

## ADEQUACY OF TEACHERS FOR QUALITY SECONDARY SCHOOL EDUCATION IN DELTA STATE

*Ajudeonu Helen Ihieonyemolor, Ph.D*  
*Department of Primary Education Studies,*  
*College of Education,*  
*Agbor,*  
*Delta State.*

### Abstract

This study investigated the adequacy in quality and quantity of teachers in Public and Private Secondary Schools in Delta State. Quality refers to professionally qualified teachers and quantity refers to their numbers. Data for the study was updated statistical information on public and private secondary Schools from the Ministry of Education (Basic and Secondary) Asaba. The data were analyzed using percentages between public and private schools. The result of the study revealed that 84.1% of teachers in public and private secondary schools were professionally qualified while 15.9% were professionally unqualified. Teacher/student ratio of 1:18 in private

**Keywords:** Adequacy, Teachers, Quality, Quantity, Public and Private secondary schools.

The position of teachers in the educational system of a developing country like Nigeria is very strategic. The success of every education programme depends on the adequacy of teachers in such programme. Teachers adequacy in quality and quantity are important components in assuring the production of quality education.

Teachers are vital to the success of any education system irrespective of the availability of resources and fiancé.

Teachers adequacy as a subject which constantly attracts the attention of educationists all over popular opinion and accepted fact remain that “no educational system can rise above the quality of its teacher” (Fan 1981).

Although many researchers and studies have established the importance of teachers in the education system (Ukeje 1995) Jellema (2002) & Anoke (2005), it is pertinent to mention that today there are still many in the schools performing the role of teachers who are not teachers. Quality education is essential to the production of quality teachers. In order to achieve qualitative

teacher education in Nigeria, the Federal Government in the National Policy on Education (2004), set the following objectives.

- a) To produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system.
- b) To encourage further the spirit of enquiry and creativity in teachers.
- c) To help teachers fit into the social life of the community and society at large and to enhance their commitment to national objectives.
- d) To provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation and
- e) To enhance teachers commitment to the teaching profession.

These Objectives are laudable as paper statements but the Nigerian problem of implementation still hinders their successful achievement. In a study carried out by Ukeje (1995), he reported that the problem with teacher education today in Nigeria is matching quantity with quality. The quality of teachers still remains a determinant factor in the success of any education system. Teachers are the major force in

determining the quality of education in schools.

In the face of the present poor academic achievements and poor performance in external examinations quality assurance, through quality teaching is a necessity. Obanya (2003) buttressed the essence of teachers' adequacy when he opined that teachers must be quantitatively adequate, adequately educated and professionally prepared. But today the schools still inhabit teachers who are not professionally qualified teaching the learns and this has implications. Fagbolu (1990) stated that it is not easy to notice the effects of poor teaching immediately, but in the final analysis the mistakes of the teachers are devastating in effect the future of any nation than those of any known profession.

The concept of quality in education as opined by Maduewesi (2005) is the quality of educational input and its output in it's entirety. This study has become necessary due to falling stunted in students performance in external examination and the increase in examination malpractice in our schools. Therefore quality of education is a concern to all and sundry because the quality of teachers will also affect the quality of their products.

#### **Statement of Problem**

Every educational system at every level depends heavily on teachers for the execution of its educational programmes. Generally in Nigeria

school system especially at the primary and secondary schools levels, teachers' adequacy in quality and quantity has not been satisfactory. Added to the above, many problems in the educational system have been attributed to teachers especially in the areas of poor academic performance, school enrollment and students' morale. Viewing the poor quality of teachers and its implications on teacher efficiency and the reasons for students' poor achievement and low attainment, it has become necessary to investigate teachers' adequacy in terms of quantity and quality in public and private secondary schools in Delta State.

#### **Purpose of the Study**

The main purpose of this study was to investigate the adequacy of teachers in secondary schools in Delta State.

Specifically the study sought to:

1. Asses the quantity and quality of teachers in the Delta State Secondary Schools.
2. Investigate the teacher/student ratio in public and private secondary schools in Delta State.
3. Asses teachers' adequacy in terms of professional qualification in secondary schools in Delta State.

#### **Research Questions**

The study was guided by the following research questions.

