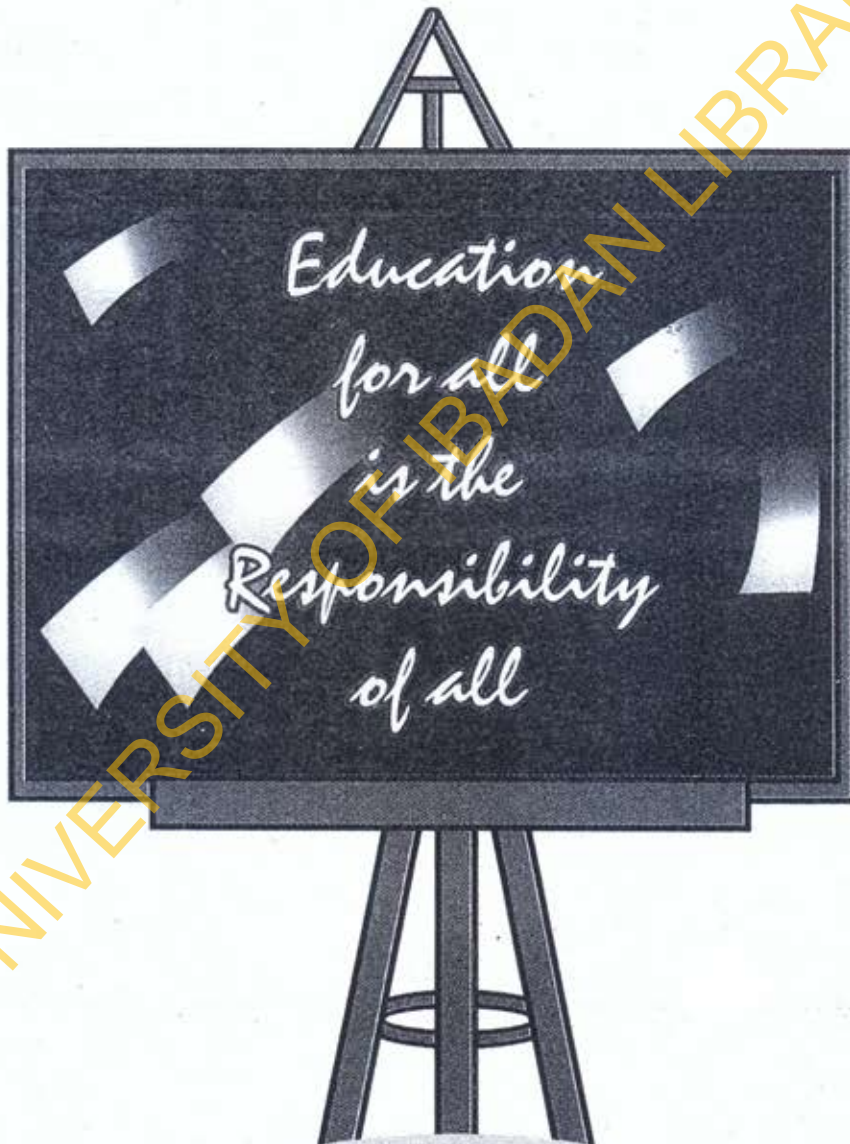




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AN ASSESSMENT OF THE AVAILABILITY OF SELECTED TEACHING-LEARNING MATERIALS IN PRIMARY SCHOOLS IN ABIA STATE, NIGERIA

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Abstract

This study investigated the extent to which primary schools, as part of basic education, have some teaching-learning materials in Abia State. The sample comprised 165 head teachers selected by stratified random sampling from five different categories of schools in the 17 local government areas in the state. The results indicate that the availability, condition and adequacy of some teaching-learning materials ranged from 19.7% (for Pupils' Mathematics Textbook) to 115.1% (for Teachers' Mathematics Textbook) for availability; 78.1% (for Curriculum Modules) to 97.7% (for Schemes of Work/Diaries) for condition; and 20.6% (for Teachers' Guide in

English) to 66.7% (for Schemes of Work/Diaries) for adequacy of the teaching-learning materials, respectively. These results reveal that many primary schools are not child-friendly in terms of teaching-learning materials.

Introduction

Schooling at the basic education level in Nigeria has been made "tuition free, universal and compulsory" under the Universal Basic Education (UBE) Programme of the federal government (FRN, 2004). Schooling involves the teacher, infrastructure, teaching-learning materials, instruction, support from parents and the home, support from the community, interpersonal relations and other influences (such as political, social, religious and parental) and academic achievement (Goodlad, Mantle-Bromley and Goodlad, 2004).

