



ASSESSMENT OF THE IMPLEMENTATION OF NATIONAL POLICY ON EDUCATION AND THE QUALITY OF SENIOR SECONDARY SCHOOLS IN BORNO STATE, NIGERIA

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Abstract: *The study assessed the implementation of National Policy on Education and the Quality of Senior secondary Schools in Borno State. The objectives of the study determined the level of implementation of National Policy on Education and quality of Senior Secondary Schools in Borno State with regards to funding, teacher-requirement, class size, infrastructural facilities and instructional materials. The study was anchored on CIPP model known as Context, Inputs Process and Product Evaluation Model. Descriptive survey and correlation design was adopted for the study. The population of the study comprised of 83 senior secondary schools out of this, 22 Principals using Purposive sampling technique were used for the study. Method of data collection that is: questionnaire and checklist were used to collect data for the study. The instrument was developed by the researcher and was validated using content validity and was found reliable with an index of 0.92 for the study. The data collected were subjected to statistical analyzing using percentages and Spearman's Rank Correlation Coefficient to determine the relationship between the dependent and independent variables. The result obtained indicated that there were negative relationships between the SSCE results performance of Senior Secondary School students in Borno State and the educational inputs on each of the variables with correlation coefficient 'r' values of 0.18, 0.23, 0.35, 0.07 and 0.42 respectively. It was therefore concluded that the continued poor performance of students in SSCE results can be attributed to the inadequate implementation of National Policy on Education provision in Borno State Senior Secondary Schools. Based on the findings, it was recommended among others that Borno State Ministry of Education and Teaching Service Board (TSB) should review the implementation of the five areas of National policy on Education to improve the quality of Senior Secondary Schools in Borno State.*

Keywords: *Assessment, Implementation, National Policy on Education, Quality, Senior Secondary Schools.*

Introduction

The history of the development of western formal education in Nigeria dated back to the early evangelization activities of the Christian missionaries in the middle of the 19th century. According to Akobia (1986) the year 1842 is generally regarded as the period when the Christian missionaries arrived and began educational activities in the Southern

part of Nigeria. Similarly, Taiwo (1986) posited that the modern western education in Nigeria dated back to 1842 when the first English speaking Christian missionaries arrived in Badagry for evangelical activities. The type of education provided then was geared towards the production of priests to man the missionary endeavour of spreading the gospel faith. Thus, the first phase of the introduction of western education in Nigeria was the period of unconcern by the colonial government about the education of Nigerians.

The second phase was a period of little participation in education by the colonial government when she ventured not only starting to build her own schools but also grant-aided missionaries schools. It should however, be noted that despite the little participation, the emphasis was on the colonial government ensuring its economic exploitation and political control over the area that is now Nigeria.

At independence in 1960, Nigeria inherited colonial education which had so many shortcomings. As a result of the shortcomings, there was an expression of general dissatisfaction among Nigerians with the existing educational system which has become irrelevant to national needs, aspiration a goals. The need for a National Policy on Education was therefore a response to the realities of the independent Nigeria. In 1969, the Federal Government summoned the famous national Curriculum Conference which was attended by the cross-section of Nigerians.

Since the implementation of the National Policy on Education in Borno State about three decades ago, the issue of quality secondary education in Borno State seemed to have been a source of concern among the stakeholders in education. Some observers seem to be comparing quality of the product of secondary schools with the past primary seven school leavers of the 1960s and 1970s. This dwindling performance of Borno State Senior Secondary School students in SSCE is becoming so embarrassing that the solution to the ugly trend seems not to be in sight and many concerned citizens are not happy with the situation.

