

Utilization of the Primary School Teachers in Ogun Central Senatorial District, Nigeria

¹Olaolu Sunday Ogundeyi & ²James Onukwu Nwabianke

^{1&2}Department of Educational Management,
University of Benin, Nigeria

Abstract

Optimal teacher's utilization is essential in educational policy planning and successful educational plan implementation. However, this can be attained by an x-ray of factors that affect the supply of teachers as well as constant assessment of teachers as an educational resource, followed by training and development which are pre-requisite for proper allocation and utilization of teacher. This paper discusses the utilization of primary school teachers in Ogun Central Senatorial district. Data were collected from the state universal primary Education Board and analyzed. The utilization of the primary school teachers was looked from teacher-pupil's ratio, rural-urban school dimension, gender and age perspectives. The Educational planning points to the fact that teacher utilization level is a prerequisite for proper projection of teacher demand and supply, and this also make it possible to know the difference between the conventional and the localized utilization rate.

Keywords: *Primary school, Teachers and Utilization*

Corresponding Author: Olaolu Sunday Ogundeyi

Background to the Study

School teachers are the major human resource in education. Teachers are the educational experts which make the educational system to function effectively and efficiently. The operation of school as an organization is feasible with the availability of teachers, and the survival of school depends largely on the ability to utilize the acquired skills and knowledge of the teachers at minimum cost with maximum benefit. The teaching work force is the manpower that has gone through training and development. Their improper utilization, whether overutilization or underutilization is usually counterproductive, while optimal utilization may be difficult to achieve.

Teachers utilization is the process of making use of teachers as a school resource in the course of training pupils for the benefit of the society. Teachers utilization as an educational production input is an essential input for a virile school activity, as well as basis for all school activities. Ajani and Akinyele (2004) as cited by Bayo (2015) claimed that optimal class bring about optimal utilization of teachers. Babalola and Ige in (2012), found that it is the effective utilization of teachers rather than its mere availability that impacts students' academic performance. Utilization of experienced teachers is also expected to lead to high productivity in the school system. For Teachers optimal utilization to take place, considerations such as teaching force assessment which must border on the evaluation of the work to be done, the right cadre of teachers for the work and adequate number of teachers required, since optimal utilization is usually a function of qualification of teachers to be employed. Work level is also a major factor for proper utilization and determinant for the quantity of teachers to be employed. This paper therefore tried to expose the utilization of teachers in Ogun state central senatorial district towards ensuring that policy makers in the state are conscious and adjust accordingly for effective utilization of teachers in the primary schools in the area.

Literature Review

Primary school teachers have to take all the eight periods per day, expecting them to comfortably take the eight periods per day, marking of assignment and performing other co-curricular activities may lead to outright turn out of teachers. Aghenta (1993) posits that teachers are not properly utilized but that does not preclude the few ones that are over-utilized. The National Open University of Nigeria in 2010 also pointed out that there has been proof of gross inefficiency in the way teaching force is allocated and utilized by the school system in its educational policy analysis. Teaching force is provided essentially to be utilized. Teachers will be of little importance if they are not utilized, they may be under-utilized when there are on ground more teachers than required to handle the conventional number of pupils or the teaching periods. Over utilization of teachers is typically high admission rate without corresponding expansion of the existing teaching force. It is a situation that calls for concern if teachers are under-utilize or over utilize.

Amoo as early as (1982) carried out a study of teacher's demand and supply in Ondo State. In his study, he identified wide gaps between the demand and supply of qualified teachers in the state. Shortage of qualified teachers demand as revealed by the findings of his study was expressed as 44% in the 1979/80 session, 56% in the 1980/81 session and 51% in the 1981/82

session. He argued that the planning for free secondary education in the state was faulty and inadequate. He stressed further that the situation would worsen if efforts were not made to train well qualified teachers to meet up with the consistent increase of students' enrolment in the state secondary schools. Also in Oyeka (2002) study titled "An analysis of resource management in public Secondary Schools in Edo state" revealed that, "teachers in urban secondary schools had an average weekly workload per teacher of 20 periods, while those in rural secondary schools had an average weekly workload of 24 periods.

