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THE EFFICACY OF TEACHING EXPERIENCE IN THE IMPLEMENTATION OF SENIOR SECONDARY SCHOOL ARABIC CURRICULUM IN KWARA STATE, NIGERIA

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Abstract

Teaching experience among other variables is considered to be crucial for effective implementation of educational curriculum. This study was designed to assess the efficacy of teachers' experiences in the classroom activities towards implementing the Senior Secondary School Arabic curriculum in Kwara State, Nigeria. Twenty teachers of Arabic in the schools found implementing the Senior Secondary Arabic curriculum as at the time of this study were observed across the State. A researcher-designed observation checklist was used to assess and interpret the observation of the teachers' classroom activities. The variables of procedure and process of the teachers' classroom activities were observed in the study. Six research questions were generated. Five research hypotheses were tested at the 0.05 level of significance. Frequency counts and means indices were used to answer the research questions, while the student t-test statistics was used to test the hypotheses. The results showed, among other findings, that the experienced teachers excelled above the less-experienced teachers in the classroom activities. It was recommended that the less-experienced teachers should not hesitate to request the assistance and guidance of the experienced teachers to effectively .improve on Arabic curriculum implementation.

Key Words: *Experienced Teachers Less-Experienced Teachers Senior Secondary Arabic Curriculum (SSAC) , Teachers' Classroom Activities.*

Introduction

It is often observed by researchers that experience plays important role in the effective implementation of any programme or project. Experience is gained by constant practice of a given skill with keen observation, revision, review and correction for improvement. Several scholars such as Ogbonna (1998), Okunloye (2001) and Ishaq (2014) have ascertained the position of experience in the implementation of school curricula as a significant variable for

effective accomplishment of educational goals. The curriculum implementation of every subject mostly occurs in the classroom involving teacher-students activities. Several subjects are included in the Basic (Preschool, Primary and Junior Secondary) and Post Basic (Senior Secondary) education curricula of the Nigerian educational system. Of all the subjects, Arabic is considered as elective at the 9-year basic educational level (NERDC, 2007). However, at the Senior Secondary, it has a status of field of study as the other subjects (FGN, 2013). As this work concentrates on the efficacy of teaching experience with particular reference to Arabic curriculum implementation, the teachers' classroom activities were observed. The work is delimited to the Senior Secondary Schools in Kwara State.

Kwara State is one of the States in Nigerias in the North Central geo-political zone. It was created in 1967 during the reign of General Yakubu Gowon (Retired). It is located between longitudes 3" and 6" east of the Greenwich; and latitudes 8° and 10° north of the equator. Kwara State is one of the Nigerian north-central geo-political zone states. It shares boundaries with Niger State on the North, Oyo, Osun and Ekiti States on the South West. At the West, it is bordered by the Republic of Benin and Kogi on the East. The State is about three hundred and six (306) Kilometres from Lagos and about Five hundred (500) Kilometres from Abuja, the Federal Capital Territory (www.ngex.com/nigeria/places/states/kwara). It is divided into sixteen (16) Local Government Areas (LGAs). With reference to the State Ministry of Education and Human Capital Development (MEHCD), an ample number of schools in the state are found offering Arabic Language at the Basic level (MEHCD, 2012).

According to Ishaq (2009), there was paucity in the number of public and private schools offering it at the senior secondary school level. The schools spread over the three senatorial districts of the State namely, Kwara North, Kwara Central and Kwara South. The public schools visited and found offering Arabic at the SSS level were Ansarul-Islam Secondary School, Ilorin, Baboko Community Secondary School, Ilorin, Barakat Community Secondary School, Ilorin, College of Arabic and Islamic Studies, Ilorin, Federal Government Girls' College, Ilorin, Federal Government Girls' College, Omu-Aran, Muhyideen Arabic Senior Secondary School, Kulende, Ilorin, Government Day Secondary School, Alore, Ilorin, and Okelele Secondary School, Ilorin. The private ones included Iqra College, Ilorin, Islamic College Ilorin and Model Senior Secondary School, Kwara State College of Education, Ilorin. Twenty-two of the schools visited in the three senatorial districts of the State were implementing the Junior Secondary Arabic Curriculum only. The Government Arabic College, Jebba was implementing the Higher Islamic School (HIS) Curriculum now Senior Arabic and Islamic School Curriculum (SAISC).

