

Availability and Adequacy of Instructional Facilities for the Implementation of Primary School English-Studies Curriculum in Edo South- Senatorial District

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Abstract

This study assessed the availability and adequacy of physical and instructional facilities for the implementation of primary schools English Studies curriculum in Edo South Senatorial District. The study aimed to find out the state of building facilities in primary schools and if the schools were provided with standard libraries, language laboratories and instructional materials as recommended in the minimum education standard. Five (5) research questions were raised to guide the study. Descriptive survey research design was adopted for the study. The population comprised 6,513 primary schools teachers and 518 schools in Edo South Senatorial District. A total of 29 schools, 29 Head teachers and 348 teachers were selected using multistage random sampling technique. The research instruments were questionnaire and checklist which were validated by three psychometricians. Cronbach Alpha method was used to establish the reliability of the questionnaire with a reliability coefficient of 0.79. The data obtained were analysed using the percentages. The findings revealed gross inadequacy of physical and instructional facilities for the implementation of English Studies curriculum. It was recommended that government and other stakeholders should improve on the provision of physical and instructional facilities required for the implementation of English Studies curriculum in line with the minimum education standard.

Keywords: Availability and Adequacy, Physical facilities, Instructional facilities, Curriculum implementation.

Introduction

The achievement of the goals and objectives of English Studies curriculum at secondary and tertiary levels of education system is dependent on its successful implementation at primary level, which is the foundation of educational system. The National Curriculum for English language spells out the importance of English language as Nigeria official language and also a language of instruction at the upper primary school levels. In Nigeria, the primary school curriculum is designed to inculcate in the learners, permanent literacy and numeracy, ability to communicate effectively and provide them with basic tools for further educational advancements. It is important to note that, one thing is to develop a curriculum, it is another thing to implement it effectively and efficiently. Implementation means carrying out, execution or practice of a plan, a method, or any design, idea, model, specification, standard or policy for doing something. English

studies curriculum can only be effectively implemented when the necessary resources are put in place. The resources include, standard buildings, libraries, language laboratories and instructional materials among others. The building facilities include standard classrooms of 144m² internal space, headteacher's office, toilet facilities, electricity power supply and the like. The library facilities include well-stocked reading corner, textbooks, newspaper rack and book shelf, while the language laboratory facilities are radio, television, projector among others. Instructional facilities refer to teaching aids such as posters, cartoons, graphs and charts. Lawanson (2011) explained that these facilities should be of the suitable quality and quantity to satisfy the minimum standards for attaining meaningful teaching and learning objectives. The Universal Basic Education Commission (UBEC) (2010) minimum standard stated that, learning facilities should conform with the National Curriculum, gender sensitive, good quality and quantity, made up of 85% of the content of national curriculum for the particular level of education and should fulfill UBEC evaluation criteria.

Building facilities can be taken as the-site where the school programme and activities are in operation. Regardless of the planned academic contents, buildings are needed to shield teachers and students and toilet facilities are also required for the convenience of staff and pupils. Also, library plays a very vital in the school programme as it contributes to the school operations. Arua and Chinaka (2011) found that inadequate library accommodation, library guidance and limited library hours were challenges working against the use of school libraries. The importance of instructional materials cannot be underscored in the teaching and learning of English Studies. In actual fact, many of the scholars are of the views that instructional materials are critical ingredients in learning and that the curriculum could not be easily implemented without them. Instructional materials are the educational resources used by the teachers to deliver lessons and make the presentation simple and easily comprehended.