Studies such as Falayajo, Makoju, Okebukola, Onugha and Olubodun (1997); World Bank (2000); UBEP (2001); Makoju, Obanya, Nwangwu, Fagbulu, Aderogba, Ayodele, Olapeju, Yusufu and Kalu (2005) and Agomoh (2006) reveal that teaching-learning materials are hardly available in schools; and where available, they are inadequate in many schools. This situation is corroborated by The World Bank (2003):

The supply of basic teaching-learning materials such as teacher guides, textbooks, and reading materials is limited. Distribution of textbooks to students improved in the mid-1990s, but there has been no replacement policy or additional distribution since then. Textbooks and reading materials in the major Nigerian languages are lacking and there are few, if any, teaching and learning materials in classrooms other than blackboards. Libraries and additional reading material are almost nonexistent (p.90).

Some of these textbooks were funded by the World Bank under the first and second Nigeria Primary Education Projects (CR 2191-UNI and CR 3346-UNI), the defunct Petroleum (Special) Trust Fund, Education Trust Fund, Universal Basic Education Commission under its Book Programme, the State Universal Basic Education Board (SUBEB), individuals and organizations.

Teaching-learning materials such as curriculum modules, textbooks, supplementary readers, charts, realia, chalk, chalkboards, etc, are regarded as important to the extent that they influence teaching and learning approaches in schools (Kalomba and Mpaju, 2003) as well as academic performance in schools. It is also seen that the poor performance of pupils in assessments conducted in Nigeria (Falayajo et al, 1997; UBEP, 2001) was attributed "to a severe lack of teaching-learning materials and to physical conditions which impede effective learning" (The World Bank, 2003).

The World Bank, realizing the importance of teaching-learning materials, allocated US\$13.62m (22.3%) out of a total credit of US\$61.11m to improve quality and availability of instructional materials and distance education in Nigeria (The World Bank, 2000). Other sub-sectoral allocations to improve the quality of curriculum delivery included US\$7.32m (11.98%) for supplementary books; US\$0.59m (0.97%) for teachers' guides and capacity-building for teachers; US\$0.35m (0.57%) for teaching aids; and US\$5.34m (8.74%) for education programme for pre-school children.

The importance of teaching-learning materials has been further underscored by UBEC in the disbursement of the FGN-UBE Intervention Fund. The guidelines for the disbursement of the FGN-UBE Intervention Fund stipulated that the percentage allocations to the different levels of basic education are pre-primary education (5%), primary education (60%) and junior secondary education (35%). The guidelines further stipulated that the allocations to the various activities are infrastructural development (70%), textbooks and working materials (15%) and teacher professional development (15%) (FGN/UBEC, 2006).

The level and activity of interest here are primary education, and textbooks and working materials, respectively. Textbooks and working materials include the development/procurement of textbooks for the four core subjects in primary education (English, Mathematics, Primary Science and Social Studies), library books, development/procurement of teachers' guides for the four core subjects, and teaching aids (excluding consumables), etc.

The results of the 2001 National Assessment of the Universal Basic Education Programme revealed the surprising fact that pupils in primary five could not read printed matter. This was

attributed to the inadequacy or the non-availability of reading materials in schools (UBEP, 2001). As a result, the World Bank provided supplementary reading materials worth about N787,500.00 for each of the 1,110 Focus Schools in Nigeria to improve the reading ability of pupils in primary schools. The thirty focus schools in Abia State benefited from this intervention.

The down-turn in the national economy has made it difficult for parents and guardians to provide textbooks for their pupils. The implication of this is that pupils resorted to schools for the needed textbooks, which were hardly available. It is, therefore, important that schools should have these teaching-learning materials. To ameliorate this condition, the Federal Government of Nigeria intervened by procuring and distributing various instructional materials to all states of the federation some years ago, through UBEC. This intervention contributed much to change the face of primary education in Nigeria. Still on the importance of teaching-learning materials in schools, Okpala (2006) suggested that the various stakeholders should encourage activities that would facilitate the “promotion of sufficient quantity of relevant teaching and learning materials (particularly readable textbooks)”.

This study was carried out to find out how child-friendly the primary schools in Abia State are in terms of teaching-learning materials such as curriculum modules, diaries/schemes of work, and pupils' and teachers' textbooks.

Methodology

The Study is ex-post facto and answered three research questions. The population for the study comprised the head teachers of the 791 public and 238 recognized private primary schools in Abia State in the 2004/2005 session. The sample was made up of 165 head teachers of public and private primary schools from all the 17 Local Government Areas in Abia State selected by a stratified multi-stage sampling technique at the State and Local Government levels. The sampling at school level was based on type of school, namely: World Bank-assisted Focus (30) and Self-Help (34) schools, UNICEF-assisted Child-friendly schools (6), Other Public schools (63) and Recognized Private schools (32).

