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MILLENNIUM DEVELOPMENT GOALS (MDGs) IMPLEMENTATION AND TEACHERS' JOB PERFORMANCE IN SOUTH-WEST PRIMARY SCHOOLS, NIGERIA

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ABSTRACT

This study investigated Millennium Development Goals (MDGs) implementation and teachers' job performance in South-West Geopolitical zone primary schools in Nigeria. The research design for the study was a descriptive survey. Using stratified random sampling technique, 600 head-teachers and teachers were drawn. Two research instruments titled: "Millennium Development Goals Questionnaire" (MDGQ) and "Teachers' Job Performance Questionnaire" (TJPQ) were used to elicit relevant information from the participants. The instruments were validated by six experts in educational measurement and evaluation. Also, test-retest method was employed to determine the instrument reliability, which yielded coefficient values of .75 and .87 for the MDGQ and TJPQ respectively. Research questions were answered using frequency count, percentage and rank ordering while Pearson product-moment correlation statistic was used to test the formulated hypothesis at the .05 level of significance. Findings of the study show that a significant relationship existed between Millennium Development Goals implementation and teachers' job performance. It was recommended among others that the government should ensure that teachers attend annual capacity building programs to enhance their competency. Non-Governmental Organizations (NGOs) should collaborate with the Federal Government in MDG implementation in order to effectively actualize free and compulsory education at primary level Nigeria.

Keywords: Millennium Development Goals, Teachers' Job Performance, Teachers' Professional Development, Primary Schools, Teachers' Capacity Building



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INTRODUCTION

Education is a tool for national growth and development. It brings about an all-round development, which enables an individual to work productively and contribute positively to national development (Fadipe, 2000). In Nigeria, the Government recognizes it as the greatest investment that the nation can make to bring about civilization, modernization, development, and socio-economic progress. The Government also identifies primary education as the preparatory ground for human development, where career abilities are groomed, potentials discovered and talents energized (Federal Republic of Nigeria, 2004).

Thus, the goals of primary education are to ensure permanent literacy, numeracy, effective communication, critical thinking and moral development. Other goals include functional education, solid foundation for higher education, and ability to adapt to the changing environment (Federal Republic of Nigeria, 1998). In order to actualize these goals and in furtherance of the country's Universal Primary Education scheme of 1976, the Federal Government introduced Universal Basic Education in 1999 (Obanya, 2001). Children are to undergo a 9-year basic education comprising 6-year primary and 3-year junior secondary education. Its components also include adult literacy and non-formal education, skill acquisition programs and education of special groups such as nomads and migrant anglers, girl-child and women, almajiri (Quranic and Arabic school pupils), street children and disabled people. Basic education is free, compulsory and a right of every child (Universal Basic Education Commission, 2004). According to Obanya (2007), it is in conformity with the Millennium Development Goals (MDGs).

The Millennium Development Goals (MDGs) were set in 2000, when Heads of States and Governments from 189 nations gathered at the United Nations Headquarters in New York. Participating nations held discussions on poverty eradication, gender equality, women empowerment, and reduction of child mortality. In addition, they held discussions on health, education and sustainable development. Decisions at this meeting became the eight developmental goals of the new millennium (United Nations Development Programme, 2013).

The Nigerian Government is committed to implementing these goals. As a result, the Government launched a program called National Economic Empowerment and Development Strategies (NEEDS) (Ejiogu, 2008). NEEDS, Ejiogu stated further, revolve around good governance, poverty alleviation, wealth creation, employment generation, value reorientation, and elimination of corruption.

Apart from the fact that education constitutes one of the MDGs, it also has potential contributions to the attainment of each of these global aspirations. As observed by Obanya (2007), education can empower people with skills and values, which they require to combat poverty, hunger and other ills of society. However, education cannot meet these expectations unless teachers perform their jobs effectively. Teachers constitute the engine for the education system to provide skills and values. Therefore, successful implementation of MDGs demands that teachers are professionally developed. The Government seems to have realized this when it embarked on updating the primary school teacher knowledge in five core subjects: English Studies, Mathematics, Basic Science, Social Studies, and Basic Technology (Federal Government of Nigeria, 2006). This nation-wide teacher development workshop provides thousands of primary school teachers with the opportunity to improve on subject matter knowledge as well as pedagogical skills (Adeyanju, 2011).

