Utilisation of Instructional Materials by UBE Teachers in Moro Local Government Area, Kwara State

Babatunde Ala bi Alege
Department of Primary and Special Education
Kwara State University, Malete
babat@ege@kl | as11. edutl.| Tel. 23./80338023./3

Abstract
The study investigated primary school teachers' use of instructional materials in the teaching of basic education subjects. The study consisted of 8 teachers randomly selected from primary and junior basic schools in Moro Local Government Area of Kwara State. A questionnaire was used to collect data. Percentages were used to analyse the data. The findings revealed general inadequacy and under-utilisation of instructional materials in the schools. Teachers possess adequate professional qualifications but schools lack specialists in each subject. Irrespective of their gender and teaching experience, teachers use chalkboards, some two-dimensional (drawings, charts, diagrams, pictures, etc.) and three-dimensional (realia, models, tools, etc.) instructional materials. The teachers' tendency to use instructional materials was determined by availability; inadequacy; technophobia and laziness. It was recommended that instructional materials are adequately utilised as contained in the school curricula.

Introduction
The Universal Basic Education (UBE) programme launched in September 1999 signalled the Federal Government's resolve to provide access to education for all groups and segments of the society. Prior to that date, countries of the world
signed the declaration on Education for All (EFA) in 1990. The UBE programme is, therefore, seen as an instrument to achieve the goals of EFA. Both the National Policy on Education (NPE, 2004) and the UBE Act of 2004 provide for six years of Primary School and three years of Junior Secondary School. The UBE is, therefore, a nine-year intervention programme, whose overall objective is to eradicate illiteracy, ignorance and poverty with the aim of stimulating and accelerating national development, political consciousness and national integration (UBEC, 2008).

The UBE Act stipulated that every learner who has gone through nine years of basic education should have acquired appropriate levels of literacy, numeracy, manipulative, communicative and life-long skills as well as ethical, moral and civic values needed for laying a solid foundation for life-long learning. It was introduced specifically to remove distortions and inconsistencies in basic education delivery and to reinforce the implementation of the National Policy on Education and ensure that the child rights are well catered for. The Universal Basic Education reform programme also made a comprehensive review of the basic education curriculum, with a view to making it more relevant to local and national needs and aspirations.

The structure of the Basic Education curriculum is to allow for proper planning and alignment of curriculum content in such a way to make learning sequence simple, logical and practical. The components are Lower Basic (Primary 1 - 3), Middle Basic (Primary 4 - 6) and Upper Basic (JSS 1-3). The subjects include English Studies, one major Nigeria Language (Igbo, Yoruba or Hausa), Mathematics, Basic Science and Basic Technology, Social Studies, Civic Education, Cultural & Creative Arts (CCA), Religious Studies (CRS or IRS), Physical & Health Education (Pl-IE), Computer Studies/ICT, Agriculture, Home Economics, Arabic, French Language and Business Studies. These subjects are expected to provide the child, among others, with diverse basic knowledge and skills for entrepreneurship, wealth generation and education advancement FRN (2004). In general, the curriculum pays particular attention to the achievement of the Millennium Development Goals (MDGs) and the critical elements of National Economic Empowerment and Development Strategies (NEEDS).

In order to effectively implement the subjects curricular, the FRN (2004) streamlined several guidelines, innovations and strategies. Prominent among them are the introduction of modular curriculum; production, distribution and use of the new subject curricula in all schools; provision of adequate resources (human, physical, materials and funds) to support and sustain curriculum imotemerneunion, training and re-training of school personnel (principals, head teachers, teachers, etc) and the adoption of Nigeria Certificate in Education (NCE) as the minimum teaching qualification.
The teachers who are to implement the curriculum are expected to use a wide range of instructional materials for effective teaching and learning. A fundamental reason for designing instruction is to ensure that no one is educationally disadvantaged and that all pupils have equal opportunities to use their individual talents to the fullest degree. The instructional materials and devices when properly used will facilitate the accomplishment of some objectives. They provide a concrete basis for conceptual thinking and reduce meaningful word responses of pupils making learning more real and permanent, having high degree of interest for pupils and offering a reality of experience (Ogbondah, 2008). The instructional materials specified in the modules are expected to complement the activity-based method. They include a broad range of audio, visual and audio-visual materials and other hardware and software.

