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Funding Teacher Education: a Catalyst for Enhancing the Universal Basic Education in IMO State of Nigeria

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FUNDING TEACHER EDUCATION: A CATALYST FOR ENHANCING THE UNIVERSAL BASIC EDUCATION IN IMO STATE OF NIGERIA

BY

MARTIN OKORO

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Submitted in Partial Fulfillment of the Requirements for the Degree Doctor Of Education Seton Hall University

2010
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ABSTRACT

Funding teacher education: A catalyst for enhancing the Universal Basic Education in Imo state of Nigeria


This study was designed to inquire whether financial support for teacher initial education and continued education can enhance the successful implementation of Universal Basic Education in Imo State of Nigeria. It inquires the level of teacher preparedness for their job and whether state funding of teacher education could help the production of qualified teachers for UBE in Imo State of Nigeria. The ultimate goal is to seek to identify the best practice for planning, policy and future research

The population for the study is primary school teachers in Imo State who teach primary 1-6, from which a sample of 158 emerged. A 30-item questionnaire was used to elicit information from the respondents. The data was analyzed using descriptive statistical and reported frequencies, percentages, means, analysis of variance and Post Hoc.

Three research questions guided the researcher in this study. The significant findings of this research revealed that teachers in Imo state feel adequately prepared for their profession. It showed that teachers are unable to finance their initial and continuing education without the help
of parents and family. The data also suggests that state funding of teacher education will positively affect UBE in Imo State. In other words, the funding teacher education could be a catalyst for achieving UBE in Imo State of Nigeria.
Gratitude is not only the greatest of virtues, but the parent of all the others (Marcus Tullius Cicero). First and foremost, I would like to thank Almighty God for the gift of my life, wisdom, good health and resources to embark upon and finish my doctorate degree program.

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DEDICATION

This dissertation is dedicated to my parents and family for their support.

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Table 1: The summary of the history of funding and management of basic education
Table 2: The sharing formula for the 2% of CRF set aside by the federal government
Table 3: Federal Government expenditure on education as percentage of total Federal Government expenditure from 1997 - 2002
Table 4: Pattern of sharing Federal Education budget levels, the three tiers of education from 1996 – 2002
Table 5: The availability of science resource corner, recreational, toilet, communication, first aid and transport facilities
Table 6: Primary schools enrolment and available teachers as at 2005
Table 7: Teacher – Pupil’s ratio in the sampled states
Table 8: Percentage of primary school teachers with minimum qualification of Nigerian Certificate in Education, (NCE) 1998-2002
Table 9: Relationship between the research questions, the items on the questionnaire and their measurement
Table 10: The Gender of the teachers
Table 11: The teaching experience of teachers
Table 12: The number of years the teachers has spent teaching in their present Schools
Table 13: The current grade level taught by the sampled teachers
Table 14: The academic qualification of the teachers
Table 15: Location of the school of respondents
Table 16: The response of teachers on how adequately they feel prepared for the
Table 17: The teachers’ response on who bore the cost of their teacher training tuition

Table 18: The teachers’ response on who bore the cost of their books, supplies, boarding and user fees during teacher training or University

Table 19: Teachers ability to finance their initial and continuing education

Table 20: The effect of state funding of teacher education on the implementation of UBE objectives

Table 21: The effect of teaching experience on the item “my school has enough teachers with the minimum qualification of NCE.”

Table 22: Mean level of agreement for each category of teaching experience

Table 23: POST HOC TEST to determine which individual group means that differ

Table 24: The effect of academic/professional qualification on I believe my level of training/qualification is enough for my teaching job

Table 25: Mean level of agreement for each category of academic qualification

Table 26: The effect of location of the school on my training is aligned to UBE

Table 27: Mean level of agreement for each category of location of school

Table 28: The effect of location of the school on my educational training enhanced my teaching practices

Table 29: Mean level of agreement for each category of location of school

Table 30: The effect of location of the school on “I believe my level of training/qualification is enough for my teaching job

Table 31: Mean level of agreement for each category of academic qualification

Table 32: The effect of location of the school on “my school conducts staff development for teacher”
Table 33: Mean level of agreement for each category of location of school.

Table 34: The effect of length of stay in a school on “state funding of teacher education will encourage people to go into the teaching profession.”

Table 35: Mean level of agreement for each category of teaching experience.

Table 36: Post Hoc test to determine which individual group means differ.

Table 37: The effect of academic/professional qualification on “state funding or subsidy is needed for teacher education affordability”

Table 38: Mean level of agreement for each category of academic qualification.

Table 39: The effect of academic/professional qualification on “the federal and state government have established educational resource centers and education funds to support teachers training.”

Table 40: Mean level of agreement for each category of academic qualification.
List of Figures

Figure 1: Proportion of total expenditure allocated to education by federal government between 1970 and 2002 27

Figure 2: Proportion of total budget allocated to education by federal government between 1970 and 2002 28

Figure 3: Crosstab of the relationship between the response to who pays for education and the affordability affecting completion rate 96
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>i</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>viii</td>
</tr>
<tr>
<td>CHAPTER I: INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>7</td>
</tr>
<tr>
<td>Purpose of Study</td>
<td>11</td>
</tr>
<tr>
<td>Research Questions</td>
<td>12</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>12</td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>14</td>
</tr>
<tr>
<td>Delimitations</td>
<td>16</td>
</tr>
<tr>
<td>Explanation of Concepts</td>
<td>17</td>
</tr>
<tr>
<td>Universal Basic Education</td>
<td>17</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>18</td>
</tr>
<tr>
<td>Organization of study</td>
<td>19</td>
</tr>
<tr>
<td>CHAPTER II: REVIEW OF RELATED LITERATURE</td>
<td>21</td>
</tr>
<tr>
<td>Historical Perspective</td>
<td>23</td>
</tr>
<tr>
<td>Funding and Free/Compulsory UBE</td>
<td>32</td>
</tr>
<tr>
<td>Infrastructure and Facility Needs and Services</td>
<td>40</td>
</tr>
<tr>
<td>Teacher Availability</td>
<td>48</td>
</tr>
</tbody>
</table>
Chapter I

INTRODUCTION

The Universal Declaration of Human Rights (as cited in UNESCO, 2000) asserted quality education as a fundamental human right. Ever since this declaration, the goal of achieving universal primary education (UPE) has been on the international agenda; that basic education be made free and compulsory for all children for various reasons.

Education emancipates individuals from poverty and human slavery and gives economic empowerment (Aduwa-Ogiegbaen, 2006). As an indispensable means to unlock and protect other human rights, education provides some of the scaffolding necessary for the achievement of the rights to good health, liberty, security, economic wellbeing, and participation in social and political activities. Literacy gives access to and enjoyment of all human rights. Through good education, the imbalances in life chances are lessened (UNESCO, 2002). Education plays important role in helping people to become literate, be able to numerate, become problem solvers, achieve self-actualization, economic sufficiency, civic responsibility, and satisfactory human relationships (Brimley & Garfield, 2005).

The skill and knowledge that move a nation forward economically and socially are largely as a result of good education. It is the key to improved productivity, creativity in arts, invention in the sciences, perpetuation of cultural values, and reduction of negative practices such as child labor and forced prostitution (Aduwa-Ogiegbaen, 2006). Aluede, (2009) declared that

all over the world, nations have had to review their educational systems to bring about the most desired change and development. This stems from the main fact
that everybody has come to realize that education is the major instrument for social change. It is the only known parameter that can bring about the much desired development to any nation. (p.39).

Educational achievement and economic success are clearly linked just as education is linked to the health of a nation (Dike, 2002). Literacy and education influence social welfare through indirect effects on health, fertility, and life expectancy. Education engenders in the individual a continuous development of the physical, mental, and spiritual life. In all its forms, education seeks not only to transform natural resources for the benefit of humanity, but also generates skills and techniques for the solution to the problems of humanity and for socioeconomic and cultural transformations (Ajuzie, 2001). Literacy and schooling are vital for the technical advances and growth and must be encouraged for future research and development (Galbraith, 1984).

Through education an enlightened society is created and people will refrain from practices that will jeopardize nation building efforts. It provides competent human resources for governance and technological advancement of a nation. According to Campbell (n.d.)

A developing nation requires government officials, qualified medical personnel, judicial departments and many other crucial elements that are involved in running a country. These responsible people need to communicate with their citizens and with other countries. Education makes this possible. (p.1)

Education helps in creating professionals and technicians needed to keep the society functioning. Literacy promotes national progress as young people are trained for
responsible careers which impact their countries tremendously. Corroborating this view, Taylor-Kamara (2010) pointed out:

With education, professionals are nurtured that will enhance nation-building. In the same way, education leads to efficient usage of a nation’s resources which in turn is very crucial to nation-building because without efficient usage of a nation’s resources, nation-building will not be successful. This is evident in the developed nations. To continue to build their nations, they educate their citizens because education shapes the attitudes and behaviors and values of citizens. (p.1)

When any nation educates its people, it serves the good of the entire country. Citizens who are educated have a sense of purpose and the confidence to pursue careers that add stability to their nation (Taylor-Kamara, 2010). Education helps people to develop high cognitive powers for making good decisions. It acts as a formative agent in shaping the character, attitudes, and values of a child. It is a transmission agent of passing knowledge, experience, and skill from one generation to another (Taylor-Kamara, 2010).

The right to education as emphasized by the Universal Declaration of Human rights is supported by the Constitution of the Federal Republic of Nigeria (1999) which provides in that:

1. Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.
2. Government shall promote science and technology.
3. Government shall strive to eradicate illiteracy, and to this end, government shall as soon and when practicable provide:
   a. free, compulsory and universal primary education;
   b. free secondary education;
c. free university education;
d. free adult literacy program (Ch 2:18)

Nigeria first adopted a universal educational policy which was launched in 1979 under the name Universal Primary Education (UPE). The UPE was not successful due to improper implementation, and it was abandoned as a result of change of national government (Obanya, 2002). The Jomtien (Thailand) World Conference on Education for in the document “World Declaration on Education For All” (1990) advocated comprehensive policy reviews at the turn of the 1990s. This is for the purpose of enabling all nations to assess and reassess their efforts to reach the goal of education for all and to revise their plans accordingly. In pursuit of achievement of the goals of the Jomtien World Conference of which Nigeria is a signatory, the Universal Basic Education program was introduced in Nigeria. The Nigerian government in introducing the Universal Basic Education (UBE) program in September 1999, recognized the importance of education for personal, social, political, and economic development in accordance with the provisions of the constitution of Nigeria. This was an attempt to enhance access to education among children and adults irrespective of their socio-economic status, and geographical background. The National Policy on Education (Federal Republic of Nigeria, 1981) states that Nigeria recognizes education as the greatest investment that the country can make for the quick development of its economic, political, social, and human resources. Therefore the effort to eradicate illiteracy and improve literacy is very critical in sustaining democracy in Nigeria, restoring equal educational opportunities for Nigerians and a giant step toward providing manpower for national growth. Obanya (2000) opined that Universal Basic Education is a people oriented program. With this program, poverty will no longer deny families the access to
basic education, neither will social conditions, gender, geographical location, nor physical disabilities be a hindrance to basic education.

Before the introduction of UBE, access to basic education was limited to those who could afford the cost. Many poor people who cannot pay for it were denied the opportunity of basic education. Moreover, in many families with limited resources, access to basic education was preferentially given to men due to cultural bias about educating women. (For example, men are thought of as those who will maintain the family lineage, while the women will marry and leave the family). Universal Basic Education in Nigeria is the means of reaching Education for All (EFA) by the year 2015, the year which UNESCO has set as the target of reaching Education for All.

Universal Basic Education is a mass educational policy program through which primary and junior secondary (middle school) education in Nigeria is made free and compulsory for all children, women, and adults. The purpose is to give the opportunity of this initial education to everybody irrespective of age, ethnicity, language, or family financial strength. This educational policy is supposed to benefit all: rich and poor, physically fit and physically challenged, the brilliant, the dull, the regular students and the dropouts including every individual ready to acquire knowledge (Uko-Avionoh, Okoh & Omatseye, 2007). The guiding principle of Nigeria’s educational objectives in introducing this program is to equip her citizens with knowledge, skills, values, and attitudes to live fulfilled lives and to contribute to the development and welfare of their society. Animalu (2000) stated that the UBE expanded basic literacy from the traditional 3Rs (reading, writing and arithmetic). Nigeria now hopes to prepare her citizens for effective life by the implementation of the “5Rs” paradigm of UBE. The “5Rs” are
contained in the policy objectives of UBE as stated in the implementation guidelines by the Federal Ministry of Education of Nigeria (FME, 2000):

- Developing in the entire citizen a strong consciousness for education and commitment to its rigorous promotion.

- The promotion of free, Universal Basic Education for every Nigerian Child of school-going age.

- Reducing drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency).

- Catering for young persons who, for one reason or another have to interrupt their schooling 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 solid foundation for lifelong learning.

As a policy designed for equal educational opportunity, the UBE has given nomads, migrants, farmers, fishermen, and women the opportunity to enroll in basic education in an unprecedented manner in the history of education in Nigeria. It is a development that makes the adaptation to the ongoing challenges of information and communication technology possible by giving rural areas the chance of being computer literate or acquiring computer education. UBE has the prospects of giving the graduates the chance of acquisition of socially desirable life skills. UBE has three components according to guidelines of the Federal Ministry of Education of Nigeria (FME, 2000):

a. Formal basic education comprising the first nine years of primary and junior secondary education for all children.
b. Nomadic education for school age children, pastoral nomads and migrant fishermen, and
c. Literacy and non-formal education for out-of-school-children, youth and adults.

Statement of the Problem

Nigeria has been part of international arrangements and signatory to declarations aimed at eradicating illiteracy and has carried out several educational programs in the past, like the Universal Primary Education (UPE) program launched in 1979. However, the program objectives were not achieved. In fact, UPE was widely regarded as a failure as it was marred by inadequate planning, insufficient infrastructure and unqualified teachers. The major concern today is whether the present UBE, launched in 1999, will be successful in terms of meeting the objective of Education for All by the year 2015. There is a wide outcry about the poor arrangements for UBE implementation, as well as skepticism about the possibility of successful realization of its objectives (Adeyemi, 2007; Aluede, 2006; Obanyan, 2002). A large body of literature has identified challenges to successful UBE, namely poor funding; non-availability of infrastructure, information and communication technology resources; inadequate level of teacher preparation and availability; lack of teacher continued education and professional development; gender inequalities in enrollment; and management problems (Aduwa-Ogieghan, 2006; Ayo 2002; Hinchliffe 2002; Okecha 2008; Olaniyi & Olabanji 2008; Rankin & Aytac, 2006; UNESCO 2004).

Teachers are major actors and a force to reckon with in achieving Universal Basic Education. Their qualification, competence and quality in terms of pedagogical and subject matter knowledge are related to improvements in student performance (Okecha,
The National Policy of Education (2005) stated the following objectives for teacher education in Nigeria:

- to provide highly motivated, conscientious and efficient classroom teachers;
- to encourage further the spirit of enquiry and creativity in teachers;
- to help teachers to fit into the social life of the community and society at large;
- to enhance teachers commitment to the teaching profession.

At the launching of the UBE program, a target was set by the federal government to train 30,000 teachers. These lofty objectives are yet to be met (Ayo, 2004). But according to Dike (2002), it is reported that 23 percent of the over 400,000 teachers employed in the nation’s primary schools do not possess the Teachers’ Grade Two Certificate, although the National Certificate in Education (NCE) is the minimum education requirement needed to teach in the nation’s primary schools.

This troubling revelation regarding the shortage of teachers and “half-baked” status of many of the teachers employed to teach in schools raise doubts about the success of UBE. It exposes the fact that the number and quality of teachers needed to successfully implement the UBE have not been attained by the government. If the standard of education is to improve and if UBE is to be achieved, society must educate and motivate teachers to perform their duties (Dike, 2002). The enhancement of good instruction can only be realized through teacher education programs which are key for understanding the skill of teaching and learning (Lawal, 2003). Teachers are important resources when it comes to educational policy implementation. According to Benson (1964)
Throughout the world, both philosophers and men of affairs appear to have reached consensus on this point: education is a major force for human betterment. Quality of education is intimately related to its financing. How much resources are made available, and how effectively these resources are used stand as crucial questions in determining the degree to which education meets the aspirations that people hold for it. (p.122)

The National Policy on Education stated that teacher education will continue to be given major emphasis in all our educational planning, since no educational system can rise above the quality of its teacher (Federal Republic of Nigeria, 2005). With financial support and motivation from the government, teachers' pedagogical and management roles could be enhanced and subsequently translated into effective attainment of national educational objectives. The Global Campaign for Education report (2006) noted that with increased funding, it has been proven possible to increase the proportion of qualified teachers without lowering the length and quality of their pre-service training. For instance, Rwanda, a country in Africa, increased the percentage of trained teachers from 49 percent to 81 percent by opening new colleges, reorganizing existing ones and subsidizing two church-based training colleges that produced about 1500 teachers yearly (Global Campaign for Education, 2006). The success of any educational system no doubt depends on the competence, educational qualification level, and educational administration for its implementation (Ololube, 2006). Lassa (2000) noted that teachers and the role they play in the educative process are central to education, particularly in developing countries.
Numerous studies have identified that a large number of UBE teachers lack adequate academic qualification, training, and mastery of curriculum content, and they are not engaging in continuing education and professional development to remedy the situation (Adeyemi, 2007; Global Monitoring Report, 2008; UNESCO, 2004). Of all the educational problems that beset many African countries today, (Nigeria in particular), none is as persistent or as compelling as the one relating to the training of competent teachers (Global Campaign for Education, 2006). Teachers directly and indirectly influence the quality of their profession as ill-prepared teachers tend to produce their own kind (Olakulehi, 2007). Although “sandwich courses” (educational courses offered during the summer long vacations when the teachers are not teaching) are available for teachers to update their knowledge and skill, not many of them make use of it due to financial constraints and logistics. That they are poorly paid is a standard practice, but the problem becomes exacerbated by their salaries being delayed for months (Anyaeegbu, Christman, & Jingpu, 2004).

Leaving the funding of initial education up to teachers and their families and continuing education in the hands of under remunerated teachers, while hoping to reap a successful UBE is comparable to living in a fool’s paradise. The remark of the President of Nigeria (as cited in Dike, 2002) that the nation “cannot afford to fail this time around” at the launching of the program, should be taken seriously by the State government and the State Education Board. Attention to teacher education is very important and indispensable as a means to the realization of sound basic education. This is the stand of UNESCO (2005):
How teachers are prepared for teaching is a critical indicator of education quality. Preparing teachers for the challenges of a changing world means equipping them with subject-specific expertise, effective teaching practices, an understanding of technology and the ability to work with the community and parents. (p.108)

There is general consensus among researchers, policy makers, and the public that teachers are important resource in educational achievement. No study has looked at teachers’ perspectives on the funding of their education in Imo State as a means of adequately preparing them for their profession and enhancing the implementation of UBE objectives. This is a problem that this study addresses. Available literature advocated for the funding, infrastructure, teacher resource availability, and continuing education of teachers for UBE. There is still a significant gap in the literature regarding the funding of teacher initial education in order to prepare them for their job and for effective implementation of UBE. This becomes even more necessary to research as teaching is no longer an attractive profession due to poor remuneration. There is a need to determine if state funding in the form of financial aid, grants, or scholarships for initial and continuing education of teachers could be a catalyst for the achievement of UBE.

**Purpose of the Study**

The purpose of this study is to inquire whether financial support for teacher’s initial and continued education can enhance the successful implementation of UBE in Imo State of Nigeria. Specifically, it seeks to examine the level of teacher preparedness for their job and whether state funding of teacher education could help the production of professionally qualified teachers for UBE in Imo State. Lack of training affects the
morale and motivation of teachers. They are thrown in at the deep end when they have little pre-service training or support structures (Global Campaign for Education, 2006).

The study also seeks to identify the best practice for planning and policy purposes towards reaching competencies or reinforcing competencies that will yield the needed result—Education for All by the year 2015 through teachers’ job performance. If the competencies of teachers affect their job performance, and if they are incapable of paying for the training for such competencies, policy makers and policy implementers cannot ignore the funding of teacher education because what you invest determines what you get in result.

Research Questions

This study is guided by three research questions

**Question 1**
To what extent do teachers in Imo State feel adequately prepared for their profession?

**Question 2**
To what extent are teachers in Imo State able to finance their initial and continuing education?

**Question 3**
What effect can state funding of teacher initial and ongoing education have on the implementation UBE objectives in Imo State?

Research Significance

There is a significant lack of research into the impact of the government (national and state in Nigeria) absorbing the cost of teacher training, especially as the teaching profession is no longer an attractive profession due to poor remuneration (Ogiegbaen & Uwameiy, 2005; Omokhodion, 2008). This study attempts to contribute to the
knowledge base by seeking to find out what teachers think can be done financially to help them to prepare and teach. Effective teacher education is prerequisite for the confidence of both the teacher and students. It makes learning coordinated effectively and professionally.

This study is an "instrumentum laboris" (working tool) for stakeholders and policymakers to evaluate, improve, and enhance the implementation of the UBE program in Nigeria in general and Imo State in particular so as to yield the desired result. These stakeholders include:

- The federal government, federal legislators, and federal Ministry of Education
- The state government, state legislators, and state Ministry of Education and state education board as well as the local government education authorities; and
- The school administrators, teachers, parents/guardians, and all education stakeholders and policymakers.

