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SCHOOL BASED FACTORS MILITATING AGAINST THE IMPLEMENTATION OF VOCATIONAL EDUCATION CURRICULUM IN UNIVERSAL EDUCATION PROGRAMME IN JUNIOR SECONDARY SCHOOL IN YOBE STATE.

Idriss Abdulhamid [1,*], Ali Ibrahim Gamawa [2], Sani Isa Galadima[3] and Muhammad Kabiru Dumbari[4]

[1]Department of Agricultural Science Education School of Secondary Education (Vocational Education), Umar Suleiman College of Education Gashua,Yobe State

[*]**Corresponding Author Information:**
E-Mail : idrissabdulhamid2@gmail.com
Phone No.: 08088815283

ABSTRACT

The paper specifically examined the factors militating against the implementation of vocational education curriculum in universal basic education programme in junior secondary schools in Yobe State. In order to achieve this, two (2) research questions were formulated to guide the study. Literature was reviewed which was cited from various work of other authors on Universal basic education programme. The descriptive research designed was used to determine the school based factors militating against implementation of Universal Basic Education Programme in Junior Secondary School in Yobe state with a sample size of 120 respondents draw from nine (9) junior secondary schools in three (3) education zone of Yobe State, in which three junior secondary schools were selected, each from the three education zone. A stratified random sampling technique was used to select the schools and respondents. A questionnaire was used to collect data from the respondents. The instrument was validated by the experts in measurement and evaluation. A test- retest method was used to determine the reliability of the instrument and it yielded 0. 68 coefficients through the use of Pearson Product Moment Correlation. The instruments were administered by the researchers in which 100% of the instrument was retrieved by the researchers. The data collected were analyzed using percentage analysis to answer the research questions The findings revealed that professionalism, experience, lack of supervision, monitoring and evaluation were the factors responsible for the poor implementation of vocational education curriculum in UBE programme in Yobe state. It was therefore recommended that state government should recruit professional teachers into the junior secondary schools in the state in order to enable the students achieve permanent literacy, numeracy and the ability to communicate effectively and also teachers should be sent for in-services training to enable them acquire more skills and competence in their performance.

Keyword : Vocational Education Curriculum, Universal Education Programme

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1.0. Introduction

1.1. Background of the Study

The millennium development goals (MDGs) adopted by the world nations in 2000 proposed that, by 2015, children of educable age should have free, affordable and accessible education. The call is a response to the world conference of 'Education for ALL (EFA)" held in Jomitten, Thailand from 5th - 9th March, 1990, which was the major trigger for the birth of basic education. The conference, which was well attended, came out with a blue print document entitled, "world declaration on Education for All" and the framework of actions is to meet basic learning needs (FRN/UNICEF, 2003). Nigeria as a nation became encouraged to setup educational activities to achieve EFA goals. The right to education for all citizens of educable age in Nigeria has witnessed renewed determination to achieve it before the targeted 2015 as Obasanjo (2006) puts it educating a child is closing the prison gates." The strength of education for all cannot be over-emphasized as the future of the child and nation at large depends on educational gains. Bello (2009) attested to Nigerians commitment to Education for all in a particular basic education, for as each of the four policies introduced in Nigeria lays emphasis on Universal, functional and qualitative education. The guiding principles of education for all in Nigeria is the "equipping of every citizen with knowledge, skills, attitude and values as well as enable him/her desire maximum benefit from his membership of society and thus, lead to a fulfilling life.

The determination of the government under the leadership of Obasanjo to achieve Education for All by 2015, introduced the UBE programme. Launched in Sokoto on the 30th day of September 1999 but actually took off in the 2000/2001. The launch became necessary as the Obasanjo's led government came into power in 1999 and met an educational system that was in a state of decay (FRN, 2004). Teachers were poorly trained and motivated, high rate of illiteracy as a consequence of high dropout rates and poor infrastructure. Thus, the introduction of the UBE came to positively transform the nation basic education sub-sector (FRN, 2004) and to meet the context of the global vision of Education for all (EFA). Today, the Basic education is here with us as it aims at equipping individuals with knowledge (Obinaju, 2002).

