

STANDARDS IN PRE-PRIMARY AND PRIMARY EDUCATION: CAPACITY BUILDING AND SUSTAINABLE DEVELOPMENT IN NIGERIA

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INTRODUCTION

Pre-primary and primary education in Nigeria are institutions of long-standing history. They have and will continue to provide essential background for the development of modern Nigeria. These institutions are responsible for the procurement of basic consciousness that serves as primordial inducement for learning. Consequently, those haphazard experiences of the community are organized and systematically presented to the children. With the stereotyped modes of transfer and acquisition of knowledge, it has become necessary to establish some indicators or reference scales for measuring achievements, comparing quality and ascertaining excellence.

Thus, over the years, pre-primary and primary education have been conceived as the foundation for further educational accomplishments. These levels therefore determine the success or failure of the entire system. They promote skills acquisition as well as the development of sound character for the benefit of advancing the society. The lofty goals of these levels of education can only be realized if excellence is preferred in their processes. Excellence can only be appreciated within certain acceptable parameters which are given by some standards.

Standard may be defined as a generally

acceptable level of excellence in respect of things such as commodities, establishments of learning and the manner in which people live. When viewed within the context of education, a standard according to Johnson (1999) has to do with teachers' intellectual teaching ability. It could relate to the inventiveness, dedication and comportment on the one hand and the quality of degrees, certificates and diploma which are awarded in institutions of learning on the other hand. The performances of students in tests and examination, their levels of moral conduct and the adequacy of their learning environment are broad indices important for determining standards in education. Generally, standards are determined by the goals which are set for a particular programme.

Thus, any claims to high educational standards in society must be related to the set goals which could be of national needs and aspirations or of global preoccupation. Such standards usually determine performance levels in terms of minimum and maximum efficiencies or competencies. For instance the goals of primary education in Nigeria as stated in section 4 article 18 of NPE (2004) actually help to determine the quality of education and these are:

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Inculcation of permanent literacy and numeracy and the ability to communicate effectively;

Laying of a sound basis for scientific and reflective thinking;

Giving of citizenship education as a basis for effective participation in and contribute to the life of the society;

Moulding the character and developing sound attitude and morals in the child;

Developing in the child the ability to adapt to the child's changing environment;

Giving the child opportunities for developing manipulative skills that will enable him/her function effectively in the society within the limits of the child him/her capacity;

Providing the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality.

Similarly, Thai (2006) while assessing the expectation of the primary education in Vietnam reported that the Vietnam primary education must support children with the basic understanding of the nature of human beings. Its essential goals include the provision of basic skills of listening, writing and calculating as well as shaping the children's habit of physical training. These goals are the major indicators or measures of standards in the Vietnamese primary schools.

In another related case of the ascertainment of educational standards in primary schools, Adonis (2007) stated that writing standards among seven year olds in England have fallen for the second year in a row. The report stated that some 80% of children reached level 2 in school writing tests and indicated a fall of one percentage point on

the standard in 2006. The report showed that there was no change in mathematics, science or reading in the year 2007 where 90% of the children achieved the required standard level in. mathematics, 89% in science and 84% in reading. These standards are high measures benchmarks that children who reach in reading, writing and mathematics at seven years old have a much better chance of leaving primary school with a solid foundation in literacy and numeracy skills. The report concluded that in spite of these remarkable results, more efforts are being made to drive up standards.

In 1997, the Federal Government of Nigeria UNICEF and UNESCO sponsored a study to assess the level of competency of primary four pupils in numeracy, literacy and life skills. The study reported very low levels of achievements in these skills. The national mean scores for numeracy, listening and life skills were 32.2%, 25.2% and 36.86% respectively. A follow up assessment of learning achievements in english and mathematics in 2001 also showed low levels of achievements in the two subjects. The national mean scores for english was 40.30% while that of mathematics was 34.02% (UBE, digest 2002).

In Nigeria today, the Universal Basic Education (UBE) has become the focal point for primary education policies and activities. The policy direction and implementation strategies are being galvanized by the UBE. The UBE programme is based on the eight Millennium Development Goals (MDG) and the six Education for All (EFA) goals. With these goals Nigeria has planned Its prosperity strategy by adopting the NEEDS goals which are wealth creation, employment generation, poverty reduction and value reorientation.

Obioma (2006) stated that the 9 year basic education programme in Nigeria is geared towards the achievement of the relevant targets of the MDG, EFA and NEEDS goals. Standards in pre-primary and primary education in Nigeria are essentially related to the achievement of these targets. They set the benchmarks for the implementation of the primary education programme.

