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## Teacher Education Management for Universal Basic Education Programme at the Junior Secondary School in Nigeria.

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### Abstract

*This paper focused on Teacher Education Management for UBE at the JSS level in Nigeria. The purpose was to identify training needs of teachers for UBE and likely constraints to teacher education management. Two research questions guided the study. The study adopted descriptive survey research design. The population of both senior staff and principals stood at 509 while 362 respondents were sampled. A 20-item questionnaire was used for data collection. Mean statistics was used for analysis. The findings were: the training needs of teachers involve programs which will enable them face challenges associated with the innovations of UBE curriculum; adopt modern methods of teaching, item generation; provision and use of teaching aids; classroom organization and management, among others. Constraints to teacher education management include: reluctance of*

*qualified young youth to take up teaching jobs; poor motivation; inadequate teachers in quality and quantity; inadequate funding; among others. Some recommendations were made.*

When there is a target on an educational system, there should be focus on its schools, the curriculum, the pupils' purpose in attending schools, the quality and quantity of the teachers and, the nature of teacher education management and development. Adequate teacher education management is a major component for the success of UBE especially for the fact that its curriculum and the 21<sup>st</sup> century education require competent personnel with adequate knowledge, pedagogical skills and techniques to function effectively.

Education is a process which provides the young ones and even the aged with the knowledge, skills and values which the society deems necessary. The strength of any nation lies on the quality of education she can afford to provide for her citizens. This implies that quality education improves the quality of the workforce by raising the level of its skills and efficiency. Hence, Nzeakor (2009) stated that quality education gives a nation access to the world's body of knowledge and also facilitates technological advancement of such a nation. Education all the world over has been a veritable tool for re-awakening in the citizenry the need for consciousness in its use for effecting national development. It is as a result of this important position of education that successive Nigerian governments have launched different educational policies, all aimed at promoting education and at least making sure that the generality of the populace are educated, in the words of Salau (2001), to ensure that majority are attuned and integrated into the global technological and information highway for effective human development.

The most recent educational policy in Nigeria is the Universal Basic Education Program. This educational policy provides for a 9-3-4 system of education which entails six years in primary school and three years in the basic school, three years in the post basic school and four years of tertiary education. Universal Basic Education among other objectives is meant to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying solid foundation for life-long learning (Balogun, 2002). Thus, the curriculum framework enshrined in the Nigerian UBE endorses that instruction in it should not only be governed by the principles of immediacy and utility but also should be channeled to a major purpose of enabling young learners acquire desirable attitudes and attributes characteristic of effective citizens who are expected to function within the framework of a democratic society (Okam and Samuel, 2011).

Invariably, the foregoing considerations of the objectives and goals of Nigeria's UBE raise tasks of no mean pedagogical importance and vitality. The issues, objectives and goals involved are not only seriously all-embracing in their curriculum demands but are also no easy task to surmount. A curriculum program of that nature is to be seen in terms of the development of intelligent, responsible and self-directing citizens. With the introduction of the program, schools are expanding, so there is the need for continuous plans for adequate provision of all the things necessary for its success. There is need also to devise working strategies as well as earnestly follow them up to ensure that UBE works in Nigeria.

Apparently, formulation of appropriate education policies has never been the problem of Nigeria; rather, the problem has always been with adequate implementation of such beautiful policies. An educational program as beautiful as UBE is supposed to be backed up with quality implementation if the program must exist to fulfill its objectives. An issue to contend with for a successful implementation is inadequate trained human resources to handle the many innovations in UBE curriculum. The emergence of UBE and the subsequent review of the curriculum to ensure its relevance for the achievement of the objectives therefore, require training of teachers for the acquisition of the necessary skills for the proper impartation of the knowledge as contained in the curriculum. Many of the teachers already in the system need to be trained to improve their competencies while more new qualified teachers should be employed since the available recruited teachers are inadequate in terms of both quantity and quality. This implies adequate management of teacher education.