This study will not only help to reveal the challenge of funding teacher education for the implementation of public basic education system, but it will be a catalyst for improvement by providing information and knowledge to frame and reframe educational policies with regard to the training of teachers as professionals for the implementation of UBE. It will provide data needed for reforms and educational policies to meet the needs of pupils and students as well as the needs of the government to promote national development.

The study is timely as it will address the recent concern that the number and quality of teachers needed to successfully implement the UBE have not been met by the government. It also addresses the troubling revelation about the shortage of teachers and status of some of the teachers employed to teach in the schools, which raises doubts about the attainability of UBE program.
The study will be of interest to educational administrators who are hired to deliver on the Universal Basic Education. The major assignment of K-12 education leadership is to implement and deliver on the objectives of UBE. In order to successfully deliver Universal Basic Education, educational administrators need to work with qualified teachers. It will be difficult for any administrators, no matter how qualified, to be successful without qualified teachers to complement their work. The poverty in quality and quantity of teachers is an obstacle to UBE and a major challenge to the successful K-12 educational leadership in Nigeria. A highly qualified educational leader will be incapacitated and cannot deliver on UBE with the obstacle of a lack of adequate teachers.

While the government puts the UBE policy in place, educational leadership implements the policy in order to reach the policy goals. Adequate policy implementation tools will enhance the effectiveness of education leadership.

Finally, this study is groundbreaking as no studies on funding of teacher education in Imo State of Nigeria. Funding teacher education could provide a motivational incentive for those who are in or who wish to enter the teaching profession. It could provide quality education and the realization of Universal Basic Education. It could also be a reference point for further research on funding teacher education in Imo state and in Nigeria.

**Conceptual Framework**

The conceptual framework and underpinnings of this study is based on the human resource frame model: which is based on ideas from psychology. The human resource model emphasizes the importance of changing people through training, rotation, promotion, or dismissal (Bolman & Deal, 2003). The model itself focuses on employees
and their needs. Bolman and Deal (2003) summarized the human resource frame assumptions as follows:

a. Organizations exist to serve human needs rather than the reverse
b. People and organizations need each other. Organizations need ideas, energy, and talent; people need careers, salaries, and opportunities.
c. When the fit between individual and system is poor, one or both suffer. Individuals are exploited or exploit the organization—or both become victims.
d. A good fit benefits both. Individuals find meaningful and satisfying work, and organizations get the talent and energy they need to succeed. (p.45)

According to Abraham Maslow (1954), human beings have hierarchy of needs. These include physiological, safety needs, belongingness, and love and esteem. In his view, basic needs for physiological well-being and safety are “prepotent;” they have to be satisfied first. Once lower needs are satisfied, individuals are motivated by higher needs of belongingness, esteem, and self-actualization.

After studying Maslow’s hierarchy of needs, McGregor (1960) added another central idea: that managers’ assumptions about people tend to become self-fulfilling prophecies. He opined that most managers harbor Theory X and Theory Y. Theory Y, which is more crucial to the human resource frame, holds that “the essential task of management is to arrange organizational conditions so that people can achieve their own goal best by directing efforts toward organizational rewards” (McGregor, 1960, p.16). Managers must consider the basic assumption that staff would contribute more to organizations if they were treated as responsible and valued employees.
Argyis (1957, 1964) argued that people have basic self-actualization trends—akin to the efforts of a plant to reach its biological potential. Furthermore, he reported that personality and organizations must align goals. To treat workers like children rather than adults will leave employees looking for ways to respond to their frustrations. These ways include: withdrawal through chronic absenteeism or simply by quitting, staying but becoming indifferent, resisting by restricting output, featherbedding or sabotage, forming of groups and unions, trying to climb the hierarchy to better jobs and teaching the children to believe that work is unrewarding and chances of advancement are slim.

Katz and Kahn (1978) also believed that organization should consist of “families” that are tied together through their common members. Additionally, to value the people within the organization, the overall goals of the organization would be accomplished in a more productive and enjoyable way.

Kenneth Leithwood (1994) identified transformational leadership practices as best suited for the accounting of external influences and internal process of educational leadership. Transformational leadership involves: identifying and articulating a vision, fostering the acceptance of group goals, conveying high-performance expectations, providing appropriate models, providing intellectual stimulation; and providing individualized support.

**Delimitations of Study**

This study has delimitations. First, although Universal Basic Education is about basic education from primary to junior secondary education in Nigeria, the scope of this study is delimited to primary school teachers in Imo state. Public primary and junior secondary schools are not located in the same physical place as found in some countries.
like the United States. Resources did not permit the researcher to include the junior secondary school teachers, teachers of nomadic education, and those of adult literacy. Additionally, the study focuses on only one of the many challenges facing the successful implementation of the Universal Basic Education. Other challenges including poor infrastructure, poor educational technology, and lack of provisions are not considered.

**Explanation of Concepts**

**Universal Basic Education**

Basic education is the bedrock on which the entire education systems rest. Webster’s Dictionary (2006) assigns meaning to basic as “fundamental; forming the foundation to that which follows.” (p.34) It is therefore the key to success or failure of an entire system.

The concept of basic education as perceived by the government of the Federal Republic of Nigeria is that it embraces all forms of education from the 6 year primary school to the end of the third year junior secondary school (Federal Ministry of Education, 1999). At the informal education level, it includes basic functional literacy and post-literacy programs for children, youth and adults who are out of school. The success of primary and junior secondary education is very much dependent on proper planning, efficient administration, and adequate financing. (Federal Republic of Nigeria, 2000).

According to Jekayinfa, (2007, p. 71), “Universal Basic Education (UBE) is the type of education, in quality and in content that is given in the first level of education.” It is a mass educational policy program by which the primary and junior secondary (middle school) education in Nigeria is made free and compulsory for all children, women and
adults in order to give the opportunity of initial education to everybody irrespective of age, tribe, tongue, or family financial strength. It is a program made for all: rich and poor, physically fit and physically challenged, the brilliant, the dull, the regular students and the dropouts, including every individual ready to acquire knowledge (Uko-Avionoh, Okoh & Omatseye, 2007). The program as conceptualized by the Nigeria government includes both formal and non-formal education. In his articulation of these, Ehijene (2000) stated that both formal and informal approaches are mechanisms for awakening of all-round development of the human potentials. While the former covers the primary and junior secondary education, which lasts for a period of 9 years of full-time schooling, the latter covers all special programs designed for acquisition of functional literacy, numeracy and life skills for adults aged 15 years and above (Ayo, 2004).

The UBE provides learners with basic life coping skills and behavior to function effectively and efficiently in the modern age of science and technology. When properly implemented, the beneficiaries will be equipped with functional prerequisites needed to cope in the fast changing society.

Teacher Education

According to Lawal (2003), teacher education is part of the education process or training that deals with the art of acquiring skills used in teaching profession. It is an exercise that enhances the skills of learning and teaching, and helps teachers to grow and develop the skills and professional abilities to motivate children to learn. Isyaku (2000) noted that the teacher is the carrier of the culture of the society and the agent of its perpetuation and renewal as well as the architect of its change for the better. Since the teacher is at the center of Universal Basic Education implementation, they are clearly the
determinants of its quality. Therefore there is a need for them to be competent and skilled to impart knowledge effectively. Teacher education provides teachers the platform to acquire the understanding of concepts, values, and attitudes needed for the classroom and the society around them (Lawal, 2003). In Nigeria, teacher education is accomplished through colleges of education, faculties of education of these various universities, and at specially designed teacher education institutions.

Teacher education includes both the initial education and continuing education in the form of in-service training (sandwich programs) and professional development programs.

**Organization of the Study**

The first chapter provides an introduction to the study with background information regarding the problem being researched. It explores the importance of education for the advancement and well-being of society. It contains the statement of the problem for which the study is being undertaken, the purpose of the study, the research questions guiding the study, the significance of the study, the conceptual framework of the research, and the limitations. The chapter concludes with the discussion of delimitations, the explanation of concepts, and the organization of the chapters of the study.

The second chapter presents a review of related literature. The review will focuses on the historical perspective for financing basic education in Nigeria in general, which gives an idea of what education and teacher education in Imo state looks like. It explores funding and free/compulsory UBE, infrastructural facility needs and services, teacher resource availability, in-service training and professional development of teachers, and educational technology.
The third chapter focuses the research methodology that is used for this study which is survey/qualitative research, the population for the study, the sample and the sampling method. The chapter also focuses on the instrumentation and the relationship between the research questions, the items on the questionnaire and their measurement, validity and reliability of the instrument, the data collection process, and the data analysis.

The fourth chapter presents the research finding and the analysis of the findings with the treatment of data based on the three research questions.

The fifth chapter presents the research conclusion and their relationship to the literature review before concluding with recommendation for policy and practice and future research.
Chapter II

REVIEW OF RELATED LITERATURE

The goal of achieving universal primary education has been stated many times in international treaties and United Nations conference declarations. The current goal is to achieve education for all by the year 2015 (UNESCO, 2005). Nigeria's commitment to equal educational opportunity for her citizenry and compliance to the UNESCO's Education for All by 2015 led to the establishment of the Universal Basic Education (UBE) policy in 1999. In order to give meaning to the Universal Basic Education policy, education at the primary and junior secondary school was declared free by the federal government. This policy made provision for the funding of services that will enhance the objective of the UBE scheme (Federal Republic of Nigeria, 2000). This is not only to eradicate illiteracy but to promote functional literacy among Nigerians. Education is an expensive commodity, and with limitless resources endless educational expansion would be possible. Unfortunately, unlimited resources are not found in African countries or even in the most affluent ones elsewhere (Edem, 2006). This is the case in Nigeria as a country in general, and Imo as one of its states in particular.

This literature review will focus on financing basic education in Nigeria in general which will provide an idea of what financing education and teacher education in Imo state looks like. The review is done this way due lack of literature on financing basic education and teacher education in Imo state. This chapter is organized to review the history of funding of education in Nigeria. It will also review areas of funding that are required to realize UBE. Although researchers have identified several of these areas, this literature review will not focus on all of them. The focus of this literature review will be
on those areas that have to do with funding: (a) funding and free/compulsory UBE; (b) infrastructure facility needs, and services (c) teacher resource availability (d) In-service training and professional development of teachers; and (e) educational technology. The criterion for choosing these areas is that they embody the funding aspect or requirements of the UBE program and UBE cannot be achieved with grossly inadequate availability of funding.

A reoccurring question about financing education in Nigeria is whether the government or individuals receiving the education should bear the cost. According to Igbuzor (2006), there are three prevalent opinions. The first opinion is that parents should bear the cost with government providing an enabling environment. This point of view puts the poor in a difficult position in terms of access and affordability of education. The second group argues that education, being a fundamental human right, must be funded by the government as there are enough resources to fund at least basic education for all children. According to this group, the only obstacle to the realization of education for all children is corruption, misplaced priorities, inequality and poor policy choices. Education must therefore be free and compulsory and the cost must be borne by government. The third group posits that education is a right and the government is obliged to make education available, accessible, acceptable, and adaptable. Government must endeavor to remove all obstacles to education and take steps to utilize all of its available resources to achieve the right to education.

Economic philosophers have maintained one position or the other on this issue. According to these theorists (Keynes, 1971; Marx & Fredrick, 1963; Smith 1976, 1977) education should not only be free, but also be state controlled and financed. They argue
that it is governments’ duty to provide complete education, as education is one of the essential services which government should render to its citizens. Other theorists see it differently. While Galbraith (1984) opined that education must be supported by resources from the affluent private economy since it is vital for technical and human advancement, Friedman and Friedman (1966) see government as over controlling education. Friedman and Friedman believe that individuals should have the freedom to choose what education is most suitable for them using a voucher to shop for it.

With the federal government of Nigeria declaring Universal Basic Education as free and compulsory, all arguments about funding education as posited above are laid to rest, and educational funding becomes a government responsibility. But the question now becomes whether UBE is receiving the funding required. The under-funding of education, though a worldwide challenge is a serious obstacle to the realization of Universal Basic Education in Nigeria in general and Imo state in particular. The funding challenge may force UBE and its provisions to crumble just like its predecessor Universal Primary Education (UPE).

**Historical Perspective**

The funding of basic education in Nigeria has suffered from a lot of inconsistencies. Prior to Nigerian independence and after it, education was regionalized. It was under the control of regional governments who financed and pursued both primary and secondary school education with vigor. The three geo-political zones of the country had ministries of education headed by ministers of education. Religious organizations especially the Roman Catholic mission and voluntary agencies were also involved in the primary and secondary school education within the limits of government set standards.
(Aigbokhan, Imahe, & Ailemen, 2005). The Roman Catholic Mission funded their schools through their own arrangements. The efforts of the regional governments and voluntary agencies in the 1950s to provide access to formal western education paid off in later years. According to Aigbokhan et al., (2005), in 1954, the total number of pupils in primary schools was 626,000. This number increased to 2,912,619 in 1960.

Unprecedented increases occurred in the post-primary schools both in number and population of attendance. The number of post primary schools rose from 161 in 1955 to 912 in 1960 (Aigbokhan et al., 2005). The population of students rose from 9,908 in 1947 to 140,401 in 1960 (Aigbokhan et al., 2005). First increase in enrollment was due to government’s continued grant-in-aids to voluntary agencies. The second reason is the direct establishment of government and local government schools, community post-primary schools, and private post-primary schools (Aigbokhan, et al., 2005). The system of the central government regionalizing education and leaving it in the hands of regional governments of the geo-political zones without any form of central control diminished the federal role in education. It also compromised the national education standards which should have been the aim of educational achievement for the regions.

The end of the Nigerian civil War in 1970 saw a new dimension in public administration and funding of education. Government took over all primary and secondary schools from the voluntary agencies. This increased the burden of education finance on the government. In 1976, the government, with the aid of oil revenue, embarked on Universal Primary Education (UPE) which expanded government’s involvement in public financing and administration of education (Olaniyan & Olabanji,
2008). The 1977 national policy on education which was revised in 1981 in section 12 (106) saw education as an industry that needed a lot of funding

Education is an expensive social service and requires adequate financial provision from all tiers of Government for a successful implementation of the education programs. Government’s ultimate objective is to make education free at all levels. The financing of education is a joint responsibility of the Federal, State and Local Governments. In this connection, Government welcomes and encourages the participation of local communities, individuals and other organizations... (p.106)

While the policy tries to involve the three tiers of government in financing education, it failed to establish the formula for the financial responsibility each tier of government had to undertake. At the beginning of the second republic in 1979, the federal government withdrew its direct subsidy for primary education and transferred the responsibility to states and local governments, which marked the end of UPE in most states in Nigeria. Some of the states in order to continue the funding of education, quickly made management and funding arrangements like the introduction of fees and levies. This arrangement was abolished by the federal government in 1986 when the federal government started giving grants to local governments for primary education and later for payment of teachers’ salaries in 1989 (Olaniyan & Olabanji, 2008).

The 1979 constitution vested in the three tiers of government: federal, state, and local, the responsibility of financing public education. Public schools were funded solely by the government while privately owned primary and secondary schools were funded with fees paid by students. According to Ajetomobi and Ayanwale (2005), in 1994 this
The funding formula was revised by the federal government. By this revision, states share 50 percent funding equally with the federal government. Educationally disadvantaged states (determined by the federal government according to set criteria) get additional 25 percent funding from the federal government. States also get more funding depending on high pupil enrollment, which entitles them to another 25 percent. The higher overall population of a state entitled them to another 10 percent. This arrangement not only took care of the issue of equity in distribution of resources to the states, but tries to make adequate funds available to the educationally less privileged states with limited resources and vast population. But what informed these changes/reforms which Ajetomobi and Ayanwale (2005) reported here were not mentioned. For example, were these changes a result of a panel report, a new government policy direction or as a result of complaints from the other tiers of government or the general public?

The year 1995 recorded another historical landmark in the funding of education with the establishment of Education Tax Fund (ETF) in which the government ensured that companies with more than 100 employees contribute 2 percent of their pre-tax earnings to the fund. Primary education received 40 percent of this fund, while secondary education received 10 percent and higher education 50 percent (Ajetomobi & Ayanwale, 2005). Primary schools were also supported in this period with a special government revenue fund, the Petroleum Trust Fund (PTF) for capital expenditure and provision of instructional materials.

The federal financial assistance to education in Nigeria is given through budget allocations, government, and grants which are not consistently available. There has been an inconsistency in funding allocated in the budget for education by the federal
government over a period of 30 years. This is depicted in the Figure.1 below showing the proportion of total expenditure allocated to education within the period:

Figure.1: Proportion of total expenditure allocated to education by federal government between 1970 and 2002.

(Source: Ajetomobi & Ayanwale, 2005)

Furthermore, the proportion of capital budget allocated to education has been consistently lower than the proportion of recurrent expenditure (Ajetomobi & Ayanwale, 2005). This is shown in Figure.2.
The implication of the low allocation to capital expenditure is that infrastructural development was minimal.

The average funds allocated to education by the federal government for primary education between 1996 and 2002 is 11.5% of its total budget and across the states, an average of 11% of their budgets were expended on primary education (Sokan, 2005).
Table 1 summarizes the history of funding and management of basic education in Nigeria from 1960 to date. The table shows that the funding and management of basic education have been carried out between the three tiers of government. While the federal and state governments have been involved in funding education for some periods between 1960 till now, the local government councils have been involved in funding of education in all the periods of history from 1960 till now.

In order to meet the Education For All (EFA) and Millennium Development Goals (MDG) by the year 2015, the federal government set aside 2% of its Consolidated Revenue Fund (CRF) in support of basic education in 2005. The sharing formula for this CRF is summarized in Table 2. The table shows the percentage of funds all states (75%) get from this fund, as well as the sharing formula for the remaining 25% of the fund.
Table 1

The Summary of the History of Funding and Management of Basic Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Agency Responsible for Funding/Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. 1960 – 1975</td>
<td>Local Government Councils</td>
</tr>
<tr>
<td>ii. 1976 – 1979</td>
<td>Federal/States/Local Government</td>
</tr>
<tr>
<td>iii. 1979 – 1988</td>
<td>Local Government Councils</td>
</tr>
<tr>
<td>iv. 1989 – 1990</td>
<td>Federal/States/LGCs</td>
</tr>
<tr>
<td>v. 1991 – 1993</td>
<td>Local Government Councils</td>
</tr>
<tr>
<td>vi. 1993 – March 2002</td>
<td>Federal/States/LGCs</td>
</tr>
<tr>
<td>vii. March 2002 – May 2004</td>
<td>States and LGCs</td>
</tr>
<tr>
<td>viii. May 2004 – Date</td>
<td>Federal, States/LGCs</td>
</tr>
</tbody>
</table>

(Source: www.inep.gov.br/download/internacional/encontro_tecnico/DES_Services)
<table>
<thead>
<tr>
<th>Grant Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matching grants to states</td>
<td>75%</td>
</tr>
<tr>
<td>Educational imbalance grant</td>
<td>14%</td>
</tr>
<tr>
<td>Good performance grant</td>
<td>05%</td>
</tr>
<tr>
<td>Physically and mentally (handicapped) education grant</td>
<td>02%</td>
</tr>
<tr>
<td>School feeding program grant</td>
<td>02%</td>
</tr>
<tr>
<td>State shares</td>
<td>98%</td>
</tr>
<tr>
<td>UBE implementation fund</td>
<td>02%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

(Source: [www.inreep.gov.br/download/internacional/encontro_tecnico/DES_Services/])
Nigeria today is in the era of Universal Basic Education (UBE), which was borne out of globalization. The UBE may not succeed if there are no checks and balances. The World Bank estimates the total cost of 9 years of UBE to be about US$ 29 billion between 2005 and 2015 (World Bank, 2005). This is not surprising because much needs to be corrected in the educational system which needs funds to accomplish. According to Sam (2005):

Public schools across the country have for a long time been battling with poor funding, dilapidated structures, lack of qualified teachers, high school enrolment, and inaccurate data for planning. To most stakeholders, the story has been more worrisome at rural areas than in the urban centres. However, of late, data from schools in major cities like those in the Federal Capital Territory, Abuja, have shown that there is no respite anywhere. (p.1)

These are real obstacles to the realization of the Universal Basic Education in Nigeria in general and Imo state in particular.

**Funding and Free/Compulsory UBE**

Funding consists of the monetary resources necessary for capital and recurrent expenditure for UBE. It is the provision of money necessary to finance the totality of other resource inputs maximally. The importance of funds for education has theoretical underpinnings. Adequate financial input is crucial to the success of any system of education because provision of facilities and equipment, payment of teaching and non-teaching personnel, procurement of material, and other needs is dependent upon
availability of fund (Ajuzie, 2001). Funding is central to the overall development of education as no educational program can be successful in the face of inadequate funding (Ukoh-Aviomoh, et al., 2007). According to Adesina (1981), financial resources have been acknowledged as one important factor for the achievement of educational goals. This is consistent with UNESCO (2002) observation that both the cost of achieving the goals and the resources to secure them are likely to have a decisive influence on whether or not Education for All can be achieved. Although there is a dearth of data and aggregate information with regard to the funding of education in Nigeria in general and Imo state in particular, the UNESCO (2002) research discovered that information about recurrent and capital expenditure on primary education by governments, donors, households, non-governmental organizations, and other stakeholders is poor in most developing countries. What schools actually receive from government is invariably less than what is indicated in official estimates of expenditure and other types of income and expenditure documentation (UNESCO, 2002). Unit-cost estimates are usually based upon a government’s direct funding, and do not therefore include the often sizeable expenditures on administration and other key support services (including pre- and in-service teacher training, inspection and curriculum development) (UNESCO, 2002).

