



Research Paper

## Impact of Programme Evaluation and Re-orientation Training on Universal Basic Education Teachers in Awe LGA, Nasarawa State, Nigeria

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### Abstract:

Program evaluation is a systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programs, particularly about their effectiveness and efficiency. However, this study assessed the impact of programme evaluation and re-orientation training on universal basic education teachers in Awe LGA, Nasarawa State, Nigeria. The researchers used both secondary and primary data of survey research design. The populations of this study consisted of 154 Universal Basic Education male and female teachers in Awe LGA, Nasarawa State, Nigeria were 50 teachers were used as a sampled size, 35 male and 15 female teachers. UBE Participant (teachers) 'Questionnaire made up of two sections: section 'A' contained 2 items in form of bio-data (school name and Gender) while Section 'B' consists of 15 items that expresses statements on the impact of programme evaluation and re-orientation training on universal basic education teachers based on the 2 points Likert type scale. Questionnaire was subjected to experts' judgment for validation which yielded 0.78 validity index and 0.82 reliability index. Data collected were answered using descriptive statistics for bio-data and answering of research questions while parametric statistics (t-test and ANOVA) One-Way were used for testing hypotheses and the results revealed that programme evaluation re-orientation training has high impact on male and female UBE teachers and there is significant impact of programme evaluation re-orientation training on facilitators, monitoring team and UBE teachers in Awe LGA of Nasarawa State, Nigeria. It was recommended that, Universal Basic Education Commission should enforce programme evaluation re-orientation training across male and female teachers and supply sufficient learning materials such as laptop, palmtop to enable modern knowledge and skill.

**Keywords:** Programme evaluation, re-orientation training, UBE teachers, Awe LGA

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### I. INTRODUCTION

The educational systems of most nations in the world are currently undergoing significant transformations. This is perhaps because of the increasing realization of the critical importance of human capital in the development process. Hence, in the course of re-ordering the development priorities, goals and strategies, nations have come to reason that the system of education that produces and shapes the nation's human capital must be continually reformed for it to be efficient. It is a truism that an efficient education system will serve as an effective means of accelerating the social, economic, scientific and technological progress of a nation. Consistent with this [1] recognizes education as "an instrument par excellence for national development. This instrument "par excellence for national development" cannot achieved it designed goal and objectives without the effectiveness of programme evaluation (PE) across all the educational beneficiaries such as parents, teachers, facilitators, quality assurance etc.

Program evaluation (PE) is a systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programs, particularly about their effectiveness and efficiency [2]. In both the public and private sectors, stakeholders often want to know whether the programs they are funding, implementing, voting for, receiving or objecting to are producing the intended effect. While program evaluation first focuses around this definition, important considerations often include how much the program

costs per participant, how the program could be improved, whether the program is worthwhile, whether there are better alternatives, if there are unintended outcomes, and whether the program goals are appropriate and useful [3]. Evaluators help to answer these questions, but the best way to answer the questions is for the evaluation to be a joint project between evaluators and stakeholders [4]. The process of evaluation is considered to be a relatively recent phenomenon.

Program evaluation may be conducted at several stages during a program's lifetime. Each of these stages raises different questions to be answered by the evaluator, and correspondingly different evaluation approaches are needed. [5] suggest the following kinds of assessment, which may be appropriate at these different stages:

- Assessment of the need for the program
- Assessment of program design and logic/theory
- Assessment of how the program is being implemented (i.e., is it being implemented according to plan? Are the program's processes maximizing possible outcomes?)
- Assessment of the program's outcome or impact (i.e., what it has actually achieved)
- Assessment of the program's cost and efficiency

