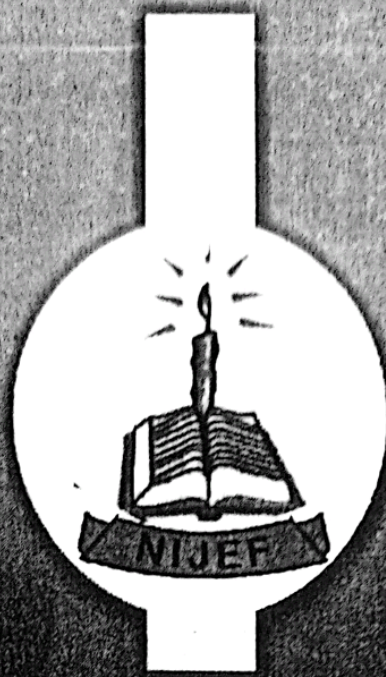




**NIGERIA
JOURNAL OF
EDUCATIONAL
FOUNDATIONS**

EDITORIAL

This academic publication of the defunct Department of Educational Foundations has come a long way. It was almost going moribund but for the deliberate steps taken by the current Editorial Board with the cooperation of all academic staff of the former Department of Arts and Social Sciences Education. Innovative article generation and peer review programs were initiated and doggedly implemented to enable the return of Nigerian Journal of Educational Foundations to the vibrant academic and professionally sound contributions it had always made to the advancement of knowledge.

Improving the quality of the journal and bringing an international angle and status to it has engaged the attention of the Editorial Board. Phased in stages of achieving national and international focus has produced special editions based on selected themes. These themes pay attention to current issues and needs engaging the attention of specialists in educational foundations.

GENERAL INFORMATION AND NOTES TO CONTRIBUTORS

1. General Information

Address: Department of Social Sciences Education
Faculty of Education,
University of Ilorin,
PMB 1515,
Ilorin, Kwara State, Nigeria

Editorial Description: The Journal publishes theoretical and empirical papers, results of original investigations (analytical, descriptive or experimental) in all areas of educational foundations-History, Philosophy, Psychology, Sociology, Comparative Education, Statistics and Methodology of Educational Research, Measurement, Evaluation and Teaching at all levels of Education.

Target Audience: Academics, students of education in institution of higher learning, general practitioners and stakeholder in education, policy makers and the general public.

Language: The journal is published in English.

II. Notes to Contributors

In preparing articles for publication in the Journal, authors should please note the following:

Number of copies to be submitted

- i. Three printed and one electronic copies of each article are to be submitted.
- ii. Authors are to include with each copy of manuscript a cover sheet that shows the title of the article, the name(s) of the author(s), his/her status(es) and institutional affiliation(s).
- iii. The next page of the manuscript should omit the author's name(s) and affiliation(s) but should include the title of the article.

Style and Format of Preparation

1. Manuscripts are to be typed double-spaced on A4 size paper not exceeding 12 pages in length.
2. All articles must be preceded by an abstract of about 100-250 words, highlighting the main thesis of paper and/or the main findings as the case may be.
3. Tables and figures should be camera ready.
4. Every reference cited in the text must appear at the end of the paper in the 'Reference' section. The references must be arranged strictly in

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EFFECT OF LOCATION AND QUALIFICATION OF BIOLOGY TEACHERS ON THE TEACHING OF ECOLOGY IN KWARA STATE

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Abstract

This study examined the effect of location and qualification of Biology teachers in the teaching of ecology in Kwara State. This study sample included one hundred and forty two (142) secondary Schools selected by random sampling technique. The researcher designed teachers' questionnaire which were administered to four hundred and fifty (450) teachers selected from eight (8) local Government Areas of Kwara State. Researcher-designed validated questionnaire was used to elicit information from the respondents on the status of ecology teaching. Three research questions and two hypotheses were formulated. Frequency counts and chi-square statistics were used to analyse the data collected. Finding of this study revealed that 68% of Biology teachers agreed with the contents while 32% disagreed. However urban and rural biology teachers did not view ecology teaching the same way that is ecology teaching was taught well in rural areas due to the natural resources and attitudes that are available to use to carry-out the field work successfully but not available in urban areas intent. Similarly, Qualified and Unqualified teachers had the same views about ecology teaching in Kwara State. Based on the findings, the following recommendations were made: Biology teachers in schools that are located in rural areas should be motivated so as not to let their efforts in the carrying out of Ecological activities. Science teachers should be allowed to go for government sponsored training programmes and workshops for an update of their subject knowledge and teaching skills.

Introduction

Biology deals with the study of all the varied aspects of living organisms. It is one of the science subjects, offered by candidates sitting for the senior school certificate (SSC) ordinary level examinations. Biology is the most popular subject among the pure science subjects (Idodo, 1996). Biology at the senior secondary school level can be grouped under such headings as: Cell and molecular Organisms, simple multicellular animals, insects, the arthropods, other animals, reptiles and birds, mammals, flowerless plants, flowering plants, physical processes found in living organisms, respiration, food substances, nutrition of green plants, transport systems, excretion, ecology,

etc. Ecology is the study of interactions of organisms with their physical environment and with each other. No plant or animal is independent of its environment.

