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MANAGEMENT OF TEACHER DEVELOPMENT PROGRAMMES,
PRODUCTIVITY AND STUDENTS' ACADEMIC PERFORMANCE IN
SECONDARY SCHOOLS IN OYO STATE, NIGERIA

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Abstract

This study investigated management of teacher development programmes, productivity and students' academic performance among secondary school students in Oyo State, Nigeria. It adopted the survey research design that cut across 2 Local Government Areas [LGAs] of Oyo State (rural and urban) with a total population of 14,663 teachers and 967 Principals from 967 secondary schools. A researcher-developed questionnaire that yielded 'r' -0.92 using the method of split half was adopted. The multi stage sampling procedure was adopted to select 30 secondary schools and 300 teachers inclusive of Principals. Two research questions and 3 hypotheses guided the study. Findings included that a significant relationship existed between teacher development programmes and teacher job performance ($r=0.166$, $p<0.05$). An insignificant relationship existed between teacher development programmes and students academic performance. The study recommended that teachers should be exposed to more development programmes that must be planned with the learner in focus. Teacher development programmes should be more regular than they are presently.

Introduction

The teacher at various times has been known as the pivot of education. Studies have shown that he is the one singular irreplaceable item in the teaching-learning process. Omolewa (2009) and Obanya (2010) were able to explain the importance of the teacher in teaching. Omolewa

(2009) explained that despite the breakthrough in modern Information Communication Technology (ICT), there has not been a substitute for the teacher. In a similar way, Obanya (2010) explained that a nation that ignores the teacher withholds its own development; and in a similar manner, the National Policy on Education (Federal Republic of Nigeria, 2004) explained that education cannot meet its objectives without qualified and adequate teachers. While explaining the importance of teachers, Emunemu and Isuku (2011) stated that the teacher is undoubtedly the most important factor for achieving a profitable learning outcome in every school system. Babalola (2011), in explaining the role of the teacher in times of global changes stated that the upsurge in the number of school age children has continued to influence positively the demand for teachers whether qualified or unqualified.

Scott and Raniya (2011), studying professional development of school leaders in Canada and East Africa observed that gone were the days when teacher productivity was stereotyped. The modern teacher focuses on several challenges encompassing diverse duties and expectations that range from instructional leadership to financial management, policy developer, decision maker, staff mediator, negotiator and marketer. Their study was particularly keen on strategies that could assist today's teacher cope with the exigencies of modern school challenges. One of its findings rested on renewed teacher development programmes.

Again, Bottery (2011), studying educational leadership and its sustainability, was able to explain that the status quo of the teaching profession in relationship between productivity and capacity must alter for sustainability of productivity in the profession. He was particularly irked by emerging demographic figures which will keep teacher demand high but unfortunately in emerging economies like Nigeria, hence the need for the present study to find out the challenges and solutions.

In Nigeria, the teacher appears ill-equipped for his/her professional calling. There have been consistent complaints from stakeholders especially in the area of student performance in external examinations. Students in Nigeria are often exposed to examinations at the end of Senior Secondary School conducted by the West African Examinations Council (WAEC) and the National Examinations Council

(NECO). Students' performance in these examinations have consistently been low as shown in Tables 1 and 2 in Oyo State. The figures presented here are in respect of 2 core subjects that serve as entry requirements to universities; English Language and Mathematics.

Table 1: Students Performance in WAEC May/June Examinations 2005-2010 in Oyo State, Nigeria

S/N	Year	Total No. of candidates registered	Total No. of candidates with Credit Pass in Maths.	% of Students with Credit Pass in Maths.	Total No. of candidates with Credit Pass in Eng. Lang.	% of students with Pass in Eng. Lang.
1.	2005	62,942	2,463	3.9	16,877	26.8
2	2007	64,790	3,016	4.6	17,850	27.5
3.	2008	35,952	3,354	8.2	5,301	14.7
4.	2010	34,225	3,144	9.1	5,489	16.0

Source: Extracts from compilations of WAEC Results (Oyo State Ministry of Education, Ibadan).

