In Search of Quality Assurance in Basic Education

An Investigation on the Role of Kwara State Universal Basic Education Board in Asa Local Government Area of Kwara State, Nigeria

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Abstract

This inquiry deals with the subject of quality of education at the basic level. It specifically seeks to examine the efforts Kwara State Universal Basic Education Board (KWSUBEB) is making to improve the quality of basic education in Asa Local Government Area (ALGA), Kwara State, Nigeria.

The methodological paradigm applied to investigate the study is qualitative. Case study is utilised as the choice of research design. Interviews and documents are the instruments of data collection. The groups of interest in this examination were in three categories: staff members of KWSUBEB, staff members of Asa Local Government Education Authority (ALGEA) and the teachers teaching at the basic level in ALGA. The study attempts to use purposive and snowball sampling procedures while ‘case study analysis and representation’ and content analysis are the major scientific techniques employed in the course of analysing the relevant data for the study.

The entire study was designed to meet the following five objectives: (1) To critically examine and to analyze the major strategic measures the KWSUBEB authority is employing in improving quality of education (basic level) in ALGA, (2) To thoroughly investigate the success(es) the Board had recorded so far in her efforts to maximize the standard of basic education among the school-going age children, (3) To identify and to describe the challenges KWSUBEB is facing in disseminating her roles in the Local Government Area (LGA) in inquiry, (4) To research the possible solutions the agency is planning in order to meet the threatening challenges militating her efficacy on the course of her duty and (5) To find out whether there might be other solutions which may have not been officially planned for.

Having satisfied its objectives, the project offers the implications of its findings for practices and also gives recommendations for further investigation. The practical implications of the investigation findings seek to apply not just to KWSUBEB but to Nigeria in general.
ACKNOWLEDGEMENTS

The successful completion of this thesis may not have been possible without the support and efforts of some individuals and institutions. Hence, the writing of this work would be completed but partially without acknowledging their tremendous efforts. Indeed, I am greatly indebted to them for their wonderful contributions.

First, I am greatly indebted to the Almighty God, my maker for the privilege of life, strength, knowledge and wisdom given me to complete this study. I cannot afford but to praise Him at all time. Glory, honour and adoration are given to the one who lives in the highest.

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While acknowledging the contributions and supports received from the individuals and institutions mentioned above, I do affirm that whatever the lapses that may be figured out from this thesis report are exclusively mine.

Gabriel Omotosho Adebayo

May 2009

Oslo, Norway
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<tr>
<td>ADEA</td>
<td>Association for the Development of Education in Africa</td>
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<td>ALGA</td>
<td>Asa Local Government Area</td>
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<td>ALGEA</td>
<td>Asa Local Government Education Authority</td>
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<tr>
<td>ALPS</td>
<td>Active Learning through Professional Support</td>
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<tr>
<td>BESIP</td>
<td>Basic Education Sector Improvement</td>
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<tr>
<td>B.Ed</td>
<td>Bachelor of Education</td>
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<tr>
<td>DoSE</td>
<td>Department of State for Education</td>
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<tr>
<td>DoLG</td>
<td>Department of State for Local Government</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<tr>
<td>EPSSA</td>
<td>Economic Policies for Sub-Saharan Africa</td>
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<tr>
<td>ERNWACA</td>
<td>Educational Research Network for West and Central Africa</td>
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<tr>
<td>ESA</td>
<td>Education Sector Analysis</td>
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<td>ESAP</td>
<td>Economic Structural Adjustment Programme</td>
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<tr>
<td>FCUBE</td>
<td>Free and Compulsory Universal Basic Education</td>
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<td>FGN</td>
<td>Federal Government of Nigeria</td>
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<tr>
<td>FME</td>
<td>Federal Ministry of Education</td>
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<td>GNAT</td>
<td>Ghana National Association of Teachers</td>
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<tr>
<td>HM</td>
<td>Head Master/Mistress</td>
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<tr>
<td>IIEP</td>
<td>International Institute for Educational Planning</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>JSS</td>
<td>Junior Secondary School</td>
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<td>KWSPEB</td>
<td>Kwara State Primary Education Board</td>
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<td>KWSUBEB</td>
<td>Kwara State Universal Basic Education Board</td>
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<tr>
<td>LGAs</td>
<td>Local Government Areas</td>
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<td>LGEA</td>
<td>Local Government Education Authority</td>
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<td>LSS</td>
<td>Local School Supervisor</td>
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<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>NGOs</td>
<td>Non-Governmental Organisations</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organisation</td>
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<tr>
<td>NCE</td>
<td>National Certificate of Education</td>
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<td>NCCE</td>
<td>National Commission for Colleges of Education</td>
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<td>NUC</td>
<td>National University Commission</td>
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<tr>
<td>PM</td>
<td>Personnel Manager</td>
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<td>PSEDP</td>
<td>Plantation Sector Education Development Programme</td>
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<td>PTA</td>
<td>Parent-Teacher Associations</td>
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<td>SKP</td>
<td>Shiksha Karmi Project</td>
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<td>SSA</td>
<td>Sub-sahara Africa</td>
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<td>SSS</td>
<td>Senior Secondary School</td>
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<td>SUBEB</td>
<td>State Universal Basic Education</td>
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<td>UBE</td>
<td>Universal Basic Education</td>
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<td>UBEC</td>
<td>Universal Basic Education Commission</td>
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<tr>
<td>Acronym</td>
<td>Full Name</td>
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<tr>
<td>UNDP</td>
<td>United Nations Development Programme</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
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<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
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<tr>
<td>WBG</td>
<td>World Bank Group</td>
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<tr>
<td>WCEFA</td>
<td>World Conference on Education for All</td>
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<td>WDEFA</td>
<td>World Declaration on Education for All</td>
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<td>WFP</td>
<td>World Food Programme</td>
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1. Introduction

1.1 Background to the study

Education is apparently important in the present era, the era of knowledge based economy. Scholars, researchers, national and international communities have been writing and researching on educational subjects related to the significance of knowledge and education in the contemporary globe (Word Bank 1995; Brock-Utne 2000). One of such subjects currently ranging in our global society is that of “Education for All” [EFA] (Ibid).

There may be some common global goals one might consider within the programme, EFA. However, it is significant to highlight that every individual country has got its unique approaches and strategies towards achieving the goals as the setting as well as the needs are different from one country to the other (the developed and the developing alike). Thus, this study takes to an aspect of how EFA programme is being implemented in Nigeria. It will examine the role of the Kwara State Universal Basic Education Board (KWSUBEB), one of the government strategic agencies responsible for EFA related issues in Nigeria (see KWSUBEB 2007 & Federal Ministry of Education 2005). As it might be too enormous to contain every role that such an authority embraces, this work is restricted to its role in improving the quality of basic education among the school-going age children in Asa Local Government Area (ALGA), Kwara State, Nigeria.

1.2 Research problem statement

Choksi (1995) in his ‘Foreword’ message had noted that education “produces knowledge, skills, values and attitudes” (Choksi 1995:xi). According to him, education is a necessity for civic order and citizenship and for the sustenance of economic growth. Choksi argues further that it “is also about culture; it is the key instrument for disseminating the accomplishments of human civilization” (Ibid). On the account of its multi-purpose factors, he added that, this makes education a prominent area of public policy in all countries (see Choksi 1995). This
argument of Choksi seems to correlate with that of the World Bank (1988) about most of the Sub-Saharan African countries in the immediate postcolonial era. The World Bank said:

> Around the time that most countries of Sub-Saharan Africa gained independence from colonial rule, the region lagged far behind the rest of the world on nearly every indicator of Western-style educational development. Efforts since then have been truly dramatic. ... The record of this period is a tribute to the determination of African leaders and the sacrifices of African parents in their quest to provide a better standard of living for their children's generation (World Bank 1988; as cited in Samoff 2003: 409 & 410).

However, the turn of the 1990s, as Samoff indicated, remarked the opposite. The “…most common refrain was crisis. Education in Africa at all levels and in all its forms, is in dire straits, we are told. With few exceptions, both schools and learning have deteriorated, and the situation is continuing to worsen” (Samoff 2003: 410). The economic recession that hit African countries in the 1980s and the subsequent adoption of Structural Adjustment Programme (SAP) of the World Bank have been said to be partially responsible for this (Brock-Utne 2000). I have elaborated more on this in the literature review chapter.

In respect to Nigeria, primary and post primary education, according to Solidarity (1990) are crippling through their worst era across the country except for the ‘unity’ and ‘international school’. This is reflected in many schools with no basic teaching facilities. With this situation on the ground it noted that many Nigerian children have been deprived of their rights to quality education (see Solidarity 1990 as cited Bako 1994). It is no surprised, “illiteracy has been on the rise. According to the latest figures released by UNESCO [United Nations Educational, Scientific and Cultural Organisation], Nigeria is ranked as the fifth most illiterate country (Education Today 1990) in the world” (see Bako 1994: 161).

In Global Monitoring Report, 2007 on EFA, it is further indicated that there is still a lot to do in relation to education in Sub-Saharan Africa countries (Nigeria inclusive) as there is a great disparity in quality, equity and equality between the Sub-Sahara African region (developing countries) and the West (developed countries) (Burnett et al 2007). It is worthwhile to note that the significance of this cannot be over emphasised because education had been said “to be the developmental engine, the principal strategy for eliminating poverty and closing the gap between the most and least affluent countries” (Samoff 2003: 418).
This seems to account for why the importance of education is “recognized in several international conventions and in many national constitutions”, Choksi noted. He observed further:

In 1990 it was the subject of a landmark international meeting: the World Conference on Education for All, held in Jomtien, Thailand, under the joint sponsorship of the United Nations Development Programme (UNDP), the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the United Nations Children’s Fund (UNICEF), and the World Bank (Choksi; cited in World Bank 1995: xi).

On the same course, Samoff argues: “Meeting in Dakar in April 2000, the world’s educators and policymakers recommitted themselves, their countries and their organizations to education for all” (Samoff 2003: 409). Hence, the second and the third (two) of the eight Millennium Development Goals (MDG) set in the year 2000 were explicitly geared toward education which is targeted to be achieved no later than 2015. These are: (1) universal primary education for all boys and girls of school-going age and (2) elimination of gender disparity at primary, secondary and at all levels of education (UNESCO 2000a; United Nations 2001a; cited in Burnett et al 2007: 27).

On the course of overcoming the set-back, Nigeria, as a developing nation, had adopted the Universal Basic Education (UBE) programme. The programme is a reform measure by the Federal Government that “is aimed at rectifying the existing distortions in the basic education sub-sector of our educational system” (Federal Ministry of Education 2005). The government of Nigeria, through the Federal Ministry of Education, remarked further:

The Universal Basic Education Programme is conceived to embrace formal education up to age 15 as well as adult and non-formal education. Specifically, it includes early child care and development, nine years of formal schooling starting from primary to junior secondary, out-of-school skills acquisition for youths, education of adults and special groups within the society who for one reason or another cannot participate in the mainstream formal school system (Ibid).

Its “Mission Statement” is:
As stated by the Federal Government: an integral essence of the programme is to “ensuring the acquisition of appropriate levels of literacy, numeracy... communicative and … skills, as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning” (Ibid), this remarked the vision of the UBE authority (emphasis supplied).

Considering the various rationales for the programme; rooted in its mission statement, functions, vision and its aims, through this inquiry, this project is seeking to investigate the role of the KWSUBEB. KWSUBEB is one of the government strategic agencies responsible for “Education for All” related issues in Nigeria – emphasis supplied (see KWSUBEB 2007 & Federal Ministry of Education 2005). The study examines the role of KWSUBEB, as a government agency on Universal Basic Education programme, in Asa Local Government Area (ALGA) of Kwara State, Nigeria. The emphasis of the investigation is on quality of education.

1.3 Research questions and assumptions

In lieu of the research problem argued above, the following research questions and assumptions have been set and identified:

1. What are the major strategic ways the KWSUBEB is employing to improve the quality of basic education in ALGA? It is an assumption that the KWSUBEB must have been utilizing some strategic measures to perform this role in the local government area in investigation,

2. What are the success(es) the agency has recorded so far in her efforts to improve the standard of basic education among the school-going age children? The assumption here is that successes may have been recorded in respect to the focus of this study. But such success(es) may have been inversely proportional to what may ought to have been done,
3. What are the challenges the Board is facing in its bid to restore the falling standard of basic education in ALGEA schools? As there is no institution without its own challenges, I do assume that the Board cannot be an exception, especially on the inquiry in view.

4. What are the solutions in plan to meet the threatening challenges? It is expected that KWSUBEB, as a government agency should have formal solutions in plan so as to meet the threatening challenges and

5. Could one envisage other solutions that have not been planned for? I do have it as an assumption that some of my participants in this study may be having some personal solutions that may not have been officially catered for by the board.

1.4 Research objectives

Considering the aforementioned specific research questions and assumptions, the objectives of this project are highlighted below:

1. To critically examine and to analyze the major strategic measures the KWSUBEB authority is employing in improving quality of education (basic level) in ALGA,

2. To thoroughly investigate the success(es) the Board had recorded so far in her efforts to maximize the standard of basic education among the school-going age children,

3. To identify and to describe the challenges KWSUBEB is facing in disseminating her roles in the Local Government Area (LGA) in inquiry,

4. To research the possible solutions the agency is planning in order to meet the threatening challenges militating her efficacy on the course of her duty and

5. To find out whether there might be other solutions which may have not been officially planned for.
1.5 Significance and purpose of the inquiry

The significance of primary/basic education is apparently undisputable across the globe. This rests on the fact that ‘basic education’ is the foundation of education. The journey of professorship usually begins with it. And any nation that seeks education of international standard for its citizens must take it seriously as good basic education amounts to solid foundation of education. Therefore, any work that embraces such must not be regarded as an inferior one among the comity of scientific inquiries.

Some other reason accounting for this inquiry lies with the fact that the role of KWSUBEB, since its inception, in relation to quality of education at the basic level has not been given adequate scientific attention. Hence, the inquiry in view is an attempt to contribute to the pool of knowledge obtainable about quality in basic education. This fact is especially true of ALGA, the place of interest against this inquiry. The relevant section of the literature review chapter of this study has justified this stance.

1.6 Scope and limitation of the study

This study focuses on the role of KWSUBEB in improving the standard of education at the basic level in ALGA. It primarily addresses the issues of quality in basic education. As the researcher, I am not unaware that the words ‘quality education’ may be very tricky in meaning as the term may have various shades of meaning. But for the purpose of this inquiry, I am focusing on what KWSUBEB is doing to improve the teaching strength of the teachers vis-a-vis the learning outcomes of the pupils/students at the basic level of education. It is upon this premise that I define the term quality of education in this investigation.

Besides, the term ‘success’ as one of the objectives of the study seems to require a definite direction. So the definition of ‘success’ as it is used in this study could be interpreted within the framework of the successfully executed projects by KWSUBEB. Such projects are expected to involve the initiatives of the Board; it may be ‘physical’ (like building constructions) or ‘intellectual activities’ (like seminars). Another important yardstick utilised to define the term ‘success’ as it is understood in this investigation is the consistency of the
Board in striving to achieve more of the projects in consideration. Also, the impacts of such executed projects must be felt by those it may be made for.

As it might be too enormous to contain every role that KWSUBEB may embrace regarding quality of basic education in general in a single project, this work is restricted to its role in improving acquisition of quality basic education among the pupils/students in Primary 1 to Junior Secondary School (JSS) 3 (that is 9 years of non-stopped schooling) in ALGA, Kwara State, Nigeria. In this evaluation, I am particularly interested in the basic education given in the public schools.

The primary groups of interest for inquiry are the non-teaching staff members of KWSUBEB and those of Asa Local Government Education Authority (ALGEA). This is followed by the teachers working in the local government (ALGA) in study. This work does not; in anyway, attempt to find out the views of the pupils/students in relation to the direction of the investigation.

It is worthwhile to state that the research questions outlined for this investigation and the scope of this study enumerated in the subsection of this study are the compass and apparatus utilised as a guide in doing this research. Apart from being the guide while collecting data in the field, it is also the watch tower for the data analysis and the writing of the entire thesis; including what is contained in the literature review chapter.

1.7 Structure and Organisation of the Thesis

I have systematically attempted to organise this thesis into five chapters. The structural synopsis of the entire study is as follow:

*Chapter One: Introduction*

This chapter gives the overview of all the study embraces. It presents the background to the study, the problem, objectives, significance and the scope of the study. The section argues for the bases for the study as a scientific worth.
Chapter Two: Research Methodology

The description of the methodological paradigm utilised for this study is presented in the chapter. The instruments of data collection, data analysis and sampling procedures for the investigation are identified here. The chapter also attempts to justify the choice of the entire research design.

Chapter Three: Literature Review

This chapter seeks to shed more light on the problem that informed this project. Relevant literature and documents regarding the previous studies related to it are also reviewed in this chapter. So the chapter seeks to state the present state of understanding of the issue in study. By so doing, it depicts how this study is related to the previous ones.

Chapter Four: Analysis and Discussion of Data

The major findings on the study are analysed and discussed in this section. The major rationale for this chapter is to indicate the relationship of the findings of this study with the objectives and assumptions set in Chapter One of this project.

Chapter Five: Summary, Conclusion and Recommendations

This segment closes the thesis with the summary and conclusion of the findings. It subsequently offers implications of the study for practices and a number of recommendations on research for future direction as this project is not all embracing.
2. Research methodology

2.1 Introduction

The methodological paradigm utilised in the inquiry is described in this chapter. The chapter accounts for the methods of data collection and the procedures employed in sampling the population in study. It presents the issues of data analysis, validity, reliability, ethical considerations and the challenges involved in carrying out the research work. The chapter argues for the rationales for the choice of the entire scientific processes and procedures to the study.

2.2 Research Approach

A research methodology “refers to the approach or paradigm that underpins the research” (Blaxter et al 2001: 59; also cited in Adebayo 2006/1). Many writers have identified two types of methodological approach in research endeavours. These are qualitative and quantitative paradigms (Bryman 2004; Hoyle et al. 2002; Grønmo 1984).

Quantitative study can be classified as a research strategy that emphasises “quantification in collection and analysis of data...” (Bryman 2004:19). “Most quantitative data techniques are data condensers. They condense data in order to see the big picture” (Neuman 2006:14). On the other hand, qualitative study could be seen as a research strategy that often “emphasizes words rather than quantification in the collection and analysis of data” (Bryman 2004:19). “Qualitative methods... are best understood as data enhancers. When data are enhanced, it is possible to see key aspects of cases more clearly (Neuman 2006:14). Further, the distinctions between the two approaches are enumerated in the three following points:

- Quantitative study entails a deductive approach in respect to the relationship between theory and research; in this case the accent is on the testing of theories while qualitative research emphasises an inductive approach as in the relationship between theory and research, here the accent is on generation of theories;
Quantitative inquiry embraces the practices and norms of the natural scientific model in social research; it particularly uses positivism. Qualitative study on its own does reject the practices and norms of the natural scientific model, particularly positivism in favour of interpretivism, a model in which individuals interpret their social world;

Quantitative approach views social reality as an external and objective reality (objectivism) whereas qualitative inquiry views social reality as a constantly shifting emergent property as a result of individuals’ creation (constructionism) (see Bryman 2004).

Meanwhile, the distinctions between the two “approaches are not regarded purely as a dichotomy” (Grønmo 1984:1). Hence, it must be stressed... that qualitative and quantitative approaches should not be regarded as competing but rather as complementary (cf. Kalleberg 1980; as cited in Ibid).

The methodological paradigm employed in this study is qualitative. According to Kirk & Miller (1986), “qualitative research does imply a commitment to field activities. It does not imply a commitment to innumeracy…” (Kirk & Miller 1986 as cited in Silverman 2006: 51). However, this is not to argue that qualitative studies cannot embrace numerical values to some extent as the dichotomy between the duos is not as the stereotype suggests (emphasis supplied) (Bryman 2004; Silverman 2006; Grønmo 1984).

The choice of qualitative approach in this project seems to be justified on the ground that the study attempted to concentrate on the qualitative (emphasis on quality) rather than the quantitative (emphasis on enrolment/numeracy) aspect of basic education in the local government area in investigation. In other words, my primary focus is not on the statistical data related to the enrolment of the pupils at the basic education level but on the role of KWSUBEB in improving the quality of education given at the level in question. This shows that the choice of qualitative methodology in this project is further upheld in Grønmo (1984) who argues that methodological issues should be closely related to the specific research problem (Grønmo 1984: 2). An objective observation of the research problem outlined at the outset of this thesis report apparently showed that the needed data to satisfy it is more of qualitative rather than quantitative. In other words, qualitative rather than quantitative approach will enhance us a deeper view of strategies to attain quality of education;
challenges confronting the institution; solutions and the successes related to basic education. In lieu of this understanding, qualitative approach is the better alternative for this study. Hence it is chosen.

2.3 Research Design

The design of a research “represents a structure that guides the execution of a research method and the analysis of the subsequent data” (Bryman 2004:27). According to Bryman, there are five different types of it. These are: experimental; longitudinal; cross-sectional; case study and comparative design (Bryman 2004).

The choice of research design utilises in this project is case study. Case study “entails the detailed and intensive analysis of a single case. As Stake (1995) observes, case study research is concerned with the complexity and particular nature of the case in question” (Stake 1995 as cited in Bryman 2004: 48). The intent of case study, according to Creswell (2007), is “to understand an issue or problem using the case as a specific illustration” (Creswell 2007:73). The application of this in this study context could be understood in the light of the ways KWSUBEB is taking to improve the quality of basic education in Kwara State with ALGA as a case of the subject matter. By implication, this shows that the study is exploratory in nature, and exploratory quality has been described as the sole characteristics of case study design (see Marshall & Rossman 1995). Hence, it is chosen rather than any of the other alternatives which may be ‘explanatory’, descriptive’ or ‘predictive’ (Ibid).

2.4 Fieldwork and Deskwork

Like in many qualitative inquiries, this work involves both fieldwork and deskwork. Fieldwork entails going to the field for the purpose of data collection. The collected data may be regarded as original or empirical and such cannot be accessed if the researcher in question does not engage in some kind of expeditions. Deskwork as its name suggests, deals with those research activities that are normally done while on the desk. Such includes typing of the thesis, reviewing of literatures, internet surfing, telephone calls, to mention but a few. Meanwhile it is important to note that the differences between the two have been a subject of
dispute as one may engage in the fieldwork while on the desk (take for example collection of data by telephone while on the desk). Equally, one may take up the deskwork while in the field (typing with the use of a laptop while in the field for instance) (see Blaxter et al. 2001 for the ideas enumerated in this paragraph; also credited in Adebayo 2006/1). The fieldwork on this study took place in Ilorin and ALGA, Kwara State, Nigeria. I resorted for the choice ALGA because that was the place I was accepted for research. Then, Kwara State entails the Jurisdiction (ALGA inclusive) of KWSUBEB, so I could choose no other State than Kwara. Ilorin is the home to the Board, aside that, it is also the Kwara State Capital. Hence, there can be no better place to meet some group of interest on this study other than Ilorin. The fieldwork was done among the administrative staff of KWSUBEB; Asa Local Government Education Authority (ALGEA) and a number of teachers in ALGA, all in Nigeria. The major activity (writing of the thesis) of the deskwork is done in Oslo, Norway.

