

**CONTRIBUTION OF INSTRUCTIONAL MATERIAL ON THE PERFORMANCE OF
BASIC EDUCATION IN DAMBATTA AND RIMIN GADO LGAs OF KANO STATE
(2015-2022)**

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ABSTRACT

Instructional materials are the teaching aid that can be used to provide instruction and to achieve the delivery of basic education, the main objective of the paper is to assess the contribution of instructional material on the delivery of basic education in Dambatta and Rimin Gado LGEAs of Kano State. The study employed the organizational systems theory by Daniel Katz and Robert Khan (1966) because it is more suitable for the study, Qualitative research was employed and the paper relies on secondary and primary sources from both finance unit of Dambatta and Rimin Gado LGEAs of Kano State, unpublished dissertation as well as journals were used for the paper, SUBEB chairperson, education secretaries, SBMCs and PTAs chairmen were interviewed, the study also relies on content analysis for the presentation and analysis of data to arrive at generalization. The finding of the paper reveals that despite the contributions of instructional material from UBE, SUBEB, NGOs, communities, and old pupils. This indicates that only a small number of chosen schools received instructional materials that are insufficient for all schools and pupils. This is also consistent with the majority of interviewees' statements that the instructional materials are insufficient, the finding shows that uniforms were provided to only primary one pupils and library were also provided only at central primary schools, this undoubtedly affect teaching and learning as well as the delivery of basic education cycles in Dambatta and Rimin Gado LGEAs of Kano State. The study recommends adequate instructional materials should be provided to both primary and junior secondary schools across the Dambatta and Rimin Gado LGEAs of Kano State. A sufficient quantity of textbooks should be given in core subject areas and should be improved upon. The government should work hard to build libraries in schools and provide them with the tools they need to help pupils learn. Doing so will create a conducive environment for instruction. Even if old pupils have donated free uniforms, the government should make an effort to supply more uniforms to all students in the basic school cycle rather than only primary one pupil.

Key Words; Contribution, Instructional Material, Performance, Basic Education

INTRODUCTION

For many decades, education is a tool for national development and maintenance of the society. It is a weapon of acquiring skills, relevant knowledge and habits for survival in the changing world. It is an undisputable fact that education is a veritable instrument for human development, social change, national development and integration. Society and its many structures are subject to constant change, the education system which serves as an agent of change is therefore expected to be dynamic, innovative and sensitive to societal expectations, aspirations and goals. Any nation that does not support an environment that attracts, sustains, retains creativity and globally resourceful individuals, will eventually lag behind in the scheme of events in the affairs of the world.

National Policy on Education (2004) clearly stated that Education shall continue to be highly rated in the national development plan because education is the most important instrument of change, any fundamental change in the intellectual and social outlook of any society has to be proceeded by an educational change. Hence, it is a priority sector in every meaningful society. It further emphasizes on the importance of basic education. The new idea of basic education is expected to cover primary and junior secondary education for all children (encompassing the first nine years of schooling). The Universal Basic Education mission statement observed that at the end of nine years of continuous education, every child that passes through the system should acquire appropriate levels of literacy. Other skills include numeracy, communication, and manipulation of life skills.

Since independence, a lot of education laws, policies and edicts have been put in place, depending on the type of government being experienced in the country. In 1979, the constitution puts education on the concurrent list, which implies that the responsibilities and authority in education would be shared among the three tiers of government, (i.e., Federal, State and Local Governments). Universal Basic Education Programme (UBEP) launched in September, 1999, by the Federal Government of Nigeria. However, according to the (VON, 2020) Kano State ranks highest in Nigeria's in the population of out of school children, with a total number of 1,469,736 children not enrolled in schools. Among whom 752,180 are girls.