According to an Annual School Census (ASC) 2011 2012 report, three types of Arabic curricula are implemented by schools under the management of the Kwara State Ministry of Education and Human Capital Development. The curricula include:

1. Junior Islamic School Certificate (JISC) and Higher Islamic School Certificate (HISC), now replaced with Senior Arabic and Islamic Secondary School Certificate (SAISSC) curricula;
2. Special curriculum developed for the Arabic and Quranic education; and
3. Senior Secondary Arabic Curriculum (SSAC).

Ishaq (2014) explicated that the JISC curriculum is run by some government approved private schools and government-owned Colleges of Arabic and Islamic Studies (CAIS). The

JISC is equivalent to Junior Secondary (Upper Basic). The HISC is at par with the Senior School Certificate Examination (SSCE). According to Oloyede (2012), the HISC has been replaced with Senior Arabic and Islamic Secondary School Certificate (SAISSC). The coordinating body for these two types of examination is the National Board for Arabic and Islamic Studies (NBAIS). The NBAIS has been in existence for the past five decades. It was statutorily established in 1960 by Law No. 10 of the then Northern Nigeria (Oloyede, 2012). The special curriculum is designed for the Arabic and Quranic education. The Senior Secondary Arabic Curriculum (SSAC) is a nationwide curriculum for both the public and private senior secondary schools in Nigeria. It contains topics on the basic language skills, rules of grammar and literature.

The National Policy on Education (NPE) is an official document of guidelines for effective administration, management and implementation of the educational plan towards achieving the set goals in Nigeria. It is a "statement of intentions, expectations, goals, prescriptions, standards and requirements" for effective delivery of education among the citizenries (Federal Government of Nigeria, 2013). The NPE is statutorily meant for consumption of the educational stakeholders in all the tiers of Government (Federal, State and Local) in the country. It has gone through series of revision and updating since 1977 till date. The periods include the first edition in 1977, reprinted 2nd and 3rd editions in 1981 and 1998 respectively. The fourth edition was revised in 2004, a draft 5th edition in 2007 and the current 6th edition in 2013 (FGN, 2013: ix). In all of these editions, Arabic features conspicuously like other school subjects with varied status. Initially, inside the 1977 2004 editions, Arabic is categorized among the non-vocational elective subjects from primary to secondary levels of Nigeria education system. However, this status changed and was restricted to the Basic Education (Primary to Junior Secondary) levels. Arabic was granted the status of a field of study under Humanities at the Post Basic Education (Senior Secondary) level (FGN, 2013: 30-32).

The current SSAC aims at achieving the following objectives:

1. Sustaining learners' interest in Arabic education already aroused at the Junior Secondary School Level.
2. Improving learners' Arabic linguistic skills based on the foundation already laid in the Junior Secondary School.
3. Giving learners adequate opportunities for the use of standard Arabic in speech and writing in the real life situation.
4. Enabling learners to use standard Arabic as self-improvement vehicle.
5. Motivating the learners to continue the study of Arabic both formally and informally within and outside the country (Alfa-Banni, 2013, Sanni, 2012, FGN, 2010, Ishaq, 2009, Oladosu, 2002 and FME, 1985).

The objectives could also be categorized in terms of providing the learners with:

1. Psycholinguistic needs
2. Socio-economic opportunities
3. Academic career advancement

One of the influential teacher variables in the curriculum implementation process is the teacher's experience. As a general belief, practice makes perfection. A long-time practising professional teacher seems to be more efficient and skilful than a less-experienced professional in teaching.

One who is devoted and dutiful in addition to possessing appropriate qualification is expected to be more competent, better acquainted with the curriculum contents and skilful in the identification and provision of learners' needs towards realizing the set goals (Ajidagba, 2002 and Okunloye, 2001). Ogbonna (1998) included teaching experience among the teacher variables in his work. His conclusion was that the highly experienced teacher performs better than the less experienced in the curriculum implementation. He stated that "teacher competence and qualification require knowledge of lesson structure, smooth planning and presentation of lesson, co-ordination of various interrelated segments and clear explanation of materials" (p.38). This quotation shows the similarity between Ogbonna's (1998) conclusion and the criteria observed for the present work.

The above quotation depicts that for effectiveness and efficiency in teaching, a teacher should engage himself in preparation activities. Suitable arrangement of the timetable, new study materials and helpful classroom atmosphere are his responsibilities towards realization of the stated behavioural objectives. Workshops, seminars, conferences and in-service trainings could also update the teacher's knowledge and experience.

