

## **STATUS OF TEACHERS RECRUITMENT, RETRAINING AND MOTIVATION FOR THE UNIVERSAL BASIC EDUCATION PROGRAMME IN SCHOOLS OF CROSS RIVER STATE, NIGERIA.**

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**ABSTRACT:** *This research investigated the status of teacher's recruitment, retraining and motivation for the implementation of the Universal Basic Education programme in schools of Cross River State, Nigeria. A four-point Likert-type questionnaire was administered to a sample of 250 subjects while secondary data from Universal Basic Education Commission (UBEC), the Cross-River State Ministry of Education, and the State Universal Basic Education Board (SUBEB) were obtained by the researcher to answer the research question. Data gathered were analyzed using descriptive statistics of simple percentages, and represented in pie charts. The results of the analysis revealed that the number of teachers recruited for the UBE programme is low. The teachers recruited were mostly professionally qualified and more than 50% with teaching experience of between 1-6 years. Though the teacher/student ratio is moderate within the national average in urban schools, there is still lack in rural schools. Teacher retraining programmes are long in-between and inadequate and the teacher's motivation is low. It is recommended that qualified teachers should be employed to meet up the appropriate teacher/student's ratio; teachers should all be exposed to skills re-awakening workshops before engagement and at least once every beginning of a new term. Incentives should be put in place to adequately motivate teachers to be committed to their job.*

**KEYWORDS:** Teachers' Recruitment, Teachers' Retraining, Teachers' Motivation, UBE Programme.

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## **INTRODUCTION**

### **Background**

For any educational policy aimed at bringing about positive change in the learners' attitudes, behavior or actions, the teachers who are at the center of the process and who pull the strings between learners, content and the policy makers must first be acquainted with the policy, be motivated to wholeheartedly deliver such a policy and have the opportunity of doing so. This perhaps predicated the government to include as a strategy to effectively implement the Universal basic education programme, the recruitment, retraining, and motivation of teachers. In line with the 9-year universal basic education Act of 2004.

Employment of qualified teachers, retraining and motivating them to perform effectively on the job is a major high point in the implementation of the universal basic education programme in Cross River State, Nigeria and the world at large. The quality of these teachers so recruited is another major factor for consideration.

The Universal Basic Education Commission in 2004 developed a standard action plan consisting of strategies and approaches to serve as a guide in ensuring the faithful implementation of basic education programme for a successful attainment of stated objectives of the UBE, improve the status of teachers by way of recruitment, training, and motivation (Ambe and Eneyo, 2018). Nigeria's efforts to meeting her strategy for effective implementation of the UBE programme led to the establishment in 1993 of The Teacher's Registration Council of Nigeria (TRCN) which was re-launched in 2002 to register teachers in the country and provide a basis for professionalization. This resulted in the establishment of the federal teachers' corps- pivotal teachers and the reinforcement of the National Teachers Institute (NTI).

This research work was motivated by the desire to find out how well the objectives of the Universal Basic Education (UBE) programme are being achieved especially whether more teachers have been provided for the UBE programme; whether the recruited teachers have been retrained to meet up with the current UBE trend in the country and whether they have been motivated to teach effectively.

### **Statement of the problem**

Etuk, Ering, and Ajake (2012), observed that "there is the problem of dearth of qualified teachers to adequately handle educational needs arising from the expansion of the previously existing educational structure and that most schools lack qualified teachers". Government has, as reported by Sokari (2008); Ambe and Ephraim (2018), engaged pivotal teachers and trained them. There is imbalance in the deployment of available teachers in favour of urban schools to the detriment of rural schools;

In her report, the World Bank (2007) commented that regular in-service teacher training or school-based professional development was not practiced in Nigeria. This lack, the report noted was a clear indication that very few or no teachers at all had the opportunity to acquire new or horn existing skills in problem solving on pedagogical issues related to their immediate field of experience. It is in the light of this that this research work is positioned to find out whether teachers have been recruited, retrained and motivated for the implementation of the UBE programme in Cross River State schools?

### **Research question**

To what extent have teachers been recruited, retrained and motivated with the implementation of the UBE programme in schools?