Statement of the Problem

United Nations Organization (UNO) article 26 of the Universal Declaration of Human Rights states in part that everyone has the right to education, and this shall be free in elementary and primary stages. It appeared that many people were still being denied this basic right, and therefore, could be said that, at both national and international levels, Nigeria is committed to the provision of basic education to all its citizens. To mitigate the challenge of out of school children and guarantee the delivery of the basic education sector, the Kano State government has raised its funding profile for basic education and provided a lot of instructional material for effective teaching and learning,

Similarly, in order to meet the goals of Basic Education, from 2015 to 2022, Kano State Government spent over ₦ 3.4 billion naira in implementing free and compulsory education in the state, through the distribution of instructional materials with worth over N 4.5 billion naira to primary and junior secondary schools in the 44 Local Government Areas of Kano State. (News Editor August 31st, 2000). However, despite the provision of instructional material, yet 31% of the classes have no good chalkboard, the libraries in our public primary and junior secondary schools have been neglected and abandoned, numbers of instructional materials are in short supply such as textbooks, chats, pen, etc. (Kano State Annual Census 2021).

It is in the light of the above that one fundamental question that this work wants to ask is how has Instructional Material contributed the performance of Basic Education in Dambatta and Rimin Gado LGEAs of Kano State? The objective of the study is to assess the contribution of Instructional Material on the performance of Basic Education in Dambatta and Rimin Gado Local Government Education Authorities (LGEAs) of Kano State.

EMPIRICAL LITERATURE REVIEW

Ibrahim (2017) conducted research on the Evaluation of the Management of Universal Basic Education programme in Kano State, the objective of the study was to examine the opinions of principals, teachers, Universal Basic Education (UBE) officials, and Parents Teachers Association (PTA) members on the issues of funding of the UBE Programme, examine the provision of Infrastructural facilities, quality of supervision, adequacy of instructional materials, issue of staffing and ascertain the enrolment and retention of pupils of the UBE Programmes. The study employed descriptive research design. The population of the study includes the stakeholders in the UBE programmes. Amounting to 1317 from which 330 respondents were sampled, using simple random sampling technique. Finding of the research shows that there was deficiency in quality and quantity of teachers employed for proper implementation of the UBE Programmes. Also, apart from the provision of school buses for the transportation of students to and from schools, other motivational factors like text books, pens, pencils, uniforms are not provided for the students. And there is no enough classroom blocks to cater for the continuous increment of enrolment of pupil into the programmes. Furthermore, his research covered local government areas within the Kano central zone, and sampled only junior secondary school, more so, our research was carrying out on the contribution of instructional material on the performance of Basic Education in Dambatta and Rimin Gado LGEAs of Kano South zone, while primary and junior secondary were selected as sampled schools.

Tukur (2019) in his work entitled, Assessment of the Performance of Universal Basic Education Programme in Gwale and Makoda LGEAs of Kano State, The objectives of the research are to determine the extent to which level of funding affect the performance of UBE programme, assess the extent to which adequacy of infrastructures affect the performance of UBE programme, and also find out the extent to which adequacy of teaching personnel affect the performance of UBE programme in Gwale and Makoda LGEAs of Kano state. The study employed descriptive research design. The population of the study includes the staff of Gwale and Makoda LGEA, some staff of State Universal Basic Education Board, Parent Teachers Associations Members as well as School Base Management Committees members, amounting to 3864 from which 364 were sampled; The analysis was done on 329 copies of filled and returned questionnaire analysis, Data for the study were generated from primary and secondary sources. Stratified purposive sampling techniques were used in the selection of the sample size. Both descriptive and inferential statistics were used in presenting and analyzing the data obtained from the study. Multiple regressions were

used in testing the hypotheses. The study discovered that salaries for the teachers and over head cost were inadequate, the infrastructural facilities were in short supply in the schools and does not commensurate with continuous increase in enrolment, and research revealed that there were no adequate teaching personnel to facilitate teaching and learning. Moreover, our paper was conducted on the contribution of Instructional Material on the performance of Basic Education in Dambatta and Rimin Gado LGEAs of Kano State, from (2015-2022).

Sulaiman (2009) in her work, Assessment of the Implementation of Universal Basic Education Programme in Nigeria. The main objective of the research aimed at giving free and compulsory education to Nigerian children from primary to junior secondary schools. The descriptive survey method was adopted for investigation and data collection. The sample size of the study was 1325, the research revealed that infrastructural facilities were grossly inadequate for the implementation of UBE programme in Nigeria, Its UBEP was also found to be grossly underfunded and lack of qualified teachers hampered effective implementation. However, her research covered six geopolitical zones in the Nigeria and failed to include Kano from North West being a State with highest number of pupils not attending schools. More so, our paper was carried out on the contribution of Instructional Material on the performance of Basic Education in Dambatta and Rimin Gado LGEAs of Kano State, (2015:2022).

