

Attitude of Teachers and School Variables in Secondary Schools in Ondo State, Nigeria

OMONIYI A. Olubunmi^{1*} AKINSETE, Aarinola M². OMONIYI, Mary, B. I³.

1. Adekunle Ajasin University Akungba Akoko, Ondo State, Nigeria

2. Ministry of Education, Akure, Ondo State, Nigeria.

*E-mail: lasojibunmi@gmail.com & bumbos01@yahoo.com

Abstract

This study examined some school variables and teachers' attitude to work for effective teaching. Descriptive survey design was used for the study. The respondents were 216 teachers which were randomly selected from 90 secondary schools. An Instrument, Teachers' Attitude to Teaching Inventory (TATI), comprising 30 items, was used to collect data. The TATI elicited information on different aspects of teaching including presentation, assessment and use of instructional materials. The study was guided by two hypotheses. Data collected were analysed using Analysis of variance Pearson-r, t-test and percentages. The results from ANOVA showed that there was a significant difference in the attitude of different subject teachers to teaching of Science, Art and Social Science to ($F_{2,214} = 3.0, p < 0.05$). Furthermore, the results showed that there was a significant relationship between teachers' attitude to teaching and age ($r = 0.0535, p < 0.05$), sex ($r = 0.343, p < 0.05$), and teaching subjects ($r = 0.194, p < 0.05$). The study concluded that teachers' attitude to teaching was not favourable and this attitude was influenced largely by age and sex.

Keywords: Teachers' Attitude, School Variables, Effective Teaching.

1. Introduction

In an educational system, the teacher is the enabler and motivator; hence, the attitude of teachers is a characteristic component of teacher personality. An attitude is a framework that affects how a person thinks and acts about the world. If a teacher has a negative attitude towards education, his job or students, it may influence his performance as an educator (Kalantri, S.P, et al., 2002). The quality of teaching is a function of the love, dedication and devotion of the teacher towards the subject and students. The quality of any teaching programme cannot rise above the quality of its teachers (Bhalla A., Jajoo & Kalantri S.P. (2002), Omoniyi, 2008).

Many factors can encourage or inhibit teaching. One is attitude. Parental involvement in and attitude towards education can have a large impact as well (Joshua M.T. 2003). However, education scholar (Garcia, 2003) believed that a teachers' attitude has the largest impact on a student's success in school. A teacher's own beliefs can profoundly affect his students. According to Education World, a teacher's sex or age can influence students' interest. Girls, who are seriously underrepresented in professional science careers are especially motivated towards or away from sciences by teachers more than by their parents or peers. According to BEH-JAJOOH (1992), girls described situations in which the personality traits of their teachers were more powerful and influential than course content or instructional strategies with respect to the opinions of their experiences.

If a teacher appears not to like or care about a particular subject or student, then, such a teacher will be unable to foster a supportive learning environment. A teacher's personal value such as age and sex may be more evident or important to the students than the teacher realizes. In addition, a teacher with a negative attitude may not be as approachable as teachers with positive attitudes. The attitude of teachers is a teacher characteristic and component of teacher personality. While it is true that there are teachers whose attitudes are positive towards the promotion of good teaching, also there are teachers whose attitudes are negative towards the promotion of good teaching. The quest to improve the attitudes of teachers for effective teaching has been an age long enterprise which necessitated the application of quality system management standards in the education sector. Unlike being a great scholar, being a great teacher requires a passion for one's field of study and for one's students. After all, teaching is not just about ideas, it is about engaging hearts and minds in the process of learning. The question now arise what are the qualities that combine to create an excellent and memorable teacher? Why do some teachers inspire students to work three times harder than they normally would, while others inspire students to skip class? Why do some teachers' attitudes scare away students from attending classes? Why do students learn more from some teachers than others? If you aspire to become a better teacher with positive attitudes to teaching these are important question to ask.

2. Literature Review

Taylor and Francis (2010) identified the issue of "emphasis on teaching" as focusing on the four essential qualities that distinguish exceptional teachers in knowledge, communication skills, interest and respect for

students. Therefore, it could be inferred from Taylor's words that teachers' attitudes should be developed towards these four essential skills in order to achieve effective teaching in schools. Secondary education is the pivot around which the development of the nation's economy revolves. It is the engine room that provides input recourses into the nation's economy and higher education production systems. When the secondary school system functions well, its products will oil and galvanise the tertiary education level; and some of the secondary school leavers who are unable to proceed to tertiary education will become useful and productive members of the society. It is therefore imperative to continually asses the secondary school system, especially its teachers who are most significant to student and performance. Stevens et al (1996) stated clear that quality teachers inspire students to compete amongst themselves, to take tasks that seem to exceed their grasp, and to discover and develop their real mettle as thinkers. At the same time, the very best teachers seem to be the one who never stop learning; they do not quit reading new books, listening to new voices, or discussing new ideas, and whose quest for understanding is ever expanding. As Riggs et al., (1990) put it, that good teachers are lifelong students, people who still know how little they really understand about life and how much they have left to learn about life. Additionally, Vaidya et al (1993) posited three features of an excellent teacher. High quality teachers who have passion for their jobs and a deep regard for their students. Second, they live challenging and demanding lives that set high standards and inspire changes. And, third, they are always fully engaged in the mystery of life, with hearts and mind full of wonders and awe, open to learn new things and understand new realities.