According to UBEC/SUBEB facilitator manual guide [6] defines evaluation is feedback from the teachers to the learners about their learning. It uses methods and measures to assess students learning and understanding of materials for record purpose. Program evaluations can involve both quantitative and qualitative methods of social research. People who do program evaluation come from many different backgrounds, such as sociology, psychology, economics, social work, and public policy such Universal Basic Education Programme (UBEP) also have specific training programs for program evaluation in collaboration with State Universal Basic Education Board (SUBEB). The Universal Basic Education Programme (UBEP) is a policy reform measure by the Federal Government aimed at reforming the basic education sub-sector in Nigeria. It is government's strategic response to Education for All (EFA) goals, as well as goals number 2 and 3 of the MDGs. As a programme, its major goal is to engender positive changes in the modus operandi of the basic education in the country. Such changes include making programme implementation more responsive to the needs of the people and ensuring that individuals and communities become actively involved in the provision of basic education which centre on pupils and teachers education. [7] Also, the experienced teachers' implementation of the programme did not differ from the less experienced teachers. In addition, the perceptions of professional and non-professional teachers in the implementation of the programme did not differ

Teacher education (TE) or teacher training (TT) refers to the policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. This occurred as results of effective and valid re-orientation measures delivered by a capable, measurable, carefully and observable facilitator that uses the idea on the following acronyms: ASEI, PDSI and SCRUM are defined below in Table 1.

**Table 1: Acronyms**

| ASEI   | PDSI  | SCRUM   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• A – Activity-based</li> <li>• Student-centre</li> <li>• Experimental-oriented</li> <li>• Improvisation</li> </ul> | <ul style="list-style-type: none"> <li>• P – Plan</li> <li>• D-Do</li> <li>• S-See</li> <li>• I- Improve</li> </ul> | <ul style="list-style-type: none"> <li>• S – consider the learners STATE</li> <li>• C- be CREATIVE</li> <li>• R- keep it REAL</li> <li>• U- remember &amp; respect that each child is UNIQUE</li> <li>• M- keep your lessons MULTI-SENSORY</li> </ul> |

*Source: UBEC/SUBEB Lafia, (2017-2018)*

The significant of UBEC/SUBEB in transforming teacher education (TE) or teacher training (TT) so as to observe and categorically place learners knowledge, skills and attitude that will harvest positive behaviour in schools in Nasarawa State is a thing of concerned over the past decayed. This called for classroom teachers' reorientation programme (CTRP) to achieve pupils/learners better future and cardinal goals dream for Large Scale Assessment (LSA) designed by UBEC/SUBEB.

Re-orientation is the act of figuring out again where you are in relationship to your environment, or changing direction in the teaching profession. UBEC/SUBEB programme evaluation served a compass and map for male and female teachers' re-orientation. Reorientation is often related to location, figuring out where you are and pointing yourself in the right direction.

Adebimpe [8] opined that for the UBE to succeed, adequate provision should be made to produce sufficient qualified teachers and make them relevant within the limit of their area of specialization. Coombs as cited in Nwagwu [9] had emphasized the importance of teachers in the education enterprise. He said that

teachers next to students were the largest and most expensive inputs. They are required in large numbers but there is also the critical need to have the right quality. [10] study revealed that programme evaluation equipped and reorganize teachers previous knowledge to the current conditions, such as plan instruction according to content objective of specify classes of pupils [11] says that in a bid to meet up with the increased demands for teachers, government may recruit those much less qualified to teach. As a matter of facts, this is already happening in the system. At present, some non-professionals are being specially employed for the purposes of the UBE scheme with the hope that quick orientation / training will be given to them after which they will serve as teachers under the scheme. The implication of this is that teachers will either be overloaded, or they may not be of the right caliber in terms of training and experience.

### **Statement of the Problem**

Over the years, UBEC/SUBEB came out with essential and effective designed planned programme to achieve her dream goals across the Nigerian states through programme evaluation for the benefits of classroom teachers, pupils and others educational beneficiaries. However, its implementation faced with strata of challenges such as poor communication and distribution of training/work materials, poor transportation and accommodation fund and the worse of these alarming problems is on the selection process leading to poor performance and incompetence among the educational beneficiaries. Therefore, based on these alarming problems the researcher assessed the impact of programme evaluation and re-orientation training on Universal Basic Education Teachers (UBET) in Awe LGA, Nasarawa State, Nigeria.

The following research questions guided the study:

**Research Question 1:** What is the impact of evaluation re-orientation training programme on universal basic education on male and female teachers in Awe LGA?

**Research Question 2:** What is the impact of facilitators, monitoring team on universal basic education teachers programme evaluation re-orientation training in Awe LGA?

