



EVALUATION OF FACTORS INHIBITING EFFECTIVE PERFORMANCE OF PRIMARY SCHOOL TEACHERS IN SOME SELECTED LOCAL GOVERNMENT EDUCATION AREAS IN OYO STATE, NIGERIA

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ABSTRACT

There are reasons why several students fail when they are given a task to perform. If the failure is not solely due to inattention, it may be that the task is too difficult for the particular students. Difficulties may be due to several causes, related to the concept that is being learned, to the teaching method used by the teacher and to the learners' previous knowledge. One symptom among many that affects the learning and understanding is the quality and condition under which the school teacher found him/herself. This paper is specifically focused on the conditions under which the primary school teachers are performing their duties in some selected Local Government Education Areas (LGEA) of Oyo state. The primary school pupils could not perform due to the fact that the teachers are not stimulated to perform their duties as expected. Therefore, the following are the factors that are inhibiting the productivity of the primary school teachers in Oyo state, Nigeria, viz: lack of motivation on the parts of the government, teachers are not motivated as expected, irregular transfer of the teachers due to baseless accusation because of refusal or denial to pay the Headmasters or the local government education area officers in cash or kind and illegal deduction from primary school teacher's salary on the account of bank charges. Others include local government education area workers seeing themselves as more significant figures of authority over the classroom teachers, job security of classroom teachers, the Head teachers are serving as agent for the LGEA officers for punitive measures. Extortion of money from the pupils' parents on the basis of using the money for school development, sexual harassment on the parts of Headmaster and LGEA officers to the female teachers all in the name that they are superior to them. These factors are actually working against effective performance of primary school teachers and directly affecting academic performance of primary school pupils. The researcher recommends that the government should try as much as possible to motivate primary school teachers and there should be enlightenment on the parts of the State Universal Basic Education Board staff, the LGEA officers and the primary school teachers that they are partners in progress. Anyone should not see him/herself as more important or relevant than others. It is of the opinion of the researcher that if the abovementioned factors are put into consideration in school administration, there may be improvement on the performances of primary school pupils.

INTRODUCTION

Organisations are made up of people -men and women - the employees who carry out assigned functions for the smooth functioning of the organisation. The corporate output and performance of the organisation are therefore the collective responsibility of those people that are working in the organisation (Adeleke, 2004). That is to say an organisation cannot be better than the people that make it up. So, the success or failure of an organisation depends on the quality of the people working in the organisation. The employers need to utilize employees efficiently and effectively by making them contribute substantially to the growth and development of the organisation. Thus, it is not an overstatement to say that productivity (performance) of an average Nigerian worker is a function of corporate organisations as oxygen is a function of life.

However, how does a manager expect a worker to improve on his productivity without regard for the welfare of the workers? And how does an organisation with job insecurity and unappreciated workforce expect the employees to produce good quality products and services? How is the organisation going to make profits if the workers cannot produce due to lack of job satisfaction and motivation? In any serious and competitive society, workers are one of the tools for economic progress. Their welfare is taken into serious consideration, because without a committed and dedicated workforce, an organisation crumbles (Dike, 1999). In view of this, business organisations experienced low commitment and dedication as a result of inadequate motivation, reward, value, consultation and empowerment of an average Nigerian worker. Besides, Nigerian workers experience job insecurity, no job



satisfaction and no good physical working environment, no opportunity for career advancement, inadequate promotion and fringe benefits; even there is no social integration at work among others.

