

Assessment of Availability of the Human and Material Resources for the Implementation of the New Basic Education English Language Curriculum in Kaduna State

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ABSTRACT

This study investigates the availability of human and material resources for the implementation of the new basic education curriculum in English language in Kaduna North LGEA of Kaduna State. A total number of twenty (20) teachers from ten (10) randomly selected Junior Secondary schools from Kaduna North Local Government Area were used for the study. The results of the study showed that 65% of the English teachers used for the study are qualified while 35% of the English teachers are not qualified. 65% of the teachers indicated that the number of available English Language teachers are inadequate while 35% indicated that the English Language teachers available are adequate. The findings also revealed that there is insufficient supply of instructional materials (such as students textbooks, teachers guides, charts, slides, projectors, tapes, audio and video, CDs, DVDs etc) and facilities such as language laboratories, ICT and libraries in all the schools visited. It is recommended that adequate English language teachers should be employed and deployed to schools for quality basic education curriculum delivery. It is also recommended that a comprehensive training/retraining exercise that would enable teachers undergo remedial/capacity building programmes be provided for teachers. Similarly instructional materials should be provided in sufficient quantities in all schools to facilitate the teaching-learning process.

Keywords:

INTRODUCTION

The development of human and material resources have been the focus of concern, of recent, towards the development of a nation. This is due to the fact that the growth of tangible capital stock of a nation depends to a considerable degree on human capital development. Without adequate investment in developing the human and material resources of the education sector, the possibility of the growth of any nation might be hampered. Education is the vital instrument for social and economic mobility at the personal level and an instrument for transformation of society at the National level. Basic education which is the focus of this study is the first level of education. Apart from the home being the first agent of socialization, the basic education school is the first place that introduces formal education or literacy to the child. In other words, basic education school is the foundation upon which all other levels of education are built.

The Universal Basic Education (UBE) programme which came into existence in September 1989 was expected to provide free and compulsory education from primary to Junior Secondary levels. However, researches (Okpala 2006, Zwalchir 2008, Maduwesi 2005, Ibukun 2009) have shown that the lack of adequate human and material resources are the two critical problems that could hinder the successful implementation of UBE. Like every other enterprise, the success of UBE depends solely on the provision of adequate human and material resources.

Ayodeji (2004) lamented that the demand of education is growing higher everyday but the available resources are not keeping pace in terms of the development. In support of this UNESCO's Education for all (EFA) Global Monitoring Report (2005) provides a detailed analysis of factors influencing the quality of education in several regions of the world, which it says could prevent many countries from achieving EFA goals by 2015. These include lack of human and material resources for schools, number of years and their training, facilities etc. In curriculum implementation teachers are the heart beat or key implementers. It is in view of these observations that this study sets out to assess the availability of human (teachers) and instructional materials in the implementation of the new

basic education English language curriculum in selected Junior Secondary Schools in Kaduna North Local Government Area of Kaduna State.

LITERATURE REVIEW

Human and material resources are two most important ingredients in the progress and development of any sector including education. Infact, human resources (i.e teachers) are the life wire of the educational system because they plan, organize, direct, co-ordinate, implement and control the use of other available resources for the achievement of educational goals and objectives. The education enterprise has been described as one of the largest industries considering the numerical strength of those involved in its production and consumption.

Historical evidence have proved that advanced countries depended on education for their rapid growth such as those of united states, former Sonet Union, Denmark and Japan. It is a global assertion that education is the solid rock of development. It is expected that the educational system will produce the quality and quantity of human resources required for the economy's growth using the right mix of inputs.

Zwalchir (2008) has observed that appropriate and quality education depends on the quality of the teaching staff and the quality of the instructional materials available and utilized by schools. Teachers are the most important part of human resources in educational institutions. Various studies have been conducted the assess the Universal Basic Education Programme and how efficiently resources have been utilized towards ensuring qualitative and quantitative functional basic education in Nigeria (Falayajo, Makoju, Okebukola, Onugha and Olubodun (1997) Okpala (2006), Kolomba and Mpaju (2003), Enoch and Okpede (2000), Maduwesi (2005) Odo (2000). Infrastructural facilities, teachers provisions, instructional materials are among the issues identified that could hinder the successful implementation of any curriculum at any level of educational system.

