SCHOOL FACTORS AS PREDICTORS OF FUNCTIONAL LITERACY SKILLS AMONG PUBLIC PRIMARY SCHOOL PUPILS IN ONDO STATE, NIGERIA

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ABSTRACT

Functional literacy is an essential objective of primary education in Nigeria which equips pupils not only with reading and writing skills, but also with numeracy, communication, problem solving and application skills in daily life activities. The inability of many Nigerian primary school pupils to read, write, compute, comprehend and communicate effectively in English Language has been attributed to factors which have direct links with the implementation of the school curriculum and supportive facilities. Further, studies have revealed that school factors have strong effects on pupils' acquisition of basic literacy and numeracy skills, but not much attention has been paid to their influence on functional literacy skills among primary school pupils in Nigeria. This study, therefore, investigated the relationship between school factors (curriculum implementation, teacher quality, school location, class size, school library) and pupils' functional literacy skills.

The study was a survey research of *ex-post facto* type. Multi-stage sampling procedure was used to select 10 local government areas, 40 public schools (30 urban and 10 rural), 40 primary five teachers and 1106 pupils from the five educational zones in Ondo State. Five instruments used were: Observational Scale on Curriculum Implementation (r=0.81); Observational Scale on Teacher Quality (r=0.82); Functional Reading and Writing Skills Test (r=0.81); Functional Numeracy Skills Test (r=0.80) and School Library Inventory. Six research questions were raised and answered. Data were analysed using descriptive statistics, Pearson's product moment correlation and multiple regression.

Curriculum implementation was poor (weighted average was 1.48 out of 4.00). Curriculum implementation (r= .22; p < .05), teacher quality (r= .27; p < .05), and school library (r= .08; p < .05) each had significant positive relationship with pupils' functional literacy skills. However, school location (r= -.23; p < .05) and class size (r= -.13; p < .05) each, had significant negative relationship with pupils' functional literacy skills. Pupils in urban schools performed better than pupils in rural schools. Also, pupils in small classes performed better than those in large classes. The five school factors (curriculum implementation, teacher quality, school location, class size and school library) jointly had significant positive relationship with pupils' functional literacy skills (R= .34; $F_{(5, 1100)}$ = 29.43; p< .05). They contributed 11.8% of the total variance to pupils' functional literacy skills. The order of relative contributions of the school factors to pupils' functional literacy skills was: school location (β= .19), teacher quality (β= .16), class size (β= .11), curriculum implementation (β= .05) and school library (β= .01). Of the five school factors, only three significantly predict pupils' functional literacy skills. These were teacher quality (B=.31; t=3.30; p< .05), school location (B= -8.50; t= -6.37; p< .05) and class size (B= -1.51; t= -3.85; p< .05).

Teacher quality, school location and class size influenced pupils' functional literacy skills. Consequently, teachers need to sharpen their skills in curriculum implementation to enhance pupils' functional literacy skills. Qualified teachers, adequate learning materials, classrooms and well equipped libraries should also be provided for effective teaching.

Key words: Functional literacy skills, Curriculum implementation, Teacher quality, School location, Public Primary school in Ondo State.

Word count: 488

DEDICATION

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CERTIFICATION

I certify that this study was carried out by Abike Fehintola Fagbemi in the Department of Teacher Education, University of Ibadan, Nigeria.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Basic literacy as the ability to read, write and master basic numeric functions is very vital to humankind. It enables individuals to read and write simple words and sentences in a language of a culture. However, it has been found to be inadequate for everyday functioning of individuals and groups in the 21st century if humankind is to benefit from all the resources available for improved life. (Lankshear & Knobel, 2006; United Nations Educational, Scientific and Cultural organization UNESCO, 2006). Thus, literacy has been re-defined in a broader sense of functional literacy. As such in 1978 UNESCO adopted a definition of functional literacy which states that:

> a person is functionally literate when he or she can engage in all those activities in which literacy is required for effective functioning of his or her group and community and also able to continue to use reading, writing and calculation for self and community development (UNESCO 2006, pg. 18).

Functional literacy therefore revolves round the ability to decode and encode information and numbers in printed materials to solve real life problems and make wise decisions.

Just like education, the process of functional literacy skills acquisition is ongoing throughout life and it is needed by all (Osokoya, 1997, 2006; Adesanya, 2008). Functional literacy encompasses a broad range of skills that are highly related to cognitive and affective development (Venesky, Wagner & Ciliberti, 1990; Organization for Economic Cooperation and Development OECD 1997 & 2000). People with functional literacy skills are expected to understand and reply to letters, be able to complete forms and apply for jobs. They should be able to follow written instructions, read and understand drug prescriptions, newspapers, maps, traffic signs, diagrams, simple tables and perform other basic functions.

From the foregoing, it is important to note that functional literacy is different from basic literacy. Arava (2000) and the 2003 Functional Literacy Education and Mass Media Survey (FLEMMS) carried out in Philippines reveal that functional

literacy is a higher level of literacy than basic literacy. The 2003 functional literacy Education and Mass Media Survey (FLEMMS) reveals that the 2.314 million Philippino males 10 years old and above had basic literacy rate of 91.5 percent, while 2.28 million male respondents age 10 to 64 years had a functional literacy rate of 79.8 percent. This is corroborated by Arava (2000) who also shows differences between basic literacy rate and functional literacy rate in Philippines. He states that in Philippines, the basic literacy rate is 95.40 percent of the population of school age and above, while the functional literacy rate of the same population is 86.53 percent. Arava explains further that at a glance, one is tempted to believe or assume that a high basic literacy level should reflect significant positive relationship with education attainment. Most often, in reality, it does not.

Whereas basic literacy is just the ability to read, write and understand a simple message in a particular language acceptable to a particular culture, functional literacy is deeper and it is significantly a higher level of literacy. This is because functional literacy covers not only reading and writing, but also numeracy skills, communication skills, problem solving skills and application in daily functions (Rodniguez, 2003).

Moreover, Kolawole and Adepoju (2007), aver that the major cause of socio-economic problems such as unemployment, poverty and political thuggery in South-Western Nigeria is not lack of basic literacy but lack of functional literacy, because most of the people can read and write. Some people have basic literacy but lack functional literacy skills. Studies conducted by the Independent Evaluation Group of the World Bank (2006) lend credence to this and assert that in Africa, primary school pupils spend much of their time copying from the chalkboard but many could not understand the notes. They can read and write but could not comprehend what they read or write. Thus, they cannot use the information read and written to solve real life problems.

This is corroborated by Mendoza (2002), who reveals that even some primary school pupils whose parents boast of being very good at reading, writing and numeracy skills are unable to apply such skills in their daily practical lives. Such pupils store school knowledge for examination purpose because they can not grasp its

relevance to their real world. There is therefore the need to go beyond basic literacy at primary school level, in order to achieve the following primary education objectives stipulated in the National Policy on Education (2004).

(i) Inculcate permanent literacy and numeracy skills, as well as the ability to communicate effectively in pupils.
(ii) Lay a sound foundation for scientific and reflective thinking.

Furthermore, the compulsory Universal Basic Education (UBE) aims at equipping pupils with appropriate levels of literacy, numeracy, communication, manipulative and life skills that will make every primary school product useful to himself or herself and the society at large (UBE Implementation Guidelines, FRN, 2000).

In line with this, Mendoza (2002), defines functional literacy as the ability to integrate school based learning into everyday living. It includes the skills and competences that enable individuals to develop their potentials, think critically and make informed and wise decisions.

Looking at functional literacy from another perspective, Aderinoye (2004), defines it as a liberating force and not a means of imposing dominant languages, cultures and ways of thinking. According to him, it contributes to the individual's empowerment in terms of self esteem, economic independence and social emancipation. Functional literacy also strengthens the capabilities of individuals, families and communities to access health, educational, political, economic and cultural opportunities and services (UNESCO, 2006). For primary school pupils, it is a tool for decoding and encoding the subjects learnt in school (Ayodele-Bamisaye, 2009). As such, it lays the foundation for better understanding of various subjects taught in school. It equips them for further learning and with the ability to apply what they learn in school to real life situations for their own good.

However, all over the world, people are grappling with problems of poverty, illiteracy, ignorance, disease, HIV/AIDS, high infant and maternal mortality rate, political and religious intolerance, gender inequality and environmental degradation.

These are the problems which the Millennium Development Goals (MDGs) and Education For All (EFA) seek to address. EFA emphasizes that functional literacy is an essential tool of basic education. Moreover, studies have shown that functional literacy embedded in primary education promotes the achievement of MDGs (International Bank for Reconstruction and Development/World Bank, 2003). This means that if primary school pupils are functionally literate, they, as future adults, will be able to deal with these socio-economic problems for their own personal benefit and for the benefit of the society. Even those who do not go beyond primary school will be able to deal with these problems in practical ways and improve their quality of life.

If primary school pupils are functionally literate, for instance, they will be able to read road signs, traffic signs and directions. This will reduce accidents involving children. Moreover, they can always find their way in a town without getting lost according to Arava (2000). They can fill simple forms, read and understand simple news items, read drug prescriptions, write or discuss personal experiences. They can buy a few items in the market, make correct payment, and collect the correct balance when necessary. In the classroom, they will easily absorb and mentally process information given by their teachers.

Since primary education remains the bedrock of literacy acquisition in Nigeria and other parts of the world (Aderinoye, 2002; National Population Commission (Nigeria) and ORC Macro, 2004; Ayodele-Bamisaye, 2009), there is the need to enhance functional literacy skills of primary school pupils. It is hoped that this will gradually reduce the number of adults that are non-literates. Moreover, this would give them access to social, economic and political power in later life. Thus, a larger percentage of the Nigerian population would be empowered, because a greater number of children attend primary school than other levels of education. But unfortunately, Ryan (1989), Omojuwa (1991) and Monitoring of Learning Achievement (MLA, 1997) reveal that many public primary school products in Nigeria are not able to exhibit their skills in solving problems. This is in spite of the

well elaborated curriculum designed to enable them to. It therefore becomes necessary to find out why and suggest how to help them.

In another dimension, Education For All (EFA) which is the focus of various governments worldwide, hinges on pupils' functional literacy skills. EFA emphasizes that functional literacy is an essential tool of basic education. As such, one of the goals of EFA according to UNESCO, 2002b is:

> *to improve all aspects of the quality of education and ensure excellence of all, so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. (goal 6, UNESCO, 2002b).*

To achieve these objectives, the World Conference on 'Education for All' held in Jomtien, Thailand, in March 1990 agreed that by the year 2000, every child in every country irrespective of sex, race, geographical location, religion, socio-economic status, physical ability/disability should have the chance to complete at least primary education, so as to acquire functional literacy skills. This tallies with some of the objectives of primary education in the National Policy of Education, which are; inculcating permanent literacy and numeracy skills and laying of sound basis for scientific and reflective thinking (Federal Republic of Nigeria FRN 2004). Unfortunately, UNESCO (2006), World Bank (2006), Hanushek and Woessman (2007) indicate that child literacy is an area of poor performance in the school system worldwide, and a major source of school repetition and early drop out. This is corroborated by the Association for the Development of Education in Africa (ADEA, 2005) in a study which reveals that in many schools in Africa, the learning achievement is so low that after several years of schooling, the pupils lack even basic literacy. As such, children, who are future adults, risk dropping out of school too soon or being illiterates despite completing primary school. The 2009 EFA Global Monitoring Report (UNESCO, 2008) gives credence to this. It maintains that primary school pupils have not been well equipped by the past and current formal education.

Over the years, the Nigerian government, both at the Federal and State levels, have been grappling with this problem of many pupils and products of primary schools who are virtually illiterates (Adeniran, 2000 and Ogunsanwo, 2003). In a bid

to combat this problem, the Federal Military Government of Nigeria started Universal Primary Education (UPE) in September, 1976. The programme is regarded as a failure by Ryan (1989) and Omojuwa (1991). This is because in 1982 when nearly 100% transition from primary six to secondary school was expected, the surveys conducted revealed that in all parts of Nigeria (including Ondo State) most products of the scheme were unable to read and write at the end of their primary education. Monitoring of Learning Achievement (MLA, 1997), a study of 758 primary four pupils in Ondo State Nigeria, reveals that many public primary school pupils in Ondo State cannot demonstrate competences in simple arithmetic computation or express simple ideas intelligibly and are not familiar with some common matters of fact about everyday living. MLA reports poor performance of pupils in literacy test (National Report on MLA Project, 1997, FGN/UNESCO). Adeniran (2000) corroborates this by asserting and describing the higher percentage (56.3%) of those currently in the nation's public primary schools as illiterates. This could jeopardize the development of essential life skills necessary to cope with life's basic problems within the society (Oduolowu, 1998).

In order to correct this, the Universal Basic Education (U.B.E) came into being in Nigeria in 1999. It aimed at equipping children with literacy, numeracy, communication and essential life skills (Federal Republic of Nigeria, FRN, 2000). Atiku (2000) and Ogunsanwo (2003) reveal that the success of UBE hinges on several underlying factors that should be properly monitored, to prevent it from collapsing like the UPE scheme. In spite of the UPE and UBE schemes, previous research findings (National Population Commission (Nigeria) and ORC Macro, 2005; Komolafe, 2010; Komolafe; 2011) reveal that many Nigerian public primary school pupils cannot read, write, compute and communicate effectively in English Language. Thus, they cannot use these skills to solve real life problems. Perhaps if some school factors such as curriculum implementation, teacher quality, school location, class size and school library are properly monitored and improved upon in public schools, there may be an improvement in the functional literacy skills of primary school pupils.

In essence, several studies have revealed that school factors have significant effects on students' academic achievement (Ogunleye, 2002; Olatunbosun, 2006; Yara, 2008). It has been discovered that primary school pupils, especially pupils with low-income parents are poor in functional literacy skills because most Nigerian homes and schools lack such facilities that could help pupils imbibe a positive reading culture (Ogunsola, 1996; Kolawole, 1999; Lawani, 2004; UNESCO, 2006). In many homes there are no reading facilities, no books, newspapers and computers. Many parents are not always at home to monitor the academic activities of their children. The need for primary schools to have competent teachers and facilities that could make up for the inadequacies in pupils' homes and thereby enhance pupils' functional literacy skills informed the focus of this study, which investigated the relationship between school factors (curriculum implementation, teacher quality, school location, class-size and school library) and pupils' functional literacy skills.

According to Ogunleye (2002) and Kolawole (2006), the method of implementing a curriculum is a significant learning factor. Teachers' teaching methods, availability of instructional materials and facilities for teaching and learning are vital for effective curriculum implementation. The quality of the teacher in terms of the ability to interprete the curriculum, identify the objectives, organize the learners, the learning environment, the learning materials and use appropriate effective teaching methods, influence how well a curriculum is implemented. Furthermore, Kolawole (2006) asserts that if a curriculum is deficient in implementation, it often results in an education that incapacitates its recipients in confronting and solving their personal and societal problems in practical and realistic ways. He avers that in Nigeria there is a general lack of instructional materials and lack of adequate teaching and learning facilities in primary schools to facilitate effective curriculum implementation. This is further corroborated by UNESCO (2006) which indicates that only one-third of primary school pupils in Africa acquire the knowledge and skills specified in their National Primary Education Curriculum owing to poor method of implementation. Perhaps the investigation of the manner of implementation of the curricula for English Language, Mathematics, Elementary

Science, Agriculture, Computer Literacy, Arts and Crafts could give a clue to how curriculum implementation could enhance or impede pupils' acquisition of functional literacy skills.

Teacher quality, another school factor varies from one teacher to the other. It is a function of various teacher characteristics. For instance, explicit teaching is a feature of teacher quality which involves giving clear instruction, demonstration, explanation, practice and corrective feedback (Ajila, 2003; Okoruwa, 2007). For pupils to develop critical thinking, problem solving skills, cognitive and affective skills, the teacher must have a sound knowledge of the subject matter, the ability to organize the learning environment, use instructional varieties judiciously, and present learning tasks systematically. Moreover, the teacher should ensure consistent classroom guidelines and good teacher-pupil interpersonal relationship (Calfree & Berliner, 1996; Ajayi, 2004).

Empirical findings of Ndukwu (2002); Ogunleye (2002); Rowe and Rowe (2002) and Olatunbosun (2006) reveal that teacher qualification, years of teaching experience and attendance of seminars have significant effects on students' academic achievement and acquisition of skills. Certificated teachers are more effective in using resources and instructional materials than untrained teachers. Even the trained teachers need to sharpen their skills regularly by attending workshops and seminars. This study therefore looked into these teacher characteristics to determine teacher quality of teachers in public primary schools, and how it affects pupils' acquisition of functional literacy skills.

School location has also been found to have direct and indirect influence on pupils' acquisition of reading and writing skills (Inyang, 2000). According to Odinko (2002), qualified teachers often reject appointment in the rural areas and there is inadequate teaching and learning materials there. These in turn influence the quality of the teacher's input. She further reveals that pupils in urban areas perform better in reading and writing skills than their counterparts in rural areas because schools located in urban areas receive better attention. They are better positioned to attract

motivated teachers and pupils who exhibit the readiness to take academic business seriously.

According to Ogunleye (2002) and Lawani (2004) the environment in which a school is located brings about different responses and behaviours in learners. Ogunleye (2002) also asserts that students' environmental knowledge is significantly different for different school locations. Nash (2000) avers that the community in which a school is located influences children's functional literacy depending on certain facilities that are available or not available in the community. Such facilities are water, electricity, roads, hospital, public library and computer centre. Thus, the need to include school location in this study arises from the need to know about the teaching and learning facilities in the schools, their availability, non-availability and utilization, so as to be able to suggest those facilities that need to be put in place or improved upon to enhance pupils' functional literacy skills.

Studies have also revealed that class size, another school factor of interest in this study, has a strong effect on pupils' academic performance and acquisition of skills. According to Akinbote (1994) a large class-size affects effective teaching. It is exhausting, frustrating and leads to failure in most school subjects. Winchester (2006) also indicates that teachers with larger class size have dwindling productivity. This is corroborated by some findings which show that pupils in small classes perform better in reading, numeracy skills and examinations than their peers in large classes (Obemeata, 1995, Lackney, 1999; Okore, 2000; Fabunmi, 2002). The benefits of small-sized classes probably result from the teacher's ability to gain students' attention and control class activities better than in a large class (Lackney, 1999). Since the acquisition of functional literacy skills requires practical activities and proper monitoring of learning activities, variation in class size may affect pupils' acquisition of functional literacy skills.

School library is also a variable of interest in this study. A high quality library programme is defined as one with a certified librarian, open access (before school, during and after school), and multiple resources in a sizable library collection. Pupils who attend schools with library programmes which meet these criteria, score higher

on standardized tests, read at highest levels, and achieve more in all subject areas (than pupils who attend schools without libraries) regardless of the socio – economic and educational levels of their parents (Gniewek, 1999). Owing to these effects of school library, the UBE blue print states that the Federal government will provide junior libraries for primary schools. It also recommends that library period should be included in the school time-table (FGN, 2000).

Moreover, when discussing library collections, age of collections, books per pupil and average expenditure on print and software per pupil should be considered because, all these affect the quality of a library according to Gniewek (1999). In a quality school library collection, books should not be more than 10 years old. The International Reading Association, United States of America recommends 15 to 20 quality (accurate, attractive, multicultural, readable) books per pupil in a school library. In Nigeria, the Ministry of Education (1992) recommends at least 2 books per pupil in a primary school library. In the U.S., the national average pupils-librarian ratio recommended is 550 to 1 (Gniewek, 1999), while in Nigeria, a Senior Library assistant is recommended for every primary school library. He or she should possess a minimum of diploma in Library Science. (Federal Ministry of Education, 1992).

However recent research studies have shown that a high quality school library programme is a strong predictor of pupils' academic and reading achievement (Lance, 2000; Sinilair-Tarr and Tarr, 2005). These scholars also reveal that pupils in schools with high quality library programme perform better in English language, reading, arts and maths. In line with these findings, Kolawole (1999) shows that a rich literacy environment enables children to assimilate a wide range of knowledge in the world around them. In spite of these findings and the UBE blue print that recommends a school library for every primary school in Nigeria, Amucheazi (2001) reveals that many public schools lack functional school library which would have complemented teaching and learning. He explained further that most Nigerian primary schools have no library, while the few that have, have skeletal fiction collection and restrictions are placed on children's use of the school libraries. All these are responsible for children's lack of voluntary reading. The need to create a rich literacy environment

for pupils, especially those with poor socio-economic background may make it worthwhile to examine the influence of school library on pupils' functional literacy skills.

It was on the basis of these findings that school factors could enhance or impede pupils' academic achievement and acquisition of basic literacy and numeracy skills that this study examined the relationship between some school factors namely; curriculum implementation, teacher quality, school location, class size, school library and the functional literacy skills of primary school pupils in Ondo State, Nigeria. This was to find out if the school factors of interest are available, properly monitored and put into use in schools, may be they will enhance pupils' functional literacy skills.

1.2 Statement of the Problem

Available literature indicates that in Nigeria, many public primary school pupils and some that have completed primary education cannot read, write, compute, comprehend and communicate effectively in English language. As such, they can not apply these skills to solve real life problems in their daily lives. Some research findings also indicate that school factors (curriculum implementation, teacher quality, school location, class-size and school library) have strong effects on pupils' academic achievements and acquisition of basic literacy and numeracy skills.

In spite of all these findings and the fact that primary education is the bedrock of literacy acquisition worldwide, the available literature reviewed has shown that most research works on functional literacy focused on non-formal education and adult learners. The issue of development of functional literacy skills among primary school pupils has been taken for granted and has not been given enough attention. Against this background, this study investigated and determined the relationship between the following school factors (curriculum implementation, teacher quality, school location, class size and school library) and primary school pupils' functional literacy skills. This study was also carried out to determine how these factors might singly or jointly predict the acquisition of functional literacy skills of public primary school pupils in Ondo State, Nigeria.

1.3 Research Questions

Question 1:- What is the status of the selected primary schools according to:

(a) curriculum implementation,

(b) teacher quality,

(c) school location,

(d) class size, and

(e) school library?

Question 2:- What is the primary school pupils' level of functional literacy skills in terms of the ability to:

(a) read and understand a simple passage,

(b) read and write simple composition,

(c) read and understand simple tables,

(d) read and understand traffic signs,

(e) complete application forms to secondary school,

(f) perform basic numeric functions,

(g) apply numeracy skills,

(h) fill bank deposit forms?

Question 3:- What is the relationship between each of the following school factors:

(i) curriculum implementation,

(ii) teacher quality,

(iii) school location,

(iv) class size,

(v) school library and

pupils':

(a) reading and writing skills,

(b) numeracy skills

(c) application of reading, writing and numeracy skills in the selected schools?

Question 4:- What is the composite effect of the selected school factors (curriculum implementation, teacher quality, school location, class-size and school library) on functional literacy skills of primary school pupils?

Question 5:- What are the relative effects of the selected school factors (curriculum implementation, teacher quality, school location, class-size and school library) on functional literacy skills of primary school pupils?

Question 6:- Which of the school factors would predict the functional literacy skills of primary school pupils?

1.4 Scope of the Study

This study covered primary five pupils and teachers in ten Local Government Areas drawn from the five educational zones in Ondo State. It covered only public primary schools.

This study tried to establish if school factors such as curriculum implementation, teacher quality, school location, class size and school library correlate with pupils' functional literacy skills. That was to determine the extent to which they predicted pupils' functional literacy skills. Functional literacy skills covered reading, writing and numeracy skills as well as the ability to apply them in solving real life problems. The language of literacy in this study is English language.

1.5 Significance of the Study

This study is significant because it would reveal the extent to which school factors (curriculum implementation, teacher quality, school location, class size and school library) could predict pupils' functional literacy skills. This would provide useful information for the government/policy makers, the school administrators and teachers about those school factors which need to be improved upon to enhance pupils' functional literacy skills.

Moreover, the findings of this study would identify pupils' areas of strengths and weaknesses as well as the factors responsible. Thus, teachers would be able to target improvement efforts more effectively in school.

The findings of this study would provide primary school teachers with information on the importance of practical activities to pupils' acquisition of functional literacy skills. As such, teachers would know the importance of paying more attention to the way they implement the school curricula and strive to be more versatile in effective teaching methods.

For the employers of teachers and Head-teachers, the findings of this study would provide an empirical basis for training and retraining programmes for primary school teachers, in order to sharpen their skills.

