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TEACHERS' PROFESSIONAL DEVELOPMENT IN KWARA STATE UNIVERSAL BASIC EDUCATION (UBE) SCHOOLS: IMPLICATIONS FOR INTERNAL EFFICIENCY

By

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Abstract

This paper investigated teachers' professional development in Kwara State Universal Basic Education Schools and its implications for internal efficiency. Two research questions and one hypothesis were generated to guide the study. Descriptive research design was adopted for the study. Secondary data were collected on teachers' professional development while researchers' designed questionnaire was used to collect data on internal efficiency. Copies of the questionnaires were given to 315 head teachers in Kwara State Universal Basic Education Schools. Percentage was used to answer the research questions while Pearson's Product Moment Correlation (PPMC) Statistic utilised. The findings of the study included that; there is low level of teacher professional development in Universal Basic Education Schools in Kwara State; the internal efficiency of Basic Education Schools in Kwara State is low; and there is a significant relationship between teachers' professional development and internal efficiency of Universal Basic Education Schools in Kwara State. Based on the findings, it was recommended that Kwara State government should enhance adequate teachers' professional development through adequate training, scholarship, more funding to ensure internal efficiency.

Keywords: Teachers' Professional Development, Universal Basic Education, Internal Efficiency

Introduction

Education in Nigeria is regarded as a basic tool for socio-political change and economic growth. This is in line with Omunsu (2014) who states that education is the biggest instrument for economic progress, social mobilisation, political survival, and effective national development of any country. This is why the government has invested largely in it. That notwithstanding, the resources in education educational sector thus there is need to ensure internal efficiency. Efficiency is about inputting the minimum before elements so as to produce the maximum results at the least cost. Internal efficiency in education is defined as "the amount of learning achieved during school attendance, compared to the resources provided, the percentage of entering students who complete the course often used as its measure" (Wolff, 1984). Internal efficiency is determined by how a school transforms its inputs to outputs (Okunbe, 2007).

To achieve internal efficiency in any educational institution, the personnel are of paramount importance. The Federal Government of Nigeria (2012) clearly states that no education system can rise above the quality of its personnel. Journal of the Faculty of Education, University of Port Harcourt. www.journalsplace.org/index.php/JEDA - 85

teachers. Therefore the level of any educational system depends solely on the quality of teachers in terms of academic and professional qualification and experience as well as their level of competency in and level of dedication to their primary functions. Internal efficiency can only be facilitated by a process whereby teachers become creative in solving problems, optimal utilisation of available resources through lesson study and preparation and classroom management.

However, human capital resource performance in education is still underestimated (Johannes, 1999). Also, Grew and Ilo (2005) maintain that the problems militating against schools inspection are shortage of manpower and quality of the personnel available for the work. As observed in the field during the course of this study, one of the challenges militating against internal efficiency in Kwara State is shortage of teachers and inadequate support or opportunities for professional development for the existing ones. Thus, teachers need to engage in adequate professional development in order to remain relevant and improve in quality so as to improve the quality of Nigerian educational system.

The Federal Government of Nigeria (2010) states that teacher professional development is an in-service process for practicing teachers by which they reflect (like other professionals) up on their competencies, maintain them up to date and develop them further. It was further stated that teacher capacity needs to be continuously enhanced in order to cope with various challenges being thrown up in schools by the increasingly diverse population of learners, the need to integrate new technology in the classroom and the expectation for the teachers to meet rigorously academic standards and goals. Teachers Registration Council of Nigeria (2010) asserts that continuous professional development provides teachers with tools to meet professional challenges, ensuring they are up-to-date with information that will match the test of time. It further stated that there is need for seminars, workshops and conferences for the teeming population of teachers particularly in Nigeria to help them open up to new ideas around the globe.

The objectives of teacher's professional development include to; provide a forum for cross-fertilisation of ideas and experiences, which would ultimately improve professional competence and commitment, offer intellectual, social and emotional engagement with ideas, materials and colleagues, maintain competence and relevance of the teacher in today's economic, technological, political and social environments in the country, keep teachers abreast with the latest innovation in the latest innovation in the teaching profession and prevent the setting in of the law of diminishing returns that could crop in without continuous training, ensure maintenance of professional excellence at all times, sharpen skills, knowledge and ensure continued relevance of teachers in the educational or school system, provide opportunity to supplement the initial training of teachers and improve their knowledge, skills and attitude to meet the needs in education service, enhance teachers' commitment to the profession (TRCN, 2010).

