

# TEACHER EDUCATION AS A MAJOR COMPONENT OF THE UNIVERSAL BASIC EDUCATION CURRICULUM IN THE 21<sup>ST</sup> CENTURY

*Ijeoma Princess Obilo and Grace Oley Akuakanwa*

## **Abstract**

The paper focused on Teacher Education as a major component of Basic Education Curriculum in the 21<sup>st</sup> century. The concept of teacher education, and basic education were highlighted and discussed. The problems of teacher education as shortage of qualified teachers, quality of student recruitment, high teacher-pupil ratio, financial constraints, inadequate planning, improper conducting of teaching practice and lack of motivation of teachers were also enumerated and discussed. Based on the findings the paper recommends amongst others that there should be an over hauling of teacher education programme, raising of admission standards, training more teachers, provision of adequate fund by government, proper supervision of teaching practice and adequate motivation through increased remunerations and regular salary to teachers. This ensures effective performance in the basic education programme.

Education all over the world has become a veritable tool for determining the level of development of any society. It is as a result of *this* important position of education that successive Nigerian governments have lunched different educational policies, all aimed at promoting education and at least making sure that the generality of the populace are educated and, in the words of Salau (2001), to ensure that majority are attuned and integrated into the global technological and information high-way for effective human development. The most recent policies or schemes are the Universal Basic Education programme or the 9-34 system of 199c which entails 3 years of lower basic school, 3 years of middle basic school, three

years of upper basic school, three years of senior secondary and four years of tertiary education. However, no matter how laudable each of the programmes sounds most of them have failed at the implementation stage. Okoro (2010) identified shortage of teachers in terms of quality and quantity as a major hindrance to effective implementation of the Universal Basic Education Programme. This topic on teacher education as a major component of the basic education curriculum is therefore, discussed under the following subheadings

1. The Concept of Teacher Education
2. The Concept of Universal Basic Education (UBE)
3. The Relevance of Teacher Education in the Basic Education Curriculum
4. Challenges of Teacher Education in the Basic Education Curriculum
5. The way Forward
6. Recommendations
7. Conclusion

## **The Concept of Teacher Education**

Federal Republic of Nigeria (FRN 2004) referred to teacher education as 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 country. It is also a specified programme designed to prepare prospective teachers who teach the pupils in a nation's schools, According to Nwaham (2010), teacher education is the process of preparing or developing individuals to enable them effectively

direct learning situation. This implies that it is a type of formal education which prepares people to become qualified and competent teachers. Supporting this view, Okafor (1988) saw teacher education as the formal, systematic and organized training programme geared towards the production of a crop of required teaching manpower.

Contributing to the concept of teacher education, Okoro (2007) referred to it as the structure, institutions and process by which men and women are prepared for work in schools for the purpose of imparting knowledge, skills and favourable attitude. Moreso, teacher education as asserted by Nwanekezi (2010) is a pre-planned, 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 attitude, habits and competencies needed to be able to enter the teaching profession and to become a resourceful, effective and efficient teacher. It therefore depicts, 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 teacher effectiveness.

In recognitions of the relevance of teacher education, the National Policy on Education (2004:39) maintained that the purpose of teacher education shall be to:

- Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system,
- Encourage further the spirit of enquiry and creativity in teachers,
- Help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals,

- Provide teachers with assignment and make them adaptable to changing situations;
- Enhance teacher's commitment to the teaching profession.

The above assertions indicate that the primary objective of teacher education is to produce "trained teacher" who according to Mkpa (1987) is someone who underwent, and completed in a formal teacher training institutions, a planned programme of training, among other areas in the principles and practice of education, and was exposed to an observed period of training.

Supporting the views of Ihebereme and Maduewesi (2008), teacher education is therefore expected to equip teachers with the appropriate professional knowledge, teaching skills and methods, guidance based evaluation techniques and ethical orientations for effective performance of their duties within and out side the system.

The paper therefore referred to teacher education as the structures, institutions and process by which men and women are prepared for work in schools for the purpose of imparting knowledge, skills, and favourable attitudes. It is simply the education of those persons who are directly responsible for the education of pupils.