The importance of physical and instructional facilities in the implementation of educational curriculum cannot be overemphasized. Buildings are needed to shield staff and pupils, also, library is to make reading materials readily available for teachers and pupils at their convenience, while laboratory facilities are also needed to generate manipulative dexterity in pupils. Sadly, most of the physical facilities were not available in majority of the schools. Osarumwense (2020) in her study on the state of buildings in primary schools in Edo South Senatorial District, found out that

majority of the primary schools do not have standard building structure. This was substantiated by Odey (2018) who in his study on availability of physical facilities for the implementation of UBE programme in Ebonyi State found out that available physical facilities were generally inadequate except staffroom. Impact of school facilities on students' academic performance in public secondary schools in Delta State was also investigated by Asiyai (2012), and the findings showed that physical facilities were generally inadequate except staffroom. Therefore none of the classroom buildings met the minimum standard of 144m² internal space. Also, Igu (2007) in his study on procurement and maintenance of secondary schools plants in Afikpo, Ebonyi state, asserted that the inadequacy of physical facilities has been an impediment to effective teaching and learning in Nigerian schools. His position was corroborated by Mustapha (2011) who observed that where the learning facilities are available, they are obsolete, therefore, constituted a main set back to the implementation of the UBE programme. Sote, et al (2011), in their studies carried out in Oyo, Ogun and Ondo state respectively posited the need for adequate provision of physical and learning facilities for basic education in the states. Moreover, Odeniyi and Saladin (2018) in their studies on the impact of availability and adequacy of instructional materials on the performance of students in physics revealed a significant difference in academic performance of students taught with adequate learning facilities and those who were not.

Sule and Oluwole (2015) in their studies on “the assessment of implementation of the (UBE) programme in Benue State, Nigeria, discovered that majority of Primary and Secondary Schools' buildings were dilapidated and no functional libraries in schools. Mohammed (2017) examined the relationship between language laboratory and the effective way of mastering better performance of English language. The finding proved that using effective language laboratory in teaching English is essential in teaching, learning and mastering features of speaking. In addition, Ndubuisi (2018) examined the role of language laboratory on effective teaching and learning of Oral English in Junior Secondary Schools in Aniri Local Government Area of Enugu State. The finding showed that absence of language laboratory in schools made teaching and learning of Oral English ineffective. Effective teaching and learning of English studies require adequate use of instructional resources such as charts, posters, pictures, English letters and textbooks. It is unfortunate that these instructional materials are not enough in most basic schools in Edo-South Senatorial District. Oluwayemisi (2015) noted that in Nigeria, the teaching and learning of English

is majorly done through the use of textbooks, dictionaries, chalkboards, workbooks and posters. Most schools lack modern technological devices like audio and video tapes, language laboratories, textbooks, flash cards, internet facilities, newspapers etc. The use of instructional materials in the classroom helps the teacher to explain new concepts clearly, resulting in better students understanding of the concept being taught, and stimulate the interest of students in English Studies.

The conceptual model of the study is hinged on the work of Stufflebeam (1971) which is a widely cited model of evaluation known as the CIPP (Context, Input, Process and Product) model. It is used to determine the overall effectiveness of a curriculum or programme. The context elements include: goals and objectives of the curriculum in the current context of the National Policy on Education and minimum standard for the primary education; as well as the physical environment which includes the condition of buildings, libraries and laboratories. The input elements include but not limited to availability of instructional materials. The process refers to teaching methods, assessment tools and strategies while product refers to the pupil's performance. Specifically, this study focused on the context and input elements of the model which are availability and adequacy of physical and instructional facilities as it relates to teaching and learning of English Studies in primary schools in Edo South Senatorial District of Edo State.

Curriculum in any academic discipline plays a vital role of determining educational direction, principles and procedures for selecting and arranging instructional programmes. In Nigeria, English Studies curriculum is designed with the main objective of building up English language skills and acquisition of communicative competence in pupils. Despite the laudable goals and objectives placed on teaching and learning of English Studies at basic level since the inception of English curriculum, studies revealed that pupils are unable to communicate in the language and they could neither make a simple correct sentence nor write well (Bamgbose, 2008 & Hadiza et al, 2017). Also, in Edo state and in Edo South Senatorial District in particular as observed by the researcher, primary school and even junior secondary school students seem to mix English language with Pidgin English and make a lot of grammatical errors. There seems to be a lack of interest of pupils and teachers in this subject because they are comfortable with Pidgin English. However, effective implementation of English studies curriculum requires various resources which include physical facilities such as state of buildings, libraries, language laboratories and instructional materials; but it seems that those aforementioned may not be implemented in the

teaching of English Studies in the primary schools. This study, therefore, investigated the availability and adequacy of physical and instructional facilities for the implementation of English Studies curriculum in Edo South Senatorial District of Edo State using the UBEC (2010) guidelines on minimum standard for basic education in Nigeria.