The crux of this paper is how the UBE teachers in Moro LGA of Kwara State utilise instructional materials to improve learning in schools.

**Statement of the Problem**

There is a general concern that the Kwara State Universal Basic Education which has the constitutional responsibility for (a) Universal Basic Education delivery and (b) ensuring unhindered access to quality education is yet to fully address the problem of non-availability and poor utilisation of instructional materials in UBE schools. Agreement & Ontiretse (2011) quoting Survey (1981) revealed that teachers do not use instructional materials that cater for different learning abilities of learners and that instructional materials used by them did not meet learners’ needs in terms of their levels of skills. Mapaderun (2002) and Oni (1995) emphasised that the availability and adequacy of these instructional materials promote effective teaching and learning activities in schools while their inadequacy affects the academic performance negatively.

The UBE curriculum, presented in modular forms in all subjects, is designed for a minimum use of expensive equipment. In spite of this, adequate uses of inexpensive ones cannot be ascertained in Moro LGA, Kwara State. Teachers’ skill in the utilisation of instructional materials and tools ought to be determined. Use of hardware and software electronic media by teachers in the LGA also needs to be investigated.

**Purpose of the Study**

The study was undertaken to investigate teachers’ use of instructional materials in their teaching as required in the new 9-year Basic Education curriculum. The study would specifically:

- find out the generally available instructional materials in schools:
• find out the commonly used instructional materials by the teachers in their subjects;
• find out factors influencing teachers' decision when selecting and using instructional materials; and
• identify the determinants of the teachers' tendency to use instructional materials in their teaching.

Significance of the Study

• This study is considered important because of the accurate data to be generated through it regarding the use of instructional materials in Moro LGA schools.
• The present crop of teachers would benefit from the study as it would serve as eye opener for them on the need to use instructional materials in achieving UBE objectives.
• The study hopes to be of benefit to curriculum developers and those charged with the responsibility of implementing Universal Basic Education in Nigeria.
• The study is significant in the sense that it would shed more light on the importance and utilisation of instructional materials in UBE schools in Nigeria and would have implication for the improvement of the quality of education in Nigeria as a nation.

Research Questions

The following research questions were used to guide the study:

1. What are the available instructional materials in UBE schools in Moro Local Government Area of Kwara State?
2. What are the commonly used instructional materials by UBE teachers in Moro Local Government Area of Kwara State?
3. What are the influencing factors for choosing and using instructional materials by UBE teachers?
4. What are the determinants of the UBE teachers' actual use/non-use of instructional materials in their teaching?

Literature

Basic education, according to Madurnere-Ohikz & Olujohun (2001), is the education embracing all forms of education given to the individual from the six-year primary school to the end of the three-year junior secondary school at the formal level. In the non-formal, it includes basic functional literacy and post-literacy programmes planned for children, youths and adults out of school. It has been observed that in spite of the huge amount spent by the Federal Government on Basic education, it
is still beset with problems. According to McCauley (1991), some of these problems are dearth of teachers and shortage of instructional materials.

Instructional materials, according to Heinich et al (1982), are a collection of medium format or several medium formats used to carry messages with an instructional intent. Johnson (1989) described them as the collection and selection of resources which are applied and integrated into a systematic process of teaching and learning to make learning more effective. Instructional materials, therefore, are concrete or physical objects which provide sound, visual or both to the sense organs during teaching (Agina-Obu, 2005). According to Abdullahi (1982), instructional materials are materials or tools locally made or imported that could make tremendous enhancement of lesson impact if intelligently used. For example, Bruner (1973) observed that the teacher's work as communicator, model and identification figure can be supported by a wise use of variety of devices that expand experience, clarify it and give it personal significance. Agun (1988) refers to them as learning materials, the proper use of which helps learners to learn faster and better. Similarly, Obanya (1989) described instructional materials as didactic materials—things which are supposed to make learning and teaching possible while in most cases, many learners have difficulty in understanding certain concepts, as a result of their level of cognitive operation. The need to effectively utilise instructional materials in UBE schools becomes quite imperative.

