

ISSN 1115-7208

# JOSTED

JOURNAL OF  
**Studies in Education**

VOLUME 1/NUMBER 1/MARCH 2000

## **An Assessment of the Utilisation of Secondary School Teachers in Ika South and Ika North East Local Government of Delta State**

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### **Abstract**

This study was undertaken to provide answer(s) to the general question: To what extent are secondary school teachers utilised in carrying out their primary assignments in Ika South and Ika North East Local Government Areas of Delta State.

Five Research questions were raised to provide answer to the general question. Three instruments were used. These were administered to 321 subjects from twenty schools including the Executive Secretary, Ministry of Education, Asaba.

Simple percentages were used for data analysis. The findings showed that:

- i. the majority of teachers deployed to the secondary schools were qualified but more qualified ones are deployed to the urban centres,
- ii. teachers were unevenly distributed in the subject areas,
- iii. there are more females in the urban schools than in rural schools
- iv. majority of teachers were optimally utilised in terms of work load, administrative duties and extra curricular activities,
- v. the stability of teachers in the job was affected by such factors as poor salary, transportation, lack of accommodation, other job opportunities, too much work load, poor conditions of service and poor societal image,

In view of the above findings, several recommendations were made.

### **Introduction**

The introduction of the Junior and Secondary Schools in September/October 1982 is Nigeria's most recent attempt to achieve qualitative and quantitative education in the secondary school system. This type

of educational system is geared towards the exploitation and development of the numerous untapped resources in our country. Any improvement in the educational system is bound to affect positively the political, economic, social and cultural life of this country. But not much can be achieved without the right calibre of teachers being put into optimal use.

It is quite obvious as stated in the National Policy on Education (1981) that the broad aims of secondary education are:

- a. Preparation for useful living within the society and
- b. Preparation for higher education

The curriculum of study must cater for these laudable objectives and should be tailored to the acquisition of skills required by the labour market. Consequently, the need for skilled teachers cannot be ruled out. If their products cannot be absorbed into the 'world of works', it means the system of education has failed and so whatever skill acquired can neither be utilised for their benefit nor for that of the society (Asabor, 1999).

Furthermore, the training of the mind in understanding the world around, and the acquisition of appropriate skills, abilities and competencies, both mental and physical as equipment for the individual to live in and contribute to the development of his society, are two Nigerian educational objectives for which teachers must be prepared academically and professionally if they are to be achieved.

In Delta State, where this research was carried out, the emphasis is on quantitative and qualitative education and it is quite obvious that no system of education can rise above the quality of its teachers — being the 'keymen in the educational programme'. That is why educational planners and the government should give a major emphasis on Teacher Education to ensure that the purpose of Teacher Education as stated in the NPE (1981) as shown below are realised.

- a. To produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system.
- b. To encourage further the spirit of enquiry and creativity in teachers.
- c. To help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives.
- d. To provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country, but in the wider world.
- e. To enhance teachers' commitment to the teaching profession

Teachers should be given due regard since the quality of their training make or mar the end result of their job. The quality of teachers themselves is assessed by the type of training programme undergone. It therefore behoves us to say that providing him with the basic tools needed for enhanced job performance will indirectly improve his output (Asabor, 1999). The size of the teaching force no doubt depends upon the number of students enrolled in the school. Some other variables which can affect the output of the teaching-learning situation considered in this research work are teacher qualification, school location, class size, work load, geographical distribution and attrition rate of teachers.

### **The Problem**

Degrees of difference occur in the way teachers are distributed or deployed to the various local government areas of Delta State and more specifically in Ika South and Ika North East. Inefficiency could occur as a result of improper deployment to areas of specialisation. Also, there could be situations where some schools are understaffed in some areas and without the right calibre of teachers whereas overstaffing may be observed in other areas for various reasons. This can breed discontent and over utilisation of teachers due to large class size and increasing work load. Worst still, some schools may have teachers in one discipline only posted to them, as a result, one subject area is over-flooded while other subject areas suffer because of lack of qualified hands. The problem of this investigation therefore is to find out if:

The number of teachers deployed to the various secondary schools in Ika North East and Ika South local government areas are concentrated in some areas and how they are utilised in an effort to obtain the objectives of secondary education in Delta state. In particular, the distribution of teachers in the subject areas and their workload need to be assessed if improvement strategies are to be proposed for years to come.