The following hypotheses guided the study and were tested at 95% confidence level

**HO1:** There is no significant different between male and female UBE teachers and impact programme of evaluation re-orientation training in Awe LGA

**HO 2:** There is no significant different between facilitators, monitoring team and UBE teachers on impact of programme evaluation re-orientation training in Awe LGA

## **II. RESEARCH METHOD AND MATERIALS**

### **Research design**

The researcher used both secondary and primary data of survey research design. This is because, involves the collection of data within a short span of time from a random sample of the target population [12]. This design was considered suitable because the study sought to investigate the impact of programme evaluation and re-orientation training on Universal Basic Education teachers in Awe LGA, Nasarawa State, Nigeria.

### **Population of the Study**

The populations of this study consisted of 154 Universal Basic Education male and female teachers in Awe LGA, Nasarawa State, Nigeria were 50 teachers are propulsive selected to meet the need of the programme. The 50 teachers used as a sampled size were dichotomizing into male and female, that is 35 male and 15 female teachers.

### **Methods of Data Collection**

For the purpose of this study, the researcher developed an instrument for data collection called UBE Participant (teachers) 'Questionnaire made up of two sections: section 'A' contained 2 items in form of bio-data (school name and Gender) while Section 'B' consists of 15 items that expresses statements on the impact of programme evaluation and re-orientation training on Universal Basic Education Teachers based on the 2 points Likert type scale.

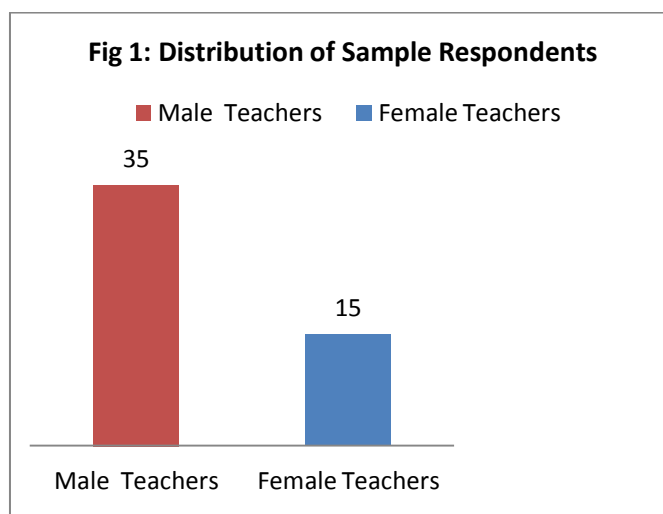
Questionnaire was subjected to experts' judgment for validation. Experts in Measurement and Evaluation validated validate the instrument by checking the appropriateness, and relevance of the items, clarity of expression and size of print which yielded 0.78 validity index. The instrument was pilot-tested using ten (10) classroom teachers who are not part of the sampled of the study but they form part of the population. This is to determine reliability of the instrument. Cronbach coefficient Alpha method of estimating reliability was employed to compute coefficients of internal consistency which yielded 0.82 reliability index.

The questionnaire was administered personally by the researcher with prior arrangement among the participant (classroom teachers) in central UBE Awe. The privacy of information and other ethical assurances was guarantee. Immediately, the researcher administered the instrument. Freedom to ask questions for clarification was granted and sufficient time to respond to the items was also given to the respondents. Data

collected were answered using descriptive statistics for bio-data and answering of research questions while parametric statistics (t-test and ANOVA) One-Way were used for testing hypotheses and the results are presented in the Tables below.

**Bio-Data Information of the Respondents**

Chart below in fig 1 shows the distribution of sampled distribution of respondents, 35 represents 70% were male classroom teacher and 15 represents 30% were female classroom teacher.



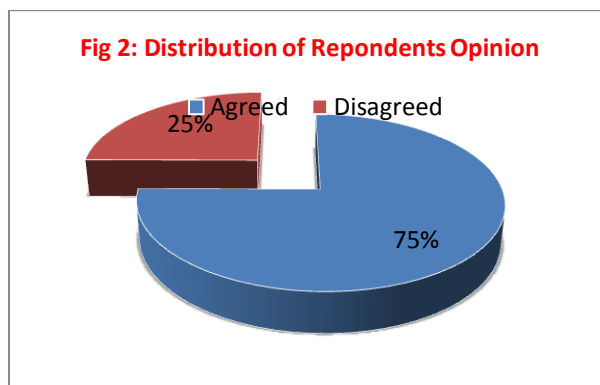
**Research Question 1:** What is the impact of evaluation re-orientation training programme on universal basic education on male and female teachers in Awe LGA?