Nwoji (1999), in an empirical study, revealed that essential facilities and equipment such as radio, television, computers, chemicals, specimens, video tape, stove, burners, models and charts are not available in schools. This inadequacy of teaching material resources, laboratory equipment/reagents/chemical and laboratory space has been of serious concern to educators. Onasanya & Omosewo (2011) pointed out that teachers have been using the 'chalk-talk' method over the years to teach. According to Ukoha & Ukoha (2009), the concept of utilisation presupposes that appropriate instructional materials have been identified, provided and selected for instruction. And that its effectiveness is a function of several related factors. Taiwo (2009) observed that there are various external deterrents for the utilisation of audiovisual media. The major deterrents reported were budget difficulty in obtaining materials, lack of audiovisual classroom facilities and lack of trained audiovisual personnel (Higgins & Moseley, 2001; Richardson, 1996; Windschitl & Sahl, 2002).

Akanbi (1988) pointed out that no medium is absolutely capable of teaching different types of instructional objectives within a single lesson, hence a need for appropriate selection of instructional materials by teachers who should possess adequate knowledge of human learning and a wealth of experience in careful consideration of other factors that influence the selection and utilisation of media.
Lesener (1976), McCleege (1983) and Proctor (1983) reported that a majority of school teachers seldom use media in their teaching. Ajila (1985), Yusuf (1990) and Alege (1995) in their various studies revealed the poor utilisation of instructional materials in the higher institutions of learning. Gillet (1973) wrote that listlessness and laziness are factors in the failure of teachers to utilise media, Bellamy, Whitaker & Wilite (1978) suggested that the problem mainly is attitudinal. They concluded that "the majority of teachers are afraid of media equipment, are unaware of resources available and are unwilling to expend the extra effort required to locate media resources, plan for the use of such resources in a presentation or make arrangements for set-up and operation of necessary equipment. It is well known among educators that the educational experiences involving the learner actively participating in concrete examples are retained longer than abstract experiences. Instructional materials add elements of real it)' by providing concrete examples to learning.

Some of the problems militating against the effective utilisation of instructional materials are high cost of importation and the fact that most staff is not aware of the existence of the software and hardware (Obianwu & Azubike, 1994). There is a need to determine strategies for making these materials available and for ensuring that they are utilised where they have been provided.

Methodology

In Kwara State, there are 16 Local Government Areas (LGA). Moro, as one of the LGAs, has seventeen wards. The simple random sampling procedure was used to select teachers from UBE schools comprising 152 Primary and 21 Junior Secondary schools. A total of 150 out of 1416 teachers participated in the study. However, only 148 of them completed usable questionnaire.

A researcher designed questionnaire tagged Instructional Materials Utilisation Questionnaire (IMUQ) was used to elicit responses from the UBE teachers. The instrument comprised four sections-A, B, C and D. Section A sought demographic information on the teachers' school, sex, professional qualification, teaching experience and subjects taught. Section B consisted of seven-point items placed on a combined five-point availability of instructional materials scale and a four-point frequency of selection and use scale. Section C contained fourteen items placed on a live-point scale of Aluicis. Frequently, Occasionally, Seldom and Never to elicit responses on the main influence on teachers when choosing instructional materials. Section D also had fourteen items to identify the determinants of teachers' tendency to use instructional materials on a four-point scale of Strongly Agree, Agree, Disagree and Strongly Disagree.
The designed instrument was presented to two experts each from Measurement and Evaluation at Kwara State University, Malete and Educational Technologists from the University of Ilorin respectively. Their comments and suggestions guided the researcher to produce the final copy used for the study.

All the teachers were approached by the researcher personally at a teachers workshop organised for them. The questionnaire (IMUQ) was filled in complete anonymity. The teachers were given a maximum of 30 minutes to fill in the questionnaire.