Statement of the Problem

Examinations are the most commonly used instrument to measure students' performance in learning situations. In Borno State, the performance of Government Senior Secondary Schools in WAEC and NECO seemed not have been encouraging over the years. Many schools as revealed in the Borno State Statistics of Performance could not produce up to 10% with 5 credits and above including English Language and Mathematics. This undoubtedly raised some questions on the quality of Senior Secondary education in Borno State. To ensure quality secondary education, the National Policy on Education (NPE) has spelt out policy statements in terms of funding, teacher requirement, class-size and infrastructural facilities and instructional materials in the school system that greatly influence student's achievement in examination. The Borno State Teaching Service Board (2006) attributed causes of failure in Senior Secondary Certificate Examination (SSCE) due to shortage of qualified teachers and non-availability of teaching/learning materials. Little, if any, empirical studies on policy implementation on secondary education exist in Borno State. It is against the above background that this study will assess the Implementation of National Policy on Education and the quality of senior secondary education in Borno State in terms of funding, teacher requirement, class size and infrastructural facilities and instructional materials.

Objectives of the Study

The objectives of the study are to determine the level of implementation of National Policy on Education on:

- i. Funding of senior Secondary Schools in Borno State,
- ii. Teacher-requirements in Borno State Senior Secondary Schools
- iii. Class-size in Borno State Senior Secondary Schools
- iv. Infrastructural facilities in Borno State Senior Secondary schools
- v. Instructional materials in Borno State Senior Secondary Schools

LITERATURE REVIEW

The theoretical framework of this study will be based on Stuffle-Beams (1971) context, input, process and product (CIPP) evaluation model which according to Borg and Gall in Glawala (2023) is one of the most comprehensive representations of evaluation that has been developed. The CIPP Model is a combination of four types of educational evaluation each of them dealing with a different set of decisions, which must be considered in the planning, implementation and outcome of any programme. As an approach to evaluation, it basically consists of systematic collection of information about the activities, characteristics and outcomes of programmes for use by specific people to reduce uncertainties, improve effectiveness and make decisions with regards to what these programmes are doing and affecting.

The context evaluation deals with analysis of problems and needs in education settings. A need is defined as a discrepancy between an existing condition and desired condition. When needs are identified, the next step in context evaluation is to delineate programme objectives that will alleviate the needs, that is, reduce the discrepancy between actual and desired conditions. Need is crucial in planning educational policies and programmes since education is planned around the felt-needs of people.

Input evaluation concerns judgment about the resources and strategies needed to accomplish programme goals and objectives. The information obtained is used to assist policy makers choose relevant available resources and strategies possible. Issues to be discussed include: funding, teacher-requirement, class-size, infrastructural facilities and instructional materials, availability and effectiveness of the resources needed in achieving goals, the legal and moral aspects and the best way to deploy human resources. Hence, the evaluation ought to be knowledgeable in research resources and strategies of achieving goals.

The third type of evaluation is the process evaluation which involves collection of evaluative data once the programme has been designed and put into operation. Data collected at this stage can be useful in detecting the strengths and weakness of the programme as well as its success or failure.

Finally, the product evaluation especially determines the extent to which the goals and objectives of programmes have been achieved. The resulting data can be used by programme administration officials to make or take decision about continuing the programme, modifying it or terminating it.

The quality of students that graduate from senior secondary schools, the quality of their teachers as well as the quality of the infrastructural facilities and teaching materials employed for the implementation of the National Policy on Education form the bulk of the input evaluation in this study. The senior secondary school graduates and the general impact of these students on the general public form the product evaluation.

Funding and Educational Quality

Funding is a process by which government provides and manages necessary resources for satisfying the needs of the people. Educational funding is about the financing in the sector of education as a public enterprise. However, it is acknowledged that education is not purely public goods provided by public schools. It is important to note that almost all the problems faced in many States, Borno State inclusive may be due to inadequate funding.

Olaniyi (1985) reported that at the United Kingdom Open University in 1979, one third of the annual budget of £33 million was spent on students' support services. A good proportion of this was spent on student's assignment with among other things to reduce dropout rates and facilitates higher academic achievements. Nwana (1998) found out that there is a mass failure in public examinations in the Nigerian educational setting and to get out of the woods, there is need for improvement of the quality of teaching through equipping the school and employing qualified teachers in appropriate numbers and an effort to improve the textbook shortage situation.

