

## An Evaluation of Teachers' Utilization in Zaria Secondary Schools: Implication for Guidance and Counseling

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### ABSTRACT

*It is popularly said that teachers produces their kind, the heavy investment in education by Government have not been actualized when compared with the poor performance in external examinations and behavioral of the students. It seems as if the available human and material resources have not been effectively harnessed to achieve the expected goals of secondary education in Zaria Local Government Area of Kaduna State, Nigeria; therefore, the study tries to look at the teacher students ratio in general and the ratio of these with regards to the two compulsory subjects, that is Mathematics and English. The study revealed that teachers in the study area are not effectively utilized. The study further revealed that the teachers were of lower quality, and recommended that teachers should be trained and retrained this training should include guidance and counseling.*

**Keywords:** Evaluation, Teacher, Utilization, Secondary Schools, Implication, Guidance, Counseling

### INTRODUCTION

The total development of a child can only take place in an environment conducive for teaching and learning. It is in realization of the above that all educational services which can promote teaching and learning in schools are given prominent attention by educational planners. Counselling services are among the school educational services, Education is a race between civilization and catastrophe, and if anyone thinks that education is expensive he should try ignorance (Esan, 1991), this implies that education is the pivot of development and the wealth of a nation can be seen from the educational status of its people. Furthermore, Coombs 1968, Afe, 1991, Writing on the issue of supply and demand of teachers they stated that, next to students, teachers are the largest, most extensive and crucial inputs of an education system. This fact is also supported by the governments who in various documents recognized the central importance of teachers in the education process Fafunwa, 1967; Afe, 1989 opined that of all educational problems that beset the African Continent today, none is as persistent or as compelling as the one relating to the training of a competent teacher who directly and indirectly is bound to influence the quality and quantity of services provided by all other teachers and professors, as poor teachers tend to reproduce their own kind, As part of vocational guidance and counselling programme, career development enables guidance counsellors to assist individuals to identify and learn the skills by which they can be more effective in planning for, choosing jobs, in making effective transitions and adjustments to work, and in managing their own careers and career transitions effectively. Career development, for most people, is a lifelong process of engaging the work world through choosing among employment opportunities made available to them. Teachers determine what ultimately happens to educational policies, curriculum guidelines, and the use to which teaching-learning materials are put, adequate financial and material utilization and in fact the rate of a nation's development. What teachers do, or did not do, what they are capable or not able to do, what they want or need to do, determines to a great extent, the effectiveness of what children actually learn these actions shapes the child, they play a significant role in the

determination of the quality of education and indeed the development of a nation. The ultimate realization of any educational goal or objectives lies on the teacher, with an adequate involvement of the government which is the political will to do the right thing. The teacher is the most important manpower needed to develop other manpower, this implies that the quality of a teacher should not only be determined by his intellectual ability but his personal characteristics and to some extent his socio- cultural background. Teachers are the pillars for the realization of educational goals and objectives they are the drivers in the development of optimum condition for learning, in view of this enormous role of teachers they should be given adequate assistance to accompany these goals, in Nigeria the educational system is made up of four elements students, teachers, government and curriculum, while the teacher can control two of these (students and curriculum) he is at the mercy of the third (government), unfortunately the government lacks the political will to adequately enhance the teachers job. This singular action has led to decline in teacher's effectiveness with a corresponding decline in education. It is based on this background that this study examined the utilization of public Junior secondary school teachers in Zaria metropolis, from 2010/2011 to 2013/2014 so as to assess how effective teachers are utilized in the state public Junior secondary schools. The recommended students' population in a single classroom is a maximum of 40 that is Teacher, student ratio; 1:40(UNESCO, 2000, FGN, 2004), again the UNESCO Standard for teacher's workload was 22 periods per week (Roach, 1995).

## **THEORETICAL FRAMEWORK**

The background of this research is based on the effectiveness of educational system (with emphasis on schooling) this includes inputs, process and output, effectiveness here, is the degree to which the inputs is processed to give a desired output, the teachers are the second largest and most crucial input after the students in the education system and the pivot, driver and processor of the education business, the output can only be useful if the teacher directs, control and coordinate the process (process includes desired values, dispositions, or in summary "DESIRED CONTENT" etc). When the teacher cannot effectively manage the process the output becomes unemployable and difficult to manage or utilized.

INPUT → PROCESS → OUTPUT

The teacher's utilization rate is measured using the teacher pupil ratio, this is calculated as:

Number of Students' ÷ Number of Teachers

While the effectiveness of teacher in addition to the above, took into consideration the number of periods per week for the compulsory subjects (English and Mathematics) and the average for each teacher.

