

TEACHER EFFECTIVENESS AMONG FEMALE TEACHERS IN PRIMARY AND SECONDARY SCHOOLS IN SOUTHWESTERN NIGERIA

By

Ireti Folasade Alao, Ph.D.

Department of Educational Foundations and counselling

School of Education

Adeyemi College of Education

Ondo, Nigeria

INTRODUCTION

- Quality of teacher determines the quality and quantity of student's learning and educational achievement.
- Researches emphasized the fact that to improve students' educational achievement, policy makers and educators must focus their attention on teacher effectiveness more than any other indicator of teacher quality.
- Students who consistently get effective teachers benefit exponentially from schooling.
- Provision of quality teachers for primary and secondary school education will help in providing solid foundation for future educational achievements of students.
- Presently in Nigeria, the delivery of basic education is more or less in the hands of the female teachers (female teachers- 53.8%, male teachers- 27.7%. Federal Ministry of Education (2003)).
- Females have been found to be;
 - warm, patient and meticulous.
 - affected more emotionally and psychologically than males, by situations, events, gender roles and role conflicts, and socio-cultural demands; and
 - they also experience more professional burnout.

Investigating some of the factors affecting female teachers' effectiveness will go a long way in improving the quality of the majority of teachers that will deliver the nations educational goals.

RESEARCH FOCUS ON TEACHER EFFECTIVENESS

- Since 1920, researches on teacher effectiveness have focused on; (a) Indicators of teacher effectiveness but emphasizing teaching effectiveness. (b) Paradigm of operations (C) Measurement of teacher effectiveness but emphasizing students' evaluation of teachers.
- Teacher effectiveness has also been defined variously, most of which emphasized classroom activities like teaching.
- Recent studies show that teachers spend (a) less than half of their working time on classroom instruction (b) more time on other professional extra-classroom activities like administrative and clerical tasks, lesson preparation, marking, curriculum development, meetings, report writing, social and welfare tasks of pupils and parents.
- Reforms and development of modern education systems indicate that teacher's professional roles should not be limited to cognitive activities, but should include (a) School management (b) Management of people and relationships (c) handling of pastoral and welfare matters.
- Few gender related studies on teachers in Nigeria show that Female teachers (a) appear to be more satisfied with the teaching career (b) are considered disadvantaged by domestic responsibilities.
- Researchers agreed that variations in life situations, events and roles affect females in the society; the extent to which these may affect the effectiveness of female teachers in Nigeria was the focus of this study.

OBJECTIVES OF THE STUDY

- This study set out to;
 - i) determine the level of effectiveness of female teachers in primary and secondary schools in Southwestern Nigeria
 - ii) identify the factors that may be related to female teachers' effectiveness
 - iii) examine differences in the effectiveness of female teachers in primary schools and those in secondary schools.

To achieve these, the following hypotheses were postulated and tested;

- 1) There is no significant relationship between female teachers' effectiveness and each of their schedules of duty, work load, multiple role performance, and status at work.
- 2) There is no significant difference in the effectiveness of female teachers in primary and secondary schools in Southwestern Nigeria.

METHODOLOGY

Population and Sample

- The population for the study consisted of married, never married (singles) and unmarried (divorced, separated, widowed) Nigerian female professional teachers in primary and secondary schools in Southwestern.
- The multi-stage sampling technique was used in the selection of sample for the study;
- One out of the three senatorial districts in each of the states in southwestern Nigeria was randomly selected for the study
- 10 primary and 10 secondary schools were randomly selected in each of the selected senatorial districts.
- Four female teachers were selected from each of the following academic streams in the secondary schools selected- sciences, arts, social sciences, languages, vocational and technical education.
- In each of the primary schools selected for the study, 20 female teachers were randomly selected for the study.
- Finally, 1,200 female primary school teachers selected from 60 primary schools, and 1,200 female secondary school teachers from 60 secondary schools, making a total of 2,400 female teachers participated in the study.

Research Instrument

The research instrument used for data collection was the Teacher Effectiveness Rating Scale (TERS) with a correlation coefficient (r) of 0.68 and coefficient alpha of 0.76.

Procedures for Data Collection

The selected teachers responded to section 'A' of the "Teacher Effectiveness Rating Scale" while the head teachers and the heads of department rated the effectiveness of the selected teachers by responding to the section 'B' of the "Teacher Effectiveness Rating Scale" (TERS).

Analysis of Data

Data collected for the study were subjected to descriptive and inferential statistics, using the SPSS statistical package.

Results

1) Among female teachers in the secondary schools, 75.1% are effective and 8.7% are not effective while 81.4% of female teachers in primary schools are effective and 11% are not effective. On the whole, 78.3% of the respondents are effective and 9.8% are not effective.

2) There is no significant relationship between schedule of duty and teacher effectiveness of female teachers in Southwestern Nigeria ($\chi^2 = 21.372$, $df = 14$, $N = 2400$, $p > 0.05$).

3) There is a significant relationship between work load and teacher effectiveness of female teachers in Southwestern Nigeria ($\chi^2 = 30.492$, $df = 4$, $N = 2400$, $p < 0.05$).

4) There is a significant relationship between multiple role performance and teacher effectiveness of female teachers in Southwestern Nigeria ($\chi^2 = 31.520$, $df = 6$, $N = 2400$, $p < 0.05$).

5) There is no significant relationship between status at work and teacher effectiveness of female teachers in Southwestern Nigeria ($\chi^2 = 15.492$, $df = 12$, $N = 2400$, $p > 0.05$).

6) There is a significant difference between the effectiveness of female teachers in Southwestern Nigeria. ($t = 4.927$, $df = 2398$, $p < .05$).

CONCLUSION

- Majority of female teachers who participated in the study are effective teachers.
- Percentage of female teachers that are effective in the primary school is higher than the percentage of female teachers that are effective in secondary schools.
- Work load and multiple role performance are tasking and demanding on the individual and as such would affect the female teachers' effectiveness.
- Teachers with teaching periods between one and twenty (i.e. 1-20) were found to be more effective than teachers with workload above 20 periods per week, probably because they have an average of four teaching periods or less per day and therefore have time to attend to other non-teaching duties.
- Schedule of duty and status at work have no significant relationship with teacher effectiveness probably because they do not have direct relationship with students-based activities like teaching and learning.
- Other personal activities and roles of the female teachers contend with the remaining hours of the day outside the classroom. This coupled with heavy workload may affect some female teachers emotionally and psychologically, making them irritable, touchy, edgy and at the extreme, aggressive.

RECOMMENDATIONS

- Female teachers in primary schools were more effective than female teachers in the secondary schools. This could be investigated further to identify the factors responsible for such difference .
- Teaching periods to be allocated to female teachers should be such that would allow some space to attend to other professional duties other than teaching. Investigations on optimum workload that will enhance effective performance of the female teachers would be necessary.
- Workshops, seminars and refresher courses should also be mounted for the teachers as necessary, to keep them abreast of knowledge and methodologies in their subject areas and education.
- A well developed and adequately equipped guidance and counseling unit should be operational in every school, where services should be made available and accessible to female teachers in the school system in order to ameliorate the challenges faced by female teachers.
- One week before resumption for the term could be set aside as a period for skills development programmes for female teachers, in preparation for the term.
- effective monitoring of teachers' activities in the school system for effectiveness and quality control by appropriate monitoring or regulatory agencies may help in detecting early any sign of inadequacy or professional burnout on the part of any teacher; and necessary and appropriate intervention should be put in place.

**'TEACHERS CHANGE THE
WORLD'**

THANK YOU FOR LISTENING