Fund is a pre-requisite for all activities and the sustenance of quality education in Nigeria and Borno State is inclusive. Lack of enough funds has prevented the execution of meaningful profit in most of the schools today. Adequate funding is necessary for the employment of qualified professional teachers and the provision of necessary facilities and teaching materials in all schools in Borno State at all levels.

Availability of funds will make it possible for classroom to be built at secondary levels. Laboratories equipment and teaching materials will be made available at the secondary institutions of learning. This will make the quality of education functionally and practically oriented. Fafunwa (1974) observed that education development is imperative and urgent; it must be treated as a war; it must move with momentum of revolution. Funding of education according to Obanya (2000) is not only by federal government, other two tiers of government each has role to play in funding the education sector.

Teacher-requirement and educational quality

It is not disputable that Nigerian education has expanded tremendously, this expansion has implication for the provision of adequate inputs of education to ensure that minimum quality is ensured in Nigerian schools and Borno State in particular. Taiwo and Oni (1992) found out that there are three inputs of the educational system: human resources and physical and materials resources. One of the human resources is the teacher. The teacher is the heart of any educational system. Isa (1996) found out that the teacher is the key to effective teaching and learning. Fika (1996) confirmed that the success or failure of any educational programme hangs largely on the teachers. The importance of teachers and their method of teaching cannot be over-emphasised.

However, there are wide differences among developing countries regarding the numbers of teachers required to meet the needs of their expanding population. The Senior Secondary Schools education policy which was implemented some years ago could not secure an adequate qualified teacher that was one of the reasons why almost all the secondary schools graduate in Borno State cannot secure admission into the tertiary institutions. Kazeem (2000) investigated that inadequate supply of trained teachers in the educational sector may cause the students failure in the examinations. Carew (2000) found out that the professional development of teaches is necessary for the success of quality education at all levels. Olaopa (2001) highlighted that teachers' preparation can be achieved when people with high level intellectual and academic competence can be recruited and trained for the teaching profession.

Class Size and Educational Quality

Ryan (1991) refers to class size as the number of pupils assigned and enrolled in a specific class or instructional unit under the direction of a specific teacher. The National Policy on Education (2004) stipulates that teacher-pupil at ratio at secondary education level shall be "40. Thus, States Ministries of Education tend to interpret the teacher-pupil ratio at their will. A study conducted by Adebesei (200) on streaming large class for effective class management in Lagos, found out that, there are cases of secondary schools in Lagos State having up to 120 students in a class with only one teacher. This leads to a practice whereby teachers employ lecture method in teaching and of course, this makes learning most times ineffective for the students. This situation gives rise to all sorts of misbehavior, students' frustration, truancy and communication gap between teachers and students. He concluded that, it is contrary to National Policy on Education recommendations that a class size of 35-40 should be maintained for Nigerian primary and secondary school system.

Similarly, a survey conducted by Ruwa (1999) on influence of class-size on student's affection outcomes in secondary schools in Borno State, he found out that 144 (80%) had an average class-size of above 50 while 36 (20%) had an average class size of below 50. Thu, going by the criteria of above 50 as a large class-size and below 50 as small size classes is maintained in all the four educational zones in Borno State. Therefore, he concluded that there are larger classes than the smaller classes in all the four educational zones in Borno State.

Also, a study conducted by McKeachie (1994) found out that large classes are not effective as smaller classes for retention of knowledge, critical thinking and attitude change. According to the National Policy on Education (2004) normal class size for secondary schools in Nigeria and Borno State inclusive shall be 1:40, therefore, if Ministry of Education implemented this Policy the quality of education may improve in the senior secondary class.