Table 2: Oyo State Students' Performance in NECO June/July Examinations; 2006-2008

S/N	Year	Total No. of students Registered.	Total No. of candidates with Credit Pass in Eng. Lang.	% of candidates with Credit Pass in Eng. Lang.	Total No. of candidates with Credit Pass in Maths.	% of candidates with Credit Pass in Maths.
1.	2006	30,225	9,502	31.4	8,738	28.909
2	2007	31,312	10,052	31.4	9,417	30.07
3.	2008	31,632	10,957	38.4	9,410	29.748

Source: Extracts from compilations of NECO Results (Oyo State Ministry of Education, Ibadan).

A cursory look at the figures above from the 2 examinations showed dismal performance by students in both examinations. For example, the annual performance of Oyo State students between 2005 and 2010 in Mathematics has never exceeded 10%, while that of English Language did not exceed 30%. The performance indicated that annual admission to universities that required English Language and Mathematics as basic minimum admission requirements will be low. To this end, some scholars made submissions. For example Onuka and

Emunemu (2009), identified poor infrastructure as being contributory to poor students' academic performance. In another study on students' academic performance, Fabunmi (2008) pointed out that a positive correlation existed between gender and academic performance. The study revealed that schools with a high proportion of boys usually performed better than those with higher proportion of girls. Also, Emunemu and Isuku (2011) asserted that the cause of the unsatisfactory state of affairs in schools had been linked to many factors, among which is the low level of teachers' productivity which in itself is due to lack of basic knowledge and skills that could improve teacher performance in their service delivery. Thus, there seems to be a positive relationship between the teachers' level of professional development and their performance in the classrooms. Abubakar (2011), observed that the teacher has several contributions to students' academic performance and such must be well updated. In his study, it was observed that further training and development had significant influence on students' academic performance in Kwara State of Nigeria. This study examined the contributions of teacher development programmes to students' academic performance. Tables 1 and 2 already indicated that students' academic performance is poor, hence the investigation to assess the level of training possessed by teachers.

Statement of the Problem

Over the years, the number of students in schools has been rising while government expenditure on education has also been rising. Despite these rising profiles, performance by students in external examinations that formed basis for admission to higher educational institutions has been declining, pointing to the existence of some underlying factors. Several causes have been identified that include poor infrastructure, gender disparity and in some cases poor funding and financing. The issue of teacher development has been acknowledged but not well investigated. This study, therefore, investigated the management and contributions of teacher development programmes, especially from the perception of recipients (the teacher) using attendance at organized conferences, workshops and seminars to update knowledge and enhance their productivity. It is envisaged that proper planning and management of such programmes will enhance teacher capacity and

improve productivity leading to improved students' academic performance, especially in Oyo State, Nigeria.

Research Questions

The following research questions guided the study.

1. What is the perception of teachers and principals on their professional development and training in Oyo State, Nigeria?
2. What is the distribution of academic and professional qualifications of senior secondary school teachers in Oyo State?

Hypotheses

The following hypotheses guided the study.

- Ho₁:** There is no significant relationship between teachers' professional training programmes and job performance (productivity) among Oyo State senior secondary school teachers.
- Ho₂:** There is no significant relationship between teachers' professional development and students' academic performance in Oyo State Senior Secondary Schools.
- Ho₃:** There is no significant difference between principals and teachers' perception on their professional development programmes in Oyo State, Nigeria.

Methodology

The study adopted the survey research design of the 'ex-post facto' type. The study used a total population of 14,663 teachers. The multi stage sampling procedure was adopted to select two local government areas for the study. Local government areas were selected on the basis of urban and rural. Those selected were: Ibadan North for urban and Akinyele for rural. The total number of schools in Ibadan North LGA is 30 while Akinyele has 28. Schools were selected on the basis of old and new schools resulting to a total of 20 old schools and 10 new schools. Ten teachers that included school Principals were selected from each school, giving a total sample population of 300 respondents drawn from Senior secondary schools.

