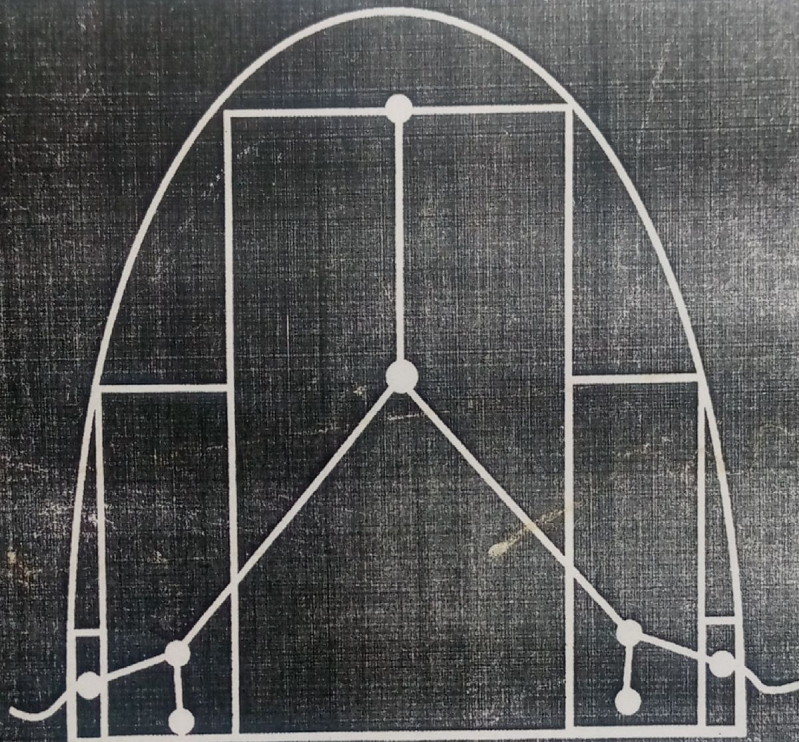


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Utilization of Teacher for School Effectiveness in Kwara State Public Secondary Schools

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Abstract

This paper investigates the utilization of teachers in relation to school effectiveness in public secondary schools in Kwara State. This is because teachers are responsible for the survival of our educational system. Without adequate and efficient utilization, there may be no hope for a dynamic educational industry. Data for this study were collected from the State Teaching Service Commission and Ministry of Education, Science and Technology. Utilization of teachers in the state was measured using teacher- student ratio. The conclusion drawn from the study is that the teacher utilization measured with teacher-student ratio is considerably low when compared with the prescribed 1:30 as stated by the Federal Government of Nigeria in the New National Policy on Education (2004). The recommendations made were that the supervision of teachers be regularly conducted by principals and officers of the Ministry of Education and the State Teaching Service Commission. Also more teaching facilities be provided for both students and teachers by the state government.

Introduction

Education as a whole is acclaimed as the most effective instrument of change ever fashioned by man that is capable of changing the behaviour pattern of people, societal values and expectation. On this, Beach (2002) noted that education is one of the biggest industries that touch every aspect of human endeavour. Education is therefore seen as a veritable instrument in the development of any nation. This is why the Fourth National Development Plan (1981-1985) stated that education has continued to play a crucial role in our economic development and social transformation process. Successive governments in recognition of this role have accorded it a high priority in the structure of resources allocation.

However, our school system has been faced with various problems ranging from inadequate teacher supply to meet up with an unprecedented explosion in pupil's enrolment, poor human resources development and utilization of teachers. This situation which Ogunsaju (2000) described as a calamitous is a major

concern to scholars and researchers in education. Afolabi (2004) stated that every school administration is faced with the problem of organization and utilization of human and material resources; at its disposal. He stressed further that management is faced with challenges of utilizing and marshalling the resources through cooperative effort and accomplishes by performing other managerial functions.

School system as a formal organization could measure its effectiveness by comparing the input of the institution with the output in terms of graduates of this institution. Teachers remain the paramount important in the school system which must be efficiently supplied and adequately utilized for the attainment of school academic achievements. To accomplish this goal in public secondary school in Nigeria, teachers in this level of education must be adequately supplied and efficiently utilized. It is on this premises that this paper investigates the utilization of teachers and school effectiveness in Kwara State owned public secondary schools.