3. Research Rationale

Many factors can encourage or inhibit effective teaching in the classroom. One is teachers' attitude. A teachers' attitude can have a profound impact on students' achievement. Also teachers own belief, sex and age, whether consciously or subconsciously, can profoundly affect his students. Reports from education world, showed that teacher age and sex can influence student interest in sciences, social sciences or arts. In Ondo State, it has been observed that girls were seriously underrepresented in science subjects (source Ministry of Education/WAEC NECO ennoblement 2005-2010). The reason could be adduced to the fact that some of these female students were motivated away from science by their teachers. Bhalla et al., (2002) described situations in which personality traits of their teachers were more powerful and influential than course content or instructional strategies.

Research Hypotheses

The following hypotheses were generated to guide the study

- There is no significant difference in the attitude of different subject teachers to teaching.
- There is no significant relationship between the attitude of teachers to teaching and teachers' age, sex, and work load.

Methodology

The study adopted the descriptive survey design. The respondents were 216 teachers which were randomly selected from 90 secondary schools. The selection of the secondary schools was based on stratified random sampling method from 10 Local Government Areas that were randomly selected out of the existing 18 Local Government Areas in Ondo State. An Instrument, Teachers' Attitude to Teaching Inventory (TATI, comprising 30 items, was used to collect data. Two hypotheses were tested for significance at $p < 0.05$ probability level of significance using Analysis of Variance, Pearson-r, t-test and percentages.

4. Results and Analysis of Findings

Tables 1, 2 and 3 present the results of data analysis.

Table 1: Mean scores of attitudes of different subject teachers to teaching.

Variables	N	x	Std. Dev.
Social Science	44	24.71	1.1972
Science	86	54.82	1.5055
Art	86	17.29	0.7379

The results presented in table 1 revealed that there was a significant difference in the attitude of different subject teachers to teaching. The mean (\bar{X}) of attitude of different subject teachers to teaching ranged between 17.29 to 54.82.

Table 2: ANOVA summary table for attitude of different subject teachers to teaching

Source of variation	SS	df	MS	F-cal	F-tab
Between Groups	0.878	2	0.439	4.77	3.00
Within Group	19.627	214	0.092		
Total	20.505	216			

The result in Table 2 showed that $F_{(2, 214)} = 3.00$, $p < 0.05$ of F-tab and F-cal of 4.77 indicating that F-cal is greater than F-tab at 0.05 level of significance.

Table 3: Relationship between the attitude of teachers to teaching and teachers' age, sex and workload.

Variables	n	r	p
Age	197	0.0535	<0.05
Sex	194	0.343	<0.05
Workload	216	0.194	<0.05

The result obtained from Table 3 showed that there was a significant relationship between teachers' attitude to teaching and age ($r = 0.0535$, $p < 0.05$), sex ($r = 0.343$, $p < 0.05$), and teaching subject (workload), ($r = 0.194$, $p < 0.05$). This shows there was a significant relationship between teachers' attitude to teaching which were influenced largely by age and sex.

4.1 Discussion

The analysis of data revealed that there was a significant difference in the attitude of different subject teachers to teaching of Science, Arts and Social Science $F_{(2,214)} = 3.00$, $p < 0.05$ of F-tab and F-cal of 4.77; indicating that F-cal is greater than F-tab at 0.05 level of significance. Also, the mean (\bar{X}) of attitude of different subject teachers to teaching ranged between 17.29 to 54.82 indicating that the attitude mean (\bar{X}) of science teachers is the most favourable with 54.82 and teachers of Arts is the least favourable with mean (\bar{X}) 17.29.

Furthermore, the results showed that there was a significant relationship between teachers' attitude to teaching, and age ($r = 0.535$, $p < 0.05$); sex ($r = 0.343$, $p < 0.05$), and teaching subject ($r = 0.194$, $p < 0.05$) indicating that age and attitudes of different subject teachers to teaching have the strongest relationship of 0.535 of the three variables considered followed by sex with 0.343. The relationship between subject taught and teachers' attitudes had the weakest relationship of 0.194. All the three variables had positive relationship with teachers' attitude to teaching but they vary in strength. Teachers' attitudes could be influenced by poor conditions of service, shortage of infrastructure and lack of incentives. Also, inadequate financial resources to attend in-service training and excessive workload especially in Biology, English language and Mathematics where teachers were allocated 26 periods per week had greatly hindered teachers from giving regular assignments and class exercises to students. These challenges might have affected teachers' negative attitude to work. Also, Table 3 showed that teachers attitudes was influenced largely by age and sex. This was supported by Joshua M.T. (1997).

