
GENDER DISTRIBUTION OF PRIMARY SCHOOL TEACHERS IN ZARIA LOCAL EDUCATION AUTHORITY: IMPLICATION FOR EDUCATIONAL PLANNING

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Abstract

This paper attempt to examine gender distribution of primary school teachers, in Zaria local education authority. The population of the study was one hundred and fifty teachers, the study sampled fifty teachers in the selected primary schools. The opinion of the respondents was tested through questionnaire. The result was analyzed using t-test. The findings revealed that most male teachers leave teaching in primary schools because of low salary, as such female teachers are having high percentage. Also, it was discovered that due to complexities and nature of women, academic gap is created in teaching in primary schools. More so, there is over population of students in classes and inadequate supply of instructional materials. Finally, it is recommended that the government should increase the funding of primary education and education planners should take note of female complexities while planning for education.

Key Words: Gender distribution, teachers, primary schools, educational planning.

Introduction

Primary school education is the education at the base, the National Policy on Education (2004) states that, it is the education given to children between the ages of 6-12 years. The existence of primary education at the local level is ever receiving criticisms. However, the bases for success or otherwise of primary school education is among other things manpower and manpower development. Manpower

development is built on planning. Therefore, it is important to plan and project the manpower requirement at all levels of education especially primary school, since the success of all other levels of education depends on that of primary level.

Objectives of the Study

- To examine gender distribution/ratio of male and female teachers in Zaria local education authority;

- Identifying causes or otherwise of increase in the percentage of female teachers in primary schools in Zaria local education authority; and
- Examine the level of supply of instructional materials for the achievement of objectives of primary education in Zaria local education authority.
- in primary schools in Zaria local education authority;
- There is no significant difference between the percentage of female teachers in primary schools and attainment of educational goals in Zaria local education authority; and
- There is no significant difference between supply of instructional materials to primary schools and the attainment of educational goals in Zaria local education authority.

Research Questions

- What is the gender distribution/ratio of male and female primary school teachers in Zaria local education authority?
- What is the opinion of male and female teachers on the increase of the percentages female teachers' in primary schools in Zaria local education authority?
- To what extent does supply of instructional materials determine the achievement of the objectives of primary education in Zaria local education authority?

Hypotheses

- There is no significant difference between the percentage distribution/ratio of male and female teachers

REVIEW OF RELATED LITERATURE

Gender Distribution and educational Planning.

Planning in human endeavor is as important as the resource itself. Planning involves organization and allocation of goods and services on the bases of needs, population, location and any other issue for goal attainment.

While, population distribution or structure is a segment to an educational planner for obvious reasons such as:

- (i) The distribution of population by age and sex: This help in explaining

- school age and manpower capacity which are bases for policy formation.
- (ii) Distribution of population by sectors of economic activity or occupation. Manpower requirement can only be known on the basis of accurate knowledge of distribution according to economic sectors. Hence, this enables a nation to prepare or produce required manpower in all its sectors without duplication or misplacement of priorities.
 - (iii) Geographical distribution: In planning location is an important factor which concern is given preferences. As a result of this factor cost of education, type, choice, size and location of school are affected, Chàu (1969).
- (b) the laying of a sound basis for scientific and reflective thinking;
 - (c) citizenship education as a basis for effective participation in and contribute to the life of the society;
 - (d) character and moral training and development of sound attitudes;
 - (e) developing in the child the ability to adopt to his changing environment;
 - (f) giving the child opportunity for developing manipulative skills that will enable him to function effectively in the society within the limit of his capacity;
 - (g) Provide basic tools for further educational advancement including preparation for trade and crafts of the locality (P. 9).

An Overview on the Objectives of Primary Education

The National Policy on Education (2004), spelt out among other things the general objectives of primary education which are as follows:

- (a) the inculcation of permanent literacy, and ability to communicate effectively;

There is no doubt that the above primary school objectives are laudable and sound in reading and listening. In fact, these objectives, are related to the three educational domains namely, psychomotor, affective and cognitive.

However, if the central element in curriculum implementation (a teacher) is sub-standard or lacking the required qualities, the system will

certainly not realize these goals. In addition, variables exist for an educational planner to consider. These factors may help or otherwise in the achievement of managing education for goal attainment. These variables include: Gender; Age; Experience; Marital status; Qualification; Grade level; and Family Size.