Therefore, many studies have been conducted in the same or similar field, none of the above researches were specifically conducted to assess the contribution of Instructional Material on the performance of Basic Education in Dambatta and Rimin Gado LGEAs of Kano State from 2015-2022. Hence the research was conducted to make a difference from the previous researches and was therefore designed and aimed to fill the gap mentioned above.

Instructional Materials

Teaching and learning facilities are also called instructional materials. These are all materials used in the process of teaching and learning. Verma and Sharma (2003) defined Learning Facilities as materials, tools, aids or anything that assists the teacher to promote teaching and learning activities in all subjects/courses. They are materials (concrete or non-concrete) which the teacher uses in his or her lessons to facilitate comprehension. These materials could be used to convey ideas, knowledge, information, and concept about what he /she teach his /her students. These materials according to Ezekoka, (2009) are audio-visual devices which affect the teaching learning process by affecting both the visual and the audio sense of the learner at the same time. Others include the visuals alone which only appeals to the senses of sight and the audio which appeals to the sense of hearing.

Examples of audio materials are Telephone, Gramophone, and Human voice. While visual materials include chalkboard, picture, maps, charts, diagrams, bulletin, books, journals, posters, and audio-visual materials include television, close circuit, projected and none projected.

HEORETICAL FRAMEWORK

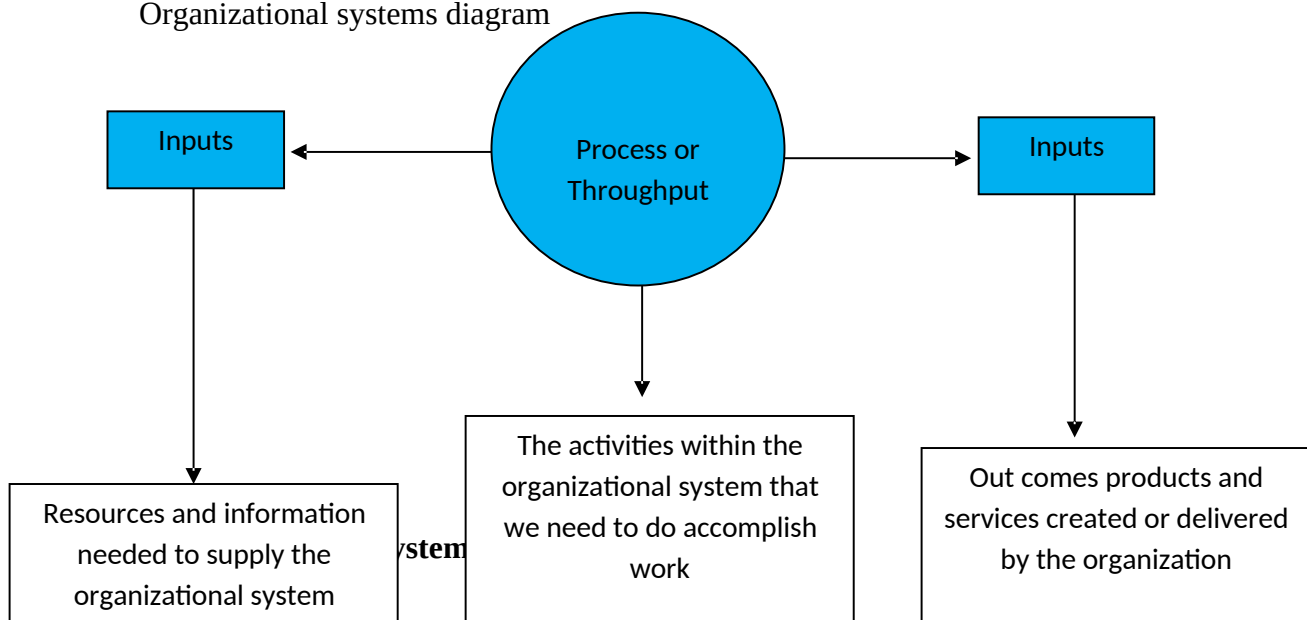
The study employed the organizational systems theory by Daniel Katz and Robert Khan (1966) because it is more suitable for the study. Ludwig Von Bertalanfy and J.G Miller established the foundation of the General Systems Theory in the 1960's and 1970's and researchers in organizational studies area imported the systems metaphor of the biological organism and key terms that gone on with it to pursue a richer understanding of how organizations worked. David Easton (1965) utilized the approach of system theory in his system analysis of public analysis of policy life. Although, the organizational system theory started in 1966 by Daniel katz and Robert Kahn who published the social psychology of organizations that applied system theory concepts to organizational life.