## **METHODOLOGY**

This study adopted the survey method of descriptive research, it was concerned with collection of data for purposes of analyzing and interpreting the existing conditions of the population under study, data were gathered from the selected schools in Zaria, questionnaires labeled: TEEF" collated and using percentages were interpreted.

## **RESEARCH QUESTIONS**

1. Are teachers being over utilized which might have caused the poor performance in the external examination?
2. Are teachers effective in the schools?

## OBJECTIVE OF THE STUDY

The study is mainly focused on the utilization of teacher's and the implication for guidance and counseling, the contribution of the teacher in the development of the child and by extension the National development cannot be over emphasized i.e. the moulding of the behavior, character and life style of the child among others. The goal of guidance and counseling is to make it possible for an individual to see and explore his or her unlimited endowed options, these endowed options when adequately enhanced will provide for the teacher the necessary initiative to understand and use varied techniques and ways in impacting desired disposition. There have been a lot of questions on the poor performance in recent years of students in national examinations on what is responsible in influencing the poor performance of children in school. It is therefore, desirable to investigate and ascertain whether the teacher's effectiveness has an effect on students' academic performance.

## DATA PRESENTATION AND ANALYSIS OF RESULTS

**Table 1. Teacher students' ratio and their Performance between 2010 and 2014**

<i>Sr. No.</i>	<i>Nos. of Teachers</i>	<i>Nos. of Students</i>	<i>Ratio</i>	<i>Average Students Performance 2010-2014</i>
1	78	1080	1:13	51.25
2	68	820	1:12	59.75
3	66	620	1:9	47.5
4	57	740	1:13	49
5	54	770	1:14	52
6	10	250	1:25	56
7	22	174	1:8	58
8	64	780	1:13	52
9	60	690	1:12	54

The above table 1 indicates the total number of teachers and students in these schools, the teacher student ratio and the average performance of students. The table further shows that the ratio of teacher to student in the secondary schools is below average (1:13) when compared with the required 1:40 in secondary schools. This have an implication for guidance and counseling But the question is why the average performance in these schools when the teachers are underutilized? With the 1:13 ratio it is expected that the performance should be well above average as the teacher has fewer students to coordinate, guide, counsel and impact the desired content, in this case with above data the teacher should be more effective with fewer students to manage for an average of 10 periods per week/class.

**Table 2. Total periods per week, and number of teachers**

<i>Sr. No.</i>	<i>Mathematics Period/Week</i>	<i>English Period/Week</i>	<i>No. of Mathematics Teachers</i>	<i>No. English Teachers</i>	<i>Mathematics Periods/ Week/ Teacher</i>	<i>English Period/ Week/ Teacher</i>
1	30	30	3	3	10	10
2	30	29	3	3	10	10
3	29	29	3	3	9	9
4	30	30	3	2	10	15
5	30	29	2	3	15	10
6	6	6	1	1	6	6
7	18	10	3	3	6	6
8	27	30	3	3	9	10
9	30	27	3	3	10	9

Average period/ week/teacher = 10periods,

Using Mathematics and English which are compulsory for all students, the above table indicates, the total periods per week, and number of teachers, again this shows that the teachers are underutilized with an average of 10 periods per week as compared to the required 22 periods per week. When this table is compared with the student's performance in table 1, it indicates that the schools have not been able to utilize the teacher properly and as such could have affected the student's performance since the teacher have not been able to prepare himself as to improve on his effectiveness.

**Table 3. Actual ratio of students/period/teacher/week**

<i>Sr. No.</i>	<i>No. of Students</i>	<i>No. of Math's Periods</i>	<i>Ave. No of Math's' Students/Period</i>	<i>No. of English Periods /Week</i>	<i>No. of Students / Period</i>
1	1080	30	36	30	36
2	820	30	27	29	28
3	620	29	21	29	21
4	740	30	25	30	25
5	770	30	26	29	27
6	250	6	42	6	42
7	174	18	10	10	17
8	780	27	29	30	26
9	690	30	23	27	26

Average Teacher: Student: Periods Ratio = 1: 25: 10 Period

This table indicates the number of student per period, the average again is lower than the expected 40:1, and 22 periods/week and 1:40 (teacher- student's ratio) in most cases, this means that the teacher is underutilized and when this is compared to the table 1 shows that teachers are not very effective.

