

Perception of Stakeholders on Availability of Personnel Resources for Universal Basic Education Impementation in Nigeria

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Abstract

The aim of this research paper is to assess the implementation of Universal basic Education Programme in Nigeria from 1999-2009 on availability of personnel resources. A descriptive and survey method was adopted for the investigations, through random sampling technique, two (2) States each were selected from the six geopolitical zones of Nigeria in which three local government areas from each of the States selected were used. A total of 1221 copies of questionnaires were administered by the researcher and used for the study. The findings revealed that the perception of stakeholders on personnel resources were inadequate for the implementation of UBEP in Nigeria. Recommendation was made as retraining of teachers, funding for supervision, monitoring and evaluation will enhance effective implementation of UBEP in Nigeria.

Keywords: Availability, Perception, Stakeholders resources, Implementation, Basic education

1. Introduction

Education, as it is widely acknowledge, is the best legacy that parents, state or country can ever transmit to children, youths or citizens. However, school curriculums might fail to inculcate on the students the notions and concepts related to peace education especially where requisite teachers who are expected to transmit the knowledge are inadequate qualitatively and quantitatively. The role of the teacher and other supporting staff to inculcate the right values is of utmost importance, for, it is crucial to positively engage with youths at every stages of their development. Starting from their childhood, the concept of peace should be explained to them, accompanied by presentation of ways to amicably resolve conflict without resorting to violence, and how such positive behavior can benefit them. Consequently, peace education programmes are highly needed in Nigerian primary and secondary schools as it will empower the children with the necessary knowledge of peace and the skills to address the issues without resorting to violence. The teaching of such programmes will enable them to become good citizens that act positively for the nation. The importance of peace education lies on the fact that it plays a crucial role in the development of the youths who are the ones that can bring about change in the society either positively or negatively.

Supervision forms part of the overall quality monitoring and improvement system which includes devices such as examinations, test, supervision of instruction and supervision of attendance and performance of the pupils/students. Lack of supervision of schools in the past has been the bane of failed educational policies. A system not supervised and evaluated is in dire need of collapse. Obinaju (2001) sees educational supervision as being concerned with those particular activities and aspects which maintains and promotes the effectiveness of teaching and learning in schools. The supervision of the UBE program in Nigeria, involves the direct and indirect watching and directing of all facets of the school system which would have impacts in the functionality of the UBE program. The National Policy on Education (2004) sees supervision as an aspect to ensure quality and continuous monitoring of instruction and other educational services. Inspection of schools is the heart of quality assurance in education. It is the life-wire of the educational system concerned with the efficiency and effectiveness of the program. The UBE blue print sees the monitoring of the UBE programme as a procedure for checking the extent to which planned contents, inputs processes and products in the programme are carried out (UBE, 2004). But do we have the requisite personnel that can effectively perform this important and crucial aspect of quality control.

For the UBE programme to achieve its objectives, effective and efficient monitoring and evaluation machinery should be put in place if the uninterrupted 9 year of basic education in Nigeria is to be a reality. The new 9 year curriculum was recently developed by the Nigerian Educational Research and Development Council (NERDC) and subsequently approved by the National Council of Education (NCE). The new curriculum has imbedded in the curriculum the objectives of NEEDS (National Economic Empowerment and Development Strategy) and the MDGs (Millennium Development Goals). The 9 year school system of continuous schooling is divided into three component parts: Lower Basic, Middle Basic and Upper Basic (UBEC, 2008). The new structure aims at providing the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement, inculcating right values for independent thinking and providing

opportunities for the child to develop manipulative skills that will enable the child to function effectively in the society and to realize his or her full potential (UBEC, 2008). It therefore, behooves on the implementers of the Universal Basic Education programme in Nigeria to make the success of the programme a priority.

2. Statement of the problem

To ensure effective implementation of the UBE, the Federal Government has directed all teacher-training institutions to increase their student enrolment to enable more teachers to be trained. Similarly, the National Teachers Institute (NTI) has been mandated to provide remedial, pivotal and NCE courses to train more teachers. Teachers are in high demand for the UBE programme but only brilliant, experienced and hardworking teachers are needed. Furthermore, Obanya (2006) stated that no educational system can rise above the level of its teachers. Many laudable educational initiatives have failed mainly because they did not take sufficient accounts of the teacher factor.

