



Assessment Of Challenges Facing Functional Basic Education Programme In Oyo State, Nigeria

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ABSTRACT

This study aimed at identifying some of the problems militating against functional basic education programme and from the teaching staff point of view in Oyo State of Nigeria. A self-administered questionnaire containing six subsections with forty-five (45) questionnaire items were utilized for this study. The overall reliability coefficient of the instrument used is 0.79. While stratified random sampling technique was used in this study and the sample size used is 519 participants that are made up of the teaching staff of all cadres. The study found, among others that, the teaching staff are not satisfied with the condition of service due to high handedness on the parts of AOPSHON executive and LGEA office officers, that the representative of SUBEB at each LGEA Office is not fair to the teaching by way of transferring their job to AOPSHON, that the teaching staff are not satisfied with the way the AOPSHON executives are running the affairs of primary education in Oyo state, that the teaching staff in primary school do not have freedom of expression in course of discharging their duties and finally the teaching staff suggested the ways that can make basic education progresses in Oyo state. The authors insist that appropriate authority should be put in place to forestall on timely death among primary school teaching staff due to high handedness of few privilege groups of people over one another. All official assignment should be taken away from labour association (AOPSHON) to prevent unnecessary punishment and harassment from so-called union executives. School monitoring and supervision should be handled by the Education Ministry and SUBEB officers and not AOPSHON executives. The number of qualified teachers that Oyo state have are okay enough for formidable academic output from the learners but the situation the teaching staff found themselves are not palatable for the teaching staff to perform optimally. School monitoring and supervision, duty post, promotion, and transfer in each local government must be a conscious exercise of SUBEB and State Ministry of Education and not the function of teachers' labour union at all.

Keywords: Assessment, Basic Education, Challenges, Functional, Programme, System, Teaching staff

INTRODUCTION

The task of nation building all over the world starts from the provision of qualitative educational programmes that will serve as tool for national growth and development. Quality of education is a global issue, which engages the attention of scholars because a quality education connotes a degree of academic excellence. Quality of education, especially, in public primary schools has always been a major concern to researchers, policy makers, educational managers, teachers, parents, guardians, pupils and the society at large. This is mirrored by the performance of pupils in public primary schools both in the internal and external examinations and inability of primary school products to read, write and perform simple arithmetic. The quality of education in Oyo State has been criticized for its failure to deliver good results according to the expectations and aspirations of the society (Fehintola, 2014). The persistent failure has

given rise to continuous deliberations among stakeholders on issues relating to academic excellence in order to prevent further deterioration of the quality of education in public primary schools. The decline might be as a result of inadequate inputs alongside faulty processes at this level of educational system which results to a decline in quality of education at the output level.

The quality of an educational system is a function of the quality and quantity of resource devoted to the system. It is obvious that most public primary schools in Oyo State are characterized by shortage of qualified teachers, inadequate infrastructural facilities, student population explosion, deteriorating facilities, poor funding and poor working conditions among others (Fehintola 2014 & Akinwumi, 2000). All these tend to pose serious threat to the production of quality products. More so, basic educational materials for quality instructions are lacking, such as textbooks, teaching aids, writing materials and conducive classrooms. Also, at this level of technological advancement most public primary schools in the state are still making use of crude way of 'chalkboard' as medium of teaching. All these seem to lead to poor output which is an evidence of decline in quality of education at primary school level in the state (Nakpoda, 2011).

Primary education is the bedrock upon which other levels of education are built. As the foundational levels for development of human capital in a nation, it is supposed to be sustained in order to compete effectively with the modern world, but it is not so particularly, public primary schools in Oyo State. Pupils who transit from crèche, kindergarten and nursery schools to primary schools do not get quality education that can prepare them for further education and not served good enough as strong foundation. Babalola, Adedeji, and Erwat (2007) & Ramneet 2012, posited that poor quality of education is vividly shown through inability of quite a number of primary school graduates to read and write effectively. The state of primary education has become worrisome, to the extent that many primary school pupils perform below expectation in internal examination, common entrance examination and Primary Six School Certificate Examination (Ofojebe and Ezugo, 2010).

