

Factors Affecting Quality Assurance in the Teaching of English Language at Universal Basic Education (UBE) Level in South East, Nigeria

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Abstract: This study was carried out to identify the factors affecting quality assurance in the teaching of English Language at Universal Basic Education level in South East Nigeria. Two research questions were developed in line with the purpose of the study. Two null hypotheses were formulated and tested at 0.05 level of significance. The study adopted a descriptive survey design, the population of the study was 30485 teachers. The sample size comprised four hundred (400) public primary school teachers from the area of study. This sample was drawn using multistage sampling technique. A 19 item instrument termed English Language Quality Assurance Questionnaire (ELQAQ) was used for data collection. Cronbach Alpha statistics was used to establish the reliability index of 0.92. The administration and retrieval of instrument were through direct contact and use of research assistance. Data collected were analyzed using Mean and Standard Deviation for the research questions while t-test statistics was used for testing the null hypotheses. The findings of the study revealed that items presented are institutional and socio-economic factors affecting the teaching of English Language at Universal Basic Education Schools in the South Eastern Nigeria. Findings on the hypotheses tested revealed that there was no significant difference in the mean responses of teachers of English Language from Enugu and Anambra States on the items presented, it was recommended that government provide functional English Language laboratories, adequately fund UBE schools in South East, Nigeria and also motivate teachers through the provision of incentives and other fringe benefits.

Keywords: Quality Assurance, Universal, Education, English teaching.

I. INTRODUCTION

English language is a West Germanic language that was first spoken in early medieval England and is now the global lingua franca. It was named after the Angles (A German) that migrated to England in the early middleages [1]. It is spoken today in many countries around the world like the United States of America, United Kingdom, Canada, Australia, Ireland and a number of Caribbean nations. There are about 375 million native speakers which is the largest after mandarin and Spanish. Also about 220 million more people use it as their second language, often used in work and travel and there are at least a billion people who are learning it. In Nigeria English language is a core subject in all the three (3) levels in the universal basic education (which has ten (10) compulsory subjects and three (3) elective subjects; eleven (11) compulsory subjects and three (3) electives in the middle class and then in the upper basic with twelve (12) compulsory subjects and three (3) electives which

must be taught to the students [2]. In Nigeria, the English Language has particularly become the official language and has consequently found its way in the areas of science and technology, medicine, commerce, education, arts etc. According to [3] it occupies the center of the school curricular forming the fulcra of both external communication and interpersonal relationship. English language being a core subject in Nigerian educational curricula and the official language of the nation, its teaching as well as the learning process requires a carefully laid down pedagogy which only a competent, capable, effective and efficient teacher can carry out. Its instructional pedagogy is targeted at achieving mutual intelligibility between the speaker and the learner and most especially working towards coming to realness with original speech community.² English language has different aspects i.e. grammar, phonetics/phonology, syntax, lexis, morphology/structure etc and it is expected that these aspects are taught carefully with the instructional pedagogy and also in line with the set objectives of the UBE program. It is when this is achieved that the graduates from the program can be in a position to contribute their quota in solving societal needs which ab initio is the major objectives of the UBE program. The UBE is designed that at the end of the program, the student should achieve mutual intelligibility thus reducing all the hitches in both communicative competence and manipulative skills which would make them stand tall in numeracy, literal communication, life skills, be employable and ultimately become useful to the society at large by possessing relevant ethical and civil values [4].

The task of teaching English language qualitatively at the UBE program in Nigeria and particularly in South East, Nigeria is the duty of the teachers. A teacher is a person who has the professional qualification which enables him to be appointed to teach at any recognized level of education in any nation and who in of a social mind and mentally alert.⁵ Teachers are the hall mark of any educational system. They are central to the attainment of the goals of education as their activities in the classroom translate educational policies, practice and programs into action. As a result of professional training, he is capable of imparting knowledge, attitudes and skills to the learners. And to impact into the learners the sought after knowledge about the nitty-gritty of English language, it is only an English language teacher that does that since the students/learners study the language as their L2/ESL/EFL as the case may be.

