

## TEACHER COMPETENCE AND INTERNAL EFFICIENCY OF PUBLIC PRIMARY SCHOOLS IN OSOGBO LOCAL GOVERNMENT AREA OF OSUN STATE

By

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### Abstract

*This paper examined the influence of teacher competence on internal efficiency of public primary schools in Osogbo Local Government Area of Osun State. The purpose of this study was to find out the level at which public primary schools in Osogbo Local Government Area of Osun State are efficient internally. Descriptive survey design was adopted for the study and the population of the study is all the thirty two (32) public Primary Schools in Osogbo Local Government Area of Osun State. Seventeen (17) schools were sampled out of the total population; purposive sampling techniques was used to select three hundred and forty (340) pupils in primary five (5) and six (6) in the sampled schools. A well-structured questionnaire was administered to pupils in the schools. The data collected were analysed using Frequency Counts, Percentages and Pearson Product Moment Correlation at 0.05 level of significance. The result showed that the wastage ratio was 1.34 for the cohort 2007 to 2012 public primary schools in Osogbo Local Government; and that teacher competence has greater influence on internal efficiency ( $r = .000$ ;  $p < 0.05$ ). Based on the findings of this study, it was recommended that a dominant set of values and emphasis must be placed on teacher training and retraining; seminars, workshops, in-service trainings and conferences should be organized for the teachers in order to acquaint them with the modern methods of teaching and hence, improve their competencies.*

**Key words:** Teacher competence, internal efficiency, primary schools, Oshogbo

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### Introduction

Stakeholders in education (parents, learners and society at large) are eager to know whether they get the highest possible value from their investment. Governments face multiple and competing needs which have to be catered for and therefore, the education sector is expected to demonstrate efficient use of public resources allocated to the sector in order to be able to justify increased level of financing. Thus, the education sector needs to save resources internally by reducing various types of inefficiencies before justifying increased resources to the sector. Efficiency relates to the use of all inputs in producing any

given output, including personal time and energy; it is a level of performance that describes a process that uses the lowest amount of inputs to create the greatest amount of outputs. Efficiency is an important attribute because all inputs are scarce; time, money and raw materials are limited, so it is important to try to conserve them while maintaining an acceptable level of output or a general production level. To be efficient means reducing the amount of wasted inputs. Efficiency refers to the ratio between the output of an organization and the inputs used in producing the output. In efficiency, the attempt is to see how outputs produced could be kept at the same level even when input level is reduced.

Internal efficiency in education refers to the relationship between the outputs and inputs of an education system. An internally efficient educational system is one, which turns out pupils without wasting any pupil-year or without dropouts and repeaters. Output of an education system is the number of successful completers of the course of study while input to an education system is the number of pupil-years used by all pupils who passed through the system. Internal efficiency is the extent to which resources made available to the education system are being used to achieve the objectives for which the education system has been set up. In this regard, the input into the system and the output from it needs to be measured. If the system is able to see the students through in the shortest possible period, then the system is efficient. In another form, a system is efficient if the wastage rate of the system is low. The smaller the wastage rate, the more efficient the system will be (Babalola, 2003).

Teacher as one of the inputs into the educational process constitute an important aspect in pupil learning. In this regard, the teaching force seems to be a major variable in determining the quality of a school system. In the Nigerian school system, teacher quality could be examined in various ways. It could be examined in terms of teacher qualification; teacher experience; teacher competence; and teacher job performance. In terms of competence, researchers have argued that teacher competence is a function of teacher qualifications (Aghenta, 2000). However, how competent a teacher could be in teaching seems to depend largely on teacher's qualification and the additional skills acquired by such teacher either through training or personal development. This contention supported Mullen's (1993) argument that the level of a teacher subject matter competence is a prime predictor of pupil learning. He argued that it is not only the qualifications obtained by a teacher that could contribute to a teacher quality but actual achievement in terms of subject matter competence. He argued that it is not simply the completion of schooling that could contribute to teacher effectiveness in the classroom but actual achievement in terms of subject matter competence.