The findings of this study would serve as a data base for monitoring the UBE scheme and EFA, so as to ensure that primary schools in Ondo State adequately prepare pupils for higher education and training as well as equip them with functional literacy skills needed to cope with everyday life, for self development and the development of their society.

Furthermore, the findings of this study would widen the literature on the effects of school factors on the teaching and acquisition of functional literacy skills as well as on schooling quality. These would be of benefit to future researchers in these areas, because the findings of this study would increase their knowledge of new findings on functional literacy skills acquisition.

1.6 Operational Definition of Terms

Class Size: Class size is the number of pupils in a physical classroom that a teacher has to teach together at a particular point in time. A class with pupil-teacher ratio of 30:1, recommended by the National Policy on Education (2004) is a small class. Any class with more pupils is a large class size.

Curriculum Implementation: This refers to the planned learning experiences, teacher's teaching methods, use of instructional materials and the facilities provided by the school to assist learners in acquiring the prescribed knowledge and skills in functional literacy.

Functional literacy: This is the ability of pupils to read, write, compute, comprehend and communicate effectively in English language. It is the ability to use information

and numbers encountered in varied contexts such as forms, simple tables, timetables, drug bottles and traffic signs to solve real life problems.

Functional Literacy Skills: These are reading, writing, and numeracy skills as well as the ability to apply these skills in solving real life problems and make decisions.

Urban Schools: These are schools located in towns and cities where we have the seat of State Government or Local Government Head-quarters. Electricity, water, good roads, hospital and health centres are available in such places.

Rural Schools: Rural schools are schools located in villages and small towns without the seats of Local Government Head-quarter or State Government. Usually there are inadequate social amenities in those places.

School Library: A school library is a room where a collection of books, softwares, newspapers and magazines and other information materials are kept for pupils to study and borrow.

Teacher Quality: Teacher quality in this study is the classification of teachers based on qualifications, years of teaching experience, professional development, lesson guide clarity, use of instructional variety, task involvement, frequent feed back based on the use of different assessment methods, consistent classroom guidelines, and pupil-teacher interaction.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

In order to give an insight into previous studies that are related to this present study, related literature review was carried out under the following headings:

2.1 Theoretical Framework

This study is anchored on three learning theories which describe and explain how learning occurs in human beings. The theories are Vygotsky's social cognitive learning theory (1978), Bandura's social learning theory (1977) and Piaget's (learning theory).

2.1.1 The Social Cognitive Learning Theory By Lev Vygotsky

Vygotsky's social cognitive learning theory (1978) emphasizes the importance of social interaction to learning and asserts that culture is the prime determinant of intellectual development. Vygotsky believed that human child, a biological being, develops in the context of a culture. Culture teaches children what to think and how to think. Children develop higher mental functions by internalizing the values and knowledge of their culture.

The social cognitive learning theory sees learning as a social process. That interaction of the learner with the surrounding culture (the environment) and social agents such as the teacher, the school, the family, more capable adults and peers play

a pivotal role in children's cognitive development. The emphasis of this theory on the importance of culture to learning is relevant to this study because for pupils to acquire functional literacy skills, they have to be made to grasp the relevance of what they are learning in school to their real world. They should be able to integrate school based learning in every day living (Mendoza, 2002). If not, there is a tendency for them to store "school knowledge" separately from "real knowledge" and conclude that school is boring. This could lead to apathy and early drop out. In order to fully engage and challenge learners, the task and the learning environment should reflect the complexity of the environment that the learner should be able to function in, at the end of learning (Denny, 2000).

However, Vygotsky (1978) emphasizes that children acquire new knowledge or skill at the zone of proximal development through scaffolding. He uses the term "zone of proximal developments" to describe the distance between the level of actual development as determined by independent problem solving and the level of potential development as determined by problem solving under the guidance of a More Knowledgeable Other (MKO). The MKO could be a teacher, an adult or a more capable peer or sibling who has a better understanding or a higher ability level than the learner with respect to a particular task, process or concept. Through the process of scaffolding a More Knowledgeable Other gives a learner a help or guidance while the learner tries to solve a problem that is above his or her current knowledge or skill. The MKO guides the learner from what he/she already knows to what is to be known. Thus, in Vygotsky's "zone of proximal development", learning occurs and learners can be extended beyond the limitations of physical maturation to the extent that the development process lags behind the learning process. By experiencing the successful completion of challenging tasks, learners gain confidence and motivation to embark on more complex challenges.

Teachers of functional literacy skills should be able to use different assessment methods to determine the pupils' actual development level so as to build on what they already know as individuals in relation to what is to be taught. This will enable him plan instructional activities that could move pupils towards their potentials in the

areas of functional literacy skills. For functional literacy skills to be acquired by pupils, there must be learning tasks, that is, learning experiences shared with the teacher or peers. Through scaffolding, the teacher should be able to structure the problem and give suggestions or hints that could direct the learner to the important aspects of the problem. For instance a pupil who can add, subtract, multiply; or divide or a pupil, who can read, could be taught how to apply these skills in taking a prescribed drug when ill, through scaffolding. The teacher could structure the problem and provide help for the individual pupil while each pupil tries to solve the problem. In the alternative, the teacher may make pupils work together in groups to solve the problem. This done, the more capable peers would help others. As such, Vygotsky (1987) says when children learn specific skills this way, they also perceive the principles that underlie the new skills. Thus, they have better understanding. Scaffolding produces immediate result and instills the skill necessary for independent problem solving in future.

Vygotsky's zone of proximal development has implications for teacher quality and curriculum implementation. During teaching and learning, the teacher of functional literacy skills should be able to weave assessment, teaching and learning together. Based on assessment, the teacher will be able to find out what each learner already knows. From that, the teacher will know what to teach each pupil and how to teach it in order to guide him or her to the next level of knowledge or skill acquisition. Moreover, there is an implication for peer learning too. All these are fundamental principles for teaching and learning of functional literacy skills such as reading, writing, discussing, numeracy and their application in real life situation. Lackney (1999) gives credence to this in his findings that, functional literacy:

(1) develops in functional social settings

(2) builds on what the child already knows

(3) needs the support and guidance of more functionally literate individuals.

(4) development involves a child's active engagement alone, and in cooperation and collaboration with peers.

Language capacity is another vital aspect of functional literacy skills

acquisition that fits into Vygotsky's social cognitive learning model. Vygotsky believed that language plays a crucial role in children's cognitive development. People with highly developed language skills can perform complex tasks which non-literate people cannot, because literate people use language as a tool to mediate between a task and the performer of a task (Wertsch, 1985, 1991). The use of inner speech or thinking loud or thinking critically while performing a task involves the use of language. For pupils to acquire functional literacy skills, therefore, the teacher needs to ensure that pupils learn to read, write, compute, comprehend and communicate effectively in English language first. Then scaffolding will be effective. The language of literacy in this study is English language because it is the official language in Nigeria; it is the language of instruction in primary five and it is always used in assessing pupils before they are selected and placed in secondary schools.

2.1.2 The Social Learning Theory by Albert Bandura

Social learning theory emphasizes how both environmental and cognitive factors interact to influence human learning and behaviour. The social learning theory proposed by Bandura (1977) asserts that children learn new information, behaviours, attitudes and emotional reactions of others by observing and imitating them. This is known as observational learning or modeling. The models they learn to copy could be live model, verbal instructional model or symbolic models.

Banadura believed that for effective modeling to occur, there are four essential conditions namely; attention, retention, motor reproduction and motivation.

Attention: the learner must pay attention to the model.

Retention: The learner must be able to remember the behaviour observed.

Motor reproduction: the learner must be able to replicate the behaviour that the model has demonstrated.

Motivation: learners must want to demonstrate what they have learned.

The relevance of this theory to this study lies in the fact that practical activities are fundamental to the acquisition of functional literacy skills. In the classroom, the teacher is the model. For pupils to learn, the teacher must model appropriate

behaviours and discourage inappropriate behaviours. The teacher as a model must be interesting so that pupils could pay much attention. Many stimuli are competing for the attention of the pupils e.g. a scene outside the classroom, a distraction by another pupil in the class. Therefore, it is the responsibility of the teacher to introduce a strong stimulus in the classroom (in terms of learning activities) that will arrest the attention of pupils.

According to Bandura (1978), high self-efficacy enhances learning. As such, teachers should help pupils develop a sense of self-efficacy i.e. pupils must be made to believe in themselves that they are capable of accomplishing functional literacy tasks. This could be done by giving pupils confidence building messages while teaching. For instance, if the teacher is to teach pupils how to fill a simple form, such form should be designed on a big cardboard which should be hanged on the wall for every pupil to see. The teacher should fill the big form, by asking questions, while pupils watch and respond. Confidence building messages should be passed while teaching. Later, pupils should be given such big forms to fill in groups. The teacher should go round to correct them promptly for any mistake made. Then a smaller version of the form should be given to each pupil to fill, while the teacher moves round to correct them. Through this method, the teacher is encouraging them to experience success on their own. This leads to inner motivation which is more effective than external motivation.

Inner motivation results from intrinsic reinforcement, a form of internal reward such as pride, satisfaction and a sense of accomplishment. These internal thoughts affect learners cognition (Bandura, 1986). External motivation results from reinforcement and punishment. The teacher can use reinforcements like good grade and nice comments to motivate pupils to learn functional literacy skills. Punishment could be used reasonably to discourage modeling of bad behaviours. Teachers should discuss with learners the rewards and consequences of different behaviours.

Moreover, pupils should be encouraged to use self-regulation technique while performing tasks in the process of acquiring functional literacy skills. Through self-regulation an individual has his/her own idea of appropriate or inappropriate

behaviour and chooses action accordingly. This is higher mental functions that should be encouraged. However, teachers should help pupils to set realistic expectations or goals in terms of quantity and quality of performance. Learning tasks should not be beyond a pupil's ability.

There may be a problem during motor reproduction stage, if the learner is not ready developmentally. The teacher should be able to identify pupils who are ready and those who are not ready for different learning tasks, so as to provide appropriate instruction. Moreover, pupils that perform a particular task should be made to have regular practice. This often leads to improvement and skill advancement. During motor reproduction, teachers should provide corrective feedback promptly, so as to prevent pupils from learning incorrect behaviours. The teacher should draw pupils' attention to the components of the behaviour which they are performing wrong, and demonstrate the correct performance.

2.1.3 Constructivism (Learning Theory) By Jean Piaget

Constructivism is a psychological theory of knowledge which argues that humans construct or generate knowledge and meaning from an interaction between their experiences and their ideas. Piaget believed that children construct knowledge by actively interacting with their environment and trying to make sense of their experiences. In the process, they are able to reconcile their existing understandings of the world (schemata) with evidence of how the world actually functions. This he called equilibration and described it as the pursuit of equilibrium or a balance. Specifically, the individual is seeking to balance his or her ways of understanding the world (schemata) with evidence of how the world actually functions.

Piaget explained the mechanisms by which knowledge is internalized by learners. He suggested that through accommodation and assimilation, individuals construct new knowledge from their experiences. When individuals assimilate, they incorporate a new experience into an existing schema. It means the new experience agrees with the existing schema, thus the schema is retained. On the other hand, if the new experience conflicts with the existing schema, the schema is reframed to

accommodate the new evidence. Whereas in assimilation, new evidence is forced to conform to the existing schema, in accommodation, the existing schema is revised to conform to the new evidence.

For primary school pupils to acquire functional literacy skills the teacher should try to understand the nature of each pupil's existing schema of a particular phenomenon to be taught. For instance, in order to teach numeracy skills and application, the teacher should be able to challenge pupils' beliefs in relation to buying two or more items and making payment. A pupil may believe that people buy one thing at a time. Another may believe that one needs to hold the exact amount for the items and make payment. Another pupils' schema may be that when one pays and needs to collect a balance of the money the seller gives the buyer the correct balance. To challenge their schemata, the teacher should ask them questions that can bring about disequilibrium. Then learning takes place. Moreover, let the pupils engage in group activities in relation to buying and selling.

Before starting a lesson the teacher of functional literacy skills should decide on the types of learning activities that are likely to challenge the pupils' schemata. That is, learning activities that will arouse their curiosity, cause them to question themselves, and lead them to a more accurate understanding. Teaching and learning should be learner-centered because practical activities are essential for pupils to have firsthand experiences from which they can construct knowledge.

The teacher should listen to his or her pupils to be able to find out how they understand events or situations. When a child gives a wrong answer, he or she should not be scolded, but should be made to give reasons for such an answer. This will provide the teacher with useful information to restructure the child's schema. That is, the teacher will now know what to do to create a disequilibrium.

2.2 Functional Literacy as a Tool for Developments

Functional literacy is the ability to read, write, compute, comprehend and communicate effectively in a particular language acceptable to a particular culture, as well as the ability to apply all these skills to solve real life problems for self and

community development. Over the years UNESCO has been emphasizing that functional literacy should be regarded as a way of preparing man and woman for social, civic and economic roles that go beyond teaching of reading and writing. The process of learning to read and write should be made an opportunity for acquiring information that can lead to training for work, increased productivity, increased living standard and increased participation in civic life.

In essence, functional literacy enables an individual to achieve his or her goals, develop his knowledge and potentials and participate fully in his community and wider society, by contributing positively to the society. Functional literacy is long lasting. As such, it is permanent literacy.

Sarumi (2006) emphasizes that the introduction of functional literacy by the western missionaries and the colonial governments into the African States brought educational revolution and development. He explains further that functional literacy unlike traditional education no doubt possesses a transformation power for personal, group and national development. In recognition of the importance of functional literacy to primary education and the fact that primary education is the key to the success or failure of the whole education system, the National Policy on education (FRN, 2004) specifies the first two objectives of primary education in Nigeria as follows:

(a) Inculcate permanent literacy and numeracy and the ability to communicate effectively.

(b) Lay a sound basis for scientific and reflective thinking.

Permanent literacy and numeracy implies that a child that has primary education should be equipped with the ability to use literacy and numeracy skills practically throughout his or her life in school, at home, at work, in the society and for further learning. Laying the foundation for scientific and reflective thinking implies that primary education should equip pupils with the ability to think critically, look at issues from different angles and with the benefit of hindsight be able to assess their previous actions and seek for improvement in future actions. All these will prepare them for higher education, increased productivity at work and improved standard of

living.

According to the Australian Association of Mathematics Teachers (1998), people who are functionally literate are numerate. To be numerate is to use mathematics effectively to meet the general demands of life at home, in paid work and for participation in community and civic life. UNESCO (2006) supports this view. Thus, UNESCO (2006) report states that:

> literacy refers to a continuum of reading, writing and numeracy skills acquired and developed through the processes of learning and application in schools and in other settings appropriate to youth and adults.

Moreover, the UBE Implementation Guidelines (FRN, 2000) emphasizes compulsory Universal Basic Education for every child. The 9 years basic education stipulates that every child that passes through the system should have acquired appropriate levels of literacy, numeracy, communication, manipulative and life skills, so as to be employable, useful to himself and the society at large. These also are to ensure a solid foundation for life long learning.

According to Global EFA goals, the first chance or opportunity given to every child to acquire functional literacy skills is at primary education level. Those who missed that opportunity either by dropping out of primary school or by not attending at all are given the second chance under Adult or Non-formal education (Barbara, Alain and Ramahatra, 2003). A situation whereby some children complete primary education and are not functionally literate is a big problem for the nation and the world at large. Arava (2000) reveals that without further education, such pupils in later life lose the basic literacy they earlier had, and relapse into illiteracy. This often leads to unemployment, poverty, ignorance, disease and criminality.

Closely related to this, is the assertion of Aderinoye (2004) that functional literacy is a liberating force. It enables individuals to use reading, writing and numeracy skills to have a voice in the society, increase productivity and improve their standard of living. This often leads to higher self esteem, economic independence and social emancipation. For instance, a functionally literate person could fill bank

deposit or withdrawal form without involving a third party. This reduces the risk of being duped. He could decode information in newspapers relating to job opportunity and how to apply for the job.

The Millennium Development Goals (MDGs) which are the targets of every country across the globe can only be achieved when there is high functional literacy level among the people of a country. The Millennium Development Goals (MDGs) are to:

- Eradicate extreme poverty and hunger. Thus, between 1990 and 2015, the world should reduce by half the proportion of people whose income is less than 1 U.S. Dollar a day, as well as the proportion of people who suffer from hunger.
- Achieve universal primary education by year 2015.
- Promote gender equality and empower women. By implication, gender disparity in primary and secondary education should be curbed to a great extent by 2005 and at all levels of education by year 2015.
- Reduce child mortality. This goal aims at reducing child and maternal mortality rate by three – quarters between 1990 and 2015.
- Combat HIV/AIDS, malaria and other diseases. This goal aims at halting and reversing the spread of all these diseases in every country by the year 2015.
- Ensure environmental sustainability. Every country would be encouraged to integrate the principle of sustainable environmental development into her policies and programmes. Such policies should include curbing desertification by planting trees. Different ways of preventing air pollution, water pollution, soil pollution and noise pollution should be explored. These will prevent poisoning of plants, animals and human beings.

  By year 2015 the countries should have reduced by half the proportion of people without access to safe drinkable water.

  By 2020, a significant improvement in the lives of slum dwellers should have been achieved.
- All countries should develop a global partnership for development.

(The International Bank for Reconstruction and Development/The World Bank, 2003).

However, UNESCO (2011) has revealed that Sub-Saharan Africa is unlikely to reach EFA literacy target for 2015 because of major challenges. It has 43 percent of the world out of school children. Moreover, that even those in schools have very low learning achievement, while gender disparities are still considerable. It is further revealed that 90 percent of the world's two million children living with HIV/AIDS are in Africa.

UNESCO (2007) earlier revealed that there is a link between illiteracy and the spread of HIV/AIDS. This is because illiterate people have no access to written information; they remain unaware of many national and international issues affecting them which are communicated through printed materials. The less they know, the more vulnerable they become, because they do not have the skills to read and to know what HIV is, and how it is spread. As such, they are unable to protect themselves. In some cases they get incorrect information verbally, but are unable to verify this with reliable printed information. Thus, when people become functionally literate the spread of HIV/AIDS could be reversed.

This is corroborated by studies which indicate that for boys and girls, education may be the single most effective weapon against HIV/AIDS. That better educated have lower rates of infection, especially among young people. (Gregson, Waddell and Chadiwana, 2001; Kelly 2000; Vandemoortele and Delamonio, 2000). It could be inferred that the better educated here means people who are functionally literate. They are those who have acquired functional literacy skills such as reading, writing, numeracy, communication and problem solving skills. Thus, they are able to apply all these skills in all facets of their lives to improve their quality of life. This is buttressed by UNESCO (2005) which asserts that functional literacy is a right in itself and it is an essential tool to address the rights to adequate food, health care and housing. In the developing countries there is a wide variety of demonstrated empirical relationships between functional literacy and lower fertility, lower infant mortality,

high nutrition and employment.

Moreover, Archer and Costello (1990) reveal that people who are functionally literate have access to information and knowledge which are key factors in determining their access to economic, social and political power. Functional literacy involves both reading and spoken language. Not learning to speak, but the oral capacity to articulate and discuss ideas. These empower individuals to assert their right to speak and be heard. In essence it gives them self-confidence. For instance, it empowers women to speak in context where traditionally they would be silent.

Studies have also shown that functional literacy promotes the achievement of EFA and MDGs (World Bank, 2003). It is an instrument known for reducing poverty, inequality and for laying the basis for sustained economic growth, sound governance and effective institutions. It is critically important for development at micro level of individual, group, family and community as well as at macro level of nation, sub-region, and the world at large. Functionally literate people are better able to access continuing education opportunities, health, political, economic and cultural opportunities and services, while functionally literate societies are better geared to meet pressing development challenges (UNESCO, 2005; 2006).

Okediji (2002), in line with this, reveals that functional literacy enables graduates of its courses to use the skills acquired, in daily lives for self-development and community development. Moreover, that the attainment of functionally literate people in school or at work is of higher quality than the attainment of people with only basic literacy. In line with this, the survey of Literacy Skills Used in Daily Activities (LSUDA), Canada (2000) reveals that:

(i) There is a strong relationship between education attainment and reading proficiency.

(ii) Numeracy abilities are closely related to reading skills. Hence, Canadian adults with limited reading abilities also have weak numeracy skills.

(iii) There is a strong link between functional literacy and income.

(iv) Those who are not functionally literate run the risk of industrial accidents, unemployment and poverty.

This is supported by the findings of International Adult Literacy Survey (IALS, 2000). Participants in the study were tested in three areas of literacy; prose, document and quantitative.

Prose Literacy: is the knowledge and ability required to read, understand and use the information from texts such as newspaper, pamphlets and magazines.

Document Literacy: is the knowledge and skill needed to use information from specific formats like time-table, simple tables, maps and graphs.

Quantitative Literacy: is the skills and knowledge needed to apply numeric operation to information contained in printed materials such as a loan, interest rate, a sale advertisement, order form and a cheque book.

Though we generally refer to these tests as cognitive, we could equally refer to them as measures of functional literacy (Denny, Harmon and Redmond, 2000).

The International Adult Literacy Survey (IALS) examines the impact of functional literacy skills and education on hourly earnings in Republic of Ireland, Northern Ireland and Great Britain. The findings are that there is a high correlation between a country's level of income inequality and inequality in the distribution of functional literacy, suggesting that more evenly spread levels of human capital are associated with greater income equality. (OECD and Statistics, Canada, 2000).

For primary school pupils, functional literacy lays the foundation for better understanding of the various subjects taught in school. As such, pupils are better equipped for further learning, for success in school and in later life. This is corroborated by Mendoza (2002) which reveals that low functional literacy makes pupils easily forget what a teacher says because the ability to absorb information is limited. Also, a person with low functional literacy could easily get lost in a small city because of an inability to read directions. He or she would find it difficult to get a job since he or she could not fill an application form or write a letter of application. Thus, people who are not functionally literate often face problems of unemployment, industrial accidents, low productivity and poor quality of life. This is in line with Jennings (2000), which reveals that most of the out of school youth in Guyana between the age of 14 and 25, who are at low level of functional literacy, never went

beyond primary and low status secondary schools. They usually end up unemployed or in semi-skilled or unskilled jobs.

In view of the various findings on the consequences of low functional literacy for individuals, the community, the nation and the world at large, as well as the findings that functional literacy is a tool for development at the micro and macro levels, this researcher believes that investigation of the relationship between school factors and pupils' functional literacy skills would reveal those school factors that could predict pupils' functional literacy skills. Thus, suggestions could be given on how primary school pupils could be helped to acquire functional literacy skills as well as how pupils' functional literacy skills could be enhanced for self development and the development of the society.

2.3.1 Curriculum Implementation in Primary Schools as it Affects Pupil's Functional Literacy

A curriculum is everything envisioned to be taught and learned within an educational programme. Curriculum is the sum of all reading, writing and discussing in the class. It includes all demonstrating, viewing and doing as part of the learning skills. It involves participation in all the social, cultural and political activities that teachers and learners go through (Bhola, 1994). According to Dada (1999), a curriculum is a programme of learning planned for a target group of learners for a specific period of time in order to achieve some predetermined educational goals.

Tyler (1950) states that a curriculum tries to answer four basic questions about the child's learning.

(1) What educational purposes should the school seek to attain?

(2) What educational experiences can be provided that are likely to attain these objectives?

(3) How can these educational objectives be effectively organized?

(4) How can we determine whether the purposes are being attained?

Tyler posits that a curriculum is a document for a programme of study and must have four elements; aims and objectives, content, learning experiences and evaluation. He

emphasizes that if any of these four elements is not there, then the document is not a curriculum.

The content of a curriculum is determined by the society based on the values, skills, knowledge and attitudes that it wants to equip its people with. Curriculum implementation is the process of bringing the content of a curriculum in contact with pupils through teaching, in order to bring about a change in the behaviour of the learner. The change in behaviour could be a new skill or knowledge or a new attitude acquired through teaching and learning. The teacher is at the centre of curriculum implementation. The teacher is the one that interprets the curriculum, identifies and understands the objectives, organizes learners, the learning environment, the materials and the learning experiences as well as chooses the appropriate teaching method that will lead to the achievement of the objectives or goals set for the pupils.

Kolawole (2006) asserts that how well or how poorly implemented a curriculum is, depends on the teacher's level of understanding of the curriculum, the quality of the teachers, availability of teaching and learning materials, adequate classrooms and well stocked library. The utilization or non-utilization of instructional materials and facilities influences curriculum implementation. Teachers and students work with instructional materials and facilities to bring about meaningful teaching and learning. In line with this, Pratt (1994), Obemeata (1995) and Oyebade (1997) indicate that the importance of curriculum lies in the adequacy of what is taught and learnt (the content) and how it is taught and learnt (curriculum implementation) in the school system. Both influence pupils' learning achievement.

