

Teachers' Perception of Effective Training and Adequacy of Qualified Teachers for the Implementation of UBE Programme in Ankpa Education Zone of Kogi State

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Abstract:-The study investigated teachers' perception on the implementation of UBE programme in Ankpa Education Zone of Kogi State. Four research questions and four hypotheses guided the study. A descriptive survey design was adopted for the study. The population of the study comprised of 112 UBE schools in Ankpa Education Zone with the population 2,234 teaching staff. A sample of 400 teachers from 25 UBE schools were used for the study. A 20 – item four-point rating scale questionnaire titled "Effective Training and Adequacy Of Qualified Teachers Parameter (ETAQTP)" was used for data collection. The reliability of the instrument was established through the Cronbach Alpha which yielded 0.77. Mean and Standard Deviations were used to answer the four research questions, while chi-square (χ^2) was used to test the two hypotheses at 0.05 level of significance. The result of the study revealed among others that training (248.50>3.84) and teacher's qualification (210.17>3.84), have significant relationship with the implementation of UBE in Ankpa Education Zone of Kogi State. Based on the results of this study, the researcher recommended that school administrators should ensure that their teachers are trained and retrained and that training should be elongated to ensure that teachers will have more time to interact with one another as well as with resource persons so as to make them well equip to implement the UBE programme. Government should set a standard of a minimum of first degree in Education as highest qualification to teach in the UBE programme.

Key Words: Teachers' perception, effective, qualified teachers, implementation, UBE Programme

I. INTRODUCTION

Education in all countries of the world has been considered very important for personal and societal development. Nigeria is one among the nations of the world that value education. In her National Policy on Education (Federal Republic of Nigeria, 2004), Nigeria sees education as an excellent instrument for effecting national development. Thus, education is used to achieve the nation's needs. The policy document provides guidelines on the education of Nigerian society. It contains the philosophy of the nation's education, levels of education and their objectives, beginning with pre-primary, primary (basic education), secondary and tertiary

education.

The National Policy on Education (FRN, 2004) defines basic education as the type of education comprising six years of primary school and three years of junior secondary school. The policy stipulates that education shall be free and compulsory. This scheme shall include adult and non formal education programmes at primary and junior secondary school levels, for both adult and out of school youths.

The Federal Ministry of Education (2000) identifies the objectives of the Universal Basic Education (UBE) as; Developing in the citizenry a strong consciousness for education and a strong commitment to its vigorous promotion, the provision of free universal basic education for every Nigerian child of school age; reducing drastically the incidence of drop-outs, catering for the need of young people who for one reason or another interrupted their programme; ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, and life skills as well as the ethical, moral and civics needed for laying the foundation for life-long learning.

In the Universal Basic Education (UBE) (2004), the federal government states 9 years of education, meaning 6 years of primary education and 3 years of junior secondary. The major components are: formal basic education encompassing the first 9 years of basic/primary to junior secondary education for all; nomadic education for school age children, pastor nomads and nomadic fishermen; and literary and non-formal education for out of school children, youth and illiterate adults.

Since then UBE scheme also include the junior secondary schools, the National Policy on Education (FRN, 2004) stipulates the objectives of the JSS to include effective thinking, communication skills, making of relevant judgment, making the pupil a useful member of one's family, understanding basic facts about health and sanitation, and appreciating one's role as a member of the society.

According to the Universal Basic Education (UBE) Act (2004), The Universal Education Programme of the Federal Republic of Nigeria introduced by former President Olusegun Obasanjo in 1999 is defined to encompass a vertical as well as a horizontal dimension. The vertical dimension of the UBE consists of formal and non formal possibilities for approaches to education, while the horizontal dimension covers the linear vision of education from childhood care education to junior secondary schooling. UBE is a programme conceived with a strong emphasis on all round development of its beneficiaries (emphasis is on both cognitive and non-cognitive educational domains).

According to Obasanjo (1999:288), "The Universal Basic Education programme is almost the same as the old UPE scheme, free and Universal like before but in addition now, it will be compulsory". Obasanjo further explains that the new programme would extend to all children from age six to fifteen years and embrace both primary school and junior secondary education (basic education).

Stressing the concept of basic education, El-Yakub (2001) views basic education as the compulsory and free formal and informal fundamental training of knowledge, skills and experiences that all children under school going age needs to acquire. On the other hand, UBE has been defined by various scholars as basic or fundamental education. It is the education around which every other education namely; formal, informal and non formal revolves (Mkpa, 2000). From the foregoing, UBE covers three areas of education namely: formal, basic education, nomadic education and non-formal education.

According to Adepoju and Fabiyi (2007) UBE is free and compulsory for children of school age. The concept is strongly backed by law. UBE is conceived to embrace formal education up to age 15 as well as adult and non-formal education including education of the marginalized groups within the Nigerian society. The implementation started in July, 2005 with the appropriation of the UBE fund to the Universal Basic Education Commission (UBEC) and subsequent disbursement to states.

According to Apeinumbu (2012), implementation of Universal Basic Education entails the extent at which the aims and objectives of universal basic education programme are being achieved in primary schools and JSS level through the performance of the obligation or task of the major stake holders of the scheme. The Federal Government of Nigeria's implementation blue print of UBE defines Universal Basic Education as the foundation of sustainable life-long learning. It comprises of a wide variety of formal and non-formal educational activities and programmes designed to enable learners acquire functional literacy (FRN, 2000).