While UBE is free in Nigeria, other costs like uniforms, text books, and so forth are borne by parents and guardians.

In a case study of education expenditure by the three tiers of government in Nigeria responsible for funding UBE by HincNiffe (2002), two endemic problems of financing education were exposed. The first is the imbalance financial resources and financial responsibilities at each level of government. The second is the equity across the
sub units of specific level of government in financing education. In short, financial responsibility for primary education across levels of government has never been fully resolved. Between 1999, when UBE was launched, and 2002 the federal government expenditure on education was below 10 percent of its overall budget expenditure (Hinchliffe, 2002). This is grossly inadequate considering the fact that this budget is meant for primary, secondary, and tertiary institutions. As compared to the federal budget, nine selected state governments in Nigeria, between 1995 and 1999 an average of 11.4 percent of their budget on primary education (Hinchliffe, 2002). This is also inadequate. Currently the bulk of funding for primary education is provided by the local government through the 20 percent allocation they receive from the federation revenue account. Part of the local governments' statutory allocation from the federal revenues is withheld for payment of teacher salary. The subtracted funds are transferred to their State Primary Education Board (SPEB) (recently re-named Universal Basic Education Commission (UBEC) for the payment of teachers' salaries. Very few local governments allocate additional recurrent funds to education. Overall, around 86 percent of the funds for primary education are derived from the local governments' allocation from the Federation account (Hinchliffe, 2002). These financing modalities appear to be increasingly incapable of coping with current levels of enrolment for UBE program.

The introduction of UBE abolished school fees and PTA fees for all school age children and there was an increase in government expenditure on basic education in order to give equal educational opportunity to all Nigerians. A study conducted by Adiuwa-Ogieghan (2006), with 1800 teachers showed that a vast majority of primary school teachers in southern Nigeria believe that UBE is not completely free. Though no tuition
fees are charged, parents and pupils still pay for books and report cards. The situation of non-availability of facilities, such as classrooms, furniture, equipment, and textbooks, undermines the UBE program (Aduawa-Ogieghan, 2006). This finding is also consistent with other reports and literature. Primary education in Nigeria is supposed to be free, but about half of parents report paying formal or informal fees. Average education-related costs represent about 12% of average household expenditure; a burden especially great on poor households (UNESCO, 2009). Usman (2006) opines that it is not uncommon to find teachers, with principal support, taking levies from pupils which they claim are used to augment dwindling school resources. Indeed teachers claim to purchase instructional materials like chalk, duster, brooms, and physical education equipment. The existence of these levies when government has declared UBE free makes parents and guardians suspicious of school demands and builds a culture of distrust toward teachers and school management (Usman, 2006). Furthermore, the infusion of substantial amounts of money into the system is not expected in the near future, and as a result, some costs of education are more often being passed onto families in the form of various school fees (Sunal, Rufai, Intuwa, Sunal, & Haas, 2001).

In terms of the estimates of government expenditure in education as a share of GDP compared to sub-Saharan African countries, UNESCO's World Education Report (2000) shows that the average education expenditure as a percentage of the GDP for 19 countries was 4.7 percent, while the average government expenditure for these countries was 19.6 percent compared to 2.3 percent and 14.3 percent respectively for Nigeria. Again, compared to 48 percent spent for primary education from the entire education budget for primary, secondary and tertiary education in 18 sub-Saharan African countries
studied in 1996, the 35.6 percent spent on primary education in Nigeria in 1998 is relatively low. It is difficult to make education completely free. Even in the developed countries of the world parents still pay for some education costs like providing school dress, bags, and lunch for their children in basic schools. Education is rarely free to the student or household, even when the child attends government schools at which no tuition fees are charged (Hinchliffe, 2002).

According to the UNESCO (2002) global monitoring report, a quantitative and qualitative report, the cost of achieving education for all is large but not beyond the reach of most countries. The problem is the lack of accurate projections, effective cost analysis, and proper planning. Without accurate projections, UBE will continue to be under funded, thereby preparing it to be a failure. What schools receive from the government is invariably less than what is indicated in the official budget estimates of expenditure. This UNESCO report suggests strongly that Universal Basic Education program is being threatened by the failure of federal government to provide enough funds. The required state governments' counterpart funding agreement, reached with the federal government is not given to education either. Over 80 per cent of states across the country defaulted in the payment of counterpart funding (Adamolekun, 2007). Another problem is the change of responsibility for primary education, in defiance of the 1999 Constitution that assigns responsibility for the primary education to state and local governments. Before UBE, the role of the federal government in primary education was limited to prescribing minimum standards.

The federal government took up the funding UBE at the introduction of the policy. To fund UBE, the federal government took a lion's share of the federation
account, which it is supposed to share with the state and local government. In addition, the federal government borrowed money from the World Bank to increase funding for UBE on behalf of the states as part of the states’ contribution without adequate consultation with them (Adamolekun, 2007). Many states are not comfortable with this arrangement. This is a strong indication of lack of proper planning which UNESCO (2002) observed and which is the bane of Universal Basic Education in Nigeria.

Jaiyeoba (2007) carried out a survey of the perceived impact of UBE on national development in Nigeria with 1000 participants including students, teachers, parents, and staff of State Universal Basic Education Board (SUBEB) in Oyo state. The study discovered that although the government is sincerely devoted to funding UBE program, there is no transparency in the disbursement of UBE fund. Jaiyeoba stated that government is aware of the price to pay for UBE, but the channel through which money will pass to the people to implement the program is fraudulent. By the time the funding money arrives at the schools, it has become so small that most of the facilities planned for cannot be supplied. This study expose the corruption in the system that impedes the adequate use of funds provided for UBE in Oyo state.

The inadequacy of funding makes free UBE very difficult to achieve and puts Nigeria, in general at risk of being left behind in the international target of Education for All by the year 2015. The bottom line is that primary education is under-funded even with only 60 percent of the age group in school. The call for universal primary education is unrealistic without a considerable increase in the level of resources for it. The average unit cost among six out of the eight states for primary education in 1998 was N1600 (which is equivalent of USD14 then) (Hinchliffe 2002). This is grossly inadequate. The
fluctuation of budget for education and the downward trends in some years affects the quality of free universal basic education. Less is given to spend and each naira (the naira is the Nigerian currency) is buying less educational goods and services due to inflation. A World Bank (2003) survey on Nigeria indicated that the federal expenditure on education is below 10% of its overall expenditures. Between 1997 and 2002, the total share allocated to education in the federal budget ranged between 9.9% and 7.6% with the trend showing a downward plunge as depicted in Table 3.

Table 3

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<tbody>
<tr>
<td>Recurrent</td>
<td>12.3</td>
<td>12.0</td>
<td>11.7</td>
<td>9.4</td>
<td>9.5</td>
<td>9.1</td>
</tr>
<tr>
<td>Capital</td>
<td>6.1</td>
<td>7.5</td>
<td>5.0</td>
<td>8.5</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Total</td>
<td>9.9</td>
<td>9.6</td>
<td>9.0</td>
<td>9.0</td>
<td>7.5</td>
<td>8.0</td>
</tr>
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</table>


The bulk of this budget goes into university education while primary schools are the least funded. Table 4 shows the pattern of sharing the budget between the primary, secondary and tertiary education.
### Table 4

**Pattern of Sharing Federal Education Budget Levels, the Three Tiers of Education from 1996 - 2002**

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<tbody>
<tr>
<td>Tertiary</td>
<td>79.9</td>
<td>78.9</td>
<td>68.4</td>
<td>69.1</td>
<td>75.8</td>
<td>68.1</td>
<td>76.9</td>
</tr>
<tr>
<td>Secondary</td>
<td>10.4</td>
<td>11.3</td>
<td>14.6</td>
<td>18.7</td>
<td>15.3</td>
<td>15.5</td>
<td>15.6</td>
</tr>
<tr>
<td>Primary</td>
<td>9.7</td>
<td>9.8</td>
<td>16.9</td>
<td>12.2</td>
<td>8.9</td>
<td>16.4</td>
<td>7.5</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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</tr>
</tbody>
</table>

(Source: Durosaro, n.d.)

Compared to Ethiopia, an African country on track to the Universal Primary Education goal, Nigeria is far wealthier and has access to large revenue flows from oil exports. However, Ethiopia is greatly outperforming Nigeria in progress towards UPE and reduction of out-of-school numbers (UNESCO, 2009). The current financing modalities appear to be increasingly incapable of coping with current levels of primary school enrollment, let alone providing a basis for funding a program of universal basic education. The government strategy has been to pass the responsibility for finding extra fund from one tier of government to another. Parents are asked to pay fees where none were paid before or to pay more where government subsidies had formerly been provided (Nwagwu, 1997). The federal government, having committed itself to universal basic education must consider the modalities of financing it.
In summary, primary education is underfunded nationally. There are formal and informal fees charged, very low budget allocations compared to the needs of primary education, lack of accurate projections which affect budget allocations, and fraudulent appropriation of education budgets.

**Infrastructure and Facility Needs and Services**

In Nigeria, education is in dire need and the most troubled is the primary education sector according to theoretical literature. There is lack of learning resources and shortages of teaching and learning resources. Dike (2002) reported that there are about 2,015 primary schools in Nigeria with no buildings of any type forcing learning to take place under trees. More than that, poor maintenance, neglect, reluctance and deliberate refusal to replace broken and damaged doors, windows and equipment even when funds are available, have done much damage to schooling in Nigeria (Edukugha, 2008; Orbach, 2004).

Although UBE programming has begun, there are serious complaints of inadequate number of classrooms, equipment, teachers, and instructional materials. In fact everything is in short supply, except students eager to learn (Ojogwu, 2008). Classroom quality, measured by physical facilities, availability of writing materials, and the level of teacher education are very important for student achievement. In many schools, buildings are dilapidated and without adequate ventilation, chairs, tables, and chalkboards are luxuries of which few Nigerian primary schools can boast (Oyetunde, 2002). In some places, teachers and students interact academically under collapsed school buildings and lessons are held under shades and open roofs while teachers make do with little available or outdated materials at their disposal (Ofoegbu, 2004). Pupils learn in
classrooms without roofs, sweating profusely under the scorching tropical sun or under the shade of trees within their school compounds (Oguntonbi & Sanni, 2004). The non-availability of easy reading books and other resources like cardboard, newsprint, markers, tables and chairs inhibit learning.

A study of country profile prepared by Theobald, Umar, Ochekpe and Sani (2007) for Education For All Global monitoring Report (2008) utilized data available from federal and state governments, development partners, civil society, the Nigerian EFA report card of 2006, federal ministry of education statistics for 2005, the EFA draft action plan, discussion with federal ministry of education personnel, EFA secretariat and education analysis team, and consultants and researchers working in Nigeria. It revealed that though Nigeria has invested heavily in infrastructure, the current status of classrooms, furniture, toilets, water, school administrative offices, laboratories, and libraries is far below international minimum standards. The reporting of heavy investment in infrastructure needs by Theobald, Umar, Ochekpe and Sani (2007) is contradicted by another finding in the same year. Jaiyeoba (2007) noted that the channel through which funds for UBE are passed is full of fraud, and funds designated for education are not well utilized. If the channel is full of fraud and funds are not well utilized, it contradicts the findings about the investments in infrastructure that was reported earlier. An earlier World Bank (2005) report stated that additional 251,000 classrooms need to be constructed at an estimated cost of three billion dollars. Shortage of classrooms has led to shift in some states whereby schooling is held in the morning hours for some pupils and afternoon for another group. Certain conditions must be present to facilitate learning and teaching (Oyetunde, 2002). Teachers are not likely to
achieve much in a situation where even to get a piece of chalk is a problem. It is a reality that many Nigerian classrooms cannot foster literacy development activities. The necessary facilities are just not there.

Okecha (2008) surveyed one hundred and eighteen (118) primary school teachers in Esan West Local Government of Edo State Nigeria about teachers’ perception and perceived contributions towards the success of UBE. The teachers agreed that lack of infrastructure facilities and inadequate teaching staff would hinder the UBE scheme from attaining desired results. The overall result of Okecha’s survey shows that teachers have a favorable perception of UBE program. Okecha was of the opinion that the perception of teachers would go a long way toward enhancing the implementation of the UBE scheme. But how will this happen in the face of inadequate infrastructure? There is a serious gap between favorable disposition towards UBE and the availability of the infrastructure to achieve UBE. The existing physical facilities such as classrooms, furniture, school fields, libraries, healthcare facilities, toilets, and instructional materials are inadequate for basic education attainment. Okecha’s findings are consistent with the findings of Sunal, Rufai, Inuwa, Sunal, and Haas (2003), found poorly maintained buildings and furnishing, an indication that there was little money in school budgets for maintenance. School facilities and furnishings were described by the 120 teachers and parents who participated in this study as overcrowded, minimal and poorly maintained and the general lack of materials and textbooks. This study complements their earlier study (Sunal, Rufai, Inuwa, Sunal, & Haas, 2001) in which they interviewed and observed three Nigerian primary school teachers—rural, small city and urban for 10 consecutive days of teaching to present a

snap shot of a few days in the life of three Nigerian primary school teachers. One of the
teachers noted inadequate classroom furnishings, lack of chairs for the students, which means that they had to double up sitting on a chair which leads to inattention in class. The students are focused on staying in their part of the seat and getting along with their seatmate. Another teacher noted that chalk is sometimes available but students have to buy some when there is none. Although the teachers showed eagerness to do their work, they are challenged by the scarcity of infrastructure.

Asiabaka and Mbakwem (2003) conducted an assessment of the overlooked facility needs of government primary schools in Imo State with five schools from each of the twenty-seven local government areas totaling 125 schools using a checklist. They explored the availability of a science resource corner, recreational facilities, toilet, communication facilities, first aid, and transport. The results are shown in Table 5.

The results show non-availability of important and major academic achievement determinants such as computers, libraries, laboratories, water, transportation, electricity, refuse disposal, toilets, and so on. The absence of these facilities makes learning and training toward self-reliance very difficult. In a study of personnel and physical resource utilization in South West Nigerian primary schools using 55 head teachers, Ayodele and Abiodun-Oyebanji (2007) discovered that none of the sampled primary schools has a laboratory. Only five primary schools had library facilities. The study revealed the deplorable condition of school buildings. About 52% of school buildings in rural areas are bad while only 48% are good. Almost 54.9% of the buildings in urban schools are good while 49.1% are bad.
### Table 5

**The Availability of Science Resource Corner, Recreational, Toilet, Communication, First Aid and Transport Facilities**

<table>
<thead>
<tr>
<th>Facility</th>
<th>Number Available</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>2 (1.48%)</td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td>1 (.7%)</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>7 (5.2%)</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 (.7%)</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td>4 (2.96%)</td>
<td></td>
</tr>
<tr>
<td>Communication e.g. telephones</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Science resource corner</td>
<td>uncoordinated</td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>3 (2.2%)</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Sanitation</td>
<td>135 (100%)</td>
<td></td>
</tr>
<tr>
<td>Refuse Disposal</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Toilet</td>
<td>2 (1.48%)</td>
<td></td>
</tr>
<tr>
<td>First Aid</td>
<td>118 (87.4%)</td>
<td></td>
</tr>
<tr>
<td>Recreation- Football (only)</td>
<td>135 (100%)*</td>
<td></td>
</tr>
</tbody>
</table>

Source: http://www.sciencedcplh.org/newyork/0102/03_0367_Axiabaka_Assessment.pdf
In the urban centers, only 47.6% of the school buildings are good and used while 33% are bad and used and 7.3% are good and not put into effective use. These findings complement and are consistent with those of Sunal, Sunal, Rufai, Inuwa, & Haas (2003), Asiabaka & Mbakwen (2003), Theobald, Umar, Ochekpe & Sani (2007), and Okecha (2008).

Jaiyeoba (2007) studied the impact of UBE programming on National Development in Nigeria with 1000 participants that cuts across students, teachers, parents and staff of State Universal Basic Education Board (SUBEB) in Oyo state and discovered that infrastructures are provided but not adequate. There is neither adequate furniture nor classrooms for pupils, though teachers have enough furniture but facilities such as libraries and laboratories are lacking. The reason for this situation according to the findings of this research could be a result of “leakages” (mismanagement) in the fund budgeted for implementation of UBE. In a similar study of the challenges and prospects of UBE in Surulere Local District IV of Lagos State using a total of 270 stakeholders of UBE, Adepoju & Fabiyi (n.d.) discovered that government was not taking care of all school needs. Nigeria may not achieve education for all school age by year 2015. Classrooms are overcrowded and uncomfortable for teaching and learning and there are no new constructions or maintenance of the education infrastructure. Twelve percent of pupils sit on the floor, 38% of classrooms have no ceilings, 87% of classrooms are overcrowded, while 77% of pupils lack textbooks. Non-text materials are not being supplied by National Education Technical Centre.

Enueme and Oju (2009) carried out a comparative study with three child-friendly schools and three non-child friendly schools nearest to each other. These are rights-based
programs focusing on safe, conducive, and a healthy environment, with the involvement of teachers and stakeholders for greater and improved student enrollment and achievement. With their head-teachers (principals), teachers, and pupils as the population for the study, they discovered that child-friendly schools are better equipped with materials for conducive school learning, with improved teachers and head-teachers effectiveness. Child-friendly schools encourage the use of adequate pedagogy, as most teachers are qualified, and they have no gender gap in enrollment pattern and academic performance. The same conditions are not found in non-child-friendly schools. Since the child-friendly schools are conducive to learning, the result of this study suggests that more public basic education schools should be child-friendly. The provision of materials for effective learning would be beneficial and keep the schools in readiness for achieving “Education for all” by the year 2015 (Enueme & Oju 2009).

Another important infrastructure for education in general and basic education in particular is library facilities. Theoretical literature attests to this. The existence of libraries provides background materials that complement class teaching and help the pupils know how to make reasonable use of their leisure time at the end of the day’s classroom activities (Omoniyi, 2003). Libraries support teaching and learning, enrich school curriculum, promote development of reading skills, stimulate research and independent study, and encourage students to develop analytical appraisal by exposing them to varied collections of non-printed materials (Oký, 2003). Such materials include slides, charts, maps, tapes and other items in which information are stored electronically (Okoro, 2005). Any functional library must have books, personnel and accommodation that make it useable. A good library helps to develop in students a taste for reading, and
desire to explore the vast world of books. If students are taught to read well and given a
good selection of books to choose from they will improve their minds. Lack of school
libraries diminishes the comprehension potential of students not only of literary works
but of technical subjects as well. In many schools in Nigeria in general and Imo state in
particular, libraries are either nonexistent in schools, ill equipped or scantily stocked with
out-dated books, lacking reading tables and chairs. (Okiy, 2003; Vanguard Online, Oct.
02, 2008). Indeed school libraries are not in any position to effectively support and
promote educational excellence in schools (Okiy, 2003; Edukughoh, 2008).

Omoinyi (2003) conducted a study on the provision of library services for the
effective implementation of nomadic education in Nigeria with 80 nomadic school pupils
totaling about 80 in four nomadic education zones chosen from within Kaduna, Plateau,
Kwara, and Oyo States. This was complemented by the informal interview of an
unspecified number of nomadic teachers. The result of the study indicated that the
nomadic pupils required well-stocked libraries to support of their learning activities
which unfortunately are not available. Such libraries should have complemented
classroom teaching and enabled pupils to develop the skill of learning from books, and to
know how to make reasonable use of their time.

Despite the fact that these libraries are non-existent, there is no serious effort on
the part of appropriate organs of government responsible for nomadic education scheme
to establish them in nomadic schools. Omoinyi (2003) blamed non-availability of funds
for the non-provision of these libraries. Students and teachers who participated in this
research confirmed the non-provision of library facilities in the schools which hampers
the goals of nomadic education program. The lack of libraries makes students susceptible to the acquisition of shallow knowledge.

A study conducted by Aduawa-Ogieghan (2006) with 1800 teachers, assessing the provision of educational services under the UBE in Southern Nigeria shows that there are either inadequate or an absence of learning resources such as libraries, teachers' resource centers, and books in public basic education. This corroborates the views of Okiy (2004) that the poor state of school library services creates a problem for effective implementation of the UBE program. Most schools lack libraries and the available ones are poorly funded and without adequate collections. School libraries are fundamental to any educational program and the role of books and reading materials in stimulating the desire to learn cannot be over emphasized. The teacher, though an important catalyst, is not the only or sufficient learning resource. Whatever information the student receives is to a great extent supplemented by the students' private readings accessed through libraries and textbook facilities (Asagwara, 1997).

In summary, many of primary schools in Nigeria either lack buildings or have shortage of buildings. Also there are poorly maintained buildings and inadequate classrooms, instructional materials, seating, healthcare and communication equipments, transport facilities, and libraries. That teachers do not having access to virtual libraries which would provide platform for teachers to share knowledge as a key aspect of UBE is appalling.

