



Teachers, Capacity Building and Instructional Resources and Implementation of Universal Basic Education in Nigeria

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Abstract

This study aims to examine the import of teacher, capacity building programme and instructional resources in the implementation of Universal Basic Education in Nigeria. The paper is a position paper that depends on existing literature (secondary data such online publication and print resources). The paper concluded that teacher, capacity building and instructional resources are very vital for the effective implementation of Universal Basic Education in Nigeria. The paper noted that the roles of the teachers, capacity building programme and instructional resources in the implementation of the Universal basic Education cannot be underestimated. Based on the findings, the paper recommends that the government through the universal basic education commission should ensure employment of adequate teachers, supply of adequate instructional resources and ensure effective capacity building programme for the teachers by increasing the allocation for the capacity building.

INTRODUCTION

Basic education is compulsory and free for all Nigerian children. The starting age is six and its duration is six years for the primary school's section and three years duration for the junior secondary school. The following subjects are taken in the basic school; mathematics program, English program, religious knowledge program, basic science program, and technology program, and students will choose one out of the three major Nigerian languages (Hausa, Igbo, and Yoruba). The objectives of basic education in Nigeria include functional literacy and numeracy, develop the ability to communicate effectively, and enhance positive attitudes towards cooperation, work, community, national development, and continuous learning. In Nigeria, children are expected to have a continuous, uninterrupted stretch of education for nine years from primary school to the third year of the junior secondary school.

Basic education according to Okedara (2001), is equivalent to primary education. It is the first pillar of formal education in the educational system of any nation. Scholars have referred to basic education as compulsory education (for the child) which is supposed to be pre-requisites for social, economic and political development of the people in the society anywhere.

Basic education is the foundation on which other levels of education are built on. It can also be referred to as the fundamental education which provides new skills, knowledge as well as attitudes to the people to function well in the environment in which they find live.

Universal Basic Education allows the following categories of learners to benefit from services provided by basic educational institutions in hierarchical order: - Childhood Care Development or Preschool/Nursery/kindergarten, Primary Education, Junior Secondary Education and non-formal Education such as Fishermen and Normadic education sub-programmes. UBE is a nine-year educational intervention programme by the Federal Government of Nigeria. It was designed to eradicate illiteracy, ignorance and poverty to stimulate and accelerate national development, political consciousness and national integration (Omotayo, in Egbebi, 2024). The programme is expected to serve the lifelong learning tendencies of all children, and even some adult learners. It is concerned with not only young children but also adolescents and adults who do not have ample opportunity for formal education (Egbebi & Harbau, 2019). It aimed at widening access to basic education and improving the quality of its provision through equal access, equity and fair play for every learner. From the above, Universal Basic Education can be defined in the paper as an educational programme implemented by different countries to increase access to basic education and reduce illiteracy globally via provision compulsory basic education and provision of free instructional learning materials. Universal Basic Education is a public education meant to include early childhood care and education, the nine years of formal schooling, adult literacy and non-formal education, skills acquisition programmes and the education of special groups such as nomads and migrants, girlchild and women, almajiri, street children and disabled groups and compulsory and free learning materials are provided by the government.

Universal basic education is designed to be implemented with some component such as employment of adequate professional teachers, capacity building programme and instructional resources. It is noted that in the design and delivery of the UBE programme, great attention is expected to be placed on bringing about lasting solutions to issues of quality educational service delivery through effective and efficient instructional management strategies during the implementation of the UBE curriculum. Teacher preparation is expected to include minimum standards in Colleges of Education; and Faculties of Education of Universities, who are in charge of training of teachers (Omotayo, in Egbebi 2024). Provision of instructional resources as stipulated by the ACT 2004 and provision of capacity building programme. This paper is aimed to examine the impact of teachers, capacity building and instructional resources and implementation of Universal Basic Education in Nigeria

