



JIGAWA JOURNAL OF MULTIDISCIPLINARY STUDIES (JJMS)

VOLUME 3 ISSUE 2

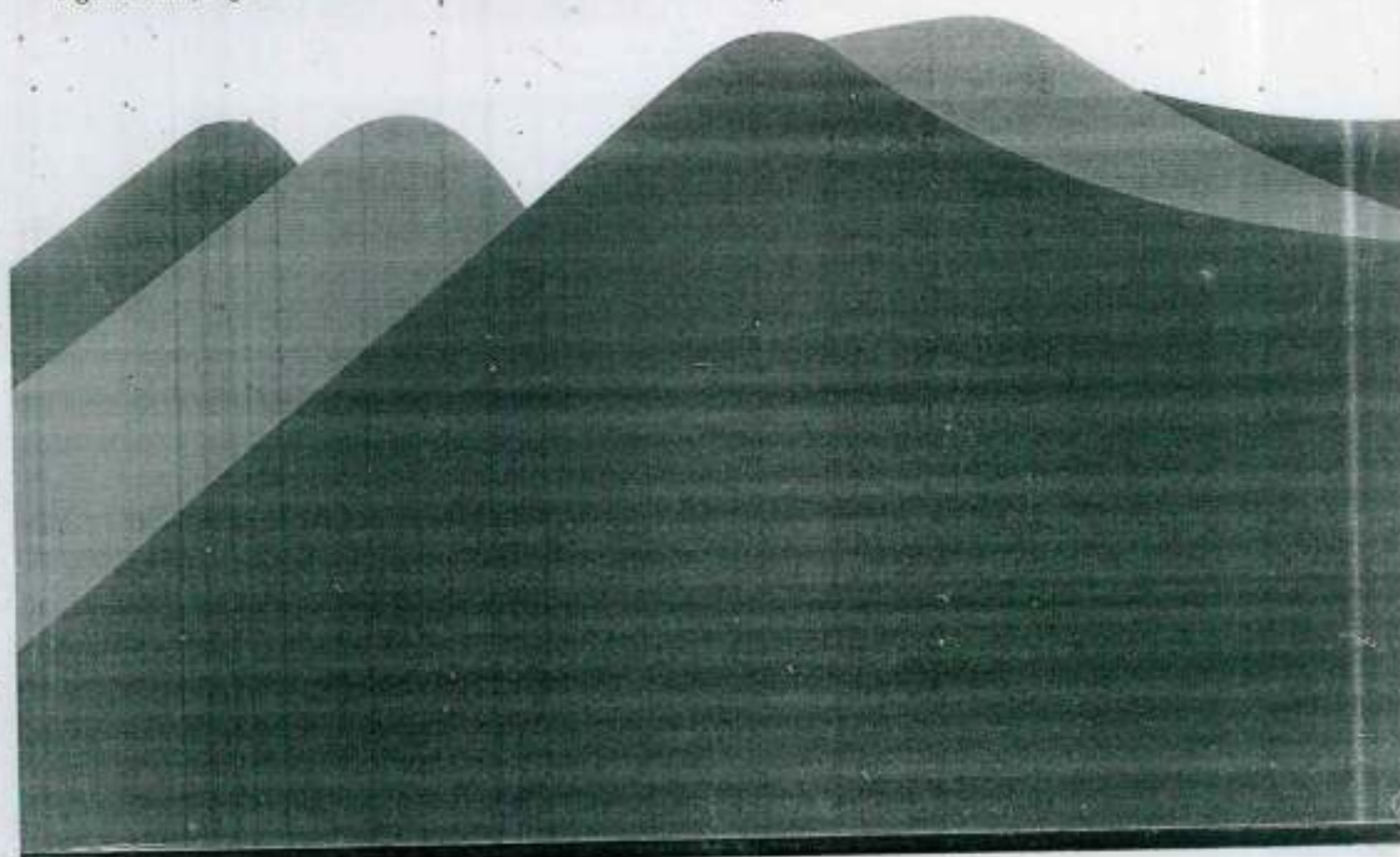
July 2020

A Publication Of:

The Faculty Of Education

Sule Lamido University Kafin Hausa

*P.M.B 048, Kafin Hausa
Jigawa State, Nigeria.*





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VOLUME3, ISSUE 2

JULY, 2020

ISSN: 2672-4790

A Publication of
The Faculty of Education
Sule Lamido University Kafin Hausa
P.M.B.048, Kafin Hausa
Jigawa State, Nigeria

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Jigawa Journal of Multidisciplinary Studies (JJMS) is a bi-annual journal to be published in January and July each year.

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Works cited should be referenced following the format below:

- Abdulwahid, U. (2015): Educational and Psychological Approaches for Children with Learning Disabilities. *Journal of Educational Research and Development*, Vol. 9, No. 1, June, pp 27-36. Faculty of Education, Ahmadu Bello University, Zaria.
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Students' Population and Teachers' Effectiveness in Kwara State Secondary Schools, Nigeria

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ABSTRACT

This study examined the existing relationship between students' population and teachers effectiveness in Kwara state public secondary schools. Descriptive research design was adopted for the study. The target population consisted of all 5,100 teachers in 236 public secondary schools of the 16 local government areas in the state. Stratified random sampling technique was used to select 50 schools out of the entire 236 schools. The schools were stratified across the three senatorial districts in the state. Proportional random sampling method was adopted to choose 358 respondents from the target population. A researcher designed questionnaire was used to collect relevant data, while a checklist was used to collect data on students' population from the State Teaching Service Commission. Pearson Product moment-correlation statistical method was used to analyze the data at 0.05 level of significance. The finding indicated a significant relationship between students' population and teachers' effectiveness. There was significant relationship between students' population and teachers' lesson delivery, class control and management. The study recommended the construction of additional schools and classrooms to the existing ones in Kwara State to decongest overcrowding of students in the affected areas. Teachers' effectiveness could also be improved through attendances of seminars, conferences, workshop and in-service training.

Keywords: Population, effectiveness, teacher and classroom

Introduction

Education as a fundamental human right becomes the only instrument for societal transformation and development. It is on this importance that the Federal Government of Nigeria in the National Policy on Education (2013) stated that no nation can rise above the quality of the teachers. The belief is that teacher quality is a determinant of student quality. It is therefore becomes imperative, that good students' Academic performance could only be enhanced through teachers' effective job performance. For teachers to translate the knowledge into good output inform of quality graduate, necessary instructional facilities must

be put in place to enhance good teaching and learning. Student's population is observed to be one of the indicators of effective teacher job performance. (Tijani, 2015). It is on this note that school population happens to be a sensitive issue to education planners and researchers.

Population structure of the country is largely responsible for uneven distribution of schools and students across the country and Kwara state in particular. Majority of well educated population live in towns and cities while sizable number of uneducated ones dwell in villages. The imbalance in the provision of social amenities could also be said to increase the rate of rural-urban migration. This account for

greater number of students in urban towns and cities. This also translates to increase in annual students enrolments into school in this area. (Tijani 2015). The large students population has implication for teachers' effectiveness and hence students' academic performance as a measure of school effectiveness. As there is increase in students population, there arise a greater demand for more schools and teaching facilities. Large students' population is expected to continue as a result of inability of the government to provide education for all Nigerians. The reason being the societal awareness of benefit derivation from education and subsequent increase in its demand had led to rise in students' population in many schools.

The rise in student's population will continue to put more pressure on the existing school facilities as well as posing a great challenge to teachers for effective job performance. Akinlagbade (2013), Anderson (2004), Ezeali (2011) and Fasasi (2004). It is on this premise that this study investigates the impact of students' population on the teachers' effectiveness in Kwara State Public Secondary Schools.