## **LITERATURE REVIEW**

### **Teachers' Recruitment, Retraining and Motivation for Effective Implementation of the Universal Basic Education Programme.**

At the beginning of the implementation of the 9-year Universal Basic Education programme in Nigeria in 1999; Edem and Okon (2008) reported that there was a total of 429,048 teachers in the Universal Basic Education level with a total pupil's population of 20,698,546. This numbers presented us with an average national teachers/ pupils' ratio of 1:48. The National Policy on Education (FRN 2004), however observed that the universally accepted average

teacher/pupil ratio is 1:40. By this, the nation as at 1999 still had a shortage of 772,338 teachers who were needed for the implementation of the UBE programme on a sound footing. The World Bank (2008); Edem and Okon (2008) noted that the teacher pupil's ratio was not uniform nationally as some states especially rural areas had teacher/pupil's ratio of up to 1:70. This again emphasized the need therefore for a holistic approach at recruiting more teachers for the universal basic education programme to run effectively.

Ayara, Essia and Udah (2013) in their study observed that 'so far, much is being done by the Cross-River State Government in terms of rehabilitation of schools, training and re-training of teachers, and supply of teaching facilities and learning aids. The authors cautioned however that the education sector in the state is still faced with several challenges including; inadequate facilities, status databases, and on-the-job training facilities.

Omosewo, Olorunndare, Abimbola, and Ukpahi (No Date) reiterated the old adage of "no educational system can rise above the level of its teachers". In their attempt to buttress further the importance of the teacher to the realization of the universal basic education programme especially with regards to Science, Technology and Mathematics (STM). The authors lamented that many laudable educational initiatives have failed mainly because they failed to accord the "teacher factor" its rightful place in the scheme of things. Omosewo, et.al (no date) admonished that if the government is committed to ensuring the success and realization of Universal basic education Basic Education's vision statement, which can only be realized by a functional teaching and learning process; it is worthy of note that the teachers will always be a major part of the process. Frantic efforts must be put together to raise the level of general education of teachers and also, raise the level of their professional preparation and career-long professional development of serving teachers. Of utmost importance in the requirements postulated by Omosewo, et.al (no date) is the regular payments of teacher allowances and that teachers' emoluments should be kept at a grade level commensurate with the professional nature of their job, while other incentives and welfare packages are to be negotiated. The authors advised also that steps should be taken to make the school environment learner-friendly and teacher-friendly.

The World Bank (2007), report indicates that before 2003, "Primary school teachers were selected, appointed, and deployed by local government education secretaries under approval from the State Primary Education Boards". The report also states that some local governments were not willing to recruit new teachers or to accept additional ones, due essentially to the large share of their Federation Account allocation that were already being deducted for teachers' salaries. Every teacher then in the service was qualified for promotion to the next grade provided they had served for three years and this was continuous until such a teacher had reached his or her bar based on entry qualification. World Bank (2007) noted that there was no regular teacher in-service training system in place, but that in some states local governments provided support for teachers in upgrading courses or in undertaking the accelerated Pivotal Teacher Training Programme which aimed at stopping the gap between the universal basic education programme goals in its implementation especially with regards to teacher quantity and teacher quality.

The World Bank in 2007 suggested two major stop-gap measures to the Federal Government of Nigeria for consideration and possible adoption. Firstly, they advocated that teachers need to be trained and recruited for special environments; arguing further that they were states with relatively very low primary school enrollments and that to enroll all school-age children in

such areas, there was the need to adopt varying strategies and models of schooling with teachers recruited and trained to teach specifically in such environments.

This advocacy perhaps motivated the government of Cross River State to introduce what was called “bush allowance” this is an incentive paid to teachers posted to rural schools and rural local government areas. This came on the heels of the State Governments move to check the shortage of teachers in the school system in her attempt to begin the implementation of the 9-year universal basic education programme in 2004. Firstly, the State had a civil service that was redundant; secondly, there were graduates with education or teaching bias who were doing clerical work. The then Governor Donald Duke massively posted all of them to the school system to teach. Most of them resisted the postings for a while but when government announced the incentives, many of them hurried to report while others in the urban schools pleaded to be posted to rural schools so they could benefit from the largesse of government. In the same vein according to Cross River State Planning Commission (2007), teachers with Nigeria Certificate in Education (NCE) who had not upgraded themselves and were teaching in the secondary schools were posted to primary schools.

Cross River State in 1999 had 4004 teachers in secondary schools but in 2005, the number dropped to 3315. The State had a shortage of 3000 teachers as at 2007(Cross River State Planning Commission, 2007:60). This probably was as a result of those without qualifications who absconded or ghost workers who disappeared because this coincided with the period the State Government digitized staff salaries. Nakpodia (2011) reported that the Federal Government had mandated the National Teachers Institute (NTI) to produce 30,000 teachers yearly for the UBE programme to be posted to all states of the federation.