Adeyanju (2011) stated that the MDGs teacher capacity-building workshops are a very important assignment by the National Teachers' Institute (NTI). The scheme is an annual rallying point for all stakeholders in education such as the Federal Ministry of Education (FME), universities, and State Universal Basic Education Boards across the nation.



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The Government (Federal Ministry of Education, 2011) stated that the MDG workshop is aimed at providing intensive professional development to primary school teachers enhance teaching efficiency in the classroom; teachers are to be professionally developed for improved job performance. Hence, the extent to which implementation of MDGs has influenced their professional development and consequently their job performance should be determined.

STATEMENT OF THE PROBLEM

The educational system at secondary and tertiary levels is built on primary education, which is the key to the success or failure of the whole system. Teacher performance at primary school level should be high to achieve educational objectives. Adeyanju (2011) reported that one of the major weaknesses of the teaching profession in Nigeria is that once teachers complete their initial training, they hardly have the opportunity to continue to grow on the job professionally. This hinders their effective job performance.

OBJECTIVES OF THE STUDY

The objectives of this study are to:

1. Examine the capacity-building programs made available for teachers in South-West geo-political zone primary schools, Nigeria,
2. Determine how often teachers attend capacity-building programs in South-West geo-political zone primary schools, Nigeria,
3. Examine the level of teachers' job performance in South-West geo-political zone primary schools, Nigeria and
4. Determine the relationship between Millennium Development Goals implementation and teachers' job performance in South-West geo-political zone primary schools, Nigeria.

RESEARCH QUESTIONS & HYPOTHESIS

This study was carried out to answer the following research questions:

1. What capacity building programs are made available to teachers in South-West geo-political zone primary schools, Nigeria?
2. How often do teachers attend capacity-building programs in South-West geo-political zone primary schools, Nigeria?
3. What is the level of teachers' job performance in South-West geo-political zone primary schools, Nigeria?

H₀. There is no significant relationship between Millennium Development Goals implementation and Teachers' job performance in South-West geo-political zone primary schools, Nigeria.



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METHODOLOGY

Research Design

The research design for this study is a descriptive survey. Leedy (1994) viewed descriptive survey as looking with intense accuracy at the phenomenon of the moment and describing precisely what the researcher sees, making careful record of what is observed so as to analyze the information. Descriptive survey method is suitable for this study because it allows the researchers to make careful record of what is observed from a representative sample of the population. Influence of Millennium Development Goals' implementation on teachers' job performance in the South-West geo-political zone in Nigeria would be described as they had already occurred.

Population, Sample and Sampling Technique

The population for the study consisted of all primary schools in South-West geo-political zone in Nigeria, comprising Ondo, Oyo, Lagos, Osun, Ekiti and Ogun States. Furthermore, 600 head- teachers and teachers (100 from each State) were drawn as participants using stratified random sampling technique. Head-teachers and teachers were sampled because they could supply required information for the conduct of the study.

Instrumentation

Two research instruments titled "Millennium Development Goals Questionnaire" (MDGQ) and "Teachers' Job Performance Questionnaire" (TJPQ) were used to elicit relevant information from the participants in the South-West geo-political zone. The instruments were validated by six experts in educational measurement and evaluation. Also, test-retest method was employed to determine the reliability of the instruments which yielded coefficient values of .75 and .87 for the "Millennium Development Goals Questionnaire" (MDGQ) and "Teachers' Job Performance Questionnaire" (TJPQ) respectively.

Data Collection Procedure

The researchers, aided by four trained research assistants, administered copies of the questionnaire in the sampled primary schools. The researchers also collected relevant information from the Universal Basic Education Commission (UBEC), Abuja such as list of primary schools and staff in South-West geo-political zone.

Data Analysis Method

Data collected on Millennium Development Goals implementation and teachers' job performance were analyzed, using the Statistical Package for the Social Sciences (SPSS). The research questions were answered using descriptive statistics such as frequency count, percentage, and rank ordering while Pearson product-moment correlation statistical method was used to test the research hypothesis formulated at the .05 level of significance.