A researcher-designed instrument was adopted for the study titled 'Teacher Development and Academic Performance Questionnaire' (TDAPQ). The instrument was face and content-

validated by lecturers/colleagues in the Department of Educational Management of the University of Ibadan. The instrument was further subjected to a trial test using the split half method that yielded ' r ' -0.92 considered very high. Data collected were collated; as 250 questionnaires representing 83% were returned. Research questions were analysed using descriptive statistics (Mean and Standard Deviation), while hypotheses 1 and 2 were analysed using Pearson's Product Moment Correlation (PPMC) and hypothesis 3 was analysed using t-tests.

Theoretical Framework

The study referred its theoretical basis on the Principle of 'change'. Nwankwo (1982), expatiating on the principle of change explained that the principle recognizes that there are innumerable forces that demand change in education. The study explained that the problem to educational administration was how to determine and implement necessary changes to education without off-setting the stability of education. The study further explained that the principle of change had some subsets such as; adaptability, flexibility and stability. The educational administrator must be adaptable to changes. He must be flexible and remain stable in the midst of changes. To attain this, an educational administrator must be sound in theories, trainings and techniques. To this end, the certification of yesterday requires renewal through professional development and training for school teachers to remain relevant. Absence of training will maintain the teaching status quo and continue to produce students of poor educational relevance.

From the foregoing, what could then be the problems of education in Nigeria? It can be asserted that education has changed but teaching and teachers have not changed. There is need therefore to study the educational system again to find solutions to problems already identified.

Conceptual Framework

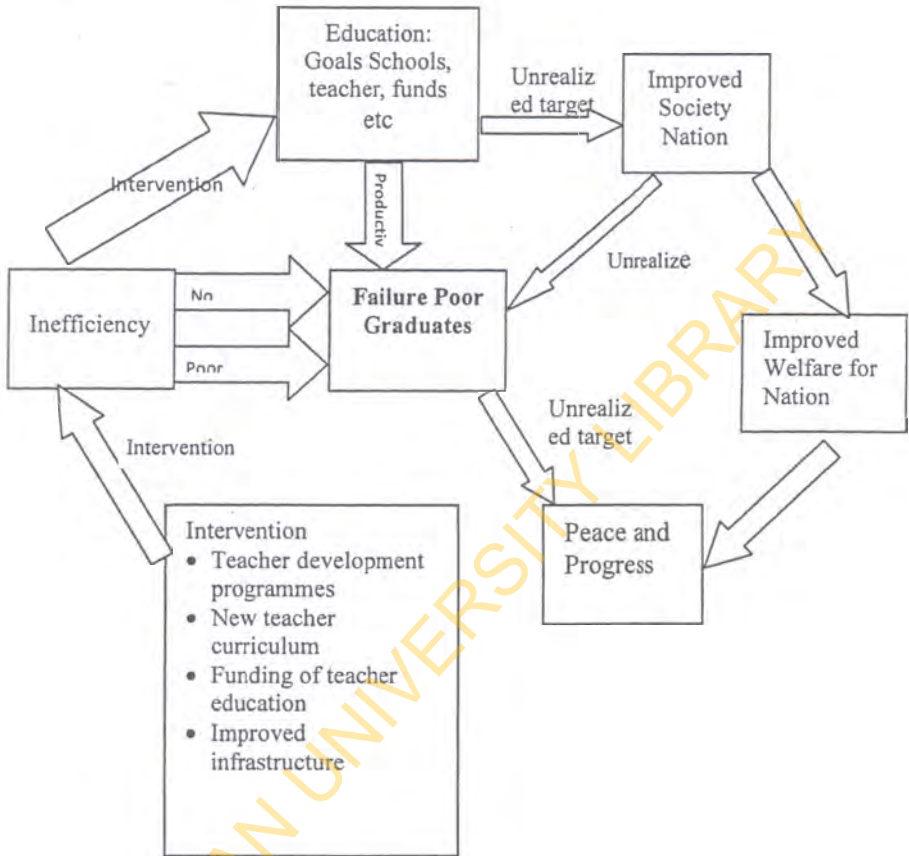


Fig. 1: Conceptual framework on teacher development programmes and productivity by the researchers

