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PROBLEMS OF TEACHERS' EDUCATION AND ITS EFFECTS IN THE REALIZATION OF THE OBJECTIVES OF UNIVERSAL BASIC EDUCATION PROGRAMME IN SOUTH EAST NIGERIA

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ABSTRACT

The purpose of the study was to investigate the problems of teachers' education and its effects in the realization of the objectives of universal basic education programme in South East Nigeria. Two research questions and two hypotheses guided the study. Descriptive survey research design was adopted for the study. The area of study was South East, Nigeria. The population of the study is 21752. Multi- stage sampling technique was used to select 400 respondents for the study, consisting of 170 rural teachers and 230 urban teachers. The instrument for data collection was a structured questionnaire called Problems and Effects of Teacher Education Questionnaire (PETEQ). The instrument was validated by three experts, two Lecturers from Department of Educational Management and Policy and one Lecturer from Department of Educational Foundation Nnamdi Azikiwe University Awka, Anambra State. The Chronbach Alpha coefficient method was used to determine the reliability of the instrument and the result showed a coefficient of 0.89. The researchers involved five research assistants from senior secondary schools within the two states selected who were trained to assist in the administration of the questionnaire to the teachers. Data collected were analyzed using weighted mean and standard deviation to answer the two research questions and t-test to test the null hypothesis at 0.05 level of significant. Findings revealed that the digital resource technology problems of teachers' education weigh against the realization of the objectives of the Universal Basic Education Programme. This indicated that the digital resource technology problems which UBE teachers encounter in the system while performing their instructional obligations constitute hindrances to the actualization of Universal Basic Education Programme objectives in south East Nigeria. It was among other recommended that provision of relevant digital resource technology tools, equipment and facilities into the educational system with quality training of universal basic education teachers to equip them with required skills and knowledge for proper integration during instructional delivery.

Keywords: Teachers' Education; Realization; Objectives; Universal Basic Education Programme.

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Introduction

The desire for qualitative education is one of the major concerns of educators, scholars, stakeholders and all lovers of education. Increase in quality of instruction and standard of education at all levels for attainment of educational objectives is another point of interest. Education is the cornerstone for human development, and the impacts are usually remarkable on individuals, communities, and nations at large. Thus, plans and policies are regularly formulated to support quality education. In Nigeria, the quest for universal access to quality education has been a longstanding priority. In 1999, the Federal Government of Nigeria launched the Universal Basic Education (UBE), a bold initiative aimed at providing free and compulsory basic education to all Nigerian children aged 6-15. The UBE programme was designed to address the perennial challenges of access, equity, and quality in the country's educational system, and to ensure that every Nigerian child has the opportunity to acquire skills, knowledge, and values necessary for a productive living. Considering the relevance of education to national and self-development, every nation strives to make education accessible to its citizens. Interestingly, the concept of Universal Basic Education Programme is viewed as a priority in many developing countries, including Nigeria. Universal Basic Education is at the central focus of Education for All (EFA), being projected by UNESCO.

Universal Basic Education is a brain child of the World Conference on Education for All (EFA) held at Jometren Thailand from 5th - 9th March 1990, which was jointly organized by UNDP, UNESCO and UNICEF. The primary goal of this programme, according to UNICEF (1997) is to provide all round access to basic education, a learning environment that is conducive and eradicate illiteracy within the shortest possible time. The vision statement according to Universal Basic Education (2004) is that at the end of nine years continuous education, every child should acquire appropriate level of skills in literacy, numeracy, communication, manipulative life skills, be employable, useful to the society and by extension possessing relevant ethical, moral and civic values. According to the National Policy on Education (2004) the objectives of Universal Basic Education aims at:

- Development of the entire citizenry of the Nigerian state, a strong consciousness for education and a strong commitment to its vigorous promotions.
- Provide a free universal basic education for every Nigerian child of school going age.
- Reduce drastically the incidence of drop-out from the formal school system through improved relevance, quality and efficiency.
- Cater for young persons who, for one reason or another, have had to interrupt their schooling children/adolescents through appropriate forms of complementing

approaches to the provision and promotion of basic education.