Up until 2005, as recorded by UNESCO 2006 regular in-service training of teachers (INSET) was minimal in most states. The Universal Basic Education Commission Intervention Fund is attempting to increase significantly levels of in-service training of teachers with the earmarking of 15 percent of funding for staff development activities. “Teacher training and development is an indispensable aspect of the basic education programme; it involves the use of human potentials to achieve educational objectives as well as contentment” (Edem and Okon, 2008:69).

Maduwesi and Ihebereme (2009) observed that “in-Service Training Programmes are the activities engaged in by professionals while still on the job to retain and update their knowledge levels, skills and professional competences” the authors noted that as means of continued professional growth in-service training helps in the improvement of the performance of teachers and pupils in schools. A teacher is like the machete if he is not filled or sharpened after some time of usage he becomes blunt and will not be able to perform the cutting and tearing functions anymore.

Ozturk (2003) also cites intensive pre-service and in-service training as the main reasons of success in curriculum usage. It appears that intensive in-service training is an important strategy for programme implementation. Little wonder the Universal Basic Education Commission emphasized as a major strategy for successful implementation of the universal basic education programme to recruit new teachers and retrain them on the job.

Universal Basic Education Commission (2010) noted that the Federal Teachers Scheme (FTS) was introduced in the wake of the launch of the Universal Basic Education programme in April 2002 to serve as an intervention strategy by UBEC with the aim of addressing the

problem of shortage of teachers for the UBE programme, providing employment to NCE graduates and providing states with the services of these teachers thereby reducing the gap between teacher demand and supply found in Cross River State and Nigeria at large. The major objectives of the FTS are: meeting teacher demand especially in rural areas, exposing NCE graduates to full practical experience in their chosen career; ensuring quality education of pupils/students in the UBE programme; providing employment to NCE graduates and invariably reduce poverty. UBEC (2010); Edem and Okon (2008) reported that the FTS programme provides opportunity to recruit NCE graduates to teach in both primary and junior secondary schools in all the states and the FCT. The objective is to inject more qualified teachers into the basic education system as well as serve as internship opportunity for NCE graduates.

UBEC (2010) reported that after the Federal Teachers Scheme (FTS) had kicked off, “a monitoring assessment study of the FTS was conducted in order to assess the effectiveness of the FTS and the challenges faced by the FTS teachers and proffer possible solutions for the improvement of the scheme” (p.11). An ex post facto research design was used in carrying out this study in Cross River State study area while the stratified random and purposive sampling techniques were used to select 182 schools and 379 FTS participants in the area. Questionnaires, focus group discussions and observations were used to obtain data for the study which were further summarized using descriptive statistics of frequencies, percentages, bar charts and line graphs. The following findings from the study which are relevant to this study are summarized as follows:

- i. Out of 1016 public primary schools and 234 junior secondary schools in Cross River State, only 608 public primary schools and no junior secondary school is benefitting from the FTS. According to the report, Calabar Municipal, Ikom and Obudu were benefitting 100% from the FTS programme while places like Akpabuyo (rural), 8.33% and Obubra (rural) 24.66% were benefitting from the Federal Teachers Scheme minimally.
- ii. On the impacts of the capacity building workshops held for the Federal teachers Scheme (FTS) teachers, 128 FTS teachers learnt new methods of teaching; as to how many workshops the FTS teachers had attended, 163 FTS teachers said they had attended one, while 136 FTS teachers indicated they had attended more than one.
- iii. More FTS participants are located in the rural areas (60.95%) than the urban areas (39.05%). This is a clear indication that the posting of the FTS teachers is in line with the objectives of the scheme, where teachers are posted to rural communities where there are needed the most.
- iv. Out of the number sampled, 212 (54%) FTS teachers assumed duty in January 2009 in Cross River State, while 94(24.80%) FTS participants assumed duty in February. This is a clear indication that the scheme is constantly posting teachers to states as directed by the UBEC. The study in its recommendation concluded that all federal teachers’ scheme participants and indeed all teachers in the school system should be engaged in regular and intensive training, conferences, workshops and seminars organized for school teachers by Universal Basic Education Commission to sharpen teachers learning skills. They recommended also that all children must be taught by teachers who have the knowledge, skills and commitment to teach children well (p.11).