In the words of Aluede (2006), universal means the whole people without exception. Basic means that on which anything rests. It is the root or bottom or the foundation from which other parts get support, while education will be

interpreted to mean the act of bringing up or training of a child through instruction and in the process bring about the strengthening of the powers of body and mind to be able to understand his/her culture.

With reference to teachers' Perception of Training in the Implementation of UBE Programme in Ankpa Education Zone, the training of teachers is recognized to be one of the most important elements in the operation and success of the UBE scheme. In a related study conducted by Adeyemi (2010) on the impact of training and retraining on teachers' productivity, it was found that a significant relationship existed between training/retraining and productivity of teachers in terms of punctuality to school, organizing extra lessons for students, timely submission of examination grades and participation in extra-curricular activities. These findings were in consonance with an earlier study by Obioma (2006) who reported a significant positive relationship between teachers' perception of training and retraining programme and their attitude towards work.

According to Dike (2005) there is a direct significant relationship between in-service training of teachers and quality universal basic education, the researcher viewed quality basic education in terms of the social relevance of the product as the ability of the school leaver to use knowledge acquired in school in post-school situations. Thus, the way a school-leaver display certain skills on interaction with people and materials are indicative of the quality of education which he/she received. Dike further, emphasized the need for in-service training for both new and old teachers for the enhancement of quality universal basic education in Nigeria.

In a related study by Obiunu (2011), it was found that a significant relationship existed between UBE training and the quality displayed by the teachers' in terms of teacher's method of teaching, improvisation of teaching aids, the use of new lesson plan, and pupils' academic performance in primary schools. There was also a significant relationship between training resources made available for the training of teachers and the quality of training received by UBE teachers in public primary schools. In other words, the training resources available significantly related to teachers' productivity in public primary schools. These findings depict the relative importance of in-service training of teachers to enhance productivity, quality and standard of universal basic education. Another aspect of teacher development programme that is relevant to enhancing quality universal basic education is ICT training for teachers. Researchers have revealed that knowledge acquired through ICT training for teachers enhanced effective teaching and learning in schools (Sobechi, 2004). Obioma (2006) in his study reported a significant relationship between teachers' knowledge of ICT literacy and their job performance. This finding portrayed that the more knowledgeable a teacher in the use of ICT, the more productive the teacher would be in his/her teaching job. Thus, ICT training for teachers should be encouraged for quality teaching and learning in basic schools.

This finding was in agreement with the research finding of Adeyemi (2010) who reported a significant positive correlation between teachers' ICT utilization and their job performance. In a similar study by Mopolaji (2002), it was found that a significant relationship existed between teachers' ICT competence and their job effectiveness. This finding was in consonance with the research finding of Adepoju and Fabiyi (2007) who reported a significant positive relationship between teachers' ICT skills and teaching effectiveness. The study also revealed that teachers with high ICT skills performed better than those with low ICT skills. It can be deduced from these findings that knowledge of ICT makes teaching easier and result-oriented.

According to Ejieh (2003), training widens the scope of the teacher and brings out the best in him. Ejieh further states that training of teachers can be done at two levels, pre-service and in-service. The pre-service training is usually provided in teacher's training institutions such as Teacher Training Colleges, Colleges of Education and Faculties and Institutes of Education in Universities. The curriculum of such training is designed to provide both professional training and subject specialization. Professional training aims at producing efficient teachers capable of handling children and teaching them with optimum results. Sule and Oluwole (2015) points out that, insufficient provisions for training of teachers to acceptable standard constitutes one of the major problems hindering the successful implementation of UBE programme in Nigeria. The lack of qualified teachers can pose a serious threat to the success of the programme (Oguche 2006). Professional training would also help to inculcate the right attitude and interest in teachers.

Obviously, Obioma (2006) opines that in Nigeria, there is no overstating of the fact that there is an acute shortage of trained teachers to implement the UBE programme. Facts from research findings, seminars, workshops and conference communiqués as well as observations and experiences in the field show that there is inadequacy of trained teachers to accommodate the expected millions of school aged children for the UBE Scheme. There is therefore the urgent need for pre-service training of teachers to meet the demands of the UBE (Dina, 2001).

According to the Federal Republic of Nigeria (2004), if the UBE scheme is to be successful in its implementation, there is need for practicing teachers to be retrained in order to keep them abreast with current changes and developments in the educational sector. Sule and Oluwole (2015) opine that in-service training can take the form of short courses, seminars, workshops and conference attendance, weekend courses, vacation courses, sandwich and ad hoc courses. This will further acquaint them with the national UBE policy, its implementation, objectives and target audience. More so, in-service training, apart from helping teachers to up-date their knowledge equally serves as a motivating factor for teacher efficiency.

As well, Emeh, Umoinyang and Oden (2002) stresses that for UBE to succeed in its implementation, the government has to make provisions for in-service and on-the-job training of teachers through regular and mandatory participation in conferences, workshops and seminars. Dike (2005) opines that teachers should be properly trained in modern technologies in order to enable them educate students who would be expected to function effectively in their modern work environment and to compete in the global market place. In view of this, teachers' training and retraining are highly exigent if this programme must succeed.

Mataga and Abdulahi (2002) maintain that in recognition of teacher factor, the implementation scheme has clearly stated that the teacher will always be an integral part of the process of UBE conceptualization, planning, and implementation. It is good to create awareness for the programme, elicit the support and inputs of primary school teachers and enrich their perception by training and retraining them. Once in a while, teachers need workshop and seminars to refrain the already serving ones in the villages and not only in the headquarters.

