



Planned Educational Change and Innovation Process in Nigeria: Evaluation of Universal Basic Education

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Abstract

The purpose of this study is to examine the planned educational change and innovation process in Nigeria: Evaluation of Basic Education. Two research questions were postulated. The study adopted a descriptive design. Stratified random sampling was used to select 550 respondents consisting of 200 principals and 350 teachers. The data was analysed using frequencies and percentages. The findings were that teachers were trained though the training was inadequate during the planning process for Universal Basic Education. It was concluded that process of planning educational change and innovation in Nigeria, should give the issues of training and retraining of teachers optimal consideration. Equipment and learning materials should also be adequately provided. Based on the findings, it was recommended among others that funds should be sufficiently provided for Universal Basic Education to ensure achievement of the objectives of the Universal Basic Education.

Keywords: Change, Innovation, Process, Planned, Universal, Basic, Education.

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INTRODUCTION

The Federal Government of Nigeria in order to meet up with societal challenges makes changes in the education sector through reviews in the National Policy of Education. Cornali (2012) declared that today's educational systems are required to be both effective and efficient, or in other words, to reach the goals set for them while making the best use of available resources. There have been changes in educational policies over the years. Change means something different from what used to be. Maduagwu (1998) declared that change is one important attribute of progressive society. Okeke (2007) opined that the desire for change is rooted in social, economic, technological and political environment within which education functions. Igwe in Agabi and Okorie (2002) asserted that methodological and technological dimensions of creativity as factors of planned change process should always be incorporated in order to accommodate the various dimensions of educational dynamism.

BACKGROUND

Concept of Change

Educational change means a variation or deviation in educational policy, practices, objectives or methodology from what it used to be (Agabi in Agabi & Okorie, 2002). Change is a practical progression that deviates from an existing order. Fadipe and Adepoju (2006) stated that change is alteration of existing forms or status quo. Carlopio, (1998) remarked that change is a social process undertaken over period of time and not an event. Therefore, educational change is a social process that involves the alteration of activities in the educational system. The purpose of educational change is to encourage development. Educational change means a variation or deviation in educational policy, practices, objectives or methodology from what it used to be. Change may be quantitative and it may be an improvement or deterioration in the existing status quo. Change is a process through which new programmes or practices, techniques and approaches are put in or injected into the operations of a system to replace effective ones. Various changes have been introduced in Nigerian educational system in recent times.

Process of Planned Change

Educational institutions do not exist in a vacuum but within a given societal context. It is the changing needs, problems and demands of the society that prepares and effectively sustains the motivating force for change. Agabi in Agabi and Okorie (2002) averred that the ideal model for planning change in education is one that recognizes the interdependent and mutually reinforcing or interacting relationship between the educational organisation and its servicing environment.

Zaltman Proactive and Interactive Change Model

This is the planning model recommended by Zaltman et al. in Agabi and Okorie (2002) as a proactive/interactive process (see Figure 1). They described it as proactive because it energises forces from both the external environment and the school system, and provide direction, focus and scope for the change process being planned. The process is interactive through the feedback signals, constraints and challenges. The planning process as he presented, follow logical

sequence which include relationship building, problem diagnosis, resourcing, solution choicing, solution test-run and adoption, change implementation monitoring and institutionalization.