The instrument for the study was the researchers-constructed Child-Friendly Environmental Status Inventory (CFESI). The Cronbach alpha, a measure of the reliability index and construct validity, of the instrument was 0.76. Data collection lasted for three months and data analysis involved frequency counts, means and percentages.

Research Questions

- What is the availability of teaching-learning materials in primary schools in Abia State?
- What is the condition of the available teaching-learning materials in primary schools in Abia State?
- What is the adequacy of the available teaching-learning materials in primary schools in Abia State?

Results

Table 1: Availability of teaching-learning materials by school type

Teaching-learning material	School Type					Total	Mean	%
	World Bank Focus	World Bank Self-Help	UNICEF Child-friendly	Other Public	Recognized Private			
(a) Curriculum Modules	195	219	38	406	367	1225	7.4	43.7
(b) Schemes of Work/Diaries	363	518	48	950	532	2411	14.6	85.9
(c) Teachers English Textbook	299	183	54	504	445	1485	9.0	52.8
(d) Teachers Guide in English	265	108	25	296	337	1031	6.3	36.7
(e) Pupils English Textbook	3749	3101	749	7092	1692	16383	99.3	25.3
(f) Teachers Mathematics Textbook	733	423	34	1634	413	3237	19.6	115.1
(g) Teachers Guide in Mathematics	247	153	23	312	290	1025	6.2	36.5
(h) Pupils Mathematics Textbook	3674	2608	601	7293	1793	15969	96.8	19.7
(i) Teachers Primary Science Textbook	473	242	31	1598	362	2706	16.4	96.2
(j) Teachers Guide in Primary Science	473	146	27	408	333	1387	8.4	49.3
(k) Pupils Primary Science Textbook	3067	2925	518	7161	1870	15541	94.2	24.0
(l) Teachers Social Studies Textbook	482	249	24	1347	388	2490	15.1	88.5
(m) Teachers Guide in Social Studies	263	100	19	362	298	1042	6.3	37.1
(n) Pupils Social Studies Textbook	4020	2749	663	7316	1868	16616	100.7	25.6

Table 1 reveals that the World Bank-assisted Focus Schools, World Bank-assisted Self-Help Schools, UNICEF Child-Friendly Schools, Other Public Schools and Recognized Private Schools, respectively, had 195, 219, 38, 406 and 367 copies of the curriculum modules. Overall, the 165 schools had a total of 1225 copies of the curriculum modules. The result was a mean of 7.4 copies of the curriculum modules per school. Based on the 2806 streams in the 165 schools, 43.7% of the primary schools in the State had curriculum modules. The table also indicates that the World Bank-assisted Focus Schools, World Bank-assisted Self-Help Schools, UNICEF Child-Friendly Schools, Other Public Schools and Recognized Private Schools, respectively, had 363, 518, 48, 950 and 532 copies of the schemes of work/diaries. Overall, the 165 schools had a total of 2411 copies of the schemes of work/diaries. Thus, the results were a mean of 14.6 copies of the schemes of work/diaries per school. Based on the 2806 streams in the 165 schools, 85.9% of the primary schools in the State had schemes of work/diaries.

From Table 1, it is also seen that the World Bank-assisted Focus Schools, World Bank-assisted Self-Help Schools, UNICEF Child-Friendly Schools, Other Public Schools and Recognized Private Schools, respectively, had 299, 183, 54, 504 and 445 copies of the teachers' English textbook. Overall, the 165 schools had a total of 1485 copies of the teachers' English textbook, thus a mean of 9.0 copies of the teachers' English textbook per school. Based on the 2812 teachers in the 165 schools, 52.8% of the primary schools had teachers' English textbook.

Table 1 also reveals that the World Bank-assisted Focus Schools, World Bank-assisted Self-Help Schools, UNICEF Child-Friendly Schools, Other Public Schools and Recognized Private Schools, respectively, had 265, 108, 25, 296 and 337 copies of the teachers' guide in English. Overall, the 165 schools had a total of 1031 copies of the teachers' guide in English. This amounted to a mean of 6.3 copies of the teachers' guide in English per school. Based on the 2812 teachers in the 165 schools, 36.7% of the primary schools in the State had teachers' guide in English.

The table also shows that the World Bank-assisted Focus Schools, World Bank-assisted Self-Help Schools, UNICEF Child-Friendly Schools, Other Public Schools and Recognized Private Schools, respectively, had 3749, 3101, 749, 7092 and 1692 copies of the pupils' English textbook. Overall, the 165 schools had a total of 16383 copies of the pupils' English textbook. The result was a mean of 99.3 copies of the pupils' English textbook per school. Based on the 64845 pupils in the 165 schools, 25.3% of the primary schools in the State had pupils' English textbook.