The consequence of decline in quality of education at primary school level has reduced low admission rate of pupils to post-primary education. More so, it has been established in literature, that primary school education certificate has no place in education again. Many people do not know or recognised primary school certificate examination again, even among the elites. Most primary school products are referred to as half-baked which is as a result of poor quality primary education, thereby leading to their inability to be productive in their immediate society, and thus resulting to large population of not been able to transit to secondary school.

Education cannot be an instrument par excellence for achieving national development in a situation where primary school education is not sound enough to accomplish the aims and objectives of the National Policy on Education (2004 and 2013) which is academic excellence. The place of quality education cannot be over emphasized because it provides all learners with the capacity they require to become economically productive and develop a sustainable livelihood to enhance individual well-being in the context of education (Scott, 2012). Quality education could be measured in different ways as established in literature through excellence in academic, fitness of purpose, efficiency, effectiveness, input level, process level and output level. By implication, performance in primary school is a major index for measuring the quality of an educational institution therefore; this study intends to measure one of the input indices (primary school teachers) which is vital index in delivering primary school education system which invariably affecting quality of education at output level through pupils' academic performance. It is believed that academic performance is a criterion for judging educational standard and quality.

There are several factors identified from literature as causes of decline in quality of education in public primary schools in the state. These can be categorised into three different levels: input, process and output level. Inadequate input which is a huge challenge include; inadequate qualified teachers, dilapidated buildings, inadequate library facilities, poor attitude of pupils towards learning among others. It is evident that most public primary schools in Oyo State are characterised by high percentage of qualified teachers who are the major input for qualitative education. Another problem is the inability of the available

teachers to make curriculum activities captivating to pupils, ineffective interpretation of the curriculum along with unfamiliar content items which mar pupils' academic performance.

The process level of quality education comprises the classroom and other infrastructures. Pupils are in school for eight hours daily for learning inside classrooms that are unwelcoming. The physical environment of most of the public schools is not conducive for teaching and learning. More so, overcrowded classrooms are not only repulsive but energy-sapping as pupils tussle and wrestle over sitting positions during teaching and learning process, (Yoloye, 1999). Some of the school buildings are ill-ventilated, with broken windows, muddy and un-cemented floors; all these have negative impact on learning process. It hinders effective teaching and learning process because it leads to pupils' ire, tension and frustration. All these result into decline in quality of education in public primary schools in the state.

Among the factors that could militate against the quality of education are the institutional and household factors. Institutional factors are school based attributes that are inadequate in public primary schools in the state. These include funding, recruitment of qualified teachers, instructional materials, infrastructural facilities, teacher capacity building programmes just to mention a few. In this study, it will be limited to problems facing the teachers, the rapport between head teacher to teachers, teachers-to-teachers, the indigenous teacher-to-non-native teachers and the primary school teachers' union leaders' rapports with head teachers and teachers in general.

This study focuses on the impediments facing the primary school teaching staff, from the primary school head teachers' union leaders and the Local Government Education Area office. Many of the indices of inputs, process and output factors have been studied but mostly combined together. Hence, this study intends to fill the gap by studying primary school teaching staff to pinpoint the problem facing them holistically and assess the contribution of each factor relatively and jointly to the decline in quality of primary education in the state. This is the gap which other researchers have not taken cognizance of in order to show the significant contribution of the factors to the decline in quality of education.