- Ensure the acquisition of the appropriate levels of literacy, numeracy, and manipulative, communicative, moral and civil values needed for laying a sound foundation for life-long learning.

The achievement of these objectives will amount to sustainable and improved educational growth in the country. Thus efforts ought to be made to equip the tools for implementation. Teachers are at the center of implementation of these objectives of the universal basic education programme hence should be properly equipped for best performances and practices. This supports Onuoha and Odo (2020) who opined that teachers are the pillars of any educational system and should have adequate investment in their education. In situations where teachers do not have adequate skills, facilities and support for quality instructions they experience setbacks which by extension affects the realization of the objectives of the Universal Basic Education Programme. Thus teachers' education and support becomes very crucial.

Teachers are at the center of any educational system. They play a vital role in shaping the minds of future generations. The quality of education is heavily dependent on the quality of teachers, as such teacher education is a critical component of any effort to improve educational outcomes. In today's dynamic world, teachers need to be equipped with the knowledge, skills, and attitudes necessary to prepare students for success in the 21st century. According to Ogba and Igu (2016) their assessment revealed that most school teachers in Nigeria lack the requisite knowledge, techniques and professional capabilities in computer operation and that a significant percentage of teachers has not shown interest in computer literacy. Effective teacher education programs are essential for developing teachers who can create engaging and inclusive learning environments, use technology effectively, and address the diverse needs of students. Elechi and Eze (2013) pointed that most teachers in Nigerian schools do not have the needed experience and competence on the use of computers either for educational or industrial purposes. Bernadette & Ukaegbu, (2017) observed that when training and development are not enhanced regularly, it leads to delay in teachers' educational advancement. There's every need to explore the importance of teacher education, the current state of teacher education programs, innovations and reforms needed to ensure that teachers are prepared to meet the challenges of the 21st century, especially in the aspect of integration of digital resource technology in the process of teaching and learning.

Considering the rapid technological innovations, the education sector ought to be actively involved in the trend of this advancement because teachers are confronted with the daunting task of preparing students for success in an increasingly digital world. According to

Wiston and Francisca (2023) the current curricula are constantly updated and with that in mind, curriculum development must provide answers to the demands imposed by the knowledge society and must include topics and activities based on Machine Learning and Artificial intelligence at all school levels. Apparently, the integration of digital resource technology would transform the way we teach and learn, offering glaring opportunities for innovation and accessibility. However, harnessing the full potential of these technologies requires teachers to possess the necessary skills, knowledge, and support to effectively apply them in teaching and learning processes. Teachers' education and digital resource technology are therefore simultaneously linked in today's teaching and learning. Teachers must be equipped to navigate this new terrain and create engaging, inclusive, and technologically good learning environments that would cater for today's needs of the students. By exploring the intersection of teachers' education and digital resource technology, we can unlock new possibilities for teacher professional development, student learning outcomes, and the future of education in realization of the objectives of Universal Basic Education in South East Nigeria

Statement of Problem

One of the major objectives of Universal Basic Education is to provide basic quality access to education, emphasizing specifically on nine years of basic education to ensure that education provided to Nigerian citizens is qualitative and equipping beneficiaries to become productive. However, this objective of Universal Basic Education has not been achieved particularly in South East Nigeria as arrows pointing on speculations that teacher education have always been relegated to the background. This relegation has adversely affected the quality of education as the quality of education is dependent on the quality of teachers. As such, there is the need for a holistic research to ascertain the digital resource technology problems militating against teachers' education considering the rapid innovation and trends of emerging use of technology and digital tools and their effects in the realization of the objectives of the Universal Basic Education (UBE) in South East Nigeria.

Purpose of the Study

The main objective of the study is to identify:

1. Digital resource technology problems of teachers' education towards the realization of the objectives of the Universal Basic Education (UBE) programme in South East, Nigeria.
2. Perceived effects of digital resource technology problems in the realization of the objectives of the UBE programme in South East, Nigeria.

Research Questions

The following research questions were formulated to guide the project.