This approach see systems as an alternative perspective, because at a time the classical management era of organizational studies was really the dominate view and saw organizations as machines and that was the main way life was viewed in an organization for many decades. The goal of the management school of taught was that they wanted efficiency productivity and control, they also wanted the one right way or as Fredrick Taylor said the one best way. So when the organizational systems theory came on, the system approach looks at the whole organization not just a little piece but as a whole. So the goal of the organizational systems theory was to describe and explain how organization work and how they wanted to pursue multiple ways to accomplish various goals.

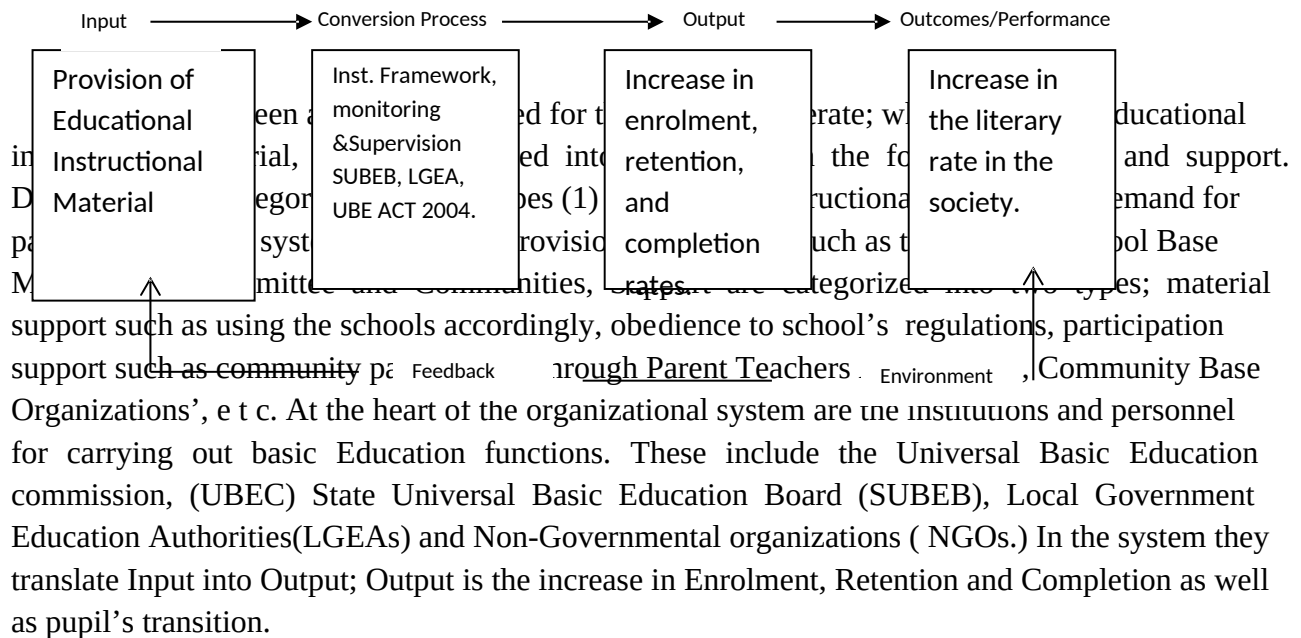
According to the organizational systems theory approach, every organization has three main parts;

- Inputs
- Throughput or process
-
- Outputs

Organizational systems diagram



The study will adopt organizational system theory propounded by Daniel Katz and Robert Khan (1966) an approach to the analysis of organizational system, this is the organizational system receives input transform them and export the output to the environment. This can be seen and show the various inputs are transformed into output by providing Basic Education. This can however be shown below.