2.5 Research Methods

The methods applied in a given research are part of the important issues in research activities. It helps to approach the inquiry in a systematic and orderly manner; the approach that must be employed in any ideal research. Research methods had been described by Silverman (2006) and Blaxter et al (2001) as the specific research techniques or the instruments used in the collection of data in research activities. Interviews (open-ended questions) and documents have been identified as some important instruments of data collection within the qualitative study (Patton 2002; Silverman 2006; Blaxter et al 2001); and these are the instruments of data collection I used in the fieldwork while collecting data on this investigation.

2.5.1 Interviews

Blaxter et al (2001) and Grønmo (1984) had described interview as an instrument of data collection involving questioning or discussing issues between the interviewer and the sampled population [commonly referred to as the participants/subjects/respondents] (see Blaxter et al 2001; Grønmo 1984; also credited in Adebayo 2006/1). “The interview is
probably the most widely employed method in qualitative research” (Bryman 2004: 319). The term “qualitative interview” is sometimes utilised by the researchers to encapsulate the various types of interview tenable in qualitative inquiries (Ibid). It is significant to note that the data emerging from interviews may be termed as “primary data” (Blaxter et al 2001).

According to Patton (2002),

*open-ended questions and probes yield in-depth responses about people’s experiences, perceptions, opinions, feelings, and knowledge. Data consist of verbatim quotations with sufficient context to be interpretable* (Patton 2002:4).

As earlier noted above in the section 2.5 of this chapter, I used the open-ended questions with interview guide approach in the course of interviewing my participants. So there was no room for predetermined response from the interviewees. The participants were allowed to present their views on the subject of inquiry. And this is a reason for the choice of this method. According to Marshall & Rossman (1995): “This, in fact, is an assumption fundamental to qualitative research - the participant's perspective on the phenomenon of interest should unfold as the participant views it, not as the researcher views it”(Marshall & Rossman 1995:80).

The questions inquired in the interviews were specifically meant to find a detailed and holistic solution to the research problem and the objectives outlined against this project. The face-to-face option of interviews was adopted for this study because I could not afford the financial cost of telephone. Besides, the subjects gave me the opportunity by making themselves available amidst their tight official schedule. Being the researcher, as well as the interviewer, I met them on appointment and conducted the interviews in their respective offices. This is because meeting them in their offices was more economically efficient for me, both in terms of finances and time. The interviews covered the period of late October 2007 through January 2008. The interviews conducted were taped in some cases and in some it were not; all depended on the will of the interviewees. Those taped were later transcribed while note taking was utilised for both the taped and the ones that were not (see Creswell 1994; Goodwin & Goodwin 1996; Silverman 1996; Grønmo 1984 on the ideas enumerated above). Each of the interviews, on the average, lasted for a period of forty-five to sixty minutes.
2.5.2 Documents

Patton (2002) had noted the following in respect to the data that may be taken from documents:

Written materials and other documents from organizational, clinical, or programs records; memoranda and correspondence; official publications and reports; personal diaries, letters, artistic works, photographs, and memorabilia; and written responses to open-ended surveys. Data consist of excerpts from documents captured in a way that records and preserves context (Patton 2002:4).

Documents could be described as “nonreactive research techniques” within the field of social science. It is nonreactive because they “are ways to measure aspects of social life without affecting those who are being studied” (Neuman 2006: 340). It is no surprised Blaxter et al (2001) described it as means to “trace their (that is the respondents/subjects/participants) through the documents they have left behind” without confronting them (Blaxter et al 2001: 168).

The use of documents is not uncommon in qualitative evaluations (Newman 2006; Patton 2002; Blaxter et al 2001) hence it is applied in this study and it is regarded as “secondary” or “literary” data. Reasons for using documents as techniques of data collection in this investigation could be credited to the arguments of Blaxter et al (2001). Their arguments are highlighted as follow:

A. Collection of secondary data is always less difficult than that of primary, less time and money are always incurred to get secondary data as compared to primary data.

B. It is used to find out the relationship between what the subjects had said with what had been documented. Hence it is a means of confirming and modifying the findings in this study.

C. Documents are employed in this inquiry because it is always impossible to conduct an investigation that is absolutely independent of what has been done (see Blaxter et al 2001:171 on the items A-C above; the ideas were also credited in Adebayo 2006/1).

The documents utilised in this evaluation include magazines, handing over notes, inspection and supervision reports among others. The documents used are mostly public. I was able to
access some of these documents through the assistance of two education officers: one belongs to ALGA while the other is affiliated to KWSUBEB. Besides, some of these documents are already made available for public consumption (e.g. the quarterly magazine of KWSUBEB – KWSUBEB Focus).

The four criteria (authenticity, credibility, representativeness and meaning) stated in Bryman (2004) were put into consideration while employing documents as instruments of data collection on this inquiry (Bryman 2004: 381). Besides that, optimum cautions and cares were applied to ensure that only the information of significance and relevance in respect to the objectives of the investigation in view were examined, identified and considered for scientific analysis.

2.6 Population and Sampling Procedures

The question of population and sampling measures is an important phenomenon as one considers engaging in social science researches. This is because “it is usually not possible to study an entire population, you must be content to study a sample of that population… A sample is a subset of individuals selected from a larger population” (Bordens & Abbott 2005: 156-7; See also Blaxter et al 2001: 161 for a similar reference). As one takes this inquiry in context, it will be obvious that it is very unrealistic for me to interview every staff member of KWSUBEB and ALGEA in order to generate findings for the research problem of this study. Hence, I have attempted to go by studying the population in question through the selected sample.

Generally speaking, there are probability and non-probability sampling procedures within the field of social sciences. Probability procedures are mostly found within the scope of quantitative studies while non-probability seems to go with qualitative inquiries. In probability samplings every member of the population has equal chances of being sampled while the opposite is the case in non-probability sampling procedures (Bordens & Abbott 2005; Creswell 2007; Blaxter et al 2001; Bryman 2004; Hoyle et al 2002). By implication, the sampling procedures utilised for this investigation belong to the qualitative strategies; these are purposive/purposeful and snowball sampling strategies (see ibid).
“The concept of purposeful sampling is used in qualitative research” (Creswell 2007:125). It deals with the process by which “inquirer selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study” (Ibid). It should be noted that the “basic assumption behind purposive sampling [in this inquiry] is that with good judgement and an appropriate strategy… [Here I] pick cases that are judged to be typical of the population in which we are interested…” (Hoyle et al 2002: 187). Since the focus of the study is to find out the role of KWSUBEB on the issue of basic education in ALGA, the administrative staff members of KWSUBEB, ALGEA and the teachers in ALGA were sampled for the study. While sampling, it was in my judgement that the sample selected will be able to give information that is relevant to the research problem in consideration. The selected sites for the inquiry were the respective offices of the population sampled. The offices are located in Ilorin city and ALGA.

Snowball sampling “Identifies cases of interest from people who know people who know what cases are information-rich” (Creswell 2007:127 see also Patton 2002). It should be noted that, during the sampling exercise, I was being directed by the “people who know people what cases are information-rich”. It was as a result of this that I was able to get the needed sample for this project.

The size question is an equally important decision to sampling strategy in the data collection process. One general guideline in qualitative research is not only to study a few sites or individuals studied. The intent in qualitative research is not to generalize the information (except in some forms of case study research), but to elucidate the particular, the specific (Pinnegar & Daynes, 2006 as cited in Creswell 2007: 126).

The total number of the sample for this inquiry is 20; of this, five were staff members of KWSUBEB, 6 were staff members of ALGEA while the remaining 9 were the teachers working in schools located within the jurisdiction of ALGEA. Of the nine teachers, five were females while four were males. The eleven participants belonging to the administrative family of ALGEA and KWSUBEB were all males. This is because females were not in the positions of information rich for this inquiry. It seems there is gender inequality in the administrations of interest, although this is not a focus of this investigation.

The idea behind interviewing the teachers was to do the checks and balances (cross-sectional design strategy) of whatever the data that may be collated from the administrative staff of KWSUBEB and ALGEA (see Bryman 2004 on cross-sectional design). Also, teachers were
selected as participants on this inquiry because there can be no quality in education if teachers are not carried along. And the staffs of ALGEA were involved because KWSUBEB does administer education in ALGA through ALGEA. In essence, I am of the opinion that the practical solution to any problem related to quality in education, the subject matter of this study, should be worked out through collaborative efforts. Therefore, it must be researched as such so as to have a holistic view of it.

2.7 Processes and Analyses of Data

“Analyzing text and multiple other forms of data presents a challenging task for qualitative researchers. Deciding how to represent the data in tables, matrices, and narrative form adds to the challenge” (Creswell 2007: 147). Like in many qualitative researches, the processes and data analyses in this study embrace preparation and organization of data such as writing and editing of interview guide, taking of field notes, tape recording and transcribing of the interviews and coding activities among others.

Generally speaking, the data analyses in this evaluation seem to concur with Creswell’s suggestions in regards to “Analysis within Approaches to Inquiry” (Creswell 2007:155-176). However, the specific approach that seems to correlate with this investigation is the “Case Study Analysis and Representation”. This approach is used because the justified choice of research design for this project is case study and that is what I utilised in this inquiry. Further, the analyses of the data in respect to this inquiry also cover “content analysis”. The consideration of the “content analysis” goes a long way with the data generated from the document collections (see more on content analysis in the next section).

2.7.1 Analysis and Representation of Data Strategy

As earlier noted in section 2.5 of this work, the procedures involved in the analyses of the data on this study is taken after the ideas of Creswell (2007). Analysing data within the sphere of qualitative research begins with the preparation and organisation of “data… for analysis, then reducing the data into themes through a process of coding and a discussion” (Creswell 2007:148). It is significant to argue that the just aforementioned steps were observed while analysing the data relevant to this project. The data preparation and
organisation in this study covers transcribing, field notes taking and summarising the notes taken.

An important aspect of data analysis strategy I have applied in this inquiry is coding. Coding is imbedded within the sphere of ‘Case Study Analysis and Representation’. “The idea in coding is to link what the respondent says in his or her interview to the concepts and categories that will appear in the report” (Weiss 1994:154). In other words, it is a way of “reducing the data into meaningful segments and assigning names for the segments” (Creswell 2007:148). While “coding... [is] a key process in grounded theory... [it is also part of the] approaches to qualitative data analysis more generally” (Bryman 2004:398). Hence the use of coding in analysing my data is justified at this point. Meanwhile it should be noted that coding as it is being used in other data analysis strategy besides grounded theory is not as detailed as that of grounded theory where it serves as the major process (Bryman 2004).

The use of coding in my study is predominantly in connection with the data collected through interviews. It began during the period of data collection and ended with data analysis. Coding is done in this work by linking the responses of my participants to the concepts, categories and themes that represent the objectives of this study so as to make meanings out of the fragmented and unorganised data collated during the interview. The ideas that emerged from the interviews were associated with the theme related to the relevant objective of the study. Concurrently, efforts were made to compare and contrast the varied emerging themes and categories so as to identify any that may require further investigation. This is done until every objective set is fully satisfied. The coding subsequently resulted into organised data that were discussed and analysed in this thesis report.

The data analysis further utilised an analytical strategy offered by Wolcott (1994b). This strategy involves “[r]elating categories to analytic framework in literature”. By so doing, the categories generated from the data are compared and contrasted with the “framework from literature” (Wolcott 1994b; as cited in Creswell 2007:149). Further on the analysis of this study, I have linked the Wolcott’s view with content analysis as I can see some correlation between the two.
Content analysis is a technique for gathering and analyzing the content of text. The content refers to words, meanings, pictures, symbols, ideas, themes, or any message that can be communicated. The text is anything written, visual, or spoken that serves as a medium of communication. It includes books, newspaper, or magazine articles, advertisements, speeches, official documents, films or videotapes, musical lyrics, photographs, articles of clothing, or work of art (Neuman 2006:322).

Meanwhile, it must be stated that the use of content analysis in this evaluation is associated with both the spoken words (interviews) and the written words (documents). Analytical insights were given to the contents of the spoken responses of the participants while coding it. The use of content analysis has been discussed in relation to document collections. According to Marshall & Rossman (1995), “The use of documents”

*often entails a specialized approach called content analysis. Best thought of as an overall approach, a method, and an analytic strategy, content analysis entails the systematic examination of forms of communication to document objectively. A more objectivist approach other than other qualitative methods, traditional content analysis allows researcher to obtain an “objective and quantitative description” (Berelson, 1952, p. 18) of the content of various forms of communications (Marshall & Rossman 1995:85).*

In respect to the documents utilised on this project, efforts have been made to examine its contents with the view of analysing the ones that are relevant to the problem that underpinned this study.

Probably the most prominent strength of content analysis method is that it is non-obstructive and non-reactive. This is one of the main reasons for its choice in this study. It is being conducted without disturbing the setting in any way. Some other strength of content analysis as a method of analysing data, which is equally another reason for its choice, is that it “is explicit to the reader. Facts can therefore be checked, as can the care with which analysis has been applied” (for idea enumerated in this paragraph, please see Marshall & Rossman 1995:86).

The table below gives the summary of the analytical strategies utilised in this work. It is the visual representation of the analytical strategies I have been discussing so far.
<table>
<thead>
<tr>
<th>Data Analysis and Representation</th>
<th>Research Approach-Case Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Data Managing</td>
<td>Create and Organise files for data</td>
</tr>
<tr>
<td>2. Reading &amp; memoing</td>
<td>Read through text, make margin notes, form initial codes</td>
</tr>
<tr>
<td>3. Describing</td>
<td>Describe the case and its context</td>
</tr>
<tr>
<td>4. Classifying</td>
<td>Use categorical aggregation to establish themes or patterns</td>
</tr>
<tr>
<td>5. Interpreting</td>
<td>Use direct interpretation</td>
</tr>
<tr>
<td>6. Representing &amp; Visualising</td>
<td>Present in-depth picture (view) of the case by using tables and wordings (discussions)</td>
</tr>
</tbody>
</table>

Source: Information here is sorted from Creswell 2007:156 & 157

2.8 Credibility: Validity and Reliability

“The two central concepts in any discussion of the credibility of scientific research are ‘validity’ and ‘reliability’” (Silverman 2006: 281). The two concepts, as understood in both quantitative and qualitative studies, are succinctly discussed in this section. This begins with how they are seen in quantitative approach.

As one discusses the term validity, it must not be forgotten that it “originated in quantitative research”. (Silverman 2006:289). From the quantitative studies perspective, “[v]alidity refers to the issue of whether an indicator (or set of indicators) that is devised to gauge a concept really measure that concept” (Bryman 2004: 72). Patton (2002) in his own words states that “[v]alidity in quantitative research depends on careful instrument construction to ensure the instrument measures what it is supposed to measure” (Patton 2002:14). He argues further that the quantitative research focus is on the instruments of measurement. Such includes survey questions, test items and other relevant instruments. Still from the perspective of
quantitative research, “[r]eliability refers to the consistency or stability of a measure of behavior” (Cozby 2007:92). It could also be viewed “as the extent to which it is free from random error” (Hoyle et al 2002:83). “It deals with replicability: the question of whether or not some future researchers could repeat the research project and come up with the same results, interpretations and claims” (Silverman 2006:282).

According to Neuman (2006), validity in qualitative research “means truthful” (Nueman 2006:196). He argues further that qualitative researchers are more interested in authenticity rather than a partial version of truth. “Authenticity means giving a fair, honest, and balanced account of social life from the viewpoint of someone who lives it every day” (Ibid). This definition seems to concur with the definition given to validity by Hammersley (1995): “By validity, I mean... the extent to which an account accurately represents the social phenomena to which it refers” (Hammersley 1995 as cited in Silverman 2006:289). Bryman (2004) explains further about authenticity in relation to validation of qualitative research. He argues that there five elements that should be constituted in the authenticity of qualitative study. These are: fairness, ontological authenticity, educative authenticity, catalytic authenticity and tactical authenticity. Like Neuman (2006) discussed above, fairness according to Bryman (2004) deal with the question of whether the “research fairly represent the different viewpoints among members of social setting [or not]” (Bryman 2004:276).

- **Ontological authenticity.** Does the research help members to arrive at a better understanding of their social milieu?
- **Educative authenticity.** Does the research help members to appreciate better the perspectives of others of their social setting?
- **Catalytic authenticity.** Has the research acted as an impetus to members to engage in action to change their circumstances?
- **Tactical authenticity.** Has the research empowered members to take the steps necessary for engaging in action? (Ibid)

Unlike quantitative inquiry, the instrument in focus in qualitative research is the researcher. Patton (2002) had lent credence to this fact. He argues:

> In qualitative inquiry, the researcher is the instrument. The credibility of qualitative methods, therefore, hinges to a great extent on the skill, competence, and rigor of the person [i.e. the researcher but not the instrument] doing fieldwork as well as things going on in a person’s life that might prove a distraction (Ibid).

All the elements of validity stated above have been discussed further in segment 2.8.1 in relation to the validation of the findings in this inquiry.
Neuman (2006) simply defines reliability in qualitative research as “dependability or consistency” (Neuman 2006:196). He noted further: “Qualitative researchers want to be consistent (i.e., not vacillating and erratic) in how, over time they make observations, similar to the idea of stability” (Ibid). “Qualitative researchers use a variety of techniques (e.g., interviews, participations, photographs, document studies, etc.) to record their observation consistently [and thereby establish the reliability of their findings]” (Ibid).

One difficulty is that they often study processes that are not stable over time [i.e. human behaviour or social world]” (Ibid). This seems to be responsible for why qualitative researchers emphasise the value of a changing relationship between themselves and their objects of study (Neuman 2006). It is no surprise “[m]ost qualitative researchers see the quantitative approach [in social science] to reliability as a cold, fixed mechanical instrument that one repeatedly applies to some static, lifeless materials” (Ibid).

Therefore, it should be pointed out that in qualitative research, both validity and reliability must not be purely dichotomised. They are rather complementary; hence they should always be mirrored as the two sides of a coin. However, “in some special situations they tend to conflict with each other” (Neuman 2006:197). Relating this to the study at hand, the findings have been said to be true (valid) of the case of interest. Based on this argument one can say that it is also ‘dependable’ and ‘reliable’ with the view that a different observer will come up with the same findings if conducts another study on the same problem. Whatever may be considered truthful (valid) could also be considered reliable (consistent). So they are complementary. However, changes in time and variances in other factors (e.g. changes in the funding of education) pertaining to what is currently obtainable in the setting of inquiry may influence the findings of some other study on the same problem in the future. Therefore, the two concepts that are considered to be complementary may end up conflicting each other. Yet, the original findings remain valid even though it may not be replicable.

2.8.1 Measures on Improving Validity and Reliability

A number of measures had been taken to validate the validity and reliability and their related concepts on this project. The taken measures were patterned after the ideas of writers like Silverman (2006). The measures taken are itemised below:
1. Triangulation is the first identified means of validating the results generated in this study. “It entails using more than one method or source of data in the study of social phenomena” (Bryman 2004:275). As originally stated in this project report, I have utilised interviews and documents as the methods of data collection. “The assumption is that, if the findings obtained with... these methods correspond and draw the same or similar conclusions, then the validity of those findings and conclusions has been established” (Moisander and Valtonen, forthcoming as cited Silverman in 2006:291). Relating this to this study, the findings generated from the interviews have got similarities with the ones derived from the documents. And they have been analysed as such in the discussion and analysis section (Chapter Four) of this project.

2. I also utilised comprehensive data treatment to improve the validity of this study results. “Such comprehensiveness goes beyond what is normally demanded in many quantitative methods. For instance, in survey research one is usually satisfied by achieving significant, non-spurious, correlations. So if nearly all your data support your hypothesis” then the job is done to a large extent (Silverman 2006:298). The stance taken in this study was the use of repeated inspections over the small set of data collected to ensure generalisation concepts are satisfactorily applicable to “every single gobbet of relevant data... collected. The outcome is a generalization which can be every bit as valid as a statistical correlation” (Silverman 2006:298-299) which is usually the hallmark of quantitative study.

3. I have attempted to ensure that the results of this research are much reliable and dependable: “by making the research process transparent through describing [my] research strategy and data analysis methods in a sufficiently detailed manner in [this] report” (Silverman 2006:282). In other words, the principle of “thick description” (Bryman 2004:275) has been applied to validate the findings.

4. The sampling procedures applied in the fieldwork against this study had also enhanced validity to this study. The use of purposive and snowball gave me the opportunity to collect data from information-rich subjects. It is my view that there could have been no better source that could give the needed data in respect to the problem of this investigation. Those interviewed are the very people (staff of KWSUBEB and ALGEA and the teachers) who are at the centre of the topic in question.

5. Given the fact that this is a qualitative inquiry, another point of establishing the
credibility of the findings in this project is the fact that I, the researcher, as well as the ‘measuring instrument’ (Patton 2002) by implication, is experienced on the use of interviews and documents as methods of collecting data in research endeavours. I had an experience about this on my first Master’s thesis (Adebayo 2006). So I have used the instruments appropriately by concentrating them on the objectives that informed this study.

6. The credibility issue is also enhanced concerning this study on the fact that I have translated the opportunity of being an insider, to it, among the population in study. This argument could be logically linked to the observation made by Brock-Utne (1996) on the words of Carol Opok (a trainer of change agents in Uganda) in respect to credibility of qualitative research within the field of education in Africa. Carol Opok noted: “We African need to come back to ourselves as a people. It is only the African who knows best how he can describe and manipulate his circumstances, his environment...” (Opok as cited in Brock-Utne 1996:607). These words of Carol Opok seem to underline the entire article of Brock-Utne (1996). Preceded by the abstract, it is the opening words of the article which deals with improvement of validity and reliability on educational research in Africa (Brock-Utne 1996).

As the researcher in this case, I have been able to use my indigenous (African, Nigerian and Kwaran) privilege to penetrate through the population in study in order to get solutions to the problem of this study. This has indirectly translated to credibility of this study because such personal circumstances had enhanced me access to some important (relevant official) data which may not have been easily accessible by a foreigner within the short time available for fieldwork. Such official and important data include handing-over note of an ex-chairman of KWSUBEB, report of some working committee of the Board.