In view of all these, the teacher should be treated fairly, rewarded adequately, and motivated if the UBE programme is to be seen as a tool for the implementation of peace education in Nigeria. In addition, Adebimpe (2001) opined that for the UBE to succeed, adequate provision should be made to produce sufficient qualified teachers and make them relevant within the limits of their area of specialization. In a similar contribution, Fafunwa (1986) described Nigerian education not just as the biggest industry but also everybody's business. This is because; it is the only enterprise that touches the lives of every citizen. It therefore behooves on everybody to contribute positively towards the attainment of the goals of UBEP in Nigeria.

- i. To find out the availability of personnel resources for the UBEP in Nigeria.
- ii. To find out whether the personnel resources are adequate for the UBEP in Nigeria.

3. Methodology

The research design was a descriptive survey design; the target population was the stakeholders in primary and Junior Secondary schools, Head teachers, teachers in JS & primary schools, staff of SUBEB and Education secretaries. The sample size was estimated to one thousand two hundred and twenty one (1221) according to (Krejcie and Morgan, 1980). Instrumentation in this research was the use of questionnaires, simple frequency Figures and analysis of variance was adopted for data analysis.

4. Results

Figure 1 shows the frequency distribution of stakeholder's response on the availability of personnel resources for the implementation of UBEP in Nigeria. Figure 1 sought the opinion of respondents on whether or not government employs sufficient number of teachers for the UBE programme. 355 (29.1%), and 360 (29.5%) strongly agreed and agreed respectively that government employ sufficient number of teachers for the programme while 102 (8.3%) were undecided, 258 (21.1%), and 146 (12.0%) held a contrary opinion that government did not employ sufficient teachers for the programme. It can be said that sufficient teachers are employed for the programme, but whether the teacher meets the standard set by the UBE guidelines needs to be ascertained.

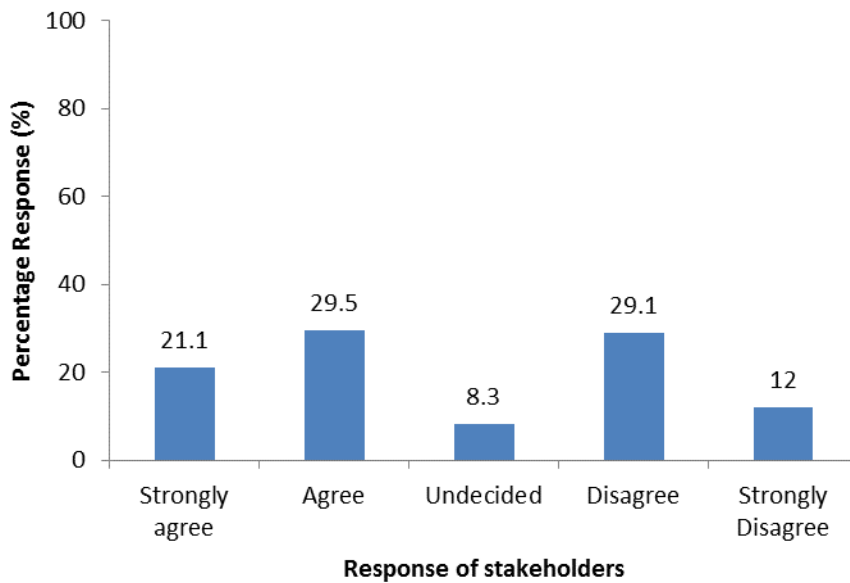


Fig 1: Government employed sufficient number of teachers for the programme.