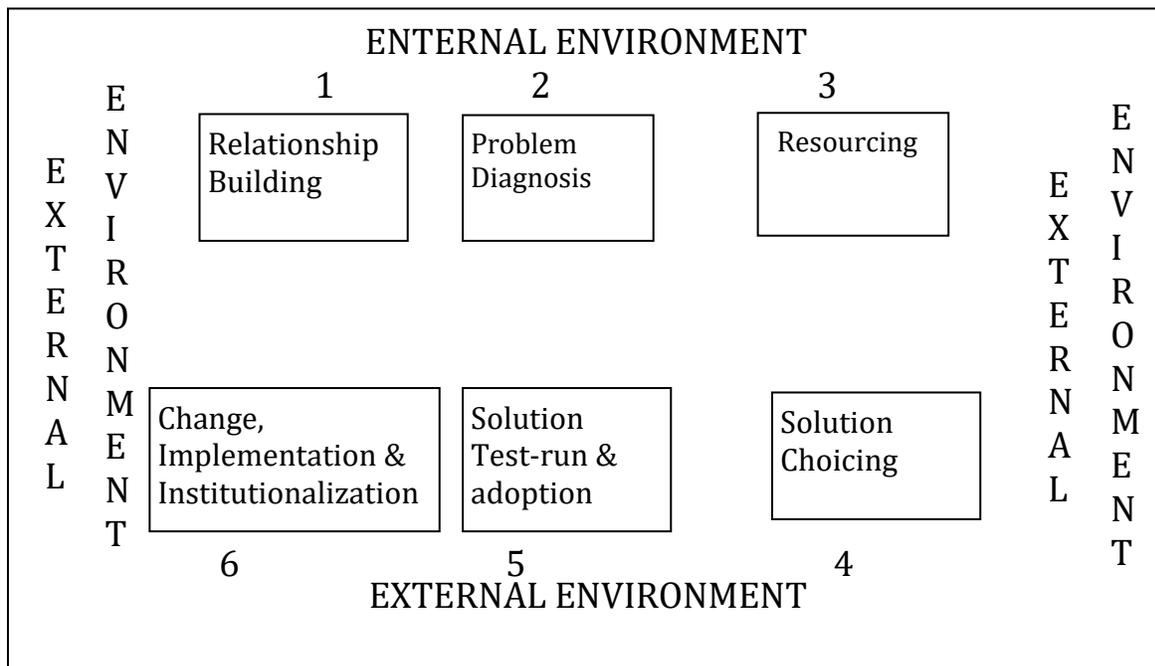


Figure 1: A proactive and interactive model of planning for educational change.
Source: Agabi & Okorie (2002).

Furthermore, Dennis, Wixon and Tegarden (2002) identified activities that form the process of change, to be, identify potential change, analyse change request, plan change, implement and review, and close change (see Figure 2).

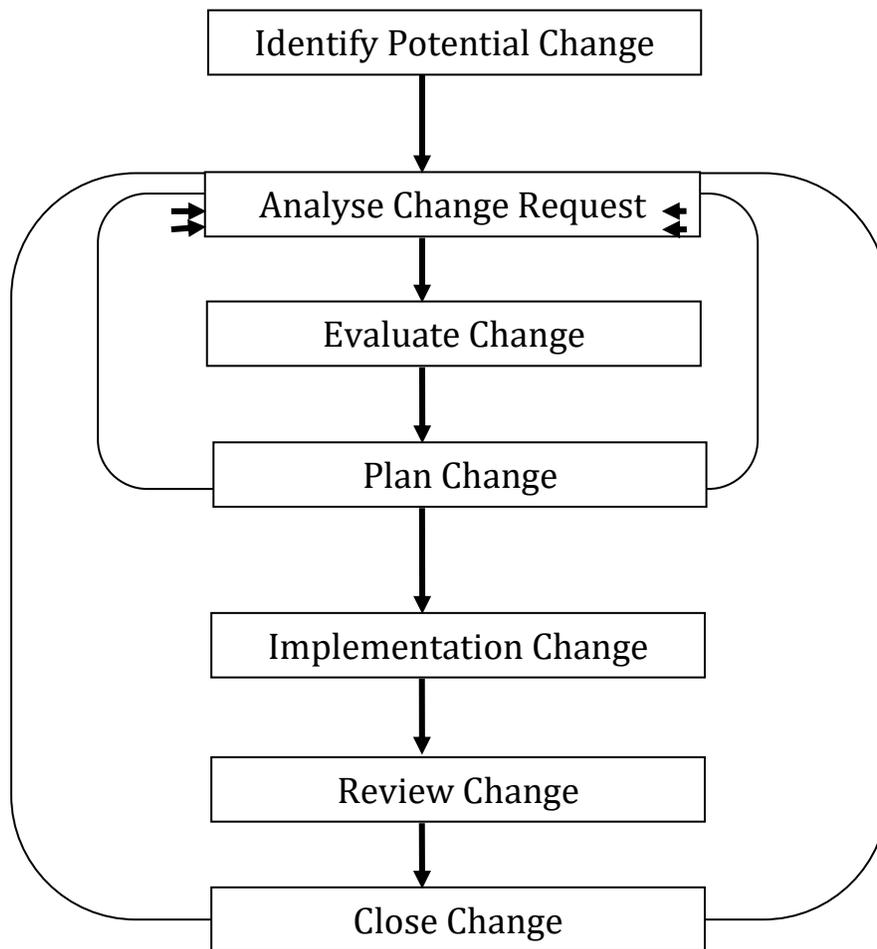


Figure 2: Process of Change Model
 Source: Adapted from Dennis, Wixon and Tegargden (2002)

Identifying Potential Change is the level when there is a request for change or if the educational organization requires new functionality. The request could be internal or external. An example is the change in the system of education from 6-3-3-4 to 9-3-4 Universal Basic Education. Analysing change request is the activity of determining the technical feasibility, costs and benefits (Ordein in Babalola and Ayeni, 2009). At this level, curriculum innovators and other change agent determine the technical feasibility of the proposed change request, resulting in change costs and benefits. Costs include things that can make the change successful and effective like provision of more classrooms, training and re-training of teachers and provision of instructional materials among others. Some of the benefits are making all citizens have a strong consciousness for education, reducing the incidence of dropouts and civic values needed for laying a solid foundation of life-long learning. At this level the evaluating change level, decision is made on the change to be adopted. This is a critical activity and as such should be managed carefully by the change initiators. Planning the change is an activity that involves having a blueprint of the change. An arrangement is made on how the change would be carried out. The planning change level explains the extent of the change. It discusses the items the change affects

and is determined in a change impact analysis (Ordein in Babalola and Ayeni, 2009). A change plan is created for the implementation of the change. At the implement change level the change is put into effect. It is diffused into other systems parts that are influenced by it. At this level, the change builders test the effectiveness of the change.