In order to ensure that these objectives are achieved, the authorities therefore need to also make provision provisions for teachers to be able to improve their quality through professional development to enhance internal efficiency in Kwara State Basic Education Schools. Kwara State Government needs to pay close attention to the needs of the educational sector in general, and treat it as a public-health issue, because the sociopolitical and economic development of a nation and (or her health) is, in many ways, determined by quality of its teachers which in turn determine the quality and level of educational attainment of the population. Political leaders need to take policies out of education, as the continued neglect of this sector would lead to social paralysis (Dike, 2002). This background makes the researchers to engage on this study to investigate the extent of teachers' professional development and its implications on internal efficiency in Kwara State Basic Education Schools.

Statement of the Problem

As observed by Ormusu (2014), needs are unlimited while resources to satisfy these needs are scarce. However, with such a great Nigeria's population of approximately 150 million (NPC, 2006), even estimated currently to be over 170 million and which Kwara State is part; wouldn't say that human resources for education is scarce when even the unemployment rate of the nation falls in two digit (even more than 10%) (NISER, 2005). Thus, Nigeria

however does not lack the human resources or capacity to fulfil her educational objectives but have a very low and poor maintenance culture for her human capital resources which will significantly impede her educational efficiency and objectives at the medium and long run. With the troubling problem of the shortage and half-baked human resources employed to teach in the Kwara State's Universal Basic Education Schools, how are we certain that efficiency in school can be attained? Has the government trained the required number and quality of teachers needed to successfully implement the programme? To improve the standard of education in Kwara State, the society has to first educate the educators, and motivate them to perform their duties well (Dike, 2002). However, the leaders do not seem to want to listen (Dike, 2002). This paper therefore investigates the extent of teachers' professional development and its implications on internal efficiency of Kwara State Basic Education Schools.

Purpose of the Study

The purpose of this study is to investigate the extent of teachers' professional development in Kwara State Universal Basic Education Schools and its implication on internal efficiency.

Research Questions

The following research questions and hypothesis were set to guide the study:

- What is the level of teachers' professional development in Kwara State secondary schools?
- How efficient are Universal Basic Education Schools in Kwara State?

Research Hypothesis

- There is no significant relationship between teachers' professional development and internal efficiency of Universal Basic Education Schools in Kwara State.

Methodology

The research design adopted for this study was the descriptive survey. The sample of the study includes 315 headteachers proportionally selected from the 1487 in Kwara State Universal Basic Education Schools. A secondary data consisting of the number of basic school teachers was obtained and used in this study. Percentage was used to answer the research questions while Pearson's moment correlation statistic was used to test the hypothesis.

Discussion of Findings

The research questions were answered using percentage as presented in the following tables:

Research Question One: What is the level of teachers' professional development in Kwara State secondary schools?

Table 1: The Level of Teachers' professional Development in Kwara State

S/N	LGA	Total No. of Teachers	No. of Teachers on Professional Development
1	Aba	1762	662
2	Baruten	725	433
3	Eda	1240	401
4	Ikem	398	120
5	Ifelodun	1621	317
6	Ilorin east	2228	342
7	Ilorin south	2381	307
8	Ilorin west	3291	420
9	Irepodun	1347	335
10	Ise	497	112
11	Kaiama	617	195
12	Moro	1211	589
13	Ofe	1104	213
14	Oke-Ere	342	116
15	Oyuro	840	102
16	Pategi	631	178
Total		20235	5232

Source: Kwara State Universal Basic Education Board (2015)

Table one showed that the total number of teachers in Kwara state Universal Basic Education Schools is 20235. Out of this number of teachers, 5232 teachers get involve in professional development yearly. This showed that 25.9% of the total number of teachers attends professional development training or workshop every year. Since there is low percentage of teachers' involvement in professional development, it can be inferred that the level of teachers' professional development among Kwara State Universal Basic Education schools is very low. This conforms to Israel (2001) who stated some problems militating against the quality of teacher in the Nigerian education include; poor health care services for teachers, poor educational qualifications, poor water supply and provision of toilet facilities for teachers, poor access and transportation to school, lack of payment of salary. Thus teachers have poor quality of life and this could however significantly impede teacher and even educational efficiency and development. This is because all these will make teachers to be inefficient and no or little energy might be devoted for both teaching preparation and teaching activities. Teachers also have the problem of low prestige in the community, lack of upgrading programmes through in-service or part time training programme and lack of study leave which can also hamper the teaching activities of teachers and also affecting the national educational objectives and national development when put together (Israel, 2001).

Research Question Two: How efficient are basic education schools in Kwara State?

