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## Secondary School Teachers' Attitude to Work in Ikpoba-Okha Local Government Area of Edo State, Nigeria

BY

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### ABSTRACT

*This study investigated Secondary School Teachers' work attitude in Ikpoba-Okha L.G.A of Edo State, Nigeria. Two research questions and one hypothesis were raised as a guide for the study. The population consisted of all Senior Secondary School Students from fifty-nine private and nineteen public schools in Ikpoba-Okha Local Government Area of Edo State. The systematic sampling procedure was used to select five private and three public schools, giving a total of eight schools. Forty students were purposively drawn from each of the eight schools, giving a total of three hundred and twenty students, who participated in the study. An instrument titled 'Teachers' Work Attitude was used to elicit information on teachers' attitude to work from the students. The findings show that (i) 72.7% of respondents rated their teachers' work attitude as good while 27.3% of respondents rated their teachers' work attitude as bad and (ii) there is a significant difference in teachers' work attitude in public and private secondary schools. 93% of respondents from public schools rated their teachers' work attitude as good as against 61.5% of respondents from private school. Based on the findings, it was recommended that private school proprietors/proprietress should (i) improve on the recruitment of inexperienced staff and on salary wages in order to encourage good teachers' work attitude (ii) supervision of instruction at all times should be sustained in order to further promote and maintain better attitude of teachers towards their work.*

### INTRODUCTION

The purpose of formal education is centrally focused on students' development. The attainment of this central goal of education therefore, would depend on various inputs which include the school curriculum, conducive learning environment, learning materials and of course the teachers' capacity to interface with the students. There is no doubt, that all the variables necessary for effective learning and education of students and hence the attainment of the goals of formal education, the teachers' inputs remain most important. Ladson-Billings (1994) and Ferguson (2002) posited that teachers' work attitude towards learners could influence their willingness to learn.

Teachers are indispensable human resources in the education industry. Omorogieva (2012) asserts that teachers constitute powerful instruments for promoting students' academic, economic, political, social, scientific and technological objectives. If the teacher fails in his or her job or is non-challant, the whole process of education may derail or breakdown.

In recent times, the government of Edo State has shown great concern over the attitude of teachers to work in the state. The State Governor, in addition to paying personal unscheduled visits to schools, has also setup an adhoc committee on this subject matter. As a result of this development, many schools have witnessed unpalatable consequences that include suspension of school heads and outright sack of some others.

The foregoing events no doubt, have brought into focus the critical issue of teachers' attitude to work in Edo State Schools. Some of the teachers have been reported to be notoriously late to work as well as manifestation of high rate of absenteeism. If this is not checked, government investment in education may not achieve its objectives as stated in the National Policy on Education, 2013 edition. It is therefore, necessary that a systematic study of teachers' attitude to work be objectively and empirically undertaken as a step towards attitude change and necessary behaviour modification for higher productivity among teachers.

Knowledge about teachers' attitude to work in the school system through research, is key to improving the quality of education. Studies of teachers' attitude to work have focused more on self-report and report by head teachers (Osibun, 2011). While these are principal sources of knowledge about teachers' attitude to work, it is conceivable that students' empirical viewpoints could provide a more complete picture of teachers' work attitude.

The current study is predicated on the desirability of elicitation of the knowledge of teachers' attitude to work, from the students' population in the school environment.

#### **Research Question**

1. What is the attitude of teachers to work in Secondary Schools in Ikpoba-Okha L.G.A of Edo State as perceived by the students?
2. How do students perceive their teachers' overall work attitude in Secondary Schools in Ikpoba-Okha L.G.A Area of Edo State?

#### **Hypothesis**

There is no significant difference in students' perception of their teachers' attitude to work in private and public Secondary Schools in Ikpoba-Okha Local Government Area of Edo State.

#### **METHODOLOGY**

The survey research design was adopted for this study. The population of the study consisted of all senior secondary school students in Ikpoba-Okha Local Government Area of Edo State. Fifty-nine private schools and nineteen public schools, giving a total of seventy-eight schools that were used for the study. The systematic sampling technique was utilized to select five schools from the private schools and three schools from the public schools giving a total of eight schools that were used for the study. Forty senior secondary school students were purposively drawn from each of the eight schools, giving a total of three hundred and twenty senior secondary school students, who participated in the study.