7. While credibility may have been maximized against the findings in any qualitative inquiry on the ground that one researches ones “own society” (Brock-Utne 1996:610), it is also important to show that “culture blindness” may affect the findings if not properly managed (Brock-Utne 1996). “Culture blindness”, according to Stordahl (1994) “is a phenomenon which has to do with the fact that you may become blind to what you experience every day. It is difficult to go from being a participant to being an observer” (Stordahl 1994 as cited in Brock-Utne 1996:610).
The author argues further that “if you succeed in becoming an observer it may be difficult to switch off” (Ibid).

Having aware of this fact as the researcher who was to research among his own people, I have endeavoured to be an observer rather than a participant. Take for instance; I have indicated that in this study that there is a self-made challenge (employing those with no teaching qualification to teaching profession) threatening the attainment of quality basic education. The study shows the participants are blind to this. Another method utilised to avoid ‘culture blindness’ was ensuring that I concentrated on finding the solutions that underpinned this investigation without painting the results with personal values. And with this, I was able to improve the “confirmability” and “objectivity” concepts which are expected to be part of the hallmarks of an ideal scientific investigation.

“Confirmability is concerned with ensuring that, while recognising that complete objectivity is impossible in social research, the researcher can be shown to have acted in good faith;... it should be apparent that he or she has nor overtly allowed personal values to sway” the research conduct as well as the findings generated from it (Bryman 2004:276).

2.9 Cautions on 'Perfect' Validity and Reliability

As originally noted in this chapter, 'perfect' validity and reliability is impossible to attain in any research endeavour. It is significant to note that this study is not an exception. Meanwhile, efforts have been made to attain the possible 'perfection'. This fact could be established on the account of the detailed information in respect to the approach taken on this qualitative study.

It should be noted that the detailed account given on the validity and reliability of this inquiry is not to affirm that the findings are of 'perfection'. I do believe that some constraints like the limited time I had to collect the data in the field must have affected the study in one way or the other. Yet, I am noting that the findings presented in this project represent the ideals that
may be generated in respect to the problem that underpinned this investigation as I have applied every possible measure within my reach to attain such.

2.10 Ethical Considerations, Challenges and their Handling

Conducting social science researches goes beyond ability to collect data and analyse them in scientific ways. It requires handling of some ethical issues. These issues are in many numbers (Silverman 2006). Hence they cannot be fully discussed in this work.

I started working on the ethical issues before setting for the fieldwork. While in Norway, I made an arrangement through the assistance of a cousin of mine to get a research permit from the KWUSBEB. Luckily enough, the efforts made was successful. But unfortunately I could not go to the field within the range of time originally planned; and that was the time range stated in the research permit document. This was as a result of financial constraints.

I went for the fieldwork with the intention that having access to my participants for the data collection should not be difficult for me in Kwara State, Nigeria, my place of origin. Unfortunately that was not the case. In fact, the population studied were asking for a letter from my school which, unfortunately, was not given to me. It was like I had to start all over to gain entry and permit for the research work. And this was eventually successful and I did have my way for the collection of the needed data. In this inquiry, I have been able to observe some codes of ethical research; and the followings goals have been achieved:

- ensuring that people participate[d] voluntarily
- making people’s comments and behaviour confidential
- ensuring mutual trust between researcher and people studied (Silverman 2006:323).

2.11 Chapter Summary

It has been argued in this chapter that the paradigm applied in this investigation is qualitative. I have described case study as the choice of research design. Case study analyses and representations have been dealt with as the measure used to analyse the relevant data. Interviews and documents were put into consideration regarding the instruments of data collection. Efforts had also been made to discuss the purposive and snowball sampling procedures as the ones applied in sampling the population studied. The questions of validity
and reliability were also brought into book in this chapter. The ethical considerations, challenges emerged in conducting the research and the ways I handled them were finally enumerated.
3. Literature review

3.1 Introduction

This chapter attempts to review the relevant literature for this investigation. It begins with education and its significance. Thereafter, it focuses on the definition of quality in education as a subject. This is followed by some historical facts on education in Africa and Nigeria. It further examines some previews on Basic education from global and African setting. After which attentions were given to Nigeria, Kwara State and ALGA on basic education policies. Following this are the previous studies related to this investigation. The discussion attempts to justify the position of this study to the previous ones.

3.2 Education and its Importance

“Education is a major instrument for economic and social development” (World Bank 1990b as cited in World Bank 1995:19). A similar fact is made by Varghese (2007) in International Institute for Educational Planning (IIEP) newsletter (January-March 2007). According to the author, education “contributes to the growth of national income and individual earnings. While land was the main source of wealth and income in agricultural societies, capital and machinery became important in industrial societies. In today's information societies, knowledge drives economic growth and development” (Varghese 2007:1).

“Investment in education leads to the accumulation of human capital, which is key to sustained economic growth and increasing incomes” (World Bank 1995:19). The Bank noted further:

*Education contributes to economic growth both through the increased individual productivity brought about by the acquisition of skills and attitudes and through the accumulation of knowledge. The contribution of education can be estimated by its impact on productivity, measured by comparing the difference in earnings over time of individuals with and without a particular course of education and the cost of the economy of producing that education (World Bank 1995:20-21).*
Basic education had been accorded a significant level of recognition in the contemporary. “Basic education encompasses general skills such as language, science and mathematics, and communications that provide the foundation for further education and training. It also includes the development of attitudes necessary for the workplace” (World Bank 1995:2). Yusuf, Halimat A. (a former Commissioner for Education in Kwara State, Nigeria) in her “Goodwill Message” published in 1996 noted that “Primary Education as the name suggests is a primary function. It is the foundation of our educational system. It should therefore be given uttermost priority” (Yusuf 1996:3). The statements quoted in this paragraph seem to concur with the problem that underpinned this project.

3.2.1 What is Quality Education?

Mukhopadhyay (2005) had observed that defining quality education is a difficult task. In his words: “[d]efining quality in education is a massive challenge since it deals with the most sensitive creation on earth-the human beings” (Mukhopadhyay 2005:20). He argues further that it cannot be on equal rating with industrial products or services which its quality may be ascertained as soon as they become finished products. He observes that opposite is the case with education because it is a lifetime experience, hence, the idea of finished products is far from it. “No wonder then that the concept of quality in education has attracted scholarly attention in India as well as in the west” (Ibid).

According to the Indian perspective, Mukhopadhyay (2005) noted that quality education is understood on the basis of metaphysics. Hence, quality education deals “with the nature and human beings and destination of human beings... Human beings live in a multi-plane configuration consisting of physical, mental, intellectual and spiritual planes” (Mukhopadhyay 2005:22). From the Western point of view, he elaborates further, education is goal-oriented. Therefore, quality of education is seen with reference to these itemised goals:

- **Excellence in education** (Peters and Waterman, 1982)
- **Value addition in education** (Feigenbaum, 1983)
- **Fitness of educational outcomes and experience for use** (Juran and Gryna, 1988)
- **Conformance of education output to planned goals, specifications and requirements** (Crosby, 1979; Gilmore 1974)
- **Defect avoidance in education process** (Crosby, 1979)
- **Meeting or exceeding customer’s expectations of education** (Parasuraman et al.,
At the heart of what education is, according to UNESCO (2008), is quality education. The institution noted further that trained teachers [and qualified teachers], learning materials, instructional time and adequate school facilities have been identified as prerequisites to quality education. Hence, the term quality in education could be observed “in terms of learning outcomes, learning conditions and the teaching workforce” (UNESCO 2008:18). The perspective from which the World Bank Group is looking at the term quality education seems to be different from that of UNESCO. In its document (Education Policies for Sub-Saharan Africa – EPSSA), the World Bank presents three type of measures that could be employed to restore the quality of education in Africa. These are: 1. More textbooks and instructional materials 2. A renewed commitment to academic standards, principally through strengthening examination systems and 3. Greater investment in the maintenance of physical facilities (sees World Bank 1988a; credited in Brock-Utne 2000:48).

A critical examination of the immediate two views stated above will indicate the World Bank does not see teachers as a subject of consideration for quality education. As a matter of fact, “Several passages in the EPSSA assert that certification requirements for the teaching profession should be relaxed (e.g., p. 135)” (see Brock-Utne 2000:49). This stance had been debated by a number of scholars. Brock-Utne (2000), for example, argues: “Even in highly industrialized countries I can see no professional argument for maintaining that a good supply of instructional material is better than a good teacher” (Brock-Utne 2000:49). It is no surprised she argues for an alternative measure to restore the quality of education in Africa. The measure is discussed under the sub-heading: “QUALITY IN EDUCATION-ALTERNATIVE VIEWS” (Brock-Utne 2000:59). This is where she “referred to a seminar [that was] arranged on the EPSSA at the University of Dar es Salam on the 28 January 1988” (Ibid). According to her:
The view expressed in that seminar suggested that to improve the quality of education, especially primary education, in African countries, the most important thing to do is to restore the dignity and quality of the teacher. The measure to do this will have to be exactly the opposite of what the WBG [World Bank Group] suggested in EPSSA. The needed measures will include: reduction of the number of pupils in class, increased salaries [of the teachers], a reduction on the number of hours a day a teacher has to teach, and improvement of teacher training, both initial training and in-service training. In-service training should include seminars with other teachers to work out plans for educational innovation in school and to construct locally based instructional materials (Ibid).

A critical examination of the ideas and measures expressed in the just indented text above will indicate that Brock-Utne has got something better than that of the World Bank on the subject, quality in education. An important aspect of its arguments goes with the fact it recognises teacher as a core phenomenon in improving quality in education which is an upper hand against that of the World Bank. It seems, objectively, Brock-Utne’s views may also be applied in any other educational setting even in the developed country because development is a journey but not a destination.

3.3 Education in the Early Periods of Political Independence in Africa

It has been reported that the immediate era of post-political independence in Africa came with a monumental growth for the education sector of most countries of the region. It is specifically observed that “education became a priority when African states attained their political independence” (Fafunwa 1982 as cited in Brock-Utne 2000:20). This is made apparent in the survey conducted among some of the independent states of Africa, Nigeria inclusive (Fafunwa & Aisiku eds 1982 as reported in Brock-Utne 2000:20). The survey findings showed there

is a very clear indication that each country has had phenomenal growth in educational development, and subsequently in the financing of education as compared to their respective colonial eras. Increased primary school enrollment was one of the direct results of a significant development in post-independence Africa. Universal and free primary education was introduced in country after country... Another mark of progress in African education after independence came in the area of increased facilities for higher education (Fafunwa & Aisiku eds 1982 as cited in Brock-Utne 2000:20 & 21).
3.3.1 Education in Africa since 1980s

Since the 1980s, reversed is the case of the monumental growth previously recorded about education in Africa (Brock-Utne 2000). The 1980s ushered in serious economic recessions upon African states which “was mostly caused by worsening terms of trade which again gave rise to mounting debts” (Brock-Utne 2000:3&4). This rocked and hit the economy as well as the educational monuments built in the previous years. As a result of this, the WBG introduced a 'solution' in the brand name of Economic Structural Adjustment Programmes (ESAP). This programme is also known as Structural Adjustment Programme (SAP) in some occasions. ESAP was adopted by many African states. And one of the policies guiding the implementation of ESAP was to reduce the recurrent expenditures on education in favour of the other sectors of the economy. The saddened consequence of this against education is a negative momentum movement from bad to worse (see Bako 1994; Olukoju 2004; Brock-Utne 2000). Stewart (1996) while commenting on the cutting of the recurrent expenditures on education noted:

*Over the 1980s, in about two-thirds of the countries of Sub-Saharan Africa (SSA) educational expenditures per head were cut in real terms. In some cases the cuts were very large; for example, between 1981 and 1989, real expenditures per head on education fell by 67% in Nigeria and Zambia and 60% in Tanzania* (Stewart 1996 as cited in Brock-Utne 2000:3).

The tragic consequences of this is the decline in quality of education and enrollments in schools, shortage of instructional materials, constraints on infrastructural facilities and classroom buildings, low pay as teachers' salaries and brain drain among others. The more saddened of this is that Africa is still battling with this devastating and nasty development even in the 21st century. The educational downturn and its associated effects range from the basic to the tertiary levels of education in Africa (see Samoff 2003; Olukoju 2004; UNESCO 2008; Burnett et al 2007; Bako 2004).

Comparing the situation with the developed countries, the World Bank specifically reports: “[the] quality of education is poor at all levels in low-and middle-income countries. Students in developing countries have a mean level of achievement below that in industrial countries,
and their performance shows a much greater variation around the mean” (World Bank 1995:3).

### 3.4 Re-Awakening in Basic Education: A Preview from the Global Perspective

The steady deterioration of the education sector in the developing world in the 1980s “led some of the multilateral organizations to organize the 1990 World Conference on Education for All (WCEFA)” (Brock-Utne 2000:4). According to Simon McGrath (1997:3), the conference is said to be “the greatest education jamboree of all”. The conference was held in Jomtien, Thailand, on 5-9 March, 1990 (McGrath 1997 as cited in Brock-Utne 2000:4).

*The World Conference on Education for All was sponsored by the World Bank, the United Nations Development Program (UNDP), the United Nations Children's Fund (UNICEF), and the United Nations Educational Scientific and Cultural Organization (UNESCO). The participants met at the EFA conference in Jomtien. There were delegates from 155 governments, 20 intergovernmental bodies, and 150 nongovernmental organizations (NGOs)… The overall aim of the main organizers of the conference was to get developing countries and donors to turn around the downward trend of falling enrollments, falling completion rates, and poor learning outcomes within primary education in developing countries. This aim was to be reached by the beginning of the new millennium, by the year 2000 (Brock-Utne 2000: 4 &5).*

The significance attached to basic education at the “educational jamboree” is further made apparent in the document of the World Declaration on Education for All (WDEFA). The document notes: “Every person - child and adult – shall be able to benefit from educational opportunities designed to meet their basic learning needs … The scope of basic learning needs and how they should be met varies with individual countries and cultures” (WDEFA, 1990: Article 1 as cited in Brock-Utne 2000: 3).

Some ten years later, precisely in the year 2000, the world leaders held a similar conference but in Dakar, Senegal. The basis of the conference was to review the journey made so far in regards to the goals set at Jomtien, Thailand in the year 1990 and to forge ahead in meeting the challenges against the subject in view (UNESCO 2008; Samoff 2003). Matsuura in his “Foreword” message in UNESCO (2008:3) lends credence to this point. He argues “Seven years ago 164 governments, together with partner organizations from around the world, made
a collective commitment to dramatically expand educational opportunities for children, youth and adults by 2015” (UNESCO 2008:3). He elaborates further that the

Participants at the World Education Forum in Dakar, Senegal, endorsed a comprehensive vision of education, anchored in human rights, affirming the importance of learning at all ages and emphasizing the need for special measures to reach the poorest, most vulnerable and most disadvantaged groups in society (Ibid).

“The 1948 Universal Declaration of Human Rights subsequent treaties establish the right to education have the force of law for governments that ratify them” (UNESCO 2008:10).

The Convention on the Rights of the Child, the most widely ratified human rights treaty, reaffirms the right to free and compulsory primary schooling and emphasizes child well-being and development. Ratification of international treaties implies that governments translate the provisions into national legislation and enforce this legislation (Ibid).

In lieu of the commitment of the world leaders to EFA which is also rooted in human rights, some six specific and important goals have been set. These goals are itemised below:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children – The essence of this is to close the large gaps among the regions of the world in respect to Early Childhood Care and Education,

2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality – By employing this goal, it has been observed that the Universal Primary Education project is moving but it is not yet close,

3. Meeting the Learning Needs of the Young People and Adults – This is to ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes,

4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults – This is meant to improve on the Literacy and Literate Environment. It is observed that this is essential but yet elusive,

5. Eliminating gender disparities in primary and secondary education by 2005, and
achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality – This goal evidently deals with gender parity and equality and

6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills – The focus here is on quality. It deals with the question: how much children are learning? (see UNESCO 2008:11-22 on the itemised six EFA goals).

### 3.5 Universal Basic Education Programme – The Nigerian Approach

Issues pertaining to basic education in Nigeria, as originally noted in chapter one of this thesis report, is embedded in the programme, UBE. The programme was launched by the government of Federal Republic of Nigeria in 1999 (Federal Republic of Nigeria 2000). It must be said that UBE programme did not come to existence without its antecedents in Nigeria. According to the Federal Republic of Nigeria (2000):

*The antecedents to UBE can be viewed from two major perspectives namely, the national and international dimensions... The events that constitute the national dimension [are, but not limited to, the following]:*

- The anti-colonial struggle
- The Self-Government and Post-Independence Era leading to the Western, Eastern, Northern Nigerian Experiments
- The 1975-1976 Universal Primary Education [UPE] Programmes
- The 1979-1983 free education programme of Unity Party of Nigeria
- A variety of existing free education programmes since 1983
- The 1999 democratic electioneering process leading to the declaration of different shades of free education programmes at different levels in different states.

*...The UBE... antecedents [are] from the following international activities:*

- The Universal Declaration of Human Rights (1948)
- The World Education Crisis Conference (1968)
- The Jomtien Conference on Education for All Efa (1990)

Following from above, basic education was seen as a process and a foundation phase for life-long education. Each nation was free to define its own package which embraces the process[es] of consolidating literacy and numeracy and acquisition of basic life skills as well as well as laying a solid foundation for life-long learning...

- DAKAR EFA FORUM (April 2000)
These set of activities facilitated the formulation and the world-wide implementation of UBE... Against this background and in line with the evolution of education world-wide, the Federal Government of Nigeria, launched the Universal Basic Education programme on September 30th, 1999... (Federal Republic of Nigeria 2000:5-6)

Given these developments, the Act that legally established UBE as an educational programme was accented to by the President of Federal Republic of Nigeria on 26th May, 2004. The official reference of the Act is “Federal Republic of Nigeria, Gazette No 66, Vol. 91. Act No. 8 of 8th August, 2004, pp. A113 A124” (UBEC 2005:2).

3.5.1 Objectives of UBE Programme

- To develop a strong consciousness for education and a strong commitment to its vigorous promotion in every citizen of the nation,
- To provide free universal basic education for all Nigerian children of school age,
- To attain a drastic reduction in the drop-out incidence “from the formal school system (through improved relevance, quality and efficiency)”,
- To cater for the young ones who have, for one reason or the other, “had to interrupt their school as well as other out-of-school children/adolescent, through appropriate forms of complementary approaches to the provision and promotion of basic education” and
- To ensure “appropriate levels of literacy, numeracy... communicative and life skills as well as the ethical, moral and civic values needed for laying a strong foundation for life-long learning” (see Federal Republic of Nigeria 2000:7; UBEC 2005).

3.5.2 Scope of UBE Programme

- Programmes/Initiatives for early childhood care and socialisation,
- Designed educational programmes “for the acquisition of functional literacy, numeracy and life skills; especially for adults (persons aged 15 and above)”,
- Special Programmes for Nomadic population,
- “Out of school, non-formal programs for up-dating the knowledge and skills for persons who left school before acquiring the basics needed for life-long learning”,
- “Non-formal skills and apprenticeship training for adolescents and youths who have not had the benefit of formal education” and “The formal school system from the beginning of primary education to the end of the junior secondary school [this is the focus of this investigation]”.

Source: see Mini-Summit on the UBE Programme, held in Abuja: November 29 – December

### 3.5.3 The Question of Free and Compulsory Basic Education

In line with the goals and scope of the UBE programme, the government of Nigeria, “when applicable” shall provide “… free compulsory and universal primary education and free compulsory and universal junior secondary education within the context of an expanded view of basic education...” (Federal Republic of Nigeria 2000:7). Therefore the Federal Government of Nigeria, through Compulsory, Free Universal Basic Education Act, 2004, had bestowed, “with the duty of providing free and compulsory basic education for every Nigerian child of primary and junior secondary school of age”, upon every individual states government (see UBEC 2005:11 & 12). Further, it must be said that the “Free nature of UBE program means free tuition, books, instructional materials, classrooms, furniture and free lunch. [In effect], It is an offence to charge fees, and failure to observe this provision of the law, attracts a fine not more than N10, 000.00 [ca. 50.00EUR] or imprisonment for three months or both” (UBEC 2005:12)

The meal-in school initiative (free lunch) for the pupils is an initiative of the World Food Programme (WFP). The WFP introduced the idea to the Universal Basic Education Coordinating Body and it subsequently became a collaborative effort between the duos (Federal Republic of Nigeria 2000). The meal-in-school intervention is specifically:

... aimed at increasing school enrolment and retention, especially of girls, among school age children; increasing completion rates, reducing drop-out rate and gender gaps; increasing the children’s capacity to learn by providing them with a balanced mid-morning meal; motivating parents to send their children to school; reinforcing Local Community participation in school related activities and increasing overall access to basic education among Nigerian children (Federal Republic of Nigeria 2000:40).

On the part of the parents and guardians, they are compelled to ensure that their children attend and complete basic education. “It is an offence to fail to send children/wards to school; failure to do so attracts the following: (I) 1st time; reprimand (ii) 2nd time; fine of N2, 000.00 [ca. 10.00EUR] or imprisonment for one month or both (iii) Subsequent fine of N5, 000.00 [ca. 25.00EUR] or imprisonment for two months or both” (Ibid).
3.5.4 Monitoring and Implementation Agencies of UBE Programme

There is this obvious saying that 'education for all is the responsibility of all'. The Nigerian Government, therefore, have got five major monitoring agencies on the implementation of the policies guiding UBE programme. The essence of these agencies is to avoid chaos in the implementation of UBE. These agencies are: Federal Ministry of Education, UBEC, Ministry of Education at the state levels in the country, State Universal Basic Education Board (SUBEB) and the LGEA. In this arrangement, the SUBEB and the LGEA are to provide the basic education to the communities at the grass root levels while the Federal Government serves “as an INTERVENTION for uniform and qualitative basic education [throughout] the country”. This implies that UBEC is the foremost institution responsible for UBE programme at the national level, but it is responsible to the Federal Ministry of Education, being a parastatal within it. The champion of UBE at the state level is the SUBEB. The SUBEB stirs the direction of the programme, through the LGEA, in all the Local Government Areas (LGAs) of the state; and consequently makes the LGEA responsible to itself (i.e. the SUBEB). In turn, the SUBEB is responsible to the Ministry of education in the state and the UBEC (on UBE agencies see, KWSUBEB 2007; UBEC 2005; Federal Republic of Nigeria 2000; Bamidele 2007).