Primary education in Nigeria is the kind of education given normally to children aged six and eleven years and above. Since the rest of the education system is built upon it, the primary level is the key to the success or failure of the whole system (Oladipo, 2009). In an ideal situation, pupils should normally spend six years in Nigerian primary schools; a situation whereby pupils spent extra years above the normal six years constitutes wastage in the system. Achievement of universal primary education by 2015 is part of Millennium Development Goals, but support for teachers and teaching quality which will finally lead to the attainment of universal primary education is crucial as well. In view of the foregoing, this study aimed at determining whether or not public primary schools in Osogbo local government area of Osun State, Nigeria are internally efficient. It will also determine whether or not relationships exist between teacher quality and internal efficiency of the schools.

### **Statement of Problem**

Although, the flow rate of pupils of public primary schools in Osogbo local government area of Osun State seems to be increasing, it appears however, that the quality of pupils is perhaps at a fluctuating trend because most students are promoted on trial to next class after they have repeated a class for two times. The problem of pupils' repeating a class for 1 or 2 years tends to constitute wastage in the system. This is

because, the space which could have been occupied by a new pupil would have to be retained for a repeater and more funds will be required from government for the continued teaching of the repeater in the same class for more than one year. Many reasons perhaps could be responsible for this development. Prominent among these reasons may be the competence of teachers in the school system. The problem of this study therefore is to examine the influence teacher competence have on internal efficiency of public primary schools in Osogbo local government area of Osun State, with a view to providing probable suggestions for improving the quality of primary school teachers in the state.

### **Research Questions**

1. What is the level of Internal Efficiency of public primary schools in Osogbo local government?
2. What is the qualification of teachers in Osogbo local government?
3. What is the distribution of teachers by experience in public primary schools in Osogbo local government?

### **Research Hypotheses**

1. There is no significant relationship between teacher competence and internal efficiency of public primary schools in Osogbo Local Government Area of Osun State.
2. There is no significant relationship between gender and teacher competence.

### **Research Methodology**

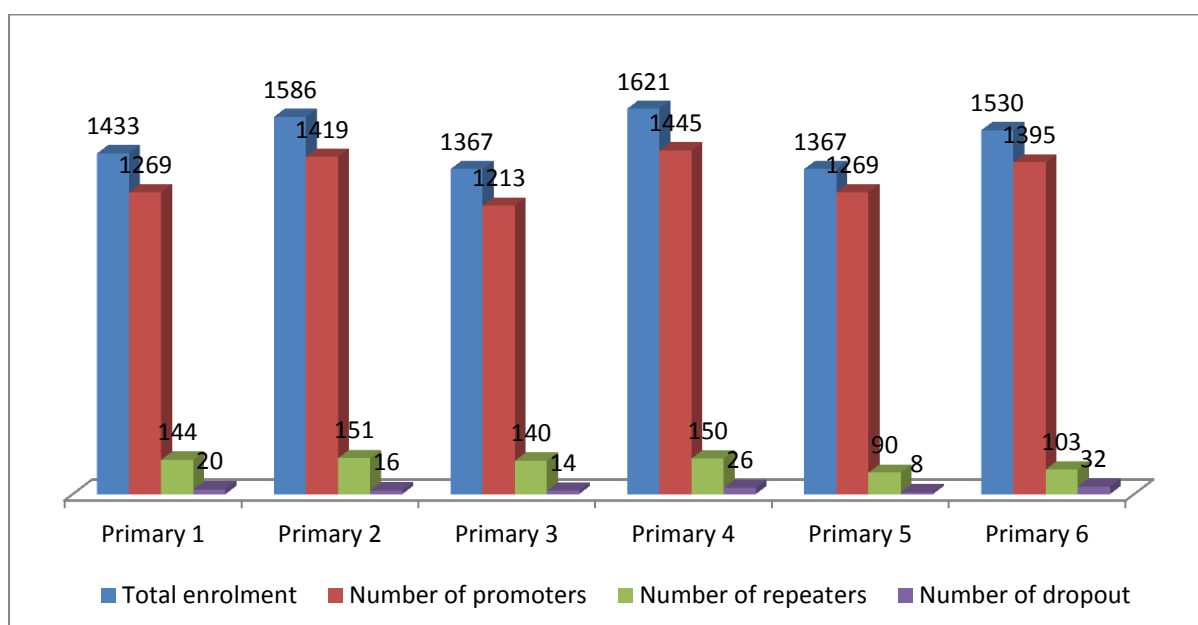
Descriptive sample survey design was adopted for the study, this design helped to make general glance at the selected public primary schools Osogbo Local Government Area of Osun State to discover the effect of teacher competence on the internal efficiency of the schools. Purposive sampling techniques was used to select three hundred and forty (340) pupils in primary five (5) and six (6) in the sampled schools as subjects in each of the seventeen (17) schools to be sampled. Cohorts of 14333 pupils who entered the 17 sampled public primary schools in 2007 and graduated in 2012 were also purposively selected for the study.

