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EVALUATION OF THE PROVISION AND UTILIZATION OF INSTRUCTIONAL AND INFRASTRUCTURAL FACILITIES UNDER THE "EVERY CHILD COUNTS CURRICULUM" PROGRAMME IN PUBLIC PRIMARY SCHOOLS IN KWARA CENTRAL SENATORIAL DISTRICT

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Abstract

The study was conducted to evaluate instructional and infrastructural facilities under the "Every Child Counts Curriculum" Programme in Public Primary Schools in Kwara Central Senatorial District. Two research objectives and questions guided the study. Relevant literature were reviewed, and the descriptive survey research design was employed for this study. The population of the study consisted of 5602 teachers found in 697 public primary schools in Kwara Central Senatorial District constitute the population of the study out of which 560 were sampled. The instrument for data collection was a researcher designed questionnaire used to collect information about instructional and infrastructural facilities under the "Every Child Counts Curriculum" in Public Primary Schools in Kwara Central Senatorial District. The reliability of the instrument was conducted through the split-half method and Pearson product Moment Correlation (PPMC) was used to calculate the and an index 0.78 was obtained. Mean and standard deviation was used to answer the research questions. The results indicated a moderate overall increase in the provision of instructional materials and

infrastructural facilities, in the Kwara Central Senatorial District. It was concluded that there is an overall increase in the provision and utilization of instructional and infrastructural facilities. The study recommended that State Universal Basic Education Board and local government education authorities are enjoined to train teachers on the proper use of instructional materials and delivery of instructional materials to schools at the commencement of every session in-line with the provision of infrastructural materials for further achievement of the UBE objectives which is the major focus of Every Child Counts Curriculum.
Key words: Instructional and Infrastructural Facilities

Introduction

"Every Child Counts Curriculum" programme is an intervention programme targeted to resuscitate public primary education in Kwara State. Nigeria, like any other country, has realized the potential of education as an instrument for nation building. Societies through ages adopt one form of education system or the other, whether indigenous or western. Education varies from place to place and from time to time. Nigerian government has developed educational development policies, programmes and expended huge financial expenditure in education over the years. The launching of the Universal Basic Education (UBE) scheme in the country only affirmed the government's commitment to the provision of education that is tailored towards promoting goals of nation building. The UBE programme apparently depicts governments concern and genuine attempts to provide free, compulsory, and qualitative education to every Nigerian child.

To achieve this goal by status of the federation, most states adopt its strategy or approach to attain the national goal as stated in the UBE curriculum. In Kwara State, the state government adopted what is called "Every Child Counts Curriculum" programme. The Kwara State educational programme is known for the following features: teacher quality improvement, inspectorate development, college of education turnaround and institution building. These features of the "Every Child Counts Curriculum" is geared towards achieving quality education in public schools in the state by positioning the

entire school plant. The roles of educational infrastructure in the educational system cannot be overemphasized. Learning and teaching are meant to take place in a given place or environment and for effective teaching and learning to yield result, there must be educational infrastructure provided to aid teaching and learning. The infrastructures should engender the harmonious development of pupils. When facilities are provided in adequate quantity to meet relative needs of a school system, pupils will not only have access to the reference materials mentioned by the teacher, but individual pupils will also learn at their own pace. The major effect of this on academic performance of pupils is that there would be improved academic performance.

The majority of schools, whether rural or urban lack the instructional materials and infrastructural facilities befitting for learning in the 21st century (Awgu, 2007). These schools have no portable water, lack proper sanitation, and have no electricity supply. The physical state of the classrooms is very poor with floors full of holes, broken roofs and ceilings. Windows and doors are not lockable where they exist. These schools lack security. In some circumstances, pieces of furniture are stolen, and classrooms used as toilets. The possibility is that the child's attitude towards schools may undergo a low morale whereby the behaviour concerning attendance to school can be described as poor. With the enactment of Every Child Counts Curriculum Programme by the Kwara State government in 2008, it is hoped that both instructional and infrastructural facilities will be provided to public primary schools in Kwara State to achieve the educational goals with minimal difficulties. Based on this background, a study such as this is imminent to determine if the Kwara State famous “Every Child Counts Curriculum” programme has altered the pendulum of attaining educational goals towards the upward or downward.