1. How many public and private secondary schools are in Delta State?

2. What is the student enrolment in public and private secondary schools?
3. What is the population of teachers and the teacher/students ratio?
4. What is the quality and quantity of teachers in public and private secondary schools?

#### **Method of Study**

##### **Research Design**

The Study used a descriptive survey design. The study was on Delta State secondary schools teachers' quality and quantity. The data used for this study was obtained from the records of Ministry of Education Asaba, Delta State of the 2011 and 2012 academic session.

##### **Population**

The population of the study is all the public and private secondary schools which have been registered and are under the supervision of the state ministry of Basic and Secondary education, Asaba in Delta State. The public secondary schools four hundred and fifty two while. The private secondary schools are six hundred and nineteen in number. The pubic and private secondary schools are located in the twenty-five Local Government Areas of the state.

### **Instrument**

The instrument used for this study was structured questionnaire titled "Secondary Schools Stastical Records" in Delta State (SSSR). The question were 10- item checklists inventions that were validated y the researcher with the assistance of senior colleagues in the Department of Educational Foundation in the school of Education, collage of Education, Agbor. The checklist inventories sought information on number and type Government Areas of the state, the number and qualifications

of teachers and the population and sex of students in the schools .

### **Method of Data Collection and Analysis**

The researcher visited the State Ministry of Basic and Secondary Education and collected the data from the record in the Department of Training, Research and Statistics using the checklist inventories Questionnaire. The data were analyzed using percentages between teachers and students in both public and private secondary schools.

**Research Question One:** How Many Public and Private Secondary Schools Are in Delta State.

**Table 1: Public and Private Secondary Schools in Delta State**

S/N	Local Government Area	Public Schools	Private Schools
1.	Anioma North	20	5
2.	Anioma South	20	14
3.	Bomadi	8	5
4.	Burutu	19	3
5.	Ethiope East	26	31
6.	Ethiope West	22	26
7.	Ika North East	19	19
8.	Ika South	21	18
9.	Isoko North	20	18
10.	Isoko South	19	12
11.	Ndokwa East	27	2
12.	Ndokwa West	20	29
13.	Okpe	16	25
14.	Oshimili North	11	13
15.	Oshimili South	15	16
16.	Patani	9	1
17.	Sapele	18	47
18.	Udu	14	91

19.	Ughelli North	42	81
20.	Ughelli South	24	6
21.	Ukwani	13	14
22.	Uvwie	16	56
23.	Warri North	9	-
24.	Warri South	19	87
25.	Warri South West	5	-
	<b>Total</b>	<b>452</b>	<b>619</b>

Source = Ministry of (Basic and Secondary) Education, Asaba, Delta State. Statistical Data of secondary schools 2011/2012 session.

Data in table I indicate that there are four hundred and fifty two public secondary schools in Delta State. The private secondary schools are six hundred and nineteen in number. It could be seen that there are more private secondary schools in the state and it is

necessary to mention that in two Local Government Areas namely Warri North and Warri South West there were no private secondary schools. There are a total of one thousand and seventy one secondary schools in Delta State.

**Research Question Two:** What is the Student Enrolment in Public and Private Secondary Schools in Delta State

**Table 2: Students Enrolment in Public and Private Secondary Schools in Delta State**

Schools type	No of schools	No of males	%	No of females	%	Total
Public Schools	452	116,103	51	109,888	49	225,991
Private Schools	619	53,945	51	52,505	49	106,510
	1071	170,048	51.2	10245	49	332501

From the data on table 2, the public secondary schools have a total students enrolment of 225,991, with 116,103 male students representing 51% and 109,88 female students representing 49%. The private secondary schools

have a total of 106,510 students, with 53,945 male students which represents 51% and 52,565 female students were which also represents 49%. The state secondary schools had a total student's

*Adequacy of Teachers for Quality Secondary School Education in Delta State. Ajudeonu Helen Ihieonyemolor, Ph.D*

enrolment of 332,501 in one thousand and seventy one secondary schools.

