

Human Resource Development and Effective Instruction in Primary and Secondary Education in Nigeria

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ABSTRACT The paper harped on problems hampering education from the perspective of human resource development through teacher quality. It emphasised on optimal human resource development as vital in realisation of National Objectives, since development of human skills is vital and fundamental to National development, evident in provisions in such regard in Nigeria's National Policy on Education. It identified problems such as shortcomings of teacher quality and adequacy exemplified in lack of specialisation, low teacher and high pupil ratio, influx of non-professional and other constraints such as gender streamlining; non-conducive teaching – learning environment; unfavourable attitudinal disposition, lack of constant improvement in-service programmes and factor of adequate remuneration. It recommends the need for premium on education, proper funding of education, enhanced strict specialisation; commensurate remuneration, constant workshops, and creating conducive teaching – learning environment. Such were pointed as hallmark of developed and developing countries of relevance in comity of Nations today.

INTRODUCTION

An established fact is the importance of education in Nation building. However, in contemporary times, Education especially in the third world has been plagued with seeming intractable problems. Out of the multi various problems hampering qualitative and effective educational delivery, this paper's focus is mainly on human development, specifically on the place of teacher quality. Emphasis is on what teacher quality entails and identification of varying constraints hampering optimal human resource development.

The need for such analysis is strictly tied to the high premium placed on the role of education in attaining national objectives with specific reference to the Nigerian Situation.

To Majasan (1998), Down the ages, some societies have made waves and contributed significantly to human progress either continuously or occasionally when they have been able to rise up to the desired standard of education.

Generally, the researcher posits the utmost importance of developing human skills which is vital and fundamental to National development. Corroborating such viewpoint is the assertion by Onwioduokit and Tule (2002) that human resources form the critical basis for wealth of nations as well as typify the most essential variable in a country's development.

Specifically, the paper will address in relation to teacher quality dimension, teacher availability, teacher training opportunity; and constraints in teacher performance.

Nigeria's National Policy Provision on Teacher Education

Section 9: 57 of Nigeria's national policy on education (1981) emphasised that teacher education will continue to be given a major emphasis in all our educational planning because no education system can rise above the quality of its teachers, while section 9:58 outlined the purpose of teacher education as:

- (i) To produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system;
- (ii) To encourage further the spirit of enquiry and creativity in teachers.
- (iii) To help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives.
- (iv) To provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of the country, but in the wider world;
- (v) To enhance teacher's commitment to the teaching profession.

Teacher Quality and Adequacy (Contemporary Challenges)

With reference to Nigeria's National policy on education, training emphasis of teachers were outlined under institutions to give professional training as:

- (i) Grade II Teachers' Colleges
- (ii) Advanced Teachers' Colleges
- (iii) Colleges of Education
- (iv) Institutes of Education
- (v) National Teachers' Institute
- (vi) Teachers' Centres.

For the purpose of the study, vital is the area of adequacy of level of training in proper delivery of curriculum content in the classroom. Of great concern is the level of teachers qualification. To Beeby (1969), the quality of educational systems 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

In relation to the aforementioned on teacher quality, of great concern is the Table below on teacher stock in Nigeria Primary Schools by State in 1991.

Contemporary situation in 2002 does not show considerable improvement, going from the fact

that shortfall in all categories of personnel is evident according to report of the World Bank (Secondary Education in Africa Project) (2002). The report identified contemporary shortfalls of personnel in form of: University Graduates without teaching qualifications and Graduates of Polytechnics (National Diploma and Higher National Diploma) and persons with teaching qualifications lower than the prescribed National Certificate of Education (NCE). Also of concern is the identification by the World Bank Secondary Education in Africa Project, of teachers who are qualified but engaged in teaching subjects outside their area of specialisation.

The issue of quality is vital, to Kosemani and Orubite (1995), "Unqualified teachers could at best be warming the class and keeping the children busy doing nothing". Further, to Kosemani and Orubite, "without a well trained and educated staff, costly equipment, innovations in curriculum and the like will fail to achieve deserved goals".