Purpose of the Study

The study aimed at assessing the extent to which physical facilities and instructional materials are available and adequately provided for the implementation of Primary school English Studies curriculum in Edo South Senatorial District as recommended in the minimum Education standard.

Research Questions

The following research questions were answered:

1. What is the state of building facilities in primary schools in Edo South Senatorial District of Edo State?
2. Are primary schools in Edo South Senatorial District provided with standard libraries as recommended in the minimum education standard?
3. Are primary schools in Edo South Senatorial District provided with standard laboratories for teaching English Studies as recommended in the minimum education standard?
4. Are primary schools in Edo South Senatorial District of Edo State provided with recommended instructional materials for teaching English Studies?
5. What is the level of adequacy of the available instructional facilities for the implementation of primary schools English Studies curriculum in Edo South Senatorial District of Edo State?

Methodology

Descriptive survey research design was adopted for the study. The population comprised 6,573 primary school teachers and 518 schools in Edo South Senatorial District. The sample size for the study comprised 29 schools, 29 Head teachers and 348 teachers selected from the population using a multistage random sampling technique. In the first stage, four (4) Local Government Areas were randomly selected from the seven (7) Local Government Areas in the senatorial district. In the second stage, proportionate sampling procedure was used to select 10%

of the total number of schools from each of the four (4) Local Government Areas. In the last stage, purposive sampling technique was used to select schools that have a minimum of 12 teachers for the study. Two instruments were used for the study. The first instrument was the Teachers Questionnaire on English Studies Curriculum Implementation (TQESCI) which elicited information on the teachers' background, availability and adequacy of instructional materials. The second instrument was the Head teachers Questionnaire on minimum standard input checklist designed to collect information on availability and adequacy of buildings, libraries and language laboratories in the sampled schools. The instruments were validated by experts in the field of Measurement and Evaluation, Faculty of Education, University of Benin. The questionnaire for teachers was administered to public primary school teachers within the Senatorial District as a pre-test. The scores were analyzed using the Cronbach Alpha method and a reliability co-efficient of 0.790 was obtained. The checklist was validated by experts in measurement and evaluation and did not require reliability test. The researcher, with the help of two research assistants, visited the schools after due permission from the various headmasters or headmistresses of schools sampled for the study. The research assistants administered, monitored and retrieved the questionnaires from the teachers. The researcher personally coordinated the administration of the questionnaire and the checklist to find out the availability and adequacy of physical facilities and instructional materials. The research questions were answered using the percentage analysis.

Results

The results of data analysis which provide answers to the five (5) research questions are presented in Tables 1-5.

Research Question 1: What is the state of building facilities in primary schools in Edo South Senatorial District of Edo State?

Table 1: Frequency Counts and Percentages of Availability of Building Facilities in Primary Schools in Edo South Senatorial District of Edo State.