Reviewing change is the level of at which the implementation of the change in a new system release is verified by the project manager. The project manager is the owner of the project that change request concerns, for example, curriculum innovators for the UBE programme. Prior to the release, there should be proper education and sufficient communication to the public. Close change is the level at which the change cycle is completed.

Kurt Lewin's Change Model

Lewin (1952) identified three main steps of processes of change cycle namely unfreezing, changing and refreezing (see Figure 3): Unfreezing involves doing away with the present behavioral pattern in order to accommodate the change process. This is achieved through creating awareness of how the current level of the educational system is hindering achieving the educational goals economically or technologically or in a sort of way. The old policies, programmes and processes must be examined to show the rationale for change. Communication to the stakeholders in education like parents, teachers, students, principals and head teachers at this stage is very important. When people are well informed about a change, it will be easier for them to accept it.

Changing requires a trained agent to stimulate new values, attitudes and behaviour through the processes of identification and internalization. Once people have recognized the need for a change they can move to new desired state of doing things. This is evident by the implementation of the change. At this stage, people begin to learn the new behaviours and processes. It is necessary to note that at this stage, many of the teachers, students and educational agencies struggle with new concept. Education, communication, support, and time are critical at this stage for the change process to be internalized.

Refreezing refers to consolidating the new values, attitudes and behavior and ensuring that the participants feel comfortable with the new practices and techniques. Refreezing is important to ensure that people do not go back to the old ways of doing things before the implementation of the change. Deliberate and conscious steps must be made to ensure that the change is solidified.

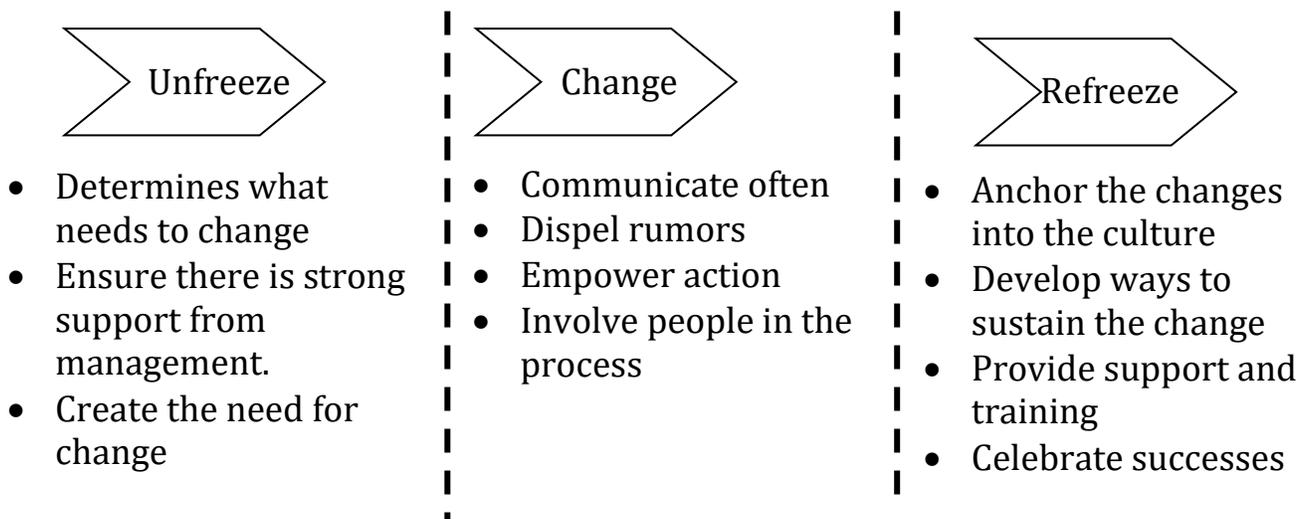


Figure 3: Kurt Lewin’s Change Model

Source: Adapted from Lewin (1952)

Resistance to change

Everyone does not necessarily accept planned educational changes. The resistance may come from any of the stakeholders like government, administrators, students, teachers or parents. People may resist planned changes in education for the following reasons:

Causes of Resistance to Change

Fear of the Unknown

One of the major causes of resistance to change is the fear of the unknown. People would rather continue with what the outcome is known. Employees irrespective of their position, educational background or experience, tend to react negatively to plunging into the unknown (Nwachukwu, (1992). The outcome of a planned change in education is unknown and will cause apprehension, which could lead to resisting the oncoming change (Lunenburg, & Orstein, 2008). People would have established normal routines and have acquired skill sets in performing their duties and changes upset the current level and would require learning new skills.