### **The Concept of Universal Basic Education**

The Universal Basic Education is one of the educational reforms initiated by the democratically elected government in 1999, towards providing qualitative and functional education to her citizens and for national development. It is a policy reform meant to promote access and quality basic education for all children of school age.

Globally, Universal Basic Education (UBE) emerged during the world conference on education in Jomtien, Thailand held from 5 to 9th March 1990 with a view to cater for learners world wide (Okun, Sebor and Okonta, 2010)The

### *Teacher Education as a Major Component of the Universal Basic Education Curriculum in the 21<sup>st</sup> Century*

Universal Basic Education otherwise known as 9-3-4 system of education is an innovation on the 6-3-3-4 system. On the nature of UBE, the National Policy on Education (FRN, 2007:13) stated clearly that the:

*Basic education shall be 3 years of lower basic school, 3 years of middle basic school, 3 years of upper basic school and three years of senior secondary, and four years of tertiary education. It shall also include adult and non-formal education programmes at primary and junior secondary levels for the adults and out-of-school youths*  
*Specific goals of basic education shall be the same as the goals of the education to which it implies that is primary education, junior secondary education and adult and non-formal education.*

In view of the above, the Federal Ministry of education defined basic education as the foundation of a life-long self awareness, citizenship and life skills, It incorporated formal, non-formal and informal approaches to learning with the aim of developing in the individual all round human. This implies that the UBE is a nine years compulsory schooling which translates to six years of primary school education for children aged six to eleven, and three years of junior secondary school. The basic education programme envisages that children would remain in school until completion of junior secondary education and acquire basic competencies and life skills. Thus the summary of the objectives of the UBE programme according to UBE Annual Report (2002:4) include:-

- *Development in the entire 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-out from the formal school system through improved relevance, quality and efficient educational system.*
- *Catering for any persons who, for one reason or another, have had to interrupt their school as well as other out-of-school children! adolescent, through appropriate forms of complementary approaches to the provision and promotion of basic education.*
- *Ensuring 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 a strong foundation for life long learning.*

The concept is an innovation to make Nigeria technologically advanced, by giving children the opportunity to learn science, creative art, and introductory technology; erode illiteracy through free tuition and provision of necessary learning materials; and provide opportunity for all children irrespective of their home background to acquire qualitative education.

The UBE scheme is therefore a laudable venture meant to guarantee qualitative education to all Nigerian children which implies the acquisition of comprehensive, utilitarian skills and abilities in the intellectual, social, moral and attitudinal dimensions (Odili and Mukoro, 2010).

These demands necessitate the redesign and revision of the school curriculum as well as the choice of curriculum structure suitable for each level of education. At the primary level, the subjects specified include English language, French, and language of the environment, mathematics, science, Home economics, Social studies, Citizenship education, Culture and Creative arts. At the junior secondary school level, the subjects are divided into two groups of academic and Pre-vocational. The subjects are further divided into groups A, B and C. All subjects in group A are compulsory and core.

They include English language, French, Mathematics, Language of the environment or Local Language, Integrated Science, Social Studies, Citizenship education and Introductory Technology. Group B consists of Pre-vocational electives which include Agricultural sciences Home Economics, Business Studies, Local Crafts, Computer Education, Fine Art, and Music. The group C are Non-prevocational electives which are Religious Knowledge, Physical and Health Education and Arabic Studies. A child is expected to offer a minimum of ten subjects and a maximum of thirteen subjects (FRN 2004).

Moreso, the UBE, programme divided the nine years basic education into lower basic (primary one to three) middle basic (primary four to six) and upper basic (junior secondary 1-3). Thus, the UBE is an innovation that is more pragmatic and encompassing than the previous educational systems.

