

AN APPRAISAL OF VOCATIONAL EDUCATION TEACHERS FOR IMPLEMENTING THE UNIVERSAL BASIC EDUCATION (UBE) PROGRAMME IN BIU, BAYO, KWAYA-KUSAR AND SHANI LOCAL GOVERNMENT AREAS OF BORNO STATE, IN NIGERIA

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Abstract

The study looked at the provision of vocational education teachers for implementing the universal basic education (UBE) programme, in Biu, Bayo, Hawul, Kwaya-Kusar and Shani Local Government Areas of Borno State for sustainable development in Nigeria. The study population comprised of all vocational education teachers in Biu, Bayo, Hawul, Kwaya-Kusar and Shani local government areas. Three hundred and twenty four (324) vocational education teachers were drawn for the study. Two validated instruments: teacher's questionnaires on availability of vocational teachers and teacher's document were obtained analyzed using simple percentages. The results revealed that 78%, 66% and 73% of the vocational education teachers were untrained. Only 21%, 33% and 26 respectively were trained to teach the vocational education subjects. Since vocational education teachers are potent factor for sustainable development, the government should provide adequate vocational education teachers to the UBE schools, train and re-train those already in the teaching industry, and also the government should organize regular workshops, seminars and conferences to keep them abreast with the new teaching techniques.

Vocational education teachers according to Teachers Registration Council of Nigeria (TRCN, 2002) are those teachers that have undergone approved professional training in education at appropriate level and are capable of imparting knowledge, skills and attitudes into the learners in their vocational subject areas. Osuala (2004) defined vocational education as an organized educational programme which are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree. The federal government of Nigeria (FRN, 2013) has in its National Policy on Education, provided a very comprehensive definition of vocational education as that which refers to those aspects of the educational processes involving in addition general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic and social life. Besmart-Degbori (2008) saw vocational education subjects like Home economics, Fine and applied arts and Agricultural science as those disciplines that prepare individuals for general living, occupations, preparing for responsible development as a method of alleviating poverty.

From the above, vocational education teachers are observed to be potent factor for sustainable development. A subject in the school curriculum solely depends on the availability of the trained and qualified vocational education teachers in our schools. The Federal Republic of Nigeria (FRN, 2002) through its research, Nigeria Education Research and Development Council (NERDC) and relevant educational stakeholders pursued with highest commitment a policy of free and compulsory education

programme. The programme objectives can be summarized to aim at value orientation, poverty eradication and education to empower the people. It becomes imperative that the existing curricula for primary and junior secondary levels of education should be reviewed, structured and re-aligned to fit into the 9-years basic education programme. The Federal Republic of Nigeria (FRN) through its National Policy on Education (NPE 2013) stated that “since no education system can rise above the quality of its teachers, teacher education shall continue to be emphasized in educational planning and development. All teachers in our educational institutions shall be professionally trained. Teacher education programmes shall be structured to equip teachers for the effective performance of their duties.

All the primary and Junior secondary school levels of the 9-years basic education programme, the objectives are:

- a. *Provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement.*
- b. *Develop patriotic young people equipped to contribute to social development and in performance of their civil responsibilities.*
- c. *Inculcate values and raise morally upright individuals capable of independent thinking and who appreciate the dignity of labour.*
- d. *Inspire national consciousness and harmonious co-existence irrespective of differences of differences in endowment, religion, ethnic and socio-economic background ().*

Education scholars as Ukeje (1984) and advocated some basic education principles for an independent Nigeria to be our educational goals. He believed that education should improve the learners as a person, improve his society and to improve his nation. His principles could be examined under three broad categories. These are:

- i. Education should be for learners’ personal development. This means education should make the individual to be free, self-reliant and morally sound. The individual should behave in ways that are socially acceptable, who can claim his rights, know his social roles and functions and who is willing to perform them to enable him earn his living.
- ii. Education for community improvement: Ukeji believed that three factors determine the future of the community. These include the political state of affairs, the economic condition and the educational provisions. For any society to improve, education has to be consciously practiced.
- iii. Education for national development: Here Ujeke also believed that education should be planned in such a way that would ensure social believers of the learners for national unity and national awareness so that Nigerians can think as a nation and not as clans or tribes. He also believed that education should aim at solving our practical problems, so that Nigeria can develop a constitution, a spirit of Federalism, unite the different tribes and to make our leaders feel committed to public welfare.

Nigeria also need a scientific attitude to shy away from the various superstition and on find practical solution to our problems instead of blaming supernatural spirits for them. These principles if followed, the learner would receive education that goes beyond providing him with his daily food. Education should practice to the welfare of the learner’s community as well as his entire nation.

To include the above, objectives, Nigeria’s education sector must make an effort to provide adequately the required vocational teachers for the Universal Basic Education (UBE) programme who

would impart the knowledge, skills, attitude and values needed for national sustainable development in Nigeria.