Infrastructural facilities and quality education

Infrastructural facilities have been observed as a potent factor to qualitative education. Qualitative education can only be received when both students and teachers are comfortable with the environment and relevant materials are available to them. The importance to teaching and learning of the provision of adequate infrastructural facilities

for education cannot be over-emphasized. They are resources like land, building and equipment used in educational process. Qualitative education can only be received when both the students and teachers are comfortable with the environment and relevant materials are available. According to the proceedings of the Educational Summit (1999) these infrastructural facilities have to be of appropriate quantity, size and quality to meet the minimum standard of promoting any meaningful teaching and learning. As the increase in population and demand for education is high which leads to expansion of schools, there is the need to provide more infrastructures like the classroom, building, staff office, laboratories for the senior secondary schools to improve on the existing ones.

Writing on how to improve primary education in developing countries,, Dada (1990) in his studies on the needs and academic achievement in Ondo State stated that most of the secondary schools in Ondo State have not been able to perform their educational functions such as effective teaching and learning and good academic achievement in external examinations because the schools have no good classrooms, no enough tables and chairs, inadequate and poorly equipped laboratories as well as empty library and other instructional materials, therefore, students' academic achievement is affected and so their performance is below expectation. He therefore suggested that government, parent and volunteer organizations in Nigeria should contribute to the possibility of providing for the needs of these schools.

A study conducted by Ngada (2007) on a survey of common curriculum problems faced by primary school teachers in Borno State, a case study of Maiduguri Metropolis, revealed that some of the common classrooms for all pupils and students, many classrooms have broken walls without windows and doors, many of the classrooms have no furniture for students use and many of the schools do not have drinking water and functional toilets. In most of the schools, lesson is conducted under tree shades.

The implementation of the National Policy on Education (2004) which spelt out the use of education as instrument per excellence for building a strong and reliant nation has been defeated, this is because most of the senior secondary schools operate on theories due to inadequate practical equipment and materials in laboratories, workshops, etc. Isa (1996) observed that lack of sufficient human and material resources has been a serious problem facing educational institutions in Borno State.

Instructional Materials and Educational Quality

Instructional materials have been defined by various authors. For example, Abdullahi (1982) viewed instructional materials as materials or tools locally made or imported that could make tremendous enhancement of lesson impact if intelligently used. Also, Agina-Obu (2005) viewed instructional material as audio or aural, visual or audio-visual. Thus, instructional materials refer to those devices that appeal to the senses of hearing, seeing, touching and feeling.

A study by Johnson (1998) on school mapping and resource supply as correlates of students' academic achievement in Kwara State secondary schools found out that there was no significant difference between students in secondary schools with and without adequate instructional facilities. However, he submitted that instructional facilities were indispensable to academic achievement of students in English Language, Mathematics,

Biology and Geography while students could perform well in other subject without adequacy of sophisticated instructional materials. He concluded that the effect of instructional facilities on students' academic achievement is more felt in Pure and Social Sciences.

In another study in Ekiti State, Nigeria, Owoeye (2010) looked at the provision of facilities as it relates to academic performance of students in agricultural science between 1990 and 1997. The study population was results of West African School Certificate Examinations (WASSCE) conducted between 1990 and 1997 in 50 secondary schools in both rural and urban areas of the State. One validated instrument (STQF) was used for data collection. One hypothesis was formulated and answered. Data were analysed using mean and t-test. The result showed that there was no significant difference in the performance of students between rural and urban secondary schools in terms of availability of library facilities ($t = 1.0, P < 0.05$), availability of textbooks ($t = 1.20, p < 0.05$) and availability of laboratory facilities ($t = 1.83, p < 0.05$). It has been established that facilities are potent to high academic achievement of students, therefore, Ekiti State Government should provide adequate material resources to rural and urban locations to enhance teaching and learning process. The Parents Teachers Association (PTA), philatropist and other charitable organizations are also improved to complement the effort of the government to boost the performance of students in SSCE.