Teacher education, according to Federal Republic of Nigeria (FRN, 2004) refers to the professional training of teachers in such institutions as colleges of education, faculties of education and institutes of education. It is a system of education for the production of teachers for various levels of education in any nation. Hence Maduwesi and Ezeoba (2010) affirmed that teacher education is the principal factor in the educational endeavor, as it is an education process or training that deals with the art of acquiring skills in teaching profession. Supporting this view, Okafor (1988) described teacher education as the formal, systematic and organized training program geared towards the production of a crop of required teaching manpower.

In the same light, Okoro(2007) referred to teacher education as the structure, institutions and process by which people are prepared for work in schools for the purpose of imparting knowledge, skills and favorable attitudes. More so, teacher education as asserted by Nwanekezi and Ifionu (2010) is a pre-planned and articulated set of events and activities which are intended to help a would-be teacher, or a teacher-trainee acquire appropriate knowledge, skills, the right type of attitudes, habits and competencies needed to be able to enter the teaching profession and to become a resourceful, effective and efficient teacher. This therefore suggests, as asserted by

Obilo and Akuakanwa (2012), a conscious effort geared toward the production of individuals with commitment for human capital production, and a process through which individuals are prepared to acquire the appropriate teaching skills which enhance teaching effectiveness.

Teacher education equips teachers and managers of the basic education program with the knowledge, modern and innovative teaching strategies, preparation and use of instructional materials, classroom management and planning techniques, human relations strategies, information and communication technologies (Obilo and Akuakanwa, 2012). When a teacher training institute produces apathetic, uncommitted, uninspired, lazy, unmotivated, immoral and anti-social teachers, the whole nation is doomed. Hence, Imogie (2010) acknowledged that the quality of teacher education received by teachers in training has significant relationship with the level of development of the nation that they are to serve.

Teaching as a profession should be handled by well trained and motivated person with academic and professional competencies which will match with the society's expectations. However, the Federal Republic of Nigeria (2004) prescribed the Nigeria Certificate in Education (NCE) as minimum qualification for teaching at the basic schools but Maduewesi and Ezeocha (2010) noted that prescribing NCE as qualification for teaching at the basic school without restructuring the curriculum of colleges of education to suit the requirements of the basic education introduced some weaknesses into the teacher quality at that level. Hence, Eziuzo (2010) articulated that teacher education management practices should be properly channeled toward in-service training of the teachers, facilitating their professional development, appraising their performances and ensuring discipline. It is worthy of note that when teachers are well managed through proper practices they will remain dedicated and productive in the teaching profession. But if they are poorly treated and neglected they will hardly be productive in achieving the goals of UBE.

Quality teachers could be produced if there is total overhauling of teacher education program to include a new pattern of certification which will integrate college training into field academic renewal training. Sponsorship to in-service training and conferences and teachers' flexibility to seek more knowledge on his own initiative will enhance the quality of the teachers for the basic education (Obilo and Akuakanwa, 2012). The entry requirement into education courses should be raised and admission requirements into educational institutions be revisited. This will ensure admission of quality students. Only intelligent, qualified and interested student-teachers should be admitted. High rate of teacher-pupil ratio calls for the production of more teachers to teach at various levels of educational and replacement of retiring teachers to meet the needs of expanding enrolment.

Consequently, with the introduction of UBE program and the concomitant increase in enrolment in schools as well as the large number of teachers required for the implementation, there is obvious need to find effective strategies for teacher education management for the program to thrive. Such strategies should focus on training and re-training needs of teachers, strategies for improving staff compensations and welfare, among others. To realize the noble goals of UBE, students at the JSS level require adequate preparation which can only be provided by highly motivated, conscious and conscientious, knowledgeable and highly skilled teachers. To attract such teachers for the program, there is need for effective and efficient teacher education management by experts with skills in staff planning, training needs assessment, recruitment, and wage and salary administration, among others (Nwadam. 2005).