Okunloye)2001(conducted a research on teachers' perception of, and preference for Social Studies Curriculum Models at the Nigerian secondary school level. In his study, the influence of teacher's qualification, experience and school type on teachers' perception of, and preference for four Social Studies Curriculum models were examined. His findings showed among other things, that: teachers' qualification and experience had significant influence on their perception of, and preference for social studies curriculum models; the perception and preference of the unqualified and less-experienced teachers were "inconsistent with the official or intended social studies curriculum...)p. xxvi(".

Purpose of the Study

This work examined the efficacy of the Arabic teachers' experiences in the classroom activities of implementing the Senior Secondary Arabic Curriculum in Kwara State, Nigeria. Specifically, the effect of the teachers' experiences was observed based on some criteria, which include Lesson Plan/Preparation, Lesson Presentation/Activities, Instructional Resources, Teaching Methodology and Evaluation Mechanism.

Research Questions

1. Does teaching experience influence the Arabic teachers' classroom activities?
2. Are there differences between the experienced and the less-experienced teachers in the preparation for the lessons?
3. Are there differences between the experienced and the less-experienced teachers in the lesson presentation?
4. Are there differences between the experienced and the less-experienced teachers in the appropriate use of instructional resources?
5. Are there differences between the experienced and the less-experienced teachers in the selection of suitable teaching methods?
6. Are there differences between the experienced and the less-experienced teachers in the application of relevant evaluation?

Research Hypotheses

H_{01} There is no significant difference between the experienced and less-experienced Arabic teachers in the preparation of lesson plan.

H_{02} There is no significant difference between the experienced and less-experienced Arabic teachers in the presentation of lesson

H_{03} There is no significant difference between the experienced and less-experienced Arabic teachers in the selection of suitable methods.

H_{04} There is no significant difference between the experienced and less-experienced Arabic teachers in the use of appropriate instructional resources.

H_{05} There is no significant difference between the experienced and less-experienced Arabic teachers in the application of relevant evaluation.

Research Methodology

Research Design

This study is descriptive in nature. According to English, Cumming and Stratton (2002) survey methods are particularly appropriate for gathering information on the perceptions of a programme's "context, processes and outcomes (p.130)". The present work describes Senior Secondary School Arabic teachers' classroom activities in Kwara State by experience. The description is located within the context of the implementation of the Senior Secondary School Arabic Curriculum.

Population, Sample and Sampling Techniques

The population for this research was that of all the teachers of Arabic in the public and private Senior Secondary Schools in Kwara State. All the teachers of Arabic teaching the final year students of the Senior Secondary Schools (SSS III) in the State constituted the target population. Purposive sampling technique was used to select twenty SSS III teachers of Arabic in those schools where SSCE Arabic curriculum was implemented as at the time of this study across the state. Sixteen teachers were from ten public schools, while the remaining four teachers were from three private schools. There were twelve (12) highly experienced teachers (above five years in the teaching profession) and Eight (8) less-experienced (below five years in the teaching profession) teachers among those sampled.

Instrumentation

A researcher-designed checklist with rating scale was used for data collection. The checklist contains a total of fifty items generated for assessing each teacher's classroom activities, while the category rating scale consists of five attributes to determine the rating values. These items were developed based on the plan/preparation of learning dimension, presentation of learning experiences, selection of appropriate materials, use of suitable instructional methods, and evaluation of the learners.

Procedure for Data Collection

The researcher's direct observations of teachers' actual classroom activities or lesson notes were

guided by the checklist and the category rating scale.

Data Analysis Techniques
Frequency counts and means scores indices were used to analyze research questions 1-6. The t test statistics was used to test hypotheses 1-5.

Data Analysis and Results
In this study, the data collected were analyzed and the results of the analyses were presented using the research questions and hypotheses as guides.

Distribution of Variables
The variables considered in this study were school type and teaching experience. Table 1 shows the distribution of the variables.