In another student by Oladejo et al. (2011) which examined the effect of using standardized and improvised materials on academic achievement of secondary school physics students in Oyo State, Nigeria, the research design adopted was quasi-experiment of the pre-test-post-test non-randomized control group. Purposive sample was used to obtain a sample of three co-educational secondary schools. Each school provided on SSIII class for the study. Two instruments were used in the study, the Physics Achievement Test (PAT) to measure students' achievement and Teaching Instructional Guide (TIG) to train the teachers in the experimental groups. The instrument was pilot tested to ascertain reliability. The reliability coefficient was 0.76. Three hypotheses were formulated and tested at 0.05 level of significant. Data were analysed using ANOVA and ANCOVA. Findings revealed that there is significant difference in the achievement of students taught using standard instructional materials and students taught with improvised instructional materials obtained, the highest achievement at post-test ($F = 74.94$) followed by those with standard instructional materials ($F = 63.07$) while the control group scored the lowest ($F = 39.89$). Also, there was no significant effect of gender on students' achievement in Physics although females did better than males. Finally, there was no significant interaction effect of treatment and gender on students' achievement in Physics.

METHODOLOGY

Design of the Study

The study will adopt a descriptive research design of survey type and correlation. A survey study according to Miller (1991) describes procedure for the collection of information or data associated with education to extend the understanding of educational issues and to assist in the development of educational policies in order to find out necessary solutions to educational problems. According to Kerlinger (1979) a survey

research is potentially useful technique in education and is a valuable means of gathering data. Kerlinger (1979) further stressed that survey method involves large and small population where samples are selected and studied in order to discover relative incidence, distribution interrelation of sociological and psychological variables.

Population and Sample

The population for this study will consist of all senior secondary schools and principals in Borno State. There are twenty-seven local government areas with about.

Research Instrument

The instruments to be used for data collection are self-designed questionnaire and checklist. The questionnaire will have 9 items seeking the level of funding senior secondary schools in Borno State. However, the items on the checklist ranged from those seeking information on the adequacy and the quality of educational inputs available in the schools such as the classroom, library, laboratory etc. Also instructional materials and other variables that is responsible for improved performance of students such as the computer set, film slides, maps and globes. The checklist will consist of two (2) sections A and B, while Section A will seek for infrastructural facilities in the schools and part B will seek for information on the instructional materials in the schools. Alongside this, the researcher will collect information on the teacher-requirement and class-size. The questionnaire and checklist will be given to the experts in the field of education for their inputs.

Procedure for Data Collection

The instrument for data collection in this study will be triangulation method; this is because two or more method of data collection will be involved. Louis and Lawrence (194) defend triangulation as the use of two or more methods of data collection in the study of some aspect of human behaviour. The instrument for the study will be questionnaire and checklist to be developed by the researcher.

Method of Data Analysis

The information on funding will be coded based on the response of the principals of the schools to be sampled. Teacher-requirement will be presented on a table to record the teachers with teaching qualification, teachers without teaching qualifications, NCE and others respectively. Class-size will be recorded on table of classes above 40 and classes below 40 while infrastructural facilities and instructional materials will be presented on a table to record the adequacy of facilities and materials of the sampled schools. All data collection through the use of questionnaire, observation and checklist will be presented in percentages, Spearman's Rank Correlation Coefficient will also be used to ascertain the relationship between educational input and quality for SSCE results in Borno State Senior Secondary Schools.

RESULT AND DISCUSSION

Hypothesis Testing

Ho₁ Relationship between funding and SSCE result in Borno State Senior Secondary Schools.

Variable	N	r-value	Level of significance
Funding SSCE result	22	0.18	0.05

Table 1 shows the relationship between funding and SSCE result. The “r” obtained was 0.18 indicating that the Ho₁ shows that there was no significance relationship between the independent and dependent variable at 0.05 level of significance.

Ho₂ Relationship between teacher-requirements and SSCE result in Borno State Senior Secondary Schools.