The training needs of teachers for UBE program as identified by Nwadam (2005) among others include: modern methods of teaching/evaluation of students performances; classroom organization; adequate knowledge of subject, among others. In the same light, Okeke and Ezeasor (2006) articulated that the training needs of teachers and administrators of this new program must include: current teaching and learning strategies, preparation and use of instructional materials, human relation strategies, information and communication technology and behavior modifications strategies. However, according to Okeke and Ezeasor (2006), production of such viable and amiable teachers in Nigeria has always been handicapped. Hence, the scholars identified inadequate staffing in quantity and quality, poor funding, lack of staff motivation as well as apathy on training and re-training of teachers as the major constraints to teacher education management for UBE implementation. This view was also shared by Obilo and Akuakanwa (2012) who noted that the major constraints/challenges to teacher education in the implementation of the basic education curriculum include: shortage of qualified teachers, high teacher-pupil ratio, poor funding and lack of motivation of teachers.

Furthermore, Mkpa (2000) and Nwadam (2005) identified two major constraints to teacher education in Nigeria as the problem of attracting qualified candidates into teacher training institutions and that of the curriculum for the teacher education, hence they reiterated that for most teachers in the profession, teaching was not their best option because young men and women regard teaching as a stepping-stone to something better. No wonder, Ukeje(1984) in his view identified the problems of teacher education in Nigeria as recruitment of young people with promise into teaching profession, the form of training needs that should be provided for the would-be teachers in order to fit them for their teaching tasks, the provision for in-service education in order to facilitate teachers continued growth in professional competence while in the field, control and financing of institutions for teacher education, the issue of quality and quantity in teacher education, among others. However, the challenges of 21<sup>st</sup> century education require people with appropriate skills, relevant knowledge,

positive attitude, who are highly motivated and whose collective efforts will ensure a realization of the Millennium Development Goals (MDG).

### **Statement of the Problem**

Teacher education management is crucial for implementation of such educational program as the UBE. However, there are cases of shortage of qualified teachers, lack of motivation of teachers, non-attainment of goals, among others, in the schools. With the introduction of UBE, school enrolment is on the increase, more teachers are required for its adequate implementation and so there is need for effective strategies for the management of teacher education especially at the JSS level. It appears that there is something wrong with teacher education management in the secondary schools. It is obvious that in the face of these problems, the goals of education programs may continue to be largely unachievable. To attract quality teachers for the program, there is need for effective teacher education management by experts with skills in staff planning, training needs assessments, recruitment, and salary administration. Against this background, therefore, the problem of this study is the management of teacher education for the achievement of UBE program.

### **Research Questions**

The following research questions were raised to guide the study:

- 1) What are the training needs of teachers for UBE program at JSS level?
- 2) What are the likely constraints to teacher education management at the JSS level?

### **Methodology**

The study adopted the descriptive survey research design to collect data from the senior staff of the School Board and the principals of public secondary schools regarding the teacher education management for the UBE program at the JSS level. The design is ideal because it seeks to describe data as collected without any manipulation. The population of the study comprises the entire senior staff of the board and the principals of secondary schools in Anambra state. Based on the 2011/2012 academic year the population stood at 257 for the senior staff and 252 for the principals. Altogether, the target population for the study was 509 respondents. The researcher randomly sampled and selected 362 respondents from four out of six education zones. This figure represents 71% Of the target population.

The researchers constructed a questionnaire titled Teacher Education Management for UBE (TEMUBE). The instrument has two parts. The items were built into two clusters. Cluster one dwelt on the training needs of the teachers for UBE program at JSS level. Cluster two bordered on constraints to teacher education management at JSS level. The items were structured on a 4-point scale of Strongly Agree (4points), Agree (3points), Disagree (2points) and Strongly Disagree (1point).Two experts in Educational Management and one in Measurement and

Evaluation vetted the instrument for face and content validity in terms of clarity, relevance and structure. Their suggestions led to the final draft of the questionnaire.