OBJECTIVE OF THE STUDY

To determine the human (teachers) and material resources (i.e instructional materials) available for the implementation of the new basic education English Language curriculum in Kaduna North LGEA of Kaduna State.

RESEARCH QUESTION

What is the quantity and quality of the human and material resources available for the implementation of the new basic education curriculum in English Language Kaduna North LGEA of Kaduna State.

METHODOLOGY

The survey design was used for this study. The population of the study consist of all the three hundred and eighty four basic schools and two thousand one hundred teachers teaching in such schools in Kaduna state. Kaduna North LGEA was used for the study. Simple Random sampling technique was used in selecting ten (10) junior secondary schools from Kaduna North LGEA of Kaduna State of Nigeria. A total number of twenty (20) teachers were involved in the study. Teachers were classified into two namely, qualified and not qualified teachers. Qualified teachers possess the Nigeria certificate of Education (NCE), or Bachelor of Art Education (BAEd)/Bachelor of Science Education (Bsc Ed) or Bachelor of Art (BA)/Bachelor of Science (Bsc) plus post Graduate Diploma in Education (PGDE). Teachers that are not qualified are those without teaching qualifications and those with teaching qualifications in other subject areas other than English Language.

INSTRUMENTATION

A structured questionnaire for teachers tagged "Availability and Adequacy of human and material resources for the implementation of the new basic education English language curriculum" was used for the study. It had two sections: section one contained demographic data such as name of school, experience, qualification and area of specialization. Section two contained the column for adequate and not adequate, where the teacher is expected to tick whether in his/her school, English teachers are adequate or not. It also contained instructional materials and the column for adequate and not adequate.

The instrument was validated through a pilot test. The instrument was pilot tested using five (5) teachers who were not part of the main study but had the same qualities as those used in the main study. A test-re-test approach using Pearson Product Moment Correlation (PPMC) was used to establish the reliability. The reliability coefficient of the instrument was 0.78. Data analysis involved the use of frequency count and percentage.

ANALYSIS AND DISCUSSION OF FINDINGS

Table 1. Frequency distribution and percentage of availability and adequacy of English Language teachers in the implementation of the new basic education curriculum.

Qualification	Number of teachers	Qualified	Not qualified	Adequate	Not adequate
NCE (English)	8	40%	-	20	30
NCE (teaching English)	4	-	20%	20	10
BAEd/Bed English	5	25	-	-	5
BAEd/Bed (other areas)	2	10	-	-	5
BA/HND	1	-	5%	5	5
Total	20	75%	25	45	55%

NCE = Nigeria Certificate of Education, BA = Bachelor in Art, BAEd = Bachelor of Art Education, Bed = Bachelor of Education, HND = Higher National Diploma

Table 1 shows the frequency and percentage of qualified and adequate English Language teachers. The table shows that 40% of English Language teachers are NCE teachers that read English Language; 20% are NCE teachers that did not read English Language but teach English Language; 25% are BAEd/Bed teachers that read English Language, 10% are BAEd/Bed teachers that did not specialise in English Language but are teaching English Language and 5% are BA/HND teachers without teaching qualification. The Table 1 shows also the responses of teachers having indicated the adequacy and inadequacy of English Language teachers in their schools. 30% of NCE teachers that read English Language indicated adequate; 10% of NCE teachers that did not read English indicated adequate and 10% of Non-English Language teachers that have BAEd/Bed indicated not adequate while none indicated adequate and 5% of BA/HND teachers indicated adequate while 5% indicated not adequate.