Furthermore, Adeyemi (2009), we are living in a changing world where change itself is constant. The teachers meant for the UBE programme therefore need to be trained and retrained regularly so that their content, method and instructional materials may not turn obsolete. Although, research has documented the urgent need for training and retraining of teachers as tool to realizing the goals of the Universal Basic Education programme and a useful approach to achieving this through in-service training, workshops and seminars, the teachers may not benefit much if their perception of such training efforts are not ascertained, with a view to finding out their feelings.

In a similar view, Ohwojeroh (2010) opines that the crucial issue of career-long professional development of serving teachers in areas of in-service programme like sandwich, weekend programme, seminars and workshops if properly taken care of, the UBE Programme will be made easy. According to Ohwojeroh, the following accredited bodies such as the National Union of Teachers (NUT), National Universities Commission (NUC) Colleges of Education, National Teachers' Institute (NTI), and the National Board for Technical Education (NBTE) are mobilized to develop a more systematic career improvement orientation and programmes for all categories of teachers. If the Universal Basic Education Commission (UBEC) through its monitoring team will help to facilitate the involvement or participation of teachers in such programmes, this will invariably equip them for the task of proper implementation of the Universal Basic Education Scheme.

With reference to teachers' perception of qualified teachers for the implementation of the UBE programme in Ankpa Education Zone, qualification of teachers is considered as one of the predictors of teachers' ability to

understand and teach a subject effectively (Mobolaji, 2002). On his part, Mkpa (2000) pointed out that it is necessary for pupils to be given opportunities to study in company of well qualified UBE teachers. Similarly, teacher qualification is said to be an important aspect of how a teacher perceives areas of difficulty in teaching, (Nakpodia, 2011).

Despite the emphasizes on the important of universal basic education and the huge investment in the UBE by the government, the performance of UBE students has been a source of worry to UBE planners in Nigeria. If education is difficult to students, as indicated by consistent mass failure in the UBE school, especially at the junior secondary school level of education, Nakpodia (2011) it might be the fault of those who present it badly. Researches have been conducted to find out if the lack of qualifies teacher is as a result of perception of difficulty of the UBE, (Obiunu, 2011). For instance, in a study conducted by Adeyemi (2009) on primary school teachers' perception of difficulties in the UBE implication, the result showed that teacher's qualification in the primary curriculum is the significant factor.

More importantly, teachers' qualifications need to be taken seriously into consideration in ensuring successful implementation of the UBE programme. This is because UBE programme requires those who have requisite qualification and experience in handling children at the primary and junior secondary school levels. It must be persons who have NCE, B.Ed, M.Ed or qualifications in education related courses. The National Policy on Education (FRN, 2004) section 63 stipulates that the minimum qualification for entry into the teaching profession at any level in the Nigerian school system should be the Nigerian Certificate in Education (NCE). However, the NCE teachers have limited subject specializations because the teacher-trainees are trained in two basic teaching subjects. Again, the National Policy on Education (FRN, 2004), stipulates that teachers are to be qualified in their various areas of specification to maintain all levels of our educational system. To succeed, the teacher education programme should first be able to attract quality candidates.

Akpakwu (2007) observes that poor teaching could be due to the inadequacies of teacher qualification, the author advised therefore that the course content should be properly articulated to sufficiently prepare the teachers for the challenges ahead. Akpakwu (2007) asserts that the teacher plays a central role in the actualization of educational goals as well as ensuring the survival of the entire education system and UBE to be specific. Nigeria has always acknowledged the crucial role of teachers towards the successful delivery of any educational process; this requires that the teacher should be academically qualified to implement any educational programme.

Many researchers have highlighted the need for adequate provision of quality teachers for the successful implementation of UBE. For instance, Adeyemi (2010)

opines that for the UBE to succeed, adequate provision should be made to produce sufficient qualified teachers and make them relevant within the limit of their area of specialization. Obiunu (2011) argue that acute shortage of qualified teachers can result in poor outcome in the implementation of the UBE programme. Obiunu further calls for the revitalization of the educational programmes in Nigeria through research, manpower training and development. Similarly, Oguche (2006) asserts that the lack of qualified teachers can pose a serious threat to the success of the programme.

Awua (2003) observes that through the provision of welfare packages, teachers of UBE and head teachers may appear to be more competent and confident, which could enhance their good qualities. Supporting this view, Akpakwu (2007) opines that in trying to motivate the staff of any institution to higher work performance, attempt should not be made to neglect or ignore welfare packages since it stands as one of the most motivating factors of job performance. The author further states that welfare packages here include medical facilities, provision of financial assistance through various groups, provision of recreational facilities such as canteen, staff club, provision of staff in-service training among others.

As also viewed by Obiunu (2011) the implementation of the UBE programme is hampered by shortage of qualified teaching staff to implement the new UBE. In the old UBE, the problem of shortage of teachers was very obvious. Thus, the attainment of qualitative and progressive education which the UBE emphasizes largely depends on the quality of teachers and their devotion to duty. Ejieh (2003) posits that for teachers to be positively influencive to child education they must be products of well designed quality teacher education programmes otherwise, the nine years of free and compulsory education provided for in the Universal Basic Education Act would amount to nine years of mere attendance. However, this study intends to find out teachers' perception of the position of qualified teachers in the implementation of UBE programme in Ankpa education zone of Kogi state.