The question now is how the employers of labour in the society could improve workers poor working environment, lack of involvement in decision making, lack of recognition, poor relationship with supervisors/peers, lack of opportunity to learn new skills, poor internal communication, low pay and shrinking benefits and a host of others. Sirgy, Efraty, Siegel and Lee (2001) asserted that the key factors in quality of work life are: need satisfaction based on work environment, need satisfaction based on job requirements, need satisfaction based on supervisory behaviour, need satisfaction based on ancillary programmes; and organisational commitment. Danna and Griffin (1999), opined that quality of work life is not a unitary concept, but has been seen as incorporating a hierarchy of perspectives that not only include work-based factors such as job satisfaction, satisfaction with pay and relationship with work colleagues, but also factors that broadly reflect life satisfaction and generally feelings of well-being. Therefore, efforts in this direction must include appropriate employee motivation, which "is the art of stimulating someone to action by creating a safe environment" Victor, 1999, quoted, Donadio, (1992); and that reward for excellence, creativity/innovation, employee-recognition, teamwork, employees' adaptation to change, work involvement, organisational policy, rehabilitation of dilapidated infrastructures and provision of social amenities (physical working environment) are among the important areas that deserve serious attention in the organisations for better Quality of Work Life (QWL). In one word, an average Nigerian worker should be adequately rewarded, motivated, valued, consulted and empowered. In line with this, Dike (1999), quoted Greene, (1991), notes that the only enduring competitive advantage in this global economy is a high-quality, well-motivated workforce willing to work together as a team to increase productivity. Unfortunately, the level of productivity of an average Nigerian worker is low and weak because Nigerian employees are said to have poor attitude to work resulting to low productivity, performance, commitment and dedication among others.

The low levels of performance of learners at every segment of the educational system in the country have given the education stakeholders a high-level of worry. This is so because of the universally held assumption of the importance of education to the growth and development of mankind. Many teachers are working to gain understanding of current problem of teaching and, also, of difficulties experience by students both in learning and in using it. The tradition in teaching and learning in education has always seemed to concentrate on knowledge, comprehension, analysis, application, synthesis, evaluation and so on. Such knowledge is necessary but not sufficient for teaching-learning to be successful. For sufficiency, we need to take broader concept of understanding, comprehension and application. And for comprehension and application to take place, understanding the content of teaching-learning is necessary prerequisites.

The failure of testee is not solely due to inattention, it may be due that the task is too difficult for the particular students. As Centeno (1988) pointed out, a difficulty is something that inhibits the learners in accomplishing correctly a given item. Difficulties may be due to several causes, related to the concept that is being learned, to the teaching method used by the teacher, to the learners' previous knowledge. One symptom among many that affects the learning and understanding is the quality of the school teacher. The quality of teacher is defined, largely by three components of his or her knowledge base:

- (i) Subjects contents
- (ii) Epistemology and
- (iii) Pedagogy (NCTM, 1991),

Subject content refers to the breadth and more importantly the depth of the subject knowledge possessed by the teachers. It is an important component because it affects both what (the teacher) teach and how they teach it. A teacher who is not well grounded in the content to be delivered might try to "panel beat" his teaching thereby hindering student



understanding the content at hand. Knowledge of epistemology includes the teacher's understanding of how students learn. NCTM (1991) stated that teachers must understand fundamental psychological principles of learning if effective teaching is to take place. Knowledge of pedagogy - refers to teachers' ability to implement psychological principle and the skill to teach in accordance with the nature of subject. Failure by the teacher to blend the above factors will greatly impair their teaching and this could hinder learning ability to understand instruction. Organising ability of teacher is another influential factor that could promote or inhibit learning. If a teacher is used in making plans in advance and informing his students of his intention such a teacher will teach differently from somebody else who is not in the wont of programming his daily work.

Teaching strategies which are pattern of teacher behaviour designed to facilitate student learning could inhibit understanding in a number of ways. Many teachers adopted prosy method of teaching the subject and made puny or no efforts in updating their knowledge of correct methods of dissemination of knowledge. The veracity of the situation is that once a teacher obtained his certificate, they hardly had any opportunity of self-improvement. This lack of continuous education may constitute an impediment towards imparting to the student effectively.

