rivers State consisted of four objectives and four research questions to guide the study. The study adopted a descriptive survey design. The population of the study was 5,118 principals and teachers in the junior secondary schools in the Rivers state. A sample of 530 respondents was determined using Taro Yamen's formula and proportionate stratified sampling technique. A self-designed questionnaire titled "Material Resource Management for Effective Implementation of Universal Basic Education Programme at Junior Secondary Schools Questionnaire (MRMEIUBEPSQ)". The questionnaire was formulated on a modified four (4) points likert scale of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed and was used for data collection. The instrument was validated by three experts, one from measurement and evaluation department and two from educational management department in the River State University. Cronbach Alpha technique was used to compute the reliability index. The instrument has an overall reliability estimate of 0.96. Data collected were statistics of mean scores and standard deviation were used to analyse the research questions, while z-test was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that provision of adequate budgets for maintenance and purchase of material, instructional activities are planned towards the efficient use of available material and there are planning on how to identify the instructional resources to be used to foster instructional delivery. Based on the findings of the study, it was recommended among others that School administrators should be encouraged to develop methods of prudent material management to increase the efficiency in the use of available materials for effective implementation of Universal Basic Education¹⁶⁷.

In Education infrastructure in Nigeria: an analysis of provision of school building facility in Secondary Schools in Delta State Nigeria, the study discussed school building facility provision in secondary schools in Delta State, Nigeria. It examines the crucial issue in the implementation of educational policies and programmes and placed emphasis on the school buildings and the equipment used in the process of teaching and learning. School facilities require careful planning in its provision, utilization, and maintenance to meet the increasing demand for education and enhance the maximum realization of the target set in the National Policy on Education. As part of the study, an effort was made to examine the state of available school buildings. A survey of 30 secondary schools selected through stratified and simple random sampling technique was carried out. Data were analysed using frequency counts and percentages. The findings revealed that most of the schools did not have adequate school buildings to support the educational programme projected. It was recommended, among others, that emphasis be placed on the provision of functional buildings, laboratories, and studios for the teaching of science subjects, introductory technology and other practical subjects like music, fine art, among others¹⁶⁸.

On the challenges hindering implementation of the universal basic educational (UBE) policy in Nigeria, the study uses a descriptive survey research. The population of the study comprised all the two hundred and twenty-one principals in Ebonyi state public junior secondary schools. Proportionate stratified random sampling technique was used to select 100 principals for the study. Instrument used for data collection is a researcher-structured questionnaire. The instrument was validated by three experts. Two from Educational Administration and Planning and one from Educational Measurement and Evaluation option Department of Educational Foundations and Science Education respectively in the Faculty of Education University of Nigeria, Nsukka. The reliability of the instrument was determined using split-half test method and computed with Cronbach Alpha which yields a coefficient of 0.82. The data collected were analyzed using means

scores and standard deviation. The findings of the study revealed that politics; inadequate funds, poor planning and bureaucratic red-tape syndrome constitute challenges to the implementation of UBE policy in Nigeria. Based on the findings, it was recommended that successive government should consolidate on the existing policy plans for sustainability as well as strengthen the Planning, Research and Statistics (PRS) units of both universal basic education board (UBEB) and ministry of education (MOE)¹⁶⁹.

In an examination of UBE Policy, it was revealed that a number of problems bedeviled the policy considering its main thrust and specific objectives. It was recommended among other things, that government should increase the budgetary allocation to the education sector in regard to the recommendation of UNESCO that 26% of the Gross Domestic Product (GDP) should be allocated to the sector. Also, government at all levels should increase the funding of education especially the UBE programme¹⁷⁰.

In another development, students' poor performance could be due to lack of learning facilities and resources as well as poor supervision of learning activities. The study also shows that almost half of the heads of schools rarely take a look at teacher's professional records¹⁷¹.

In the study on effects of physical facilities on performance in Kenya certificate of secondary examination in public schools in Bungoma, it was acknowledged that, the academic performance of schools with adequate physical facilities has been improving over the years steadily while performance in schools that have inadequate physical facilities, in K.C.S.E fluctuated with time despite new reforms and innovations that have been designed and introduced to make education relevant to socio-economic and political aspirations and expectations of the society at large¹⁷². Another study on the adequacy of instructional materials and physical facilities in Kenya found out that some schools lacked enough classrooms, desks and chairs leading to overcrowding. Such conditions frustrated students during learning⁶.

Teachers' perception on availability of instructional materials and physical facilities in secondary schools of Arusha district, Tanzania, the study utilizes descriptive case study design and data was collected through questionnaire, interview schedules and documents. Simple random and purposive samplings were used to select a sample of 318 out of about 1049 selected school stakeholder in Arusha District. Reliability test yielded 0.727 Cronbach's Alpha for instructional materials and 0.778 for physical facilities which means the questionnaire was highly reliable. The study concludes that there is inadequate number of textbooks, reference books, maps and globes in schools under investigation due to increase of students in Community Schools. Further, schools have inadequate physical facilities such as classrooms, desks, chairs and the available classrooms are poorly constructed with inadequate spacing. Researchers recommend that Curriculum developers at Tanzania Institute of Education together with policy makers should come up with a policy guideline that will enhance provision of instructional materials and physical facilities¹⁷³.

The study on the influence of school plant on students' academic performance in Economics in secondary schools in Ile-Oluji Oke-igbo Local Government Area of Ondo State uses ex-post facto research design. One thousand, three hundred and forty-two (1342) students offering Economics, representing 29.0% of the 4632 Senior Secondary School (SSS) students were drawn as sample. A checklist titled School Plant Availability Checklist (SPLAC) with a cronbach alpha (α) of 0.73 was used in the study. Analysis of Covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance. Results showed that educational equipment, buildings and playgrounds have individual significant influence on students' academic performance in Economics ($F_{cal}=140.776; 342.606; 24.932, p<0.01$) respectively. Interaction effect among components of the school plant (educational equipment, buildings and playgrounds) contributed most to students' academic performance ($F_{cal} = 82.941; p<0.01$). This is followed by the interaction between building and playgrounds ($F_{cal}=45.792; p<0.01$), educational equipment and buildings ($F_{cal} =13.767; p<0.01$) and educational equipment and playgrounds ($F_{cal} = 6.245; p<0.01$). The R-

squared coefficient (.892) showed that the components jointly predict 89.2% of any significant variation in students' academic performance in Economics. It was recommended that the state government should adequately inform and sensitize principals on the importance of school plant in school goal achievement.¹⁷⁴

2.3.2 Teachers Adequacy and Universal Basic Goals Achievement

Investigating the challenges of the implementation of Universal Basic Education programme in Yobe State, Nigeria and prospects for 2015 and beyond, it was revealed that all the schools visited both primary and junior secondary sections had the minimum of a teacher to fifty pupils (1:50 and above). Again, it was observed that the qualifications of teachers ranged from certificate A-3-year post-secondary education, certificate A-4-years post middle, Diploma in Basic Education; Senior School certificate holders and second degree holders with the least number. It was thus concluded that more qualified teachers should be recruited and special salary structure be designed for them, by doing that at least many people will develop interest for the teaching profession and shortage of teachers will be overcome in Yobe state, Nigeria¹⁷⁵. Both primary and secondary sources of data collection were used. Charts for data analysis were drawn using the 2003 Microsoft Excel XP Version 10 package while the Analysis of Variance (ANOVA) and Spearman Rank Order (RHO) were used to test the null hypothesis. A sample of 243 respondents was randomly selected from six local government areas of Yobe. The System theory was used as the main theoretical framework. From the data analyzed, it was found that the programme recorded a very poor performance in the area of pupils' teacher ratio, where the minimum ratio of 1:40 is abuse.

The study on the influence of teacher adequacy on students' performance in KCSE in public secondary schools, Kenya sought to examine the extent to which teacher adequacy affects students' performance in KCSE in public secondary schools in Kathiani sub-County Machakos County. The study was guided by education production function

theory. The study uses descriptive research design. The target population of the study was 30 head teachers and 270 Heads of departments in 30 public secondary schools in Kathiani Sub County, Machakos County. The study also used Simple random, stratified and purposive random sampling techniques in selecting a sample size of 9 head teachers and 81 HODs from the target population. Questionnaires were used to collect data from the head teachers and heads of department. Validity of the questionnaires was ascertained using experts in the school of education while reliability of the instruments was determined using the Cronbach alpha. Quantitative data was analyzed using frequencies, percentages, means and standard deviation while hypothesis was tested at 0.05 level of significance using correlation analyses. The findings revealed that KCSE performance in Kathiani Sub County has been declining over the years from mean grade points of 4.2 in 2012 to 3.2 out of 12 points in 2016. Further it found that that teacher inadequacy was occasioned by the fact that there were no immediate replacements made once teachers had transferred from one school to another. Above all the study found that teacher adequacy had positive and significant relationships with performance at the Kenya Certificate of Secondary Education. The study recommended that TSC should recruit and post enough teachers as per the curriculum based establishment of schools and they should replace teachers immediately when they are transferred as majority of head teachers decried that many of the teachers who get transferred are not replaced immediately¹⁷⁶.

2.3.3 Learners Motivation towards learning and Universal Basic Education Goals Achievement

On the role of motivation on the academic performance of students in economics, the study focused on the Dange Shuni Local Government Area of Sokoto State as a case study. The major objectives of this study were to determine the role of motivation on the academic of performance of students in economics. To achieve this objective, survey method was used, five research questions were raised, and the total of 347 questionnaires

made up of 282 students and 65 teachers were administered. Based on the findings, it was resolved that students needed to be motivated to perform very well economics. It was therefore, recommended that proper awareness on intrinsic and extrinsic motivation should be created¹⁷⁷.

2.3.4 School Location as Moderating Variable in Universal Basic Education Goals Achievement

Many parents prefer their children to attend schools in urban areas because they believe that students from urban schools perform better than their counterparts from rural schools, many students in the interior villages struggle with the challenge of walking a long distance to school so also is the low level of development arising from lack or insufficient basic infrastructural facilities is seriously affecting the rural school students, which invariably has impacted upon their poor academic achievements. This problem has prevented many quality and experienced teachers from teaching in rural schools and this could result into the poor academic achievement of students in rural schools¹⁷⁸.

2.4 Conceptual Framework

2.5.1 Conceptual Model

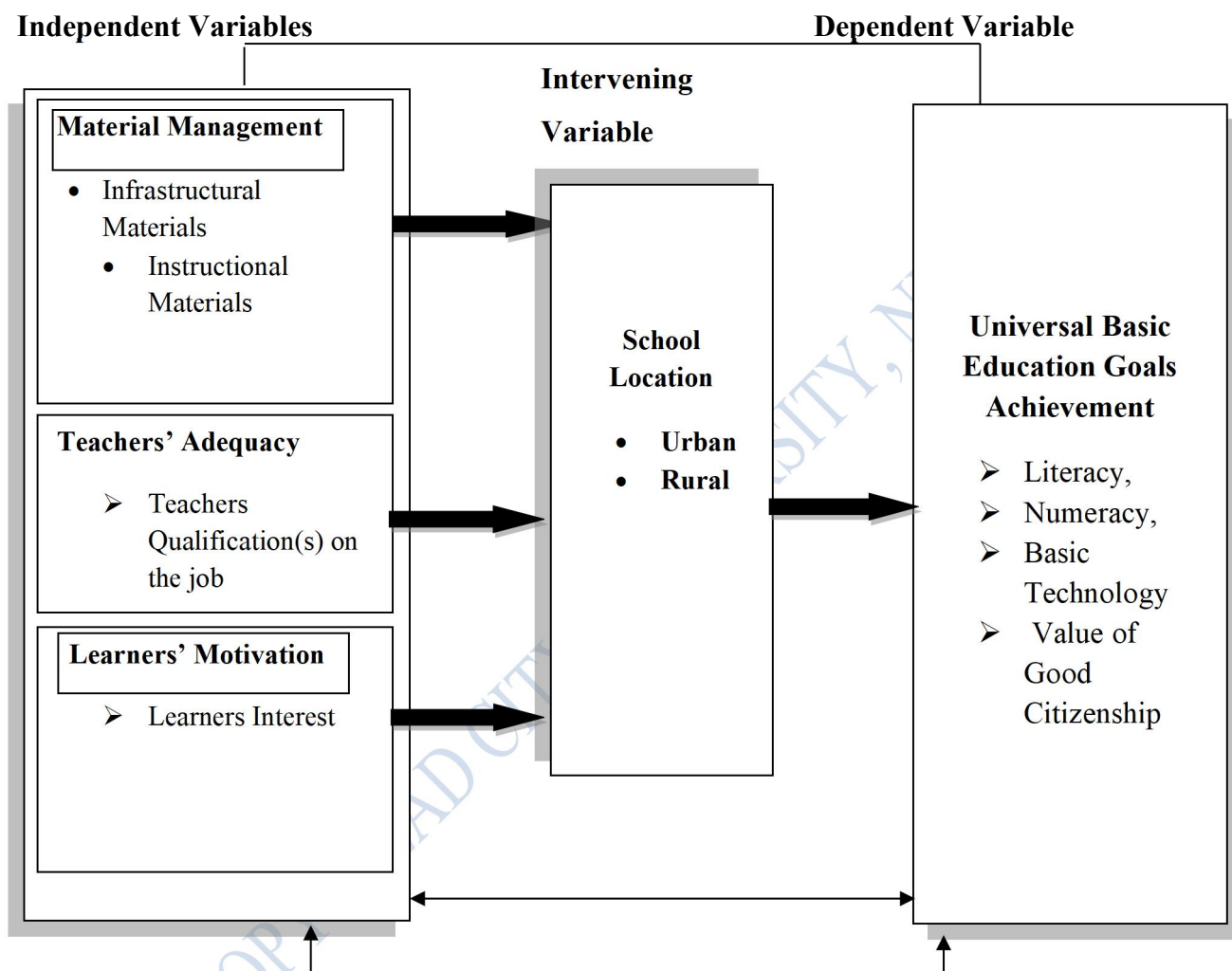


Fig 2.5 Conceptual Model of Material Management, Teachers Adequacy and Learners Motivation towards learning as Determinants of UBE Goals Achievement in Public Basic Schools

Source: Researcher 2020 Conceptual Model

The conceptual model proposed for this study was designed by the researcher. The model shows that the three independent variables; Material Management, Teachers' Adequacy and Learners' Motivation work independently or together with the Moderating variable; School Location to determine the achievement of Universal Basic Education Goals. Thus, the achievement of Universal Basic Education Goals which is the dependent variable can

be greatly influenced by any or combination of the independent variables either negatively or positively. This translates to the fact that any modification on the independent variables will have a significant influence on the success of the Universal Basic Education Goals Achievement.

2.3 Summary of Literature Review

The literature reviewed has studied materials management, teachers' adequacy and learners' motivation as determinants of universal basic education goals achievement. Gap however exists in the constructs and methodology. The constructs or dependent variables used in some of the studies were implementation issues, assessment of physical materials, sustainable development through effective communication, integrative funding, personnel and infrastructural assessment.

An examination of UBE Policy shows that numbers of problems have bedeviled the policy considering its main thrust and specific objectives. The main challenges facing the policy are inadequate infrastructural materials, instructional materials inadequacy and shortage of skilled manpower to implement the objectives of the programme. It is quite disheartening that a good policy as the Universal Basic Education lacks proper implementation. Twenty years after its acclaimed launching the programme could not stand firmly on its own.

Many states could not access money meant for the provision of infrastructural materials, instructional materials and other necessity to accomplish the goal of the policy. In many States, teachers without adequate skills are recruited to fill the vacuum of its inadequacies.

The Government embarked upon mass rehabilitation of schools for the successful take off of the Universal Basic Education Programme, which was a welcome development then, but the problem lies more with the maintenance of these facilities since it has direct effect on the continuity of the Universal Basic Education Programme,

Literature reviewed revealed that not only is the policy good but it is of great beneficial to the Nigeria society based on the proposed acquisition of vocational skills at the end of the basic education. Basic education is fundamental to human and societal development. It is the foundation upon which other levels of education are built and a necessary prerequisite for human and national development. For the UBE as an educational programme to contribute as a means of achieving nation building as outlined in the objectives, there is a need for careful consideration of the process of providing means that is resources for sustaining it in terms of methods and materials of disseminating knowledge.

The system of education under the UBE should be based on the dissemination and acquisition of demonstrable concepts which are of benefit to the environment and the individual and whose benefits can be easily evaluated e.g. education for improving their local trade, sanitation, health, physical fitness, political awareness and social adjustments. The sustainability and goal achievement of the UBE largely depend on the type of basic science and technical education it provides in its environment. Such science and technical education should centre round developing the individual for better living in his local environment.

Learning environment promotes students learning. Positive learning environment powerfully affects students' motivation to learn. Activities like community service-learning and students' value, and students' engagement can enhance learning environment by providing students with opportunities to participate in the learning process and construct their own knowledge of social and government system. When the school environment is not conducive, learners will not be motivated to learn. A well structured environment coupled with infrastructural materials and instructional materials will in no doubt achieve good results. When learners are motivated, communication between instructor and student flows smoothly, anxiety associated with learning decreases and learning creativity and engagement is more in evidence. Learners who complete an exciting and rewarding

learning experience leave “feeling motivated to seek future learning opportunities and to use what they have learned.”

It is no gain saying that poor management of available resources and corruption also contribute to the problems confronting the UBE programme. Mismanagement is observed in the UBE sector especially in the area of funds allocated to the programme for the execution of projects, projects are more than often abandoned half way and re awarded at higher cost later in the future. Effective management of school materials requires knowledge, skill and expertise in handling different facets of the school system.

Instructional materials enhance the teaching/learning process by exhibiting information necessary to acquire knowledge and skills. Apart from teachers, instructional materials are the most important resources needed for proper execution of any educational policy.

In view of the above, and gaps created by different authors, this paper is set to investigate materials management, teachers’ adequacy and learners’ motivation towards learning as determinants of Universal Basic Education goals achievement in public basic schools. When materials are not properly managed, teachers are not adequate and learners not properly motivated to learn by the parents, teachers and the school environment then one wonder how educational objectives can be achieved.

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Chapter Three

Methodology

This section describes the methodology used in carrying out the study. This includes: research design, population, sample and sampling procedure, instrumentation, procedure for data collection and method of data analysis.

3.1 Research Design

This study adopted a descriptive survey research design. The purpose of descriptive survey is to collect detailed and factual information that describes an existing phenomenon. The researcher investigated Material Management, Teachers' Adequacy and Learners' Motivation towards learning as determinants of Universal Basic Education Goals Achievement. The dependent variable of the study is Universal Basic Education Goals Achievement, the independent variables are material management (instructional materials and infrastructural materials), teachers' adequacy and learners' motivation towards learning while the intervening variable is school location.

3.2 Population

The target population of the study consisted of 2,140 public junior secondary schools, 2,140 school administrators, 42,964 teachers and 1,081,303 students in the six states in South West, Nigeria, consisting of Ogun, Lagos, Oyo, Osun, Ondo and Ekiti states.

3.3 Sample of the Study

The sample for this study were school administrators, teachers and students in Public Junior Secondary Schools located in urban and rural schools in Southwest Nigeria. A total number of 280 Public Junior Secondary Schools with total population of four thousand two hundred (4,200) respondents which comprised of two hundred and eighty (280) school administrators (Principals), one thousand one hundred and twenty (1,120) teachers (4 teachers per school) and two thousand eight hundred (2,800) Junior Secondary

School 3 students (10 students per school) for the motivation questionnaire and the achievement test were used.

3.4 Sampling Techniques:

The first stage of the sampling involved the stratification of the Southwest States into 3 categories. The States categorization; group one consists of Lagos and Ogun, group two Oyo and Osun while group three include Ondo and Ekiti. The selection was done through simple random (balloting) based on similarities, culture, proximity and the same boundaries of the States. From each of the selected state; Ogun, Osun and Ekiti, Taro Yamane (Yamane, 1973) @ 95% was used to determine the number of Public Junior Secondary Schools to be sampled.

The second stage included a proportional representation of the sample by school location by selecting 60% of urban and 40% of rural schools which was used from each of the three (3) States sampled.