3.6 KWSUBEB and UBE Programme

Kwara State Primary Education Board (KWSPEB) was the progenitor to KWSUBEB. KWSPEB was “established on Thursday, 28th July, 1994 following the promulgation of Decree No 96 of 1993 and the enactment of the Enabling State Edict No 12 of 1994” (Alaro 2007:1).

In line with the national UBE Act 2004 noted beforehand, there came “the enactment of Kwara State Compulsory and free Universal Basic Education Law which was assented to by... the Executive Governor of Kwara State, Dr. Bukola Saraki on 13th July, 2005”. It was upon this basis that KWSPEB metamorphosed into KWSUBEB in 2005 (Alaro 2007:1; UBEC 2005:2). According to the law that established basic education in Kwara State, the KWSUBEB is charged with the following responsibilities:

i. to manage the Universal Basic Education Programme in the State;

ii. to implement the policy guidelines for the successful operation of the Universal Basic
Education Programme in the State;

iii. to carry out the recruitment and appointment, promotion and discipline of teaching and non-teaching staff on salary Grade level 07 and above;

iv. to post and deploy staff including inter-LGEA, Inter-State and Inter-Service transfers;

v. to receive grants from the Commission and disburse same in accordance with agreed formula to the Local Government Education Authorities;

vi. to maintain effective and functional Departments, empowered with monthly financial vote, for the monitoring and evaluation of projects, conducting annual school census, school supervision, research activities, compliance with due process and personnel management;

vii. to regulate the appointment, retirement and [re-absorption] of teachers;

to advise the State Government on the orderly development of basic education in the State, amongst others (see Part II, 16(I), Page A10 of the KWSUBEB Law for details).

Source: (Alaro 2007:3&4).

In effect of the responsibilities stated above, KWSUBEB is responsible for the UBE programme in all the 16 LGAs of Kwara State including ALGA. Subsequently, ALGEA is in operation under the authority of KWSUBEB, and it is the immediate government agency that is responsible for the UBE programme in ALGA (KWSUBEB 2007). By this development, it is established that the role of KWSUBEB on basic education in ALGA cannot be fully comprehended without giving our attention to ALGEA as everything that may be carried out by KWSUBEB on basic education in ALGA must go through ALGEA (Bamidele 2007; KWSUBEB 2007). Hence the immediate subsequent points of this literature review shall be focusing on ALGEA.

3.6.1 ALGEA on Basic Education (Primary and JSS)

ALGEA is one of the oldest LGEA in Kwara State, Nigeria. It was created in 1976. Its headquarters is in Afon, ALGA, Kwara state (Bamidele 2007). The basic and relevant data (as at 2006/2007 Academic Session) in regards to the composition of ALGEA are presented in the two tables (3.1 and 3.2) below:
Table 3.1: Number of Schools, Staff and Pupils (Primary Schools)

<table>
<thead>
<tr>
<th>SCHOOL ACADEMIC YEAR</th>
<th>NO. OF SCHOOLS</th>
<th>PUPILS' ENROLMENT</th>
<th>STAFF STRENGTH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>TEACHING STAFF</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M</td>
</tr>
<tr>
<td>2006/2007</td>
<td>138</td>
<td></td>
<td>982</td>
</tr>
</tbody>
</table>

Source: ALGEA (2007:2)

Table 3.2: JSS and Pupils Enrolment Statistics (2007/2008 Session)

<table>
<thead>
<tr>
<th>NUMBER OF SCHOOLS</th>
<th>JSS I</th>
<th></th>
<th>JSS II</th>
<th></th>
<th>GRAND TOTAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
<td>F</td>
<td>T</td>
</tr>
<tr>
<td>13</td>
<td>645</td>
<td>566</td>
<td>1211</td>
<td>657</td>
<td>607</td>
<td>1264</td>
</tr>
</tbody>
</table>

Source: ALGEA (2008)

One of the major functions of ALGEA is to ensure quality assurance in basic education within its jurisdiction. The functions include but not limited to the following:

1. Day-to-day administration of the primary and junior secondary schools,
2. Supervision of teaching and non-teaching staff in respect to their duties,
3. Payment of workers’ salaries, allowances and other benefits that may be their dues,
4. Making recommendations to KWSUBEB on promotion and discipline of the staff members on grade level 07 and above,
5. Acquiring and distributing instructional materials and other relevant equipment to all primary and junior secondary schools in its territory and
6. Reporting people's reactions on government education measures to KWSUBEB accordingly.

It must be emphasised that all these functions and the other relevant ones being performed by the ALGEA are subject to the control of KWSUBEB (Bamidele 2007; KWSUBEB 2007).
3.6.2 Structure and Management of ALGEA and its Relation to KWSUSBEB

The Education Secretary is the Chief Executive Officer/overall head of ALGEA. He/she is usually appointed by the Chairman of ALGA. By hierarchy, the Education Secretary is followed by the Personnel Manager (PM), who is sometimes referred to as Assistant Education Secretary. ALGEA is having four departments: Personnel Management Department, School Services Department, Planning Research and Statistics Department and Finance and Supply Department. Each of these departments is being headed by Head of Department (also known as Head of Section). The works of the four departments are interdependent for a common goal (Bamidele 2007).

On this note, it must be pointed out that the departmentalisation structure in ALGEA is similar to the arrangement in KWSUBEB, however, the overall head of KWSUBEB is usually addressed as the Board Chairman while the heads of the departments are called Directors in KWSUBEB (Alaro 2007). The appointment of Board Chairman is normally done by the State Governor. By implication, the Education Secretary of ALGEA is responsible to the KWSUBEB Chairman on the matters of implementations of basic education in ALGA (Bamidele 2007).

3.7 Related Previous Studies from the World

Studies related to quality of education at the basic level have been carried out all over the world. It is for this focus that the subsequent subsections are designed; hence it contains the reviews of the relevant studies. The studies reviewed in this inquiry are carried out in form of research projects, observations based on personal experiences and academic articles among others. It begins with what had been considered the agents of change of quality of education in any part of the world. This is followed by the country specific studies from the World beyond Africa, then studies from Africa and finally the ones from Nigeria.

3.7.1 The Agents of Change on Quality of Education across the World

1. The content choosers: These are the people who plan curricula, syllabi and educational materials at all levels of education.
2. The people trainers: These people are responsible for both the pre-service and in-service training of teachers and other personnel that organise and supervise teachers, manage and supervise schools. In other words, these are the teachers of teachers and administrators.

3. The Administrators and Supervisors: These are the authorities that are responsible for the collection of information, planning, administering, inspecting and advising on the subject in view.

4. The community and its leaders: This agency may choose to be in partnership with the schools or remain aloof to its activities. They may accept the school products or reject them.

5. The evaluators and examiners: This group attempts to gain information to help decision makers regarding relevancies of primary schooling, its efficiencies and on the subsequent efforts to improve it.

Source: Please see (Hawes & Stephens 1990) on the five identified agents.

Since inseparability of the five agencies from quality of education seems to be evidently undisputable, it is my opinion that Administrators/supervisors as an agency of change in quality education is more relevant to this study than others. This is because my study deals with such issues. Subsequently, I shall elaborate further on it as I take a case study from Indonesia. My choice for the Indonesian case study could be justified on the ground that the project entails intensive collaboration of the other agents of change in quality of education.

### 3.7.2 From Director to Facilitator-The Indonesian Case

Hawes & Stephens (1990) reported that an action project of five years (from 1979) was planned, conducted and monitored by Educational Research and Development in a district in Cianjur, Java West Province, Indonesia. The project embraced 200 primary schools of different characteristics (urban, rural but accessible and remote) in the district; and it identified four subject areas (Language, Mathematics, Social Studies and Science) at the primary level (Ibid). The same project had also been reported by Moegiadi & Roy (1994), but with emphasis on Active Learning through Professional Support (ALPS) (see Moegiadi & Gardner 1994).
The “case study from Indonesia [is] representing an exciting and not unsuccessful attempt to provide an integrated support system to teachers, demonstrating the spirit... of a co-operative approach to management we believe would substantially improve quality” (Hawes & Stephens 1990:137). The study “aims to achieve two goals – improving the quality of the content in primary schools and providing a support system to make this happen” (Hawes & Stephens 1990:150). It is no surprise the project was entitled “Qualitative Improvement Through Professional Support For Teachers In Primary School” (Ibid).

The five-year action research project in Indonesia indicated that the use of 'consultation' and 'support' between the administration (administrators, managers and supervisors) and the other agents (teachers, parents and children) will be of help on the plight to improve educational quality rather than the use of 'power'. This accounts for the reasons I titled this subsection of my thesis, “From Director to Facilitator: The Indonesian Case”. This has been demonstrated in Cianjur where the Ministries of Education, Home Affairs and Religious Affairs had applied 'consultation' and 'support' principles among themselves and the teachers, head teachers and parents regarding the subject in focus. In the project, take for instance, there was a forum (three weeks in a year) where the inspectors, subject advisers, selected head teachers and teachers were meeting to discuss and to review intensively the work of the teachers in the previous year and the plan for the subsequent year. From here one can affirm that the project, through the administration, seeks to promote ALPS (Moegiadi & Gardner 1994; Hawes & Stephens 1990).

Though the project may have been affected by limited resources available for use, it yielded some commendable outcomes in the district of interest; and this had attracted a national interest. Hence, some other six new areas were officially permitted to start a similar project. And the initial project was also extended beyond the original five years. The lesson that may be learned by the administrators of education from this study is “to devolve power and responsibility, to progress from an autocratic to a more democratic style of management, and to loosen bureaucratic constraints so that those at local level can exercise a greater degree of decision-making” (Hawes & Stephens 1990:160). This stance seems to concur with that of Spanbauer (1992). The author argues that the process of quality in education requires contributions of all stakeholders. These include but not limited to the teachers, counselors, technical support, managers, support and technical staff. He remarked further that the
managers should remain at the middle where they act as the facilitators rather than being
directors for the other stakeholders (Spanbauer 1992).

3.7.3 School Development Project in 'Plantation Schools': The Sri Lanka Case

The term 'plantation schools' denote the schools located in the territory of plantations that were established in the central, western and southern part of Sri Lanka during the colonial era. The schools have been said to be of 'scanty facilities' with lack of adequate teachers. When compares to the others in the country, 'plantation schools' are by all means backward. And this has negatively affected education of the children in the territory. The constant point with the schools was the poor state of its poor facilities, even until 1980s. This situation calls for a working project that could turn things around as in quality concepts in the schools. Hence, the “Plantation Sector Education Development Programme” (PSEDP) was launched in 1986 as a national project. It was meant to be carried out in three phases within the following twelve years. (Sivasithambaram & Peiris 1994).

A number of strategies, through the project, were adopted to improve the quality of learning of the pupils in the 'plantation schools'. The strategies generally consist of five major components:

1. Pre-service and in-service training;
2. Provision of materials, development and use;
3. Classroom activity and school management supervision;
4. Physical environment enhancement and strengthening of school community links and

Considering the pathetic state of things as at the time PSEDP began, there is no doubt that the project has helped in improving the quality of education in Plantation Tamil community in Sri Lanka, though more may still be needed. PSEDP recorded successes in the following ways:

✓ It improved the quality of education at the elementary level;
✓ It improved the teachers’ quality and quantity and motivation;
✓ It improved enrolment and retaining the enrolled;
✓ It enhanced school environments with the needed building structures, equipment and furniture;

✓ It improved the health habits of the students;

✓ It brought the school and community closer and

It helped in reducing wastage in education (see Spanbauer 1992).

### 3.7.4 Shiksha Karmi Project (SKP) in Rajasthan of India

Rajasthan, though it is the second largest state in India, is one of the poorest states in the country. Besides, it is considered educationally backward in the sense that the level of literacy is very low and there is high rate of dropout from schools. A major problem identified in connection with the quality of education in the state is the perpetual absenteeism of the teachers in remote schools (Methi & Jain 1994).

SKP was a combined effort of the state government, non-governmental organisations (NGOs) and research organisations. Meanwhile, an autonomous Board, Shiksha Karmi Board, was instituted to serve as an intermediary between the government and NGOs. The project began in 1987 as an innovative educational exercise to simultaneously combat the teachers absenteeism in the remote schools and to counter low school enrolment and high rate of dropout in schools. The combat project covers the economically backward area of the State; 306 schools altogether. The major strategies employed to counter the shortcoming were: substitution of regular but absent teachers with two local educationists, maximizing the participation of NGOs, women and the entire community in educational development (Ibid).

The project resulted in increasing more motivated and competent teachers in schools and there was an increase in the performance of the pupils. Interestingly, the project also enhanced positive responses from the community and NGOs (Ibid).

### 3.8 Related Previous Studies from Africa

Having examined the relevant researches conducted outside Africa, this part of my report seeks to review those ones that are directly dealing with Africa.
3.8.1 General Overview

Studies on the issue of quality of basic education had been given a special attention in the Western and Central Africa. This is reflected in the synthesis document prepared by the Educational Research Network for West and Central Africa (ERNWACA). It was prepared in collaboration with Association for the Development of Education in Africa (ADEA). The synthesis entails an overview of educational research conducted, with emphasis on basic education quality, within the period of 1992 through 2002. A number of eleven countries are included in the review. These are Benin, Burkina Faso, Cameroon, Cote d’Ivoire, Ghana, the Gambia, Mali, Nigeria, Togo, Niger and Senegal (Obanya & Toure 2003; Addo-Adeku et al. 2003; Njie et al. 2003; Ango et al. 2003).

In the studies, four major thematic structures were identified, all in accordance with the scope of ADEA approach to the quality of education in Sub-Sahara Africa:

- Pedagogical Renewal and Teacher Development
- Decentralization and Diversification of delivery Systems
- Implementation of Basic Education Reforms and Innovations
- Relevance of Education: Adapting Curricula and Using African Languages (Ibid)

The pedagogical renewal and teacher development thematic maintains the inseparability of quality of education from the teachers development. Hence it emphasises the in-service and decentralisation of on-the-job training of teachers. This thematic study indicates, further, an 'influx' of new methodologies in pedagogical skills in the school system. The new methodologies entail audio-visual methods, active methods and pedagogy by objectives (outcome-based learning) among others (Obanya & Toure 2003). Also, it is revealed that the training of the trainers, inspectors and pedagogical advisers in particular, have been intensified to enhance optimum quality of education (Ibid).

Decentralisation and diversification of delivery systems deals with the researches conducted on the informal schooling. The reason for this is because most African countries recognised that basic learning needs of children, youth, adolescents and adults cannot be met through formal schooling alone. The said development began to receive special attention since Jomtien in 1990. The synthesis goes further to embrace the significance of partnership in provision and management of education in the region. Governments all over Africa have
attempted to strengthen and widen partnerships in favour of basic education. The emphasis here is on parents/communities and government partnership. The NGO collaborations are also taken alongside. On this aspect, the case of Burkina Faso specifically shows that power really lies in the hand of the people when it comes to educational matters. So the government cannot do it alone (see Obanya & Toure 2003).

The last decade of the 20th century brought in series of experimentation and implementation of reforms and innovations on basic education in Africa than the usual. This is particularly due to the Jomtien World Conference on Education for All, 1990. The reform activities that took place in the region could be addressed through the following ways:

- Popularising and promotion of the 'expanded vision' of basic education, as championed by Jomtien;
- Improving the school system performance by giving necessary attention to the issues of equity, access, relevance and efficiency;
- Attempting to meet the challenges of constraints in respect to resources and
- Paying attention to the series of capacity gaps.

(Please see Ibid on the information contained in this paragraph).

The last aspect of the reviews seeks to answer the questions of curriculum relevance and the use of African languages as mediums of instructions in schools. The bone of contention here is that education should be made more relevant to the local and national needs of the setting. The researchers have revealed that curriculum development and its adaptation had been emphasised on this course. While the issue of language of instructions has always been linked to the quality of education in Africa, it has been indicated through the synthesis that its implementations had always remained largely difficult (Obanya & Toure 2003; Addo-Adeku et al. 2003; Njie et al. 2003; Ango et al. 2003).

### 3.8.2 Ghana and the Gambia

Having examined and reviewed the basic themes that serve as the bedrock of the studies conducted across the mentioned eleven countries, the next two subsections have been designated to concentrate on two countries. The first reason for the restriction entails how enormous and how large the scope of the studies conducted by the various researchers in the eleven countries is. It is evidently unrealistic to contain the reviews of such entire studies
(country by country) in this small academic work. Consequently, I am restricting the review to the relevant studies on Ghana and the Gambia basic education (formal schooling). The choice of Ghana as a major issue in this section is evident in the fact Ghana and Nigeria are both implementing similar system of Universal Basic Education (UBE) Programmes (Obanya & Toure 2003). The second reason is the commonality on the countries' official language – English. This, by extension, goes for the Gambia. The issue of language is pertinent here because some of the documents that may be reviewed against some other countries are written in French (the Francophone countries official language), the language in which I have little understanding.

3.8.3 Previous Related Studies from the Gambia

N'jie et al. (2002) have researched to find out the existing relationship among Parent-Teacher Association (PTA), school management and school performance in Lower basic schools in the Gambia (see N'jie et al. 2002).

In their study, structured questionnaires, observational techniques and interview guides were employed as methods of data collection. Teachers, parents, Grade 6 pupils, staff of Department of State for Education (DoSE) and Department of State for Local Government (DoLG) were the groups of interest (Ibid).

The finding revealed that the PTA executive command was dominated by men, illiterate or semi-illiterate who normally receive a 3-year mandate to serve. The negative effect of this is that the dominant group hardly aware of their functions, hence they, sometime, tend to digress from the activities that could lead to good school performance indicators. However, they seem to be good in engaging in some self-help projects since this category of people is good at raising funds through levies, donations and dues. Their findings indicate further that improvement had been attained in all regional achievement rates (Ibid).

The authors finally offer a policy implication recommendation to the DoSE. According to them, DoSE should encourage a viable decentralised partnership between PTA and schools. They also recommended a committee to give relevant advice on the partnership even as they may consider the illiteracy factor of the male-dominated PTA (Ibid).

Another relevant work was that of the Gambian Banju Unit of Research Division which was conducted in 1990. The study took a different dimension to the study on quality of education
at the basic level. Their aim was to analyse the rural-urban and gender performance of the pupils at the first national primary school examination in the Gambia (Banju Unit of the Research Division 1990). However, I am reviewing the rural-urban performance in this study because the area (ALGA) under investigation is mostly rural areas. Besides, this study does not focus on gender and quality in education.

The study embraced all the six education zones in the Gambia with a total sample of 3400 pupils; of which 1745 were urban-based pupils while 1659 were their rural counterparts; and 1427 were girls while 1977 were boys (Ibid). Their findings indicated that the urban pupils excelled better in the examination than their rural counterparts (Ibid).

Hence the Research Division gives far-reaching recommendations on teachers development and innovation for the teachers in the rural settings. It calls for the need to increase motivation index of the teachers in the rural areas. The in-service training of the teachers in the rural setting was also recommended, this is to be complemented with intensified supervisory and monitoring activities. Women organisations are also called upon to increase their mobilization in sensitising the communities on the need to educate girl child, particularly in the rural areas. And lastly, parents were advised to encourage the boys to take their take-home assignment as an activity to be performed to the detriment of being idle at home (Ibid).

### 3.8.4 Previous Related Studies from Ghana

One of the major relevant studies previously conducted in Ghana was that of ERNWACA (undated). The paper aimed at examining the educational policies and development of basic education in relation to the educational aims and objectives from 1951 to date. The study also related the concepts to the Curriculum Teacher Supply, Financial Management, changing Structure and Basic Education Administration (ERNWACA UNDATED).

As an approach to the inquiry, a number of reports of various Committees and Commissions set up to review Basic Educational System in Ghana were examined. Examples of these committees and commissions are the Botsio Commission, Dec.1960-Jan.1961; the Kwapong Committee, June 1966-July, 1967 and Dzobo Committee, Oct.1972 (Ibid). The fact that the mentioned ERNWACA study deals with the work of government agencies responsible for the development of basic education in Ghana is a strong reason for its choice in this literature.
review as this study also has to do with KWSUSBEB, a government agency on basic education in Nigeria.

According to ERNWACA findings, a major element with landmarks in the Ghanaian educational reforms is the gradual involvement of communities in supporting the maintenance of schools (Ibid).

Consequently the study recommends a more commitment to develop strategies that will increase the community involvement in educational system. The institution suggests that this may be attained through constant dialogue (Ibid).

The studies conducted by Gbadamosi et al. (2000) and Ghana National Association of Teachers (GNAT) (1996) emerged with different objectives but concluded with similar findings. The commonality came regarding the points identified as the factors responsible for the low standard in the quality of education. The method used in the work of Gbadamosi et al entails the use of secondary data (Newspaper inclusive) which is partly supplemented with primary data. The essence of the primary data was to cross-check the accuracy of the secondary data. On its own, GNAT 1996 utilised a detailed and critical analysis of the provisions in the document as well their implications and alternative designs where necessary (Gbadamosi et al. 2000; GNAT 1996).

The aim of Gbadamosi and his colleagues (2000) was to uncover the current state of Basic Education in Ghana and to identify the data that will support the global campaign for its development. They aimed to establish a study which will be reviewed and updated periodically in order to serve as a permanent advocacy instrument. On its own, GNAT (1996) sought to review the documents on policy and operational plan that deals with Basic Education Sector Improvement Programme (BESIP) (Ibid).

Gbadamosi et al. (2000) findings showed that the education reforms which aimed at improving the quality of education, expanding accessibility and enhancing practices of budget brought about the adoption of six years in primary school, three years in Junior; and 3 years in Senior Secondary School. The authors noted further that a number of 9 years formed the basic education level of education in the country [like that of Nigeria]. The basic education, in Ghana, is now in operation under the programme, Free and Compulsory Universal Basic Education (FCUBE) (Gbadamosi et al. 2000). Through the two studies (i.e. Gbadamosi et al. 2000 & GNAT 1996), it has been showed that the quality of basic education in Ghana had been negatively impacted by poor school infrastructures, inadequate
of instructional and learning materials like textbooks and furniture, poor quality of teachers, poor motivation and remuneration for teachers among others (Ibid).

An objective analysis of the causes of the disintegration in the quality of basic education in Ghana will indicate that such are similar to what are hampering education (basic education inclusive) in the whole of Africa, including Nigeria, even as I originally noted in Chapter One of this work. Hence, this is the reason for including the works (Gbadamosi et al. 2000; GNAT 1996) in this report.

In their recommendation, Gbadamosi et al. 2000 noted that all stakeholders must be involved in the formulation of educational development policies and that every aspect of FCUBE programme should be pursued vigorously. The two projects calls for the provision of instructional facilities like textbooks and the likes. GNAT (1996) on its own specifically recommends incentive packages for the teachers and also calls for strengthening of the teachers at all levels of education through effective supervisions (Gbadamosi et al. 2000; GNAT 1996).

