



THE IMPACT OF TEACHER GENDER AND TEACHER PLACE OF ORIGIN ON TEACHER EFFICIENCY IN SENIOR SECONDARY SCHOOLS IN GORONYO EDUCATIONAL ZONE, SOKOTO STATE, NIGERIA

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ABSTRACT

This study examines the impact of Teacher Gender and Teacher Place of Origin on Teacher Efficiency in Senior Secondary Schools in Goronyo Educational Zone, Sokoto State, Nigeria. This paper observed that, number of male teachers outnumber female teachers in rural area unlike urban area. The position of women in Nigeria is somehow different from that of developed countries. The study was limited to public senior secondary schools in Goronyo Educational Zone of Sokoto State. A total number of 169 teachers were selected through proportionate random sampling technique to participate in the study. Two research questions were raised and answered. One validated instrument titled: Impact of Teacher Gender and Teacher Place of Origin on Teacher Efficiency Questionnaire (ITGTPOTEQ). The Pearson Product Moment Correlation was the major statistical tool employed for data analysis. Findings revealed that, teacher gender distribution and teacher place of origin has positive impact on teacher efficiency. It was recommended among others that Educational administrators should always consider teacher gender and place of origin while recruiting and placement of teachers in senior secondary schools in the state. Government and educational administrators should do whatever in retaining the experience teachers and also emphasizes on in-service training of the newly recruited teachers in the state.

INTRODUCTION

In any given community people stand to influence one another (or each other) as the case may be, through various interactive experiences. When individual acquires cognitive experiences through whatever process (or methodology) he/she is said to be learning or acquiring knowledge or gaining experience(s). The individual "A" who is influencing or according to a learning experience opportunity to the other "B" is the teacher at point in time. The recipient "B" who is gaining or acquiring experience from the learning experience opportunity is the learner (Urama 2000). Teacher is a person who acquired certain skills that can be thought either formally or informal. In formal schooling situation such as western education system the professional is otherwise known as the regular classroom teacher who also stands to learn a lot from his/her pupils/students learners all the time (Mukhtar 2005).

Teachers are enthusiastic about their topic and delight in sharing what they have learned. Sometimes it seems that they can go on forever about their specialty while denying the idea that they are an "expert." Good teachers will tell you they are students, not teachers (Joe 2010). The service of teachers is indispensable to any nation since they influence the lives of the pupils of schools. It is a fact that poorly trained or unqualified teacher will produce unqualified doctors, engineers and teachers. It is a fact that the quality of education in a country is more likely to reflect the quality of the men and women who serve as teachers. Furthermore, the quality of teacher in job makes or mars the end result of the job of the teacher. The demand for teachers is expected to be high when the supply of qualified teachers is not adequate. Teachers' qualifications encompass their years of experience, the extent of their preparation in subject matter and in pedagogy, what qualifications they hold in their area of expertise, and their ongoing professional development (Abdullahi 2013).

According to Abimbade (1999), teachers are said to be effective when their teaching can lead to students' learning. Nothing has been taught until it has been learnt and this happens when the teacher succeeds in causing a change in the behaviour in the learner. It is, therefore, important that the teacher must see teaching as an attempt on his own part to transfer what he has learnt to his students. Despite conventional wisdom that school inputs' make little difference in student learning, a growing bodies of research suggest that schools can make a difference and a substantial portion of that difference is attributable to teachers.

Alege (1988) opined that females relatively feel more stress than men because of being weaker sex they may be unable to withstand intolerable expectations of their work environment. Similarly, many male students do not fear and respect female teachers as they do to the male teachers. Kenneth and Brain (1981) stated that many African societies have entrenched beliefs that men are more superior to women, as such students tend to direct their misconduct more towards female teacher's which there by frustrated their efforts and efficiency to work.



STATEMENT OF THE PROBLEM

The staffing situation in many secondary schools has been of great concern to many researchers despite the fact that, State Government gives much emphasis on indigene factor while recruiting teachers. The teaching personnel in Nigeria's secondary schools are not only inadequate but also professionally-unqualified (Adebayo, 2007). As qualified teachers are seen as those who hold the key to the attainment of educational goals in the school, the unqualified teachers also contribute a lot in the falling standard of Nigerian education in general. However, recruitment of unqualified teachers to teach is what causes most of the inefficient of teachers in their primary duties and also put a question mark on whether teaching is a profession or not. It is observe that inequality of gender in supply of teachers in senior secondary schools in Goronyo Educational Zone Sokoto State may affect the effectiveness and efficiency of the schools in one way or the other. Kenncth and Brain (1981) stated that many African societies have entrenched beliefs that men are more superior to women, as such students tend to direct their misconduct more towards female teacher's which there by frustrated their efforts and efficiency to work.