The third stage of selection involved the selection of teachers and students at the school level. Sampling of teachers was purposive (because of the study purpose). Purposive sampling of subject teachers in Mathematics, English, Basic Science/Technology, and Civic Studies while simple random sampling of students was done to select 10 participants for the learners' motivation questionnaire and achievement test. (Table 3.1)

From the table Ekiti, Ogun and Osun States were randomly selected from the state stratification.

3.4.2 Selection and distribution of Schools by State using Taro Yamane (Yamane, 1973) @ 95% confidence level.

$$n = \frac{N}{1+N(e)^2}$$

Where n= sample size required

N= Number of schools in the population

e= allowable error (0.05)

N= 930

e= 0.05

$$n = \frac{930}{1+930(0.05)^2}$$

$$n = 930/3.325$$

n = 280 Schools approximately

3.5 Instrumentation

For this study, questionnaire was used as the research instrument. Data were collected using four (4) instruments. The questionnaires included the following:

- i. Materials Management Questionnaire: (instructional and infrastructural) (MMQ).
- ii. Teachers' Adequacy Questionnaire(TAQ)
- iii. Learners' Motivation Questionnaire (LMQ)
- iv. Learners' Academic Achievement Test (LAAT)

The details of each of the instruments are provided as follow:

3.5.1 Demographic/Personal Data

Respondents were required to supply their Personal data. Consideration was given to School Location, Gender, Class taught, subject taught, class size, highest educational qualification and area of specialization in order to determine teachers' adequacy in each of the sampled school.

3.5.2 Material Management Questionnaire (MMQ)

The material management instrument was divided into two sections. Section A consisted of 10 questions on Instructional Material management on the extent of its management in the school while Section B also consisted of 10 questions on Infrastructural

materials management as well. Each item of the questions was constructed by the researcher based on literature reviewed in which the respondents were required to respond to A 5-point scale ranging from Very High Extent, High Extent, Moderate Extent, Low Extent to Poor Extent. These instrument were completed by teachers in order to determine the level of infrastructural and instructional materials management by the school administrators in the school.

3.5.3 Teachers' Adequacy Questionnaire (TAQ)

This consisted of the adequacy of teachers in the four subject combinations sampled at Junior secondary 3 level; English Language, Mathematics, Basic Science/Technology and Civic Education. It consisted of 10 items on a five (5) point scale. Ranging from Very High Adequate, Highly Adequate, Moderately Adequate, Fairly Adequate and Poorly Adequate. This was completed by the School Administrator in order to determine the adequacy or otherwise of teachers in those specialized subjects. Each of the point scale was used to determine whether there was professionally qualified teacher in the subject in the school or the school was making use of other qualified teacher to teach the subject in the school.

3.5.4 Learners Motivation Questionnaire (LMQ)

Learners' motivation towards learning was sampled on a 5-point scale which consisted of 15 questionnaire ranging from Very High Extent, High Extent, Moderate Extent, Low Extent and Poor Extent. This was administered on selected learners and it aimed at testing the extent of learners' interest towards learning.

3.5.5 Learners' Academic Achievement Test

Learners' academic achievement test was measured by conducting academic Achievement Test in English Language (Literacy), Mathematics (Numeracy), Basic Science & Technology and Value of Good Citizenship (Civic Education). Twenty questions (5 questions in each of the subject) was applied with one-hour duration. These questions were carefully selected from previous Basic Education Certificate Examinations. These questions were administered on the sampled learners in each of the selected Schools throughout the three selected States.

3.6 Validity of Instrument

The research instruments were subjected to proper validation with the assistance of the supervisor in order to ensure that the instrument measure what they are expected to measure.

The face, content and construct validity of the instruments were further ascertained through experts' judgement and inputs from the supervisor.

3.7 Reliability of Instruments

A pilot study was conducted on a segment of the sample using Cronbach Alpha. The reliability coefficient of the instrument was Material Management Questionnaire (MMQ) $r=0.8114$, Teachers' Adequacy Questionnaire (TAQ) $r=0.842$, Learners' Motivation Questionnaire (LMQ) $r=0.912$ and Kuder-Richardson (KR_{20}) was used to determine the reliability of the Learners' Academic Achievement Test (LAAT) $KR_{20}=0.942$ respectively.

3.8 Procedure/Method of Data Collection

The researcher obtained a letter of permission from the Department of Educational Management Lead City University to the State Universal Basic Education Board, of each of the sampled state requesting for permission to use all the selected schools in the. This letter of authorization was taken to the selected Junior Secondary Schools for the collection

of the research data. The researcher engaged three trained research assistants in the administration of the questionnaires.

3.9 Methods of Data Analysis

Data were analysed with both descriptive and inferential statistics. Descriptive statistics of frequency counts, percentages and mean were used to analyse the respondents' personal data. Bar charts were also used for result presentation of the analysed demographic data. Descriptive statistics of mean, standard deviation and standard error of the means were used to analyse the independent variables (material management, teachers' adequacy, and learners' motivation towards learning) and the dependent variables (Universal Basic Goals Achievement) considered for this study. Descriptive statistics of mean and standard deviation were also used to answer the research questions one to three, with conclusion drawn using a standard reference mean score of 2.50.

The hypotheses one and two were analysed using inferential statistics of multiple regression while hypotheses three, four and five were analysed using moderator analysis of standard linear regression. This allowed the researcher to make inferences on the moderating influence of school location (rural and urban) on the independent and dependent variables. Inferences were drawn at 0.05 significance level.

Chapter Four

Results and Discussion of Findings

This chapter presented the results and discussion of findings on the data collected on material management, teachers' adequacy and learners' motivation towards learning as determinants of universal basic education goals achievement in public basic schools in Southwest, Nigeria.

Two Hundred and Eighty (280) administered copies of the Teachers' Adequacy Instrument (TAI) (in Appendix II) which represented thirteen percent of school administrators in public Basic Schools in Southwest, Nigeria were correctly filled and retrieved from the respondents. One Thousand, One Hundred and Twenty (1,120) administered copies of the Materials Management Instrument (MMI) (in Appendix I) which represented 2.6% of qualified teachers in public Basic Schools in Southwest, Nigeria were completed and retrieved from the respondents. Two Thousand, Eight Hundred (2,800) administered copies of the Learners Motivation Instrument (LMI) (in Appendix III) and Learners' Academic Achievement Test (Goal Achievement) (in Appendix IV) which represented 0.26% of the students' population in public Basic Schools in Southwest, Nigeria were correctly filled and retrieved from the respondents.

The summary of the organised data indicating the sample characteristics were presented on table 4.1. The respondents' demography and school characteristics were first presented followed by the descriptive statistics on the study variables, and then answers to the research questions and tests of hypotheses.

Table 4.1: *Sample Characteristics*

Sample Characteristics	Number of Respondents (N)	Administered Instruments
School Administrators	280	Teachers' Adequacy Instrument (TAI)
Teachers	1,120	Materials Management Instrument (MMI)
Students	2,800	Learners Motivation Instrument (LMI) Learners' Academic Achievement Test (Goal Achievement)

Source: Researcher's Field Survey, 2020

4.1 Demographic/Personal Information of Respondents

As obtained from the instrument (in Appendix I), the demographic characteristics of the respondents surveyed were teachers' gender, class taught by the teacher, highest teaching qualification of teachers and specialisation area of teachers. The demographic characteristics of the school surveyed were school location and class enrolment. The distributions of the demographic data set were presented on tables 4.2 and 4.3.

Table 4.2: *Personal Characteristics of the Respondents (Teachers)*

Demographic Characteristics	Frequency	Percentage
Gender		
Male	489	43.7
Female	631	56.3
Total	1120	100.0
Class Taught		
JS1	461	41.2
JS2	342	30.5
JS3	317	28.3
Total	1120	100.0
Highest Teaching Qualification		
OND with teaching qualification	16	1.4
NCE	297	26.5
HND with teaching qualification	98	8.8
University degree without teaching qualification	100	8.9
University degree with teaching qualification	609	54.4
Total	1120	100.0
Area of Specialisation		
English Language	213	19.0
Yoruba	110	9.8
French	34	3.0
Mathematics	140	12.5
Integrated Science	88	7.9
Introductory Science	40	3.6
Computer Science	45	4.0
Social Studies	103	9.2

Fine And Applied Arts	30	2.7
Government	50	4.5
Others	267	23.8
Total	1120	100.0

Source: Researcher's Field Survey (2020)

The distribution on table 4.2 showed that 489 representing 43.7% of the respondents were male, and 631 representing 56.3% of the respondents were female. The distribution of the class taught by the respondents showed that 461 representing 41.2% of the respondents taught at Junior School 1 students, 342 representing 30.5% of the respondents taught Junior School 2 students, and about 317 representing 28.3% of the respondents taught Junior School 3 students. This means that all the teachers taught at the Junior Secondary Level which makes the work load to be cumbersome on them.

The distribution of the respondents' highest teaching qualification showed that 16 representing 1.4% of the respondents had OND with teaching qualification, 297 representing 26.5% of the respondents had NCE, 98 representing 8.8% of the respondents had HND with teaching qualification, 100 representing 8.9% of the respondents had university degree without teaching qualification, 609 representing 54.4% of the respondents had university degree with teaching qualification. This reveals that all the teachers sampled are adequately trained as professional teachers.

The distribution representing the areas of specialisation of the respondents was also presented on table 4.2. Respondents who specialised in English Language teaching were 213 counts representing 19.0% of the total respondents surveyed. Respondents that specialised in Yoruba were 110 counts representing about 9.8%, respondents that specialised in French were 34 counts representing 3.0%, respondents that specialised in Mathematics were 140 counts representing 12.5%, respondents that specialised in Integrated Science were 88 counts representing 7.9%, respondents that specialised in Introductory Science were 40 counts representing 3.6%, respondents that specialised in

Computer Science were 45 counts representing 4.0%, respondents that specialised in Social Studies were 103 counts representing 9.2%, respondents that specialised in Fine and Applied Arts were 30 counts representing 2.7%, respondents that specialised in Government were 50 counts representing 4.5%, and respondents that specialised in other field of studies were 267 counts representing 23.8%. The respondents' demographic characteristics were further illustrated graphically with Figures 4.1 to 4.4.

4.1.1 School Characteristics

Table 4.2: *Distribution of School Location*

Location	Frequency	Percentage
Rural	116	41.4
Urban	164	58.6
Total	280	100.0

Source: Researcher's Field study 2020

Table 4.2 showed that 116 representing 41.4% of the total schools surveyed were located in the rural areas, and about 164 representing 58.6% of the school surveyed were located in urban areas. This distribution is further illustrated with a percentage bar chart in Figure 4.5.

Figure 4.1 illustrated the sex distribution pattern of teachers in public upper Basic Schools in Southwest, Nigeria. The percentage bar chart indicated that male and female teachers were largely represented; however female teachers represented the majority. The pattern of sex distribution in this regard means that teaching staff strength in public upper Basic Schools were dominated by female teachers.

This result does not align with earlier survey data that the disparity between the number of male and female teachers in public schools in Nigeria was not much as fifty-two per cent of the number were males and forty-eight per cent were females¹. The disparity of about twelve per cent found in this study signals a widening gap in teacher supply in terms of gender.

Figure 4.2 illustrated with a percentage bar chart the distribution of teachers teaching in three levels of upper basic schools. It was revealed that the majority of the teachers, more than forty per cent, taught in upper basic school one category followed by about thirty per cent of teachers who taught in upper basic school two, and about 28% of teachers who taught in upper basic school three. This pattern of distribution means that large proportion of teachers was earmarked to teach at the upper basic school one level and other level of basic education. The reason is not far-fetched because entry class (that is, JS1) has been noted to have the highest number of classrooms/arms due to increasing school enrolment into secondary schools. This pattern of distribution has appreciable number of teachers in Nigeria have been devoted to teach in junior secondary school level with highest students' enrolment².

Figure 4.3 illustrated graphically with a percentage bar chart the distribution of teachers by highest teaching qualification in public upper Basic Schools in Southwest, Nigeria. It was discovered that majority of the teachers, about fifty-four per cent had university degree with teaching qualification while approximately nine per cent of the teachers had no teaching qualification. This means that the majority were qualified

graduate teachers. It also revealed that a significant proportion of teachers, at least one-quarter were still in possession of National Certificate in Education (NCE) – a certification regarded as the lowest teaching qualification in Nigeria. About 1.4% and 8.8% of the teachers had upgraded their OND and HND qualifications respectively with teaching qualification. This demographic revelation points that there still exist some considerable numbers of unqualified teacher within the Upper Basic School education sub-system in Nigeria. The national audit on teaching personnel in Southwest, Nigeria was reported by Universal Basic Education Commission in 2018 as 42,964 qualified teachers in 2,140 schools with 1.1million enrolled students³.

Figure 4.4 illustrated graphically with a percentage bar chart the distribution of teachers by areas of specialisation. It indicated that the majority were English Language teachers followed by Mathematics teachers and then Yoruba Language teachers. Some of the teachers also specialised in Social Studies, Integrated Science, Government, Computer Science, Introductory Technology, French and Fine and Applied Arts. Some significant proportion of the teachers, about twenty-four per cent specialised have backgrounds in other fields of study. The respondents identified Physics, Chemistry, Agricultural Science, Biology, Commerce, Economics, Geography, History, Business Studies and Literature-in-English as their areas of specialisation. This finding is consonance with result obtained that much emphasis is placed on providing functional school building meanwhile there is need for provision of teachers in science subjects, introductory technology and other practical subjects like music, fine art, among others in secondary schools in Nigeria⁴.

Figure 4.5 indicated that the majority of the schools surveyed were urban schools, and about forty per cent of the schools were located in rural communities. One major factor highlighted by researchers that is affecting the achievement of educational goals in Nigeria is school location^{5,6,7,8,9,10}. School location plays significant role in the provision of materials and teachers adequacy. Schools located in the urban centres tend to have

advantages over schools located in rural and remote areas. School location may be classified into urban, semi-urban and rural. This classification sometimes goes a long way to affect resource allocation in terms of amenities like electricity, water, hospital and educational institution.

Many of these social amenities are concentrated in urban areas than rural areas. This also goes a long way to affect the provision of school materials to rural areas. This observation is in agreement with finding that school location is one of the potent factors that influence the distribution of educational resources and academic achievement⁸. It was also found that school location is one of the major factors that influence students' academic achievement in some subject areas⁸. The classification of school location into rural, semi urban and urban sometimes goes a long way to influence government distribution of school resources including both human, material and financial resources.

Table 4.3

Descriptive Statistics of Class Enrolment

N	Range	Minimum	Maximum	Mean	Std. Deviation
1120	467.00	13.00	480.00	53.5170	41.91314

Source: Researcher's Field study 2020

Table 4.3 showed that the mean class enrolment of students at the upper basic schools in Southwest, Nigeria was 53.52 with standard deviation score of 41.91. The class size has a range value of 467.0 with 13 students as the minimum and 480 students as the maximum. The mean score distribution of class enrolment is graphically represented in Figure 4.6.

Figure 4.6 indicated that most of the schools surveyed had an average class enrolment rate of fifty-four students, and at the extremes, some schools had large class enrolment figure of 480 students, and some with least class enrolment figure of 13 students.

The high value of the standard deviation score (of 41.91) means that schools varied significantly in their class enrolment figures, and this situation is widespread across public basic schools in Southwest, Nigeria. The implication of this result is that, both school material and human resources were over or under-utilized in schools.

The National Policy on Education prescribed a class size of 30 as the upper limits allowed for schools. This is because the class size is a good indicator of students' access to physical facilities, particularly classrooms. This finding is in consonance with the survey data which reported that apart from Ekiti with 32 and Lagos with 39 that slightly deviated from the national standard, all other states in the Southwest zone (Ogun 55, Ondo 133, Osun, 57, and Oyo 58) had high class enrolment. The lower the class size, the better the school system is adjudged to be¹¹.

4.2 Presentation of Data

General Description of the Study Variables

Table 4.4 *Descriptive Statistics of the Independent (Material Management, Teachers' Adequacy, and Learners' Motivation towards Learning) and Dependent (Universal Basic Goals Achievement) Variables*

Variables	n	Minimum	Maximum	Mean	S.E Mean	Standard Deviation
Material Management	1120	29.00	126.00	67.7509	.42929	14.36687
Instructional Material Management	1120	12.00	70.00	36.3946	.19720	6.59959
Infrastructural Material Management	1120	10.00	83.00	31.3563	.27395	9.16822
Teachers' Adequacy	280	15.00	60.00	41.5393	.53588	8.96700
Learners' Motivation towards Learning	2800	24.00	75.00	58.1314	.18045	9.54858
Universal Basic Goals Achievement	2800	10.00	100.00	64.8607	.29942	15.84407

Source: *Researcher's Field study 2020*

Note: N= Total number of respondents; n= number of respondents surveyed for each variable

Table 4.4 showed the descriptive statistics of mean, standard deviation, standard error of mean minimum and maximum scores of the independent variables (Material Management, Teachers' Adequacy, and Learners' Motivation towards Learning) and the dependent variable (Universal Basic Goals Achievement) used in this study. The table showed that the mean score computed for material management from the respondents was 67.75 with values ranging from 29.00 to 126.00, and standard deviation score of 14.36 with standard error of mean score of 0.429. These data suggest there was moderate extent of material management.

With reference to instructional material management, the mean score computed for this variable from the respondents was 36.39 with values ranging from 12.00 to 70.00, and standard deviation score of 6.60 with standard error of mean score of 0.197. These figures suggest there was high extent of instructional material management in public basic schools. The mean score computed for infrastructural material management from the respondents was 31.36 with values ranging from 10.00 to 83.00, and standard deviation score of 9.16 with standard error of mean score of 0.274. These data suggested there was moderate extent of infrastructural material management in public basic schools.

Table 4.4 also showed that the mean score observed for teacher adequacy from the respondents was 41.54 with values ranging from 15.00 to 60.00, and standard deviation score of 8.97 with standard error of mean score of 0.536. These data suggest teachers were moderately adequate in public basic schools. However, the high value of *SE* mean indicated that the moderate level of teacher adequacy in public basic schools uncovered in this study is not a reflection of adequacy level in the population public schools in Southwest, Nigeria.

Table 4.4 showed that the mean score observed for learners' motivation towards learning from the respondents was 58.13 with values ranging from 24.00 to 75.00, and standard deviation score of 9.55 with standard error of mean score of 0.180. These data suggest there was high level of motivation among the students in public basic schools. Table 4.4 also showed that the mean score observed for universal basic goals achievement from the respondents was 64.86 with values ranging from 10.00 to 100.00, and standard deviation score of 15.84 with standard error of mean score of 0.299. These data suggest there was high level of UBE goal achievement in public basic schools.

4.2.1 Research Questions

Research Question 1: What is the extent of materials management (instructional material and infrastructural material) in public basic schools in Southwest, Nigeria?

In answering this research question, numerical data collected from Materials Management Instrument (MMI) were used to categorise respondents' scores into five levels: very high, high, moderate, low, and very low. Respondents whose scores were below the standard reference mean score of 2.50 were classified as low while respondents with scores higher than the standard reference mean score of 2.50 were classified as high. The descriptive data from this classification are presented on table 4.5.