Etuk, et.al (2012) lamented further that “the lack of teachers is a problem already and unskilled teachers already operating in the field will adversely affect pupils to the extent that they will pass out without being equipped with the required basic educational skills that match with that level of schooling they have received”. At the end the objective of having completers of the Universal Basic Education programme to possess literacy, numeracy and basic life skill will be defeated.

Universal Basic Education Commission (2010) in her assessment of the Federal Teachers Scheme (FTS) in the country revealed that Cross River and Adamawa States have the highest number of fake teachers under the Federal Teachers Scheme. This ugly scenario leaves education sector with a series of worries. Firstly, what kind of education were these fake teachers (most of them with forged certificates) imparting on our young innocent learners? What is the fate of those who graduated under their tutelage; did they acquire the basic universal basic education skills stipulated for the various levels?

According to the list, ‘Cross River state has the highest number of fake participants with 600 persons, Adamawa State is second with 447, Delta State has 278, Kano State is closely next with 206. Other states that make up the top ten in the list are Sokoto with 159, Kaduna and Niger States with 140 each; Edo State has 120 fake teachers, under the scheme, while Lagos completes the top ten lists with 105.

Etuk, Ering and Ajake (2012) stressed that “studies have shown that adequate motivation is a precondition for the achievement of maximum output in any work environment” (p.181). The authors observed that even where there are teachers in schools there is lack of motivation and incentives for them to increase output and increase efficiency. Etuk, et.al. (2012), reported that in three demographic studies on the current nationwide indices in the primary education sector, results of the findings indicate that almost all sampled teachers lamented that they were inadequately motivated to do their job. “How can the goals of UBE be excellently achieved when teachers, whose positions are central to the achievement of such goals, are poorly motivated” (Etuk, et.al, 2012)? As a response to this question, the objectives, principles, goals and policy of the universal basic education programme will suffer a major setback if teachers who form the pillar upon which the universal basic education programme rests are not adequately and appropriately motivated.

Commenting on the state of teachers in Nigeria; Etuk, et.al. (2012), stressed “that the teaching profession in Nigeria is accorded low regard and often treated as a dumping ground” (p.181). This assertion seems to be true because those who fail in their choice of carriers most often are employed as teachers as a last resort. The Federal Republic of Nigeria (FRN) (2004) enunciates in her national policy on education that all teachers in educational institutions shall be professionally trained. Therefore, teacher education programmes shall be structured to equip teachers for the effective performance of their duties. However, most teachers in the basic education schools’ sector are graduates in courses other than education: meaning therefore that they are quacks in the teaching profession. This is orchestrated by the unemployment issue that has bedeviled the nation over the years.

The Federal Ministry of Education, (2009) noted with dismay the alarming discrepancy between teachers certified competence and performance on the job. This means that most teachers in the field with requisite educational qualifications cannot perform on the job. They cannot defend their certificates; their teaching skills are poor and therefore are unable to deliver on the objectives of the universal basic education programme. To address these

issues, Government of the Federal Republic of Nigeria through the instrumentality of Universal Basic Education Commission (UBEC) and State Universal Basic Education Boards (SUBEBs), has from time to time embarked on some capacity building workshops, seminars and conferences for teachers in the basic education sector to hone their skills and keep them abreast of current trends in their various fields of teaching.

Edem and Okon (2008) said “motivation could make a mule dance” (p.127). A well-motivated teacher would strive hard to perform at his maximum capacity on his job. ‘To whom much is given much is expected’; if a teachers wages are paid on time, if he is given some on-the-job incentives, properly quartered and respected like every other professional in the country, if teachers promotions run appropriately and they are sent on courses and duty tour allowances/seminar and workshop fees paid to them, their attitudes will definitely change for the better which in turn will illicit the best skills from the teacher. Edem and Okon (2008) concluded that ‘teachers need to feel that there is a fair balance between their inputs and outputs’ (p.129). These outputs may be expressed in terms of financial rewards such as pay rise, salary, expenses, perks, benefits, benefits and other intangibles such as awards, praise, thanks, additional responsibilities, and training.