### **The Relevance of Teacher Education in the Universal Basic Education Curriculum**

Teachers are professionals who have acquired the special skill required for effective imparting of knowledge and are actually in the teaching career. Onejete (2010). This means that any body who calls himself a teacher must acquire some skills and knowledge to be able to work effectively. Thus, the validity of any educational system naturally is dependent upon the quality of teaching and the availability of competent teachers. The quality of teachers on the other hand depends on the quality of teacher education received. Maduewesi (2010) affirmed that teacher education is a principal factor in the educational endeavour, as it is an education process or training that deals with the art of acquiring skills in teaching profession.

Teacher education equips teachers and managers of the basic education programme with the knowledge, modern and innovative teaching strategies, preparation and use of instructional

materials, classroom management and planning techniques, human relations strategies information and communications technologies and behavior modification strategies. This implies that the kind of teachers trained and recruited into the schools may well determine what the next generation will be (Imogie 2010). When a teacher training institute produces an apathetic, uncommitted, uninspired, lazy, unmotivated, immoral and anti-social teachers, the whole nation is doomed for. Imogie (2010) therefore, acknowledge 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. The establishment of teacher education institution has helped to produce the heeded manpower with the required minimum qualification to cope with the implementation of the UBE curriculum. For instance, the Federal Government of Nigeria prescribed the Nigeria Certificate of Education (NCE) as the qualification for teaching in the primary and junior secondary schools (FRN,2004).The NCE is obtained after a three-year post secondary school pre-service teacher education programme in colleges of education (COE). Maduewesi (2010) observed that presently at least 83 f such institutions are running the NCE programme in the country, including some polytechnics; enrolling about 400,000 students and graduating about 60,000 yearly. This number/product is a big relevance to proper implementation of the basic education curriculum. On boosting the production of enough manpower, the National Teachers' institute (NTI) Kaduna was also set up to upgrade serving grade II teachers to the NCE level or sandwich NCE level through distance learning method. The NTI/NCE DLS programme is a weekend programme on Saturdays and holiday periods for both serving teachers and others that are interested to have NCE certificate with token school fees paid, while the NTI/NCE Special Teacher Upgrading programme, (STUP)

### *Teacher Education as a Major Component of the Universal Basic Education Curriculum in the 21<sup>st</sup> Century*

is tuition free for only serving teachers. Moreso, some of the COES run part-time or sandwich NCE programmes either for serving teachers or for some candidate desiring the certificate (Maduewesi, 2010). These efforts were geared towards the production of the skilled manpower for effective implementation of the Basic Education Programme.

Introduction of teaching practice in the teacher education programme is to equip teacher trainees with the appropriate skills in the implementation of the basic education curriculum. Teacher practice according to Kanno (2004) is a professional programme on methodology, designed to provide teacher trainees with practical opportunities for demonstrating their knowledge of all theoretical and abstract concepts acquired while in training. The desired goal of teaching practice is therefore to improve teaching and learning effectiveness and efficiency in schools. The Implication of the stated objective is that there is no alternative to teaching practice in the teacher education curriculum and for effective preparation of teachers for the execution of the basic education curriculum.

Thus, Ughamadu (1998) observed that well trained teacher from the teacher education institutions can perform the following functions in relation to the basic education curriculum. According to him:

- Teacher are involved in decision making and in actual planning, development and production of the curriculum materials as they are the key agents for curriculum implementation.
- Feedback from teachers who have used the basic education curriculum will be essential for meaningful revision or renewal of that curriculum.
- Teachers can contribute much in the evaluation of the curriculum.
- Teachers are in a better position to give useful suggestions about the appropriate

techniques and methods, and materials for the effective implementation of the basic education curriculum.

This implies that the success of any curriculum significantly depends on the extent to which the classroom teacher is able to interpret and implement it. Teacher education is therefore a key agent in the production of qualified, resourceful, dedicated teachers who serve as facilitators, planners, counselors, motivators in every aspect of the basic education.