Research Methodology

A questionnaire as an instrument was used to collect data. The questionnaire consists of general information and opinion of respondents. A t-test statistical tool was used in analyzing the data. In addition, pyramid graph was

depicted to capture the data on general information collected.

Hypotheses of the research were tested using co-efficient co-relation moment. Three schools were selected, these schools have the population of teaching staff of one hundred and fifty (150). Meanwhile, fifty (50) were selected as sample using the advice of Morgan and Krejcie (1974). But only forty seven questionnaires were returned. In addition, Adetoro (1986) suggests that those samples are representation of the whole in which generalization could be made. The method allows every element in the target population every chance of selection.

Data Presentation, Analysis and Discussion

Fig. I: Age Pyramid Distribution of Male and Female Teachers



Fig. I Indicates that the age distribution is higher at the base and goes up in a reduction manner. This could be attributed to either increase in employment of teachers or the teachers do leave the teaching job rapidly. The implication to educational planning could be why should the middle aged teachers be

fewer? Also any school that the high percentage of teachers is at the base, there is the tendency of youthful exuberance i.e. doing things not in accordance with the law. The pyramid ought to have high frequency at 25-30 years and 30-35 years.

Fig. II: Shows a pyramid based on teachers' number of children

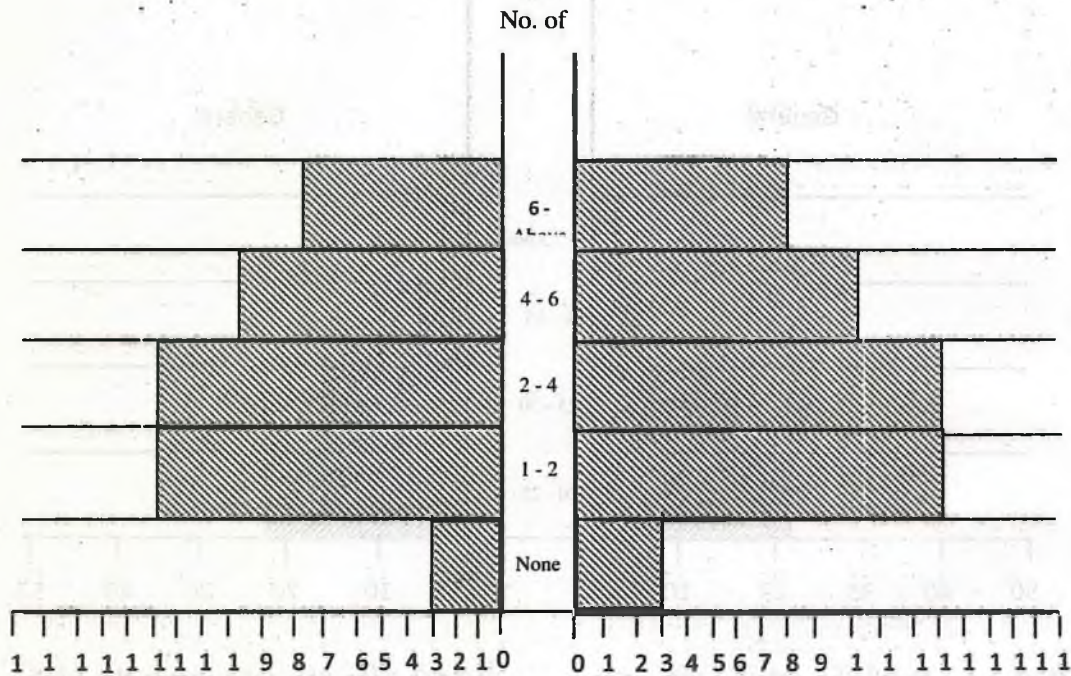


Fig. II shows that majority of teachers (whom are female) had 1-2 or 2-4 children. The cause is most of the teachers are within the age limit of having children (i.e. between 20-25 and 25-35 as indicated in fig. I). Also the figure shows that majority of the female teachers use to be on one leave or the other (most especially maternity). Indication, these female teachers performance could be affected or distracted when

breastfeeding. Therefore, it is up to education planners to forecast this situation and prefer remedies such as having a year plan. This will check absence of many female teachers that may also affect or bring about shortage of manpower.