Teachers that are actually performing their duties as expected are not remunerated to commensurate with their job performance. These sets of teachers will be among the ones to be transfer from term to term and from session to session due to the facts that the lazy ones will be making false allegation against them. The lazy ones would not like them to stay in the same school with them, because their assumption is that those teachers that perform their duty as expected will expose the others that are lazy. And if such teachers are not transfer at all such teachers will be made to teach several classes so as to force such people to comment so that they can lay hold to his/her claims. These types of teachers will never be remembered for promotion or duty post. Teachers that work well, if well remunerated will wake up the others and this will facilitate better performance among the pupils. The local government education area officers see themselves as the figure of authority and not as co-workers in progress. This point actually showcases itself in the sense that the primary school teachers do not know their rights. They thought that LGEA officers working at the LGEA offices are their direct employer who can do and undo concerning their job security, as a result whatever these people demand from them they just have to do. Therefore, this paper is specifically focused on the conditions under which the primary school teachers are performing their duties in some selected Local Government Education Areas (LGEA) of Oyo state.

Statement of the problem

Researchers on learning outcomes had observed over the years the low level of performance and high rate of enrolment on various subjects across schools and states. Fehintola (2009) is of the opinion that high rate of poor performance in public examinations calls for concerns as learners tend to question the rationale behind taking to the study of mathematics as they progress in the school system. The researcher believe that the problem could be hinged on the influence of teachers, Education officers and Ministry of Education factors such as partiality/favouritism on issues concerning teachers' welfare and promotion, working condition in which primary school teachers find themselves, lack of motivation, irregular transfer of the teachers, illegal deduction from teachers salary, local education officers oppressing the teachers, extortion of money from the pupils by the head-teachers, sexual harassment on the part of female teachers by the head-teachers and LGEA officers and lack of transport facilities. The study, therefore seeks to examine the extent to which variables such as teachers, Education officers and Ministry of Education factors affect the productivity of teachers in some selected local government areas of Oyo state in discharging their duties.



Research Questions

Based on the stated problems, the study seeks to provide answer to the following questions.

RQ1. What are the factors inhibiting effective performance of primary school teachers?

RQ2. Is there any significant difference in the responses of primary school teachers and

Public perception factors inhibiting effective performance of primary school teachers?

Significance of the study

To succeed in today's environment, learners at all levels need the services of teachers that are physically, psychologically and spiritually devoid of any problem be it at home or at work or in the society at large. There is a prevailing need to enhance the level of understanding of students through healthy teachers. This research therefore, would help in investigating the factors that inhibiting effective performance of primary school teachers as it affects the career and educational aspiration of students and apply psychological principles and methods that will help enhance the effective performance of teachers and to develop appropriate skills that would enable students understand and perform well in their study.

The expected findings of the study should equally bring to the attention of the government agencies the necessity for establishing strong monitoring team that will checkmate the excesses of the head-teachers and LGEA officers as means of giving support and relief to the teachers from their oppressors.

Also, the findings obtained from the study will hopefully be useful to researchers, counselling and educational psychologists, school administrators and significant others in various fields who are bothered about the teachers welfare as a panacea to effective performance which will invariably influence the performance of learners at all levels.

Research Design

This study made use of descriptive research design of survey type which does not involve direct control of any variable or any experimental manipulation.

Population

The target population for this study consists of all primary school teachers and the parents of pupils in primary school in all the public primary schools in Oyo state.

Sample and Sampling technique

The study is restricted to ten local government areas in Ibadan land with one primary school in each local government. The sample for this study was made up of ten primary schools using simple random sampling procedure to select school in each local government area. Also simple random sampling was used to pick one class in each school and all the parents of the selected pupils in the class selected were used for the study.

All the teachers in the participating schools are qualified to participate in the study. In all, the sample comprises of two hundred and forty three (243) teachers and one hundred and eighty seven (187) parents of the pupils.

Instrumentation

Two instruments were used in carrying out this study as shown below:

Questionnaire on Perception of the Pupils parents on Factor Inhibiting Effective Performance of Primary school Teachers: The questionnaire on perception of the pupils parents on factor inhibiting effective performance of Primary school Teachers was developed by the researcher. It was designed after conducting FGD- focus group discussion with some selected teachers. The instrument was validated by the experts.