Factors affecting implementation of the universal basic education in Kogi state cannot be over emphasized. Fourteen years after the launching of the programme, it has turned out more of a burden than the blessing it was meant to be. A lot of factors are impeding its successful implementation in Kogi State. These factors include inadequate planning, inadequate trained teachers, poor funding, poor supervision and monitoring, among others (Ogbonnaya, 2013).

One of the greatest social problems facing the education sector of most developing nations is the rapidly increasing demand for quality education by people in the face of steadily decreasing resources for it. This has necessarily increased awareness of the need for effective planning and

implementation of all educational programmes. Planning, according to Dina (2011), refers to the activities of the manager or chief executive related to defining and clarifying goals, purpose and objectives, investigating conditions and operational-related purpose as well as considering possible alternatives and recommending changes to be made.

Planning is considered the backbone of successful business enterprises. It is a very important and a crucial stage in the management process for the success or failure of any organizational goals. The overall purpose of planning is the attainment of result, which must be related to the objectives. Adekpoju and Fabiyi (2007) observed that Nigeria as a developing nation has to plan her education very well. Poor planning, one could recall, is one of the factors responsible for the failure of UPE of 1976. It is, therefore, a constraint to any educational programme. The planning process, as outlined by Adesina (1981), starts with the issuance of directive by a government agency such as the National Economic Council or the National Executive Council and ends with the appraisal of the plan by the Ministry of Education and then implementation by administrators. The planning process and goals are usually linked with the ideology and programmes of the political party in power.

In the preparation of programme plan, no serious efforts are made to create a link between the objectives of the plan, its programme and the factor resources needed to implement the plans and the differences between short-term and long-term plans. The objectives of the plans are ambiguous because no consultations were made with the experts and professionals trained in education planning. For the UBE programme, the case is the same; the initial enthusiasm with which the policy was greeted caused an explosion in the population of pupils and students at the primary and junior secondary school levels (UBEC, 2013). Unprepared for such a deluge, the government agencies could not maintain good supervision or even keep the role.

In Kogi State, the government has to resort to the services of volunteer teachers to fill in the shortfall recorded as a result of shortage of trained teachers in the UBE schools. Adekpoju and Fabiyi (2007) pointed out that the uniqueness of the difficulties of educational planning in Nigeria from the First National Development Plan (1962-1968) to the fifth of 1986 and to date has been associated with lack of trained personnel to make the plan operational, lack of adequate financial resources to cope with the magnitude of projects and over-centralization of policy making. The actual implementers of educational plans were not involved during the planning stage. The slow bureaucratic procedures in offices and government establishments have led to the failure of bigger educational plans. Another serious problem or factor that is affecting the implementation of the UBE programme in Kogi State is lack of well-trained teachers. A functional and participatory education in the state is in dire need, especially as it concerns the provision of quality trained teachers in primary schools. This can be achieved through training and

retraining of the existing teachers in the system and the recruitment of more qualified ones for the many UBE schools in the state.

A major problem UBE programme is facing in Kogi state is that government does not mobilize enough funds for the vigorous activities needed for the realization of the programme objectives, and even the ones she mobilized is being embezzled through contract falsification. Fund is fundamental to the effective delivery of education to any society. No educational programme can be effectively implemented without the adequate availability of funds (Ogbonaya 2013). The intent of the UBE as declared in the programme statement is that education should be free, like in its predecessor UPE, but what we are seeing now is that the financial burden on government often forces parents to get involved in the funding of the basic level of education. How free is basic education in Kogi State? Since most parents are poor, the children remain poorly equipped to learn. The funds released by the Universal Basic Commission to the State Universal Basic Education Boards (KOEUSBEB) are often mismanaged; thus shifting the burden to parents in term of levies. This negates the UBE spirit at the outset.

The UBE (2000) stipulated that “The Federal Government shall provide the bulk of funds while the state government assists sufficiently to ensure that the poverty stricken parents contribute minimal funds”. Despite the huge budget allocated to the Kogi State Universal Basic Education Board (KOSUBEB), education still eludes millions of its citizens. The adverse effects of underfunding have led to increase in the rate of drop-out, non-completion of new projects in the UBE schools, and poor provision of incentives for effective teaching and learning. Others are poor motivation and inadequate provision of equipment to teachers for effective and efficient performance in UBE schools in the state. According to Aluede (2006), “despite bloated annual budgets for funding, the UBE programme including massive aid from local and international communities for successful implementation, there are indications that several schools are still plagued with inadequate physical facilities for the effective implementation of the UBE.

Other factors militating against the UBE implementation in the state include inadequate infrastructure. In the rural areas, what passed as schools are make-shift structures that look like farm shades. The infrastructure on the ground is less encouraging to the very few teachers who are posted to the rural areas. Although the Chime-led administration is committed to providing the needed infrastructural facilities, in some cases, the teachers in the rural areas had to bring their own chairs from home just as the pupils and students do. With this situation, according to Sobechi (2004), it is not easy to maintain good supervision or even keep the roll. The number of pupils and students coming to school keeps on fluctuating; the number that turns up for learning depends either on whether it was a market day or on the will of their parents. On market days, some of those who

are actually registered for school could be seen carrying firewood or other farm produce to the market.