However, there are lots of challenges facing the comprehensive/quality teaching English language at the universal basic education level. These factors thwart the achievement of quality in English language instructional pedagogy.

The study therefore sets out to find the institutional as well as the socio-economic factors affecting quality assurance in the teaching of English language at the universal basic education level in South East, Nigeria. The findings of this study are significant in that it brought to the fore the institutional as well as the socio-economic factors that affect quality assurance in the teaching of English language at UBE level in South East, Nigeria and how these factors has affected the quality of lessons delivered at the UBE level with respect to the teaching of English language. It equally revealed the effects of these challenges on the teachers, students, and the nation. In essence, teachers, students, government, parents, researchers will greatly benefit from the findings. Teachers through this study will apparently be motivated from the government. Then the government will look inwards identity and remedy areas of need. The study will increase interest in the subjects acquire more knowledge and skills and meet societal needs. The findings would also provide accurate information that would enable informed decisions on educational policies, practice and programs. Finally, the study serves as a reference material for future researchers who may wish to carry out researchers in the activities of UBE in South East, Nigeria.

Quality assurance as an extension of standard cannot be compromised in education. Quality in education connotes standard of education, quality of service, quality of management relevance significance and efficiency of product [6]. It is the ability/degree with which an educational system confirms to the established standard and appropriateness of the inputs available for the delivery of the system [7]. The objective of the UBE is not only to provide access to nine years of basic education but also to ensure that the education provided is qualitative that the beneficiaries can perform and communicate in life. And English language is one of the areas this qualitative education is required. The teaching and learning of English language at UBE level is a dis-service to the average Nigerian child especially in Enugu State due to some challenges. It gives a false impression that learning has taken place while in actual sense, the education gives does not make the child functionally literate.

The study is therefore delimited to the latent factors affecting quality English language lessons delivered at the Universal Basic Education level in South East, Nigeria. Also, the study focused on government – owned (or public) UBE schools in South East, Nigeria.

II. HYPOTHESES

Two null hypotheses were formulated and tested at 0.05 level of significance.

Ho₁: There is no significant difference in mean, responses of teachers of English language from Enugu and Anambra states on the institutional factors affecting quality assurance in the teaching of English language at the universal basic education level in South East, Nigeria.

Ho₂: There is no significant difference in mean responses of teachers of English language from Enugu and Anambra states on the socio-economic factors affecting quality assurance in the teaching of English language at Universal Basic education level in South East, Nigeria.

III. CONCEPTUALIZATION

III.1 *Concept of Universal Basic Education*

Education is the transmission of fundamental knowledge to all facets of the Nigerian society from generation to generation as defined by National Education Research and Development Centre Abuja 1999 year book. It has three main components i.e. Universal, basic and education. Universal connotes a program that is meant for all facets of the society – the rich, poor, the physically challenged, the disabled, the brilliant fit, the dull, the regular students and the dropouts including every individual that is ready to acquire knowledge [8]. The term basic relates to the base, take off point, fundamental essential, spring board. It is the starting point in the acquisition of basic knowledge, attitudes and skills.⁸ Basic education is the foundation of higher education which is mandatory for all citizens since it helps an individual to function effectively in the society. UBE was seen as form of education if properly planned and implemented with political will and vigor, equips an individual with the appropriate level of literacy, numeracy, communication, manipulative and life skills, be employable, useful to him / herself and the society by passion of relevant ethical, moral and civic values [9]. It is a form of education which enhances an individual's ability to survive in his environment and therefore it should be practical and functional.

Education on the other hand connotes transmission of knowledge from generation to generation. Education is a tool for the acquisition of skills, relevant knowledge and habits for surviving in the challenging world [10]. Under the UBE program, knowledge transmitted is expected to be theoretical as well as practical and in its simplest form starting from the known to the unknown. This education is an aggregate of all the processes by which a child of young adult develops the abilities, attitudes and other forms of behaviors which are of positive value to the society in which he lives [11].