### **Challenges of Teacher Education in the Implementation of the Basic Education Curriculum**

The Collages of Education (COES) are responsible in training teachers at the primary and junior secondary levels of education. In Nigeria, teacher education is faced with a lot of challenges, which affect the implementation of basic education programme. These challenges include: -

- i. Shortage of qualified teachers
- ii. Quality of students recruited
- iii. High teacher-pupil ratio
- iv. Financial Constraints
- v. Improper conducting of teaching practice
- vi. Lack of motivation of teachers

These sub-heading will be highlighted and discussed

### **Shortage of Qualified Teachers**

Teaching as a profession should be bandied by well trained and motivated persons with academic and professional competencies which will match the society's expectations. However, the Federal Republic of Nigeria (FRN) (2004:3 9) prescribed the Nigeria Certificate in Education (NCB) as the minimum qualification for teaching in the basic education programme

but Maduewesi (2010) stressed that prescribing the NCE as qualification for teaching in the primary school without restructuring the curriculum of the collages of education to suit the requirements of the primary/basic education introduced some weaknesses into teacher quality at that level. Obi (2010) also observed that not only that the available teachers in our primary schools are not qualified, but they are grossly inadequate. However, the truth is not that the teachers are not qualified to teach in the basic schools but that they cannot defend their qualifications. Observations even show that most of them have not more than the prerequisite NCE certificate most of them just 'buy' their certificates and never worked for it. This implies that a very good percentage of teachers in the service lack the prerequisite knowledge to teach in the basic education level.

#### **Quality of Students Recruited**

The quality of students admitted into schools in Nigeria declined in terms of maturity and character, knowledge base, at the point of entry and willingness to learn. Gone were the days when candidates apply to study education unlike was the case before the 70s and early 1980's. As a result, the teacher education programme has to contend with candidates that just take up courses in teacher education because they have no other option. They are forced into it. The implication is that when one is not into what he/she wants, he does not put in his best. Thus, many institutions of teacher education became dumping grounds for students who are rejected for admission into other courses for failing to possess the basic qualifications to meet up with the admission requirements. The qualities of students admitted determine the quality to be produced. Thus, the outcome of poor quality students is poor teachers who cannot teach effectively in the basic education level, to the detriment of effective implementation of the programme.

#### **High Pupil/Teacher Ratio**

The Federal Republic of Nigeria (FRN) (2004) stipulated that for effective class control and teaching to take place, there should be a teacher-pupil ratio of 1:30 for the basic education. However, Okoro (2010) observed that the introduction of universal basic education with its compulsory and free education resulted in large enrolment of pupils into primary school to be taught by very few trained teachers. Statistics also show that there are about 17 million children in primary schools throughout the country and with a teacher-pupil ratio of 1:30, Nigeria would need about 600,000 teachers as against 419,997 available teachers whom 22% are unqualified to cope with basic education (Imogie 2010). This leaves a shortfall of about 180,000 teachers to be supplied by the collages of education. This has led to high teacher-pupil ratio at all levels of education, for instance the teacher-pupil ratio at the basic education level in Yobe state is as high as 1:111 Maduewesi (2010). Moreso, even if the COES are to admit and graduate teachers that can make-up for the deficiency, it may be meaningless because the state governments are not ready to employ more hands but they continued to retire the older hands in service due to "lack of finance". Again the graduants from our teacher educational institutions never opted for education in graduation. They go all out to get employed in other areas other than teaching. This increases the teacher-pupil ratio. The resultant effect is poor performance in effective teaching.

#### **Financial Constraints**

Funding is a central factor to an efficient and effective education. Virtually all the problems of education like dilapidated structures, facilities and equipments for learning, and students' welfare, as well as that of staff remuneration are linked with inadequate funding. Under-funding has contributed to the decline in teacher education, because necessary

### *Teacher Education as a Major Component of the Universal Basic Education Curriculum in the 21<sup>st</sup> Century*

infrastructure, research facilitates, teaching and learning materials, and other tools are not in-line with the teaming population of students. Obi (2010). Moerso, the training programme for the NCE for teaching at the basic education level, is criticized as being too theoretical with little opportunity for skills development, due to lack of materials for practicals. The problem of funding is not on government adequate budgeting, but most cases the funds are not duly released, and sometimes not released at all but diverted for the maintenance of other projects, there may be inconsistency in time of release of fund, or mismanagement/misapplication of funds released. A case in point in misapplication of funds released is the MDGS retraining programme for teachers which were meant to boost the UBE programme. It was funded by the World Bank and given to NTI/UBEC to manage. In the management of the funds by the UBEC, the following challenges were inherent