Table 1 further indicates that the World Bank-assisted Focus Schools, World Bank-assisted Self-Help Schools, UNICEF Child-Friendly Schools, Other Public Schools and Recognized Private Schools, respectively, had 733, 423, 34, 1634 and 413 copies of the teachers' Mathematics textbook. Overall, the 165 schools had a total of 3237 copies of the teachers' Mathematics textbook. The result was a mean of 19.6 copies of the teachers' Mathematics textbook per school. Based on the 2812 teachers in the 165 schools, 115.1% of the primary schools in the State had teachers' Mathematics textbook.

The table further shows that the World Bank-assisted Focus Schools, World Bank-assisted Self-Help Schools, UNICEF Child-Friendly Schools, Other Public Schools and Recognized Private Schools, respectively, had 247, 153, 23, 312 and 290 copies of the teachers' guide in Mathematics. Overall, the 165 schools had a total of 1025 copies of the teachers' guide in Mathematics. The result was a mean of 6.2 copies of the teachers' guide in Mathematics per school. Based on the 2812 teachers in the 165 schools, 36.5% of the primary schools in the State had teachers' guide in Mathematics.

The table depicts that the World Bank-assisted Focus Schools, World Bank-assisted Self-Help Schools, UNICEF Child-Friendly Schools, Other Public Schools and Recognized Private Schools, respectively, had 3674, 2608, 601, 7293 and 1793 copies of the pupils' Mathematics textbook. Overall, the 165 schools had a total of 15969 copies of the pupils' Mathematics textbook. The result was a mean of 96.8 copies of the pupils' Mathematics textbook per school. Based on the 64845 pupils in the 165 schools, 24.6% of the primary schools in the State had pupils' Mathematics textbook.

From Table 1, it is observed that the World Bank-assisted Focus Schools, World Bank-assisted Self-Help Schools, UNICEF Child-Friendly Schools, Other Public Schools and Recognized Private Schools, respectively, had 473, 242, 31, 1598 and 362 copies of the teachers' Primary Science textbook. Overall, the 165 schools had a total of 2706 copies of the teachers' Primary Science textbook. Thus, a mean of 16.4 copies of the teachers' Primary Science textbook per school. Based on the 2812 teachers in the 165 schools, 96.2% of the primary schools in the State had teachers' Primary Science textbook.

In addition, Table 1 also shows that the World Bank-assisted Focus Schools, World Bank-assisted Self-Help Schools, UNICEF Child-Friendly Schools, Other Public Schools and Recognized Private Schools, respectively, had 473, 146, 27, 408 and 333 copies of the teachers' guide in Primary Science. Overall, the 165 schools had a total of 1387 copies of the teachers' guide in Primary Science. This resulted in a mean of 8.4 copies of the teachers' guide in Primary Science per school. Based on the 2812 teachers in the 165 schools, 49.3% of the primary schools in the state had teachers' guide in Primary Science.

The table also indicates that the World Bank-assisted Focus Schools, World Bank-assisted Self-Help Schools, UNICEF Child-Friendly Schools, Other Public Schools and Recognized Private Schools, respectively, had 3067, 2925, 518, 7161 and 1870 copies of the pupils' Primary Science textbook. Overall, the 165 schools had a total of 15541 copies of the pupils' Primary Science textbook. Thus, a mean of 94.2 copies of the pupils' Primary Science textbook per school. Based on the 64845 pupils in the 165 schools, 24.0% of the primary schools in the State had pupils' Primary Science textbook.

Table 1 further shows that the World Bank-assisted Focus Schools, World Bank-assisted Self-Help Schools, UNICEF Child-Friendly Schools, Other Public Schools and Recognized Private Schools, respectively, had 482, 249, 24, 1347 and 388 copies of the Teachers' Social Studies Textbook. Overall, the 165 schools had a total of 2490 copies of the teachers' Social Studies textbook. This gave a mean of 15.1 copies of the teachers' Social Studies textbook per school. Based on the 2812 teachers in the 165 schools, 88.5% of the primary schools in the State had teachers' Social Studies textbook.

In addition, Table 1 indicates that the World Bank-assisted Focus Schools, World Bank-assisted Self-Help Schools, UNICEF Child-Friendly Schools, Other Public Schools and Recognized Private Schools, respectively, had 263, 100, 19, 362 and 298 copies of the teachers' guide in Social Studies. Overall, the 165 schools had a total of 1042 copies of the teachers' guide in Social Studies. Hence, a mean of 6.3 copies of the teachers' guide in Social Studies per school. Based on the 2812 teachers in the 165 schools, 37.1% of the primary schools in the State had teachers' guide in Social Studies.