Adeyemi, (2007) the objectives of the basic educational programme (UBE) inc1ude among other things the provision of universal access to basic education, the provision of conducive learning environment, eradication of illiteracy as well as the ability to communicate effectively. The objectives also include laying of sound basis for scientific and reflective thinking, development of sound attitudes, giving every child the opportunity of developing manipulative skills that would enable him or her function effectively in the society (Oni, 2006). Since the Universal Basic Education scheme includes the junior secondary schools, the national policy on education stipulated the objective of junior secondary schools to include effective thinking, communication skills, making of relevant judgment, making the pupil a useful member of one's family, understanding basic facts about health and sanitation, understanding and appreciating one's role as a useful member of the country (Nwangwu, 2000). These objectives are more likely achieved in junior secondary schools than at the end of the six years' primary school level.

UNESCO, (2000) stressed that, the universal basic education therefore, aimed at providing learners with basic skills within the first nine years of schooling which include reading, writing and numerical skills. Through this, they can completely contribute to the overall development of the society. UBE programme was launched in Yobe state with the responsibility of proving accessible and affordable education for all citizens at the grassroots. The state government went into action with the establishment of the Yobe State Universal Basic Education Board (YSUBEB) charged with the task of providing and managing basic education in the state. This paper therefore will examine the factors influencing the implementation of vocational education curriculum in universal education programme in yobe state and then recommend how the negative impact will be reduced to give room for agricultural activities to survive.

Statement of the problem

Universal Basic Education (UBE) embarked upon by the federal government which now transcend to the UBE programme in Yobe State. There is a general exclaim of the UBE programme in Yobe State that, her educational programmes have not produced the desired objectives as stipulated in the National policy on Education due to some constraints militating

against the effective implementation of universal basic education curriculum in UBEprogrammein the state. It is on the basis of this that there is need for proper management, planning and implementation of universal basic education programme in order to enjoy its effective implementation.

Ogunjimi, (2009) stated that, the increase in pupils enrolment without the corresponding increase in the needed number of professional teachers, the inadequate supply of instructional materials, lack of financial commitment from the state, federal and local government as well as parent teachers association, the absence of curriculum development by the government, poor funding of urban and rural schools, non-completion of new construction and school rehabilitation, poor maintenance of school records, teaching aids and non-budgeting provisions to carry out supervision activities as well as walking distance of pupils to school. It is on this basis of enumerated problems that the researcher saw it imperative to carry out this work. The major statement of problem therefore, is, what are the factors militating against effective implementation of Universal Basic Education curriculum in UBE programme in Yobe State.

Objectives of the Study

The main objective of the study is to examine the factors militating against the implementation of vocational education curriculum in universal basic education programme in Yobe State. Specifically, the study sought to:

1. To determine how professional teachers and non-professional teachers affect the administrative system of the basic education programme in Yobe State.
2. To examine how experienced administrators and less experienced administrators influence the administrative system of UBEprogramme for the implementation of basic education programme in Yobe State.

Research Questions

The following research questions were formulated to guide the study.

1. What are the differences in the implementation of UBE programme in junior secondary schools based on the views of professional and non-professional teachers in Yobe state?
2. What are the experiences of administrators that influence the implementation of universal basic education programme in junior secondary schools in Yobe State?

Research Hypothesis

The following hypotheses were tested for the study:

1. There is no significant difference between the implementation of UBE programme in junior secondary schools based on the views of professional and non-professional teachers in Yobe state?
2. There is no significant difference between the experiences of administrators that influence the implementation of universal basic education programme in junior secondary schools in Yobe State?

Significance of the Study

This research work is to create a blue print for intervention and not just an academic purpose but create an alternative means of resolved the constraints militating against the implementation of Universal Basic Education curriculum in UBE programme in Yobe State for the federal, state and local government. The study would provide a road map for the federal, state, local government, school administrators, school teachers, educational planners and researchers as a measure and method of proper implementation of Universal Basic Education curriculum in UBE programme in the country and to provided measures and strategies for administrators of public schools on how to manage the Universa lBasic Education curriculum in UBE programme in Yobe State. This project will act as a reference for Yobe state government and different researchers on how to curb the constraints militating against the implementation of Universal Basic Education curriculum in UBEprogramme in Yobe State.