### **Research Question**

The general question which this research attempted to answer was:

- To what extent are secondary school teachers utilised in carrying out their primary assignment in Ika South and Ika North East local government areas of Delta State?
- The following specific research questions were asked to provide answer to the general question asked above.

- Q1 How are the teachers deployed to schools on the basis of qualification?
- Q2 What is the pattern of distribution of teachers in the different subject areas?
- Q3 How are teachers distributed to the various schools with respect to gender?
- Q4 What is the average workload of teachers in the subject area?
- Q5 What factors affect the stability of teachers in schools in Ika North East and Ika South local government areas?

### **Method**

**Sample:** A sample of 300 teachers, 20 principals were drawn from the twenty secondary schools randomly selected from 9 urban schools and 11 rural schools in Ika North East and Ika South local government areas of Delta State, including the one administered to the Ministry of Education, Asaba. So a total of 321 subjects were used for the study. Out of the targeted population of teachers, five each were randomly selected from the subject areas considered the arts, social sciences and the sciences.

### **Instrumentation and Data Collection**

Three instruments were used in the collection of data for this study namely Principal's Questionnaire (PQ) made up of fourteen items, the Ministry's Official Questionnaire (MOQ) made up of eight items and teachers questionnaire (TQ) which contained fifteen items. The respondents were expected to tick where appropriate on the TQ and supply information needed for some of the items and those on the PQ and MOQ respectively.

### **Result**

The items were analysed using the frequency counts and percentages to provide answers to the research questions that were drawn up for the study.

A summary table of the result of the analysis for the first Research Question on Teacher qualification is reported in table 1.

**Table 1: Summary Table on Teacher's Qualification**

| School        | B.Sc/B.Ed/M.Ed |             | N.C.E      |             | H.N.D    |            | Total      |            |
|---------------|----------------|-------------|------------|-------------|----------|------------|------------|------------|
|               | (n)            | (%)         | (n)        | (%)         | (n)      | (%)        | (n)        | (%)        |
| Urban Schools | 225            | 47.9        | 242        | 51.5        | 3        | 0.6        | 470        | 59.9       |
| Rural Schools | 107            | 34.0        | 205        | 65.1        | 3        | 0.9        | 315        | 40.1       |
| <b>Total</b>  | <b>332</b>     | <b>42.3</b> | <b>447</b> | <b>56.9</b> | <b>6</b> | <b>0.8</b> | <b>785</b> | <b>100</b> |

The table above showed that out of the seven hundred and eighty five teachers in the sampled schools, three hundred and thirty two or 42.3 percent are graduates, four hundred and forty seven or 56.9 percent are NCE holders while six or 0.8 percent are HND holders.

The distribution of teachers into the various subject areas was also examined . The summary of the result of the analysis is presented in Table 2.