## **DISCUSSION OF RESULTS**

Momoh Tony in Kayode J D (2011), said in the guardian newspaper (21st August 2008) "If you want to build a city, you must first build a man, and if you refuse to build a man, the kind of city he would eventually build might well be like some types of huts we used to have in some of the Nigerian villages today". The qualities of teachers in the secondary schools determined the quality of product that is produced in our secondary schools and this is a function of proper utilization of personnel. This study have revealed that the secondary school teachers are underutilized, but the question is why the poor performance in the external examination, is it that the teachers are not knowledgeable, or some problem with our curriculum and inadequate planning coupled with poor statistical data, the problem is the teacher inability to use guidance and counseling effectively. In support of this, Aghenta (1983:64) in Kayode opined that, "It is true that a few are over worked, but when the average is taken we discover that teachers teach 15 periods out of 36-40 periods a week." The underutilization here could be as a result of lack of knowledgeable teachers, poor utilization of existing facilities, teacher's attitude to work, uncontrolled admission etc. and when data of table 1 is compared to data of table 2 ie teacher/ student ratio and average school performance in WASC, indicates that the underutilization of teachers have a significant effect on the average performance furthermore when table 3 (Teacher: Student: periods ratio = 1: 25 :10) is compared to table 1 it further confirms the underutilization of teachers. Today teaching have moved beyond qualification to effectiveness and teachers have to be trained and re-trained to be effective

## **IMPLICATIONS FOR GUIDANCE AND COUNSELING**

Kolo (2001) described Guidance and counselling as an enlightened process whereby people help people by facilitating growth and positive adjustment through self-understanding, Akinade (2012) further stress that guidance and counselling is a process of helping an individual become fully aware of himself and the ways in which he is responding to the influences of his environment. And assists him to establish some personal meaning for this behavior and to develop and classify a set of goals and values for future behavior. The research have shown that most school heads have not utilize the teacher capacity and lacks knowledge of the environmental requirement, as Corey (1988) emphasized that counselling is a process which occurs in one to one relationship between an individual troubled by problems with which he cannot cope with and a professional worker whose training and experiences have qualified him to help others reach solution to personal needs. Okoye (1990) viewed counselling as an interactional relationship designed to facilitate the personal development of information leading to effective decision making and awareness of the self. Egbo (2013) summarized Counselling when he said counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviors that will help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personally. This implies that, counselling is a transformative process of aiding people to learn all that are to be learnt both in and outside the School. Defining Teaching Abolade (2000) opined that teaching is a set of activities that are designed to bring about changes in the behaviour of learners. Bamgbaiye (2005) also assert that teaching involves explaining, demonstrating, guiding and

counselling by the teacher in order to effect a change in the learner. Finally, Okoye (2010) states that the main aim of teaching is to help someone acquire or change some skills, attitude, knowledge, idea or appreciation. In other words, it is to bring about some desirable changes in the learners, she also noted that teaching is said to be effective only when the learners have been able to achieve the set behavioural objectives, the research have shown that the teacher is not properly utilized and as such the desired dispositions are not completely inculcated into the learner with counseling he would be able not only to interact but to create an enabling environment for the Educational goals to be achieved..

## **CONCLUSION**

Manpower is the most important resource in any organization. Harbison (1973:3) opined that: ... human resources – not capital, not income, not material resources – constitute the ultimate basis for the wealth of nations, capital and natural resources are passive factors of production; human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations and carry forward national development. The Utilization of teachers can be viewed from;

1. Expectation of the teacher with regards to employers' directives and their actual classroom experience, most teachers believe that teaching is just impacting defined knowledge and as such their expectation is lower than the actual classroom experience hence might not be able to cope, in most cases these teachers are teachers whom see teaching profession as the last resort.
2. Teacher's actual workload as defined by the employer and that experienced or gained. Were division of labor within the school is not proportionate or effective some teachers are over loaded while others are underutilized, this is a common practice in most schools
3. Factors that can enhance teacher's efforts or desire to utilize their skills for teaching efficiently and effectively. Were the community or society fail to recognize the effort or personality of the teacher leads to de-motivation and reduced if not lack of interest in the job.

Like in the Education business there are basically four elements in Nigeria, student, teacher, content and government. The teacher is the most important element but in most cases due to government policy and political will to do the right thing the government in their action or inaction influence the underutilization of teachers. This paper has shown that teachers in Zaria secondary schools are underutilized.

## **RECOMMENDATION**

Based on the findings the following recommendations are made

1. That teachers should be retrained on the basics of guidance and counseling as this is a key factor in molding the child.
2. That the head teacher should be trained on his responsibilities and division of labor
3. That teacher should be made to take teaching as a socialization process and not an autocratic establishment.
4. Proper distribution of periods in the time table,
5. That teacher should be motivated and encouraged not only by their employers but by the community they reside.

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