Evaluation of an educational programme such as the provision of instructional and infrastructural facilities under the “Every Child Counts Curriculum” programme helps to identify areas where the programme has been effectively implemented or otherwise to ensure the immediate and long-time goal of “Every Child Counts Curriculum” Programme in keeping school-age children out of the streets and giving them the needed education

child as the central motivation of the reform efforts (Salman, Ogunlade, & Ogundele, 2012). This programme has existed for 14 years, the number of years notwithstanding; no one can confidentially say that Kwara State has achieved quality education in public schools as proposed by "Every Child Count Curriculum" programme. The non-attainment of the goals may be attributed to many factors; some such factors are poor supervision, inadequate infrastructure, employment of unqualified teachers, and inadequate funding among others. In this study, efforts are centered on ascertaining the level of instructional and infrastructural facilities provision and use under the "Every Child Counts Curriculum" in public primary schools in Kwara Central Senatorial District.

Instructional and infrastructural facilities are very critical to the teaching and learning process. These facilities are what makes the channels of communication to impact learning and give life to concepts being learnt. The roles of instructional facilities and educational infrastructure in the educational system cannot be overemphasized. Learning and teaching are meant to take place in a given place or environment and for effective teaching and learning to yield results, there must be instructional facilities provided to aid teaching. Instructional materials are those apparatus of teaching which may include textbooks, workbooks, charts, audiovisual aids, chemicals, specimens, and other relevant equipment that will attract students' attention, and which should only be introduced at the appropriate time by the teacher. Simply put, instructional materials are materials which a teacher puts into use to promote the effectiveness of instruction, and which also help him/her to communicate more effectively to the learners (Agwu, 2007).

Abdullahi (2012) posited that instructional materials do not achieve its attributed values on their own; their usefulness will only take place with the right infrastructural facility, which is a conducive environment for teaching and learning. Infrastructural facilities refer to the physical and spatial enablers and enhancers of teaching and learning. In the context of the UBE programme, it includes classrooms, libraries, farms or gardens, laboratories, workshops, offices, toilets, stores, staff quarters, playfield and indeed the

to become useful to themselves and the society is achieved. The question that bothers the mind is did the curriculum achieve its objective?

Statement of the Problem

Absence of instructional and infrastructural facilities has been of major concern at all levels of education in Nigeria. Up until today, no one can say that the problem of instructional and infrastructural facilities is a thing of the past. However, it is important to admit that successive governments and stakeholders have made some significant efforts to re-write the wrong of poor instructional and infrastructural facilities by embarking on several educational programmes with the purpose of equipping public primary schools with both instructional and infrastructural facilities. The essence of such programmes are to among other things attain educational goals with minimal difficulties. The list of such programmes remains incomplete without the inclusion of "Every Child Counts Curriculum" programme championed by Kwara state government. Since the Kwara State programme has come to stay for over a decade now, one is poised to find out the level of provision and utilization of instructional and infrastructural facilities so as to determine if the objectives of "Every Child Counts Curriculum" programme in Kwara state is achieved.

Research Questions

The following research questions guided the study:

1. What is the extent of the provision of adequate instructional materials through "Every Child Counts Curriculum" Programme in Public Primary Schools in Kwara Central Senatorial District?
2. To what extent has Every Child Counts Curriculum programme aided provision of adequate infrastructural facilities in Public Primary Schools in Kwara Central Senatorial District?

Methodology

A descriptive survey research design was adopted for this study. The study was conducted in Kwara Central Senatorial District. The population of the study consisted of 5,602 (five thousand, six hundred and two) teachers found in the 697 public primary schools in Kwara Central Senatorial District (Kwara State Universal Basic Education Board, Planning, Research &

Statistics, 2022) out of which 560 primary school teachers formed the sample size for the study. To carry out the sampling, the researcher adopted the multi-stage sampling technique. The researcher stratified the 697 public primary schools on the bases of urban and rural Local Government Areas. The study area consists of five (5) Local Government Areas which include Ilorin East, Ilorin South, Ilorin West, Asa, and Moro Local Government Areas. The number of primary schools in the urban area was 482 with 3,928 teachers while the number of primary schools in the rural area were 215 with 1,674 teachers. To sample 10% from each stratum, the researcher adopted the systematic random sampling technique to select 70 public primary schools. On arriving at each of the 70 primary schools selected for the study, the researcher adopted the ballot-with-replacement approach of the simple random sampling technique to sample 8 teachers per school. In all, 560 teachers were sampled. The instruments for data collection were a Proforma and a researcher-designed questionnaire. The instruments were validated with the face and content validity by two experts in measurement and evaluation. The reliability of the instrument was determined with the aid of the split-half method and Pearson Product Moment Correlation (PPMC) was used to calculate the reliability and an index of 0.78 was obtained. Mean and standard deviation was used to answer the research questions.

through Every Child Counts Curriculum in Public Primary Schools in KCS

Results

Research Question 1: What is the extent of the provision of adequate instructional materials through "Every Child Counts Curriculum in Public Primary Schools in Kwara Central Senatorial District (KCSD)?