Data Analysis

Each research question was analysed using percentages. Research questions 1 and question 2 were answered using table 1.

Research Question 1

What are the available instructional materials in UBE schools in Moro Local Government Area of Kwara State?

Research Question 2

What are the commonly used instructional materials by UBE teachers in Moro Local Government Area of Kwara State?
Table 1: Types of Instructional Materials by Availability and Frequency of Selection and Use

**Available?**

**Frequency of Selection and Use**

<table>
<thead>
<tr>
<th>S/No</th>
<th>Types of Instructional Materials</th>
<th>Yes, but not available</th>
<th>Not a, available</th>
<th>Not sure</th>
<th>Total</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Two-Dimensional Instructional</td>
<td>107 (72.3)</td>
<td>25 (16-9)</td>
<td>10 (6-8)</td>
<td>6 (4-1)</td>
<td>148</td>
<td>110 (74.3)</td>
<td>30 (20.3)</td>
<td>8 (5.4)</td>
<td>0 (0)</td>
</tr>
<tr>
<td></td>
<td>- materials (Graphics, Pictures,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maps, CIC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Three-Dimensional Instructional</td>
<td>79 (53.4)</td>
<td>45 (30.4)</td>
<td>13 (8.8)</td>
<td>11 (7.4)</td>
<td>148</td>
<td>75 (50.8)</td>
<td>36 (24.1)</td>
<td>20 (13.5)</td>
<td>1 (0.7)</td>
</tr>
<tr>
<td></td>
<td>- materials (Specimens, Tools,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Devices, Realia, Models, Mock-ups,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CIC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Audio materials (Radio, Tapes,</td>
<td>18 (12.2)</td>
<td>18 (12.2)</td>
<td>110 (74.3)</td>
<td>2 (1.3)</td>
<td>148</td>
<td>23 (15.5)</td>
<td>31 (20.9)</td>
<td>72 (48.7)</td>
<td>22 (14.9)</td>
</tr>
<tr>
<td></td>
<td>CDs, PAS, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Projected materials (Overhead,</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>116 (98.7)</td>
<td>2 (1.3)</td>
<td>148</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>2 (1.3)</td>
<td>46 (98.7)</td>
</tr>
<tr>
<td></td>
<td>Shdcs, Opaque, Filmstrip CIC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Printed materials (Textbooks,</td>
<td>155 (91.2)</td>
<td>9 (6.1)</td>
<td>3 (2.0)</td>
<td>1 (0.7)</td>
<td>148</td>
<td>42 (95.9)</td>
<td>6 (4.1)</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td></td>
<td>Curriculum Modules, CIC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Boards (Chalkboards, Electronic</td>
<td>148 (100)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>148</td>
<td>146 (98.6)</td>
<td>2 (1.4)</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td></td>
<td>boards, CIC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Remote Access (Internet,</td>
<td>6 (4.1)</td>
<td>138 (93.2)</td>
<td>2 (1.4)</td>
<td>148</td>
<td>2 (1.3)</td>
<td>5 (3.4)</td>
<td>2 (1.4)</td>
<td>39 (91.9)</td>
<td>148</td>
</tr>
<tr>
<td></td>
<td>Educational TV, Tele- conferencing, etc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 1 reveals that many vital instructional materials that are required for teaching the UBE schools are not available and are not used. Such materials that were affirmed to be unavailable and consequently inaccessible are projected media (98.7%), remote access media like Internet, Television (93.2%), etc. The teachers in Moro LGA of Kwara State, however, use chalkboards (100%), printed materials like textbooks/modules (91.2%), two-dimensional materials like charts, drawings and photographs (72.3%) and some three-dimensional materials like specimens, tools, models and devices (53.4%). It is interesting to note that 30% of the teachers affirmed that some of the available three-dimensional materials are not accessible.

Research Question 3
What are the influencing factors of choosing and using instructional materials by UBE teachers?

