



Assessment of Teacher Education Programme towards Enhancing Functional Universal Basic Education in Zaria Local Government Area, Kaduna State

Shehu Uthman El-Yakub, Aminu Sambo
Department of Teacher Education,
Institute of Education,
Ahmadu Bello University, Zaria

ABSTRACT

The researchers assessed the teacher education programme in enhancing functional universal basic education in Zaria Local Government, Kaduna State. The study was conducted using two objectives which were translated into research questions and hypotheses. A descriptive survey design was adopted with 340 populations using the sample size of 196, respondents were randomly selected. The instruments used for data collection was a questionnaire titled, "Assessment of Teacher Education Programme in Functional Universal Basic Education Questionnaire." Frequency and simple percentages were used for descriptive analysis and Chi-square was used for inferential analysis. The findings of the study revealed that: there is no significant difference in the extent to which teachers recruited produced by teacher education institutions for the functional Universal Basic Education Programme in Zaria Local Government, Kaduna State. This further confirmed that even though there was massive recruitment of teaching staff for the functional Universal Basic Education Programme, the opinion of the respondents still shows that most of the teachers recruited for functional Universal Basic Education Programme were not trained by teacher education training institutions in the study area. It was recommended among others that recruitment of teachers for functional Universal Basic Education programme should be done considering those graduated from teacher training institutions to give the best they can to the schools in question.

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INTRODUCTION

The possibility for all education to be functional relies heavily on the quality and quantity of teachers expected in the relevant field of studies. Therefore, with the global emerging trends that necessitated a call for effective training and retraining of teachers who will implement educational programmes, attention should be focused on the quantity and quality of teachers produced to implement the Universal Basic Education Programme in line with the current trends of events and globalization.

Teacher quality encompasses knowledge of substantive curriculum area content; pedagogical skill, including the acquisition and

ability to use a repertoire of teaching strategies; reflection and ability to be self-critical, a hallmark of teacher professionalism; empathy and commitment to the acknowledgement of the dignity of others; and management competence, as teacher assures a range of managerial responsibilities within and outside the classroom to compete with the present and future curriculum challenges (Offorma, 2011).

Teacher education programmes shall be structured to equip teachers for the effective performance of their duties (FRN, 2013). Part of it is the production of a quality teacher that will effectively implement school curriculum at any level of the school system to impart functional



knowledge to the learners. Nigeria should make more positive progress in the education of its citizens to move along the present development in education globally. Teacher education is part of the learning process that concerns itself with acquiring skills in the teaching profession which enhances the better ability for the teacher to carry out his profession in the most effective manner.

Teacher- training institutions have been criticized for their inability to produce teachers who are properly grounded in pedagogy and content for functional education for better Nigeria. (Ololube 2006, Obanya 2016). Universal Basic Education is a programme that aimed at addressing problems of access, quality and equity in primary and junior secondary schools. It is a 9-year educational programme of six years duration for the primary segment and three years of junior secondary. These two levels of basic education are universal free and compulsory for all Nigerian children aged 6 to 15. It is with the hope to fulfil the nation's commitment to education for all (EFA) by the year 2015 and the MDGs. Thus, the success of this programme can only be achieved with adequate provision of infrastructure, adequate provision of instructional material, effective instructional supervision among other provisions.

The Universal Basic Education programme still needs about 40,000 qualified teachers due to the population increase (N.U.T. news and events, 2007, and road map to Nigerian education sector, 2009). The teachers of Universal Basic Education also appear to be discontented with their remuneration and conditions of service. With these existing problems, the free and compulsory idea attached to the programme may seem to be only paperwork and the realization of which can be difficult.

Given the aforementioned problems, the researchers intended to carry out this study on the Assessment of Teacher Education Professional development in enhancing Functional Universal Basic Education Programme in Zaria Local Government, Kaduna State to see the extent to which teacher education institutions produced teachers for the achievement of functional Universal Basic Education Programme in Zaria Local Government, Kaduna State.

Objectives of the Study

The objectives of this study are to:

1. Determine the extent to which teachers trained by teacher education institutions have contributed to the achievement of functional Universal Basic Education Programme in Zaria Local Government, Kaduna State; and
2. Examine the quality of teachers produced by teacher education institutions for the achievement of functional Universal Basic Education Programme in Zaria Local Government, Kaduna State.