- After the 1<sup>st</sup> retraining programme of 2006 when participants and facilitators were adequately remunerated, it became money making venture for the organizers and their relations/friends/kinsmen/ and those that can satisfy their conditionalities. The result is that since 2008, it is the same participants that come annually for the retraining exercise instead of making it rotational for all serving teachers to participate in.
  - The remunerations of the participants were reduced to N14, 000 out of which most of them have to agree with officials that included their names for a given percentage or have to pay for the forms for about N3000 or N5000, which in actual fact is supposed to be free.
  - Some participants just register and get a colleague to sign for them. Only to collect the honorarium due to them at the end.
- The programme is jam packed for one week which makes ridicule of the whole exercise, irrespective of what the participants and facilitators have continued to note in their communique at the end annually for more time to be given. This has never been looked into because of its financial implications.
  - The programme is supposed to be held in August every year, in some cases it never hold until December or February the following year because some officials misuse the funds made for it, like that of 2008, 2009, and 2010.
  - Again, even retired teachers participate in the programme when serving teachers have never had the opportunity to participate. The effects of these mismanagement and misapplication of funds released is poor quality teaching and poor quality education.

#### **Improper Conducting of Teaching Practice**

Teaching practice according to Kanno (2004) is a professional programme in methodology designed to provide teacher trainees with practical opportunities for demonstrating their knowledge of all theoretical and abstract concepts acquired while training under the vigilant eyes of a supervisor. The inadequacy of qualified supervisors to observe the actual day-to-day classroom performance of the interns creates a problem. As observed by Fabayo (2009), for proper evaluation of teaching practice, supervisors evaluate or observe punctuality, lesson planning, teaching, teaching methods, adequacy of visual aids, pitch of voice, dress, start and end of lessons, interest of students, discipline of class, use of blackboard, student notebook and objectives of lessons. Supervisors act as resource persons, advisers, and interpreters of feedback, general moral boosters and assessors.

Lack of supervisors deters the role of teaching practice as a tool for effective teacher preparation. Moreso, there is no uniformity in duration of teaching practice. It varies from six to twelve weeks. Thus, period is too short for the mastery of the necessary teaching skills. In some cases, students first book appointments with their supervisors on a specific date when they will be visited for supervision. This is unethical as the objective of the whole exercise is jeopardized. Again some COES (colleges of education) fix lecturers for their students while on teaching practice. With this on graduation, it will affect their output since they were not well groomed. Thus, half baked trainees produce half backed products, to the detriment of teaching and learning.

#### **Lack of Motivation of Teachers**

Motivation or incentives are regarded as conditions in work or job situation that may stimulate, incite or motivate workers to stay in the job or to improve in their striving to realize either the collective or personal objectives. Motivation is not conceptualized in monetary terms in areas such as provision of social facilities, good school environment, recognition for extra workload, and facilities for careers progression. These as Umar (2005) notes, are lacking in teacher education institutions. Moreso, though the (FRN 2004) advocated for production of highly motivated, conscientious and efficient classroom teachers for all levels of our education system, Maduwesi (2010) noted that most teachers in schools are despondent, frustrated and inefficient in classroom management and even in subject delivery. This is due to lack of proper motivation in terms of provision of social facilities, good school environment recognition of extra work load, professionalization of teaching and making it at par with their counterpart in other professions, introducing teacher's salary structure and paying them well, paying of science allowance to science teachers

and encouraging them to attend workshops/conferences for professional growth. The case of the mathematics workshop organized annually by the STAN and UBEC is a case at hand. Just like that of the retraining of teachers organized by NTI and UBEC, this is supposed to motivate and update teachers in the innovative methods of teaching mathematics. But just like the MDGS retraining programme, the exercise is being traded upon even with the meagre allowance of N5000 paid to the participants. The fact that most of them are very poor, the interest of the participants is on the financial take borne at the end not the knowledge to be acquired. This attitude adversely affects the teachers performance in the Basic education programme.