Table 2: Main Influence on Teachers When Selecting and Using Instructional Materials

<table>
<thead>
<tr>
<th>S/No</th>
<th>Influences on Teachers' Decisions</th>
<th>Always</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Objectives of the Lesson</td>
<td>69(46.6)</td>
<td>35(23.7)</td>
<td>33(22.3)</td>
<td>0(0)</td>
<td>1(0.7)</td>
<td>148</td>
</tr>
<tr>
<td>2</td>
<td>Professional Training</td>
<td>62(41.9)</td>
<td>44(29.7)</td>
<td>30(20.3)</td>
<td>8(5.4)</td>
<td>4(2.7)</td>
<td>148</td>
</tr>
<tr>
<td>3</td>
<td>UBE Syllabus</td>
<td>130(87.8)</td>
<td>13(8.8)</td>
<td>5(3.4)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>148</td>
</tr>
<tr>
<td>4</td>
<td>Learning Style of Pupils/Students</td>
<td>25(16.9)</td>
<td>23(15.5)</td>
<td>46(31.1)</td>
<td>49(33.1)</td>
<td>8(5.4)</td>
<td>148</td>
</tr>
<tr>
<td>5</td>
<td>Availability and Accessibility of Instructional Materials</td>
<td>10&gt;(68.9)</td>
<td>27(18.2)</td>
<td>14(9.5)</td>
<td>4(2.7)</td>
<td>1(0.7)</td>
<td>148</td>
</tr>
<tr>
<td>6</td>
<td>Initiative Effort of Teachers</td>
<td>66(44.6)</td>
<td>38(25.7)</td>
<td>15(10.1)</td>
<td>4(2.7)</td>
<td>15(10.1)</td>
<td>148</td>
</tr>
<tr>
<td>7</td>
<td>Nature of the Lessons</td>
<td>98(66.2)</td>
<td>35(23.6)</td>
<td>2(1.3)</td>
<td>1(0.7)</td>
<td>1(0.7)</td>
<td>148</td>
</tr>
<tr>
<td>8</td>
<td>Deen of Department</td>
<td>2(1.4)</td>
<td>2(1.4)</td>
<td>27(18.2)</td>
<td>41(27.7)</td>
<td>57(38.5)</td>
<td>148</td>
</tr>
</tbody>
</table>
Table 2 reveals that the greatest influencing factors on teachers' choice of instructional materials are UBE syllabus (87.8% Always), (8.8% Frequently); availability and accessibility of instructional materials (68.9% Always), (18.2 Frequently). The least influencing factors are Heads of Departments (38.5% Never), (27.7% Seldom); preference of the learners (33.8% Never), (38.1 % Never) and attributes of the materials (27.7% Never), (24.3% Seldom).

**Research Question 4**

What are the determinants of the UBE teachers' tendency to use instructional materials in their teaching subjects?
Table 3: Determinants of Teachers’ Tendency to Use Instructional Materials