Fig. III: A Pyramid showing years of teachers' working experience

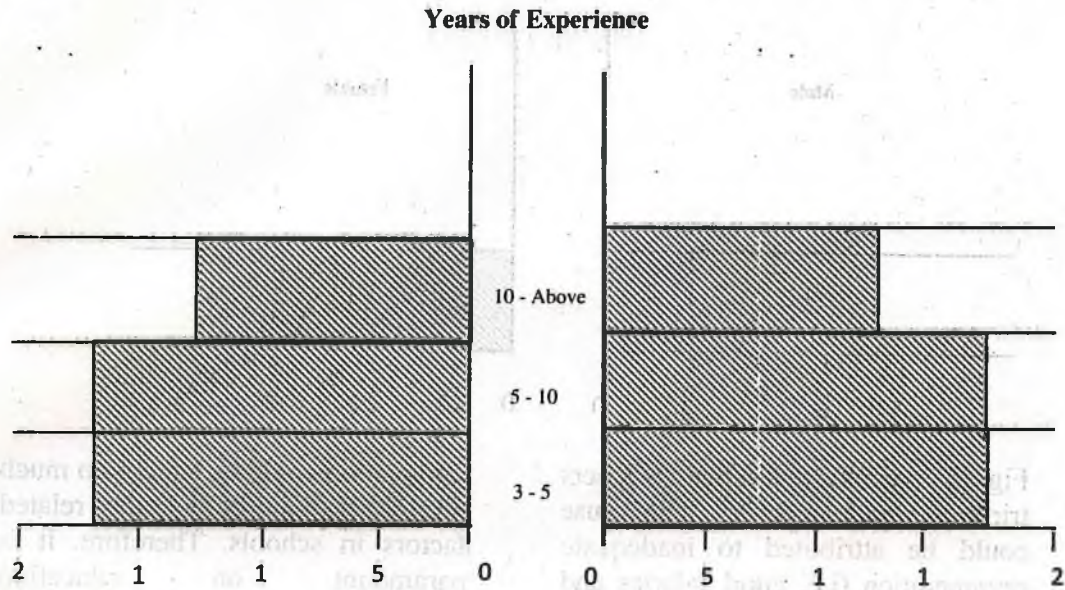


Fig. III shows that majority of teachers have the lowest experience 3-5 years. However, the case is the same with range 5-10 years. This could be said to be good as the middle age of the manpower is also

large (5-10 years). This could be attributed to steady employment of teachers, while, the implication is, there is equilibrium between experienced and inexperienced teachers, which is good.

Fig. IV: A Pyramid showing male and female distribution of teacher

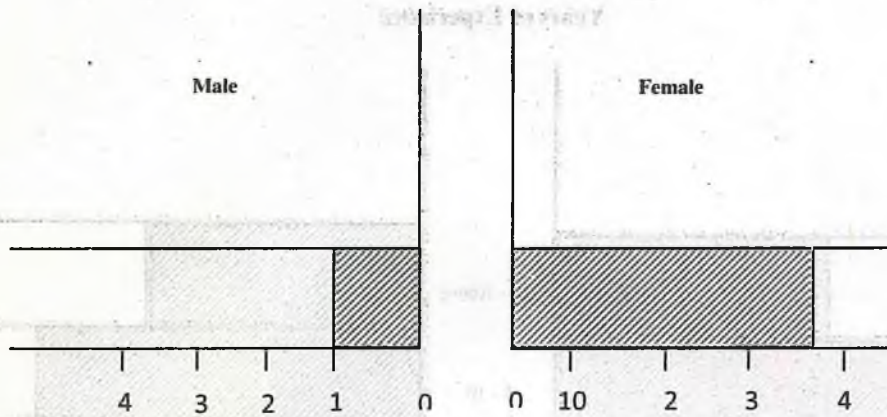


Fig. IV indicates that female teachers triple the male teachers. The cause could be attributed to inadequate remuneration (i.e. good salaries and other benefit), leaving teaching profession to other greener posture jobs, and societal attitude towards primary school teachers. The

implication could be having no much disciplinary control and other related factors in schools. Therefore, it is paramount on education administrators and planners to project this kind of situation and consider gender during employment.