RATIONALE FOR SETTING STANDARDS IN PRIMARY EDUCATION

The act establishing the Universal Basic Education Commission (UBEC) which is the organ overseeing the conduct of pre primary and primary education in Nigeria has identified and emphasized the prescription of minimum standards for basic education and the assurance of effective monitoring of standards. This is against the backdrop of very low standard in public primary schools in Nigeria. The setting of standards is necessary in reversing the trend of poor school performance. The establishment of an education data bank, supporting of capacity building for teacher development and dissemination of curricular instructional materials are all incidental to the attainment of standards in the provision of quality pre - primary and primary education (UBE, act 2004). The achievements of educational goals and objectives are often predicated on prescribed benchmarks. These benchmarks are the indicators of standards that are necessary for the educational attainment evaluation.

CONDITIONS FOR MEETING STANDARDS IN PRE-PRIMARY AND PRIMARY EDUCATION

The conditions that determine educational standards are varied. Ajayi (2001) identified the following to be some relevant indices of standards in education:

- Teachers' number and qualification.
- Financing of education.
- Adequacy of learning environment.
- Enrollment of children in school.

Teachers' number and qualification

The availability of teachers in sufficient number and with the relevant qualification and motivation is a major requirement for the achievement of educational goals at all levels of education. The dictum which says that "no education system can rise above the level of its teachers" can readily explain it.

In the year 2002, a total of 429,048 teachers were available for 20,698,546 children at the primary school level. That gave an average national teacher/pupil ratio of 1:48. When considered with the UNESCO universally accepted standard ratio of 1:40, 772,338 additional teachers were required particularly for the successful take off of the UBE scheme (UBE, 2002). The pictorial perception in some states of the federation demanded more expedient responses from government. Based on geographical disparities some had teacher/pupil ratio of about 1:70 or even more. However, government has responded to this by way of urgent and systematic action to raise the number of qualified teachers.

However, in 2006 primary school enrolment rose to 24,422,918 which shows an increase of 3,724,372 while the teachers' population rose by 105,746. The number of teachers required for the additional enrolment

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of 3,724,372 was 931,093 against the 105,746 available. This shows that there was indeed a significant problem concerning the availability of teachers.

Apart from the question of number, another crucial factor is that of relevant qualification of teaching personnel in the primary education sector. By 2006, across the country analysis of employment figures of teachers shows that there were 534,794 teachers in the primary schools. Of this number

255,925 were qualified to teach at this level of education based on the NCE minimum qualification benchmark in Nigeria. This figure is 47.8% of the total number of teaching staff. 33,316 of this population were holders of the Senior School Certificate Examination (SSCE) and General Certificate in Education (GCE) who actually should have no place in the classroom since they have no teaching skills. see table below for details.

2006 ANALYSIS OF TEACHERS BY STATES BASED ON QUALIFICATION AND NUMBER

SN	STATE	NO OF SCHOOLS	NO OF TEACHERS	OTHERS	WASC	HLI	GRADE II	NCE	OND/IND	LED	BSC	PCDE	KED	PHD	TOTAL	MALE	FEMALE	TOTAL
1	ABUJA	457	5526	4	76	104	488	3995	169	671	52	4	2	-	5526	1443	2083	476
2	ABIA	793	12160	194	-	-	5272	4749	-	1904	-	-	41	-	12160	2048	10112	10112
3	ADAMAWA	1628	18008	-	3985	113	7232	5757	451	365	83	-	-	-	18008	12247	5778	13825
4	AKWAIBOM	1120	16651	-	343	-	5095	10695	-	498	-	-	-	-	16651	3574	7619	16288
5	ANAMBRA	1030	14081	-	183	6	1194	9368	55	2094	1042	21	110	8	14081	3697	9203	12900
6	BAUCHI	1979	13781	-	-	1881	7024	2844	1769	249	14	-	-	-	13781	10660	1726	11866
7	BAYELSA	546	5740	-	386	-	3411	1214	70	405	249	-	5	-	5740	3046	1989	5035
8	BENUE	2435	21336	1377	-	-	6413	12315	-	1031	-	-	-	-	21336	-	-	19939
9	BORNO	1248	15225	1798	1996	-	5091	4777	1206	275	177	1	4	-	15225	7451	2697	10148
10	CROSS RIVER	1019	14080	623	1949	26	3728	6414	245	617	68	-	-	-	14080	4448	6221	11169
11	DELTA	1436	12157	311	812	-	6015	4716	25	216	57	2	3	-	12157	5991	4961	10952
12	EBONYI	1005	10226	-	1339	-	4983	2677	732	441	49	-	-	-	10226	3396	4700	8096
13	EDO	1113	11451	290	-	-	1273	8807	392	689	-	-	-	-	11451	5200	5669	10769
14	EKITI	740	8769	-	-	-	770	7533	-	446	-	-	-	-	8769	2572	6197	8769
15	ENUGU	1165	15881	-	-	-	4096	9053	212	1888	456	122	52	-	15881	5181	10032	15213
16	OGUN	1054	12184	-	3374	643	4145	2888	941	183	10	-	-	-	12184	4280	2226	7216
17	IMO	1263	14914	-	-	-	1924	9143	853	2926	-	-	36	-	14914	2599	11430	14029