The main objective of this study is to examine whether there is a relationship between student population and teachers effectiveness in Kwara State Public Secondary Schools. Teachers' roles in meeting the challenging and expectations of schools at attaining the set goals and objective is becoming increasingly tasking. Meeting the daily curriculum and co-curriculum needs of students in one side and parent on the other, makes it even more pertinent for teachers to be effective in teaching. Most of the available studies on school effectiveness used different indicators to measure the variable. For instance, Raman (2013) used time management as a determinant of teacher's effectiveness. Akinlagbade (2013) worked on school size and

principals Administrative effectiveness (2014) researched on school base practices and teachers effectiveness in State Secondary Schools, while worked on utilization of teachers effectiveness in Kwara State Public Schools. None of the aforementioned examine students' population teachers effectiveness aimed students' academic performance system. It is in the light of this, found out the existing relation student population and teachers' in Kwara State Secondary Schools to be the gap that this study tend to

Literarily, population can be defined as number of objects in a particular time. Tijani (2015) defined in economics terms as the number of people living in a country at a particular time. Population of different countries varies from one country to another. (1997) defined population in terms of unit and geographical entities to be the number of able-bodied and dependent persons, men, women and children living in a particular area. It can be asserted from the two authors that population increase can result from a rise in birth rate, decrease in death rate, and increase in immigration and decrease in emigration.

Students' population could be defined as the number of students of class, sex and school. It is referred to the total number of students in a particular class, a particular school, at a particular time. The sex population refers to the number of students in terms of student gender which includes the number of male and female in a particular school and at a particular time. School population on the other hand refers to the total number of students in a school at a particular time. From the above, it can be observed that class population

class to another while school population differs from one school to another.

Owoeye and Yara (2011) observed that large school or class is often impersonal having broader curriculum with teacher given wider support while students may become highly indiscipline as teachers find it difficult to know all their students. Fasasi (2004) categorized large and small school in to the school with students' population of 600 above and 600 below respectively. Schneider (2012) asserted that small schools are those with 300 to 400 students' population for elementary schools and less than 1000 students for high schools. Schneider (2000) further explained that the large school as authority, its grand exterior dimensions, its long halls and myriad rooms, and its tides of students all carrying an implication of power and rightness. Teacher effectiveness is a measure of their job performance through the use of appropriate instructional materials and effective class control through the appropriate and manageable student population. Justified from assertions of different authors, school size could be said to mean the total number of students in a school. The number of students will determine whether large or small. The Federal Government of Nigeria (2004) in the national policy on education expect 35 minimum numbers of students in a class room. The students' population in a school in expected to a large extent determine the effectiveness of both school administrators and the teachers.

The concept of teachers' effectiveness could be defined as those positive changes in knowledge, attitudes, students' achievement and school as a result of teachers' job performance. Ogunsaju (2004) described an effective teacher as the one who is able to bring together the important variables of effectiveness, intent and achievement. This author asserted that without

intent, students' achievement cannot be measured and without positive results relating to the identified intent, the teacher cannot be assessed to be effective. Anderson (2004) observed that effective teacher are those teachers who were able to attain the goals set for themselves or by educational administrators. That effective teachers must possess the required knowledge, skills and abilities needed to achieve the goals. Ajibola (2009) discovered that effectiveness in teaching could be achieved by different teachers in different ways but the most important is that the effective teacher must be a master of his subject, use the appropriate teaching methods and good lesson delivery. Ezeali (2011) defined an effective teacher as the one with ability to be skillful at every given situation and possess the right teaching behavior towards the achievement of the school goals.

Gray (2004) described teacher's effectiveness as the capability of teachers to attain the desired results. Thus, teachers' effectiveness could simply refers to the ability of a teacher to successfully accomplish the school expectation that could brings about school effectiveness measured in term of students' academic performance. Ezeali (2011) maintained that teachers' effectiveness could be measured through student progress, quality of lesson plan, motivation, knowledge of subject matter, use of teaching aids, teaching methods used and use of appropriate evaluation techniques, classroom management, teacher-student report, record keeping and punctuality.