Objectives of the Study

The objectives of this study are as follows:

1. To find out the relationship between the gender distribution of teacher and teacher efficiency in senior secondary schools in Goronyo Educational Zone of Sokoto State.
2. To find out the relationship in teachers' states of origin and teacher efficiency in senior secondary schools in Goronyo Educational Zone of Sokoto State.

Research Questions

This research, hope to provide answers to the following questions:

1. What is the relationship between the gender distribution of teacher and teacher efficiency in senior secondary schools in Goronyo Educational Zone of Sokoto State?
2. What is the relationship between the supply of teachers' states of origin and teacher efficiency in senior secondary schools in Goronyo Educational Zone of Sokoto State?

Research Hypotheses

Based on the research questions developed, the following null hypotheses are generated to test the above questions.

H₀₁ There is no significant relationship between the gender distribution of teachers and teacher efficiency.

H₀₂ There is no significant relationship between the supply of teachers' states of origin and teacher efficiency.

Review of Related Literature

Every country has a stock of educational personnel. The question that faces the planner is the adequacy of the stock both quantitatively and qualitatively in relation to the national development. Planning teachers demand and supply is a central concern of the educational planners. Sometimes the supply may be less than the demand that is the shortage of teachers in educational institutions (Adama 2003). The term gender is defined as the physical and social condition of being male or female. Jimoh (2004) defined gender as a feminine or masculine. It is a biological classification of human being in to male or female. However, the word gender is referred to the natural differences that exist between man and woman and are fixed by nature right from human creation. Okeke (2001) sees gender as a social or cultural construct, characteristic behavior and roles which any society ascribe to females or males. Evan (2001) states that gender roles are set by conventional and other socio-economic, practical and cultural factors. Gender roles are not fixed by nature; they are created by people and can be negotiated or changed at a time (Okeke, 2004).

A study conducted by Manga, (2004) on teacher characteristic and operational efficiency in Kebbi State, in conducting the study 150 teachers were randomly sample from 30 secondary schools that literately selected from both rural and urban centers. All subject areas were represented. A structure test method using Pearson product moment correlation yielded a coefficient of 0.86 responses were tallied and the frequencies were converted to simple percentage. Gender difference amongst teachers was found to affect their susceptibility to job stress and low efficiency. Alege (1988) opined that females relatively feel more stress than men because they are weaker sex, they are unable to withstand intolerable expectations of their work environment. It was also fund that many male students do not fear and respect female teachers as



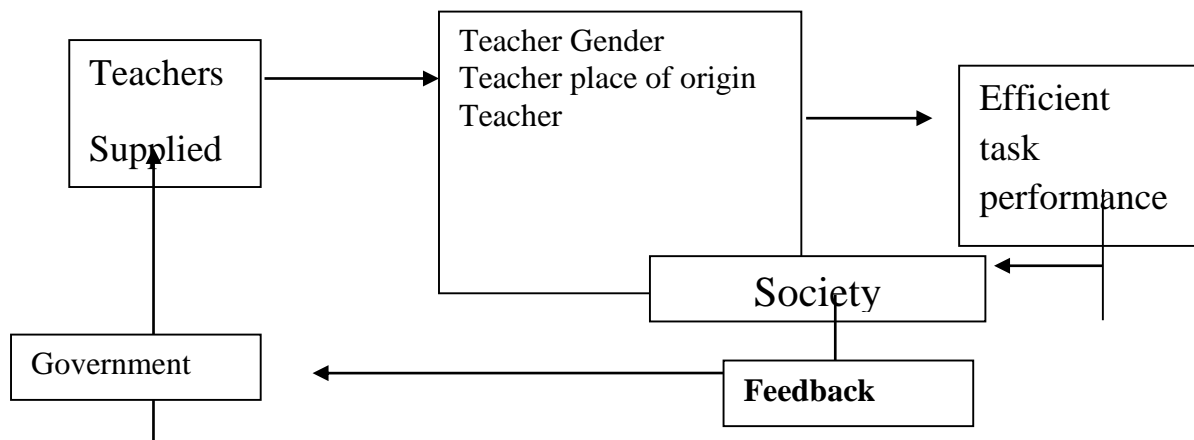
they do to the male teachers. Kenneth and Brain (1981) stated that many African societies have entrenched beliefs that men are more superior to women, as such students tend to direct their misconduct more towards female teachers there by frustrate their efforts and efficiency to work.