The indifference of some people to education in the state is one of the factors affecting the successful implementation of the UBE programme. In one breath, they appear really at a loss on what could be the benefits from reading and writing. In another, they seem to believe that educating the girl child is a disadvantage since, in their thinking; it does not position or allow for early marriage. Some families do not give education any consideration even as the state is an educationally advantaged state. Emphasis is often placed on the farm, marriage and trading. But with the introduction of UBE programme in the state, those families grudgingly allow their children, mostly males, to go to school. Then it was discovered that after primary school, a greater percentage of these children could not continue their education. Sobechi (2004) observed that there seems to be low level of enlightenment that can raise the consciousness of these groups of people to education, especially that of the girl child. The predominant feeling among the parents is that education is a kind of license to receive cash reward from the government. Since this could not happen, they feel that leaving their wards in school is a sheer waste of their productive time that would have been spent on the farm, trading or getting ready for marriage. There could be need to establish a platform for continuous and collective dialogue on vital educational problems and issues in both primary and post-primary education levels in the state by stakeholders.

Another constraint to the effective implementation of the UBE programme in the state is examination malpractice. This may be on the account of the age of those who are in the primary schools or junior secondary schools. The testing method has been flawed. The rate at which these students cheat in examinations is alarming. Examination malpractices are eroding the benefits of the UBE programme. Some parents/guardians who wish to hurry their children/wards into certification and/or further education aid the students in certain cases. Their desperation is not matched with hard work.

As a matter of fact, in Kogi State, government alone cannot maintain education single-handedly; parents need to change their desperation for their wards/children certification and join hands with the government for the effective implementation of the programme. Poor supervision and monitoring of the UBE schools in the state is a constraint to UBE implementation. Lack of supervision /monitoring of schools for upwards of a year is one of the major drawbacks in the education sector. dike (2005) observed that educational supervision is concerned with those particular activities and aspects which maintain and promote the effectiveness of teaching and learning in school. According to Akpakwu (2007), supervision is an action directed towards the implementation of teaching/learning process. Supervision, therefore, is the life-wire concerned with the efficiency and effectiveness of the UBE scheme. Ezekwesili (2007) said that

there has been no inspection and supervision of schools in the decade. Supervision of schools is the heart of quality assurance in education. The constraints to effective supervision and monitoring of the UBE schools in Kogi state are further attributed to inadequate vehicle for monitoring, inadequate office accommodation, lack of funds, among others.

In summary, the constraints to UBE programme implementation in Kogi State include inadequate trained teachers, inadequate infrastructural facilities and instructional materials, poor planning of the scheme, increased drop-out rate in rural areas in the state. Non-implementation of new minimum wage to the teachers, poor administration of KOSUBEB, bad school location, evasion of classroom by teacher due to poor motivation by the government, among many others. However, the basis for the worry in the study is to ascertain teachers' perception of effective training and adequacy of qualified teachers for the implementation of ube programme in Ankpa education zone of Kogi state.

Statement of the Problem

In Kogi State, it will be noticed that there has been serious concern about implementation of the Universal Basic Education in primary schools and junior secondary schools. As observed by the researcher, there seem to be a lot of irregularities by teachers as regard the implementation of universal basic education in the areas of availabilities of welfare packages, adequacy of infrastructural facilities, effective training and adequacy of qualified teachers.

It could be noted that over the years, the implementation of basic education programme in Nigeria has been facing lots of constraints, and it seems like the problem of the Nigeria educational programme does not only lie with adequate knowledge and policies, but the effective implementation of the programme.

The Universal Primary Education (UPE) programme which is one of the basic education programmes introduced in the country in the past seems to have failed due to several factors, and such factors were attributed to non-availability of fund, lack of welfare packages, lack of trained teachers, lack of infrastructural facilities, poor supervision of the programme, inadequate instructional materials, among others. There also seem to be lots of obstacles affecting the implementation of the current Universal Basic Education (UBE) programme primary schools in Nigeria, particularly in Ankpa Education Zone of Kogi State. Most of the UBE primary schools are bedeviled with overcrowded classrooms, poor funding of the school activities, inadequate infrastructural facilities, non-availability of functional library, inadequate instructional materials, poor supervision and monitoring of the school programme among others. All these are challenges for the effective implementation of UBE programme in Nigeria. Thus, the problem of this study put in a question form is what is the teachers' perception of effective training and adequacy of qualified teachers for the implementation of UBE

programme in Ankpa education zone of Kogi state?

Purpose of the Study

The purpose of the study is to investigate teachers' perception of effective training and adequacy of qualified teachers for the implementation of UBE programme in Ankpa education zone of Kogi state. Specifically the study intends to:

1. Examine teachers' perception of effectiveness of training for the implementation of UBE programme in Ankpa Education Zone.
2. Determine teachers' perception of adequacy of qualified teachers for the implementation of UBE programme in Ankpa Education Zone.

Research Questions

The following research questions were raised to guide the study.

1. What is teachers' perception of effective training of teachers for the implementation of UBE programme?
2. What is teachers' perception of adequacy of qualified teachers for the implementation of UBE programme?

Hypotheses

The following hypotheses guided the study at 0.05 level of significance:

1. Proper training of teachers has no significant relationship with the implementation of UBE programme in Ankpa Education Zone.
2. Qualification of teachers has no significant relationship with the implementation of UBE programme in Ankpa Education Zone.