**Table 2: Descriptive Statistics of Respondents Responses on Programme Evaluation Re-orientation Training**

| SN | Description of Items   | Agree      | Disagree   |
|----|--|------------|------------|
| 3  | Are you aware of the UBE re-orientation programme/workshop   | 35 (75%)   | 15 (25%)   |
| 4  | Were you given supportive material at the UBE workshop training  | 45 (90%)   | 5 (10)     |
| 5  | I enjoy the workshop because it prepare UBE teachers for feature quality teaching  | 40 (80%)   | 10 (20%)   |
| 6  | I find it easier to develop ASEI lesson plan after the UBE workshop training   | 35 (75%)   | 15 (25%)   |
| 7  | I enjoy the UBE workshop training because it guided me on how to administer continuous assessment to pupils in my school     | 39 (78%)   | 11 (22%)   |
| 8  | I don't want the evaluation re-orientation programme because I have the teaching skills right from my graduated institutions | 10 (20%)   | 40 (80%)   |
| 9  | Do you think the UBE workshop training added value to your teaching skill  | 45 (90%)   | 5 (10)     |
| 10 | UBE workshop training programme was very educative and interactive   | 45 (90%)   | 5 (10)     |
| 11 | Do you wish the workshop training programme should be compulsory to all UBE teachers   | 39 (78%)   | 11 (22%)   |
|    | % Σ  | <b>75%</b> | <b>25%</b> |

Source: Researcher Field work,(2021)

Table 2 shows descriptive statistics of respondents responses on programme evaluation re-orientation training, item 3 which says ‘are you aware of the UBE re-orientation programme/workshop 35(75%) agreed while 15( 25%) disagreed. Item 4 which say’s ‘were you given supportive material at the UBE workshop training 45(90%) agreed while 5(10%) disagreed. Item 5, 40(80%) agreed that they enjoy the workshop because it prepare UBE teachers for feature quality teaching while 10(20%) disagreed. Item 6, 35(75%) agreed that they find it easier to develop ASEI lesson plan after the UBE workshop training while 15(25%) disagreed. Item 7 which says they enjoy the UBE workshop training because it guided them on how to administer continuous assessment to pupils in my school 39(78%) agreed while 11(22%) disagreed. Item 8 which say’s I don’t want the evaluation re-orientation programme because I have the teaching skills right from my graduated institutions 10(20%) agreed while 40(80%) disagreed. Item 9, 45(90%) agreed that UBE workshop training added value to your teaching skill while 5(10%) disagreed. Item 10 which says ‘UBE workshop training programme was very educative and interactive , 45(90%) agreed while 5(10%) disagreed. Item 11 which say’s do you wish the workshop training programme should be compulsory to all UBE teachers (78%) agreed while 11(22%) disagreed. The sum percentages (% Σ) of the respondents 75% agreed with the statement that answered research question one while 25% disagreed. This percentage sum is quantified in pie chart below in fig 2.



**Research Question 2:** What is the impact of facilitators, monitoring team on universal basic education teachers programme evaluation re-orientation training in Awe LGA?

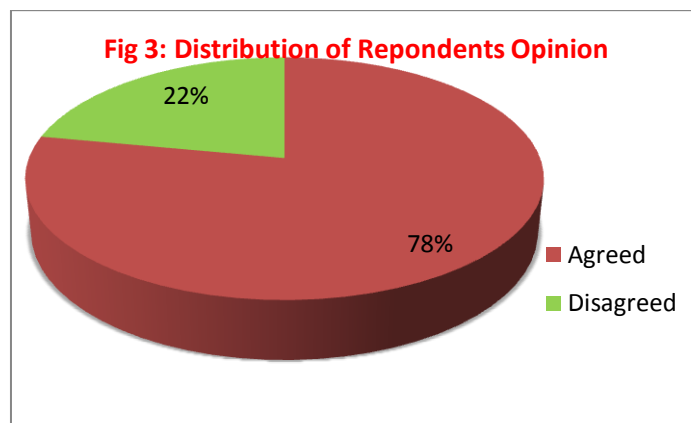
**Table 3: Descriptive Statistics of Respondents Responses on Programme Evaluation Re-orientation Training**