Table 4.5 *Mean and Standard Deviation Indicating the Extent of Materials (Instructional and Infrastructural) Management in Public Basic Schools*

Materials Management	<i>n</i>	<i>M</i>	<i>SD</i>	Remark
Instructional Materials				
Curriculum delivery methodologies were outlined	1120	4.16	0.869	High
The curriculum contents were taught to students	1120	4.07	0.969	High
Curriculum contents were made available	1120	3.98	0.999	High
Roles and duties of member staff were defined	1120	3.96	0.991	High
Regular learners' assessment by principal	1120	3.83	1.042	High
Teachers willingly shared instructional materials	1120	3.52	1.637	High
Teaching/learning materials were provided for use	1120	3.45	1.116	Moderate
Appropriate instructional materials for learners' supports	1120	3.30	1.086	Moderate
Appropriate instructional materials were in schools	1120	3.25	1.198	Moderate
Audio and visual materials were adequate and utilized	1120	2.86	1.293	Moderate
Total		3.64	0.426	High
Infrastructural Materials				
Classrooms were adequate	1120	3.57	1.181	High
Toilets/latrines were readily provided	1120	3.29	1.305	Moderate
Office furniture and fixtures were provided	1120	3.27	1.203	Moderate
There was a good portable water in the school	1120	3.24	1.421	Moderate
Laboratory materials were provided	1120	3.22	1.225	Moderate

Recreation and sporting facilities were provided	1120	3.18	1.726	Moderate
There was good source of power	1120	3.13	1.272	Moderate
Health facilities were provided in the school	1120	2.98	1.296	Moderate
Technical workshops were provided	1120	2.77	1.337	Moderate
Online information, internet services and E-library were provided	1120	2.70	1.383	Moderate
Total		3.14	0.258	Moderate
Grand Total		3.39	0.429	Moderate

Source: Researcher's Field Survey Data (2020)

Note:

M = Mean; SD = Standard Deviation; n = Number of respondents

Standard Reference Mean = 2.50; Mean response rating classification: Very high extent=4.5-5.0; High extent=3.5-4.49; Moderate extent= 2.5-3.49; Low extent= 1.5-2.49; Very low extent=0-1.49

Table 4.5 showed that the mean scores of 4.16, 4.07, 3.98, 3.96, 3.83 and 3.52 respectively for curriculum delivery, curriculum contents, curriculum availability, staff roles and duties, learners' assessment, and instructional materials were high implying that instructional materials as regards these aspects were highly managed in public basic schools in Southwest, Nigeria. However, the means scores of 3.45, 3.30, 3.25 and 2.86 respectively for teaching/learning materials, instructional materials, school materials, and audio-visual materials were moderate implying that instructional materials as regards these aspects were moderately managed in public basic schools in Southwest, Nigeria. Overall, there was high extent of instructional materials management across public basic schools in Southwest, Nigeria ($M = 3.64 > 2.50$; $SD = 0.426$). Figure 4.7 illustrates graphically, the extent to which instructional materials were managed in public basic schools across Southwest, Nigeria.

Table 4.5 also showed that the mean score of 3.57 for classrooms adequacy was high implying that infrastructural materials as regards classroom adequacy were highly managed in public basic schools in Southwest, Nigeria. However, the means scores of 3.29, 3.27, 3.24, 3.22, 3.18, 3.13, 2.98, 2.77, and 2.70 respectively for toilets/latrines, office

furniture, potable water, laboratory materials, sporting facilities, power supply health facilities, technical workshops, and internet services were moderate; implying that infrastructural materials as regards these aspects were moderately managed in public basic schools in Southwest, Nigeria. Overall, there was moderate extent of infrastructural materials management across public basic schools in Southwest, Nigeria ($M= 3.14 > 2.50$; $SD= 0.258$).

Figure 4.8 illustrates graphically, the extent to which infrastructural material were managed in public basic schools across Southwest, Nigeria.

The mean statistic for the joint materials management (instructional and infrastructural) was 3.39 ($SD= 0.429$); implying that the extent at which materials were managed in public basic schools in Southwest, Nigeria was moderate.

Research Question 2: What is the level of teachers' adequacy (teachers' availability) in public basic schools in Southwest, Nigeria?

In answering this research question, numerical data collated from Teachers' Adequacy Instrument (TAI) were used to categorise respondents' scores into five levels: very highly adequate, highly adequate, moderately adequate, sparsely adequate and poorly adequate. Respondents whose scores were below the standard reference mean score of 2.50 were classified as not adequate while respondents with scores higher than the standard reference mean score of 2.50 were classified as highly adequate. The descriptive data from this classification are presented on table 4.6.

Table 4.6 *Mean and Standard Deviation Indicating the Level of Teachers' Adequacy in Public Basic Schools*

Teacher Adequacy	<i>N</i>	<i>M</i>	<i>SD</i>	Remark
Social Studies	280	4.09	0.919	Highly Adequate
English Language	280	4.03	0.982	Highly Adequate
Yoruba Language	280	3.85	1.108	Highly Adequate
Civic and Moral Education	280	3.85	1.023	Highly Adequate
Mathematics	280	3.82	1.046	Highly Adequate
Integrated Science	280	3.73	0.991	Highly Adequate
Introductory Technology	280	3.41	1.087	Moderately Adequate
Computer Science	280	3.28	1.26	Moderately Adequate
Physical Health Education	280	3.22	1.342	Moderately Adequate
Cultural and Creative Arts	280	3.22	1.293	Moderately Adequate
History	280	2.95	1.371	Moderately Adequate
French	280	2.10	1.172	Sparsely Adequate
Grand Mean		3.46	0.563	Moderately Available

Source: Researcher's Field Survey Data (2020)

Note:

M = Mean; SD = Standard Deviation; n = Number of respondents

Standard Reference Mean = 2.50; Mean response rating classification: Very highly adequate =4.5-5.0; Highly adequate=3.5-4.49; Moderately adequate= 2.5-3.49; Sparsely adequate= 1.5-2.49; Poorly adequate=0-1.49

Table 4.5 showed that the mean scores of 4.09, 4.03, 3.85, 3.85, 3.82 and 3.73 respectively for Social Studies, English Language, Yoruba Language, Civic and Moral Education, Mathematics, and Integrated Science were high implying that Social Studies, English Language, Yoruba Language, Civic and Moral Education, Mathematics, and Integrated Science teachers were highly adequate in public basic schools in Southwest, Nigeria. However, the means scores of 3.41, 3.28, 3.22, 3.22, and 2.95 respectively for Introductory Technology, Computer Science, Physical Health Education, Cultural and Creative Arts, and History were moderate implying that teachers of Introductory Technology, Computer Science, Physical Health Education, Cultural and Creative Arts, and History were moderately adequate in public basic schools in Southwest, Nigeria. Results further indicated that French teachers were sparsely adequate. Overall, there was moderate level in teachers' adequacy across public basic schools in Southwest, Nigeria ($M= 3.46 > 2.50$; $SD= 0.563$). Figure 4.9 illustrates graphically, the level of teacher adequacy in public Basic Schools in Southwest, Nigeria.

Research Question 3: What is the extent of learners' motivation towards learning in public basic schools in Southwest, Nigeria?

In answering this research question, numerical data collated from Learners Motivation Instrument (LMI) were used to categorise respondents' scores into five levels: very high, high, moderate, low and very low. Respondents whose scores were below the standard reference mean score of 2.50 were classified as low while respondents with scores higher than the standard reference mean score of 2.50 were classified as high. The descriptive data from this classification are presented on table 4.7.

Table 4.7 *Mean and Standard Deviation Indicating the Extent of Learners' Motivation Towards Learning in Public Basic Schools*

Materials Management	<i>n</i>	<i>M</i>	<i>SD</i>	Remark
I feel comfortable approaching the Head and/or Assistant Head when needed	2800	4.24	0.976	High Extent
The teachers make lessons interesting by using different teaching methods	2800	4.07	1.074	High Extent
The teachers ask us questions to see what we have understood	2800	4.07	1.065	High Extent
All learners are given the opportunity to participate actively in the lesson	2800	4.00	1.113	High Extent
The school organises various activities that suits my purpose	2800	3.93	1.039	High Extent
The teachers' guide on how to improve my work	2800	3.92	1.119	High Extent
I am given homework regularly and it is always corrected by the teacher	2800	3.92	1.109	High Extent
The school promotes confidence and self-esteem of learners	2800	3.86	1.100	High Extent
I like the way my school environment and class is decorated	2800	3.79	1.236	High Extent
I am given the opportunity to participate in activities organised by the school	2800	3.78	1.181	High Extent
The Head and/or Assistant Head are fair when taking decisions	2800	3.74	1.108	High Extent
I feel confident to go to the guidance teacher when I feel troubled	2800	3.72	1.217	High Extent
The school provides learners with an effective guidance service	2800	3.71	1.159	High Extent
During some lessons we are given the opportunity to work in groups	2800	3.69	1.245	High Extent
My parents are informed regularly of what I am doing in school and they help me whenever I have difficulties with my homework	2800	3.68	1.336	High Extent
Grand Mean		3.87	0.167	High Extent

Source: Researcher's Field Survey Data (2020)

Note:

M = Mean; *SD* = Standard Deviation; *n* = Number of respondents

Standard Reference Mean = 2.50; Mean response rating classification: Very high extent=4.5-5.0; High extent=3.5-4.49; Moderate extent= 2.5-3.49; Low extent= 1.5-2.49; Very low extent=0-1.49

Table 4.5 showed the extent of learners' motivation towards learning in public basic schools in Southwest, Nigeria. Majority of the respondents indicated to a high extent that learners were motivated to learn. The mean response scores to all the items were rated high, implying that there was high level of motivation towards learning ($M= 3.87 > 2.50$; $SD= 0.167$). Figure 4.10 illustrates graphically, the extent of learners' motivation towards learning in public Basic Schools in Southwest, Nigeria.

4.2.2 Testing of Hypotheses

Hypothesis 1: There will be no significant combined influence of material management (infrastructural material and instructional material), teachers' adequacy and learners' motivation towards learning on Universal Basic Education goals achievements in public basic schools in Southwest, Nigeria.

Table 4.8 *Combined Influence of Material Management (Infrastructural Material and Instructional Material), Teachers' Adequacy and Learners' Motivation Towards Learning on Universal Basic Education Goals Achievements*

	Model	Sum of Squares	Df	Mean Square	F	Sig.	Remark
R= .228	Regression	2152.569	4	538.142	3.787	.005	Significant
R ² = .052	Residual	39078.082	275	142.102			
Adj. R ² = .038	Total	41230.650	279				
Std. Error of the Estimate= 11.92066							

Source: Researcher's Field study 2020

The results on table 4.8 showed that the combined influence of material management (infrastructural material and instructional material), teachers' adequacy and learners' motivation towards learning on Universal Basic Education goals achievements was significant ($R=.228$; $R^2=.052$; $F_{(4,275)}=3.787$; $p < 0.05$). This result means that material management (infrastructural material and instructional material), teachers' adequacy and

learners' motivation towards learning accounted for 3.8% of the variance in Universal Basic Education Goals Achievements in public basic schools in Southwest, Nigeria. Therefore, the null hypothesis one which stated that there will be no significant combined influence of material management (infrastructural material and instructional material), teachers' adequacy and learners' motivation towards learning on Universal Basic Education goals achievements in public basic schools in Southwest, Nigeria was hereby rejected. This means the alternate hypothesis is hereby accepted; that is, there will be significant combined influence of material Management (infrastructural material and instructional material), teachers' adequacy and learners' motivation towards learning on Universal Basic Education goals achievements in public basic schools in Southwest, Nigeria

Hypothesis 2: There will be no significant relative influence of material management (infrastructural material and instructional material), teachers' adequacy and learners' motivation towards learning on achievement of Universal Basic Education goals achievements in public basic schools in Southwest, Nigeria.

Table 4.9 *Beta Coefficient and T-Ratio for Relative Influence of Material Management (Infrastructural Material and Instructional Material), Teachers' Adequacy and Learners' Motivation Towards Learning on Achievement of Universal Basic Education Goals*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	54.709	7.354		7.439	.000
Instructional Material	-2.855	2.658	-.103	-1.074	.284
Infrastructural Material	-.010	1.652	-.001	-.006	.995
Teachers' Adequacy	-.736	1.015	-.045	-.724	.469
Learners' Motivation	5.910	1.588	.242	3.723	.000

Source: Researcher's Field study 2020

Table 4.9 showed the relative influence of each of the independent variables (infrastructural material and instructional material, teachers' adequacy and learners' motivation towards learning) on the dependent variable (Universal Basic Education goals achievements). Learners' motivation (Beta= .242; $t = 3.723$; $p < 0.05$) was the most potent predictor out of the four independent variables. This was followed by instructional materials, teachers' adequacy and infrastructural materials with predictive values of (Beta= -.103; $t = -1.074$; $p > 0.05$), (Beta= -.045; $t = -0.724$; $p > 0.05$) and (Beta= -.001; $t = -.006$; $p > 0.05$) respectively. The relative influence of instructional materials, teachers' adequacy and infrastructural materials were negative and not significant ($p > 0.05$). The negative values in instructional, infrastructural material and teachers' adequacy could be traced to the fact that their availability and non-availability in the schools were not measured which resulted in their negative values and not relative to the material management and teachers' adequacy.

Therefore, the postulated null hypothesis two was rejected in favour of the alternative hypothesis. This means that there was significant relative influence of learners' motivation towards learning on achievement of Universal Basic Education goals in public basic schools in Southwest, Nigeria.

The implication of these findings is that out of the three determinants of Universal Basic Education goals achievements in public basic schools in Southwest, Nigeria, learners' motivation towards learning could independently impact positively on achievement of Universal Basic Education goals.

Hypothesis 3: There will be no significant differences in school location (rural and urban) on material management (infrastructural material and instructional material) in the achievement of UBE goals in public basic schools in Southwest, Nigeria.

Table 4.10 *Influence of School Location Difference on Material Management in the Achievement of UBE Goals*

		Sum Squares	of df	Mean Square	F	Sig.
Rural	Regression	61.086	2	30.543	.175	.840
	Residual	19750.837	113	174.786		
	Total	19811.923	115			
Model Summary		R= .056	R ² = .003	Adj. R ² = -.015	SE of the Estimate= 13.22067	
Urban	Regression	131.630	2	65.815	.527	.591
	Residual	20097.805	161	124.831		
	Total	20229.435	163			
Model Summary		R= .081	R ² = .007	Adj. R ² = -.006	SE of the Estimate= 11.17278	

Source: Researcher's Field study 2020

Table 4.10 showed the moderating influence of school location on the influence of material management (infrastructural material and instructional material) in the achievement of UBE goals in public basic schools in Southwest, Nigeria. It was revealed that school location had no significant influence on the contribution of material management (infrastructural material and instructional material) to the achievement of UBE goals in public basic schools in Southwest, Nigeria. When school location was introduced into the regression model as a moderator, the independent variable, material management (infrastructural material and instructional material) still made no significant influence on the dependent variable, achievement of UBE goals for the two school locations – rural schools ($F_{2, 113} = 0.175$; $p > 0.05$) and urban schools ($F_{2, 161} = 0.527$; $p > 0.05$). Therefore, variation in school location (rural and urban) notwithstanding, the independent variables (infrastructural material and instructional material) made no significant influence on the achievement of UBE goals in public basic schools in Southwest, Nigeria. This means that, the influence of differences in school location (rural and urban) on material management (infrastructural material and instructional material) in the

achievement of UBE goals is not sensitive to difference in school location. Therefore, the null hypothesis three was not rejected.

Hypothesis 4: There will be no significant differences in school location (rural and urban) on teachers' adequacy in the achievement of UBE goals in public basic schools in Southwest, Nigeria.

Table 4.11: *Influence of School Location Difference on Teachers' Adequacy in the Achievement of UBE Goals*

		Sum Squares	of df	Mean Square	F	Sig.
Rural	Regression	1.550	1	1.550	.009	.925
	Residual	19810.373	114	173.775		
	Total	19811.923	115			
Model Summary		R= .009	R ² = .000	Adj. R ² = -.009	SE of the Estimate= 13.18238	
Urban	Regression	448.163	1	448.163	3.670	.057
	Residual	19781.272	162	122.107		
	Total	20229.435	163			
Model Summary		R= .149	R ² = .022	Adj. R ² = -.016	SE of the Estimate= 11.05019	

Source: Researcher's Field study 2020

Table 4.11 showed the moderating influence of school location on the influence of teachers' adequacy in the achievement of UBE goals in public basic schools in Southwest, Nigeria. It was revealed that school location had no significant influence on the contribution of teachers' adequacy to the achievement of UBE goals in public basic schools in Southwest, Nigeria. When school location was introduced into the regression model as a moderator, the independent variable, teachers' adequacy still made no significant influence on the dependent variable, achievement of UBE goals for the two school locations – rural

schools ($F_{1, 114} = 0.009$; $p > 0.05$) and urban schools $F_{1, 162} = 3.670$; $p > 0.05$). Therefore, variation in school location (rural and urban) notwithstanding, the independent variable (teachers' adequacy) made no significant influence on the achievement of UBE goals in public basic schools in Southwest, Nigeria. This means that, the influence of differences in school location (rural and urban) on teachers' adequacy in the achievement of UBE goals is not sensitive to difference in school location. Therefore, the null hypothesis four was not rejected.

Hypothesis 5: There will be no significant differences in school location (rural and urban) on learners' motivation towards learning in the achievement of UBE goals in public basic schools in Southwest, Nigeria.

Table 4.12 *Influence of School Location Difference on Learners' Motivation Towards Learning in the Achievement of UBE Goals*

		Sum Squares	of df	Mean Square	F	Sig.
Rural	Regression	465.805	1	465.805	2.745	.100

	Residual	19346.118	114	169.703		
	Total	19811.923	115			
Model Summary						
		R= .153	R ² = .024	Adj. R ² = -.015	SE of the Estimate=	13.02700
Urban	Regression	1075.862	1	1075.862	9.100	.003
	Residual	19153.572	162	118.232		
	Total	20229.435	163			
Model Summary						
		R= .231	R ² = .053	Adj. R ² = -.047	SE of the Estimate=	10.87345

Source: Researcher's Field study 2020

Table 4.12 showed the moderating influence of school location on the influence of learners' motivation towards learning in the achievement of UBE goals in public basic schools in Southwest, Nigeria. It was revealed that school location had significant influence on the contribution of learners' motivation towards learning to the achievement of UBE goals in public basic schools in Southwest, Nigeria. When school location was introduced into the regression model as a moderator, the independent variable, learners' motivation towards learning made a significant influence on the dependent variable, achievement of UBE goals for one of the two school locations – rural schools ($F_{1, 114} = 2.745$; $p > 0.05$) and urban schools $F_{1, 162} = 9.100$; $p < 0.05$). Therefore, variation in school location (rural and urban), the independent variable (learners' motivation towards learning) made no significant influence on the achievement of UBE goals in rural public basic schools in Southwest, Nigeria, however, the independent variable (learners' motivation towards learning) made a significant influence on the achievement of UBE goals in urban public basic schools in Southwest, Nigeria. This means that, the influence of differences in school location (rural and urban) on learners' motivation towards learning in the achievement of UBE goals was sensitive to difference in school location. Therefore, the null hypothesis five was rejected.

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4.4 Discussion of Findings

The result of the research question 1 which examined the extent of material management (instructional material and infrastructural material) in public basic schools in Southwest, Nigeria revealed that instructional material was highly managed, while infrastructural material was moderately managed. Overall, materials were moderately managed in public basic schools in Southwest, Nigeria. This implied that the extent at which materials (instructional and infrastructural) were managed in public basic schools in Southwest, Nigeria was moderate. Where the educational materials are properly managed, there is bound to be an improvement in academic achievement of the learners.

The finding is in consonance with the study which reveals that infrastructures are provided to enhance the delivery of basic education to Nigerians. However, like any other resources, such as books and instructional materials, they are insufficient to meet the goals of the programme, and to ensure access by everyone¹².

It is also in agreement with the study that there is inadequate number of textbooks, reference books, maps and globes in schools under investigation due to increase of students in Community Schools. Furthermore, schools have inadequate physical facilities such as classrooms, desks, chairs and the available classrooms are perceived to be of low quality with inadequate spacing¹³. The researchers recommend that Curriculum developers and policy makers should come up with a policy guideline that will enhance provision and proper management of instructional materials and physical facilities.

The finding is in also in line with the study on effects of physical facilities on performance in Kenyan Secondary Examination Certificate in Public Schools in Bungoma, where it was acknowledged that, the academic performance of schools with adequate physical facilities has been improving steadily over the years while performance in schools that have inadequate physical facilities fluctuate¹⁴. On the other hand, it is in disagreement

with the findings that most of the schools did not have adequate school buildings to support the educational programme in Delta State⁴.

Also, the finding aligns with the study that School Administrators/Principals should be encouraged to develop methods of prudent material management to increase the efficiency in the use of available materials (instructional and infrastructural) for effective implementation of Universal Basic Education goals in public basic schools¹⁵.

On the level of teachers' adequacy in the achievement of Universal Education goals achievement in public basic schools in Southwest, Nigeria research question 2, the finding reveals that there was moderate level of teachers' adequacy in public basic school in Southwest, Nigeria.