Table 1: Summary of descriptive statistics on the extent of the provision of adequate instructional materials

SN	Instructional materials	Mean	SD	Remark
1	Reading materials are provided for pupils free of charge since the implementation of Every Child Counts Curriculum	3.33	0.79	*
2	Provision was made for the distribution of white boards to primary schools through Every Child Counts Curriculum	3.27	0.78	*
3	Cupboard for storing Teaching and Learning Materials are made available under Every Child Counts Curriculum	3.02	1.02	*
4	Wall clock was distributed to classroom and offices in primary schools	2.98	1.02	*
5	Provision was made for Chalk, duster and board in primary Schools through "Every Child Counts Curriculum"	3.11	0.88	*
6	Textbooks are distributed to pupils for free through Every Child Counts Curriculum	3.27	0.74	*
7	Primary schools are provided with cutlass, rakes, brooms and hoes for environmental cleanliness	3.01	0.98	*
8	Computers are made available in primary schools since the implementation of Every Child Counts Curriculum	3.08	0.83	*
9	Chairs and tables are adequately provided to pupils in primary schools through Every Child Counts Curriculum	3.06	1.03	*
10	Basic laboratory equipment are distributed to schools through Every Child Counts Curriculum	2.96	0.97	*
	Grand mean	**3.12**	**0.60**	*

key: *Provided

Table 1 provides insights into the extent of provision for various instructional materials in primary schools within Kwara Central Senatorial District. The mean for the various items ranges from 2.96 to 3.33 with a grand mean of 3.12, indicating an overall moderate level of provision of adequate instructional materials in primary schools through Every Child Counts

Curriculum. The findings suggest that, on average, there is a relatively high level of provision for reading materials, white boards, chalk, duster, board, and textbooks. However, the provision of other items such as cupboard storage, wall clocks, environmental cleanliness tools, computers, chairs, and tables, and basic laboratory equipment is rated at a moderate level. Every Child Counts Curriculum demonstrates efforts to provide essential instructional resources in primary schools.

SN	Infrastructure	Mean	SD	
11	Provision was made for construction and rehabilitation of classrooms through "Every Child Counts Curriculum"	3.44	0.74	*
12	Every child counts curriculum makes provision for play ground in public primary schools	3.24	0.75	*
13	Provision was made for Portable Water in primary schools through "Every Child Counts Curriculum"	3.09	0.97	*
14	"Every Child Counts Curriculum" makes provision for Electricity Supply	3.22	0.77	*
15	Employment of caregivers in primary schools through "Every Child Counts Curriculum"	3.42	0.76	*
16	Indoor and Outdoor educative games are accessible to pupils through "Every Child Counts Curriculum"	3.32	0.81	*
17	Modern Laboratories and Workshops to teach basic science is provided through "Every Child Counts Curriculum"	3.25	0.87	*
18	Computer rooms are provided in primary schools for digital learning through "Every Child Counts Curriculum"	3.08	0.85	*
19	Modern Toilet is put in place in primary schools for the use of staff and pupils	2.89	1.03	*
20	Resource centers are provided for the maintenance of records and instructional materials through "Every Child Counts Curriculum"	3.18	0.84	*
	Grand mean	**3.21**	**0.48**	*

key: *Provided

Table 2 provides insights into the extent of provision for adequate infrastructural facilities in primary schools within Kwara Central Senatorial District. The mean for the various items ranges from 2.89 to 3.44 with a grand mean of 3.21. This indicates an overall moderate level of support provided by Every Child Counts Curriculum in terms of infrastructural facilities. The asterisk (*) in the "Remark" column indicates that the mentioned infrastructural facilities are available, implying that there is provision for those items in the primary schools studied. The table provides insights into the extent to which Every Child Counts Curriculum has aided the provision of adequate infrastructural facilities in public primary schools within the KCSD. The findings indicate a relatively high level of support for classroom construction and rehabilitation, playground provision, employment of caregivers, and access to indoor and outdoor educational games. There is a moderate level of support for other facilities such as portable water, electricity supply, modern laboratories and workshops, computer rooms, resource centers, and modern toilets. Every Child Counts Curriculum demonstrates efforts to improve infrastructural facilities and create conducive learning environments in primary schools.