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18	JIGAWA	1689	6665	-	-	51	158	905	177	180	67	127	-	-	1655	1342	28	1370
19	KADUNA	2723	26467	-	3060	2710	6902	12983	-	675	95	42	-	-	26467	10781	9821	20602
20	KANO	3727	16865	-	505	750	6423	3922	2120	1096	676	1373	-	-	16865	3329	1764	5093
21	KATSINA	2158	19363	5400	-	1239	7193	5276	-	167	88	-	-	-	19363	9376	3260	12636
22	KEBBI	1404	2661	-	146	30	1262	994	123	55	51	-	-	-	2661	1562	749	2311
23	KOGI	1207	12355	-	598	249	2373	7743	355	881	108	26	21	1	12355	5608	5437	11045
24	KWARA	1433	16477	-	192	1386	804	9713	2261	2035	-	54	28	4	1647	5472	7166	12638
25	LAGOS	940	35983	-	-	-	14012	11333	-	6532	4046	-	60	-	35983	9874	11896	21770
26	NASSARAWA	1161	11392	-	-	552	2928	6342	1100	389	78	-	3	-	11392	5968	3654	9662
27	NIGER	2628	19094	-	2806	-	6963	6743	2078	443	61	-	-	-	19094	8683	5466	14149
28	OGUN	1368	16915	-	-	155	2577	12369	-	1789	25	-	-	-	16915	4822	11913	16735
29	ONDO	1164	13812	818	-	-	3608	8652	-	734	-	-	-	-	13812	4468	8526	12994
30	OSUN	1381	13438	-	-	-	459	12527	-	452	-	-	-	-	13438	7682	5756	13438
31	OYO	1940	38892	-	-	-	4314	29121	-	5457	-	-	-	-	38892	11706	18052	29758
32	PLATEAU	1957	13466	-	-	-	4981	7515	147	823	-	-	-	-	13466	9362	3957	13319
33	RIVERS	1046	9129	-	440	-	3036	1300	1048	2500	740	50	15	-	9129	4591	4538	9129
34	SOKOTO	1608	11648	-	6243	-	2928	1532	699	144	101	-	1	-	11648	3769	836	4605
35	TARABA	1495	17300	1455	2258	379	6270	5352	1205	308	56	14	3	-	17300	10171	1776	11947
36	YOBE	1011	8534	-	-	2211	4335	1926	-	62	-	-	-	-	8534	4731	1592	6323
37	ZAWARA	1131	9424	-	1065	1639	3782	1417	638	45	24	824	-	-	9424	4976	1092	6068
TOTAL :		53212	537160	12270	31776	14114	153692	254988	19123	39665	8475	2660	384	13	537160	206916	196072	426734

Source: TRC Statistical Digest, 2007

FINANCING OF PRIMARY EDUCATION

The financing of education generally and of primary education in particular is grossly inadequate at Federal, State and Local Government levels (Ogbonna, 2002). Though, annual budgetary allocations by governments have risen in the past years, they have been far short of the 26% minimum recommendation by UNESCO. Quite a number of difficulties are confronting the sector due largely to the problem created by under funding. The primary school level appears to be the worst hit due to the large population of children enrolment. Some of the difficulties include inadequate supply of infrastructural materials, procurement of equipment and facilities and the unattractive condition of service for serving teachers. This has resulted in the Nigerian school environment not being conducive enough for learning. Poor funding has been responsible for the rather poor salaries of teachers in public primary schools. Many are owed salaries and allowances for several months. This indeed is a function of poor or inadequate funding of the sector. Funding is probably the most important determinant of any educational programmes. Thus, funds allocated to public schools ought to be monitored to ensure accountability. As reported by the UBEC Annual Report (2005) the Federal Government allocated the sum of 29 billion as intervention fund for the implementation of Universal Basic Education (UBE) in the country in the year 2005 based on its 2% of the Consolidated Revenue Fund (CRF). However, the sum of N 27.8 billion was approved by the Federal Ministry of Finance. This figure was also revised downward to N24.3 billion due to the fall in revenue projection of the federal government. Accordingly only 52% total disbursement of N12.18 billion to the 36 states and the FCT Abuja was achieved.