Supply of Teachers in Kwara State

The edict establishing the Kwara State Teaching Service Commission on the 10th may, 1976 described its functions as being to appoint, reabsorb, supply, confirm appointment, promote, transfer, and dismiss teaching and non teaching staff in the state teaching services of the secondary school level. The commission is also saddled with the responsibility of maintaining comprehensive and up to date records of service of its staff. All other matters connected with the management and administrations of schools were the responsibility of the Kwara State Ministry of Education, Science and Technology, Ilorin.

Tijani (2004) noted that most schools in the state are alleged to be poorly staffed. Some stake holders complain of slow process of recruitment and selection of teacher whose subjects are not needed are often posted and supplied to schools. If we must appreciate the fact that a good educational system is important to the development of the country, it is imperative to equally realize the fact that the standard of education in secondary schools can not be effective, if teachers are not properly and adequately supplied and utilized in our schools. On the premises of well equipped and highly trained teachers supplied, we can assume that optimal utilization of teachers is significantly related to educational productivity.

Utilization of Teachers

Adequate supply and efficient utilization of teachers are expected to engineer the performance of the school system and also serves as a catalyst to student's academic performance and the overall effectiveness of secondary schools. If teachers are well planned, organized optimally and the maintenance of

it is highly carried out while control strategies are put in place, the student academic performance would be enhanced. Adesina (2007) while commenting on this statement stated that teachers are at the heart of any quality improvement strategy. Arosanyin (2007) classified utilization of teachers into three. First, the teachers is required to impart knowledge, train students in some basic skill as stipulated in the curricular and provide guidance for effective learning activities in the classroom. Secondly, the teacher is to help in the administration of the school and relates well with other teachers so as to implement programme of education. Lastly, he is expected to provide conducive emotional climate and make the students feel as part of the programme of the school. Arosanyin (2007) described the role of teachers in the achievement of educational goals and objective as vital.

Tijani (2004) submitted that teachers constitute the ultimate basis for the school effectiveness. Classroom, chalks, desks and chairs are passive but students and teachers are the active agents who organize and put physical resources into use for the school effectiveness. Uzoka (2000) also contended that the knowledge of teacher attitude towards diverse learners is important because these attitudes shape the interpretation that teachers make use of in their classroom experience. Ogundele (2002) is of the opinion that the knowledge teachers gained from their own experience as students shape their attitude towards teaching and learning. This then implies that the quality of education in any society is dependent on the adequate supply and efficient utilization of teachers.

Measurement of Teacher Utilization

Tijani (2011) noted that teacher's utilization can be measured using various variables, such as:

- Teacher's class attendance
- Marking of students note books
- Involvement of teachers in students counseling
- Involvement in co-curriculum activities
- Use of instructional aids
- Attendance of morning assemblies regularly
- Allow questions from students and
- Adequate coverage of syllabus

Teachers who fully engage possibly in the above listed points are said to be optimally utilized: when otherwise they are said to be under-utilized. In order to study variation in utilization of teachers at school level, more refined indicators

other than the one listed above are used. The modern measure of teacher's utilization employed in this study is the teacher- student ratio.

Student-teacher Ratio:- This is the number of students given to a teacher at a particular time for the purpose of teaching and learning. Student-teacher ratio is determined by finding the total number of student in a school divided by the total number of teacher in the schools. In Kwara State for example, the student-teacher ratio will be the total students enrolment divided by the total number of teacher in the state in that particular year.

Concept of School Effectiveness

School can be described as a social unit, which is established to attain educational objectives. Oparah (2007) maintained that school as a formal organization must not only survive but must also adapt and maintain itself in the face of changing societal expectations. School effectiveness is therefore the ability of the schools to measure up to the goals and aspiration of the school. Ogunsaju (1990) submitted that school effectiveness is the ability of school to achieve good examination results, maintain good students conduct as well as good school community relationship. School effectiveness generally therefore looks at how school is able to meet the desirable goals and objectives for which it was established. The secondary school is established to achieve the broad aims of preparing students for high education and also a useful living in a society FGN? (National Policy on Education, 2004). School effectiveness stands the function of bringing about the achievement of measureable goal of the good system.