TABLE 1: DISTRIBUTION OF THE VARIABLES CONSIDERED IN THE STUDY

VARIABLE	NUMBER	PERCENTAGE
Public School	10	76.92
Private School	3	23.08
Total	13	100
Experienced Teachers	12	60
Less-Experienced Teachers	8	40
Total	20	100

Hypotheses	Stages	Teaching Experience	No.	X	SD	Df	Calculated t-value	Critical t-value	Calculated p-value
H_{01}	Preparation of lesson plan for each lesson	Experienced	12	4.42	0.67	18	2.240	2.101	0.038
		Less-experienced	8	3.63	0.92				
H_{02}	Presentation of each lesson in step-by-step form	Experienced	12	4.75	0.45	18	1.716	2.101	0.103
		Less-experienced	8	4.38	0.52				
H_{03}	Selection and use of instructional methods	Experienced	12	4.92	0.29	18	0.997	2.101	0.332
		Less-experienced	8	4.75	0.46				
H_{04}	Selection and use of instructional materials	Experienced	12	4.75	0.62	18	0.469	2.101	0.644
		Less-experienced	8	4.63	0.52				
H_{05}	Evaluation of the learners	Experienced	12	4.83	0.39	18	2.264	2.101	0.036
		Less-experienced	8	4.38	0.52				

Table 3 shows that:
The calculated t-value is 2.240; while the critical t-value is 2.101 with 18 degree of freedom at 0.05 significant level; and the calculated p-value is 0.038. Hypothesis one, $\mathbf{H}_{01}$ on the preparation of lesson notes for each lesson is rejected in favour of the experienced teachers of Arabic, since the calculated t-value is greater than the critical t-value and the calculated p-value is less than the 0.05. This means that significant difference exists between the mean scores of the experienced and the less-experienced teachers in the preparation of appropriate lesson notes for each lesson.

The calculated t-value is 1.716, which is less than the critical t-value (2.101) with 18 degree of freedom at 0.05 significant level; while the calculated p-value is 0.103. Hypothesis two, $\mathbf{H}_{02}$ on the presentation of each lesson in step-by-step form is accepted, since the calculated t-value is less than the critical t-value and the calculated p-value is greater than 0.05. This means that significant difference does not exist between the mean scores of the experienced and the less-experienced teachers in the presentation of each lesson in step-by-step form.

The calculated t-value of $\mathbf{H}_{03}$ is 0.977; the critical t-value is 2.101 with 18 degree of freedom at 0.05 significant levels; and the calculated p-value is 0.332. Since the calculated t-value is less than the critical t-value and the calculated p-value is greater than 0.05, hypothesis three on the selection and use of instructional methods is accepted. This means that there is no significant difference between the mean scores of the experienced and the less-experienced teachers in the selection and use of appropriate methods of teaching for each lesson.

At the $\mathbf{H}_{04}$ the calculated t-value is 0.469; the critical t-value is 2.101 with 18 degree of freedom at 0.05 significant levels; and the calculated p-value is 0.644. Since the calculated t-value is less than the critical t-value and the calculated p-value is greater than 0.05, hypothesis four on the selection and use of instructional materials is accepted. This means that there is no significant difference between the mean scores of the experienced and the less-experienced teachers in the selection and use relevant instructional materials for each lesson.
The calculated t-value of $\mathbf{H}_{05}$ is 2.264; which is greater than the critical t-value (2.101) with 18 degree of freedom at 0.05 significant level; and the calculated p-value is 0.036. Hypothesis five on the evaluation of the learners is rejected in favour of the experienced teachers of Arabic, since the calculated t-value is greater than the critical t-value and the calculated p-value is less than 0.05. This means that significant difference exists between the mean scores of the experienced and the less-experienced teachers in the adequate evaluation of the learners at the end of each lesson.

Discussion, Conclusion and Recommendations

Discussion

The general purpose of this study was to assess the efficacy of teaching experience on the Senior Secondary Arabic teachers' classroom activities in Kwara State. Five stages were observed in the study. These include the preparation of appropriate lesson plan for each lesson, the presentation of each lesson in step-by-step form, use of suitable methods of teaching, the selection and use of appropriate instructional materials, and relevant evaluation of the learners in each lesson. The general results of the study show that most of the less experienced Arabic teachers' lesson plans for each lesson were not prepared appropriately. Very few among them prepared the lesson plan

appropriately with consideration for all the expected aspects of a good lesson plan.