The questionnaire which was administered to pupils in the schools was titled "Teacher Competence Questionnaire (TCQ). It was used to gather the data for this study. It consists of a set of questionnaires, made up of part "A" and "B". Section A contains demographic data on school name, sex, age, and section B consists of items with 4-likert scale specifically designed to allow participants to respond accordingly to the question items. They include: SA- Strongly Agree; A- Agree; SD- Strongly Disagree; and D- Disagree.

### **Results**

#### **Research Question 1: What is the level of Internal Efficiency of public primary schools in Osogbo local government?**

To determine the level of internal efficiency of public primary schools in Osogbo local government, data on the number of promoters, repeaters and dropouts were collected from the respondents to the inventory. The cohort of 1433 pupils in primary 1 in 2007 who graduated in primary 6 in 2012 from the sampled schools were utilized. The data collected were analyzed using frequency count and percentages.

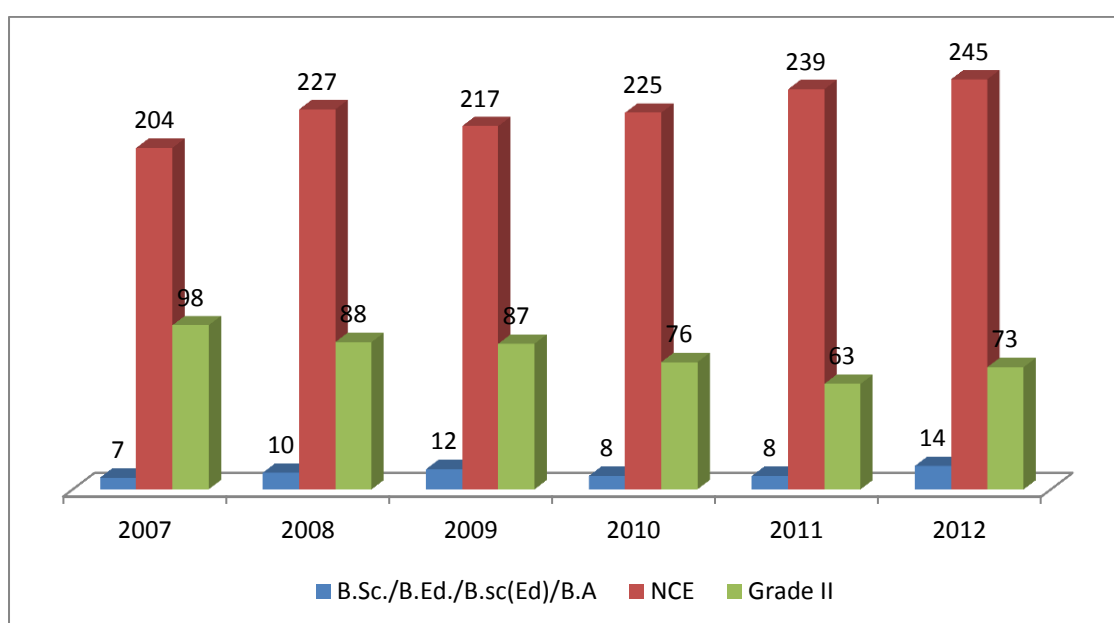


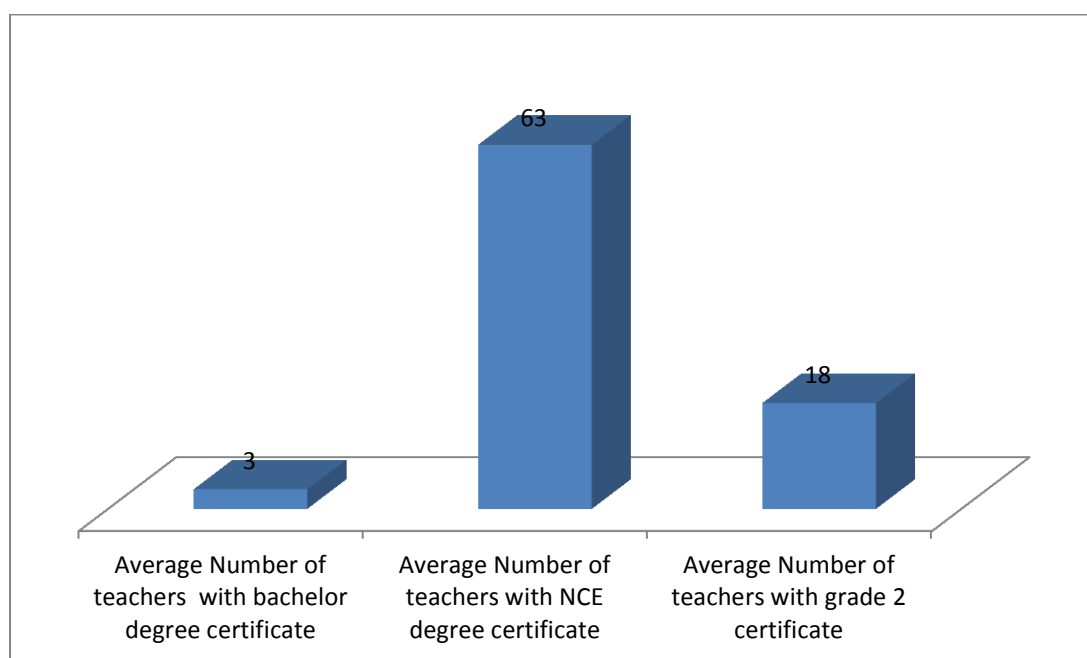
**Figure1: Level of Internal Efficiency of Public Primary Schools in the Sampled Local Government Area.**

As shown in figure 1, the number of pupils promoted in public primary schools in Osogbo Local Government of Osun State was found to be high in each of the years. Although, the cohort of 1433 pupils started primary 1 in the sampled schools in 2007, the number of pupils was at a fluctuating rate in each of the years from primary 1 in 2007 to primary 6 in 2012. The number of promoters, repeaters and dropout were also at a fluctuating rate. For instance, in primary 1 in 2007, the numbers of promoters, repeaters and dropouts are 1269, 144 and 20 respectively but in primary 2 in 2008, the number of promoters and repeaters increased to 1419 and 151 respectively while the dropout decreased to 16. In computing the promotion rate, repetition rate and dropout rate among pupils in the schools, the formulas defined in the definition of terms were used.

