

Teacher's Distribution Pattern as Determinants of Effective Teaching and Learning in Nigeria Secondary Schools

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Abstract: *The study investigated teacher's demographic factors to ascertain teaching learning issues in Nigeria. As a descriptive survey, teachers and students in senior secondary schools in Ekiti State constituted the study population. The sample comprised of 288 teachers and 1920 students, randomly selected from 32 schools that were stratifiedly selected and drawn from 16 local government areas in Ekiti State. Four different measuring instruments were used to collect data. The data collected were subjected to statistical analysis using t-test. Findings from the documentary evidence revealed there is uneven distribution of teachers between sex and location, while statistical calculation result revealed that there is a difference between the effectiveness of male and female teachers as well as teachers from both urban and rural locations in the improvement of teaching and learning. The study recommended that government should do more to monitor implementation stages of its education policy with special regard to gender and locations of teachers. Serious and genuine implementation of policy is as important as its formulation. The inspectorate division of the ministry of education should take seriously the distribution of teachers and monitoring of what goes on in our classrooms, especially schools in rural areas where student expect "miracle" passes.*

Keywords: Teacher, Distribution, Determinants, Effectiveness, Teaching and Learning.

1. Introduction

The quest to improve teaching and learning has become the centre stage issue in education. There has been more and more interest in recent years in an international perspective on how children achieve and on the factors that promotes their achievement in different societies. In Nigeria the issue of Teaching effectiveness has become crucial, ubiquitous, and recurring in educational discourse which requires a teacher who is characterized by high knowledge of content, context, pedagogy and personal discipline (Clark and Walsh, 2002). Ogunnu, (2000) opines that the success of teaching effectiveness is dependent on teacher's personal attributes evident in his or her standard of impeccable ethical and social conduct. There can be no effective learning without the teacher. "The teacher is the pivot round which the agencies of education operate". In the present day Nigeria, teachers duties apart from teaching, include; administration, leadership, counseling and implementation of government policies (Egbule and Ewunyenga, 2000:3). Teachers are the main actors in the implementation of education programmes. The achievement of objectives of any educational programme depends largely on the quality and quantity of teachers in secondary schools.

Teaching effectiveness improvement should be high on the agenda of any nation's educational policies. It is strongly focusing on student outcomes, the characteristics of the schools and classrooms. Thus, it looks at what needs to be changed in school in order to become more effective. Teaching effectiveness recognizes that teacher 'effects' such as teacher behaviors, classroom climate and pupils/teachers interaction are four to five times more important than school effects (Creemers, 1994). For teaching to be effective the

outcome of such schools must tend to be excellent; student must have access to their teachers, the school goal must be defined and achievable. Government policies must be well formulated to guide the focus of the nation's educational development. Parents as representatives of the community are needed to be involved during the setting and implementation of these policies. Certain factors affect teaching effectiveness in schools. These include; gender, social status, qualification, area of specialization, government policy, location, cultural and religious belief (Oghuvbu, 2007. Okoro, 2005). It is a common practice that married female teachers serve in their husband stations. This affects teaching effectiveness of teachers. Rural schools suffer more from this gender influence on teachers effectiveness, (Ikoya, 2008), since most married women serve in urban schools. Parents complain of poor quality instruction especially in rural schools. Qualitative instruction resulting into qualitative education can only be achieved through effective teaching from available teachers. On the influence of gender, Dee (2005) found that gender interactions between teachers and students have significant effects on students' achievement. However, the studies of Holmlund and Sund (2005) and Tymms (2005) found that teachers' gender has no effect on students' outcome. Consequently, there is no consensus in the literature on the influence of gender on teaching effectiveness.

2. Statement of the Problem

In spite of the concerted efforts of the Ministry of Education in posting and periodic transferring of teachers from one place to the other to ensure that there is fair distribution of teachers across the state to enhance a substantial improvement in school effectiveness with special reference

to teaching and learning, it is on record that many secondary schools are seriously facing the problems of having no teachers or not inadequate especially in the rural schools, whereas in urban schools there are traces of over concentration of teachers mostly females. (Adu, 2010) This has generated a lot of complaints from different spheres of stakeholders in education such as parents, community leaders, even students. Specifically this study investigated the effect of gender and location of teachers on their teaching effectiveness.