As cited by Akinsolu (2011), the study on 'effective allocation, coordination and utilization of human resource through the system approach' by Ojedele (1984) revealed that teachers were not equitable allocated and this result to wastage and negative influence on teaching efficiency. In another development related to the study, Ibadin, (2010) in his study on an analysis of teachers' utilization in urban and rural secondary schools in mid-western states of Nigeria revealed that urban secondary school teachers had an average weekly workload of 16 periods, while their rural counterparts had 26 periods. The rural secondary school teachers were not only adequately utilized but they were more utilized than the urban secondary school teachers.

Isoken and Adeyemi (2017) investigated the levels of deployment, utilization and job performance of teachers in the Public Senior Secondary Schools in Edo state, Nigeria from the customers' perspective. The specific objectives were to determine the level of deployment of graduate teachers in Edo State public senior secondary schools and to identify the level of deployment of graduate teachers in the different teaching subjects in Edo State public senior secondary schools. The study adopted descriptive survey research design. The population of the study was made up of 3366 graduate teachers deployed to 306 public secondary schools in the 18 local government areas as at 2010/2011. A sample size of 396 graduate using multi-stage randomly selected procedure determination from a finite population. Questionnaires were distributed to the filled and returned. Validity of the instrument was measured using content validity, and this was done by experts from the academia. Internal consistency was done using Cronbach alpha coefficient test statistic to test the reliability of the instrument, yielding a coefficient of 0.78. The hypotheses were tested using Pearson product moment correlation at 5% probability level of significance and regression analysis with charts for illustrations. The findings indicated that: There is low deployment and uneven distribution of graduate teachers to public schools. Also, poor utilization of these teachers was very obvious.

Main while, Usen (2016), examined the relationship between teachers' utilization of school facilities and academic achievement of student nurses in Human Biology in schools of Nursing in Akwa Ibom State. Four (4) specific objectives, four (4) research questions and four (4) null hypotheses were formulated to guide the study. Ex-post facto survey design was adopted for the study. The research population was One Hundred and Seventy-Three (173) student nurses in Preliminary Training Session (PTS) in the three (3) accredited Schools of Nursing in Akwa Ibom State. The sample size of One Hundred (100) students was selected for the study using proportionate stratified random sampling technique. The researcher developed two (2) instruments tagged 'Teachers' Utilization of School Facilities

Questionnaire (TUSFQ)' and 'Students' Achievement Test on Human Biology (SATHB)' used in collecting data for the study. The TUSFQ and SATHB were validated through face validity by three (3) experts in the Test and Measurement unit of Faculty of Education, University of Uyo, Uyo and three (3) other experts in Directorate of Nursing Services, Ministry of Health, Uyo respectively. The reliability coefficients of 0.82 and 0.74 for TUSFQ and SATHB respectively were established using Spearman Brown Reliability Analysis. Pearson's Product Moment Correlation (PPMC) was used for data treatment. The findings of the research revealed that there exists significant positive relationship between teachers' utilization of school facilities (library, laboratory, information and communication technology (ICT) center and recreation center) and academic achievement of student nurses in Human Biology.

Under-utilization makes teachers to be idle and eventually leads to wastage of the financial resources invested in the school system, while over-utilization leads to over stretching of the teachers which will eventually takes its toll on the teachers well-being. Measuring utilization of teachers enables educational authorities to justify the rationale for teacher's recruitment or otherwise. However, Oni (1995) posits that educational resources are provided to be utilized, and their maximum benefit at minimum cost should be ensured and delivered by the members of the academic community.

Utilization of Teachers According to the Teacher-Pupils Ratio

Effective utilization of teachers relies on the number of pupils assigned to a teacher. The number of pupils assigned to a teacher for the purpose of educating and training, known as teacher-pupil's ratio can make teacher to be under-utilized, optimally utilized, or over-utilized when compared with the benchmark. The utilization of teachers in Ogun State has been an issue among many academic scholars. Some have argued that teachers in the state are under-utilized while others are of the opinion that the limited number of teachers are over-utilized hence, the rationale for this work. The tables below shad lights on the topic of discussion.