An instrument titled Teachers Attitude to Work Questionnaire (TAWQ) was designed for the study. The instrument consisted of the roles and responsibilities of teachers as proposed by

recognized authorities. It was structured to elicit information on students' perception of teachers' work attitude. The instrument consisted of twenty items which are based on a four (4) points scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). In order to validate the instrument, copies of the instrument were given to two experts in measurement and evaluation, to review and make suggestions, which guided the completion of the instrument. The test-retest method was used to establish the reliability of the instrument and a co-efficient of 0.98 was obtained.

The researchers administered the instrument personally. The personal administration of the instrument helped to ensure higher response rate.

The research questions were answered using frequency counts and percentages while the hypothesis was analyzed using simple percentages and chi square. The data was also presented in tables for easy interpretation.

#### **PRESENTATION OF RESULTS**

**Research Question 1:** What is the attitude of teachers to work in secondary schools in Ikpoba-Okha L.G.A of Edo State Secondary Schools as perceived by the students?

**Table 1:** Students' Perception of their teachers' work attitude

S/N	Teachers' Work Attitude	SA	A	D	SD
1	Teachers master their subject very well	190 (59.4)	126 (39.4)	-	3 (.9)
2	Teachers initiate the work to be done for the day.	106 (33.1)	175 (54.7)	18 (5.6)	6 (1.9)
3	Teachers come to teach their lessons regularly	102 (32.2)	160 (50.5)	53 (16.7)	2 (.6)
4	Teachers always give assignments to students	173 (54.7)	109 (34.5)	27 (8.5)	7 (2.2)
5	Teachers do not mark students' assignments	38 (12.3)	70 (22.6)	97 (31.3)	105 (33.9)
6	Teachers provide feedback to students on performance	12 (40.3)	148 (47.0)	29 (9.2)	11 (3.5)
7	Teachers praise and encourage students in their classrooms	114 (37.3)	129 (42.2)	40 (13.1)	23 (7.5)
8	Teachers are very friendly with their students	101 (131.7)	186 (58.3)	22 (6.9)	10 (3.1)
9	Teachers are very caring about their students' education	120 (37.7)	155 (48.7)	26 (8.2)	17 (5.3)
10	Teachers create time to interact with their students	82 (37.7)	146 (48.7)	64 (8.2)	26 (5.3)
11	Teachers are always ready to attend to students' problems	89 (25.8)	157 (45.9)	53 (20.1)	19 (8.2)
12	Teachers are regular to school	127 (40.2)	135 (42.7)	38 (12.0)	16 (5.1)
13	Teachers are usually late to school	40 (12.9)	72 (23.2)	82 (26.5)	116 (37.4)
14	Teachers are very concerned about school work in general	104 (33.1)	115 (36.6)	57 (18.2)	38 (12.1)
15	Male teachers are more committed to school work than female teachers	73 (24.1)	82 (25.4)	77 (27.1)	71 (24.1)
16	Teachers have self-respect	127 (40.4)	137 (43.6)	41 (13.1)	9 (2.9)
17	Teachers have good sense of dressing	114 (36.2)	122 (36.2)	52 (16.5)	27 (8.6)
18	Teachers do not care about arranging and organizing their classrooms	48 (15.1)	58 (18.3)	89 (28.1)	122 (38.5)
19	My teachers are very disciplined individuals	130 (41.4)	137 (43.6)	26 (8.3)	21 (6.7)
20	Teachers are polite in their dealing with students	80 (25.5)	144 (45.9)	61 (19.4)	29 (9.2)

From Table 1 98.8% respondents agreed that their teachers have a mastery of their subject, 87.8% of respondents agreed that teachers initiate the work to be done for the day, 82.7% of respondents agreed that teachers come to teach their lessons regularly, 89.2% of respondents agreed that teachers always give assignments to students, while 34.9% of respondents agreed that teachers do not mark students' assignments. 87.3% of respondents agreed that teachers provide feedback to students on performance. 79.5% of respondents agreed that teachers praise and encourage students in their classroom. 90% of respondents agreed that teachers are friendly with their students. 86.4% of respondents agreed that teachers are

very caring about their students' education. Also 86.4% of respondents agreed that teachers create time to interact with their students. 71.7% of respondents agreed that teachers are always ready to attend to students' problems. 82.9% of respondents agreed that teachers are regular to school. 63.9% of respondents disagreed that teachers are usually late to school. 69.7% of respondents agreed that teachers are concerned about school work in general. 51.2% of respondents disagreed that male teachers are more committed to work than their female counterpart. 84% of respondents indicated that teachers have self-respect while 72.4% of respondents also agreed that teachers have good sense of dressing. 66.6%

of respondents disagreed that teachers do not care about arranging and organizing their classrooms. Teachers are disciplined individuals and polite in

their dealings with students are rated 85% and 71.4% respectively by respondents.