**Teacher Availability**

According to Awanbor (1998), a teacher is a trained individual who has the trained skill of arranging the variables of a formal instructional environment to bring
about desirable change in the behavior of another person. The teacher is a catalyst that brings about changes in the behavior of other person (Okecha, 2008). Obanyan (2002) noted that no educational system can rise above the level of its teachers. The teacher plays a central role in the actualization of education goals and the survival of the educational system. There are indications that teachers implementing UBE are poorly paid and often not promptly paid (Omokhodion, 2008). Teachers manage large class sizes of 45 to 60 students (Ofoegbu, 2004) as a result of shortage of teaching workforce. Most of the provisions made for continuing/in-service education for teachers remain largely on the pieces of papers on which they were written (Ayo, 2004).

Okecha (2008) carried out a survey with 118 teachers in Esan West Local Government of Edo State in Nigeria to determine teachers’ perception and contribution towards the UBE. The teachers asserted that for UBE to succeed, the teacher factor as an integral part of the process must be addressed. The teachers are favorably disposed toward Universal Basic Education. This disposition is an important factor in the successful implementation of the scheme because favorable perception of the scheme by these crucial actors and key inputs to education is a step in the right direction. But this favorable disposition to UBE scheme raises critical questions about the sustainability of this favorable disposition. (a) How are they trained and how qualified are they for the scheme? (b) Are they properly motivated and remunerated to make sure that the scheme succeeds? (c) Are they given the opportunity of further professional development through in-service training? Nigerian educational system faces the problem of inadequate teacher qualification and training. The education sector analysis by the Federal Ministry of Education (2005) indicated that the availability of qualified teachers in adequate
numbers is one of the major determinants of the quality of an education system. This is complemented by the UNESCO (2005) report that stated:

How teachers are prepared for teaching is an indicator of quality. Preparing teachers for the challenges of a changing world means equipping them with subject-specific expertise, effective teaching practices, an understanding of technology and the ability to work collaboratively with other teachers, members of the community and parents. (p.108)

Jekayinfa (2007) studied government preparedness in the provision of primary school teachers for the universal basic education in Nigeria. She adapted data prepared by National Primary Education Commission (NPEC) in 1996 for Personal Audit Interim Report on “Primary” School Enrolment for data collection. The results of the study indicated that none of the six sampled states in Nigeria (Bayelsa, Ondo, Katsina, Kwara, Plateau, and Gombe) had adequate number of teachers needed for teaching the pupils as recommended by the Federal Republic of Nigeria (2005) National Policy of Education. Of all the six sampled states, only Kwara state was found to have the number of teachers that neared the number stipulated by the National Policy of Education that is one teacher per 35 pupils. Kwara state has one teacher per 36 pupils. Most of these states have many unqualified teachers. For example in Balyesa State out of the 5,202 primary school teachers available in 2005, only 592 are university graduates and 1,654 are holders of a National Certificate in Education (NCE). Going by the National Policy of Education, which stated that the NCE is the minimum qualification for teachers of UBE,
only 2,246 out of the 5,202 teachers are qualified, which is 43% of the teacher force in
the state. The findings of Jekayinfa which show the inadequacies in the provision of
teacher in the sampled states, the level of preparation and the pupil teacher ratio are
summarized in Tables 6 and 7.

Table 6

Primary School Enrolment and Available Teachers as at 2005

<table>
<thead>
<tr>
<th>State</th>
<th>No. of Pupils</th>
<th>Graduate teachers</th>
<th>Teachers with NCE</th>
<th>Teachers with AIE</th>
<th>Teachers with Grade II diploma</th>
<th>Other Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bayelsa</td>
<td>504,164</td>
<td>592 (11.4%)</td>
<td>1,654 (31.8%)</td>
<td>20 (0.4%)</td>
<td>2,936 (56.4%)</td>
<td>—</td>
</tr>
<tr>
<td>Onne</td>
<td>704,154</td>
<td>488 (3.54%)</td>
<td>8,897 (64.42%)</td>
<td>—</td>
<td>3,698 (26.12%)</td>
<td>818 (5.92%)</td>
</tr>
<tr>
<td>Katsina</td>
<td>1,001,447</td>
<td>185 (1.2%)</td>
<td>2,538 (16.8%)</td>
<td>792 (5.2%)</td>
<td>5,612 (37.2%)</td>
<td>5,961 (39.6%)</td>
</tr>
<tr>
<td>Kwara</td>
<td>527,589</td>
<td>2,010 (15.6%)</td>
<td>9,126 (61.7%)</td>
<td>1,385 (9.4%)</td>
<td>1,856 (12.5%)</td>
<td>209 (1.4%)</td>
</tr>
<tr>
<td>Plateau</td>
<td>759,877</td>
<td>723 (5.07%)</td>
<td>7,515 (52.7%)</td>
<td>1,037 (7.27%)</td>
<td>4,981 (34.94%)</td>
<td>—</td>
</tr>
<tr>
<td>Yobe</td>
<td>513,026</td>
<td>102 (1.2%)</td>
<td>994 (11.5%)</td>
<td>—</td>
<td>1,627 (19.5%)</td>
<td>5,621 (67.8%)</td>
</tr>
</tbody>
</table>

Source: Jekayinfa (2007).
## Table 7

**Teacher-Pupil's Ratio in the Sampled States**

<table>
<thead>
<tr>
<th>State</th>
<th>Total Number of Pupils</th>
<th>Total Number of Teachers</th>
<th>Teacher-Pupil Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bayelsa</td>
<td>504,164</td>
<td>5,202</td>
<td>1:97</td>
</tr>
<tr>
<td>Ondo</td>
<td>704,194</td>
<td>13,812</td>
<td>1:51</td>
</tr>
<tr>
<td>Katsina</td>
<td>1,001,447</td>
<td>15,088</td>
<td>1:66</td>
</tr>
<tr>
<td>Kwara</td>
<td>527,589</td>
<td>14,792</td>
<td>1:36</td>
</tr>
<tr>
<td>Plateau</td>
<td>759,877</td>
<td>14,256</td>
<td>1:52</td>
</tr>
<tr>
<td>Yobe</td>
<td>513,026</td>
<td>8,310</td>
<td>1:62</td>
</tr>
</tbody>
</table>

Source: Jekayinfa (2007).

Jekayinfa (2007) corroborates earlier data which stated that since Universal Basic Education took off in 1999, there are over 17 million pupils in over 41,000 schools with 420,000 teachers. This is a ratio of 1 teacher to 45 pupils (Olugbemiro, 2001). This means that years after the takeoff of the UBE, the pupil teacher ratio is yet to improve.

Teachers need both pedagogical and subject matter knowledge. This is supported by the research of Hammond (2000) who used data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), to examine the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of the analyses suggest that quality of teachers in terms of
pedagogical and subject matter knowledge is related to improvements in student performance. Teachers should be able to understand and relate subject matter to students, adopt teaching strategies which are responsive to different learners, and employ diverse instructional strategies and proper assessment tools to measure student development (Interstate New Teacher Assessment and Support Consortium, 1995). The teacher facilitates learning and must be resourceful, especially in Africa in general and Nigeria in particular where learning infrastructures and facilities are grossly inadequate.

Another UNESCO (2004) report indicated that a large proportion of primary school teachers lack adequate academic qualifications, training, and mastery of curriculum content. Again only 25% of primary school teachers in sub-Saharan Africa surveyed by UNESCO (2006) have received pedagogical training. These countries struggle to deliver quality education with extremely high proportions of untrained teachers. In a study of teacher preparation and availability for achieving basic education in Ondo State, Nigeria, Adeyemi (2007) discovered that the level of teacher preparation for both primary and junior secondary schools in the State was low. Teachers were not adequately available for UBE according to the findings of this study. The norm stipulates the Nigerian Certificate in Education (NCE—a three year post-secondary course that is offered by all Colleges of Education, some polytechnics, and the National Teachers’ Institute NTI) as the minimum qualification for primary school teachers in Nigeria.

Unfavorable conditions for service and a poor societal concept of the teaching profession over the years (Omokhodion, 2008) have left the teaching profession flooded with teachers with less than the minimum requirement as seen in the table below:
Table 8

Percentage of Primary School Teachers with Minimum Qualification of Nigerian Certificate in Education, (NCE) 1998-2002

<table>
<thead>
<tr>
<th></th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15.3</td>
<td>17.4</td>
<td>18.0</td>
<td>18.3</td>
<td>19.2</td>
</tr>
<tr>
<td>Female</td>
<td>28.3</td>
<td>27.3</td>
<td>28.1</td>
<td>28.3</td>
<td>31.5</td>
</tr>
<tr>
<td>Total</td>
<td>44.5</td>
<td>44.8</td>
<td>48.1</td>
<td>48.6</td>
<td>50.8</td>
</tr>
</tbody>
</table>


Table 8 shows that half of the UBE teachers had less than the qualification to teach basic education in 2002. Another report stated that out of the 575,068 primary school teachers, 282,000 are unqualified or under-qualified (Theobald et al., 2007). This is complemented by Sam (2009) who notes:

There are concerns across Nigeria about the overall levels of teacher competence, with the perception being that teaching standards are getting worse, not better. Primary school teachers are not qualified to teach in many states, and the 50 percent of unqualified teachers within the system need to be addressed, especially if they are taking positions that could be occupied by qualified teachers who are waiting to enter the system. (p.1)

Schools have unqualified teachers because education budgets face serious constraints in addressing the crisis of the shortage of teachers. Unqualified teachers are being used to cut the costs in order to make education accessible to all children (Global
Campaign for Education, 2006). Sufficient funds for aiding teacher training institutions to prepare the workforce are not made available to coincide with expansion of the schools (Anamuah-Mensa & Erinosho, n.d.).

The use of para teachers, who are unqualified but are pre-service trained, is being encouraged as the way out of shortage of teachers. In Nigeria, these teachers go through a special program called "Pivotal Teacher Training Program (PTTP) which takes 18-months of post-secondary distance learning. It is funded by the federal government. This pre-service training is compressed, wages for these teachers are lowered, working conditions are poorer and career paths are limited for those who take it up. These unqualified para teachers, who find themselves in the classroom, deliver according to their level. This creates a lot of problems. For example, the problem of teaching the entire curriculum prescribed (Obinna, 2002). The teachers teach select themes based on level of difficulty rather than sequence, while courses are arranged in isolated units (Obinna, 2002). The para teachers' use of teaching methodology that focuses on the group with little or no individual development needs and characterized by copy-work, dictative, and lecturing (Mangwat, 2001). Learning is for test scores without provisions for future use which makes intellectual training absent. What is taught lacks potential in the experience frame or cognitive structure (Obinna, 2002). With many of the unqualified person who are not conversant with their field being recruited, alcoholics, corrupt persons, and irresponsible persons fill the classrooms as teachers (Mangwat, 2001). This is dangerous, as pointed out by Fafunwa (1991), the unqualified teacher is not only an enemy to the students' progress but also danger to child's upbringing as concerns the intellectual, moral, and emotional development of the child.
Organizational theorists believe that undertrained workers hurt organizations in many ways: shoddy quality, poor service, higher costs, and costly mistakes (Bolman & Deal, 2003). Lu (2005) studied teacher quality and teacher preparedness in secondary public schools by examining the responses of 3343 new public school teachers to the 1999-2000 SASS public school teachers questionnaire. Lu found that teachers who were highly qualified in their main teaching assignment field felt slightly more prepared than those who were not highly qualified in their areas of teaching assignments. The qualification of teachers impacts directly on the quality of their work which determines the success of UBE. Omokhodion (2008) describes it in three ways:

- Teachers who have been to colleges receive standard training.
- Fewer people are going for training as teachers due to the salary status of teachers.
- Trained teachers dislike teaching, instead they end up in better paying employments.

This leads to the problem of unstable teachers who take the job because they have no other choice than to stay on the job until they find greener pastures. This has led to the recruitment of untrained teachers by desperate schools in order to survive.

The teacher reward system in Nigeria, in terms of pay package and promotion, do not appear to have job motivation as its goal. There is disparity in terms of payment of salaries, fringe benefits, promotion, and working conditions between the teaching profession and other professions (Adelabu, 2005). Teachers in Nigeria do not earn a living wage which would significantly enhance their commitment and performance. Not only that they are paid little, their salaries sometimes are delayed for months and they
register their displeasure by continuous strike action which places UBE in chaos. A lot of students do not return to school after they have spent months or even a year at home. At the end of the strike, they forget much of what they have learned prior to the strike (Anyaeogbu, Christman & Jingpu, 2004). On account of their remuneration teachers are not enthusiastic enough to teach and lose hope and interest in their jobs.

Adelabu (2005) carried out a study of teacher motivation and incentives in the South-West Zone of Nigeria by interviewing stakeholders, including: Ministry of Education officials at the state, federal, and local government education levels, PTA, members of the Nigerian Union of Teachers, proprietors of private schools, education researchers, and reviewed World Bank documents and found a broad consensus among the stakeholders that there is teacher motivation crisis in Nigeria. This crisis has led to: low teacher output, high teacher turnover, regular strike actions, poor pupil performance and refusal of teachers to accept posting to rural areas, irregular attendance and teacher absenteeism, especially in rural areas. Teachers’ job satisfaction remains very low. Stakeholders agree that pay/salary is a major source of teacher job satisfaction and that paying teachers regularly, improving their working environment, as well as addressing the problem of irregular payment of pension and gratuities after retirements would boost their morale (Adelabu, 2005). This finding is akin to the view of organizational theorist McGregor (1960) who opined that workers would be much more productive if management aligns jobs with workers’ needs. Other organizational theorists expressed similar views. People’s skills, attitudes, energy, and commitment are vital resources that can make or break an enterprise (Bolman & Deal, 2003). There is no way the skills, attitude, energy, and commitment of the teachers can be brought into good use with poor
motivation and lack of adequate remuneration. Teachers will need to satisfy their basic needs from their jobs which Maslow (1954) arrayed in hierarchy ranging from physiological needs (water, food, physical health etc), to Self-actualization needs (needs to develop to one’s fullest, to actualize one’s potential).

Osunde and Omoruyi (2005) surveyed the status of teachers in 400 post-primary schools in Midwestern Nigeria and found out that teachers are not well remunerated financially, they are looked down upon because of delay in payment of salaries and allowances, which make them live miserably. Teachers have no sense of belonging and do not feel great about being teachers. The survey noted that poor condition of service is the most important factor responsible for teachers’ low status. The result of this study were re-echoed by UNESCO (2005, 2006) findings that 5 years after the restatement of Education for All in Dakar (Senegal), teacher motivation is still not a priority of many nations seeking the goal of Education for All by 2015, Nigeria being one of them.

Teachers’ morale remains in a chronic decline. Teachers have large class sizes caused by under-investment in teacher education.

A UNESCO (2005) report of the distribution of countries according to Primary Pupil/Teacher ratio as at 2001 placed the pupil/teacher ratio in Nigeria at 35-44 pupils per teacher. Graduate teachers who teach in primary schools take the beginning salary scale of new teachers with the National Certification on Education. This is not motivative for graduate teachers who teach in primary schools after their resources and time put in to obtain a bachelor’s degree. Again the salary of a graduate teacher working with federal government schools differs from what his or her counterparts receive from state government schools. According to UNESCO (2005),
As in all jobs requiring a qualification that provides access to multiple career paths, the salaries and conditions of service offered to teachers can have a significant impact on the composition of the profession and the quality of teaching. Teachers' salaries and earnings prospects, relative to those in other comparable jobs, can affect the decision by qualified individuals to enter or to remain in the teaching profession. They can also affect how hard people work at teaching and how motivated they are (p.107).

With proper motivation, teachers' pedagogical and management roles would be enhanced and this would translate into effective attainment of educational objectives.

The education reforms which teachers are expected to implement cannot succeed unless teachers' motivation are addressed by national and international financing and monitoring. If teachers are better off, they would not need to moonlight as taxi drivers or cleaners, or find second jobs, but they would have more time to think about their pedagogic techniques (UNESCO, 2005). In order to enable teachers to provide for their families, governments and donors must ensure that teachers are paid living wages comparable to other professions or teaching positions so that they will not have to leave for greener pastures which would cripple UBE. As Argyris (1954, 1967) argued, employees inevitably look for ways to respond to their frustrations: they withdraw through chronic absenteeism or simply quits, they stay on the job but withdraw psychologically, becoming indifferent, passive and apathetic; they resist by restricting output, deception, featherbedding, or sabotage; they try to climb the hierarchy to better
jobs and they form alliances to redress the imbalance. They may even deceptively give high hopes of how favorably disposed they are to achieving UBE (Okecha 2008), when they do not really mean it. This brings to mind an old Russian saying, “they pretend to pay us and we pretend to work.”

In summary, although teachers are favorably disposed to Universal Basic Education still suffers due to large proportion of primary school teachers lacking adequate academic qualification for their job. There exist poor preparation for their jobs, lack of the required number of teachers needed to implement Universal Basic Education, and low wages and motivation for teachers.

**In-service Training and Professional Development**

Teacher ongoing education, training, and professional development while in service is a very important component of UBE agenda. The education policy of the Nigerian Federal Ministry of Education (1998) contains provision for the continuing education of teachers which includes:

- Regular exposure of teachers to innovations in their profession to form a key aspect of Continued education for teachers;
- Teacher upgrading courses run by the National Teachers Institute would be federally funded while the States would fund Continued Education programs they initiate for their teachers;
- Correspondence education would be structured into the broadcasting programs of the country; and
- Establishment of Teachers Centers.
In-service training and continuing professional development can be in the form of on-the-job training, workshops, post qualification courses, formal or informal, structured or unstructured, teacher-initiated or system-initiated, accredited or not (Mohammed, 2006). Along this line, Yusuf, (n.d.) opines that

...a career-long professional development programme for teachers, which can be realized through a combination of various approaches involving initial training, regular inductions and in-service training programmes designed to cater for the needs of prospective as well serving teachers.

As educational demands become more complex, the importance of staff development increases because, no matter how comprehensive the pre-service training received by the teacher, such training would suffer from deficiency occasioned by demand of social change (Creed, 2001). Such demands include: upgrading ICT skills, and integrating curriculum with technology in teaching, mediating curriculum change and reform; mastering new curriculum challenges such as education for democracy, HIV-AIDS and so forth. Other demands are: environmental education, inclusive education—or an outcomes-based curriculum, learning new teaching practices, the need for change from teacher centered to student-centered teachings and achieving both gender parity and universal basic education by 2015. Thus there is always need for teacher’s knowledge and skill update. In-service training and professional development programs sustain the knowledge and skills of teachers and prepare them for the modern realities of their job (Ayo, 2004). The importance of staff development has led to development of the
research models around the world. Some of the models proposed in literature are:

Readiness, Planning, Training, Implementation, Maintenance (RPTIM); Program for Effective Teaching (PET); Staff Development for School Improvement (SDSI) and Concern-Based Adoption Model (CBAM). The aim of these programs is to improve and produce effective instruction. Staff development programs become the vehicle for teachers to enhance their skills and remedy deficiencies (Rebore, 2007).

The importance of in-service training and professional development of teachers as noted by Ayo (2004) noted above is supported by the study conducted by OloIube (2006) on Teacher Education, School Effectiveness and Improvement. With data collected between 2002 and 2003 from teachers, principals, supervisors of education from the Ministry of Education, and Post Primary School Boards in the Rivers State of Nigeria (n=300) using interviews, documents, observation, and questionnaires, OloIube (2006) discovered that teachers require professional knowledge and professional teaching skills, as well as a broad base of general knowledge in order to carry out instructional processes effectively. Teachers should be both academically and professionally trained. Higher academic qualification and professional training improve teacher effectiveness on the job. It is a source of enthusiasm and devotion to teaching and helps them understand students better than untrained teachers. This implies that continuous staff training is the cornerstone of improvement and reform in schools, for personal growth and professional development and as a step in the right direction towards the improvement and achievement of universal basic education. If a teacher is sound academically and not professionally, there is still a problem because professionalism entails being an expert in
addition to academic qualifications. For teachers to perform effectively there must be a balance between academic and professional training.

Ideally, pre-service training should be combined with a substantial in-service training to allow teachers to update their skills, subject specific knowledge and knowledge of new teaching methodologies especially for first year teachers. Teachers need to have regular up-to-date subject knowledge and teaching methodologies and the confidence and ability to use them effectively (Global Campaign for Education, 2006). Balancing time and money spent on initial training and ongoing professional support is critical. This was emphasized by UNESCO (2005) which stated that professional development should direct more training resources toward teachers who are on the job and are likely to remain in it. The conventional approach to teacher education may not meet the upsurge of enrollments. Also Educational system are under resourced to absorb the challenge of allowing teachers in schools to leave their jobs for training or upgrading of their academic status during the school year (Anamuah-Mensah & Erinosho, n.d.). Continuing education is the avenue for filling the gap existing between initial training of the teacher and the new demands of the job (Garuba, 2004). Continued education affords teachers the following opportunities according to Rebore (2007): updating skills and knowledge in a subject area, keeping abreast of societal demands and becoming acquainted with research on the instructional process and new methods of teaching. Updating teachers’ knowledge is not only to help the teacher to correct personal inadequacies, but an avenue to seek greater fulfillment as a practitioner.

