Abstract

The study is a descriptive survey of the provision and management of resources materials provided by government to public primary schools in Gwagwalada town, Abuja, FCT. The study population consisted of all the five public primary schools in Gwagwalada. A questionnaire was used to elicit responses from the Headmasters of the five public primary schools. The instrument was validated by two colleagues in the Department. Using the Spearman-Brown formula, the coefficient of internal consistency (Split-half) of 0.87 was obtained. The data for this study were collected in August, 2002. Results of the study showed that there were 265 teachers employed in the five public primary schools in Gwagwalada. The enrolment in the five schools was 7827 students. The number of classrooms available in the five schools was 98. About 66 percent of the teachers were female. The teacher/student ratio for the five schools was 1:30. Pilot Science Primary School had the highest teacher/student ratio of 1:59. All the five public primary schools were issued a variety of resource materials. There is no library and store in LEA Primary School, Dagiri and UBE Primary School, Kutuntku. This makes the management of the resource materials difficult. Based on the findings of this study, it was recommended that textbooks in other subjects such as Agriculture, Home Economics, Physical and Health Education and French should also be provided to the primary schools. In addition, each primary school should have a library and store. An imprest should be provided to each school based on enrolment.

Introduction

Education is the right of every individual member of the society. It therefore behooves any society to bring up its young in the best way educationally.

The Obasanjo led Federal Government launched the Universal Basic Education (UBE) programme in September 1999 in Sokoto State. This goes a long way to show that government places high premium on primary education. It is believed that “what would be achieved at the secondary and tertiary levels will depend largely on the foundation laid at the primary level”. (NPE, 1981).

Basic education, according to the Jomtien Declaration and framework of action on Education for all, is not defined in terms of years of schooling, neither is it limited to formal schooling (Enukoba, 2001). It sees education in its broadest sense as a close articulation of the formal, the non-formal and informal approaches to and mechanisms for the awakening and all-round development of the human potential. The broad aim is to lay the foundation for life long learning through the inculcation of appropriate learning-to-learn, self-awareness citizenship and life skills.

Basic education is a much broader, much deeper concept than primary education. It is not simply a package (of some stuff to be learnt during the course of a given number of years of schooling) but more of a process whose major goal is laying a solid foundation for life-long learning. It is not simply schooling (or formal education) but an expanded view of education that seeks to fully integrate all its forms; informal, non-formal, formal (Obanya, 2001).

According to Nwana (2002), basic education is not predicated on the acquisition of knowledge, skills values and attitudes by all people in all places, and at all times, but instead on an objective analysis of the needs, demands, circumstances and challenges of contemporary society in both time and place and as they make chances for change in socio-economic, cultural and technological dimensions.

Nwana (2002) further opines “that basic education should be regarded as not only bottom line education, but more so as the wheel base, the inter-centre around which the success of all other levels of education in Nigeria gravitates”. 
According to Enukoba (2001), UBE involves both primary education and all the educational programmes carried on outside of the school system and geared towards satisfying the educational goals of various targets groups. The concept of basic education, according to Deng (2001), presupposes that educational opportunities are made available at the first instance to all citizens of a country and covers primary and junior secondary levels of education.

Obanya (2001) stressed that education should not be built on a shaky foundation. He points out that higher education cannot be high if education at the primary level is not as solid as it ought to be.

The declaration and framework of action at the Jomtien conference stressed that basic education which should be made available to all should emphasize the following:

- making education physically, socially and economically available to all.
- Ensuring that sex, social status, economic conditions, geographical locations should in no way be excuses for discriminating provisions of educational opportunities.
- ensuring that inputs, processes and output factors of education are the type that should promote real learning.
- emphasis on learning and on success in the pursuit of learning.

This means that the UBE programme will be universal, free and compulsory. Thus, the government would provide all the resources required in the public schools at no cost to the students. Some of the resources that the government should provide to the public schools are teachers, libraries, storage facility, textbooks, record books, instructional materials, chalk, cardboard paper, pencils, and exercise books. It is therefore important to examine the nature of the provision of resources as well as the nature of the management of such resources especially now that the UBE programme has taken off. This is essential in ensuring the success of the programme.

Objectives

The Primary objective of this paper is to examine the provision as well as the management of resources in two selected primary schools in Gwagwalada, Abuja FCT. To guide the study in line with the objective stated, the following research questions are postulated:

1. What is the number of teachers, enrolment, number of classrooms and teacher/student ratio in the public primary schools in Gwagwalada town?
2. What resources are provided by the government to the primary schools?
3. How are the resource materials managed?

Research Design And Methods

Research Design

The descriptive survey design was used in this study.

Population for the Study

There are nine primary schools in Gwagwalada town. Four of the primary schools are privately owned and charge tuition fees while five of them are publicly owned and do not charge tuition fees. Because the UBE programme is free, this study focuses on the five public primary schools where no fees are charged.

The five public primary schools in Gwagwalada town used in the study are:

1. Pilot Science;
2. UBE, Kutunku;
3. Gado Nasko;
4. LEA, Phase II; and
5. LEA, Dugiri

Only one of the schools, UBE Kutunku was established specifically for the UBE programme. The other four schools were established before the commencement of the programme.
Instrument

A questionnaire was used to elicit responses from the Headmasters of the five primary schools. The questionnaire, which was used in collecting the data for this study, was made up of two sections. Section A consisted of name of school, date of establishment, enrolment, number of classrooms available and number of staff. Section B consisted of supply and management of resources supplied by government.