**Table 2: Distribution of Teachers into Arts and Sciences**

| School        | Arts/Social Sciences      |                  |                  |                  | Sciences/Vocational       |                  |                  |                  | G.Total        |
|---------------|---------------------------|------------------|------------------|------------------|---------------------------|------------------|------------------|------------------|----------------|
|               | B.Sc/B.Ed/M.Ed<br>(n) (%) | N.C.E<br>(n) (%) | H.N.D<br>(n) (%) | Total<br>(n) (%) | B.Sc/B.Ed/M.Ed<br>(n) (%) | N.C.E<br>(n) (%) | H.N.D<br>(n) (%) | Total<br>(n) (%) |                |
| Urban Schools | 132 28.1                  | 117 24.9         | -                | 249 53.0         | 93 19.8                   | 125 26.6         | 3 0.6            | 221 47           | 470 100        |
| Rural Schools | 57 18.1                   | 102 32.4         | -                | 159 50.5         | 50 15.9                   | 103 32.7         | 3 0.9            | 159 49.5         | 315 100        |
| <b>Total</b>  | <b>189 24.1</b>           | <b>219 27.9</b>  | <b>-</b>         | <b>408 52.0</b>  | <b>143 18.2</b>           | <b>228 29.0</b>  | <b>6 0.8</b>     | <b>380 48.0</b>  | <b>785 100</b> |

A critical examination of the table showed that the distribution of teachers into the various subject areas is uneven since 53.0 percent of teachers in the urban schools sampled fall into the Arts and Social Sciences, while 47.0 percent are Science/Vocational subject teachers. This was also applicable to the rural schools as 50.5 percent are Arts and Social Science teachers.

An inspection of Table 3 showed the distribution of teachers with respect to Gender in both urban and rural schools locations respectively in 1997/98 academic session. The summary table shows that there are more females in urban schools while the reverse is the case in the rural schools.

**Table 3: Summary Table on Teachers Distribution with Respect to Gender**

| School Location | Male       |             | Female     |             | Total      |            |
|-----------------|------------|-------------|------------|-------------|------------|------------|
|                 | (n)        | (%)         | (n)        | (%)         | (n)        | (%)        |
| Urban           | 191        | 40.6        | 279        | 59.4        | 470        | 100        |
| Rural           | 236        | 70.9        | 97         | 29.1        | 333        | 100        |
| <b>Total</b>    | <b>427</b> | <b>53.2</b> | <b>376</b> | <b>46.8</b> | <b>803</b> | <b>100</b> |

Research Question 4 examined the average workload of teachers in the subject areas. Table 4 showed the summary of periods taught weekly in both urban and rural school location

**Table 4: Number of Periods Taught Weekly by Teachers**

| School Location | 0 – 20     |             | 21 – 25    |             | 26 – 30   |             | 31& Above |            | Total      |            |
|-----------------|------------|-------------|------------|-------------|-----------|-------------|-----------|------------|------------|------------|
|                 | (n)        | (%)         | (n)        | (%)         | (n)       | (%)         | (n)       | (%)        | (n)        | (%)        |
| Urban           | 62         | 46.3        | 72         | 53.7        | 1         | 0.7         | –         | –          | 135        | 100        |
| Rural           | 42         | 27.6        | 59         | 38.8        | 38        | 25.0        | 13        | 8.6        | 152        | 100        |
| <b>Total</b>    | <b>104</b> | <b>36.2</b> | <b>131</b> | <b>45.6</b> | <b>39</b> | <b>13.6</b> | <b>13</b> | <b>4.5</b> | <b>287</b> | <b>100</b> |

The table showed that majority of teachers in the urban and rural schools sampled has weekly periods of between 21-25 (53.7%) and 38.8 percent respectively while 8.6 percent of teachers in the rural schools has periods of 31 and above.

An examination of the factors affecting the stability of teachers in Ika North East and Ika South local government areas, as shown in table 5 revealed that, the issue of poor salaries is the strongest factor affecting teachers stability on the job as at the time of the research. This is followed by transport problems as indicated by the table.