The above figure indicates that the education sector has goals that are geared towards an improved modern society/nation. Those goals have been largely unrealized because of poor teacher education though there are other factors as low infrastructure and low funding. Inefficiency of the system has resulted into unrealised goals with mass failure. The absence of an improved society has led to the absence of peace; therefore, there is an urgent need for intervention from governments in the form of teacher development programmes, new curricula, improved infrastructure and funding.

Results

Research Question I

What is the perception of teachers and principals on their professional development and training in Oyo State, Nigeria?

Table 3 presented the opinions of teachers and principals on both development programmes and their effects.

Table 3: Teachers and Principals' Perception on Development and Training Programmes in Oyo State (N=250)

S/N	Questionnaire item	SA	A	D	SD	X	SD
1	You require additional training on the job to meet with increasing complexities in teaching profession	200 (80)	25 (10)	20 (8)	5 (2)	3.24	0.8
2.	You need on the job training due to inability to secure study leave to further your education	200 (80)	40 (16)	10 (04)	0 (0)	3.28	0.8
3.	You have attended staff development programmes organized by state ministry of education in the last 3 years	150 (60)	20 (8)	20 (8)	60 (24)	3.58	0.9
4.	I have enjoyed and benefitted from training programmes I attended	100 (40)	60 (24)	60 (24)	30 (12)	2.68	0.7
5.	Programmes are organized for your development by your school principal	50 (20)	60 (24)	100 (40)	40 (16)	2.50	0.6

The results from Table 3 showed that most teachers require additional training programmes to perform better. Added to this, most schools don't organize internal development programmes for teachers. These are constraints to furthering education as teachers' performance cannot be said to be at its best. Fifty per cent (50%) of teachers don't enjoy internally organized programmes, 90% of teachers agreed that they need additional development and training programmes to perform better while 96% of teachers expressed optimism on the constraints of furthering education.

Research Question 2

What is the distribution of academic and professional qualification of senior secondary school teachers in Oyo State?

Table 4 shows the distribution of teachers with respect to their academic qualifications in the 2 LGAs studied.

Table 4: Teachers Academic/Professional Qualifications

S/N	Qualification	Frequency	Percentage
1	NCE	-	-
2.	HND	20	8
3.	B.Ed, B.Sc (Ed), B.A. (Ed)	110	44
4.	B.A, B.Sc	50	20
5.	PGDE, M.Ed and PhD (ed)	60	24
6.	M.A, M.Sc, Ph.D (Sci & Arts)	10	04
	Total	250	100

Table 4 is self explanatory. Though the distribution failed to explicitly differentiate between rural and urban distributions, it gives the enquirer an idea of what obtains in some senior secondary schools. It is clear that holders of the Nigeria Certificate in Education (NCE) are not allowed to teach in the senior secondary schools.

The percentage of teachers in senior secondary schools that have teaching qualification in education is below 50% while it is evident that Higher National Diploma (HND) are still there to teach technical subjects to which education has not provided adequate technical hands. However, on the total average on teacher qualification, first degree and postgraduate degrees in education, taken together gives 68% which is a good average but not excellent. More needs to be done to phase out unqualified teachers.

Hypothesis 1

There is no significant relationship between teachers' professional training programmes and job performance (productivity) among Oyo State senior secondary school teachers.

This hypothesis was analysed using PPMC to show the relationship between teacher qualification and teacher job performance.