Scope of the Study

This study covers all junior secondary school in Yobe State in general but with specific reference to nine (9) local government areas of the State in which three LGAs will represent each of the senatorial district. The study examined experience, professionalism, location, level of funding and other constraints on the implementation of basic education programme in junior secondary schools. The study is restricted to the administrators and teachers in junior secondary schools in Yobe State.

Methodology

The design employed by the researcher for this study was descriptive survey research design, this design was vital in order to investigate the administrative constraints militating against the implementation of Universal Basic Education Programme in the junior secondary schools. The population of this study is made up of all administrators and teacher's teaching in junior secondary schools in Yobe State. A total of one hundred and twenty (120) respondents were randomly selected from the population. The sampling technique used for the study was stratified random sampling. A Sample of 10% of the teachers were selected randomly from the urban and rural schools in each of education zone of Yobe state. The questionnaire was grouped into section A and B. Section A contain Bio-data of the respondents while section B is the 30 item questions constructed on a 4-point rating scale such as strongly agreed, agreed, disagreed and strongly disagreed to determine the administrative constraints militating against implementation of UBE Programme in junior secondary school in Yobe state. The questionnaire was validated by the experts in measurement and evaluation who critically examined the face and content values of the instrument. The study employed test re-tests method to determine the reliability of the instrument. Test-retest reliability is concerned with the internal consistency of an instrument. The 30 item questionnaire was administered to some teachers in junior secondary schools in Gombe State. The two data collected were tested and correlated by applying the Pearson product moment correlation coefficient. A reliability coefficient of 0.68 was obtained, which shows that the research instrument has internal consistency. To ensure high percentage return of the instrument, the researcher administered the questionnaire personally to the respondents

and retrieved them instantly. The research questions were analyzed using the simple percentage, while t-test analysis was used to test the hypotheses at 0.05 level of significance.

Findings

Percentage analysis of the view of professional and non-professional teachers for the implementation of vocational education curriculum in UBE programme in Yobe state.

S/N	STATEMENT	RESPONSES			
		Agree		Disagree	
		No	%	No	%
1	Non-availability of teachers in rural communities affects the success of vocational education curriculum implementation in UBE programme in Yobe state.	89	74	1	26
2	Large numbers of unqualified teachers recruited by the state government affect the implementation of vocational education curriculum in UBE programme in Yobe state.	74	62	46	38
3	The insufficient teachers' guidebooks affect theimplementation of vocational education curriculum in UBE programme by non-professional teachers in junior secondary schools.	93	76	27	24
4	Professionalteachers are better than non-professional	52	43	68	57
5	Professional teachers have the ability of implementing vocational education curriculum in UBE programme than non-professional teachers in Yobe state.	76	63	44	37
	Total	129	62%	78	38%

From the study it was indicates that professional and non-professional teachers affect the implementation of vocational education curriculum in UBE programme and there is significant difference between the two groups of teachers in the implementation of vocational education curriculum in UBE programme in junior secondary schools in Yobe state. This finding is in line with Mkpa (2000). According to him, the mistake of the past must not be repeated in this new dispensation where quality of teachers is a major determinant of the

degree of success of vocational education curriculum in universal basic education programme. Aluede (2006) stressed that, the high rate of teachers in schools without teaching courses, specialized knowledge and skill in the subject affect the implementation of vocational education curriculum in UBE programme in the schools. It was also indicated that location of school influence the administrative constraints against the implementation of vocational education curriculum in basic education programme in rural junior secondary schools. This finding is in line with Nakpodia (2011) stressed that, some of the constraints that affect the success of implementation of vocational education curriculum in the UBE progarmme in the rural schools is due to inadequate professional teachers and they show their unwillingness to be posted to rural communities.