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1. What are the digital resource technology problems of teacher Education in the realization of the objectives of the Universal Basic Education Programme in South East Nigeria?
2. What are the perceived effects of digital resource technology problems in the realization of the objectives of the Universal Basic Education Programme in South East Nigeria?

Hypotheses

The following null hypotheses were developed in the study and tested at 0.05 level of significance.

$H0_1$: There is no significant difference in mean responses of rural and urban teachers on the digital resource technology problems of teacher education in the realization of the objectives of Universal Basic Education Programme in East Nigeria.

$H0_2$: There is no significant difference in mean responses of rural and urban teachers on the effects of digital resource technology problems in the realization of the objectives of the Universal Basic Education Programme in East Nigeria.

Research Method

Descriptive survey research design was adopted for the study. The area of study was South East, Nigeria. The South East is one of the six geopolitical zones in Nigeria. The population of the study is 21752. Multi-stage sampling techniques were used to select 400 respondents for the study, consisting of 170 rural teachers and 230 urban teachers. Firstly, a random sampling technique by balloting was used to draw a sample of two states namely Ebonyi and Enugu out of the five states in the zone. Secondly, simple random sampling by balloting was used to select three educational zones from each state. The zones that were finally selected are Ebonyi, Abakaliki, Onueke and Afikpo. For Enugu State, Nsukka, Awgu, Udi zones were selected. Thirdly, simple random sampling was used to select 66 teachers in the five zones while 67 were selected in the sixth zone making a total of 400 respondents. The instrument for data collection was a structured questionnaire called Problems and Effects of Teacher Education Questionnaire (PETEQ). The questionnaire items were generated based on the information gathered from the review of related literature. The questionnaire was made up of two parts: Part one solicited for information on the personal data of the respondents while part two was structured in two sections: Cluster 1 = 15 items and Cluster 2 = 12 items. Each questionnaire item is assigned a four point scale of: Strongly Agree (SA); Agree (A); Disagree (D), Strongly Disagree (SD), with corresponding values of 4, 3, 2 and 1 respectively. The instrument was validated by three experts, two Lecturers from Department of Educational Management and Policy and one Lecturer from Department of Educational Foundation Nnamdi Azikiwe University Awka, Anambra State. The Chronbach Alpha coefficient method was

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used to determine the reliability of the instrument. It was obtained by administering a single test to 100 selected teachers from 10 UBE schools in Edo State. The choice of schools in Edo State was based on a different geopolitical zone and non-proximal location. Data were obtained from the administration of the questionnaire and the variance of the total number of items in each section of the questionnaire. The variance was used to calculate the alpha (α) coefficient of the questionnaire and the result showed a coefficient of 0.89. This value ascertained the reliability coefficient of the questionnaire. The researchers involved five research assistants from senior secondary schools within the two states selected who were trained to assist in the administration of the questionnaire to the teachers. Four Hundred (400) copies of the questionnaire were administered and subsequently retrieved. Data collected were analyzed using weighted mean and standard deviation to answer the two research questions and t-test to test the null hypothesis at 0.05 level of significant. The hypotheses were tested at 0.05 level of significance. The decision rules that if the calculated value is greater than the critical value, the Null Hypothesis was rejected. On the other hand if the calculated value is less than the critical value, the Null Hypothesis was accepted.

Data Presentation and Analysis

Research Question 1: What are the digital resource technology problems of teacher education in the realization of the objectives of the Universal Basic Education Programme in South East Nigeria?

Table 1: Mean responses of respondents on the digital resource technology problems of teacher education in the realization of the objectives of the Universal Basic Education Programme in South East Nigeria.