ADEQUACY OF LEARNING ENVIRONMENT

Educationists often agitate for the provision of a conducive social and physical "climate" for the child's learning. By this, they mean that all aspects of the learning environment should be carefully planned to effect learning. The learning environment is a vital part of the educational system. Otu (2002), Ibiwoye (1983), Dubey & Ndagi (1985) and Dewsbury (1999), agree that learning environment is all the influence that surrounds a child and cause him to be interested in learning. Learning occurs through the experiences which the learner gleans from the environment in which he or she is placed. In considering the learning environment, it is necessary to include the home, the classroom, the materials for teaching and learning, the pupil and the teacher as well as the parents. The best learning environment can be described as one where the presences of all these elements allow the child to perform his/her abilities with minimum strain and maximum economy. The learner can learn effectively from any medium if the learning conditions are appropriate. The environment of the school motivates, stimulates and reinforces the attendance to school by the child. Apart from the provision of infrastructure facilities such as water light and access roads, Tahir (2003) says, schools should:

Have social and basic amenities such as playground, laboratories, health center, counseling clinic, library, dining hall/tuck shop and facilities for indoor and outdoor games (p.18).

These go along to promote the cognitive, psychomotor and affective capabilities of the child. They equally contribute to good academic performance of the learners which

enhance the meeting of minimum prescribed educational standards in schools.

Equally, a positive social interaction occasioned by healthy inter personal relationships among the personnels of school is a crucial antecedent for the promotion of a conducive environment for teaching and learning. The psychological/social environment created in the setting can go a long way in promoting a conducive environment for teaching and learning.

Experts in the education sector agree that education is a continuous process of learning hence teachers themselves should be exposed to content learning. They are required to undergo regular refresher courses in subject content knowledge acquisition as well as in teaching methodologies. To the contrary, many teachers spend so many years without attending seminars and refresher workshops to update their skills and knowledge. The preponderance of this situation as compared to the relatively better one in the private primary schools is responsible for the disparities in the quality of education provided in public and private schools.

Similarly, the frequent occurrences of conflict in the public schools are quite worrisome. These conflicts are usually emergent of the disagreements between primary school teachers and managers of educational Institutions as well as government over unpaid or poor salaries and allowances. Thus, the focal point to the emergence of conflict in education in Nigeria is that of the inadequate and rather unconducive learning and teaching environments.

For the past few weeks, teachers in the primary schools and some in secondary schools in some states of the federation have engaged the government in an industrial action over the Implementation of the approved Teachers Salary Scale (TSS). Currently, all public

primary schools are shut down while the children have remained at home. This has equally affected the continuation of the NECO examinations as well as the seasonal marking of the just concluded WAEC scripts which the secondary school teachers are to take part.

Another dimension to the issue of conducive learning environment in public primary schools is that of the establishment of functional school libraries. Kinnel (1992) stated In Edeghere (2002) that:

The fundamental role of the school library in formal learning can be more fully captured when we realize that the library is not aside from or a buttress to the curriculum but its skills are the very foundation of the curriculum (p.85)

According to the Social Programmes Unit of the Federal Ministry of Education monitoring report (1991), libraries were not available in most primary schools.

After that, a National Primary Education Commission (NPEC) report (1999) also stressed the non-availability of libraries in primary schools. The report observed that the library service which is supposed to assist pupils in learning as well as provide teachers with adequate references were alien to the school system. Non-availability of school libraries have grave and serious Implications for effective teaching and learning. The report eventually recommended the provision of school libraries. This was just a re-echoe of the provision of the NPE since this document was drawn in 1977 (see section 4 article 19 section C subsection 1). Without school libraries, the expected standards in primary schools may hardly be fully realized

Enrolment of children in school

Lassa (2001) stated thus:

It is assumed that equitable access to basic education is a reflection of the educational

standard in any country since access is fundamental to any rational advancement in education (p.110).