Table 5: Relationship between Teacher Development Programmes and Job Performance

Variables	N	X	S.D	'r' cal	'r' Crit.	Sig.
Teacher development programmes	250	16.26	.04	0.166	0.163	0.05
Job performance	250	12.17	3.52			

$$p < 0.05$$

The PPMC result above indicates an 'r' cal. of 0.166. 'r' cal (0.166) > 'r' critic (0.163). This means that the job performance of teachers increases as they are exposed to more training and development programmes. It can be inferred that if job performance increases, then students' academic performance will also rise.

Hypothesis 2

There is no significant relationship between teachers' professional development and students' academic performance in Oyo State Senior Secondary Schools.

This hypothesis explored the potentials of aligning teacher development programmes with students' performance.

Table 6: Teachers' Professional Development and Students' Academic Performance

Variables	N	X	S.D	'r' cal	'r' Crit.	Sig.
Teachers' professional development	250	12.7	3.52	-0.005	.163	-0.05
Students academic performance	250	11.50	2.43			

$$p < 0.05$$

The result of 'r' cal -0.005; 'r' crit = 0.163 indicates a negative relationship which is to say that as teachers' professional development increases, students' academic performance decreases. Though insignificant at 'r' 0.005, these are issues to discuss on it.

Hypothesis 3

There is no significant difference between Principals and teachers' perceptions on their professional development programmes in Oyo State of Nigeria.

This hypothesis examines the way teachers and principals assess their trainings. For a good assessment, the t-test statistic was used as shown in Table 7.

Table 7: Perception of Principals and Teachers on Professional Development Programmes

Group	N	Mean	S.D	df	t-cal	t-critical	Significant
Principals	30	15.60	1.51	248	0.501	1.96	0.615
Teachers	220	16.08	3.0				

$p < 0.05$

From Table 7, though teachers have a high mean, showing they have a higher perception, the value is however not significant.

Discussion

From the results obtained from both research questions and hypotheses, it could be inferred that Oyo State is not lacking in the area of qualified teaching manpower, but at the same time, it is not excellent. Table 4 indicated that holders of NCE do not teach at senior secondary school level in Oyo State. Again, there are several holders of postgraduate qualifications including Ph.D teaching at the secondary school level. Tables 1 and 2 showed clearly, the dismal performance of Oyo State students in external examinations. Table 6 indicated that the more the development of teachers, the lower the performance of students. This finding does not tally with that of Babalola (2009), Obanya (2010) and Omolewa (2008). The expectation is that the higher the level of teachers, the higher their productivity and the better the performance of students. This finding indicates that it is not only the teachers that account for students' poor academic performance. If we develop the teachers without taking care of the others, our action could not yield the desired results. The other school indicators showed that in most schools, student-teacher ratio is high. This implies that the schools need a holistic diagnosis.

Findings in this study indicated that productivity was high with exposure to training. It was observed that teachers could not easily secure study leave. The study exposed the fact that there are no internal training mechanisms in schools from school heads with a higher percentage of teachers not attending development programmes in 3 years. Though 3 years could be perceived as small, changes could have taken place in the system within such a short time. Such changes could at times affect students' academic performance.

Implications for Educational Administration and Planning

Since findings showed that teacher development has a high correlation with their productivity, it is important that teacher development programmes be regularized, especially workshops and seminars.

Though distribution of teaching qualification is above average, the state is advised to strive towards excellence i.e. 100%. It won't be too much if study leave is provided for ageing teachers to update their knowledge. In some cases, older teachers could be exposed to foreign education in advanced countries.

The relationship between teachers' development programmes and students' academic performance is weak. It indicates that teachers' programmes are not tailored to the needs of students. This study therefore recommends that the needs of students be incorporated into the programmes of teachers to make their training more relevant and result-oriented.

Conclusion

The study investigated the contributions of teacher development programmes to students' academic performance and observed that though Oyo State had an above average level of qualified teachers, it could not attain excellence because a percentage of its teachers are HND holders. It was exposed that the school system required a holistic approach for improved students' performance.

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