Table 2: Internal Efficiency of Basic Education Schools in Kwara State

S/N/Item	Agreed Total		Disagree Total	
	No	(%)	No	(%)
1. Students in Kwara State Basic Education Schools can compete favourably with their counterpart all over Nigeria.	30	(8.5)	285	(90.5)
2. The class size in Kwara State basic is moderate thus there is high teaching / learning effectiveness	30	(9.5)	285	(90.5)
3. Kwara State basic school students performance in Junior WAEC is always high every year.	165	(52.4)	150	(47.6)
4. All resources invested in Basic education programmes are efficiently utilized	13	(4.8)	300	(95.2)
Percentage Average		19.05		80.95

Source: Field Survey (2016)

Table four revealed that 19.05 percent of the respondents (on the average) agreed that Students in Kwara State Basic Education Schools can compete favourably with their counterpart all over Nigeria; the class size in Kwara State Universal Basic Education schools is moderate, thus there is high teaching/learning effectiveness Kwara State basic school students performance in Junior WAEC is always high every year; and all resources invested in Basic education programmes are efficiently utilized while 80.95 percent (on the average) disagreed. The higher percentage of disagreement of the respondents showed that the internal efficiency of Universal Basic Education Schools in Kwara State is very low. This conformed to the study of Edward (1991), that as school's condition improved from one category, for example, from poor to fair, students' standardized achievement scores rose an average of 5.45 percentage points, thus enhancing national educational output.

Research Hypothesis: There is no significant relationship between teachers' professional development and internal efficiency of Universal Basic Education schools in Kwara State

Table 3: Relationship between Teachers' professional development on internal efficiency

Variable	N	X	SD	Calc.	P-value	Decision
Teachers' Professional Development	360	13.8	8.2			
Internal Efficiency	360	3.85	1.7	0.34	0.00	H ₀ is Rejected

P > 0.05 (level of significance) Source: Fieldwork (2016)

Table five shows that the p-value is 0.00 at 0.05 level of significance. It shows that the p-value is less than the level of significance. Thus the hypothesis that states that there is no significant relationship between teachers' professional development and internal efficiency of Universal Basic Education schools in Kwara State is rejected. It therefore shows that there significant relationship between teachers' professional development and internal efficiency of Universal Basic Education Schools in Kwara State.

From table one, the proportion of teachers that attends professional training in Kwara State is very low, about 25.9%, the implication of this on internal efficiency cannot be under estimated. Since the Federal Government of Nigeria (2012), that there is no institution that can person beyond the quality of its personnel, it can be asserted that the internal efficiency of Kwara State is low. In other words, poorly trained teachers cannot be efficient enough to produce internal efficiency in the schools they work. It is further emphasized that the availability, relevance and adequacy of education resource, which include human resources contribute to academic achievement, which is a measure of efficiency (Allack, 1990). Oni (1995) and Adesina (1990) also discovered that human resources played the important role in the teaching-learning situation than any other factor of production and that the quality of education hinges upon the qualities of teachers available.

Omiunu (2014), posited that learning experiences are richest when the environment (physical resources) around them meets their needs through its adequacy and effective utilization by the human resources. To Omiunu (2014), the quality of educational systems of a nation can be assessed by: (1) The general level of education of the teachers in the system, and (2) The amount and kind of training they received to develop them and enhance their commitment to the teaching profession. In other words, to enhance internal efficiency in Kwara State Universal Basic Education schools, there is need to pay close attention to the teachers and also provide an effective maintenance culture (through regular training) to keep them on track and motivate, develop them and also place more worth on the teaching profession.

Conclusions

Teachers are the brain behind the success, achievement and internal efficiency of every educational institution including Universal Basic Education Schools. There is therefore the need to take adequate measure to improve their quality. Teachers need adequate updating of knowledge to keep pace with the changing environment. The class management techniques, method of teaching, method of communicating, instructional aids, interpersonal relations that was successful at a point in time in Kwara State, may not be successful in today's world. The world is now a global village characterised by rigorous usage of information communication technology, teachers therefore need to continuously go for training in order to ensure internal efficiency. Kwara State teachers have poor quality of life which could however significantly impede internal efficiency, inadequate teacher quality, lack of specialisation, lack of motivation, lack of self development leave, and most especially bad maintenance culture of the Kwara State teachers are all impediments to the internal efficiency in Kwara State Universal Basic Education schools. There is a dire need to address these constraints, since internal efficiency of Universal Basic Education schools is strictly tied to an enhanced and efficient teachers professional development.

Recommendations

Based on the findings of the study, it is therefore recommended that:

- The Kwara State government should make provision of adequate expansion of educational institutions especially teacher training institutions to ensure efficiency, quality and adequacy of professionally qualified teachers.
- Kwara State government should also ensure proper funding such as creation of teacher training special fund, which will include grants for student teachers.
- Constant workshops for teachers should be encourage and provided for the teacher by the school administrators in order to enhance their performance and aid internal efficiency.

- Teachers should also be granted study leave with pay in order to encourage them to further their education and enhance internal efficiency.
- Most so, the issue of God fatherism or impartiality in the appointments and selection of teacher for training should be discouraged. Appointments and selection for training should be objective in order to achieve internal efficiency of Universal Basic Education schools in Kwara State.

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