However, the concept of school effectiveness of an educational industry is much complex than that of other industries in which the objectives focus on productivity and profit. While writing along the same line, Uzoka (2000) observed that education is not like a manufacturing process where input are clearly linked to output by means of an explicit and well-understood technology. In contrast, knowledge is the link between the quantity and quality of teaching time, development materials, size of class, curriculum coverage and on the other hand the amount of learning achieved by students. Effectiveness is attained when an organization achieved its desired outcome. A school is then said to be effective, if it is able to obtain a better academic standard through a better students academic performance. According to Ogunsaju (2000), the school is an establishment where adequate planning and development of human resource are essential ingredients for the survival of the establishment. The purpose of human resources planning and development, according to this author, is to ensure that a specific number of employee with required skills needed for the job are made available and placed on the right job at the appropriate time.

However, to attain school effectiveness, qualified teacher have to be hired and constantly subjected to in-service training with purpose of improved their

skills in teaching/learning for better students' academic performance. To this end, the requirement for an improved students' academic achievement must be identified in terms of the quality of teachers to be employed. Adequate qualified teachers must be supplied and proper monitoring system for their optimal and efficient utilization must be put in place to ensure school effectiveness. Tijani (2004) described school effectiveness as an abstract measure of its performance. It only evaluates the condition under the degree to which schools are attaining their various goals. The concepts provide a useful indication of the ability of the school to be effective in terms of effectiveness of teachers in their job performance and the attainment of academic excellence as the end result. Effectiveness therefore relates more directly to the attainment of goals. Nowadays, effectiveness of school is measure in terms of teacher's effectiveness, which indicates the level of their job performance as revealed by the student academic performance. The teacher's job performance on the other hand is seen in term of the use of appropriate instructional materials, class control, teacher's mastery of the subject and use of appropriate teaching methodology (Tijani, 2004). People tend to measure the quality of education given to the students and school effectiveness by the quality of education output (graduates). In the case of secondary schools, effectiveness of school is being assessed by the percentage passed by the students in final public examination conducted by the West African Examination Council (WEAC) and the National Examination Council (NECO). It is on this premises that Ijaiya (1995) noted that the performance of student in public examination cannot be ignored. This is because parent and the member of public judged school effectiveness on the basis of the performance in such examinations. The fact that could be drawn from the view of this author is that, if the percentages passed of students in (WEAC) are high, the society will view the school as being effective, if otherwise, they are ineffective. It is on this note, that private secondary schools are been regarded as effective, which many parent now preferred to the public secondary schools in Kwara State.

Statement of the Problem

The issue of school effectiveness has become a major concern to all stakeholders in public secondary schools in recent times. Past researchers have found that factors such as capacity building, principal's administrative skills, community participation, supply of teachers and human resource management are the determinants of school effectiveness. For instance, Olabisi (2010), Esan (2014), Tijani (2011) and Adepoju (2014) found that capacity building, human resources management, supply of teachers and ICT utilisation capacity positively related to school effectiveness respectively. The present study therefore seeks to examine the extent to which teacher utilisation influence school effectiveness in Kwara State public secondary schools.

Methodology

The study covered ten years period (1999-2008). Data on teacher supplied to schools and annual student enrolments were collected from Kwara State Ministry of Education, Science and Technology. The utilization rate was measured using the teacher-student ratio. The results obtained were compared with the approved ratio of 1:30 by the federal government in the National Policy on Education (2004).

Utilization of Teacher for School Effectiveness in the State Public Secondary Schools.

Table 1:-

Students enrolment in Kwara State public secondary schools between 1999-2008

YEAR	STUDENTS ENROLMENT S	DIFFERENCE	INCREASE /DECREASE
1999	126,026		
2000	134,354	8328	6.20
2001	140,514	6160	4.35
2002	136,691	3823	2.80
2003	138,695	2004	1.4
2004	138,649	46	0.03
2005	173,352	34703	20
2006	182,448	9096	05
2007	163,854	18,594	11
2008	141,579	22,275	15.73

SOURCES: Teaching Service Commission, Kwara State.