**Research Question 2: What is the qualification of teachers in Osogbo local government?**

**Figure 4.2a: Distribution of Teachers According to Their Qualifications**

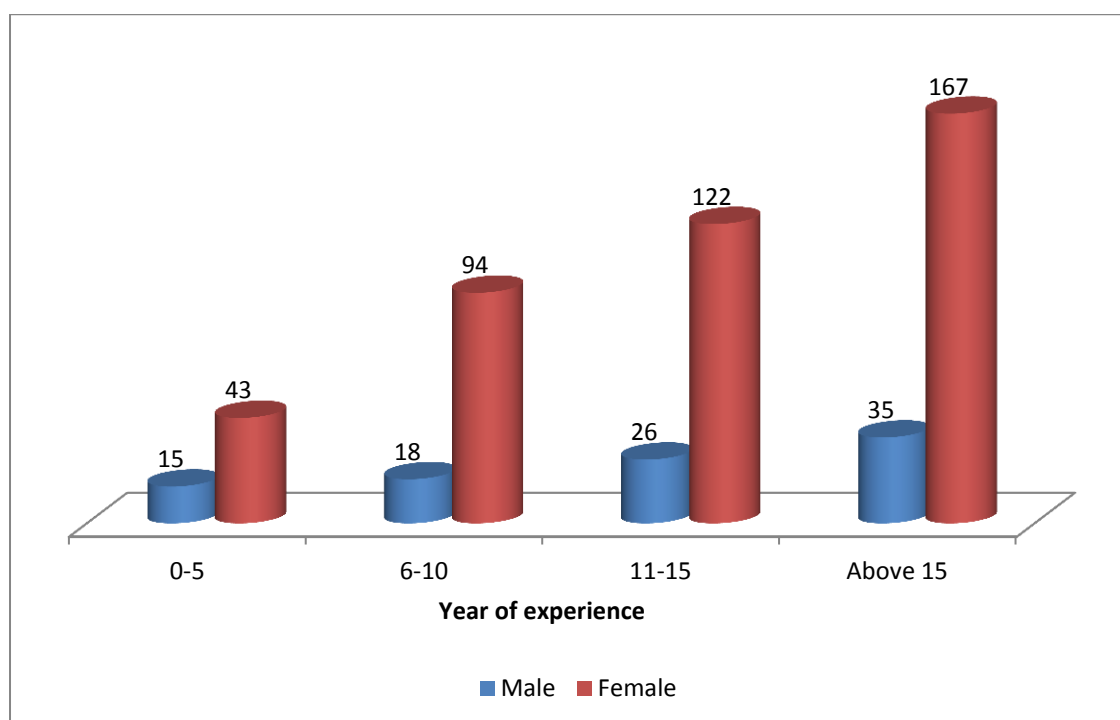




**Figure 3: Mean Distribution of Teachers According to Their Qualifications**

Figure 3 shows the qualification of teachers from 2007 to 2012, majority of the teachers are NCE holder which is the minimum qualification requirement for teachers teaching in primary schools. From figure 3, on the average, 3 of the teachers are degree holder; 18 are grade II holder while the remaining 63 are NCE holder. This distribution showed that most of the teachers in public primary schools in Osogbo Local Government possess the right qualification for teaching in primary schools which is NCE.