This is in agreement with the findings of a study that investigated the challenges of the implementation of Universal Basic Education programme in Yobe State, Nigeria and prospects for 2015 and beyond, where it was revealed that all the schools visited both primary and junior secondary school had the minimum of a teacher to fifty pupils (1:50 and above) ¹⁶. There is therefore the need to replace teachers as soon as they are posted or retired from the active service so as to reduce the number of periods and learners' population which a teacher is made to teach. This is against the policy of UBE Act, 2004; that for effective teaching/learning the teacher-pupil ratio shall be 1:35. Many of the schools had to make use of teachers' in other discipline to teach other subjects which they were not specialists. This is also supported by the finding that although enrolment in primary schools had escalated due to the introduction of free primary education (FPE) policy, there were inadequate teachers in the study locale due to the freeze by the Government of Kenya to recruit more teachers, retirement, natural attrition, and frequent transfers¹⁷. The total number of teachers at both primary and secondary level is on the decline while enrolment is expanding.

On the extent of learners' motivation towards learning in public basic schools in Southwest, Nigeria research question 3, majority of the respondents indicated to a high extent that learners were motivated to learn. The mean response scores to all the items were rated high, implying that there was high level of motivation towards learning. This also implies that education is now learner-friendly in public basic schools in Southwest, Nigeria. This finding is in consonance with study that highly motivated students perform better academically than the lowly motivated students¹⁸. This finding corroborates that successful students' have significant higher motivation for achievement.

Similarly, the report that academic achievement is highly correlated with student's motivation lends a good support to the present findings¹⁹. With reference to the fact that when pupils express lack of interest in a subject, it affects the way they react or listen to the teacher. It can be said therefore that interest and attitude of learner towards a particular subject matters a lot.

Hypothesis 1: Finding reveals that there was significant combined influence of material management (infrastructural and instructional), teachers' adequacy and learners' motivation towards learning on Universal Basic Education goals achievements in public basic schools in Southwest, Nigeria. This indicated that all things being equals the three variables cannot be compromised for the successful implementation of Universal Basic Education goals achievement.

The finding is in line with the report that although there had been marked progress towards realizing UBE goal attainment in the country, achievement of the MDG and EFA goals continue to experience a number of challenges, mainly socio-cultural and economic in nature²⁴. Some of the isolated constraints include: overcrowding in schools, especially those in urban informal settlements and densely populated areas; inadequate physical facilities due to increased enrolment occasioned by FPE and FDSE; high pupil to teacher ratio in some regions and at certain schools; high costs of special equipment, poor attitudes

of students to learning, facilities and materials to cater for children with special needs. This is further supported that self-motivation among students is a major factor in good academic performance and that student motivation has a positive influence on academic performance²⁰.

Hypothesis 2: Finding reveals that there was significant relative influence of learners' motivation towards learning on achievement of Universal Basic Education goals achievements in public basic schools in Southwest, Nigeria. The implication of these findings is that out of the three determinants of Universal Basic Education goals achievements in public basic schools in Southwest, Nigeria, learners' motivation towards learning could independently impact positively on achievement of Universal Basic Education goals. This is supported by the study that when the students display good attitude and better interest in a subject the teacher is motivated and this may cause him to forget whatever hindrances to the teaching of the subject from his own part¹⁸.

Good impartation of knowledge of subject matter on the part of the teacher; couple with student's interest in the subject and the display of positive attitude as earlier pointed out, are good motivating factors which when combined together is assumed will result in better achievement of basic education goals.

Hypothesis 3: The null hypothesis was accepted which means that there was no significant differences in school location (rural and urban) on material management (infrastructural and instructional) in the achievement of UBE goals in public basic schools in Southwest, Nigeria.

This finding is in disagreement with study that shows significant difference in achievements between rural and urban located schools where such achievements are in favour of urban schools, which must have been borne out of many facilities which the urban schools were used to which were not available in the rural schools²¹. This shows that school administrators/principals whether in rural or urban areas have the same training on

proper management of materials. This goes a long way in solving problems of material management in schools. Same trainings are offered to school administrators at the same time. This make them to be aware of the need to take adequate care of the materials in their possession (instructional and infrastructural) for the achievement of educational goals. Although schools in urban areas may have better materials but when it comes to management, similar methods are adopted by the school administrators to take adequate care of what is in their possession.

Hypothesis 4: The finding reveals there was no significant differences in school location (rural and urban) on teachers' adequacy in the achievement of UBE goals in public basic schools in Southwest, Nigeria. This shows that teachers whether in rural or urban are striving to ensure the success of the programme. Many teachers in rural areas do go extra miles to ensure their learners achieve the best learning outcome. Despite inadequate materials in schools, many teachers improvise as well as teach subjects for which they were not trained as reflected in the inadequacy of teachers in public basic schools. This finding is in disagreement with the study that the preference that teachers have for urban schools where social amenities are available is high, to the detriment of rural schools where population is low and only subsistence livelihood prevails²², but the study is in agreement with finding which reveals that students from rural locations performed better than their counterparts in urban location in verbal aptitude and English language as a result of dedication of their teachers²³.

Hypothesis 5: The finding shows that there was significant differences in school location (rural and urban) on learners' motivation towards learning in the achievement of UBE goals in public basic schools in Southwest, Nigeria. This finding is in agreement with the study that shows significant difference in achievements between rural and urban located schools where such achievements are in favour of urban schools, for instance, must have

been borne out of many facilities they were used to which were not available in the rural schools which motivated learners to learn²¹.

Rural-urban location of schools has been found to be one of the important predictors of differences in learners' academic achievement. The urban environment is said to have a stimulating effect on learning and social interaction which rural learners are not exposed to⁹.

Many parents prefer their children to attend schools in urban areas because they believe that students from urban schools perform better than their counterparts from rural schools as a result of facilities which they perceived are readily available in such schools.

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Chapter Five

Conclusion

5.1 Summary of Findings

The study investigated the influence of material management, teachers' adequacy and learners' motivation towards learning as determinants of Universal Basic Education goals achievement in public basic schools in Southwest, Nigeria. The findings of this study are summarized as follows:

There was high extent of instructional materials management across public basic schools in Southwest, Nigeria ($M= 3.64 > 2.50$; $SD= 0.426$) while there was moderate extent of infrastructural materials management across public basic schools in Southwest, Nigeria ($M= 3.14 > 2.50$; $SD= 0.258$) and jointly there was moderate extent of material management in public basic schools in Southwest, Nigeria ($M3.39 > 2.50$; $SD= 0.429$).

There was moderate level in teachers' adequacy across public basic schools in Southwest, Nigeria ($M= 3.46 > 2.50$; $SD= 0.563$).

There was high level of learners' motivation towards learning in public basic schools in Southwest, Nigeria ($M= 3.87 > 2.50$; $SD= 0.167$).

There was significant combined influence of material management (infrastructural material and instructional material), teachers' adequacy and learners' motivation towards learning on Universal Basic Education goals achievements in public basic schools in Southwest, Nigeria ($R=.228$; $R^2=.052$; $F_{(4,275)}=3.787$; $p < 0.05$).

There was significant relative influence of learners' motivation towards learning on achievement of Universal Basic Education goals achievements in public basic schools in Southwest, Nigeria ($\beta = .242$; $t= 3.723$; $p < 0.05$).

There was no significant differences in school location (rural and urban) on material management (infrastructural material and instructional material) in the achievement of

UBE goals in public basic schools in Southwest, Nigeria ($F_{2, 113} = 0.175$; $p > 0.05$) and urban schools $F_{2, 161} = 0.527$; $p > 0.05$).

There was no significant differences in school location (rural and urban) on teachers' adequacy in the achievement of UBE goals in public basic schools in Southwest, Nigeria ($F_{1, 114} = 0.009$; $p > 0.05$) and urban schools $F_{1, 162} = 3.670$; $p > 0.05$).

There was significant differences in school location (rural and urban) on learners' motivation towards learning in the achievement of UBE goals in public basic schools in Southwest, Nigeria ($F_{1, 114} = 2.745$; $p > 0.05$) and urban schools $F_{1, 162} = 9.100$; $p < 0.05$).

5.2 Conclusion

From available data, the study revealed that there is moderate extent of material management (instructional and infrastructural), moderate level of teachers' adequacy and high extent of learners' motivation towards learning in public school.

The study further confirmed that there is combined influence of material management, teachers' adequacy and learners' motivations towards learning in the achievement of UBE goals in public schools in Southwest, Nigeria. The intervening variable; school location reveals that learners' motivation differs from urban to rural schools, this in effect means that urban learners are well motivated than their rural counterparts as a result of their exposure to social amenities which otherwise might not be available in the rural areas. Motivation did have some impact on learners' UBE goals achievement in public basic schools in Southwest, Nigeria. Adequate qualified teachers should be provided in all subjects in our basic schools as qualified teacher in his area of discipline will strive to provide the needed materials in his subject.

In view of the findings, for successful achievement of UBE goals, material management, teachers' adequacy and learners' motivation towards learning should be given utmost attention by the three tiers of governments and all education stakeholders.

It is thereby concluded that material management, teachers' adequacy and learners' motivation towards learning are essential parts of determinants of Universal Basic Education Goals Achievement in public basic schools.

5.3 Recommendations

On the basis of the findings, the following recommendations were proffered:

- i. Government should provide more instructional material and infrastructural facilities to schools as well as renovate old and dilapidated buildings so as to improve upon the level of physical facilities and instructional material to create a learners' friendly environment.
- ii. Qualified teachers should be recruited, especially in the area of science, technology, engineering and mathematics (STEM) at all levels. This will enhance productivity and academic achievement.
- iii. Professional development training on school management should be provided on continuous basis for school administrators to help in the smooth running of the schools and bring about improved quality service delivery, and enhance academic performance of the learners towards the achievement of the UBE goals.
- iv. Data on materials in schools should be accurate, reliable and timely so that proper planning could be made on areas of inadequacy (instructional, infrastructural and teachers') by Planning, Research and Statistics Department of every Ministry of Education and State Universal Basic Education Board respectively.
- v. The State Ministry of Education and State Universal Basic Education Quality Assurance should intensify effort in the area of establishment of an effective institutional framework for monitoring learning and teaching.

- vi. Teachers and school leaders should be provided with opportunities for capacity building through workshops, seminars, conferences at school-based, cluster based, national and international levels periodically based on needs assessment so as to cater for any inadequacy in public basic schools.

5.4 Contribution to Knowledge

This research work upon publication is expected to fill the gap in the Southwest, Nigeria on Universal Basic Education Goals Achievement as well as contributed to the body of existing knowledge in the following areas:

Conceptually: This study has provided rich insight to literature on the variables – material management, teachers’ adequacy and learners’ motivation towards learning as determinants of UBE goals achievement in public basic schools, as it also showed the relationship between the variables.

Conceptual Framework: A thorough search of literature reveals that no study has actually been carried out on the combined variables; material management, teachers’ adequacy and learners’ motivation towards learning as determinants of UBE goals achievement in public schools. This study therefore closed the gap in literature.

Theoretically: Findings of this study contributed to the system theory, resource dependence theory, theory of learners’ motivation theory proposed by B.F Skinner and Ivan Pavlov, and theory of teachers’ demand and supply showing the implications of each of the theory to education.

Empirically: This study has contributed empirically, as it adds to the body of knowledge by reporting that there is combined influence of material management, teachers’ adequacy and learners’ motivation towards learning as part of determinants of UBE goals achievement in public basic schools as well as the existence of relative influence of

learners' motivation towards learning on the achievement of UBE goals in public basic schools in Southwest, Nigeria.

5.5 Suggested Area of Further Research

Methods: This study employed a quantitative method of research to investigate the influence of material management, teachers' adequacy and learners' motivation towards the achievement of UBE goals in public basic schools. It is suggested that a mixed method of research be conducted in further studies

Population: In this study, Principals of public junior secondary schools, teachers and learners were used as study population. It is hereby suggested that Private basic school administrators, teachers and learners could be used in subsequent studies.

Demographic: The study was carried out in three selected states in Southwest, Nigeria, same study could be carried out in all the six states in Southwest, Nigeria or other parts of the country.

Research design: In this study, the descriptive survey research design type was employed. Other designs such as the quasi-experimental and correlational design can also be used.

Sector: Public junior secondary schools were used. Private Junior secondary schools could be used in other studies while retaining the research topic.

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Appendix I

DO NOT COPY. LEAD CITY UNIVERSITY, NIGERIA

Appendix II (a)

Lead City University, Ibadan

Department of Educational Management

Sir/ma

This questionnaire is developed mainly for research purpose. All information provided will be treated as confidential and use only for academic purpose.

Thanks.

Section A: (Personal Information)

For each of the question below, please fill or tick as appropriate.

1. **Gender:** Male () Female ()
2. **School Location:** Rural () Urban ()
3. **Class Taught:**
4. **Subject Taught:** Class Enrolment.:
5. **Highest Teaching Qualification:**
OND without teaching qualification ☐
National Certificate in Education (NCE); ☐
Higher National Diploma (HND) without teaching qualification; ☐
University Degree without teaching qualification; ☐
University Degree with teaching qualification ☐
6. **Area of Specialization:** (Please tick the appropriate box)

English Language ☐ Yoruba ☐ French ☐
Mathematics ☐
Integrated Science ☐ Introductory Science ☐ Computer Science ☐
Social Studies ☐ Fine and Applied Arts ☐ Government ☐
Others please specify.....

Appendix II (b) – Teachers Questionnaire
Materials Management Questionnaire (MMQ)

Instructions: Please tick appropriate (✓) box that relates to your opinion. **Do not tick more than one column in row.**

Key: Very High Extent (VHE) High Extent (HE) Moderate Extent (ME), Low Extent (LE) Very Low Extent (VLE)

S/NO	ITEMS	VHE	HE	ME	LE	VLE
	Section A: Instructional Material Management	5	4	3	2	1
1	The methodology for curriculum delivery outlines the best ways of imparting knowledge, values, processes and attitudes to learners in the school.					
2	The curriculum contents are made available to all the teachers in this school.					
3	The roles and duties of the different members of staff are clearly defined.					
4	The school has appropriate instructional materials to support all learners.					
5	The Principal ensures regular learner assessments, manage textbooks and stationery and mediate between the head of departments and the teachers on curriculum matters in the school.					
6	The curriculum contents are broken down into topics and are taught to students in this school.					
7	Teaching/learning materials are adequately provided and used in the school					
8	Teachers willingly share their instructional materials among one another.					
9.	The school has appropriate instructional materials to support all learners.					
10	Audio and visual materials are adequately provided and utilised					
	Section B: Infrastructural Material Management					
1	Classrooms are adequate for effective teaching and learning					
2	There is good source of power and adequately maintained for efficient teaching and learning					
3.	Toilet/latrines is readily provided in the school					
4.	Recreation and sporting facilities are provided in the school					
5.	Office furniture and fixtures are provided in the school					
6	Laboratory materials are provided and well used in the school					
7	Health facilities are provided in the school					
8	Technical workshop with necessary materials is provided in the school					
9	On line information, internet services and E-library are provided and maintained					
10	There is a good portable water in the school					

Appendix II (c)

Lead City University, Ibadan

Department of Educational Management

Teachers' Adequacy Instrument (TAI)

(For School Administrators)

Sir/ma

This questionnaire is developed mainly for research purpose. All information provided will be treated as confidential and use only for academic purpose.

Thanks.

Do not tick more than one column in a row.

KEY: Very Highly Adequate (VHA), Highly Adequate (HA), Moderately Adequate (MA), Sparsely Adequate (SA), Poorly Adequate (PA)

S/N	SUBJECT	VHA	HA	MA	SA	PA
	LITERACY	5	4	3	2	1
1	English Language					
2	Yoruba Language					
3	French					
	NUMERACY					
4	Mathematics					
	BASIC SCIENCE & TECHNOLOGY					
5	Integrated Science					
6	Introductory Technology					
7	Computer Science					
8	Physical Health Education					
	VALUE OF GOOD CITIZENSHIP					
9	Social Studies					
10	Civic and Moral Education					
11	History					
12	Cultural and Creative Arts					

Thanks.

Appendix II (d) – Student Questionnaire

Learners Motivation Questionnaire (LMQ)

Instructions: Please tick appropriate (✓) box that relates to your opinion. **Do not tick more than one column in a row.**

KEY: Very High Extent (VHE) High Extent (HE) Moderate Extent (ME), Low Extent (LE) Very Low Extent (VLE)

S/NO	ITEMS	VHE	HE	ME	LE	VLE
		5	4	3	2	1
1.	I feel comfortable approaching the Head and/or Assistant Head when needed.					
2.	The Head and/or Assistant Head are fair when taking decisions.					
3.	The school organises various activities that suits my purpose.					
4.	I am given the opportunity to participate in activities organised by the school.					
5.	I like the way my school environment and class is decorated.					
6.	All learners are given the opportunity to participate actively in the lesson.					
7.	During some lessons we are given the opportunity to work in groups.					
8.	The teachers make lessons interesting by using different teaching methods.					
9.	The teachers ask us questions to see what we have understood.					
10.	The school promotes confidence and self-esteem of learners.					
11.	The teachers' guide on how to improve my work.					
12.	I am given homework regularly and it is always corrected by the teacher.					
13.	I feel confident to go to the guidance teacher when I feel troubled.					
14.	The school provides learners with an effective guidance service.					
15..	My parents are informed regularly of what I am doing in school and they help me whenever I have difficulties with my homework.					

Appendix II (e)
Leadcity University, Ibadan
Department of Educational Management
Learners' Academic Achievement Test (LAAT)

Durations: 30 Minutes

INSTRUCTION: You are provided with four options A-D. pick the correct option among the alternatives provided.

ENGLISH

Fill in the gaps:

1. The major male and female characters of any story are known as.....
(a) actor and actress (b) actor and boss (c) hero and heroine
(d) male boss and female boss
2. A woman who is not my mother but married my father is my.....
(a) half-mother (b) aunt (c) step-mother (d) mother

Choose the opposite of the underlined words

3. The school will soon leave its temporary site for its _____ site
(a) permanent (b) former (c) fixed (d) transient

Choose the appropriate words

4. He did not know when he _____ into laughter
(a) burst (b) busted (c) bursts (d) bursting

Choose the one nearest in meaning

5. Tolu's father commended her for good behavior
(a) patted (b) hugged (c) eulogized (d) praised

MATHEMATICS

6. Express the number 6.91835 correct to 2 decimal places
(a) 692 (b) 69 (c) 6.92 (d) 6.91
7. What must be added to 734629 to make it equal to a million?
(a) 299991 (b) 265371 (c) 165371 (d) 263571
8. Arrange the following fractions in ascending order $\frac{5}{9}$, $\frac{1}{2}$, $\frac{7}{12}$
(a) $\frac{1}{2}$, $\frac{5}{9}$, $\frac{7}{12}$ (b) $\frac{1}{2}$, $\frac{7}{12}$, $\frac{5}{9}$ (c) $\frac{5}{9}$, $\frac{1}{2}$, $\frac{7}{12}$ (d) $\frac{7}{12}$, $\frac{1}{2}$, $\frac{5}{9}$
9. What number does a Roman numeral MDCXLIX represent?
(a) 15149 (b) 1669 (c) 1649 (d) 1640
10. Express 8.15 as a mixed fraction
(a) $7\frac{3}{20}$ (b) $6\frac{3}{20}$ (c) $8\frac{3}{20}$ (d) $9\frac{5}{20}$

BASIC SCIENCE & BASIC TECHNOLOGY

11. The part of ear responsible for hearing is _____
(a) Cochlea (b) Pinna (c) Ossicle (d) Eardrum
12. In the workshop, one of the following cannot be considered as a safety device
(a) Boot industrial shoe (b) Shocks (c) Hand glove (d) Nose glove
13. Physical components of the computer system is known as _____
(a) people ware (b) soft ware (c) program (d) hard ware
14. Data become information when it is _____
(a) performed (b) utilized (c) processed (d) scrutinized
15. ISP means
(a) Internal Service Provider (b) Information Site Pool
(c) Internet Service Provider (d) International Screening Panel
(e) Internet Server Protocol

CIVIC EDUCATION

16. Citizenship refers to of a country
(a) foreigner (b) leader (c) student (d) membership (e) worker
17. A member of a country is referred to as.....
(a) citizen (b) follower (c) intruder (d) foreigner (e) leader
18. When the traffic light appears green, it means.....
(a) slow down (b) go (c) stop (d) caution (e) get ready
19. Nigeria is practicing party system
(a) two (b) multi (c) one (d) ten (e) mega
20. Nigeria became a republic in the year
(a) 1960 (b) 1963 (c) 1999 (d) 1964 (e) 1979

Source: Basic Education Certificate Examination (BECE) 2015 - 2018 Academic Session

Appendix II (f)

Solution to the Learners' Academic Achievement Test (LAAT)

- | | | | |
|-----|---|-----|---|
| 1. | A | 11. | A |
| 2. | C | 12. | B |
| 3. | A | 13. | D |
| 4. | A | 14. | C |
| 5. | D | 15. | C |
| 6. | C | 16. | D |
| 7. | B | 17. | A |
| 8. | A | 18. | B |
| 9. | C | 19. | B |
| 10. | C | 20. | B |

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Appendix III (a)

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Appendix III (c)

Lead City University,
Ibadan,
Oyo State
Department of Arts and Social Sc. Education

4th November, 2020

**The Executive Chairman,
State Universal Basic Education Board,
Ekiti State.**

**REQUEST FOR APPROVAL TO CONDUCT POST GRADUATE RESEARCH IN
THE STATE**

I WAHAB SHAMSIDEEN ABIODUN, a Post Graduate Student of Lead City University, Ibadan with Matric No: LCU/PG/000918, humbly request for permission to carry out a research study on Materials Management, Teachers Adequacy and Learners Motivation Towards Learning as a determinant of UBE Goal Achievement in Public Basic schools in Southwest, Nigeria.