## **METHODOLOGY**

The ex-post facto research design was employed for this study because the researcher was studying variables that have already occurred, therefore, there was no manipulation of the variables; they were rather studied retrospectively. The population of the study consisted of all the teachers in the two hundred and fifty public secondary schools of Cross River State. The stratified, purposive and simple random sampling techniques were used to sample two hundred and fifty teachers from fifty schools. Secondary data from Universal Basic Education Commission (UBEC), State Universal Basic Education Board (SUBEB), and Cross River State Ministry of Education (CRSMOE) were obtained and analyzed. Data generated were subjected to descriptive statistics of simple percentages, rates analysis and presented on pie and bar chart.

## **RESULTS AND DISCUSSIONS**

The analysis on table 1 show that in 2010, 47,299 students were taught by 4150 teachers with a teacher/student ratio of 1:11. This ratio was way below the national approved ratio of 1:40. A total of 236 teachers were recruited into the teaching force by 2011; making a total of 4386 junior secondary school teachers. The teacher/student ratio was 1:13 with a total student enrolment figure of 57,748. To obtain teacher increments, the number of teachers in the previous year was subtracted from the current year.

Table 1 also indicate that in 2012, 4341 teachers were teaching 60,209 JSS students amounting to a teacher/student ratio of 1:14. Although, the number of teachers reduced by 45 from the previous year (2011). This shows that there was no recruitment of new teachers in 2012 while some teachers retired, died or left the teaching service. A total of 4841 teachers taught 60,915 JSS students with a teacher/student’s ratio of 1:13. In 2014, 5111 teachers taught a total of 63,590 students amounting to an additional 270 teachers from the previous year. The teacher/student ratio for 2014 was 1:12. To obtain the students/teachers ratio, the

number of students in the current year was divided by the number of teachers in that same year.

The National policy on Education and the Universal basic education law puts the student/teacher ratio at a benchmark of 1:40. With the findings in this study, it shows that Cross River State has employed some teachers with the UBE programme. Though the students/teacher's ratio for JSS classes is quite low, this cannot be said to be sufficient for efficient implementation of the UBE programme. Especially that most of the teachers employed are posted to urban schools while rural schools still suffer considerable dearth of qualified teachers.

**TABLE 1: JSS Teacher/student ratio in Cross River State 2010-2014**

Year	JSS 3 students' enrolments	Number of JSS teachers	Teacher increments	Teacher/students ratio	Approved ratio
2010	47,299	4150	-	11.40	1:40
2011	57,748	4386	236	13.17	1:40
2012	60,209	4341	-45	13.87	1:40
2013	60,915	4841	455	12.58	1:40
2014	63,590	5111	270	12.44	1:40
Average	Average in five years		916	12.69	1:40

From Table 2 of teacher response on training, re-training and motivation of teachers for the implementation of the UBE programme shows that 129(51.81%) agree that adequate number of qualified teachers have been employed for the UBE programme while 120(48.19%) of the respondents disagreed. On whether the state sponsors teachers on sandwich/holiday programmes, 37(14.86%) of the respondents agreed whereas 212 amounting to 85.14% disagreed that states sponsors teachers to holiday programmes. Similarly, 98 teachers accounting for 39.36% agreed that there is limited workload in their school while the remaining 151(60.64%) disagreed that the workload in their school is unlimited.

For recruitment of new teachers 233 respondents that is 93.57% agreed that teachers are recruited regularly in their school, while 16(6.43%) disagreed that staff are not recruited regularly for the UBE programme. 241 teachers that is 96.79% of the respondents said there is lack of regular training for staff, while 8(3.21%) said there was no lack of in-service training for teachers in the state. 249 (100%) of the respondents affirm that there is compulsory teachers' registration with the teachers registration council of Nigeria (TRCN) in their school and in the state, while there was no disagreement about the registration with TRCN.

A total of 223(89.56%) of the respondents agreed that there is inadequate motivation through the UBE programme for teachers, while the remaining 26(10.44%) were of the opinion that they are adequately motivated through the UBE programme. 84.74% affirmed that there is improved attitude of teachers to work, while only 15.26% disagreed that their attitude to work has not improved with the implementation of the UBE programme.

Above ninety eight percent (98.39%) of the respondents said there is regular payment of teachers' salaries with the coming of the UBE programme with only 1.61% disagreeing to the claim. Likewise, 209(83.94%) said yes incentives are provided for teachers leaving only 40(16.06%) with dissenting opinion of lack of incentives for teachers with the UBE programme. 126 that is 50.60% of the respondents voted yes on regular organization of workshops for teachers while a close 123(49.40%) voted no stressing that they have been irregular workshops organized for teachers. In the same vein, 101 (40.56%) of respondents agreed that teachers from the Federal Teachers Scheme (FTS) were posted to their schools but majority of the respondents 148 amounting to 59.44% said there were no FTS teachers in their schools.