**Table 5: Factors Affecting Stability of Teachers in Schools**

| S/No | Factors                           | Respondents | Percentages |
|------|-----------------------------------|-------------|-------------|
| 1.   | Poor salary                       | 4           | 22.2        |
| 2.   | Transport problems                | 3           | 16.7        |
| 3.   | Accommodation problems            | 2           | 11.1        |
| 4.   | Other jobs                        | 2           | 11.1        |
| 5.   | No incentives                     | 2           | 11.1        |
| 6.   | Too much workload                 | 1           | 5.6         |
| 7.   | Poor condition of service         | 1           | 5.6         |
| 8.   | Poor societal image or impression | 1           | 5.6         |
| 9.   | No response                       | 2           | 11.1        |
|      | <b>Total</b>                      | <b>18</b>   | <b>100</b>  |

## **Discussion of Results**

It has been established in this study that, to achieve qualitative and quantitative education, we need highly competent and qualified staff in the school system. This is why teachers expert skills and management cannot be overemphasised in the classroom. Frank et al (1974) did mention that his knowledge of his subject matter and the organisational structure of the school motivates the students to have a feeling of self confidence and competence. Hence Hughes (1970) recommend that more experienced, qualified teachers should be deployed to schools to help the inexperienced qualified teachers. The result from the analysis of data has shown that the majority of teachers deployed to the secondary schools in Delta State in general and Ika South and Ika North East local government areas specifically are qualified to teach in these secondary schools.

On the issue of distribution of teachers by subject areas, the percentages show that there is much difference in the distribution of teachers to the two subject groups in both the urban and rural areas of Ika South and Ika North-East. For effective implementation of the curriculum programme in the secondary school system, teachers should be evenly distributed to the various subject areas. Umeodagu (1997) emphasised that such a curriculum should be sensitive to the prevailing societal needs.

The results also clearly indicated that there is great disparity in the distribution of teachers with respect to gender in the various schools in the urban and rural areas of Ika South and Ika North-East. There are more females than male teachers in the urban area of these local government areas. This concentration of female in the urban areas could be attributed to the fact that majority of females who are married have their husbands in the towns and prefer staying with them. Also women do not like anything difficult and so would prefer staying in urban areas where life is "easy and lively" with the availability of such facilities like light and water supply.

Furthermore, considering the workload of teachers, it was discovered from the study that majority of teachers in both school locations had average weekly periods of between 21-25 but some teachers in the rural areas have teaching workload of over 30 periods weekly. In other words, they are over utilised since the minimum weekly periods of a teacher is 20 and 30 maximum. From the study an average of 37 percent are under utilised. Nevertheless, teachers were fully utilised in running the day to day activities of the school.



Table 5 indicated eight factors that affect the stability of teachers in schools. The issue of poor salary which rank highest, as it is presently has been reduced as a result of the new minimum wage package that was introduced by the former Head of State Abdulsalam Abubakar which was later enhanced by the present democratic Head of State — Olusegun Obasanjo. As a result, many people are trying to return back to the teaching profession and many of the teachers sampled enjoy teaching in their present location especially now that the issue of the minimum wage has materialised.

### **Conclusion and Recommendation**

From the result of the research findings, it was concluded that, most of the teachers deployed into the secondary school system are qualified with more highly qualified ones being deployed to urban school locations, the distribution of teachers is uneven with respect to subject areas, there is high female concentration in urban schools whereas more males are deployed to rural school locations that is, there is gender bias in the distribution of teachers among urban and rural schools.

Majority of teachers are optimally utilised though some are over and others under utilised. Over utilisation is common in the rural schools and this could be attributed to under-development in our economy as well as drift to urban centres. Moreso, inadequate educational and infrastructural facilities is a crucial problem in the secondary schools in Ika South and Ika North East local government areas of Delta State.

In the light of the above, it is recommended that the government should provide enough educational facilities by building enough classrooms to accommodate the teeming population of students. Also laboratories, instructional materials like textbooks and teaching aids should be adequately provided to enhance the quality of education. Local sourcing of materials like textbooks and teaching aids should be encouraged. Language laboratories, computer centres and technological workshops should be constructed in specific centres where students and teachers will have access to them. Teachers that lack specialist skills should be trained by the government. Seminars, workshops and short term courses should be organised for all categories of teachers by local, state and federal government and school principals. Consequently, supervisory bodies should be set up by the ministry of education to regularly supervise the utilisation of teachers in schools.

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