RESULTS AND DISCUSSION

Research Question 1: What capacity building programs are made available to teachers in South-West geo-political zone primary schools, Nigeria?

Table 1
Capacity Building Programmes Available for Teachers

S/N	Items	Frequency	Rank
1	Seminar	314	2
2	Workshop	524	1
3	Conferences	143	5
4	In-service training	213	4
5	Computer literacy programme	311	3

Table 1 shows responses on capacity building often made available for teachers. Workshop was ranked the most with 524 points, while conferences were ranked the least with 143 points. Seminar, computer literacy program, and in-service training are not too popular in South-West geopolitical zone primary schools. It can be inferred that developmental programs are made available to teachers in the sampled primary schools. Computer literacy program will help to improve the problem of superficial coverage of the curriculum, which usually occurs when trying to provide a broad range of experiences (Heinich, Molenda, & Russell, 2002).

Research Question 2: How often do teachers attend capacity-building programme in South-West geo-political zone primary schools, Nigeria?

Table 2
Frequency of Teachers' Attendance at Capacity Building Programme

Attendance at Capacity building	Frequency	%
Once	118	19.6
Twice	167	27.8
Three times	86	14.3
More than three times	42	7.0
Never	187	31.3
Total	600	100

In Table 2, 31.3% of the teachers indicated that they never attended any capacity-building program since they joined the teaching profession; 19.6% responded that they attended once while 27.8% indicated that they attended twice. It is necessary to ensure that teachers are exposed to capacity building to effectively achieve the



goal of primary education in Nigeria. According to Adeyemi (2011), teachers are important inputs into the educational system since they play a significant role in teaching and learning. Achievement of the primary education goals will be a mirage without exposing the teachers to the necessary professional competency programs for enhancing their skills. The data in Table 2 are represented in Figure 1.

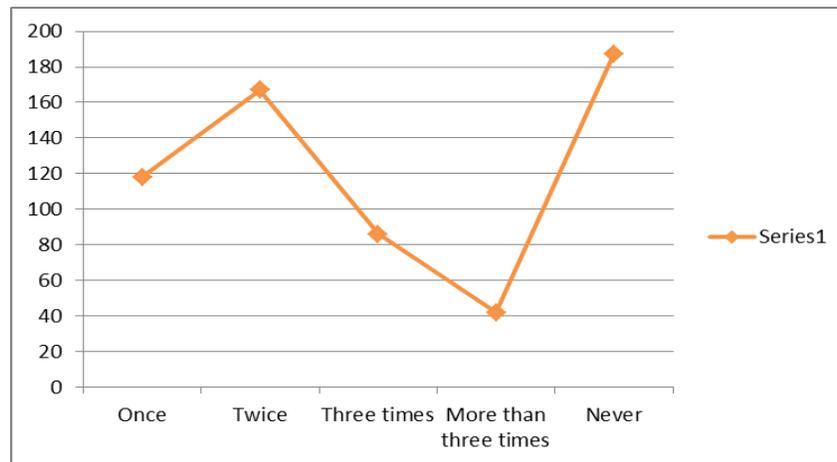


Figure 1. Frequency of teachers' attendance at capacity building

Figure 1 further indicates attendance of teachers at capacity building in order to actualize Millennium Development Goals in South-West geo-political zone. It can be concluded, based on Figure 1, that quite a number (187) of the teachers never attended developmental programs such as workshops and seminars.

Research Question 3: What is the level of teachers' job performance in South-West geo-political zone primary schools, Nigeria?

To answer this question, data from the Teachers' Job Performance Questionnaire were analyzed.

Table 3
Level of Teachers' Job Performance in South-West Geo-political Zone Primary Schools.

Level	Frequency	%
High	116	19.3
Moderate	406	67.7
Low	78	13
Total	600	100



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Table 3 shows the levels of teachers' job performance in South-West geo-political zone primary schools. The results depict high and moderate levels of 87%. Also, 78 (13%) of the respondents indicated that the primary school teachers' performance was low. Teachers' job performance refers to the accomplishment of the teacher's teaching and other curricular activities within and outside the school setting. It is also the extent to which a teacher carries out teaching and makes effective use of the available resources to achieve desired objectives. The concept of a teacher's job performance include lesson plan, giving and marking of assignments and student's examinations, compilation of students results, mastery of subject matter, classroom control, prompt attendance to lessons, drawing scheme of work from syllabus, wise use of appropriate teaching methods, use of instructional /teaching aids and participation in co-curricula activities. The data in Table 3 are represented in a pie chart (Figure 2).