From the opinions of the respondents on figure 2, which sought on whether the teacher/pupil ratio (PTR) is adequate, the result showed that 371 (30.4%) 463 (37.9%) disagree and strongly disagreed that pupil/teacher ratio is adequate, 271 (22.2%) were undecided, a negligible percentage held a contrary opinion. Teacher/students ratio is 1 – maximum of 40 pupils according to National Policy on Education (2004). Most of the classrooms visited in the rural area have between 48-60 pupils in a class, which show that teacher/pupil ratio is grossly inadequate. The inadequacy of teacher/pupil ratio is worsened by inadequate and dilapidated classroom conditions in schools in rural area of the country.

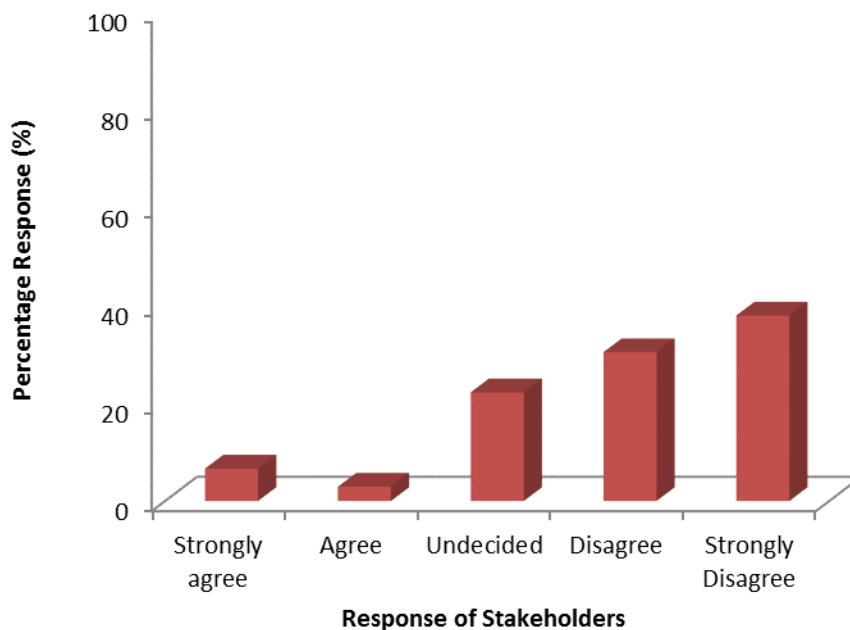


Fig 2: Pupil -Teacher ratio (PTR) is adequate.

As to whether or not science laboratories are staffed with specialist in figure 3, a higher percentage of the respondents 430 (35.2%) 291 (23.8%) disagreed and strongly disagreed respectively that science laboratories

in UBE schools are manned by specialist. 287 (23.5%) of the respondents claimed ignorance, while 81 (6.7%) and 132 (10.8%) were of the opinion that specialist are in charge of the science laboratories. This is contrary to the UBE implementation guidelines, which states that every school should have a well – equipped science laboratory and staff with specialists.