LITERATURE REVIEW

Teacher

Teachers were fully involved with class management, disciplinary interventions, cleanliness of the school environment, dormitories as well as classrooms. Teachers spent time and took pain in preparing and delivering of lessons; had full control of both the students and the school in terms of school discipline. Teachers then had mastery of subjects, exhibited high intellectual ability, were broadminded and imaginative as well as were open to experience, sympathetic and hard working. Teachers were seen to be serious with their job particularly the manner in which they carried out their classroom teaching, provided regular assignment, kept students' performance records, administered examinations under strict supervision, this

made teaching profession an enviable one. Although remuneration was minimal and teaching facilities inadequate, teachers went about their responsibilities with diligence, excitement and very active in community service delivery (Bassey, Nonso Bisong, Isangedighi & Ubi, 2011). Reflecting on the importance of the role of the teacher in school goal attainment, Hondenfield & Stinnet (1992) observed that the teacher's role is very vital in sharpening the life and quality of marketable skills development of the individual needed to stimulate and sustain the economic activities of the nation.

A teacher is a person who helps others to acquire knowledge, competences or values. Teacher is a designation for the office, position, and profession for someone who devotes himself in the field of education through patterned educational interaction, formal and systematic. Ogunode (2021) noted that teachers have the ability to shape leaders of the future in the best way for society to build positive and inspired future generations and therefore design society, both on a local and global scale. In reality, teachers have the most important job in the world. Those who have an impact on the children of society have the power to change lives. Ogunode (2021); and Olowonefa and Ogunode (2021) observed that teachers are fundamental to the effective delivery of the teaching programme in educational institutions. The teachers' place in educational institutions cannot be replaced. The teacher plans the lesson, organizes the instructional resources and delivers the lesson. The teachers ensure the students learn the right knowledge and skills through the process of teaching and learning. Teachers are found in all educational institutions. From the above, teacher in this paper is teacher, also called an instructor is a person is a professional and certified to helps students to acquire knowledge, competence, or virtue, via the practice of teaching in the school system. The roles of a professional include teaching and implementing the school curriculum and extra-curriculum. Teacher in the schools have the responsibilities of instruction teaching the curriculum. Teacher is a professional and certified to teach a particular subject or subjects in the school. The duties of a professional teachers majorly is implementation of school curriculum. The professional teacher also have a duty to inspire, motivate and encourage students to learn. A professional teacher will be expected to deliver lessons on a variety of different subjects such as English, maths and science.

Capacity Building

Teacher capacity development programme or capacity building refers to the development programmes designed to enhance teacher capability, aptitudes and abilities. The term capacity building or teacher development refers to teacher training or teacher education. Teacher training is used interchangeably with teacher education and teacher development (Unwanede, & Egim, 2023). The national policy on education (FGN 2004, revised), defined the goals of teacher education or teacher preparation as follows: 1. to produced highly motivated, conscientious and efficient classroom teacher for all levels of education system; 2. encourage further the spirit of enquiry and creativity in teachers; 3. help teachers fit into social life of the community and the society at large and enhance their commitment to national goal; 4. Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations and enhance teachers' commitment to the teaching profession.

Capacity building is the process of enhancing an individual or organization's capacity to improve their performance to achieve a certain outcome. It basically involves providing the necessary resources and training to individuals or organizations so that they can increase their efficiency and effectiveness (Ibrahim, Junaidu, Muhammad, & Isah, 2023). Maxwell (2024) described capacity building as systematic process of developing and strengthening the skills,

knowledge, resources, and capabilities of individuals, organisations, or communities to achieve their goals and objectives. It involves activities aimed at addressing challenges, improving performance, and adapting to changing circumstances, ensuring effective goal achievement. Capacity building empowers individuals, groups, and organizations to enhance performance, capabilities, and resources for effective problem solving and decision-making, addressing systemic issues, human resources, infrastructure, sustainability, and impact. It involves developing competencies, and policies (Smyth, 2022). Adebayo et al (2016), continuous learning and development are essential for teachers to effectively fulfil their roles and generate current knowledge. Teachers who stop learning after preservice training may struggle to synthesise content with pedagogy and technology, leading to dull teaching and a lack of creativity. They may become “prisoners of their own experience,” repeating their experiences without reflecting on current changes. From the above, capacity building in this paper is a training programme design for the acquisition of skills, knowledge, altitude and social behavior. Capacity building improves staff competencies to improve job performance in the institutions. Capacity is the training that require systematic development of knowledge, skills and altitude required by a staff to perform adequately on a given tasks in the organization.