Table 1: Utilization of Teachers According to the Teacher-Pupils Ratio

S/N	Ogun Central LG Areas	Pupils Enrolment, 2016-2017	No of Teachers in Post	Teachers/pupils Ratio	National Benchmark Ratio	Mean Benchmark
1	Abeokuta North	28,600	1,292	1/22	1/40	1/35
2	Abeokuta South	30,083	1,103	1/27	1/40	1/35
3	Odeda	24,827	1,201	1/20	1/40	1/35
4	Obafemi /Owode	27,830	951	1/29	1/40	1/35
5	Ifo	43,681	1,104	1/39	1/40	1/35
6	Ewekoro	19,055	546	1/34	1/40	1/35

Source: Ogun State Universal Basic Education Board, 2015/2016 Session

The conventional teacher/pupil ratio is 1/35, while the data above depicts that across the senatorial district, no teacher is over utilized when compared with the conventional ratio. However, there are cases of under-utilization across the six local government areas. Abeokuta North has teacher-pupil ratio of 1/22, Abeokuta South 1/27, Odeda 1/20, Obafemi Owode 1/29, Ifo 1/39 and Ewekoro 1/34. The lowest under utilization rate was noticed in Odeda Local Government area which may be due to its rural nature while the highest under utilization rate was noticed in Ewekoro Local Government which is also rural area and slight over utilization observed in Ifo Local Government area due to its contiguity with heavily populated Lagos State.

The gross under-utilization of teachers may be due to consistent recruitment, several governments teacher's recruitment initiatives at all levels of government. Pupil- teacher ratio assessment may prove useful for future school planning and management programmes in rural primary schools and comprehensive for quality education. Jana, Arui, Dutta and Sar (2016). There is also a significant relationship according to Ajani and Akinyele (2014) between student perception of student-teacher ratio and academic achievement, which is traceable to how they are properly utilized.

Utilization of Teachers in Rural and Urban Schools

The spatial and geographical distribution of teachers between the rural and urban primary schools ought to necessarily reflect the school population distribution pattern of the school age group. Non-reflective distribution of teacher according to the population distribution pattern may lead to under or over-utilization of teachers. Aghenta (1993) in a study noted that teachers are not well utilized, some are over-utilized in the urban area when compared with their counter-parts in the rural area. While schools easily spring up in the urban area than rural areas, only special intervention from government or from special interest groups assist in establishing schools as desired in the rural areas. This trend will have impact on teacher's utilization, with over-utilization experience in the urban, and under-utilization in the rural area.

Table 2: Utilization of Teachers in Rural and Urban School

Urban Local Government Areas	No of Urban Teachers	Urban Enrolment	Teacher-Pupils Ratio	Rural Local Areas	No of Rural Teachers	Rural Enrolment	Teacher-Pupils Ratio
Abeokuta North	1,292	28,600	1/22	Odeda	1,201	24,827	1/20
Abeokuta South	1,103	30,083	1/27	Obafemi-Owode	951	27,830	1/29
Ifo	1,104	43,681	1/39	Ewekoro	546	19,055	1/34
Total	3,499	102,364	3/88		2,698	71,712	3/83

Source: Ogun State Universal Basic Education Board 2015-2016

According to data on table two (2), the total number of teachers in urban primary schools in the senatorial district is 3,499, (56.5%) each teach 102,364 pupils (58.8%), while the total number of teachers in the rural schools in the district is 2,698 (43.5%) are in charge of 71,712 pupils (41.2%).

It can therefore be statistically deduced that both rural and urban teachers are superficially optimally utilized since the issue of under or over-utilization of primary school teachers based on teacher workload ratio is not feasible due to the teaching and administrative style applied at that level of education.

Utilization of Teachers based on Gender and Age

The sex and age distribution of the teachers are of special importance when calculating the optimal utilization of teachers due to the lopsidedness of recruitment between the sexes and age of entrance into the profession, and subsequent retirement trend will have effect on the utilization trend of the teachers.