This questionnaire solicited information about the factor inhibiting effective performance of primary school teachers. Respondents to this instrument are student's parents that are in primary school. Section A is the Bio data of the respondents while the section B is 12 items on the subject matter. The structuring of the instrument is based on a four point summated ratings scale of Strongly Agree=4, Agree=3, Disagree=2 and Strongly Disagree=1. This instrument was trial tested on 50 parents. The pre-test showed no ambiguities in the instrument. Cronbach alpha (an estimate of content validity and internal consistency reliability of the items) was computed and it yields a reliability estimate of 0.72 and 0.69 respectively.

Factors Inhibiting Effective Performance of Primary school Teachers

This instrument was developed by the researcher. It was designed to be used in determining factors inhibiting effective performance of Primary school Teachers. The scale is 12 items in the area of the factor inhibiting effective performance of Primary school Teachers. The instrument is based on a four point summated ratings scale of Strongly Agree=4, Agree=3, Disagree=2 and Strongly Disagree=1. The scale has been trial tested and found to be reliable with reliability coefficient of Cronbach Alpha of 0.64.

Data Collection Procedure

The head-teacher of the chosen schools was briefed about the purpose of the study for permission so as to allow the researcher to make use of the teachers working under him/her for the study. The teachers were informed as well. The teachers were taken at random to participate in the study. The selected class teachers were given the questionnaire to fill and to respond to the questionnaire as it applicable to them without knowing that the parents of their pupils were also given. After filling the questionnaire it was retrieved from them for coding and for data analysis. Also, the pupils were sent to their parents with the questionnaire and questionnaire was brought back on the following days and the researcher followed some of these pupils to their parents so as to have good representative among the parents.

Data Analysis

RQ1. What are the factors inhibiting effective performance of primary school teachers?

This research question was answered using frequency counts with the aid of the factors inhibiting effective performance of primary school teachers' questionnaire on the factors indicated by the teachers.

**Table 1: Analysis of Factors Inhibiting Effective Performance of Primary school Teachers**

Item	Agree	Disagree
Lack of motivation on part of government.	123(50.6%)	120(49.4%)
Irregularity on transfer exercise.	131(53.9%)	112(46.1%)
Bribing the LGEA officers before getting their entitlement.	123(50.5%)	120(49.5%)
Illegal deduction from teachers' salary on the account of bank charges and flimsy excuse.	130(53.4%)	113(46.6%)
LGEA Officers seeing themselves as figure of authority to terrorize the teachers.	150(61.7%)	93(38.3%)
The head-teacher are superior to classroom teachers.	130(53.7%)	113(46.3%)
The head-teachers seeing themselves as thin god over classroom teachers.	237(97.4%)	6(2.6%)
Sexual harassment on the part of the female teachers by head-teachers and LGEA Officers.	228(93.9%)	15(6.1%)
Extortion of money from pupils all in the name of developing the school by the head-teachers with using the money appropriately	226(92.8%)	17(7.2%)
Head-teacher and LGEA Officers acting as punitive officers to classroom teachers.	133(54.6%)	110(45.4%)
Lack of transport facilities for teachers in less city.	145(59.6%)	98(40.4%)
Lip service for teachers in the rural areas.	219(90%)	24(10%)

The results in Table 1 show that these factors were clearly shown in the responses of the teachers put into frequency counts. Therefore all these factors are responsible ineffective performance of primary school teachers in Oyo state.

RQ2. Is there any significant difference in the responses of primary school teachers and

Pupil's parents perception of factors inhibiting effective performance of primary school teachers?

Data were analyzed using simple t-test statistics for mean differences in the responses of learners' parents and their teachers as regard the factors inhibiting effective performance of primary school teachers.