Two colleagues in the department validated the instrument. Using the Spearman-Brown formula, the coefficient of internal consistency (“split-half”) of 0.87 was calculated. Thus, the reliability of the test was high.

The data for this study were collected in August, 2002. The data were analyzed using tables and percentages.

Results

Research Question One: What is the number of teachers, enrolment, number of classrooms and teacher/student ratio in the public primary schools in Gwagwalada?

Table 1

<table>
<thead>
<tr>
<th>S/N</th>
<th>Name of Primary School</th>
<th>Year of Establishment</th>
<th>Number of Teachers</th>
<th>Enrolment</th>
<th>No. of Classrooms</th>
<th>Teacher/Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male %</td>
<td>Female %</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>LEA Phase III</td>
<td>1959</td>
<td>19</td>
<td>38.0</td>
<td>31</td>
<td>62.0</td>
</tr>
<tr>
<td>2</td>
<td>Pilot Science</td>
<td>1976</td>
<td>27</td>
<td>33.7</td>
<td>53</td>
<td>63.3</td>
</tr>
<tr>
<td>3</td>
<td>LEA Dagiri</td>
<td>1980</td>
<td>16</td>
<td>40.0</td>
<td>24</td>
<td>60.0</td>
</tr>
<tr>
<td>4</td>
<td>Gado Nasko</td>
<td>1989</td>
<td>22</td>
<td>31.4</td>
<td>48</td>
<td>68.6</td>
</tr>
<tr>
<td>5</td>
<td>UBE</td>
<td>1997</td>
<td>6</td>
<td>24.0</td>
<td>19</td>
<td>75.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>90</td>
<td>43.0</td>
<td>175</td>
<td>57.0</td>
</tr>
</tbody>
</table>

From Table 1, there are 265 teachers employed to teach 7,827 students enrolled in the five public primary schools in Gwagwalada town. This translates into the teacher/student ratio of 1:30. Approximately 66 percent of all the teachers in the five schools were female. The teacher/student ratio was highest in Pilot Science Primary School (1:59) and least in LEA, Dagiri (1:14).

The total number of teachers, enrolment of students and number of classrooms available are highest in Pilot Science Primary School. UBE, Kutunku established in 1997 specifically for the UBE programme, had the least number of teachers (25), the least enrolment (531) and the least number of classrooms available (6).

Research Question Two: What resources are provided by the government to the primary schools?
All the five public primary schools in Gwagwalada were issued with various resource materials (see Table 2). The Tocal Education Authority provides all the schools with the materials. The resources materials were supplied based on the enrolment of the schools. For example, Pilot Science Primary School, with the highest enrolment of students, received more resources than the other schools.

The textbooks supplied to the schools include World Bank textbooks in English Language, Mathematics, Social Studies and Integrated Science. There was no record showing the quantity of textbooks supplied to each of the subjects.

The record books supplied to the schools included diaries and registers used by all the schools for record keeping.

Pilot Science and Gado Nasko Primary Schools were not issued with cardboard papers, pencils, and exercise books. This was probably due to faulty record keeping. None of the primary schools received any imprest from any source. This means that when any of the schools run out of chalk, for example, the headmasters cannot make any purchase of the commodity.

**Research Question Three:** How are the resource materials managed?

Two of the primary schools, LEA, Dagiri and UBE, Kutunku, do not have library and store. None of the primary schools received any imprest from any source. This means that when any of the schools run out of chalk, for example, the headmasters cannot make any purchase of the commodity.

**Recommendations**

Based on the findings of this study, the following recommendations are made:

1. At present, textbooks in English Language, Mathematics, Social Studies and Integrated Science are supplied to the schools. It is recommended that textbooks in other subjects such as Agriculture, Home Economics, Physical and Health Education, French, etc, should also be provided to the schools.
2. Each primary school should have a library. Some of the books supplied to the primary schools should be placed in the library for use by students.
3. At present, no imprest is given to the primary schools. It is recommended that each school should be given some imprest, based on the enrolment of the school.
4. Each primary school should have a store where resources such as instructional materials, chalk and pencils, could be kept.

**Conclusion**

Various resources are supplied by government to the two primary schools in Gwagwalada. The

<table>
<thead>
<tr>
<th>Resources</th>
<th>LEA Phase HI</th>
<th>Pilot Science</th>
<th>LEA Dagiri</th>
<th>Gado Nasko</th>
<th>UBE Kutunku</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td>500</td>
<td>4,500</td>
<td>500</td>
<td>1,000</td>
<td>500</td>
</tr>
<tr>
<td>Record books</td>
<td>20</td>
<td>100</td>
<td>20</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Cardboard papers</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Pencils</td>
<td>10 dozens</td>
<td></td>
<td></td>
<td></td>
<td>10 dozens</td>
</tr>
<tr>
<td>Exercise books</td>
<td>700</td>
<td>600</td>
<td>600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Store</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imprest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
resources are supplied termly.

One of the schools, Pilot Science Primary School, has a store and a library. The UBE Primary School does not have any of these. This makes it difficult for the UBE School to effectively manage the resources supplied to it.

It is recommended that textbooks in other subjects such as Agriculture, Home Economics and Physical and Health Education should also be supplied to the schools.

References