All of the Arabic teachers used suitable instructional methods and appropriate materials to teach each lesson. This could be attributed to their previously acquired teaching training. It is therefore hoped that the less-experienced teacher would gradually catch up with the increase in the length of their teaching service profession. Theories of scholars such as Ogbonna)1998(, Okunloye)2001(and Ishaq)2014(on the position of teachers' experience in effective implementation of school curriculum is hereby confirmed. The findings of this study further revealed the less-experienced teachers' poor attitudes to six aspects in all of the observed classroom activities. The aspects are:

1. Indication of allocated time for each lesson
2. Provision for summary in the lesson plan
3. Provision of homework/assignment to the learners
4. Equitable distribution of time on each step of presentation
5. Encouraging students to possess the recommended textbooks particularly in the public schools
6. Summarizing the whole lesson at the end of instructional evaluation

It could be summarized that:

1. The teaching experience variable is efficacious on the teachers' classroom activities. The experienced teachers of Arabic excelled above the les-experienced ones in:

(a) The preparation of lesson plans and
(b) The evaluation of the learners.

2. There was no significant difference between the experienced and less-experienced Arabic teachers in the presentation of lessons, use of suitable teaching methods and selection of relevant instructional materials.

Conclusion

It could be concluded that experience has influence on preparation of lesson plan and presentation of the planned lesson respectively. This could be capitalized on the outcomes of the tested hypotheses 1 and 5, which show significant differences between the highly experienced and less-experienced teachers of Arabic. The other three accepted variables do not mean that there is total absence of differences between the experienced and less experienced teachers but not significantly displayed. In other words, experience coupled with other variables such as qualification, locale, school type and gender could contribute to effective teaching profession.

Recommendations

In view of the findings of this study, the following recommendations are made:

a. School administrators should ensure adequate provision of resources to encourage the less-experienced teachers practice their profession for effective implementation of the curriculum. The highly experienced teachers too should be encouraged for skill updating.
b. The lessexperienced teachers should not hesitate to request the assistance and guidance of the experienced for effectively .improved and successful implementation activities of the Senior Secondary Arabic Curriculum.
c. The experienced teachers should make themselves available to guide and direct the less-experience ones for efficacious accomplishment of the curriculum goals.

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PROVISION AND UTILIZATION OF INSTRUCTIONAL MATERIALS FOR QUALITY ASSURANCE IN LOWER BASIC EDUCATION IN NIGERIA

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Abstract

The challenges facing quality in lower basic education call for urgent attention so that the output generated will be the type that will meet nation's aspiration and development. This paper deals with the provision and utilization of instructional materials as tools for quality assurance at Lower Basic Education Level. The paper recommends that provision of funds should be adequately to procure goods and quality instructional materials, organizing and training workshop for teachers as well as monitoring them for effective service delivery. The paper recommends that instructional materials provided either by government or individual teacher and students need constant utilization and maintenance.

Keyword: *Instructional Materials, Quality Assurance, Lower Basic Education.*

Introduction

Every society expects the product of it's educational system plough back into it for development and sustenance. Therefore, the demand is not just for quantitative but qualitative education for the overall benefit of the society. According to the Federal Republic of Nigeria policy statement that the Nigerian nation has adopted education as an instrument per excellence for effecting national development. It aims at ensuring that the provision of education meets the needs of the entire citizenry in line with the realities of the changing environment and the modern world. Federal Ministry of Education Policy (162-164)

As a fundamental instrument for change, education is used to transform all aspects of national life. However, since period of independence in 1960 till the present dispensation, it is sad to note that educational system in Nigeria only witness growth without a comparable development (Adesina 1980). The educational system has witnessed high enrolment figure without corresponding improvement in physical facilities, inadequately trained personnel and so on. The above view was corroborated from the report submitted by Nwabueze led team of inspection in 1993 with Federal Ministry of Education on personnel across all the state of federation in Nigeria. 73 out of 200 schools inspected had an enrolment in excess of the maximum of the 1,500 student approved by the National council on Education, Idia College.

Benin City for example had highest number of 7,047 students while the ratio of 15 students to a teacher which is the overall ratio in the Federal Government College was exceeded in 152 schools (the highest was 97: 1). Worst hit of this was the primary schools in the country.