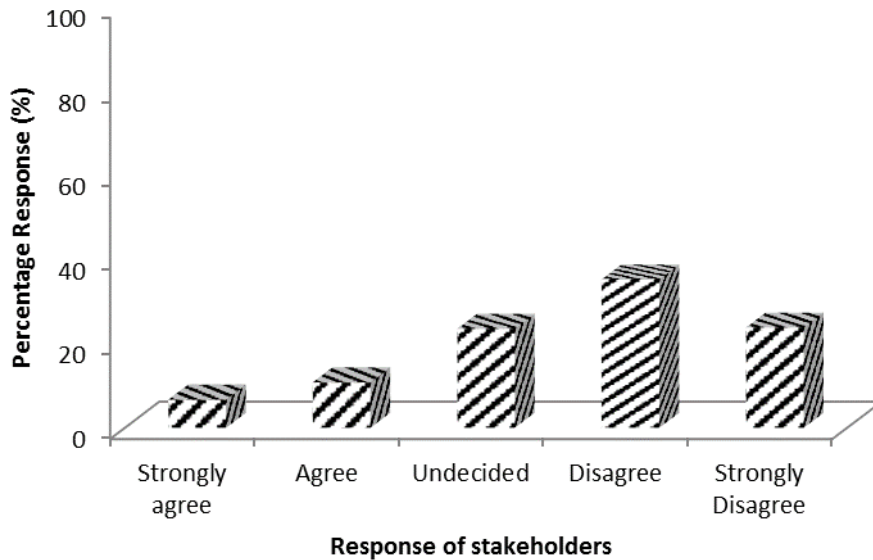


Fig 3: Adequate Science Laboratories staff

From the result presented in Figure 4, 153 (12.5%) and 561 (46.0%) respectively strongly agreed and agreed that teacher recruited are qualified ones. On the other hand, 253 (20.7%) and 51 (4.2%) were of the opinion that teachers recruited were not all qualify, while 253 (20.7%) were undecided. Since NCE is the minimum qualification for teaching in Nigeria, one can argue that not all teachers passes through Teachers’ Training Institutions for instances, there are those who hold Ordinary National Diploma and Higher National Diploma without any training in Education that are recruited as teachers. This could account for about 25% of the respondents disagreeing with the statement.

As to whether or not the Federal Teacher’s Scheme has contributed positively to the implementation of the UBE programme in Nigeria in Figure 5, 259 (21.2%), and 476 (39.0%) strongly agreed and agreed respectively, while 158 (12.9%) were undecided, 235 (19.3%) 93 (7.6%) held a contrary view. A great percentage of the teachers (61.1%) felt that the national teacher’s scheme have contributed positively to the implementation of the UBE programme, it therefore, means that the scheme has really come in handy to ameliorate the shortage of teacher on ground for the programme.

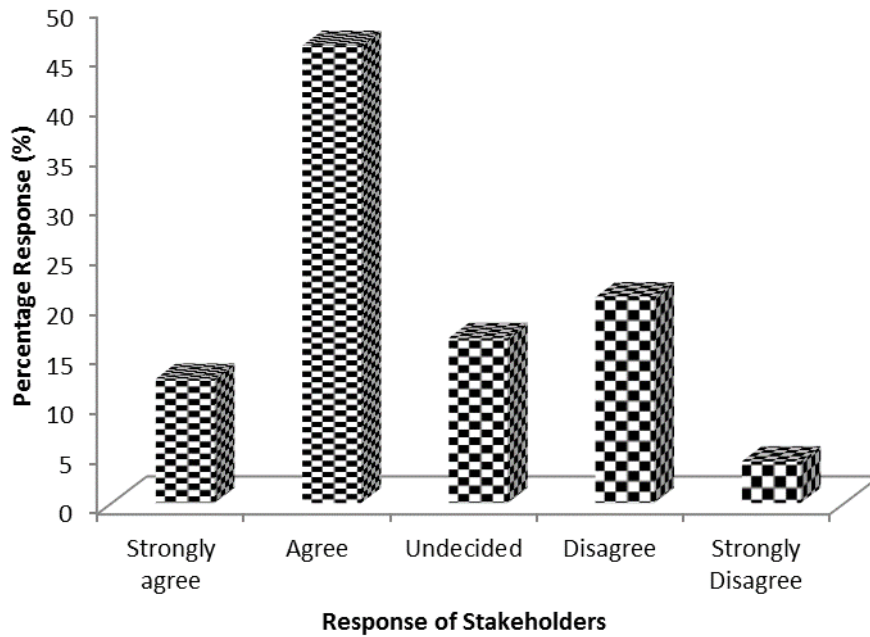


Fig 4: Government recruited qualified Teachers re Qualified ones.