However, the Universal Basic Education (UBE) program of the Federal Republic of Nigeria was launched at Sokoto, Sokoto State by the then President Olusegun Obasanjo on 30th September, 1999. Basic education hitherto is a type of education comprising of 6 years primary education and three years of junior secondary school [12]. It stipulates that the education shall be free and compulsory and includes adult and non-formal education programs at primary and junior secondary education levels for the adults and out-of-school youths. It is believed that at the end of nine years of continuous

education, every child that passes through the system shall acquire appropriate level of literacy, numeracy, communication, manipulative and life skills, be employable useful to him/herself and the society at large by passion of relevant ethical, moral and civic values [9]. The UBE sets to serve as prime energizers for a national movement for the actualization of the nation's UBE vision, working in concert will all stakeholders, thus mobilizing the nation's creative energies to ensure that education for all becomes the responsibility of all.

The UBE act of 2004 covers;

- Early Child Care Development and Education (ECCDE)
- Six years of primary education
- Three years of junior secondary education [13]

III.2 Concept of quality assurance

Quality assurance is the process setting, maintaining and improving standards in all aspects of the school system [12]. Educationally, quality assurance denotes students learning the relevance of what is taught and the significant changes in input (students, teachers, facilities, suppliers) objectives, curriculum, educational technology and political environment [14]. It is an all embracing, ongoing and continuous process of improving the education system institutions and programs [15].

Quality assurance is aimed at preventing faults from occurring. It is designed to ensure that products or services meet predetermined specification [16]. He further posits that quality assurance aims at providing products and services devoid of defect by doing things right at all times. By implication quality assurance will be assured in the education system by feeding quality inputs into the system in order to get quality outputs. Quality is quite important in our educational system so as to prevent problems and ensure that the products of the system (learners) conform to standards [17].

III.3 Factors affecting the quality teaching of English language at UBE level

The English language is studied in Nigeria as a second language, i.e. L₂. However, there are a lot of challenges facing comprehensive/quality teaching of English language at Universal Basic Education level. These are discussed here.

The Nigerian language policy: With the late English medium in the lower basic schools, teachers go to class to teach English as well as other subjects using the language of the immediate environment as a medium of instruction. The late English medium stipulates that the mother tongue or language of the immediate environment of the child be used as a medium of instruction in the first three years of basic education. Apart from reducing the traumatic experience of facing a strange environment with foreign cultural values, it is expected that the late English medium will help the young children to transfer the reading skills generated in the mother tongue to reading in the second language. This, however, has not helped proficiency in the use of English as a second language UBE schools. It is a

well adjudged as a factor affecting quality assurance in the teaching of English language at UBE levels. Implementation of the late English medium often leads to neglect of the English language at the stage when children learn language with ease. One than asks if the language policy is enough to meet the holistic language needs of UBE pupils. It is therefore important that English language be emphasized at the UBE levels (especially at the lower levels) in order to increase proficiency in English [16].

Lack of adequate facilities: Virtually in all UBE schools, there is clear absence of language laboratory which is the major facility for the effective learning of the language especially in the aspects of phonetics/phonology, since language is about speech sound production. It is there important that these facilities which aid the correct realization of the speech/sound be put in place to assist and enhance learning. Also alarming is the fact that most teachers of English language at the UBE schools lack the knowledge of how most of these facilities are operated because they are unprofessional. Most English language teachers at this level are not with professional qualification perhaps because at the basic education level, professionalism was not emphasized [5]. There is absence of motivation for the teachers. Motivation is a spur targeted toward achieving a desired positive behavior mostly amongst workers. In UBE schools, there is dearth in areas of motivation i.e. incentives, good pay package, gratuity and pension, loans, and allowances, accolades and recognition. This has affected the quality of their output ("a fair day's work for a fair day's pay) [2] and more still quality of English language instructional pedagogy at this UBE level. Teacher motivation is crucial because the teacher knows that with these, he was an edge and is better positioned for a successful classroom engagement. When teachers are encouraged and empowered (motivated), they are more equipped to improve educational qualities in our schools [2].