Finally, Table 1 shows that the World Bank-assisted Focus Schools, World Bank-assisted Self-Help Schools, UNICEF Child-Friendly Schools, Other Public Schools and Recognized Private Schools, respectively, had 4020, 2749, 663, 7316 and 1868 copies of the pupils' Social Studies textbook. Overall, the 165 schools had a total of 16616 copies of the pupils' Social Studies textbook. The result was a mean of 100.7 copies of the Pupils' Social Studies Textbook per school. Based on the 64845 pupils in the 165 schools, 25.6% of the primary schools in the State had pupils' Social Studies textbook.

Table 2: Teaching-learning materials in good condition by school type

Teaching-learning material	School Type					Total	Mean	%
	World Bank Focus	World Bank Self-Help	UNICEF Child-friendly	Other Public	Recognized Private			
(a) Curriculum Modules	122	158	26	295	355	956	5.8	78.1
(b) Schemes of Work/Diaries	355	518	42	927	514	2356	14.3	97.7
(c) Teachers English Textbook	325	154	38	463	425	1405	8.5	94.6
(d) Teachers Guide in English	238	98	25	248	327	936	5.7	90.8
(e) Pupils English Textbook	3299	3869	600	5546	1676	14990	90.8	91.5
(f) Teachers Mathematics Textbook	686	381	22	1040	401	2530	15.3	78.2
(g) Teachers Guide in Mathematics	235	152	23	260	287	957	5.8	93.4
(h) Pupils Mathematics Textbook	3171	1899	455	6430	1778	13733	83.2	86.0
(i) Teachers Primary Science Textbook	435	203	25	1477	362	2502	15.2	92.5
(j) Teachers Guide in Primary Science	383	145	26	348	324	1226	7.4	88.4
(k) Pupils Primary Science Textbook	2969	2098	456	6339	1868	13730	83.2	88.3
(l) Teachers Social Studies Textbook	449	196	24	1293	376	2338	14.2	90.7
(m) Teachers Guide in Social Studies	247	72	19	316	291	945	5.7	90.7
(n) Pupils Social Studies Textbook	3597	1883	531	6500	1865	14376	87.1	86.5

Table 2 indicates the condition of the various teaching-learning materials that were available in the different school types. It shows that there were 122, 158, 26, 295 and 355 sets of curriculum modules, in good condition, in the 30 World Bank-assisted Focus Schools, 34 World Bank-assisted Self-Help Schools, 6 UNICEF-assisted Child-Friendly Schools, 63 Other Public Schools and 32 Recognized Private Schools, respectively. The table also indicates an overall total of 956 sets of curriculum modules in the sampled 165 primary schools, a mean of 5.8 sets of curriculum modules per school, and that 78.1% of the curriculum modules were in good condition. Thus, 21.9% of the available curriculum modules were **not** in good condition and, therefore, not usable.

From Table 2, it is also seen that there were 355, 518, 42, 927 and 514 of schemes of work/diaries, in good condition, in the 30 World Bank-assisted Focus Schools, 34 World Bank-assisted Self-Help Schools, 6 UNICEF-assisted Child-Friendly Schools, 63 Other

Public Schools and 32 Recognized Private Schools, respectively. The table also reveals an overall total of 2356 schemes of work/diaries in the sampled 165 primary schools, a mean of 14.3 schemes of work/diaries per school, and that 97.7% of the schemes of work/diaries were in good condition. Thus, 2.3% of the available schemes of work/diaries were **not** in good condition and, therefore, not usable.

The table, in addition, shows that there were 325, 154, 38, 463 and 425 teachers' English textbooks, in good condition, in the 30 World Bank-assisted Focus Schools, 34 World Bank-assisted Self-Help Schools, 6 UNICEF-assisted Child-Friendly Schools, 63 Other Public Schools and 32 Recognized Private Schools, respectively. The table also shows an overall total of 1405 teachers' English textbooks in the sampled 165 primary schools, a mean of 8.5 teachers' English textbooks per school, and that 94.6% of the teachers' English textbooks were in good condition. Thus, 5.4% of the available teachers' English textbooks were **not** in good condition and, therefore, not usable.

From Table 2, it is also seen that there were 238, 98, 25, 248 and 327 teachers' guide in English, in good condition, in the 30 World Bank-assisted Focus Schools, 34 World Bank-assisted Self-Help Schools, 6 UNICEF-assisted Child-Friendly Schools, 63 Other Public Schools and 32 Recognized Private Schools, respectively. The table also shows an overall total of 936 teachers' guide in English in the sampled 165 primary schools, a mean of 5.7 teachers' guide in English per school, and that 90.8% of the teachers' guide in English were in good condition. Thus, 9.2% of the available teachers' guide in English were **not** in good condition and, therefore, not usable.