Table 2: Analysis of factors inhibiting effective performance of primary school teachers

Item	Variables	N	Mean	S. D	T	P
Lack of motivation on part of government.	Teachers	243	1.6000	.49614	1.296	.195
	Parents	187	1.4954	.50023		
Irregularity on transfer exercise.	Teachers	243	1.6250	.49029	1.269	.205
	Parents	187	1.5228	.49973		
Bribing the LGEA officers before getting their entitlement.	Teachers	243	1.6750	.47434	1.842	.066
	Parents	187	1.5268	.49953		
Illegal deduction from teachers' salary on the account of bank charges and flimsy excuse.	Teachers	243	3.6000	.49614	1.549	.122
	Parents	187	3.4752	.49964		
LGEA Officers seeing themselves as figure of authority to terrorize the teachers.	Teachers	243	3.1500	.97534	1.481	.139
	Parents	187	3.3273	.73129		
The head-teacher are superior to classroom teachers.	Teachers	243	4.0750	1.07148	.937	.349
	Parents	187	4.2158	.92576		
The head-teachers seeing themselves as thin god over classroom teachers.	Teachers	243	4.4250	.63599	.094	.925
	Parents	187	4.4174	.49338		
Sexual harassment on the part of the female teachers by head-teachers and LGEA Officers.	Teachers	243	4.6500	.48305	1.642	.101
	Parents	187	4.5177	.49994		
Extortion of money from pupils all in the name of developing the school by the head-teachers with using the money appropriately	Teachers	243	2.9500	.98580	1.646	.100
	Parents	187	2.6626	1.08589		
Head-teacher and LGEA Officers acting as punitive officers to classroom teachers.	Teachers	243	8.5750	1.44803	.421	.674
	Parents	187	8.6960	1.79328		
Lack of transport facilities for teachers in lesscity.	Teachers	243	2.2750	1.17124	1.471	.142
	Parents	187	2.2449	1.27313		
Lip service for teachers in the rural areas.	Teachers	243	6.2425	5.45794	1.332	.183
	Parents	187	6.1370	4.88800		



The results from Table above showed that there was no significant difference in the responses of the primary school teachers on the factors inhibiting effective performance of primary school teachers and the responses of pupils' parents.

Discussion

There are reasons why several students fail when they are given a task to perform. If the failure is not solely due to inattention, it may be that the task is too difficult for the particular students. Difficulties may be due to several causes, related to the concept that is being learned, to the teaching method used by the teacher and to the learners' previous knowledge. One symptom among many that affects the learning and understanding is the quality and condition under which the school teacher found himself or herself. The primary school pupils could not perform due to the fact that the teachers are not stimulated to perform their duties as expected. Therefore, the following are the factors that are inhibiting the productivity of the primary school teachers in Oyo state, Nigeria, viz: lack of motivation on the parts of the government, teachers are not motivated as expected, irregular transfer of the teachers due to baseless accusation because of refusal or denial to pay the Headmasters or the local government education area officers in cash or kind and illegal deduction from primary school teacher's salary on the account of bank charges. Others include local government education area workers seeing themselves as more significant figures of authority over the classroom teachers, job security of classroom teachers, and the Head teachers are serving as agent for the LGEA officers for punitive measures. Extortion of money from the pupils' parents on the basis of using the money for school development, sexual harassment on the parts of Headmaster and LGEA officers to the female teachers all in the name that they are superior to them. These factors are actually working against effective performance of primary school teachers and directly affecting academic performance of primary school pupils. The researcher recommends that the government should try as much as possible to motivate primary school teachers and there should be enlightenment on the parts of the State Universal Basic Education Board staff, the LGEA officers and the primary school teachers that they are partners in progress. Anyone should not see him/herself as more important or relevant than others. It is of the opinion of the researcher that if the abovementioned factors are put into consideration in school administration, there may be improvement on the performances of primary school pupils.

Recommendation and Conclusion

Based on the above discussed factors that are militating against primary school teachers productivity all the education stake holders should rise to defend the total collapse of the primary education in Oyo State.