It is against this background that the researchers posed to find out the availability of vocational education teachers in the study area.

Purpose of the Study

The purpose of the study is:

1. To find out the availability of agricultural science subject teachers in the UBE schools in Biu, Bayo, Hawul, Kwaya-Kusar and Shani local government areas, Borno state.
2. To determine the level of training of the agricultural science teachers teaching in the UBE schools in the study area.
3. To find out the level availability of fine/applied arts teachers teaching in the UBE schools in the study area.
4. To find out the availability of home economics teachers, teaching in the UBE schools in the study area.
5. To determine the level of training given to home economics teachers teaching in the UBE schools in Biu, Bayo, Hawul, Kwaya-Kusar and Shani local government areas, Borno state.

Research Questions

The following research questions guided the study.

1. To what extent are the agricultural science teachers available to teach agricultural science subject in the UBE schools in the study area?
2. To what level are the agricultural science teachers trained to teach the agricultural science subject in the UBE schools in the study area?
3. To what extent are the fine/applied art teachers available to teach agricultural science subject in UBE in the schools?
4. To what level are these home economics teachers trained to teach the home economics subject in the UBE schools?
5. How available are the home economics teachers for teaching the home economics subject in the UBE schools?

Methodology

Research Design

Survey research was used for this study specifically the reason being that, Awotunde, Ugodulunwa and Ozoji (2002) stated that, a survey research is a situation where data are collected at a particular time from a sample opinion for the purpose of finding out problems on educational phenomenon. This research study will seek opinion of the respondents on the level of training of vocational education teachers; therefore, survey research design is most appropriate.

Population

The population for the study comprised of all the vocational education teachers in the UBE schools from the five (5) local government areas sampled for the study.

The sample for the study consisted of five (5) local government areas and three hundred and twenty four (324) vocational education teachers presently teaching vocational education subject in the UBE schools in the study area were sampled as respondents.

Sample and Sampling Technique

The study used simple random sampling technique to draw the samples for the study. This is because all the vocational education teachers in the area could not be selected as samples. Stratified simple random sampling technique was also used to ensure that a proportionate number of vocational education female/male is represented in the study.

Instrument for Data Collection

The researchers used structured questionnaire items “tagged” ‘Teachers questionnaire on the availability of vocational education teachers (TQAVET). Vocational education teacher’s documents were used to conform the responses of the respondents. The respondents use to tick the option of 4 point likert scale; highly available, not available and highly not available.

Procedure for Data Collection

The study used wait-and-take procedure of administering the questionnaire to the respondents. Thus, the researchers personally distributed the questionnaire forms to the respondents in each of the participating schools. The respondents completed the questionnaire items and were duly collected from them for analysis. This collection included the completed and uncompleted questionnaire forms in the position of the respondents. Three hundred and twenty four (324) questionnaire were distributed and three hundred and eight (308) were retrieved.

Method of Data Analysis

The study simple percentage to analyse the data obtained from the respondents. The data obtained were based on each statement made on the availability and qualifications of vocational education teachers presently teaching the vocational subjects from the sample schools for the study.

Results

Table 1: Analysis on Availability of Vocational Education Teachers in the Study Area

S/N	Subject	Sample	Trained/no	%	Untrained no.	%	Total %
1.	Agricultural Science	108	23	21.2	85	78.7	99.9
2.	Fine/Applied Art	108	36	33.3	72	66.6	99.9
3.	Home Economics	108	29	26.8	79	73.1	99.9
	Total	327	188	1.3			

From the analysis in table 1 above, it revealed that most of the agricultural science teachers are teaching the subject without obtaining the required teaching qualifications. The result indicates that seventy eight percent (78%) of the teachers are either untrained or are trained indifferent subject areas but are teaching agricultural science subject.

1. Only twenty one percent (21) of the agricultural science teachers are trained and available teaching the subject in the UBE schools under the study area. Also the analysis in table 1 above revealed that most of the fine/applied art subject teachers, teaching the subject are untrained. The

result indicate a score of sixty-six percent (66%). This may imply that these teachers teaching the subject are either untrained or trained in other subject areas but are teaching the subject.

2. The results also indicate that only thirty three percent (33%) of the fine/applied art teachers are trained, available and teaching the subject in the UBE schools sampled for the study. The same table 1 above, revealed that majority of the home economics teachers teaching the subject in the UBE schools are trained. The result indicated that seventy three percent (73%) of the home economic teachers teaching the subject in the UBE schools under the study area are either untrained or trained in other subject areas but are teaching home economics subject in the UBE schools.

3. The analysis in table 1 above, indicate that only twenty six percent (26%) of the home economics teachers are trained and available and are teaching home economics subject.