During the course of this research study, I shall need the following data to aid the analysis of the research report;

1. List of Junior Secondary Schools in the State
2. Total Enrolment of Learners in Junior Secondary Schools in the State
3. Total Number of Teachers in Junior Secondary Schools in the State

I promise to use the data collected during the course of the research study strictly for academic purpose.

Attached is the introduction letter from the Head of Department, Arts and Social Science Education, Faculty of Arts & Education.

I shall be grateful if my request is favourably considered.

Yours Sincerely

WAHAB S. ABIODUN

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Appendix IV

Source: Researcher 2020:

Plate 1: Picture of learners on the floor without chairs and benches.



Appendix IV

Source: Researcher 2020:

Plate 2: Picture of whole School without classrooms

Appendix V - List of Tables
SUMMARY OF PUBLIC BASIC EDUCATION PROFILE IN SOUTH-WEST NIGERIA

Table 1.1: Public Basic Schools and Teaching Staff

Basic Indicators	Ekiti	Lagos	Ogun	Ondo	Osun	Oyo	SOUTH WEST GRAND TOTAL
Number of Schools							
ECCDE/Pre-Primary School	716	984	1283	1104	16	2155	6258
Primary School	890	1094	1550	1281	1342	2452	8609
Junior Secondary School	188	353	312	287	430	570	2140
Enrolment							
ECCDE/Pre-Primary School	56791	68999	86383	333037	205	224677	770092
Primary School	169992	411331	371143	912849	272618	1235676	3373609
Junior Secondary School	52543	363631	222154	124943	110802	207230	1081303
School Personnel (Teaching)							
ECCDE/Pre-Primary School	6609	1046	765	2064	895	41	1798
Primary School	8375	12183	14970	13368	12149	21531	82576
Junior Secondary School	4346	10158	7815	7587	7985	11392	49283
Qualified Teaching Staff							
ECCDE/Pre-Primary School	938	648	1866	713	18	1720	5903
Primary School	7166	7012	11367	10621	10940	17967	65073
Junior Secondary School	4118	9026	6790	6778	6144	10108	42964

Source: Universal Basic Education Commission: 2018 National Personnel Audit of Public and Private Basic Education Institutions in Nigeria

SUMMARY OF PUBLIC BASIC EDUCATION PROFILE IN SOUTH-WEST NIGERIA

Table 1.2: Public Basic Schools Infrastructure/Equipment

Basic Indicators	Ekiti	Lagos	Ogun	Ondo	Osun	Oyo	SOUTH WEST GRAND TOTAL
School Infrastructure/Equipment							
Classrooms:							
Pre-Primary School	2279	2374	2683	3958	17	4186	15497
Primary School	5880	8239	9720	12707	10147	17391	64084
Junior Secondary School	1445	4005	2537	2641	2671	4154	17453
Furniture (Units)							
Pre-Primary School	14935	30015	28111	32307	721	30198	136287
Primary School	74288	162991	127971	215289	118173	231650	930362
Junior Secondary School	26337	103834	85485	81998	50546	65420	413620
Toilets (Units)							
Primary School	2110	13423	6472	10948	5968	5088	44999
Junior Secondary School	1072	5605	2483	2326	2374	2602	16462
Schools with Computer System							
Primary School	675	223	259	183	40	66	1446
Junior Secondary School	114	294	263	159	108	264	1202
Schools with Library							
Primary School	322	331	204	184	129	136	1306
Junior Secondary School	167	258	165	236	152	291	1269
Schools with Laboratory							
Primary School	13	22	23	21	1	36	116
Junior Secondary School	146	193	137	224	84	323	1107

Source: Universal Basic Education Commission: 2018 National Personnel Audit of Public and Private Basic Education Institutions in Nigeria

Table 1.3: Availability of Qualified Teachers

Percentage of Trained Primary School Teachers in Selected Countries of the World

S/N	Country	Percentage of Trained Teachers in Primary Schools (%)
1	Nigeria	66
2	Botswana	99
3	Egypt	73
4	Mauritius	100
5	Cuba	100
6	Thailand	100
7	Malaysia	99
8	Mexico	96
9	Hong Kong	96
10	Singapore	94

*Source: Human Development Index 2016***Table 1.4: Pupil – Teacher Ratio**

S/N	Country	Pupil/Teacher ratio
1	Nigeria	38
2	South Africa	32
3	Egypt	23
4	Brazil	21
5	UK	17
6	USA	15
7	Finland	13
8	Germany	12
9	Austria	11
10	Sweden	10

Source: Human Development Index 2016.

Table 2.1 : Learners Enrolment, Available Classrooms and Average Class Size

S/N	State	Enrolment	Available classrooms	Average Class Size
1	Abia	295,151	8,114	37
2	Adamawa	458,143	7,627	61
3	Akwa Ibom	762,638	10,183	75
4	Anambra	771,526	13,730	57
5	Bauchi	805,270	5,460	148
6	Bayelsa	351,877	3,239	109
7	Benue	554,709	14,003	40
8	Borno	565,240	6,378	89
9	Cross River	422,643	8,655	49
10	Delta	377,545	12,319	31
11	Ebonyi	550,299	9,316	60
12	Edo	272,575	9,711	29
13	Ekiti	219,712	7,086	32
14	Enugu	377,797	11,417	34
15	Gombe	344,025	4,211	82
16	Imo	769,004	11,845	65
17	Jigawa	460,026	7,662	61
18	Kaduna	1,030,309	10,836	96
19	Kano	1,717,961	16,466	105
20	Katsina	1,244,448	9,022	138
21	Kebbi	407,576	5,878	70
22	Kogi	873,857	6,152	143
23	Kwara	325,419	7,218	46
24	Lagos	490,352	12,574	39
25	Nasarawa	346,160	3,772	92
26	Niger	496,912	7,921	63
27	Ogun	641,879	11,691	55
28	Ondo	962,502	7,277	133
29	Osun	497,532	13,543	37
30	Oyo	914,892	16,014	58
31	Plateau	676,063	9,254	74
32	Rivers	311,701	6,309	50
33	Sokoto	387,791	7,752	51
34	Taraba	533,130	7,081	76
35	Yobe	531,699	4,360	122
36	Zamfara	327,469	2,780	118
37	FCT (Abuja)	218,686	2,734	80
	Total	21,294,518	319,590	67

Adopted from Fabunmi 2019.

Table 3.1: Stratification of States

S/N	STATE	NOS OF JS SCHOOLS	NOS. QUALIFIED TEACHERS	STUDENTS ENROLMENT
1	EKITI	188	4118	52543
2	ONDO	287	6778	124943
3	LAGOS	353	9026	363631
4	OGUN	312	6790	222154
5	OSUN	430	6144	110802
6	OYO	570	10108	207230
		2140	42964	1081303

Source: 2018 National Personnel Audit (NPA) Report on Public and Private Basic Educations in Nigeria. October, 2019

Table 3.2: Selection and distribution of Schools by State using Taro Yamane

STATE	NOS OF SCHOOLS	SELECTED SCHOOLS BASED ON TARO YAMANE	LOCATION	
			URBAN 60%	RURAL 40%
OGUN	312	$312/930 \times 280 = 94$	56	38
OSUN	430	$430/930 \times 280 = 129$	77	52
EKITI	188	$188/930 \times 280 = 57$	34	23
SUB TOTAL	930		167	113
TOTAL SCHLS TO BE SAMPLED		280		

Table 3.3 Number of Schools and Participants selected per State

(A) STATE	(B) Nos. of Schools	Participants			
		(C) Principals (1)	(D) Teachers (4)	(E) Learners (10)	Sub – Total (C+D+E)
OGUN	94	94	376	940	1,410
OSUN	129	129	516	1,290	1,935
EKITI	57	57	228	570	855
GROSS TOTAL	280	280	1,120	2,800	4,200

Field Survey, 2020

**Table 3.4 OGUN STATE MINISTRY OF SCIENCE AND TECHNOLOGY
LISTS OF JSS SCHOOL (SAMPLED SCHOOLS)**

S/N	SCHOOL NAME	L.G	LOCATION	PRINCIPAL	TRS	LEARNERS
1	ANSAR-U-DEEN GRAMMAR SCHOOL, ISHAGA	ABEOKUTA NORTH	RURAL	1	4	10
2	IDI-EMI HIGH SCHOOL, IDI-EMI	ABEOKUTA NORTH	URBAN	1	4	10
3	OLORUNDA COMMUNITY HIGH SCHOOL, OOLORUNDA	ABEOKUTA NORTH	RURAL	1	4	10
4	AFRICAN CHURCH GRAMMER SCHOOL , JUNIOR) ITA IYALOOODE	ABEOKUTA NORTH	URBAN	1	4	10
5	ARMY DAY SECONDARY SCHOOL(JUNIOR), ALAMALA	ABEOKUTA NORTH	URBAN	1	4	10
6	GATEWAY SECONDARY SCHOOL(JUNIOR), ITA- IYALODE	ABEOKUTA NORTH	URBAN	1	4	10
7	ILUGUN HIGH SCHOOL(JUNIOR), ELEGA	ABEOKUTA NORTH	URBAN	1	4	10
8	OLUMO HIGH SCHOOL, SABO, ABEOKUTA	ABEOKUTA NORTH	URBAN	1	4	10
9	ABEOKUTA GIRLS' GRAMMMAR SCHOOL (JUNIOR), ONIKOLOBO, ABEOKUTA.	ABEOKUTA SOUTH	URBAN	1	4	10
10	ABEOKUTA GRAMMAR SCHOOL (JUNIOR), IDI-ABA, ABEOKUTA.	ABEOKUTA SOUTH	URBAN	1	4	10
11	ANGLICAN HIGH SCHOOL (JUNIOR), QUARRY ROAD, ABEOKUTA.	ABEOKUTA SOUTH	URBAN	1	4	10
12	ASERO HIGH SCHOOL (JUNIOR), ASERO, ABEOKUTA.	ABEOKUTA SOUTH	URBAN	1	4	10
13	BAPTIST BOYS' HIGH SCHOOL (JUNIOR), SAJE, ABEOKUTA.	ABEOKUTA SOUTH	URBAN	1	4	10
14	CATHOLIC COMPREHENSIVE HIGH SCHOOL (JUNIOR), ONIKOLOBO, ABEOKUTA.	ABEOKUTA SOUTH	URBAN	1	4	10
15	EGBA COMPREHENSIVE HIGH SCHOOL (JUNIOR), ASERO, ABEOKUTA	ABEOKUTA SOUTH	URBAN	1	4	10
16	LANTORO HIGH SCHOOL (JUNIOR), LANTORO, ABEOKUTA.	ABEOKUTA SOUTH	URBAN	1	4	10
17	LISABI GRAMMAR SCHOOL (JUNIOR), IDI-ABA, ABEOKUTA.	ABEOKUTA SOUTH	URBAN	1	4	10
18	AJOGBO GRAMMAR SCHOOL (JUNIOR), AJIBODE	ADO-ODO/OTA	RURAL	1	4	10
19	ANSAR-UD-DEEN COMPREHENSIVE HIGH SCHOOL (JUNIOR),LAFENWA	ADO-ODO/OTA	RURAL	1	4	10
20	COMMUNITY HIGH SCHOOL (JUNIOR), ALAPOTI	ADO-ODO/OTA	RURAL	1	4	10
21	MALE COMPREHENSIVE HIGH SCHOOL (JUNIOR), IGBESA	ADO-ODO/OTA	RURAL	1	4	10
22	ADO-ODO HIGH SCHOOL (JUNIOR), ADO-ODO	ADO-ODO/OTA	URBAN	1	4	10
23	AGBARA COMMUNITY HIGH SCHOOL (JUNIOR), EDU- AGBARA	ADO-ODO/OTA	URBAN	1	4	10
24	ANGLICAN GRAMMAR SCHOOL (JUNIOR), OTA	ADO-ODO/OTA	URBAN	1	4	10

25	ANSAR-UD-DEEN COMPREHENSIVE COLLEGE (JUNIOR), OTA	ADO-ODO/OTA	URBAN	1	4	10
26	IGANMODE GRAMMAR SCHOOL (JUNIOR), OTA	ADO-ODO/OTA	URBAN	1	4	10
27	SANGO-OTA HIGH SCHOOL (JUNIOR), SANGO	ADO-ODO/OTA	URBAN	1	4	10
28	AGBADO DISTRICT COMPREHENSIVE HIGH SCHOOL (JUNIOR), OKE-ARO	IFO	RURAL	1	4	10
29	ANGLICAN GRAMMAR SCHOOL (JUNIOR), OKENLA	IFO	RURAL	1	4	10
30	COMMUNITY HIGH SCHOOL (JUNIOR), ITOKI	IFO	RURAL	1	4	10
31	ADENRELE HIGH SCHOOL (JUNIOR), IFO	IFO	URBAN	1	4	10
32	AJUWON HIGH SCHOOL (JUNIOR), IJU AJUWON	IFO	URBAN	1	4	10
33	IFO HIGH SCHOOL (JUNIOR), IFO	IFO	URBAN	1	4	10
34	COKER AREA COMPREHENSIVE HIGH SCHOOL, COKER	IFO	URBAN	1	4	10
35	COMMUNITY COMPREHENSIVE HIGH SCHOOL, J4/J6	IJEBU EAST	RURAL	1	4	10
36	OKE-IMOBİ COMMUNITY GRAMMAR SCHOOL, TERELU-IMOBİ	IJEBU EAST	RURAL	1	4	10
37	COMPREHENSIVE HIGH SCHOOL (JNR) IJEBU İFE	IJEBU EAST	URBAN	1	4	10
38	İTELE HIGH SCHOOL (JNR) İTELE İJEBU	IJEBU EAST	URBAN	1	4	10
39	COMPREHENSIVE HIGH SCHOOL, İJEBU İMUSIN	IJEBU EAST	URBAN	1	4	10
40	İOWOSEJE COMPREHENSIVE HIGH SCHOOL JUNIOR İGO İWOYE	IJEBU NORTH	RURAL	1	4	10
41	İTAMERIN COMPREHENSIVE HIGH SCHOOL JUNIOR ORU İJEBU	IJEBU NORTH	RURAL	1	4	10
42	İBOBİCOMPREHESIVE HIGH SCHOOL JUNIOR İGO İWOYE	IJEBU NORTH	URBAN	1	4	10
43	İBUSİ ODUMARE ACADEMY JUNIOR İJEBU İGBO	IJEBU NORTH	URBAN	1	4	10
44	İHMADIYYA HIGH SCHOOL JUNIOR İGO İWOYE	IJEBU NORTH	URBAN	1	4	10
45	İOLUSİ COLLEGE JUNIOR İJEBU İGBO	IJEBU NORTH	URBAN	1	4	10
46	İDEOLA ODUTOLA COLLEGE (JNR), ODUTOLA ROAD, İJEBU-ODE	IJEBU ODE	URBAN	1	4	10
47	İNGLICAN GIRLS' GRAMMAR SCHOOL (JNR), İBALENDE, İJEBU-ODE	IJEBU ODE	URBAN	1	4	10
48	İHRİST CHURCH HIGH SCHOOL (JNR), SABO, İJEBU-ODE	IJEBU ODE	URBAN	1	4	10
49	İJEBU-ODE GRAMMAR SCHOOL (JNR), İJEBU-ODE	IJEBU ODE	URBAN	1	4	10

50	LUBA COMPREHENSIVE SCHOOL (JNR), IJEBU-ODE	IJEBU ODE	URBAN	1	4	10
51	MOSLEM COMPREHENSIVE HIGH SCHOOL (JNR), IJEBU-ODE	IJEBU ODE	URBAN	1	4	10
52	MUSLIM GIRLS' HIGH SCHOOL (JNR), IJEBU-ODE	IJEBU ODE	URBAN	1	4	10
53	IROLU COMMUNITY HIGH SCHOOL, IROLU	IKENNE	RURAL	1	4	10
54	CHRIST APOSTOLIC GRAMMAR SCHOOL (JUNIOR), IPERU	IKENNE	URBAN	1	4	10
55	IKENNE COMMUNITY HIGH SCHOOL (JUNIOR), IKENNE	IKENNE	URBAN	1	4	10
56	ILISAN HIGH SCHOOL (JUNIOR), ILISHAN	IKENNE	URBAN	1	4	10
57	ALAKETU HIGH SCHOOL HIGH SCHOOL, (JNR) IMEKO	IMEKO AFON	RURAL	1	4	10
58	COMMUNITY HIGH SCHOOL, (JNR) IDI-AYIN	IMEKO AFON	RURAL	1	4	10
59	NAZARETH HIGH SCHOOL, (JNR) IMEKO	IMEKO AFON	RURAL	1	4	10
60	COMMUNITY COMPREHENSIVE HIGH SCHOOL, ATAPELE	IMEKO AFON	RURAL	1	4	10
61	COMMUNITY COMPREHENSIVE COLLEGE IDOFA	IMEKO AFON	RURAL	1	4	10
62	COMMUNITY SECONDARY SCHOOL SCHOOL, IPOKIA	IPOKIA	RURAL	1	4	10
63	AGOSASA COMMUNITY SECONDARY SCHOOL, AGOSASA	IPOKIA	RURAL	1	4	10
64	ALAARI HIGH SCHOOL JUNIOR, ALAARI	IPOKIA	RURAL	1	4	10
65	COMMUNITY HIGH SCHOOL JNR, TUBE	IPOKIA	RURAL	1	4	10
66	IKO GATEWAY GRAMMAR SCHOOL JNR, IDIROKO.	IPOKIA	URBAN	1	4	10
67	KOBAPE COMMUNITY HIGH SCHOOL (COMBINED), KOBAPE	OBAFEMI-OWODE	RURAL	1	4	10
68	OBA COMMUNITY HIGH SCHOOL (COMBINED), OBA	OBAFEMI-OWODE	RURAL	1	4	10
69	COMMUNITY HIGH SCHOOL (JUNIOR), IBAFO	OBAFEMI-OWODE	URBAN	1	4	10
70	OWODE HIGH SCHOOL (JUNIOR), OWODE EGBA	OBAFEMI-OWODE	URBAN	1	4	10
71	EGBA OWODE GRAMMAR SCHOOL (JUNIOR), OWODE	OBAFEMI-OWODE	URBAN	1	4	10
72	MAGBORO COMMUNITY HIGH SCHOOL (COMBINED), MAGBORO	OBAFEMI-OWODE	URBAN	1	4	10
73	AIYEPE COMPREHENSIVE HIGH SCH, AYEPE	ODOGBOLU	RURAL	1	4	10
74	IFESOWAPO COMPREHENSIVE HIGH SCHOOL, IMOSAN	ODOGBOLU	RURAL	1	4	10
75	ODOGBOLU COMPREHENSIVE HIGH SCH, (JNR) ODOGBOLU	ODOGBOLU	URBAN	1	4	10