S/N	As a Universal Basic Education teacher, I perceived:	$\bar{X}$ Rural UBE Teachers (n - 170)	Decision	$\bar{X}$ Urban UBE Teachers (n - 230)	Decision
1.	E-mail	3.21	Accepted	3.10	Accepted
2.	Television	2.79	Accepted	2.91	Accepted
3.	Computer	2.86	Accepted	2.70	Accepted
4.	Internet	3.01	Accepted	3.12	Accepted
5.	Wifi	3.41	Accepted	3.38	Accepted
6.	Web Radio	3.05	Accepted	3.21	Accepted

7.	Interactive White Boards	3.19	Accepted	3.07	Accepted
8.	E-book	2.60	Accepted	2.51	Accepted
9.	Chat Rooms E-conference	2.99	Accepted	3.04	Accepted
10.	Search Engine	3.28	Accepted	3.34	Accepted
11.	Screencastfiy	3.18	Accepted	3.23	Accepted
12.	Flipgrid	3.36	Accepted	3.43	Accepted
13.	Projectors	3.29	Accepted	3.33	Accepted
14.	Projecting Screen	3.16	Accepted	3.02	Accepted
15.	Google classroom	3.29	Accepted	3.27	Accepted
	Cluster Mean	**3.26**	**Accepted**	**3.28**	**Accepted**

Results on table 1 showed the mean scores of **400** respondents consisted of **170** rural UBE teachers and **230** urban UBE teachers on each of the 15 items, with a cluster mean of **3.26 and 3.28** respectively which are greater than the criterion mean of **2.50** already established, hence all the 15 items were accepted. The analysis revealed the digital resource technology problems of teachers' education towards the realization of the Universal Basic Education Programme in south East Nigeria.

Research Question 2: What are the effects of digital resource technology problems in the realization of the objectives of the Universal Basic Education Programme in South East Nigeria?

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Table 2: Mean responses of respondents on the effects of digital resource technology problems in the realization of the objectives of the Universal Basic Education Programme in South East Nigeria.

S/N	As a Universal Basic Education teacher, I perceived:	$\bar{X}$ Rural UBE Teachers (n - 170)	Decision	$\bar{X}$ Urban UBE Teachers (n - 230)	Decision
16.	Lack of the required skills for the use of digital resources technologies	3.23	Accepted	3.16	Accepted
17.	Poor physical communication between teacher and students	2.89	Accepted	2.99	Accepted
18.	Lack of stable internet access	2.94	Accepted	2.75	Accepted
19.	Poor academic performance	3.12	Accepted	3.18	Accepted
20.	Lack of students' maturity leading to the technologies being a distraction or them	3.39	Accepted	3.32	Accepted
21.	Poor time management when using digital resource technologies	3.15	Accepted	3.11	Accepted
22	Poor responses to questions and messages sent via e-mail or chat-Rooms	3.20	Accepted	3.09	Accepted
23.	Inability to use provided laptops and tablets	2.90	Accepted	2.81	Accepted
24.	High cost of replacing damaged digital resource technologies in schools	2.97	Accepted	3.14	Accepted
25.	Inability to use provided projectors and screen in the class	3.29	Accepted	3.29	Accepted
	Cluster Mean	**3.31**	**Accepted**	**3.29**	**Accepted**

Results on table 2 showed the mean scores of **400** respondents consisted of **170** rural UBE teachers and **230** urban UBE teachers on each of the 10 items, with a cluster mean of **3.31 and 3.29** respectively which are greater than the criterion mean of **2.50** already established, hence all the 10 items were accepted. The analysis revealed the effects of digital resource technology problems towards the realization of the

Universal Basic Education Programme in south East Nigeria.

Hypotheses Testing

$H0_1$: There is no significant difference in mean responses of rural and urban UBE teachers on digital resource technology problems of teachers' education towards the realization of the objectives of Universal Basic Education Programme in East Nigeria.

Table 3: T-test comparison of rural and urban UBE teachers mean responses on digital resource technology problems of teachers' education towards the realization of the objectives of Universal Basic Education Programme

Respondents	Sample Size	$\bar{X}$	SD	Df	t-cal	t-crit	Decision
Rural UBE teachers	170	3.26	0.25				
				398	0.879	1.649	Not Significant
Urban UBE teachers	230	3.28	0.21				

The result as shown in Table 3 revealed a calculated t-test value of 0.879 which is less than the critical value of 1.649 at 0.05 level of significance. Therefore we accept the null hypothesis. Hence, there is no significant difference in the mean responses of the rural and urban UBE teachers on digital resource technology problems of teachers' education towards the realization of the objectives of the Universal Basic Education Programme in East Nigeria.