S/N	Building facilities	N	Available		Not Available	
			f	%	F	%
1.	Standard school building	29	5	17.2	24	82.8
2.	Classroom of 144m ² internal space	29	5	17.2	24	82.8
3.	Desks/seats for pupils in each classroom	29	12	41.4	17	58.6
4.	Teachers tables and chairs for each classroom	29	13	44.8	16	55.2

S/N	Building facilities	N	Available		Not Available	
			f	%	F	%
5.	Chalkboard for each classroom	29	21	72.4	8	27.6
6.	Burglary-proof-windows	29	10	34.5	19	65.5
7.	Head teacher's office	29	25	86.2	4	13.8
8.	Assistant Head teacher's office	29	23	79.3	6	20.7
9.	Toilet facilities for staff (male and female)	29	12	41.4	17	58.6
10.	Toilet facilities, 1:40 for pupils (male and female)	29	9	31.0	20	69.0
11.	Electricity power supply in classrooms and offices	29	5	17.2	24	82.8
12.	A borehole with good water supply	29	5	17.2	24	82.8
13.	Waste disposal facility	29	21	72.4	8	27.6
14.	Ceiling fans in classrooms and offices	29	5	17.2	24	82.8

Source: Data from field study, 2023.

The data in table 1 showed that, out of the 29 schools used for the study, only 5 schools representing 17.2% had standard school buildings, while 24 schools representing 82.8% did not have. Infrastructural facilities like, standard classrooms, ceiling fans, electricity power supply and borehole for water supply were also available in 5 schools representing 17.2%, while they were not available in 24 schools representing 82.8% of the 29 schools selected for the study. Other infrastructural facilities with low frequencies and percentages of availability are pupils desks/seats 12(41.4%), teachers tables and chairs 13(44.8%), burglary proof windows 10(34.5%), toilet facilities for pupils 9(31.0%), toilet facilities for staff 12(41.4%).

Out of the 14 items of infrastructural facilities assessed in the 29 schools randomly selected, only four (4) items representing 28.6% satisfied the minimum standard with high percentage of availability, these are chalkboard for each classroom (72.4%), Head teachers office (86.2%), Assistant Head teachers office (79.3%) and waste disposal facility (72.4%). The remaining 10 items representing 71.4% recorded low frequencies and percentages of availability. It therefore implies that majority of primary schools in Edo South Senatorial District of Edo State do not have standard building facilities as recommended in the minimum standard for the UBE programme.

Research Question 2: Are primary schools in Edo South Senatorial District of Edo State provided with standard library facilities as recommended in the minimum education standard?

Table 2: Frequency Counts and Percentages of Availability of Library Facilities in Primary Schools in Edo South Senatorial District of Edo State.

S/N	Library facilities	N	Available (%)	Not Available (%)	Total (%)
1.	Library well-stocked reading corner	29	19 (65.5)	10 (34.5)	29 (100.0)
2.	English Studies Text books	29	19 (65.5)	10 (34.5)	29 (100.0)
3.	Book shelf	29	5 (17.2)	24 (82.8)	29 (100.0)
4.	Seats for pupils	29	5 (17.2)	24 (82.8)	29 (100.0)
5.	Newspaper Rack	29	0 (0.0)	29 (100.0)	29 (100.0)
6.	Photocopying machine	29	0 (0.0)	29 (100.0)	29 (100.0)
7.	Computers	29	0 (0.0)	29 (100.0)	29 (100.0)
8.	Computer with internet facilities	29	0 (0.0)	29 (100.0)	29 (100.0)
9.	Toilet facilities (male and female)	29	0 (0.0)	29 (100.0)	29 (100.0)
10.	Ceiling fans	29	5 (17.2)	24 (82.8)	29 (100.0)

Source: Data from field study, 2023.

In table 2, it was revealed that out of the 29 schools, only 19 schools representing 65.5% had library well-stocked reading corner while 10 schools representing 34.5% did not have. Similarly, 19(65.5%) of the schools have English Studies text books in their libraries while 10(34.5%) did not have. Also, 5 schools each representing 17.2% had shelf, ceiling fan and seats for pupils in the school libraries, while 82.8% did not have. It also showed that, out of 29 schools, no school had Newspaper rack, photocopiers, computers with internet facilities, computers and toilet facilities in their school libraries. It therefore implies that primary schools in Edo South Senatorial District are not provided with standard library facilities. Moreso, majority of schools had their English Studies text books in Headteachers' offices, as there were no libraries in these schools.