On the encouragement of experienced teachers to stay on the job, 15.66% said yes they were encouraged while a greater percentage 210(84.34%) said no such encouragement exists with the UBE. 247 respondents that is 99.20% agreed that there is the need to recruit more teachers for the UBE programme while only .80% said no to the issue of recruitment of more teachers. Meaning there is a need to employ more hands for the UBE programme. From the summary of the analysis, the just average responses show that the number of teachers recruited and trained in the study area is low, the retraining of teachers is also low whereas some have not been invited to any workshop at all as majority of the respondents disagreed with the responses on the questionnaire. There was also the urgent need to increase the number of teachers in schools in the State.

Graphically, these findings are represented in figure 1, bar chart showing teachers' responses frequency on teachers' training, retraining and motivation for the UBE programme.

The pie chart on figure 2 represents years of respondents teaching experience in basic schools. The chart also helps to identify the number and percentage of teachers employed during the period of the UBE programme implementation in Cross River State. As table 22 indicates, out of 250 sampled teachers, 43(17.2%) have been teaching for between 1-5 years. 126(50.4%) have been teaching for between 6-10 years. This result indicates that majority of those teaching at the basic education level were employed within the period of the implementation of the UBE programme in Cross River state. On the other hand, 59(23.6%) of the teachers have experience ranging from 11-15 years. 22(8.8%) of the respondents had taught for 16 years and above.

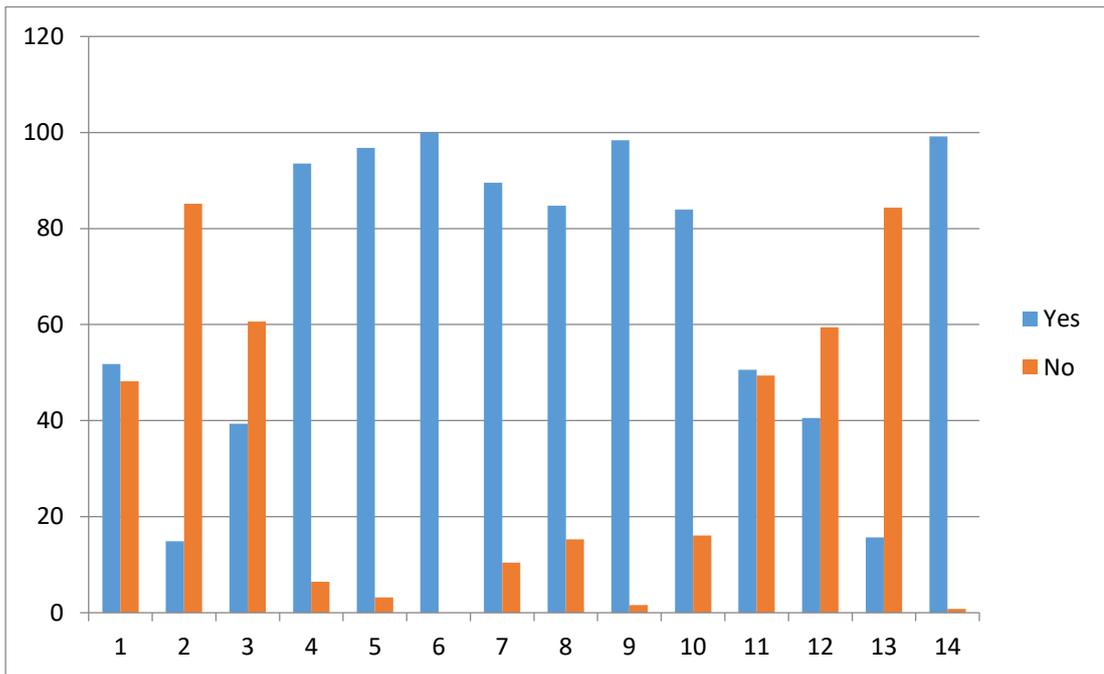
In terms of teaching qualification, the pie chart on figure 3 indicates teachers' highest qualification which is also a major index in the evaluation of the classroom implementation of the UBE programme. Out of the 250 JSS teachers sampled for the study 7(2.8%) had NCE, 186(74.4%) had HND/B.A/B.Sc/B.ed; 48(19.2%) had M.ed, while 9(3.6%) had PhD; this is shown also on table 3. This finding shows that the available manpower for the UBE programme is qualified with a greater majority of them having the Bachelor's degree certificate.