Also vital is the place of adequacy of teachers in the educational system. The expansion of schools since independence justifies the high premium of government on education. Of importance is commensurate production of qualified teachers to meet the expansion and effective teacher ratio. Table 2 shows expansion of educational institutions in Nigeria between 1960

Table 1: Teacher stock in Nigeria Primary Schools by State 1991

States	Total No.	Qualified stock	Unqualified stock	% of qualified stock	Qualified teacher/Pupil ratio
Abuja	2,293	1,124	1,169	51	44:1
Akwa-Ibom	11,467	11,467	-	-	54:1
Anambra	29,586	29,580	6	0.03	31:1
Bauchi	9,447	4,187	5,260	55.7	74:1
Bendel	22,190	22,190	-	-	48:1
Benue	17,640	16,324	1,316	7.46	42:1
Borno	11,108	2,584	8,524	76.7	199:1
Cross River	7,018	6,010	1,008	14.4	55:1
Gongola	12,838	9,878	2,960	23	41:1
Imo	21,335	21,316	19	0.1	43:1
Kaduna	12,750	6,953	5,797	47.2	71:1
Kano	20,540	11,729	8,811	42.2	80:1
Katsina	10,014	4,184	5,830	58	213:1
Kwara	16,721	13,123	3,598	25.5	56:1
Lagos	15,835	15,340	495	3.1	57:1
Niger	9,153	4,419	4,734	51.72	39:1
Ogun	12,272	12,272	-	-	35:1
Ondo	19,071	18,879	192	1.3	32:1
Oyo	32,282	31,982	300	0.93	36:1
Plateau	15,821	10,953	4,868	30.8	46:1
Rivers	10,769	10,769	-	-	45:1
Sokoto	13,156	3,546	9,610	73.04	103:1
Nigeria	333,298	268,801	64,497	19.25	49:1

Source: Report on Primary Education in Nigeria, 1991

and 1999. Justifying the paramount need for commensurate teachers provision.

In relation to adequacy of teachers, past shortcomings of such (vital for meeting contemporary challenges) is evident in Orubite and Kosemani (1995)'s account of shortcoming of the Universal Primary Education as inadequacy of teachers, which led to recruitment of teachers from all parts of the world with doubtful quality, corroborating Fafunwa (1969)'s assertion on teacher inadequacies such that as at 1969, "there were 16,000 Primary and Secondary Schools in Nigeria with over 3,200,000 pupils, with teachers actively involved in teaching at 105,000 with more than half not professionally qualified.

Table 2: Number of Educational Institutions in Nigeria: 1999 Compared to 1960

Type of Institution	1960	1999
Primary	15,073	40,000
Secondary	883	7,000
Teacher Training Colleges	315	-
Higher Institutions	2 Universities 1 Polytechnic 3 Colleges of Arts, Science and Technology	40 Universities 64 Colleges of Education 31 Polytechnics 40 Monotechnics

Source: Federal Ministry of Education: Comprehensive Education Analysis Project (Secondary Data Report), 2000.

As at 1991, the Federal Ministry of Education Report (1991) on Primary Education on qualified teachers portrays an alarming picture on inadequacy of teachers. Of relevance is the concern of Adaralegbe (1982) on inadequate training of teachers in Nigeria. It can be pointed from this dimension, the paramount necessity of matching educational expansion with adequate and qualified teachers. Quality of product of the school system is largely tied to the calibre of teachers imparting and enhancing learning. There is high relationship between teacher quality, effective methodology, and learning outcomes. Where the quality is low, the output will be low. Countries in the developed world lay much emphasis on teacher training since it's on such output and quality of the educational system rests. This also make imperative need for adequate national Budgetary provision in teacher training.

Constraints in Teacher Performance

If quality is to be ensured, it is important that constraints affecting performance should be identified, it is on such, that proper solution, and educational enhancement lies.