Research Questions

The following research questions are put forward to guide this study:

1. What is the extent to which teachers trained by teacher education institutions contributed to the achievement of the functional Universal Basic Education Programme in the Zaria Local Government, Kaduna State?
2. To what extent do the teacher education institutions produce quality teachers for the achievement of functional Universal Basic Education Programme in Zaria Local Government, Kaduna State?

Hypotheses

The following are the hypotheses for this study:

1. There is no significant difference in the extent to which teachers trained by teacher education institutions contributed to the achievement of functional Universal Basic Education Programme in Zaria Local Government, Kaduna State; and
2. There is no significant difference in the extent to which the teacher education institutions produced quality teachers for the achievement of the functional Universal Basic Education Programme in Zaria Local Government, Kaduna State.

METHODOLOGY

A descriptive survey design was adopted to assess the Teacher Education Programme in Achieving Functional Universal Basic Education Programme in Zaria Local Government. A survey design is descriptive. According to Babo (2015) in Ary, Lucy and Razavieh (2002), a survey design is used to obtain



information concerning the current position of a phenomenon. The population of this study consists of 13 quality assurance officials and 327 junior secondary school teachers from 13 junior secondary schools within Zaria Local Government Education Area, Kaduna State. The total population figure is three hundred and forty (340).

The sample size used for the conduct of this study was one hundred and eight three (183) junior secondary school teachers and thirteen (13) quality assurance officials across the thirteen (13) junior secondary schools from Zaria Local Area, Kaduna State. The total sample size is made up of one hundred and ninety-six subjects (196). This is based on the recommendations of the sample size scale preferred by Research Advisors (2006). However, all the thirteen quality assurances were selected from each sampled school and the respondents from the teachers were distributed using proportionate sampling across the thirteen junior secondary schools in the study area. Assessment of Teacher Education Programme in Motivating Functional Universal Basic Education Questionnaire was used for data collection. Thus, the questionnaire was designed with 20 items using four (4) points modified Likert scale (using SA (Strongly Agree), A (Agree), D (Disagree) and SD (Strongly Disagree)). The face and content validation of the instrument was done by the senior lecturer and associate professor in the Teacher Education Department, Institute of Education and the Department of Educational Foundations and Curriculum Ahmadu Bello University, Zaria respectively. The instrument was pilot tested and found reliable with a 0.78 reliability index.

The researchers visited the schools under the study on different days where they formally introduced themselves and took

permission for the administration of the research instrument. Having gotten permission from the schools under study, the researchers went ahead and administered the instrument with the assistance of three (3) research assistants, the respondents were served with the questionnaire the researchers waited for some time before they fill the instrument given to them and explanations were made to some respondents who showed the need for clarification. The data were collected within two weeks and prepared for analysis.

RESULTS

After the collection of data from the subjects, descriptive statistics of frequency and simple percentages were used in answering the research questions while inferential statistics of chi-square was employed for hypothesis test to make a judgment. The choice of Chi-square was because the data generated was ordinal and discrete and that the researchers had two groups of respondents. To answer the research question, descriptive statistical analysis was done using frequency and simple percentage.

The data for this study is in frequency counts of Strongly Agree, Agree, Disagree and strongly disagree, hence to determine if differences exist in the set of items that test a research hypothesis, the appropriate tool is the chi-square statistics, hence the use of it to test the two null hypotheses.

Hypothesis One: The null hypothesis state that there is no significant difference in the extent to which teachers recruited produce by teacher education institutions for the functional Universal Basic Education Programme in Zaria Local government, in Kaduna state.