Most times, well-designed curricula fail to achieve the intended goals because of poor implementation. When a curriculum is deficient in implementation, it results in a form of education that incapacitates its recipients in confronting and solving their personal and societal problems in practical and realistic ways (Kolawole, 2006). This is corroborated by UNESCO (2002) which reveals that in Sub-Saharan Africa only one third of children of school age acquire the skills and knowledge specified in their National Primary Education Curriculum owing to poor implementation of the curriculum. In Nigeria, MLA Report (FGN/UNESCO/UNICEF, 1997) reveals that

there is a general lack of instructional materials and facilities in primary schools to facilitate effective curriculum implementation. Thus, pupils are ill-equipped for the challenges they have to face in real life.

For effective implementation of functional literacy curriculum, skills of reading, writing, problem solving and the knowledge of the subject matter are acquired together simultaneously. They are inseparable. You don't just read and write. You read and write something, and that something is the subject matter (Aderinoye, 2004). At primary school level, the subject matter could be gardening, how to write and discuss their experiences, how to buy and sell, how to fill simple forms and baking of confectioneries.

According to Bhola (1994), the functional component of literacy is taught through written materials, discussion and practical activities. At primary school level, such practical activities could be gardening, poultry or fish farming, basket weaving, making of cane chairs, cane tables, cane shopping baskets, cane trays, making of garden chairs, tables and cups using bamboos, baking of confectioneries and sewing of school bags. Management of income generating activities should be part of the curriculum e.g. planning, banking, accounting, purchasing, storing, marketing and selling (Bhola, 1994). In fact involvement of primary school pupils in practical activities in all subject areas is fundamental to good implementation of school curricula which would enhance pupils' acquisition and retention of functional literacy skills. This is based on the principle of learning by doing. Through observational learning and hands on task, pupils are able to acquire knowledge and skills by proceeding from concrete to abstract. These enhance pupils' acquisition of functional literacy skills because it makes learning more interesting, more meaningful and more relevant to the learners' real world.

Denny (2000) lends credence to this and asserts that for learners to be fully engaged and challenged, the learning task and the learning environment should reflect the complexity of the environment that the learner should be able to function in, at the end of learning. When pupils are exposed to practical activities, they are stimulated and motivated by their success. This gives them self confidence to embark on more

complex tasks. As such, they gradually improve on their problem solving skills.

Gilbert (1994) and Hodson (1996) also lent credence to the significance of practical work in teaching and learning. In their submission, they identified six major significance of practical work in promoting effective learning of science thus:

(i) Motivating students by stimulating interest and enjoyment

(ii) Teaching practical skills

(iii) Assisting concept acquisition and development

(iv) Developing and understanding of scientific inquiry and developing expertise in conducting inquiries

(v) Encouraging social skills development

(vi) Inculcating the so-called scientific attitudes.

Closely related to practical activities are the issues of availability and adequacy of resources and equipment. No matter how good and effective a teaching method is, a situation where the relevant resources and equipment needed are not available or inadequate will render it ineffective. This would result in poor curriculum implementation which could impede pupils' acquisition of functional literacy skills.

For instance, numeracy skills could be more effectively mastered and retained when taught as part of real life activities such as shopping, baking, measurement and approximation, sales, loans, interest, appreciating size of numbers and games based on formalized mathematics rules already included as content in the curriculum, rather than the traditional sequence of counting, followed by addition, subtraction, multiplication and division usually taught in abstract. According to Bhola (1994), numeracy curriculum for functional literacy contains skills in counting and processing numbers, exploring spatial environment using maps, diagrams, scale, drawings or words to fix locations. Measuring, using measuring words or units, designing by creating shapes or designs for objects or parts of the environment, playing games, explaining and accounting for the existence of various events. Acquisition or non-acquisition of these skills by primary school pupils would depend to a great extent on how well or how poorly implemented the curriculum is.

Writing skill is an indispensable content of functional literacy curriculum. It

enables a learner to write about his or her world, beliefs, ideas, memories, songs, personal knowledge and experiences. It helps the learner to claim a voice. Diagrammatic representations like traffic signs, danger signs, informative signs and notations that have become unofficial members of all the world's alphabet systems are part of functional literacy curriculum (Aderinoye, 2004).

Moreover, for effective curriculum implementation that would enhance pupils' functional literacy skills, the National Centre for Education Outcomes (NCEO), USA conceptual model, (Ysseldyke and Thurlow, 1993) designed for use in public education setting asserts that the outcome of four different components of functional literacy are the ability to demonstrate:

(i) Competence in communication skills.

(ii) Competence in problem solving skills.

(iii) Competence in pre-academic and academic skills.

(iv) Competence in using technology.

It means that educators should target the development of these four aspects of competence in children. These four areas should also be what educators should look out for while measuring the levels of functional literacy in children. That is, they are indicators of functional literacy levels. Also, Literacy Assessment Monitoring Programme (LAMP) through the UNESCO Institute of Statistics emphasizes that measuring good quality literacy in developing countries involves the assessment of functional skills. Assessment instruments designed by LAMP distinguish various components of literacy skills such as writing, fluency and recognition of word skills. Moreover, participants should be presented with real life situation (UNESCO, 2005).

From the above findings, the investigation of the relationship between curriculum implementation and pupils' functional literacy skills by this researcher is likely to shed light on what primary school teachers are not doing right concerning the implementation of school curricula. It will also shed light on how to improve on curriculum implementation in public primary schools so as to enhance pupils' functional literacy skills.

2.3.2 Teacher Quality and Pupils Functional Literacy Skills

One of the fundamental problems facing professional teachers in Nigeria, is their adherence to old ideas and conventional teaching methods (Ogiegbaen and Iyamu, 2006). Most primary school teachers are comfortable with teacher-centred activities, rote learning and chalk and board affair during teaching and learning. They are not conversant with new ideas, innovations and new findings in instructional delivery. Even those that are aware of new findings in their respective disciplines and new teaching methods are reluctant to make use of such new findings and innovations. Ogunbiyi (2004) indicates that these negative attitudes of primary school teachers emanate from the fact that the teachers are not often given opportunities for training and re-training to sharpen their skills in effective teaching methods. As such, he recommends that teachers should be encouraged to go for in-service training to boost teacher quality which will in turn enhance pupils' learning outcome.

However, studies have revealed that analysis of teacher quality is vital and central to the understanding of teaching process. It is very important in evaluating teachers' competence and for bringing about fundamental changes in teaching methods. (Carter, 1990; Fenstermacher, 1994; Okpala and Onocha, 1986). According to Onocha (1985), Osafehinti (1985) and Faparunsi (1987), teacher quality which is a function of his length of tertiary and teacher training, affects students' performance in sciences and mathematics.

Moreover, Awoyemi (1986) investigated learning outcome with regard to instruction effectiveness and indicates that it is clear that students could not benefit much from any learning situation where the teachers are not qualified, competent or available. It is not surprising because one cannot really give what one does not have. In line with this, Obemeata (2001), contends that for a school to be good, it must have good teachers. He reveals that the quantity, quality, motivation and the skills of teachers largely determine pupils' performance. He emphasizes that for pupils to do well in schools, it is imperative to have good teachers.

This is in line with the assertion of the National Policy on Education (2004) that the quality of every education system is determined by the quality of its teachers.

In the same way, Ayodele (2000) shows that an increase in teacher quality enhances school internal efficiency. The importance of teacher quality to pupils' intellectual development is also emphasized by the findings of Abimbade (1999), Udoh (1999) and Ndukwu (2002). The studies reveal that the quality of a teacher significantly influence pupils' intellectual developments. This is because better trained and qualified teachers utilize resources or instructional materials more effectively than untrained teachers.

It is noteworthy that teacher quality is not just teacher qualifications. Teacher quality encompasses qualifications obtained through training, years of teaching experience, and the ability to teach effectively and bring about changes in the behaviour (new skills, knowledge and attitude) of learners by means of planned procedure. According to the National Population Commission and ORC Macro (2005), a quality teacher:

(i) Has a very sound knowledge of the subject matter.

(ii) Has a good teacher – pupil interpersonal relationship.

(iii) Knows the result of current researches.

(iv) Gives pupils regular exercises or assignments.

(v) Promptly marks, corrects and gives feedback to pupils.

Calfree and Berliner (1996), also describe an outstanding teacher as one with lesson clarity, instructional variety, task involvement technique, consistent classroom guideline and periodic feedback. They explain further that such a teacher is able to:

(i) organize materials carefully, explain ideas, concepts, facts and knowledge precisely and vividly.

(ii) use different teaching methods that are appropriate for the ages and cognitive levels of learners. Thus, if students are looking blank during lesson, he could change his teaching methods.

(iii) make pupils actively involved in tasks or class activities.

(iv) give consistent classroom guidelines to his pupils. For instance, there should be no double standard as regards respect, punctuality and full

attention paid to teaching and learning without side talk during lessons. All these right attitudes should not be expected from pupils alone, but from teachers too.

(v) give pupils frequent feedback. He should let pupils know what they are doing well and in what area they have to put more effort. This will serve as a guide to learning, as well as reinforcement in some areas.

All these attributes of a quality teacher combined with qualification and continuous professional development often result in quality teaching which enhance pupils' learning achievement and acquisition of skills.

Effective Teachers of Numeracy – King's College Study (1997), gives credence to this. The study concludes that highly effective teachers of numeracy have knowledge and awareness of conceptual connections. They use teaching approaches which connect different areas of mathematics and different ideas in the same area of mathematics, using a variety of words, symbols and diagrams. They also use teaching methods which ensure that all pupils are being challenged and stretched, not just those who are able. They build on pupils' own mental strategies for calculating, and help them to become more efficient.

Moreover, the study reveals that being highly effective is not necessarily associated with having a degree in mathematics. Some comparatively less effective teachers of numeracy including some teachers with high Mathematics qualification, display knowledge that is:

(i) compartmentalized

(ii) framed in terms of standard procedures, without the underpinning of conceptual links. In essence, quality teachers are better classified by their approaches or teaching methods, than by qualifications.

The study further asserts that what distinguish highly effective teachers of numeracy from others are teachers' beliefs, pedagogical and mathematical knowledge, professional development, experiences and practice. Their beliefs are related to:

(i) What it means to be numerate and that all pupils are capable to become numerate.

(ii) The relationship between teaching and pupils learning of numeracy.

(iii) Presentation and intervention strategies.

(iv) The belief that being numerate requires:

(a) Having a rich network of connections between different mathematical ideas.

(b) Being able to select and use strategies which are both efficient and effective.

The study concluded that what distinguish highly effective teachers of numeracy from others are teachers' beliefs that all pupils are capable of being numerate, their pedagogical and mathematical knowledge, professional development, experiences and practice.

Heyneman and Loxley (1983) also show that a teacher's experience in teaching makes a significant difference in the performance of students. This is supported by Ogunleye (2002) which shows that teacher's qualification and teacher's experience contribute to students' environmental problem solving skills. All these are because teacher's experience is directly related to teacher's effectiveness and the development of teaching skills.

Teacher effectiveness research also shows that there is a positive relationship between teacher quality and pupils' cognitive development (Amafah, Osaghae and Ekpo, 1991; Fatade, 1992). This is corroborated by Oyebade (1997), which indicates that the adequacy of what is taught (curriculum content) and how it is taught (teacher quality) are found to be variables that influence students' academic achievements. In the same vein, Obemeata (1995) and Falayajo (1996), argue that the major considerations in the quality of education we offer our children are in the type of teachers' input, adequacy of equipment and materials.

The research findings of Keeves, 1975; Ntumi, 1983; Tupen, 1981) also indicate that teacher's characteristics are factors which can enhance or deter the cognitive development of students, no matter the students' level of development.

However, Tupen shows that there is no consistent relationship between teacher's year of teaching and administrative experiences and students' academic achievements in science. That it is preferable to embark on advanced training and re-training programmes for teachers, since experience alone does not make one a more effective teacher. In essence, professional development is emphasized here. This is very important because it is a matter of fact based on general observations that some primary school teachers with many years of teaching experience, without continuous professional development are very conservative in their teaching methods and interaction with their pupils.

The research findings of Inyang (2000) and Bolaji (2005) also indicate that teacher's characteristics are significant contributors to pupils' performance in literacy, numeracy and essential life skills tests. Darling-Hammond (2000) used data from each State that participated in National Assessment for Educational Progress (NAEP) between 1990 and 1996. The study reveals that teachers' credentials and experience are two most important factors explaining inter-state variations in test scores.

Ndukwu (2002) corroborates this. It reveals that the quality of a teacher significantly influences pupils' intellectual development. This is because better trained and qualified teachers utilize resources or instructional materials more effectively than untrained teachers. On the contrary, Akinyele (2006) asserts that teacher qualification has indirect and low effect on students achievements in physics.

It has also been proved that teachers' English language proficiency has consistent and strong positive effects on students' achievement in Literacy and numeracy (Heyneman and Jamison, 1980). Teachers' proficiency of language is the ability to speak clearly, correctly and precisely, using the language of instruction in the classroom. The scholars reveal that teachers with greater verbal skills increase the quality of students and teachers interaction, leading to increased achievement.

Teacher–pupil interpersonal relationship is another indicator of a quality teacher. It goes a long way to enhance or inhibit learning, depending on the type of psychological environment created by the teacher (Ajayi, 2004; Bolaji, 2005). Pollock and Waller, (1994) say, to develop self - esteem in pupils is the ideal, but this may be

an uphill task in a tense classroom where students are afraid of their teacher and not free to relate to him or her. This may be worsened if the teacher labels her pupils as "lazy", "never - do -well", "stubborn"" or "stupid". .

Recent studies have shown that explicit teaching and enhanced explicit teaching have significant effects on pupils' achievement in mathematics (Ajila, 2003; Okoruwa, 2007). Rowe and Rowe (2002) argue that while social background of students, differences between schools and gender related issues are important, these factors are not as significant learning factors as quality teaching, supported by strategic professional development. Ajayi (2004) corroborates this. She concludes that teacher - pupils interaction, teachers methods of teaching and seminar attendance enhance literacy achievement. For instance, poor quality of teaching of English Language due to non-use of modern instructional technologies by English teachers affects students' achievement in English Language (Ogiegbaen and lyamu, 2006).

Yewande (2000) in her study, the effect of problem-solving technique on students' achievement in Chemistry, recommends that workshops/in-service programmes (professional development programmes) should be organized periodically on teaching strategies in order to avail teachers of the opportunity to further improve on their skills when it comes to solving problems. If the stakeholders could adhere to this recommendation, there is likely to be a positive impact on the learning outcomes of pupils, particularly in the acquisition of functional literacy skills. Similarly, Esulaja (2001) finds a positive relationship between training and workers' attitude to work. This means that if teachers for example receive training on the job, their quality of teaching will improve, and their attitude to teaching will change positively. Then, these will positively influence their students' attitude to learning.

In line with this, Adefioye (2002) posits that appropriate personnel is not born but made. Even when an individual is endowed with super-ability, there will still be situations when his ability may be wanting. It is concluded that no one has all the answers. This submission is hammering on the efficacy of professional development programmes where teachers could rub minds; pull resources together to arrive at new

innovations. The implication of this for education is that teachers need to be trained and retrained through professional development programmes to improve the quality of teaching. This will lead to effective teaching, which would translate into effective learning.

Moronkola, Adegbile and Adio-Moses (2004), while writing on repositioning teaching and teacher education in Nigeria, opined that all untrained teachers must be trained through in-service programmes in order to enhance teacher quality. They further stressed that teachers at all levels must be exposed to at least a short period of in-service progrrammes once in two years. Such training, according to them, will ensure continuous professional training and growth. This view further shows the relevance of professional development programmes in our educational system. Our teachers need it, if only to improve on their quality, effectiveness and efficiency. However, Majasan (1997) comments on the little or no effect of in-service training by saying that despite the twenty solid years of various methods of in-service training to improve the quality of teachers in the classrooms, the situation remains practically the same. This view seems to give the impression that in-service or professional development programmes do not make any significant impact on the quality of our teachers in the classrooms and by implication does not have any relationship with students' academic achievements. This is a dissenting view going by the submissions of the previous studies earlier reviewed. There is, therefore, the need to investigate through further research, the relationship between teacher quality and pupils' acquisition of functional literacy skills.

2.3.3 School Location as it Affects Functional Literacy Skills

The focus on school location as it relates to academic achievement has shed light on what is now described as the educational climate of the learner. The academic achievements of primary school pupils have usually been shown to correlate highly with a factor in which the pupil himself or herself has no significant input. That is, school location. A number of studies dealing with the role of school location in the academic performance of Nigerian learners have been undertaken. The shift,

therefore, from intrinsic factors to extrinsic factors as they relate to academic performance, has received momentum even in education studies.

Also the research work of Tuan (1997) and Orji (1998), have indicated that the environment in which a school is located does in fact bring about different responses and behaviours in learners. In the studies, students' ratings were compared across different education settings in which their schools were located. Though differences were recorded, these were not significant. A study by Melkard (1997), lends credence to this finding. It reveals that there is no significant difference in ratings due to location of students' schools. In essence comparable ratings of students were recorded irrespective of where the schools were located.

In a related study, Tuan (1997) compared the rating and perception of students in junior high school located in Australia and Taiwan. The focus was to investigate how students in different location performed in their academics. One thousand and eight hundred Taiwanese students (1,800) and five hundred (500) Australian students participated in the study. The mean data shows that there is little difference in perception due to location, but it is not significant.

This is corroborated by Orji (1998) who investigated the possible effects of school location on students' learning outcome. She made use of 100 JSS III students randomly selected from different Local Government Areas in Oyo State. Findings indicate that there is no significant difference in students' learning outcome due to the different school location of students. Contrary to this, Makinde (1991) reveals that there is a positive relationship between urban location of schools and students' academic achievement. This result contradicts some aspects of Orji's (1989) findings.

Also, Ogunlowo (1984) conducted a study on the effect of urban-rural location on students' achievement. The study reveals that the general achievements of students residing in urban areas were better than those of the rural areas. Again, Warwick (1992) opined that location of school could have significant influence on students' academic activities. In his view, schools in the urban areas are better equipped in terms of materials and human resources. Such advantages may attract well-qualified teachers and hence good students who were found to be more proficient than students

from rural areas.

In line with this, some studies have shown that rural schools are disadvantaged in many areas such as: teacher quality, teacher supply, availability of teaching/learning materials, availability and adequacy of facilities and classrooms, availability of social amenities such as water, electricity, good roads and health services. Given the deplorable conditions under which rural children learn, it will be inappropriate to expect them to achieve a comparable level of performance like children in urban schools (FGN/UNICEF, 1993; Falayajo, Makoju, Okebukola, Onugha and Olubodun, 1997).

Ndukwu (2002) and Odinko (2002) indicate that the location of school in turn influences the quality of teachers who would want to work there. That qualified teachers often refuse appointment to serve in the rural areas. Their research findings reveal that school location has direct and indirect influence on pupils' acquisition of reading and writing skills. Those in urban areas perform better than their counterparts in the rural areas. This is because schools located in urban areas frequently receive better attention. They are better positioned to attract motivated teachers and students who exhibit readiness to take academic work seriously. However, (NAEP 1981, 1995; Olatoye 2002) discover that the reading achievement of children in affluent suburban schools is significantly and consistently higher than that of children in disadvantaged urban schools. The implication of this for education is that whether a school is located in urban or rural area is not the issue. The issues to address are provision of adequate and quality teachers, provision of adequate classrooms, adequate teaching and learning materials, adequate furniture, solid school buildings, adequate supply of textbooks, availability of well stocked and accessible school libraries in all schools in urban and rural locations. Before the takeover of all secondary schools by the Nigerian government in the early 1970s, many private secondary schools were located in sub-urban areas and well equipped with qualified teachers and school facilities. Students who attended such schools read at higher levels and performed better than their counterparts in towns and cities because, there were no distractions for them. Even at present, private primary schools and secondary schools in rural locations with

adequate school facilities and quality teachers have high academic achievements.

Lawani (2004) indicates that the environment in which a school is located brings about different responses and behaviours. She posits that pupils in rural schools are disadvantaged in many areas such as: teacher quality, teacher supply, availability of teaching and learning materials. Parents do not send their children to school, but prefer to depend on them for help on the family farm or for petty trading.

Ogunleye (2002) and Olatunbosun (2006) reveal that school location highly contributes to a significant difference in the performance of students in chemistry. That chemistry students in urban schools performed significantly better than their rural schools counterparts in environmental knowledge, attitude and problem solving skills. Students' environmental knowledge is significantly different for different school locations. However, Daramola cited in Ogunleye does not find such significant difference.

The community in which a school is located influences children's functional literacy, depending on certain factors available or not available in the community. Community factors include electricity, water, roads, library and computer centre (Nash, 2000). The number of educated adults available or the number of artisans and miscreants available are community factors too. Since children learn a lot through observation, the attitudes of adults in the community towards education go a long way in influencing the attitudes of the children towards education, either negatively or positively. This is buttressed by the fact that children see adults in their community as role models. Aderinoye (2004) corroborates this by affirming that in developing countries, literacy programmes are effective if there are cultural and religious values attached to literacy in the community.

In view of these findings, this study would investigate the relationship between school location and pupils' functional literacy skills in an attempt to see how school location could be improved upon to enhance the functional literacy skills of primary school pupils.

2.3.4 Class Size and Pupils Functional Literacy Skills

The issue of large or small class size has always been a research topic, especially in relation to pupils' achievements. Teachers, administrators, parents and researchers have been debating the issue of whether smaller classes are better than larger classes. This debate persists because of the powerful commonsense appeal of small classes to alleviate problems related to our classrooms. Small classes are an integral component of nationally subsidized progrrammes including special education classes for learning disabled students. Slavin and Madden (1995) said that small classes or small groups working with one teacher or tutor also are key elements of programmes targeted most often at students at risk. Class size issue also persists because of the tension between the research findings and the cost of implementation. As school population increases, so also the class size increases. According to Dror (1995), class size has become a phenomenon often mentioned in the educational literature as an influence on pupils' feelings and achievement, on administration, quality and school budgets. He notes that class size is almost an administrative decision over which teachers have little or no control.

The issue that needs to be clarified more is what number of students make a large group and what should constitute a small group. Bray (1990) describes a small group as that having few teachers with small pool of talents, often limited range of subjects and characteristically finding it hard to justify costly investment on libraries; their pupils lack competition and interact with relatively few peers as they get stuck with same teacher for an entire school career. Large class size, on the other hand, are often impersonal, having broader curricula, with teachers being given wider support. In large classes, students may suffer discipline problems as teachers cannot get to know their students very easily. Also, Bray reveals that in large classes, teachers may find it easy to stream students according to ability while commitment to work may stand a test of time. The class size recommended by National Policy on Education (2004) is:

(a) Maximum of 25 pre-school children in a pre-primary class.

(b) Maximum of 35 pupils in a class of primary schools.

(c) Maximum of 40 in a class in secondary schools.

These specifications, however, are unrealistic in some areas as a result of dense population and shortage of classrooms. Kolo (1991) from his studies put the size of a large class as ranging from 30 – 33 and small class from 8 – 25. We have learnt much about instructional practices and how students learn. Yet, the controversial issue of classes and its effect on educational practices and student achievement continue to be confusing and often contradictory. Over the years, there have been many summaries of research on the relationship between class size and academic achievement. The most cited review of class size is the classic 'meta analysis of research on the relationship of class size and achievement' (Glass and Smith, 1978). The authors collected and summarized nearly 80 studies of the relationship of class size with academic performance. That yielded over 700 class size comparison on data from nearly 900,000 pupils. The two primary conclusions drawn from this material are:

(i) Reduced class size can be expected to produce increased academic achievement and

(ii) The major benefits from reduced class size are obtained as the size is reduced below 20 pupils.

In a compilation of studies examined by Educational Research Service, Robinson (1990) concluded that research does not support the expectation that class size will of themselves result in greater academic gains for students. He observed that the effects of class size on students learning vary by grade level, pupils' characteristics, subjected areas, teaching methods and other learning interventions. In particular, review of the studies concludes that small classes are most beneficial in reading and mathematics in the early primary grades; and that the research rather consistently finds that students who are economically disadvantaged or from some ethnic minorities perform better academically in smaller classes.