METHODOLOGY

Qualitative research was employed and allows the researcher to explore documented data on instructional material as such, store received voucher (SRV), and store issued voucher (SIV) in the two local governments under study. Instructional material is proxied by books, pen, and chalk, free uniforms as well as provision of library. Performance of basic education was proxied by enrolment, retention, transition and completion of basic education cycle. However, the paper relies on secondary and primary sources from both finance unit of Dambatta and Rimin Gado LGEAs of Kano State, unpublished dissertation as well as journals were used for the paper, SUBEB chairperson, education secretaries, SBMCs and PTAs chairmen were interviewed, the study also relies on content analysis for the presentation and analysis of data to arrive at generalization.

DISCUSSIONS OF FINDINGS

Sufficient number of instructional materials

In this section, the study analyzes the interviews about whether there are sufficient number of instructional materials for both pupils and teachers.

The majority of the interviews share the opinion that insufficient instructional resources are supplied to guarantee successful teaching and learning. In certain schools, the majority of teachers would improvise using items from their own pockets, such as pens and chalk. According to PTA Chairman Dambatta LGEA, most of the schools receive sufficient supplies of instructional materials but they were not enough to ensure effective teaching and learning.

Adequate provision of free uniform for pupils

In this section, the study analyzes the respondents' view about whether the Government provides free uniform for pupils. The majority of the responses show that primary 1 students are provided with uniforms by the government, while some orphans and students with less privileges are also provided with uniforms by their communities. E.S. Dambatta and Rimin Gado responses indicate that community members freely provide uniforms in an effort to guarantee free and compulsory education. However, the vast majority of responders continue to express the belief that the standard provision is quite inadequate.

Provision of adequate library to enhance teaching and learning

In this section, the study analyzes the respondents' view about whether the provision of adequate library enhances teaching and learning. The replies from the interviews indicate that the library was not sufficiently provided to improve instruction. Additionally, according to SBMC Dambatta demonstrating that only Central Primary School has access to a library with insufficient teaching resources to support instruction.

Table 1. Distribution Chart of ECCDE Text Book Using 2015/16 FGN/UBE Intervention Funds in Dambatta LGEA of Kano State

S/No	Number of Articles	Quantity Issued
1.	English Book 1 (ECCDE)	120
2.	English Book 2	120
3.	English Book 3	120
4.	Mathematics Book 1	120
5.	Mathematics Book 2	120
6.	Mathematics Book 3	120
7.	Social norms Book 1	120
8.	Social norms Book 2	120

9.	Social norms Book 3	120
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Sources; Finance and Supply Unit Dambatta LGEA 2023

The ECCDE text book distribution chart utilizing the 2015-16 FAN/UBE intervention fund at Dambatta LGEA is displayed in Table 1. The Table also shows that 120 copies of English Book 1 were sent to 5 schools, giving each school 24 copies of the book; similarly, 120 copies of English Book 2 were sent to 5 schools in Kano State's Dambatta LGEAs, giving each school 24 copies of the book. In addition, the Table shows that 120 copies of English Book 3 were distributed to 5 schools, with 24 copies of the articles sent to each school, in an effort to guarantee efficient instruction and fulfill Kano State's Basic Education requirements.

Nevertheless, the Table reveals that 120 Mathematics Book 1 was distributed to 5 schools, each of which received 24 copies of the book, and 120 Mathematics Book 2 was sent to 5 schools, each of which received 24 copies of the book. According to the Table, five schools received 120 Mathematic Book 3 copies, with each school receiving 24 copies of the article. Additionally, the table showed that 120 Social Norms Book 1 to 5 Books pieces had been sent, with 24 articles going to each institution. Furthermore, as the Table shows, five schools received 120 articles from Social Norms Book 2 (a total of 24 books), and five schools received 120 items from Social Norms Book 3 (a total of 24 books).