**Research Question 3: What is the distribution of teachers by experience in public primary schools in Osogbo local government?**



**Figure 4a: Mean Distribution of Teachers According to their Experience**

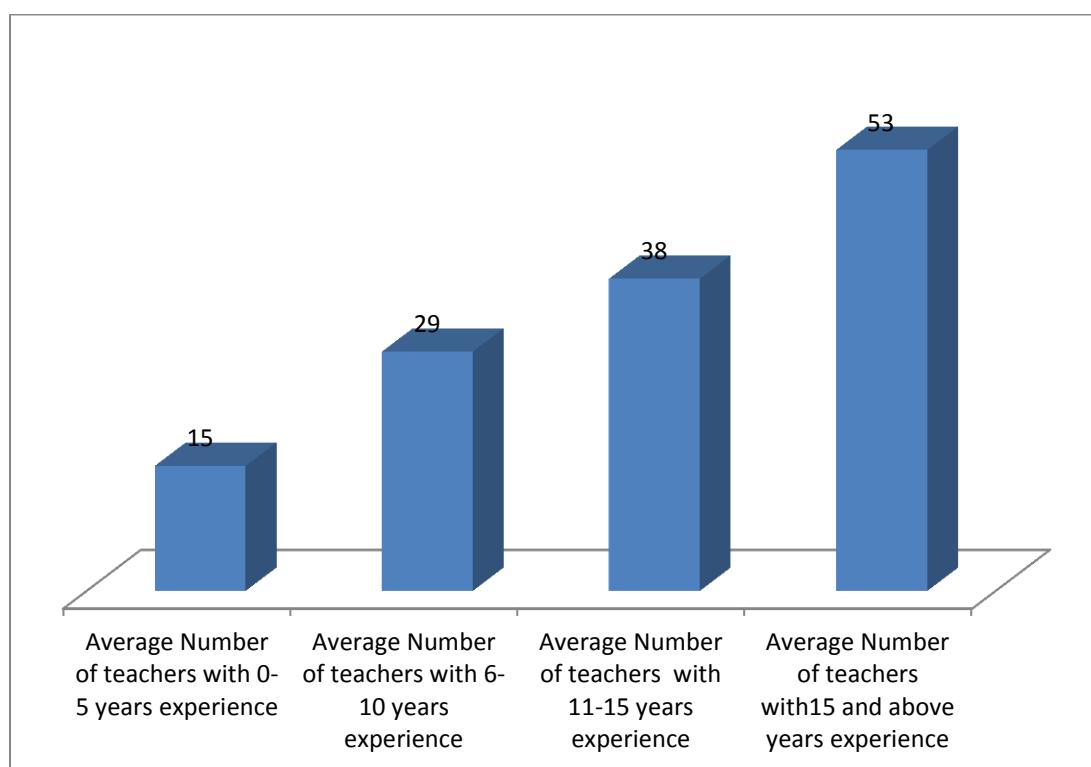


Figure 4b shows the year of experience of teachers by sex, it can be deduced that 15 male and 43 female respondents had between 0 – 5 years of experience, 18 male and 94 female had theirs between 6 – 10 years of experience, 26 male and 122 female respondents had between 11 – 15 years of experience. While the remaining 35 male and 167 female had 15 years and above experience, it can be concluded that the number female teachers are higher than their male counterparts. Figure 4.3b on the other hand, reveals that 15 teachers on the average had 0-15 years of experience, 29 teachers on the average had 6-10 years of experience, 38 teachers on the average had 11-15 years of experience while 53 teachers on the average had 15 and above years of experience.