Slavin (1989) submits that substantial reductions in class size have small

positive effect on students, and the effect was not cumulative and even disappears in later years. He further asserts that large effects of class size reduction are not likely to be seen until the class size is reduced to one (that is, one-on-one tutoring). Bennet (1987), in a review of research, finds broad agreement among researchers on the following general conclusions:

- Smaller classes result in increased student-teacher contact.
- Reduction in class size to less than twenty students without changes in instructional methods cannot guarantee improved academic achievement.
- No single class size is optimal for all grade level.
- Smaller classes appear to result in greater achievement gains for students with lower academic ability and for those who are economically or socially disadvantaged.
- Classroom management improves in smaller classes (fewer discipline problems).
- Smaller classes result in higher teacher moral and reduced stress.
- Individualization is more likely to occur in smaller classes.
- Class size reductions alone do not necessarily lead to adoption of dramatically different instructional methods.
- Class size appears to have more influence on students' attitudes, attention, interest and motivation than on academic achievements.
- Very small classes of five or fewer students produce considerable higher achievement.

However, the National Evaluation and Assessment Report (NEA, 1986) reveals that there is typically little to be gained from reductions in class size that do not bring class size below 30. Muller, Chase and Walden (1988) indicate that in a reduced class size:

- Students receive more individual attention.
- Students receive more immediate feedback.
- Students below average and above average students achieve more.

- A greater variety of instructional materials are used.
- The instructional atmosphere is less hectic.
- Teachers assign more homework and
- Teachers are happier and more enthusiastic about their teaching.

In a statewide class studies, Prime Star (1984) came out with the following results:

(1) Positive outcomes were found for small classes on such factors as time on task, individualized instruction, well-behaved classes and teachers satisfaction; but

(2) The results for academic achievement were mixed, at times, small classes were found to have superior outcomes and, at times, the large classes performed better.

Further study (Finn, Folger and Cox, 1991) show that even after the small-class intervention was disbanded, students who had been in smaller classes had higher achievement in all academic areas compared to students in regular or teacher-aide classes. The study also reveals that pupils who had been in small classes were rated as expending more effort in the classroom, taking greater initiative with regard to learning activities, and displaying less disruptive or inattentive behaviour compared to their peers who had been in regular-size classes.

In a previous study of teacher mobility, Wisconsin, Allen and Helming (1991) found that large class sizes and excessive responsibilities contribute to high stress levels of job dissatisfaction among teachers. This research offers new insights into the complexities of teacher workload and, by implication, suggests avenues by which students' achievements may be enhanced. They further assert that teacher in-service opportunities must accompany reduced class sizes so that appropriate teaching can be developed and reinforced to boost students' achievement. The Encylopaedia research on class size has this view thus:

> …whether the benefits of reducing class size are regarded as worth their cost or a second choice in improving education depends almost entirely on how the outcomes of pupils' achievement, pupils' attitude, and teacher satisfaction are weighed in arriving at a general measure of utility. Clearly, different groups of individuals weigh these factors differently. Most taxpayers are likely to minimize considerations of teacher satisfaction and argue that class size reductions are not worth the price. Teachers are likely to disagree, that smaller classes produce more learning and provide the environment in which teachers can become more creative and not burn out so early in their careers… (p. 1156).

However, Kolawole (1982) avers that the relationship between class size and student achievement is negative, such that the larger the class, the lower the student achievement will be. This is supported by Adeyela (2000) in her study which reveals that large class size is not conducive to serious academic work. Contrary to these findings, Ajayi and Ogunyemi (1990) in their study of the relationship between instructional resources and students' academic achievement in Ogun State assert that there is no significant relationship between class size and student academic achievement. This is corroborated by Afolabi (2002) which finds no significant relationship between class size and students' learning outcomes.

However, Okore (2000) and Fabunmi (2002) indicate that class size or class environment has a strong and direct effect on students' performance in examination. Owoeye (2000) reveals that students achievement in science depends to a large extent on class size. Jespen and Rivkin (2002) investigated trends in the school level Grade 3 test scores in California schools. Their finding is that class size reduction has led to modest improvement in test scores.

The Tennessee STAR project (1985 – 1989) found that pupils in smaller k - 3rd Grade classes (small being between 13-17 and large being between 22 -25) showed a 15% improvement on reading and mathematics scores over their peers in larger classes (Sanders and Rivers, 1996). Lackney (1999) gives some explanations for the value of small class sizes and student performance:

(1) Pupils' attitudes increase.

(2) Voluntary participation increases in small classrooms.

(3) Teachers have more interactions with each pupil.

(4) Teachers can provide a rich and vastly different array of interactions.

(5) Teachers can implement learning centres.

(6) Pupils learning teams, peer tutorials are possible.

(7) Pupils have increased attention.

(8) And less social withdrawal found than in larger classrooms.

Grissmer, Flanagan, Kawata and William (2000) used data from each state that participated in NAEP between 1990 and 1996. They investigated test scores as a function of class size, teachers' education, teachers' experience and several other measures of educational resources. Their finding is that class size variation explained more of the achievement gap than did variations in other measures of school resources including teacher education and experience.

Akinbote (1994) has shown that large class-size, teacher – pupil ratio 1:54, contrary to 1:30 recommended by the National Policy on Education (2004) affects effective teaching. He asserts that it is exhausting, frustrating and leads to failure in most school subjects. This is buttressed by Winchester (2006) who reveals that the workload of teachers with larger class size has greatly impacted on their dwindling productivity.

Obemeata (1995) points out that the schools with best results in National Common Entrance Examinations and Senior Secondary Certificate Examinations are those with small class size. However, some studies could not find a significant relationship between class size and student learning outcome (Afolabi, 2002; Yara, 2008). From the above conflicting findings and the problem of overcrowded classrooms in public schools, there is a need for more research in the areas of class size and pupils achievement. This study would investigate the effects of class size on pupils' functional literacy skills.

2.3.5 School Library As a Predictor of Functional Literacy Skills

Studies on the reading ability of children have shown that one of the factors that influence children's reading achievement is accessibility to books in their immediate environment at home, in the classroom and in the school library. Children introduced to reading at an early age grow to be confident readers (Moore, 2001). Elaturoti (2001), Odusanya and Amusa (2004) corroborate this by emphasizing that primary school pupils should have access to effective library services within the school irrespective of the pupils' social or mental status. Thus, Elaturoti recommends that at least a classroom should be set aside in every primary school to accommodate the school library collection and provide the service point for media use in the school.

Ekpo (2004) sees the school library as an extension of the classroom with the purpose of making education more effective. It is a place of learning and a place that houses the tools of learning. According to Odusanya and Amusa (2004), school library provides an atmosphere for self-education and self-development of individual students and public in general. This is true because when pupils have access to a library within the school, they learn to use the dictionary, atlas, read story books, and make use of some simple games and technologies early in life. All these prepare them for independent study and help them in the development of functional literacy skills.

However, for a library to help in the development of pupils functional skills, it must be well equipped and staffed. According to Elaturoti (1990), Dike (1998) and Omolayole (2001), a high quality library that could provide a rich literacy environment for children should be stocked with books, audiovisual materials, magazines, newspapers, reference materials, audio-tapes, video-tapes, toys, games, microforms, cultural and social products and other media knowledge that have been accumulated through the ages.

A 1992 study of reading achievements of some 210,000 children in 32 countries, conducted by the International Association for the Evaluation of Educational Attainment (IEA), sought to identify differences in policies and instructional practices in reading and to study the ways in which they relate to students' achievement (Elley, 1992). Research findings were that the number of

resources in the school library was a powerful predictor of reading scores. A regular increase in average score was observed with increases in library size across all countries and within most of them. The less developed countries with better school libraries were closer to the test scores of affluent countries, suggesting that a good school library can make up part of the gap between the rich and poor in literacy development.

Krashen (1993) reveals that school libraries which have larger, quality collections; which are available to students more hours; which provide comfortable and relaxing reading environments, and which are staffed with qualified school librarians, produce students with higher reading achievement. Krashen also examines the relationship between the number of books in the school library media centre and students reading scores (Krashen, 1995). Reading comprehension scores positively correlate with the number of books per student in school library media centres and a modest positive correlation is found between software in the school library media centres and reading. He then confirms that indicators of school library media quality are significant predictors of reading comprehension scores, while total school expenditure does not affect reading comprehension test scores.

Novlijian (1998) compared reading test results of pupils with and without access to professional school librarians. Pupils in the schools with a librarian employed in the school library scored 12 points higher on average than the pupils in the schools with a teacher employed in the library. The mean test scores obtained by pupils in schools employing a professional librarian were found to be statistically significant than those obtained in schools where a teacher was responsible for the school library. He concluded that the presence of a professional school librarian in the school library is a positive factor in the development of reading literacy.

Offenberg and Clark (1998) found that students in schools with quality library programmes (Library Power Schools) scored higher on standardized achievement test SAT) in reading. As the grade level increased, so did the number of library Power schools scoring higher than expected. The researchers concluded that Library Power may provide the most benefit for children in high poverty schools.

However, there are a number of recent studies in the library literature which have shown that a quality school library programme is a powerful predictor of academic and reading achievement.

A study by Queens University and People for Education (2006) examined data from two sources: the Education Quality and Accountability Office (EQAO) 2004/05 grades 3 and 6 reading test scores, attitudinal information and People for Education's 2004/05 tracking results for school library staffing, hours open, collections and fund raising. The data was correlated on a school-by-school basis to examine whether a link existed between students' achievement on provincial test and school library and resources. The findings are:

(i) The presence of teacher-librarian is the single strongest predictor of reading enjoyment for both grades 3 and 6 students. Moreover, PISA studies have documented a positive relationship between reading enjoyment and pupils achievement:

(ii) Library staffing is associated with an increase in grade 3 reading performance.

(iii) The presence of trained library staff is associated with higher achievement in reading for grade 6 pupils.

Sinclair-Tarr and Tarr (2005) examined the relationship between school library programmes and pupils' achievement in California public schools. Their findings are: (i) there is statistically significant positive relationship between school library and pupils' achievement in English Language, Arts and Mathematics. (ii) pupils in schools with library programmes perform better in English Language, reading and mathematics than their counterparts in schools without library programmes. (iii) that total books in the collection, average hours accessible per week, presence of video collection, types of access hour per week and type of technology available have significant positive relationship with pupils achievement in elementary mathematics.

Lance and others published the findings of a study funded by the U.S. Department of Education (Lance, 2000). The study shows the strength of the school

library programme as a clear predictor of academic achievement. It reports a positive correlation between school library expenditures, the role of the librarian, and student achievement. At every grade level studied, as the size of the library staff and collection increased, test scores increased. Researchers conclude that: "students at schools with better funded and staffed school libraries tend to achieve higher test scores, whether their schools and communities are rich or poor and whether the adults in the community are well or poorly educated".

While research on increasing technology, increasing hours and days of schooling, increasing testing and reducing class size have yielded mixed results, there is one very clear and consistent finding about a strong school library media programme: it leads to "higher student achievement, regardless of social and economic factors in a community" (Hamilton - Pennell et al, 2000).

Similar to Hamilton – Pennell's finding is that of Gniewek, (1999). He defined a quality library programme as one with a certified school librarian, open access (before school, during and after school), and multiple resources in a sizable library collection. Students who attend schools with library programmes which meet these criteria, score higher on standardized tests, read at higher levels, and achieve more in all subject areas, regardless of the socio - economic and educational levels of their parents (Gniewek, 1999).

Moreover, Dike (2001) and Edeghere (2001) assert that school library is central to the intellectual development of individual pupil and teacher, in terms of the quality and quantity of what is taught and learned. Also, Tahir (2005) avers that the school library enhances pupils' literacy and numeracy skills through access to a variety of relevant learning resources. This therefore makes the school library an integral part of the school curriculum.

However, Amucheazi (2001) and Obayemi (2002) discover the neglect of library and its development in government owned schools in Lagos State and in Nigeria generally. The duo asserts that the libraries in the schools were not adequately funded, stocked and organized. Thus, library provision in public schools is found to be below standard.

Closely related to school library is the issue of availability of facilities in schools. In developing countries like Nigeria, even when the condition under which learning is taking place is inadequate, the blame for poor performance is still directed at the learner. Stakeholders in education have come to recognize the role of facilities in school as they relate to academic performance. Bajah (1980), Okpala and Onocha (1986) show that there is a high but not statistically significant correlation between facilities in school and academic achievement.

The Situation and Policy Analysis (SAPA) survey (FGN/UNICEF, 1993) as reported by Akinkugbe (1994) shows that:

- 77% of pupils had no textbooks at all, while 30% had no writing materials.
- The most common instructional materials are the chalkboard and chalk. As many as 3% of schools had no chalk. In many of the schools that had chalk, they were provided by the teachers.
- Equipment for science, agricultural science, home economics, arts and crafts are lacking in most of the schools.

In general, the situation is worse in the rural areas than in urban areas. The problem, in fact, is partly an economic one and partly a management one. On the parents' side, the SAPA survey shows that 32% of fathers earn under three thousand naria (₦3,000) per annum while another 56% earn between three thousand naria (₦3,000) and five thousand naria (₦5,000). In other words, as high as 88% of fathers earn below five thousand naria (₦5,000) per annum.

Under such circumstance, it is not surprising that most parents cannot afford to buy textbooks and writing materials for their children. The problem is not with the availability of books. Practically, all primary school books are published by local publishers. The problem is with affordability of the books by the parents. On the part of the ministries of education, many of the ministries could also not afford to buy instructional materials for their schools. However, fund is not the problem these days but social factors. At present, the State Universal Basic Education Board (SUBEB) and Ministries of Education in every state in Nigeria have access to funds meant to equip each primary school library with textbooks and other information materials.

Trillions of naira have been spent on UBE on paper, but there is little or nothing to show for it in most public primary schools across the country.

In 1989, the Federal government introduced a Books Aid Programme. Under this programme, a sum of forty million naira (₦40,000,000) was provided for the production of primary school books on Mathematics and English language. The books were to be distributed free to primary schools. Six books on each subject to each class of a school. The National Council on Education at its sitting in January 1990, also directed as follows:

(a) For primary schools, recommended books will remain for at least six years.

(b) State education authorities should select one or two textbooks for a subject, using such criteria as tradition, availability and quality (Marinho, 1990).

The one hundred and twenty million naria (₦120,000,000) World Bank credit facility granted to the country for primary education improvement project, which included provision of books for primary school children did not achieve its objectives because of poor management. The facility was withdrawn in the late 1990s because in five years, the country had utilized only 5% of the facility. The Anthony Read Study (1990) shows that for primary schools.

(a) There were inequalities in the distribution of books between north and south, and between rural and urban schools.

(b) English and Nigerian language textbooks were generally well supplied.

(c) Textbooks for mathematics and other subjects were not adequately supplied.

(d) Textbooks were well produced.

It was against this background that this study looked at the availability or non-availability of well-stocked and staffed school library and investigated the relationship between it and the development of functional literacy skills among primary school pupils.

2.4 Appraisal of Literature

The importance of functional literacy skills acquisition in equipping humankind with literacy for life and for further learning, for training for work, increased productivity and increased standard of living has been emphasized by literacy experts. The studies reviewed reveal that the attainment of functionally literate people in school or at work is of higher quality than the attainment of people with only basic literacy.

The preceding literature review also shows a strong link between functional literacy and income. Thus, there is a high correlation between a country's inequality in the distribution of functional literacy and inequality in the distribution of income. Functional literacy strengthens the capability of individuals, family, groups, community and nation to access health, educational, economic, political and cultural opportunities and services. Thus, it promotes the achievement of EFA and MDGs. For primary school pupils, it lays the foundation for better understanding of various subjects taught in school. It empowers them to apply what they learn in school in everyday living for their own good. However, literature reviewed indicates that public primary school pupils in Nigeria in general, and in Ondo State in particular, lack reading, writing, numeracy and communication skills. It has also revealed that people without functional literacy skills run the risk of industrial accidents, unemployment, poverty and some other socio-economic problems.

In spite of all these findings, and in spite of the fact that primary education is the bedrock of literacy acquisition worldwide, the available literature reviewed has shown that most research works on functional literacy focused on non formal education and adult learners. The issue of development of functional literacy skills among primary school pupils has not been given enough attention. It is therefore imperative that research should be carried out at primary school level to find out how pupils could be helped to develop functional literacy skills.

Moreover, literature reviewed has shown that school factors such as curriculum implementation, teacher quality, school location, class size and school library have strong effects on basic literacy and numeracy skills. However, their

effects on the acquisition of functional literacy skills, particularly among primary school pupils have not been given much attention. Therefore, this study examined the relationship between curriculum implementation, teacher quality, school location, class size, school library and functional literacy skills of primary school pupils in Ondo State.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

Survey research design of the ex-post facto type was used in this study, because the researcher had no direct control over the independent variables and no manipulation was effected on them. The independent variables existed with the participants in the study. This study also used correlation research method to establish whether links existed between the independent variables and the dependent variables. That is, to establish if variations in each independent variable were associated or related with variations in the dependent variable. Furthermore, it was to measure how strongly each independent variable influences the dependent variable and thus, be able to make comparisons.

3.2 Variables in the Study

Variables in the study are:

(1) Independent variables: school factors (curriculum implementation, teacher quality, school location, class size and school library).

(2) Dependent variables: functional literary skills (reading, writing, numeracy skills and application).

3.3 Population

The target population included all primary five pupils and primary five teachers in public primary schools in the five educational zones in Ondo State, Nigeria.

3.4 Sample and Sampling Technique

The multi-stage sampling procedure was used to select sample for this study. First, Ondo State was stratified along the five educational zones in the state. Second, stratified random sampling was used to select two local government areas (LGAs) from each educational zone. This means ten LGAs were selected. Third, random

sampling was employed in selecting four schools from each of the two LGAs selected in each educational zone, such that both urban and rural schools were represented. The number of schools selected from each educational zone was eight, consisting of 6 urban and 2 rural schools. That gave a total of forty schools in all the five educational zones. More schools were selected from urban areas than in rural areas because there were more schools in urban areas than in rural areas.

An intact primary five class was selected together with the teacher, in each of the forty selected schools. That was to avoid disruption of classes which could occur if pupils were randomly selected from different classes. In all, 1106 pupils and 40 teachers participated in this study.

Primary five pupils were selected for this study because English Language is the language of literacy in this study, and primary five is one of the classes where English Language is the language of instruction for pupils, as specified by the National Policy on Education (FRN, 2004). It is the official language in Nigeria. Moreover, primary five pupils were expected to have acquired functional literacy skills to a great extent, in their fifth year of the six-year-primary school programme. More importantly, Head-Teachers were willing to release primary five pupils for this study because, they were not being coached for state or federal common entrance examinations meant for placement in secondary schools.

Table 3.1 shows the designed sample of schools in terms of school location.

Table 3.1: Designed Sample of Schools In Terms of School Location

Educational zone	No of selected LGAs	No of rural public schools selected	No of pupils selected	No of urban public schools selected	No of pupils selected	No of selected pupils
E_1	2	2	54	6	161	215
E_2	2	2	56	6	154	210
E_3	2	2	38	6	177	215
E_4	2	2	48	6	203	251
E_5	2	2	38	6	177	215
Total	**10**	**10**	**234**	**30**	**872**	**1106**

3.5 Instruments

Five instruments were used in this study. They are:

(1) Observational Scale on Curriculum Implementation (OSCI)

(2) Observational Scale on Teacher Quality (OSTQ).

(3) School Library Inventory (SLI).

(4) Functional Reading and Writing Skills Test (FRWST).

(5) Functional Numeracy Skills Test (FNST)

Observational Scale on Curriculum Implementation (OSCI).

This instrument was constructed by the researcher based on the factors that curriculum implementation depends on according to Dada (1999) and Kolawole (2006) e.g teacher's teaching methods, pupils' learning activities, availability and utilization of instructional materials and facilities. It consists of 25 items. Based on observation, this instrument was used to score teachers' teaching methods or activities, use of teaching and learning materials, availability and use of school facilities while implementing curricula for English language, Maths, Elementary Science, Agriculture, Computer literacy, Arts and Crafts. That was to find out how often pupils were involved in practical activities during teaching and learning.

Moreover, this instrument was also used to score the facilities in each school which could give pupils the opportunity for hands on task activities. For instance, what were considered were; availability, non-availability, the condition of the facilities, utilization and non-utilization.

Scoring of OSCI

For each of the 25 items, the score ranged between 0 and 4. Likert's type rating scale was used. For example: very often, often, sometimes, rarely, not at all. The researcher and the research assistants observed each teacher during lessons and ticked the appropriate scores based on the teacher's teaching methods, use of instructional materials and pupils participation in learning activities practically. Facilities such as school farm, cookery and baking equipment, computer, audio tapes

and video tapes were observed and scored. For each facility, the score also ranged between 0 and 4. A facility that was available, in good condition and utilized was scored 4, that which was available in poor condition but utilized was scored 3, that which was available, in good condition but not utilized was scored 2, that which was available, in poor condition and not utilized was scored 1, while non availability was scored zero.

Validation and Reliability of OSCI

This instrument was given to five experts in the Departments of Teacher Education, Adult Education and the Institute of Education, University of Ibadan, Ibadan, for their advice on the appropriateness of the items for the criterion measured. Their comments and suggestions provided useful information for the validation of the instrument. Based on their recommendations some items were expunged, some were retained, some were modified, while some new items were included. Items like age of teacher, qualifications and years of teaching experience were expunged. The format of this instrument was changed from Teachers' Questionnaire to Observational Scale on Curriculum Implementation.

For the purpose of determining the reliability of this instrument, the draft of Observational Scale on Curriculum Implementation (OSCI) was used to observe a teacher and pupils who were not part of the main study during teaching and learning by four independent observers. The ratings were used to compute the inter-rater reliability value which yielded 0.81 The Scott's π method was adopted.

Observational Scale on Teacher Quality (OSTQ)

This instrument was developed by the researcher based on indicators of teacher quality indicated in the research works of Heyneman and Jamison (1980), Darling-Hammond (2000), Inyang (2000), Ogunleye (2002), Rowe and Rowe (2002), Ajayi (2004) and Okoruwa (2007). It is a 22 – item instrument required to determine the quality of the primary five teachers for the intact classes selected in all the forty schools for this study. It is made up of three sections; A, B and C. Section A is on

socio-demographic information. Section B is a structured questionnaire meant to elicit information on teacher characteristics such as highest qualification, professional development, and years of teaching experience. Section C has a list of teacher characteristics such as lesson guide clarity, use of instructional variety, task involvement or classroom practice, proficiency in the language of instruction, consistent classroom guidelines on noise making, punctuality and politeness, teacher–pupil interpersonal relationship and skills in using different assessment techniques to evaluate pupils.

Scoring of OSTQ

Section B consists of four items. Each item has 5 response-options which was scored from 1 to 5. The most important option was scored 5 points, while the least important was scored 1 point. Section C consists of 18 items on teacher characteristics, which the research assistants observed and ticked whenever the teacher under observation manifested such attributes. The score for each item ranged between 1 and 4 to indicate the magnitude of that teacher characteristic possessed by the teacher observed.

Validation and Reliability of OSTQ

This instrument was given to five experts in the Departments of Teacher Education, Adult Education and the Institute of Education, University of Ibadan for their advice on the suitability of the items for the criterion measured. Their comments and suggestions provided useful information for the validation of the instrument. Some items were slightly modified, some were removed, while some were retained. Under Bio-data, an item on age of teachers who participated in the study was removed. The format of this instrument was changed from Teachers' Questionnaire to Observational Scale on Teacher Quality.

During teaching and learning, observational Scale on Teacher Quality (OSTQ) was used to observe a primary five teacher who was not part of the main study. This observation was carried out by four independent observers. The reliability was

determined using Scott's π to test the congruence of the ratings provided by the different raters. This yielded an index of 0.82.

School Library Inventory (SLI)

This instrument was developed by the researcher based on the features of a high quality library, and the information materials that should be in a primary school library according to Elaturoti (1990), Federal Ministry of education and Youth Development (1992), Dike (1998), Gniewek (1999), Lance (2000), Omolayole (2001) and Sinclair-Tarr and Tarr (2005). It was administered by the researcher and the research assistants in all the forty sampled schools based on observation. It is made up of sections A, B and C. Section A elicited information on the name of school, school location, the number of teachers in the school and the school enrolment.