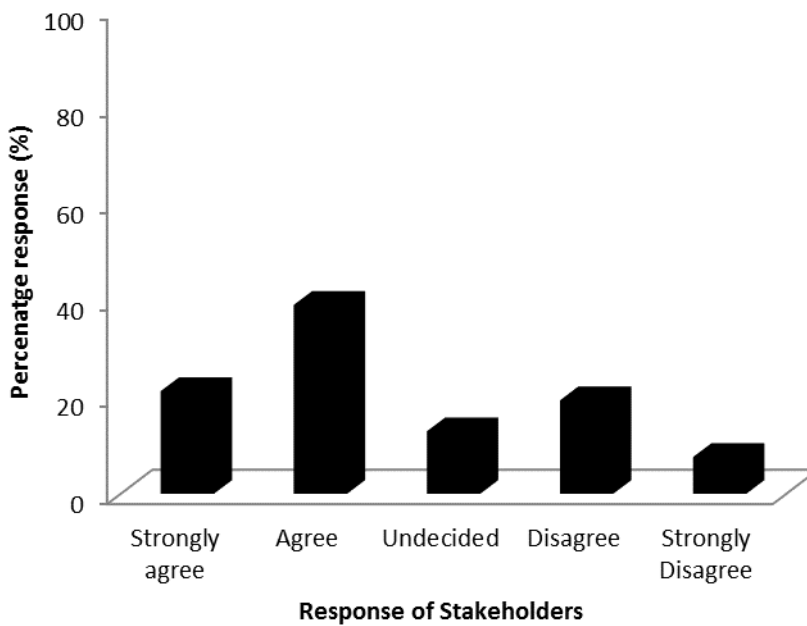


Fig 5: Federal teachers'scheme contributed positively

Figure 6 sought to know if school library is headed by professionals, 270(22.1%), and 420(34.4%) strongly agreed and agreed respectively that school library is manned by professionals. On the other hand, while 101 (8.3%) were undecided, 380 (31.1%) disagree and 50 (4.1%) strongly disagreed.

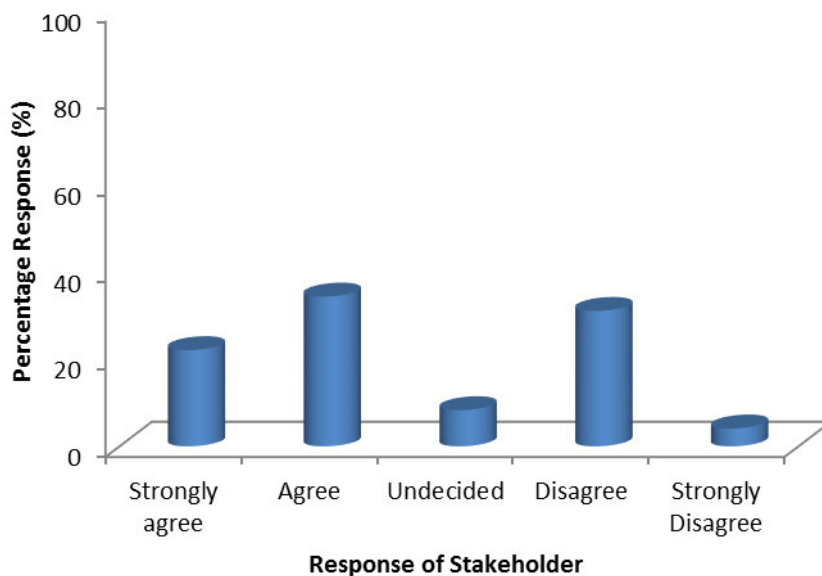


Fig 6: Adequate professional school librarian

Figure 7 sought to elicit from the respondents whether it is only professionals that are employed in the schools. The respondents have a divergent opinion. While 182 which represents (14.9%) and 388 (31.8%) strongly agreed and agreed, 406 (33.2%) disagreed and 108 (8.9%) strongly disagreed, but about 137 (11.2%) were undecided.