Statement of problem

In this present dispensation schools are no longer schools and teachers are no longer teachers, as it used to be, because of the things that are happening in the schools today are very terrible. Teachers that are supposed to teach pupils are not at rest, the conflict of the indigene and non-indigene dichotomy is ongoing and teachers are no longer in one accord. Teachers cannot express themselves freely and they are working as if they are in under bondage. Teachers are being hunted for by few individuals who are privileged to be union leaders and the corrupt officers from local government education area offices to afflict fellow teachers, most especially the teachers that claimed to know their rights. The question that come to mind is, are the officers from the local government education area office suppose to witch-hunting the teachers in collaboration with the head teachers union called AOPSHON of each local government education areas or to protect them and fight for their collective rights from the government? Is there anything so special in teaching to warrant witch-hunting each other to the extent that some are being affected with juju and diabolical means or to the level of setting traps for each other? It is so bad that when teachers are going to school they have to get themselves prepared as if they are going to the war. Why is it that everything seems to be problematic in Nigeria? Must teacher offer money or their body as a female teacher to get their entitlement from where they are working? Must a teacher express his/her feeling about a particular issue and be made a scapegoat? Nigerians it is high time we change for better. This research work is meant to found out the kind of conditions under which teachers in Primary schools are working in Oyo state in order to ascertain ways of improving on the quality of services and products of the primary schools programme in the state.

Purpose of the Study

The main objective of this study is to conduct an input evaluation of the primary school teaching staff and its relationship with primary school head teachers union (AOPSHON) and Local Government Education Area Office (LGEAO) in Oyo state, Nigeria. Therefore, this study considered three major objectives. They are (i) the challenges confronting the primary school teaching staff (ii) the relationship between

AOPSHON and the primary school teachers and (iii) the relationship of Local Government Education Area Office and the Association of Primary School Heads of Nigeria.

METHODOLOGY

Research design: Descriptive research design of survey type was adopted for this study. Among other things, the purpose of a descriptive research design of survey type is to provide an in-depth description of a phenomenon or the relationships between two or more phenomena. Documentation of planned programme works which include the inputs and activities and intended programme results which are the outputs, outcomes, and impacts without any manipulation(s).

Population: The population of the study was composed of all primary school teaching staff members including head teachers in Oyo state, Nigeria.

Sample and Sampling technique: Stratified random sampling technique was used for the selection of sample in this study. The sample are categories into those that are teaching in the cities in Oyo state, those that are teaching in the less city and the categories of people involved, male and female made the researcher to make use of stratified random sampling technique. Sample comprised of the following: stratified random sampling of 519 primary school teaching staff members are used. Out of 519 participants that were used for the study 318 are female and 201 are male teachers. 393 are teachers teaching in the less-city and the rest 126 are teaching in the cities and towns. Also, 218 participants were taken from Oyo South Senatorial District, while 173 participants were taken from Oyo Central Senatorial District and the rest 128 were taken from Oyo North Senatorial district respectively.

Instrumentation: One major instrument was used for this study; it was developed by the researcher. The questionnaire termed Primary School Teaching Staff Problems Checklist (**PSTSPC**): This checklist was developed by the researcher and was subjected to pilot-testing. It was used to collect information on various problems facing the primary school teachers in Oyo state, Nigeria. Section A contains Demographic information of the respondents, section B is made up of 15 items and it is tagged as "Teaching Staff Job Satisfaction Scale" it is Likert form of response of four response format of SA – strongly Agree, A – Agree, D – Disagree and SD – Strongly Disagree. The reliability of this Section B is 0.71. Section C is tagged as "Perception of the Roles of LGEO by Teachers" this section has 10 items with Likert response format just like Section B, with reliability coefficient of 0.75. Section D is tagged as "Perception of the Teachers with the Roles of AOPSHON Executives" this section has 7 items with Likert response format just like Section B, with reliability coefficient of 0.67. Section E is tagged as "Teachers Freedom of Speech in AOPSHON General Meeting" this section has 7 items with Likert response format just like Section B, with reliability coefficient of 0.77 and the last section, "Section F" is tagged as "Teachers Perception on the Ways things are to handle by the SUBEB, the LGEO Office and the AOPSHON Executive" this section has 6 items with Likert response format just like Section B, with reliability coefficient of 0.75. Generally the instrument contains 45 items on various types of problem facing primary school teaching staff in the hands of SUBEB, LGEO and the AOPSHON. This inventory was answered by the primary school teaching staff (Cronbach Alpha result of $\alpha = 0.79$ was obtained).