Table 1 shows the trend of student enrolment in Kwara State owned secondary school between 1999-2008 the analysis of the data above depicts an increase in student enrolment between 1999-2001 and also 2002-2006. The increase could be attributed to the introduction and implementation of Universal Basic Education (UBE) in the state after which there was reduction in the percentage of enrolment of students in the year 2007 and subsequent fall in 2008

Table 2:**Teacher supply in the state owned secondary schools between 1999-2008**

YEAR	TEACHER SUPPLIED	DIFFERNCE	%INCREASE /DECREASE
1999	5,298		
2000	3,348	1950	58.24
2001	3,833	485	12.65
2002	3,829	04	0.10
2003	4837	1008	20.8
2004	5,244	407	7.8
2005	6,255	1011	16.2
2006	6,303	50	0.79
2007	7,125	822	11.5
2008	5,804	1321	22.8

Source: Teaching Service Commision, Kwara State

Table 2 shows that teacher supply increased throughout the years 2000-2007 with flunctuation in the percentage increase. In 2004/2005 academic session, the number of teachers supplied increased from 5244 to 6255 representing 16.2 percent. This increase could be attributed to a reintroduction of voluntary teaching scheme for teachers into the state public secondary schools by the government in which more teachers were recruited for the programme. The table also revealed that the supply of teachers to the state owned secondary schools were increasing yearly but not consistently. The year 2007 witness a significant rise in the percentage of teacher supply from less than a unit percent to 11.6 percent. This may also be due to the introduction of the Universal Basic Education (UBE) in which more teachers were recruited for the programme at the junior secondary schools level.

Table 3: Rate of teacher utilization in Kwara State Secondary Schools.

Year	Student enrolment	No of teachers	Teacher Student Ratio
1999	126,026	5,298	1:24
2000	134,354	3,348	1:40
2001	140,514	3,833	1:37
2002	136,691	3,829	1:36
2003	138,695	4,837	1:29
2004	138,649	5,244	1:26
2005	173,352	6255	1:28
2006	182,448	6303	1:29
2007	163,854	7125	1:23
2008	141,579	5804	1:24

Source: Teaching Service Commision, Kwara State

Data in table 3 reveal a persistent increase in the number of teachers supplied during the periods understudy, except for 1999 and 2008. It also shows a remarkable rise in the enrolment of student throughout the year except in 2007 when there was a slight fall. Also from the table, there was a fluctuation in the teacher/pupil ratio for the period of ten years (i.e. 1999-2008). Generally, the rate of teacher utilization consistently deviate from the federal government approved 1:30 as given by the National Policy on Education 2004. It was in the year 2000 that teacher could be said to be fairly over utilized with the ratio of 1:40

Discussion and Recommendations

The role of teachers was discovered to be very important in the achievement of educational goals and objectives in Kwara State and Nigeria as a whole. This is because they are found to initiate and facilitate the teaching and learning process. To this end, teachers become the major determinant of school effectiveness. As teachers constitute ultimate basis for educational development. Kwara State government is expected to develop the skills and knowledge of its teachers and utilized them effectively for the attainment of school effectiveness.

From all indication, it could be noted that teacher's utilization had direct bearing on school effectiveness measured in terms of student academic performance. This is as a result of the fact that teachers are said to be "the heart of Nigeria" education system, therefore, they must be efficiently utilized for school effectiveness in public secondary schools in Kwara State.

The finding of this paper is that the teacher utilization measure with teacher pupil ratio is considerably low when compared with the prescribed 1:30 due to an annual persistent rise in the pupil enrolment most especially with the introduction of compulsory Universal basic Education programme in the State. The study also discovered that many schools in the state are in rural area with few numbers of students which led to low utilization of teachers in this zone.

Based on the outcome of this study, the following recommendations were made:

- The principals and officials in the Ministry of Education should carry out a thorough supervision of teachers so that regular attendance of classes or lessons should be carried out by teachers for school effectiveness.
- Provision of more facilities such as teaching aids, desk and chair and other facilities for the welfare of both student and staff would improved teacher's performance and hence school effectiveness in Kwara State Public Secondary Schools.

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