Research Question 3: Are primary schools in Edo South Senatorial District of Edo State provided with standard language laboratory facilities for teaching English Studies as recommended in the minimum education standard?

Table 3: Frequency Counts and Percentages of Availability of Laboratory Facilities for English Studies in Primary Schools in Edo South Senatorial District of Edo State.

S/N	Language Laboratory	Available (%)	Not Available (%)	Total (%)
	Language laboratory for English Studies	0 (0.0%)	29 (100.0%)	29(100.0%)

The data in table 3 revealed that, out of 29 schools in Edo South Senatorial District of Edo State, no school had language laboratory recommended by the Federal Government of Nigeria to be provided for effective teaching of English Studies. It therefore means that primary schools in Edo South Senatorial District are not provided with language laboratories for the teaching of pupils in English Studies. Hence, provision of language laboratory is not implemented as recommended in the minimum standard for UBE programme.

Research Question 4: Are Primary schools in Edo South Senatorial District of Edo State provided with recommended instructional materials for teaching English Studies?

Table 4: Frequency Counts and Percentages of Availability of Instructional Materials for the Teaching of English Studies in Edo South Senatorial District of Edo State.

S/N	Instructional facilities	N	Available		Not Available		Decision
			f	%	f	%	
1.	English Studies Text Books	348	228 (65.5)	120 (34.5)	Available		
2.	Teachers Guide in English Studies	348	348 (100.0)	0 (0.0)	Available		
3.	National Curriculum/Examination Syllabus	348	348 (100.0)	0 (0.0)	Available		
4.	National Policy on Education Documents	348	300 (86.2)	48 (13.8)	Available		
5.	Pictures and Cartoons	348	168 (48.3)	180 (51.7)	Not Available		
6.	Posters	348	168 (48.3)	180 (51.7)	Not Available		
7.	Display Boards	348	156 (44.8)	192 (55.2)	Not Available		
8.	Graphs and Charts	348	168 (48.3)	180 (51.7)	Not Available		

S/N	Instructional facilities	N	Available		Not Available		Decision
			f	%	f	%	
9.	Tape Recorder	348	96 (27.6)	252 (72.4)	Not Available		
10.	Audio CDs	348	86 (24.7)	262 (75.3)	Not Available		
11.	Audio/Video/DVDs	348	98 (28.2)	250 (71.8)	Not Available		
12.	Projector	348	48 (13.8)	300 (86.2)	Not Available		
13.	Scheme of Work/Diaries	348	284 (81.6)	64 (18.4)	Available		
14.	Chalkboard for each classroom	348	252 (72.4)	96 (27.6)	Available		

Source: Data from field study, 2023.

Table 4 revealed respondents' agreement on the availability of the selected instructional facilities for the teaching of English Studies. It was found that, out of the 348 respondents, 228 representing 65.5% agreed that English Studies Textbooks were available while 120 representing 34.5% did not. It also revealed the frequencies and percentages of availability for both Teachers Guide in English Studies and National Curriculum/Examination syllabus as 348 (100%) respectively. Availability of National Policy on Education documents and scheme of work/diaries were rated available by 86.2% and 81.6% of the respondents respectively, while chalkboard was rated available by 72.4%. Instructional facilities with low ratings of availability are: posters (48.3%), pictures and cartoons (43.3%), graphs and charts (48.3%), display boards (44.8%), audio/video/DVDs (28.2%), tape recorder (26.6%), audio CDs (24.7%) and projector (13.8%). On the whole, out of the 14 selected instructional facilities assessed in the study, only 6 representing 42.9% recorded high percentages of availability while 8 representing 57.1% recorded low percentages. It therefore implies that all the necessary instructional facilities for teaching of English Studies in primary schools in Edo South Senatorial District of Edo State were not fully available. Hence, there was poor implementation of the provision of instructional facilities as recommended in the minimum standard for Universal Basic Education (UBE).