The Nwabueze report also revealed that there are little or no power to enforce discipline, little or no initiative in the management of the schools as well as little or no power over the selection of the teachers to be posted or appointed to various schools. There was inadequacy in the qualification and experience of the school head teachers, and poor welfare packages also resulted in poor motivation. The resultant effect is generally low and deteriorating standard/quality in schools. Out of the 200 best schools selected, only 11 of them meet the federal inspectorate standard of a good school (Nwabueze, 1993). Despite all the problems confronted schools, people are still clamouring for education. To meet this strongly felt societal need and the demand of nation building several governments at different periods have proposed and implemented various educational programmes. The most recent of these is the Universal Basic Education (UBE) programme launched in September, 1999.

Historical Background of Universal Basic Education (UBE)

Universal Primary Education (UPE) came into existence on 6th September, 1976 during the General Olusegun obasanjo regime. Before the establishment of the programme, the administration of primary schools was the responsibility of different states and local governments. The provision of education at this time was generally uncoordinated and largely haphazard (Thir, 2001).Many school children could not attend school due to several reasons ranging from the inability of parents to pay stipulated fees charged, lack of proper feeding in school, no money to buy necessary instructional materials for their use and so on. Some parent refused to send their wards to school even where few states were ready to subsidize. Thus, primary education was not only inaccessible to the vast majority of Nigerian children but the entire system was chaotic and in serious crisis. As a result, the then UPE scheme was officially launched.The main motive then was to boost school enrolment and correct educational and gender imbalances between the different parts of the country.

According to Taiwo (1980) in Thair (2001) the UPE programme was a great contribution to education in Africa and Nigeria in particular in mobilizing its human resources, adjusting its educational imbalance and providing for equal access to education. The programme witnessed massive increase in enrolment figures and raised the general consciousness of the people for education. However, this programme failed to achieve its purpose as a result of the numerous problems that confronted it. Some of the problems include insufficient funds, poor infrastructural facilities and materials, insufficient and low quality teachers (Adesina,1980: Obanya,2003).Therefore, the programme was terminated so as to enable government to find ways and means of amending the programme to give relevancy and credibility to it. In the light of this, in September, 1999 the universal Basic Education (UBE) programme was launched. The programme is free, universal and compulsory The main aim of the programme is to ensure that every child is fully equipped with the knowledge, skills, ethical, moral and civic values to be

employable, useful to himself and the society. It intends to fully mobilize the nations creative energies to ensure that education for all becomes the responsibility of all(UBE Report, 2001).

The scope of UBE programme covers early childhood education and development, primary education, junior secondary school, special programmes for nomadic population, functional adult literacy and non-formal education programmes. It is therefore a reformation of all lapses, problems and distortions in the basic education level. The basic goals of the UBE programme is to ensure that positive changes are introduced by ensuring proper programme implementation in line with the needs of the people.

Quality Assurance EducationA Review

The terms efficiency, effectiveness, equity and quality have often been used synonymously. Quality education according to Adams (1993) includes:

v Learner who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities.

v Environment that is healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities.

v Content that is reflected in relevant curricular and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.

v Processes through which trained teachers used child-centred teaching approaches in well-managed class-rooms and skillful assessment to facilitate learning and reduce disparities.

v Outcomes that encourage knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society .

Adams view above also takes into account the global and international influences that propel the discussion of educational quality (Motala, 2000; Pipho,2000),ensuring that national and local educational contexts contribute to definitions of quality in varying countries Adams (1993). Quality Assurance refers to a programme for the systematic monitoring and evaluation of the aspects of a project, service, or facility to ensure that standards of quality are being met. It is the process of verifying or determining whether products or services meet customer's expectations. Quality assurance is a process-driven approach with specific steps to help define and attain goal(OSSCE Review,2011)

The emphasis on quality assurance in education was laid in the National policy on Education (NPE,2004). When it states that the success of any education lies on proper planning, efficient administration and adequate funding with a view to achieving specified goals in education which include:

i. provision of efficient administrative and management control for maintenance and improvement of the system.

ii. Assurance of quality control through regular and continuous supervision of instructional and other educational services.

According to Jiang (2009), the purpose of quality education is to improve the quality of the whole nation and this has a close relationship with the future and development of any nation, Nigeria inclusive. Emenalo (2009) stated, "now that the burning desire and consciousness of quality in education has reached its peak, educational institutions and managers are expected to conceive initiate and carry out their own approaches to quality assurance to the public that they too can deliver a consistent quality service like those in the private sector".

Jackling (2002) regards quality assurance as "an ideal systematic process for managing change in public education. It is concerned with the improvement of the organizational performance. It has to do with the conscious and concerted efforts of everybody in the educational sector".