The Table 1 thus indicates that 65% of the English Language teachers are qualified while 35% of the English Language teachers are not qualified. Also, 45% of the respondent indicated the available English Language teachers are adequate while 55% indicated that the number of available English Language teachers is inadequate. This implies that there is shortage of qualified English Language teachers for the implementation of the new basic English language curriculum in Kaduna North LGEA of Kaduna State of Nigeria. This is in line with Ado, Akinbola and Inyang (2010) who found the alarming deficiency in teacher-student ratio as a result of teachers’ supply not meeting teachers’ demand in Bayelsa State, resulting in expected corresponding large class size existence. Perhaps one should mention that shortage of English language teachers could exerts considerable influence on students’ learning outcomes in English.

Table 2 Availability (AV) of instructional materials/facilities in schools

Teaching-learning materials/Facilities	School										Remarks	
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Curriculum Modules	AV	AV	AV	AV	AV	AV	AV	AV	AV	AV	AV	Available in all schools visited
New Basic Education Curriculum	NA	NA	NA	NA	AV	AV	AV	AV	NA	AV	available only in 5 schools visited.	
Schemes of Work/Dairies	AV	AV	AV	AV	NA	NA	AV	AV	NA	AV	Available in all schools visited.	

Teachers English Textbook	AV	AV	AV	AV	AV	AV	AV	AV	AV	AV	Available in all the all schools.
Teachers guide in English	AV	AV	AV	AV	AV	AV	AV	AV	AV	AV	Not available in all schools.
Students English textbook	AV	AV	NA	AV	NA	AV	AV	NA	AV	AV	Available in some schools in small quantities.
Tape recorder	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	Not available in all schools visited.
Audio CDs	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	Not available in all schools visited.
Video/DVDs	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	Not available in all schools visited
Posters charts, flashcards	AV	AV	NA	AV	AV	AV	NA	NA	NA	NA	Available posters and charts/flash cards are very few
Language laboratory	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	Not available in all schools visited.
ICT centre	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	Not available in all schools visited.
Library	AV	AV	AV	NA	NA	AV	NA	NA	AV	NA	Available only in 5 out of the ten schools visited.
Slide	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	Not available in all schools visited.
Projector	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	Not available in all schools visited.

Av = Available NA = Not available

From table 2 above, the supply of basic instructional materials such as teacher’s guides, students text books is limited. Infact there are no teacher’s guides, slides, projectors, VCDs, DVDs etc in all the schools visited. Other instructional materials such as charts, pictures and posters are limited.

The New Basic Education Curriculum is available in only in five (5) out of ten (10) schools visited. Teacher’s textbooks and students textbooks are few and there are few, if any, charts, posters, pictures, models etc in the classrooms other than backboard.

CONCLUSION

The role played by teachers in any educational system is enormous. They are responsible for the translation and implementation of educational policies and curriculum for all-round achievement of the child. This is why the National Policy on Education stated that “no education can rise above the quality of its teachers”. Similarly, no nation or society can rise above the quality of her education. The implementation of the new basic English language curriculum, therefore, lies with the teachers. Their qualifications should be scrutinized in order to ensure the successive implementation of quality instruction. In the same vein, instructional materials which also play valuable roles in the teaching learning process, should be provided in adequate supply. Provision of facilities such as language laboratories, ICT centres and libraries will go a long way to enhance the performance of students in oral and written English Language and possibly influence their overall performance in other subject areas, since English Language cuts across the curriculum. The findings of this study corroborated the findings of Ado et al (2010) opined that human and material resources constitute strategic factors in the implementation of educational policies and curriculum.

RECOMMENDATIONS

Capacity Building

The quality of teachers is a determinant in the implementation of the new basic education English language curriculum. Teachers constitute the human resource required for the facilitation of achievement of the objectives of the basic education curriculum and its successful implementation. Since teachers are the key or heat beat of the curriculum what they do in the classroom has significant effect on the academic achievement of the child. Capacity building for teachers is therefore, imperative for the implementation of the new basic education curriculum. The

capacity building process should be systematic and continuous through workshops, seminars, enlightenment programmes, orientation courses and other useful educative activities.