$H0_2$: There is no significant difference in mean responses of rural and urban UBE teachers on the effect of digital resource technology problems towards the realization of the objectives of the Universal Basic Education Programme in East Nigeria.

Table 4: T-test comparison of rural and urban UBE teachers mean responses on the effect of digital resource technology problems towards the realization of the objectives of the Universal Basic Education Programme

Respondents	Sample Size	$\bar{X}$	SD	Df	t-cal	t-crit	Decision
Rural UBE teachers	170	3.31	0.32				
Urban UBE teachers	230	3.29	0.41	398	0.932	1.649	Not Significant

The result as shown in Table 4 revealed a calculated t-test value of 0.932 which is less than the critical value of 1.649 at 0.05 level of significance. Therefore we accept the null hypothesis. Hence, there is no significant difference in the mean responses of the rural and urban UBE teachers on the effects of digital resource technology problems towards the realization of the objectives of the Universal Basic Education Programme in East Nigeria.

Discussion of Findings

This study investigated problems of teachers' education and its effects on the realization of the objectives of the Universal Basic Education Programme objectives in East Nigeria. From the analysis of findings in table 1 it was revealed that the digital resource technology problems of teachers' education weigh against the realization of the objectives of the Universal Basic Education Programme. This indicated that the digital resource technology problems which UBE teachers encounter in the system while performing their instructional obligations constitute hindrances to the actualization of Universal Basic Education Programme objectives in south East Nigeria. In other words, when the teachers are not confronted with digital resource technology problems such as lack of stable internet access and search engines, inability to use projectors and screen in the classroom, inaccessible chat room and E-conference, lack of E-book amongst others, they will deliver impactful learning contents and experiences which gears towards realization of Universal Basic Education Programme objectives especially in this current era of digitalization and resource technology integration in the system. This finding supported the opinion of Nweke, Alumode, Umahi and Ikechukwu (2022) who recommended that teachers should be provided with adequate material resources, trained and re-trained, exposed to new innovations in order to be equipped and thereafter influence students' interest in learning.

In table 2, the findings showed the effect of digital resource technology problems towards realization of the objectives of Universal Basic Education Programme in south East Nigeria. The analysis revealed that the digital resource technology problems which teachers of UBE encounter during teaching and learning by implication affect the realization of UBE objectives. This is because teachers are the tools and medium for implementation and actualization of Universal Basic Education objectives, when they are not effective and efficient due to problems and challenges of teachers' education the aim and objectives of the UBE programme will be defeated.

In table 3 and table 4, the analysis of the hypotheses findings also showed that there were no significant differences in the responses of rural and urban UBE teachers on the digital resource technology problems of teachers' education and its effects towards the realization of the objectives of the Universal Basic Education Programme in south East Nigeria. These were clearly reflected in the close range of the scores in

the standard deviation. This indicated that both the rural and urban UBE teachers encounter digital resource technology problems in teachers' education and these problems by extension affect the realization of the objectives of the Universal Basic Education Programme in the South East.

Conclusion

Based on the findings of the study, it was concluded that digital resource technology problems of teachers' education have adverse effects on the realization of the objectives of Universal Basic Education Programme in south East Nigeria.

Recommendations

Based on the findings, the following recommendations were made:

1. Provision of relevant digital resource technology tools, equipment and facilities into the educational system with quality training of universal basic education teachers to equip them with required skills and knowledge for proper integration during instructional delivery.
2. During appraisal of the Universal Basic Education Programme for reform purposes, digital resource technology problems of teachers' education that hinders realization of UBE objectives on process of implementation should be highlighted, discussed extensively with possible solutions.
3. Concerned government parastatals of UBE teachers should devise a mechanism for periodic check and evaluation in respect of teachers' education to ascertain their problems and challenges and report to appropriate authorities for adequate measures.

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