The composition of the teaching force by gender is of great importance, since most time female teachers may have a more restricted service ability especially in the rural areas, and a greater likeliness to leave the profession due to marriage. Based on the National Population Commission (2007) claims that females are more than males in the Nigeria population, this is expected to get reflected in the teacher's sex composition in the teaching force. According to the table on the senatorial district, most of the teaching force members who are female teachers are prone to getting more leaves than their male counterpart, teachers who are more than fifty-five years old are also prone to getting sick or other related form of leave, and this affect period of utilization.

Table 3: Utilization of Teachers According to Gender

Gender	Number of Teachers	Periods out of Utilization				Total%
		Annual Leave	Maternity Leave	Study Leave	Others	
Male	690	Applicable	Non-Applicable	Applicable		11.1
Female	5,507	Applicable	Applicable	Applicable		88.9
Total	6,197					100

Source: Ogun State Universal Basic Education Board 2015/2016 Session

According to the data in the above table, a larger population of the teachers in the senatorial district primary school are females who are prone to more leaves apart from the annual leave and this reduces their utilization rate in the school system. Classes have to be merged in this situation therefore translating to over-utilization of teachers. Only 11.1% male teachers are teaching at this level of education in the senatorial district.

Table 4: Utilization of Teachers According to Age

Age	Number of Teachers	Period out of Utilization				Total %
		Annual Leave		Study Leave	Other Leaves	
20-30	600	Applicable		Applicable		9.7
31-40	490	Applicable		Applicable		7.9
41-50	3,507	Applicable		Applicable		56.5
51 Above	1,600	Applicable		Applicable		25.8
Total	6,197					100

Source: Ogun State Universal Basic Education Board 2015—2016 Session

According to the data above, the teachers that fall within age bracket 41-50 are more in the teaching service, 56.5%

Educational Planning Implication

The teacher's utilization level in the state is a pointer to the needs to sustain the level of optimum utilization currently experienced in the state which should serve as a basis for projection for teacher's demand and supply. Teachers availability in the public primary school and their utilization make planners to project adequately the needed human resource needed in the school system. Teacher's utilization depends on its availability, and its availability in adequate quantity and quality will only be possible if thorough planning is made in advance. The understanding of teachers' utilization will assist educational planners and administrators to be aware of the level of utilization of the teaching work force when compared to the conventional capacity level.

Conclusion

Trained teaching resource, teacher's utilization is very essential in educational policy planning and successful plan implementation. Teaching force as a resource has to be acquired, allocated and utilized as a prerequisite for learning and teaching to take place. Resources, including teaching force as a resource in education is a mean to an end, therefore, it's under or over utilization is likely to be counterproductive. Teaching force utilization requires proper staffing. For any educational system to be efficient availability and utilization of teachers are germane. Effective utilization in a functional educational system ought to take into consideration enrolment, and the number of pupils per teacher. Both education system enrolment and the number of teachers engaged must grow at almost the same rate as the growth of the school age population

Improper utilization of teachers as a result of imbalance that exists between the expansion of the educational system and availability of teachers as well as inadequate teachers in some schools can be curbed through well-articulated policy decisions.

Recommendation

1. Optimal utilization of teachers can be ensured by an x-ray of factors that affect the supply of teachers, such as the percentage of teachers who enter the teaching profession and retired in the system
2. Constant assessment of teachers as a resource, evaluating the work to be done, the level or cadre of personnel needed for the work and the quantity of teacher required by assessing the number of teachers required, period of teaching and other co-educational activities, optimal utilization becomes feasible
3. There must be enhanced training and development scheme to bring about optimum utilization of teachers, since it helps employee to acquire job-related knowledge, skills and abilities
4. Allocation of teachers is a pre-requisite for optimal teacher's utilization and therefore, allocation of teachers to schools must be carefully and rationally carried out.
5. Male teachers who are less likely to leave the educational system at this level due to all sorts of leaves should be engaged more than the female counterpart.

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