Instructional Resources

Instructional Materials or Teaching and Learning Materials are resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives and to facilitate the teaching and learning process. Broadly, the term refers to a spectrum of educational materials that teachers use in the classroom to achieve specific learning objectives. These include the lectures, readings, textbooks, multimedia components, and other resources. The best instructional materials are aligned with all other elements in the course, including the learning objectives, assessments, and activities. Ideally, the teaching and learning materials will be tailored to the content in which they are being used, to the learners in whose class they are being used, and the teacher (Enabel 2020). TEACHING/LEARNING MATERIALS (often referred to by the acronym TLM) or Instructional Materials refers to the range of resources and lesson materials that teachers can use to teach. TEACHING/LEARNING MATERIALS enable teachers to offer more interactive, interesting and engaging learning activities. Instructional materials can be classified by type; including audio, visual and audio-visual resources.

Audio media

These are teaching and learning materials that appeal to the auditory sense. For example: podcasts, telephones, radios, records and record players, storytelling, etc.⁴

Visual media

These are materials that appeal to the sense of sight (eyes). For example: images, real objects, charts, flip charts, chalk boards and whiteboard, projected aids, etc.

Audio-visual media

These are teaching and learning materials that have the capacity to appeal to both auditory and sight senses. For example: television, educational videos, etc.

Instructional resources are operational inputs of every instructional programme. That is to say, they are inputs which aid the teacher to achieve some level of instructional efficiency and effectiveness (Abimiku 2010). The Federal Ministry of Education (FME) (2000), identified school material resources to include the classrooms, libraries, laboratories, books, workshops, school

buildings, playfields, school farms, garden, electrical fixtures, equipment, time, land, transport, the school environment, toilet facilities, and portable water while human resources include teachers, non-teaching staff, school administrators, among others. Educational resources as defined in this study are tools, instruments, services and devices which assist teachers to effectively deliver their lessons in the classroom. However, educational resources investigated in the present study include the physical plant materials, printed and non-printed materials (Bulama, & Musa, 2023; Atiga, & Ogunode, 2021; Bassey, Nonso Bisong, Isangedighi & Ubi, 2011).. From the above, instructional resources in this paper is are organized and planned educational resources designed for the implementation of teaching and learning in the school. Instructional resources are resources meant for the execution of curriculum in the educational institutions. Teaching materials come in many shapes and sizes, but they all have in common the ability to support learning and teaching. The importance of instructional resources is to make lessons interesting, concrete and enable teachers to easily express concepts.

METHOD

This paper is a position paper with the aims of assessing the impact teachers, capacity building and instructional resources in the implementation of UBE programme in Nigeria.. The paper employed systematic literature review-based report method. It has collected and reviewed the related previous literature from various online sources. It has collected secondary information to generate knowledge on this topic. It has followed the qualitative narrative design. The researcher has visited different online sites to collect the previous literature and analyze universal basic education literature in Nigeria.

RESULT AND DISCUSSION

The impact of Teachers, Capacity Building and Instructional Resources and Implementation of Universal Basic Education in Nigeria

a) Impact of Teachers adequacy for UBE implementation

Teachers can act as a support system that is lacking elsewhere in students' lives. They can be a role model and an inspiration to go further and to dream bigger. They hold students accountable for their successes and failures and good teachers won't let their talented students get away with not living up to their full potential. Teachers of all walks of life and subjects have the ability to shape opinions and help form ideas about society, life and personal goals. Teachers can also expand students' limits and push their creativity. In the roles of the teachers in the schools, the teachers are regarded as the implementer of the school curriculum. The job of the teachers includes; implementation of curriculum, planning of lesson notes, lesson plan, organization of instructional resources, assessment of students via continuous assessment and examination, marking of students' scripts and provision of feedback to parents on students' academic performance (Ogunode, Olowonefa, & Ayoko, 2023).