3. Hypotheses

Based on the problem of this study, the following research questions and hypotheses were raised:

Research Question 1: Are teachers equally distributed among the senatorial district according to number of schools?

Question 2: Are there more male than female teachers in rural schools?

Ho₁: there is no significant difference between the teaching effectiveness of Male and female teachers.

Ho₂: there is no significant difference between the teaching effectiveness of teachers in Urban and rural locations.

4. Methodology

The researchers employed ex-post-facto and descriptive research designs of survey type. It is an expo-facto because there was no manipulation of variables but a study of independent factors as they influenced or affected effectiveness issues in schools and among teachers in Ekiti State. The population for the study consisted of all the secondary school students and teachers in Ekiti State. The

state has 16 local government areas. Using stratified random sampling technique, two schools were randomly selected from each stratum (local government area) to give a total of 32 schools, the totals of 288 teachers were drawn from the 32 schools. This number was made up of 9 teachers from each school in which 3 teachers each were drawn from the departments of sciences, arts and business. Also, 60 students were randomly selected from each school from ss1, ss2 and ss3 to give a total of 1920 students. Hence, the study involved 288 teachers, and 1920 senior secondary school students drawn from 32 secondary schools. The instrument used was a self constructed questionnaire entitled Teaching Effectiveness Questionnaire (TEQ). The questionnaire was subjected to validity with the help of experts in the areas of educational psychology and educational evaluation. The instrument was subjected to face contents and construct validity. The reliability of the instrument was estimated using cronbach alpha to ensure internal consistency. The reliability coefficients obtained was TEQ= 0.92, data on students' academic performance were collected from the results of secondary school students in their West African School Certificates Examination (WASCE) covering a period of five academic sessions, 2007/2008 to 2010/2011. Responses of students from sampled schools and their teachers and heads of schools to questionnaire items were collected and scores were assigned to each point on the likert- scale as follows: strongly agree=4, agree=3, disagree=2, strongly disagree=1, data were analyzed using inferential statistics such as t-t test, was used.

5. Results

Research Question 1: Are teachers equally distributed among the senatorial district according to number of schools?

Table 1: Distribution of Schools and Teachers according to Senatorial District.

S/N	Senatorial Dis. Ekiti	No. of L. G. A	No. of Schools	No. of Teachers		Total	Gender (Ratio) Relative Freq (%)		Average No. Per Sch Teacher per Sch.
				Male	Female		Male	Female	
1	North	5	145	2160	1878	4038	5	5	28
							0.53	0.47	
							-53%	-47%	
2	Central	5	147	1862	2920	4782	4	6	33
							0.39	0.61	
							-39%	-61%	
3	South	6	95	970	1350	2320	4	6	24
							0.42	0.58	
							-42%	-58%	
	Total	16	387	4992	6148	11,140	4	6	29
							0.45	0.55	
							-45%	-55%	

Source: Ministry of Education.

From table 1, female teachers (55%) are more than male teachers (45%) in Ekiti State. Senatorial analysis also showed more female teachers in Central (61%), South (58%) while North more male (53%). Average number of teachers per school is highest in Central (33), with more urban schools, followed by North (28) and South (24). This showed that location influence distribution of teachers i.e. more teachers especially female are posted to urban schools.

Also table 1 revealed that teachers are not equally distributed among the three senatorial district using average number of teachers per school. There are more teachers in central senatorial district with equal number of school with North Senatorial district. This may be as a result of the Central being the administrative head (State Headquarters), teacher students' ratio and concentration of female teacher in urban schools.

Ho₁: there is no significant difference between the teaching effectiveness of Male and female teachers.

In testing hypothesis 1, data were collected using Teaching Effectiveness Questionnaire. Results were analyzed on the bases of sex (male and female) and results are presented in table 1:

Table 1: Difference in measures of T effectiveness in terms of sex of teacher

Effectiveness	N	X̄	SD	Df	t _{call}	t _{cr}
Sex	Male	132	65.22	5.61	12.52	1.96
	Female	156	57.48	4.73		

Table 1 show measures of differences in teachers 'effectiveness when sex of teachers were put into consideration. The table shows that there was a significant difference between male and female teachers effectiveness. The calculated t-value of 12.52 is greater than the critical t-value of 1.96 at 0.05 level of significance Hence the null hypothesis which states that there is no significant differences between the effectiveness of male and females teachers is rejected in favor of alternative hypothesis.