Table 2. Store Issued Voucher (SIV) Distribution Chart for Dambatta LGEA 2020/2021

S/N	ARTICLES	QUANTITY TO BE ISSUED
1	Nigeria primary English book 1	800
2	Nigeria primary English book 2	720
3	Nigeria primary English Book 3	700
4	New Method Mathematics Book 1	800
5	New Method Mathematics Book 2	720
6	New Method Mathematics Book3	700
7	Basic Science Book 1	800
8	Basic Science Book 2	720
9	Basic Science Book 3	700
10	History book 1	20

11	History book 2	20
12	History book 3	20

Sources; Finance and Supply UnitDambatta LGEA 2023

The Dambatta Local Government Education Authority in Kano state's Store Issued Voucher (SIV) is displayed in Table 2. As per the Table, twenty schools in the Dambatta LGEAs of Kano State received 800 copies of Nigerian Primary English Book 1, which included 40 books per school. Similarly, twenty schools received 720 copies of Nigerian Primary English Book 2, which included 36 articles per school, and twenty schools received 700 copies of Nigerian Primary English Book 3, which included 35 books per school.

But according to the Table, 20 primary schools in the Dambatta LGEA received 800 copies of New Method Mathematics Book I, with each school receiving 40 copies. While 20 schools received 720 copies of New Method Mathematics Book 2 and each school received 36 copies, 20 schools received 700 copies of New Method Mathematics Book 3 and each school received 35 copies.

Additionally, the Table reveals that 800 copies of Basic Science Book 1 were distributed to 20 primary schools, each of which received 40 copies of the book; 720 copies of Basic Science Book 2 were given to 20 specifically chosen schools within the Dambatta LGEA, each of which received 36 copies of the book; and 700 copies of Basic Science Book 3 were given to 20 schools within the Dambatta LGEA of Kano state, each of which received 35 copies of the book. Additionally, the Table demonstrates that 20 copies of History Book 1 were distributed to 20 schools, meaning that each school received a copy of the book. 20 copies of History Book 2 were given to 20 schools that were chosen, meaning that each school received a copy of the book. 20 copies of History Book 3 were distributed to 20 schools throughout Dambatta LGEA, meaning that each school received a copy of the book. These distributions were made with the intention of supporting teaching and learning as well as guaranteeing UBE implementation strategies in Kano state.

Table 3. Store Receipt Voucher (SIV) Distribution Chart of Instructional Material using 2015/16 FGN/UBE Intervention Funds in RiminGado LGEA OF Kano State

S/No	Number of Articles	Quantity Issued
1.	Active Basic Science Book 4	120
2.	Active Basic Science Book 5	120

3.	Active Basic Science Book 6	120
4.	Computer Studies Book 4	120
5.	Computer Studies Book 5	120
6.	Computer Studies Book 6	120
7.	Nigerian Primary Book 4	120
8.	Nigerian Primary Book 5	120
9	Nigerian Primary Book 6	120
10	New Method Book 4	120
11	New Method Book 5	120
12	New Method Book 6	120
13	Basic Social Science Book 4	120
14	Basic Social Science Book 5	120
15	Basic Social Science Book 6	120

Sources; Finance and Supply Unit RiminGado LGEA 2023

The RiminGado LGEA of Kano State's instructional material distribution chart is displayed in Table 3. According to the table, 1200 copies of Active Basic Science Book 4 were distributed to 20 primary schools, giving each school 60 copies of the book. Similarly, 1200 copies of Additional Active Basic Science Book 5 were given to 20 schools, giving each school 60 copies of the book. Finally, 1200 copies of Active Basic Science Book 4 were shared with 20 schools, giving each school 60 copies of the book.

But according to the Table, 1200 copies of Computer Studies Book 4 were distributed to 20 schools, each of which received 60 copies of the book; similarly, 1200 copies of Computer Studies Book 5 were distributed to 20 schools, each of which received 60 copies of the book; and 1200 copies of Computer Studies Book 6 were distributed to 20 schools, each of which received 60 copies of the book. Further information from the Table shows that 1200 copies of Nigerian Primary Book 4 were distributed to 20 schools in Rimin Gado LGEA, Kano State, with each school receiving 60 copies of the book. Similarly, 1200 copies of Nigerian Primary Book 5 were given to

20 schools, with each school receiving 60 copies of the book, and 1200 copies of Nigerian Primary Book 6 were given to 20 schools, with each school receiving 60 copies of the book.