**TABLE 2: Summary of teachers' opinions on teachers' recruitment, training, retraining and motivation**

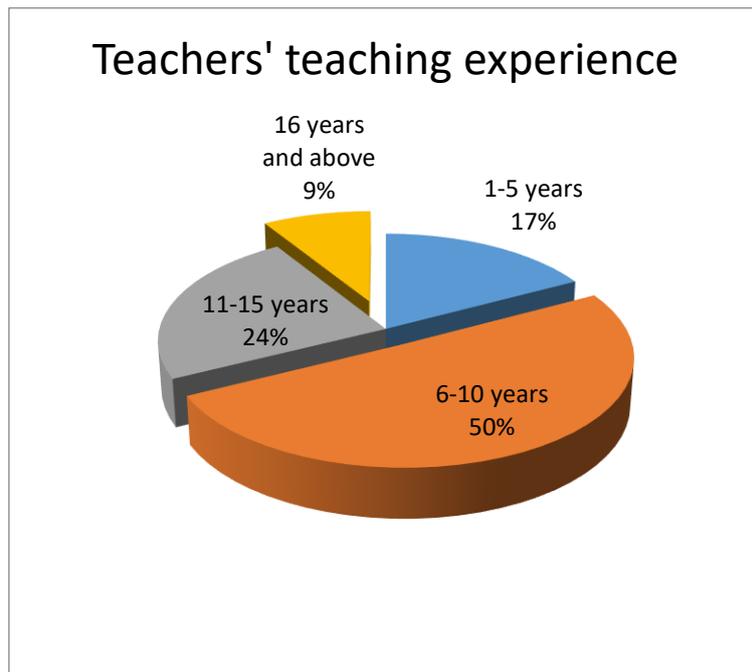
S/n	Status of the teachers	Yes	%	No	%	Total
1	Adequate number of qualified teachers	129	(51.81)	120	(48.19)	249
2	State sponsors teachers on holiday programmes	37	(14.86)	212	(85.14)	249
3	Limited workload in my school	98	(39.36)	151	(60.64)	249
4	Recruitment of new teachers	233	(93.57)	16	(6.43)	249
5	Lack of regular in-service training	241	(96.79)	8	(3.21)	249
6	Compulsory teacher's registration council	249	(100)	0	(0.0)	249
7	Inadequate motivation through UBE	223	(89.56)	26	(10.44)	249
8	Improved attitude to work	211	(84.74)	38	(15.26)	249
9	Regular payment of teachers' salaries	245	(98.39)	4	(1.61)	249
10	Provision of incentives for teachers	209	(84.94)	40	(16.06)	249
11	Regular organization of workshops for teachers	126	(50.60)	123	(49.40)	249
12	Presence of Federal teacher's scheme beneficiaries	101	(40.56)	148	(59.44)	249
13	Encouragement of experienced teachers	39	(15.66)	210	(84.34)	249
14	Need to recruit more teachers for UBE	247	(99.20)	2	(.80)	249