The instrument was administered to ten secondary school principals and ten senior staff in Aguata and Otuocha zones outside the sampled population in the state. Data collected from the pilot study was analyzed using Cronbach Alpha formula, and it yielded reliability co-efficient of 0.80, which the researchers considered satisfactory for the study. Direct delivery method was used by the researchers to ensure maximum recovery of the copies of the questionnaire distributed. Data collected from the respondents were analyzed using mean scores. Mean scores of 2.50 and above were accepted as indicators of Agree while scores below 2.50 were regarded as Disagree.

**Research Question One:** What are the training needs of the teachers for UBE program at the JSS level?

**Table 1: Senior Staff and Principals Ratings on Training Needs of Teachers for UBE at the JSS Level?**

S/no	Items	Principals x	SD	Senior staff x	SD	Decision
1.	Training programs which enable teachers face challenges associated with the innovations of the UBE curriculum	3.59	0.50	2.79	0.65	A
2.	Training programs which encourage teachers adopt modern methods of item generation.	3.63	0.53	3.13	0.88	A
3.	Training programs that assist teachers acquire knowledge of their various subject areas.	3.54	0.53	3.03	0.51	A
4.	Training programs that enable teachers acquire skills in modern methods of teaching.	3.68	0.50	3.10	0.93	A
5.	Training programs that help teachers develop self-confidence in providing leadership to students.	3.53	0.63	3.10	0.93	A
6.	Training programs that assist teachers acquire skills of classroom organization and management.	3.57	0.62	3.20	0.55	A

7.	Training programs that help teachers develop skills in the provision and use of teaching aids.	3.61	0.59	3.31	0.81	A
8.	Training programs that assist teachers acquire basic skills in guidance and counseling.	3.57	0.64	3.20	0.55	A
9.	Training programs that equip teachers with skills for adequate human relation/ behavior modifications.	3.94	1.45	3.00	1.50	A
10	Training that assist teachers acquire skills for information and communication technology.	3.81	0.81	3.94	1.28	SA

Data in table 1 shows that both respondents have high mean ratings for all the items. It is therefore their opinion that the training needs of teachers for UBE program at the JSS level should include: training programs which enable teachers face challenges associated with the innovations in the curriculum; adopt modern methods of students' evaluation; acquire knowledge of their various subject areas; acquire skills in modern methods of teaching. It also involves programs that will help teachers develop self confidence in providing leadership to the students; acquire skills of classroom organization and management; provision and use of teaching materials; provide guidance and counseling services; classroom discipline, among others.

**Research Question Two:** What are the likely constraints to teacher education management at the JSS level?

**Table 2: Mean Ratings of the Principals and the Senior Staff on Constraints to Teacher Education Management at the JSS Level**

S/no	Items	Principals x	SD	Senior Staff x	SD	Decision
11.	Qualified young men and women are always reluctant to take up jobs as teachers.	3.92	0.71	3.38	0.80	A



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12.	Teachers are not adequately motivated at the JSS level.	2.99	1.05	2.73	1.24	A
13.	Teaching has not been made as attractive as other professions in Nigeria.	3.08	1.33	3.88	0.80	A
14.	There is still shortage of teachers in both quantity and quality.	3.43	0.76	2.44	0.73	A
15.	Lack of funds for the payment of teacher's salaries and allowances often influence their training, selection and development.	3.75	1.03	2.86	1.17	A
16.	The quality of students that go into teacher education in Nigeria declined in terms of knowledge, maturity and character.	2.99	1.81	2.73	1.15	A
17.	There is the influence of politics in the recruitment of teachers for teaching services.	3.52	0.68	3.39	0.57	A
18.	Conditions of service for teaching profession are very poor to attract qualified candidates into teacher training institutions.	3.68	0.66	3.41	0.63	A
19.	Lack of provision for in-service training of teachers hampers their professional growth and competence in the field.	3.43	0.76	2.93	1.11	A
20.	High teacher-pupil ratio at all levels of education hamper	3.75	1.03	3.53	0.72	SA

teacher productivity level and result to poor performance in effective teaching and learning.	3.75
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Data in table 2 shows that all the items are highly rated by both the principals and senior administrative staff of the school boards. It is therefore of their opinions that the likely constraints to teacher education management include: the reluctance of qualified young men and women to take up teaching jobs; inadequate motivation of teachers; teaching profession not being made as attractive as other professions; shortage of teachers in both quantity and quality; poor conditions of service; low quality of students opting for education; inadequate funding of teacher education; high teacher-pupil ratio, among others