II. METHODS

The study employed a descriptive survey design. The research design is a survey which focused on teachers' perception of the implementation of the UBE program in Ankpa Education Zone of Kogi State. This type of research gathers data from a large number of subjects. The purpose is to gather information about variables from a representative sample of the population. One of the features of the survey research is that, it employs principally questionnaire as the mechanism for data gathering technique. The design was chosen due to the nature of the study and processes involved in the collection of data. It was considered appropriate here because it seeks to find out the factors that are associated with certain occurrences, practices, outcomes, conditions or types of behaviour by analysis of past events or of already existing conditions. It is also justifiable because it is in line with the purpose of the study which is to investigate teachers' perception of the implementation of Universal Basic Education. The design according to Emaikwu (2013) is appropriate where it is not possible for the researcher to directly manipulate the independent variable. Emaikwu also stated that the design is also good for the collection of facts

and detail information from a large population as well as the use of representative samples which permit inferences and generalizations to be made on the entire population.

The study was carried out in Ankpa Education Zone in Kogi State. This Zone is made up of three local governments namely: Ankpa, Omala and Olamaboro. Kogi State is chosen for this research in the sense that, education seems to be the major industry in the area, as the zone has 112 UBE schools (Universal Basic Education Board Office Ankpa, 2014). But this important industry is under a serious threat due to teachers' perception of effective training and adequacy of qualified teachers for the implementation of UBE programme in Ankpa education zone of Kogi state.. Something has to be done urgently to arrest the situation. There is therefore a felt need to investigate into the teachers' perception of the implementation of UBE in Ankpa Education Zone of Kogi State.

The population of this study consisted of 2434 teaching staff from 112 UBE schools in Ankpa Education Zone (Universal Basic Education Board Office Ankpa Kogi State, 2014).

The sample for the study is made up of 400 teachers representing 16%, 2434 out of the 25 UBE schools representing 22% of the 112 UBE schools in Ankpa Education Zone. Nworgu's (2005) who opined that 15 to 20 percent representative sample of a population of 1,000 and above is considered ideal, 400 teachers (representing 16%) was sampled out of the 2,434 teachers within the area under study.

Multi-stage method of sampling was adopted in the following order; stage one: simple random sample was used in the selection of local government. Teachers' perception of effective training and adequacy of qualified teachers for the implementation of UBE programme in Ankpa education zone of Kogi state over the years has not been properly implemented; this informed the choice of adopting the education zone for this study. Stage II: choice of school; purposive sampling technique was used in selection of choice of school in Ankpa Education Zone which is made up of 3 area education offices namely: Ankpa, Omala and Olamaboro education offices.

In order to reach out to the entire education zones and extrapolate the findings, the researcher deemed it fit to individually draw sample from each school within specified area education offices. Stage III: purposive was used in the selection of schools based on perceived poor implementation of UBE by the researcher.

The instrument used for the study was questionnaire constructed by the researcher titled "Effective Training and Adequacy of Qualified Teachers Parameter (ETAQTP)". The ETAQTP is in two sections, A and B. Section A is made up of personal data of the respondents while section B is designed to elicit information on teachers' perception of the

implementation of the UBE programme. The section had 20-items divided into four clusters according to the variables of the study namely, training, qualified teachers, infrastructural facilities and welfare packages. The respondents were guided by the modified four point rating scale with a response mode of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1

In order to confirm the validity of the instrument that was used in the study, a 20 item questionnaire was constructed and the questionnaires were validated by three experts in the Department of Curriculum and Teaching and one expert in Measurement and Evaluation Benue State University, Makurdi. They were asked to examine the construct and content validity of the items in the questionnaire. They made appropriate face, construct and content corrections and adjustments on questions 1, 3, 4, 7, 12 and 18 and ascertained that the questionnaires were not ambiguous and the instrument was therefore believed to be capable of achieving the purpose for which it was designed.

In order to ensure the internal consistency of the instrument of data collection, trial testing of the instrument was done using a sample of 30 teachers. This sample was taken from the population of same characteristics but in the same Kogi State which were not part of the sample for the study.

A reliability estimate was obtained after administering, collecting and analyzing data on a computer using the Statistical Package for Social Science (SPSS). The reliability of the instrument was established through the Cronbach Alpha which yielded 0.77. This indicates high internal consistency and reliability of the instrument for usage (Pallant, 2004). According to Emaikwu (2006) Cronbach Alpha is used to establish a more generalized way of estimating internal consistency. The instrument was therefore

considered to possess high reliability and could be administered on the sample of the study.

To ensure an effective administration of the ETAQTP, the researcher visited all the 25 sampled schools. The researcher made a brief introduction and the purpose of visit to the principal; after which, questionnaires were administered to the respondents. They were administered with the help of two research assistants who were briefed on how to administer/collect questionnaire. In the process, the respondents were assured of confidentiality of their responses. The researcher administered a total of 400 copies of the instruments to the teachers in the selected UBE schools and ensured that, 100% of the instrument was returned. The researcher employed and ensured an immediate fill-and-submit policy to avoid any loss of the questionnaires.

The various responses from the ETAQTP were collated and analyzed in order to arrive at a result for conclusion. Mean and standard deviation were used to answer the research questions. A cut off mean of 2.50 and above was used to determine positive response while a cut-off-mean of less than 2.50 was considered as negative responses. The hypotheses were tested using the chi square statistical analysis at 0.05 level of significance. The choice of chi-square is because it is more effective in seeking/determining the views of respondents on issues concerning; teachers' perception of effective training and adequacy of qualified teachers for the implementation of UBE programme in a large and sparsely populated area like Ankpa Education Zone of Kogi State.