Considering the fact that quality of education can in no way be detached from what the teachers are made of; the work Nyoagbe (1993) is selected for review in this project. The objective of Nyoagbe (1993) was to evaluate the teacher's work performance vis-a-vis educational reforms in Ghana. 360 Basic Education Teachers with minimum of two-year working experience were randomly selected across the ten regions of the country to respond to the questionnaires specifically designed for the inquiry (Nyoagbe 1993).

Nyoagbe (1993) found out that the teachers were overtaxed upon their workload, though they are professionally equipped, enough, to meet the demands of the reforms. The teachers spent more than 30 hours a week for class preparation and on evaluation of the pupils work. Classes were getting overcrowded as there could more than 60 pupils in some cases. Besides, some pupils could not attend classes on the account of revised book-user fees. The conclusion of the findings is that even though the teachers felt they have got enough training to cope with the reforms, the prevailing shortcomings faced on duty made it difficult to affirm that the reform was ushering in improvement on quality of education (Ibid).

Based on his findings, the researcher recommended that continuous professional training should be organised for practicing teachers regardless of their qualifications. He further advised for judicious selection of candidates for Teacher Training Colleges and that emphasis should be placed on methodological issues in teacher education. He also advocated
for incentives like scholarships and study tours which he noted should be made available to trainees in Science, Mathematics and Technical Skills (Ibid).

3.9 Related Studies from within Nigeria

The autonomous government of Nigeria, since independence, had embarked on series of educational policies to promote quality of education at the basic level. But it seems that the recent basic education programme is attracting more studies. These studies are undertaken by educationists, researchers, academic institutions, ministries and sometimes the government itself. The relevant ones among such studies had been reviewed in the subsequent subsections.

3.9.1 Adegoke Study (1998)

This is a qualitative study with the use of Document analysis and experiential practices of public education. The goal of the study was to trace the system trend of the quality of public education (basic education inclusive) from pre-independence to date.

The findings showed that the post independence – 1976 Universal Primary Education (UPE) scheme came with inadequate planning and management. Hence, the quality of public education was threatened. Some of the identified threats to the quality of education are: lack of good plan, under funding or funding mismanagement, bad maintenance culture and politicisation of educational programmes and policies.

Based on these findings, the author offers one major recommendation. According to him, teachers should be developed in innovative teaching-learning strategies as well as in human relations so as to help in promoting cultural-empathy, problem solving and understanding of others.

3.9.2 Nwosu & Okorie (1994)

This study attempts to find out the importance of using inspection reports for research with the view of improving quality teacher education. I am of the opinion that this study, in the long run, will ultimately impact quality assurance on Basic education level in the country because teachers of high quality will in the end amount to high quality teaching. And that is why it is included in this review.
The study was carried out by consulting accreditation reports on Colleges of Education and those of other National Certificate of Education (NCE) awarding institutions produced by the National Commission for Colleges of Education (NCCE). The accreditation reports on Faculties of Education of Nigerian Universities produced by the National University Commission (NUC) and the ones produced by the Federal Inspectorate concerning primary and secondary school inspection were also consulted.

Having studied the various reports, the researchers observed that the reports have some unique role to play in both production of teachers and educational research. So they should be utilised in the advancement of teacher education.

They subsequently recommend that interview of pupils/students should be made part of the primary and secondary schools inspections and reporting. They argue that the reason for this is because their views on their experiences could serve a critical feedback for the advancement of teacher education. It noted further that observation of lectures, laboratory or workshop activities should be incorporated into NCE and NCCE accreditation visits. On this, it should be noted that the accreditation team is advised not to function as the 'inquisitors' but rather as colleagues of the person at work. Regarding curricula for Bachelor of Education (B.Ed.) and NCE, the authors recommend post-accreditation visits. In conclusion, the researchers enjoins the use of accreditation and inspection reports in researching, curriculum planning, textbook writing and other important educational endeavours so as to further advance teacher education in Nigeria.

### 3.9.3 Federal Government of Nigeria (Undated)

The Federal Government of Nigeria (FGN) through its principal education agency in the country, Federal Ministry of Education (FME) initiated a project, “Education Sector Analysis” (ESA). The project aims to serve as a holistic tool for the FME to reform education through the use of the sector analysis. The ESA is projected to be a collaborative effort of all the stakeholders in assessing the education system with a view to seek alternative education policies as well as their consequences in anticipation. In the project, special attention is to be given to pre-primary, primary and junior secondary education. It involved the use of interviews and questionnaires. The State Inspectors were interviewed and the questionnaires were administered among the Federal Inspectors. And the reports of the findings were given
to the ‘audience’. The analysis in education sector calls for capacity building, sustainability, all stakeholders’ involvement, participation from the grassroot levels and ownership.

3.9.4 Obanya (2001)

Obanya, one of the great educationists in Nigeria had also identified some major challenges that may affect quality of education in Nigeria. However, he focuses his study on the management of UBE in Nigeria. The significance of the study is to keep the UBE managers abreast of the impending militating factors that may hamper the programme and to subsequently map out appropriate strategies to override their ill effects. The challenges and the suggested possible solutions are itemised and discussed below:

1. The meaning of UBE itself is the first challenge. By conceptualization, UBE is embracing a wider scope than did its precursor, UPE. According to the author, the scope is both horizontal and vertical. The horizontal includes informal education, non-formal skill acquisition, adult literacy, complementary out-of-school education, formal education and special group education. The vertical perspective deals with early childhood education, primary schooling and junior secondary schooling. Based on its broad scope, the UBE managers must look at the programme from a holistic angle in other to enhance efficient management.

2. The relatively funding roles assigned to the three tiers of government (Federal, State and Local Governments) by Nigerian Constitution of 1999. This is compounded with the conflicting relationship inherently contained in it. Besides, there is an artificial dichotomy created by UBE between the JSS which is its part and that of the senior secondary school (SSS) which is not.

3. The idea of universalisation in basic education is projected to add to the already existing problem of large number of the pupils in schools and large classes. Hence, the need to meet the increasing number will pose management challenges with reference to generation of resources, maximization and mobilization for meaningful education.

4. The next one is the difficulty that may be imbedded in transforming mass schooling to mass education. Therefore, the writer calls on UBE managers not to solely concentrate on counting numbers but should also pay attentions to issues like
relevance, quality, equity and efficiency so that the system may produce mass educated people for national development.

5. The UBE demands manning of the process of social mobilization and popular participation so as to make it what it is intended to be – a people oriented-programme. This approach, according to Obanya (2001), is a challenge in itself to UBE management.

6. Lastly, the management training for UBE is enjoined to take a different approach against the orthodox one which applies seniority and experiences as the sole yardstick for management position appointment in education. The orthodox approach by itself is considered a challenge. Hence, the training should focus on the former challenges enumerated above and thereby emphasise the ways to overcome them even if such ways may go against the orthodox way of doing things.

3.9.5 Okorie Study (2002)

This study seeks to know the participants’ views on whether shared leadership among Nigerian School heads and teachers enhances quality assurance or not in the management of UBE programme in Kwara State. The use of interviews (tape recording and transcribed) was employed as the instrument of data collection.

The findings showed that (1) sharing leadership which entails participation of teachers, school heads, parents and students in collaborative efforts to solve school problems paves way for quality assurance in UBE programme; (2) The participants have got common view that teachers are leaders, thus the latter should be given opportunities to lead; (3) The study also showed that the successful school heads are those who enlist teachers in leadership activities in their schools.

Based on these findings, the author recommends for the establishment of collaborative schools in which the teachers' autonomy and the managerial roles of the school heads are harmonised.
3.9.6 Ijaiye & Kayode (2001)

It was first established through the initial aspect of the study that reading difficulty was present among school pupils. Thereafter, the school headmasters and 22 teachers selected for the study were interviewed to find out the efforts they are making to improve on the problem. The findings indicated that reading difficulty does exist in all schools but more prevalent in public schools. This is perhaps due to poor leadership style of the Headmasters. The study showed further that all Headmasters seem to be aware of it and they subsequently demonstrated some senses of concern with private institutions having the greater indication about this. More so, private schools attempted to make specific efforts to redress its pupil reading difficulty through diagnosis and monitoring.

The researchers recommend formulation of reading policy to enhance efficiency in literacy in not just in Kwara State but in Nigeria at large.

3.9.7 Folorunsho (2007)

Folorunsho, one of the educational administrators in Kwara State, did observe the UBE programme and the current state of education in Nigeria. He highlighted the falling standard of education in Nigeria beginning with the foundation: Primary school; and that the best way to improve the quality of education in the nation is to approach it from the base. For him, the project should be a joint business among teachers, government, parents and the pupils.

He enjoins parents to instill, in their wards, desirable behaviour and that provision for healthy, warm, accepting, understanding and good relationship should be encouraged at home. Besides, he calls for cordial relationship between teachers and parents; all for the benefits of the pupils learning.

The author pointed out that the government of Nigeria is also part of the problem leading to the disintegration in the quality of education at the basic level. According to him, this reflected in their failure to pay teachers’ salaries and allowances on time, shortage of provision of instructional materials, absence of in-service training for the teachers and arbitrary transfer of teachers. He noted further that all these demoralise teachers. As he expresses his personal view, he suggested that teachers should be remunerated accordingly, dignity of the teachers should be restored and necessary needed material should be provided in schools in order to improve the quality of education in Nigeria.
Although Spanbauer (1992) is emphasising how enormous the teachers’ roles (in general) are when it concerns the issues of quality in education, I am using his work at this juncture to justify the argument of Folorunsho (2007). This is due to the fact that there is a commonalty of ideas between the duos. Spanbauer (1992) reports that some reformers have got to appreciate the magnitude of the roles teachers could play in terms of education quality. Here are his words: “More recently, some reformers have begun to realize that in order to ensure continued innovation and greater accountability, changes are needed in the way instructors are trained, certified, and rewarded” (Spanbauer 1992:67). Further, in the work entitled A Nation Prepared: Teachers for the 21st Century, it has been observed “that lasting and significant change will not occur in schools unless instructors are directly and actively involved in the planning, development, and implementation of the reforms” (A Nation Prepared: Teachers for the 21st Century as cited in Spanbauer 1992:68). In lieu of this light, it seems apparent that the educational reformers as well as the educational policy makers in Nigerian government should, accordingly, work with teachers if the falling standard of education must be restored.

Leaving no stone unturned, Folorunsho (2007) enjoins teachers to “place more attention on their work and methodologies”. He argues that the ethics of teaching must not be thrown overboard by teachers. In the same direction, pupils are strongly advised “to take their studies very seriously”. The notion holding that “Education is nothing” must be shun. He exclaimed that there “is always job for people who performed well in any chosen career” (see Folorunsho 2007:26).

### 3.10 Relationship between the Previous Studies and this Study

As originally stated in Chapter One of this project, a prominent reason that underpinned this chapter (Chapter Three) is to show the current state of understanding in relation to the study at hand. So, this project segment has been specifically designated for that. The synopsis of the section has been set in the order to show this study relationship with that of the World, Africa and Nigeria.
3.10.1 This Study and the ones previously conducted in the World beyond Africa

The studies examined about Indonesia, Sri Lanka and India in this study were action research projects which aimed at improving the quality of education at the basic level. Based on the approaches to the study, it is limited in given a detailed account of a particular government agency or management that is responsible for quality assurance related issues in the regions of inquiries. Hence, this study seeks to address this limitation and as such it is out to contribute to the pool of knowledge in respect to quality subject in basic education.

3.10.2 This Study Relation with those Previously Conducted in Africa

The works of N’jie et al. 2002 and that of the Gambian Banju Unit of Research Division (1990) were reviewed in this inquiry. The major limitation of their studies deals with the fact that it lacks a detailed insight about the measures that could be used to improve the quality of education. But my study has got to offer this. Though it is in Nigerian context, it also contains some findings that may be applied in any educational setting.

The undated work of ERNWACA on the educational policies and development of basic education in Ghana from 1951 to date seems to have some common ground with this work in terms of approach. However, it is limited because it is more of historical values which deal with many educational agencies. Consequently, it lacks an in-depth account of a particular education authority or commission. Besides it is a document-based inquiry. Given the approach outlined about this study it is evident that my project is a contribution to the pool of knowledge.

The study of Nyoagbe (1993) on its own has attempted to find out Ghanaian teachers are responding to education reforms. The aim was to measure the performance of the teachers in the face of reform which is being coordinated by administrators of education in the country. Its limitation is that it does not measure the performance of the administrators. And that is what this study does.

Gbadamosi et al. (2000) is a work which enables us to understand the government of Ghana policy based programme for the basic education so as to serve as an instrument of promotion for its advancement at the global stage. GNAT (2006) is not so distant from that of
Gbadamosi et al. (2000) in the sense that two studies tend to reveal the current state of Basic education in Ghana as a whole. Their works were chiefly based on documents analysis with an emphasis on the programme and policy on basic education. On its own, this study is a dual-method (interviews and documents) based study with an emphasis on the role of an agent (KWSUBEB) of change on the quality of basic education. theirs was a pure national concern on basic education while mine is a national concern with an emphasis on a sub-region of a nation. With this view, I do establish that this study worths researching as it is distinct in approach and focus; it is indeed a contribution to the pool of knowledge regarding quality of education at the basic level.

3.10.3 This Study Relation with those Previously Conducted in Nigeria

The article of Obanya (2001) is a study on what the educator observed as the impeding challenges that may affect implementation of UBE programme across the nation. Through the study, he thereby alerts all management of educators about it. The study is in a way related to my study on the ground that they both deals with UBE programme and the challenges confronting its implementation. The difference between the duos is that Obanya (2001) deals with the envisaged challenges nationwide while this inquiry entails the actual experienced challenges by a management of education in a state as it implements UBE programme in a local government area. Besides, the scope of the two studies are not also the same as Obanya (2001) deals with basic education in general while this project deals with free and compulsory nine years of formal schooling (primary 1 to JSS 3).

Like Obanya (2001), Adegoke (1998) deals with the issue of challenges in education. But the latter addresses the challenges of quality public education in general in the 21st century with the special emphasis in Nigeria. Hence, basic education is a branch of the small study. From this point, it appears the need for a study that will enhance a detailed view of basic education is highly imperative. Much more, the need for a narrower approach to the study in terms of geographical coverage should also be considered so as to have a better picture of the individual settings within the nation. All these were put into consideration and this study had, in consequence, come up.

Folorunsho (2007) tends to offers what has been contributing to the falling standard of education in Nigeria by tracing the cause to the shortcomings surrounding basic education.
He further offers some possible suggestions that may ease the system of the problem. What one may consider as the relation of Folorunsho (2007) to my study is that Folorunsho further affirms the standard or quality of education in the setting of inquiry needs to be improved upon. And it is upon that that this study is built. This is done by investigating what an authority that is responsible for such responsibility is doing. It may be true that Folorunsho (2007) may have offered us what may be considered as the possible solutions to the problem. But the point here is that such offers are coming as personal opinions, perhaps opinions that are based on personal observations. Therefore I am of the opinion that there is a need to proffer what may be lasting solutions to the issue in focus be examined through a more scientific and academic attention. This serves as another basis for this study.

The undated work of FGN is related to this inquiry as it seeks to reform education at the primary and junior secondary levels of education. The ‘ESA’ as the project is called was more of a collaborative efforts organised in search of quality in education. Given this development, it appears this project encompasses a broad range of stakeholders; and so its findings may have been superficial in nature. So it is my view that a stakeholder-specific study will be of help to shed more light on the way out on the issue of quality at the basic education level in the country. I do believe this approach shall go a long way because my knowledge of research endeavour tells me that the narrower the focus is, the better the insight. And that is why I am into this project, focusing on the roles of a stakeholder among others. In any case, this study does not seek to contradict that of FGN but rather to complement it.

The study on ‘shared leadership’ conducted by Okorie (2002) is a study focusing on quality assurance about UBE programme in Kwara State. It is obvious this study is closely related (in terms quality, education level and geographical coverage) to the study at hand. Okorie’s approach was on the significance of sharing of leadership responsibilities between the school heads and the teachers vis-à-vis quality in education. In other words, Okorie (2002) emphasises the significance of teachers as administrators of education which is arguably undeniable. So this study does a complementary job as it examines what the mainstream administrators (KWSUBEB in this case) of education are doing on the quality of education, even as they deal with the school heads and the teachers. While Okorie (2002) deals with how the head teachers are managing teachers to improve quality of education, this study in a way seeks to reveal how KWSUBEB is managing the head teachers and teachers through
ALGEA to improve quality of education. With this explanation, I tend to justify the need for this investigation.

Reading capability is a paramount issue as one thinks of quality of education at the basic level. However, Ijaiye & Kayode (2001) have indicated that the pupils in schools in Kwara State do have difficulty in respect to this (more prevalent in public schools). Hence, they embarked on the leadership role in the management of reading difficulty among the pupils. In their approach to the study, their focus is on school leadership (head teachers and teachers) roles. Based on the direction of their inquiry, it is my view that a gap must be filled here; and this gap is the role of the mainstream administrators of education in Kwara State on the issue in focus. This is because studies in leadership roles in the management of pupils’ reading difficulty will not be completed if the primary agency (KWSUBEB) that is responsible for basic education in the State is excluded. Further, the relation of this study could also be linked to the fact that this studies focuses on public schools where reading difficulty is said to be prevalent. Although this investigation does not solely attend to reading difficulty, it is designed to give us an insight into what KWSUBEB is doing about it as an integral aspect of quality in education.

Efforts to enhance teachers development may be addressed in so many ways. Nwosu and Okorie (1994) enjoin the use of inspection reports for research with a view to improve the quality of teacher education which I have noted will ultimately improve the quality of education. What appears to be the relationship between their study and this one is the issue of quality of teacher. One thing is to be well equipped as student teachers. Another is to have good training on the job as teachers. These two points complement each other. So this study has been designed to give us an insight on the roles of one of the educational managements about professional development of the teachers with a view of improving education quality at the basic level. By so doing, this investigation has sought to complement the ideas in Nwosu & Okorie (1994). While their work deals with student teachers training, an aspect of this investigation seeks to entail in-service training. Meanwhile, it must be emphasised that it is an aspect of this project that deals with training on the job for teachers (in-service training) as teachers development cannot be separated from a given study dealing with quality of education.

Considering the arguments and sequence of review of the relevant previous studies, I have shown that this study is a contribution to the pool of knowledge that is currently obtainable
regarding quality of education at the basic level. It is not just a contribution of knowledge to its immediate environment of coverage but also to the global society. I therefore designate the next rubric for the conclusion of this chapter after which I will concentrate on the discussion and analysis of the relevant findings (Chapter Four) on this work.

3.11 Chapter Summary

Education and its significance had been discussed in this chapter. Efforts have been made to review some literature relevant to the concepts related to quality in education from the various possible perspectives (Indian, Western, World Bank, UNESCO and individuals). Further, the subject quality in education has been related to the state of education in Nigeria in this section of the thesis report. I have also reviewed some documents relevant to the basic education at the global and African levels. The chapter further discussed basic education as it is seen and operated in Nigeria, Kwara State and ALGA. Relevant previous studies were considered accordingly. And this chapter has finally revealed the relationship between the previous studies and this investigation. Hence, the basis for this inquiry is justified.
4. Analysis and Discussion of Data

4.1 Introduction

The major findings in this study had been discussed and analysed in this chapter. It begins with the main measures the Board is applying to improve the quality of education in the local government in question. This is followed by the successes recorded by the Board in the setting. It goes further to discuss and analyse the relevant findings peculiar to the challenges facing the board in his bid to actualise the focus in consideration. More so, the possible solutions in application by the Board were also considered as well as those that are not officially in plan. The main discussion finally ends with the testing of the assumptions set at the beginning of this study.

4.2 KWSUBEB and Quality of Education Improvement in ALGA

Relevant findings in this study have indicated that KWSUBEB had been taken some measures to improve the lingering poor performance of pupils/students and teachers at the basic education level in ALGA. A staff member of KWSUBEB who happens to be one of my participants (Participant A) gave some useful data to this effect. He noted:

*You see Mr. Man [referring to me], we cannot deceive ourselves. Our standard of education has fallen. I must also tell you that the Board is not relenting its efforts to bring back the lost glory of our education. The Board had set up an ADHOC Committee to see to this issue. They have come up with their report. We have evaluated it as a Board and we could see that the report worths implementing. So we have approved of it and started implementing them accordingly* (Participant A).

It could be read from the words of Participant A given above that ADHOC Committee has been set up by KWSUBEB to map out what may be the measures to avert the falling
standard of education. Besides, the participant also noted that the Board had adopted and started implementing the recommended measures reported by the committee.

The measures discussed in the subsequent subsections (4.2.1 through 4.2.6) are the identified measures recommended by the ADHOC Committee. The same measures are currently in implementation by the Board even as noted by Participant A (see Participant A’s comment above).

### 4.2.1 Target Setting Measure

Firstly, significant among the measures being taken by the Board is what is being referred to as Target Setting. This measure entails setting of targets in relation to learning outcomes at the end of every level of primary education. In a more elaborate way, another interviewee I refer to as Participant B in this thesis said:

*What the Board is saying here is that a child who has completed Primary 1 must be able to do certain things, the one who may have completed Primary 2 should be able to do something superior to the previous level. And it goes that way up to Primary 6 level. It is important we have set goals to be achieved at the end of each class not just at the end of every lesson* (Participant B).

The major idea that came up from the data given above is that every pupil is expected to do certain thing at the end of a given class; starting with Primary 1 through 6. The finding here seems to facilitate learning outcome. These findings as in relation to the Target Setting of the Board seems to correlate with one of the perceptions of UNESCO (2008) earlier pointed out in chapter three of this project. One of the points of UNESCO (2008) is that quality of education could be observed through learning outcomes (see section 3.2.1 of this thesis again on UNESCO’s stance for measurement of quality in education).