Zambo and Zambo (2008) carried out a study on the impact of professional development in mathematics on teachers’ individual and collective efficacy. The
participants were 4th through 10th grade teachers numbering who participated in professional development workshop on mathematics. They discovered that the personal competence of teachers tend to get stronger from the experience they gain about a domain. Teachers' attendance at a workshop improved their mastery of mathematics for the benefit of students. They believed in themselves as capable teachers of mathematics and were interested in learning new ideas. The study was well performed as it used interview data to off-set the bias and distortion associated with surveys. Their finding underscores the importance of professional development for high level of personal competence and efficacy for teachers which, according to Bandura (1997), is the beliefs in one's capabilities to organize and execute the courses of action required to produce given attainment. This is supported by the research of Ross and Bruce (2007) that studied the professional development effects on teacher efficacy of 106, grade 6 mathematics teachers in a school district in Canada. The result that suggested that teachers' confidence in their ability to engage student interest and to use new instructional strategies follows confidence in classroom management. Teacher efficacy is an important predictor of teacher outcomes such as willingness to implement new instructional ideas and their beliefs in their own capabilities. This was further attested to in a study by Slepkov (2007) of teacher professional growth in an Authentic learning environment with 26 teachers as participants. The findings suggested that teachers were interested in learning new skills, which in turn would lead to providing their students with new and different learning opportunities.

Colbert, Brown, Ghoi, and Thomas (2008) investigated the impact of teacher-driven professional development on pedagogy and student learning using Collea Teacher
Achievement Award Program (CTAAP), a professional development model administered to 26 out of 37 participants in the sixth circle of the CTAAP. They found that teachers felt that they knew more about theories, pedagogies, and instructional strategies to teach students writing, helping students to become good writers, and to make differences in students' thinking process. Also they acquired pedagogical knowledge related to integrating the arts into reading language arts, and adding authenticity and creativity to innovate and invigorate curriculum. Teachers claimed that their students' motivation to learn has improved since integrating new instructional strategies into their teaching. The problem with this study is that the sample size was rather small (N=26). Further research using a larger sample size is needed.

In Nigeria, in-service training is of three types (Mohammed, 2006). In the first teachers enroll on a personal basis using open and distance learning facilities, colleges of education, and faculties of education of universities which they attend on part-time basis as sandwich programs. Sandwich program enables teachers to upgrade and obtain the Nigeria Certificate in Education, Bachelor's degree or Post Graduate Diploma in Education which helps a graduate especially those from disciplines other than education to get into teaching. The sad thing is that although this model is popular in Nigeria, not too many teachers make use of these opportunities as the financing is always from the pocket of the individual who is doing the program. There is no government funding. The second model is the workshop that is aimed at staff development as an initiative by the state or local government education board which is rarely organized. This entails drawing participants out of their schools to a venue where they are exposed to a core of information and skills by experts in the field. The third model is a strategy of supervision
of classroom/school-based activities that helps to improve teaching and learning through facilitating teachers, supervisors or mentors.

According to Ayo (2004), most provisions made for continuing/in-service education for Universal Basic Education teachers remain largely on the pieces of paper they are written. Teachers are made to pay to take part in the NTI upgrade program for grades II and NCE teachers. Academic oriented continued education programs are virtually non-existent for the teacher especially at the primary and secondary school levels. This complements a study by Ayo (2002) of primary school teachers who reported that they did not attend refresher programs in any form for 3 years due to lack of awareness of the existence of such programs, financial difficulties, an uncooperative attitude of head teachers and so forth. This is further supported by the views of Mohammed (2006) who stated that not much importance has been attached to continuing professional development of teachers in Nigeria. Teachers training ends when they are out of school and no opportunities exist for updating their knowledge and skills through seminars, conferences and workshops that enhance knowledge, skills and classroom practice. Mohammed (2006, p.8) further opined:

Budgets for continuing professional development are often small. Indeed funds are rarely allocated and where available, funds are inadequate and often misused. In-service training workshops and seminars are very few and irregularly organized. There is even poor understanding of the importance of continuous re-training of teachers on the part of Federal, State and Local Government Areas.
This view is corroborated by the remarks of Anamuah-Mensah & Erinosho (n.d.) that the education systems are under-resourced to absorb the challenge in allowing untrained teachers in schools to leave their job for training or upgrading of their academic status. In some countries like Nigeria, the observation of the Global Campaign for Education, (2006) was that the cost of professional development through further study are borne by teachers even where such study is a requirement for upgrading the minimum qualification required to teach.

A UNESCO, (2001) research report titled “Teacher Education through Distance Learning” made a case study of: Brazil, Burkina Faso, Chile, China, India, Mongolia, Nigeria, South Africa (two studies), and the United Kingdom. This case study described the National Certificate in Education (NCE) program offered by the National Teachers Institute in Nigeria. The program is an alternative route but equivalent to the regular colleges of education program for obtaining the initial teaching qualifications for working primary teachers in Nigeria. (This is necessitated by the shortage of qualified teachers and where conventional college output cannot meet demand) (UNESCO, 2001). The result of the case study was that, although the National Teachers Institute is funded by the federal government, Students buy their own course materials at the study centers or state NTI office but even these relatively low costs to students are not always easily affordable: recent teachers’ strikes and slow salary payments by the government have affected trainees’ ability to pay and may account for some drop-outs. (UNESCO, 2001, p.20).
In summary, the importance of in-service training and professional development for teachers of Universal Basic Education cannot be overemphasized. Teacher efficacy is an important predictor of teacher outcomes. This is manifested in a willingness to implement new instructional ideas and teachers' beliefs in their own capabilities. However, addressing the cost of teacher initial and ongoing education is necessary if the desire for education for all by the year 2015 is to materialize. It is very naïve to hope to reap education for all while neglecting teacher education, a very important resource for achieving it. Funding continued education is very relevant for the successful implementation of Universal Basic Education. The free, qualitative and functional education which is the aim of UBE is not going to be accomplished without quantity teachers required for it (Jekayinfa, 2007). This is because teachers are the main determinant of quality in any educational system. It is the teacher who determines what actually happens in the classroom. It is he, who translates policies into practice and theories into action” (Jekayinfa, 2007, p.78).

**Educational Technology**

Educational Technology is defined by a 1970 Commission on Instructional Technology (as cited by Saettler, 1990, p.6) as both the media born of the communication revolution which can be used for instructional purposes and a systematic way of designing, carrying out and evaluating the total process of learning and teaching. There are four perspectives to educational technology as noted by Roblyer (2006). These include:

- Media and audiovisual communication advocated by Association for Educational Communications and Technology (AECT), focusing on technologies as media.
• Instructional systems and instructional design advocated by International Society for Performance Improvement (ISPI)- focusing on creating and validating instructional systems to improve productivity and competence in the workplace.

• Vocational training (technology education) advocated by International Technology Education Association (ITEA) which now focuses on technology-related careers and promoting technological literacy through literacy through hands-on experiences that use technology in the context of learning mathematics, science, humanities and engineering concepts.

• Computer systems (educational instructional computing) advocated by International Society for Technology in Education (ISTE) which advances the use of technology in K-12 education and teacher education and technology skill standards for teachers and students.

Kari (2007) surveyed the availability and accessibility of Information and Communication Technology in the rural communities of Nigeria with 200 questionnaires administered in each community of 800 villages in Bayelsa State. The results of the study showed that rural dwellers do not have access to modern information technology sources such as internet, telephone or libraries. Forty seven percent of the respondents go to the homes of their friends and relatives to watch the television or listen to the radio. Only two communities have access to a telephone (GSM). They have the mentality that books and newspapers are for the elites of the society. This finding indicates that rural dwellers do not have infrastructure for basic information such as telephones, internet, libraries and information centers. The results of this study mirror the situation in the schools. The
majority of the students and teachers come from this environment, and has no access to information and technology in the school. The question then becomes how the students will be trained to face the ever growing challenge of information technology when Nigeria is on the wrong side of the international digital divide, as there is no effort to integrate ICT into school curriculum.

A survey of the availability of Information and Communication Technology (ICT) for education in Nigeria conducted by Agyeman (2007) indicated lack of seriousness on the part of Nigeria. According to the report, the Federal Ministry of Education is yet to design an ICT policy for education and personnel training for application software, operating systems, or network administration for implementing ICT in education. The constraining features, among others, are the low percentage of teachers who have ICT skills and the challenge of the massive ICT education drive needed to correct and develop a human resource base, and the lack of requisite telecommunications infrastructure capable of transporting multimedia messaging. Government budgets do not permit meaningful provision for these initiatives. Since media born communication and the computer technology are bringing revolution in the way things are done in all spheres of human endeavor today, education, teaching and learning should not be different. Media communication and internet technology have a lot to offer both students and teachers for the achievement of universal basic education and more so, to catch up with the unprecedented pace that every country is struggling to keep on the global race of education reform. Since ICT removes the barriers of time and location in provision of learning opportunities (Akudolu, 2007), there should be adequate ICT infrastructure to support such development (Isyaku, n.d.).
The relationship between ICT usage and integration in the standards of teacher education programs in a developing economy was studied by Olulube (2005), with 154 respondents in faculties of education and school of education of selected institutions. The findings suggested sluggish use and integration of ICT in institutions of higher education in general and teacher education programs in particular. There is poor provision, integration, and ineffective usage of ICT instructional materials. This finding displays lack of commitment to the National Information Technology Policy (2001) strategy. This policy established the mandatory use of ICT at all levels of educational institutions through adequate financial provision for tools and resources and developing relevant ICT curricula for primary, secondary, and tertiary institutions especially for the UBE. There is no way incompetent teachers can bring about successful computer literacy or effectively integrate curriculum and technology, especially in these days when education is virtually becoming student centered and interacted oriented (Olulube, 2005).

Emojorho and Adomi (2006) assessed the use of information technology facilities for academic pursuit with 152 academic and non-academic staff of Delta State University Abraka in Nigeria and discovered a general awareness of not only the existence of the various information technologies by the respondents, but the academic staff use these technologies (stand-alone computers, local area networks, internet virtual private networks etc.) for academic pursuit. But the respondents were split in terms of whether the facilities adequately meet their academic needs. This result shows that educators value and really need educational technologies to enhance their work and calls for funding and provision of these facilities as well as teacher training in the use of them which can be passed on to the students. Apart from ICT, teachers can also enhance their usefulness by
proffering suggestions to the future of technologies as they use and evaluate them in their work. By so doing, they contribute to the future of technology. Technologically sound teachers are highly needed, and meeting this need is a very big challenge to teacher training in higher education institutions. Teacher training curriculum must place emphasis on technology, and be technologically oriented to match the needs of today and the future. School administrators, local and state government must constantly avail teachers the opportunity of professional development in new technologies and media communication that are essential to learning (Emojoro & Adomi, 2006).

Naisbitt (1984) rightly opined that when new technology is introduced into society, there must be a counter balancing human responses, the more high tech it is the more high touch is needed. According to Aduwa-Ogiegbaen and Iyamu (2005), there are numerous and good prospects for the use of ICT in teaching and learning in Nigeria. Computers can enhance teacher and students teaching and learning efficiency. Carefully prepared computer programs help systematically instruct students. They are important for individualized learning and are helpful for interactive learning as users develop individual intellectual and creative ability.

In summary, ICT is important for the advancement of UBE. But it is lacking in the primary schools where UBE is being implemented. Government budgets for education are so small that they do not permit their provision and the training for UBE teachers in ICT.
CHAPTER III
RESEARCH METHODOLOGY

This study is undertaken to inquire whether financial support for teacher education and continued education can enhance the successful implementation of Universal Basic Education in Imo State of Nigeria. Universal Basic Education is the means to literacy, numeracy; manipulative, communicative, and life skills; as well as the means of inculcating ethical, moral, and civic values needed for lifelong learning. The research methodology is a quantitative/survey research design. Quantitative research attempts to fragment and delimit phenomena into measurable or common categories that can be applied to all of the subjects or wider and similar situations (Winter, 2000). A survey examines a sample from a population, and is conducted for the purpose of making descriptive or inferential assertions about some population after discovering certain traits or attributes (Babbie, 1990). According to Creswell (2003):

A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From the sample results, the researcher generalizes or makes claims about the population. (p.153)

This research method is used for the purpose of generalizing from a sample to a population so that inferences can be made about some characteristic, attitude, behavior, or perception of this population (Babbie, 1990). Surveys are one of the most commonly used methods of descriptive research in education and other behavioral sciences. Surveys are useful when collecting data on phenomena that cannot be directly observed. They represent one of the most common types of quantitative social science research in which
the researcher selects a sample of respondents from a population and administers a standardized questionnaire to them. This survey is a quantitative description of opinions of teachers about funding teacher education, based on their experience of initial and ongoing education, as well as professional development.

The study is essentially descriptive survey research aimed at collecting data and describing it in a systematic manner (Borg & Gall, 1989) including the characteristics, features, or facts about the given population. It is aimed at describing certain variables in relation to the population (Olutube, 2006) and allows accurate and proper prediction of the population using the principles of randomness, adequate sample size, and sufficient power.

**Research Population**

The research population for this study is the primary school teachers in Imo state of Nigeria who teach grades 1 to 6 and are implementing Universal Basic Education (UBE). The Federal Republic of Nigeria lies along the west coast of Africa, north of the equator between latitude 5 and 18 degrees and longitude 0 and 20 degrees. Nigeria was a British colony and gained independence in 1960 (Ikoya, 2006). The state of Imo, one of the 36 states of the Federal Republic of Nigeria is found in the south eastern part of the country. Imo State lies within latitudes 4°45'N and 7°15'N, and longitude 6°50'E and 7°25'E. It occupies the area between the lower River Niger and the upper and middle Imo River. The state is bounded on the east by Abia State, on the west by the River Niger and Delta State, in the north by Anambra State, while Rivers State lies to the south. Imo State covers an area of about 5,100sq km. Imo State is one of the states that has the highest
number of primary schools in Nigeria. According to Official Website of the Imo state of Nigeria (2010),

The State is blessed with abundant natural resources. These include crude oil, lead, zinc, white clay, fine sand, limestone and natural gas in commercial quantities. Imo State has a number of mineral-based raw materials for industries. Existing factory and crafts industries are classified into seven groups reflecting the types of major activities. These are:

- Manufacturing,
- Agriculture,
- Building and Construction,
- Mining and Quarrying,
- Water, Gas, Electricity,
- Services and
- Others. (p.1)

The Official Website of the Imo state of Nigeria (2010), further stated that there are a total of 11,607 industrial and business establishments in Imo State: 9,274 are in the services/business, 1,858 in the manufacturing sector, 416 in building and construction, 53 in agricultural activity, while three establishments each are in mining and quarrying as well as in water, gas and electricity.
In order to carry out this study, the researcher conducted a multistage sampling (listing and sampling) of schools in each of the three geo-political zones of Imo State namely Owerri, Okigwe, and Orlu. A complete list of the schools in each of the zones was obtained from the State Ministry of Education.

The first stage was the selection of the schools from which the teachers who participated in the survey were recruited. The list of all the schools in each zone was stratified into two clusters of urban and rural (Babbie, 1990). This was done in order to give the schools in each location equal opportunity of being selected. Using multistage sampling, five schools were selected from each zone, which added up to 15 schools. Since the number of rural schools is more than twice the number of urban schools, the researcher decided to select three rural schools and two urban schools from each zone.

In Owerri zone, there are 496 rural schools and 122 urban schools. Since three schools are needed from the rural schools, 496 (number of rural schools) was divided by three which is equal to 165. A number was randomly picked between 1 and 165 which was 3. The researcher counted from the following number which was 4, as 1 and picked all the schools that follow at the increments of 165 which is the sampling interval. The same method was used to select from the urban schools. One hundred and twenty two was divided by the required number 2 which is equal to 61. A number was randomly picked between 1 and 61 which was 2. Counting from the following number (3) as 1, all the schools following were picked at the increment of 61 the sampling interval. The researcher employed the same method in picking schools from Orlu zone which has 215
rural schools and 109 urban schools, and Okigwe zone which has 209 rural schools and 88 urban schools.

The second stage was the recruitment of the teachers from the 15 selected schools in Imo state. The researcher held classroom meetings with all the teachers in the 15 schools to explain the exercise in their various schools. Letters of solicitation were used to recruit teachers for the exercise. The letters of solicitation of participants was picked up by the participants at the end of classroom meetings in each school. The researcher made available the letter of solicitation with the questionnaire attached and left the classroom after each meeting. Those who freely choose to take it left the meeting place with it and returned at their own convenience time within 2 weeks with the completed survey and deposited them in a drop box provided and kept in the same classroom meeting place. The total number of questionnaires given out in each school was 20, which summed up to 300 for the 15 schools. When the data was collected, 153 teachers returned the questionnaire and these became the sample for this research. Out of this number, the schools in Okigwe geo-political zone accounted for 44 teachers, the schools in Orlu geo-political zones accounted for 51 teachers, while the schools in Owerri geo-political zone accounted for 58 teachers. When the entire unpicked questionnaires from the different schools were counted, they summed up to 131. Based on the number that was provided (300) and the number that was returned (153), it appears that 17 questionnaires may have been picked up but not returned.

Seventy percent of teachers who responded to the questionnaire are teachers of grades 4-6 and 30 percent are teachers of grades of 1-3. This could create a sample bias.
Instrumentation

The "Teacher Education Funding Research Questionnaire" was developed by the researcher specifically for this study based on the literature reviewed and the research questions. It is a 31-item questionnaire which sought the opinion of the respondents. The questions are standardized in a manner such that the varying perspectives and experiences of people could fit into limited number of predetermined response categories to which number are assigned (Patton, 2002). The instrument, which contains instructions for the completion of the survey questionnaire, has two sections. The first section (question 1-25) is designed to help answer the three research questions. The items are measured in a five point Likert-type scales: strongly agree (SA), agree (A), disagree (D), strongly disagree (SD), and undecided (U) which are categorized as 5, 4, 3, 2, and 1 respectively. This allows the respondents to give their opinions as freely and objectively as possible.

The second part was meant to collect demographic information (gender, teaching experience, current grade taught, and qualification). This information helped to identify the background of the participants in the study. The demographics are critical as factors that can influence the judgment and response of the participants. Table 9 below shows the relationship between the research questions and the items in the questionnaire and how the items are measured.
Table 9

Relationship between the Research Questions, the items on the questionnaire and their measurement

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Items on questionnaire</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent do teachers in Imo State feel adequately prepared for the profession?</td>
<td>1,2,3,4,5,6,7,13</td>
<td>Likert Scale</td>
</tr>
<tr>
<td>To what extent are teachers in Imo State able to finance their continuing education?</td>
<td>8,9,10,11,12,14</td>
<td>Likert Scale, check list</td>
</tr>
<tr>
<td>What effect can state funding of teacher education have on the implementation of UBE objectives in Imo State?</td>
<td>15,16,17,18,19,20,21,22,23,24,25</td>
<td>Likert Scale</td>
</tr>
</tbody>
</table>

Validity and Reliability of the Instrument

Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are (Nahid, 2003). The survey instrument was designed by the researcher based on the literature reviewed and the research questions. The instrument was validated by a jury of experts at Seton Hall University who moderated and modified the items in the questionnaire. Secondly, the questionnaire was pre tested in a pilot study before the final use which helped to establish its validity.
Reliability refers to the extent to which results are consistent over time and accurately represents the total population under study. If the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable (Babbie, 1999). Reliability is synonymous with dependability, stability, and accuracy of the research. To determine the reliability of the instrument, the researcher analyzed each of the group of questions in the questionnaire that was designed to answer each of the three research questions. The Cronbach’s alpha coefficient for the eight items meant to answer the first research question was .732 (n=8). The Cronbach’s alpha coefficient for the six items meant to answer the second research question was .744 (n=6). The Cronbach’s alpha coefficient for the 11 items meant to answer the third research question was .835 (n=11). These findings suggest that the items have relatively high internal consistency. According to Creswell (2003), a reliability coefficient of .70 or higher is considered acceptable in most social science research environments.

The reliability of the instrument was further tested by a pilot study with 22 identified teachers who has taught in primary schools in Nigeria and then migrated to the United States of America. The instrument was deemed reliable as the 22 teachers understood and answered the questionnaire. The same questionnaire was used for this study with teachers in Nigeria and it was able to elicit appropriate and required information from the respondents. The majority of the teachers in Imo state were consistent in their response to the questionnaire. In other words, there was consistency with the instrument measuring what it was meant to measure in both uses.

**Data Collection**

The permission and approval of the state Ministry of Education was sought in writing and obtained in order to administer the questionnaire to schools. An abstract
describing the nature of the research, the purpose, the methodology, confidentiality the security of the collected data was made available to the Ministry of Education. The permission and approval of the building headmasters were also sought to administer the instrument to the teachers in their schools with the explanations about the methodology and the anonymity of the respondents, the security and confidentiality of the collected data and a copy of the approval from the state ministry of education.

During the meeting with the participants they were directed to drop off the completed survey in a drop box kept in the meeting classroom. Arrangements were made to keep the classroom doors open for a period of 2 weeks from the date of the meeting between the researcher and the teachers and be locked up by the security and custodians when everybody left the building.

The printed instrument was dropped off for the teachers within 2 weeks. A week after the last drop off for the last school, the researcher visited the schools to collect the data, beginning with the first schools that received the instrument. The collection lasted for a period of two weeks based on agreement with the respondents. The reason for the visit, drop off, and pick up is that Nigeria being a developing country, does not have access to the internet and modern. Moreover, some respondents may not have email addresses. Kari's (2007) survey of the availability and accessibility of Information and Communication Technology in the rural communities of Nigeria with 800 villages in Bayelsa State showed that rural dwellers do not have access to modern information technology sources such as internet, telephone, or libraries.