**Research Question Three:** What is the Teacher-Student Ratio in Delta State Public and private secondary schools

**Table 3: Teacher Student Ratio in Public and Private Secondary Schools in Delta State**

Schools type	No of school	No of Teachers	Population of students	Teacher/student Ratio
Public Schools	452	14,269	225,991	1.16
Private Schools	619	6,045	106,510	1.18
<b>Total</b>	<b>1071</b>	<b>20,304</b>	<b>332,501</b>	

**Table 3:** Shows students enrolment in public schools of 225,991 (68%) against private schools with 106,510 (32%), the total number of students in the state is 332,501.

Public secondary schools have 14,269 teachers representing 70% of teachers in the state against 6045 in private schools representing only 30% of teachers in the state secondary schools.

The teacher population in public schools is 14,629 as against 6045 in private schools. Teacher/student ratio is 1.16 in public schools against 1.18 in private schools. The overall teacher/student ratio is 1.16.?

**Research Question four:** What are quantity and quality of teachers in public and private secondary schools in Delta State.?

**Table 4: Quality and Quantity of Public and Private School Teachers**

PUBLIC SCHOOL TEACHERS						PRIVATE SCHOOL TEACHERS					
S/N	Local Government Areas	Total no of teachers	Graduate Teachers with Teaching qualifications	Graduate Teachers without Teaching qualification	N.C.E Teachers	HND and others	Total no of Teacher	Graduate Teachers with Teaching qualifications	Graduate Teachers without Teaching qualifications	N.C.E Teachers	HND and others
1.	Anioma North	520	373	31	200	46	131	36	57	34	9
2.	Anioma South	395	229	04	147	7	63	13	15	16	10
3.	Bomadi	129	91	0	38	0	69	12	25	17	15
4.	Burutu	153	76	21	55	5	16	9	0	7	0
5.	Ethiope East	799	480	123	192	5	311	101	15	115	97

*Adequacy of Teachers for Quality Secondary School Education in Delta State. Ajudeonu Helen Ihieonyemolor, Ph.D*

6.	Ethiopia West	468	303	60	133	4	284	85	33	132	34
7.	Ika North East	915	592	8	311	4	147	68	22	60	9
8.	Ika South	593	365	12	207	11	153	56	57	43	5
9.	Isoko North	583	304	68	196	19	97	20	23	33	48
10.	Isoko South	402	308	22	123	6	116	34	21	48	13
11.	Ndokwa East	116	82	0	30	0	-	-	-	-	-
12.	Ndokwa West	410	245	40	112	13	232	78	54	77	23
13.	Okpe	395	229	64	147	7	158	80	17	33	20
14.	Oshimili North	724	103	502	90	30	85	22	9	47	5
15.	Oshimili South	832	562	103	199	27	210	53	59	64	10
16.	Patani	160	90	14	54	3	-	-	-	-	-
17.	Sapele	712	572	37	64	32	465	169	104	149	50
18.	Udu	656	435	47	149	33	1022	490	103	396	76
19.	Ughelli North	1,126	793	82	275	29	675	231	102	289	100
20.	Ughelli South	574	424	49	144	10	31	19	3	9	0
21.	Ukwani	306	261	19	89	10	366	201	19	89	10
22.	Uvwie	832	611	181	191	6	618	214	0	247	33
23.	Warri North	194	89	26	75	7	-	-	-	-	-
24.	Warri South	1,145	791	50	528	25	1069	461	137	363	110
25.	Warri South West	147	79	11	59	1	-	-	-	-	-
	<b>Total</b>	<b>14,269</b>	<b>8,487</b>	<b>1,634</b>	<b>3,808</b>	<b>340</b>	<b>6045</b>	<b>2,512</b>	<b>875</b>	<b>2,272</b>	<b>386</b>

Source: State Ministry of Education Basic and Secondary Education Asaba.

From table 4A There are fourteen thousand two hundred and sixty nine (14269) teachers in public schools and six thousand and forty five (6045)

teachers in private secondary schools in Delta State. The total number of teachers is twenty thousand three hundred and four (20304) in Delta State.

**Table 5: Quality of Teachers in Public and Private Secondary Schools in Delta State**

School type	No of schools	Professionally Qualified Teachers	%	Non-Professionally Qualified Teachers	%	Total
Public School	452	12,295 (72%)	86%	1974 (61%)	14%	14,269
Private School	619	4,784 (28%)	79%	1261 (39%)	21%	6045
<b>Total</b>	<b>1071</b>	<b>17079</b>	<b>84</b>	<b>3,235</b>	<b>16%</b>	<b>20,304</b>

Data in Table 5 revealed that 17,079 (84%) were professionally qualified teachers in the state against 3,235 (16%) were not qualified professionally. The public schools had 12,295 (72%)

qualified teachers while private schools had 4,784 (28%) qualified teachers.