It must further be pointed out that the measure, Target Setting, is on literacy and numeracy subjects. By inference, it deals with Mathematics/Arithmetics and English Language. It appears to me that the Board may have thought that if these two areas of studies could be positively influenced, it becomes easier to excel in the other subjects as literacy and numeracy knowledge are paramount to understand other subjects like Social Studies, Integrated Science and others. Besides, one can also conclude that the Board is taking literacy and numeracy parts of the objectives of UBE programme seriously.
For a better picture of the Target Setting, below is a table sourced from the report of the ADHOC Committee of the Board:

**Table 4.1: KWSUBEB Target Setting for Primary I-VI**

<table>
<thead>
<tr>
<th>CLASS</th>
<th>LITERACY</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary I</td>
<td>Pupils should be able to: Read, identify and recognize alphabets Aa-Zz in both capital and small letters &amp; match with objects e.g A for Apple B for Ball etc. To recite simple poems and oral questions e.g What is your name, class etc.</td>
<td>Pupils should be able to: Identify, recognise mathematical signs, shapes, measurements, counting of Nos 1-100 and solving simple additions &amp; substraction of two digits numbers</td>
</tr>
<tr>
<td>Primary II</td>
<td>Pupils should be able to: join two or more letters together to make simple sentences orally and in written forms e.g I am in class II</td>
<td>Pupils should be able to: Count, recognize Nos 1-200, fraction of ½, ¼ , and two digits numbers, recognize Nigeria coins and Notes. Compare area of different sizes e.g squares, rectangles, circles etc. Time telling and days of the week.</td>
</tr>
<tr>
<td>Primary III</td>
<td>Pupils should be able to: Ask, respond &amp; read simple &amp; short passages fluently. Understanding of Tenses</td>
<td>Pupils should be able to: Count &amp; write Nos 1-999, recognize hundreds, tens &amp; units (H.T.U.). Add and substract 3-digit numbers, fractions, change money not exceeding N100 into</td>
</tr>
</tbody>
</table>
smaller units. Areas of rectangles, squares, circles, perimeter etc. Measuring capacity of perimeter, measuring capacity of liquid weight of objects in kilogrammes & grams. Accurate time telling in hours and minutes. Give dates in day and month.

<p>| Primary IV | Pupils should be able to: Read simple passages, answers some questions and write simple &amp; correct sentences to express their ideas participating in class debates, identification of vowels &amp; consonants. | Pupils should be able to: Count in thousands upto one million. Thousands, hundreds, tens &amp; units (place value of 4 digits nos (Th. H. T. U.)). Differentiate between proper and improper fractions. Change improper to mix number and vice-versal; add and subtract whole nos by 2 digit number. Decimals by 2 digit nos not exceeding 50. Divide 2 or 3 digits nos upto 9 with or without remainder. L.C.M. (Lowest Common Multiple) and H.C.F) Highest Common Factor |
| Primary V | Pupils should be able to: Make short sentences, identify parts of speech and make use of dictionary to find out meanings | Pupils should be able to: Count in thousands &amp; millions, give value of digits in whole numbers or decimals. Addition and substraction, multiplication of 3 digits numbers. Division of |</p>
<table>
<thead>
<tr>
<th><strong>Primary VI</strong></th>
<th><strong>Pupils should be able to:</strong></th>
<th><strong>Pupils should be able to:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pronounce and put stress in correct places; Define &amp; identify parts of speech, use of paragraph and correct punctuation mark</td>
<td>Count in millions. Give place value of digit in a decimal fraction. Find L.C.M. &amp; H.C.F. Solve problems on ration, direct proportion &amp; inverse proportion. Addition &amp; substraction of sets of numbers fraction, decimals and solve word problems, multiply a 3-digit number and in index form. Convert base 10 numerals to binary numbers. Know pythagoral rules to find the lenght of a right angle triangle. Calculate areas, volume capacity and weight of a given sums. Solve problems on speed, time &amp; ratio, dimensional shapes, interprete pictogrammes and bar graph. Calculating mode &amp; mean of a given data</td>
</tr>
</tbody>
</table>

Source: Report of Kwara SUBEB ADHOC Committee on a New Basic Education Reform Agenda pp 4 & 5

Asking for the Target Setting for JSS I-III, a common response was given by the participants (KWSUBEB staff) that a lot of administrative exercises are still underway about JSS. This is because JSS issue is relatively a new responsibility of the Board (the issue of JSS officially
became that of the Board in July 2005 when it was passed into law in Kwara State. This has been originally noted in this work literature review chapter). Most of the works, by implication, on JSS are still at the preliminary stage. On this cause, it becomes paramount to agree with R. B. Oguntoyé (a Local School Supervisor, Irepodun LGEA) who counsels in the following words (Published in KWARA Focus 2(2)):

with the present design which is to have upper basic classes [referring to JSS I -III] commencing by September this year in our secondary schools, collaboration between various organs in the state like Ministry of Education, Teaching Service Commission [this Commission used to be in charge of JSS], SUBEB and LGEAs is highly necessary so as to avoid role conflict and clash of authority at our schools (Oguntoyé 2007:26).

From the above citation, Oguntoyé seems to be advocating that there should be collaboration among all the relevant stakeholders over the implementation of JSS as part of basic education. To him, this is highly imperative in order to avoid power struggle among the administrators of education in the State. In addition to Ogunleye’s advice, I am of the opinion that collaborations should be encouraged among secondary school principals and the primary school head teachers for the smooth implementation of the new development. It could be recalled that Obanya (2001), which has been earlier credited in subsection 3.9.4 of this thesis, had envisaged that the artificial dichotomy, that arose as a result of the UBE programme, between the JSS which is its part, and that of the senior secondary school (SSS) which is not; may result to a management challenge. Therefore, the issue of collaboration must not leave the latter group (principals and head teachers) out.

Meanwhile, a Participant (here referred to as Participant B) had responded that the “documents in respect to the Target Setting had been sent to the Education Secretary in the 16 local governments of the States who have been mandated to inform all the Head Teachers of our primary schools about the Board target for teaching and learning”. Following it up, the participants interviewed in ALGA (staff of ALGEA and the school teachers) testified to the fact that they are fully aware of it. It is further affirmed that they are also working on it to ensure that it is not just a mere black and white policy.

Below are the relevant sayings of the participants:
Yes! We have received the documents on Target Setting of the Board [KWSUBEB] in our office here... And we will make use all within our capacity at Asa Local Government Education Authority office to ensure it is implemented accordingly. Personally, I think the [Target] setting issue is in the right direction. At least we have set goals for ourselves. Working without goal is not professional. The Board should be given credit for this initiative (Participant C from ALGEA office)

... I think KWSUBEB has done well concerning the setting of targets meant to be realised. We have no option than to be part of it. That is why we are here. We cannot afford to disappoint the people. With the cooperation of the teachers in our jurisdiction, we are going to succeed. Insya Allah [God willing] (Participant D from ALGEA office).

“Our HM [Head Master/Mistress] called a meeting sometime ago to inform us about the Target Setting. He told us that the initiative is coming from the state level. What I can tell you about it is that it is a good programme and I have started playing my part already” (Participant E, a Teacher). Further, an interview held with another teacher belonging to another school seems to concur with that of the former (Participant E). She noted in her words: “I think the Board is doing a nice job on this. This is exactly what came to my mind when oga [referring to her Head Teacher here] told us about it. It is a welcomed development. It is always good to assess whether we are progressing or not. I think we teachers have got a yardstick to do that” (Participant G, a Teacher).

From the several quotations cited above, it appears the participants are excited about the measure, Target Setting. And they all seemed to identify themselves with this approach to improve quality of education. For this course, one could boldly holds that KWSUBEB is up on the right path to quality education. Meanwhile, this is just the beginning of the end. There is a need for serious follow-up here, if it must succeed.

Having fully examined Target Setting, I am discussing the second measure in the next subsection which could be seen as a complement to the first.
4.2.2 Mentorship Scheme Measure

Mentorship Scheme is the second identified finding in respect to the approach KWSUBEB is taking to improve the quality of basic education in the setting under investigation. Mentorship Scheme as it is drawn by KWSUBEB involves deploying experienced teachers to handle the foundational and terminal classes, such as classes 1, 2, 5 and 6 [Foundational Classes are 1 & 2 and Terminal Classes are 5 & 6]. Similarly, the best ones among the experienced teachers [serve] as mentors for others not good enough in some subjects and as guide for new entrants. The new recruits should be under the tutillage of the experienced teachers (“Report of Kwara SUBEB ADHOC Committee on a New Basic Education Reform Agenda”).

From the committee report quoted in part above, it would be revealed that the bases for the introduction of Mentorship Scheme by KWSUBEB could be assessed in two folds: (1) to improve the learning skills of the pupils (Target Setting) and (2) to serve as a means of in-service training for the inexperienced teachers. These views could further be accessed from the points made by some two Participants:

As a Board, we do aware that classes 1, 2, 5 and 6 are very sensitive classes. They are sensitive in the sense that two classes are classified as foundational level while the other two are seen as terminal. Are you getting me please! At primaries 1 and 2, pupils are being introduced to what formal schooling entails. The levels give the foundation. All we are doing here is to lay a solid foundation for them by giving them experienced teachers... Now let me turn to classes 5 and 6. At this level we know that they are preparing for the upper basic level, which is JSS level. You will agree that they need to be well groomed for that level and that is why we deploy experienced teachers to handle those classes as well. Mind you the Board does not say that classes 3 and 4 are not important but the experiences we have first as teachers and then administrators tell us that such method will go a long way in our bid to improve the quality of education of our children (Participant A).

...We have also designed Mentorship Scheme to serve as a way of improving the teachers professionally. One thing is to be good as student teachers another is to be good as teacher. What the Board had succeeded doing with this programme was that we assigned the experienced teachers to serve as mentors for the inexperienced ones, [mentees]. We hope that this by the time they [mentees] may have been guided by their mentors, they must have acquired some skills which help them in teaching performance (Participant J).

The main ideas that could be generated from Participants A and J’s comments given (on Mentorship Scheme) above deal with the sensitivity of Primaries 1 and 2 as the classes that give foundation against the formal schooling of the children while Primaries 5 and 6 seem to
be sensitive on the ground that they are the sealing classes for the lower basic education. With this background, it is assumed that if the pupils are well groomed at the levels in view, one can be sure that there is little to fear about the quality of their entire primary education which serves as the basis for the upper level of basic education, JSS. But for this to be achieved, the participants emphasise the necessity of the involvement of the experienced teachers. Besides, the comments also indicated that the scheme has been designed to have the inexperienced teachers to be trained by the experienced. This second finding could be related to one of the recommendations given as a result of the findings in the work of Nyoagbe (1994) which has been previously reviewed in chapter three of this work. The correlating point of reference here deals with the emphasis on professional training for the teachers/in-service training. This argument is very peculiar to Participant J’s comments.

Like that of target setting, the directive has been given by the Board through the ALGEA to all the primary schools to adopt the scheme. And this has been attested by the teachers I interviewed about this. I have used the space below to contain some comments of the teachers about it.

*It is a good approach to increase the learning capacity of the pupils. I do agree with the arrangement of the Board about it... it is true new teachers normally come with great zeal. It is like that with all new employees in every profession. But doing the real job requires more than having zeal. It demand the know-how; and I think we the experienced ones can put them through where thing may seem difficult (Participant I).*

*I was impressed when my Head Teacher recently informed about it. My only fear is about the programme accomplishing its purpose. I know our people; they can abuse it. They may end treating their mentee as if they are not teachers themselves. I think we need good orientation about the implementation about this so that there will be no misunderstanding between the mentors and the mentees (Participant F).*

*As for me I don’t think there is anything wrong with the programme. But I would not want to turned to a moron as if I have n’t been to school at all. That will be disastrous (Participant L, a new teacher).*

*“I am enjoying the programme. Sometime you assume you know, when in actual sense you only know in part. I must confess, I am learning from my mentor. The programme started about four months ago in my school”* (Participant M).

The responses of the teachers about the programme seem to be very impressive. And these show their readiness to cooperate with the Board. This is the thought that cuts across
comments of the teachers quoted above. But I do hold that the injunction of Participant F should be put into consideration to advance the success of the programme. It is always good to have a follow-up when one embarks on something; all to be ascertained that all is well.

The overall development seems to be evidently indicated that Mentorship Scheme seeks to complement the Target Setting. The complementary factor is logical in this case because concerted efforts must be put in place to attain the goals set in favour of teaching and learning outcomes and the scheme is one of such. If the Mentorship Scheme is effectively carried out in the various ALGEA schools as mapped out by KWSUBEB, there is no doubt that teaching and learning outcomes will not improve and thereby raise the quality of education in the region.

Some other point that must not be omitted on this scheme is that it puts the teachers at the realms of implementing education reforms. This indicated that KWSUBEB is indirectly imbibing an idea in A Nation Prepared: Teachers for the 21st Century, a document Spanbauer (1992) referred to. The idea entails involving the teachers in the implementation of educational reforms. It is one of the values that create a lasting solution in enhancing education quality (emphasis supplied – the idea had been originally reviewed in the literature review in section 3.9.7 of this thesis).

In order to attain the objectives of Target Setting and Mentorship Scheme as designed by the Board, it is significant to back it with proper monitoring and supervision. With this stance in mind, we are brought to the third measure that the Board is utilising to improve the quality of education at the level in inquiry as it deals with such.

### 4.2.3 Inspection, Monitoring and Supervision of Schools

The work of Inspection, Monitoring and supervision of Schools in ALGA is part of the avenues the Board is applying in improving the quality of education in the area. The monitoring exercise is usually being done by the School Services Department of the Board. According to KWSUBEB (2007), the “major schedule of this department is monitoring of schools viz: routine, scheduled and unscheduled monitoring and follow ups. These are carried out on termly basis” (KWSUBEB 2007:7). Within “the last three years... unscheduled monitoring covered Ilorin East, South, West and Asa LGEAs...” (Ibid). Like that of the
Board, the work of school supervision and monitoring activities are normally championed by the School Services Department of ALGEA. According to Bamidele (2007), “the Head of School Services is... in charge of school supervision and work with Local School Supervisors (LSS)” (Bamidele 2007:8). The irony here is that the two units work hand-in-hand all to ensure that the teachers are effective on duty.

Attempts made to find out the specific goals of monitoring exercises from the participants (staff of KWSUBEB and ALGEA) revealed the following major points:

*One of our goals on monitoring and inspection of schools is to find out if teachers are taking their work seriously or not. This goal is highly peculiar to the unscheduled monitoring activities. Get it right please; here we do not inform the schools that we are coming for inspection. We visit them without alerting them of our presence. We make it look like the prophecy concerning the second coming of Jesus Christ. I think you know that in the Bible. Teachers must learn to do his work either with supervision or no supervision. I personally believe that should be a hallmark of teaching as a profession. If it is found out that any teacher is not doing his work accordingly, then the report will be made about him and the Board will take an appropriate disciplinary action on him. So that will serve as a deterrent to others* (Participant W, from KWSUBEB).

Another subject (Subject Y) points out the significance of monitoring exercise in relation to curriculum drawn for the pupils.

*Normally the HMs [referring to the Head Masters/Mistresses or Head Teachers] have been saddled with the responsibility of ensuring the teachers working under them are following the national curriculum. Nevertheless, we assume that is not enough. We just have to be double sure. Our children should be learning what their counterparts are learning in the other LGAs and in the other States. This is important; there should be uniformity of knowledge in the appropriate quantity and the expected quality. And we thank God that we are succeeding about this as Kwara State got the first position in Mathematics in the science competition that took place in the year 2005* (Participant Y, from ALGEA office).

Given the comments of Participants W and Y stated above, it appears that not less than two purposes may be identified with inspections and supervision of schools. The first one is that it is designed to measure the commitment level of individual teachers and the second is that it serves as an instrument to find out the relationship between the ‘intended curriculum’ and
the ‘implemented curriculum’. In this case, it could be argued that it is one thing for a teacher to be committed and it is another to place the commitment on the ‘right path’. The ‘right path’ in this context could be understood as the guidelines outlined in the national curriculum. It is this gap between the commitment level and the ‘right path’ that the participants’ comments do seek to fill.

Meanwhile, the claim of Participant Y concerning the State taken the first position in a National Competition has been reinstated in KWSUBEB (2007) while recounting the achievements he has recorded since the UBE programme was passed into law in Kwara State. “In 2005, the Board took the first position in Mathematics at the 2005 National JETS/SCIENCE competition” (KWSUBEB 2007:7). As the researcher, I am of the view that this achievement should not be mistaken with the success attained by KWSUBEB specifically in ALGA but by affiliation. It should be stated that KWSUBEB and ALGEA idea of serving as brokers between the government and teachers on the issue of national curriculum is a step in the right direction. This point seems to be similar to an issue I referred to in “Vocational Education in Nigeria” in Adebayo (2006)2 whereby the 'formal'/‘intended curriculum’ (National Curriculum – Usually in written form from the national government) did not correlate with the 'implemented curriculum' (what teachers actually teach in the classroom). Hence, one could say that KWSUBEB and ALGEA should be commended on this as this approach tends to enhance free flow of curriculum levels: from 'intended curriculum' to 'perceived curriculum' and from 'perceived curriculum' to 'implemented curriculum' (see Adebayo 2006/2; see also Cummings 2003 on the various stages of curriculum).

Further, Participant Z (from ALGEA office) in this work argues that they are also working, upon monitoring activities, “to ensure that the Target Setting succeeds” in the region under investigation. One of the approaches to this is to pick pupils at random in a given class and thereafter ask them questions related to what they are expected to know according to the contents of target setting. If the performance is impressive, the teachers are praised for the job well done. If the performance is otherwise, the teacher(s) affected will be called to order for improvement. Arguing along the same line, Participant X (another staff member of
ALGEA) gives some other impressive reasons for embarking on inspection and supervision activities. According to him,

When we are out for supervision or inspection, we are not out to intimidate our teachers. We are out to work with them. We are out to know how things are going. We are out to know what the problems at hand are; and to find possible solutions to them. But it is unfortunate many of us get it wrong most often than none; this happens to both the teachers as well as some of us who supervise and inspect. We should see ourselves as co-workers that are working towards a common goal. The success of the administrators is the success of the teachers and vice-versa (Participant X).

Participant X, through the text given above, seems to be advocating for the situation where supervision and inspection of schools emphasis will be placed on facilitating, supporting and encouraging rather than ‘directing’, ‘commanding’ or ‘controlling’ the teachers to be effective. Further, the participant’s view seems to concur with the basis that informed the action research project that took place in Indonesia (‘From Director to Facilitator-The Indonesian Case’) which I reviewed in Chapter Three of this thesis. A lesson is to be learnt upon that, even as a similar value is demonstrated in the words of Participant X. The administrators of education have to move from being directors to facilitators; from being ‘power’ users to ‘support’ and ‘consultation’ users and from being oga [oga is a common term usually utilised in Nigeria to refer to the boss) to co-workers. With this approach, I think there will be ways forward than ever.

Nevertheless, the concepts ‘support’, consultation’ and facilitate’ could be wonderful instruments in the hands educational administrators even beyond school supervisions. Though unconsciously, it seems the principles have been in play as KWSUBEB engages in construction and renovation of classrooms as it struggles to improve the quality of education in the setting in query. Hence, I am discussing this in the immediate subsection.
4.2.4 Construction and Renovation of Classrooms

The fourth major measure, as revealed through the relevant data in this inquiry, KWSUBEB is employing in improving the quality of education in ALGA is on learning environment (physical). KWSUBEB seems to have a common opinion with the World Bank in regards to greater investment on physical facilities as a prerequisite to quality in education (I have originally credited this in segment 3.2.1. of this thesis about the World Bank's view). While Brock-Utne (2000) may sound correct as a critic of the World Bank, the stance that advocates for investment on physical facilities may not be bad. This is especially true of the situation of the facilities in Nigeria, Kwara State and ALGA in this context as the relevant data displayed in the tables (Tables 4.2 and 4.3) below indicated that many are in bad condition. Nevertheless, it should be bore in mind that conducive learning environment is crucial to facilitate positive learning outcomes and quality in education.

Table 4.2: Statistical Data on Schools and Classrooms Condition in Kwara State

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NO OF LGA</th>
<th>NO OF SCHOOL</th>
<th>AVAILABLE CLASSROOMS</th>
<th>CLASSROOM CONDITION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GOOD</td>
</tr>
<tr>
<td>2000</td>
<td>16</td>
<td>1073</td>
<td>6843</td>
<td>3802</td>
</tr>
</tbody>
</table>

Source: Federal Republic of Nigeria (2000), see the appendix attached to the last but unnumbered pages of the book.

Table 4.3: Statistical Data on the Condition of other Infrastructural Facilities in Kwara State

| YEAR | PUPILS AVAILABLE | PUPILS REQUIRED | TEACHERS AVAILABLE | TEACHERS REQUIRED | TOILETS AVAILABLE | TOILETS REQUIRED | LIBRARY AVAILABLE | LIBRARY REQUIRED | WORKSHOP AVAILABLE | WORKSHOP REQUIRED | LABORATORY AVAILABLE | LABORATORY REQUIRED | STORE/OFF AVAILABLE | STORE/OFF REQUIRED | I/C GENERATOR AVAILABLE | I/C GENERATOR REQUIRED |
|------|-----------------|-----------------|--------------------|------------------|------------------|------------------|------------------|------------------|---------------------|-------------------|---------------------|----------------------|-------------------|---------------------|------------------------|
| 2000 | 66526           | 40643           | 120356             | 5844             | 2351             | 11861            | 199              | 4728             | 70                  | 1386              | 9                   | 1264                 | 22                 | 456                 | 2087                   | 20                   | 2107 |
Source: Federal Republic of Nigeria (2000), see the appendix attached to the last but unnumbered pages of the book.

It seems the pronounced bad conditions of the infrastructural facilities for learning in Nigerian schools must have informed the World Bank to introduce the programme, 'Self-Help Project' in the country (Ubani 2001). The idea behind this programme is to engage the benefiting parties (parents, communities, government and private sectors) in the funding and the administration of basic education. It is no surprise the key players in the implementation of the World Bank project in Nigeria include the following: the project implementation committee members, LGEA officials, SUBEB officials, the project consultants, UBE Zonal officials, UBE headquarters, FME and the World Bank officials. It is believed that when this is done, the benefiting parties will take UBE seriously as no one will like to see what he has laboured for to be in ruin (Ibid).

The self-help projects are usually in small scale. It ranges from construction of classrooms, toilets, science laboratory, provision of portable water, furniture, renovation of dilapidated buildings in the schools and some other relevant small scale projects. The project is normally jointly funded; the World Bank takes 80% of the cost of whatever project that may be agreed to carry out while the benefiting community is responsible for the remaining 20% (Ibid).

Further on the funding, Ubani (2001) notes:

*The maximum support funding for all qualified school level project(s) in [a] LGEA is N300,000.00, while N3000,000.00 is for each state level scheme. The counterpart funding of 20% is considered to be the minimum contribution of the benefitting community or state as they are expected to meet the internal administrative or overhead costs of the project if not built into the overall cost of the projects. UBE provides the counterpart funds for meeting the external administrative and overhead costs of the entire self-help projects as provided in the action plan* (Ubani 2001:9).