Mallon (1989) reported In Lassa (2001) that in Bangladesh, access to basic education was low for girls and rural children. In response to this, Non-Formal Primary Education (NFPE) was initiated and specifically arranged such that the learning environment did not alienate rural children. Programmes were adapted to the needs of local communities. School day opens for two and half hours a day for 280 days in a year and scheduled to the convenience of parents. This resulted in increase access to primary education for about 60% of girls and rural children In that country.

In Nigeria with a population of about 120 million in 1998, total pupil enrolment was 15.5 million (NPE) or 12.9% of the total population. Ogbonna (2002) compared this to the case of South Korea with a total pupil enrolment at the basic level of 11.5 million representing 24.5% of the total population of 46.9 million. When the demographic situations of both countries are compared, it gives a disturbing picture of how Nigeria is failing in achieving accessibility to basic education to its children.

For instance, South Korea is now developed with a drastic reduction in fertility rates and a persistent reduction in school age cohorts. The opposite, Ogbonna (2002) stated, is the situation in Nigeria where development fertility rates and school age cohorts are apparently on the increase. In Nigeria by the end of 2005, there were 42.1 million children eligible for primary school education, but only about 22.03 million were" actually in school. The implication was that about 19.8 million

(47%) of the children were not in school.

This appears to have informed the taking of earlier decisions by government to embark upon the implementation of Education For All (EFA) in the year 2002 aimed at attaining universalisation of access to education for all children. EFA goals have in part formed the basis of the UBE programme in Nigeria (Obioma, 2006).

FACTORS FOR THE ENHANCEMENT OF HIGH STANDARDS IN PRE-PRIMARY AND PRIMARY EDUCATION IN NIGERIA: NEED FOR .. CAPACITY BUILDING AND SUSTAINABLE DEVELOPMENT.

The scope of standards in education is extensive with implication for every detail of theory and practice in education. Oriaifo & Ogeah (1989) state that the limit of the scope of standards in education increases the following:

Objectives of education which relates to its relevance. Education .. for what? For whom? Then under what conditions?

- * Curricular for what content? What provisions for affiliation and moderation?
- * The learner; age, sex, background and attitudes;
- * Teachers; their numbers, age, level of training, experience and attitudinal orientation;
- * Teaching materials; classroom facilities, apparatus, materials and equipment for laboratory and workshop for in-class and outdoor activities;
- * Educational resources; (a) Personnel resources; policy makers, planners, curriculum designers and allied personnel. (b) Material resources; their

availability and actual utility in education.

The relevance attached to the description of standards in education can be linked to the need for the harmonization of educational standards. The school as an establishment for teaching and learning thus has the following objectives which describe its expected standards:

- * Cognitive goals expectations; where the individuals are equipped with empirical knowledge and information.
- * Moral or value goals; where the individuals are expected to be equipped with desirable values and norms for their effective participation in the progress of society.
- * Integrative goals; where the schools are expected to provide well-adjusted individuals who are skilled in inter personnel relations.
- * Social mobility goals; the schools are expected to promote upward social mobility and social betterment of the individuals or groups. The social mobility goals should provide opportunities for overcoming the disadvantages of economic poverty, socio-cultural and ethnic backgrounds.

SOME FACTORS THAT COULD ENHANCE THE CAPACITIES OF PRE-PRIMARY AND PRIMARY SCHOOLS FOR RAISING STANDARDS INCLUDE:

Curricular review and enrichment: The agitation for the review and enrichment of the primary and junior secondary school curricula has been carried out by the UBE and NERDC. The essence was to expunge those aspects that were obsolete and irrelevant and to accommodate new ideas which could enable the learner to function optimally in a fast changing world. The integration of primary and

junior secondary schools into a continuous system of schooling which eliminates the disconnect between the two has to be systematically worked out and implemented. The components of the new curricular structure which relate to the adult and non formal education as well as the education of out of school Youths are vital areas of educational standards determination. For instance, a 1995 survey in Nigeria reported that some 7.09 million children were loitering the streets nationwide, most of them in the northern part of the country where about 60 - 80% of schoolchildren were not in school in some states (Zuni, 1999). Similarly, NPEC/UNICEF (1998) survey of the eastern states cited dropout rates of 51%; 56%; 58% for the years 1994, 1995 and 1996 respectively.

* **salaries of teachers:** For improved performance, teachers in primary schools require adequate salaries and prompt payment of same. Many states of the federation are unable to significantly raise the salaries of their staff while quite a number cannot promptly pay their entitlements.