| SN   | Description of Items   | Agree    | Disagree |
|------|--|----------|----------|
| 12   | UBE workshop training programme unite facilitators, monitoring teams and the teachers to promote learning process                              | 39 (78%) | 11 (22%) |
| 13   | Did the facilitators and monitoring teams instructed the teachers on how to managed pupils in classroom  | 34 (68%) | 16 (32%) |
| 14   | Facilitators and monitoring teams were so friendly with teachers during the UBE workshop training programme                                    | 35 (75%) | 15 (25%) |
| 15   | There were serious assessment by the facilitators and monitoring teams on teachers during UBE workshop training in getting positive feedback   | 39 (78%) | 11 (22%) |
| 16   | Do you facilitators and monitoring teams have teachers to make it real during the UBE workshop training programme                              | 39 (78%) | 11 (22%) |
| 17   | Facilitators, monitoring teams and teachers amid during UBE workshop training was to promote inclusive education all pupils in primary schools | 45 (90%) | 5 (10%)  |
| % Σ. |  | 78%      | 22%      |

**Source:** Researcher Field work,(2021)

Table 3 shows descriptive statistics of respondents on programme evaluation re-orientation training. Item 12 which says that UBE workshop training programme unite facilitators, monitoring teams and the teachers to promote learning process 39(78%) agreed while 11(22%) disagree. Item 13 which states that did the facilitators and monitoring teams instructed the teachers on how to managed pupils in classroom 34(68%) agreed while 16(32%) disagreed. Item 14 which states that facilitators and monitoring teams were so friendly with teachers during the UBE workshop training programme 35(75%) agreed while 15(25%) disagreed. Item 15 which states that there were serious assessment by the facilitators and monitoring teams on teachers during UBE workshop training in getting positive feedback 39(78%) agreed while 11(22%) disagreed. Item 16 which states do you facilitators and monitoring teams have teachers to make it real during the UBE workshop training programme 39(78%) agreed while 11(22%) disagreed. Item 17 which states that facilitators, monitoring teams and teachers amid during UBE workshop training was to promote inclusive education all pupils in primary schools 45(90%) agreed while 5(10%) disagreed. The sum percentages (% Σ) of the respondents 78% agreed with the statement that answered research question one while 22% disagreed. This percentage sum is quantified in pie chart below in fig 3.





**HO1:** There is no significant different between male and female UBE teachers and impact of programme evaluation re-orientation training in Awe LGA

**Table 4: Paired Samples Test of Significant Different between Male and Female UBE Teachers and Impact of Programme Evaluation Re-Orientation Training**

|               | Paired Differences |                |                 |   | t        | Df    | Sig. (2-tailed) |       |
|---------------|--------------------|----------------|-----------------|---|----------|-------|-----------------|-------|
|               | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |          |       |                 |       |
|               |                    |                |                 | Lower                                     |          |       |                 | Upper |
| Male - Female | 24.36000           | 19.82244       | 2.80332         | 18.72653                                  | 29.99347 | 8.690 | 49              | .000  |

Table 4 shows paired samples t-test result of significant different between male and female UBE teachers and impact of programme evaluation re-orientation training (mean=24.36, t=8.69, df=49, sig=.000). This indicated that t-value (8.69) > P-value (.000) the null **Ho<sub>1</sub>** was rejected, hence there is a significant different between male and female UBE teachers on impact of programme evaluation re-orientation training in Awe LGA. This implies there is impact of programme evaluation re-orientation training on UBE teachers in Awe LGA of Nasarawa State.