Table 2: Analysis of Vocational Education Teachers in the UBE Junior Secondary Schools According to Category

S/N	Subject	Sample	NCE T/No	%	B.Sc T/no	%	Others No	%	Total %
1.	Agricultural Science	108	21	22.8	08	8.6	63	68.4	99.8
2.	Fine/Applied Art	108	23	21.2	07	6.4	78	72.2	99.8
3.	Home Economics	108	09	14.0	05	7.8	94	87	99.9
	Total	324	53	19.0	20	12.3	191	72	99.6

From the analysis in table 2 above, it revealed that most of the agricultural science teachers teaching the subject are untrained to teach it. This is indicated by a percentage score of sixty eight (68%). This may imply that these teachers are either untrained or trained in different subject areas but are teaching agricultural science in the UBE schools under the study area. The results also revealed that, only twenty two percent (22%) and eight percent (8%) are trained available and are teaching the subject in the UBE schools in the study areas.

Again the analysis in table 2above, revealed that most of the fine/applied art teachers available and are teaching the subject in the UBE schools untrained to teach it. The results indicate that about seventy two percent (72%) of the fine/applied art teachers are either untrained or trained in different subject areas but are teaching fine/applied art subject in the UBE schools.

The analysis in table 2 above, revealed that, majority of the teachers teaching home economics subject are untrained to teach it. The results indicate a score of eighty seven percent (87%) of the teachers are without the required qualification to teach the subject. Only fourteen and seven percent (14% and 7%) of the teachers are trained and are available teaching the subject in the UBE schools under the study.

Discussion of Findings

The analysis in table 1 and 2 clearly indicate that most of the vocational education teachers, teaching agricultural science, fine/applied art and home economics are untrained to teach these subjects. From researchers personal experiences, most of these teachers that were even claimed to be available apart from being inadequate were trained in different subject areas but are teaching the

vocational education subjects above. The findings therefore confirm the submission of Sololahan, the chairman of the National Task Force on implementation of the new Educational Policy, the 6-3-3-4 (cited in Adedeji 1998) that, what we have today apart from Federal Government College are “barren” schools which lack the bare necessities and as such the children are not getting enough good education. The findings also agreed with the findings of Durojaye and Akanbi (2002) who carried out a study on availability of resources and teacher teachers vocational home economics in western zone of Nigeria (Oyo, Ogun, Ondo, Osun, Ekiti, Kogi, Kwara and Lagos state). The results revealed that most of the respondent agreed that the number of teachers and supporting staff are inadequate and that N.C.E teachers constitute the majority of the teachers. Oladipupo (2007) also lamented that “there is already existing problems in vocational education including VHE education ranging from inadequate, ill-prepared teachers and poorly stocked libraries etc. This situation cannot support the promotion of standards in the UBE scheme. The findings is also in consonant with Ogubote, Keshinro, and Okeowo (2008) who carried out a study on vocational and technical teacher preparation for the UBE programme in Ojo, Badagry, Alimosho and Shomolu local government areas of Lagos state. The results revealed that, most of the vocational and technical teachers were ill-prepared and inadequate for the UBE programme. Ukeji (1996) observed and lamented that this state of affairs, we can hardly expect much quality in the schools and consequently cannot make the desired impact on national development. A phenomenon of lack of teachers and lack of job satisfaction, if teachers are real builders of tomorrow, we cannot build tomorrow with insufficient and efficient disgruntled builders. Poor quantity and quality of teachers, poor remuneration, and lack of motivation for teachers can hardly make this type of education an instrument of national development.

The results of this is also in consonant with the findings of Jekayinfa (2006) who conducted a study to find out the differences in the scores of students in schools with adequate supply of qualified history teachers and those schools without in Ogbomosho North Central local government areas of Oyo state. The results revealed that quantity, quality and experiences of teacher’s counts much on their teaching effectiveness and also on the students understanding of what is taught. The schools are in most cases in need of adequate and qualified teachers and therefore the government should make more effort to provide more trained qualified teachers to the schools to achieve sustainable development in Nigeria.

Conclusion

The study was designed to determine the availability of vocational education teachers for implementing the universal basic education (UBE) programme for sustainable development in Nigeria. It has been observed that vocational education teacher is a potent factor for sustainable development. The finding of the study revealed that most of the vocational education teachers teaching in the UBE schools were untrained to teach the subject. Only few the vocational education teachers were trained and were teaching the subject as at the time of the study.

Recommendations

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

1. The government should make more effort to provide adequate trained vocational education teachers to the UBE schools to ensure effective teaching of the vocational subject for sustainable development.

2. the few available vocational education teachers teaching in the UBE schools should go for in-service training in order to up-grade and up-date their knowledge for effective performance of their teaching duty.
3. Regular workshops, seminars and conferences should be organized for the vocational education teachers to keep them abreast of new teaching techniques and methodologies that maybe required of them.
4. The government should make effort to improve the condition of service to all teachers in the education industry by regularly paying their salaries and other allowances in order to boost their morale.

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