The main measures of teachers' effectiveness could thus mean the extent to which students understand the lesson taught as reflect in the academic performance at the final year results. The sizeable student population could to a large extent determine the rate of student assimilation of the lesson taught in the class room and on the other hand affect teacher class control and the

lesson delivery and thus the teacher effectiveness.

Research Questions

The following research questions were raised to guide the study:

1. How spatially spread are the students' population and secondary schools teachers' effectiveness in Kwara state?
2. What is the students' population by sex as it affect teacher's lesson delivery in each Local Government Areas of Kwara State Secondary School?
3. What is the level of teachers' effectiveness as measured by teacher's class control and management in Kwara State Secondary Schools?

Research Hypotheses

Three hypotheses were generated to guide this study. They are:-

1. There is no significant relationship between students' population and teachers' effectiveness in Kwara State Public Secondary Schools.
2. There is no significant relationship between students' population and teachers' lesson delivery in Kwara State Secondary School.
3. There is no significant relationship between students' population and teacher class control and management in Kwara State Secondary School.

Methodology

Correlation design attempt to examine the relationship between two variables in the study (dependent and independent). This study adopts a descriptive research design of correlation type. This design was considered appropriate because it enables the researcher to collect the relevant data on students' population and describes the

relationship between it and effectiveness which is the dependent variable. The students' population was measured in terms of total number of students in each school in each of the sixteen Local Government Areas of Kwara state. Teachers effectiveness was also measured in terms of teacher lesson delivery, class control and management and student disciplines.

The target population for this study was all 5,100 teachers in the existing 23 schools in the 16 Local Government Areas of Kwara state. Stratified random sampling technique was used to select 50 schools were stratified across the three districts in the state. Proportionate sampling method was adopted to select 50 students' and 400 teachers making 1000 respondents from the entire population.

The researcher designed questionnaires which were used to collect relevant data. The questionnaire tagged effectiveness questionnaire (TEQ) was used to elicit information from teachers on their job. The item on TEQ was to obtain information from teachers' on the impact of students' population on class control, appropriate teaching method and student discipline in the class room. The checklist tagged "School as Population Checklist" (SSPC), was used to collect relevant data on number of students in each of the 16 local Government Areas of the state. The reliability of the instrument after a retest method of reliability analysis was conducted on 50 teachers' from the sampled schools interval. The data obtained were analyzed using Pearson - Product Moment Correlation coefficient which gave reliability co-efficient of 0.72.

Descriptive statistics of tables and graphs were used to answer all the research questions.

raised for the study. Person product moment correlation statistics was used to test all hypotheses generated. The calculated r values were compared with critical r -values 0.05 level of significance to determine the acceptability or otherwise of the null-hypotheses. Teacher Results

Research Question 1: How spatially spread are the students' population and secondary schools teachers' effectiveness in Kwara State?

Table 1: Students' Population and Schools in Each Local Government of Kwara Central Senatorial District

S/N	LGAs	Students' Population	No of Schools
1	Asa	5,917	12
2	Ilorin East	18,415	21
3	Ilorin South	17,832	14
4	Ilorin West	26,655	17
	Total	68,819	64

Table 1 shows the analysis of the spread of all secondary schools in Kwara state across the 16 local government areas and across the three senatorial districts. The finding reveals that Ilorin west local government area has highest number of students' population, which is 26,655 with just 17 schools. This is followed by Ilorin East and south with students' population of 18,415 and 17,832 respectively. The number of schools in the local government areas are 14 and 17 respectively as well. The result indicated that most schools in Kwara central senatorial district have large student's population. There are only four local government areas in this district with total students' population of 68,819 and with only 64 schools.