Lack of interested, qualified and dedicated teachers: Qualified teachers are indispensable to sound teaching and learning program at UBE level. The current practice in Nigeria is that there is no standard for teachers at this level and many of the teachers lack knowledge of instructional pedagogy [17]. Teachers need not only possess the appropriate qualification but also experience and zeal to teach English language [18].

Other militating factors are over-populated classes/large class size, poor funding, very stressful teaching, shortage of teaching and boarding facilities [19]. Equally, poor remuneration, inadequate funding of education, strikes actions, irregular salaries.

IV. METHODS

This study is a descriptive survey. A survey research is a systematic collection of data or information from a population (sometimes referred to as a universe) or sample of a population (considered to be a representative of the entire group of interest), through the use of personal interview and/or questionnaire [18]. This design was considered appropriate as the study collected data from the sample, with the aid of a

researcher developed questionnaire to describe an entire population under study.

The area of study is South East, Nigeria. South East, Nigeria is made up five (5) states – Abia, Anambra, Enugu, Ebonyi and Imo States. The states have many UBE schools with the primary objective of ensuring access to basic education to every child of school-going age. The population of the study is 30485 teachers. According to the official record from Planning, Research and Statistics (PRS) of the UBE, South East Zone (2020), there are 7528 teachers in government owned schools Enugu, 5041 in Abia, 6018 in Ebonyi, 5301 I Imo and 6597 in Anambra states respectively. Multi stage sampling technique was used to get 400 respondents for the study. Firstly random sampling technique by balloting was used to draw a sample of two (2) states namely: Anambra and Enugu state out of the five (5) in the zone. Purposive sampling technique was used to select three education zones from the selected states. The Zones were:

Anambra State: Awka, Onitsha and Aguata Education Zones; and Enugu State: Nsukka, Awgu and Udi Education Zones. Sixty six (66) teachers were randomly selected from each of the five (5) zones while seventy (70) teachers were selected from the sixth zone of the selected states making a total of 400 respondents.

The purposive sampling technique was deemed appropriate because the population was not very large as there were often few qualified teachers of English in schools. More so, matters of quality should not be trifled with and the more responses sought, the better the result obtained.

The instrument for data collection was a researcher developed teachers' questionnaire entitled English Language Quality Assurance Questionnaire (ELQAQ). The questions were generated based on information gathered from review of related literature. The questionnaire was made up of two parts: Part one solicited for information on personal data of the respondents while part two was structured in two sections cluster 1 have 10 items, cluster 2 has 11 items which attempted to answer the two research questions.

Face and content validity of the instrument were determined by two experts from the department of Arts and Social Science Education, Ebonyi State University Abakaliki and one expert from the department of Educational Foundations of same university. Copies of the questionnaire were given to these experts for vetting, corrections and suggestions were incorporated in producing the final copy of the questionnaire. As a result, the instrument was seen to possess both content and validity.

The reliability of the instrument was determined by pre-testing it on thirty one (31) teachers of English in government owned UBE schools in Delta State. The scores obtained from the respondents were collated and analyzed to determine the coefficient of the set of scores for the items in each of the clusters. The variance was used to calculate the alpha and coefficient of

the questionnaire and it yielded 0.92 and this represented the reliability coefficient of the questionnaire.

The researcher employed the services of six (6) research assistants to help in the administration and collection of questionnaires on the spot to avoid loss. The rationale behind the number of the research assistants is that two (2) research assistants covered the schools in each of the three education zones in the state. The expectation and reality is that all the questionnaires administered were returned and used in the study.