76	ODOGBOLU GRAMMAR. SCHOOL,(JNR) ODOGBOLU	ODOGBOLU	URBAN	1	4	10
77	OSOSA COMPREHENSIVE HIGH SCH, (JNR) OSOSA	ODOGBOLU	URBAN	1	4	10
78	IDOWA COMPREHENSIVE HIGH SCH, IDOWA	ODOGBOLU	URBAN	1	4	10
79	OGIJO COMMUNITY HIGH SCHOOL JUNIOR, OGIJO	SAGAMU	RURAL	1	4	10
80	COMMUNITY GRAMMAR SCHOOL, ODE-LEMO	SAGAMU	RURAL	1	4	10
81	IJAGBA COMMUNITY HIGH SCHL, SAGAMU.	SAGAMU	RURAL	1	4	10
82	METHODIST COMPREHENSIVE COLLEGE JUNIOR, SAGAMU	SAGAMU	URBAN	1	4	10
83	MUSLIM HIGH SCHOOL JUNIOR SAGAMU.	SAGAMU	URBAN	1	4	10
84	REMO DIVISIONAL HIGH SCHOOL JUNIOR, SAGAMU.	SAGAMU	URBAN	1	4	10
85	SAGAMU HIGH SCHOOL JUNIOR SAGAMU	SAGAMU	URBAN	1	4	10
86	SONYINDO COMMUNITY. HIGH SCHOOL JUNIOR, SAGAMU.	SAGAMU	URBAN	1	4	10
87	AREA COMMUNITY HIGH SCHOOL (JR), OWODE	YEWA SOUTH	RURAL	1	4	10
88	ARMY DAY SECONDARY SCHOOL (JR), OWODE	YEWA SOUTH	RURAL	1	4	10
89	IWOYE AREA COMMUNITY HIGH SCHOOL(JR), IWOYE	YEWA SOUTH	RURAL	1	4	10
90	OWODE SECONDARY SCHOOL(JR), OWODE	YEWA SOUTH	RURAL	1	4	10
91	OWO AREA COMMUNITY HIGH SCHOOL, OWO	YEWA SOUTH	RURAL	1	4	10
92	ANGLICAN GRAMMER SCHOOL(JR), ILARO	YEWA SOUTH	URBAN	1	4	10
93	YEWA COLLEGE(JR), ILARO	YEWA SOUTH	URBAN	1	4	10
94	BAPTIST HIGH SCHOOL, ILARO	YEWA SOUTH	URBAN	1	4	10
	TOTAL			94	376	940

FIELD TRIP 2020

**Table 3.5 STATE UNIVERSAL BASIC EDUCATION BOARD, OSUN
JUNIOR SECONDARY SCHOOL PUBLIC (SAMPLED SCHOOLS)**

S/NO	SCHOOL NAME	LG	LOCATION	PRINCIPAL	TRS	LEARNERS
1	ARAROMI OWU GRAMMER SCHOOL, OWU	AYEDAADE	RURAL	1	4	10
2	C.H.G, SCHOOL, OWOOPE GBONGAN	AYEDAADE	RURAL	1	4	10
3	COMMUNITY HIGH SCHOOL, AGOOWU	AYEDAADE	RURAL	1	4	10
4	COMMUNITY HIGH SCHOOL, AKIRIBOTO-OKE, GBONGAN	AYEDAADE	RURAL	1	4	10
5	GBONGAN HIGH SCHOOL, GBONGAN	AYEDAADE	URBAN	1	4	10
6	ODE-OMU HIGH SCHOOL, ODE-OMU	AYEDAADE	URBAN	1	4	10
7	ST. PAUL'S ANG GRAMMER SCHOOL, GBONGAN	AYEDAADE	URBAN	1	4	10
8	GBONGAN MUSLIM HIGH SCHOOL, GBONGAN	AYEDAADE	URBAN	1	4	10
9	MAPO AROGUN MIDDLE SCHOOL II, EDE	EDE-NORTH	URBAN	1	4	10
10	C.A.C JUNIOR SCHOOL I, EDE	EDE-NORTH	URBAN	1	4	10
11	C.A.C JUNIOR SCHOOL II, EDE	EDE-NORTH	URBAN	1	4	10
12	TIMI AGBALE JUNIOR SCHOOL I, EDE	EDE-NORTH	URBAN	1	4	10
13	MAPO AROGUN JUNIOR SCHOOL, EDE	EDE-NORTH	URBAN	1	4	10
14	COMMERCIAL JUNIOR SECONDARY SCHOOL, ALAJUE	EDE-SOUTH	RURAL	1	4	10
15	LAMINISA GOVERNMENT SEC SCHOOL, EGBEDA-LOOGUN	EDE-SOUTH	RURAL	1	4	10
16	MODEL JUNIOR SECONDARY SCHOOL, AKODA, EDE	EDE-SOUTH	RURAL	1	4	10
17	ADVENTIST JUNIOR SECONDARY SCHOOL I, EDE	EDE-SOUTH	URBAN	1	4	10
18	BAPTIST JUNIOR SECONDARY SCHOOL I, EDE	EDE-SOUTH	URBAN	1	4	10
19	BAPTIST JUNIOR SECONDARY SCHOOL II, EDE	EDE-SOUTH	URBAN	1	4	10
20	OBALAOYE JUNIOR SECONDARY SCHOOL II, EDE	EDE-SOUTH	URBAN	1	4	10
21	ANSUR-UL-ISLAM JUNIOR SECONDARY SCHOOL I, EDE	EDE-SOUTH	URBAN	1	4	10
22	ALAWO JUNIOR SECONDARY SCHOOL, AWO	EGBEDORE	RURAL	1	4	10
23	BAPTIST GRAMMER SCHOOL, ARA	EGBEDORE	RURAL	1	4	10
24	IRAGBERI COMMUNITY MIDDLE HIGH SCHOOL.13, ARGBERI	EGBEDORE	RURAL	1	4	10
25	COMMUNITY HIGH SCHOOL, IWOYE EGBEDORE	EGBEDORE	RURAL	1	4	10
26	COMMERCIAL HIGH SCHOOL, OJO ARO	EGBEDORE	RURAL	1	4	10
27	COMMERCIAL HIGH SCHOOL, OKINNI	EGBEDORE	RURAL	1	4	10
28	AGURODO HIGH SCHOOL, AGURODO	EJIGBO	RURAL	1	4	10
29	ANGLICAN HIGH SCHOOL IFE-ODAN	EJIGBO	RURAL	1	4	10

30	BAPTIST MIDDLE/ HIGH SCHOOL, OLA	EJIGBO	RURAL	1	4	10
31	COMMUNITY GRAMMER SCHOOL,, MASIFA-ILE	EJIGBO	RURAL	1	4	10
32	COMMUNITY GRAMMER SCHOOL, ILAWO	EJIGBO	RURAL	1	4	10
33	ISUNDUNRIN COMMUNITY HIGH SCHOOL, OSUNDUNRIN	EJIGBO	RURAL	1	4	10
34	COMMUNITY SECONDARY GRAMMAR SCHOOL, IDI IGBA/SONGBE	EJIGBO	RURAL	1	4	10
35	ISOKO COMMUNITY HIGH SCHOOL, ISOKO	EJIGBO	RURAL	1	4	10
36	MUSLIM COMMERCIAL HIGH SCHOOL, OLA	EJIGBO	RURAL	1	4	10
37	UNITY JUNIOR GRAMMAR SCHOOL EJIGBO	EJIGBO	URBAN	1	4	10
38	ODUDUWA COLLEGE JUNIOR I, IFE	IFE-CENTRAL	URBAN	1	4	10
39	ODUDUWA COLLEGE JUNIOR II, IFE	IFE-CENTRAL	URBAN	1	4	10
40	OLUOROGBO JUNIOR SCHOOL I, IFE	IFE-CENTRAL	URBAN	1	4	10
41	IFE GIRL'S HIGH SCHOOL JUNIOR I, IFE	IFE-CENTRAL	URBAN	1	4	10
42	MOREMI JUNIOR SCHOOL I, IFE	IFE-CENTRAL	URBAN	1	4	10
43	ORANMIYAN JUNIOR SCHOOL I, IFE	IFE-CENTRAL	URBAN	1	4	10
44	OLUBUSE MEMORIAL JUNIOR SECONDARY SCHOOL, AGAN-UN , ILE-IFE	IFE-EAST	RURAL	1	4	10
45	YEKEMI JUNIOR SECONDARY SCHOOL, YEKEMI, ILE-IFE	IFE-EAST	RURAL	1	4	10
46	IYANFOWOROGI JUNIOR SECONDARY SCHOOL, ILE-IFE	IFE-EAST	RURAL	1	4	10
47	WANIKIN COMMUNITY JUNIOR SECONDARY SCHOOL, ILE-IFE	IFE-EAST	RURAL	1	4	10
48	ST PHILIP'S ANGLICAN JUNIOR SECONDARY SCHOOL I, ARUBIDI, ILE-IFE	IFE-EAST	URBAN	1	4	10
49	IFE CITY JUNIOR SECONDARY SCHOOL, I, ILE-IFE	IFE-EAST	URBAN	1	4	10
50	ST PHILIP'S JUNIOR SECONDARY SCHOOL IV, ILE-IFE	IFE-EAST	URBAN	1	4	10
51	OONI JUNIOR SCHOOL, OKE-OGBO, ILE-IFE	IFE-EAST	URBAN	1	4	10
52	COMMUNITY HIGH SCHOOL, IBA	IFELODUN	RURAL	1	4	10
53	COMMUNITY SECONDARY GRAMMER SCHOOL, OBAAGUN	IFELODUN	RURAL	1	4	10
54	COKER MEMORIAL JUNIOR HIGH SCHOOL, IKIRUN	IFELODUN	URBAN	1	4	10
55	HOLY MICHAEL MEMORIAL JUNIOR SCHOOL I, IKIRUN	IFELODUN	URBAN	1	4	10
56	ONAOAPO MEMORIAL JUNIOR SCHOOL II, IKIRUN	IFELODUN	URBAN	1	4	10
57	AMUKEGUN COMMUNITY SCHOOL, IFE	IFE-NORTH	RURAL	1	4	10
58	OKUN OMONI GRAMMER SCHOOL, IFE	IFE-NORTH	RURAL	1	4	10

59	UNITED OYERE ABORI SECONDARY SCHOOL, SADE	IFE-NORTH	RURAL	1	4	10
60	ANGLICAN SECONDARY SCHOOL, EDUNABON	IFE-NORTH	URBAN	1	4	10
61	THE APOSTOLIC SCHOOL, IPETUMODU	IFE-NORTH	URBAN	1	4	10
62	COMMUNITY JUNIOR SECONDARY SCHOOL, OLUGBODE	IFE-SOUTH	RURAL	1	4	10
63	ADEREMI MEMORIAL COLLEGE, AYE OBA	IFE-SOUTH	RURAL	1	4	10
64	AYANBEKU MEMORIAL JUNIOR SECONDARY GRAMMAR SCHOOL, IFETEDO	IFE-SOUTH	URBAN	1	4	10
65	IFETEDO JUNIOR SECONDARY SCHOOL, IFETEDO	IFE-SOUTH	URBAN	1	4	10
66	L. A JUNIOR SECONDARY SCHOOL, IFETEDO	IFE-SOUTH	URBAN	1	4	10
67	ST PETER'S (RCM) JUNIOR SECONDARY SCHOOL (1) OLODE	IFE-SOUTH	URBAN	1	4	10
68	ILESIA GRAMMERS JUNIOR SECONDARY SCHOOL I, ILESIA	ILESIA EAST	URBAN	1	4	10
69	OBOKUN JUNIOR SECONDARY SCHOOL I, ILESIA	ILESIA EAST	URBAN	1	4	10
70	ST LAWRENCE'S JUNIOR SECONDARY SCHOOL, ILESIA	ILESIA EAST	URBAN	1	4	10
71	ST MAGRET JUNIOR SECONDARY SCHOOL I, ILESIA	ILESIA EAST	URBAN	1	4	10
72	ILESIA MUSLIM JUNIOR SECONDARY SCHOOL, ILESIA	ILESIA EAST	URBAN	1	4	10
73	AJIMOKO JUNIOR SCHOOL, ILESIA	ILESIA- WEST	URBAN	1	4	10
74	AROMOLARAN JUNIOR SECONDARY SCHOOL I, ILESIA	ILESIA- WEST	URBAN	1	4	10
75	ARIMORO HIGH SCHOOL, ILESIA	ILESIA- WEST	URBAN	1	4	10
76	GEORGE BURTON GRAMMER SCHOOL, ILESIA	ILESIA- WEST	URBAN	1	4	10
77	COMMUNITY MIDDLE/HIGH SCHOOL, ODEYINKA - IKIRE	IREWOLE	RURAL	1	4	10
78	COMMUNITY HIGH SCHOOL, WASINMI - IKIRE	IREWOLE	RURAL	1	4	10
79	AKINRERE JUNIOR [MIDDLE] SCHOOL, IKIRE	IREWOLE	URBAN	1	4	10
80	ANWAR-UL-ISLAM JUNIOR [MIDDLE] SCHOOL, IKIRE	IREWOLE	URBAN	1	4	10
81	IKIRE MUSLIM GRAMMER SCHOOL, MOLAAGBO	IREWOLE	URBAN	1	4	10
82	UNITY JUNIOR [MIDDLE] SCHOOL, IKIRE	IREWOLE	URBAN	1	4	10
83	COMMUNITY HIGH SCHOOL, AYEPE -APOMU	ISOKAN	URBAN	1	4	10
84	COMMUNITY HIGH SCHOOL, IKOYI	ISOKAN	URBAN	1	4	10
85	MUSLIM COMMUNITY HIGH SCHOOL, IKOYI	ISOKAN	URBAN	1	4	10
86	APOMU JUNIOR GRAMMER SCHOOL, APOMU	ISOKAN	URBAN	1	4	10
87	MUSLIM GOVERNMENT JUNIOR SCHOOL II, APOMU	ISOKAN	URBAN	1	4	10

88	COMMUNITY JUNIOR HIGH SCHOOL, ELEMO/ADANA, PERESEKE	IWO	RURAL	1	4	10
89	COMMUNITY SCHOOL, OLUPO	IWO	RURAL	1	4	10
90	COMMUNITY SCHOOL, PAPA	IWO	RURAL	1	4	10
91	IWO MUSLIM COMPREHENSIVE COLLEGE, IWO	IWO	RURAL	1	4	10
92	ISLAHUDEEN JUNIOR SECONDARY SCHOOL II, IWO	IWO	URBAN	1	4	10
93	ISLAHUDEEN JUNIOR SECONDARY SCHOOL I, IWO	IWO	URBAN	1	4	10
94	BAPTIST JUNIOR SCHOOL II, IWO	IWO	URBAN	1	4	10
95	BAPTISTIST JUNIOR SCHOOL I, IWO	IWO	URBAN	1	4	10
96	COMMUNITY GRAMMAR SCHOOL, ESA ODO	OBOKUN	RURAL	1	4	10
97	COMMUNITY GRAMMAR SCHOOL, OTAN - ILE	OBOKUN	RURAL	1	4	10
98	IKINYINWA/IPONDA COMMUNITY HIGH SCHOOL, IKINYINWA	OBOKUN	RURAL	1	4	10
99	ILAHUN COMMUNITY HIGH SCHOOL, ILAHUN IJESA	OBOKUN	RURAL	1	4	10
100	ADA-OWODE COMMUNITY BAPTIST, ADA-OWODE	OBOKUN	RURAL	1	4	10
101	IFELODUN COMMUNITY GRAMMAR SCHOOL, KILORU	OBOKUN	RURAL	1	4	10
102	IMESI ILE COMMERICAL GRAMMAR SCHOOL, IMESI ILE	OBOKUN	URBAN	1	4	10
103	AGBEYE COMMUNITY HIGH SCHOOL, AGBEYE	ODO-OTIN	RURAL	1	4	10
104	EKOSIN COMMUNITY GRAMMER SCHOOL, EKOSIN	ODO-OTIN	RURAL	1	4	10
105	EKUSA COMMUNITY GRAMMER, EKUSA	ODO-OTIN	RURAL	1	4	10
106	ODO-OTIN GRAMMER SCHOOL, OKUKU	ODO-OTIN	RURAL	1	4	10
107	COMMUNITY HIGH JUNIOR SCHOOL, ASI-ASABA	ODO-OTIN	URBAN	1	4	10
108	A.U.D COMPREHENSIVE SCHOOL, INISA	ODO-OTIN	URBAN	1	4	10
109	A.UD, HIGH SCHOOL, ILIE	OLORUNDA	RURAL	1	4	10
110	ADEROUNMU GRAMMER SCHOOL, OBA-ILE	OLORUNDA	RURAL	1	4	10
111	ST JAMES JUNIOR SECONDARY SCHOOL I, OOLORUNDA	OLORUNDA	URBAN	1	4	10
112	ST JAMES JUNIOR SECONDARY SCHOOL II, OOLORUNDA	OLORUNDA	URBAN	1	4	10
113	ST JAMES JUNIOR SECONDARY SCHOOL III, OOLORUNDA	OLORUNDA	URBAN	1	4	10
114	COMMUNITY UNITY HIGH SCHOOL, OTA-EFUN	OLORUNDA	URBAN	1	4	10
115	OROKI HIGH SCHOOL, OSOGBO	OLORUNDA	URBAN	1	4	10
116	C.A.C HIGH SCHOOL, IWARAJA	ORIADE	RURAL	1	4	10
117	ELEFOSAN JUNIOR SECONDARY SCHOOL, IPETU	ORIADE	URBAN	1	4	10
118	IJEBU JESA JUNIOR SECONDARY SCHOOL I, IJEBU JESA	ORIADE	URBAN	1	4	10
119	IWOYE-JESA JUNIOR SECONDARY SCHOOL, IWOYE-	ORIADE	URBAN	1	4	10

	JESA					
120	IFE-OLUWA MIDDLE SCHOOL 3, FADEYI ESTATE ILESA ROAD	OSOGBO	URBAN	1	4	10
121	LARO-TIMEHIN MIDDLE SCHOOL 1 OSOGBO	OSOGBO	URBAN	1	4	10
122	ST FRANCIS GOVERNMENT MIDDLE SCHOOL ISALE-ARO, OSOGBO	OSOGBO	URBAN	1	4	10
123	C.A,C GOVERNMENT MIDDLE SCHOOL 2 ARARROMI	OSOGBO	URBAN	1	4	10
124	MUSLIM MIDDLE SCHOOL, OKEOSUN OSOGBO	OSOGBO	URBAN	1	4	10
125	MUSLIM GRAMMER SCHOOL, OKE- OSUN	OSOGBO	URBAN	1	4	10
126	OSOGBO JUNIOR GRAMMER SCHOOL II, OKE-FIA	OSOGBO	URBAN	1	4	10
127	ST. CHARIES JUNIOR GRAMMER SCHOOL, OKE-DEO	OSOGBO	URBAN	1	4	10
128	AFRICAN CHURCH JUNIOR GRAM SCHOOL, OGO-OLUWA	OSOGBO	URBAN	1	4	10
129	FAKUNLE JUNIOR GRAMMER SCHOOL II, OLA-IYA	OSOGBO	URBAN	1	4	10
	TOTAL			129	516	1290