Data collection procedure: Procedure for data collection involved two stages training of research assistants and real data collection. Three research assistants were trained on the procedures and implications or otherwise in the use of data collection instruments and methods. The training session took two days to cover. Research assistants selected for training were education degree holders that are social sciences specialists. The training involved procedures of administration of instruments, retrieval of instrument and collation of completed instruments and data provided by respondents as well as a question and answer session for further clarifications. The instruments for data collection were administered by the researcher with the assistance of the research assistants in the selected local government areas and selected schools in the three senatorial districts in the state. The teachers were randomly interviewed due to the nature of the study because some of them are not ready to give response for fear of persecution by people in power that is the AOPSHON and the LGEO officers.

Data analysis: The data analysis involved qualitative methods. Quantitative data analysis involved descriptive statistics: frequency counts and percentage, mean and standard deviation. Qualitative data analysis involved organization of responses from the key informants' interview by generating records of common views by informant on an issue as well as highlighting catchy phrases by individual informants. The responses were finally organized in tabular format with issues in rows and informant category in columns order to facilitate the collation of the responses.

Research Questions: three research questions are guided the study, they are-

- (i) Are you satisfied with the condition at which you are working as primary school teacher in Oyo state?
- (ii) How do you perceive the role of the Local Government Education Area Office (LGEO) officers to you as teacher working in the Local government education area where you find yourself?
- (iii) Are you okay as head teacher or class teacher with the ways the AOPSHON executives are performing their duties in the Local government education area where you are working?
- (iv) Is it possible for you as primary school teacher to express your feeling contrary to what those in authorities want as regards the condition of working, your welfare and your health condition?
- (v) What are the things or ways you think things should be done by the AOPSHON, LGEO and SUBEB?

RESULTS

Research Question 1: *Are you satisfied with the condition at which you are working as primary school teacher in Oyo state?*

Table 1: Frequency Counts Showing Whether the Teaching Staff are Satisfied with Conditions in which they are working

| Items | Agree | % | Disagree | % |
|---|-------|------|----------|------|
| Participation in decision making in the school and classroom management | - | - | 519 | 100 |
| Recognition of teachers' hard work with rewards | - | - | 519 | 100 |
| Provision of well equipped classroom for teachers | - | - | 519 | 100 |
| Showing concern to personal problems of teachers by school administration | - | - | 519 | 100 |
| Harmonious relationship between school administrators and the teachers | - | - | 519 | 100 |
| Providing necessary facilities and equipment for teaching by the school | - | - | 519 | 100 |
| Effective supervision of teachers teaching records like lesson notes | - | - | 519 | 100 |
| Rent-free accommodation for staff within the school | - | - | 519 | 100 |
| Nothing tampered with my freedom of speech | 10 | 1.9 | 509 | 98.1 |
| I do not like myself as teacher because of many challenges such as witch hunting and lack of transportation means | 14 | 2.7 | 505 | 97.3 |
| Excesses of the AOPSHON executives is too much and its negative impact on teaching staff activities | 15 | 2.9 | 504 | 97.1 |
| The distance of my house to my working place is very far | 14 | 2.7 | 505 | 97.3 |
| In many occasion I have to trek to my working place which is more than 10km away from home due to lack of means of transportation to my working place | 196 | 37.8 | 323 | 62.2 |
| All my salary are expended in transporting myself to the school | 231 | 44.5 | 288 | 55.5 |
| If I have my way I would have pull out of teaching profession for another profession that is more conducive and passionate in nature | 232 | 44.7 | 287 | 55.3 |

As indicated in Table 1 all the above factors are strongly disagreed with which is an indication that the teaching staff are not satisfied with the condition at which they are working as primary school teachers in Oyo state. The teachers' self-esteem is in jeopardy, the instruction materials are not available, their welfare are not met, majority of the teaching staff spent lion share of their salary on transportation, majority of them trekked more than 15km per day and they get late to their place of work each day. Also, the victimization from various administrative of basic education officers is not left out. All these go a long way to affect the performance of the teachers vis-à-vis the performance of the pupils undergoing basic education programme in Oyo state.