Non-professionally qualified teachers are 1974 (64%) and 1261 (39%) in the public and private

*Adequacy of Teachers for Quality Secondary School Education in Delta State. Ajudeonu Helen Ihieonyemolor, Ph.D*

secondary schools respectively. Out of the 20,304 teachers in Delta State only 3,235 do not have teaching qualification.

The overall total of professionally qualified teachers is 17079.

**Table 6: Teachers with Professional Qualifications in Categories (Degree/NCE)**

Schools type	No of schools	Degree Category	%	NCE	%	Total
Public School	452	8487 (77%)	69%	3808 (63%)	31%	12,295
Private School	619	2512 (23%)	53%	2272 (37%)	47%	4784
<b>Total</b>	<b>1071</b>	<b>10,999</b>	<b>64.4</b>	<b>6080</b>	<b>36.6</b>	<b>17079</b>

**Data in table 6** Showed the categories of professionally qualified teachers in Delta state public and private secondary schools. There are a total of 10,999 (64%) teachers with degree certificates and 6080 (36%) with NCE certificates in Delta State. Out of 10,999 qualified teachers with degree certificates 8487 (77%) are in the public schools and 2512 (23%) are in private schools. The public schools have NCE qualified teachers of 3808 (63%) against the private schools certificated teach of 2,272 (37%). The result revealed that there are more teachers with degree certificates than NCE teachers in Delta State secondary schools.

#### **Discussion of Results**

The main purpose of this study is to assess the quality and quantity of teachers in public and private secondary schools in Delta State. Table one indicates that in the twenty-five Local

Government Areas of the State only two Local Government Areas have no private secondary schools. This showed that the deregulation of the education with private participation has increased. This indicated an improvement in private participation in education. An earlier study of Ajudeonu (2008) revealed that five local Government Areas in the state did not have any private secondary schools by 2004/2005 academic session.

Research question two revealed that students enrolment in public schools is higher than that of private schools. The study showed that contrary to popular opinion that with deregulation of education that private schools are more populated than public schools. Although as observed by Ikoya and Ikoya (2005), most private schools are concentrated in urban areas where people could afford the high fees paid in



such schools. This means that most people in the rural areas still patronize the usual public schools thus keeping the enrolment high.

The result of this study is in agreement with Omorie (2005) who reported that student enrolment in public secondary schools are higher than those of private schools in Edo State.

The result on table 3 indicated a low teacher-students ratio in both public and private schools in comparison with the stipulated National policy on Education of 1:40. The result revealed teacher/students ratio of 1:16 and 1:18 in the public and private secondary schools respectively. This result is contrary to popular opinion that teachers are few compared to the number of students in schools especially in public schools. It is pertinent to mention that the problem with these schools is shortage of classrooms which causes overcrowding in classrooms since a classroom accommodate more than an arm of a class.

Also the low teacher-student ratio could be due to the sharing of schools into Junior and Senior schools one of the class (for example a school having just a block of 5 classrooms could be made to cater for students from JSS 1 to SSS 111. These JSS 1 to JSS III could have A- E. Here students are squeezed into the available classrooms).

Research question four assessed the quality and quantity of teachers in secondary schools in Delta State. The analysis on table 5 revealed that there are more teachers in public schools than in private schools. This support the fact that government is the highest employer of labour. Table 5 shows that 12,295 (80%) of teachers in public secondary schools were professionally qualified teachers and in private schools 4,784 (79%) were also qualified teachers. Teachers without the basic teaching qualifications were 1974 (14%) and 1261 (21%) in the public and private secondary schools respectively.

Furthermore, the state has a total of 20,304 teachers in Public and private secondary schools 17,079 (84%) were qualified teachers with only 3235 (16%) not qualified. The result of this study agrees with Omorie (2005) but disagrees with the findings of Asuru (2007) which resported that there were more unqualified teachers in Rivers State.