Studies by Ogunode and Ajape (2021); Ogunode, Ahmed, Gregory, and Abubakar (2020); Ojieniyi, and Adegbesan, (2020) established that the teachers are very important in the implementation of universal basic education programme. ...opined that the teachers helped in the curriculum implementation in the UBE programme in Nigeria. Ogunode, Olatunde-Aiyedun, and Akin-Yemi (2021); Ogunode, and Abashi, (2020) ascertained that the teachers have assisted in the implementation of extra-curriculum programme of the UBE programme in Nigeria.....concluded that the roles of teachers in the implementation and supervision of the

Universal Basic Education in Nigeria cannot be overemphasized.

b) Impact of capacity building for UBE implementation

The teacher must be trained not only in the act of self-development through continuous learning they must also be adequately prepared for adequate service delivery of teaching and learning (Unwanede, & Egim, 2023). Adebayo and Sagaya (2015) and Unwanede, et al (2023) that the teacher stands out as one of the most important factors in determining the quality of education and its contribution to national development. At every level, people who go to school look up to the teacher for the acquisition of skills to enable them become what they want to be. Therefore, they noted that teacher training and development is one of the important performance strategies that could be used to enhance teacher effective performance in the school system. He stated that teachers in the school influence in no small way the quality of education and are important indicators of efficiency. He noted that teacher education in the other hand is a process which nurtures prospective teachers and also update qualified teachers with knowledge and skills in the form of continuous professional development.

Teacher stands out as one of the most important factors in determining the quality of education and national development (Adeola & Anne 2004). Obiunu (2011) discovered that a significant relationship existed between UBE training and the quality displayed by the teachers' in terms of teacher's method of teaching, improvisation of teaching aids, the use of new lesson plan, and pupils' academic performance in primary schools. There was also a significant relationship between training resources made available for the training of teachers and the quality of training received by UBE teachers in public primary schools. In other words, the training resources available significantly related to teachers' productivity in public primary schools. These findings depict the relative importance of in-service training of teachers to enhance productivity, quality and standard of universal basic education. Another aspect of teacher development programme that is relevant to enhancing quality universal basic education is ICT training for teachers. Ogunrin (2011); Adebayo, and Sagaya, (2016) and Osiesi (2020) noted that generally Nigerians perceive the capacity development efforts of government in positive dimension. They submitted that efforts of government in providing in-service training for teachers are not misdirected. He therefore recommended continuous in-service training for the success of UBE programme. Similarly, teachers who have undergone capacity development workshops organised by UBE revealed that there is urgent need for training and retraining of the teacher as a tool for the realization of UBE goals and a useful approach to achieving this is through in-service training, workshops and seminars.

c) Impact of Instructional Resources for UBE Implementation

Instructional materials are used in all forms of educational institutions. The resources are influencing the implementation of teaching, research and community service in the various tertiary institutions. In schools, instructional materials are supporting teaching and learning. Teachers in educational institutions teach well with the deployment of instructional materials. Instructional materials serve as a channel between the teacher and the students in delivering instructions. They may also serve as the motivation for the teaching-learning process. It is used to get the attention of the students and eliminate boredom (Ogunode, & Josiah, 2023). Ulifun (1986) describes availability, maintenance and adequacy of teaching facilities as sine qua non for the attainment of educational goals. Esene and Okoro (2008) see teaching materials as devices used to supplement or complement teachers' talks. Odigbo (2005) agrees that adequate

facilities ensure meaningful teaching and learning. Against this backdrop, it is crucial that adequate provision of material resources be made in order to effectively implement the upper basic education business studies curriculum in Ebonyi State.

The paper disclosed that the role of teachers, capacity building, and instructional resources are crucial elements in the successful implementation of Universal Basic Education in Nigeria. These component have supported the implementation of universal basic education in Nigeria.

CONCLUSION

This study discussed the import of teachers, capacity building and instructional resources in the implementation of Universal Basic Education in Nigeria. The paper concluded that teacher, capacity building and instructional resources are very vital for the effective implementation of Universal Basic Education in Nigeria. The paper noted that the roles of the teachers, capacity building and instructional resources in the implementation of the Universal basic Education cannot be underestimated.

Based on the findings, the paper recommends that the government through the universal basic education commission should ensure employment of adequate teachers, supply of adequate instructional resources and ensure effective capacity building programme for the teachers by increasing the allocation for the capacity building. The government should ensure that teachers are properly equipped and supported in their roles. This includes providing a conducive working environment, a fair salary structure, and opportunities for professional development. With the support and commitment of the government, the implementation of Universal Basic Education in Nigeria has led to significant improvements in the education system. The overall quality of education has improved, leading to better academic outcomes for students.

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