Research Question 2: *How do you perceive the role of the Local Government Education Area Office (LGEAO) officers to you as teacher working in the Local government education area where you find yourself?*

Table 2: Frequency Count Showing the Perceptions of Teaching Staff on the Roles of LGEA Officers in which they are working

| Items | Agree | % | Disagree | % |
|---|-------|------|----------|------|
| The LGEA Officers are doing their best in all ramification | 218 | 42.0 | 301 | 58.0 |
| Information from SUBEB is getting to teaching staff directly from LGEA Officers | 255 | 49.1 | 264 | 50.9 |
| Information from SUBEB is getting to teaching staff through the AOPSHON executives | - | - | 519 | 100 |
| LGEA Officers are the one responsible for recommending teachers for duty post | - | - | 519 | 100 |
| LGEA Officers are the one responsible for recommending teachers for promotion | - | - | 519 | 100 |
| LGEA Officers are the one responsible for recommending teachers for transfer | 204 | 39.3 | 315 | 60.7 |
| LGEA officers in most cases get to work around noon and leave latest by 2pm | 222 | 42.8 | 297 | 57.2 |
| Appointment of school monitoring and supervision officers are done by the AOPSHON executives while the ratification is only done by the LGEA Officers through the SUBEB | 273 | 52.6 | 246 | 47.4 |
| LGEA Officers jobs have been shifted to the AOPSHON executives | - | - | 519 | 100 |
| LGEA Officers are just boss to the AOPSHON while AOPSHON executives are errand guys to the former | - | - | 519 | 100 |

The results from Table 2 showed the perception of the teaching staff on the roles of the Local Government Education Area Office (LGEAO) officers as follow – that the major works expected of LGEA had been shifted to the AOPSHON executives, that the condition of teaching staff services, welfares, transfer, given of duty post, promotion, allocation of who to head a school and all sorts had been given to teachers' union (AOPSHON) to determine and that these functions are been done in a wrong way because they do it to favour themselves and against those who are not in their caucus.

Research Question 3: *Are you okay as head teacher or class teacher with the ways the AOPSHON executives are performing their duties in the Local government education area where you are working?*

Table 3: Frequency Count Showing Whether the Teaching Staff are Okay with the Roles of AOPSHON Executives in the Local Government Education Area that you are working

| Items | Agree | % | Disagree | % |
|---|-------|------|----------|------|
| The AOPSHON executives are protecting the interest of teaching staff under their jurisdiction | 100 | 19.3 | 419 | 80.7 |
| The AOPSHON executives are not witch hunting the teaching staff under their jurisdiction | 231 | 44.5 | 288 | 55.5 |
| The AOPSHON executives are serving the LGEA Officers' interest in their jurisdiction | 367 | 70.7 | 152 | 29.3 |
| Majority of the problem that teachers in my LGEA are facing are created by the AOPSHON executives | 322 | 62.0 | 197 | 38.0 |
| The AOPSHON executives are cheating the teaching staff by collecting processing and transport money from each school under their jurisdiction from time to time | 292 | 56.3 | 227 | 43.7 |
| Monthly voucher for the teaching staff are submitted to the LGEA Office for onward transmission to SUBEB with collection of processing money on monthly basis | - | - | 519 | 100 |
| Some assignments that are not in the jurisdiction of AOPSHON had been taken from LGEA officers | 297 | 57.2 | 222 | 42.8 |

As the results indicated in Table 3 the teachers are not okay with the ways the AOPSHON executives are performing their duties in the Local government education area where they are working. The responses of the teaching staff are not in favour of the functions of the AOPSHON. The results indicated that instead of AOPSHON been a labour union, its activities does not favour the teaching staff, it is full of cheating and witch hunting of their colleagues.