Generally, the researcher is of the view that much importance ought to be placed on the foundation areas of education such as the Primary School Level and the Junior Secondary Level. Apparent in the Nigerian dispensation is the vogue whereby teachers in the lower educational levels are seen as inferior and substandard, evident in seeming tolerated lower qualification of teachers in the elementary educational level.

In addition, the aforementioned attitudinal disposition is a fallout of for example poor treatment of Primary School teachers such as long delay in payment of wages resulting into endless industrial action which further compounds the quality issue.

Besides, is the gender dominance of Primary Education Level and Junior Secondary School Level whereby female teachers dominate. Related to the Gender factor is the students enrolment by faculty in all Nigerian Universities in 1988/99 by the Nigerian Universities Commission annual report which shows female enrolment ratio of 41% in education faculty as highest in all faculties, while male ratio of 59% in education is the lowest male ratio in all faculties. To the researcher, this is a result of the apathy to teaching profession and factor for preponderance of high female teaching staff. The gender dis-equilibrium is fallout of cultural stream lining of vocations on gender basis, coupled with total learning environment seen as not conducive especially in terms of remuneration.

Also, is the issue of low commitment to the teaching profession by non-professionals who see it as a stepping-stone to other vocations?

Another constraint is the conduciveness of the teaching - learning environment. Such include the availability and adequacy of physical structures such as classrooms, conducive office environment; communication possibilities such as the internet, electronic mail as well as libraries, and adequate instructional materials.

Vital is the extent of improvement programme for teachers such as in-service training programmes, and workshops, to enable teachers keep abreast of modern trends in education.

Remuneration and other incentives are

constraint in teacher performance. Addressing such appropriately is vital in enhancing performance in the third world. Of importance is encouragement of students in teacher training institutions through grants and other incentives. Such would encourage and enable students develop interest in the teaching profession. Lawal (1999) looked at educational problems of developing countries in the light of under funding, inadequate qualified teachers and inadequate motivation of teachers.

Enhancing Teacher Quality (Contemporary Lessons from the Developed and Developing World)

The spur from the developed world is tied to the fact of a developed economy and enlightened citizenry induced through an effective educational system. Evident is teacher quality, adequate teacher – pupil ratio, teacher training institutions, and general guidelines regulating the teaching profession.

It can be pointed that the rapid development of Asia's Tigers (Taiwan, South Korea, Hong Kong and Singapore) is tied to achieved high level of education and literacy before economic take off. Medupin (2002) harped on the experience of Cuba with highest number of teachers per capita in the world and with illiteracy practically eliminated. In England, strict specialisation especially of secondary school teachers is the hallmark of the English educational system, while similarly in the United States of America, evident is high premium on teaching qualification exemplified in primary as well as secondary teachers as university graduates.

RECOMMENDATIONS AND CONCLUSION

From the study, it can be pointed out that developmental drive of nations cannot be attained without an effective educational system. Such educational system is tied to human resource development in the area of teacher quality. To enhance such, it is recommended that government, especially in the Nigerian situation should place high premium on education if any realistic developmental drive is to be attained. Vital is adequate expansion of educational institutions especially teacher training institutions to ensure quality and adequacy of professionally qualified teachers.

Of importance is the need for proper funding

such as creation of teacher training special fund, which will include grants for student teachers. It is assumed such will go a long way in creating favourable attitudinal disposition to the teaching profession. Besides, enhancing and ensuring strict specialisation of teachers at all levels of the educational system is vital, coupled with strict professionalization of the teaching profession.

In addition is the need for upward review of teachers wages to ensure standard and strict commitment to duty. There is also need for constant workshops for teachers and motivation through teaching – learning incentives such as material provision, libraries and conducive working environment.

From the study it can be concluded that, developing human resource is vital in educational delivery. Such is affected by inadequate teacher quality, teacher inadequacy in relation to teacher - pupil ratio, lack of specialisation, and constraints affecting teacher performance such as gender streamlining; non-conducive teaching - learning environment, unfavourable attitudinal disposition; inadequate remuneration and lack of constant improvement programmes.

Of vital importance is need to address such short fall, since educational delivery is strictly tied to an enhanced human resource development.

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