According to Mango (2006) a woman is naturally disadvantaged by reproductive responsibilities and menstrual stress in comparison to man, she is socially disadvantaged by domestic chores and child upbringing. These are inevitable in women but absent and silent in men which gave them an advantage over women. For instance, Birke in Mango (2006) in his book titled woman, Feminism and Biology. The feminist challenge in it, he indicated is because of the working system of women's reproductive system, strenuous stimulation of the brain could result in energy being drawn away from the reproductive system resulting in further weakening and enfeeblement of the reproductive system. According to Berr, (1992), the shortage of qualified teaching personnel is one of the most serious and evident problems in developing countries which greatly and adversely affect the educational system of any country. The root cause of failure in schools is due to lacks of trained teachers and poor staffing which consequently contribute apparently to the decrease in the graduation rates.

Theoretical Framework

In this regard, this study is based on one fundamental theory i.e social system theory which views organizations as system with component parts working together to achieve a common goal. For a system to function it must have input's which must be processed to achieve the desired output. Part of the inputs in this case is the type of the teachers supplied, and the process in this context is the accuracy, speedily, rapidity, competency and punctuality of the teachers in discharging their duties while the output in this case is the productivity of the teachers. A system made up of inputs, processes and output and these are surrounded by an environment. In this study the system theory considered school as a social system in which survival depends on the system ability to maintain the relative constancy of its processes and the input- thru put-output cycle with feedback as represented in figure 1.

Figure 1: Input-thru put-Out put System cycle.



Source Manga (2010:19) adapted

At the input stage teacher are being supplied in order to ensure that they are professionally qualified adequate to meet the need of student. The kind of teacher provide irrespective of their gender and place of origin to ensure their competent to teach at Senior Secondary school in Goronyo Zone area of Sokoto state Nigeria as prescribe by Nigeria law.

Thru-put (process) Stage: The task at this stage is to use teaching process punctuality of the teacher any his speedily, and rapidity in discharging others responsibilities. In using that teaching process or the teacher his/her way planning that lesson, introducing the lesson should be relevant.

Output: This is the stage of expecting efficiency of performance of teacher based on the equality of the input and process. If the teacher is inefficient in performing his/her teaching task, then the quality of input should be modified so as to ensure teacher efficiency.

Research Methodology: The research is a descriptive survey of co relational type. The population of this study comprises all the teaching staff in public senior secondary schools in Goronyo Educational Zone and has the total population of 300 teaching staffs.



Table 1 Sample of the Schools and their Teaching Staff.

S/N	Name of the school	Number of teachers	Number selected
1	G.S.S. S/Birmi	26	15
2	G.D.S.S. Makuwana	13	7
3	G.S.S Isa	25	15
4	G.D.S.S. Kurawa	13	7
5	G.S.S. Gatawa	16	9
6	A.A.M.M S.S.S Goronyo	22	13
7	G.D.S.S Goronyo	20	12
8	G.D.S.S Rabah	14	9
9	G.G.C Rabah	24	14
10	G.D.S.S Achida	31	18
11	G.D.S.S Shinaka	07	4
12	G.SS Wurno	26	15
13	G.G.D.A.S.S Isa	20	12
14	G.G.D.S.S. S/Birmi	16	9
15	OOTC Bafarawa	17	10
Total		300	169

Source: Sokoto: Teachers Service Board (January, 2017)

The sample size selection of 169 participants from 300 populations of teaching staff was based on Krejcie and Morgan (1970) table for determining sample size as reflected in table one. The researcher used proportionate random sampling technique in order to give opportunity each and every teaching staff a chance of being selected. The instrument used in this study is self-designed questionnaire title impact of Teacher Gender and Teacher Place of Origin on Teacher Efficiency Questionnaire (ITGTPOTEQ) which aim at requesting information about teachers' gender, place of origin and level of teacher efficiency in Nigeria. It is divided in two part A and B. The instrument was validated by team of expert. Reliability of the instrument was obtained using test and re-test methods and a co-efficient of 0.75 was obtained. The researcher and trained field assistance were personally administered the questionnaire to all respondents in their various schools and offices during working hours. The instructions were given to participants on how to fill the questionnaire and an appeal was made for objectivity. This will help to ensure successful retrieval. The responses to the questionnaire will be collected and processed. The data will be processed with the use of Statistical Package for Social Science (SPSS). The statistical tool to be use in analyzing the data obtained is simple

descriptive statistic (mean) and person product moment correlation coefficient.

Data Presentation and Analysis: Descriptive Data: The results of the analysis of the descriptive data are presented below. Here the responses of the teachers Gender distribution and Teacher State of Origin in Senior Secondary Schools in Sokoto State, Nigeria.

Table: 2 Teachers Sex (Gender)

Gender	Number	Percentage
Male	137	83%
Female	28	17%
Total	165	100%

Item 1 of table 6 indicate that, there were 137 male teachers in senior secondary schools in the State which constitute 83% percent of the participants, the item 2 of the table shows that there 28 female teachers which constitute 17% percent of the participant.