In view of this development, KWSUBEB, ALGEA in collaboration with some communities in ALGA have been taken part in the World Bank assisted self-help project. As reported by Issa Bale, the Education Secretary, ALGEA,
The... Community/Self Help Project was... carried out. Twelve communities in Asa LGEA benefited from the programme, which was carried out according to specification. The communities include: (1) Oguntuyinbo (2) Igbo-Aran (3) Gboroko/B/Ojoku (4) Idiapa-Sadadi (5) Otte-Oja (6) Gbagba (7) Lasoju (8) Eiwenkorin (9) Aiyegun (10) Alalubosa (11) Alapa (12) Ode-giwa (Bale 2007:20)

Still on the Self-help project, Ubani (2001) pointed out that five projects of such were carried out and completed in ALGA. The five projects were matched with “PHASE 3 (BATCH TWO)” (see Ubani 2001:69 & 79). The table below gives a clearer view of ALGA records in relation to the remaining 15 LGAs.

**Table 4.4: Self-Help Project Record – Project Phase 3 (Batch Two)**

<table>
<thead>
<tr>
<th>S/NO</th>
<th>GEO-POLITICAL ZONE</th>
<th>UBE ZONE</th>
<th>STATE</th>
<th>LGEAs</th>
<th>LIST OF PROJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>NORTH CENTRAL (NC)</td>
<td>ILORIN</td>
<td>KWARA</td>
<td>MORO</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ASA</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>BARUTEN</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EDU</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EKITI</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IFELODUN</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ILORIN EAST</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ILORIN</td>
<td>6</td>
</tr>
</tbody>
</table>
From Table 4.2 drawn above, a simple statistical calculation of the overall projects (Project 3: Phase 2) in the State indicates that about 3.7% of it goes to ALGA. What seems unclear on the later five projects (pertaining to ALGA) is whether it is already included in the former (the twelve projects originally stated by its Education Secretary). Hence, what could be ascertained here is that minimum of twelve projects had been completed under Self-help project programme in ALGA with the support of KWSUBEB as a key player.

Further, Bale (2007) reports that “KWSUBEB [has also] embarked on various rehabilitation, renovation and construction of some schools within the local government. Amongst schools renovated in Asa LGEA are: (I) Alawon (ii) Idi-Emi (iii) Faje-Budo-Are (iv) Afon (v) Iyana Alakuko (vi) Alapa” (Ibid). It is no doubt this is commendable on the part of the Board, although majority of the projects is a collaborative endeavour. Nonetheless, it must be stated that the institution must not be too contented with this achievement as there are still a lot to
do regarding this. This injunction is not disputable especially when this deals with a local
government (I mean ALGA) with the record of 138 primary schools with just 13 JSS (see
Tables 3.1 and 3.2 in Chapter Three again for the number of schools in ALGA). It is obvious
a lot of classrooms/schools needed to be constructed to attain equity, equality and quality in
education.

It is important to note that the efforts made to get relevant empirical data about construction
and renovation issues from the participants (staff of KWSUBEB in particular) did not work
out. It is not because they are not prepared to give but they noted I cannot have any other data
other than those I have in the documents given to me. “Our activities on construction and
rehabilitation of classroom are already a public knowledge. You can read it in our quarterly
magazine. You can also see it in the Manual I gave you [referring to Ubani 2001],” Said
Participant H.

A critical observation of the findings in this unit will reveal that the significance of
government/community partnership on the management and funding of basic education is
being upheld among the population in study. This practice seems to be true of the relevant
studies reviewed against India, Burkina Faso, the Gambia and Ghana in chapter three of this
thesis report. For this reason, it is significance to emphasise that government/community
partnership should be taken seriously when considering issues of quality and management of
basic education.

4.2.5 Organisation of Seminars and Workshops for Teachers

This research had revealed that KWSUBEB had been organising “series of seminars and
workshops... for officers and teachers of primary schools in the state” (Oguntoyé 2007:26).
Take for instance, a week “orientation course”, was conducted for some 1200 beginning
teachers, “which took the form of seminars and workshops on selected topics took place at
Queen Elizabeth School, Ilorin Between 11th and 17th December, 2006” (KWSUBEB
2007:25). The newly recruited 1200 teachers were posted to all the 16 LGAs, including Asa,
across the state (Ibid). While these efforts are commendable as Oguntoyé (2007) rightly said,
“More of... [these] seminars and workshops should be organized from time to time and teachers especially should be made to attend so as to widen their present narrow scope and to keep them abreast of new educational innovation and development” (Oguntoyé 2007:26).

The findings collated from the samples belonging to KWSUBEB office noted that the idea of seminars and workshop for the teachers is a rare issue in the history of primary education. This could be specifically seen reflecting in the statement made by one of the interviewees: “The Board has taken a bold step for organising seminars for the teachers. It is bold because it was not common before. But we have started... We will not relent to keep the light burning. In fact we give allowances to any teachers who may attend the seminars or workshops” (Participant W)

Participant W seeks to affirm the readiness of the Board to ensure the continuity of the newly started programme, seminars and workshops for the teachers. These findings seem to project that the Board is not ignorant of the significance of the role of teachers to help the falling standard of education in its region. This fact is made evident in the report cited in KWSUBEB (2007): “ONE most important factor determining the quality of the education a child receives is the quality of his teacher” (The Teacher; as cited in KWSUBEB 2007:13). This direction clearly seems to indicate a high level of harmony with the stance of Brock-Utne (2000) and A Nation Prepared: Teachers of the 21st Century (see this again in Chapter Three). However, an honest observation of this measure will indicate that it deals less with the issues of dignity of teachers which Brock-Utne (2000) lays emphasis upon at the detriment of the World Bank EPSSA which I have reviewed in section 3.2.1 of this work.

Meanwhile the other side of this programme must be stated. As credible as this study sounds, many teachers seem not to have attended the seminars and workshops. This is largely true of the teachers interviewed against this investigation. It was just one of the nine teachers interviewed that was able to attend the programme. Below are the relevant sayings of the teachers:
Nobody is saying that seminars and workshops are not good for teachers. We need it; there is no doubt about that. But we need money to attend the training. Money is needed for the transport fare and our up-keep. Without that, I don’t think it will work. The Board has to allot reasonable allowances for the teachers about that. It is true they are given a token. But how much is N200.00 [Two Hundred Naira/less than $1.5USD]. It is not even enough for my transport fare. They need to do more; they know we are poorly paid so they cannot expect us to spend our salary on that. In fact that is a no-go-area (Participant N).

I am more than willing to attend the programme my brother [referring to me as her brother]. But it is like it is not organised for somebody like me. I need sufficient money from the Board for my journey to and fro the programme and for my up-keep during the programme. Then I will know the Board mean the business. We have heard more than enough of the seminars promotion. What teachers need to attend the programme is money. Period! (Subject G).

I was able to attend two of the programmes but with my money. I understand not many people can afford to do that. So the Board has to put more money into the seminars. I noticed that majority of those of us who attended the programmes came from Ilorin [note, Ilorin was where the two seminars/workshops he attended was held]. So this means many of them would not have come if the programmes have taken place elsewhere (Participant E).

From the empirical findings cited above, the teachers have lent credence to the existence of the academic seminars and workshops organised by the KWSUBEB. It also gives a glimpse that the teachers see it as a programme in the right direction but more has to be done on it in order to make it accomplish the goal for which it is purposed. The argument here is that the teachers needed to be financially empowered to attend this seminars and workshops. At least, if I may ask, what is the use of a drug to a patient when it is inaccessible to him or her? This is a matching analogy here. Teachers in ALGA should be assisted to attend the seminars and workshops. N200.00 is too small as an allowance to attract teachers’ attendance. This is what the teachers are clamouring for, even as the words of the three participants above indicated. This is what their voice is all about. And it is my view that they should be taken seriously in the bid to attain quality education in the region.
4.2.6 Distribution of Instructional Materials

Pertinent to facilitate quality education is the availability of instructional material on regular basis and in the appropriate proportion. The findings related to these as employed by KWSUBEB in its bid to improve quality of education within its jurisdiction, which includes ALGA, are examined in this segment.

On instructional material related issues, KWSUBEB works with the State Government to ensure that instructional materials are made available in all the schools in the 16 LGAs, ALGA inclusive. This is reflected in the words of the local government Education Secretary, Asa LGEA is grateful to the KWSUBEB and KWSG [Kwara State Government] for the regular provision of instructional materials to schools, which were usually distributed to all schools. Amongst these materials are Science kits, Blackboard renovators, Home Economics equipment, Registers, Diaries, Textbooks, Continuous Assessment records, Higher notebooks etc. (Bale 2007)

On the provision of textbooks, one of the interviewees (here referred to as Participant H) pointed out: “Government provided textbooks only on the core subjects: English Language, Mathematics, Social Studies and Primary Science for primaries I-VI” (Participant H, from KWSUBEB). The circumstances related to the provision of textbooks, on just four subjects, as instructional materials do raise some questions which I have discussed and analysed under the challenges hampering KWSUBEB to actualise its bid in improving quality of education in the setting of inquiry.

Meanwhile, I am using this section to address the impact inadequate supply of textbooks had made on the education of the pupils in the setting in query. In the case, I am particularly interested in those comments coming from the teachers because they are the most relevant group to address this.

Here are their major comments:
The Government just have to supply enough textbooks in all subjects. They supply us textbooks only in four subjects; even with that, it is not still enough because it is not in the right proportion. It is in ration 1:10. It makes things difficult for the teachers and the pupils. Sometimes you want pupils to get something from the textbooks as you are teaching, but this is always difficult. It is difficult because ten students are gathered around a book (Participant P).

We don’t normally have problems with chalks, duster, registers and other minor instructional materials. They are usually available. The major problem is textbook. Imagine a teacher teaching with one textbook to ten pupils. Sometimes you see your pupils fighting themselves just because one does not want another to see it. So the time we suppose to use for teaching is sometimes used for settling quarrels among the pupils. The government just have to help us; if they want to improve education (Participant F).

At times you wonder what our government is doing. The beginning of schooling is the primary. This is the foundation. But it seems the government is not serious about it. I think the government should be able to supply us textbooks in the right proportion even if it is for those four subjects. I mean English Language, Mathematics, Social Studies and Primary Science. That will tell us they are serious (Participant V).

The major line of thought that could be drawn from the comments above indicated that the supply of textbooks for the pupils is inversely proportional to their number. I am seeing this as a major issue which should be addressed; not only in ALGA but in the State as a whole. Ratio 1:10 cannot take the present quality of education to anywhere rather than where it is now. While it is acknowledged that KWSUBEB is not the sole authority responsible for this problem, I am of the opinion that they have to sensitise the other stakeholders within the government to make it a duty even as a matter of urgency.

Six major measures utilised by KWSUBEB to improve the quality of education in ALGA have been identified and discussed to this point. The next section, 4.3, has been designated for the discussion on ‘successes’ recorded by KWSUBEB in its efforts to achieve the subject in investigation.
4.3 KWSUBEB on its Success Record in ALGA

This study reveals that the monumental successful records that may be kept against KWSUBEB in his bid to improve the standard of basic education in ALGA are mainly in affiliation with construction and renovation of classrooms. The partial means of achieving this by Board was through the Self-help Projects of the World Bank. The projects also involved other agencies like ALGEA, PTAs and community members. So far, as earlier noted, at least some self-help projects numbered up to 12 had been executed in ALGA (please see subsection 4.2.4 for the list of the communities involved). Besides, other six projects have been solely carried out by KWSUBEB (please see subsection 4.2.4 again for the benefitting communities).

Asking them about the procedures involved in executing the projects, the responses of the participants are not different from what is originally stated in 4.2.4 of the thesis. One participant noted:

*Speaking with you concerning those projects will amount to repetitions. The documents you have received from Mr. Subject H [not real name] contain whatever you may want to know about your research. I think what you have in those documents are more valid, because they are already public knowledge. They are not publicised for fun. They are publicised because they are facts that could be defended. Or do you think the Board will put something it cannot defend in its magazine. Remember, our magazine can reach anywhere. And on the self-help project, the procedures are there in the manual. Have n’t you got the manual [i.e. Ubani 2001]? The good news about it is that it is an on-going programme. It is in phase after phase (Participant J).*

Like his colleagues, Participant W gave a point on the six projects spearheaded by the Board. In his own narrative he said: “The six executed projects are the share of Asa [i.e. ALGA]. We distribute the resources whenever they are made available by the government. Sometimes it is turn by turn for all the 16 local government. We are determine to do more and we hope the government will continue to give us money” (Participant W).
Not too different from Participant J, Participant X noted:

*Self-help project is a collaborative effort introduced by the World Bank... and Kwara SUBEB is a major stakeholder of the programme. So the ones we have carried out in this local government [referring to ALGA] involve them. We worked to together to mobilise the community member through the help of village leaders and PTAs. The community members contributed some money, Board also supported financially... (Participant X).*

Evaluating the empirical data (i.e. the participants’ comments) stated above, it is apparent to us that the construction projects carried out by KWSUBEB came up in two ways. One, it came as part of the allocation made available within the reach of KWSUBEB for construction projects. And two, some projects were executed through self-help projects, the World Bank initiative which involves collaborative efforts.

From my personal evaluation, the overall data made available in respect to the construction and renovation of classrooms seem to indicate that there is a success made on the part of the Board. I classify it as a success made because it meets the specifications of ‘success’ originally defined in Chapter One of this thesis report. In other words, it is a success made because it is initiated, processed, completed and beneficial to the recipients. Besides, it is a programme that calls for striving to achieve more of its kind, especially that of Self-Help Project which is designed by the World Bank. On this course, more concerted efforts have to be made to do more just as I have mentioned in segment 4.2.4. Like that of Self-Help, the efforts of KWSUBEB to spearhead some six construction projects could also be considered laudable success. On this cause, there is no doubt that the children for whom such projects are made must have been enjoying the dividends of learning in a good environment by now.

Now that I have examined the success recorded by the Board, let us look at the next section for the challenges facing the Board as well as the solutions that are officially in plan to overtake them.
4.4 Challenges and the Solutions in Plan

This investigation has revealed that there are several challenges facing KWSUBEB as it struggles to resuscitate the quality of basic education in the local government in view. From the general overview of the entire data to this effect, it seems financial constraint is the major impediment as it cuts across most of the challenges on the ground. Hence, one can conclude that these challenges are interconnected even as the further analysis that follows indicates.

4.4.1 Financial Constraints

The question of finances as a hampering factor against quality of education in the region of inquiry had been attested to by eleven participants (administrative staff of KWSUBEB and ALGEA). While they all commended the government for what he has done so far in financing basic education, they all noted that much is still needed to be done. In fact, what is needed to be done seems to be more than what has been done. A participant (KWSUBEB staff member), here referred to as Participant J, said, “There are so many projects to be carried out by the Board. But the Board is incapacitated because we are short of money. So most of these projects are still lying undone. As I am talking to you now, many pupils are sitting on the bare floor. No tables, no chairs that will make learning conducive”. According to another Participant (Participant A, also of KWSUBEB): “We have been asking the government to supply us more textbooks for our children. You see, the government is currently supplying textbooks for four subjects at ratio 1:10. We have been advocating for ratio 1:1 at least for those subjects but the government is saying there is no money”. As if that is not enough, another one (Participant H) pointed out: “the government need to pump more money into basic education so as to attain success. Imagine this, we planned to conduct seminars and workshops for our teachers in the State in 2007, but it could not hold all because there was no money”.

From the comments of the participants stated above, it is apparent that financial constraint has been a major obstacle to get enough furniture for the pupils. The same problem is in connection with inadequate supply of textbooks for the pupils and irregularities in the conduct of seminars and workshops for the teachers in the State.
Narrowing the discourse to ALGA, the Education Secretary of ALGEA has got to report on the problems encountering in its jurisdiction; and I see them relevant to financial constraints. The problems are:

- **Some classes in some schools within the LGEA need renovations, rehabilitation or re-construction. These include Oloro-Oja, Ajuwon, Otte-Oja, Aboto-Oja, Eiyenkorin, Gbabu-Eleja, Adabata, and Eleminla etc.**
- **The LGEA needs vehicles for supervision and monitoring of schools.**
- **Furniture for teachers and pupils are inadequate.**
- **There is inadequate staff in some rural schools in Asa LGA. Thus Asa needs more staff [teachers].** This impediment has been partially handled by the board as it “addressed” the “Over-concentration of staff in urban schools... in favour of rural schools”. Source: Bale (2007:20).

Besides financial constraints, a critical examination of all these may be linked to management issues. I am of the opinion that one may find it difficult to turn down such a view. However, I have no data to substantiate that. Hence, the scientific stance that is upheld in this investigation is financial constraints.

From the look of things, it is becoming evidently convincing that underfunding is plaguing a plague on the quality of basic education in the setting. It is like what is happening in the setting of inquiry is a tip of Nigerian government syndrome. Ango et al. (2003) in their work lends credence to this fact. They argue: “Nigeria still allocates less than 26% to education, what the United Nations recommended. Hence, there is still the phenomenon of poor funding because the FGN [Federal Government of Nigeria] is yet to come to terms with its responsibility” (Ango et al. 2003:6). Also, it appears the idea of underfunding of education in Nigeria could be linked to the cutting down of the recurrent expenditures on education idea, an aspect of the World Bank ESAP, which has been originally discussed in section 3.3.1 of this thesis report. In other words, it is like ESAP policies are still lingering within the sphere of education in Nigeria.

A further look into the data presented in this section is apparently indicating that there is no doubt that the question of “free education” as it is proclaimed in the setting of inquiry needs to be scrutinised. That was why I stated in segment 4.2.6 of this work, where I proposed that I will discuss some questions related to the circumstances surrounding supplying of textbooks for only four subjects. It may be logical to inquire: why is the government not supplying textbooks for all subjects? Why not supplying textbooks in the appropriate
proportion? What can we say about learning on a bare floor? Why conducting 'epileptic' workshops and seminars for the teachers? Is basic education actually free as it is being said of? Why are there not enough teachers in schools? The resounding point that seems to sufficiently answer those queries is summed up in two words: Financial constraints.

Meanwhile, does it mean there is not enough money to finance basic education in the setting? To this question, I think only the relevant government (public) authority can give answer.

While it is acknowledged that financing public education primarily rests on the government, the participants (KWSUBEB staff members) noted that KWSUBEB will continue to plead with the government to increase spending on education and to intensify its calls to the communities and private agencies to support the cause financially as “education for all is the responsibility of all”.

Having understood the fact that financial constraints have been causing setbacks in the setting on inquiry, the next subsection has been prepared to give us insight into how financial related phenomenon is affecting the teachers’ attitudes towards their jobs in ALGA and in Nigeria in general.

4.4.2 Poor Remuneration for the Teachers

Research endeavours apart, I need neither a research theory nor a social science apparatus, as a Nigerian, to know that Nigerian teachers are poorly remunerated. This is a common talk all over the country. Indeed, most young ones in Nigeria are not willing to go for teaching profession because of this.

Without mincing words, the one to be held responsible for this is the Government of Nigeria. It would be resourceful to recall that I credited the work of Folorunsho (2007) in chapter 3 of this project concerning this. The point of reference here is that the government “Failure to pay teachers salaries and allowance on time” is an integral factor for the falling standard of education in the country (emphasis supplied). The most painful aspect of it is that the salary package is not attractive in any case. For example, the 1200 graduates of College of
Education (NCE holders) that were employed in 2006 will be remunerated to the tune of “N10000.00 [ca. 50.00EUR] each per month and participants shall not take other gainful employment” (KWSUBEB 2007:25). Note, NCE holders are rated as level 7 while Bachelor’s degree holders are rated as level 8 officers upon initial appointment in Nigerian civil service (education sector). One may wonder what a young man (Bachelor) or young woman (spinster) will do with N10,000 in a month in Nigeria of today; not talking of the married with higher responsibility.

It seems Oguntoye (2007) must have been moved by the unsatisfactory salary package for the teachers while writing his work, “How to Implement UBE Policy”. He states:

A very good welfare package for teachers is a very vital driving force for an enhanced performance by the teachers in our schools. Apart from a very good salary structure put in place, leave allowance be paid as at when due without unnecessary publicity [note, it is a common thing for teachers arrears to be announced on radio, television and newspapers in Nigeria], rural allowances as well as other incentives like vehicle and machine loans must be provided for teachers at rural areas to enable them to stay for long in these areas (Oguntoye 2007:26).

As one looks at the quotation above, it could be seen that Oguntoye is advocating for attractive remunerations for the teachers. And that such remuneration should not call for unnecessary publicity.

It is not an overstatement to argue that the dignity of the teachers in Nigeria had been drag in the mud. Hence the job satisfaction in the teaching profession is apparently questionable. The participants (who are teachers) interviewed on this project are no different even as their responses indicated. The following selected major comments may be helpful to understand the teachers’ feelings about their remunerations:

- “It is saddened the job that should attract highest pay has been relegated to the background. To me, we teachers should be getting fat salary because virtually every professional must have been taught by a teacher” (Participant I).
- “Let me tell you something; I remain a teacher today all because I have no alternative. If I could lay my hands on something better, believe my words I will cease to be a teacher. What is the use of a job that cannot feed me and my family?” (Participant V)
“I can never pray that any of my children become a teacher” (Participant G)

“What do you want to me to say about a job whose pay cannot assist to meet the necessity of life” (Participant E).

“This is the most important but the most unfortunate profession in terms of remuneration” (Participant N).

All the comments quoted above imply that there are groaning teachers working in the system. Job satisfaction is obviously absent from the teaching profession in the system. This seems to be the line of thought that runs through the teachers comments. If I may ask a rhetoric question at this juncture, what learning outcomes will one get from the pupils whose teachers groan persistently over remunerations? Obviously there is no special learning outcome. In my own view, it seems the World Bank EPSSA, which has been reviewed in subsection 3.3.1 of Chapter Three of this project, is firmly in control as per teachers’ entitlements in Nigeria (emphasis supplied). One may agree with me about this view as the case is relatively different in the professions and in the other sectors besides education. The conclusion that could be drawn here is that teachers should be remunerated with beautiful package like their counterparts within the other sectors if quality of education must be improved.

With the injunction to improve on teachers’ remunerations, we can now link ourselves with the third subject of challenge facing the Board in his bid to improve the quality of education.

### 4.4.3 Lack of Cooperation between KWSUSBEB and Parents/Guardians

Like I earlier said, financial difficulty seems to cut across every chain of challenges facing KWSUSBEB in his bid to improve the quality of education. Financial difficulties, in many families, have made some parents and guardians placing their children on petty trading while they should be learning in schools. And this is resulting to a threat against KWSUSBEB objectives. The words of Participant J seem to be of great value here. He noted:

*This challenge is in almost every part of the state even here in Ilorin, the State Capital. The children who are expected to be in schools from Monday to Friday end up to attend school irregularly... some 2-3 days a week. So such children cannot have a balanced training. That is part of the problem we are facing. The parents have to help us. We need them, we cannot succeed without them* (Participant J).
The data here, as given by Participant J, tells us that many children do not attend schools on regular basis; and this may affect the quality of learning outcome. This is because such children do not receive holistic training as it is designed in the system.