Furthermore, the Table shows that 1200 copies of New Method Book 4 have been distributed to 20 schools, with 60 copies of the Book going to each school. Additionally, 1200 copies of New Method Book 5 were handed to 20 schools, giving each school 60 copies of the book. Similarly, 1200 copies of New Method Book 6 were given to 20 schools, giving each school 60 copies of the book.

Furthermore, the Table indicates that 1200 Basic Social Studies Book 4 was distributed to 20 schools, each of which received 60 copies of the article; similarly, 1200 Basic Social Studies Book 5 was distributed to 20 schools, each of which received 60 copies of the article; and 1200 Basic Social Studies Book 6 was distributed to 20 schools, each of which received 60 copies of the book. These actions are intended to guarantee efficient instruction and learning as well as to fulfill Kano State's basic education requirements.

Table 4. Distribution Chart of ECCDE Text Book Using 2015/16 FGN/UBE Intervention Funds in RiminGado LGEA of Kano State

S/No	Number of Articles	Quantity Issued
1.	English Book 1 (ECCDE)	120
2.	English Book 2	120
3.	English Book 3	120
4.	Mathematics Book 1	120
5.	Mathematics Book 2	120
6.	Mathematics Book 3	120
7.	Social norms Book 1	120
8.	Social norms Book 2	120
9.	Social norms Book 3	120

Sources; Finance and Supply Unit RiminGado LGEA 2023

The distribution chart for the ECCDE textbook using the 2015–16 FAN/UBE intervention activities at RiminGado LGEA is displayed in Table 4. The Table also shows that 120 copies of

English Book 1 were sent to 5 schools, giving each school 24 copies of the book; similarly, 120 copies of English Book 2 were sent to 5 schools in Kano State's RiminGado LGEAs, giving each school 24 copies of the book. In addition, the Table shows that 120 copies of English Book 3 were distributed to 5 schools, with 24 copies of the articles sent to each school, in an effort to guarantee efficient instruction and fulfill Kano State's Basic Education requirements.

Nevertheless, the Table reveals that 120 Mathematics Book 1 was distributed to 5 schools, each of which received 5 copies of the book, and 120 Mathematics Book 2 was sent to 5 schools, each of which received 24 copies of the book. According to the Table, five schools received 120 Mathematic Book 3 copies, with each school receiving 24 copies of the article. Additionally, the Table showed that 120 Social Norms Book 1 to 5 Books pieces had been sent, with 24 articles going to each institution. Additionally, the Table shows that 120 pieces from Social Norms Book 2 were sent to five schools, giving each school a total of twenty-four books; similarly, 120 items from Social Norms Book 3 were shared with five schools, giving each school a total of twenty-one books.

Despite the contributions from UBE, SUBEB, NGOs, communities and old pupils, this indicates that only a small number of chosen schools received instructional materials that are insufficient for all the number of both primary and junior secondary schools across Dambatta and Rimin Gado LGEAs of Kano. This is also consistent with the majority of interviewees' statements that the instructional materials are insufficient to facilitate effective teaching and learning, and the secondary data supports the interview response. These are among of the challenges bedeviling the attainment of basic education in Dambatta and Rimin Gado LGEAs of Kano State from the angle of enrolment, retention, transition and pupil's completion.

Table 5. Enrollment in public primary school by year and LGEAs

	LGEAs	2015	2016	2017	2018	2019	2020	2021	2022
1	Dambatta	50,419	43,371	47,293	50,933	59,457	73,560	70,075	70,075
2	Rimin Gado	49,400	37,909	39,924	44,641	51,138	N/A	N/A	58,745

Sources; Planning, Research and Statistic Units 2023, and Kano State ASC 2016, 18, 20.

Table 5 demonstrates that Dambatta had 50, 419 enrolled in the year 2015, 56, 539 in 2016, and 61, 558 in the year 2017. Additionally, the table shows that there were 59,545 students enrolled in Dambatta in 2018, which decreased to 57, 372 in 2019; increased to 73, 560 in 2020; decreased to 70, 076 in 2021; and continued to rise to 75, 152 students enrolled in 2022.