Research Question 4: *Is it possible for you as primary school teacher to express your feeling contrary to what those in authorities want as regards the condition of working, your welfare and your health condition?*

Table 4: Frequency counts Showing Freedom of Expression by the Teaching Staff as Regards their condition of working, welfare and their health condition

| Items | Agree | % | Disagree | % |
|--|-------|------|----------|------|
| The opinion of the AOPSHON executives & LGEA officers are always the best | 393 | 75.7 | 126 | 24.3 |
| They always enforce their ideology on others | 372 | 71.7 | 147 | 28.3 |
| They look so perfect and next to non in decision making | 506 | 97.5 | 13 | 2.5 |
| The only way for individual to maintain healthy relationship at any meeting is to play passive role | 338 | 65.1 | 181 | 34.9 |
| Playing active role in the meeting and acting contrary to their opinion is an indication that you want to disorganize what they have organised | 382 | 73.6 | 137 | 26.4 |
| If you have course to express yourself about problems that you are encountered in your work place, the person should expect tougher measures | 400 | 77.1 | 119 | 22.9 |
| At any organised meeting, if they are seeking for the opinion of others any attempt to say anything contrary it is an indication that you know better than the constituted authority, one should expect tougher measure as reward towards his/her reaction | 367 | 70.7 | 152 | 29.3 |

The results from Table 4 indicated that the teaching staff at the primary school level in Oyo state cannot express their feeling contrary to what those in authorities want as regards the condition of working, their welfare and their health condition. There are instances when some teaching staff died and at the grave side other colleagues were saying that when the ailment started gradually whenever the person went to take permission, the head teacher's response is that who would take care of her class when she is away to the hospital and the person in question died as a result of complication from the ailment she was suffering from. Teaching staff in this kind of condition cannot perform their duty as expected and this will invariably affect the students' performance.

Research Question 5: *What are the things or ways you think things should be done by the AOPSHON, LGEO and SUBEB?*

Table 5: Frequency Counts Showing the Ways the Teachers think things should be done by the AOPSHON, LGEO and SUBEB

| Items | Agree | % | Disagree | % |
|---|-------|------|----------|------|
| Prompt payment of the teachers' salary | 519 | 100 | - | - |
| Good welfare package like soft loan, health insurance, accommodation and means of transport for those that are teaching in the villages where means of transportation is scarce | - | - | 519 | 100 |
| Availability and adequacy of instructional materials & conducive teaching environment | 128 | 24.7 | 391 | 75.3 |
| Monitoring and supervision officers for the teaching staff and schools is done in my LGEO by the AOPSHON | 519 | 100 | - | - |
| Supervisors are appointed among the LGEO teaching staff who are colleagues to the teaching staff and schools they are to supervised and monitored | 519 | 100 | - | - |
| The power of the AOPSHON & LGEO should be checkmate for healthy output by the teachers | 471 | 90.8 | 48 | 9.2 |
| The AOPSHON should limits the number of times they hold meetings to allow the teachers stay in school to perform their duty as expected | 354 | 68.2 | 165 | 31.8 |

As indicated in Table 5 all the above responses indicated that the things were not done in the way the teaching staff perceived it should done by the AOPSHON, LGEO and SUBEB The items on subsection F indicated that things are been done on in a wrong way- for instance school monitoring and supervision were being done by some selected staff among the teaching staff who are at one time or the other the junior or contemporary and senior to the teaching staff to be supervised, how can that be done without bias. Since, all these items that are positive are disagree with and those items that are negatively worded are agree with it is an indications that things are not augur well with teaching staff and there is no way the teaching staff can perform optimally in their chosen career.