III. RESULTS AND DISCUSSION

Research question 1

What is teachers' perception of effective training of teacher for the implementation of UBE programme?

Table 1: Mean ratings and standard deviations of teachers' perception of effective training for the implementation of the UBE programme

Item No	Item description	SA	A	D	SD	\bar{x}	Std	Decision
1.	Pre-service training of teachers helps to meet up with their demand in the UBE implementation	121	161	86	32	2.93	0.91	Accepted
2.	In-service training of teachers equally serves as a motivating factor for their efficiency in the implementation of UBE.	122	188	33	57	2.94	0.78	Accepted
3.	Teachers are ineffective in lesson delivery in the UBE programme when they are not trained.	156	153	41	50	3.04	1.00	Accepted
4.	Training widens the scope of teachers to bring out the best in them for better implementation and UBE.	148	149	58	45	3.00	1.90	Accepted
5.	Insufficient provision for training of teachers to acceptable standard hinders the successful implementation of UBE programme.	143	176	48	33	3.07	1.99	Accepted
Cluster mean/standard deviation						3.00	0.97	Accepted

Source: Field work (2018)

The data presented on table 1 showed that respondent's mean ratings of items 1 – 5 were 2.93, 2.94, 3.04 3.00 and 3.07 respectively with the corresponding standard deviations of 0.91, 0.91, 0.98, 1.00, 0.98 and 0.99. All the mean ratings are

above the cut-off point of 2.50. This implies that the respondents had agreed that, pre-service training of teachers helps to meet up with their demand in the UBE implementation and that in-service training of teachers'

equally serves as a motivating factor for their efficiency in the implementation of UBE. They also agreed that teachers are ineffective in lesson delivery in the UBE programme when they are not trained. More also they equally agreed that training widens the scope of teachers to bring out the best in them for better implementation of UBE. The respondents had also agreed that insufficient provision for training of teachers to acceptable standard hinders the successful implementation of UBE programme. The cluster means of 3.00 with the corresponding standard deviation of 0.97 was found to be above the cut-off point of 2.50 this

implies that proper training of teacher had significant relationship with the implementation of UBE programmes in Ankpa Education Zone of Kogi State.

Research question 2

What is teachers' perception of adequacy of qualified teachers for the implementation of UBE programme?

The data that provide answer to this research question 4 is presented on table 4

Table 2: Mean ratings and standard deviations of teachers' perception of qualified teachers for the implementation of the UBE programme

Item No	Item description	SA	A	D	SD	\bar{x}	Std	Decision
6	Teachers with B.Ed are better in teaching in the UBE programme.	127	170	47	56	2.92	1.00	Accepted
7	Teachers without certificate in education may not be effective in lesson delivery in the UBE programme.	133	168	52	47	2.97	0.97	Accepted
8	Teachers with ordinary diploma may not enhance better lesson delivery in the UBE programme.	162	143	50	45	3.06	0.99	Accepted
9	Teachers with NCE are competent to deliver coherent lesson in the UBE programme.	101	201	58	40	2.91	0.89	Accepted
10	Teachers with B.Sc. Ed can enhance better interest in academic performance of pupils/students in the UBE programme.	111	140	106	43	2.80	0.97	Accepted
Cluster mean/standard deviation						2.93	0.96	Accepted

Source: Field work (2018)

The data presented on table 2 showed that, respondents' rating of items, 6-10 were 2.92, 2.97, 3.06, 2.91 and 2.80 respectively with the corresponding standard deviations of 1.00, 0.97, 0.99, 0.89 and 0.97. All the mean ratings are above the cut-off point of 2.50. This means that the respondents had agreed that teachers with B.Ed are better in teaching in the UBE programme and that teachers' without certificate in education may not be effective in lesson delivery in the UBE programme. They were also of the opinion that teachers with ordinary diploma may not enhance better lesson delivery in the UBE programmes. They equally agreed also that teachers with NCE are competent to deliver coherent lesson in the UBE programme. More also that teachers with B.Sc. Ed can enhance better interest in academic performance of pupils in the UBE programme. Based on the mean cut-off point of 2.50

for decision making, the cluster mean of 2.93 with standard deviation of 0.96 was also found to be well above the cut-off of 2.50 this means that qualification of teachers has significant influence on the implementation of UBE programme in Ankpa Education Zone of Kogi State.

Hypotheses Testing

In order to test the hypotheses of this study, the chi-square (χ^2) test of goodness of fit was used to test the options of respondents at 0.05 levels of significance.

Hypotheses One:

Proper training of teachers has no significant relationship with the implementation of UBE programme in Ankpa Education Zone of Kogi State.

Table 3: Chi-square of the influence of teachers' perception of training on the implementation of UBE programme

Opinions	Observed Frequency	Expected Frequency	df	Level of sig	X^2_{-cal}	X^2_{-tab}	Decision
No influence	73(18%)	200(50%)	1	0.05	248.50	3.84	Ho rejected
Influence	327(82%)	200(50%)					

Values in parentheses are percentages ($X^2= 248.50, df = 1, p = 0.05 > 0.00$)

Table 3 showed that the inferential statistics chi-square was used to test the influence of teachers' perception of training on the implementation of the UBE programme in Ankpa Education Zone. The result showed that 82% of the respondents agreed that Teachers'

perception of training had significant influence on the implementation of UBE programme in Ankpa Education Zone as against 18% respondent who disagreed.