Lack of Adequate Information

When people are not well informed about a change, they may be apprehensive of the consequences. This could lead to resistance of change. If communicated of the favourable effects of a change a person is likely to work towards the success of a change.

Threat to Employment

Changes in educational system will affect the interested parties' self-esteem, socially and economically. The change could lead to loss of job or make ones skills irrelevant. The 9-3-4 educational system, which lays much emphasis on use of technology in lesson delivery, if well implemented, will throw out many teachers out of employment. Certainly, such teachers will strongly resist the change.

Organizational Structure

School organisations have structure and organisational relationships. Any change that affects the structure and organizational relationships of an educational system will attract resistance from those who would be disadvantaged by its implementation.

Limited Resources

Resources have always remained a vital factor in educational change. When there are adequate resources for implementation of an educational change, it can easily be embraced. However resources are mostly limited. This could evoke resistance from schools.

Reducing Resistance to change

A school is a social system with many interacting parts. Change in education may be by adding or subtracting parts of the interrelationship or by changing the nature of the interrelationship. Change may involve considering the need and interest of those concerned namely school administrators, teachers and students when implementing a change. The major stakeholders in the system should be allowed to participate in the change process. The educational environment where the change will be effected should be made conducive and attractive to facilitate the change process. Communication and education is paramount to reduce the effect of the change on the stakeholders.

Concept of Innovation

The term innovation has been used interchangeably with change. Agabi in Agabi and Okorie (2002) defined innovation as positive planned and specific changes that are initiated to facilitate the achievement of some defined goals. Educational innovation is defined as planned changes in the educational objectives, policies, programmes, methods or practices within the intent of improving educational goal achievement (Agabi in Agabi and Okorie, 2002). Educational innovation refers to an improvement on the current level. Innovations are used to modify some features of the educational system. The 9-3-4 system is a modification of the 6-3-3-4 system.

Process of Innovation

Bishop (1986) considered identifying the problem, considering possible solutions, selection of the innovation, introduction and development of the innovation into the user or client system on trial basis and implementation as phases of innovation process of innovation.

Identifying the Problem

This involves the identification of the situation that is causing dissatisfaction. It is the identified problem that innovation seeks to ameliorate. Prior to introduction of 9-3-4 system, it was observed that graduates were not easily absorbed into the economic system because the content is not in line with reality of the needs of the society.

Considering Possible Solution

This phase involves considering possible solutions while bearing in mind the economic, social and cultural limitations. In other words, solution proffered should be feasible in terms of cost and compatible with existing values.

Selection of the Innovation

The change agent will at this phase select the innovation that will best achieve the desired results with the greatest effectiveness and at reasonable cost (Bishop, 1986).

The Development and Introduction of the Innovation

The next phase of the process of innovation is to develop and introduce the innovation, that is, the selected solution into the user system on trial base. At this stage, there is need to create awareness and raise interest in the innovation. It also involves adjusting procedures like teaching methods, retraining of teachers, providing and setting up monitoring feedback procedures to assess the relevance and effectiveness of the innovation (Bishop, 1986).

Implementation

This may involve putting the innovation into use in stages and evaluating the process on each step. This is a distinct process from the trial phase. It is pertinent to devise a mechanism by which feedback can be collected from the users. Corrections could be applied with information derived from the feedback mechanism (Lunenburg & Ostein, (2008). An example was the implementation of the 9-Year Basic Education Curriculum commenced nationwide in Primary 1 and JSS 1 classes in September 2008 while the old curriculum (the 6-3-3-4 curriculum) was systematically being phased out. The feedback received from the previous stages of implementation assisted in preparing contingency plans for subsequent stages.

Process of Educational Innovation

The process of innovation involves four major factors namely the change agent, innovation, the user system and time (Bishop, 1986.)

The Innovator

The innovator is the person or group that decides upon and initiates the innovation or educational change. Examples of the innovators represent the initiator and the implementers of the innovation could be the principals, teachers, head teachers, national government or local authority.

Innovation

Innovation is the change itself. The innovation refers to the specific aspect of the educational system like the policy, programmes, curriculum content, methods or objectives that requires innovation.

The User system

The user system refers to the person or group at which the innovation is directed or targeted. These could be students, teachers, head teachers and principals.

Time

Time is essential factor in process of innovation. Innovation is a process that takes place over a period of time. Time represents the duration within which the innovator will act on the innovation to generate the desired impact on the user.