Fig. V: A Pyramid showing qualification of teachers.

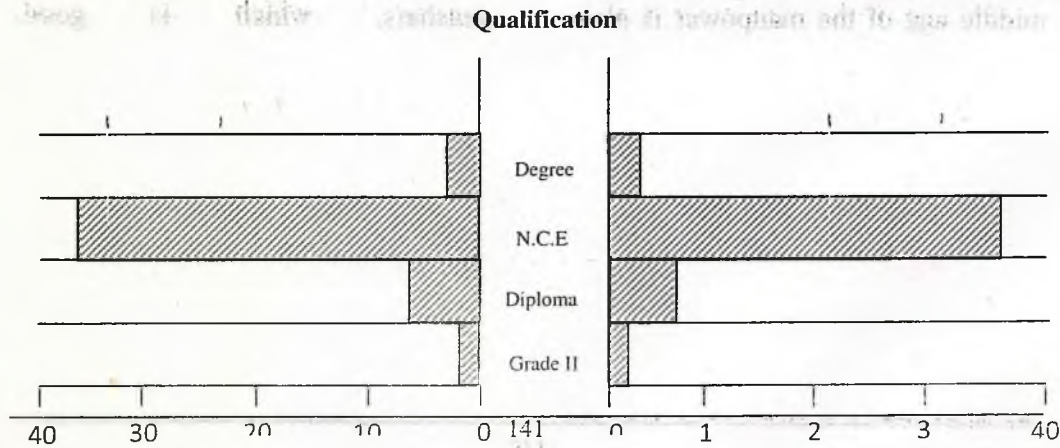


Fig. V shows that NCE certificate holders' in the data collected has the highest frequency. This is quite good because the minimum requirement to teach in primary school is NCE. However, it means there is low training for higher qualifications. This could be attributed to the authorities not allowing teachers to

go on in-service training or on the teachers themselves. Meanwhile, it is important to stress that training of staff enhances their productivity which in turn affect students' performance. While the opposite yield failure or low students' performance.

Fig. VI: A Pyramid showing age distribution of teachers' last child.

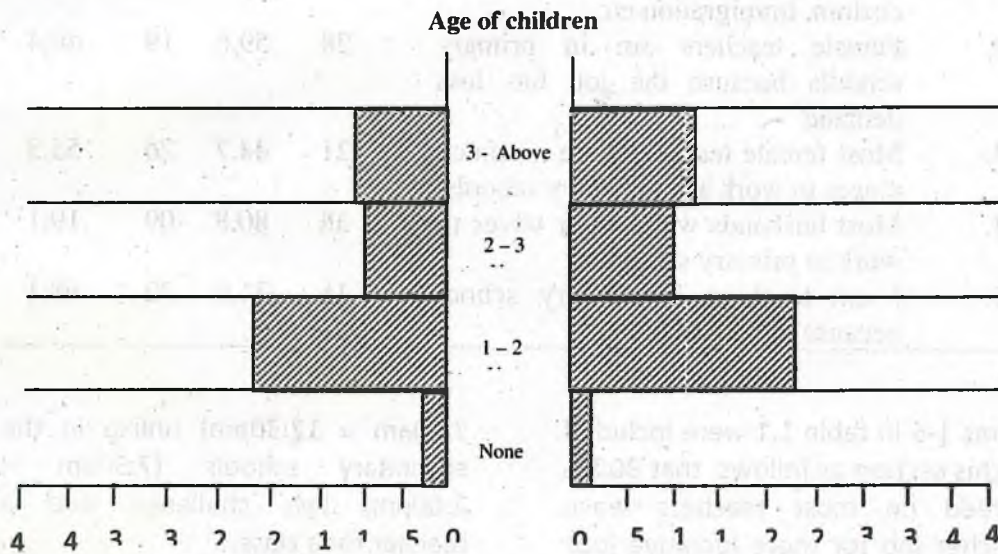


Fig. VI shows that the highest frequency of teachers' last child falls within the ages of 1-2 years. The cause could be attributed to the ages of the teachers which majority falls within 20-25 and 25-30. These ages are ages of women productive level. The implication could be the smooth

teaching and learning process may be disrupted due to materiality leave, absence to school due to pregnancy difficulties and also post delivery challenges of child upbringing in 6 month - 2 years. Therefore, it is important to take note of the number of female teachers on leave, so as to

plan their replacement for the teachers, which may affect the avoidance of overloading other attainment of stated goals.