Table 3 also showed that the chi-square calculated value of 248.50 was greater than the chi-square table value of

3.84 checked at 0.05 level of significant with ldf. The null hypothesis was therefore rejected. This implied that teachers' perception of training had significant influence on the implementation of UBE programme in Ankpa Education Zone. The finding is also in agreement with Uja (2008) who founded that the constraints to the effective implementation of the UBE include poor planning of the UBE programme, poor funding of the UBE scheme, politicization of the UBE scheme, inaccurate statistical record of population, poor awareness and mobilization campaign, mismanagement of educational funds, insufficient number of qualified teachers in schools, embezzlement of the funds by administrators, poor attention to teachers education and training by the government, poor school infrastructural facilities, poor provision of instructional materials and inadequate motivation of teachers. This finding is in agreement with the UBE guideline that there is the need to have trained manpower in these areas to meet the different needs of the learner, similar to the finding, Obiunu (2011) opines that the crucial issue of career-long professional development of serving teachers in areas of in-service programme like sandwich, weekend programme, seminars and workshops if properly taken care of, the UBE Programme will be made

easy. According to Obiunu, the following accredited bodies such as National Union of Teachers (NUT), universities, and colleges of Education, the National Teachers' Institute (NTI), and the National Board for Technical Education (NBTE) are mobilized to develop a more systematic career improvement orientation and programmes for all categories of teachers.

In line with the finding also, Uja (2008) maintains that majority of UBE teachers are non professional and are not motivated. He opines that in-service training can take the form of short courses, seminars, workshops and conference attendance, weekend courses, vacation courses, sandwich and adhoc courses. This will further acquaint teachers with the national UBE policy, its implementation, objectives and target audience. In addition, in-service training, apart from helping teachers to up-date their knowledge equally serves as a motivating factor for teacher efficiency.

Hypothesis two

Qualification of teachers has no significant relationship with the implementation of UBE programme in Ankpa Education Zone of Kogi State.

Table 4: Chi-square of the influence of Teachers' perception of qualified teachers on the implementation of the UBE programme

Opinions	Observed Frequency	Expected Frequency	Df	Level of sig	X ² -CAL	X ² _tab	Decision
No influence	34(9%)	200(50%)	1	0.05	210.17	3.84	Ho rejected
Influence	266(91%)	200(50%)					

Values in parentheses are percentages (X^2) - 210.17, df = 1, p = 0.05 > 0.00)

Table 4 showed that the inferential statistics of chi-square was used to test the influence of teachers' perception of academic qualification on the implementation of UBE programme. The result showed that 91% of the respondents agreed that teachers' perception of academic qualification had significant influence on the implementation of UBE programme as against 9% respondents who disagreed.

Table 4 also showed that Chi-square calculated value of 210.17 was greater than the Chi-square table value of 3.84 checked at 0.05 level of significant with ldf. The null hypothesis was therefore rejected. This implied that teachers' perception of academic qualification had significant influence on the implementation of the UBE programme. The findings agrees with the views of Omotere (2011) who avers that poor monitoring and supervision of schools, working distance, inadequate infrastructural facilities and lack of qualified personnel among others were responsible for poor implementation of programme. The finding is also in line with Uja (2008) who founded that the constraints to the effective implementation of the UBE include poor planning of the UBE programme, poor funding of the UBE scheme, politicization of the UBE scheme, inaccurate statistical record of population, poor awareness and mobilization campaign, mismanagement of educational funds, insufficient number of

qualified teachers in schools, embezzlement of the funds by administrators, poor attention to teachers education and training by the government, poor school infrastructural facilities, poor provision of instructional materials and inadequate motivation of teachers.. This finding is in line with the UBE guideline that it is impossible for any educational system to rise above the level of its teachers. Qualified teachers in various fields should be employed to teach. The situation where one teacher is made to teach all subjects to a particular class is unacceptable. Moreover, aspects like changing pupils to different programmes and the use of necessary appraisal instruments and psychological test require technical expertise in the appropriate fields. In agreement with the finding, Adebola (2007) asserts that the teacher plays a central role in the actualization of educational goals as well as ensuring the survival of the entire education system. Nigeria has always acknowledged the crucial role of teachers in the successful delivery of any educational process which requires that the teacher should be academically qualified to implement any educational programme. In the same vain Ejieh (2009) posits that for teachers to be effective, they must be products of well designed quality teacher education programmes otherwise, the nine years of free and compulsory education provided for in the Universal Basic Education Act could amount to nine years of mere attendance.

IV. CONCLUSION

Based on the findings of this study, it was concluded that, teachers' perception of training, qualified teachers, infrastructural facilities, welfare packages and funding has significant relationship with the implementation of the UBE in Ankpa Education Zone of Kogi State.

RECOMMENDATIONS

Based on the result or findings of the study, the following recommendations were made:

- i. Government should make adequate provisions of welfare packages for the teachers so as to encourage them put in their best towards the implementation of the programme.
- ii. Infrastructural facilities should be adequately provided for the UBE programme by the government so as to enhance the effective implementation of the programme.
- iii. School administrators should ensure that their teachers are trained and retrained, the training should be elongated to ensure that teachers have more time to interact with one another as well as with resource persons so as to make them well equipped in implementing the UBE programme.
- iv. Government should set a standard of a minimum of first Degree in Education as highest qualification to teach in the UBE programme. They should not stop there but regularly check the performance of such teachers to ensure that the right people are on the job.

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