The Planning of Innovation

Innovation requires effective planning to avoid waste of resources, disenchantment and even failure of the innovation. For effective planning of innovation, there are elements to be considered in the innovation process. The elements include personnel, the specification of what is the actual task, method, equipment needed, plant, building or environment, cost, other social contexts, time, scheduling or coordination of activities, rationale for undertaking the innovation and evaluation of effects (Bishop, 1986).

In the planning of innovation there must be personnel who possess the expertise and capacity available to perform the tasks involved in the innovation. This will provide feedback on the real problems that might arise. The specification of what the innovation as an element of planning of innovation consists of the size, scope and role of teachers. The specifications could be detailed or open depending on those to carry out the tasks. The method refers to the strategy or procedure to carry out the task. The equipment needed should be provided to enable the innovation to effectively function. Equipment ought to be delivered before the implementation of the innovation and personnel adequately trained on how to use them. The cost to be incurred for the implementation of the innovation is to be planned by starting with analysis of the available resources. The resources available would determine the magnitude of the innovation. Social contexts would involve gaining the cooperation of the parties involved like parents, teachers, and school communities. Time involved in the execution of an innovation can be long since some people are slow in accepting innovations and change. Scheduling of activities means planning the coordination of events in a precise manner in the process of innovation. Rationale for

undertaking deals on the reason for use of particular approaches in the operational phase of the innovation. The evaluation of the effects is a stage that provides the needed feedback on the innovation on which corrections are made if required.

Having analysed the different models given by different authors, it is pertinent to consider if the planning process of the Universal Basic Education followed or observed these stages of planned educational change and innovation and to what extent the change processes adopted for these changes and innovations succeeded in achieving the desired educational objectives.

Development of Basic Education in Nigeria

Basic Education is the foundational education available to everyone within the stipulated age limits and also not restricted to any particular gender, place and time and upon which all other educational strata rest (Maduagwu,2006). The Federal of Nigeria introduced the Universal Basic Education (UBE) Programme in September1999. In order to ensure the accomplishment of the Universal Basic Education (UBE) a commission known as Universal Basic Education Commission (UBEC) was established. The Universal Basic Education Commission (UBEC) coordinated the implementation of the programme at the states and local government through the State Universal Basic Education Board (SUBEB) of each state and Local Government Education Authorities (LGEAs).

The objectives of Universal Basic Education (UBE) as enumerated in Mbanefo (2000) are as follows:

- Developing in the entire citizenry a strong consciousness in education and a strong commitment to its vigorous promotion;
- The provision of free, universal basic education for every Nigerian child of school age;
- Reducing drastically the incidence of drop-out from the formal school system (improved relevance, quality and efficiency);
- Catering for young persons who for one reason or another have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education; and
- Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical and civic values needed for a solid foundation for long-life learning.

The implementation committee listed the approaches it will adopt for a successful execution of the Universal Basic Education programme as:

- Public enlightenment and social mobilisation for full community involvement;
- Data collection and analysis;
- Planning, monitoring and evaluation;
- Teachers recruitment, education, training, retraining and motivation;
- Infrastructural facilities;
- Enriched curriculum;
- Textbooks and instructional materials;

- Improved funding; and
- Management of the entire process.

In 2008, the Federal Government of Nigeria, through the Nigerian Educational Research and Development Council (NERDC) developed and introduced the 9 Year Basic Education Curriculum (BEC) by realigning the primary and Junior Secondary (JSS). The 9 Year Basic Education Curricula in Nigeria is categorized into Lower Basic (Primary 1 to Primary 3), Middle Basic (Primary 4–6), and Upper Basic (Junior Secondary School -JSS 1-3). In the process of review, efforts were made to further reduce content overload, repetition or duplications within and across subjects. At the planning stage of selecting content, the needs of the nation that are required to shape the growth and development of Nigeria were identified and infused into the curriculum from Primary 1 to Junior Secondary School (JSS 3).

The structure of the 9-Year Basic education Curriculum is made up of ten (10) core compulsory subjects and three (3) electives for the Lower and Middle Basic Education Curriculum and four (4) electives for Upper Basic Education Curriculum (see Tables 1-4).