Table 1: Chi-square statistics on the difference in the extent to which teachers recruited produce by teacher education institutions for functional Universal Basic Education Programme in Zaria Local government, in Kaduna state. (n= 196)

Variable	SA	A	D	SD	Total	X ² computed	Df	X ² critical	p
The extent to which teachers produce functional UBE programme	345 (34.5)	528 (52.8)	554 (55.4)	533 (53.30)	1960	355.183	27	40.113	0.000

$P=0.00$, X^2 computed $>$ X^2 critical at df 27



Results of the X^2 statistics showed that there is a significant difference in the extent to which teachers recruited produced by teacher education institutions for functional Universal Basic Education Programme in Zaria Local government, in Kaduna state. This is because the computed chi-square value of 355.183 is above the chi-square critical value (X^2 table) of 40.113 at df 27, and the computed p-value of 0.000 is lower than the 0.05 alpha level of significance. Therefore, the null hypothesis which states that there is no significant difference in the extent to which

teachers trained by teacher education institutions for functional Universal Basic Education Programme in Zaria Local government, in Kaduna state, is hereby rejected.

Hypothesis Two: The null hypothesis state that there is no significant difference in the extent to which teacher Education institutions produced quality teachers for the achievement of the functional Universal Basic Education Programme in the Zaria Local government, in Kaduna state.

Table 1: Chi-square statistics on the difference in the extent to which teachers recruited produce by teacher education institutions for functional Universal Basic Education Programme in Zaria Local government, in Kaduna state (n= 196)

Variable	SA	A	D	SD	Total	X^2 computed	Df	X^2 critical	P
Extent to which institutions produce Quality Teachers for achievement of functional UBE programme	144 (14.40)	253 (25.30)	775 (77.50)	789 (78.80)	1960	184.804	27	40.113	0.000

$P=0.00$, X^2 computed $>$ X^2 critical at df 27

Results of the X^2 statistics showed that a significant difference in the extent to which institutions produce Quality Teachers for the achievement of functional UBE programme in Zaria Local government, in Kaduna state. This is because the computed chi-square value of 184.804 is above the chi-square critical value of 40.113 at DF 27, and the computed p-value of 0.002 is lower than the 0.05 alpha level of significance. Therefore, the null hypothesis which states that there is no significant difference in the **extent to which institutions produce Quality Teachers for the achievement of functional UBE programme** in Zaria Local government, in Kaduna state is hereby rejected.

SUMMARY OF THE MAJOR FINDINGS

The null hypothesis one showed that significant differences exist in the extent to which teachers' recruited produce by teacher education institutions for functional Universal Basic Education Programme in Zaria Local government,

in Kaduna state. ($P=0.00$, X^2 computed $>$ X^2 critical at df 27) In the same vein, the null hypothesis one showed that significant differences exist in the extent to which quality teachers are produced by teacher education institutions for achievement of functional Universal Basic Education Programme in Zaria Local government, in Kaduna state

DISCUSSION OF FINDINGS

The finding indicated a significant difference in the extent to which teachers recruited produced by teacher education institutions for the functional Universal Basic Education Programme in Zaria Local Government, Kaduna State. This further confirmed that despite there was massive recruitment of teaching staff for the functional Universal Basic Education Programme; the opinion of the respondents still showed that most of the teachers recruited were not produced by teacher education training institutions in the study area.



The second finding showed that a significant difference exists in the extent to which teacher education institutions produced quality teachers for the achievement of functional Universal Basic Education Programme in Zaria Local Government, Kaduna State. Thus, the descriptive result further revealed that teachers produced by teacher training institutions have better skills of instructional delivery; facilitate the pedagogical tasks of child upbringing among other positive contributions, but it was however discovered that Teacher training institutions do not assist teachers to acquire skills for information and communication technology in the study area.

CONCLUSION

Based on the research findings, the researchers concluded that despite there was massive recruitment of teaching staff for the functional Universal Basic Education Programme, the opinion of the respondents still showed that most of the teachers recruited for the functional Universal Basic Education Programme were not produced by the teacher education training institutions in the study area and that the teachers produced by teacher training institutions have better skills for instructional delivery; facilitate the pedagogical tasks of child upbringing among other positive contributions, but teacher training institutions do not assist teachers to acquire skills for information and communication technology in the study area.

RECOMMENDATIONS

Based on the research findings and what has been concluded, it was recommended as follows:

1. The recruitment of teachers for functional Universal Basic Education programme

should be done considering those graduated from teacher training institutions to give the best they can give to the schools in question; and

2. Efforts should be made by stakeholders to ensure effective and punctual, training of pre-service and in-service teachers on the use of information and communication technology in teacher education institutions to keep them abreast with modern challenges.

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