Table 1a: Students' Population and Schools in Each Local Government of Kwara Central Senatorial District Kwara North Senatorial District

effectiveness in this study is measured through teacher's class control and management, the teachers' lesson delivery through the use of appropriate teaching methodology and hence teachers' job performance.

S/N	Students population	No of schools
1	4,179	05
2	8,400	11
3	2,305	03
4	7,171	12
5	4,224	08
Total	26,279	39

Tables 1a shows the spread of secondary and student population in Kwara North Senatorial District. There 39 secondary school in in the five local government areas of the senatorial district with the student population of 26,279.

Table 1b: Kwara South Senatorial District

S/N	LGAs	Students' Population	No of Schools
1	Ekiti	2,677	11
2	Ifelodun	9,550	34
3	Irepodun	12,096	37
4	Isin	2,460	10
5	Offa	9,708	13
6	Oke Ero	2,876	11
7	Oyun	7,114	17
	Total	46,481	133

Table 1b shows Kwara South has students population of 46,481 ahead of 26,279 in Kwara North. It is noteworthy that only 64 schools in Kwara Central accommodate the population of 68,819 students while 133 schools in Kwara south accommodate 46,481. It could be concluded that the spread of students' population in Kwara state secondary schools does not justify the number of schools. This uneven spread might be attributed to the reason for having between 100 and 200 students in one classroom in many schools in Kwara central senatorial district. The resultant effect of this is the over utilization of teachers in this part of the state. The population of students in each classroom is too large for a teacher to handle effectively. This did not give room for

effective teaching and learning which might have adverse effects on students' academic performance.

Question 2: What is the students' population by sex in each local government area of the state as it affects the teachers' lesson delivery?

Table 2: Sex Distribution of Students in Each Local Government Area of the State Secondary Schools

LGAs	Male	Female	Total
Asa	3,479	2,438	5,917
Baruten	3,137	1,042	4,179
Edu	5,828	2,572	8,400
Ekiti	1,398	1,279	2,677
Ifelodun	5,390	4,160	9,550
Ilorin East	11,698	6,717	18,415
Ilorin South	8,255	9,577	17,832
Ilorin West	13,477	13,178	26,655
Irepodun	6,238	5,858	12,096
Isin	1,284	1,176	2,460
Kaima	1,384	0,921	2,305
Moro	3,202	3,969	7,171
Offa	4,890	4,818	9,708
Okere	1,556	1,320	2,876
Oyun	4,055	3,059	7,114
Patigi	2,772	1,452	4,224
Total	78,043	63,536	141,579

Source: Kwara State Teaching Service Commission, 2011

Table 2 indicates that the number of male students overwhelmed their female counter-part.

Table 4: Students' Population and Teachers' Effectiveness in Kwara State Secondary Schools

Variables	N	X	SD	DF	r-cal	r-critical	Decision
Students' population	1000	2.90	.83	998	.225	.195	H ₀ rejected
Teachers' effectiveness	1000	2.91	.81				

The result in Table 4 shows that the calculated r-value of .225 is greater than the critical r-value of .195 for 998 degree of freedom at 0.05 level of significance. Hence, the null-hypothesis which stated that there is no significant relationship between students' population and teachers' effectiveness was hereby rejected. This therefore suggests that there is a significant

relationship between the two variables in almost all the local government areas of the state. The problem of class control management could be the implication of this result. This might stem from the fact that females are naturally soft hearted and might be easier to control than the male counterpart.

Question 3: What is the level of teachers' effectiveness in the state secondary schools?

Table 3: Analysis of Level of Teachers' Effectiveness in the State Secondary Schools

Level	Frequency	Percentage (%)
High	250	25
Moderate	400	40
Low	350	35
Total	1,000	100

Source: Fieldwork from Selected Schools

Table 3 shows the level of teachers' effectiveness in terms of their job performance toward the attainment of set goals. Teachers were judged with different criteria as an indicator of effectiveness, it revealed that moderate level with frequency of 400 and while low and high level were rated 350 and 250 respectively. The level of teachers' effectiveness might not be high as a result of large student population which could make effective teaching and learning difficult.