FIELD TRIP 2020

**3.6 STATE UNIVERSAL BASIC EDUCATION BOARD, EKITI
JUNIOR SECONDARY SCHOOL PUBLIC - (SAMPLED SCHOOLS)**

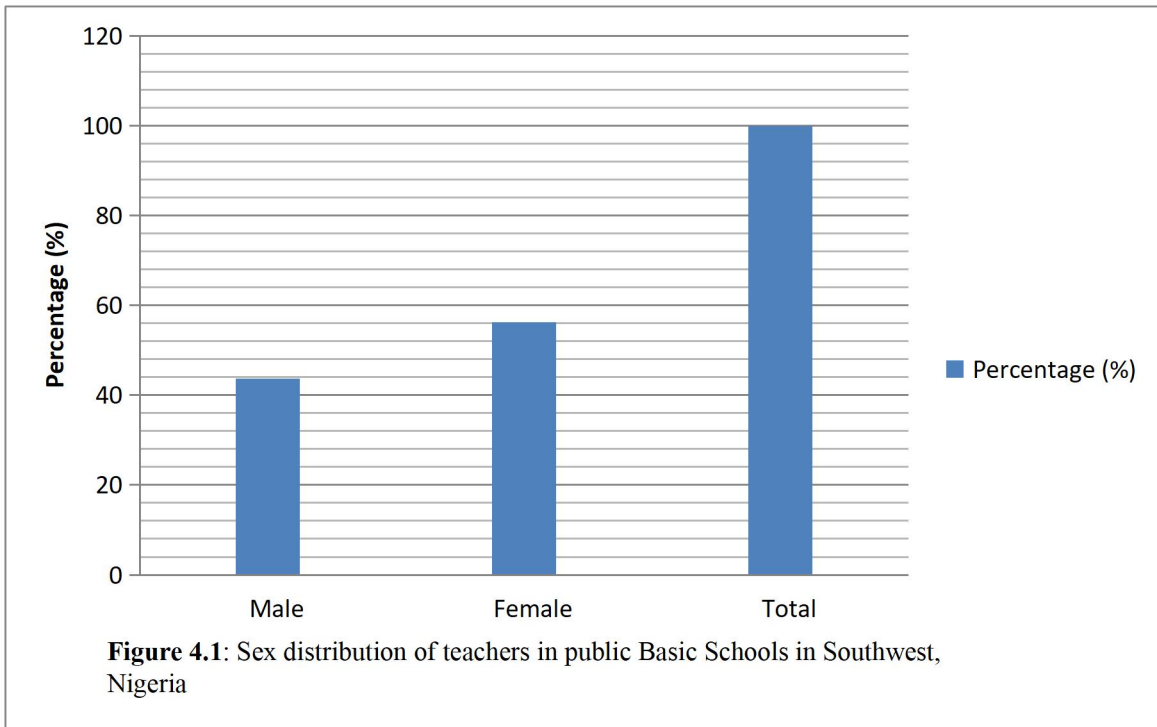
S/NO	SCHOOL NAME	LG	LOCAT ION	PRINC IPAL	TRS	LEARNERS
1	ANGLICAN HIGH SCHOOL,ADO	ADO-EKITI	URBAN	1	4	10
2	ADO COMMUNITY HIGH SCHOOL,ADO	ADO-EKITI	URBAN	1	4	10
3	GOVERNMENT COLLEGE,ADO	ADO-EKITI	URBAN	1	4	10
4	C.A.C. JUNIOR HIGH SCHOOL,ADO	ADO-EKITI	URBAN	1	4	10
5	MUSLIM JUNIOR COLLEGE,ADO-EKITI	ADO-EKITI	URBAN	1	4	10
6	CHRIST SCHOOL, ADO	ADO-EKITI	URBAN	1	4	10
7	CHRIST GIRLS SCHOOL,ADO	ADO-EKITI	URBAN	1	4	10
8	OLA-OLUWA MUSLIM GRAMMARSCHOOL, ADO EKITI	ADO-EKITI	URBAN	1	4	10
9	HARDING MEMORIAL COLLEGE, OKESA, ADO EKITI	ADO-EKITI	URBAN	1	4	10
10	ALARELU COMPREHENSIVE HIGH ,IGBARA-ODO	EKITI-SOUTH-WEST	URBAN	1	4	10
11	CORPUS CHURCH JUNIOR SECONDARY, ILAWE EKTI	EKITI-SOUTH-WEST	URBAN	1	4	10
12	ILAWE GRAMMAR SCHOOL,ILAWE-EKITI	EKITI-SOUTH-WEST	URBAN	1	4	10
13	COMMUNITY HIGH SCHOOL, IGBARA ODO	EKITI-SOUTH-WEST	URBAN	1	4	10
14	OMO-ELEYE COMPREHENSIVE HIGH,IGBARA-ODO	EKITI-SOUTH-WEST	URBAN	1	4	10
15	OGOTUN UNITY SECONDARY SCHOOL,OGOTUN-EKITI	EKITI-SOUTH-WEST	RURAL	1	4	10
16	OGOTUN JUNIOR HIGH SCHOOL,OGOTUN	EKITI-SOUTH-WEST	RURAL	1	4	10
17	OGANGANMODU JUNIOR GRAMMAR, IDO EKITI	IDO-OSI	URBAN	1	4	10
18	METHODIST JUNIOR GRAMMAR SCHOOL, AYE EKITI	IDO-OSI	URBAN	1	4	10
19	NOTRE-DAM JUNIOR GRAMMAR SCHOOL, USI EKITI	IDO-OSI	URBAN	1	4	10
20	ORA COMMUNITY JUNIORGRAMMAR, ORA EKITI	IDO-OSI	URBAN	1	4	10
21	OSI COMMUNITY JUNIOR GRAMMAR	IDO-OSI	RURAL	1	4	10
22	ELO JUNIOR GRAMMAR SCHOOL, AYETORO	IDO-OSI	RURAL	1	4	10
23	OJOUGBOLE JUNIOR HIGH SCHOOL, IGBOLE EKITI	IDO-OSI	RURAL	1	4	10
24	USI JUNIOR HIGHSCHOOL, USI-EKITI	IDO-OSI	URBAN	1	4	10

25	ILOGBO JUNIOR GRAMMAR SCHOOL, ILOGBO EKITI	IDO-OSI	RURAL	1	4	10
26	AMOYE GRAMMAR SCHOOL, IKERE-EKITI	IKERE	URBAN	1	4	10
27	IREPODUNHIGHSCHOOL,IKERE-EKITI	IKERE	URBAN	1	4	10
28	ST.LOUIS GRAMMAR SCHOOL, IKERE-EKITI	IKERE	URBAN	1	4	10
29	AFRICAN CHURCH COMPREHENSIVE HIGH, IKERE EKITI	IKERE	URBAN	1	4	10
30	A.U.D.COMMUNITYHIGHSCHOOL,IKERE-EKITI	IKERE	URBAN	1	4	10
31	ANNUNCIATION HIGH SCHOOL, IKERE-EKITI	IKERE	URBAN	1	4	10
32	HOLY APOSTOLIC JUNIOR HIGH SCHOOL,	IKOLE	URBAN	1	4	10
33	COMMUNITY HIGH SCHOOL, IYEMERO	IKOLE	RURAL	1	4	10
34	ST.MARY'S GIRL'S JUNIOR HIGH SCHOOL,IKOLE EKITI	IKOLE	URBAN	1	4	10
35	FIYINFOLU HIGH SCHOOL, OKE-AYEDUN	IKOLE	RURAL	1	4	10
36	ARA COMMUNITY HIGH SCHOOL, ARA	IKOLE	RURAL	1	4	10
37	ITAPAJI COMMUNITY HIGH SCHOOL, ITAPAJI	IKOLE	RURAL	1	4	10
38	AYEBODE HIGH SCHOOL, AYEBODE	IKOLE	RURAL	1	4	10
39	IREPODUN HIGH SCHOOL, IPAO-EKITI	IKOLE	RURAL	1	4	10
40	COMMUNITY JUNIOR HIGH SCHOOL,AWO	IREPODUN - IFELODUN	URBAN	1	4	10
41	EKITI BAPTIST JUNIOR HIGH SCHOOL,AWO	IREPODUN - IFELODUN	URBAN	1	4	10
42	ARE/AFAO JUNIOR HIGH SCHOOL,	IREPODUN - IFELODUN	URBAN	1	4	10
43	EGIRI-OKEJ UNIOR HIGH SCHOOL,IYIN	IREPODUN - IFELODUN	RURAL	1	4	10
44	COMMUNITY HIGH SCHOOL,IWOROKO-EKITI	IREPODUN - IFELODUN	URBAN	1	4	10
45	IROPORA JUNIOR HIGH SCHOOL,IROPORA	IREPODUN - IFELODUN	URBAN	1	4	10
46	OLOKETUYI JUNIOR HIGH SCHOOL, IGBEMO	IREPODUN - IFELODUN	RURAL	1	4	10
47	COMMUNITY JUNIOR HIGH SCHOOL,ESURE-EKITI	IREPODUN - IFELODUN	RURAL	1	4	10
48	COMMUNITY JUNIOR HIGH SCHOOL, EYIO	IREPODUN - IFELODUN	RURAL	1	4	10
49	OBALATAN COMMERCIAL GRAMMAR SCHOOL, ILUPEJU EKITI	OYE	RURAL	1	4	10

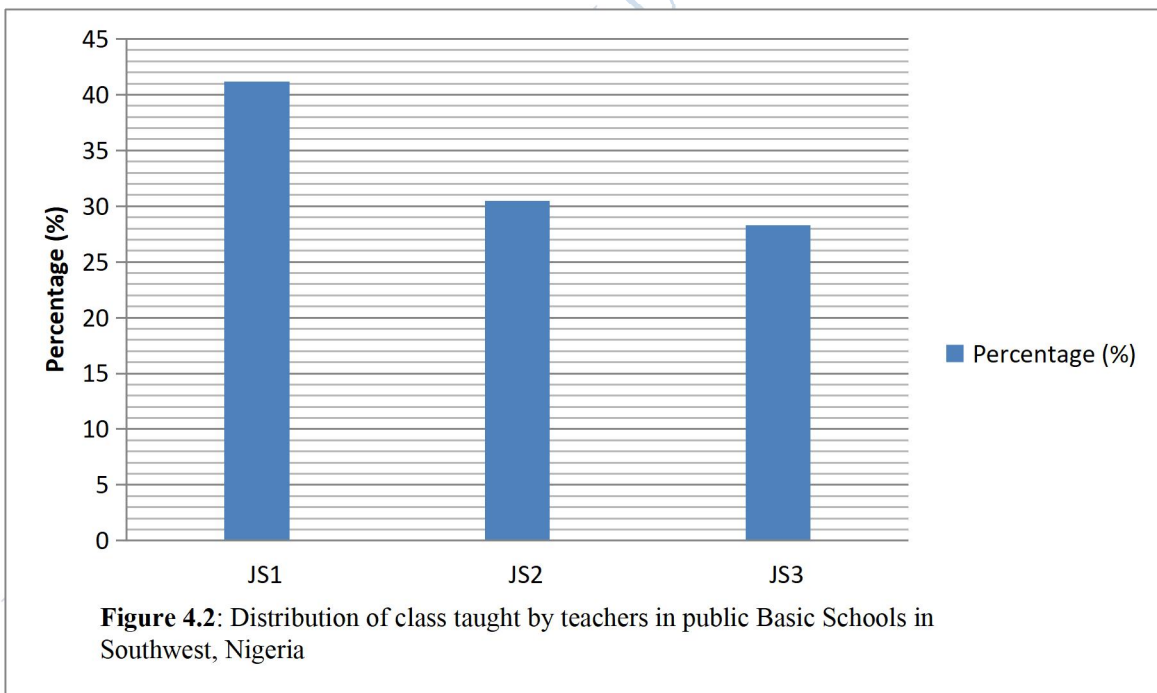
50	COMMUNITY HIGH SCHOOL, AYEGBAJU	OYE	RURAL	1	4	10
51	ITAPA-OSIN COMMUNITY COMPREHENSIVE, ITAPA	OYE	URBAN	1	4	10
52	ANSARUD-DEEN HIGH SCHOOL,IRE	OYE	RURAL	1	4	10
53	ILUPAJU HIGH SCHOOL, ILUPAJU	OYE	RURAL	1	4	10
54	COMMUNITY HIGH SCHOOL, OSIN	OYE	RURAL	1	4	10
55	AYEDE GRAMMAR SCHOOL,AYEDE	OYE	RURAL	1	4	10
56	ST.AUGUSTINE COMPREHENSIVE HIGH, OYE	OYE	URBAN	1	4	10
57	ILEMESO COMMUNITY HIGH SCHOOL, ILEMESO	OYE	RURAL	1	4	10
			TOTAL	57	228	570

Source: FIELD SURVEY 2020

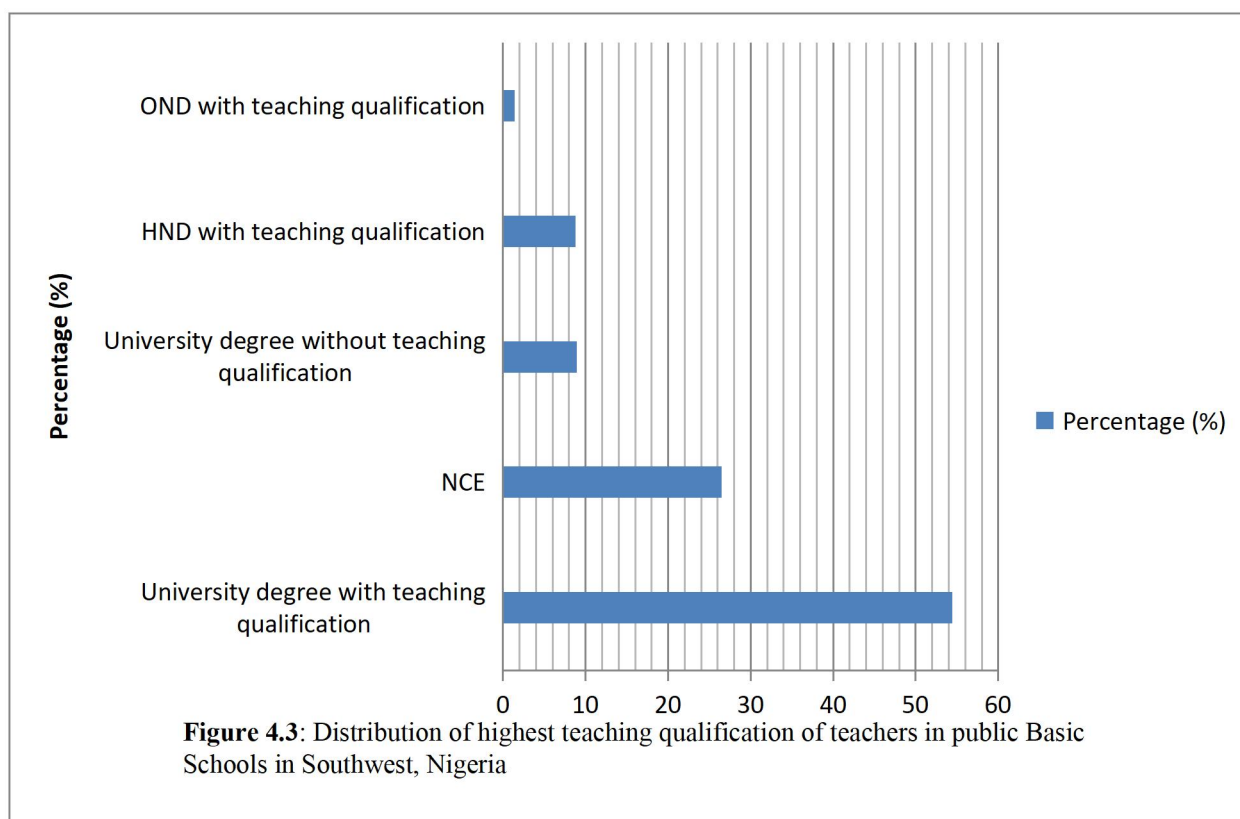
Appendix VI



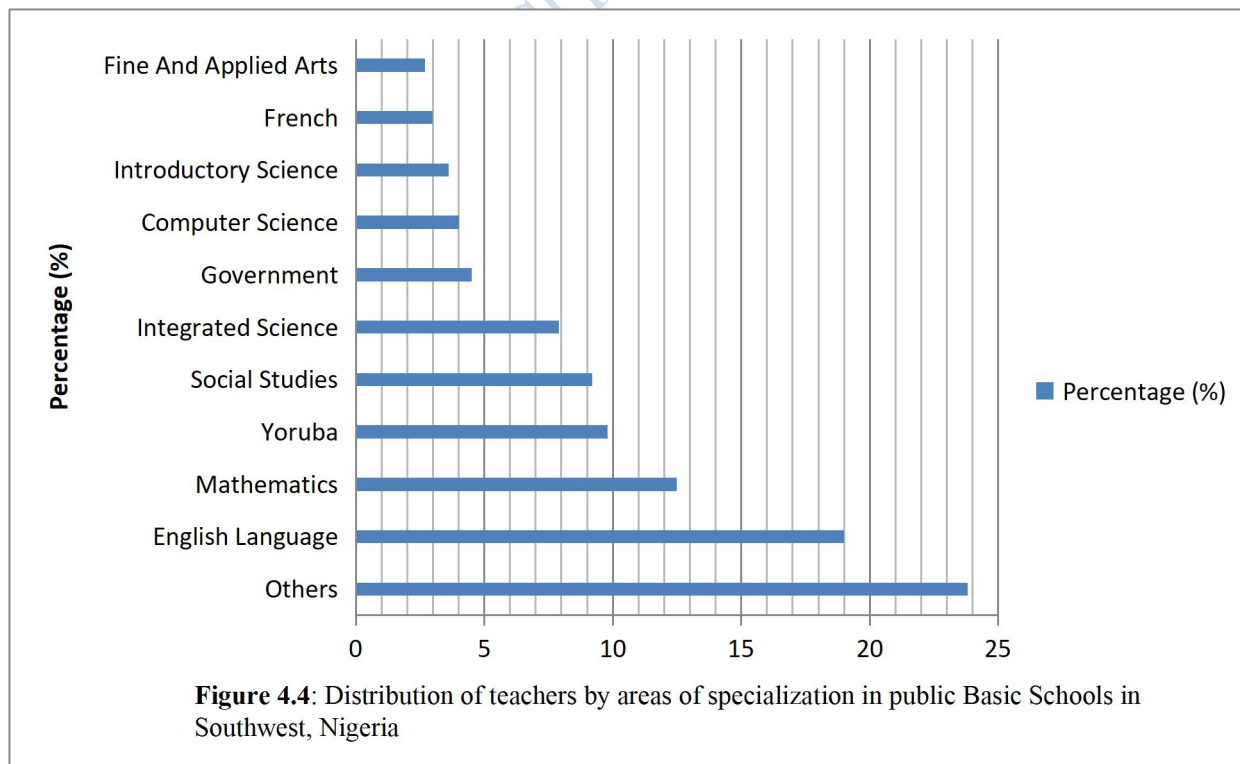
Source: Researcher's Field Study 2020



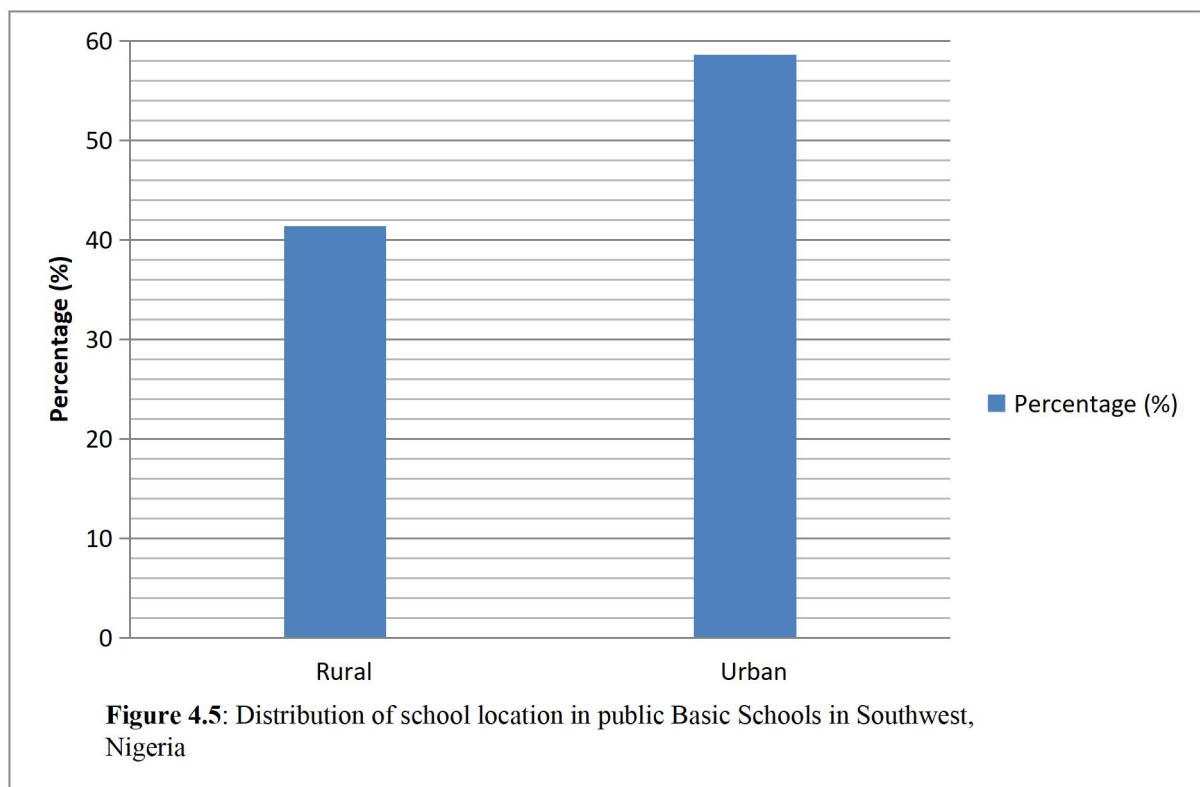
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Source: Researcher's Field Study 2020