Uwazurike (2006) lamented that in some states in Nigeria, teachers are owed leave allowance since 2011, and others do not pay salaries as at when due. He further emphasized that the implementation of any laudable programme such as the basic education programme will come to a stand still if the teachers and managers of the programme are poorly motivated. Lack of motivation leads to apathy, lack of interest and non-commitment to the teaching profession. The implication of these challenges is that the success of the basic education depends on the ability of the teacher education institutions to produce vibrant teachers that are knowledgeable, confident, capable, prepared and motivated to teach the knowledge and skills of their discipline and take up the challenges of training the 21<sup>st</sup> century work force.

#### **The Way Forward**

Quality teachers could be produced, if there is total overhauling of teacher education programme to include a new pattern of certification which will integrate collage training into field academic renewal training. Sponsorship to in-service training and conferences, teacher's flexibility to seek more knowledge on his own

*Teacher Education as a Major Component of the Universal Basic Education Curriculum in the 21<sup>st</sup> Century*

initiative will enhance the quality of teachers for the basic education.

The entry requirement into education courses should be raised and admission requirements into pre-NCE programme should be revisited. This will ensure admission of quality students. Only intelligent, qualified and interested student-teachers should be admitted into teacher training institutions. The high rate of teacher-pupil ratio calls for the preparation of more teachers to teach at various levels of the educational system and replacement of retiring teachers to meet the needs of expanding enrollment.

Education system consume significant financial resources especially teachers salary. The government should give priority attention to it by ensuring the effective utilization of the fund provided or released. Method of certification and evaluation, recruitment of staff, provision of social facilities in teacher education institutions should be adopted by the appropriate authorities. There should be better supervision of practice teaching, increasing the duration of the programme to allow for more time for the mastery of the knowledge of subject matter and competencies/skills which are required for effective teaching. There is need to improve remunerations and conditions of service for teachers in order to get the best from them. Thus, Obi (2010) advocated that special allowance should be paid to teachers on regular basis, and the teacher salary structure should be upgraded and made attractive so that they can live comfortably and motivated to put in their best. More so, capacity building programs should be organized at regular interval for effective and efficient performance.

**Conclusion**

The ultimate realization of any set of aims for education depends on the teacher. Thus, for Nigeria educational system to be successful, qualified and committed man power is required.

This is the role of teacher training institutions. However, our teacher education institutions are besieged with a lot of problems such as shortage of qualified teachers, financial constraints, inadequate planning amongst others. The paper therefore recommends among others that teacher preparation facilities should be given top priority by the government to ensure qualitative teaching and learning in the basic education programme.

**Recommendations**

Based on the challenges of teacher education in the implementation of basic education programme, the following recommendations are made:

- Collages of education and Faculties of education in the universities should take cognizance of the objectives of education at those levels and ensure that teachers are prepared in such a way that they prove capable of carrying out their functions.
- Quality students with requisite admission requirements should be allowed into the teaching profession. High teacher- pupil ratio should be controlled by using the shift system. This ensures effective interaction between teachers and pupils, and also ensures that scarce materials go round especially during science practicals.
- Provision of adequate funds by the appropriate authorities will enhance the procurement of necessary infrastructural facilities for the implementation of the Basic education programmes
- Effective supervision of teaching practice should be encouraged by appropriate authorities
- Conditions of service for teachers should be improved to attract best beads into teacher training institutions.