Table 6 analyzed the professionally qualified teachers in the categories of degree and NCE certificates. The result revealed that out of the total of 17,079 professionally qualified teachers in the state, 10,999 (64%) were holders of the first University degree certificate. This result goes long way to show the improvement of teachers in academic pursuits in upgrading themselves academically. This

*Adequacy of Teachers for Quality Secondary School Education in Delta State. Ajudeonu Helen Ihieonyemolor, Ph.D*

---

study has proved that there are still teachers in public and private secondary schools without teaching qualifications. This issue has remained a paramount issue of the teaching profession. It is important to state that there is on improvement compared to previous studies where shortage of qualified teachers were reported. Osokoya (2003), Omorie (2005) and Asuru (2007).

The issue of unqualified teachers will continue to undermine the standard of education in the state and in the country. These unqualified teachers would be deficient in the requisite knowledge and skills of curriculum delivery and school management.

#### **Conclusion /Recommendations**

Teacher's adequacy in quality and quantity is essential for the education system of the country. Only qualified teachers should be recruited to teach in schools so as to achieve the educational goals and objectives.

- i) The Ministry of Basic and Secondary Education should ensure teachers adequacy in the private secondary schools by carrying out adequate supervision of the registered schools.
- ii) Unqualified teachers in the school system should be given a deadline of about four years to upgrade themselves or be redeployed as non academic staff.

- iii) The teacher/student ratios in both public and private secondary school are far lower than the stipulated NPE ratio of 1:40 and the Government should examine this issue since there are so many private schools operating in the state are not registered.
- iv) Teachers are inevitable for the educational system and development of this nation. Therefore, teachers in the educational institutions should be quantitatively adequate, adequately educated and professionally qualified.

#### **Reference**

- Ajudeonu H.I (2008) *Relationship between Work-Related Stress and Job Performance Among Secondary School Administrators in Delta State*. (Unpublished Ph.D Thesis).! Delta State University, Abraka
- Anoke K.N (2005) Qualitative Music Education: A Veritable tool for child development. *Journal of Qualitative Education* 1.2.
- Asuru, V.A. (2007) "Teacher Quantity and Quality for the UBE in Rivers State" *African Journal of Educational Foundations (AZEF)* 3:1. (.196-207)

*Adequacy of Teachers for Quality Secondary School Education in Delta State. Ajudeonu Helen Ihieonyemolor, Ph.D*

---

- Fagbolu, S. (1990) *Curriculum Planning and Implementation of Objectives in Higher Education in Africa*. Lagos Macmillan and Co.
- Federal Government of Nigeria (1981) *National Policy on Education* (3<sup>rd</sup> ed) Lagos. NERDC Press p.17
- Ikoya, P.O & Ikoya O.V. (2005) Determents of Royal-Urban Disparity in private Sector Participation in the Provision and Management of Education in Delta State”. In Akpa, C.O, Udoh, S.U. and Fagbamiye, E.O. (Eds) *Deregulating the provision and management of Education in Nigeria*. NAWAP 2005.
- Jellema, A. (2002) A Quality Education for all Priority Action for Governments, Donors and Civil Society. [www.campaign](http://www.campaign) Evaluation of Basic Education. A Comprehensive Model.
- Federal Government of Nigeria (2004) *National Policy on Education*. Lagos: NERDC.
- Maduewesi, E.B (2005) *Bench Marks and Global Trends in Education*, Benin Dayslava Influence Enterprise.
- Obanya, Pair (2003) Quality Evaluation of Basic Education. A Comprehensive Model. *Nigeria Journal of Educational Research and Evaluation* 4:1(87-89).
- Omorogie, E.O. (2005) Teachers Adequacy and Deregulation of the education sector: A comparative of public and private secondary schools in Edo State” *Deregulating the Provision and Management of Education in Nigeria*. G.O Alapa, S.U. Udoh and E.O. Fagbemiye (Eds) NAEAP 2005 (148-152).
- Osokoya, I.O (2003) 6334, *Education in Nigeria. History, Strategies, Issues and Problems*. Ibadan Computer Age Publishers Ltd.
- Ukeje, B.O. (1995) *Education for Social Reconstruction* Lagos. Macmillan Press