Variable	N	r-value	Level of significance
Teacher-requirement SSCE result	22	0.23	0.05

Table 2 present a result of spearman’s Rank correlation Coefficient (R) between graduate with teaching qualification as independent variable with SSCE result as dependent variable in Borno State Senior Secondary Schools. The level of significance at 0.05, therefore, the “r” obtained was 0.23 which indicated that, there is no significance relationship between graduates with teaching qualification teaching in Senior Secondary School as input variables with SSCE result as the output.

Ho₃ Relationship between class-size and SSCE result in Borno State Senior Secondary Schools.

Variable	N	r-value	Level of significance
Class-size SSCE result	22	0.35	0.05

Table 3 present a result of spearman’s correlation Coefficient ‘r’ between class-size and SSCE result in Borno State Senior Secondary Schools. The correlation coefficient ‘r’ obtained was 0.35 at 0.05 level of significance. Therefore, the result shows that, there is no significance relationship between class-size and SSCE result in Borno State Senior Secondary Schools.

Ho₄ Relationship between infrastructure facilities and SSCE result in Borno State Senior Secondary Schools.

Variable	N	r-value	Level of significance
Infrastructural facilities SSCE result	22	0.07	0.05

Table 4 indicated the relationship between infrastructural facilities in Senior Secondary Schools in Borno State and SSCE results. The Ho₄ shows that there is no significance relationship because the 'r' obtained was 0.07 at 0.05 level of significance.

Ho₅ Relationship between instructional materials and SSCE in Borno State Senior Secondary Schools.

Variable	N	r-value	Level of significance
Instructional materials SSCE result	22	0.42	0.05

Table 5 shows that relationship between instructional materials and SSCE result in Borno State Senior Secondary Schools. The result shows that 'r' obtained was 0.42 at 0.05 level of significance. This shows that there is no significance relationship between the independent variable and dependent variables.

Summary of findings

The following summary of finding was derived from the analysis of data of this study through the hypothesis testing.

1. The result revealed that there was no significance relationship between SSCE result and level of funding senior secondary schools in Borno State.
2. There was no significance relationship between teacher-requirement and students SSCE performance in Borno State Senior Secondary Schools.
3. The result revealed that there was no significance relationship between class-size and student performance in SSCE in Borno State Senior Secondary Schools.
4. The analysis of the result revealed that, there was no significance relationship between infrastructural facilities and SSCE result in Borno State Senior Secondary Schools.
5. There was no significance relationship between instructional materials and SSCE result in Borno State Senior Secondary Schools

Discussion

The average performance of Borno State Senior Secondary Schools student in SSCE result and educational inputs showed negative relationship with r-value of 0.18, 0.23, 0.35, 0.07, and 0.42 respectively. The study assessed five major areas of National policy on Education Implementation in Borno State Senior Secondary Schools. The study

answered five research question and tested the hypothesis based on the five major area of implementation. The discussion of the findings was based on the research questions and hypothesis. Similarly, Research question one sought to examine the level of National policy on Education implementation with regards to funding of senior secondary schools in Borno state. The result revealed that 63% was inadequate, therefore funds is a prerequisite for qualitative education because it is with funds that qualified trained teachers were being recruited, classroom building, instructional materials were being accrued, lack of enough funds affect the quality of education. This finding was in line with Bazza (1996), Gbadamosi (2000) and Abba (2002) that funding is very important in the management and success of the educational sector. However, the annual budget to Ministry of Education and total allocation to secondary education the percentages of funds seems to be below 26% as recommended by UNESCO. This is because the year under study (2006 -15% - 18%, 2008 - 16% etc). the amount usually goes to procurement of materials and equipment which are inadequate. However, the funding of senior secondary schools Borno state seems to be political. This type of expenditure and attitude and mismanagement of the funds allocated to secondary education would have negative effect on the quality of education of students indeed.