Table 1.1: Opinion of respondents on causes or otherwise of increase in population of female teachers in primary schools in Zaria local government area

		RESPONSES			
S/No.	Item Statement	Agreed		Disagreed	
		F	%	F	%
1.	Most male teachers leave primary school for other jobs i.e. police, custom, immigration etc	38	80.8	09	19.1
2.	Female teachers are in primary schools because the job has less demand	28	59.6	19	40.4
3.	Most female teachers have no much places to work as in primary schools	21	44.7	26	55.3
4.	Most husbands wants their wives to work in primary schools	38	80.8	09	19.1
5.	I am teaching in primary school because of no option	15	31.9	32	68.1

Items 1-5 in table 1.1 were included in this section as follows: that 80.8% agreed on most teachers leave teacher job for more lucrative jobs like custom, immigration and police. The reason might be related to low salary scale and lucrative benefit and allowances. Item 2 indicates that 59.6% accepted that female teachers work in primary schools because the job has low demand. Low demand could be attributed to duration of working hours (i.e.

7:30am – 12:30pm) unlike in the secondary schools (7:30am – 2:00pm) less challenge and a teacher for a class.

While, item 3 reveals that respondents disagree with the statement with a very small differences (i.e. 55.3% disagreed and 44.7% agreed) whichever way most teachers stay in teaching because of no option. This is attributed to low lucrative salary. Item 4 shows that most husbands want their wives to

understand lessons. Item 10 states that teachers buy materials for teaching, 91.5% of the teachers agreed with the statement. This indicates that achieving education objective is also doubtful. In other words, there is no availability of instructional materials in primary schools in Zaria local education authority.

Conclusion

The study shows that: there is large number of 20-25 years old teachers, there is high frequency of 1-2 and 2-4 years of teachers' children, male teachers leave primary schools for other jobs, over 70-100 students are found in classes and teachers buy teaching materials themselves. This shows that the need for holistic change can never be overemphasised so as to move primary education forward in Zaria local education authority.

Recommendations

The following recommendations are put forward:

- i. Educational administrators and planners at all levels of education should have a data base section. This will help to have accurate information on age, experience,

qualification, male, female distribution etc for planning and projections.

- ii. Government should improve the salary and other incentives for teachers especially at primary schools level. This will help retain manpower within the primary level.
- iii. Government and stakeholders in education should improve in funding education. This will help in improving teaching equipment in schools, reduce congestion in classes and recruit more teachers to meet the 35-1, students, teacher ratio. It is assumed that achieving education objectives must obtain some of the things mentioned above.

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work in primary school with 80.8%, in addition, item 5 indicates that teachers are generally in primary schools not because they have no option, this opinion had 68.1%. This

may be attributed to high number of female with low qualification at the primary level as indicated by the data collected.

Table 2.2: Opinion of respondents on supply of instructional materials for the achievement of objectives of primary education in Zaria local education authority

RESPONSES					
Item Statement	Agreed		Disagreed		
	F	%	F	%	
6. Most of the time 2 or 3 female teachers are on maternity	39	82.9	08	17.0	
7. There is shortage of teachers in our school	24	51.1	23	48.9	
8. There are over 70-100 students in every class	34	72.3	13	27.6	
9. Very few pupils understand my lesson	19	40.4	28	59.6	
10. I buy materials for teaching aids and lesson plan	43	91.5	04	8.5	

Items under this section were from 6-10. In item 6 the respondents confirms the statement that most of the times 2-3 female teachers are on maternity (i.e. 82.9% agreed). This statement is also confirmed in fig. I and VI. While items 7 and 8 agreed with the statement with 51.1% and 72.3% respectively, that there is shortage of teachers in schools and

there are over 70-100 students in every class respectively. Without deep argument, this has shown that teacher factor and material. Therefore, goal achievement is doubtful.

Meanwhile item 9 sought the opinion of respondents on whether students do not understand lessons, 59.6% disagreed, i.e. students do

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