DISCUSSION

It has become the order of the day for AOPSHON chairperson to come from the towns or cities where the schools are located to be lords over those who are not from that place. The so called indigenes will be allocated to the big schools while the smaller schools and the schools in the villages where getting to school will be very difficult are the schools that the non-indigenes will be allocated to. In a situation where the non-indigenes will be picked up for any offences committed if were to be indigenes, it will be easily over looked, that is, if it were to be committed by non-indigenes, the non-indigenes will be reported and he/she will face the wrath of the law. The indigenes are given duty post before non-indigenes, even when non-indigenes are academically qualified than the indigenes and have work experience than the indigene. Also when the duty posts are assigned to non-indigenes such person will be posted to a place such that if care is not taken by such teacher he/she will think of resigning his/her appointment.

Furthermore, for any non-indigenes to be able to flow well with the indigenes, such person- that is, non-indigenes must be ready to part with his/her money and if the person is a woman and cannot part with her money she should be able to offer her body for the indigenes and the so call Head teachers that are indigenes. Any non-indigene that is not ready to parts with any of the two incentives must be ready to face the consequences. Any teacher working in this kind of condition cannot be happy to perform his/her job as expected and invariably the pupils will stand to suffer at long run.

In addition, the retired head teacher a time might be the person to dictate who should replace him/herself in a particular school where he/she get retired. The excess of this is to be able to attach him/herself to the school so that once a while the retired teacher will still be going to such school so that he/she can be getting little amount of money from the subvention given to the school head teacher to manage the school. And sometimes such retired head teacher may cause problem or fuelling misunderstanding among the teachers, assistant head teachers and the head teachers.

The local government education authority area officers (LGEAAs) completely have given parts of their jobs to the head teachers union called AOPSHON. It is very funny to hear that dissemination of information to head teachers and class teachers has become the duty of the AOPSHON. Also the transfer of the teachers and assigning teachers to duty post are done by the AOPSHON. The LAEAs will only serve as rubber stamp to the job done by the AOPSHON of each local government education area. This point in particular made the non-indigenes to suffer a lot in the hand of the indigenes because going through the memory lanes the non-indigenes have never and can never become the chairman of AOPSHON forever. The AOPSHON chairman will assign his own people to convenient environment, where school children are many, and proximity to good road and with huge subvention for school management.

All these considerations are done in order for such head teacher to be able to bring returns. The AOPHONS chairman became small god or semi-king ruling over his/her counterparts. Considering all these menace it becomes burdensome for one to perform his/her duty as expected. The unhealthy relationship between the LGEAOs authority and the AOPSHON chairman made the AOPSHON chairman to make an officer on GL 12 and 13 to become a head teacher over an officer on grade level 14 and 15. All these information are obtained from classroom teachers and head teachers both indigenes and non-indigenes alike. Majority of the hours which are supposed to be committed to their duty are always used for meeting organized by the AOPSHON chairman when the head teachers are supposed to be in school working and monitoring the classroom teachers.

One major serious dereliction on the part of the ministry of Education is the abolition of monitoring officers; the ministry of education is no longer taking part in monitoring schools. The appointment of monitoring officers has been left largely in to the hands of AOPSHON and not that alone the monitoring officers are appointed among the teaching staff of the same LGEAs who happened to be junior staff or counter parts in the same schools before such person being appointed as supervisor. The monitoring assignment cannot be effective neither can such monitoring yielded the expected results. Because the monitoring officers are not supposed to be parts of the teaching staff but from the ministry staff which are the ownership of the school and if it is done by ministry staff the decisive action or sanctions can be done without any grudges of indigenes and non-indigenes palaver. Instead, the appointment of the supervisors that supervised the teachers and the head teachers are done by the APOHSON and rubber stamped by LGEAs. Some of these supervisors on getting to schools where their seniors or people whom they are in the same grade are, they will only gist and forget the primary assignment that brought him/her there. Because it is not possible for such person to supervise his/her senior or his contemporary, whom he/she knows that the head teacher is his/her senior or contemporary. In most cases such person will abandon his/her duty and after some time the person will demand for transport fare just to indicate that he has visited such schools and sign the school visitors' or supervisors' register and go on his/her way.