Question 2: Are there more male than female teachers in rural schools?

Table 2: Distribution of Teachers according to School Location

School Location/Sex	Male		Female		Total	
	No.	%	No.	%	No.	%
Rural	283	57.	2105	42.	4937	45
Urban	216	35.	4043	66.	6103	55.3
	499	45.	6148	55.	1104	100

Source: Ministry of Education.

From table 2, percentage of male teachers (57.4%) in rural schools is more than female teachers (42.6%) considering number of teachers posted to rural schools. The overall percentage of teachers teaching in rural schools (45%) is less than those serving in urban schools. Only (35.3%) male teachers compared to (66.2%) female teachers are serving in urban schools. This showed that gender affects the distribution of teachers in secondary schools in Ekiti State.

Ho₂: there is no significant difference between the teaching effectiveness of teachers in Urban and Rural location.

In testing hypothesis 2, data were collected using Teaching Effectiveness Questionnaire. Results were analyzed on the bases of location (urban and rural) and results are presented in table 2:

Table 2: Difference in measures of effectiveness in terms based on location of teacher

Effectiveness	N	X̄	SD	Df	t _{call}	t _{cr}
Location	Urban	168	58.64	6.48	15.62	1.96
	Rural	120	49.27	3.63		

Table2 shows measures of differences in teachers 'effectiveness when locations of teachers were put into consideration. With a mean value of 58.64 for urban teacher

s to 49.27 for rural teachers the calculated t- value of 15-62 is greater than the critical t-value of 1-96 at 0-05 level of significance. This gave an indication of an existence of significant differences between effectiveness of teachers in urban and rural locations. Hence the null hypothesis which states that there is no significant differences between the effectiveness of Urban and rural teachers is rejected in favor of alternative hypothesis

6. Discussion

It was shown in this study that there was a significant difference between male and female teachers' effectiveness. This implied that the sex of the teacher influences the level of his/her effectiveness. The result is contrary to the findings of Amit and Sorj (2012) where both male and female teachers were found to exhibit equal level of teacher effectiveness. However, the study of Ajayi (1999) showed that female teacher's job mean performance was greater than that of male teacher and that female teachers had higher level of job performance.

The difference obtained between male and female teachers' effectiveness in this present study can be due to the fact that male teachers were more committed to their teaching jobs than their female counterparts who now engage in extra business like trading during breaks and outside the classroom to earn additional money. The findings of this research show that there was a significant difference between urban and rural teachers' effectiveness. This result agrees with those of Reuks (1992) and Abduliah and Onasanya (2010) that senior secondary school students in urban areas had higher means in term of performance than students in semi-urban and rural areas.

Analysis of posting of teachers in this study showed that there was a high concentration of teachers in terms of numbers and sex in urban cities compared with those teachers teaching in rural areas. The study revealed that a large number of the teachers, especially females, (6148 females to 4992 males) were posted to teach in urban cities. For instance, 55 NCE female teachers were engaged in urban cities to 10 females in rural areas. This is against 32 male NCE teachers who stayed in the rural schools. Hence the ratio of teachers to students is usually low in urban areas, whereas teachers have to face large crowd of students in rural areas.(Ajayi 1999)

Another possible factor can be attributed to the effect of proximity of the Ministry of Education or Education Headquarters to teachers in urban schools. Occasional surprise visits of some ministry of Education officials to those schools make the teachers in urban schools to be constantly at alert to their responsibilities.

7. Conclusion and Recommendation

Considering the finding of this research, the researchers are of the opinion that the falling standard of education in Nigeria in general and in Ekiti State in particular may be alleviated by government finding ways and means to enhance school and teacher effectiveness. This can be done by monitoring what goes on inside the classroom. It is

imperative that parents become active participants in the education of their wards right from the formulation of government policies through planning stages, implementation of school set goals, students, behaviors, teacher s' proficiency and finally students' outcomes. The State Ministry of Education (Teaching Service Commission) backup with a law by the House of Assembly, should distribute teacher in respective of sex and social status equally between rural and urban junior secondary schools, using the number of subjects taught and offered by students.

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