**References**

- Federal Ministry of Education (2002). *National Policy on Education* NERDC.
- Federal Republic of Nigeria FRN (2004). *National Policy on Education* Lagos: NERDC.
- Fabayo, O.R. (2009). *Evaluating the impact of teaching practice in the Nigeria school system*. A paper presented to Department of Educational Foundations, University of Ilorin.
- Imogie A.I. (2010). *Curriculum and the new teacher in the 21<sup>st</sup> century in Nigeria*. A key note address to curriculum organization of Nigeria held at Abakaliki. From 14<sup>th</sup> to 16<sup>th</sup> September
- Kanno, T.N. (2004). *Teaching practice, micro teaching and methodology of education in Nigeria*. Aba, Excel Consult Services Ltd.
- Maduewesi, B.U. & Ezeoba, K.O. (2010). Teacher education in Nigeria in the 21 century; Challenges and prospects (EC Iloputaife (ed) *Issues and Challenges in Nigeria Education in the 21<sup>st</sup> Century*, Onitsha West and Solomon corporate ideals Ltd, 1-17.
- Mkpa, M.A. (1987). *Curriculum development and implementation*. Owerri. Totan Publishers Ltd.
- Nwanekezi, A.U. & Ifionu, E.P. (2010). Challenges of Nigeria Teacher Education in the 21 Century. ,(EC Ilioputaife (ed) *Issues and Challenges in Nigeria Education in the 21<sup>st</sup> century* Onitsha West and Solomon corporate ideals Ltd.
- Nwabam, C.O. (2010). Skills acquisition and Teacher Education; Problems and prospect *Journal of Qualitative Education* 6(1), 58-66.
- Okunsebor, M.I.U. & Okonta, I.O. (2010). The Universal Basic Education (UBE) programme; A case study on the extent of implementation in Edo *State Journal of Qualitative Education* 6(1), 110-117.
- Odili, J.N. Mukoro, S.A. (2010). Challenges of access in universal basic education in Nigeria: *Nigerian Journal of Curriculum Studies* 17(3), 207-2 16.
- Onojete, P.E (2010). Test intervention in Teacher's Recruitment and promotion exercises; A strategy securing complacent Teachers for the achievement of the millennium development goals. Ilioputaife EC (ed) *Issues and Challenges in Nigeria Education in the 21<sup>st</sup> Century* Onitsha, West and Solomon corporate ideals Ltd.
- Obi, R.O. (2010). Challenges facing teacher education in Nigeria. *Issues and Challenges in Nigeria Education in the 21<sup>st</sup> Century*, (Ilioputaife E. C (ed) Onitsba; West and Solomon corporate ideals Ltd, 466-480.
- Okoro, I.F. (2010). Challenges in effective Curriculum implementation at primary education level in Nigeria' in *Issues and Challenges in Nigeria Education in the 21<sup>st</sup> Century*, Iloputaife BC (ed) Onitsha; West and Solomon corporate ideals Ltd, 257-278.
- Okere, A.E. (2007). Refocusing teacher Education for sustainable development. *Knowledge Review*, 15(4), 29-30.

*Teacher Education as a Major Component of the Universal Basic Education Curriculum in the 21<sup>st</sup> Century*

Okafor, F.C. (1988). *Nigeria teacher education, search for new direction* Enugu. Fourth dimension Publishing Co. Ltd.

Salau, M.O. (2001). Implementation of the universal basic education scheme at the junior secondary school level; Issues, problems and prospects. *Journal of Curriculum studies* .8(1) 1-13.

UBE. (2002), Universal Basic Education Programme. *Annual Report year 2001*.

Uwazuruike, C.N. (2006). *Divergent implementation of the universal basic education (UBE) policy in States: Its implications*. A paper presented at 21 19th ANCOPSS conference. Heartland 2006. Owerri. Tims Press. 16-27.

UBE (2002). Universal basic education programme, *Annual report year 2002*.

Umar, S. (2005) *Why Standard of Teacher Education is falling*. Retrieved 28<sup>th</sup> October 2008 from <http://www.thisdayonline.com/nvlew.php>

*Ijeoma Princess Obilo  
Department of Curriculum Studies,  
Alvan Ikoku Federal College of Education,  
Owerri.*

*And*

*Grace Oley Akuakanwa  
Urban Secondary School,  
Umuna Orlu.*