Research Question 5: What is the level of adequacy of the available instructional facilities for the implementation of primary schools English Studies curriculum in Edo South Senatorial District of Edo State?

Table 5: Frequency Counts and Percentages of Adequacy of the Available Instructional Facilities for the Implementation of Primary Schools English Studies Curriculum in Edo South Senatorial District of Edo State.

S/ N	Instructional facilities	N	Available (%)	GIAD (%)	IAD (%)	AD (%)	VAD (%)	Decision
1.	English Studies Text Books	348	228 (65.5)	16 (4.6)	124 (35.6)	28 (8.1)	60 (17.2)	IAD
2.	Teachers' Guide in English Studies	348	348 (100.0)	10 (2.9)	14 (4.0)	24 (6.9)	300 (86.2)	VAD
3.	National Curriculum/Examina tion Syllabus	348	348 (100.0)	12 (3.5)	13 (3.7)	25 (7.2)	298 (85.6)	VAD
4.	National Policy on Education Documents	348	300 (86.2)	36 (10.4)	30 (8.6)	180 (51.7)	54 (15.5)	AD
5.	Pictures and Cartoons	348	168 (48.3)	68 (19.5)	74 (21.3)	16 (4.6)	10 (2.9)	IAD
6.	Posters	348	168 (48.3)	60 (17.2)	82 (23.6)	14 (4.0)	12 (3.5)	IAD
7.	Display Boards	348	156 (44.8)	86 (24.7)	38 (10.9)	20 (5.7)	12 (3.5)	GIAD
8.	Graphs and Charts	348	168 (48.3)	75 (21.5)	67 (19.3)	12 (3.5)	14 (4.0)	GIAD
9.	Tape Recorder	348	96 (27.6)	10 (2.9)	54 (15.5)	22 (6.3)	10 (2.9)	IAD
10.	Audio CDs	348	86 (24.7)	16 (4.6)	42 (12.1)	15 (4.3)	13 (3.7)	IAD
11.	Audio/Video/DVDs	348	98 (28.2)	44 (12.6)	28 (8.1)	18 (5.2)	8 (2.3)	GIAD
12.	Projector	348	48 (13.8)	22 (6.3)	12 (3.5)	8 (2.3)	6 (1.7)	GIAD
13.	Scheme of Works/Diaries	348	284 (81.6)	26 (7.5)	34 (9.8)	200 (57.4)	24 (6.9)	AD
14.	Chalkboard	348	252 (72.4)	15 (4.3)	19 (5.4)	192 (55.2)	26 (7.5)	AD

GIAD = Grossly Inadequate, IAD = Inadequate, AD = Adequate, VAD = Very Adequate.

Source: Data from field study, 2023.

Table 5 revealed that 86.2% and 85.6% of the respondents rated Teachers Guide in English Studies and National Curriculum/Examination syllabus as Very adequate respectively. Instructional facilities rated as adequate by the respondents are: National policy on Education Document (51.7%), Scheme of Works/Diaries (57.4%) and Chalkboard (55.2%). Also, English Studies Text Books, Pictures and Cartoons, Posters, Tape recorder, and Audio CDs were rated as inadequate by 35.6%, 21.3%, 23.6%, 15.5%, and 12.1% of the respondents respectively. The items rated as grossly inadequate and their percentages are as follows: Display boards (24.7%), graphs and charts (21.5%), Audio/Video/DVDs (12.6%) and projector (6.3%). On the whole, out of the 14 selected instructional materials assessed in the study, only 5 representing 35.7% were rated as being adequate while 9 representing 64.3% were rated as being inadequate. It therefore means that, the instructional materials available were inadequate for the teaching of English Studies in the study area. Hence, there was gross inadequacy of instructional facilities for the implementation of English Studies curriculum as recommended in the minimum standard for Universal Basic Education (UBE).