Data collected were analyzed using weighted mean and standard deviation to answer the two research questions and t-test to test the null hypotheses at 0.05 level of significance. Four response options of Strongly Agree (SA); Agree (A); Strongly Disagree (SD) and Disagree (D) were posed and this produced cut off point of 2.50. Any mean 2.50 and above was accepted and rejected when it is below the value. The hypotheses were tested at 0.05 level of significance.

V. RESULTS

Data presented and analyzed here were based on the research questions guiding the study. The items are clustered according to the research questions and analyzed thus:

Research Question 1: What are the institutional factors affecting quality assurance in the teaching of English language at Universal Basic Education level in South East, Nigeria.

The result of data in table I revealed that the respondents in item 1 – 10 has mean scores of 3.12 ± 1.10 , 2.58 ± 1.31 , 2.98 ± 1.01 , 3.04 ± 0.99 ; 2.98 ± 1.01 ; 3.04 ± 0.99 ; 2.15 ± 1.24 , 2.95 ± 1.29 and 2.75 ± 1.21 . This indicates that the respondents agreed that absence of language laboratory facilities, poor teachers' motivation, implementation of the late English medium, poor remuneration and irregular salary, misappropriation of funds meant for education, absence of qualified, interest and dedicated teachers, lack of adequate educational funding and lastly absence of incentives for the teachers. Item 9 i.e. absence of specialized English language schools was not accepted as an institutional factor affecting quality assurance in the teaching of English language with value of 2.15 which is below 2.50 The grand mean score of all the respondents is 2.84. Therefore, items 1, 2, 3, 4, 5, 6, 7, and 8 were all accepted because they all have mean values above 2.50 which is above the cutoff point, hence the respondents agreed that they are (some of) the institutional factors that affect quality assurance in the teaching of English language in UBE level in South East, Nigeria. The SD is below 1.96 and therefore, shows that the respondents were not far from the mean.

Table 1.

S/N	Item description	Mean	Standard deviation	Decision
1	Absence of language laboratory facilities	3.12	1.10	Accepted
2	Poor teachers' motivation	2.58	1.31	Accepted
3	Implementation of the late English medium	2.98	1.01	Accepted
4	Poor remuneration and irregular salary	3.04	0.99	Accepted
5	Misappropriation of funds meant for education	2.98	1.01	Accepted
6	Absence of interested, qualified and dedicated teachers	3.04	0.99	Accepted
7	Absence incentives for teachers	2.95	1.29	Accepted
8	Lack of adequate educational funding	2.75	1.21	Accepted
9	Inadequate exposure of teachers of English on applications of ICT in teaching / learning pedagogy	2.15	1.24	Not accepted
	Grand mean score	2.84	1.13	Accepted

Research question 2: What are the socio-economic factors affecting quality assurance in the teaching of English language at the UBE level in SouthEast, Nigeria.

The result of data in table 2 revealed that the respondents in items 10 – 19 had the mean scores of 2.42 ± 1.10 , 2.78 ± 1.10 , 2.87 ± 1.07 , 2.80 ± 1.01 ; 2.65 ± 1.05 ; 2.65 ± 1.05 ; 2.89 ± 0.93 , 2.31 ± 1.01 , 2.57 ± 1.06 , 2.57 ± 1.06 , 2.80 ± 2.20 , 3.01 ± 1.12 . The results on the table show that items 11, 12, 13, 14, 15, 17, 18 and 19 i.e. use of children as hawkers, child trafficking, death of parents / guardian, poverty, girl child and gender discrimination, displacement of inhabitants due to communal clashes, child abuse and corruption were all accepted because they have mean values above 2.50. Hence, the respondents agreed that they are some of the socio-economic factors affecting quality assurance in the teaching of English language at UBE levels in South East, Nigeria. However, item 10 and 16 is domestic labour and neglect were not accepted because their mean values were below 2.50.

Table 2: Mean ratings of questionnaire on the socio-economic factors affecting quality assurance in teaching English language at UBE level in Ebonyi State.