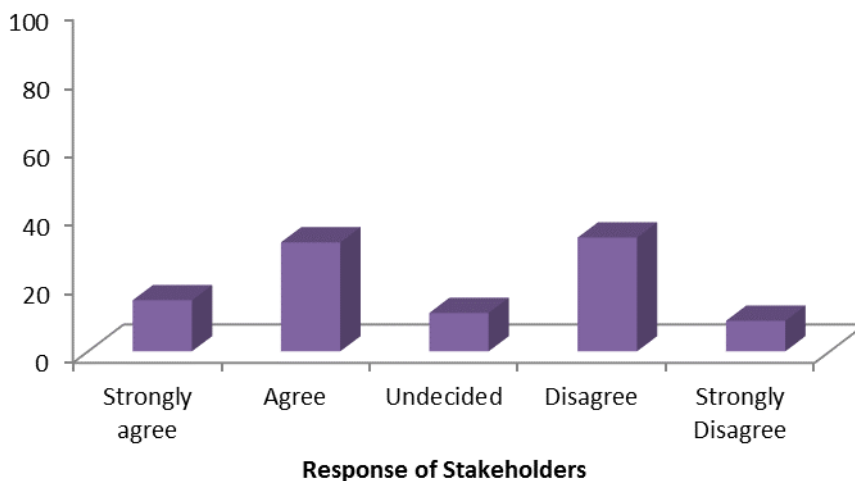
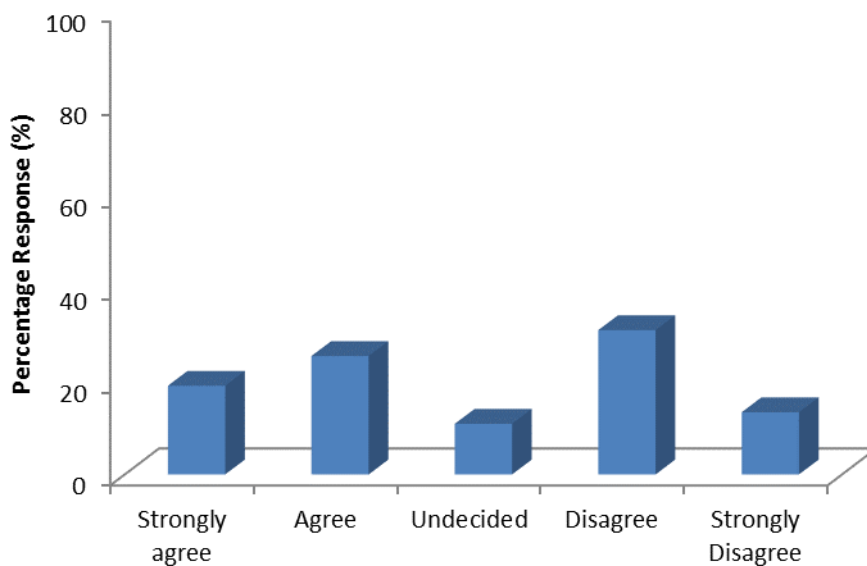


Fig 7: Only professional teachers are employed

In Figure 8 which sought to find out whether administrators are professionals, the respondents are divided while 233 (19.1%), and 311 (25.5%) strongly agreed and agreed that administrators are professionals, 380 (31.1%) and 164 (13.4%) disagreed and strongly disagreed. 133 which is about 10.9% of the respondents were undecided on this. This analysis given a critical look depicts what is on ground in our schools. Some of the administrators are not professionals, but once they are close to the powers that be, the position is given to them. This is not in the best interest of the system.

As to whether or not local communities are mobilized for the provision of infrastructure for schools in Figure 9, 314 (25.7%) strongly agreed, and 414 (33.9%) agreed that local communities are mobilized. While 128

(10.5%) were undecided, 278 (22.8%) and 87 (7.1%) disagreed and strongly disagreed respectively on this statement. Some of the respondents spoken to during the course of research were quick to say that the community is mobilized, especially throughout the P.T.A. and that some individuals in the community do donate materials such as tables and benches etc to schools in their locality.



Response of Stakeholders
Fig 8: Adequate professional school Administrators



Response of Stakeholders
Fig 9: Local communities involvement in the implementation

The opinion of a reasonable percentage of the respondents on whether teachers in junior secondary schools are being trained and re-trained as the need arises in Figure 10, were in the affirmative. 351 (28.8%), and 234 (19.2%) strongly agree and agreed. On the other hand, 242 (19.8%) and 210 (17.2%) disagreed and strongly disagreed respectively on this statement, while 184 (5.1%) were undecided. Teachers in the primary and junior secondary schools are trained and re-trained yearly, but some of the teachers interviewed revealed that at times, the teachers are short changed by the administrators at the local government education authority level because of the monetary benefit attached to training.