Section B of this instrument elicited information on library inventory. It consists of 18 features of school library and each was rated between 1 and 4. It was used to find out if there was a school library or not, if there were professional librarians, the staff strength of the library, the size of collections, the number of computers and audio-visual aids with some documentaries in the library. Other information collected were about the age of the books, how accessible the library was to pupils, and how comfortable the library was, in terms of furniture, control of heat, ventilation and adequate lighting.

Section C consists of a list of information materials that should be available in primary school libraries. The research assistants ticked accordingly. The number of items in section C are 14. In all, there are 32 items in both sections B and C of this instrument.

Scoring of SLI

The first 18 items have four response options. As such they were scored from 1 to 4, with the most important option scoring 4 points and the least important option scoring 1 point. Availability of each of the last 14 items was scored 1, while non availability of each item was scored zero.

Validation and Reliability of SLI

This instrument was given to five experts in the Departments of Library and Archival and Information Studies, Adult Education and Teacher Education, Faculty of Education, University of Ibadan, for their advice on the appropriateness of each item for measuring the quality of school libraries in primary schools. Based on their suggestions some questions were recast, some were expunged and new items were included: items on teachers qualification and years of teaching experience were expunged, item on job satisfaction was also removed, item on storage of information materials for easy access was included, while item on sources of library materials in each school was included. Items on teachers' qualifications and years of teaching experience were expunged. Item on job satisfaction was also removed. Item on storage of information materials for easy access was included. Also, items on sources of library materials in each school were included.

School Library Inventory was used to rate 20 primary school libraries outside the main study. Using Cronbach Alpha, a reliability index of 0.81 was obtained.

Functional Reading and Writing Skills Test (FRWST)

This instrument was constructed by the researcher, based on measures of functional literacy skills used in the survey of Literacy Skills Used in Daily Activities in Canada e.g. Prose literacy and documents literacy. (Denny, Harmon and Redmond, 2000). It measured pupils' competence in reading and writing skills as well as their application in solving real life problems practically. This instrument is made up of sections A and B.

Section A is on pupils bio-data, such as name, class, sex and the name of the school. Section B is on comprehension, composition and application of reading and writing skills to solve real life problems. Pupils were given a passage of 100 words to read. They were tested on the ability to read, understand and answer questions related to the passage. Also, pupils were made to write five sentences on "Myself".

However, certain tasks were designed to measure each pupils ability to apply reading and writing skills to solve real life problems so as to make informed and wise

decisions. The first task is reading and understanding of school time-table, to know what to do during specific periods. The second task is on matching of traffic signs with their correct meanings. The third task is filling an application form for admission to secondary schools. Table 3.2 is the table of specification for reading and writing skills.

Table 3.2: Table of Specification for Functional Reading and Writing skills.

S/N	Topic	Questions
1	Reading skills	1a,b,c,d,e
2	Writing skills	2
3	Application of reading and writing skills	3i, ii, iii, iv, v 4a,b,c,d,e 5:1,2,3,4,5,6,7,8,9,10,11,12,13,14,15

Scoring of FRWST

The comprehension passage under section B has five open ended questions. The well constructed and correct answer for each question was scored 2, a correct answer but poorly constructed was scored1, while a wrong answer was scored zero.

For the composition, pupils were expected to write five sentences on "Myself". Each well constructed sentence was scored 2, while the one with grammatical error or poorly constructed was scored between 1 and zero.

There are 5 items on reading, understanding and application of school time table. Also, there are 5 items on reading and understanding of traffic signs. For each of the 5 items on school time-table, a correct answer was scored 3, partially correct answer was scored between 2 and 1, while every wrong answer was scored 0. For the 5 items on traffic signs, each neat correct answer was scored 2, rough correct answer was scored 1, while every wrong answer was scored zero.

Finally, there are 15 items to be filled in the application form for admission to Junior Secondary Schools. Each correct information was scored 1 while a wrong information or non-response was scored zero. In all, 60 was the obtainable score for this instrument.

Validation and Reliability of FRWST

This instrument was given to two measurement experts in the Institute of Education and four experts from the Departments of Adult Education and Teacher Education to determine the meaningfulness and appropriateness of the items for measuring reading, writing and application skills. Their recommendations led to the modification of some items. Some items were removed, some were retained, while some were recast. The long passage of 300 words was replaced with a shorter and simpler one of 100 words. Items on circling of words dictated by the researchers or research assistants were removed. The name of the instrument was changed from Reading and Writing Skills Test to Functional Reading and Writing Skills Test (FRWST).

This instrument was administered twice to 50 primary five pupils who were not part of the main study. The time lag between the two tests was one month. The reliability of this instrument was calculated using test-retest method which correlated the two sets of scores. The reliability value obtained was 0.81.

Functional Numeracy Skills Test (FNST)

This instrument was constructed by the researcher, based on measures of functional literacy skills used in the survey of Literacy Skills Used in Daily Activities in Canada e.g. quantitative literacy. (Denny, Harmon and Redmond, 2000). It consists of four different tasks designed to measure pupils' ability to apply numeracy skills (addition, subtraction and division) to real life activities. The first task is on reading and understanding instructions on medicine bottle to determine how, when and for how long to take a drug, how many or how much would be needed for a complete dose. The second task is on measurement of recipe for baking cake. The third task is for calculating the cost of different items in a shopping bag and the balance to obtain after payment. The fourth task is for pupils to fill bank deposit form based on explicit written instruction. Table 3.3 is the table of specification for numeracy skills.

Table 3.3: Table of specification for Functional Numeracy skills

S/N	Topic	Questions
1	Reading and understanding drug prescription	1i, ii, iii, iv, v
2	Measurement of cake recipe	2a,b,c,d,e
3	Calculation of items in a shopping bag	3a,b,c,d,e
4	Filling of bank deposit form	i,ii,iii,iv,v,vi,vii,viii,ix,x

Scoring

There are 25 items in this instrument. A correct answer for each of the first 15 items was scored 2, a partially correct answer was scored 1, while a wrong answer was scored zero. For the remaining 10 items, a correct answer for each was scored 1, while a wrong answer or non-response was scored zero.

Validation and Reliability of FNST

This instrument initially consisted of 34 items. It was given to two measurement experts in the Institute of Education and four experts in the Departments of Adult Education and Teacher Education, University of Ibadan, to determine the appropriateness and meaningfulness of the items in measuring pupils' numeracy skills and application. Based on their comments some items were expunged, some were retained, while some were recast. Items on use of graph (Histogram) to calculate daily sales were removed. The name of this instrument was changed from Numeracy Skills Test to Functional Numeracy Skill Test (FNST). Finally, the number of items in the instrument is 25.

This instrument was administered twice to 50 primary five pupils who were not part of the main study. The time lag between the two tests was one month. The reliability of this instrument was calculated using test-retest method. The reliability coefficient of the instrument was 0.80.

3.6 Procedure for Data Collection

The researcher trained ten research assistants for two weeks on how to use the different instruments to gather information. Four of them were trained in a central school in Ondo town, while the remaining six were trained in a central school in Owo. The research assistants were teachers who were holders of higher degrees with at least five years of teaching experience. During training sessions, the researcher informed the research assistants about the purpose of the study and the need for learners' active participation in practical activities during teaching and learning. Moreover, they were told to pay attention to details when observing the teachers, pupils and the use of instructional materials during lessons. The researcher also taught the research assistants to observe school facilities of interest which are indicated in the instruments, with emphasis on availability, non-availability, condition of the facilities and utilization.

The research assistants were taught how to rate the indicators of curriculum implementation, those of teacher quality and school library inventories. For instance, a well planned lesson should include aim or objective, content, presentation (teaching/learning activities) and evaluation. As regards lesson introduction, research assistants were taught to pay attention to discussion of previous lesson with pupils and the ability of the teacher to find out what pupils already know about a new topic, so as to build on what they already know to lead them to what they should know. On language proficiency, the research assistants were told to pay attention to the teachers' ability to speak clearly, precisely and correctly using the language of instruction, which is English language.

Moreover, the research assistants were taught how to rate the teachers involved in this study on skills in questioning. They were taught to pay attention to the ability of each teacher to ask pupils questions at the beginning of a lesson, progressively during lesson and at the end of a lesson. Also, a teacher should be rated based on his or her ability to clarify a child's wrong belief or idea. The teacher should also be rated based on the ability to structure questions in a way that could nudge a child to the right answer. They were also taught how to administer the FRWST and

FNST.

The researcher sought permission from the Director (Quality and Control), Basic Education Department, State Universal Basic Education Board, Akure, Ondo State, for the use of primary schools, pupils and teachers in 10 local government areas in Ondo State. The list of all public primary schools in Ondo State was obtained from this same Board. The researcher also visited the selected schools on different occasions. The researcher's first visit was to seek permission from the Head - teachers for the use of primary five pupils and teachers of the schools.

During the second visit to each selected school, two research assistants administered the OSCI and OSTQ separately to the class teacher and pupils in the class during teaching and learning. Sections A and B of OSTQ were on socio-demographic data and teacher's bio-data, on the first page of the instrument. The page was detached and given to the teacher to fill out. In order to administer the OSCI and section C of OSTQ, the two research assistants were seated among pupils for three consecutive days during lessons for Maths, English Language, Elementary Science, Agric, Computer Studies, Arts and Crafts to observe teaching and learning. Then, every attribute manifested by the teacher while teaching, which corresponded to the attributes in the Observational Scale for Teacher Quality was ticked under the appropriate score by a research assistant. The other research assistant in charge of OSCI observed teachers and pupils and ticked the appropriate scores in relation to the curriculum implementation indicators in the instrument.

On the fifth and sixth visit, during break, FRWST and FNST were administered separately to the pupils by the researcher and research assistants. On the seventh visit, the school's library inventory was observed and taken by the researcher and research assistants.

3.7 Data Analysis

Descriptive statistics of frequency counts, percentages, mean and standard deviation were used to answer research questions 1 and 2. Pearson's product moment correlation coefficient was used for question 3, while coefficient of multiple regression analysis was used to answer question 4. These helped to explain the composite and relative effects of the independent variables on pupils' functional literacy skills. Standard Beta (β) was used to answer question 5.

CHAPTER FOUR

RESULTS

This chapter presents the results of this study based on the 6 research questions raised for the study.

4.1 Research Question 1: What is the status of the selected primary schools according to: (a)curriculum implementation (b) teacher quality (c)school location (d) class size (e) school library?

On curriculum implementation, Table 4.1 is presented.

Table 4.1: Status of Curriculum Implementation in the Selected Schools

N = 40

S/N	Implementation Indicators	RATINGS					$\overline{X}$	Std. Dev
		0	1	2	3	4		
1*	Restriction of 'reading to the class' to pupils that are good at reading.	4 (10.0)	15 (37.5)	9 (22.5)	6 (15.0)	6 (15.0)	1.88	1.24
2	Involvement of pupils in pre-writing activities before they write any composition.	4 (10.0)	13 (32.5)	10 (25.0)	13 (32.5)	0 (0.00)	1.80	1.02
3	Writing of composition at least once in two weeks.	1 (2.5)	13 (32.5)	20 (50.0)	5 (12.5)	1 (2.5)	1.80	.79
4	Opportunity given to pupils to have dialogue with one another.	1 (2.5)	12 (30.0)	21 (52.5)	5 (12.5)	1 (2.5)	1.83	.78
5	Opportunity given to pupils to discuss with the teacher, to promote pupils' communication skills.	1 (2.5)	10 (25.0)	13 (32.5)	15 (37.5)	1 (2.5)	2.13	.91
6	Giving pupils the opportunity to tell stories or give news verbally about events, using English language to communicate.	7 (17.5)	17 (42.5)	12 (30.0)	4 (10.0)	0 (0.00)	1.33	.89
7	Use of audio tapes and video tapes to teach pupils.	37 (92.5)	1 (2.5)	2 (5.0)	0 (0.00)	0 (0.00)	.18	.68
8	Teaching maths using real objects which pupils observe, touch and manipulate.	13 (32.5)	7 (17.5)	14 (35.0)	3 (7.5)	3 (7.5)	1.40	1.24
9	Availability of a school farm.	27 (67.5)	1 (2.5)	1 (2.5)	2 (5.0)	9 (22.5)	1.13	1.73
10	Planting and nurturing of different types of crops and flowers in the farm/garden by pupils.	28 (70.0)	2 (5.0)	0 (0.00)	4 (10.0)	6 (15.0)	.95	1.58
11	Rearing of animal in the school.	40 (100.0)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	.00	.00
12	Teaching of cookery and baking in the school using necessary equipment.	35 (87.5)	1 (2.5)	3 (7.5)	0 (0.00)	1 (2.5)	.28	.82
13	Teaching of crafts e.g. head-rest, table-mat, basket weaving, bead stringing etc.	9 (22.5)	14 (35.0)	15 (37.5)	1 (2.5)	1 (2.5)	1.28	.93
14	Teaching of elementary science using instructional materials like video or colourful diagrams.	17 (42.5)	8 (20.0)	14 (35.0)	1 (2.5)	0 (0.00)	.98	.95
15	Teaching and monitoring of children's physical development.	1 (2.5)	10 (25.0)	19 (47.5)	9 (22.5)	1 (2.5)	1.98	.83
16	Teaching pre-marital sex and its consequences (eg. HIV/AIDS) with the aid of pictures and/or video.	13 (32.5)	4 (10.0)	13 (32.5)	9 (22.5)	1 (2.5)	1.53	1.24
17	Availability of computers for teaching pupils how to use a computer.	24 (60.0)	2 (5.0)	8 (20.0)	6 (15.0)	0 (0.00)	.90	1.19
18	Use of computers by pupils under the teacher's guidance.	28 (70.0)	4 (10.0)	4 (10.0)	4 (10.0)	0 (0.00)	.60	1.03
19	Pupils participation in class discussion and viewing things from different perspectives, during teaching and learning.	4 (10.0)	14 (35.0)	16 (40.0)	6 (15.0)	0 (0.00)	1.60	.87
20	Giving class assignments in core subjects three times a weeks.	1 (2.5)	1 (2.5)	16 (40.0)	16 (40.0)	6 (15.0)	2.63	.87
21	Prompt marking, discussion and correction of class assignments.	1 (2.5)	0 (0.00)	11 (27.5)	19 (47.5)	9 (22.5)	2.88	.85
22	Giving pupils out of class projects on English language, maths, elementary science, social studies and computer studies once a term.	14 (35.0)	4 (10.0)	20 (50.0)	2 (5.0)	0 (0.00)	1.25	1.01
23	Prompt marking of projects and home-work.	12 (30.0)	4 (10.0)	12 (30.0)	11 (27.5)	1 (2.5)	1.63	1.25
24	Teacher giving corrections promptly.	2 (5.0)	0 (0.00)	10 (25.0)	20 (50.0)	8 (20.0)	2.80	.94
25	Use of various forms of reward when pupils perform well.	1 (2.5)	5 (12.5)	20 (50.0)	13 (32.5)	1 (2.5)	2.20	.79
Weighted Average = 1.48								

Values in parentheses are percentages

Rating: Very often=4, Often=3, Sometimes=2, Rarely=1, Not at all=0

* Rating is in reverse order.

4.1a: On curriculum implementation, the ratings across the 40 selected primary schools show that out of the twenty-five indicators of curriculum implementation observed, only 5 had mean scores between 2.13 and 2.88 out of the maximum score of 4.00. These include frequent discussion with the teacher to promote pupils' communication skills, class assignments, marking of class work, giving corrections promptly and use of reward for good performance. Those aspects with low mean scores between 1.53 and 1.98 include selection of pupils' that should read to the class, pre-writing activities, composition writing, teaching and monitoring children's physical development, sex education, participation in class discussion and marking of homework. The remaining twelve indicators which obtained very low mean scores between 0 and 1.40 cover storytelling by pupils, use of audio/video tapes, teaching of mathematics with real objects, cultivation of school farm, planting a variety of crops and rearing of animals. Others include cookery and baking, crafts, teaching of elementary science via instructional materials, availability and exposure to computers as well as out of class projects on the core subjects. On the whole, the weighted average obtained for curriculum implementation was 1.48 out of 4.00. This value is low and the curriculum implementation is considered to be poor.

4.1b: Status of the Selected Primary Schools According to Teacher Quality

Tables 4.2 to 4.6 present findings on the status of selected schools in teacher quality.

Table 4.2: Teachers' Highest Qualifications

Qualification	Frequency	Percent
NCE	25	62.5
B.Sc/B.A/HND	3	7.5
B.Ed/PGDE	12	30.0
Total	**40**	**100.00**

From the above table, 25 teachers representing 62.5% are holders of the NCE while 12 or 30.0% hold the B.Ed degree and PGDE. These amount to 92.5% of the

teachers selected for the study. This shows that a very high proportion of the teachers are qualified academically and professionally. However, only 3(7.5%) who hold the B.Sc. or the B.A. or the HND are not qualified to teach. This is an indication that qualified teachers were employed and are teaching in the schools.

Table 4.3 is on teachers' teaching experience

Table 4.3: Teachers' Level of Teaching Experience

Experience (years)	Frequency	Percent
Below 5	2	5.0
5 – 10	6	15.0
11 – 15	11	27.5
16 – 20	7	17.5
Above 20	14	35.0
Total	**40**	**100.00**

From Table 4.3, only 20% of the teachers have 0 – 10 years teaching experience, 27.5% of them have 11 – 15 years, 17.5% of them have, 16 – 20 years, while 35% of them have above 20 years. In essence, 80% of the teachers are highly experienced.

Table 4.4 further presents teachers' attendance at conferences and workshops.

Table 4.4: Frequency of Seminars, Workshops and Conferences Attended by Teachers

Frequency	N	Percent
Once in 3 sessions	12	30.0
Once in 2 sessions	17	42.5
Once in a session	11	27.5
Total	**40**	**100.00**

The table shows that only 11(27.5%) attended seminars once in a session. The remaining 72.5% attended seminars once in either 2 or 3 sessions. This is not good enough for teachers who require continuous training and re-training to keep them abreast of new developments and findings in the teaching profession, especially in the areas of instructional delivery and pupils learning problems.

Table 4.5 presents the teachers' participation in further studies in recent years.

Table 4.5: Courses Undergone in Recent Years

Year	Frequency	Percent
2007	4	10.0
2008	5	12.5
2009	13	32.5
2010	7	17.5
2011	11	27.5
Total	**40**	**100.00**

From Table 4.5, the trend in teachers' participation in further training between 2007 and 2009 was an increasing one; from 10% in 2007 to 12.5% in 2008 and to 32.5% in 2009. This dropped to 17.5% in 2010 and moved up to 27.5% in 2011. This is a fluctuating trend.

The ratings from classroom observation of teachers are presented in Table 4.6.

Table 4.6: Observed Teacher Quality in Selected Schools

N = 40

S/N	Lesson Features	Indicators	RATINGS				$\overline{X}$	Std. Dev
			1	2	3	4		
(1)	Lesson guide clarity and Instructional variety	1. Well planned lesson	1 (2.5)	6 (15.0)	26 (65.0)	7 (17.5)	2.98	.66
		2. Lesson introduction	4 (10.0)	17 (42.5)	19 (47.5)	0 (0.00)	2.38	.67
		3. Language proficiency.	2 (5.0)	18 (45.0)	18 (45.0)	2 (5.0)	2.50	.68
		4. Use of different teaching methods	9 (22.5)	25 (62.5)	5 (12.5)	1 (2.5)	1.95	.68
		5. Ability to change the teaching method during lesson, if she gets the message that her students are stuck.	8 (20.0)	26 (65.0)	5 (12.5)	1 (2.5)	1.98	.66
(2)	Task involvement in teaching functional literacy skills (classroom practice). Giving every pupil the opportunity to: Ability to:	6. read to the class	8 (20.0)	27 (67.5)	5 (12.5)	0 (0.00)	1.93	.57
		7. think, talk and work together in a group	19 (47.5)	20 (50.0)	1 (2.5)	0 (0.00)	1.55	.55
		8. carry out certain tasks according to written instructions.	7 (17.5)	24 (60.0)	9 (22.5)	0 (0.00)	2.05	.64
		9. encourage students to apply what is taught in the classroom in their daily lives and come back to discuss their various experiences.	25 (62.5)	13 (32.5)	2 (5.0)	0 (0.00)	1.43	.59
		10. ensure that there is no double standard for the teacher and pupils e.g. (i) punctuality should not be expected from pupils alone but from the teacher as well. (ii) be polite to pupils	7 (17.5)	23 (57.5)	10 (25.0)	0 (0.00)	2.08	.66
(3)	Teacher - pupils interpersonal relationship:	11. Helping pupils to develop self - confidence	7 (17.5)	25 (62.5)	8 (20.0)	0 (0.00)	2.03	.62
		12. Encouraging pupils to move freely in the class to interact with materials.	22 (55.0)	17 (42.5)	1 (2.5)	0 (0.00)	1.48	.55
		13. Encouraging pupils to interact with themselves.	19 (47.5)	18 (45.0)	3 (7.5)	0 (0.00)	1.60	.63
		14. Encouraging pupils to interact with him/her on subjects taught as well as on personal matters.	4 (10.0)	24 (60.0)	2 (30.0)	0 (0.00)	2.20	.61
(4)	Evaluation	15. Skill in questioning	2 (5.0)	20 (50.0)	17 (42.5)	1 (2.5)	2.43	.64
		16. Use of discussion method of assessing pupils	16 (40.0)	14 (35.0)	10 (25.0)	0 (0.00)	1.85	.80
		17. Class assignment given	1 (2.5)	2 (5.0)	30 (75.0)	7 (17.5)	3.08	.57
		18. Projects/homework given	19 (47.5)	11 (27.5)	10 (25.0)	0 (0.00)	1.78	.83
Weighted Average = 2.07								

Values in parentheses are percentages

Table 4.6 shows that out of the 18 indicators of teacher quality in instructional delivery, only 3 had high mean ratings. These are items 1, 3 and 17 on well planned lesson ($\overline{X}$ = 2.98), language proficiency ($\overline{X}$ = 2.50) and class assignment ($\overline{X}$ = 3.08). Six of the fifteen other items had average mean ratings, while the remaining nine items had low mean ratings. Above all, the weighted average of 2.07 out of 4.00 shows that teacher quality in instructional delivery is slightly above average. This is adjudged unsatisfactory for the primary school level considered as the foundation of all other levels of education.

4.1c: School location

Thirty of the selected schools are in urban areas, while ten are in rural areas.

4.1d: Status of the Selected Primary Schools According to Class Size?

Table 4.7 presents the class size situation in the primary schools in this study.

Table 4.7: Class Sizes in the Selected Schools

Class Size	Frequency	Percent
1 – 30	24	60.0
31 – 40	8	20.0
41 – 50	4	10.0
51 – 60	1	2.5
Above 60	3	7.5
Total	**40**	**100.00**

From Table 4.7, 24 schools representing 60.0% of the schools selected have small class sizes of 1 to 30 pupils while 8 schools which is (20.0%) of the schools selected have 31 – 40 pupils per class. This is a little above the normal class size of 30 and could still be manageable. Those that have 41 – 50 pupils per class constitute (10.0%) while 51 – 60 pupils per class is (2.5%). Above 60 pupils per class constitute (7.5%) of the selected schools. Therefore, the large class sizes constitute only 20% of the total number of schools sampled. Generally, the class sizes are small enough for effective instructional delivery.

4.1e: Status of the Selected Primary Schools According to School Library?