S/N	Item description	Mean	Standard deviation	Decision
10	Domestic labour	2.42	1.10	Not Accepted
11	Use of children as hawkers	2.78	1.10	Accepted
12	Child trafficking	2.87	1.07	Accepted
13	Death of parents / guardian	2.80	1.01	Accepted
14	Poverty	2.65	1.05	Accepted
15	Civil child and gender discrimination	2.89	0.93	Accepted
16	Neglect	2.31	1.01	Not Accepted
17	Displacement of inhabitants due to communal clashes	2.57	1.06	Accepted
18	Child abuse	2.80	2.20	Accepted
19	Corruption	3.01	1.12	Accepted
	Grand mean score	2.71	2.29	Accepted

VI. TEST OF HYPOTHESES

Hypothesis 1

H₀₁: There is no significant difference in the mean responses of teachers of English language from Enugu and Anambra states in UBE schools on the institutional factors affecting quality assurance in the teaching of English language at UBE level in South East, Nigeria.

The data for testing the hypothesis are presented in table 3.

The data presented in Table 3 revealed that each of the 9 items on the table had a calculated value less than 1.96 (two tailed test) at 0.05 significance and 398 degree of freedom. This indicates that there was no significant difference in the mean ratings of the responses of the groups of respondents (English language teachers in UBE schools from Enugu and Anambra states on the institutional factors affecting quality assurance in the teaching of English language at UBE level in South East, Nigeria).

With this result, the null hypothesis of no significant difference was upheld for the 9 items.

Table 3: T-test analysis of the responses of two groups of responses (English language teachers from Enugu and Anambra States) on the institutional factors affecting quality assurance in the teaching of English language at UBE level in South East, Nigeria

S/N	Item statement	English language teachers from Enugu state N=200		English language teachers from Anambra state N=200	t-cal	t-tab	Remark	
		X1	S ₁ ²	X2	S ₂ ²			
1	Absence of language laboratory facilities	3.00	0.92	2.91	0.83	0.70	1.96	Not significant
2	Poor teachers' motivation	3.19	1.09	3.28	0.86	0.70	1.96	Not significant
3	Implementation of the late English medium	2.66	1.08	3.06	0.72	-3.52	1.96	Not significant
4	Poor remuneration and irregular salary	3.59	0.50	3.40	0.49	-2.96	1.96	Not significant

5	Misappropriation of funds meant for education	3.14	0.79	3.02	0.95	1.06	1.96	Not significant
6	Absence of interested, qualified and dedicated teachers	2.96	0.54	3.17	0.38	-2.86	1.96	Not significant
7	Absence incentives for teachers	3.26	0.70	3.31	0.47	-0.33	1.96	Not significant
8	Lack of adequate educational funding	3.26	0.69	3.36	0.46	0.13	1.96	Not significant
9	Inadequate exposure of teachers of English on applications of ICT in teaching / learning pedagogy	3.41	0.74	3.54	0.48	-2.80	1.96	Not significant

Df = 398

Hypothesis 2

HO₂: There is no significant difference in the mean ratings of the responses of English language teachers from Enugu and Anambra States in UBE schools on the socio-economic factors affecting quality assurance in the teaching of English language at UBE level in South East, Nigeria.

The data for testing the hypothesis are presented in table 4 below.

The data presented in table 4 revealed that each of the 10 items in the table had a calculated t-value less than the table value of 1.96 (two tailed test) at 0.05 significance and 398 degree of

freedom. This indicates there was no significant difference in the mean ratings of the responses of the groups of respondents (English language teachers in UBE schools from Enugu and Anambra states) on the socio-economic factors affecting quality assurance in the teaching of English language at UBE level in south east, Nigeria.

With this result, the null hypothesis of no significant difference was upheld for the 10 items.

Mean ratings of questionnaire on the institutional factors affecting quality assurance in the teaching of English language in UBE schools in South East, Nigeria.