Challenges of Quality Assurance in Lower Basic Education

Lower basic education serves as a corner stone of all education system in Nigeria. According to the policy statement in the national policy on education, 2004 edition, the level of education hold the key to the success or failure of the whole system. Obanya (2003) stated some of the objectives of UBE as including the enhancement of relevance, quality, equity and efficiency. The focus is to transform members into critical mass of educated persons needed to facilitate national development.

Quality assurance in lower basic education is a strategy for ensuring quality in the school system. It is also a technique and a management of challenges of UBE programme to ensure that from the input-process-output stages of basic education, confidence and good quality is attained and reflected in the performance of the system. Article of jomtiem declaration of education for All (EFA) in 1999 stated that basic education must be on actual learning acquisition and outcome rather than exclusively on enrolment but continued participation in organized programmes and completion of certification requirements.

Ezekiel-Hart (2003) stated that quality in education is directed at quality planning and organizing, teaching and learning, guidance and counseling, classroom management, outcomes and products. UBE (2002) corroborated the above scholars view by stating that quality in education is a total and holistic process of ensuring integrity of outcome.

Table 1: Quality Assurance Dimensions of Universal Basic Education

S/N	Inputs	Processes	Outputs
1.	Society	1.1 popular involvement in implementation (all facets) 1.2 societal acceptance of the programme	Successful learning
2.	Policy	2.1 Adaptability to local conditions 2.2 Democratic policy articulation practices	Acquisition of desirable intellectual skills
3	Management framework	3.1 Decentralization/ devotion of powers down to the grassroots level 3.2 Empowerment and autonomy for operators all down the line	Continuing interest in learning
4	Curriculum	4.1 Responsive to social and individual needs 4.2 Comprehensiveness : coverage of the three Hs (the head, the h ands and the heart). 4.3 Adaptable to changing times, chancing conditions.	Full fledged societal support
5	Teaching force	5.1 Quantitative adequate 5.2 Adequately educated and professionally prepared 5.3 Adequately able to promote teacher-pupil interact ion to maximize learning(pedagogically skilled) 5.4 Well motivated through appropriate welfare package, professional support and opportunities for self improvement	Permanent unqualified societys interest in the promotion of education. A well motivate teac hing and educational force.
6	Infrastructure	6.1 quantitative, aesthetically and spaciously adequate. 6.2 Learner and teacher friendly 6.3 Integrated pedagogical space of classrooms, laboratories, libraries, toilets, water, farms, workshops recreational facilities	Teachers fully devoted to continuous self improvement for concerted promotion of education
7	Materials	7.1 Quantitatively adequate 7.2 User friendly, easily exploitable and challenging to both teachers and learners 7.3 A judicious mix of print, audio-aural and other materials. 7.4 Closely related to the goals of the curriculum	A self -regenerating education system for a self-generating society
8	Funds	8.1 Quantum (adequacy) of funding 8.2 Targeting funds to those things that will really make a difference 8.3 Prompt release of funds 8.4 Prudent application of funds	The ultimate goals a committed society, a critical mass of productive/ creative citizens and education system that goes on improving

Sources: Obanya 2003

Major Management challenges of universal Basic Education Forum:

Issues regarding the Provision and Utilization of Instructional Materials for Quality Primary Education.

Concepts of Instructional Materials

Instructional materials is defined as concrete objects either provides or improved which help to make teaching and learning clear, concise and easy to comprehend by learners. Ema and Ajayi

(2004) defined instructional materials as part of resources utilized during the teaching, learning by the teacher and the process and rate of understanding by the learners.
They further described instructional materials as all the tools which are used by the teacher to provide help and encouragement to pupils learning activities. They bring together man and materials in a systematic co-operation to effectively solve educational problems. These materials range from home-made devices to sophisticated machines and also people which assists the teacher in disseminating knowledge and information to help learners learn meaningfully.

According to manual for the re-training of primary school teachers 2006, instructional materials refer to anything that carries information between a source and a receiver. Examples of media of communication include, film, television, radio, audio recordings, photographs, printed materials and projected visuals. These can be referred to as instructional media when they are used to carry messages designed to instruct (educate).
In effect, instructional materials, instructional media and educational media virtually mean the same thing. They all involve media or materials derived from communication revolution, which can be used to promote the teaching-learning process.
Instructional materials are about real life situations and their individual representations, their individual merits and demerits, as well as their application to teaching and learning process.