Table 1: The structure of the 9 -year Basic Education Curriculum

Lower Basic Education	Middle Basic Education Curriculum	Upper Basic Education Curriculum
PRIMARY 1-3	PRIMARY 4-6	JSS 1
Core Compulsory Subjects 1. English Studies 2. One Major Nigeiran Language (Hausa, Igbo or Yoruba) 3. Mathematics 4. Basic Science and technology 5. Social Studies 6. Civic Education 7. Cultural Religion Studies Islamic Studies 8. Christian Religious Studies 9. Physical and Health Education (PHE) 10. Computer Studies ICT	Core Compulsory Subjects 1. English Studies 2. One Major Nigeiran Language (Hausa, Igbo or Yoruba) 3. Mathematics 4. Basic Science and technology 5. Social Studies 6. Civic Education 7. Cultural Religion Studies Islamic Studies 8. Christian Religious Studies 9. Physical and Health Education (PHE) 10. Computer Studies ICT	Core Compulsory Subjects 1. English Studies 2. One Major Nigeiran Language (Hausa, Igbo or Yoruba) 3. Mathematics 4. Basic Science and technology 5. Social Studies 6. Civic Education 7. Cultural Religion Studies Islamic Studies 8. Christian Religious Studies 9. Physical and Health Education (PHE) 10. Basic Technology 11. Computer Studies ICT
Elective Subjects 1. Agriculture 2. Home Economics 3. Arabic Language	Elective Subjects 1. Agriculture 2. Home Economics 3. Arabic Language	Elective Subjects 1. Agriculture 2. Home Economics 3. Arabic Language
Note: Must offer 1 elective but not more than 2	Note: Must offer 1 elective but not more than 2	Note: Must offer 1 elective but not more than 3

Source: NERDC (2013)

Implementation of the 9-Year Basic Education Curriculum commenced nationwide with Primary 1 and JSS 1 classes in September 2008 while the old curriculum (the 6-3-3-4 Curriculum) was systematically being phased out. At the center of planning for UBE programme should be the

analysis of sustainable trained teachers. This is because qualified and trained teachers are central to the attainment of the overall objectives of UBE programme.

Furthermore, in 2012, the 9-year Basic Education Curriculum structure was revised in 2012 and the implementation commenced in 2014. The revised Basic Education Curriculum (BEC) consists of ten (10) subjects. The curriculum group related subjects into subjects like Basic Science and Technology (BST), Religion and National Values (RNV), Cultural and Creative Arts (CCA),

Table 2: Lower Basic Education Curriculum (Primaries 1-3)

Subjects	Explanatory Notes
1. English Studies	<ul style="list-style-type: none"> • Official national language • Medium of instructions in schools • The subject predisposes itself for the infusion of the following Road Safety Education Disaster Risk reduction Education Consumer Education • Subject includes Literature-in-English
2. Mathematics	<ul style="list-style-type: none"> • Fundamental discipline for science and technological development • Importance in everyday life
3. Nigerian Language (One Nigerian Language)	<ul style="list-style-type: none"> • National policy of Education (NPE) stipulated that the medium should be the language of the immediate environment of the child. • Schools are free to select such Nigerian Languages to be taught.
4. basic Science and Technology (BST) <ul style="list-style-type: none"> • Basic Science • Basic Technology • Physical and Health Education • Information Technology (IT) 	<ul style="list-style-type: none"> • Each of the listed components will serve as the theme for the Basic Science and Technology Curriculum • Climate change is part of the Basic theme • Disaster Risk Reduction Education and Customer Education are infused into Basic Science and Technology Curriculum. • Create enabling environment for the subject in all schools by making computer available in schools.
5. Religion and National Values (RNV) <ul style="list-style-type: none"> • Christian Religious Studies, Islamic Studies • Social Studies • Civic education • Security Education 	<ul style="list-style-type: none"> • Listed components will serve as theme in the Religious and National Value Curriculum • Contents are planned for all children to take Social Studies, Civic Education and Security Education Themes • Separate classes should be run for CRS theme and IS theme. • Consumer Education Disaster Risk Education and Peace and Conflict Resolution curriculum are infused into the Civic Education Social Studies and Security Education themes. • Create enabling environment for the subject in all schools.
6. Cultural and Create Arts (CCA)	<ul style="list-style-type: none"> • Important for preservation of our cultural and fostering creativity
7. Arabic Language	<ul style="list-style-type: none"> • Optional
Note:	
<ul style="list-style-type: none"> • Minimum of 6 subjects, Maximum of 7 subjects • Emphasis should be on basic and their explanation 	

- Teaching and learning activity must be creative, innovative and practical.
- Avoid content repetition across themes and subjects
- Admits only basic contents from old curriculum

Source: NERDC (2013)

Table 3: Middle Basic Education Curriculum (Primaries 4-6)