* **Funding:** Funds availability for expenditure and utilization are essential factors in the achievement and maintenance of standards in any programme and education cannot be an exception. Funds are required for; (i) Schools Infrastructural development to do with;

Classroom construction: One classroom for each class and with pupils not more than 30. A staffroom of at least one classroom size. Clean water supply within 500 meters of school location. A head teacher's office which is complete with strong room, safe and storage room.

Classroom furniture: Pupils should have a desk

space and seat each. Each teacher should have a desk/table and chair. Each classroom should have a chalkboard with ruler, chalk and duster as well as a display area (pin boards).

Classroom renovation/rehabilitation

Laboratory /workshop equipment

Introductory technology equipment

(ii) Textbooks and working materials;

Development/procurement of textbooks for pre-primary, four basic core subjects for (English, mathematics, science and social studies) for primary schools and five core subjects for junior secondary schools.

Procurement of library books.

Development procurement of teachers' guide for pre-primary and four core subjects for primary schools as well as five core subjects for junior secondary schools.

Teaching aids.

(iii) Teacher professional development.

This Includes:

Short term training and retraining of teachers at the three levels of pre-primary, primary and junior secondary schools.

Long term training for desired categories of teachers for the three levels of education (UBE, 2006).

(V) Classroom learning activities:

Ajayi. (2001) recommends that for effective learning in primary Schools to be achieved, the following should

be embarked upon:

Each child's progress to be evaluated at least once ,per fortnight.

At least 50% pupil's time to be in interactive learning (independent-study, discussion, project and work problem solving).

At least 50% pupils written work to be original work by pupils themselves.

Each child to write at least: One exercise. per week in each language area and subject content area; One exercise per day in language subjects (English, Yoruba, Hausa, and Igbo or other languages).

Teaching Quality and effectiveness

The Nigeria education sector like any other in the world recognizes the pivotal role and importance of the teacher to the success of any pre-educational programme. Essentially, pre-primary and primary education require not only new teachers who have been recruited and trained but the existing teachers in schools need to be re-oriented periodically to enable them play their roles most effectively. Unfortunately, many teachers after their pre-service training receive no other training but rely on the classroom experience to carry out their duties. According to Haneveld (World Bank Technical Note No 14 HRPD), a capable teacher is one who has the following:

- * Demonstrates adequate subject mastery.
- * Has more than a year of teaching experience.
- * Has stayed in a particular school for more than a year which is a measure of his stability.
- * Spends the required full-time in the

school in terms of hours and days. Teachers who teach on part time basis while spending few hours and days in a particular school may not be reasonably effective in their teaching tasks.

Provision of school library

The UBE Implementation Guidelines (2000) recognizes school library as spatial enablers of teaching and learning. The guidelines specify further that libraries have to be of the appropriate quantity, size and quality to meet the minimum standards for promoting meaningful teaching and learning.

Edeghere (2001) stated that the EFA framework on action for meeting basic learning needs (1990) recognizes libraries as invaluable information resources which must work in partnership with schools and community workers.

Since the basic goals of education cannot all be met only through teacher pupil classroom interaction, the school libraries can compliment the task of learning by school children.

The UBE while using a multi-dimensional approach in 2001 to ensure the provision of school library service adopted the FGN/world bank primary education project to identify a total of 1,110 focus schools for classroom collections of supplementing readers. This is a far cry from addressing the problem for the 43,000 primary schools in the country.

CONCLUSION

Quality education is that which is relevant and adapted to the needs of the country. Such needs must meet standards in health, growth and physical survival in a complete and integrated world. All over the world, the right of every citizen to quality education is recognized,

although some countries have been more successful in achieving this than others. Perhaps, one of the clearest examples to give of countries that have raised the quality of their education to achieve significant development is South Korea. Today South Korean education ranks among the best in the world. With a population then of 46.9 million people, it had an enrolment of 11.5 million at primary school level, attendance of 99% at middle school and 95% at high school. Literacy level of adult then was 98 % (Gale, inc.2001). The country has attained significant height in economic and technological advancement due to efforts made in raising standards in education.

Similarly, Argentina and Venezuela that are developing countries like Nigeria have adequately legislated and executed educational programmes which have tended to guarantee the highest levels of primary education. Adult literacy rate of 96.2% in Argentina while 91.1% in Venezuela were recorded in the year 2001. Ghana has an adult literary level of 65.5% while Nigeria has about 50% (Gale inc.2001). As a country, Nigeria needs to do more to raise standards at all levels of its education particularly at the basic levels of preprimary and primary since they are critical for the success or otherwise of further education. Substantial efforts should be invested in funds allocation and utilization for teacher training and welfare.

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