Furthermore, if any head teacher or teacher prove stubborn to the AOPSHON chairperson or to any indigenes and claimed to have known his/her right and thereby report such officer to state SUBEB and not to the Local Government Education Area Authority (LGEAA) because already the LGEAA has

played in to the hands of AOPSHON such that their word cannot whole water in the hearing of the AOPSHON. Such teachers who claimed to have known his/her right once in a while goes to SUBEB and if any serious step is taken against such AOPSHON or the LGEEA people, such teacher will be dealt with African science by the parties indicted. Because of these issues many teachers have lost their lives many are in the hospital bed while some are patronizing hospital and herbalist homes for solutions to their health problems.

Finally, the AOPSHON, LGEO and SUBEB they are to work hand in hand for the smooth running of providing education to the children at the lower basic education in Oyo state. However, the State Ministry of Education should as a matter of urgency spelt out the functions and area of jurisdictions of each trio so as to curb many problems and to alleviate the suffering of many teachers that are suffering in silence in the state. Because, if each party involved do not know their area of jurisdiction there is tendency for one group to perform functions that does not belong to them and making the party or group expected to do it as if it has lost the sense of direction.

CONCLUSION

Based on the findings of this study the researcher concluded that the teaching staff are not satisfied with the way they are performing their job, they see the LGEO officers as antagonist who do not wish the teaching staff well and that LGEO officers have sold the teaching staff in primary school in to the hand of AOPSHON executives. The teaching staff are not allowed to express their opinion on issues bothered on their welfare, on things that will make the job conducive for them, most especially those that are not indigenes of that LGEO or the people from the town or village where the school is located and also posting of teaching staff to a school, assigning teachers to duty post, transfer and promotion exercise had been transferred into the hand of AOPSHON executives by the SUBEB or the State Ministry of Education and SUBEB is only acting as rubber stamp to whatever the Teachers' Labour Union brought to them without verification. Finally, usurpation of the power of SUBEB officers at LGEO made the AOPSHON executives small god over their counterparts, in some cases junior staff are appointed as Head teacher over senior teaching officer as a results that one is an indigene or one has money to buy his/her way out.

RECOMMENDATIONS

The following recommendations are made in line with findings of the study, viz

- i) That each group (AOPSHON, LGEO and SUBEB) should be given chance perform their duties as expected.
- ii) The excesses of AOPSHON should be checked in all local government education area offices in the state.
- iii) The teachers should be given fair hearing in case of any misunderstanding when disciplinary committee is set to look into any matter of concern.
- iv) The AOPSHON and LGEO should not forget that they are human being and that they should stop maltreating fellow human being and that any life destroyed by them will be required of them by God almighty.
- v) The AOPSHON and LGEO they should remember that one day they are going to leave office and that whatever done by them be it good or bad will go into memory lane of people.
- vi) They should be reminded that teachers cannot perform optimally in an atmosphere that is full of rancor.
- vii) That the parties involved in the teaching-learning process of primary school pupils are life formation and builders if they fail to do what is expected of them as a results of politics and what they cannot say out for people to hear, the nature will caught off with them.
- viii) The AOPSHON and LGEO should stop witch hunting the teachers, they should be allowed to do the job they are recruited for.

- ix) There should be no usurpation of duty between AOPSHON and LGEO in the state, the duty of each party should be spelt out, without any overlapping.
- x) Accommodation should be provided for the teachers that working in the villages with maximum security.
- xi) Bush allowance should be given to teachers that are transferred to villages.
- xii) Transport facilities should be provided for the teachers that are working in the villages at very subsidize rate that will eat up their salary.
- xiii) School monitoring and supervision should be handled by the SUBEB official and not the AOPSHON and LGEO for through monitoring and supervision.

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