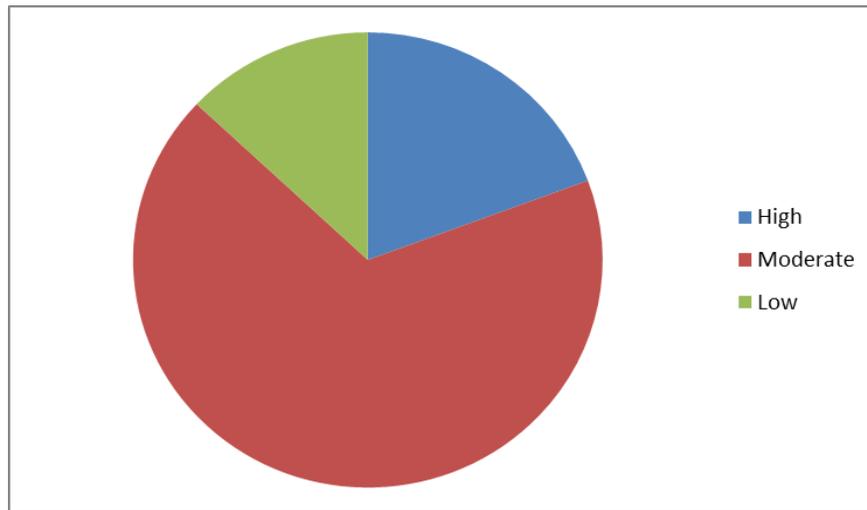


Figure 2. Level of teachers' job performance in South-West Geo-political Zone primary schools.

Figure 2 shows that moderate level has the largest proportion. Both human and material resources put into the primary school program by the present administration have shown significant effect based on responses of both the principal and the teachers. This importance attached to teachers is borne out of some confidence the society has in the teacher as well as in the education system to guarantee its survival, orderliness, growth, and development.



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Research Hypothesis

There is no significant relationship between Millennium Development Goals' Implementation and Teachers' job performance in South-West geo-political zone primary schools, Nigeria.

Table 4
Millennium Development Goals Implementation and Teachers' Job performance

Variable	N	Df	Calculated <i>r</i> -value	<i>p</i> -value	Decision
Millennium Development Goals Implementation	600				
Teachers' job performance	600	598	.715	.000	Significant

In Table 4, the *p*-value is < .05 level of significance and 598 degrees of freedom. Thus, the null hypothesis is rejected. This implies that a significant relationship exists between Millennium Development Goals implementation and teachers' job performance in South-West geo-political zone. When teachers are adequately exposed to developmental programs such as workshops, seminars, in-service training, conferences and computer literacy programs as embedded in the MDGs, they will invariably impart knowledge to the students. This finding is in agreement with Garuba (2006) who stated that continuous professional development boosts teacher morale as it is capable of improving their status in the society. In fact, it will add quality to the students' turnout at any point in time.

CONCLUSION AND RECOMMENDATIONS

Teachers are the key players in school curriculum implementation; without them no meaningful education can take place. Based on the important role teachers play in the school system, they must be adequately taken care of in order to maximally contribute to the teaching and learning processes. The Government (Federal Republic of Nigeria, 2004) stated that no education can rise above the quality of its teachers. Okunola (1990) also observed that the pursuit of educational excellence has been one of the major goals of most nations. According to him, this is because education is adjudged the key to economic buoyancy, social advancement and civilization; education is an instrument of change and teachers are operators of the instrument of change while students are the raw materials on which the changes would manifest. Therefore, the government should ensure that teachers are encouraged to attend capacity building programs every year to attain competence. Non-Governmental Organizations (NGOs) should also partner with the Federal Government in MDG implementation in order to effectively actualize free and compulsory education at primary level. Teachers' condition of service should also be improved in order ensure their job commitment.



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