Types of instructional Materials

The National Teachers institute (NTI) in the teacher training manual (2006) categorized materials into print materials, audio-materials, audio-visuals, satic/displays and electronic materials. These materials are derived from various sources, like collection of items from the pupils, distribution of materials by government and non-governmental organizations, donations from various agencies and creation of resource centre. All the material derived from various sources are used to solve problems in modern education, and ensure quality through the use of the advocated innovation teaching techniques/approaches. The modern teaching approaches goes beyond the traditional chalk-talk approach of telling in the instructional process. It involves the issues of organizing instructional process with a combination of people, materials facilities and equipment for the realization of stated objectives.
The quality dimensions of basic education require the correct and effective use of mix print, audio-aural and other materials. These materials are expected to be provided and distributed to all schools in the country through the various UBE zonal offices to the states and local government areas. The task of using instructional materials is the major responsibilities of teachers but in most cases they do not have the know-how, and sometimes are too lazy to select and use materials to ensure their effective service delivery. Although there is massive teacher professional support programme embarked upon by UBE programme and other agencies like the Nigeria union of Teacher primarily in the area of teacher training and re-training workshops with prepared manuals to assist teachers, primary basic education teachers still perform below expectation. The required knowledge and principle for selection and improvisation of materials are not adequate. To ensure good quality in the service delivery of school teachers to pupils which is the main focus of UBE programme, there is an urgent need for the teacher to apply the principle of selection and develop the skill of improvisation to ensure that the educative process

benefits the pupils and the society.

The UBE mini summit in (1999) noted that instructional materials are basic tool for achieving quality and efficiency in the school system. It stated without any ambiguity that such materials should be locally developed and adaptable, involving both teachers and learners in their production. Materials to be used should be commensurate with the learners age, technologically appropriate and linking school activities with real life experiences. When using, teachers need to work as a team to encourage experimental learning with the use of the community.

In a nutshell, making use of instructional materials is to help teacher by providing him with means of widening his pupils learning experience. By using the teaching aids, the teacher is help to provide his pupils with meaningful sources of information. Apart from saving valuable time of both the teacher and the learners, it also supplies concrete basis for conceptual thinking.

However, there are some hindrance which make both the provision and utilization of instructional materials to achieve good quality education a mirage Among these obstacles are:

1. Vast nature of the nation and difficulty in the physical terrain of some areas coupled with poor transports and communication networks which affects adequate distribution.
2. Poor attitude of teaching and non teaching personnel toward the maintenance of instructional materials.
3. Inadequate funding: From time, the provision and utilization of instructional materials has suffered because of poor funding. The attendant effect show in poor quality of teaching and learning by both the teacher and the pupils. The necessary tools to facilitate learning are absent, all because of poor funding by the authorities concerned.
4. Inadequate trained and qualified teachers who lack the skill to improvise and general laziness as well as apathy on the part of teachers. Due to inadequate provision and materials, the training institutions therefore graduate half-baked teachers.

Conclusion

The ultimate goal in quality of education is for every school to organize and accept the responsibility for its own quality management process. The process of basic education is a serious affair and whatever would make for the attainment of stated objectives must be vigorously pursued. The adequate provision and utilization of instructional materials is a must to ensure success for the UBE programme.

Recommendations

1. Provision of funds: funds should be adequately made available to procure goods and quality instrument/materials
2. Organizing Training/Workshops: It is paramount for the government to organize regular training workshops for teachers to equip them with the needed skills for effective selection, improvisation and use of materials.
3. Monitoring of teachers: There is need to put in place a teacher monitoring strategy to assist the young and inexperience teachers in the art of improvisation and utilization of materials.
4. There is need to establish community resource centres to enhance the provision of materials for teaching and learning.
5. Incessant students crisis also put an obstruction to the preservation and utilization of the

instructional materials. As a result of students crisis, damage are done to some of the expensive instructional materials provided by the government

6. Worker strike: This also serve as another hindrance affecting effective provision and utilization of instructional materials to achieve good quality education. Some of the instructional materials provided either by government or individual teacher and students need constant utilization and daily maintenance, but due to the numerous strike action embarked by the workers, some of the materials get spoilt by the strike is being suspended.

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