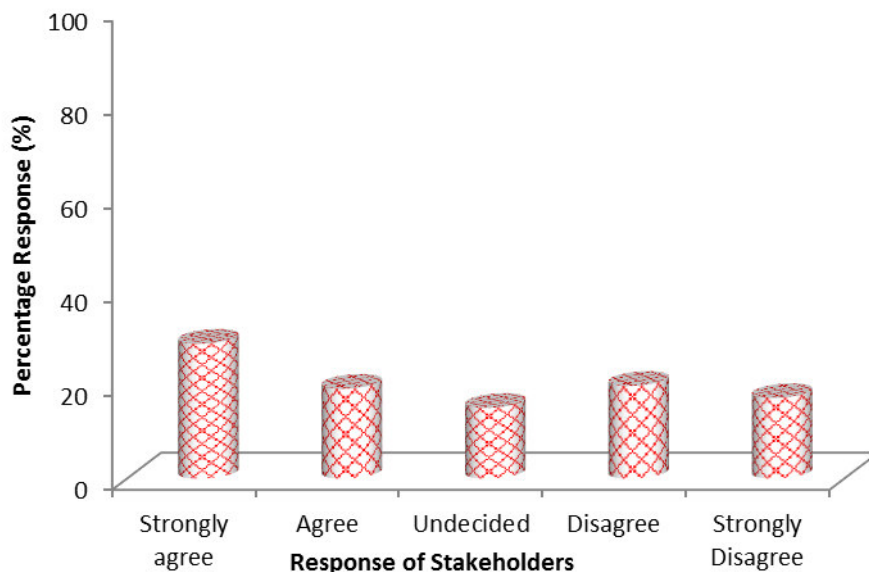


Fig 10: Staff are not frequently trained and retained for improvement

5. Discussion

The demanded the opinions of respondent on adequacy and availability of personnel resources for the implementation of UBE programme. It was discovered that difference existed in the opinion of six groups of respondents. This implies that ever since the disqualification of Grade II teachers as the minimum qualification for teachers, the condition of personnel in teaching has drastically dropped. With the increased enrolment of pupils in school, the teacher /pupil ratio is high couple with inadequate qualified and experienced teachers in primary and Junior Secondary Schools

The findings of this hypothesis therefore concluded that there is need for government to recruit or appoint more quality teachers to reduce teacher-pupil ratio (e.g. 1:20) that can be adequately managed. In some areas, especially in the rural areas only the head teachers and religious instructors are found as classroom teacher that handles all the arms and in all subjects. This is collaborated by the study of Edobor (2007) regarding the availability of human and material resources in vocational course, in secondary schools in the south-eastern parts of Nigeria, the discoveries were in line with Aina (2000), NERDC (2004) and Odunsanya (2006), confirming the inadequacy of human and material resources in the teaching and learning processes. Mkpá (2000) viewed mentoring as a very efficient and cost-effective approach to staff development. The less experience teacher who is attached to the mentor consults the later, on all matters, and is properly guided in her/his professional activities. Adamaechi and Romaine (2000) feels it is very wrong to isolate planners from those who will implement the programme and advocate that experienced teachers be given the opportunity to help in the planning and implementation phase for the UBE to succeed.

6. Conclusion and Recommendation

Based on the findings and interpretation of the data collected, it can be concluded that there is inadequate personnel resources available for the implementation of UBEP in Nigeria. Schools in the rural areas are seriously lacks requisite teachers. Based on the findings it was recommended that for the universal basic education to seen to have a serious impact on our young ones, everything possible must be done to recruit qualified personnel, both teaching and supportive, to make the universal basic education program in Nigeria. Also, the available manpower should be encouraged in meeting the demands for the implementation of UBEP by intensifying efforts in training and retraining of teachers, funding for supervision, monitoring and evaluation of the universal basic education program in Nigeria.

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