Table 4: T-test analysis of the responses of two groups of respondents (English language teachers from Enugu and Anambra states) on the socio-economic factors affecting quality assurance in teaching of English language at UBE level in South East, Nigeria

S/N	Item statement	English language from Enugu state N=200	Teacher Education	English language teachers from Anambra state N=200		t-cal	t-tab	Remark
				X1	S ₁ ²			
10	Domestic labour	3.33	0.78	3.48	0.65	-2.49	1.96	Not significant
11	Use of children as hawkers	3.25	0.77	3.50	0.59	-2.46	1.96	Not significant
12	Child trafficking	3.42	0.78	3.51	0.56	-1.74	1.96	Not significant
13	Death of parents / guardian	3.34	0.89	3.61	0.62	-4.10	1.96	Not significant
14	Poverty	3.34	0.67	3.42	0.61	-0.88	1.96	Not significant
15	Civil child and gender discrimination	3.53	0.60	3.38	0.48	-1.59	1.96	Not significant
16	Neglect	3.55	0.64	3.68	0.45	-1.92	1.96	Not significant
17	Displacement of inhabitants due to communal clashes	3.43	0.74	3.57	0.56	-1.92	1.96	Not significant
18	Child abuse	4.23	0.62	3.80	0.37	-2.74	1.96	Not significant
19	Corruption	3.44	0.56	3.53	0.54	-1.42	1.96	Not significant

Df = 398

VII. DISCUSSION

The findings of the study in research question 1 which sought information items on the institutional factors affecting quality assurance in the teaching of English language in UBE level in South East, Nigeria indicated that a lot of institutional factors affect quality assurance in the teaching of English language at UBE levels in the state. This is so as over 85% of the population agreed that absence of language laboratory facilities, poor teachers' motivation, implementation of the late English medium, poor remuneration and irregular salary, misappropriation of funds meant for education, absence of

interested qualified and dedicated teachers, absence of incentives for teachers, lack of adequate educational funding are some of the institutional factors that affect the quality of English language lesson delivered at UBE schools in the state.

Table 2 presented data that answered the second research question. Research question 2 sought answers on the socio-economic factors affecting quality assurance in the teaching of English language at UBE level in South East, Nigeria. The findings: use of children as hawkers, child trafficking, death of parents/guardian, poverty, girl child and gender disparity/discrimination, displacement of inhabitants due to

communal clashes, child abuse and corruption. The respondents that agreed to these itemized variables represent over 90% of the population. Finding agreed that in cities, the middle class engages children as house helps who are paid to do domestic chores and are denied formal education.¹⁹

VIII. CONCLUSION

The Universal Basic education was launched as a way of ensuring access to education by all children of school age in Nigeria. To ensure effective implementation, different subjects were introduced into the curriculum of which English language in one of them and better still one of the core subjects. As a subject, the objective of studying English language is to ensure mastering of the different aspects of the language i.e. grammar, phonetics, syntax, lexis, structure etc with more emphasis on coming to be a par with the original speech community and even choose to teach the subject (as a profession) later in life. This objective has not been achieved due to some institutional and socio-economic factors that are anti quality assurance in the teaching of English language in UBE level in South East, Nigeria. These identified factors must be reduced to its barest minimum. By doing so, the major objective of implementing the instructional pedagogy of English language targeted at achieving mutual intelligibility between the speakers and the learners and most especially working towards coming to realness with original speech community² would be enhanced.

IX. RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made

- ✓ Government should recruit only interested, qualified and competent English language teachers
- ✓ The Nigerian language policy which encourages the late English medium in lower basic schools should be eliminated and English language be used as a medium of instruction at this levels.
- ✓ English language laboratory and the needed facilities such as radio, cassettes, video strips, television etc should be made available for practical instruction at the lower levels.
- ✓ Government should adequately fund UBE schools and motivate English language teachers with incentives and other fringe benefits.

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