Hypothesis 1 (H₀): there is no significant relationship between student population and teachers' effectiveness in Kwara state secondary schools.

The result in Table 4 shows that the calculated r-value of .225 is greater than the critical r-value of .195 for 998 degree of freedom at 0.05 level of significance. Hence, the null-hypothesis which stated that there is no significant relationship between students' population and teachers' effectiveness was hereby rejected. This therefore suggests that there is a significant

Kwara state secondary schools. All things being equal, as students' population of schools in Kwara senatorial district are more, the teachers becomes less effective.

Hypothesis 2: There is no significant relationship between students' population and teachers' lesson delivery in Kwara state secondary schools.

Table 5: Correlational Analysis of Students' Population and Teachers' Lesson Delivery

Variables	N	X	SD	DF	r-cal	r-critical	Decision
Students' population	1000	2.82	.75	998	.202	.195	H ₀ rejected
Teachers' lesson delivery	1000	2.90	.81				

Table 5 indicated that the calculated r-value of .202 is greater than the critical value of .195 at level of significance of 0.05. This means that the hypothesis which stated that there is no significant relationship between students' population and teachers' lesson delivery is then rejected. This implies that there was a significant relationship between student's population and teachers' lesson delivery. Hence, students' population is a determinant of teachers' lesson delivery in Kwara state secondary schools. This

shows that students' population in class will have an impact on teachers' lesson delivery in classrooms. The greater the population of students' in a classroom, the teachers' become less effective in the conduct of teaching and learning in a class and co-curricular activities in the schools become tedious.

Hypothesis 3: There is no significant relationship between students' population and teachers' class control and management.

Table 6: Correlation Analysis of Relationship between Students' Population and Teachers' Class Control and Management in Kwara State Secondary Schools

Variable	N	X	SD	DF	r-cal	r-critical	Decision
Students' population	1000	2.42	.91	998	.215	.195	H ₀ rejected
Teachers' class control and management	1000	2.82	.80				

Result in Table 6 revealed that the calculated r-value of .215 is greater than the critical value of .195 at significant level of 0.05 for 998 degree of freedom. This implies that the hypothesis which stated there is no significant relationship between students' population and teachers' class control and management is rejected. Thus, there was a significant relationship between students' population and teachers' class control and management in Kwara state secondary schools. The interpretation of this result is that students' population is a determinant of teachers' class control and management. The two variables are negatively related. It means that as students' population in a classroom is large, the lower is the teachers' effective class control and management. Maintenance of order and discipline by a teacher in the classroom becomes difficult when the students' population is large. A typical classroom in Kwara central most

especially in Ilorin west local government contained between 100-200 students. An average class teacher use between 2 - 3 class attendances registers which makes class control and management becomes difficult for all subject teachers.

Conclusion

This study investigated students' population in terms of number of students' in a classroom and in a school. It also examined teachers' effectiveness in terms of teachers' lesson delivery, class control and management. It discovered that student academic performance will be enhanced with teachers' effectiveness in Kwara state secondary schools. The study also found that a large student population of 68,819 in just 64 schools while there were 64,481 and 26,279 students' population with 133 and 39 schools in Kwara South and north senatorial

districts respectively. The evidence of large student population in Kwara Central it was the overcrowdedness of students' in Ilorin metropolis and consequently paving ways for students misconduct, over utilization of teachers and poor lesson delivery.

Recommendations

Based on the findings and conclusion of this study, the following recommendations were made

1. The state government should site more secondary schools in Kwara central senatorial districts to decongest the teaming students' population in this area!
2. More classrooms should be built to decongest overcrowdedness of schools in Ilorin metropolis
3. Teachers' effectiveness in the state could be improved through attendance of seminars, conferences, workshops and in-services training.

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