Table: 2 Teachers Place of Origin

Origin	Number	Percentage
Indigene	138	84%
Non indigene	27	16%
Total	165	100%

Item 1 of table 6 indicate that, there were 138 teachers that are sokoto state indigene in senior secondary schools in the State which constitute 84% percent of the participants, the item 2 of the table shows that there were 27 teachers in senior secondary schools in the State that were not indigene which constitute 16% percent of the participant.

Hypotheses Testing

The results of the analysis of the null hypotheses are presented below. Here the responses of the teachers Gender distribution and Teacher State of Origin in Senior Secondary Schools in Sokoto State, Nigeria.



H₀¹: There is no significant relationship between the supply of teachers from both sexes and teacher efficiency.

This hypothesis was tested by subjecting the scores for supply of teachers from both sexes and teacher efficiency to Pearson's correlation analysis as shown in table 6.

Table 4: Pearson correlation analysis on the Relationship between Supply of Teachers from Both Sexes and Teacher Efficiency

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Both Sexes Teachers	165	12.56	3.50	.264	.001	H ₀ Rejected
Teacher Efficiency	165	22.08	3.89			

Source: Researcher's Field Work, 2017.

From the result of table 6, supply of teachers from both sexes and teacher efficiency was positively related and significant, Pearson's $r(163) = .264$, $p = .001$. This indicates a significant relationship between supply of teachers from both sexes and teacher efficiency because the p -value is less than the .05 level of significance. Therefore, H₀¹ which states that there is no significant relationship between the supply of teachers from both sexes and teacher efficiency was rejected.

H₀²: There is no significant relationship between the supply of teachers from different state of origin and teacher efficiency.

This hypothesis was tested by subjecting the scores for supply of teachers from different state of origin and teacher efficiency to Pearson's correlation analysis as shown in table 7.

Table 5: Pearson correlation analysis on the Relationship between Supply of Teachers from Different State of Origin and Teacher Efficiency

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
State of Origin Teachers	165	10.98	3.55	.138	.077	H ₀ Accepted
Teacher Efficiency	165	22.08	3.89			

Source: Researcher's Field Work, 2017.

From the result of table 7, supply of teachers from different state of origin and teacher efficiency though positively related was non-significant, Pearson's $r(163) = .138$, $p = .077$. This indicates no significant relationship between supply of teachers from different state of origin and teacher efficiency because the p -value is more than the .05 level of significance. Therefore, H_{0s} which states that there is no significant relationship between the supply of teachers from different state of origin and teacher efficiency was accepted.

Summary of Major Findings: The following are the major findings of the study:

1. Teacher efficiency is related to supply of teachers from both sexes (the p -value is less than the .05 level of significance).
2. Supply of teachers from different state of origin has no relation to teacher efficiency (the p -value is less than the .05 level of significance).

DISCUSSION OF THE FINDINGS

The findings of this study revealed that there was a significant relationship between supply of teacher from both sexes and teacher efficiency and this is in line with findings of Abiodun (2012) who found out that there was no significant difference between male and female teachers' productivity in the secondary schools. This implies that the sex of a teacher has nothing to do with his capability on the job. Marital status was found to be related to efficiency amongst teachers. Famojorun in Manga (2004) stated that family crisis have serious implications on teacher's efficiency. Marshal in Manga (2004) observed that the possibility of transferring aggression from family conflicts to the school could cause disharmony between teacher and his students, which in turn negatively affects teacher's efficiency. Ebenuwa-okoh (2010) investigated the influence of age, financial status and gender on



academic performance and find out that, gender is not significant predictor of academic performance among the variables in the study.

Alege (1988) opined that females relatively feel more stress than men because of being weaker sex they may be unable to withstand intolerable expectations of their work environment. Similarly, many male students do not fear and respect female teachers as they do to the male teachers. Kenneth and Brain (1981) stated that many African societies have entrenched beliefs that men are more superior to women, as such students tend to direct their misconduct more towards female teacher's which there by frustrated their efforts and efficiency to work. The findings of this study revealed that there was no significant relationship between teacher place of origin and teacher efficiency and is in line with findings of Muktar (2005) who found out that teacher profile had no significant relationship with teacher efficiency. Amoo (1992) reported that there were wide gaps between demand and supply of qualified teachers in Osun state, shortage of qualified teachers it was revealed by the findings of his study that there was shortage of qualified teachers as 44% in the 1978/80 sessions, 56% in the 1980/81 sessions, and 51% in the 1981/82 session. Therefore taking indigene factor into consideration while recruiting teachers should not be issue.

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