### **Discussion of Findings**

The findings of this study with respect to research questions revealed that the training needs of teachers for the UBE program include: training programs which will enable teachers face the challenges associated with innovations in JSS curriculum; adopt modern methods of teaching and item-generation, among others. This finding was shared by Nwadium (2005) who identified use of modern methods of teaching and evaluating students' performances, among others, as areas of training needs for teachers of UBE program. No wonder, Okoro(2010) among other scholars identified poor quality of teachers as problems confronting UBE, while, Okeke and Ezeasor(2006) articulated that the training needs of teachers and administrators of UBE program should involve the current teaching and learning strategies; preparation and use of instructional materials; classroom management and planning techniques, among others.

Teachers of UBE program require adequate training which will enable them be effective, skillful, efficient and dedicated teachers. Such qualities can only be acquired by the teachers through adequate pre-service training, and continuous in-service development. Hence, Maduwesi and Ezeoba (2010) noted that prescribing the NCE as minimum qualification for teaching without restructuring the curriculum of the colleges of education to suit the requirements of the basic education explains the weaknesses in respect of teacher quality at that level.

The study also revealed a number of likely constraints to teacher education management at the JSS level. Among such constraints are: reluctance of qualified young men and women to take up jobs as teachers; poor motivation of teachers; shortage of teachers both in quantity and quality, among others. These findings are in line with the observations of Mkpa (2000), Okeke and Ezeasor(2006), Obilo and Akuakanwa(2012), Nwadium(2005), among other scholars who stated that some of the constraints to teacher education management include: inadequate staffing in quantity

and quality, lack of staff motivation, poor funding of education, attracting young qualified candidates into teacher training institutions, among others. The challenges of UBE curriculum and the 21<sup>st</sup> century education require adequate teacher education management so that all the prerequisites necessary for its success will be adequately addressed.

### **Conclusion**

Teachers are the major instrument for achieving educational goals and national development hence no nation can rise above the standard of its educational system. Therefore, it is imperative that a continuous systematic analysis of the skilled manpower that is needed in the economy be done in order to equip the present school with the right type of personnel. This involves the qualification of the required staff personnel in terms of number, category or type; as well as the amount of education and training required. Teacher education management therefore, is expected to equip teachers with the appropriate professional knowledge, teaching skills and methods, guidance-based evaluation, techniques and ethical orientations, classroom organization and management as well as proper motivation for effective performance of their duties within and outside the system.

### **Recommendations**

Based on the training needs and constraints to teacher education in the implementation of UBE, the following recommendations are made:

1. Colleges of Education and Faculties of Education in the Universities should take cognizance of the objectives of UBE and ensure that teachers are prepared in respect of the manpower needed in the economy so that teachers produced will be proved capable of carrying out their functions.
2. The training needs of teachers should involve programs that will enable them face challenges associated with innovations in JSS curriculum, adopt modern methods of evaluating students performances, acquire knowledge of subjects and use of modern methods of teaching, develop skills in the provision and use of instructional materials, among others.
3. Teachers' conditions of service should be improved to attract best bids into teacher training institutions as well as arrest some of the articulated constraints to teacher education management in Nigeria.
4. The School Boards should as a matter of urgency make provisions for in-service training of teachers to capture their training gaps for the UBE program at the JSS level.
5. Provision of adequate funds for teacher education by appropriate authorities will ensure the procurement of necessary infrastructural facilities for teacher education and prompt payment of the teachers' salaries cum proper remunerations.

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