Discussion of Findings

Findings from the study revealed that majority of primary schools in Edo South Senatorial District of Edo State do not have standard buildings as recommended in the minimum standard for Universal Basic Education (UBE). This finding confirms the study of Osarumwense (2020) which found out that majority of Primary and Junior Secondary School in Benin City do not have standard building structure. It also corroborates the findings of Asiyai (2012) that physical facilities in public schools in Delta State were in a state of dilapidation. When each of the facilities was isolated for study, the state of inadequacy became more obvious. For instance, it was discovered that out of the 29 Primary schools in the study area only 5 representing 17.2% had standard classroom of 144m² internal space while 24 representing 82.8% did not have. The inadequacy of standard classrooms always leads to compression and overcrowding of pupils into the available few classrooms, thus making school management difficult, teaching cumbersome and learning frustrating. The finding corroborates the study of Odey (2018) whose findings revealed that available physical facilities in Junior Secondary School in Ebonyi State, Nigeria were generally inadequate as none of the classroom building met the minimum standard for the UBE.

Findings also revealed that majority of primary schools in the study area had their English Studies textbooks in the Headmasters' offices as there were no libraries in those schools. The finding is in agreement with the finding of Osarumwese (2020) that majority of the primary schools in Benin City, Edo state do not have functional libraries. The few libraries available were not adequately equipped with necessary facilities such as book-shelves, newspaper racks, photocopying machines, computers with internet facilities, toilet facilities among others. The implication of this finding is that pupils in schools with library facilities are likely to perform better than those in schools without library facilities due to their exposure to more educative information outside the classroom.

The findings on the provision of standard language laboratories revealed that language laboratories were not provided for the teaching of English studies in Primary Schools in Edo South Senatorial District of Edo State. This finding confirms the study of Ndubuisi (2018) whose findings revealed that language laboratories were not available in Primary and Junior Secondary schools in Aniri Local Government Area of Enugu State. The absence of language laboratories has the implication of making teaching and learning of Oral English ineffective. This also corroborates the assertion of Mohammed (2017) that using functional language laboratories in teaching English Studies is essential in teaching, listening and mastering better features of speaking.

Findings from the study also revealed that most of the instructional materials for the teaching of English Studies were not fully available in Primary schools in the study area. Hence there was poor implementation of the provision of instructional materials as recommended in the minimum standard for UBE. It was also revealed that there was gross inadequacy of the available materials for the implementation of the primary schools English Studies curriculum in the study area. The finding is in agreement with Igu (2007) and Mustapha (2011) who in their respective studies discovered low availability of instructional facilities and that where the facilities were available they were grossly inadequate. This finding was substantiated by Sote et al (2011) who posited the need for adequate provision of learning facilities such as up-to-date textbooks and Dictionaries.

The findings of this study was also substantiated by Odeniyi and Saladin (2018) whose study revealed that poor academic performance is as a result of shortage of learning facilities needed for effective teaching and learning. This grossly inadequate state of physical and

instructional facilities in primary schools has the implication of leading to pupils' poor performance in English Studies in particular and low internal efficiency in the educational system at the primary school level in general.

Conclusion

In line with the findings of the study, conclusion has been drawn that majority of the schools did not have standard buildings, were not provided with standard library facilities and no school in the study area had language laboratory. Generally, most of the physical facilities and instructional materials were not totally available and the study also established gross inadequacy of those that were available. Thus, majority of public primary schools in Edo South Senatorial District did not meet the minimum required standard for the successful implementation of English Studies curriculum as spelt out in UBEC (2010) guidelines.

Recommendations

Based on the findings of the study it was recommended that government and other stakeholders should improve on the provision of the physical and instructional facilities required for the implementation of English Studies curriculum in line with the minimum education standard. Appeals should be made to stakeholders like Parents Teachers Associations (PTAs), Old Boys and Girls Associations, Non-Governmental Organisations (NGOs), philanthropists and international bodies to contribute to the financing of education, especially in the area of provision of facilities for primary schools. Also, Government should put in place strategies for strict monitoring of the funds allocated to education to ensure they are not diverted for personal needs.

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