Subjects	Explanatory Notes
1. English Studies	<ul style="list-style-type: none"> • Official national language • Medium of instructions in schools • The subject predisposes itself for the infusion of the following Road Safety Education Disaster Risk reduction Education Consumer Education • Subject includes Literature-in-English
2. Mathematics	<ul style="list-style-type: none"> • Fundamental discipline for science and technological development • Importance in everyday life
3. Nigerian Language (One Nigerian Language)	<ul style="list-style-type: none"> • Schools are free to select such Nigerian Languages to be taught.
4. basic Science and Technology (BST) <ul style="list-style-type: none"> • Basic Science • Basic Technology • Physical and Health Education • Information Technology (IT) 	<ul style="list-style-type: none"> • Each of the listed components will serve as the theme for the Basic Science and Technology Curriculum • Climate change is part of the Basic theme • Disaster Risk Reduction Education and Customer Education are infused into Basic Science and Technology Curriculum. • Create enabling environment for the subject in all schools by making computer available in schools.
5. Pre-vocational Studies <ul style="list-style-type: none"> • Home Economics • Agriculture • Entrepreneurship 	<ul style="list-style-type: none"> • Each of the listed components will serve as themes for the Pre-vocational studies • Consumer Education is infused into Pre-vocational Studies • Create enabling environment for the teaching of pre-vocational studies in schools
6. Religion and National Values (RNV) <ul style="list-style-type: none"> • Christian Religious Studies, Islamic Studies • Social Studies • Civic education • Security Education 	<ul style="list-style-type: none"> • Listed components will serve as theme in the Religious and National Value Curriculum • Contents are planned for all children to take Social Studies, Civic Education and Security Education Themes • Separate classes should be run for CRS theme and IS theme. • Consumer Education Disaster Risk Education and Peace and Conflict Resolution curriculum are infused into the Civic Education Social Studies and Security Education themes. • Create enabling environment for the subject in all schools.
7. Cultural and Create Arts (CCA)	<ul style="list-style-type: none"> • Important for preservation of our cultural and fostering creativity
8. French Language	<ul style="list-style-type: none"> • Nigeria's second official language • Nigeria is surrounded by Francophone countries

	<ul style="list-style-type: none"> The study of French Language will make our children more competitive at the global level.
9. Arabic Language	<ul style="list-style-type: none"> Optional
Note: <ul style="list-style-type: none"> Minimum of 8 subjects, Maximum of 9 subjects Emphasis should be on basic and their explanation Teaching and learning activity must be creative, innovative and practical. Avoid content repetition across themes and subjects Admits only basic contents from old curriculum 	

Source: NERDC, 2013

Table 4: Upper Basic Education Curriculum (Junior Secondary 1-3)

Subjects	Explanatory Notes
1. English Studies	<ul style="list-style-type: none"> Official national language Medium of instructions in schools The subject predisposes itself for the infusion of the following Road Safety Education Disaster Risk reduction Education Consumer Education Subject includes Literature-in-English
2. Mathematics	<ul style="list-style-type: none"> Fundamental discipline for science and technological development Importance in everyday life
3. Nigerian Language (One Nigerian Language)	<ul style="list-style-type: none"> Schools are free to select such Nigerian Languages to be taught.
4. basic Science and Technology (BST) <ul style="list-style-type: none"> Basic Science Basic Technology Physical and Health Education Information Technology (IT) 	<ul style="list-style-type: none"> Each of the listed components will serve as the theme for the Basic Science and Technology Curriculum Climate change is part of the Basic theme Disaster Risk Reduction Education and Customer Education are infused into Basic Science and Technology Curriculum. Create enabling environment for the subject in all schools by making computer available in schools.
5. Pre-vocational Studies <ul style="list-style-type: none"> Home Economics Agriculture Entrepreneurship 	<ul style="list-style-type: none"> Each of the listed components will serve as themes for the Pre-vocational studies Consumer Education is infused into Pre-vocational Studies Create enabling environment for the teaching of pre-vocational studies in schools
6. Religion and National Values (RNV) <ul style="list-style-type: none"> Christian Religious Studies, Islamic Studies Social Studies Civic education Security Education 	<ul style="list-style-type: none"> Listed components will serve as theme in the Religious and National Value Curriculum Contents are planned for all children to take Social Studies, Civic Education and Security Education Themes Separate classes should be run for CRS theme and IS theme. Consumer Education Disaster Risk Education and Peace and Conflict Resolution curriculum are infused into the Civic Education Social Studies

	<p>and Security Education themes.</p> <ul style="list-style-type: none"> • Create enabling environment for the subject in all schools.
7. Cultural and Create Arts (CCA)	<ul style="list-style-type: none"> • Important for preservation of our cultural and fostering creativity • Tourism is a theme in Cultural and Creative Arts Curriculum
8. Business Studies	<ul style="list-style-type: none"> • It is desirable for every child to have some idea of business enterprise. • Enterprise is treated in Business Studies • Consumer Education is infused into Business Studies Curriculum
9. French Language	<ul style="list-style-type: none"> • Nigeria's second official language • Nigeria is surrounded by Francophone countries • The study of French Language will make our children more competitive at the global level.
10. Arabic Language	<ul style="list-style-type: none"> • Optional
<p>Note:</p> <ul style="list-style-type: none"> • Minimum of 9 subjects, Maximum of 10 subjects • Emphasis should be on basic and their explanation • Teaching and learning activity must be creative, innovative and practical. • Avoid content repetition across themes and subjects • Admits only basic contents from old curriculum 	

Statement of the Problem

Over the years, the educational system in Nigeria has witnessed series of changes. In order to provide basic education to its citizens, Nigeria launched the Universal Primary Education (UPE) in 1976. The Universal Primary Education was later abandoned and the Universal Basic Education was launched in 1999. The Universal Basic Education has been bedeviled with problems. Some of the problems include inadequate trained teachers, non-availability of equipment, no learning materials, poor funding and poor or inadequate infrastructure. These problems provide a pointer to the planning process of the Universal Basic Education. Therefore, this study seeks to investigate the educational change and innovation process leading to the 9 Year Basic Education in Nigeria.