The researcher sought appropriate approval from the Institutional Review Board of Seton Hall University, South Orange New Jersey. This board ensures compliance with
the appropriate ethical standards with the use of human subjects in doing research. Once the written approval was given, the research commenced.

Data Analysis

The data collected was analyzed using descriptive and inferential statistics (Bogdan & Biklen, 2003). The data was numbered, coded, and inputted into THE Statistical Package for Social Sciences (SPSS) software in a spreadsheet format which helps to aggregate the data. It was analyzed to determine statistical results using frequencies, percentages, means, analysis of variance, and post hoc and presented in tables that depict the findings. The result of the statistical analysis determined the similarity or dissimilarity of the opinion of the respondents to the instrument. The details of the results and the analyses are presented in Chapter IV along with the discussion of the findings. In presenting the findings, the tables are followed by explanations and discussion that highlights certain figures or ideas behind the results.
Chapter IV

RESEARCH FINDINGS AND ANALYSIS

The main purpose of this study is to determine whether funding teacher education can be a catalyst for enhancing universal basic education in Imo State of Nigeria. There has been a wide outcry that the target of achieving Universal Basic Education (UBE) in Nigeria by the year 2015 may not be realized as teachers, who are the fundamental force to reckon with in the implementation of UBE, have not been trained effectively (Sam, 2009). Teachers mediate all educational innovation and translate them into action to enable the attainment of desired goals. Specifically, the researcher is inquiring whether state funding of teacher education can help in increasing the number of qualified teachers needed for implementing Universal Basic Education in Imo State. The normal practice in Imo State is that teachers pay for their initial training and ongoing education. For UBE to be successfully implemented however, government involvement in teacher education could be a catalyst for production of needed teachers and an essential tool for teacher empowerment. Government financial aid in teachers' training could therefore enhance the achievement of the objectives of UBE as stated in the implementation guidelines by the Federal Ministry of Education of Nigeria (FME, 2000).

In order to carry out this research, teachers in Imo State were recruited after a systematic sampling of the schools in the state, and their schools selected to be in the study. The teachers represented the demographic makeup of the state (urban and rural schools), and were from the three geo-political zones of Owerri, Okigwe, and Orlu. This chapter describes the research findings. The chapter summarizes the data and the
outcomes of various analytical procedures applied to the data are presented (Morgan, Reichert, & Harrison, 2002).

**Treatment of Data**

One hundred and fifty three primary school teachers from the population of primary school teachers in Imo (n=153) who teach grades 1 to 6 responded to the questionnaire. This represents the return rate of the questionnaire instrument that was given out to the teachers. They were recruited from Owerri, Orlu, and Okigwe geo-political zones that make up the state. Each of these zones had 5 schools in the sample (totaling 15 schools) from which 153 teachers made up the research sample.

The demographic characteristics of the teachers (respondents) are depicted in Tables 10 and 11. These include gender, years of teaching experience, the number of years they have taught in their present schools, the current grade being taught, academic qualification and the location of their schools.

**Table 10**

*The Gender of the Teachers (n=143)*

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td>130</td>
<td>91</td>
</tr>
<tr>
<td>Total</td>
<td>143</td>
<td>100</td>
</tr>
</tbody>
</table>

(Note: One 143 teachers provided information on their gender out of the 153 teachers who responded to the questionnaire).
Approximately 91% of the respondents were female and 9% were male. The small percentage of male teachers probably is a reflection of the notion in Nigeria that the teaching profession is for women. This notion is yet to be substantiated by research in Nigeria. However, Wylie's (2000) study of trends in feminization of the teaching profession in OECD countries from 1980-95 could supply reason for this notion. According to this study, teacher supply found links between family responsibilities and the likelihood of being a teacher. Teachers were more likely to be in work than non-teachers with the same family commitment because of better pay rates than other occupations readily available or thought of as suitable for women. Female teachers see more socially valued strengths than in other occupations, and somewhat more potential for career advancement than other occupations (Wylie, 2000).

Table 11

The Teaching Experience Years of the Teachers

<table>
<thead>
<tr>
<th>Years</th>
<th>N</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 and less</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6-10</td>
<td>61</td>
<td>42</td>
</tr>
<tr>
<td>11-15</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>16+</td>
<td>71</td>
<td>48</td>
</tr>
<tr>
<td>Total</td>
<td>147</td>
<td>100</td>
</tr>
</tbody>
</table>

The respondents teaching experience ranged from 0 to 16+ years. The majority of the teachers had 16 years and more teaching experience (48%; N=71); followed by those
who had 6-10 years teaching experience (42%; N=61); and the group who had 11-15 years teaching experience (8%; N=12), and finally the group who have 0-5 years teaching experience (2%; N=3).

Table 12

<table>
<thead>
<tr>
<th>Years</th>
<th>N</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 and less</td>
<td>77</td>
<td>51.3</td>
</tr>
<tr>
<td>4-10</td>
<td>68</td>
<td>45.3</td>
</tr>
<tr>
<td>16+</td>
<td>5</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

The length of time the teachers have taught in their current schools ranged from 1-16+ years. The majority of the teachers (51.3%; N=77) have been in their present schools for 3 years or less. They are followed by those who have been in their present schools for between 4-10 years (45.3; N=68). Only 5 teachers were in their schools for 16 years or more (3.3%; N=5).

Comparing Tables 11 and 12, the findings suggest that teachers are fairly mobile. While more than half have been teaching for 16 years or more (see Table 11), when asked about how long they have taught in their present school (see Table 11) about half of the entire sample (n=77) have been teaching there for 0-3 years. The reason may be the standard practice in Nigeria whereby periodically the teachers are transferred from one school to another based on their years of experience in order to spread the experienced
teachers around the schools. This helps in the support and mentoring of inexperienced teachers.

Table 13

*The Current Grade Level Taught by the Sampled Teachers*

<table>
<thead>
<tr>
<th>Grade</th>
<th>N</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>41</td>
<td>29.7</td>
</tr>
<tr>
<td>4-6</td>
<td>79</td>
<td>70.3</td>
</tr>
<tr>
<td>Total</td>
<td>138</td>
<td>100</td>
</tr>
</tbody>
</table>

It is clear from the response that among the 138 respondents who indicated the grades they teach, most 70.3% (n=79) teach grades 4-6, while 29.7% (n=29.7) teach grades 1-3.

Table 14

*The Academic Qualification of the Teachers*

<table>
<thead>
<tr>
<th>Qualification</th>
<th>N</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Certificate of Education</td>
<td>62</td>
<td>41.3</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>88</td>
<td>58.7</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 15 displays the academic qualifications of the respondents. The majority of teachers possess a bachelor's degree (58.7%; N=88). The rest of the teachers have the minimum qualification stipulated for teaching in primary schools in Nigeria, the Nigeria Certificate in Education (NCE—a 3 year post-secondary course that is offered by all Colleges of Education, some polytechnics, and the National Teachers' Institute NTI).

<table>
<thead>
<tr>
<th>Location of the School of Respondents</th>
<th>N</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>60</td>
<td>40.3</td>
</tr>
<tr>
<td>Rural</td>
<td>89</td>
<td>59.7</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

While 40.3 percent (N=60) of the teachers who participated in the study teach in the urban areas, 59.7 percent (N=89) of the teachers teach in the rural areas.

**Review of Research Questions**

This research was guided by three research questions

1. To what extent do teachers in Imo State feel adequately prepared for the profession?
2. To what extent are teachers in Imo State able to finance their initial and continuing education?
3. What effect can state funding of teacher initial and ongoing education have on the implementation of UBE objectives in Imo State?

Teacher Preparedness for the Profession

1. To what extent do teachers in Imo State feel adequately prepared for the profession?

Teacher educational attainment is an important asset that every teacher brings to the teaching profession. A well-trained and qualified teacher is confident in doing the job as a professional. Based on this, the first research question seeks to determine the extent to which teachers' educational attainment and continuing education prepare them to meet the UBE mandates. It also explores whether they need further training to enhance their teaching ability. The following are teachers' responses to the first research question that seek to determine the extent to which teachers in Imo State feel adequately prepared for the profession.
<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SA/A</th>
<th>D/SD</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>My training is aligned to UBE objectives.</td>
<td>149</td>
<td>4.46</td>
<td>.632</td>
<td>95.3</td>
<td>4.7</td>
<td></td>
</tr>
<tr>
<td>Teachers with professional qualification are better equipped for UBE.</td>
<td>152</td>
<td>4.62</td>
<td>.628</td>
<td>94.8</td>
<td>6.2</td>
<td></td>
</tr>
<tr>
<td>My level of training makes me effective in instructional competencies and classroom management.</td>
<td>151</td>
<td>4.63</td>
<td>.511</td>
<td>98.8</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>My educational training enhanced my teaching practices.</td>
<td>150</td>
<td>4.55</td>
<td>.630</td>
<td>96.7</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>I believe my level of training/qualification is enough for my teaching job.</td>
<td>151</td>
<td>3.03</td>
<td>1.02</td>
<td>67.5</td>
<td>28.1</td>
<td></td>
</tr>
<tr>
<td>I need further training to enhance my teaching ability</td>
<td>151</td>
<td>3.60</td>
<td>1.033</td>
<td>61.6</td>
<td>34.5</td>
<td></td>
</tr>
</tbody>
</table>
Almost all the respondents (95.3%; M=4.46) agree that their training was aligned to UBE objectives, to the importance of professional qualification (94.8%; M=4.62), and to the fact that their training makes them effective in instructional competencies and classroom management (98.8%; M=4.63). The respondents (68%) also agree that their level of training is enough for their teaching job (M=3.03). They also believe that their training has enhanced their teaching (96.7%; M=4.45). The teachers were almost split into two with regard to the statement that their schools conduct staff development for them. While 49.7% agree to it, 41.5% disagree with the statement.

Despite these agreements, 62% (M=3.60) of the respondents indicated the need for further training. Further training for teachers is very important just as the teachers indicated, because it improves their job effectiveness. Organizational theorists pointed out that undertrained workers hurt organizations (Bolman & Deal, 2003). This is supported by Creed (2001) and other researchers who indicated that the more complex educational demands become, the greater the importance for staff development to meet the deficiencies occasioned by demand of social change (Ayo, 2004; Olojede, 2006; Rebore, 2007; Zambo & Zambo, 2008).
Teachers’ Ability to Finance their Initial and Continuing Education

2. To what extent are teachers in Imo State able to finance their initial and continuing education?

The second research question seeks to explore the extent to which teachers are able to finance their initial and continuing education, and whether the cost is affordable to them. This research question has two sets of questions that were designed to answer it.

The first set of questions was a checklist. The checklist asked the teachers to indicate the source of funding for their training, books, supplies, and user fees. The second set of questions were completed using a Likert-scale. The results of the responses of teachers to the questions which sought to determine the extent they are able to finance their initial and continuing education are presented in Table 17.

Table 17
The Teachers’ Response on Who Bore the Cost of Their Teacher Training Tuition

<table>
<thead>
<tr>
<th>Choice</th>
<th>N</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myself</td>
<td>33</td>
<td>22.6</td>
</tr>
<tr>
<td>Parents and family</td>
<td>99</td>
<td>67.8</td>
</tr>
<tr>
<td>Scholarship</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td>Study leave with Pay</td>
<td>5</td>
<td>3.4</td>
</tr>
<tr>
<td>Government financial aid</td>
<td>7</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100</td>
</tr>
</tbody>
</table>
The responses of the teachers show that the majority 67.8% (N=99) have their parents and family as the major source of funding of their education. This is followed by individual teachers 22.6% (N=33) who paid for their education. Only 4.8% (N=7) received government financial aid, 1.4% (n=2) teachers received one form of scholarship or another, and 3.4% (5) teachers got study leave with pay.

Table 18

The Teachers' Response on Who Bore the Cost of Their Books, Supplies, Boarding and User Fees During Teacher Training or University

<table>
<thead>
<tr>
<th>Choice</th>
<th>N</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents and family</td>
<td>103</td>
<td>67.3</td>
</tr>
<tr>
<td>Myself</td>
<td>33</td>
<td>22.0</td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
<td>10.7</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100</td>
</tr>
</tbody>
</table>

The majority of the teachers 67.3% (N=103) had their parents and family as the main source of funding for books, supplies, boarding and user fees during their teacher training or university education. This is followed by individual 22.0% (N=33) teachers who paid for these items by themselves. Only 10.7% (N=16) received assistance from other sources.
A synthesis of the responses of teachers to this research question shows that the majority are not able to pay for their initial education, boarding, books, supplies, and user fees without the help of their parents. This means that the survival of UBE in terms of the
teachers needed to implement the program is in the hands of parents who are able to pay for the children who wish to be teachers. The teachers who are not able to see themselves through their education financially and cannot be supported by their parents or any other source may not be able to complete their studies according to the opinion of the respondents (85.9%).

Since two thirds of the teachers stated that their parents and families pay for their education (see Table 17), and the majority of the teachers (see Table 18) also believe that affordability affects completion rate in teacher training institutions a crosstab was run to determine the relationship between the two responses. The result is as presented in Figure 3.

The horizontal axis in Figure 3 represents the source of funding for teachers education and the relationship to affordability affecting the completion rate is represented by the bars on the vertical axis. The Figure 3 shows that the majority of the teachers who agree that the cost of their training tuition was borne by the parents and family also agree that affordability affects completion rate in teacher training institutions. This is also the case of the teachers who pay for themselves. They also agree that affordability affects completion rate in teacher training institutions.
Figure 3
Crosstab of the relationship between the response to who pays for education and the affordability affecting completion rate

I believe that affordability affects completion rate in teacher training institutions.

The cost of my teacher training tuition was borne.
The Effect of State Funding of Teacher Initial and Continued Education on UBE

3. What effect can state funding of teacher initial and continued education have on the implementation of UBE objectives in Imo State?

The third research question is explains the effect that state funding of teacher initial and ongoing education could have on the implementation of UBE objectives in Imo State. The questions were analyzed with descriptive statistics in Table 20. The question seeks to gather teachers opinion about what the state is doing about funding policy requirements that affects them directly and what they believe state should do.

Table 20
The Effect of State Funding of Teacher Education on the Implementation of UBE Objectives

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>SA/A</th>
<th>D/SD</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>The state has been funding staff development regularly</td>
<td>150</td>
<td>12.0</td>
<td>87.3</td>
<td>.7</td>
</tr>
<tr>
<td>The state funding or subsidy is needed for teacher education affordability</td>
<td>153</td>
<td>88.2</td>
<td>10.4</td>
<td>1.3</td>
</tr>
<tr>
<td>The state funding of teacher education will encourage people to go into the teaching profession</td>
<td>153</td>
<td>90.2</td>
<td>9.8</td>
<td></td>
</tr>
<tr>
<td>State funding of teacher training is the Remedy for short supply</td>
<td>150</td>
<td>78.7</td>
<td>12.7</td>
<td>8.5</td>
</tr>
</tbody>
</table>
Funding of continued teachers education is the remedy for underqualified supplementary teachers to update and become qualified.

<table>
<thead>
<tr>
<th>Universal Basic Education cannot rise above the level of its teachers without funding for teacher education</th>
</tr>
</thead>
<tbody>
<tr>
<td>State and local governments have funded and established teachers’ resource centers where teachers develop and test teaching materials.</td>
</tr>
<tr>
<td>The federal and state government established educational resource centers and educational funds to support teachers training.</td>
</tr>
<tr>
<td>State funding of teacher education in Imo State can provide needed teachers for the implementation of UBE objectives in Imo State.</td>
</tr>
</tbody>
</table>
With regards to what the state is doing about funding policy requirements that affect teachers directly, the majority of the teachers responded with disagreement that the state has been funding staff development (87.3%); and that state and local governments have funded and established teachers’ resource center (79.6%). They also believe that the federal and state governments have not established educational resource centers and funds to support teacher training (52.7%).

With respect to their beliefs on what the state should do, the majority of the teachers responded favorably to the item of the questionnaire that state funding is needed for teacher education affordability (88.2%). They are of the opinion that state funding of teacher training is the solution for the short supply of qualified teachers (78.7%), as well as for the unqualified supplementary teachers to update and become qualified (82.3%). Teachers believe that UBE policy cannot rise above the level of its teachers without funding for teacher education (87.6%), as well as funding for professional development and in-service training for teachers (93.5%). They (90.2%) also believe that the state funding of teacher education will encourage people to go into the teaching profession. State funding of teacher education, according to the response of the teachers (84.8%), can provide the needed teachers for the implementation of UBE objectives in Imo State.

The finding that state government funding of teacher education in the state will help the implementation of UBE objectives is corroborated by the finding and views of Igbavtai (2006), Keynes (1971), Smith (1976, 1977) World Bank, (2005). The opinion of the teachers on funding of professional development and in-service training for teachers should be taken seriously in the light of the findings reported by Mohammed (2006), who noted that budgets for continuing professional development are often small, rarely
allocated, and misused where available. For teachers to effectively carry out their job demands in the era of UBE, they need adequate training to increase their competencies.

The Effect of Teachers’ Demographics on the response to Research Questions

This section is aimed at investigating whether teachers’ response to the research questions may have been influenced by gender, teaching experience, number of years taught in a school, current grade taught, academic/professional qualification, and location of the schools. The investigation is carried out using Analysis of Variance (ANOVA) which is a means of comparing more than two means (X). This technique allowed us to decompose or break down the total variance or sum of squares into two components between the sum of squares and within the sum of squares. However, our interest here is between the sum of squares. All the demographic characteristics are found to be significant from the one-way ANOVA are presented and discussed here for each research question.

Research Question 1: To What Extent Does Teacher Educational Attainment Prepare Them for UBE in Imo State?

Table 21

The Effect of Teaching Experience on the Item “My School Has Enough Teachers with the Minimum Qualification of NCE.”

<table>
<thead>
<tr>
<th>Variable entered</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school has enough teachers with the minimum qualification of National certificate of Education for UBE</td>
<td>1.690</td>
<td>3</td>
<td>.564</td>
<td>3.616</td>
<td>.015</td>
</tr>
</tbody>
</table>
This one-way ANOVA describes the influence of the main effect of teaching experience on teachers’ response to the item “My school has enough teachers with the minimum qualification of Nigerian Certificate in Education for UBE” between teachers in four teaching experience groups. The main effect of teaching experience on “My school has enough teachers with the minimum qualification of National Certificate of Education for UBE” is significant ($F=3.616, df=3, p \leq .015$). Table 22 presents the mean level of agreement for each category of teaching experience.

**Table 22**

**Mean Level of Agreement for Each Category of Teaching Experience**

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>Mean</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>3.33</td>
<td>.335</td>
</tr>
<tr>
<td>6-10 years</td>
<td>4.54</td>
<td>.099</td>
</tr>
<tr>
<td>11-15 years</td>
<td>4.33</td>
<td>.142</td>
</tr>
<tr>
<td>16 years+</td>
<td>4.45</td>
<td>.074</td>
</tr>
<tr>
<td>Total</td>
<td>4.46</td>
<td>.054</td>
</tr>
</tbody>
</table>

The means reported in Table 22 indicate that there are differences between the groups. A post-hoc test was conducted to determine how different they are from each other. The post hoc test was reported in Table 23.
The Post-hoc output supplementing the ANOVA table shows several mean differences between individual groups that are statistically significant. The mean difference between the 5 years and less teaching experience group and the 6-10 year-experience group is statistically significant (-1.208, 0.02*), which means the average rating for “my school has enough teachers with the minimum qualification of National Certificate of Education” for teachers with 5 years and less teaching experience group (3.33) is lower compared to the average for teachers with 6-10 year experience group (4.54). What this means is that teachers of 6-10 year teaching experience group agree more to the statement than the 5 year and less teaching experience group.

### Table 23

<table>
<thead>
<tr>
<th>(I) Teaching Experience</th>
<th>(J) Teaching Experience</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5years</td>
<td>6-10years</td>
<td>-1.208</td>
<td>.377</td>
<td>.002</td>
</tr>
<tr>
<td>6-10years</td>
<td>11-15years</td>
<td>-1.000</td>
<td>.411</td>
<td>.016</td>
</tr>
<tr>
<td>16years+</td>
<td>16years+</td>
<td>-1.117</td>
<td>.376</td>
<td>.003</td>
</tr>
<tr>
<td>0-5years</td>
<td>6-10years</td>
<td>1.208</td>
<td>.377</td>
<td>.002</td>
</tr>
<tr>
<td>6-10years</td>
<td>11-15years</td>
<td>.206</td>
<td>.201</td>
<td>.304</td>
</tr>
<tr>
<td>16years+</td>
<td>16years+</td>
<td>.909</td>
<td>.111</td>
<td>.418</td>
</tr>
<tr>
<td>0-5years</td>
<td>6-10years</td>
<td>1.000</td>
<td>.411</td>
<td>.016</td>
</tr>
<tr>
<td>6-10years</td>
<td>11-15years</td>
<td>-.208</td>
<td>.201</td>
<td>.304</td>
</tr>
<tr>
<td>16years+</td>
<td>16years+</td>
<td>-.117</td>
<td>.199</td>
<td>.556</td>
</tr>
<tr>
<td>0-5years</td>
<td>16years+</td>
<td>1.117</td>
<td>.376</td>
<td>.003</td>
</tr>
<tr>
<td>6-10years</td>
<td>16years+</td>
<td>-.590</td>
<td>.111</td>
<td>.418</td>
</tr>
<tr>
<td>11-15years</td>
<td>11-15years</td>
<td>.117</td>
<td>.199</td>
<td>.556</td>
</tr>
</tbody>
</table>

The Post-hoc Test to Determine Which Individual Group Means that Differ
The mean difference between the 5 year and less teaching experience group and the 11-15 years teaching experience group is statistically significant (-1.000, .016*). This means the average rating for “my school has enough teachers with the minimum qualification of National Certificate of Education” of 5 years and less teaching experience group (3.33) is lower compared to the average of 11-15 years teaching experience group (4.33). The mean difference between the 0-5 year-experience group and the 16+ years teaching experience group is statistically significant (-1.117, .016*), which means the average rating for “my school has enough teachers with the minimum qualification of National Certificate of Education” of 5 years and less teaching experience group (3.33) is lower compared to the average of 11-15 years teaching experience group (4.33).