Discussion of findings

The first finding revealed that there is an overall moderate increase in the adequate provision and utilization of instructional materials through policy implementation of Every Child Counts Curriculum in Kwara Central Senatorial District. This finding is related to Akanbi, Ibrahim, and Adebayo (2012) who posited that instructional materials and utilization of human and material resources were moderately appropriate. Observation of instructional materials in these schools showed that though most of them had instructional materials, evidence shows that some schools had and but had never put them to use. These materials had been stacked up for years. The overall responses revealed that only (33.8%), (41.5%) and (22.3%) respectively indicated adequate,

moderately adequate, and inadequate materials.

The finding corroborated Abdulkareem (2000) in his study on adequate provision and maintenance of instructional materials and textbooks for a successful implementation of Universal Basic Education (UBE) programme in Nigeria. He observes that a lot of pupils are without necessary textbooks despite the World Bank and Federal Government efforts on the primary education project. Many schools do not have textbooks while those provided never distributed them to users for logistic constraints. The view pointed out earlier is corroborated by Edun (2005) who posits that efforts of government are still very little compared to the massive needs of primary schools in Ogun State. The inadequacy and uneven distribution of facilities may be ascribed to poor forecast of facilities needs of schools due to poor planning strategies arising from inadequate and poor statistics. Evidence from previous efforts in the provisions of blocks of classrooms, furniture, writing and instructional materials in Basic Education have shown these and past trends are in-line with the current study as shown in the research findings of Awoyele (2005). Apart from poor forecast, inadequate funding of education is another factor affecting the adequate distribution of facilities to schools. Even, when sufficient planning is put in place, government at all levels is usually not ready to bear the full financial demand of education.

The second finding revealed that there is an overall moderate increase in the adequate provision and utilization of infrastructural facilities through policy implementation of Every Child Counts Curriculum in Kwara Central Senatorial District. This finding is corroborating the findings of Igabari (2016) whose study revealed that there is no significant difference in the level of infrastructural resources available in the schools for the implementation of the UBE programme between Delta and Edo States, and that the level of infrastructural resources is generally low in both states. In Delta State, it was observed that the number of classroom blocks, headmaster/principal's offices, desks and

chair for pupils/students, toilets for male and female staff, playfield, school garden, and perimeter fence were reasonably available. The same trend also occurred in Edo State. In Delta State, it was observed that generally the level of infrastructural resources available in schools were low though better than that of Edo state, in some areas like well stocked library with books, workshop for technical subjects and arts, home economics laboratory, assistant head teacher's offices, school halls, electricity generating sets, ICT facilities/computers and potable water supply/boreholes. While in Edo State, the level of material resources is also low but better in some areas like workshop for home economics and arts, chairs and table for staff, toilets for male and female students/pupils, stores first aid room/ sick bay and play field than Delta State.

Away from the findings of Igabari (2016), Osiobe (2010), agreed that there was declining concern for the nature of the learning environment and that physical resources were not adequate in schools. The findings revealed that both students and teachers need facilities such as libraries, laboratories, good buildings, classrooms, good water supply, toilet facilities, security, etc, for teaching and learning to take place. It was also found in the study that both the UBE officials and head teachers, from the overall grand mean, considered physical facilities in the primary schools to primarily be sufficient.

Conclusion

Based on the findings of this study, it was concluded that:

1. There is an overall moderate increase in the provision and utilization of instructional materials through policy implementation of Every Child Counts Curriculum in Kwara Central Senatorial District;

2. There is overall moderate increase in the provision and utilization ofinfrastructural facilities through policy implementation of Every Child Counts Curriculum in Kwara Central Senatorial District.

Recommendations

Based on findings of this study, the following are the recommendations are made:

1. The study concluded that there is a moderate increase in the provision of instructional materials. Therefore, State Universal Basic Education Board and local government education authorities are enjoined to train teachers on the proper use of instructional materials and delivery of instructional materials to schools at the commencement of every session for further achievement of the UBE objectives which is the major focus of Every Child Counts Curriculum.
2. The study established that there is overall moderate increase in the provision ofinfrastructural facilities. It is recommended that non–governmental organizations, old students' associations and community development organizations should support the government efforts on the provisions of infrastructural facilities in schools for better teaching and learning.

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