Furthermore, the number of students enrolled in Rimin Gado decreased significantly from 49, 400 in 2015 to 37, 909 in 2016, and then increased to 39, 924 in 2017 and 44, 641 in 2018. Additionally, enrollment in the 2019–2022 terms was 51,138, and enrollment continued to rise in 2022, reaching 58,745. However, data for the 2020–2021 periods were not available. However the performance of basic education was measured by enrolment, retention, completion and transition of basic education cycle, this is to show that increase in the provision of instructional materials leads to increase in pupil’s enrolment for both Dambatta and Rimin Gado LGEAs of Kano State.

Table 6. Primary school completion and transition to junior secondary school by LGEAs

	LGEAs	2015	2016	2017	2018	2019	2020	2021	2022
1	Dambatta	N/A		N/A				N/A	N/A
	Completion		4,459		6,313	6,961	7,551		
	Transition		1,369		2,832	3,093	3,132		
2	RiminGado								
	Completion	2,634	2,634	2,870	2,773	2,935	3,064	3,387	5,400
	Transition	2,008	2,431	2,618	2,618	2,650	2,715	3,305	5,150

Sources; Planning, Research and Statistic Units 2023, and Kano State ASC 2016, 18, 20.

Table 6. Shows that 1,369 pupils in Dambatta transited from primary to junior secondary school in 2016 with a primary completion of 4,459, in 2018, there was a pupil’s completion of 6,313 and a transition of 2,832. In contrast, 3,093 pupils moved into the junior circle and the completion rate increased to 6,961 in 2019. Additionally in 2020, Dambatta witnessed 3,132 pupils transition and 7551 pupils complete their primary education. However, the table reveals that in 2015, Rimin Gado had a completion rate of 2,634 and a transition rate of 2,008 pupils. It also reveals that in 2016, pupil’s completion rate was 2,634 and a transition rate of 2,431 pupils, while in 2017, completion increased to 2,870 and a transition rate of 2,618, and finally, in 2018, Rimin Gado had a completion rate of 2,618 and a transition rate of 2,773. Also, 2,935 were completed in 2019 along with 2,650, in the year 2020 Rimin Gado LGEA had a pupil’s completion of 3,064, and a transition of 2,715. In 2021 Rimin Gado had a completion of 3,387, and 3,305 pupils transited to junior cycle. Additionally, 5,400 pupils completed primary and 5,150 transited to junior cycle in 2022. Furthermore, the performance of basic education proxies by enrolment, retention, completion and transition, the more increase in the provision of instructional materials will undoubtedly leads to increase in completion and pupil’s transition of basic education cycle in both Dambatta and Rimin Gado LGEAs of Kano State.

CONCLUSIONS AND RECOMMENDATIONS

The study concludes that educational instructional material was not sufficient to ensure effective teaching and learning. Also, the paper concludes that uniform was provided only to primary one pupil, Dambatta LGEA having more number of instructional material than Rimin Gado LGEA due to the assistance from old pupils, but they were still inadequate to ensure effective teaching and learning. The study moreover, concludes that there were a wide gap between pupils enrolment pupils transition this undoubtedly affect the delivery of basic education in Dambatta and Rimin Gado LGEAs of Kano State from the angle of enrolment, retention, transition and completion of basic education cycle.

However, the study recommends that adequate instructional materials should be provided to both primary and junior secondary schools across the Dambatta and Rimin Gado LGEAs of Kano State. A sufficient quantity of textbooks should be given in core subject areas and should be improved upon. Chalk board, pen, and chat should also be available. These can aid LGEAs to enhance teaching and learning and assure the performance of basic education because there were no enough libraries in the schools. According to the paper, the government should work hard to build libraries in schools and provide them with the tools they need to help pupils learn. Doing so will create a conducive environment for instruction. Even if old pupils have donated free uniforms, the government should make an effort to supply uniforms to all students in the basic school cycle rather than only primary one pupil. This will undoubtedly increase the performance of basic education from the perspectives of enrolment, completion and transition.

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