**Table 3: Teachers' qualifications and teaching experience (N=250)**

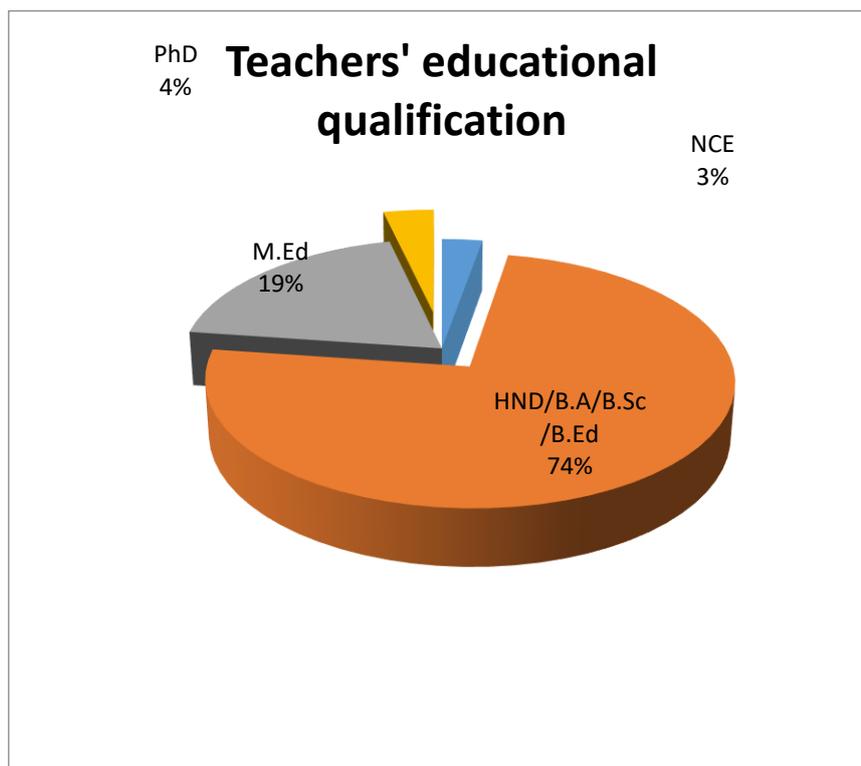
S/N	Variables	Variables categories	Frequencies	%
5	Qualifications	NCE	7	2.8%
		HND/B.A/BSC/BED	186	74.4%
		M.ED	48	19.2%
		PhD	9	3.6%
		Total	250	100%
6	Teaching experience in years	1-5	43	17.2%
		6-10	126	50.4%
		11-15	59	23.6%
		16 and above	22	8.8%
		Total	250	100%



**Figure 1: Bar chart on frequency of teachers’ response on the extent of teachers’ recruitment, training, retraining and motivation.**



**Figure 2: Pie chart showing frequency of teachers teaching experience in years.**



**Figure 3: Pie chart showing frequency of teachers' teaching qualifications.**

## DISCUSSION OF RESULTS

Results obtained from the findings; it shows that, in terms of teachers' availability, UBEC (2010) report of basic education profile in the country shows that Cross River State had only 4150 teachers at the JSS level. From the UBEC report of 2010, Cross River State also records the lowest student/teacher and student/ qualified teacher ratio in the south – south zone of the country with records showing ratios of 16 and 21 respectively.

The Cross River SUBEB indicated that she is “responsible for recruitment of teaching and non-teaching staff and manages and monitors performance for promotions and assignment to key positions. The finding in this study agrees with Ejere (2011) who declared that “teachers remain a significant factor in the quality and standard of education at all levels.” The author lamented the acute shortage of professionally qualified teachers at the basic education level and stated that “UBEC conducted an audit of its personnel and found out that basic education in Nigeria needed 966,308 teachers but schools had only 627,550 at present in service; of this number, they reported that only 368,613 that is about 55.2% were qualified as teachers leaving a gap of 597,695.

The Federal Teachers Scheme (FTS) which was initiated in the wake of the UBE programme implementation is meant to bridge the gap in teacher availability and adequacy in schools. Most teachers who have completed their two years internship have not been absorbed by their

various states to fulfill the aspirations of the policy designers. This finding has exposed a wide gap of disconnect between the Federal and State Government in the regard of teacher recruitment for the UBE programme.

According to the study of the perceived impact of UBE on national development in Nigeria, by Jaiyeoba, (2007); government had recruited teachers as proposed in the implementation blue print. It was planned that about 28,000 teachers would be recruited so as to have approximately 1:40 teacher pupil ratio. "The author reported further that it was noticed as of recent that large number of teachers were employed for the UBE programme in almost all the states of the Federation. The respondents in his study who were teachers agreed that government has employed sufficient teachers for the UBE programme. This is in line with the findings of this study. The surprise in this finding lies in the fact that despite the central role teachers' play in the UBE programme implementation process, government has at yet employed the requisite number of teachers to fill the yawning teacher/student gap which for the state is huge.

### **Recommendations**

Qualified teachers should be employed to meet up the appropriate teacher/student's ratio; teachers should all be exposed to skills re-awakening workshops at least once every beginning of a new term. The incentives began by the Cross-River state government for rural teachers should be paid more regularly and should be stepped-up with prizes awarded to teachers in terms of their performance school by school. Teachers' recruitment and promotion should be based on highest scorers at a competency test including practical teaching.

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