The table also shows that there were 3299, 3869, 600, 5546 and 1676 pupils' English textbooks, in good condition, in the 30 World Bank-assisted Focus Schools, 34 World Bank-assisted Self-Help Schools, 6 UNICEF-assisted Child-Friendly Schools, 63 Other Public Schools and 32 Recognized Private Schools, respectively. The table also shows an overall total of 14990 pupils' English textbooks in the sampled 165 primary schools, a mean of 90.8 pupils' English textbooks per school, and that 91.5% of the pupils' English textbooks were in good condition. Thus, 8.5% of the available pupils' English textbooks were **not** in good condition and, therefore, not usable.

Table 2 also indicates that there were 686, 381, 22, 1040 and 401 teachers' Mathematics textbooks, in good condition, in the 30 World Bank-assisted Focus Schools, 34 World Bank-assisted Self-Help Schools, 6 UNICEF-assisted Child-Friendly Schools, 63 Other Public Schools and 32 Recognized Private Schools, respectively. The table also shows an overall total of 2530 teachers' Mathematics textbooks in the sampled 165 primary schools, a mean of 15.3

pupils' English textbooks per school, and that 78.2% of the teachers' Mathematics textbooks were in good condition. Thus, 21.8% of the available teachers' Mathematics textbooks were **not** in good condition and, therefore, not usable.

The table, in addition, shows that there were 235, 152, 23, 260 and 287 teachers' guide in Mathematics, in good condition, in the 30 World Bank-assisted Focus Schools, 34 World Bank-assisted Self-Help Schools, 6 UNICEF-assisted Child-Friendly Schools, 63 Other Public Schools and 32 Recognized Private Schools, respectively. The table also shows an overall total of 957 teachers' guides in Mathematics in the sampled 165 primary schools, a mean of 5.8 pupils' English textbooks per school, and that 93.4% of the teachers' guide in Mathematics were in good condition. Thus, 6.6% of the available teachers' guide in Mathematics were **not** in good condition and, therefore, not usable.

Table 2 further reveals that there were 3171, 1899, 455, 6430 and 1778 pupils' Mathematics textbooks, in good condition, in the 30 World Bank-assisted Focus Schools, 34 World Bank-assisted Self-Help Schools, 6 UNICEF-assisted Child-Friendly Schools, 63 Other Public Schools and 32 Recognized Private Schools, respectively. The table also shows an overall total of 13733 pupils' Mathematics textbooks in the sampled 165 primary schools, a mean of 83.2 pupils' English textbooks per school, and that 86.0% of the pupils' Mathematics textbooks were in good condition. Thus, 14.0% of the available pupils' Mathematics textbooks were **not** in good condition and, therefore, not usable.

The table also indicates that there were 435, 203, 25, 1477 and 362 teachers' Primary Science textbooks, in good condition, in the 30 World Bank-assisted Focus Schools, 34 World Bank-assisted Self-Help Schools, 6 UNICEF-assisted Child-Friendly Schools, 63 Other Public Schools and 32 Recognized Private Schools, respectively. The table also shows an overall total of 2502 teachers' Primary Science textbooks in the sampled 165 primary schools, a mean of 15.2 teachers' Primary Science textbooks per school, and that 92.5% of the teachers' Primary Science textbooks were in good condition. Thus, 7.5% of the available teachers' Primary Science textbooks were **not** in good condition and, therefore, not usable.

Table 2 further reveals that there were 383, 145, 26, 348 and 324 teachers' guide in Primary Science, in good condition, in the 30 World Bank-assisted Focus Schools, 34 World Bank-assisted Self-Help Schools, 6 UNICEF-assisted Child-Friendly Schools, 63 Other Public Schools and 32 Recognized Private Schools, respectively. The table also reveals an overall total of 1226 teachers' guide in Primary Science in the sampled 165 primary schools, a mean of 7.4 copies of teachers' Primary Science textbooks per school, and that 88.4% of the teachers' guide in Primary Science were in good condition. Thus, 11.6% of the available teachers' guide

in Primary Science were **not** in good condition and, therefore, not usable.

From Table 2, it also seen that there were 2969, 2098, 456, 6339 and 1868 pupils' Primary Science textbooks, in good condition, in the 30 World Bank-assisted Focus Schools, 34 World Bank-assisted Self-Help Schools, 6 UNICEF-assisted Child-Friendly Schools, 63 Other Public Schools and 32 Recognized Private Schools, respectively. The table also shows an overall total of 13730 copies of pupils' Primary Science textbooks in the sampled 165 primary schools, a mean of 83.2 pupils' Primary Science textbooks per school, and that 88.3% of the pupils' Primary Science textbooks were in good condition. Thus, 11.7% of the available pupils' Primary Science textbooks were **not** in good condition and, therefore, not usable.