The library facilities and resources in the schools were rated through physical observation and results are summarized in Table 4.8

Table 4.8: Rating of Library Facilities and Resources

N = 40

S/N	Indicators	Ratings					$\overline{X}$	Std Dev.
		0	1	2	3	4		
1	Availability of school library	17 (42.5)	0 (0.00)	5 (12.5)	18 (45.0)	0 (0.00)	1.6	1.41
2	Management	17 (42.5)	5 (12.5)	1 (2.5)	11 (27.5)	6 (15.0)	1.6	1.59
3	Staff strength	17 (42.5)	17 (42.5)	6 (15.0)	0 (0.00)	0 (0.00)	0.73	0.71
4	No. of books	17 (42.5)	0 (0.00)	15 (37.5)	8 (20.0)	0 (0.00)	1.35	1.22
5	Access i.e. time opened to pupils (before school, during school and after school)	17 (42.5)	7 (17.5)	16 (40.0)	0 (0.00)	0 (0.00)	0.98	0.91
6	Relevance of library resources	17 (42.5)	0 (0.00)	0 (0.00)	15 (37.5)	8 (20.0)	1.93	1.69
7	Adequacy of resources	17 (42.5)	0 (0.00)	15 (37.5)	8 (20.0)	0 (0.00)	1.35	1.22
8	General physical condition of the information resources	17 (42.5)	0 (0.00)	4 (10.0)	13 (32.5)	6 (15.0)	1.78	1.60
9	No. of Computers	29 (72.5)	0 (0.00)	9 (22.5)	2 (5.0)	0 (0.00)	0.6	0.99
10	Guidance of pupils	30 (75.0)	0 (0.00)	4 (10.0)	6 (15.0)	0 (0.00)	0.65	1.15
11	Furniture	17 (42.5)	17 (42.5)	6 (15.0)	0 (0.00)	0 (0.00)	0.73	0.71
12	Storage and retrieval of materials	19 (47.5)	20 (50.0)	0 (0.00)	0 (0.00)	1 (2.5)	0.6	0.73
13	How recent the books are	17 (42.5)	15 (37.5)	8 (20.0)	0 (0.00)	0 (0.00)	0.78	0.76
14	Ventilation and lighting	17 (42.5)	6 (15.0)	7 (17.5)	5 (12.5)	5 (12.5)	1.38	1.44
15	Power supply	17 (42.5)	4 (10.0)	14 (35.0)	5 (12.5)	0 (0.00)	1.18	1.12
16	Sources of library materials	17 (42.5)	22 (55.0)	0 (0.00)	1 (2.5)	0 (0.00)	0.63	0.62
17	Ratio of books to pupils	17 (42.5)	19 (47.5)	4 (10.0)	0 (0.00)	0 (0.00)	0.68	0.65
18	Librarian-pupil ratio	34 (85.0)	0 (0.00)	2 (5.0)	0 (0.00)	4 (10.0)	0.5	1.24
Weighted Average = 1.06								

Values in parentheses are percentages

Table 4.8 shows that 17 schools (42.5%) out of the 40 schools did not have libraries, while 18 schools (45%) had small libraries and 5 schools (12.5%) had very small libraries. The table also shows that no indicator of library facilities had a high mean

score. All the 18 indicators had very low mean ratings, ranging from 0.5 to 1.93 out of a total score of 4.00. The aspects of the school libraries with low mean scores include availability of school library, management, staff strength, books collection, access, relevance and adequacy of resources, physical condition of information materials, availability and use of computers, furniture, storage and retrieval of materials, how recent the books are, ventilation and lighting, power supply, sources of library materials, number of books per pupil and ratio of librarian to pupils. The weighted average of 1.06 out of 4.00 sums up the results. It indicates the very poor quality, low efficiency and ineffectiveness of the selected primary schools' libraries.

Further, the availability of specific information materials in the school libraries is captured in Table 4.9.

Table 4.9: Availability of Information Materials in the Selected School Libraries
N = 40

S/N	Information Materials	Available (1)	Not available (0)
1	Textbooks on different subjects	23 (57.5)	17 (42.5)
2	Story books	21 (52.5)	19 (47.5)
3	Encyclopedia	2 (5.0)	38 (95.0)
4	Newspapers and magazines	0 (0.00)	40 (100.0)
5	Dictionaries	22 (55.0)	18 (45.0)
6	Globe (world map)	6 (15.0)	34 (85.0)
7	Maps/Atlases	19 (47.5)	21 (52.5)
8	Slides and projectors	1 (2.5)	39 (97.5)
9	Computers	10 (25.0)	30 (75.0)
10	Internet facility	0 (0.00)	40 (100.0)
11	CD players and CDs/DVDs and DVD players	1 (2.5)	39 (97.5)
12	Pictures (famous peoples, places and events)	2 (5.0)	38 (95.0)
13	Historical objects, local arts and crafts e.g. rock, metals	0 (0.00)	40 (100.0)
14	Time for library on the school timetable	11 (27.5)	29 (72.5)

Values in parentheses are percentages

From the table, 4 information resources that are available are: textbooks on different subjects (57.5%), story books (52.5%), dictionaries (55.0%) and Maps/Atlases (47.5%). All the other 10 resources listed are either available in a very few schools or not

available in all the selected schools. These are: encyclopedia, newspapers and magazines, the globe, slides and projectors, computers and internet facilities, CD/DVD hard and software, pictures, historical objects and time for library use on the timetable. This implies that most of the information materials are not available in the school libraries.

Research Question 2: What is the primary school pupils' level of functional literacy skills in terms of the ability to:
(a) read and understand a simple passage,
(b) write a simple composition,
(c) read and understand simple tables,
(d) read and understand traffic signs,
(e) complete application form to secondary school,
(f) perform basic numeric functions,
(g) apply numeracy skills and
(h) fill bank deposit form?

Table 4.10 presents the descriptive statistics on each of the 8 tests of functional literacy skills of the pupils.

Table 4.10: Pupils' Performance in Functional Literacy Skills Test

	Functional literacy skills	**N**	**Total marks obtainable**	**Minimum obtained**	**Maximum obtained**	$\overline{X}$	**Std. Dev.**
a	Reading	1106	10	0.00	10.00	5.26	3.31
b	Writing	1106	10	0.00	10.00	3.87	3.04
c	Simple table	1106	15	0.00	15.00	5.03	4.10
d	Traffic sign	1106	10	0.00	10.00	7.56	3.46
e	Application form	1106	15	0.00	15.00	6.25	3.38
f	Numeracy skill	1106	10	0.00	10.00	6.84	2.82
g	Application of numeracy skills	1106	20	0.00	20.00	9.15	5.41
h	Bank deposit form	1106	10	0.00	10.00	3.59	2.58
	Total	1106	100	0.00	100.00	47.55	3.48

From the descriptive information presented, a mean score of 5.26 out of 10.00 was obtained by pupils in reading and understanding of a passage. This performance is on the average level. On writing of simple composition, pupils obtained a mean score of 3.87 out of 10.00. This is below average for writing which is a basic literacy skill. Further, the table shows that pupils' ability to read and understand simple tables is below average ($\overline{X}$ =5.03 out of 15.00). This means pupils have difficulty in reading and understanding information on simple tables. The table also shows that pupils performed very well in reading and understanding of traffic signs scoring a mean of 7.56 out of 10.00. Table 4.10 further shows that in filling application forms, pupils performed below average ($\overline{X}$ =6.25 out of 15.00) but in numeracy skills, they performed above average ($\overline{X}$ =6.84 out of 10.00). However, on application of numeracy skills, the pupils could not apply their knowledge of numeracy skills in solving real life problems. Pupils' average performance in application is 9.15 out of obtainable score of 20. Also, on filling of bank deposit form, the pupils had very poor ability ($\overline{X}$ =3.59 out of 10.00). Generally, the pupils scored 47.55% on functional literacy test. This implies that pupils' performance in functional literacy is slightly below average.

Table 4.11 presents the urban pupils' mean scores, as well as rural pupils' mean scores for all the 8 tests of functional literacy skills of pupils. Thus the performances of urban school pupils and rural school pupils can be compared.

Table 4.11: Urban and Rural School Pupils' Performance in Functional Literacy Skills Test

S/N	Functional Literacy	Total marks obtainable	Pupils in rural schools (n=234)		Pupils in urban schools (n=872)	
			$\overline{X}$	SD	$\overline{X}$	SD
a	Reading	10	4.37	1.23	6.15	2.31
b	Writing	10	2.63	1.01	5.11	2.15
c	Sample test	15	4.08	1.87	5.98	2.88
d	Traffic sign	10	7.02	0.97	8.10	1.58
e	Application form	15	4.55	0.93	7.95	1.73
f	Numeracy skills	10	5.93	1.12	7.75	2.08
g	Application of numeracy skills	20	8.28	2.33	10.02	2.99
h	Bank deposit form	10	2.17	0.77	5.01	1.95
Total		**100**	**39.03**	**1.29**	**56.07**	**2.33**

Table 4.11 shows that urban school pupils performed better than rural school pupils in reading skills (urban pupils' mean = 6.15; rural pupils' mean = 4.37). Also, urban pupils performed better ($\overline{X}$ = 5.11) than their rural school peers ($\overline{X}$ =2.63) in writing skills. On the ability to read and understand simple table, urban pupils also performed better ($\overline{X}$ =5.98) than their counterparts in rural schools ($\overline{X}$ =4.08). On the ability to read and understand traffic signs, urban school pupils also performed better ($\overline{X}$ = 8.10) than the rural school pupils ($\overline{X}$ = 7.02).

Furthermore, urban school pupils performed better in the ability to apply reading and writing skills to fill application form for admission to secondary schools ($\overline{X}$ =7.95) than their peers in rural schools ($\overline{X}$ =4.55). On numeracy skills, urban school pupils performed better ($\overline{X}$ =7.75) than the rural school pupils ($\overline{X}$ =5.93). On application of numeracy skills, urban school pupils also performed better ($\overline{X}$ =10.02) than the rural school pupils ($\overline{X}$ =8.28). Also, on application of reading, writing and

numeracy skills to fill bank deposit form, urban school pupils performed better ($\overline{X}$ = 5.01) than the rural school pupils ($\overline{X}$ = 2.17).

In all, urban school pupils' scored 56.07% on functional literacy skills test, while rural school pupils scored 39.03%. In essence, pupils in urban schools performed better in functional literacy skills than pupils in rural schools.

Research Question 3a: What is the relationship between each of the following: curriculum implementation, teacher quality, school location, class size, school library and pupils' reading and writing skills?

The descriptive table of correlation coefficients is presented below.

Table 4.12: Relationship of School Factors with Pupils' Reading and Writing Skills

N = 1106

Factors		Read & writing	Curriculum implementation	Teacher quality	School location	Class size	School library
Pearson's Correlation (r)	Read & writing	1.000	.148	.176	-.190	-.099	.100
	Curriculum implementation	.148	1.000	.780	-.169	-.103	.371
	Teacher quality	.176	.780	1.000	-.294	-.037	.347
	School location	-.190	-.169	-.294	1.000	.099	.050
	Class size	-.090	-.103	-.037	.099	1.000	.010
	School library	.100	.371	.347	.050	.010	1.000
Sig. (p)	Read & writing	.	.000	.000	.000	.000	.000
	Curriculum implementation	.000*	.	.000	.000	.000	.000
	Teacher quality	.000*	.000	.	.000	.111	.000
	School location	.000*	.000	.000	.	.001	.048
	Class size	.000*	.000	.111	.001	.	.376
	School library	.000*	.000	.000	.048	.376	.

* Significant at P < .05

Table 4.12 shows that curriculum implementation has a weak, positive and significant relationship with pupils' reading and writing skills (r = .148; p < .05). Hence, as curriculum implementation improves, pupils' reading and writing skills improve. For teacher quality, the relationship with pupils' reading and writing skills is also weak, positive and significant (r = .176; p < .05). An improvement in teacher

quality therefore, would make for improvement in pupils' reading and writing skills. There is also a weak, positive and significant relationship between school library and pupils' reading and writing skills ($r = .100$, $p < .05$). This means that the more efficient the school library becomes, the better the pupils' achievement in reading and writing skills.

In contrast, school location ($r = -.190$; $p < .05$) and class size ($r = -.090$; $p < .05$) respectively has weak; negative relationships which are significant with pupils' reading and writing skills. Hence, pupils in urban schools were better in reading and writing skills than their counterparts in rural schools. In the same way, pupils from smaller class sizes had better reading and writing skills than their counterparts in large classes.

Research Question 3b: What is the relationship between each of the following: (curriculum implementation, teacher quality, school location, class size, school library) and pupils' numeracy skills?

The correlation matrix for school factors and pupils' numeracy skills is in Table 4.12

Table 4.13: Relationship of School Factors with Pupils' Numeracy Skills
N = 1106

Factors		Numeracy	Curriculum implementation	Teacher quality	School local	Class size	School library
Pearson's Correlation (r)	Numeracy	1.000	.224	.225	-.160	-.122	.023
	Curriculum implementation	.224	1.000	.780	-.169	-.103	.371
	Teacher quality	.225	.780	1.000	-.294	-.037	.347
	School location	-.160	-.169	-.294	1.000	.099	.050
	Class size	-.122	-.103	-.037	.099	1.000	.010
	School library	.023	.371	.347	.050	.010	1.000
Sig. (p)	Numeracy	.	.000	.000	.000	.000	.000
	Curriculum implementation	.000*	.	.000	.000	.000	.000
	Teacher quality	.000*	.000	.	.000	.111	.000
	School location	.000*	.000	.000	.	.001	.048
	Class size	.000*	.000	.111	.001	.	.376
	School library	.227	.000	.000	.048	.376	.

* Significant at P < .05

Table 4.13 shows that curriculum implementation has weak, positive and significant relationship with pupils' numeracy skills (r = .224; p < .05). This means that curriculum implementation positively influences pupils' numeracy skills. For teacher quality (r = .225; p < .05), thus, teacher quality has a weak, positive and significant relationship with pupils' numeracy skills. Hence as teacher quality improves, pupils' numeracy skills improve. As regards school library it has a weak and positive relationship with pupils numeracy skills (r = .023; p > .05), but the relationship of school library with pupils' numeracy skills is not significant. On the other hand, school location (r = -.160; p < .05) has a negative, weak and significant relationship with pupils' numeracy skills. Thus, the numeracy skills of pupils in urban schools are better than those of pupils' in rural schools. The table also reports a weak, negative and significant relationship between class size and pupils' numeracy skills (r= -.122; p < .05). Pupils in smaller classes were better in numeracy skills than pupils in large classes.

Research Question 3c: What is the relationship between each of the following: (curriculum implementation, teacher quality, school location, class size, school library) and pupils' application of reading, writing and numeracy skills (functional literacy skills)?

Table 4.14: Relationship of School Factors with Pupils' Application of reading, Writing and Numeracy Skills

N = 1106

Factors		Application	Curriculum implementation	Teacher quality	School location	Class size	School library
Pearson Correlation (r)	Application	1.000	.223	.273	-.230	-.133	.076
	Curriculum implementation	.223	1.000	.780	-.169	-.103	.371
	Teacher quality	.273	.780	1.000	-.294	-.037	.347
	School location	-.230	-.169	-.294	1.000	.099	.050
	Class size	-.133	-.103	-.037	.099	1.000	.010
	School library	.076	.371	.347	.050	.010	1.000
Sig. (p)	Application	.	.000	.000	.000	.000	.006
	Curriculum implementation	.000*	.	.000	.000	.000	.000
	Teacher quality	.000*	.000	.	.000	.111	.000
	School location	.000*	.000	.000	.	.001	.048
	Class size	.000*	.000	.111	.001	.	.376
	School library	.006*	.000	.000	.048	.376	.

* Significant at P < .05

From Table 4.14; curriculum implementation (r = .223; p < .05), teacher quality (r= .273; p < .05) and school library (r= .076; p < .05) each, has weak, positive and significant relationship with pupils' application of reading, writing and numeracy skills. This implies that curriculum implementation, teacher quality and school library positively influence pupils' functional literacy skills. The table further shows that school location (r= -.230; p < .05) as well as class size (r = -.133; p < .05) has a weak, negative and significant relationship with pupils' application of reading, writing and numeracy skills. Hence, pupils' in urban schools were better in the application of reading, writing and numeracy skills than pupils in rural schools. Moreover, pupils in smaller classes performed better in the application of reading, writing and numeracy skills than pupils in large classes.

Research Question 4: What is the composite effect of the selected school factors (curriculum implementation, teacher quality, school location, class-size and school library) on functional literacy skills of the primary school pupils?

Table 4.15 presents the summary of multiple regression analysis run.

Table 4.15: Summary of Regression Analysis on Pupils' Functional Literacy Skills

R	R Square	Adjusted R Square	Std. Error of the Estimate
.344	.118	.114	16.0235

The table 4.15 shows that the 5 factors (curriculum implementation, teacher quality, school location, class size and school library) have joint positive relationship with pupils' functional literacy skills (R = .344). This means that the 5 factors proved relevant in the explanation of pupils functional literacy skills. Also, the adjusted R square value of .114 implies that 11.4% of the total variance in the dependent variable

is explained by the 5 factors, taken together. The remaining 88.6% can be ascribed to other factors not included in this study, as well as residuals.

The R value of .344 was subjected to test of significance and the ANOVA table is presented.

Table 4.16: ANOVA Table for the Regression Analysis

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	37783.178	5	7556.636	29.431	.000*
Residual	282429.26	1100	256.754		
Total	320212.44	1105			

* Significant at P < .05

Table 4.16 shows that the R value of .344 obtained in table 4.14 is significant ($F_{(5, 1100)}$ = 29.431; p < .05). This means that the R value cannot be ascribed to mere chance. In essence, the ANOVA results from the regression analysis show that there was significant effect of the independent variables on the dependent variable.

Research Question 5: What are the relative effects of the selected school factors (curriculum implementation, teacher quality, school location, class-size and school library) on functional literacy skills of primary school pupils?

Table 4.17: Relative Contributions of School Factors to Pupils' Functional Literacy Skills

Factors	Unstandardized Coefficients		Standardized Coefficients	Rank	t	Sig.
	B	Std. Error	Beta (β)			
(Constant)	42.105	4.037			10.430	.000
Curriculum implementation	7.014E-02	.064	.051	4th	1.104	.270
Teacher quality	.305	.092	.157	2nd	3.299	.001*
School location	-8.496	1.334	-.193	1st	-6.368	.000*
Class size	-1.514	.393	-.111	3rd	-3.853	.000*
School library	5.627E-03	.027	.006	5th	.208	.835

* Significant at P < .05

Table 4.17 shows that school location made the highest contribution to pupils' functional literacy (β= -.193). This is followed by teacher quality (β= .157), then class size (β= -.111) and curriculum implementation (β= .051) while school library made the lowest contribution (β= .006).

Research Question 6:- Which of the school factors would predict the functional literacy skills of primary school pupils?

Table 4.17 shows that out of the 5 factors, only 3 could predict pupils' functional literacy skills. These are: teacher quality ((B= .305; t = 3.299; p < .05), school location (B= -8.496; t = -6.368; p < .05) and class size (B= -1.514; t = -3.853; p < .05). The other 2 factors viz: curriculum implementation and school library could not predict pupils' functional literacy skills.

4.2 Summary of Findings

The findings of this study reveal that:

(1) Curriculum implementation in the participating schools is poor, in spite of the fact that teachers are qualified and experienced.

(2) Teachers' professional development in terms of attendance of seminars, workshop and conferences is poor, but their participation in further studies is fair.

(3) Teacher quality is unsatisfactory.

(4) Class size is good enough.

(5) School library quality is very low and information materials are grossly inadequate.

(6) Pupils' functional literacy skills in terms of reading skills are average, while their writing skills are much below average. Pupils' ability to apply reading and writing skills to fill application form to secondary school, bank deposit form, as well as read and understand simple table is very poor. Pupils' ability to read traffic sign is above average. Pupils' numeracy skills are above average but their ability to apply numeracy skills to solve real life problems is below average.

(7) Curriculum implementation, teacher quality and school library respectively, has positive and significant relationship with pupils' reading and writing skills. whereas, school location and class size each, has negative significant relationship with pupils' reading and writing skills.

(8) Each of curriculum implementation and teacher quality has positive and significant relationship with pupils' numeracy skills, while each of school location and class size has negative, significant relationship with pupils numeracy skills. However, the relationship of school library with pupils' numeracy skills is positive, but not significant.

(9) Curriculum implementation, teacher quality and school library each, has positive, significant relationship with pupils' application of reading, writing

and numeracy skills, while this relationship is negative and significant for school location and class size respectively.

(10) The 5 factors (curriculum implementation, teacher quality, school location, class size and school library) have positive multiple correlations (R= .344) with pupils' functional literacy skills. 11.4% of the total variance in the dependent variable is explained by the 5 factors, taken together.

(11) The order of the contributions of the school factors is: school location, teacher quality, class size, curriculum implementation, then school library.

(12) Out of the 5 factors, only 3 could predict pupils' functional literacy skills. These are teacher quality, school location and class size.

CHAPTER FIVE

DISCUSSION CONCLUSION AND RECOMMENDATIONS

5.0 The main focus of this study was to examine whether links existed between the five selected school factors and pupils functional literacy skills to the extent that the school factors could explain and predict the dependent variable. The discussion of results is presented in this chapter.

5.1 Status of Selected Primary Schools According to: Curriculum Implementation, Teacher Quality, School Location, Class Size and School Library

The findings of this study revealed that in the participating schools, curriculum implementation was poor while teacher quality was average. These could be due to poor teaching methods, non-use of variety of assessment and teaching methods as well as lack of instructional materials and adequate school facilities for teaching and learning. Also, this might not be unrelated to teachers' professional development that was poor in terms of attendance of seminars, workshops and conferences as indicated in this study.

This study also revealed that though, most of the participating schools had small class sizes, up to 40% of the schools had fairly large and large class sizes. Each of these large classes was made up of two or three different classes with two or three teachers in a physical classroom, owing to lack of adequate classrooms. That gave room for teachers to be absent from school at will, since a teacher always taught the pupils together at a time. Moreover, when three teachers are in a class, they have the tendency to engage in idle chatter during class assignments, instead of going round to provide individualized instruction and nudge pupils towards the objective of the lesson.

This study also revealed that many of the schools did not have libraries. Generally, the quality of the school libraries was very poor. There were no professional librarians in most of the schools. The stores were used as libraries in most cases. Thus, there was no adequate space, furniture, lighting and ventilation.

Most of the libraries had no book shelves. Books were kept inside U.B.E. boxes. In some school libraries some of the boxes were left open, while in some school libraries, all the books were locked up inside the U.B.E. boxes used to convey them from the Universal Basic Education Commission, Abuja. This wrong attitude coupled with the short time that the libraries were open to pupils, resulted in poor access for pupils. Information materials were grossly inadequate. Even pictures of famous peoples, places and events, as well as historical objects, local rocks, metals, arts and crafts that could be sourced locally were not in the libraries. This can be attributed to lack of resourcefulness on the part of teachers and Head-teachers. These findings are in line with the assertions of Kolawole (1999), Amucheazi (2001) and Obayemi (2002), that library and its development are neglected in government owned schools. These scholars further reveal that many Nigerian schools lack facilities that could help pupils to develop positive reading culture, and enhance their reading and numeracy skills.

5.2 Pupils' Level of Functional Literacy Skills in Terms of the Ability to Read and Understand A Simple Passage, Write a Simple Composition, Read and Understand Simple Tables, Read and Understand Traffic Signs, Complete Application Form to Secondary School, Perform Basic Numeric Functions, Apply Numeracy Skills and Fill Bank Deposit Form

The findings of this study showed that pupils' functional literacy skills in terms of reading skills were fair but many pupils could not read. Moreover pupils' writing skills were very poor to the extent that many of them wrote their names starting with small letters, with capital letters in the middle of the names. Some pupils wrote capital letter D facing left. Bad spellings, non-use of punctuation marks, poorly constructed sentences and bad hand writings were very common with the pupils. These might not be unrelated to the fact that pupils are not taught how to write letters and words correctly, as well as the fact that they don't write compositions often. These findings are in line with the findings of MLA Reports (1997), National Population Commission (Nigeria) and ORC Macro (2005), Komolafe (2010) and Komolafe (2011) that Nigerian public primary school pupils cannot read and write.

The findings of this study also indicated that pupils' ability to apply reading, writing and numeracy skills to fill application form to secondary school, fill bank deposit form as well as read and understand simple table was below average. It was further revealed that pupils' numeracy skills were above average, but their ability to apply numeracy skills to solve real life problems was poor. These findings corroborate the assertions of Mendoza (2002) and the Independent Evaluation Group of the World Bank (2006) that some primary school pupils who are good at reading, writing and numeracy skills are unable to apply such skills in their daily practical lives. Furthermore, that in Africa, many primary school pupils spend much of their time copying from the chalk board. They can read and write but could not comprehend what they read and write. Thus, they cannot apply what they read and write to solve real life problems for their own benefit or for the benefit of the society.

This problem of application may be due to teacher centred activities, non involvement of pupils in practical learning experiences individually and in groups. However, this study showed that pupils' ability to read traffic signs was above average. Perhaps the drawings on traffic signs made it a sort of picture reading to the pupils, leading to easy understanding. Most importantly, pupils' performance in functional literacy test was below average. This is in agreement with the findings of MLA (1997), ADEA (2005) and UNESCO (2008) which assert that primary school pupils in Nigeria cannot exhibit competences in reading, writing, numeracy skills and communication skills. Moreover, that in Africa, pupils lack even basic literacy skills after several years of schooling. They are not well equipped by the past and current formal education. Thus, children, who are future adults, risk dropping out of school too soon or being illiterates despite completing primary school.