Similarly, educational input on teacher-requirement, the result revealed that 41% of teachers in the four educational zones of Borno state were N.C.E holders of which it has an effect on the quality of secondary school education. The finding of this study is also in consonant with Fakeye (2012) that have found significant relationship between teacher's qualification and students' academic achievement. The finding also lends credence to Babale (1990) who found significant relationship between teacher's characteristics such as teacher's qualification and experience of teachers on one hand and academic achievement of students on the other. The finding is the same of Olatudun (2007). Okpala and Onocha (1984) findings also corroborated the findings of this study. They have found that a combination of the professional qualification, integrated science teaching experience among others seemed to be effective in that during employment there is bias and sentiment which resulted to political affiliation and god-fatherism. However, government also play its role that is quest for certificate rather than qualification of the teachers which has direct impact on the quality of senior secondary school's education.

Educational input on class-size, the percentages of class-size of Borno state senior secondary schools based on the findings shows that 82% of the classes visited in the four educational zones have class-size of above 40 students per class. These findings corroborated the findings of Asebesi (2001) on streaming large class for effective class management in lagos. He found out that there are cases of secondary schools in lagos state having up to 120 students in a class with only one teacher. Also the study in support of Ruwa (1999) on influence of class-size on student's affective outcomes in secondary schools in Borno state, he found out that 80% of the sampled schools in Borno state had an average class-size of above 50. he concluded that there are large classes than the smaller classes in all the four educational zones of the state.

In research question 4, it was found out that 62% of the infrastructural facilities were not adequately provided in Borno state senior secondary schools; therefore, inadequate infrastructural facilities affect the quality of senior secondary school's education. This was in support of a study conducted by Fagbamiye (1979), his findings revealed that schools

which are equipped, had good record of achieving and attracted more students. He concluded that good quality schools in terms of facilities and younger student's intake perform better. Also Williams (1973) in his study had briefly said that school building is very vital input to educational system, emphasizing that even though they do not teach, their use may facilitate or impede learning. He also contradicts his finding as one of the critical variables affecting school academic achievement because he had found no evidence to show that an expensive school building would necessarily improve academic achievement.

However, the finding was not in line with the findings of Abdullahi (1973), Owoeye (2010) who found out that they have not found any significant relationship between school facilities and academic achievement; they maintained that unless facilities are put into proper utilisation, it may not have impact on students' academic achievement.

Research question 5 level of implementation of instructional material, the result revealed that 59% of the instructional materials in Borno state senior secondary are inadequate which affect the quality of education. This is because instructional materials if available will promote learning outcomes. This finding was in support of the findings of Abdullahi (1982), Attah (1992) and Oladejo (2011) whose findings revealed that instructional materials could make tremendous enhancement of lesson impact if intelligently used. Nwagu (1979) stated that teachers and instructional materials are inseparable element in the development of teaching process. Therefore, lack of adequate supply of instructional materials and improper utilization may have impact on the quality of students' education.

Conclusion

The study focused on educational inputs such as funding teacher-requirement, class-size, infrastructural facilities and instructional materials as predictors of senior secondary school student quality of education in Borno state. Based on the results of the study the researcher concluded that funding, teacher-requirement, class-size, infrastructural facilities and instructional materials are inadequate in Borno state senior secondary schools. Also the result revealed that there was no significant relationship between all educational inputs and SSCE performance in Borno state senior secondary schools.

Recommendations

Based on the finding of the study, the following recommendations were made:

- i. The government should provide more funds, complemented by efficient application of resources and proper supervision.
- ii. Experienced and qualified teachers should be recruited to teach in the senior secondary schools especially University graduate with teaching qualifications.
- iii. Number of student per class should be checked to comply with the National policy on Education 1:40.
- iv. Borno state Government should attempt to improve the academic environment of senior secondary schools through provision of relevant books to the existing libraries and make laboratory equipment available for science practical. This, when done will improve student's quality of education.

- v. Also, Borno state Government should attempt to improve the infrastructural facilities of senior secondary schools through building new ones and rehabilitating the existing ones.

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