In summary, teachers with 0-5 year experiences are more apt to believe that there are not enough qualified teachers in their schools. But there is no difference in terms of the average rating for teachers with 6-10 years experiences, with 11-15 years experiences and with 16+ years of experiences.

<table>
<thead>
<tr>
<th>Variable</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe my level of training/qualific-</td>
<td>6.284</td>
<td>1</td>
<td>6.284</td>
<td>6.094</td>
<td>.015</td>
</tr>
<tr>
<td>ation is enough for my teaching job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This one-way ANOVA describes the influence of the main effect of Academic/Professional Qualification on teachers’ rating of research question 1.
questionnaire item “I believe my level of training/qualification is enough for my teaching job” between teachers in two academic qualification groups. The main effect of academic/professional qualification on “I believe my level of training/qualification is enough for my teaching job” is significant between the group ($f=6.094$, df=1, $p \leq .015$).

Table 25

Mean Level of Agreement for Each Category of Academic Qualification

<table>
<thead>
<tr>
<th>Academic qualification</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Certificate of Education</td>
<td>2.72</td>
<td>1.059</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>3.14</td>
<td>.985</td>
</tr>
<tr>
<td>Total</td>
<td>2.97</td>
<td>1.033</td>
</tr>
</tbody>
</table>

The descriptive statistics presented in Table 25 show that the teachers with a Bachelor’s degree (M=3.14) agree more that their level of training/qualification is enough for teaching job than teachers with National certificate of Education (M=2.72).

Table 26

The Effect of Location of the School on My Training is Aligned to UBE.

<table>
<thead>
<tr>
<th>Variable</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>$\rho$</th>
</tr>
</thead>
<tbody>
<tr>
<td>My training is aligned to Universal Basic Education Objectives</td>
<td>2.737</td>
<td>1</td>
<td>2.737</td>
<td>7.334</td>
<td>.008</td>
</tr>
</tbody>
</table>

The ANOVA Table 26 describes the influence of the main effect of location of the school on teachers’ rating of the research question 1 questionnaire item “My training is aligned
to Universal Basic Education Objectives between teachers in rural and urban teaching locations. The main effect of location of the schools on "My training is aligned to Universal Basic Education Objectives" between teachers in rural and urban teaching locations is significant ($t=7.334$, $df=1$, $p \leq .008$).

Table 27
**Mean Level of Agreement for Each Category of Location of School**

<table>
<thead>
<tr>
<th>Location of School</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>4.30</td>
<td>.554</td>
</tr>
<tr>
<td>Rural</td>
<td>4.58</td>
<td>.582</td>
</tr>
<tr>
<td>Total</td>
<td>4.47</td>
<td>.524</td>
</tr>
</tbody>
</table>

The descriptive statistics in Table 27 shows that the teachers in rural locations ($\mu=4.58$) agree more that their training is aligned to Universal Basic Education than the teachers in the urban areas ($\mu=4.30$).

Table 28
**The Effect of Location of The School on My Educational Training Enhanced My Teaching Practices**

<table>
<thead>
<tr>
<th>Variable</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>My educational training enhanced my teaching practices</td>
<td>1.855</td>
<td>1</td>
<td>1.855</td>
<td>4.755</td>
<td>.031</td>
</tr>
</tbody>
</table>

Table 28 shows the influence of the main effect of location of the school on teachers' rating of the research question 1 questionnaire item "My educational training
enhanced my teaching practices.” The main effect of location of the schools on “My educational training enhanced my teaching practices” is significant ($t=4.736$, $df=1$, $p \leq .031$).

Table 29

Mean Level of Agreement for Each Category of Location of School

<table>
<thead>
<tr>
<th>Location of school</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>4.68</td>
<td>.571</td>
</tr>
<tr>
<td>Rural</td>
<td>4.45</td>
<td>.660</td>
</tr>
<tr>
<td>Total</td>
<td>4.54</td>
<td>.634</td>
</tr>
</tbody>
</table>

The descriptive statistics (see Table 29) show that the teachers in urban locations (M=4.68) agree more that their training has enhanced their teaching practices than teachers in the rural areas (M=4.45).

Table 30

The Effect of Location of the School on “I Believe my Level of Training/Qualification is Enough for my Teaching Job”

<table>
<thead>
<tr>
<th>Variable</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>$F$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe my level of training/qualification is enough for my teaching job</td>
<td>7.807</td>
<td>1</td>
<td>7.807</td>
<td>7.644</td>
<td>.006</td>
</tr>
</tbody>
</table>
This one-way ANOVA explores the influence of the main effect of location of the school on teachers' rating of the research question 1 questionnaire item “I believe my level of training/qualification is enough for my teaching job.” The main effect of location of the schools on “I believe my level of training/qualification is enough for my teaching job” is significant ($F=7.644$, $df=1$, $p \leq .006$).

### Table 31

**Mean Level of Agreement for Each Category of Academic Qualification**

<table>
<thead>
<tr>
<th>Location of school</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>3.25</td>
<td>.902</td>
</tr>
<tr>
<td>Rural</td>
<td>2.78</td>
<td>1.077</td>
</tr>
<tr>
<td>Total</td>
<td>2.97</td>
<td>1.033</td>
</tr>
</tbody>
</table>

The teachers in urban locations ($M=3.25$) agree more that their training has enhanced their teaching practices than teachers in the rural areas ($M=2.78$).

### Table 32

**The Effect of Location of the School on “My School Conducts Staff Development for Teacher”**

<table>
<thead>
<tr>
<th>Variable</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school conducts staff development for the teachers</td>
<td>4.277</td>
<td>1</td>
<td>4.277</td>
<td>3.694</td>
<td>.057</td>
</tr>
</tbody>
</table>
In Table 32 the influence of the main effect of location of the school on teachers' rating of the research question 1 questionnaire item “My school conducts staff development for the teachers” is presented. The main effect of location of the schools on “My school conducts staff development for the teachers” is significant ($f=3.944$, $df=1$, $p < .057$).

**Table 33**

*Mean Level of Agreement for each Category of Location of School*

<table>
<thead>
<tr>
<th>Location of school</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>2.88</td>
<td>1.109</td>
</tr>
<tr>
<td>Rural</td>
<td>3.23</td>
<td>1.053</td>
</tr>
<tr>
<td>Total</td>
<td>3.09</td>
<td>1.086</td>
</tr>
</tbody>
</table>

The descriptive statistics in Table 33 show that the teachers in rural location ($M=3.23$) agree more that their training has enhanced their teaching practices than teachers in the urban areas ($M=2.88$).

Research Question 3: *What effect can state funding of teacher education have on the implementation of UBE objectives in Imo State?*
The one-way ANOVA (see Table 34) describes the influence of the main effect of length of stay in a school on teachers' rating of the research question 1 questionnaire item "State funding of teaching education will encourage people to go into the teaching profession." The main effect of length of stay in a school on "State funding of teaching education will encourage people to go into the teaching profession" is significant ($F=3.814$, $df=2$, $p=0.024$).

### Table 35

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 years</td>
<td>77</td>
<td>4.43</td>
<td>0.836</td>
</tr>
<tr>
<td>4-10 years</td>
<td>68</td>
<td>4.47</td>
<td>0.819</td>
</tr>
<tr>
<td>11+ years</td>
<td>5</td>
<td>3.40</td>
<td>1.342</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>4.43</td>
<td>0.862</td>
</tr>
</tbody>
</table>
The mean level of length of stay in school category indicates that more than two of the teaching experience groups differ in their ratings. A post-hoc test was done to find out how different they were from each other.

Table 36
Post Hoc Test to Determine which Individual Group Means Differ

<table>
<thead>
<tr>
<th>(I) How long have you taught in your current school</th>
<th>(J) How long have you taught in your current school</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 years</td>
<td>4-10 years</td>
<td>-1.055</td>
<td>0.390</td>
<td>.007</td>
</tr>
<tr>
<td>16 years+</td>
<td>0-3 years</td>
<td>1.055</td>
<td>0.390</td>
<td>.909</td>
</tr>
<tr>
<td>4-10 years</td>
<td>16 years+</td>
<td>1.071</td>
<td>0.390</td>
<td>.909</td>
</tr>
<tr>
<td>16 years+</td>
<td>4-10 years</td>
<td>-1.055</td>
<td>0.390</td>
<td>.909</td>
</tr>
<tr>
<td>16 years+</td>
<td>0-3 years</td>
<td>1.071</td>
<td>0.390</td>
<td>.909</td>
</tr>
<tr>
<td>4-10 years</td>
<td>16 years+</td>
<td>-1.055</td>
<td>0.390</td>
<td>.909</td>
</tr>
</tbody>
</table>

The mean difference between the 16 years+ and the 3 years and less group is statistically significant (-1.055, 0.08*), which means the average rating for “state funding of teacher education will encourage people to go into the teaching profession” of 16 years+ group (3.33) is lower for this group as compared to the average of 3 years and less group (4.54). What this means is that teachers of 3 year and less group agree more to the statement than the 16 year+ group.

The mean difference between the 16 year+ group and the 4-10 years group is statistically significant (-1.071, .007*), which means the average rating for “state funding of teacher education will encourage people to go into the teaching profession” of
16 years+ group (3.40) is lower compared to the average of the 4-10 years teaching experience group (4.47).

In summary, teachers with 16 years+ group on average rate lower than teacher with 3 years (and less) and 4-10 years groups (on rating for "state funding of teacher education will encourage people to go into the teaching profession"). But there is no difference in terms of the average rating for teachers with 3 years (and less) and 4-10 years group.

**Table 37**

**The Effect of Academic/Professional Qualification on "State Funding or Subsidy is Needed for Teacher Education Affordability"**

<table>
<thead>
<tr>
<th>Variable</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>The state funding or subsidy is needed for teacher education affordability</td>
<td>3.699</td>
<td>1</td>
<td>3.699</td>
<td>5.275</td>
<td>.023</td>
</tr>
</tbody>
</table>

This one-way ANOVA describes the influence of the main effect of Academic/Professional Qualification on teachers' rating of research question1 questionnaire item "The state funding or subsidy is needed for teacher education affordability." The main effect of academic/professional qualification on "The state funding or subsidy is needed for teacher education affordability" is significant between the group (F=5.275, df=1, p < .023).
The descriptive statistics (see Table 38) show that the teachers with Bachelors degrees (M=4.43) agree more that their level of training/qualification is adequate for teaching job than teachers with National certificate of Education (M=4.11). This is not surprising because the more trained a teacher is, the more confident the teacher may feel.

<table>
<thead>
<tr>
<th>Academic qualification</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Certificate of Education</td>
<td>4.11</td>
<td>1.073</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>4.43</td>
<td>.824</td>
</tr>
<tr>
<td>Total</td>
<td>4.30</td>
<td>.849</td>
</tr>
</tbody>
</table>

Table 39

The federal and state government have established educational resource centers and educational funds to support teachers training.

<table>
<thead>
<tr>
<th>Variable</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>The federal and state government have established educational resource centers and educational funds to support teachers training</td>
<td>6.062</td>
<td>1</td>
<td>6.062</td>
<td>5.484</td>
<td>.021</td>
</tr>
</tbody>
</table>
The ANOVA (Table 39) shows the influence of the main effect of academic/professional qualification on teachers' rating of research question 1 questionnaire item "The federal and state government established educational resource centers and educational funds to support teachers training" between teachers in two academic qualification groups. The influence of the main effect of academic/professional qualification on "The federal and state government established educational resource centers and educational funds to support teachers training" is significant ($F=5.484$, $df=1$, $p \leq .021$).

**Table 40**

<table>
<thead>
<tr>
<th>Academic qualification</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Certificate of Ed.</td>
<td>2.89</td>
<td>1.082</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>3.30</td>
<td>1.030</td>
</tr>
<tr>
<td>Total</td>
<td>3.13</td>
<td>1.067</td>
</tr>
</tbody>
</table>

The descriptive statistics (Table 40) show that the teachers with Bachelors degree ($M=3.30$) agree more that their level of training/qualification is enough for teaching job than teachers with National certificate of Education ($M=2.89$).
Chapter V
SUMMARY, CONCLUSION AND RECOMMENDATIONS

The final chapter summarizes the study findings in connection with the literature and discusses the result of the study, and concludes with recommendations for policy, practice and future research.

This study examined whether the funding of teacher education by Imo state government could be a catalyst for achieving Universal Basic Education (UBE) in the state. The training of required professional teachers for the purpose of meeting the teaching needs of the Universal Basic Education (UBE) is critical to the attainment of the goals of UBE in Nigeria in general and Imo state of Nigeria in particular. It is also in line with the global goal of Education for All by the year 2015. The study started by restating the global recognition of education as a human right and the commitment to education for all by the year 2015. The agendum explains why the Nigerian government launched UBE as a means of giving her citizenry the required basic education in line with the global agenda.

The study reviewed relevant literature which focused on the history of financing basic education in Nigeria in general and the present situation of funding the provisions of UBE in Nigeria. This helped to put the study into perspective with regard to financing education in general and teacher education in Imo state in particular. It was necessarily done this way due to a lack of literature on financing basic education and teacher education in Imo state.

The researcher selected 15 schools each from Owerri, Orlu, and Okigwe geopolitical zones that make up Imo state from which a sample of 153 teachers who
participated in this research were recruited. Okigwe and Orlu geo-political zones produced 50 teachers each, while Owerri zone produced 53 teachers. The selection of the schools was carried out by a multistage systematic sampling technique. This is for the purpose of obtaining a sample that is representative of the population of both urban and rural settings of the three geo-political zones of the state. The researcher designed and administered an instrument—"Teacher Education Funding Questionnaire" to the teachers who participated in the research after complying with appropriate Institutional Review Board procedures for carrying out research with human subjects. The data analyses involved the use of frequencies, percentages, means, analysis of variance, and Post Hoc analyses. The analyzed feedbacks from the respondents, as well as findings from literature review were instrumental to the conclusions reached in this study.

Conclusions

There are three research questions that guided the study. These research questions are discussed here in connection with the results of the study and the reviewed literature.

The first research question examined to what extent teachers in Imo state feel adequately prepared for their profession. The major finding from this research question is that the teachers who participated in the research believe that they are adequately prepared for their profession. They agreed that their training was aligned to UBE objectives, and that their training makes them effective in instructional competencies and classroom management. The Analysis of Variance (ANOVA) of the main effect of teaching experience on the teachers' response to this research question and the follow up Post Hoc was made. It showed a significant difference in the way different categories of teachers with different teaching experiences agreed that their schools have enough
teachers with minimum qualification of National Certificate in Education (NCE—a 3 year post-secondary course that is offered by all Colleges of Education in Nigeria, some polytechnics and the National Teachers’ Institute). This is the minimum qualification for primary school teachers in Nigeria. This agreement suggests that teachers are adequately prepared for their profession. The teachers are qualified based on the standard that UBE teachers should meet. The schools have enough teachers with this minimum qualification that is demanded to teach in the schools. The result of the ANOVA was significant for the belief of teachers in both urban and rural settings that the level of their training/qualification is enough for the teaching job (in terms of the minimum qualification for becoming in the primary schools). While some have the Nigerian Certificate in Education, others have a bachelor’s degree. This probably gave them the confidence to feel adequately prepared for their profession. The research result therefore tends to suggest that majority of the teachers in Imo state are adequately prepared for their job which is accomplishing the objectives of UBE.

This result is heartwarming for Imo state especially when one looks at the report of Federal Ministry of Education (2003), which stated that half of the UBE teachers in Nigeria had less than the qualification required to teach basic education in 2002. The result is also an improvement for Imo state with regard to the Global Monitoring Report (2008). The Country profile stated that out of the 575,068 primary school teachers in Nigeria, 282,000 are unqualified or under-qualified.

However, the respondents indicated the need for further training of teachers. This finding corroborates the earlier research findings of policy makers, educationists and theorists in the reviewed literature (Ayo, 2004; Ololube, 2006; Rebore, 2007; Zambo &
Zambo, 2008). The challenge of enhancing Universal Basic Education entails equipping teachers with needed expertise, effective teaching practices, an understanding technology, and the ability to collaborate with their colleagues, parents, and members of the community where they teach. These will help boost their level of confidence and efficiency on the job. Teachers must be well trained because limited academic knowledge will hurt the UBE in many ways: shoddy quality, poor service, and costly mistakes (Bolman & Deal, 2003). If teachers are not well trained, the UBE program will not be well accomplished and students will be hurt. Inadequately prepared teachers render poor service, make costly mistakes, and render services which are short of quality (Bolman & Deal, 2003; UNESCO, 2005). Research shows that the quality of teachers, in terms of pedagogical and subject matter knowledge, is related to improvements in student performance (Hammond, 2000; Interstate New Teacher Assessment and Support Consortium, 1995). Teachers should be able to understand and relate subject matter to students. They are to adopt teaching strategies which are responsive to different learners. They are to employ diverse instructional strategies and proper assessment tools to measure student development (Hammond, 2000; Interstate New Teacher Assessment and Support Consortium, 1995). The teacher must be resourceful especially in Nigeria in general and Imo state in particular where learning infrastructures and facilities are grossly inadequate and teachers facilitate learning. The teachers are like the hub around which the wheel of educational system rotates. “It becomes apparent that teacher training is vital to the success of modern day educational system. Rapidly changing techniques and technology in teaching require that teachers possess the right knowledge, skills, and abilities to cope with these new trends” (Ololube, 2006).
The increasingly complex demands of education point to the importance of further staff development because no matter how comprehensive the pre-service training received by the teacher, such training would suffer from deficiency occasioned by the demand of social change. The social change challenges facing UBE today include but are not limited to the following: upgrading Information and Communication Technology skills; integrating curriculum and technology in teaching; mediating curriculum change and reform; mastering new curriculum challenges such as education for democracy, HIV/AIDS challenges, and environmental education; learning new teaching practices; the need for change from teacher centered to student-centered teaching; and achieving both gender parity and universal basic education by 2015 (Creed, 2001). Thus, there is always need for teacher knowledge and skill update. In-service training and professional development programs sustain the knowledge and skills of teachers and prepare them for the modern realities of their job. All these are supported by the reviewed literature: Ayo (2004), Oiolube (2006), Rebore (2007), Zambo and Zambo (2008). Although the UBE policy provided for continuing/in-service education of teachers, most of the provisions made for continuing/in-service education are not being implemented. The conviction of teachers that they need further training is in order just as training and retraining of workers happens in every organization. Unless the teachers are retrained, the pre-service training acquired may become obsolete and incapable to standing the test of time (Ayo, 2004). Provision of renewal facilities becomes of utmost necessity in this era of Universal Basic Education, otherwise teachers will deliver the message of UBE in ruts (Ayo, 2004).

The second research question seeks to determine the extent teachers in Imo state are able to finance their initial and continuing education. The respondents believe that
teachers are unable to pay the cost for their initial education and continued training by themselves. They submitted that the cost of teacher education is not very affordable for people seeking to enter the teaching profession. The research results show that teachers rely on their parents and family to take care of both their tuition and cost of their books, supplies, boarding, and user fees during their teacher training or university education. They also believe that affordability affects completion rate in teacher training institutions. The system of parents of teachers alone paying for training poses problems in terms of producing the needed teachers for UBE. There is no persistent problem today in Nigeria as a whole and Imo State in particular as the one relating to the training of competent teachers who directly and indirectly are bound to influence the quality and quantity of their services (Olakulehi, 2007).

The incapacity of teachers to pay for their training was attested to by educationists and researchers. Most provisions made for continuing/in-service education of Universal Basic Education teachers, which the government should fund, are not implemented. Teachers are made to pay through their nose to take part in the National Teachers Institute upgrade program for grade II and NCE teachers. Primary school teachers reported they never attended refresher programs in any form due to financial difficulties (Ayo, 2004; 2002). UNESCO (2001) reported that financial difficulties led to dropout of student teachers from the National Teachers Institute.

of 5,167 students completing in 1999, 2,872 passed the examination at a unit cost of US $203 while the other 2,295 graduated, after retakes, at a unit cost of US $259. This produces an average cost per graduate of US $228 which includes loss.