Professional growth and development during service should be encouraged. The number of qualified teachers presently in the schools especially for English Language subjects is grossly inadequate for implementation of the new English language curriculum. Ibukun and Okebukola indentified teachers' quality and dedication as significant predictors of quality of education. Therefore, the successful implementation of a curriculum is a resultant effect of quantity and quality of the teaching working force.

Production and provision of textbooks and other instructional materials

The information in the UBEC 2006 document is that free textbooks will be provided for four core subjects in primary schools and five core subjects in Junior Secondary Schools. These include English, Mathematics, Basic Science and Technology. The need for the provision of textual materials for students cannot be ignored. Many students come to school without books for a number of reasons, one of which is poverty. The production and provision of textual and other instructional materials such as teachers guide, handbooks, manuals etc. should be made priority for quality delivery of the curriculum. Basic instructional materials such as tape recorders, audio and video DVDs and CDs, posters, charts, flashcards etc that would facilitate the teaching of English Language should be part of the package in the provision of Government in implementing the English Language component of the new Basic Education Curriculum. It could be argued, though, that teachers at these level should improvise instructional materials.

Infrastructural Facilities

The disarticulation of JSS from SSS in order to ensure the existence of two separate administrations in the existing secondary schools would not only require more qualified teachers, it would also entail the provision of additional infrastructures in the junior secondary school. There is the need for new laboratories especially if students had been sharing laboratories with the senior secondary school students. This would enable the exposure of J.S. (1-3) students to practical laboratory experiences, acquisition of the four language viz listening, speaking, reading and writing without any hindrance.

Improvement of Teachers Quality and Quantity

The popular saying that "no educational system can rise above the quality of teachers in the system" is rather apt at this moment in the Nigerian education system. It is obvious that the implementation of the new basic education English language curriculum depends largely on the availability of teachers in sufficient numbers and quality to perform the task. For UBE to have intended impact on learners, their teachers must be capable of imparting permanent literacy and numeracy and some useful communication skills to them. Government is therefore enjoined to provide adequate and qualitative English Language teachers in schools. Unqualified teachers already in the system should be advised and encouraged to go for post graduate diploma courses on part time or by correspondence in colleges of Education, universities and other specialized training institutions to enhance their professional competence to teach. Time limit should be put in place after which teachers who fail to qualify could be eased out of the system and new ones recruited to take over.

Provision of Adequate Infrastructural Materials

For basic education system to achieve its set goals, the need to put certain educational materials, equipment and facilities in place cannot be over-emphasized. Unfortunate, these facilities are in short supply in all of the schools visited. In some, cases, they are non-existence and where they are available at all, they are in deplorable condition. To enhance proper teaching-learning process in our basic schools facilities such as library and language laboratory must be well-equipped and dilapidated buildings must be reconstructed. Also, teaching aids must be made available to teachers to facilitate learning. The school environment should be made conducive and attractive for proper administration.

Moderation of Teacher-Learner Ratio per Classroom: Due to the ever-increasing quest for education its attendant increase in students' population, the number of pupils accrued to a teacher per class had unmanageably increased in most public schools in Nigeria. In fact, there are cases of over 100 pupils heaped up in a small classroom only to be taught and controlled by just a teacher in some of the schools visited. This menace can be traced back to non-availability of enough classrooms and inadequate staffing of schools. The government is therefore enjoined to moderate teacher-learner ratio to the normal 1:30 respectively by providing enough classroom accommodation and employing more effective teaching force in order to enhance effective learning in our basic schools.

Provision of Libraries and ICT Centres

All schools should be equipped with ICT centres, internet facilities and functional libraries. This will help teachers and students in accessing and retrieving information as at when due without unnecessary delay or hindrance.

Replication of this kind of study

This kind of study can be conducted in other Local Government areas of Kaduna State and other states in the country as it will help in the improvement and development of human and material resources at the local, state and National Levels.

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