From Table 2, it is also revealed that there were 449, 196, 24, 1293 and 376 teachers' Social Studies textbooks, in good condition, in the 30 World Bank-assisted Focus Schools, 34 World Bank-assisted Self-Help Schools, 6 UNICEF-assisted Child-Friendly Schools, 63 Other Public Schools and 32 Recognized Private Schools, respectively. The table also reveals an overall total of 2338 teachers' Social Studies textbooks in the sampled 165 primary schools, a mean of 14.2 copies of teachers' Social Studies textbooks per school, and that 90.7% of the teachers' Social Studies textbooks were in good condition. Thus, 9.3% of the available teachers' Social Studies textbooks were **not** in good condition and, therefore, not usable.

The table further indicates that there were 247, 72, 19, 316 and 291 teachers' guide in Social Studies, in good condition, in the 30 World Bank-assisted Focus Schools, 34 World Bank-assisted Self-Help Schools, 6 UNICEF-assisted Child-Friendly Schools, 63 Other Public Schools and 32 Recognized Private Schools, respectively. The table also shows an overall total of 945 copies of teachers' guide in Social Studies in the sampled 165 primary schools, a mean of 5.7 teachers' guide in Social Studies per school, and that 90.7% of the teachers' guide in Social Studies were in good condition. Thus, 9.3% of the available teachers' guide in Social Studies were **not** in good condition and, therefore, not usable.

Finally, Table 2 also indicates that there were 3597, 1883, 531, 6500 and 1865 copies of pupils' Social Studies textbooks, in good condition, in the 30 World Bank-assisted Focus Schools, 34 World Bank-assisted Self-Help Schools, 6 UNICEF-assisted Child-Friendly Schools, 63 Other Public Schools and 32 Recognized Private Schools, respectively. The table also reveals an overall total of 14376 copies of the pupils' Social Studies textbooks in the sampled 165 primary schools, a mean of 87.1 copies of pupils' Social Studies textbooks per school, and that 86.5% of the pupils' Social Studies textbooks were in good condition. Thus, 13.5% of the available pupils' Social Studies textbooks were **not** in good condition and, therefore, not usable.

Table 3: Adequacy of teaching-learning materials by school type

Teaching-learning material	School Type										Total	
	World Bank Focus		World Bank Self - Help		UNICEF Child-friendly		Other Public		Recognized Private			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
(a) Curriculum Modules	4	26	4	30	1	5	20	43	24	8	53	112
(b) Schemes of Work/Diaries	17	13	23	11	3	3	39	24	28	4	110	55
(c) Teachers English Textbook	8	22	2	32	1	5	17	46	25	7	53	112
(d) Teachers Guide in English	5	25	1	33	1	5	10	53	17	15	34	131
(e) Pupils English Textbook	6	24	7	27	2	4	11	52	17	15	43	122
(f) Teachers Mathematics Textbook	10	20	5	29	1	5	13	50	23	9	52	113
(g) Teachers Guide in Mathematics	8	22	2	32	1	5	9	54	15	17	35	130
(h) Pupils Mathematics Textbook	10	20	5	29	2	4	13	50	19	13	49	116
(i) Teachers Primary Science Textbook	8	22	6	28	1	5	16	47	24	8	55	110
(j) Teachers Guide in Primary Science	5	25	1	33	1	5	10	53	22	10	39	126
(k) Pupils Primary Science Textbook	9	21	7	27	1	5	12	51	20	12	49	116
(l) Teachers Social Studies Textbook	6	24	6	28	1	5	17	46	26	6	56	109
(m) Teachers Guide in Social Studies	5	25	1	33	0	6	12	51	18	14	36	129
(n) Pupils Social Studies Textbook	7	23	6	28	1	5	10	53	18	14	42	123

Table 3 indicates the adequacy of the various teaching-learning materials that were available in the different school types. It shows that the adequacy level of the teaching-learning materials in Abia State schools ranged from 20.6% for teachers' guide in English to 66.7% for schemes of work/diaries. Others were teachers' Social Studies textbooks (33.9%), teachers' Primary Science textbooks (33.3%), teachers' English textbooks (32.1%), curriculum modules (32.1%), teachers' Mathematics textbooks (31.5%), pupils' Mathematics textbooks (29.7%), pupils' Primary Science textbooks (29.7%), pupils' English textbooks (26.1%), pupils' Social Studies textbooks (25.5%), teachers' guide for Primary Science (23.6%), teachers' guide for Social Studies (21.8%) and teachers' guide for Mathematics (21.2%). Matching the above information with school type reveals that the Recognized Private Schools were better than all the other school types in the adequacy of all the teaching-learning materials, as listed in the table, except for schemes of work/diaries in which Other Public Schools were better than all the other school types.