5.3.1 The Relationship Between Curriculum Implementation, Teacher Quality, School Location, Class Size, School Library and Pupils' Reading and Writing Skills

The findings of this study showed that curriculum implementation had positive and significant relationship with pupils' reading and writing skills. Improvement in the manner of implementation of school curriculum coupled with adequate school facilities will lead to improvement in pupils reading and writing skills, vice versa. This is in line with the assertions of Ogunleye (2002) and Kolawole (2006) that curriculum implementation is a significant learning factor.

The findings of this study also revealed that teacher quality had positive and significant relationship with pupils' reading and writing skills. The higher the teacher quality in terms of qualifications, years of teaching experience, high frequency of attendance of seminars, workshops and conferences, language proficiency, instructional delivery, versatility in assessment and teaching methods as well as teacher-pupils interpersonal relationship, the better the pupils reading and writing skills. This corroborates the assertions of Ajayi (2004) and Okoruwa (2007) that teachers' qualification, years of teaching experience, teachers' methods of teaching, teacher-pupils interaction and seminar attendance have significant effects on pupils academic and literacy achievement, as well as acquisition of numeracy skills.

This study also revealed that school library had positive and significant relationship with pupils reading and writing skills. The more efficient the school library is in terms of open access, management by professional librarian, adequacy of information materials, recent books, audio-visuals, furniture, adequate lighting and ventilation, the better the pupils' achievement in reading and writing skills as well as academic achievement. This is in line with the assertion of Gniewek (1999) that pupils who attend schools with high quality library programmes score higher on standardized tests, read at higher levels and achieve more in all subject areas, regardless of the socio-economic and educational levels of their parents.

The finding of this study also showed that school location had negative and significant relationship with pupils' reading and writing skills. Pupils in urban schools

performed better in reading and writing skills than their peers in rural schools. This might be due to the fact that political leaders are comfortable providing qualified teachers, teaching and learning materials and facilities for teaching and learning in urban schools, where they can be easily show-cased for political gains. This corroborates the findings of Odinko (2002) and Lawani (2004) that school location has direct and indirect influence on pupils' acquisition of reading and writing skills. The scholars assert that pupils in urban schools performed better in reading and writing skills than their counterparts in rural schools. This is because schools located in urban areas receive better attention in relation to teacher supply, availability of teaching and learning materials. Urban schools also attract motivated, quality teachers and students who exhibit readiness to take academic work seriously.

The finding of this study also revealed that class size had negative and significant relationship with pupils' reading and writing skills. This agrees with the findings of Akinbote (1994), Lackney (1999), Okore (2000) and Fabunmi (2002) that class size has strong and direct effect on pupils academic achievement. Akinbote (1994) further reveals that a large class size is exhausting and frustrating. As such, it leads to failure in most school subjects. Lackney (1999) asserts that the Tennessee STAR project showed that pupils in smaller k – 3rd Grade showed a 15% improvement on reading over their peers in larger classes. These benefits of small-sized class could be attributed to more attention given to each pupil by the teacher. Pupils gain more confidence, leading to increase in voluntary participation in learning activities.

5.3.2 The Relationship Between Curriculum Implementation, Teacher Quality, School Location, Class Size, School Library and Pupils Numeracy Skills

The findings of this study revealed that curriculum implementation had positive and significant relationship with pupils' numeracy skills. Effective implementation of the curriculum whereby there are adequate instructional materials and facilities, adequate utilization and manipulation of real objects by pupils enhance pupils' numeracy skills. It was further revealed that teacher quality had positive and

significant relationship with pupils numeracy skills. The higher the teacher quality, not only in terms of qualification and experience but also in terms of instructional and assessment varieties, as well as involvement of pupils in practical activities, the better the instructional delivery which positively affects pupils' numeracy skills. This is in agreement with Inyang (2000) assertion that teacher characteristics are significant contributors to pupils' performance in numeracy skills test.

However, findings of this study showed that school library had positive but not significant relationship with pupils' numeracy skills. This contradicts the findings of Sinclair-Tarr and Tarr (2005) which reveal that there is a significant positive relationship between school library and pupils' achievement in mathematics. Both scholars further reveal that total books in collection, average hours accessible per week, presence of video collection, types of access hour per week and type of technology available have significant positive relationship with pupils achievement in elementary mathematics. The contradiction between Tarr's findings and this study's findings might be due to the fact that the school libraries included in this study were very poor in terms of all the quality library indicators and information materials considered in this study (see Tables 4.8 and 4.9) which are similar to those listed by Sinclair-Tarr and Tarr (2005).

The findings of this study also indicated that school location had significant negative relationship with pupils' numeracy skills. Pupils in urban schools performed better in numeracy skills than their peers in rural schools. This might be due to the fact that rural schools often have problems of inadequate teachers, inadequate school facilities and materials for teaching and learning. Even the few teachers and pupils in rural schools go to school at will, because they don't take teaching and learning seriously. Teachers in rural areas often use male pupils for farming while they use female pupils for home chores. All these have negative effects on pupils' numeracy skills. This finding corroborates the assertions of Inyang (2000) and Lawani (2004) that school location has direct and indirect influence on pupils' performance in numeracy skills. The scholars also reveal that the community in which a school is located brings about different attitudes towards teaching and learning. Moreover, that

the community in which a school is located influences the quality of teachers who would want to work their. These and community participation in school development affect pupils' performance in numeracy skills.

The findings of this study also revealed that class size had negative and significant relationship with pupils' numeracy skills. Pupils in small classes performed better in numeracy skills than their counterparts in large classes. This is in line with Lackney (1999) that the Tennessee STAR project (1989) showed that pupils in smaller k – 3rd Grade classes showed a 15% improvement on mathematics scores over their peers in larger classes. This could be explained by the fact that in small class size, teachers have more interaction with each pupil. Teachers can provide a rich and vastly different teaching methods and learning activities for different groups of pupils. Peer learning is possible, with voluntary participation and increased attention on the part of pupils.

5.3.3 The Relationship Between Curriculum Implementation, Teacher Quality, School Location, Class Size, School Library and Pupils' Application of Reading, Writing and Numeracy Skills (Functional Literacy Skills)

The findings of this study showed that curriculum implementation had positive and significant relationship with pupils' application of reading writing and numeracy skills. The more efficiently implemented the curriculum, the higher the ability of pupils to apply reading, writing and numeracy skills to solve real life problems, vice versa. This is in line with the assertion of Kolawole (2006) that when a curriculum is deficient in implementation, it results in a form of education that incapacitates its recipients in confronting and solving their personal and societal problems in practical and realistic ways. This might be due to the fact that the availability and use of school facilities, teaching and learning materials, as well as the use of various assessment and teaching methods always influence how well a curriculum is implemented. This in turn affects pupils acquisition of functional literacy skills.

The findings of this study further showed that teacher quality had positive and significant relationship with pupils' application of reading, writing and numeracy skills. The higher the teacher quality based on the teacher's qualification, well

planned lesson, language proficiency, use of various assessment and instructional methods, task involvement, teacher-pupils interpersonal relationship, attendance of seminars and workshops, the more efficient and effective the teacher is. This often results in a high ability for pupils in the application of reading, writing and numeracy skills to solve real life problems. In essence, teacher quality had significant positive relationship with pupils' functional literacy skills. This finding supports the findings of Rowe and Rowe (2002) who assert that while social background of pupils, school type and gender related issues are important, these factors are not as significant learning factors as quality teaching, supported by strategic professional development.

The findings of this study also revealed that school library had positive and significant relationship with pupils application of reading, writing and numeracy skills. This corroborates the findings of Gniewek (1999) that pupils who attend schools with quality library programme (in terms of certified school librarian, open access, and multiple resources in a sizable library collection) score higher on standardized tests, read at higher levels and achieve more in all subject areas, regardless of the socio-economic and educational levels of their parents.

The findings of this study further showed that school location had negative and significant relationship with pupils application of reading, writing and numeracy skills. Pupils in urban schools performed better in the application of reading, writing and numeracy skills to solve real life problems than their counterparts in rural schools. That is, pupils in urban schools performed better in functional literacy skills test than those in rural schools. May be poverty and teachers' absenteeism contributed to the poor performance of rural school pupils in the application of reading, writing and numeracy skills, because their parents often engage them in farming and petty trading. As such they don't attend school regularly. This is in line with the findings of Lawani (2004) that the environment in which a school is located brings about different responses and behaviours. Pupils in rural schools are disadvantaged in many areas such as teacher quality, teacher supply, availability of teaching and learning materials.

The findings of this study also indicated that class size had negative and significant relationship with pupils application of reading, writing and numeracy skills. Pupils in small classes performed better in application of reading, writing and numeracy skills to solve real life problems than pupils in larger classes. This is in line with the assertions of Fabumi (2002) and Winchester (2006) that class size has a strong and direct effect on pupils performance in examination. Winchester reveals furthers that a large class size leads to dwindling productivity for teachers. Exhibition of better functional literacy skills by pupils in smaller classes might be due to the fact that the teacher was able to control the class better, have the attention of the pupils and monitor pupils learning activities better, giving prompt corrective feedback.

5.4 Composite Effect of School Factors: Curriculum Implementation, Teacher Quality, School Location, Class Size and School Library on Functional Literacy Skills of Primary School Pupils

The findings of this study revealed that the 5 factors (curriculum implementation, teacher quality, school location, class size and school library) had joint positive relationship with pupils functional literacy skills. This implies that the 5 factors considered in this study were relevant in determining pupils' functional literacy skills. Also, 11.4% of the total variance in the dependent variable (pupils' functional literacy skills) was explained by the 5 factors taken together.

This study has established that efficient implementation of the school curricula enhanced pupils' functional literacy skills. This could be due to the fact that when relevant school facilities, teaching and learning materials were available and put into use with effective teaching methods, pupils' functional literacy skills improved. This is in line with the assertions of Ajila (2003) and Okoruwa (2007), that enhanced explicit teaching has significant effect on pupils' achievement in elementary mathematics. Also, this study showed that improvement in teacher quality in terms of qualification, professional development, lesson guide clarity, assessment and instructional variety as well as involvement of pupils in practical activities enhanced pupils' functional literacy skills. This corroborates Ajayi (2004), which avers that

teacher-pupils interaction, teacher's methods of teaching and seminar attendance enhance literacy achievement.

The findings of this study also showed that pupils in urban schools performed better in functional literacy skills than their peers in rural schools. This might be owing to the fact that urban schools always have more teaching and learning materials, school facilities and competent teachers than rural schools. This is in agreement with the assertion of Nash (2000) that the community in which a school is located influences children's functional literacy skills, depending on certain factors available or not available in the community. Such factors are library, computer centres, electricity and roads among others.

This study has revealed that pupils in small class sizes performed better in functional literacy skills than their counterparts in large class sizes. This might be due to the advantages of small class size. A small class size enables teachers to have more interaction with each pupil, give increased attention to pupils, prepare different learning experiences for different groups of pupils. It also encourages active participation of pupils in learning tasks alone and in collaboration with peers.

Moreover, this study has also shown that as the quality and efficiency of the school library increased, pupils functional literacy skills increased too. This might be due to the fact that an increase in the provision of information materials (see table 4.10) in a comfortable school library, with increased access for pupils, under the guidance of certified librarians increased the efficiency of the library and enhanced pupils functional literacy skills. This might not be unrelated to the fact that a quality school library stimulates and inculcates reading habits in children. It exposes pupils early enough to the correct use of reference materials. It prepares pupils for independent study. It also provides relevant materials for the teaching and the development of functional literacy skills. This finding is in line with the assertion of Lance (2000), that students in schools with better funded and staffed school libraries tend to achieve higher test scores, whether their schools and communities are rich or poor and whether the adults in the community are well or poorly educated.

5.5 Relative Effects of School Factors: Curriculum Implementation, Teacher Quality, School Location, Class Size and School Library on Functional Literacy Skills of Primary School Pupils

The findings of this study showed that out of the 5 factors, school location made the highest contribution to pupils functional literacy skills, followed by teacher quality, the class size and curriculum implementation, while school library made the lowest contribution. This is in line with Inyang (2000) which avers that school location made the highest contribution to pupils achievement in literacy and numeracy skills

This order of contribution in which the school library made the lowest contribution to pupils' functional literacy skills, followed by curriculum implementation might be due to the status of the school libraries and curriculum implementation in the selected schools. The weighted average for the rating of library facilities and resources was 1.06 out of the maximum score of 4.00 (see Table 4.8). Information materials in the libraries were grossly inadequate (see Table 4.9). In most of the schools, pupils rarely used the libraries because of some obvious problems.

(i) The libraries were too small to contain up to 30 pupils at a time.

(ii) There were no book shelves to display the books. Thus pupils could not easily access the books.

(iii) The furniture in the libraries was inadequate and uncomfortable.

(iv) Most of the libraries did not have certified librarians who could guide pupils on how to access and use information materials.

(v) The libraries were not open for long hours to allow for open access before school, during school and after school hours. In essence, open access was poor.

All these led to low efficiency and non-effectiveness of the school libraries.

In most of the selected schools the manner in which the school curricula were implemented was poor. Curriculum implementation had a weighted average of 1.48 out of the maximum score of 4.00 (see Table 4.1). In spite of the fact that 92.5% of the teachers were certified, while 80% of them had teaching experience spanning

between 11 years and above 20 years (see Tables 4.2 and 4.3), they did not exhibit skills in the use of different assessment and teaching methods. Their teaching method was teacher centred and mostly a chalk and board affair. Pupils were rarely involved in practical learning activities either individually or in groups. Teachers were not resourceful enough to improvise some instructional materials that were not available but essential for teaching and acquisition of functional literacy skills. Teachers' assessment methods concentrated on paper work in form of class assignments, tests and examinations. Assessment of pupils based on discussions and out of class projects were not used. Many facilities needed for teaching and learning were not available in the schools. Though computers were available in a few schools, there were no information technology personnels or competent teachers to teach pupils how to use the computers.

5.6 School Factors that Predicted the Functional Literacy Skills of Primary School Pupils

The findings of this study also showed that out of the 5 factors, only 3 could predict pupils' functional literacy skills. These are teacher quality, school location and class size. This might be due to the fact that pupils' acquisition of functional literacy skills depends to a great extent, on the ability of the teacher to use different effective teaching methods to get pupils involved in practical learning activities. Also, the teacher's ability to coordinate the proper use of teaching and learning materials, combined with the use of appropriate school facilities enhance pupils' functional literacy skills. This finding corroborates Rowe and Rowe (2002) which avers that while social background of students, schools type and gender related issues are important, they are not as significant learning factors as quality teaching supported by strategic professional development.

However, school location which is another predictor of pupils' functional literacy skills in this study, might be due to availability or non-availability of school facilities such as library, school farm, computers, teaching and learning materials as well as quality teachers. This finding supports the assertion of Nash (2000), that the

community in which a school is located influences children's functional literacy skills, depending on certain facilities that are available or not available in the community.

Class size which is also a predictor of pupils' functional literacy skills in this study, might be due to the fact that in small class size, teachers could closely monitor each pupil's progress during teaching and learning process than in large class sizes. Moreover, in a small class size, the teacher could control the class better, make pupils pay more attention and actively participate in learning activities individually or in cooperation and collaboration with peers. This finding is in line with the assertion of Owoeye (2000), that students academic achievement depends to a large extent on the class-size.

5.7 Conclusion

This study investigated the relationship between school factors (curriculum implementation, teacher quality, school location, class size, school library) and pupils functional literacy skills. Some contributions to knowledge have emerged as a result of the research findings.

The findings have shown that the functional literacy skills of primary school pupils are below average. The study also reveals that each of the five school factors has significant relationship with pupils' functional literacy skills. The five factors (curriculum implementation, teacher quality, school location, class size and school library) have joint positive correlations (R= .344) with pupils' functional literacy skills. 11.4% of the total variance in pupils' functional literacy skills is explained by the five factors taken together. The order of the contributions made by the school factors to pupils functional literacy skills is: school location, followed by teacher quality, then class size, curriculum implementation and school library. Out of the five factors, only three could predict pupils' functional literacy skills. These are teacher quality, school location and class size.

All these are indications that the five school factors have the potentials to improve primary school pupils' functional literacy skills. Thus, the government,

policy makers, curriculum planners, Head-teachers, teachers and parents should take note of these school factors and make concerted efforts to improve on them, in order to improve pupils' functional literacy skills.

Though this study was restricted to Ondo State, the research findings and recommendations could be used to enhance pupils' functional literacy skills in others States nationwide.

5.8 Recommendations

This study emerged out of the researcher's concern about the need for pupils in Nigerian public primary schools to acquire functional literacy skills and be empowered to apply reading, writing and numeracy skills to solve real life problems. Thus, in later life they (including those who do not go beyond primary school) will be able to combat socio-economic problems such as poverty, unemployment, disease, HIV/AIDS, political and religious intolerance among others, and thereby improve their quality of life and the society.

The researcher was equally prompted by the previous findings of M.L.A. (1997), ADEA (2005), National Population Commission (Nigeria) and ORC Macro (2005) and Komolafe (2010) that public primary school pupils in Nigeria cannot read, write and show competences in numeracy skills. That in many schools in Africa, primary school pupils are unable to acquire even basic literacy skills after several years of schooling. Thus, many of them risk dropping out of school too soon or being illiterates after completing primary school.

However, researches on acquisition of functional literacy skills in Nigeria and other parts of the world focused on non-formal education sector, especially on adult literacy. To the best of the researcher's knowledge, in Nigeria, there has not been much research on pupils' functional literacy skills and how to improve the functional literacy skills of primary school pupils, in spite of the various findings which indicate that many pupils and products of public primary schools in Nigeria, cannot read, write and numerate. This is why this study is unique, because it has filled this gap by investigating the relationship between school factors (curriculum implementation,

teacher quality, school location, class size, school library) and pupils functional literacy skills, in order to find out how pupils could be helped to acquire functional literacy skills for self development and the development of the society. Moreover, this will gradually reduce the number of adults that are not functionally literate in Nigeria.

However, based on the findings of this study some recommendations are given to government/policy makers, school administrators, Head-teacher, teachers, pupils and parents.

5.8.1 Recommendation for the Government/Policy Makers

(1) Curriculum implementation

For curriculum to be well implemented to enhance pupils' functional literacy skills, the government should make concerted efforts to provide adequate teaching and learning materials, as well as school facilities for teaching and learning. Moreover, policy makers should put in place an efficient monitoring department, with seasoned inspectors. They should visit schools regularly and monitor teaching and learning in the classrooms, even before they make their presence known to the head-teachers. This will make the head-teachers and teachers to work hard and conform to better practices in curriculum implementation. Moreover, curriculum planners should include hand writing and dictation in the primary school curriculum.

(2) Professional Development and Motivation of Teachers

Policy makers should encourage Head-teachers and teachers to attend seminars, workshops, conferences and certified courses during the terminal and end of session holidays only. The government and universities should work together to ensure compliance on the part of teachers, so that their professional development should not be at the expense of efficient teaching and learning. Moreover, the government should motivate teachers by paying for their accommodation, feeding and transportation during such periods. Weekend classes should be discouraged, since teachers involved focus more on that (doing assignments) during the week than on teaching and learning, to the detriment of their pupils. Teachers should be well paid. Hard working teachers should be identified and rewarded.

(3) Provision of Adequate Classrooms

The government should provide adequate classrooms, so that each classroom will contain not more than 30 pupils as recommended by the National Policy on Education (FRN 2004). The implication of this for education is that there will be more effective teaching and learning in a class of 30 pupils with a teacher at a particular point in time, than in a class of 60 pupils with two or three teachers. As such, truancy, laziness, idle chatter and working under capacity will be curbed.

(4) Provision of Quality Libraries

It is imperative that governments at Federal, State and Local levels should work together to provide quality school library for every primary school. The library should be spacious, well furnished, well ventilated and well stocked with information materials. Conversion of stores to libraries as the norm is, in the few schools that have libraries should be discouraged. A classroom should be set aside to accommodate the school library collection. A multi-purpose library should be provided to serve many schools located in the same area.

At least a librarian and an assistant librarian should be employed in every primary school library, so that there could be open access between 7 a.m and 5.00pm daily. This will inculcate good reading habits in the pupils, prepare them for independent study, and give them access to relevant books and information materials which they lack. This will greatly help public primary school pupils (usually from poor homes which lack books, newspapers, computers etc) to acquire functional literacy skills.

(5) School Location

The government should give equal attention to schools in urban and rural areas in the provision of qualified teachers, teaching and learning materials, adequate classrooms and quality libraries. Primary schools in nearby communities could be merged so as to pull resources together for effective teaching and learning. A bus should be provided for transporting pupils and teachers to the school. Good roads are essential to make schools in every location accessible to teachers, pupils and school inspectors. This will reduce teachers and pupils absenteeism. Teachers should be

motivated to work in rural schools through the payment of special allowance by the government.

(6) The findings of this study should serve as a data base for monitoring the progress of EFA in Ondo State, in relation to how well the pupils are equipped with skills and competences for further learning and for dealing with socio-economic challenges in later life. Also, the findings should serve as a guide to policy makers in making concerted efforts towards the realization of EFA and MDGs.

5.8.2 Recommendations for Head-Teachers and Parents

The head-teachers should go round regularly to monitor teaching and learning in the classrooms. Head-teachers should not depend on the government alone in sourcing for school facilities like classrooms, toilets, school hall, laboratory, equipment, furniture, and information materials for the school library. They should approach philanthropists and old students for donations. Head teachers should appeal to the aged in the school community to bequeath books and information materials to their schools e.g. historical objects, local arts and crafts, rocks, metals and carvings among others.

Parent-Teacher Association should be encouraged to contribute in cash and kind to provide school facilities like classrooms, toilet, school hall, laboratory and equipment for the school. Pupils could be asked to bring pictures of famous people and places as well as local arts and crafts for the school library.

5.8.3 Recommendations for Teachers and Pupils

Teachers should not be complacent about their paper qualifications. They should endeavour to sharpen their skills in effective teaching methods. They should be conversant with new findings on teaching and acquisition of functional literacy skills, and practise such in the classroom. They should be interested in attending seminars, workshops, conferences and also embark on certified courses.

Teachers should be versatile in the use of different assessment and teaching methods. They should weave assessment, teaching and learning together. This will

enable the teacher of functional literacy skills to move each pupil from what he or she already knows to what is to be known or from one level of skill to the next level in reading, writing, numeracy skills and application. They have to realize that observational learning, scaffolding and peer learning could be very effective in the teaching and acquisition of functional literacy skills.

Teachers should not restrict the teaching of reading, writing and numeracy skills as well as application to the classrooms only. Pupils could learn a lot when they are taken outside the classroom. They could also learn a lot within the school premises or within the community in which the school is located. Pupils should be given out of class projects and homework based on practical activities regularly. They should be encouraged to discuss such assignments with their peers under the guidance of the teacher.

Teachers should target improvement efforts on pupils spellings and use of punctuation marks through regular spelling and dictation exercises. Construction of correct sentences by pupils should be enhanced through regular discussions, story telling, sharing of news and composition writing. Pre-writing activities should precede composition writing, so as to create a pool of ideas, from which every pupil can tap while writing any particular composition. Also, pupils should be made to apply their numeracy skills to real life situations. All these will enhance pupils' functional literacy skills.

5.9 Contributions to Knowledge

This study has contributed to knowledge in various ways. It has:

- this study extends the previous research on pupils' literacy and numeracy skills beyond reading, writing addition and subtraction by including application of those skills practically in daily activities.
- identified the areas of weaknesses of pupils in functional literacy skills. These include writing skills, and application of reading, writing and numeracy skills in solving real life problems. Suggestions have been given to teachers on how to help pupils improve on those skills.