<table>
<thead>
<tr>
<th>S/No</th>
<th>Items</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Many instructional materials are not available for teaching and learning in the school.</td>
<td>76 (51)</td>
<td>11 (7.7)</td>
<td>20 (13.5)</td>
<td>11 (7.3)</td>
<td>118</td>
</tr>
<tr>
<td>2</td>
<td>I cannot operate many instructional materials.</td>
<td>11 (7.6)</td>
<td>81 (56.3)</td>
<td>30 (20.8)</td>
<td>22 (15.3)</td>
<td>111</td>
</tr>
<tr>
<td>3</td>
<td>Lack of irregular supply of electricity hinders my utilisation of some media resources.</td>
<td>41 (30.0)</td>
<td>52 (35.0)</td>
<td>15 (10.0)</td>
<td>37 (25.0)</td>
<td>118</td>
</tr>
<tr>
<td>4</td>
<td>I have no previous training on the utilisation of media resources.</td>
<td>6 (4.2)</td>
<td>21 (14.2)</td>
<td>25 (16.8)</td>
<td>98 (66.2)</td>
<td>118</td>
</tr>
<tr>
<td>5</td>
<td>It is cumbersome to carry sonic instructional materials to classrooms.</td>
<td>63 (42.6)</td>
<td>36 (24.3)</td>
<td>25 (16.9)</td>
<td>2 (1.2)</td>
<td>118</td>
</tr>
<tr>
<td>6</td>
<td>It is difficult to source suitable instructional materials in my subject areas.</td>
<td>30 (20.3)</td>
<td>41 (27.7)</td>
<td>10 (6.7)</td>
<td>67 (45.1)</td>
<td>118</td>
</tr>
<tr>
<td>7</td>
<td>Precious time is often wasted when arranging for and using instructional materials</td>
<td>78 (52.7)</td>
<td>32 (21.6)</td>
<td>2 (1.6)</td>
<td>1 (0.6)</td>
<td>118</td>
</tr>
<tr>
<td>8</td>
<td>The school is lacking personnel to operate instructional materials that are available.</td>
<td>5 (3.1)</td>
<td>32 (21.6)</td>
<td>47 (31.8)</td>
<td>8 (2.3)</td>
<td>118</td>
</tr>
<tr>
<td>9</td>
<td>It is difficult to use instructional materials for the numerous classes that I take daily.</td>
<td>3 (29.1)</td>
<td>38 (25.7)</td>
<td>32 (21.6)</td>
<td>35 (23.6)</td>
<td>118</td>
</tr>
<tr>
<td>10</td>
<td>Some instructional materials available are not adequate for my lesson.</td>
<td>65 (13.9)</td>
<td>2 (1.6)</td>
<td>47 (31.8)</td>
<td>12 (8.1)</td>
<td>118</td>
</tr>
</tbody>
</table>
Table 3 shows that many teachers affirmed that instructional materials are not available in their schools (65% Strongly Agree, 27.5% Agree). A large number of teachers also affirmed that precious time is often wasted when arranging for and using instructional materials (52.7% Strongly Agree, 27.7% Agree). This presupposes that about 80% of the teachers consider the use of instructional materials as time-vasting because the duration of the lessons is too short, especially in the primary schools. This is affirmed when 52.7% strongly agreed and 31.1 agreed that lesson duration is too short. The table also shows that more than 80% of the teachers confessed that they are afraid of using some electronic devices for teaching while about 66% affirmed that it is cumbersome to carry some instructional materials to the classroom, an indication of laziness on the part of the teachers because only about 20% affirmed that they had no previous training on the utilisation of media resources.

Discussion

This study has revealed that instructional materials for the implementation of the UBE programme were inadequate as shown in items 3, 4 and 7 in table 1. These findings confirm earlier reports of Ukoha & Ukoha (2009). If the UBE programme is to achieve its very laudable objectives, the Universal Basic Education Commission (UBEC) in collaboration with the State Universal Basic Education Board (SUBEB) must ensure that instructional materials are adequately provided for optimum learning to take place in our classrooms.

It has been observed that majority of teachers appreciate the need to use instructional materials. Ukoha & Ukoha (2009) citing Okebukola & Shabani
pointed out that teachers are, however, confronted with the problem of non-availability and inadequacy of resources. Items 3, 5 and 7 in table 2 show that teachers were mainly influenced by the UBE syllabus, availability and accessibility of resources and lesson objectives in their selection and use of instructional materials. The UBE curriculum in modular form is quite appropriate for use by the teachers as they are presented in simple, clear and unambiguous forms. This is probably why the teachers affirmed in item 3 table 2 that they were mostly influenced by the document.

In item 4 table 3, it was revealed that teachers disagreed that they had no previous training on the utilisation of instructional materials. This gives credence to the quality of teacher education programme in Nigeria.

Conclusion and Recommendations

This study has revealed that resources for the implementation of the Universal Basic Education programme were inadequately provided and utilised in UBE schools in Moro LGA of Kwara State. It is, therefore, recommended that

1. the UBEC and SUBEB must ensure that other instructional materials as contained in the UBE syllabus are provided to all the schools so that the objectives of the UBE would be fully realised; and

2. the duration of lessons should be extended to allow for adequate use of instructional materials during the lessons.

References