**HO 2:** There is no significant different between facilitators, monitoring team and UBE teachers on impact of programme evaluation re-orientation training in Awe LGA

**Table 5: ANOVA for Significant Different Between Facilitators, Monitoring Team and Teachers UBE on Impact Programme Evaluation Re-Orientation Training**

|                | Sum of Squares | Df | Mean Square | F     | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 4813.380       | 4  | 1203.345    | 1.424 | .000 |
| Within Groups  | .000           | 45 | .000        |       |      |
| Total          | 4813.380       | 49 |             |       |      |

Table 5 shows ANOVA result for significant different between facilitators, monitoring team and UBE teachers on impact of programme evaluation re-orientation training (F=1.424, Sig=.000, df=4, 45). This indicated that F-value (1.424) > P-value (.000) the null **Ho<sub>2</sub>** was rejected, hence there is a significant different between facilitators, monitoring team and UBE teachers on impact programme evaluation re-orientation training in Awe LGA. This implies that there is significant impact of programme evaluation re-orientation training on facilitators, monitoring team and UBE teachers in Awe LGA of Nasarawa State.

### III. DISCUSSION OF FINDINGS

Table 2 shows descriptive statistics of respondents' responses on programme evaluation re-orientation training, item 3, 4, 5, 6, 7, 8, 9, 10, and 11 based the sum percentages (%  $\Sigma$ ) of the respondents 75% agreed with the statement that answered research question one while 25% disagreed. Drawing inferences In Table 4 shows paired samples t-test result of significant different between revealed there is a significant different between male and female UBE teachers on impact of programme evaluation re-orientation training in Awe LGA. This implies there is impact of programme evaluation re-orientation training on male and female UBE teachers in Awe LGA of Nasarawa State. This finding is in agreement with the finding of [13] Also, the experienced teachers' implementation of the programme did not differ from the less experienced teachers. In addition, the perceptions of professional and non-professional teachers in the implementation of the programme

did not differ. Table 3 shows descriptive statistics of respondents on programme evaluation re-orientation training. Item ranging from 12, 13, 14, 15, 16, and 17 yielded the percentages sum (%  $\Sigma$ ) of the respondents 78% agreed with the statement that answered research question one while 22% disagreed. Drawing inference from Table 5 shows ANOVA result for significant different between facilitators, monitoring team and UBE teachers on impact of programme evaluation re-orientation training indicated there is a significant different between facilitators, monitoring team and UBE teachers on impact programme evaluation re-orientation training in Awe LGA. This finding is in agreement with the finding of [14] that programme evaluation equipped and reorganize teachers previous knowledge to the current conditions, such as plan instruction according to content objective of specify classes of pupils, [15] it was found that urban teachers' implementation of the UBE programme was significant to those in the rural areas. Also, the experienced teachers' implementation of the programme did not differ from the less experienced teachers. In addition, the perceptions of professional and non-professional teachers in the implementation of the programme did not differ. It was recommended among others that since there is need for community recruitment of teachers, government should recruit professional teachers into the schools for students to achieve permanent literacy and communicate effectively. Seminars and workshops to be organized for teachers and government should intensify more efforts in effective supervision of teachers to acquaint them with new ideas in the implementation of the universal basic education programme.

#### **IV. CONCLUSION**

The study focused on the impact of programme evaluation and re-orientation training on universal basic education teachers in Awe LGA, Nasarawa State, Nigeria. Program evaluation (PE) is a systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programs, particularly about their effectiveness and efficiency. It was concluded that there is impact of programme evaluation re-orientation training on male and female UBE teachers and there is significant impact of programme evaluation re-orientation training on facilitators, monitoring team and UBE teachers in Awe LGA of Nasarawa State, Nigeria.

#### **V. RECOMMENDATION**

Based on the findings of this study, the following recommendations were raise:

1. Universal Basic Education Commission should enforce programme evaluation re-orientation training programme across male and female teachers and supply sufficient learning materials such as laptop, palmtop to enable modern knowledge and skill to teacher
2. The state government also should recruit professional teachers into the primary and junior secondary schools in the state in other to enable the pupils to achieve permanent literacy and numeracy and the ability to communicate effectively.
3. All teachers in the state should be allowed to attend seminars/ workshop to acquaint themselves with new ideas and methods of teaching for the UBE programme.
4. The state ministry of education should intensify more efforts in the effective supervision, monitoring and evaluation of the UBE programme in the state.

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