Source: Researcher's Field Study 2020



Source: Researcher's Field Study 2020

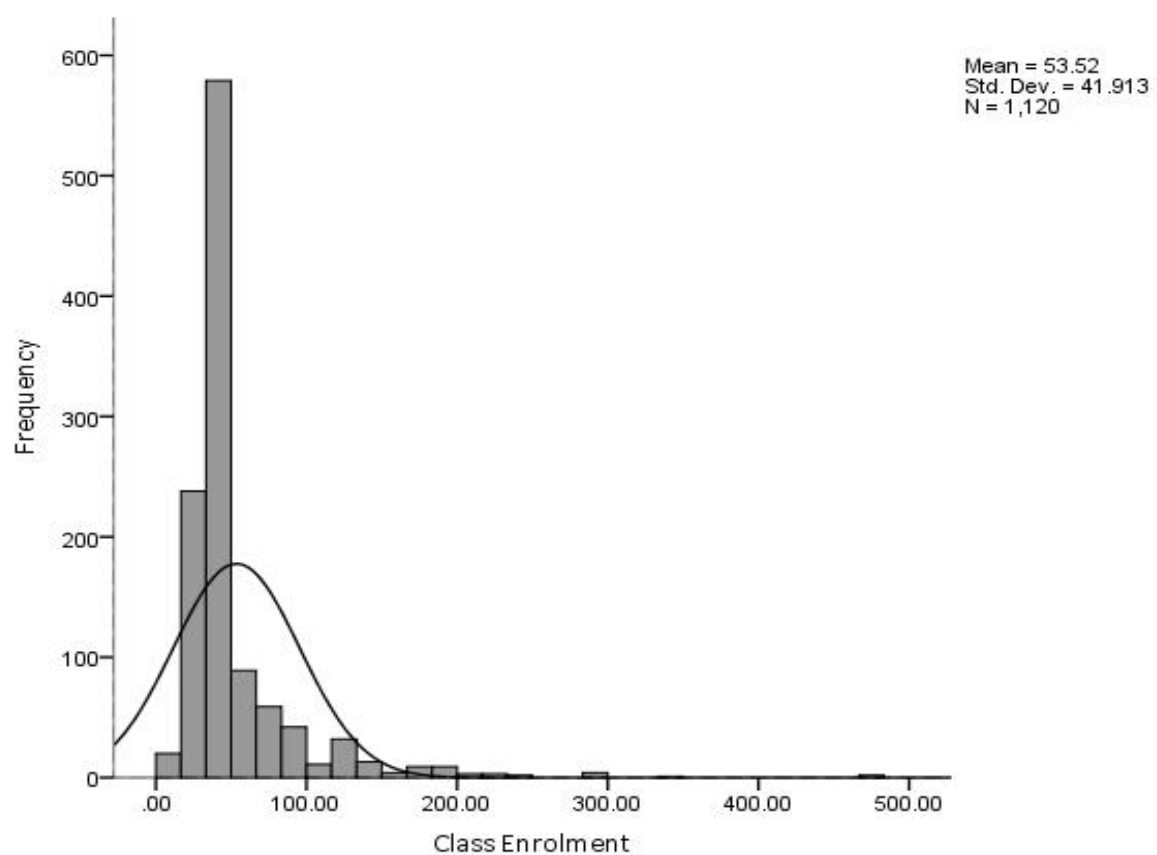
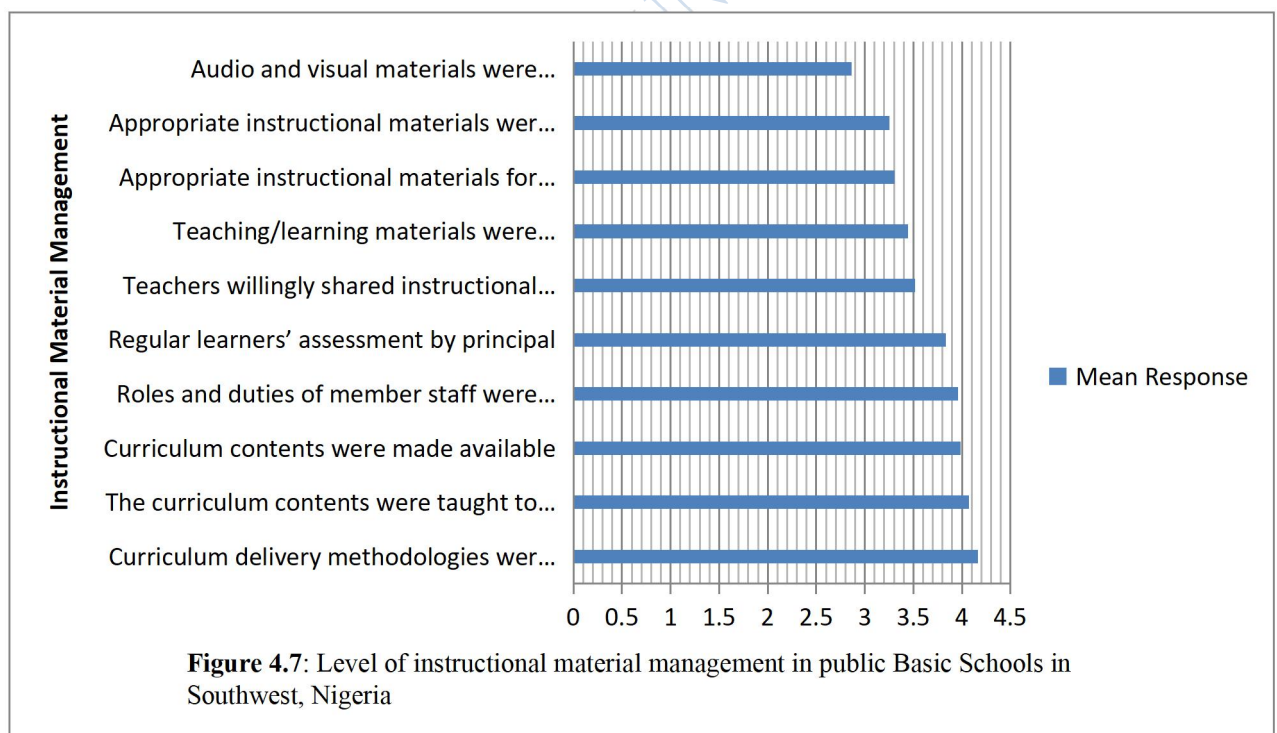
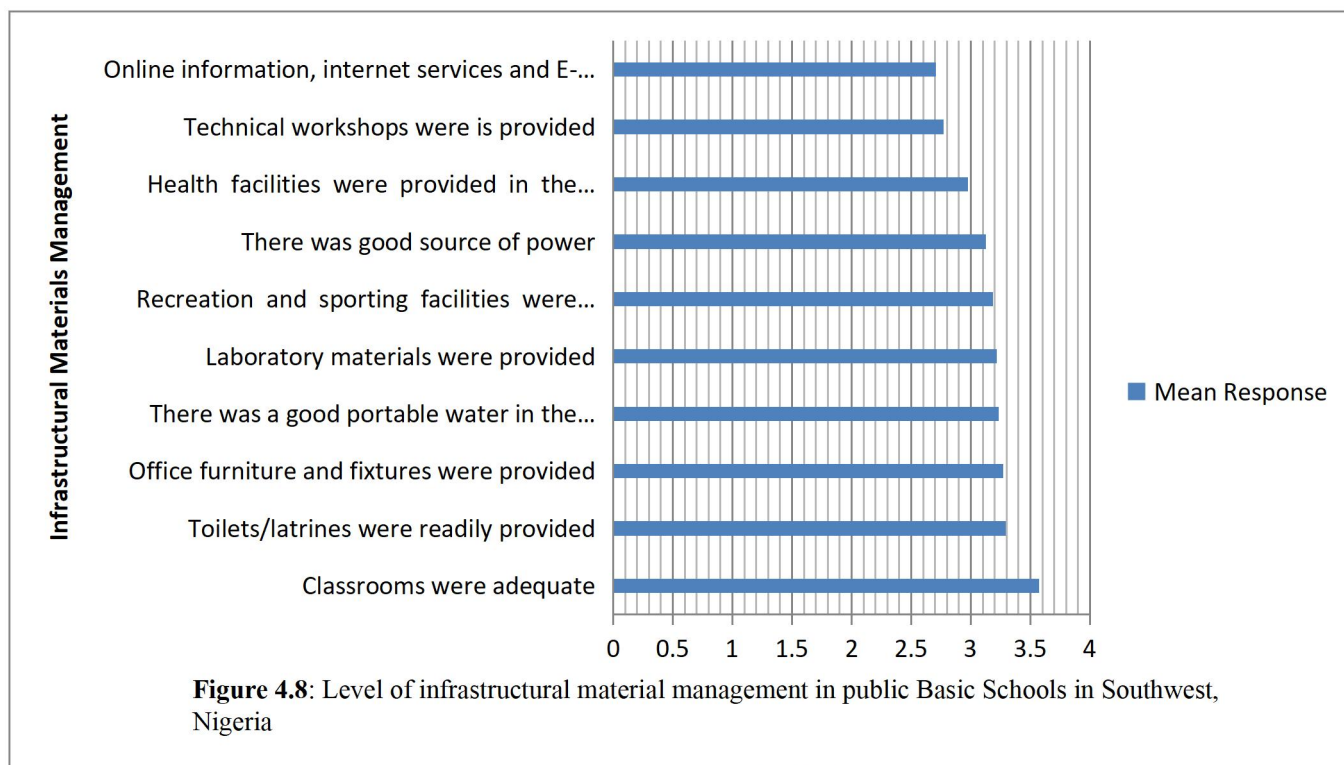


Figure 4.6: Histogram showing the distribution curve of class enrolment in public Basic Schools in Southwest, Nigeria

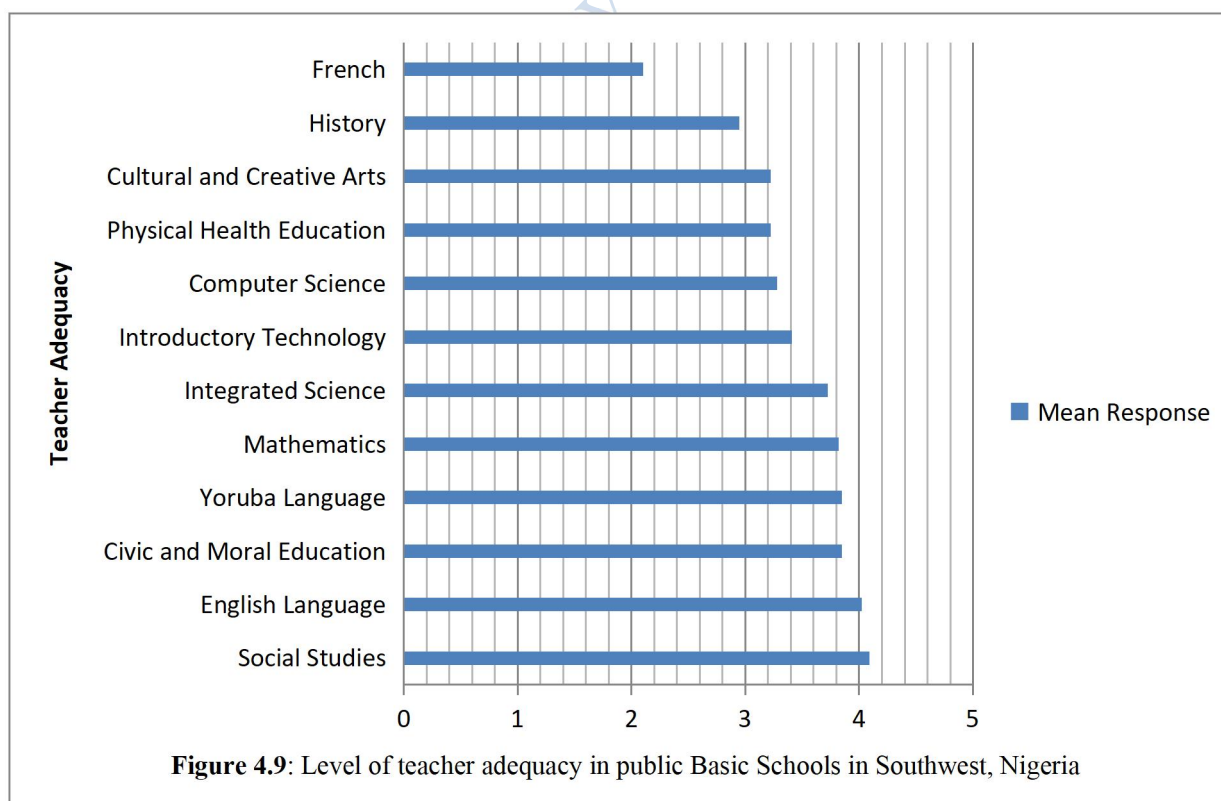
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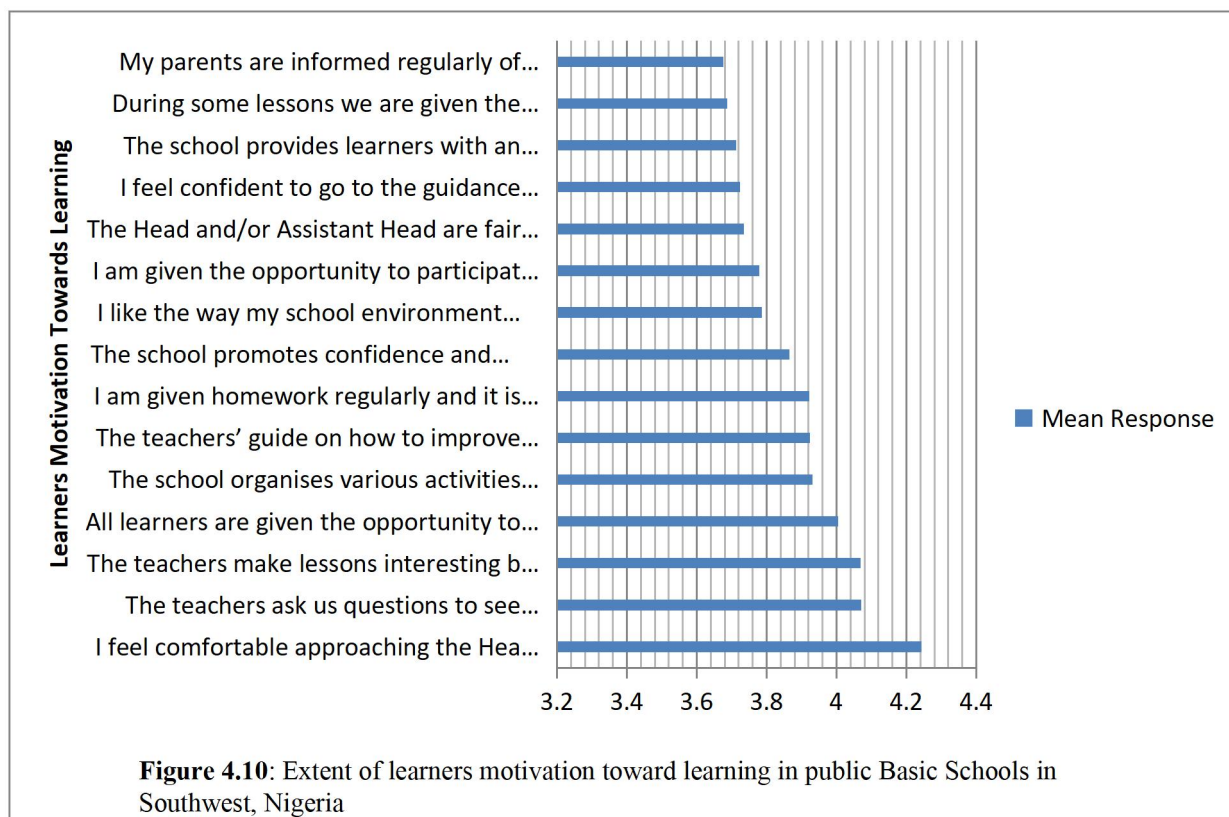
Source: Researcher's Field Study 2020



Source: Researcher's Field Study 2020



Source: Researcher's Field Study 2020



Source: Researcher's Field Study 2020

Bio Data

Personal Data

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Educational Institutions Attended with dates

- Ijagba Community High School, Sotubo 1982 – 1988
- Omo-Oye College, Owode Ijako Ota 2012
- Federal College of Education (T) Akoka 1991 - 1995
- Olabisi Onabanjo University, Ago Iwoye 2000 - 2006
- Nigerian College of Administration, Lagos 2002 - 2005
- National Open University of Nigeria 2014 - 2015

Academic/Professional Qualifications with Dates

- West African School Certificate (W.A.S.C) 1988
- National Examinations Council (NECO) 2012
- Nigeria Certificate in Education (NCE) Secretarial Education (Distinction) 1995
- Bachelor of Science (Education) Secretarial Admin Education (Second Class Upper) 2006
- Financial Management (Chartered Instituted of Administration) 2005
- M.Ed Degree in Educational Administration and Planning 2015

Working Experience with Dates

Concord Press Nig Ltd **Production Superintendent** 1996 – 1999

Ogun State Universal Basic Education Board, Abeokuta:

Ikenne Local Government Education Authority **Snr. Executive Officer Account**
1999 – 2005
Odogbolu Local Government Education Authority 2005 - 2011
Ewekoro LG EA **Education Officer** 2011 – 2013
SUBEB, Oke Mosan Abeokuta **Senior Education Officer** 2013 –

Publications:

Wahab, S. A., Oshinyadi, P. O. & Soyemi, O. A.: (2017): Educational Resources and Teachers' Time Management as Predictors of Students' Academic Performance in Ogun State Public Secondary Schools, *International journal of educational planning and administration (IJEPA)* 2(3)

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Date

Signature

University Compliance Certification

This is to certify that the thesis **Material Management, Teachers' Adequacy and Learners Motivation towards learning as determinants of Universal Basic Education Goals Achievement in Southwest, Nigeria** by **Shamsideen Abiodun WAHAB LCU/PG/0000918** in the Department of Arts & Social Science Education, Faculty of Arts & Science, Lead City University, Ibadan is in full compliance with the approved University Format and Style.

Name

Date

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Department of Arts & Social Science Education,
Lead City University,
Ibadan.

12th July, 2021

The Secretary,
Post Graduate School,
Lead City University,
Ibadan.

Sir,

LETTER OF AUTHORITY

The bearer **MRS SONEYE A** is authorized by this letter to collect my letter of **TO WHOM IT MAY CONCERN** on my behalf.

I will be very grateful if my request is favourably considered.

Thank you, Sir.

WAHAB S. ABIODUN
LCU/PG/000918
Ph. D (Education Management)