The Oyo State Government should try as much as possible to see to the teachers' welfare at primary and post primary schools in this State. Government should try to introduce bush allowance to teachers that are working in village schools and vehicle should be provided for them to ease their movement from these village schools back to town where they can easily get means of getting back to their different homes. If possible motorcycles should be provided to those that could ride motorcycle. Because those teachers that are posted to the village schools suffer a lot and some of them have resulted to idea of going to work three days a week and take French leave for two days. Meaning that for two days the pupils will go to school without seeing their teachers to teach them. All these facts can be verified by sending some people to determine the authenticity of these claims. The teachers that are imparting knowledge on the children deserve good compensation they are not to be exploited.

The LGEA officers' excesses should be checked and teachers should be educated that some of these officers' level or cadres are less compare to them in terms of working experience and salary wise. The teachers should be made to understand that any



unwarranted demand from them should be reported to State Universal Basic Education (SUBEB) Board without fear or molestation from any quarters.

In addition the SUBEB officers too should not see these teachers as third class citizens. They should be seen as the part and parcel of them in the course of educational progress. Both the LGEA officers and teachers should be made to understand that the punishment of one is not in the hand of the other without being tried using civil service ethical code. And that any teacher transfer without genuine reason(s) should be reported to the SUBEB for redress. If this is allowed there is going to be significant improvement in our educational system from the foundational level to the apex.

Teachers promotion should be done on merit and nothing more, the files of the primary school teachers in all the LGEA in Oyo State should be looked at and any one that is due for promotion should be promoted and anybody that is promoted wrongly should be made to go back to class to teach. Those that are promoted wrongly should be queried on how they came across their promotion and after verification the LGEA officers too should be made to explain their own parts. If this can be done it will increase teacher's productivity, bring sanity into primary school teachers' promotion exercise and also reduce corruption in the educational sector of Oyo State.

The head teachers should be prevented from illegal levies and collection of money from pupils. There was an occasion when the SUBEB officials went to a school to investigate a case, but before their arrival some of the LGEA officers notified the concern head teacher of the plan and the HM quickly swing into action by telling the pupils if anybody ask you how much was collected from you tell the person it is N80 and that it is you pupils that said you want to do end of year party with the money collected. In the course of doing this type of investigation next time it is better for the SUBEB officers not to allow the LGEA officers to be aware of this as they will quickly inform the concern HM; because there is connection between the Head teachers and LGEA officers because of the sharing formula them use in sharing the collected money. The class teachers are witnessing these entire anomalies and it is paining them and leads to negligence of duty on the parts of the teachers that those HMs that are doing anything are the one going home with huge amount of money while those that are actually involves in the real teaching-learning exercise are not getting anything extra. In addition, it is also sending another signal that when these class teachers get to the position of head teachers they should also do the same thing because when their present HMs are doing it unpunished then they too cannot be punished for doing such a thing.

The findings which resulted into this write up if gets to the hands of some of our so called head teachers and the researcher is identified they would want to know the class teacher that are closer to the researcher for punishment for releasing this kind of information. The researcher has the research instrument through which the information in this work was collected. All these kinds of attitude of witch hunting people associated with the writer will not help us. Rather all of us should try as much as possible to adjust if we want this state and country to move forward in all ramifications.

The researcher believes that if all the factors considered in this paper work is put into consideration by the authority concern by empower the class teachers, Head teachers, Local Government Education Area Officers and State Universal Basic Education Board Officers to know their areas of jurisdiction and what is expected of each of them there is going to be significant improvement in our primary educational system in this state and if the foundation is solid it will also affect the performance of the pupils at the secondary school level as well.

Issue of sexual harassment should be eradicated despite the fact that these teachers are mature people. Teachers who do not like such practice should be forced into it and her refusal should not lead to unwarranted transfer or any punitive measure on the parts of whom it concern. Promotion should be done on merit and not on nepotism. Transfer should be done appropriately by making sure every teacher and head teachers should be made to experience what is happening in the schools that are town and those schools that are inside



villages. No school either in the town or village should be made to suffer from lack of teachers to teach the pupils.

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