- identified the weak areas of teachers concerning non-use of different instructional methods and assessment methods which could make teaching effective and enhance pupils' functional literacy skills. Also, this study has identified the non-involvement of pupils in practical activities during teaching and learning of functional literacy skills. As such, suggestions have been given to teachers to involve pupils in practical activities during teaching and learning, in order to make learning more meaningful and interesting in the process of acquiring functional literacy skills. Moreover, teachers are informed of the need to be versatile in instructional and assessment methods.
- provided useful information to Head teachers and teachers on how to source for school facilities and resources from other sources apart from the government. Such facilities are classrooms, school hall, toilet, laboratory, equipment, as well as books and information materials for primary school libraries.
- provided useful information to the government, policy makers, Head-teachers and teachers on how to develop quality libraries that will be efficient and effective in enhancing pupils functional literacy skills
- provided useful information to government and policy makers on how to improve on curriculum implementation, teacher quality, school location, class size and school library in public primary schools, to enhance pupils' functional literacy skills. The study emphasized that special attention should be paid to quality teaching, school location and class size.
- revealed that if primary school pupils are functionally literate:

  (a) this will gradually reduce the number of adults that are non-literate in the society.

  (b) pupils in later life will be empowered socially, economically and politically.

  (c) pupils in later life will be able to deal with socio-economic problems such as poverty, unemployment, disease, political and religious intolerance

among others. They will have good standard of living and impact positively on their society.

5.10 Limitations of the Study

There are some limitations that may affect the generalization of this study. One of them is that the study was carried out in only ten Local Government areas out of the eighteen Local Government areas that make up Ondo State. The forty schools used for the study were also a limitation, because they were randomly selected, while the forty teachers and the one thousand, one hundred and six pupils from the forty schools were taken from their intact classes. There is no doubt that the number of pupils, the number of teachers, the schools locations and the choice of Local Governments for the study imposed some limitations. The fact that the study was restricted to only primary five pupils in the forty schools is a limitation.

The dependent variable was based on reading skills, writing skills, numeracy skills and their application in real life situations. Verbal skills were not considered in this study. On the independent variables, home factors like parents' educational level, parents' economic status, parents' involvement in homework, home language and home location among others, which may likely influence pupils' functional literacy skills were not considered in this study too. In spite of these limitations, the findings of this study are not in any way invalidated.

5.11 Suggestions for Further Research

For every research there is always room for further studies. This research should be replicated in other states of the country to serve as a data base for monitoring how well schools are equipping pupils with skills and competences for further learning and for dealing with socio-economic problems later in life. Apart from the five school factors studied here, other school factors such as school type and Head-teachers' leadership style could be explored.

This study should also be replicated using home factors as independent variables. Some home factors like parents' education level, parents' economic status,

parents' involvement in homework, home language and home location are likely to influence pupils' functional literacy skills. Further studies could be expanded to include home and school factors. Further studies may include verbal skills as a component of the dependent variable. Also, Further studies may be carried out at different levels of primary school.

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APPENDIX I

OBSERVATIONAL SCALE ON CURRICULUM IMPLEMENTATION (OSCI)

1. Name of school .....
2. School location: Urban ( ) Rural ( )
3. Sex: Male ( ) Female ( )

Kindly tick (√) the appropriate response

Key: Very often=4, Often=3, Sometimes=2, Rarely=1, Not at all=0

S/N	Issues and facilities	0	1	2	3	4
1	Restriction of 'reading to the class' to pupils that are good at reading.					
2	Involvement of pupils in pre-writing activities before they write any composition.					
3	Writing of composition at least once in two weeks.					
4	Opportunity given to pupils to have dialogue with one another.					
5	Opportunity given to pupils to discuss with the teacher, to promote communication skills.					
6	Giving pupils the opportunity to tell stories or give news verbally about events, using English language to communicate.					
7	Use of audio tapes and video tapes to teach pupils.					
8	Teaching maths using real objects which pupils observe, touch and manipulate.					
9	Availability of a school farm.					
10	Planting and nurturing of different types of crops and flowers in the farm/garden by pupils.					
11	Rearing of animal in the school.					
12	Teaching of cookery and baking in this school using necessary equipment.					
13	Teaching of crafts e.g. head-rest, table-mat, basket weaving, bead stringing etc.					
14	Teaching of elementary science using teaching aids like video or colourful diagrams.					
15	Teaching and monitoring of children's physical development.					
16	Teaching pre-marital sex and its consequences (eg. HIV/AIDS) with the aid of pictures and/or video.					
17	Availability of computers for teaching pupils how to use a computer.					
18	Using of computers by pupils under the teacher's guidance.					
19	Pupils participation in class discussion and viewing things from different perspectives, during teaching and learning.					
20	Giving class assignments in core subjects three times a week.					
21	Prompt marking, discussion and correction of class assignments.					
22	Giving pupils out of class projects on English language, maths, elementary science, social studies and computer studies once a term.					
23	Prompt marking of projects and home-work.					
24	Teacher giving corrections promptly.					
25	Use of various forms of reward when pupils perform well.					

OBSERVATIONAL SCALE ON TEACHER - QUALITY

SECTION A: Socio-Demographic Data

1. Name of school .....

2. School location: Urban ( ) Rural ( )

3. Sex: Male ( ) Female ( )

4. How many students do you have in your class?
   (a) 1 – 30 ( )
   (b) 31 – 40 ( )
   (c) 41 – 50 ( )
   (d) Above 50 ( )
   (e) 60 and above ( )

SECTION B: Bio-Data

1. Highest qualification:
   (a) SSCE/GCE O/L/OND ( )
   (b) TC II ( )
   (c) NCE ( )
   (d) B.Sc/B.A/HND ( )
   (e) B.Ed/PGDE ( )

2. Years of teaching experience
   (a) Below 5 years ( )
   (b) 5 – 10 years ( )
   (c) 11 – 15 years ( )
   (d) 16 – 20 years ( )
   (e) Above 20 years ( )

3. Frequency of seminars, workshops or conferences attended
   (a) Once in three sessions
   (b) Once in two sessions ( )
   (c) Once in a session ( )
   (d) 2 times in a session ( )
   (e) 3 times in a session ( )

4. When did you undergo courses in recent years?
   (a) 2007 ( ) (b) 2008 ( )
   (c) 2009 ( ) (d) 2010 ( )
   (e) 2011 ( ).

Section C:

INSTRUCTION: The researcher and research assistants should use this to rate the teachers during classroom teaching.

Key: Very often=4, Often=3, Sometimes=2, Rarely=1

S/N	Lesson Features	Indicators	RATINGS			
			1	2	3	4
(1)	Lesson guide clarity and Instructional variety	1. well planned lesson				
		2. lesson introduction				
		3. language proficiency.				
		4. use of different teaching methods				
		5. ability to change the teaching method during lesson, if she gets the message that her students are stuck.				
(2)	Task involvement in teaching functional literacy skills (classroom practice)	6. read to the class				
	Giving every student the opportunity to:	7. think, talk and work together in a group				
		8. carry out certain tasks according to written instructions.				
	Ability to:	9. encourage students to apply what is taught in the classroom in their daily lives and come back to discuss their various experiences.				
		10. ensure that there is no double standard for the teacher and pupils e.g. (i) punctuality should not be expected from pupils alone but from the teacher as well. (ii) be polite to pupils				
(3)	Teacher - pupils interpersonal relationship.					
		11. Helping pupils to develop self - confidence				
		12. Encouraging pupils to move freely in the class to interact with materials.				
		13. Encouraging pupils to interact with themselves.				
		14. Encouraging pupils to interact with him/her on subjects taught as well as on personal matters.				
(4)	Evaluation	15. skill in questioning				
		16. discussion method of assessing pupils				
		17. class assignment given				
		18. projects/homework given				

SCHOOL LIBRARY INVENTORY (SLI)

INSTRUCTION: Please read each item carefully and write or tick (√) the appropriate box to give an honest response. Every response will be treated as private and confidential.

SECTION A: Socio-Demographic Information

1. Name of School: .....

2. Location of the School: .....

3. The school enrolment is
   (a) Less than 500 ( )
   (b) 501 – 600 ( )
   (c) 601 – 700 ( )
   (d) 701 – 800 ( )
   (e) 801 – 900 ( )
   (f) 1000 and above ( )

4. The number of teachers in the school including the Head-teacher is:
   10 – 15 ( )
   16 – 20 ( )
   21 – 25 ( )
   26 – 30 ( )
   Others (indicate)……

SECTION B: School Library Inventory

1. How would you describe this school library?
   (a) There is a standard library in this school ( )
   (b) There is a small library in this school ( )
   (c) There is a very small library in this school ( )
   (d) There is no library or a reading corner in my school ( )

2. If there is a library, who manages it?
   (a) A professional librarian ( )
   (b) The Head - teacher ( )
   (c) A teacher ( )
   (d) The library prefects ( )

3. The staff strength of the library is:
   (a) 2 professional librarians only ( )
   (b) 1 professional librarian and one assistant ( )
   (c) 1 professional librarian only ( )
   (d) No professional librarian ( )

4. How many books are in the school library?
   (a) About 10, 000 books ( )
   (b) About 5, 000 books ( )
   (c) About 2, 000 books ( )
   (d) Less than 1, 000 books ( )

5. When does the library open to pupils on school days?
   (a) Between 7.30 a.m. and 5.00 p.m. ( )
   (b) Between 7.30 a.m. and 4.00 p.m. ( )
   (c) Between 8.00 a.m. and 2.00 p.m. ( )
   (d) During the long break or when the teacher in charge in available ( )

6. Are the library resources relevant to pupils' academic information needs?
   (a) Very relevant ( )
   (b) Relevant ( )
   (c) Fairly relevant ( )
   (d) Irrelevant ( )

7. Are the resources adequate to satisfy pupils' information needs?
   (a) Very adequate ( )
   (b) Fairly adequate ( )
   (c) Inadequate ( )
   (d) Grossly inadequate ( )

8. What is the general physical condition of the information resources in the school library?
   (a) Good ( )
   (b) Loose (binding) ( )
   (c) Old and dusty ( )
   (d) Torn ( )

9. How many computers are in the school library?
   (a) Five and above ( )
   (b) Three ( )
   (c) One or two ( )
   (d) None( )

10. Who guides the pupils on how to use the computers?
   (a) An I.C.T. personnel ( )
   (b) The Librarian ( )
   (c) A teacher that is computer literate ( )
   (d) Any pupil that is computer literate ( )

11. In the school library, there are:
    (a) Adequate comfortable tables and chairs ( )
    (b) Few comfortable tables and chairs ( )
    (c) Enough benches and desks, but not comfortable ( )
    (d) Few benches and desks that are uncomfortable ( )

12. How are the information materials kept and displayed in the school library for easy retrieval or access? Tick those responses that are appropriate in your school library:
    (i) Books are neatly kept on the shelves ( )
    (ii) Some information are on software ( )
    (iii) Some information are on cassettes, CDs and DVDs ( )
    (iv) Magazines and Newspapers are on the racks and tables at the News corner ( )

13. Most of the books in the library were published
    (a) 10 years and below ( )
    (b) Over ten years ago ( )
    (c) Over 15 years ago ( )
    (d) Over 20 years ( )

14. In the school library, there are:
    (a) Many windows to allow for fresh air ( )
    (b) Few windows, thus, no adequate lighting and fresh air ( )
    (c) Just two windows, thus no adequate lighting and fresh air. ( )
    (d) A window and a door without adequate lighting ( )

15. In the school library there:
    (a) are fans and fluorescent lighting with regular supply of electricity ()
    (b) are fans and fluorescent lighting, but there is irregular supply of electricity ( )
    (c) is a fan but no regular supply of electricity ( )
    (d) is no fan or fluorescent lighting, no power supply ( )

16. Mention the various sources of library materials in your school. Tick as many as are applicable.
    (a) State Government and Local Government ( )
    (b) Gifts and donations from old students and philanthropists ( )
    (c) School expenditure ( )
    (d) Bequest: transfer of books to the school library from previous owner after his/her death ( )

17. Based on the school enrollment figure and the number of books in the school library, how many books per pupil does the school library have?
    (a) 20 books and above per pupil ( )

(b) 15 books per pupil ( )
(c) 10 books per pupil ( )
(d) 5 books per pupil ( )

18. What is the ratio of pupils to the librarian?
(a) 601 – 700 pupils : 1 librarian
(b) 701 – 800 pupils : 1 librarian
(c) 801 – 900 pupils : 1 librarian
(d) 901 – 1000 pupils : 1 librarian

Section C: Availability of information materials in your school library

(1) Which types of information materials are available in the school library? Tick (✓) the appropriate response.

S/N	Information materials	Available	Not available
1	Textbooks on different subjects		
2	Story books		
3	Encyclopedia		
4	Newspapers and magazines		
5	Dictionaries		
6	Global (world map)		
7	Maps/Atlases		
8	Slides and projectors		
9	Computer/computers		
10	Internet facility		
11	CD players and CDs/DVDs and DVD players		
12	Pictures (famous peoples, places and events		
13	Historical objects, local arts and crafts e.g. rocks, metals		
14	Time for library on the school timetable		

FUNCTIONAL READING AND WRITING SKILLS TEST

INSTRUCTION: Please, fill the background questionnaire in section A by either writing your response in the space provided or ticking (√) the Appropriate answer.

SECTION A

Name of School ……

Name: …… Class: …….

Sex: Male ( ) Female ( )

1. Read the passage below and answer all the five questions under it.

SECTION B

The Story of Ali Baba

Long ago, there was a man called "Ali Baba". He had forty wives and two hundred children. He was a very rich man, but a bad man too. He was a bad man because he was a thief. One day, he and five of his children went to steal in chief Ojo's house. The chief was sleeping when Ali Baba and his children came. The chief's soldier saw the thieves who had stolen many things. As Ali Baba and the thieves were going away, the chief's soldier caught them, beat them up, and killed two of the children.

(1) Answer these questions:

(a) How many wives did Ali Baba have?.....

(b) What work did Ali Baba have……

(c) Where did Ali Baba and his children go to steal?.....

(d) Who beat Ali Baba and the children?.....

(e) How many children died?.....

(2) WRITING: Write in five sentences on Myself.

_____

_____

_____

_____

_____

_____

_____

_____

_____

(3) TIME TABLE – (Lesson Periods)

Days	8.00am to 8.40	8.40am to 9.20	9.20am to 10.00	10.00am to 10.40	10.40am to 11.20	11.20 to 12 noon	12 noon to 12.40pm	12.40pm to 1.20	1.20pm to 2.00
Monday	English Lang.	Maths	Physical Educ.	Health Educ.	Agric Science	LONG BREAK	Science	Home Science	C.R.K. I.R.K
Tuesday	Music	English Lang.	Social Studies	Fine Art	Maths		French	Handicraft	Agric Science
Wednesday	Maths	English Lang.	Gardening	Gardening	C.R.K. I.R.K		Health Educ.	Science	Music
Thursday	Science	Physical Educ.	Maths	French	Fine Art		Social Studies	Home Science	Handicraft
Friday	Physical Educ.	Maths	English Lang.	Social Studies	Health Educ.		Fine Art	Agric Science	Music

Study the above time-table and answer the following questions:

(i) Write the day of the week that you have to bring farm tools for gardening.
_____

(ii) From what time to what time do you do gardening based on this time-table?
_____

(iii) How many minutes do you have for long break everyday?_____

(iv How many times do you have English language in a week? _____
(v) What time does the mathematics lesson start on Tuesday? _____

(4) Match these signs with their meanings

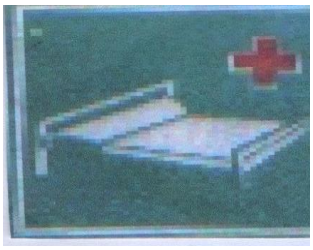
Find attached some traffic signs and informative signs, meant to guide people that are driving to arrive at their destinations peacefully and to locate certain places. Match the signs with their appropriate meanings by writing the number of each sign beside the correct meaning of the sign.

NARROW BRIDGE

(a) There is a pedestrian crossing ahead drive slowly.

NO U-TURN

(b) There is a narrow bridge ahead.



HOSPITAL

(c) Don't ever make a u-turn here.

DIRECTION TO THE AIRPORT

(d) There is a hospital here.

PEDESTRAIN CROSSING

(e) If you are going to the aiport, follow this direction sign.

(5) Complete this admission form. Choose two schools from the list of Federal Government Colleges below.

No:

THE FEDERAL MINISTRY OF EDUCATION, ABUJA

APPLICATION FORM FOR ADMISSION

INTO J. S. ONE OF UNITY SCHOOLS, 20..../.....SESSION

The Ministry reserves the right to place a pupil in any Secondary School other than schools of his/her choice:

1. Surname..... 2. Other names ……

3. Residential Address .....

4. Postal Address (if different from Residential Address):

   ……

5. Sex …… 6. Date of Birth ..... 7. Age in October ……

8. State of Origin …….. 9. Home Town ……

SCHOOL OF CHOICE:

10. 1st choice …….

11. 2nd choice ……

    (In your own interest, please choose schools nearest to your residence)

12. Pupil's Signature …….

Parent/Guardian:

13. Name……..

14. Address ……

    ……..

15. Present Primary School ……..

    Signature and Stamp of Head teacher ……..

FOR OFFICIAL USE

YOU HAVE BEEN PLACED IN	**SIGNATURE, NAME AND STAMP OF PRINCIPAL OF SCHOOL OF FIRST CHOICE**
…… ……	……

THE LIST OF FEDERAL GOVERNMENT COLLEGES

(1) Federal Government Girls College, Oyo
(2) Federal Government College, Ogbomoso
(3) Federal Government College, Ipetumodu
(4) Federal Government Girls College, Akure
(5) Unity Secondary School, Owo
(6) Federal Government College, Idoani

FUNCTIONAL NUMERACY SKILLS TEST

Instruction: Please write your answers on the lines or space provided.

Name of School …….....

Name: …… Class: ……

Sex: Male ( ) Female ( )

(1) Inside your drug bottle are some tablets of paracetamol. Read the instruction on the bottle and answer the following questions.

(i) How many tablets are in your bottle? _____

(ii) If you are ill and asked to take 2 tablets three times a day how many will you take all together for one day? _____

(iii) If you are to take the drug for 5 days, how many will you take for the five days? _____

(iv) Do you have enough in your bottle? _____

(v) If not, how many more do you need to buy? _____

(2) On the school foundation day, the school bought a big cake, baked by Mrs. Adams. Mrs. Adams used the following recipe to bake the cake:

Your Birthday Cake

10 cups of flour _____ a_____ _____

1kg of sugar _____ b_____ _____

1kg egg _____ c_____ _____

1kg margarine _____ d_____ _____

2 spoonful of baking powder_____ e_____ _____

For your birthday you want to bake something like that, but half of the size of the school's cake. List the quantity of those items that you will need.

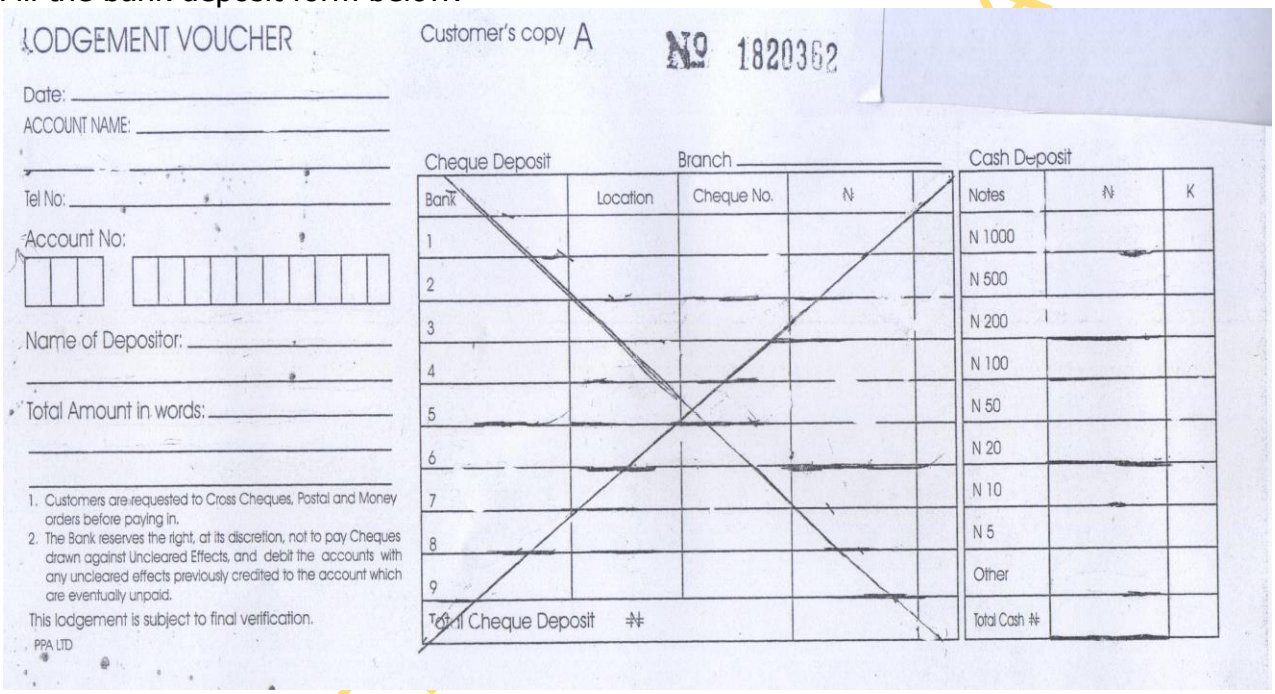
(3) There is a shopping bag on your teacher's table containing certain items with price tags. Bournvita is ₦550, milk is ₦500, while curry powder is N100. Calculate how much you have to pay for all the items in the bag.

Names of items	Price
a	
b	
c	
d	
Total	

(e) Your mother gave you ₦1,200 to pay for the items. What is the balance you have to collect after payment?_____

(4) Assume that you are to deposit or save five thousand naira in your bank account. The ₦5000 is made up of the following: Two N1000 notes and six ₦500 notes. Fill the different amount under cash deposit. Then, write the total. Accounts number is 2591601000514 which should be written inside the 13 boxes under Account No. Write the name of this town or village in front of branch. * Don't write anything under cheques deposit.

Fill the bank deposit form below:



LODGEMENT VOUCHER

Customer's copy A

No 1820362

Date: _____

ACCOUNT NAME: _____

Tel No: _____

Account No:

Name of Depositor: _____

Total Amount in words: _____

1. Customers are requested to Cross Cheques, Postal and Money orders before paying in.
2. The Bank reserves the right, at its discretion, not to pay Cheques drawn against Uncleared Effects, and debit the accounts with any uncleared effects previously credited to the account which are eventually unpaid.

This lodgement is subject to final verification.

PPA LTD

Cheque Deposit

Branch _____

Bank	Location	Cheque No.	₦
1			
2			
3			
4			
5			
6			
7			
8			
9			
Total Cheque Deposit	₦		

Cash Deposit

Notes	₦	K
N 1000		
N 500		
N 200		
N 100		
N 50		
N 20		
N 10		
N 5		
Other		
Total Cash ₦		

APPENDIX II

A Research Assistant explaining Instructions to Pupils During Functional Reading and Writing Skills Test (FRWST)

Pupils involved in Practical Activities During Functional Numeracy Skills Test (FNST)

A School Library with Inadequate Space, Furniture and Without Book Shelves

A School Library where Books were Locked up Inside Boxes

Instruments used for practical activities by pupils' during FRWST and FNST

UNIVERSITY OF IBADAN, IBADAN, NIGERIA

DEPARTMENT OF TEACHER EDUCATION

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Ref: TEE/6.75

19th August, 2011

TO WHOM IT MAY CONCERN

MRS. ABIKE FEHINTOLA FAGBEMI

MATRIC. NO. 110630

The bearer **MRS. ABIKE FEHINTOLA FAGBEMI** with Matric. No.110630 is a Ph.D student in the Department of Teacher Education, University of Ibadan. She is embarking on educational research which necessitates collection of Data from primary schools in Ondo State.

Kindly assist her with regards to her request which will enable her complete her research programme.

Thanks for your cooperation in advance.

Dr. F. A. Adesoji

QUALITY EDUCATION ASSURANCE AGENCY

HEADQUARTERS, ALAGBAKA, AKURE.

Our Ref: Q.Ed/BE/02/12 *Date:* 30th Sept., 2011.

To whom it may concern:

LETTER OF INTRODUCTION
- RE: FAGBEMI ABIKE FEHINTOLA

Above subject matter refers, please.

2. I am directed to introduce Mrs. Fagbemi Abike Fehintola to you.

3. Mrs. Fagbemi is currently embarking on a Research Programme for which she requires your kind assistance.

4. Kindly accord her the necessary recognition.

5. Thank you.

Gregory Akinrimisi
For: Director (Basic Education Dept.)