Discussion

From Tables 1 - 3, it is seen that primary schools in Abia State had and used various teaching-learning materials in the process of inculcating “permanent literacy and numeracy, and ability to communicate effectively”, among others, to pupils. Such teaching-learning materials included curriculum modules, schemes of work/diaries, and teachers' and pupils' textbooks in the four core subject areas of English, Mathematics, Primary Science and Social Studies, respectively. Many of these teaching-learning materials were still in good condition, while many were in bad condition as a result of termite infestation in schools, rainstorm in various schools that became dilapidated and the way the books were handled by the affected users.

Some of these textbooks were funded by the World Bank under the first and second Nigeria Primary Education Projects (CR 2191-UNI and CR 3346-UNI), the defunct Petroleum (Special) Trust Fund (PTF), Education Trust Fund (ETF), Universal Basic Education Commission (UBEC) under its Book Programme, individuals and other governmental and non-governmental organizations. The numbers of these teaching-learning materials varied across the sampled primary schools, and generally across all schools in the state. These interventions also applied to all other States and the Federal Capital Territory (FCT).

The total enrolment for primaries 1 - 6 in the sampled 165 schools was 51265 but the highest number of pupils' textbooks (item m) in all the schools was 16616 (32.4%). This gave a ratio of one textbook to about three pupils. The teaching staff strength for primaries 1 - 6 in the sampled 165 schools was 2234 but the highest number of teachers' textbook (item l) in all the schools was 1042 (46.6%). In addition, the total number of streams in the sampled schools was 2806 but the total number of diaries/schemes of work (item a ii) available in all the schools was 2408 (85.8%); and the total number of curriculum modules was 1225 (43.8%).

Generally and going by the above statistics, the schools did not have adequate number of teaching-learning materials. The situation became worse when it is recognized that some of these teaching-learning materials were not in a condition that they could be used to achieve positive results. It was for the purpose of avoiding this ugly situation that the Revolving Fund for Textbook Renewal (RFTR), as rental fee, was built into the first Nigeria Primary Education Project (CR 2191-UNI) to sustain the textbook provision after the World Bank-assisted project, ended as has eventually happened. Unfortunately, this dream was killed and the textbooks cannot be reproduced or renewed. It is important to wonder what teachers “teach” in those schools that did not have copies of the curriculum modules and other relevant textbooks. This made it difficult or even impossible to achieve the objectives of primary education in the state. None of the public schools in the state had the revised curriculum modules but a few of the private schools had them. This implies that the Recognized Private Schools provided their teachers and pupils with needed working tools as the need arose. This practice was not

common in the public schools. It is unfortunate that the public schools did not have the revised curriculum, while the same curriculum has now undergone a review that was co-ordinated by the Nigerian Educational Research and Development Council (NERDC).

Teaching-learning materials are important for the objectives of the Universal Basic Education Programme to be achieved. In realization of this, 15% of the Federal Government of Nigeria-Universal Basic Education (FGN-UBE) intervention fund, derived from 2% of the Consolidated Revenue Fund (CRF) of the federal government of Nigeria, has been set aside for the provision of teaching-learning materials at the three levels of basic education nationwide, barring local considerations in the various states of the federation. This importance attached to teaching-learning materials is supported in Okpala (2006). He suggested that the various stakeholders should encourage activities that would lead to the "promotion of sufficient quantity of relevant teaching and learning materials (particularly readable textbooks)".

Implications and Recommendations

Implications

A situation in which even the old version of the Curriculum Modules was not available in some schools is detrimental to the educational development of the State, in general, and the pupils in particular. This creates doubts as to what teachers 'teach' without this vital document. There was shortage of pupils' and teachers' textbooks in schools. This has the potential of continually affecting pupils in their educational advancement, unless this is reversed urgently.

Recommendations

As the case of Abia State might not be isolated from happenings in other states of the federation, the Federal Ministry of Education and its agencies at the different levels should ensure that the updated version of the Curriculum Modules, now made available to all public primary and junior secondary schools in Nigeria, is effectively used through regular training programmes, if the objectives of primary education are to be achieved.

All the State Universal Basic Education Boards, especially Abia State Universal Basic Education Board (ASUBEB), should utilize the instructional materials component of the Federal Government of Nigeria-UBE Intervention Fund to flood schools with the much needed teaching-learning materials.

Authors and Publishers should ensure that requisite textbooks are written in line with the new curriculum modules.

Every State Ministry of Education and Universal Basic Education Board should ensure that their approved book lists are relevant to the needs of teachers and pupils.

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