5. Conclusion

The quality of teaching depends on the love, dedication and devotion of teacher towards the subject. Teacher's attitude could be influenced largely by age and sex as reflected in this study. Therefore, teachers are expected to be professionally matured and not-gender biased for effective service delivery. This will no doubt improve the quality of curriculum delivery and teachers output that would meet the set standards and expectations of the society. Teachers should be encouraged to improve their attitudes towards their subjects in particular and

teaching profession in general. These positive attitudes could be enhanced by providing incentives and regular seminars/workshops to improve the knowledge, pedagogical skills and competence of the teachers in various subjects with a view to enhancing the quality of teaching and learning process in secondary schools.

References

- BEH-PAJOOH, A (1992). "The effect of social contact on college teachers' attitudes towards educational integration". *European journals of special Needs Education*, 7, 231-236.
- Berryaman, J.D (1989). 'Attitudes of the public towards educational main streaming. *Remedial and special Education*, 10, 44-49.
- Bhalla A, Jah-joooh and Kalantri S.P (2002): Attitude of Teachers towards Teaching: PMID: 12383472 (pubmed) indexed for MEDLINE
- Cathleen Garcia (2003). The effects of Teacher Attitude, experience, and background knowledge on the use of inquiry method. *Teaching in the Elementary Classroom*. In partial fulfilment of the requirement in SCE 5308.
- Chaazan, M (1994). "The attitudes of mainstreaming teachers towards pupils with emotional and behavioural difficulties". *European journal of Special Needs Education* 9, 261-274.
- Elias Avranmilus and Brahm Norwish (2010). Teachers' Attitudes towards Integration. *European journal of Special Needs Education*. 17:2, 129-147, to link online: <http://dxdoi.org/10.1080/088856250210129056>
- Fafunwa, A-B. (1985), The purpose of Teachers Education in Nigeria, in Adaralegbe, A(Ed). A philosophy for Nigeria Education. Ibadan, Nigeria. Heinemann Educational Books
- Federal Republic of Nigeria (2004): National Policy on Education. NERDC press
- Joshua, M.T (1997 b). Teacher evaluation: Meaning, importance, historical development and purposes, *Nigerian Education journal*, 1, 135-142.
- Joshua, M.T and Joshua, A.M. (2003). Attitude of Nigerian secondary school teachers to student evaluation of teachers. *The African symposium* 3(3). An outline Educational Research journal published in U.S.A. <http://www2ncsu.edu/ncsu/aern/sept03.html>
- Joshua, M.T. (2001 b). Purposes and approaches of teacher evaluation within and outside Nigeria. *Journal of education and Environment*, 1(1), 99-107.
- Niyi, E (1998). The role of teachers in inculcating social values among the youths in Nigerian Secondary Schools. *Vision and Mission of education in Nigeria: The challenges of the 21st century* (pp. 83-90). Kaduna; Nigeria. National Commission for Colleges of Education.
- Omoniyi A. Olubunmi (2008). Quality Assurance in Teacher Education. *The Nigerian Academic Forum*. A publication of National Association of the Academics. Nnamdi Azikiwe University, Awka. Nigeria. 15(1), 1-5.
- Omoniyi, A. Olubunmi (2013). Use of students' Achievement scores in placement examination in Assessing pupils Academic performance in primary schools. *International journal of Research and Development*, Adekunle Ajasin University, Akungba-Akoko, Nigeria. 1(2).
- Riggs, Iris M., and Ewochs, Larry G, (1990). Towards the development of an elementary teacher's science teaching efficacy belief instrument. *Science Education*, 74, 625-637.
- Spickler, Theodore R; Hernandez-Azarraga, Lauriec; (1997) in-service teacher education through an after-school hand-on science program. *School Science and Mathematics*, 97, 59-61.
- Stevens, Carol, and Wenner George (1996). Elementary preservice teachers knowledge and beliefs regarding science and mathematics. *School Science and Mathematics*, 96, 2-9.
- Tarik, Tosun (2000). The beliefs of preservice elementary teachers towards science and science teaching *Science and Mathematics*, 100, 376-381.
- Taylor and Francis (2010): Teachers attitude towards integration *European journal of special needs*: <http://dx.doi.org>
- UNESCO (2002), Nigeria private sector and Education for all. Abuja: UNESCO publication.
- Vaidya, Sheila R (1993). Restructuring elementary and middle school science for improved teaching and learning, *Education*, 114, 63-70.

This academic article was published by The International Institute for Science, Technology and Education (IISTE). The IISTE is a pioneer in the Open Access Publishing service based in the U.S. and Europe. The aim of the institute is Accelerating Global Knowledge Sharing.

More information about the publisher can be found in the IISTE's homepage:

<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

The IISTE is currently hosting more than 30 peer-reviewed academic journals and collaborating with academic institutions around the world. There's no deadline for submission. **Prospective authors of IISTE journals can find the submission instruction on the following page:** <http://www.iiste.org/journals/> The IISTE editorial team promises to review and publish all the qualified submissions in a **fast** manner. All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Printed version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Recent conferences: <http://www.iiste.org/conference/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