Percentage analysis of experienced administrators on the implementation of vocational education curriculum in UBE programme in Yobe State.

S/N	STATEMENT	RESPONSES			
		Agree		Disagree	
		No.	%	No	%
6	A teacher with highexperience implement the vocational education curriculum in UBE programme better than less-experienced teacher in Yobe State	62	52	58	48
7.	Experience teachers createdroom for efficient and costeffective for theimplementation of vocational education curriculum in UBE programme in Yobe State.	86	72	34	28
8	Less-experienced teachersdo not create room for efficient and effective implementation of vocational education curriculum in UBE programme in Yobe state.	66	55	54	45
9	In-service training will upgrade the less-experience teachers and this would lead to the success of the implementation of vocational education curriculum in UBE programme in Yobe state.	93	78	27	22
10.	Lack of experience in previous educational programme in some teachers makes theimplementation of vocational education curriculum in UBE programme difficult to achieved in Yobe state.	92	77	26	23
	TOTAL	118	57%	89	43%

It was also indicating that, the experience of Administrators and teachers affect the implementation of vocational education curriculum in UBE programmme in Yobe state basic

education schools. This finding is in line with Anyaegbu (2004) Mentor is very efficient and cost-effective approach to staff development. The less experience teacher who is attached to mentor consult the later on all matters and this process properly guide his/her professional activities. It was also shows in the table above that in-service training when properly given to the staffs of basic education programme it will upgrade the less-experience teachers and this would lead to the success of the implementation of vocational education curriculum in UBE programme in the study area. Lack of experience in previous educational programme in some newly employed teachers makes the implementation of vocational education curriculum in UBE programme difficult to achieve. This because when a teacher has the experience of old and the new curriculum he will be able to married the two experience has in achieving the goals and objective of the new programme brought to him.

Summary

The study is based on the administrative constraints militating against the implementation of vocational education curriculum in universal basic education programme in junior secondary schools in Yobe State. In order to achieve its purpose, two objectives were formulated; two research questions and two hypotheses were drawn to guide the study. descriptive design was used to determine the study with a sample size of 120 respondents drawn from 9 local government areas of Yobe state in which three local government areas were selected from each of three senatorial district of Yobe state. A questionnaire was used to collect data from the respondents in which test retest was applied to test the reliability of the instrument. The data collected were analyzed using simple percentage to analyze the research questions while the t-test analysis was used to analyze the research hypotheses. It was revealed that: Professionalism of teachers affects the implementation of vocational education curriculum in UBE programme in junior secondary schools in study area, and also experience of teachers influence the implementation of vocational education curriculum in UBE programme in junior secondary schools in Yobe State. Base on the above findings the training of teachers, through in-service training and effective monitoring and evaluation if maintained will minimize the administrative constraints for effective implementation of vocational education curriculum in UBE programme Yobe state.

Conclusion and Recommendations

The implementation of vocational education curriculum in UBE programme suffered set back due to the inadequate and poor maintenance of school records and materials, lack of supervision, monitoring and evaluation as a result of inadequate professional and experience teachers in UBE programme and also embezzlement of fund by corrupt officials working in the universal boards. Tere is significant difference between professionals and non-professional teachers in the implementation of vocational education curriculum in UBE programme. This is due to the fact that professional teachers contribute more into the implementation ofthe objectives of vocational education curriculum in the UBE programme than non-professional teachers in universal basic education of junior secondary schools in Yobe State. There is significant difference between the experienced and non-experienced teachers/administrators in the implementation of vocational education curriculumin the UBE programme in junior secondary schools.

Recommendations

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

1. The state government should also recruit more professional teachers into the UBE proramme in junior secondary schools in the state in order to enable the students achieve permanent literacy, numeracy and the ability to communicate effectively.
2. Teachers should be allowed to attend seminars and workshops to acquire themselves with new ideas and methods of teaching for the success of UBE programme in the state.
3. Teachers should be sent for in-services training to enable them acquire more skills and competence in their field of study and academic performance for the effective teaching and learning situation in their place of work.

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