**Table 1 Test of Relationship between Teacher Competence and Internal efficiency**

**Correlations**

		Internal efficiency	teacher competence
Internal efficiency	Pearson Correlation	1	-.205**
	Sig. (2-tailed)		.000
	N	339	339
teacher competence	Pearson Correlation	-.205**	1
	Sig. (2-tailed)	.000	
	N	339	339

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Table 1 shows the relationship between teacher competence and internal efficiency of public primary schools in Osogbo Local Government; it is shown from the table below that P-value is significant is at (.000) on the ground that the P-value is less than 5% (0.05). Hence, the null hypothesis is rejected and the alternative hypothesis accepted; we then say that there is a significant negative relationship between Teacher competence and Internal Efficiency of Public Primary Schools.

Table 1 above shows that there is a non-significant relationship between teacher gender and teacher competence ( $p = 0.39$ ;  $P < 0.05$ ) of Public Primary Schools in Osogbo Local Government of Osun State. Based on the data, the study upheld the null hypothesis which states that there is no significant relationship between teacher gender and teacher competence.

### **Discussions of Findings**

The findings revealed that the number of promoters, repeaters and dropout were also at a fluctuating rate in each of the years. This finding agreed with the findings of Adeyemi and Adu (2012) that discovered that the repetition rate was low while dropout rate was at a fluctuating trend in their study carried out on school-based variables and internal efficiency of colleges of education in Nigeria. The study revealed that there is a significant relationship between teacher competence and internal efficiency of public primary schools in Osogbo Local Government. The significant relationship found ( $r = .000$ ;  $p < 0.05$ ) suggests that competent teachers are of importance to the internal efficiency of the schools. This finding confirmed the findings of Mullen's (1993, as cited in Adeyemi and Adu, 2012a) and (Aghenta) 2000 who emphasized the importance of teacher competence in the internal efficiency of schools. The study revealed that there is a non-significant relationship between teacher gender and teacher competence of Public Primary Schools in Osogbo Local Government of Osun State. The finding concurs with Akiri (2008) who concluded that there was no significant relationship between teacher gender and academic achievement while the findings contradict that of Ugborugbo (2008), who found that there was a significant relationship between teacher gender and student academic achievement.

### **Recommendations**

Based on these findings, the following recommendations are made:

1. The findings of this study showed internally efficient system in the schools. However, some inefficiency still exists in the system. This call for urgent attention since primary education is the foundation upon which other levels of education are built. Effort should be made at increasing the internal efficiency of the primary school systems by erasing repetition and the dropout in the system by employing measures that are aimed at improving teacher competence and performance.
2. A dominant set of values and emphasis must be placed on teacher training and retraining; seminars, workshops, in-service trainings and conferences should be organized for the teachers in order to acquaint them with the modern methods of teaching. Also, government should put in place appropriate incentives that will motivate teachers to perform at their best; likewise, there should thorough supervision of teachers teaching activities in a bid to improve their performance and improve the level of internal efficiency of the schools.
3. Any form of repetition or dropout in the system is wastage and as a result, schools should be encouraged to bring teachers, and management committee members together to reflect on the better performance of the whole education delivery system and strengthen the positive actions and repair the weaknesses for better delivery in the next academic term. Efforts should be made to mobilize school-aged children to register and motivate them to stay and progress in the school.

### **Conclusion**

As revealed by the study, teacher competence plays a very vital role in the internal efficiency of public primary schools in Oshogbo Local government of Osun state; and its an essential determinant of pupil academic performance. It was discovered that the higher the level of teacher competence, the higher the



level of the internal efficiency of the schools. With the findings of this study, it was then concluded that teacher competence is a function of internal efficiency of primary schools.

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