**Research Question II:** How do students perceive their teachers' overall work attitude?

**Table 2:** Students' Overall perception of their teachers work attitude

	Work Attitude	Frequency	Valid Percent
Valid	Poor	87	27.3
	Good	232	72.7
	Total	319	100.0
Missing	System	1	
<b>Total</b>		<b>320</b>	

The data in Table 2 revealed that 232 respondents making 72.7% of respondents rated their teachers' attitude to work as good while 87 respondents making 27.3% of respondents rated their teachers' attitude to work as poor.

**HO:** There is no significant difference in mean perception of students on their teachers' attitude to work in private and public secondary schools in Ikpoba-Okha Local Government Area of Edo State.

**Table 3:** t-test analysis on difference between mean opinions of students on their teachers' attitude to work

Variables	X	SD	Df	t-cal	t-crit	P
Private school	3.12	0.63	317	1.99	1.96	0.00
Public school	2.01	0.48				

Significant at 0.05 level

The t-test analysis indicated the mean score of 3.12 and 2.01 with standard deviation of 0.63 and 0.48 for students in private schools and those in public schools respectively. The calculated value was greater than the critical value (1.99 > 1.96), this is also applicable to  $p < 0.05$ , the analysis therefore shows that there was significant difference in the mean opinion of the two groups of students. The null hypothesis was therefore not retained.

**DISCUSSION OF RESULTS**

The responses to research question one revealed the massive positive responses from the respondents in all the variables. This finding was contrary to expectation, due to the recent great concern over the poor attitude of teachers to work, expressed by the government of Edo State. This is to say that much have been done towards improving teachers' attitude to work. It may not be unconnected to the fact that supervision of

instruction has been stepped up in public schools in Edo State and the fact that teachers are better educated nowadays.

Research question two was meant to find out how students in both public and private schools perceive their teachers' work attitude generally. The analysis of the data obtained revealed that 232 (72.7%) of respondents perceived their teachers' overall attitude to work as good while 87 (27.3%) of respondents perceived their teachers overall work attitude as poor. The outcome of this finding was a big surprise. The findings contradicted the findings of Mamman (2003), Oladunjoye (2011) and Anaso (2014) that identified lack of interest and commitment to work on the part of the teachers as factors hindering academic achievements. Their findings corroborate the findings of Ferguson (2002), who also stipulated that teachers' poor attitude to work hinders students' learning. However, the finding of this study may be an indication of teachers' improved commitment to

work as a result of better qualification, adequate supervision of instruction by the ministry of education officials and proprietors/ proprietress in public and private schools respectively.

The null hypothesis, which predicted no significant difference in students' perception of their teachers' work attitude in public and private secondary schools in Ikpoba-Okha Local Government Area, was rejected. Whereas 93% of respondents in public schools rated their teachers' work attitude as good, only 61.5% of their counterparts in private schools rated their teachers work attitude as good. The outcome of this study may be due to the fact that public schools are owned by government, who is able to attract the best qualified staff and also retain them in the service. These staff get matured and experienced over the years and therefore, become assets to the institutions. Perhaps, the private schools, on the other hand, cannot foot the bill of paying experienced staff and so employ young staffs, who lack experience and expertise. This outcome suggests that there is still much to be done in the private schools, if successful education of children is to thrive, especially now that private school's education is expanding.

### CONCLUSION

This conclusion was drawn from the findings of the study. It is concluded that secondary school students in Ikpoba-Okha perceived their teachers as having good attitude to work. However, there is a significant difference in their perception along the variable of type of school.

### RECOMMENDATIONS

Based on the findings, the following recommendations were made.

1. Private schools' proprietors/proprietress need to improve on the recruitment of inexperienced staff and also on salary of

staff in order to promote good teachers' attitude to work.

2. There is need to sustain supervision of instruction at all times in order to promote teachers' better attitude to work.

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