If organisms must survive, then the environment must provide suitable conditions for their existence because they are likely to be affected by conditions around them (Stone, 1990). Ecological studies deal with any of the three levels of the organization of the organism, the individual, the population and communities. It deals also with the way in which the organisms at each of these levels of organization function in harmony with the non living physical environment. Ecology has many useful applications aimed at maintaining a healthier and more productive biosphere for the life of humans and other living organisms. It provides for the judicious use of natural resources often referred to as conservation (Ndu, 1990). The sub topics under ecology at the senior secondary school level are basic ecological concepts, Aquatic habitats, Fresh water, Swamps, Marsh, Estuary, Grass land, Major biomes of the world, ecology of Population study and Problem of survival etc.

The following are the objectives for teaching senior secondary school Biology:

1. To provide basic literacy in Biology for functional living in the society.
2. To acquire essential scientific skills and attitudes as a preparation for the technological application of Biology.
3. To acquire basic concepts and principles of Biology as a preparation for further studies.
4. To stimulate and enhance creativity (National Biology Curriculum, 1993 page 20-22.

Purpose of the Study

The purpose of this study was to determine the influence of location and qualification of Biology teachers on their views about the status of ecology teaching in Kwara State.

Research Questions

There were three research questions and two hypotheses. They are;

1. What is the status of ecology teaching in senior secondary school's in Kwara State as viewed by Biology teachers?
2. Do the views of Biology teachers' on ecology teaching vary with their location?
3. Do the views of Biology teachers' on ecology teaching vary with their teaching qualification?

The hypotheses are;

There is no significant difference between urban and rural Biology teachers on the status of ecology teaching

There is no significant difference between qualified and unqualified biology teachers on the status of ecology teaching

A total of one hundred and forty two (142) public schools were sampled for the study. Five hundred of questionnaire copies were given to biology teachers across the sampled public schools for study, but four hundred and fifty copies were filled and returned.

ita Analysis and Results

Table 1: Number and Percentages of Teachers' Responses

Variable	Number of teachers	Total	Percentage distributed
Urban	361	450	80
Rural	89	20	46.4
Qualified	209	450	53.6
Unqualified	241		

Table 1 shows the distribution of four hundred and fifty (450) respondents involved in the study. Four hundred and fifty respondents were distributed into four variables i.e. location of school and qualification. There were 361 Urban and 89 rural respondents. Under qualification, there were 209 Qualified and 41 Unqualified Biology teachers that participated in the study.

Research Question One

What is the status of Ecology teaching in senior secondary schools in Kwara State as viewed by Biology teachers?

Table 2: Frequency and percentages of Teachers' responses on Ecology teaching

CONTENTS	Agreed %	Disagreed %	Total %
General responses of the teachers	68	32	100

For content one (1) most of respondents agreed (83%), while (17%) disagreed with the statement. For contents two (2) indicated that 95% agreed, while 5% disagreed also for content three (3), their responses showed that 90% agreed, while 10% disagreed. In the same vein, response to content four (4) indicated that 96% agreed, while 4% disagreed. The same trend could be observed in the remaining statements. The general response to the contents was that 68% of the Biology teachers agreed that the teaching of ecology was not done properly and 32% disagreed by saying it was alright. This shows that there should be improvement on the status of Ecology teaching by Biology teachers.

Research Question Two: Do the views of Biology teachers' on Ecology teaching vary with their school location?

Research Question Three: Do the views of Biology teachers' on Ecology teaching vary with their academic qualification?

Table 3:

Chi-square Analysis of Average Overall of the Responses on the basis of School Location (Urban and Rural) and Qualification of (qualified and less-qualified) Teachers on the Status of Ecology Teaching.

LOCATION	χ^2	QUALIFICATION	χ^2
Urban	5.46	Qualified	0.41
Rural		Unqualified	

Results of the analysis related to the research questions as are shown in table 3. From Table 3, the Chi-square calculated (χ^2 Cal) was 5.46, while the table value was 3.84 at 0.05 alpha levels. This shows that the views of Biology teachers on the teaching of Ecology vary significantly based on location (Urban and Rural). With this, null hypothesis (H_{01}) was rejected

Similarly, the calculated χ^2 for qualification of teachers was 0.41, while table value was 3.84 at 0.05 alpha levels with degree of freedom of 1. Therefore, H_{02} was not rejected. This table 3 shows that the Urban and Rural Biology teachers have different opinion from each other as a result that Ecology practical can be done well at rural area than the urban area because there were natural features in rural while the urban has basic facilities. This

ontracts the views of Biology teachers on qualification about the teaching of ecology in Kwara State.

Summary of Major Findings

In this study, the major findings are

-) Ecology teaching was accorded low status in Kwara State with 68% agreement of Biology teachers that said that there should be improvement in the Biology curriculum of some Ecology concepts that are lacking.
-) Both urban and rural biology teachers did not agreed with each other because the environment has great effect on them. The urban has basic facilities, while the rural has the natural features.
-) Experienced and less experienced teachers agreed that ecology teaching was not properly done.

Discussion of Results of Status Ecology Teaching

The results of the study indicated that many Biology teachers had the views that the status of teaching is very important in the teaching of Ecology. The views of Biology teachers based on location were found out that Ecology teaching was not done the same way. The findings agreed with Obi (1979), Okeke and Ochuba (1986). The qualified and unqualified teachers agreed that ecology teaching was not properly done as a result of not exposing to seminar and workshop. The finding agrees with those of Ndukwe (1988), Abdullahi (1983), Fafunwa (1974), Balogun 1982 and Saha (1983).

Recommendations

Biology teachers in the schools that are located in rural areas should be motivated so as not to relent their efforts in the carrying out of Ecological activities.

Science teachers should be allowed to go for government sponsored training programmes and workshops for an update of their subject knowledge and teaching skills.

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