Asking if a legal action has ever been taken against a parent to serve as a deterrent for others, a top officer in KWSUBEB responded that none has been taken yet. The participant noted that they are still using all the possible avenues like television, radio, community leaders to enlighten parents/guardians of the importance of allowing their children to go to school; at the same time telling them the legal implication of putting their children on trading while they should be in schools. He elaborated further that the Board may likely resolve to legal actions in the near future if the parents/guardians fail to cooperate. I supposed such legal actions may likely be the ones that were reviewed in the literature review section of this report (see section 3.5.3 in Chapter Three).

The comments of the teachers about lack of cooperation from the parents are synonymous with what is coming from the Board authority. A look at the two statements (from teachers) below could give us a glimpse of justification for this.

❖ Teaching in rural areas like most of us in Asa requires two things. The first is that we work as teachers and second as adult educators. But we get paid for one and that is teaching. Apart from teaching the pupils, we have to educate the parents in the village from time to time so that they will allow their children to be in school. If not, their fathers will send them to farm; especially the boys (Participant M).

❖ “The market day is always a bad day for us in this village because you will not see the children in schools. Ati ke k eke, amo onigbo [We have talked time without number but they will not listen]” (Participant N)

A critical examination of the citations above indicated that the teachers in ALGA have got their workload increased because parents are not allowing their children to go to school accordingly; working as enlightenment agency in one hand and as teacher in another. Then, market day in the village is usually characterised as a no school day in the village. In view of this development, it seems there is a need for KWSUBEB to do more as they educate the community members on the significance of education in the 21st century. The truth is that it is not over until it is over.

4.4.4 The Concept of “Free Education” is Misconstrued

Both the empirical and literary data collated in this work signal that the concept, “free
education” in relation to basic education is not as absolute as it is mostly perceived in Nigeria. And this is placing a threat on the work of KWSUBEB. A participant (Participant W, KWSUBEB officer) said that the language of “free education” at the basic level is causing problem all over the State according to the reports they have received from all the local government areas. The participant added:

The issue of free is causing problem. Meanwhile students in JSS are still required to pay school fees up till now. Some parents are even contending with the teachers that the programme is free. [So] money should be pumped into basic education. Education cannot be commercialised. [Government has to] make all that has to do with basic education free as the word free suggests (Participant W).

What could be taken from Participant A’s comment above is that the reality of free education is too far from JSS in the setting of inquiry than that of primary school. This reflects in the fact that students in JSS are still required to pay school fee, at least, as at the time of data collection for this study. For this reason, it appears the issue of free education at the basic level is questionable.

Further, it could be recalled that the government is supplying textbooks on just four subjects for the primary schools; not even in the right proportion to the pupils’ population. By implication, the government is indirectly telling the parents to buy the remaining ones. But for the fact that awareness of free and compulsory basic education is always there on mass media, “most parents are not buying the remaining textbooks for their children” (Participant A), even where they could afford it. Therefore, this indicates there is need for the relevant authority of the government to re-define the concept “free education” regarding basic education. Otherwise, this will continue to cause a set-back to attain quality education at the basic level.

The findings revealed further that KWSUBEB, in order to overcome the challenge, has got it in plan to continue to reach the masses through the media and community leaders that “education for all is the responsibility of all”. And that we cannot leave everything in the hands of the government. This point is also reflecting in the report of the Board ADHOC committee: “Parents need be further mobilized and encouraged to provide textbooks to compliment the efforts of Govt. in the provision of books in core subjects” (see “Report of Kwara SUBEB ADHOC Committee on a New Basic Education Reform Agenda” p 6.).
Sequel to this plan, I do emphasise that the government still has to redefine its publicity about free basic education if it cannot make it free as the word free suggests. Otherwise, KWSUBEB efforts to de-orientate the community members about the word “free” will not suffice as that will amount to self-contradiction on the part of the government since the board is itself a government agency.

As one may relate the findings here with the relevant information contained section 3.5.3 of the literature review of this thesis, it is obvious the implementation of UBE programme is not in line with “Free nature of UBE program [which] means free tuition, books, instructional materials, classrooms, furniture and free lunch...”(see UBEC 2005:12 in section 3.5.3 of this thesis literature review chapter). Hence, there is a wide margin between the policy on papers and the policy in practice. Therefore, this has to be attended to in order to move things forward.

The challenges facing the Board are not just coming from without. Some seem to be coming from within. And one of such has been identified and discussed in the next subsection of this study.

4.4.5 Self-Made 'Pedagogical Miscarriage'

A critical analysis of the statistical information given on Table 4.5 below tells that KWSUBEB is part of the problem impeding itself on quality education in ALGA.
Table 4.5: Qualification of Teaching Staff in Primary Schools

<table>
<thead>
<tr>
<th>S/NO</th>
<th>HIGHEST QUALIFICATION</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bachelor's degree and above (with teaching qualification)</td>
<td>50</td>
<td>49</td>
<td>99</td>
</tr>
<tr>
<td>2</td>
<td>Bachelor's degree (without teaching qualification)</td>
<td>28</td>
<td>21</td>
<td>49</td>
</tr>
<tr>
<td>3</td>
<td>National Certificate of Education (NCE) &amp; ACIE</td>
<td>325</td>
<td>440</td>
<td>765</td>
</tr>
<tr>
<td>4</td>
<td>Diploma and Certificate</td>
<td>133</td>
<td>39</td>
<td>172</td>
</tr>
<tr>
<td>5</td>
<td>Teachers College (TC II)</td>
<td>44</td>
<td>53</td>
<td>97</td>
</tr>
<tr>
<td>6</td>
<td>Teachers College (TC II) – Arabic</td>
<td>20</td>
<td>28</td>
<td>48</td>
</tr>
<tr>
<td>7</td>
<td>Below Teachers College (TC II)</td>
<td>148</td>
<td>74</td>
<td>222</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>748</td>
<td>704</td>
<td>1452</td>
</tr>
</tbody>
</table>

Source: (ALGEA 2007)

This table deals with the calibre of the teachers the Board is employing in teaching the school children. The table clearly indicates that ALGEA is a having a substantial number of teachers who are trained but not as teachers. These are the 49 teachers without teaching qualification. I have called these teachers 'the untrained trained teachers' in this work. Let me make myself clear on the term, 'untrained trained teachers'. I mean these 'teachers' are trained but not as teachers.

This is one of the serious problems in teaching profession in Nigeria. Many people, even the educators in this case, think anybody can work as a teacher. It is as if teaching is not a profession. And this care less approach is causing the system a very costly set-back in the long run. One could imagine what kind of pedagogical skills 'an untrained trained teacher' may be applying in the classroom. There will be a lot of ‘pedagogical miscarriage’ of course. By ‘pedagogical miscarriage’, I mean wrong application of pedagogical skills in the classroom. Compounding this, this is a setting where the Board, because of financial constraints, is sometimes hampered in his bid to organise workshops and seminars to put
these teachers on the right track of pedagogical skills. And even when it could organise some, most of these teachers could not afford to attend, all because of monetary problem. Then why would not standard of education fall? Apparently it would, for teachers have got prominent roles to play in improving the quality of education of any educational institution. This situation is very saddened against teaching profession. And it is not as if there are no unemployed teachers in the setting. At least this is very glaring to me as a Nigerian, an indigene of Kwara State for that matter. This is hardly seen in the other professions. I have neither seen a situation where a case is being defended by an engineer in the court of law instead of a lawyer nor witnessing an accountant performing the role of a nurse in any hospital.

Since this problem is coming from within, my submission is that it can only be solved as such. But it is unfortunate the authority concerns does not realise this yet as none of the findings in this study ever indicates such. Consequently, I see this issue as the greatest of all because it is an unidentified one.

4.5 Any Solution not Officially in Plan?

One of the solutions to the challenges facing KWSUBEB that is not officially in plan is to put an end to employing 'untrained trained teachers'. When this is achieved, then one can be sure the teachers that are teaching the pupils are those trained to do the job but not the amateurs. This will go a long way to avoid 'pedagogical miscarriage' in the classroom. It is noteworthy to highlight that I have been able to identify this point through critical analysis of some relevant literary data collated in this work.

Another significant point that could improve the quality of basic education in the region that is not yet officially in plan is the increment of teachers’ salaries. There is 100% harmony of responses from the subjects who are teachers. This indicates that teachers are seriously yearning for better pay. It is not as if the government is not aware of this as a 'solution' to education problem in the setting because this is no more news. The point here is that it seems there is not yet a concrete official plan to increase the teachers' salaries. There is no any literary or empirical data indicating that KWSUBEB ever attempts to suggest or advise the
government about this. Could it be because most of the officers of the Board are usually appointed on political basis? Meanwhile, I must say that KWSUSBEB is only a key player when it comes to the increment of teachers' salaries for there are some other stakeholders (Ministry of Education, Teaching Service Commission, UBEC etc.) that may be involved on such an educational issue. Yet, there is still a clue here that they have a role to play.

4.6 Chapter Summary

It will be recalled that some assumptions were set at the beginning of this work. The assumptions have been stated in chapter 1 of this thesis report. In this segment, I have attempted to re-state every one of it and equally endeavoured to find out the relationship between each of them and the relevant findings.

The first of the assumption states that KWSUSBEB must have been utilising some strategic measures to improve the quality of education at the basic level in ALGA. The study findings clearly indicated that a number of measures have been put in place by KWSUSBEB in respect to the focus in view. On this, six measures (1. Target Setting; 2. Mentorship Scheme; 3. Inspection and Supervision of schools; 4. Construction and Renovation of Classroom; 5. Organisation of Seminars and Workshops for the Teachers; and 6. Distribution of Instructional Materials) were identified. Given these findings, the first assumption has been translated into a reality.

The second assumption is that successes may have been recorded in respect to the focus of this study. But such successes may have been inversely proportional to what ought to have been done. It is evident in the findings generated on this work that the assumption in question also proves to be true. While the Board has achieved some success (Construction and Renovation of Classrooms) in respect to the work before it, it is obvious that much is still needed to be done as it has been previously analysed in the relevant section of this chapter. So the assumption could now be related as a fact; it no more a mere presumption.

On the third assumption, I noted that there is no institution without its own challenges, so the Board cannot be an exception, especially on the inquiry in view. The findings also proved
this true as a number of challenges confronting the Board were identified and analysed accordingly. These challenges are as follow: 1. Financial Constraints; 2. Poor Remuneration for the Teachers; 3. Lack of Cooperation between KWSUBEB and Parents/Guardians; 4. The Concept ‘Free Education’ is Misconstrued; and 5. Self-Made Pedagogical Miscarriage. Therefore, this assumption has graduated to the world of reality.

The expectation on the fourth assumption is that KWSUBEB, as a government agency, should have formal solutions in plan in order to meet the threatening challenges. This assumption is also proven true in this investigation. Hence it is no longer an assumption but rather a fact.

The last assumption holds that some of my subjects in this study may be having some personal solutions that may not have been officially catered for by the board. However, the findings generated in this evaluation are yet to gallantly tell us what to do with this assumption. This is because the participants are able to identify one point (Increment of Teachers’ Salaries) out of the two relevant findings. Even the one identified cannot be considered the sole responsibility of the Board. On this cause, it seems it is logically advisable to retain this assumption against further inquiry.
5. **Summary, Conclusion and Recommendations**

This investigation has sought to review the role of KWSUBEB in improving the quality of education in ALGA, Kwara State of Nigeria. The problem that underpinned the entire inquiry is rooted in the falling standard of education in the country. The choice of KWSUBEB as the agency in focus is being justified on the basis that it is the foremost government agency that is responsible for basic education issues in the 16 local governments constituting the State. The idea of focusing on basic education rests on the fact that basic education is the foundation of education in general. It is my view that once that is solid, then one is having a high prospect in higher education.

In my attempt to find solution to the identified scientific problem, the following five objectives were set from the outset:

1. To critically examine and to analyze the major strategic measures the KWSUBEB authority is employing in improving quality of education (basic level) in ALGA,
2. To thoroughly investigate the successes the office had recorded so far in her efforts to maximize the standard of basic education among the school-going age children,
3. To identify and to describe the challenges the authority is facing in disseminating her roles in the Local Government Area (LGA) in inquiry,
4. To research the possible solutions the agency is planning in order to meet the threatening challenges militating her efficacy on the course of her duty and
5. To find out whether there might be other solutions which may have not been officially planned for.

The methodological approach for the inquiry is qualitative. And the choice of research design for the evaluation is case study. Interviews and documents were utilised as the instruments of data collection. The group of interest on this study constitutes the staff members of KWSUBEB and those of ALGEA and the teachers working in ALGA. The population in study was sampled through the use of snowball and purposive sampling procedures. Altogether 20 participants were interviewed; of this 5 were of KWSUBEB, 6 staff of ALGEA and 9 teachers. The major scientific instrument of data analysis applied is ‘Case Study Analysis and Representation’. The findings generated from the interviews conducted
were married with the ones taken from the documents. Besides, some comparative analyses were made between the findings and the arguments imbedded in the framework of the literature review chapter of the thesis.

Six important strategies have been unravelled in this project as the measures being taken by KWSUBEB to improve the quality of basic education ALGA. These strategies are: (a) Target Setting, (b) Mentorship Scheme, (c) Inspection, Monitoring and Supervision of schools, (d) Construction and Renovation of Classrooms, (e) Organisation of Workshops and Seminars for Teachers and (f) Distribution of Instructional Materials. What should be bore in mind is that these measures are interwoven.

Target Setting is the approach that entails setting some specific learning outcomes the pupils are expected to possess at the end of every level of the primary school. The setting embraces primaries 1 to 6. The Mentorship Scheme on its own deals with the deployment of the experienced teachers to the foundational and terminal classes. Here the foundational classes are classes 1 and 2 while the terminal ones are 5 and 6. In this measure, the experienced teachers are expected to serve as mentors for the inexperienced. The Mentorship Scheme seems to complement the first approach, Target Setting.

The Inspection, Monitoring and Supervision of Schools are designed to ensure that the school teachers are up and doing on their duties at all time. The Board and the ALGEA, through their School Services Departments, normally carry out this activity. It could be carried with or without notice given to the schools to be inspected, monitored or supervised. In the course of this exercise, efforts are usually made to ensure that the teachers are following the national curriculum accordingly. It also seeks to ensure that the teachers are following the Target Setting drawn by the Board.

The findings indicated that the Board does recognise that conducive environment is very pertinent in enhancing quality education. Thus the Board is engaging itself in Construction and Renovation of Classrooms. Some of these projects had been executed through the World Bank Self-Help project. Altogether, it has been identified that minimum of 12 projects has been executed. Further, KWSUBEB does organise seminars and workshops for the teachers in so as to improve their teaching capacity. Another strategic measure being taken to avert the problem in focus is the Distribution of Instructional Materials to the schools in the local
government. These materials include chalk, duster, textbooks, pen and other writing materials for the teachers etc.

The main success that seems to be glaring as the achievement of KWSUBEB in ALGA lies with Construction and Renovation of the Classrooms. This achievement is made in collaboration with some other stakeholders in education like the World Bank, community members, ALGEA etc. The contributions made by the Board towards the successful completion of renovation and construction of at least minimum of 12 classrooms appear so conspicuous to be veiled in this work. So, the credit is given to the Board for it.

A prominent challenge militating KWSUBEB on the performance of its role in ALGA is Financial Constraint. A lot of programmes are lying on the ground undone by the Board because of this. There is shortage of furniture for teachers and pupils, many classrooms need renovation, a lot of classrooms are needed to be constructed in the local government. The need to conduct seminars and workshops for teachers from time has been identified. It seems the Board wishes to do all these but it is being incapacitated because of financial constraints. In order to subdue this challenge, according to the relevant data in this study, the Board is reaching and is planning to continue to reach out to the government, communities, private agency and some individuals to come to its aid.

One of the most important driving forces to increase teaching performance is good remunerations for teachers. However, it has been revealed that this is a problem for Nigerian teachers. Poor pay for teachers seems to have negatively impacted the performance of the teachers. In fact, this study shows that 100% of the teachers interviewed in this work express dissatisfaction about this. Much has been said about this in the country. But it seems no concrete plan is officially in place by the Board to see to this problem.

As if that is not enough, the findings in this inquiry further indicated that there is lack of cooperation between KWSUBEB and the parents and guardians of the pupils. This is also hanging on the issue of financial difficulty but now in the families. The case here is that some parents tend to put their children on petty trading for about two to three days in a week. As a result, the affected children cannot get the holistic training constituting basic education. The study indicated that sizeable efforts have been made by the Board to enlighten the parents about the adverse effects of this, both on the part of the parents and of the pupils.
And there is plan to intensify this against the future, after which the Board may take legal actions against the erring parents.

This study shows the challenges facing KWSUBEB is being compounded by the way the concept ‘free education’ is being conveyed to the general public. The truth is that there is no absolute free education as the word (free) suggests. The government is not supplying most things in the appropriate proportion. These include textbooks, furniture, classroom buildings, thereby expecting parents as well as the communities to be part of the projects by financing it. This, from the phase value, sounds contradictory to what free education should be to an average Nigerian living with financial difficulty. Therefore, this indicates that there is a need for the government to redefine its concept of free education. Possibly, the word free education should be replaced with some other word.

While the Nigerian government in general is causing some impediments in the way it is communicating free education to the people, KWSUBEB is also adding to the challenges through some administrative approach. The study revealed that this is occurring in the calibre of the people being employed as teachers in the region of inquiry. At least 49 people have been identified in this study as teachers with no teaching qualification in ALGA primary schools. These teachers I have termed as the 'untrained trained teachers' in this report. To me they are trained workers but not as teachers. So many pupils are being taught in schools by those who have no training to do so. This perhaps seems to contribute to the decline in the quality of education in the local government area and possibly Nigeria in general. In this thesis, I have termed the ill pedagogical functions that these teachers may have been displaying in the classrooms as 'pedagogical miscarriage'. I regard this challenge as the greatest of all, because the study indicated that this seems not to be a challenge in any way to the Board as no participant ever mentioned it as one.

The relevant findings in this inquiry showed that there are two solutions that seem not to be officially in plan concerning the present challenges threatening the Board in its bid to ensure quality at the basic level of education. These are: putting an end to employing those who are not trained as teachers to the teaching profession and the increment of teachers’ salaries.
All the assumptions, but one, set at the outset of this evaluation had been proven true by the findings of this work. Hence, the following arguments could be affirmatively established as standing realities rather than assumptions:

- That KWSUBEB has been taken some strategic measures to improve the quality of education at the basic level in ALGA,
- That the successes recorded so far by KWSUBEB in his bid to improve the quality of education in ALGA is inversely proportional to the projects yet to be done,
- That KWSUBEB is facing some challenges impeding him from actualising its mission as a government agency on education and
- That KWSUBEB has got some plans to translate the challenges ahead of it into opportunities.

The last assumption still remains an assumption. This holds that the participants may have got some personal solutions, which may not have been officially planned for, to the challenges that are facing her. As earlier recorded, especially in chapter four, the relevant findings in this evaluation have not given us substantial facts to translate this assumption to reality.

Having come up with these findings, I am using this juncture to state what I considered to be their implications to practice. Below are my suggested views for policy implications:

- There is a need for proper follow-up concerning the objectives of the Board on Target Setting and Mentorship Scheme programmes. In this case the traditional ways of supervising may not be sufficient. Perhaps the use of reward for the teachers who may perform well should be applied especially on Target Setting issue. Besides, there should be proper orientation for the teachers about the Mentorship Scheme so as to avoid clash among the mentors and the mentees. I also suggest something should be done to compensate the mentor, their salary apart.
- Underfunding of basic education should be brought to an end in the setting of inquiry and in Nigeria as a whole. This will assist to get enough textbooks and other instructional materials for the children and to meet other educational needs
of the basic education. Then, no matter how small the ones (funding) that may be available, it should be spent with every sense of transparency, efficiency and accountability.

➢ It is recommended that the Government of Nigeria redefines its approach to basic education as free education. In this case, I am submitting that the government should take up the responsibility of what free education demands. If otherwise, the words ‘free education’ should be re-defined.

➢ Since it appears that the community partnership in education projects (especially Self-Help Project) is encouraging in the place of investigation, I will recommend that KWSUBEB should intensify their efforts in mobilising the community members to do more.

➢ The state of things about including JSS in basic education in the Kwara State calls for care among the relevant stakeholders. So, I will recommend that there should be standard educational working policies to work by so that there will be no collision of authority among the stakeholders. The immediate stakeholders here are the KWSUBEB, LGEA, Kwara State Teaching Service Commission (Going by the former arrangement, JSS used to be under this commission), secondary schools principals and the primary schools head teachers.

Given the summary and conclusion outlined in respect to this study, I hereby make the following recommendations for further inquiry:

- The aspect dealing with successes recorded by KWSUBEB seems to require some further studies against the future. It has been noted in this study that KWSUBEB officially took off in 2005 as a government agency that is responsible for basic education (Primary 1 – JSS 3 in this context). And afterwards, a number of measures (Target Setting, Mentorship Scheme, Inspection and Supervision etc.) had been put in place to improve the performance of the pupils. However, this study has not given us the effects of the strategic measures on the performances of the pupils. We have not also discovered the commitment levels and performances of the teachers. Therefore, I recommend that research should be carried out on this in order to find out whether the performances of the pupils are improving or not. I am of the opinion that 'Action Research' may be of help here, especially on the issue of target setting and Mentorship Scheme. Participant observation may be helpful to check the effects of
Inspection and Supervision on the Teachers.

- While this inquiry is about basic education (Primary I – JSS III), the relatively new stature of UBE programme in Kwara State has incapacitated me from finding much relevant data on JSS I – III (the upper level of basic education). So I am of the view that another study should be carried out in the near future to examine what KWSUBEB may be doing to improve the quality of education at that level. It appears such a study will shed more light on the subject of inquiry.

- It is also evident that this study is lacking some personal opinions, among the group of interest, which may serve as solutions that may not have been officially planned for by KWSUBEB. Consequently I am of the view that another study should be conducted to find out the opinions of the people as in what may be the solutions to the impediments facing the educational agency in the setting of inquiry.

- This study primarily focuses on quality of education at the basic level. Therefore, it seems imperative that another study is conducted to give special emphasis on equity and enrolment issues. So I am recommending such for further investigation. In this wise, I am suggesting that mixed methods of research methodology (Quantitative and Qualitative) should be applied as such a study is likely to require statistical tools.
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