Objectives of Study

The main objective of the study is to investigate the planned change and innovation process of Universal Basic Education in Nigeria. Specifically, the study seeks to:

- Review training of personnel as part of process of planned change of Universal Basic Education in Nigeria.
- Investigate provision of adequate materials as part of process of planned change of Universal Basic Education.

Research Questions

The study was guided by the following research questions:

- To what extent was training of personnel part of process of planned change for Universal Basic Education in Nigeria?
- To what extent was provision of adequate materials part of process of planned change for Universal Basic Education?

METHODOLOGY

The purpose of educational change is to encourage development. Educational change means a variation or deviation in educational policy, practices, objectives or methodology from what it used to be. Change may be quantitative and it may be an improvement or deterioration in the existing status quo. Various changes and innovations have been introduced in Nigerian educational system in recent times.

The design for the study was a descriptive survey. The sample of this study was made up of 200 principals and 350 teachers who were selected using the stratified random sampling technique from Rivers State. The instrument used was questionnaire titled Questionnaire for Planned Educational Change and Innovation in Nigeria Questionnaire (PECINQ). Planned Educational Change and Innovation in Nigeria Questionnaire (PECINQ) was made up of two parts. Part A sought information on personal data. Part B was designed to elicit information. Frequencies and percentages were used to analyse the research questions. Therefore items with scores below 50% were rated below average, 50 -54% as average, 56 -59% as above average, 60-79% as high and 80-100% as very high.

RESULTS

Research Question 1

To what extent was training of personnel part of the process of planned change for Universal Basic Education?

Table 5: Frequency and percentage analysis of training of personnel as part of the process of planned change

	N=550					Remarks
S/N	Items	Frequency Yes	Percent	Frequency No	Percent	
1	I received training in my subject area before UBE implementation	385	70	165	30	High
2	The time for training was adequate.	99	18	451	82	Below average
3.	I received training in the use of equipment for teaching my subject area.	187	34	363	66	Below average
4	Training received was adequate for take off of UBE programme	286	52	319	48	Average

Table 5 indicates that generally teachers received training for the UBE programme before the implementation. However, items 2 and 3 show below average and item 4 shows average respectively.

Research Question 2

To what extent was provision of adequate materials part of process of planned change for Universal Basic Education?

Table 6: Frequency and percentage of provision of adequate materials as part of process of planned change

	N=550					Remarks
S/N	Items	Frequency Yes	Percent	Frequency No	Percent	
1	Funds were made available for acquisition of equipment	297	54	253	46	Average
2.	Equipment were on ground before take off of UBE programme.	187	34	363	66	Below average
3	Adequate equipment were provided for teaching and learning under UBE	231	43	319	57	Average
4	Relevant equipment were provided for UBE	286	52	264	48	Average

Table 6 indicates that average funds available for acquisition of equipment while items 2, 3 and 4 show that a few equipment were on ground before take -off of the UBE programme and inadequate equipment were provided

DISCUSSION OF FINDINGS

Results showed that personnel were trained as part of process of planned change for Universal Basic Education, though the training was inadequate in terms of content and time. Nsirim in Ebong and Ezekiel-Hart (2006) stated that for a sustained educational system, a good number of professional teachers must be trained and recruited into the field.

Findings revealed that few equipment for teaching and learning were on ground before the take off of the UBE programme as part process planned change to UBE programme. This is an indication of the poor state of infrastructure facilities ranging from insufficient learning materials, to school buildings. This is as a result of shortage of funds. The approved funds for the UBE programme were not readily made available to the commission during the planning stage.

CONCLUSION

The paper examined the process of planned educational change and Innovation Process in Nigeria as regards Basic Education. An analysis of the planning process transition of the Nigerian educational system from the Universal Primary Education (UPE) to Universal Basic Education was made. In planning such a change in a nation's educational system the government in place should ensure that a systematic planned process which would ensure a smooth transition

from an educational system to another be made to avert issues that would pose great setbacks to the success of the new educational system. Factors relating to training and training of teachers and provision of equipment by making available for to acquire require extreme consideration.

Recommendation

Based on the findings the following recommendations were made:

- Training and re-training of teachers should make up the lapses being discovered since the introduction of the Universal basic Education.
- Funds for purchase of relevant equipment and learning materials should be made available for the achievement of the objectives of the Universal Basic Education are achieved.

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