The Global Campaign for Education, (2006) observation that the cost of professional development through further study are borne by teachers even where such study is a requirement for upgrading the minimum qualification required to teach holds true for teachers in Nigeria in general and Imo state in particular. As critical elements in the educative process, good teachers are known to produce good students (Mohammed, 2006). Their services are affected broadly by their training and professional development (Robinson & Latchem, 2003). Although the benefits of continuing education of teachers are well known, a lot of teachers in Imo never have the opportunity to improve their knowledge of subject matter and skill for effective UBE (Mohammed, 2006).

The third research question sought to determine what effect state funding of teacher education would have on the implementation of UBE objectives in Imo State. The teachers believe that UBE cannot be successfully implemented without state funding for teacher education and funding for professional development and in-service training for teachers. With state funding of teacher education people will be encouraged to go into the teaching profession and teachers will be prepared for the implementation of UBE objectives in Imo State. State funding or subsidy is needed for teacher education affordability as no nation develops beyond the quality of the educational system of that nation of which the quality of the teachers is at the center. No matter how nice UBE policy is on paper, a weak teaching force will render the policy ineffective. There is a
general public negative perception of the social status of teachers, the environment in which they work, the lack of regular promotion, and irregular salaries paid to them (Ogiegbaen & Uwameiye, 2005). A lot of people will not seek to enter the teaching profession based on the situation of teachers (Ogiegbaen & Uwameiye, 2005). Funding teacher education becomes an incentive and a motivation to attract more people into the teaching profession. This is because motivation initiates, sustains, and directs behavior toward a goal (Ogiegbaen & Uwameiye, 2005).

These findings corroborate other literature which was reviewed: Igbuzor (2006), Keynes (1971), Smith (1976, 1977) World Bank, (2005). According to economic philosophers; Marx (1963), Keynes (1971), and Smith (1976, 1977) education should be state controlled and financed. Education must be supported by resources from the affluent private economy since it is vital for technical and human advancement. Funding is central to the overall development of education as no educational program can be successful in the face of inadequate funding. (Friedman, 1980; Galbraith, 1984; Ukoh-Aviomoh, Okoh, & Omatseye, 2007). Financial resource is an important factor for the achievement of educational goals. The cost of achieving educational goals and the resources to secure them are likely to have a decisive influence on whether or not Education for All can be achieved (Adesina, 1981; UNESCO, 2002). But where the budgets for education and continuing professional development are often small, rarely allocated, and inadequate where available or misused, not even a miracle can save the UBE policy from failure. Educational systems are under-resourced for the challenge of allowing the teachers in schools to leave their job for training or upgrading of their academic status (Anamuah-Mensah & Erinosho; Mohammed, 2006, n.d.). The Global Campaign for Education
(2006) indicated that the cost of professional development through further study are borne by teachers even where such study is a requirement for upgrading the minimum qualification required to teach. This holds true for teachers in Nigeria in general and Imo state in particular. Inadequate financing of education by government of Imo state militates against the progress of teacher education and this gives signals of a very remote possibility of professionalism. Research has stressed the need for opportunities to improve the knowledge of subject matter they teach and the skills learned in the pre-service (Mohammed, 2006, p.4).

This is based on the recognition of the fact that we live in a rapidly changing world such that whatever knowledge and skills teachers acquired in their pre-service training becomes stale very fast as new challenges and realities emerge in the socio-economic and political environments. Indeed in countries such as Singapore, every teacher is required to submit himself/herself to 100 hours of retraining every year.

In a fast changing world of today, teachers need training and retraining regularly to avoid obsolete knowledge bases (Uko-Avimoh et-al, 2007). The societal expectation of education is enormous and new goals to be achieved are continuously being set. According to Mohammed, (2006, p.3)

...universal basic education by 2015; lifelong learning; life skills education; HIV/AIDS education; competency in the use of ICT. As key agents in these changes, teachers face high expectation, new
roles and demands. They need skills, knowledge and new roles which they can get through CPD.

Therefore funding of continued education and professional education is an important ingredient in the era of Universal Basic Education to retrain teachers, to improve their skills, and to motivate them. Robinson and Latchem (2003) noted that research has suggests a five stage process to becoming a teacher from a novice to advanced beginner, competent performer, proficient performer, and expert teacher. The journey from a novice teacher to an expert is only possible, facilitated, and made less stressful by continued education and professional development (Mohammed, 2006). Teacher efficacy is energized by professional development which creates more confident teachers (Ross & Bruce, 2007).

**Recommendations for Policy and Practice**

The results of this research suggest that teachers in Imo state feel adequately prepared for their profession. But they are not able to finance their initial and continuing education without the help of their parents and family. More importantly, the research suggests that state funding of teacher education will affect the implementation UBE objectives in Imo State in a very positive manner. In other words the result suggests that funding teacher education could be a catalyst for achieving Universal Basic Education. Based on these findings and with the consideration of the body of literature that this research is aligned to in terms of financing both teacher education and other needs that must be funded for the enhancement of free/compulsory Universal Basic Education the researcher cannot but make recommendations. The recommendations are meant to be working tools for stakeholders and policy makers for improved Universal Basic
Education in Nigeria in general and Imo state in. The recommendations are expected to help in framing and reframing UBE policies in a way to finance and facilitate the training of teachers for the purpose of reaching the goal of education for all by the year 2015. In making these recommendations, the researcher took into consideration the fact that Imo state has the resources that can be harnessed to implement them as can be seen from the Official Website of the Imo state of Nigeria (2010).

As each state in the federal republic of Nigeria strives to implement the Universal Basic Education, the government of Imo state of Nigeria should consider and invest in teacher initial and ongoing education. This would be part of the means to the goal of Universal Basic Education for her indigenes. The target of ongoing education funding should be more of the teachers with a National Certificate on Education who indicated in the research their need for more training. This is an urgent necessity. When the state invests in teacher education, the teachers are empowered to implement Universal Basic Education appropriately. Such investment could be in the form of scholarships, loans, study leave with pay, and credit. A highly qualified work force produces a wonderful result that benefits the state and her people. Much planning is needed, from making the policy decision to the means of its implementation.

The Imo state government should consider giving scholarships to people who are willing to go into the teaching profession but come from families who cannot pay the cost of their training. Modalities and procedures for such scholarships should be worked out so that indigent but intelligent and interested would-be teachers are assisted. Access to such funds should be made possible through the local governments as well as set modalities for benefiting from it.
The state should consider subsidizing and equipping Colleges of Education. Graduate teachers from these colleges should be made to make a contract to teach for some determined years proportionate or equivalent to what is invested in their education (Omokhoje, 2008). This will be modeled like the National Youth Service where graduates of Universities in Nigeria serve the nation for 1 year before they can seek employment. This is a way of giving back to the system that helped to train the teachers. According to organizational theorists, investing much in human resource especially those who provide core services (teacher force), would help the state to remain focused in the goal of UBE. This reflects the human resource frame's core assumption by viewing the workforce as an investment rather than a cost and to align individual and organizational needs. Pfeffer (1998) and Waterman (1994) argue that a pervasive characteristic of high-performing companies is doing a better job of understanding and responding to the needs of both employees and customers.

Credit loan facility would be of immense help to people who are interested in going into the teaching profession and the ongoing education of the teacher group that indicated their need for further training in the study. Let the Imo state government arrange with the banks to guarantee soft loans (minimal interest) for people who are going into teacher education but need total or partial financial help to pay for their education. Such loans would be paid back after their education when the teachers are employed. This would take a lot of the immediate financial burden off the neck of the teachers, their parents, and families.

For too long, the government has shown a nonchalant attitude towards the continued education of teachers of Universal Basic Education. Opportunities for ongoing
education and professional development therefore should be maximized by Imo state government. Teachers, especially those with National Certificate on Education, should be allowed to have study leave with pay with ease which will enable them to upgrade their qualification. Teachers will not embark on study leave when they are afraid of losing the positions through which they earn a living and support their families. According to McGregor’s (1960, p.61) Theory Y proposition, “the essential task of management is to arrange organizational conditions so the people can achieve their own goals best by directing their efforts toward organizational rewards.”

The Imo state government in coalition with the federal government should as a matter of urgency provide funding for workshops and seminars that are oriented towards the professional development of teachers. Although the Nigerian Federal Ministry of Education (NFME) has policy provision for such continued education, the implementation is hampered by funding. Even where such continued education is available, teachers are made to pay for it from their pockets in order to participate (Ayo, 2004).

The Imo state government should take the lead among the states in Nigeria to establish academic allowances for UBE teachers to cover the cost of subscribing to books and academic journals, and web-based materials which would enhance their knowledge and output. School headmasters should be able to supervise the supply of these materials with funds provided by the government. This will boost the morale of teachers, motivate them, empower them, and increase their efficiency (Ayo, 2004). Organizational theorists hold that if you recognize what drives people and fulfill them, you could move them in a different way than you would have done otherwise. When the teachers are well
motivated, they will move in the direction we desire: the direction achievement of Universal Basic Education. Already, a negative image of teachers has been formed by the Nigerian society. They are seen as unhappy, wretched, poor, and their profession boring (Omokhodion, 2008).

The funding of teacher education should not be an all government affair alone. The Imo state government should involve the private sector within the state. This could be through the establishment of a teacher education endowment fund. Appeals can be made to philanthropists to contribute to such a fund (Onuka, 2002).

As a means to encouraging private participation in funding of education, the government would have to openly accept bitter fact that the brunt of financing the system cannot be totally borne by it. Therefore, the first move would be to identify and recognize the wide range of non-governmental organizations like large religious bodies, village development associations, social philanthropic organizations as well as eminent individuals. In doing this, government should know that social and political as well as cultural interests and motives of the individuals and groups cannot be played down upon or neglected. In addition to this, private corporate bodies should also be encouraged to make education one of the social services that should be provided to their communities (Ajayi, & Adeshina, 1998, p 68)

The citizens of Imo state and beyond should be encouraged to donate to the endowment fund (Onuka, 2002). To win the trust and encourage donors to the fund, the state
government should establish a teacher education fund audit and management commission to source and monitor the funds and their use (Onuka, 2002).

The government of Imo state should consider the introduction of a special tax on liquors and cigarettes to fund teacher education. Mechanisms should be established to make sure that such taxes are not embezzled or misallocated (Akeinyemi, et. al., 2010).

Putting new policies into place to respond to funding teacher requires the combined efforts of government at state and local levels in Imo state. It involves the identification of resources to support the policies. It involves the input of stakeholders in education in Imo state. To reach this policy goal and its implementation, the state government as the overseer must ensure that all hands are on deck to reach the desired goal. Government, private economy, parents, organizations, non-government organizations, parents, and individual should be stakeholders who cooperatively work together for the realization of these objectives. Strategic planning and implementation are very important to the success of UBE in general and financing of teacher education in particular in the state of Imo. “Cases of inadequate supply of teachers which contribute to the failure of the 1976 UPE should be avoided at all cost, through proper planning” (Jekayinla, 2007, p.78).

Recommendation for Future Research

The following recommendations are also suggested for future research.

This study focused on funding teacher education as a means to enhancing Universal Basic Education. There are other variables that need to be addressed in order to enhance the Universal Basic Education in Imo state. Research is necessary to address variables such as infrastructural and teaching facilities needs and services, information and
Since this study was conducted with primary school teachers, a replicate study with all teachers of Universal Basic Education in Imo state in the junior secondary schools should be carried out to see if the result are different.

A replicate study with a larger pool of teachers of Universal Basic Education both in the primary and junior secondary school in Imo state should be carried out to see whether the research involving the entire state UBE teaching body would produce a different result. It is also important to replicate the research on funding teacher education, comparing different states in Nigeria to see what the national picture looks like as compared to Imo state.

This study was conducted using quantitative research method. A Qualitative research that interview teachers of Universal Basic Education could be done to establish whether funding teacher education can enhance Universal Basic Education.

An international dimension can be added to this research through a comparative study with neighboring countries of Nigeria and beyond. This would show the progress of other countries as compared to Nigeria in general and Imo state in particular in terms of funding teacher education.
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*World Declaration on Education For all* (1990)


APPENDICES

Appendix A: Teacher Education Research Questionnaire

PART A

Beside each of the statements presented below, please indicate with a checkmark on the line provided your opinion or whether you Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), or Undecided (U).

1. My training is aligned to Universal Basic Education objectives.
   □ SA □ A □ D □ SD □ U

2. Teachers with professional qualification are better equipped for Universal Basic Education.
   □ SA □ A □ D □ SD □ U

3. My level of training makes me effective in instructional competencies and classroom management.
   □ SA □ A □ D □ SD □ U

4. My educational training enhanced my teaching practices.
   □ SA □ A □ D □ SD □ U

5. I believe my level of training/qualification is not enough for my teaching job.
   □ SA □ A □ D □ SD □ U

6. I need further training to enhance my teaching ability.
   □ SA □ A □ D □ SD □ U

7. My school conducts staff development for the teachers.
   □ SA □ A □ D □ SD □ U

Please check what applies:
8. The cost of my teacher training tuition was borne by:
   - [ ] Myself
   - [ ] Parents & family
   - [ ] Scholarship
   - [ ] Study/leave with pay
   - [ ] Government financial aid
   - [ ] Loan
   - [ ] Other

9. The cost of my books, supplies, boarding and user fees during my teacher training or University was borne by:
   - [ ] Myself
   - [ ] Parents & family
   - [ ] Scholarship
   - [ ] Study/leave with pay
   - [ ] Government financial aid
   - [ ] Loan
   - [ ] Other

10. Teachers are able to pay the cost for initial education and training by themselves.

11. Teachers are able to finance their continuing education.

12. I believe that the cost of teacher education is very affordable for people seeking to enter the teaching profession.

13. My school has enough teachers with the minimum qualification of National Certification of Education for Universal Basic Education

14. I believe that affordability affects completion rate in teacher training institutions.

15. My school has large enrollment

16. The state have been funding staff development regularly
17. The state funding or subsidy is needed for teacher education affordability

18. The state funding of teacher education will encourage people to go into the teaching profession.

19. State funding of teacher training is the remedy for short supply of qualified teachers

20. Government funding of continued teacher education is the remedy for unqualified supplementary teachers to update and become qualified.

21. Universal Basic Education cannot rise above the level of its teachers without funding for teacher initiation education.

22. Universal Basic Education cannot rise above the level of its teachers without funding for professional development and in-service training for teachers.

23. State and Local governments have funded and established teachers' Resource Centre where teachers develop and test teaching materials.

24. The Federal and state government established Educational Resource Centers and educational funds to support teachers training.

25. State funding of teacher education in Imo state can provide needed teachers for the implementation UBE objectives in Imo State.

PART B
Please check what applies:

25. Gender: □ Male □ Female

26. Teaching Experience:

□ 0-5 years □ 6-10 years
□ 11-15 years □ 16 years+

27. How long have you taught in your current school
☐ 0-3 years  ☐ 4-10 years
☐ 11-15 years  ☐ 16 years+

28. Current grade level being taught:

☐ 1-3  ☐ 4-6

29. Academic/Professional Qualification:

☐ High school/Teacher Training College
☐ National Certification of Education
☐ Bachelors Degree

30. Location of the school where you teach

☐ Urban area
☐ Rural area
Appendix B: Letters of Request for Research Permit

28th September, 2009.

The Permanent Secretary,
Ministry of Education,
Owerri- Imo State, Nigeria.

Dear Sir/Madam,

Permission to Conduct Research with Selected Primary School Teachers in Imo State

I wish to seek your permission to conduct a doctoral research with selected primary schools teachers in Imo state. I am an indigene of Ikeduru L.G.A and a doctoral candidate in the department of Educational leadership, management and policy at Seton Hall University in the United States of America.

I am researching on "Financing teacher education: a catalyst for enhancing the Universal Basic Education in Imo State of Nigeria." Since Nigeria is committed to be part of the global goal of education for all by the year 2015 through the implementation of Universal Basic Education, the teacher plays a central role in the actualization of this goal and their training should be of great importance to stakeholders in Education.

I am therefore seeking your assistance by way of written permission to conduct this study with selected primary teachers who will fill out a questionnaire prepared for this purpose. The information obtained from the questionnaire will be used as a group data, in order to maintain confidentiality of the teachers and schools and solely for the purpose of completing the research.

Should there be need for further information please contact me with this number +1-201-600-8192 (Email: okoromartin@yahoo.com) or my mentor Dr. Elaine Walker with the above address or phone +1-973-275-2307, (Email: elaine.walker@shu.edu)

Thanks in advance for your consideration of this request.

Sincerely,
Rev. Fr. Martin Okoro

28th September, 2009.

The Principal,

Dear Sir/Madam,

Permission to Conduct Research with Selected Primary School Teachers in Imo State

I wish to seek your permission to conduct a doctoral research with selected primary schools teachers in Imo state. I am an indigene of Ikeduru L.G.A and a doctoral candidate in the department of Educational leadership, management and policy at Seton Hall University in the United States of America.

I am researching on “Financing teacher education: a catalyst for enhancing the Universal Basic Education in Imo State of Nigeria.” Since Nigeria is committed to be part of the global goal of education for all by the year 2015 through the implementation of Universal Basic Education, the teacher plays a central role in the actualization of this goal and their training should be of great importance to stakeholders in Education.

I am therefore seeking your assistance by way of written permission to conduct this study with teachers in your school who will fill out a questionnaire prepared for this purpose. The information obtained from the questionnaire will be used as a group data, in order to maintain confidentiality of the teachers and schools and solely for the purpose of completing the research.

Should there be need for further information please contact me with this number +1-201-600-8192 (Email: okoromartin@yahoo.com) or my mentor Dr. Elaine Walker with the above address or phone +1-973-275-2307, (Email: elaine.walker@shu.edu)

Thanks in advance for your consideration of this request.

Sincerely,

Rev. Fr. Martin Okoro
Appendix C: Letter of Solicitation of teachers

Dear teacher,

1. Researcher's Affiliation

As a doctoral candidate in the College of Education and Human Services, Department of Educational Leadership, Management and Policy at Seton Hall University in the United States of America, I am conducting a doctoral research on “Financing teacher education: a catalyst for enhancing the Universal Basic Education (UBE) in Imo State of Nigeria” as part of the requirements for the degree of Doctor of Education.

2. Purpose of the Research Study

The purpose of this research study is to inquire whether financial support for teacher initial and continued education can enhance the successful implementation of the Universal Basic Education (UBE) in Imo State. This study is timely as it will address the recent concern that the number and quality of teachers needed to successfully implement the UBE has not been trained by the government. It also addresses the troubling revelation about the shortage of teachers and unqualified teachers employed to teach in the schools, which raises doubts about the attainability of UBE program.

3. Duration of the Participation in research

The research is a survey research and your assistance as a teacher is being sought in conducting this research by way of answering the questionnaire meant for this purpose that will take about thirty minutes of your time. The survey questions will focus on your perceptions and beliefs concerning the funding of teacher education as a catalyst for achieving UBE in Imo state.

4. Research Participation Procedures
If you freely choose to pick up this letter of solicitation with the questionnaire attached, you can return at your own convenient and comfortable time, before, during or after school within two weeks with the competed survey and deposit it in the drop box provided and kept in the same classroom meeting place.

The questionnaire “TEACHER EDUCATION FUNDING RESEARCH QUESTIONNAIRE” is prepared in such a way to let you indicate with a checkmark on the boxes provided your opinion, whether you Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), or Undecided (U) about the statements contained in it. For example:

I believe my level of training/qualification is not enough for my teaching job. ☐ SA ☐ A ☐ D ☐ SD ☐ U

Some questions require only checking what applies. For example:

The cost of my books, supplies, boarding and user fees during my teacher training or University was borne by

☐ Myself
☐ Parents & family
☐ Scholarship
☐ Study/leave with pay
☐ Government financial aid
☐ Loan
☐ Other

5. Voluntary Nature of Participation

Your participation in the survey is voluntary and if you wish to discontinue participation at any time you are free to do so. Your decision to participate in this survey should not be influenced by peer pressure.

6. Anonymity

Your participation is anonymous. You are required not to put your name down on the questionnaire. Since this is an anonymous survey, there will not be any coding or tracking of the surveys or participants. The researcher alone will have access to the completed surveys. Data analysis will be facilitated through the use of the
Statistical Package for Social Science (SPSS, 15.0). The data will be input by the researcher.

7. Confidentiality

The original surveys and the output will be stored in a locked drawer in my office. Any electronic copies of the data input and output will be stored on a USB memory device in a safe place in my house in the United States where this research will be completed which is located outside the geographic environment of the teachers who participate in this study. All information obtained from the questionnaire will be used as a group data, in order to maintain confidentiality and anonymity of the teachers. And they are to be used solely for the purpose of completing the research.

In case of any questions, concerns or need for further information before, during and after the survey please contact me with this numbers 08036638928 or +201-659-0369 or email: okoromartin@yahoo.com. My mentor Dr. Elaine Walker can be contacted at +1-973-275-2307 or at walkerel@shu.edu. The Department Chair, Michael Osnato, can be contacted at 973-761-9397 or at osnatomi@shu.edu.
Additionally, questions regarding participants’ treatment or rights can be directed to the Office of the Institutional Review Board at Seton Hall University at 973-313-6314 or irb@shu.edu. The campus address is Presidents Hall, 3rd Floor; 400 South Orange Avenue, South Orange, NJ 07079.

Thanks for your anticipated assistance.

Sincerely,

Rev. Fr. Martin Okoro